



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

# **BUDGET ESTIMATES 2020-2021**

## **Supplementary Questions**

**Portfolio Committee No. 3 – Education**

**EDUCATION AND EARLY CHILDHOOD LEARNING**

Hearing: Wednesday 3 March 2021

**Answers due by: 29 March 2021**

**Budget Estimates secretariat**

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## EDUCATION

### Questions from the Hon Mark Latham MLC

1. Could the Minister please provide the list of prequalified service providers contained within the panel of external service providers for Student Engagement and Attendance Services?
2. What specific qualifications is the document on the Department of Education's website about prequalified service providers for student wellbeing referring to when it states that to be put onto the prequalified list each service provider must supply licenses, accreditations, registrations held and the qualifications of key staff?
3. Are the people who are actually running the program in face to face workshops qualified?
4. The 2019-2020 NSW Education Budget has allocated \$88.4 million to hire a full time psychologist and social worker in every NSW government high school. Could the Minister advise:
  - a) the number of primary schools provided with a psychologist,
  - b) the number of high schools provided with a psychologist,
  - c) the number of primary schools provided with a social worker,
  - d) the number of high schools provided with a social worker.
5. What controls and measures has the Minister introduced to ensure that the social workers and psychologists referred to in 1 above will:
  - a) not provide instruction or advise on ideologically-based and political material that is inconsistent with the wishes and values of parents,
  - b) Ensure that parents are fully consulted and aware of their child's visits with the social worker/psychologist.
6. What parental engagement programs and incentives has the Minister introduced to ensure that parents are engaged with their child's education in the infant and primary school years?

7. What is the number of teachers on extended paid leave, and what is the cost to the Education budget of these?
8. What measures is the Minister taking to ensure that NSW teachers return to the class-room and face to face teaching? What is the time line of these measures?

### **Inspectorate**

9. 'Measurement and outcome-based funding in New South Wales schools' Inquiry, particularly the recommendation "To establishing a School Inspectorate as an independent unit undertaking regular inspections of classroom practices, teacher quality and school management". To ensure that education systems are transparent and do not self-investigate', will the minister commit to the creation of an independent Inspectorate for NSW?
10. To what degree does the Minister agree in conjunction with the recommendations of the 'Measurement and outcome-based funding in New South Wales schools' Inquiry, that such an inspectorate should be based more upon the Scottish 'Education Scotland' model of Inspectorate that is collegial and supportive, rather than the English Ofsted model?
11. To what degree does the Minister agree with the recommendations of the 'Measurement and outcome-based funding in New South Wales schools' Inquiry, particularly the recommendation "That the Government ensure that school inspectors (if established) are truly independent with a singular focus on improving classroom performance and accountability. They should also be a point of data collection on teacher quality across the government system"?

### **Children with a disability and abuse.**

12. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children?
  - (a) the number of,
  - (b) the details of
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13. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children with a disability:
  - (a) the number of,
  - (b) the details of
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14. How many child protection complaints against a staff member must be made before a full investigation of said staff member is initiated, and said staff member is relocated away from non-verbal children? *An example is of a staff member in the Newcastle area, currently at Kotara South Public School, with different, multiple child protection complaints brought up in 2007, 2013, 2015 and 2016 from different schools, yet the staff member remains in place.*
  
15. What practical steps to further safeguard children with a disability in NSW Education schools have been undertaken since the Parliamentary Inquiry into Students with a disability or special needs in New South Wales schools?
  
16. What are the number of exclusions (including a breakdown by year group) of all children in NSW DoE schools in 2019 and in 2020?
  
17. What are the number of exclusions (including a breakdown by year group) of all children with a disability in NSW DoE schools in 2019 and in 2020?
  
18. What are the number of exclusions (including a breakdown by year group) of all children identified as being Indigenous in NSW DoE schools in 2019 and in 2020?
  
19. What are the number of exclusions (including a breakdown by year group) of all children identified as being ESL in NSW DoE schools in 2019 and in 2020?
  
20. In 2020, there was significant concern over the most vulnerable children (Indigenous and those with a disability) being disproportionately excluded. Has any change been implemented to understand why such bias appear apparent?
  
21. How many legal actions have been taken against/involved staff and schools in regard the treatment of children with a disability in NSW public schools in the last three years (2018, 2019

and 2020)? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*

22. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last three years (2017, 2018 and 2019) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff were reprimanded? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*
23. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last three years (2018, 2019 and 2020) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff were transferred away from children with a disability? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*
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26. How much money has the Government of NSW, on behalf of the NSW Department of Education, had to pay in court costs, in settlement and in discontinuation agreements in regard to legal action against staff and schools for the treatment of children with a disability in NSW public schools in the last three years (2018, 2019 and 20120)? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*

27. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last three years (2018, 2019 and 2020) where the department paid out settlements or discontinuations, involving complaints about staff, thus ensuring no trial required how many of those did the Department request confidentiality agreements for? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*
28. Why does the Department insist upon confidentiality agreements for settlements (in the above-mentioned cases) where the parties cannot talk about the case? *Legal actions made involve allegations originating from years before and my not be not just involve discrimination.*
29. Does the Minister agree that by insisting upon confidentiality agreements and silencing alleged victims and their families that this can lead to a cover-up of abuse (as has been seen in other public institutions)?
30. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?
31. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?
32. How many NSW primary mainstream schools are fully inclusive for children with a disability (meaning children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit/class specifically for children with a disability)?
33. How many NSW secondary mainstream schools are fully inclusive for children with a disability (meaning children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit/class specifically for children with a disability)?
34. How many SSP schools have a full curriculum for children with a disability?

35. The Department of Education has an Inclusion Policy, but when will the Department provide and publish an actual statement and definition of what Inclusion in schools is?
36. How many children with a disability initially applied for enrolment in their local mainstream school in 2019/2020?
37. How many children with a disability, who initially applied for enrolment in a mainstream school in 2019/2020 were actually enrolled in a mainstream school as part of a mainstream class?
38. How many children with a disability, who initially applied for enrolment in a mainstream school in 2019/2020 were actually enrolled in a mainstream school as part of a support class?
39. How many children with a disability, who initially applied for enrolment in a mainstream school in 2019/2020 were actually enrolled in a SSP?
40. How many children with a disability, who have been in a SSP, have transferred to mainstream class in a mainstream school in 2019/2020?
41. Previously the Departments refused to allow children with a disability to move to distance education, who felt that schools were unsafe – with the department arguing it was not technically feasible, and this has led to increases in home schooling by an annual average of over 12% a year. Yet with COVID the Department could suddenly allow all students to work through distance/remote learning. Will the department now change its policy and allow children with a disability to choose distance learning as an option rather than being forced to home school due the Department creating perceived unsafe learning experiences for children with a disability.

### **Home schooling**

42. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “That the Department of Education require its schools to seek to conduct exit interviews of parents when students leave a school”?
43. How many children have been registered for home schooling in 2020?

44. What percentage of these have been listed as choosing to do so because of
- a) Bullying
  - b) Disability
  - c) abuse
45. What funding if any, goes towards the education of children who are home schooled?
46. What happens to the funding that children did have, who then move to home schooling?
47. Given the significant increases in children who are home schooled (significantly higher by percentage than public, Catholic or Independent enrolments) what is the Department doing to stem this tide away from the Department and is it recognising there are systemic failings for many children (especially those with a disability)?

#### **Performance and Accountability**

48. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “hat the Government place school principals on performance-based contracts with significantly increased salaries. Performance measures should be based on the effective use of evidence and data, and achievement of high-level school results (measured primarily by value adding)”?
49. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “hat the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured primarily by value adding) as the main assessment criteria for whether or not to extend their contracts”?
50. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “that the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured

primarily by value adding) as the main assessment criteria for whether or not to extend their contracts”?

51. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “That the Minister for Education give greater priority to developing performance measures, targets and accountability in disability education and commission CESE to identify best practice, working with experts”?
52. The ‘NSW Ombudsman Inquiry into behaviour management in schools’ that was tabled to the 2017 Parliamentary Inquiry into Students with a disability or special needs in New South Wales schools recommended “*The department should form a reference group, including key advocates, parent/ carer representatives, and other stakeholders, to: look at complaints work from a structural, systems perspective (not dealing with individual matters), and inform the review of the interagency models (see recommendations 19 and 20 above).*” Other than the Disability Strategy Reference Group does the Department still only investigate itself (through EPAC) with no transparent accountability?
53. What (if any) outcomes have come from the internal EPAC review?
54. Does the Minister believe that education should have independent accountability or is the Minister satisfied that the Department of Education should investigate itself (such as with EPAC) with no accountability and no public trust (similar to the Catholic Church investigating itself over child abuse allegations)?
55. How many staff (and percentage of total staff) have undertaken face-to-face disability training?
56. How many Principals (and percentage of total staff) have undertaken face-to-face disability training?
57. How many principals (and percentage of total staff) have undertaken face-to-face training in legal requirements for child protection and abuse allegation?

## Questions from Mr Justin Field MLC

### Garside Road site

58. Regarding the statement by Mr Manning (see Hansard p74, last para) that the Garside Road site “was identified as surplus to requirement some years ago”:
- When exactly was the site identified as surplus to requirement?
  - When was the decision taken to sell the Garside Road site?
  - When was the decision taken to take the Garside Road site off the market?
  - Who made the decision to take the Garside Road site off the market?
  - What was the reason for the decision to take the Garside Road site off the market?
59. How much has been spent on the halted sale of Garside Road broken into the following?
- Sale agent fees?
  - Break contract costs?
  - Advertising?
  - Temporary fencing?
  - other?
60. Regarding the statement by Mr Manning (see Hansard p75, para 1) that “we have done relatively recent reviews to look at where we think population is going”:
- Will the Minister make the review public?
  - If not:
    - When was the most recent review conducted?
    - Who conducted this review?
    - What was the nature of this review?
    - Was the review specific to this site, the region, or more general?
    - What /data informed the review?
    - What was the output from the review?

61. Regarding the consultation with the community in relation to the Garside Road site referred to by Mr Manning (see Hansard p75, para 3):
  - (a) What is this consultation seeking to achieve?
  - (b) When will this consultation start?
  - (c) Who will be involved in this consultation?
  - (d) How will this consultation occur?
  
62. Regarding the consultation with the community in relation to the SAS site referred to by Mr Manning (see Hansard p75, para 7):
  - (a) What is this consultation seeking to achieve?
  - (b) When will this consultation start?
  - (c) Who will be involved in this consultation?
  - (d) How will this consultation occur?
  
63. For each of the following schools, what was the number of children enrolled in the school at the start of each year between 2016 and 2021:
  - (a) Milton Public School?
  - (b) Ulladulla Public School?
  - (c) Ulladulla High School?
  
64. What was the enrolment cap (based on permanent buildings) at each of the following schools at the start of each year between 2016 and 2021:
  - (a) Milton Public School?
  - (b) Ulladulla Public School?
  - (c) Ulladulla High School?
  
65. How many temporary buildings are currently being used at each of the following schools:
  - (a) Milton Public School?
  - (b) Ulladulla Public School?
  - (c) Ulladulla High School?

## Questions from the Hon Mark Buttigieg MLC (on behalf of the Opposition)

### COVID impact support

66. NCOSS's Wave of Disadvantage report estimates that mean NAPLAN scores in Year 9 maths will fall by 23.6 points in 2021 due to COVID-19, with some parts of NSW falling by up to 45.5 points. The 2020-21 Budget committed \$337 million for an additional 5,500 staff to deliver small-group teaching at public schools and non-government schools with high need.
- (a) Has there been an increase in children and young people disengaging from the education system due to COVID-19? What do 2021 enrolment figures tell us in this regard?
  - (b) What is the NSW Government doing to support disengaged students and invest in alternative education pathways?
  - (c) How many students are taking up the extra tutoring support that was announced in last year's budget?
  - (d) How many additional tutoring jobs have been created as a result?

### Behaviour Strategy

67. The NSW Government is developing a state Student Behaviour Strategy and finished consulting on the draft strategy in October 2020. It will seek to reduce suspensions, support vulnerable students and establish a specialist workforce.
- (a) How will the Government be funding the implementation of this strategy?
  - (b) When can we expect this strategy to be rolled out?

### Projects

68. Why was completion of the Wentworth Public School upgrade delayed from mid-2021 to mid-2022?
69. Has the Richmond High Upgrade planning application been submitted, as SINSW advised would happen in mid-2020?
- (a) If so, on what date was it submitted?
  - (b) if not, why has the project been delayed?
  - (c) When will main works construction begin?
  - (d) When will main works construction be completed?

70. When will the Centre of Excellence for Agricultural Education begin construction?
  - (a) When will the Centre of Excellence for Agricultural Education be completed?
71. Can you please provide a list of the 'in progress' and in 'design' School Infrastructure NSW projects that have had their business case approved by Treasury, broken down by their approved business case delivery date?
72. Can you please provide a copy of the Service Needs Report prepared with regards to demographic demands in South West Sydney, as mentioned by Secretary Scott in the 3 March Estimates Hearing?
73. Can you please provide an updated spreadsheet list of all the Cooler Classrooms school projects, broken down by their current project phase and including their completion date or estimated completion date?
74. When will the successful Cooler Classrooms Round 2 schools be announced?
75. Will all the Round 1 and 2 school Cooler Classroom projects be completed within the announced project timeframe?
76. What are the lessons that have been learnt from the first round of Cooler Classrooms funding?
77. How many unflued gas heaters have been removed as part of the Cooler Classrooms program? Please provide a list broken down by school.
78. Can you please provide a list of all the contract work undertaken for the department of Education by Deloitte, EY, Price Waterhouse Coopers and KPMG since 2011, broken down by the cost of each contract, the date and length of each contract, the contractor and including any cost variations on each contract?
79. Is union consultation required prior to the advertising and awarding of consulting contracts within the Department of Education?

80. Did union consultation occur prior to the contracting of Deloitte on the \$9.1 million dollar Business Case Innovation Enhancement Program contract (RFT-10021301)?
81. Is Muswellbrook South Public School upgrade in the design phase yet?
82. When is work anticipated to begin on the Muswellbrook South Public School upgrade?
83. When will a project update about the Muswellbrook South Public School upgrade be posted on the SINSW website?
84. Has the Gregory Hills Public School business case been approved?
85. Will the department-owned land in Emerald Hills be used for a future primary school, as originally intended, or a future high school?

#### **Redundancies within the Education Cluster**

86. As you are the lead Minister for the Education Cluster, how many redundancies have been finalised at the New South Wales Department of Education from July 2020 to date?
  - (a) Which departmental areas were these affected position/s previously allocated to?
  - (b) Which geographical area/s were these affected position/s previously located within?
  - (c) What date/s were these redundancies finalised?
  - (d) What is the full monetary value of these redundancies in savings per annum?
87. As you are the lead Minister for the Education Cluster, how many redundancies have been proposed and/or announced but not yet finalised at the New South Wales Department of Education?
  - (a) Which departmental area/s are these affected position/s currently allocated to?
  - (b) Which geographical area/s are these affected position/s currently located within?
  - (c) What date/s are these redundancies proposed to be finalised?
  - (d) What date/s were these redundancies proposed and/or announced?
  - (e) What is the full projected monetary value of these redundancies in savings per annum?

88. As you are the lead Minister for the Education Cluster, how many redundancies have been finalised at TAFE NSW from July 2020 to date?
- (a) Which departmental areas were these affected position/s previously allocated to?
  - (b) Which geographical area/s were these affected position/s previously located within?
  - (c) What date/s were these redundancies finalised?
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- (a) Which departmental area/s are these affected position/s currently allocated to?
  - (b) Which geographical area/s are these affected position/s currently located within?
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  - (d) What date/s were these redundancies proposed and/or announced?
  - (e) What is the full projected monetary value of these redundancies in savings per annum?
90. As you are the lead Minister for the Education Cluster, how many redundancies have been finalised at the NSW Education Standards Authority from July 2020 to date?
- (a) Which departmental areas were these affected position/s previously allocated to?
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### **Temporary/Insecure Employment**

92. Recent Department of Education statistics show that extremely large numbers of school support staff remain in temporary positions. For example, the figures show that approximately 64.3% of School Learning Support Officers (SLSOs) were employed on a temporary basis, this is up from

61.57% in 2017. This equates to over 9 thousand employees 86.38% of which are women and many have been employed on a temporary basis for over 10 years (some up to 20 years).

(a) How is this acceptable when the employer is government?

93. Many SLSOs are employed with funding attached to the student. The argument for temporary employment is that a student could leave the school and the funding would go with them leaving the school or the department out of pocket. However, the number of students with a disability in Public Schools has not decreased in the last 15 years and there is no reason to expect it is likely to.

(a) Therefore, how can this lack of permanent employment be justified?

### **Disability Enrolments**

94. How many enrolments of children with disability have there been in mainstream schools in 2021?

95. How many enrolments of children with disability have there been in Schools for Specific Purposes (SSPs) in 2021?

96. What is the Government's projection of numbers of students with disability that will be enrolled in mainstream schools over the next 10 years?

97. What is the Government's projection for numbers of students with disability that will be enrolled in SSPs schools over the next 10 years?

### **Violence**

98. How many violent incidents have been logged with the Department of Education's incident hotline from schools over the last 12 months?

99. How many violent incidents have been logged with the Department of Education's incident hotline from SLSOs over the last 12 months?

## **100 Nurses – mental health – removal of Registered Nurse at Sir Eric Woodward School**

100. Will the Government commit to the provision of an RN at Sir Eric Woodward School and other Schools for Specific Purposes where there are students with high physical support needs?
101. What is the implementation strategy for the 100 nurses?
  - (a) When is it due to be rolled out/completed?
102. How will they interact with mental health supports already being implemented in schools such as School Psychologists, Student Support Officers and School Learning Support Officers?
103. Does the Government have a wellbeing strategy for students in public schools to ensure any money spent is effective and addresses youth mental health and the added impacts of COVID-19?

## **Murwillumbah Schools Amalgamation**

104. Will the government halt the decision and enter into genuine consultation with the community as to the building of this mega school and the impact this will have in the community?
105. In future areas where schools need an upgrade will the government commit to consulting with the community as to building of a mega school?
106. The Department has said that only a small number of permanent staff jobs will be lost in the amalgamation.
  - (a) Will the government provide details of how many job losses there will be for permanent, temporary and casual support staff and teachers?
  - (b) What will be the economic impact be on the local community?
  - (c) Following the 2019 election [Premier Berejiklian stated](#) *“I assure every community in rural and regional NSW that their government jobs are protected”*. Is cutting jobs in the Murwillumbah schools amalgamation a break of this promise?
  - (d) To guarantee security for the community will the government convert long term temporary positions to permanent?
  - (e) What will happen with the land at the three schools due to close?

- (f) Murwillumbah East Primary school's land was given to the Department to for the express usage of a public school. Will this land be given back to the community?

### **Inspectorate**

107. To ensure that education systems are transparent and do not self-investigate', will the minister commit to the creation of an independent Inspectorate for NSW?
108. To what degree does the Minister agree with the recommendations of the 'Measurement and outcome-based funding in New South Wales schools' Inquiry, that such an inspectorate should be based more upon the Scottish 'Education Scotland' model of Inspectorate that is collegial and supportive, rather than the English Ofsted model?
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## Performance and Accountability

140. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “that the Government place school principals on performance-based contracts with significantly increased salaries. Performance measures should be based on the effective use of evidence and data, and achievement of high-level school results”?
141. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “hat the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured primarily by value adding) as the main assessment criteria for whether or not to extend their contracts”?
142. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “that the Government place Directors of Educational Leadership (DELs) on performance-based contracts, using the combined achievements of their local cluster of 20 schools (measured primarily by value adding) as the main assessment criteria for whether or not to extend their contracts”?
143. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “That the Minster for Education give greater priority to developing performance measures, targets and accountability in disability education and commission CESE to identify best practice, working with experts”?
144. The ‘NSW Ombudsman Inquiry into behaviour management in schools’ that was tabled to the 2017 Parliamentary Inquiry into Students with a disability or special needs in New South Wales schools recommended “*The department should form a reference group, including key advocates, parent/ carer representatives, and other stakeholders, to: look at complaints work from a structural, systems perspective (not dealing with individual matters), and inform the review of the interagency models (see recommendations 19 and 20 above).*” Other than the Disability Strategy Reference Group does the Department still only investigate itself (through EPAC) with no transparent accountability?

145. What (if any) outcomes have come from the internal EPAC review?
146. Does the Minister believe that education should have independent accountability or is the Minister satisfied that the Department of Education should investigate itself (such as with EPAC) with no accountability and no public trust?
147. How many staff (and percentage of total staff) have undertaken face-to-face disability training?
148. How many principals (and percentage of total) have undertaken face-to-face disability training?
149. How many principals (and percentage of total) have undertaken face-to-face training in legal requirements for child protection and abuse allegation?

### **Newcastle Education Precinct**

150. Will the Newcastle Education Precinct include a new primary school?
- (a) If not, in 2018 when the government announced and committed to the Newcastle Education Precinct a new primary school was to be included, why have you broken this promise?
- (b) Minister, the Acting Chief Executive of School Infrastructure NSW was clearly concerned by the decision to cancel the primary school, so concerned he refused to approve a briefing note about the change in scope and requested it be sent to you *“seeking Ministerial approval to depart from election/announced commitment before proceeding to” business case*. Do you share the Acting Chief Executive’s concerns?
151. Minister, you were provided with a briefing note in November 2020 seeking your direction on the Newcastle Education precinct. You were provided with 5 options, which option did you endorse?
- (a) Did this include a primary school?
- (b) If not, so you signed off on breaking your election commitment on the Newcastle Education Precinct?

152. You have previously advised the business case would be submitted in Q3 2020, then Q4 2020, has the business case finally been submitted?
- (a) If no, when it be submitted?
  - (b) If yes, what was the decision on the business case?
153. The project was announced close to three years ago, the current school facilities are in a terrible state, your department's own documents reveal this – when will work on this much needed school commence?

### **Bungendore High School**

154. How much is the Department of Education paying for the land acquisition in Bungendore?
155. Will the local community still have access to Mick Sherd Oval during school hours?
156. What is the maximum student capacity that the chosen site is deemed to be able to hold, including future potential expansion?
157. Have traffic studies on the impact of the proposal been undertaken for Turallo Terrace, Butmarro Street and Majara Street?
- (a) If so, on what dates were these started and completed?
  - (b) If not, why haven't they been undertaken?

### **Teachers, workload and curriculum**

158. How is the Government responding to the findings of the Gallop report investigation that there is a crisis in teaching with unsustainable workloads, salaries that have not kept pace with other professions and teachers feeling overwhelmed by the constant pace of policy change?
159. The report found that the release time that primary teachers have hasn't changed since 1984. How do you justify that given the incredible increase in the workload of teachers since that time and secondary in 70 years?
160. Do you personally think 2 hours a week is enough for lesson planning, professional development, collaborating with colleagues, dealing with student welfare issues, communicating with parents and implementing a new curriculum?

161. Do you think teachers in NSW public schools are doing a great job?
162. Do you support teachers receiving a pay rise capped at 0.3% in 2022 and 1.5% in subsequent years? Is that all they deserve?
163. Can you explain how this one size fits all wages cap will help fix the shortages you have identified and help recruit the thousands of additional teachers required to deal with record enrolment growth over the next two decades?
164. Early last year the Minister said teacher shortages were a problem across the state and it was keeping you up at night. But recently the Minister said having more than 1,200 teacher positions vacant in NSW public schools was "not something I am overly concerned about". How can you be unconcerned about 1200 vacant positions?
165. Can you explain why in table 1.2 of Budget Paper No. 3 the capital budget for education and skills is cut from \$3.053b in 20-21 to \$1.214b in 2022-23 and then to \$626 billion in 2023-24?
166. 17 out of 24 recommendations (over 70%) of the Masters curriculum review were supported by the government, with many others noted with further advice from NESAs required. Did you make the decision to truncate the timeline from 6 years to 4 for implementation recommended by Masters' Curriculum Review and on what basis?
167. The normal timeline for implementation in schools of new syllabuses is 2 years, time for consultation and feedback from teachers, a period of refinement thereafter, trialling in schools, processes of familiarization for parents, time for teachers to develop/design new programs reflecting the changes, professional learning on the new syllabuses etc. Which of these things should not occur given the proposed shortening of the timeline and the new K – 2 English and Math syllabuses will be taught in schools in 2022? Can you outline how this is in the best interests of students and improves outcomes for them?
168. In an opinion piece on 31 August last year in *The Australian*, Minister you said "For too long the debate around diagnostic testing has been hampered by NAPLAN's obvious flaws... And we must accept NAPLAN — now 12 years old — is considerably out of date and no longer up to

the task.” Given this, why is your School Success Model underpinned by systems targets in 2021 for improvement for schools and their students’ outcomes based on NAPLAN bands?

169. What measures has the Department put in place for teachers to reduce the administrative burden and provide more time for teachers to implement new syllabuses from next year as a result of what is described by government, as the most ‘significant curriculum reform in 30 years’?

### **New curriculum**

170. What is the budget allocated to support the implementation of the new curriculum by the Department of education in public schools?
171. What is the budget allocated to support the implementation of the new curriculum in non-government schools?
- (a) What is the breakdown of this and in what areas and how will that budget deliver support for schools and teachers in the implementation?

### **Staffing**

172. Does the Government and/or the department have a responsibility to ensure that a qualified teacher is in front of every class?
173. Is it the position of the government/department that a qualified teacher ought not teach outside of the area for which they are specialized?
174. Is it a good use of a principal’s time trying to find teachers to staff their schools? Isn’t that the role of the Department?

### **School maintenance**

175. The government provided a response to the Hon Courtney Houssos on 9 February 2021 stating that the maintenance backlog for NSW public schools as at 14 January 2021 sits at zero. What is it now that we are half way through Term 1?
- (a) Can you provide a breakdown of the total list with the dollar amount of maintenance by school?

## **Public preschools**

176. How many new public preschools will be built in 2020-2021?
177. The Berejiklian government announced (16/2) that the NSW Government will spend \$20 million to launch OOSH hubs across 47 schools by mid-2021, how many of these we will be not for profit providers, ensuring accessibility for all families and located on public school sites?

## **Commitments and spending**

178. The department has said it is spending \$11.7 billion in 2020-21 in schools and the total public school budget is \$14.9 billion. What is the breakdown of the remaining \$3.2 billion by area (including the administrative costs of the department) in dollar figures?
179. How much of the Public School budget (in dollars) is allocated to NESAs?
180. How much do the Catholic and Independent sectors contribute to the cost of running NESAs?
181. What is the total special education budget for public schools in 2020-21? What was the total for 2019-20 and 2018-19?
182. What is the breakdown of the \$10.1 billion SBAR for 2021 including each of the RAM components (low SES, LLAD, English language proficiency, Aboriginal, remote and isolated, professional learning and location), base (operational and staffing) and the targeted funding (IFS, refugee and new arrivals)?
- (a) What were the figures for each component in 2020 and 2019?
  - (b) What is the estimated number of students supported under each component in 2021, 2020 and 2019?
183. How many additional teachers have been budgeted for in 2021, 2022 and 2023 and what is the additional amount budgeted each?
- (a) What is the estimated total teaching FTE for 2021, 2022 and 2023 (casual, temporary and permanent)?
184. How many additional teachers are required each year to 2030 in NSW according to the department's current projections?

185. What is the total number of unfilled vacancies in NSW public schools broken by region?
186. What is the total number of unfilled vacancies in NSW public schools by subject area?
187. How many teachers are currently teaching outside of their subject areas in NSW secondary schools and SSPs? What is the breakdown of these figures by area?
188. What is the current ratio of students to school counsellors in NSW public schools?
189. How many dual qualified school counsellors were employed in 2018, 2019 and 2020?
190. Did the government keep its election commitment to clear the maintenance backlog in NSW public schools by July 2020?
191. How many unfilled permanent teacher vacancies are there across NSW public schools? Please identify by educational directorate and school regions.
192. How many permanent and temporary teacher positions remain unfilled following recruitment?
  - (a) Can you identify these positions by all curriculum areas including specialisations such as Special Education, English as an additional Language or Dialect (EAL/D), Teacher Librarians, Careers Advisors etc?

### **COVID Intensive Learning Support Program**

193. Please provide a breakdown of the \$306 million allocated to NSW public schools as part of the COVID Intensive Learning Support Program is being spent on:
  - (a) Teachers
  - (b) Educational Paraprofessionals
  - (c) Educators (non-teacher)
  - (d) Administration of program (at school level)
  - (e) Administration of program (at Department level)
194. How are schools being supported by the Department to administer the program?

195. What measures will the Department use to assess the effectiveness of the program?
196. What accountability measures are in place for government oversight of the \$31 million of COVID Intensive Learning Support Program in non-government schools?

### **COVID Intensive Learning Support – employment arrangements**

197. Are all participants in the COVID Intensive Learning Support program being paid equally?
- (a) Could you please provide a breakdown of how the different categories of staff being employed under COVID Intensive Learning Support are being paid?
  - (b) Could you please provide a list of the agreements that the different categories of staff being employed under COVID Intensive Learning Support are being paid?

### **2021 Enrolment Data**

198. How many students are currently enrolled in NSW primary schools?
199. How many students are currently enrolled in NSW high schools?
200. For 2021, please provide the current enrolment figures for every NSW public school including the enrolment cap and their capacity broken down by school and electorate.
201. How many primary school students are projected to be enrolled in NSW schools in:
- (a) 2022
  - (b) 2023
202. How many high school students are projected to be enrolled in NSW schools in:
- (a) 2022
  - (b) 2023

## **Learning Devices**

203. Please provide a list of the number of electronic and internet connectivity devices provided to all NSW public schools from April 2020 – March 2021 including the type of device, the date provided to the school and the date (if relevant) it was returned to the Department?
- (a) What criteria was used to assess a school's need for electronic devices?

## **Pre-Fabricated Schools**

204. How many NSW public schools currently have design for manufacture and assembly buildings?
205. Are there any future schools in the planning stages that will have design for manufacture and assembly buildings?
- (a) If so, please provide a list of future schools.
206. Are you conducting any reviews on the design for manufacture and assembly buildings?
207. Have you found any NSW suppliers for the design for manufacture and assembly buildings?

## **School Suspensions**

208. How many students were suspended in total last year? Please provide a breakdown by year.
- (a) How many students were suspended for less than 50 days?
- (b) How many students were suspended for 51-100 days last year?
- (c) How many students were suspended for more than 100 days last year?
- (d) What was the longest suspension given to a student last year?
- (e) How many of the students suspended for 51-100 days last year were in SSP schools?
- (f) How many of the students suspended last year were in mainstream schools?
- (g) How many of the students suspended last year were in a specialist support class in a mainstream school?
- (h) How many of the students suspended last year were offered an in-school suspension?

## **Sensory Rooms**

209. How many sensory rooms are currently in NSW?
- (a) Is there a program to fund sensory rooms, or is it left up to individual schools?

(b) If so, please provide how a school would apply to have a sensory room?

210. How many sensory playgrounds are currently in NSW?

(a) How many NSW schools built in the last 5 years have included a sensory playground?

(b) Are sensory playgrounds funded by the department or individual schools?

(c) Have you collected any data on the benefits of sensory classrooms and/or sensory playgrounds?

### **Asbestos**

211. How many inspections of asbestos or assumed asbestos occurred at NSW Public Schools in;

(a) 2019

(b) 2020

(c) 2021 (as of today's date)

(d) How many NSW Public Schools have had more than one inspection of asbestos or assumed asbestos in 2020?

212. Please provide a list of the 352 NSW Public Schools that contain friable asbestos?

213. How many NSW Public Schools have had asbestos removed since 2020? Broken down by school, type of asbestos, location and date removed.

(a) Have any school principals or teachers contacted the Department regarding asbestos removal?

(b) When is the NSW Department of Education asbestos management plan due to be updated?

### **High Risk Hub**

214. Can you explain what the high risk hub is in the Department of Education?

### **NSW Public School Data**

215. What is in place to protect the data that google and other online platforms collect in NSW schools, particularly during the remote learning period?

## **School Counsellors**

216. What is the current ratio of school counsellors to students in NSW public schools?
217. How many NSW high schools currently have a school counsellor? Please provide a list broken down by number of positions available, number of positions currently filled and employment type.
218. How many NSW primary schools currently have a school counsellor? Please provide a list broken down by number of positions available, number of positions currently filled and employment type.
219. How many NSW High schools currently have a student support officer? Please provide a list broken down by number of positions available, number of positions currently filled and employment type.
220. How many NSW Primary schools currently have a student support officer? Please provide a list broken down by number of positions available, number of positions currently filled and employment type.
221. How many teachers are currently enrolled in the Master of Professional Psychology (School Psychology) graduate scholarship program?
- (a) How many people were enrolled in 2020?
  - (b) How many places are available in 2021?
222. How many teachers are enrolled in the school counsellor in training sponsorship program?
- (a) How many were enrolled in 2020?
  - (b) How many places are available in 2021?

## **Childcare Regulations**

223. Why doesn't a nominated supervisor become ineligible to be fit and proper person until they are convicted of an offence?

224. Why are the Red Nose safe sleeping guidelines not mandatory at all NSW early childhood learning and care centres?

### **Cyber Attack**

225. Can you update us on whether there have been any cyber-attacks on the Department of Education over the past 12 months, were the personal information of staff and students was breached?

226. Was the Department of Education affected in anyway by the recent cyber-attack on NSW Health and Transport for NSW that has been reported extensively in the media?

(a) What additional cyber security measures has your Department implemented after the NSW Department of Education's Microsoft SharePoint system was subject to a phishing attack last year?

(b) Did the Department implement any additional cyber security measures last year during the lockdown period when school children were required to do school work from home? Were there any additional protections to ensure the NSW Education IT system is not vulnerable from attack through students working on their home computers?

### **Before and After School Care**

227. How many NSW Public Schools currently have before and after school care on school grounds? Can you please provide a list broken down by school, number of approved places, number of places filled and operating hours?

(a) How many places were created from August 2020 – September 2020?

(b) How many places were created from October 2020 – November 2020?

(c) How many places were created from December 2020 – January 2020?

(d) How many places were created from February 2021 – current date?

228. How many before and After School care services operate off school sites? Can you please provide a list broken down by school of the number of students who travel off-site to BASC?

229. Can you provide the criteria for allocating BASC hubs to NSW Public Schools?

230. How many NSW Public schools do not have before and after school care on school grounds?
231. How many NSW towns do not have before and after school care on school grounds?
232. How many NSW towns have to travel more than 30 minutes to the nearest before and after school care service operating off-school grounds?
233. How many NSW suburbs do not have before and after school care on school grounds?
234. How many NSW public school students are currently on a BASC wait list? Please provide a list broken down by school.
235. How much of the \$120 million dollar commitment has been spent? (as of today's date) Please provide a breakdown of how the funding has been spent.
236. What provision is there for an out-of-area enrolment at another public school, if there is no before and after school care at your local public school?

### **Wee Waa High School**

237. Was the advice provided to NSW department of Education regarding the contamination at Wee Waa high school from the local health district?
- (a) If not, please outline where that advice came from?
238. If a new high school is required to be built at Wee Waa, as a result of the mould contamination, will it be on the existing site? If not, where will that be?

### **Covid-19 Fast-Tracked Programs**

239. What were the criteria for accessing the schools part of the accelerated planning projects?

### **School Tutoring Scheme**

240. Can you please provide a list of the 1755 NSW Public schools who currently have access to the program broken down by school, funding allocation, number of students accessing the program, number of staff employed and date they commenced?

- (a) How many NSW Public schools have employed casual teachers they already have a relationship with?
- (b) How many NSW Public schools have employed staff from the pool of educators?
- (c) How many educators are currently on the list?
- (d) How many NSW High schools have employed educators who specialise in maths or science?

241. How will you measure the success of the tutoring program?

### **RAM Funding**

242. Can you please provide the 2021 allocation of RAM funding broken down by school, funding allocation for all three components; targeted funding, equity funding and base school allocation funding?

243. Number of students in NSW public schools who access targeted funding broken down by refugee student support, new arrivals program and integrated funding support?

244. Number of students in NSW public schools who access equity loading broken down by socio-economic background, aboriginal background, English language proficiency and low level adjustment for disability?

### **Staggered Lunchtimes**

245. How many schools are staggering lunchtimes?

246. How many schools are currently using community facilities for their students to play at lunchtime? Please provide a list of the schools and name of the community facility.

### **School Success Model**

247. How are Best in Class teachers being utilised?

248. How are highly accomplished teachers being utilised?

249. Given, the new NAPLAN analysis by UNSW, that showed some of the best performing schools are in the middle to lower income areas, how will schools be matched to statistically similar schools under the School Success Model?

### **Early Childhood Services**

250. How many early childhood education and care services exist in NSW?
251. How many assessments and ratings were done in the 2019/2020 financial year? Please provide a list of the services assessed and the date of their assessment.
252. How many assessments and ratings have been completed for the 202/2021 financial year as of 5 March 2022?

### **Out of School Hours Care Hubs**

253. How many additional approved places will be created by the rollout of the 47 OSHC hubs at each individual school set to receive an OSHC hub, or which has received an OSHC hub?
- (a) Of the 47 schools set to receive, or who have already received, an OSHC hub, which schools had existing OSHC services on site during 2020?
- i. How did the Government determine which schools would receive a hub?
  - ii. What data supports the demand for an OSHC hub at the schools that have or will receive an OSHC hub?
  - iii. Provide the data which supports the allocation of OSHC hubs for each school that will or has received one?
- (b) A media release dated February 15, 2021, released by the Premier, (<https://www.nsw.gov.au/media-releases/thousands-of-students-to-benefit-from-out-of-school-hours-care-places>) said, “The new hubs are an innovative way of providing additional before and after school care for more than 2400 students across the state.” In the context of this statement, what does “additional before and after school care” mean?
- (c) Are the 2400 students referred to in the media release occupying new approved places?
- (d) If they are not all new approved places, how many of the 2400 approved places are new or how many additional places have/will the 47 OSHC hubs create?
- (e) How has the Government calculated the aforementioned figure of 2400 students?

- (f) At the February 15 media conference announcing the 47 OSCH hubs at Camden Park Public School, the Premier said, “During school hours, the school is actually able to use the multipurpose space as well.” How will schools be able to use these “multipurpose spaces”?
  - i. Will these “multipurpose spaces” impact play ratios at the public schools which host them? If so, how?
  - ii. Are these OSCH hubs essentially demountable classrooms?
- (g) Did the decision to deliver OSCH hubs undergo a value for money process?
  - i. If so, what was that process?
  - ii. If so, supply all data relating to that value for money process?

### **Before and after school care election commitment**

254. On March 10, 2019 a media release titled “Before and after school care for all public primary school primary school students”, in the names of Gladys Berejiklian, Rob Stokes and Sarah Mitchell, stated “Before and after school care will be made available to all parents with children at public primary schools by 2021 under a NSW Liberal and Nationals Government.” Is before and after school care now available for all parents with children at public primary schools?
- (a) If not, why don’t all public primary school students in NSW have access to OSHC?
    - i. When will all public primary school students who need an OSHC place have access to a place?

### **Before and After School Care Transport**

255. On 16 April 2019 the Liberal party media release (<https://nsw.liberal.org.au/BEFORE-AND-AFTER-SCHOOL-CARE-COMING-SOON-TO-A-SCHOOL-NEAR-YOU>) announced “Before and after school care for all children at public primary schools is on track for 2021”. The media release stated the Government would commit \$120m to achieve this. It also quoted the Premier as saying, “No matter where you live or what your circumstances are, parents should have access to quality and affordable out of school hours care for their children.” Based on this statement, as of January 1, 2021, do all NSW public primary school children, no matter where the child lives or what their circumstances have access to OSHC?
- (a) The same media release said “smaller or remote schools where an on-site service is not feasible, transport will be offered to get students to and from offsite providers or other schools”. Is this transport now available at all smaller or remote schools where an on-site service is not feasible?
    - i. At what smaller or remote schools is this transport solution being offered?

- ii. How many smaller or remote schools have received this transport solution as a result of this announcement, or since April 2019?
- iii. At what smaller or remote schools is this transport solution not currently available?
- iv. When will this transport solution be delivered to all smaller and remote schools?

### **Before and after School Care procurement rules**

256. According to question number 4010 on the Questions and Answers Paper No. 441, it was stated that it is not permitted under applicable NSW Government procurement frameworks, policies and codes of practice for approved providers of OSHC to offer school principals “health checks” and assessments of current OSHC services being delivered by another approved provider. Is the Government aware that Camp Australia, via the Australian Primary Principals Association website (<https://appa.asn.au/items-of-interest/camp-australia/>), is offering to conduct a free “health check” on OSHC services it does not operate?

- (a) Does the Government consider this to be a breach of NSW Government procurement frameworks, policies and codes of practice?
- (b) What are the penalties, if any, for an approved provider who is caught operating outside of the procurement frameworks, policies and codes of practice?
- (c) Will the Government investigate which NSW OSHC services have undergone a so-called “Health check”?

### **Before and After School Waiting Lists**

257. During the Budget Estimates hearing, on March 3, 2021, Mr Mark Scott stated that the department does “monitor waiting lists and refresh them” in relation to Before and After School Care. How frequently are these lists refreshed?

- (a) What methodologies are used to maintain this list?
- (b) What information is recorded on this list?
- (c) Is this list used to assist Government in determining how and where to provide Before and After School Care?
- (d) As at 3 March 2021,
  - i. How many children does the Department estimate are on waiting lists for a place in Before and After School Care?
  - ii. What is the average time spent on waiting lists?
- (e) Please provide the most recent waitlist monitoring data, by location.

## Death or Serious Incident

258. Does the Minister agree that it would be out of step with community expectations for an early childhood learning centre to receive an increase in National Quality Standard rating if a death of a child had occurred at that centre and the coroner had not yet issued their finding in relation to the reasons and circumstances of death?
259. According to the February 2021 Report on Government Services, the number of serious incidents in National Quality Framework [NQF] approved early childhood education and care centres has risen from 99.8 serious incidents per 100 services in 2017-18 to 106.2 serious incidents per 100 services in 2019-20. The number of serious incidents at NQF approved early childhood education and care services continues to rise, year on year. How does the Department explain the increased number of serious incidents?
- (a) What actions are being taken to improve safety within the early childhood education and care setting?
  - (b) Given that serious incidents are required to be self-reported by the service within 24 hours, how are parents educated about this requirement so that parents can report a serious incident if the service fails to?
260. According to the February 2021 Report on Government Services, there were 13,673 regulatory breaches at early childhood education and care services in 2019-20, compared to 7773 in 2018-19. This constitutes a 73% increase. ACECQA has attributed the increase in regulatory breaches to “ongoing focus by state regulatory authorities on compliance with the National Law and Regulations”. In what ways has the regulatory authority increased its focus on compliance with the National Law and Regulations?
- (a) Have there been occasions where breaches have occurred because staff were unaware of the regulations or due to staff error?
    - i. If so, on how many occasions have regulations been breached because staff were unaware of the regulations?
261. What is the Department’s policy relating to a death or serious incident at an early childhood learning centre, particularly when the death or serious incident is suspicious or for which the provider may be culpable?
- (a) Noting that the national law allows for a service’s approval to be immediately suspended, under Departmental policy what circumstances would trigger an immediate

shutdown and review of operational policies in the event of a death or serious incident at an early childhood learning centre?

- (b) What process is undertaken by the Department in determining whether and what kind of additional conditions of approval can be attached to an early childhood learning centre's approval?
  - i. In the event that a need for additional conditions of approval is identified, how long does it take for the additional conditions to be applied?

262. What is the Department of Education's definition of a "fit and proper" person when assessing applications to become a nominated supervisor?

- (a) Noting that the regulatory authority may at any time reassess an individual's fitness and propriety to be a nominated supervisor, what circumstances trigger such a reassessment?
- (b) In the event that a reassessment of an individual's fitness and propriety to be a nominated supervisor takes place, what circumstances warrant an individual no longer being considered a fit and proper person?
- (c) How many people who had been considered a fit and proper person were reassessed and found to no longer be a fit and proper person in each of the following years:
  - i. 2015
  - ii. 2016
  - iii. 2017
  - iv. 2018
  - v. 2019
  - vi. 2020

263. In the event of a death or serious incident at an early childhood education learning and care centre, what process is undertaken to determine whether, and which, additional conditions of approval are needed?

264. Why are Red Nose safe sleeping guidelines, which are considered best practice, not mandatory at all NSW early childhood learning and care centres?

265. Noting that fourteen early childhood education and care services had approvals cancelled in the twelve months prior to March 2021 and that one service had its approval suspended in the twelve months prior to March 2021. What are the names of the services which had approvals cancelled?
- (a) What is the name of the service which had its approval suspended?
  - (b) What are the names of any services which had approvals cancelled or suspended in the twelve months to March 2020?
    - i. On what basis were each of these services' approvals cancelled or suspended?
  - (c) What are the names of any services which had approvals cancelled or suspended in the twelve months to March 2019?
    - i. On what basis were each of these services' approvals cancelled or suspended?
266. How can parents considering sending their child to a particular early childhood education service ascertain whether a compliance direction or notice, penalty infringement notice, emergency action notice, prohibition notice, variation or suspension of approval, enforceable undertaking and / or prosecution has occurred at that service?

### **National Quality Framework**

267. According to data from the Australian Children's Education & Care Quality Authority [ACECQA], 22% of early childhood education and care providers in NSW are failing to meet the National Quality Standards [NQS] in Quality Area 2, "Children's Health and Safety". For how long is it acceptable for an early childhood education and care service to be "working towards" achieving the National Quality Standard in this area?
- (a) Noting that there are locations in this State with a shortfall of early childcare education and care places, limiting parental choice as to which services to use, is there any other incentive for an early education and care provider to achieve an assessment of "meeting" beyond receiving an improved rating?
  - (b) The highest number of services who fall into the "working towards" rating are for-profit providers and independent schools, where respectively 21.3% and 21.6% are working towards meeting the National Quality Standard. How is the Department working with private for profit and independent school providers of early childhood education and care to ensure they meet the National Quality Standard?

268. As at 3 March 2021, how many staffing waivers were in place for early childhood education and care providers across NSW?
- (a) How many of these waivers were in place for Early Childhood Teachers, by postcode / suburb?
  - (b) How many of these waivers were in place for diploma qualified educators, by postcode / suburb?
  - (c) Is the Department aware of services using waivers on a regular basis to cover staff shortages? If so, How many services use waivers on a regular basis in
    - i. Preschool
    - ii. Long day care
    - iii. Family day care
    - iv. Out of School Hours Care

### **Free Preschool**

269. On 3 March at the Budget Estimates hearing the Minister stated that there are more than 700 community preschools across New South Wales, and that 690 of them have opted-in to the program which covers the cost of parent fees. What are the names and street addresses of the community preschools, including mobile preschools, which have opted in to the program?
- (a) What are the names and street addresses of the community preschools, including mobile preschools, which have not opted in to the program?
  - (b) Is the government aware that free preschool may have a negative financial effect on community preschools in some cases?
    - i. Has the department undertaken any work on ascertaining how much preschools are out of pocket because of free preschool in 2021?
    - ii. What is the average (mean) amount for which preschools are in operational financial deficit for the year?

### **Student access to counsellor**

270. Considering the promise to upgrade facilities to Randwick Boys' High School and Randwick Girls' High School was made in 2018, can the Minister explain why the projects are still listed as being in the 'planning phase' on the NSW Schools infrastructure website?
- (a) Can the Minister explain in detail what planning has been done over the past three years?

- (b) Given that the NSW School Infrastructure website lists this project as being ‘prioritised for planning’, and that it has been in planning for three years, how many more years should the communities of these schools expect the prioritised planning stage to take?
- (c) After touring the School with the Member for Coogee in October 2019 and seeing firsthand the dire need to upgrade facilities, can the Minister detail what steps were taken to fast track the upgrades of these schools?
- (d) Can the Minister advise when the project will move to out of the planning stage and into the design phase?
- (e) Can the Minister advise when the project will move to the ‘in progress’ phase?
- (f) Can the Minister advise when these school communities might expect these upgrades to be completed?
- (g) Can the Minister rule out the re-announcement of these upgrades in the lead up to the 2023 NSW State Election?
- (h) If you are a child born in the Coogee electorate in 2021, can you expect these upgrades to be completed before you enter high school?

271. What is the current expected waiting time for a student to see a counsellor at;

- (a) Randwick Girls’ High School?
- (b) Randwick Boys’ High School?
- (c) Rose Bay secondary College?
  - i. Given the critical point we are at with youth mental health in the Eastern Suburbs and across NSW, does the Minister think this wait time to receive mental health support is acceptable?

272. How many counsellors are employed and for how many hours per week at;

- (a) Randwick Girls’ High School?
- (b) Randwick Boys’ High School?
- (c) Rose Bay secondary College?
  - i. What is the ratio therefore of counsellor to students and public high schools in the Coogee electorate?
  - ii. Does the Minister believe that students can be adequately cared for with the access to counsellors determined by this ratio?

273. Given the increased stress placed on school students by the disrupted nature of the 2020 school year and the COVID-19 pandemic, what is being done to increase access students have to counsellors and mental health support at?
- (a) Randwick Girls' High School?
  - (b) Randwick Boys' High School?
  - (c) Rose Bay secondary College?
274. When the much anticipated upgrades are completed, what will be the student capacity of:
- (a) Randwick Boys' High School;
  - (b) Randwick Girls' High School?
275. Will the upgrades to Randwick Boys' High School create more public school places for boys in the Eastern Suburbs?
276. Will the upgrades to Randwick Girls' High School create more public school places for girls in the Eastern Suburbs?
277. When will the scope of works be available for the upgrades to:
- (a) Randwick Boys' High School;
  - (b) Randwick Girls' High School?
278. Since the response to LA Q4931, what update can be provided as to when the upgrades will commence at:
- (a) Randwick Girls' High School;
  - (b) Randwick Boys' High School?
279. What is the estimated date of completion for the upgrades to:
- (a) Randwick Boys' High School;
  - (b) Randwick Girls' High School?