

BUDGET ESTIMATES 2021-2022
Questions taken on notice during the hearing
Portfolio Committee No. 3 – Education

QUESTION 1, PAGE 4

The Hon. COURTNEY HOUSSOS: When were you first told that we will run out of teachers in 2024 and that there will be huge supply issues in 2025?

The Hon. SARAH MITCHELL: I will address that again, Chair. In terms of advice around our Teacher Supply Strategy, as the Opposition well knows, there are a range of documents in that call for papers that very clearly outline that. It is quite a dated document that you are referring to. There are subsequent documents that talk about further modelling work that has been done which indicates adequate supply of teachers going forward and the work that we are doing. You need to put these things in context rather than cherry-picking one document.

The CHAIR: Order! The purpose of your answer is not to reflect on whether you like the question or not. It is to give an answer about when you first found out about this document, which appears to be dated 13 November. It is true it is almost a year old. Maybe you should take it on notice to get an exact answer.

The Hon. SARAH MITCHELL: Two years old, yes, and there has been a lot of work done since.

The CHAIR: Okay, but maybe take on notice when you were first briefed about this 13 November 2019 document.

The Hon. SARAH MITCHELL: I am happy to take on notice when that document was presented to me. That is fine.

ANSWER

As Minister I meet regularly with my Department on a range of important issues including the staffing of our schools.

QUESTION 2, PAGES 6 & 7

The Hon. ANTHONY D'ADAM: Ms Harrison, are you happy to provide to the Committee the implementation plans for the programs that are outlined in the NSW Teacher Supply Strategy?

Ms HARRISSON: I am happy to take that on notice and see what we can provide, yes.

The Hon. COURTNEY HOUSSOS: Have those documents been completed?

Ms HARRISSON: As I said, I am happy to take that on notice and come back to you with the plans that we are able to provide.

The Hon. COURTNEY HOUSSOS: Can you tell us on notice if you have internal working documents of the department or whether they are publicly available?

The Hon. SARAH MITCHELL: Just to that point, the secretary has already said we will take that on notice and provide what we can. Obviously there are internal working documents that government agencies would be doing as they implement this work, but we will take that on notice and provide what we are able to give. It is a very general question.

The Hon. COURTNEY HOUSSOS: We are specifically interested to know whether you have an implementation plan in order to put this into practice. I think that has been pretty clear.

Ms HARRISSON: Yes. I think, as Ms Cachia indicated in her evidence, that is exactly what we have. I am very happy to take that away and see what we can provide on notice.

ANSWER

Internal working documents to support implementation planning are under development.

QUESTION 3, PAGE 8

Mr DAVID SHOEBRIDGE: Does your modelling estimate how many teachers will be poached from New South Wales over the next four to five years, or is it all just on the positive upside about how many you can recruit?

Ms HARRISSON: Obviously, we are focused on how many we can recruit. We do not, for a second, underestimate some of the challenges you have indicated. I think we have consistently, at this Committee, shared that this is not just a New South Wales issue in terms of teacher supply. It is a national issue and, indeed, as you described—

The CHAIR: Ms Harrisson, you need to answer the question, which was very specific: Does the modelling include the estimate for New South Wales teachers being poached?

Ms HARRISSON: I would need to go away and check the specifics of the model and come back to you with that on notice.

ANSWER

The current modelling approach takes into account all reasons for exits from teaching within the Department regardless of the reason. The Department captures the number of teachers that will exit or otherwise become unavailable to teach with the Department under each of the following categories:

- Retirements
- Resignations
- Promotion to non-teaching positions
- Exits from temporary and casual teaching
- Exits from the Approved to teach list.

These factors form an input into the current estimates of teacher availability. However, the model does not explicitly estimate how many teachers will be poached from NSW. Information on the measures other States may use and the estimated efficacy of these strategies would be required to develop a robust estimate of poaching impacts.

QUESTION 4, PAGES 10 & 11

The CHAIR: As a parent and the Minister, can I take you to this document on page 3, the third column, target 2. Do you expect that parents in Harrison Street, Wilberforce Street, Maxwells Avenue, Ashcroft, can understand that material there:

Specific: Trial matrix, including 1. QT + Whole person; 2. QT + FoR + Faculty Identified skills ...

The gobbledegook just goes on and on. Minister, can you give an explanation to those parents in Ashcroft as to what that means?

The Hon. SARAH MITCHELL: No. I think you make a very relevant point, Chair. The secretary has just reminded me, of course, that a lot of school communities also do more parent-friendly versions and communications in terms of the areas that the school is focusing on. Like I said, Mr Dizdar might be able to provide a bit more specific information in relation to Ashcroft.

The CHAIR: I will come to Mr Dizdar probably this afternoon. But I raised this in the Council Chamber in the matter of public importance debate with you, Minister. What have you done to try and give parents in Ashcroft, a heavily disadvantaged area, an understanding of what these targets are supposed to mean and how the school might be implementing practical means to help their children learn to read, write, get good leaving results and get a job?

The Hon. SARAH MITCHELL: Again, I would ask if Mr Dizdar could address this with respect, Chair, because, as I said, I know it is a school community that he is very familiar with.

Mr DIZDAR: Chair, what I can say is we have invested a lot of expertise into making sure we have every school across New South Wales with a 2021-2024 strategic improvement plan. We, since the last Committee hearings, mandated the first strategic direction for every single school in the State. That is around student growth and attainment. We made that clear to all school communities, all leadership teams, that that was to be the driving impetus of every strategic improvement plan. Chair, I know it is a school you have visited. I have visited a number of times in my career. On pages 3 and 4 they have outlined [disorder] negotiated targets at a school level. I have previously indicated to the Committee how we have led the nation in standardising those target-setting [disorder]. You will see the Premier's Priorities there in their plan around the top two bands for numeracy and for reading. You will see expected growth measures, targets that have been set in relation to similar contexts of disadvantage that Ashcroft—

The CHAIR: I am asking about Ashcroft. Minister, do you concede that this is incomprehensible to parents at Ashcroft?

The Hon. SARAH MITCHELL: Like I said, Mr Chair, I think you made a valid point in terms of—it is quite technical, the way that it is listed in this document. What I would like to better understand—perhaps I might take that on notice for this particular school—is what other communication might have gone out to parents and families in terms of the school's direction and what they are working on.

The CHAIR: Thank you. If you can take that on notice.

ANSWER

Strategic Improvement Plans, while publicly available to the community, are intended as a method of evaluation within school and system educational leadership and are

reflective of the detailed reporting process required for school improvement.

Throughout the year, schools provide parents/carers with formal and informal opportunities to receive information about the school and discuss their child's learning.

Parents and communities are also able to access information about the achievement results in each NSW public school through a number of publicly available sources. For example, school Annual reports and the Australian Curriculum, Assessment and Reporting Authority's MySchool website which provides information about each school, including reading and numeracy results, attendance and finances.

Ashcroft High School also leverages the Parent Community Group and its student body as an effective means of engaging the community in its positive plan for improvement.

The former President of the Liverpool Local Aboriginal Education Consultative Group and Chair of the Ashcroft High School Parent Community Group is a strong supporter and advocate of the school's plan for improvement.

There have been no concerns or complaints raised at Ashcroft High School by parents/carers with regard to the school's communications about its Strategic Improvement Plan, progress and achievements.

QUESTION 5, PAGE 12

The CHAIR: Mr Dizdar, could you have a look at Maitland High School, which has 20 targets, none of them for next year or the year after. They are all for 2024. That is a school with 1,100 students. On notice could I get an answer as to how many schools have got no targets for next year and also for 2023, that they go out to 2024, please?

Mr DIZDAR: Chair, I am happy to take your question on notice, but I do want to stress for the Committee that every school—its strategic direction 1 is around student growth and attainment. Outside of very small school populations, you will not see a report [disorder]—

The CHAIR: Maitland has 1,100 students. It is a high school in a major population centre. So you could have a look at that and take that on notice and find out the answer to the question that I just framed. Also, Kirrawee Public School does not have a strategic improvement plan on its website. How many schools have just failed to publicly declare and publish what their strategic plan might be?

Mr DIZDAR: I am happy to follow up on Kirrawee, Chair, while we are in committee and come back. Every school is obliged to publish their—

The CHAIR: Thank you. I looked at their website yesterday. Maybe it is tucked away outside of school plans, but it does not appear to be there. There is certainly no link to it when they mention it.

ANSWER

The date range on Maitland High School's externally facing Strategic Improvement Plan has been refreshed on their website to reflect their targets for 2022 and beyond. This now aligns with the actions the school is currently implementing and have planned, to improve learning, teaching and leading outcomes, and to support the achievement and growth of all students, to address these targets.

All schools have annual progress measures, mapped from the published improvement measures, that state the improvements the school is aiming to achieve in each year of the Strategic Improvement Plan. Achievements against the progress measures are reported in the school's annual report.

Kirrawee Public School's 2021-2024 Strategic Improvement Plan has been published on the school's website under the 'School planning and reporting' web page.

QUESTION 6, PAGE 16

The Hon. ANTHONY D'ADAM: Minister, the Teacher Supply Strategy is a \$125 million strategy.

The Hon. SARAH MITCHELL: Yes.

The Hon. ANTHONY D'ADAM: I take you to some of the details in relation to each of the programs in the strategy. How much of that \$125 million is dedicated to the program relating to retraining teachers?

The Hon. SARAH MITCHELL: I will ask Ms Cachia if she has got the breakdown of that; I do not have that document with me.

The Hon. ANTHONY D'ADAM: You do not know how much—

The Hon. SARAH MITCHELL: As I said and as you have pointed out, there are a number of initiatives under that. There is a breakdown; I just do not have those figures with me. I will see if Ms Cachia has got that, or we can take it on notice—unless the secretary wants to comment?

Ms HARRISSON: Ms Cachia would have those numbers. I might just see if she is there.

Ms CACHIA: Thank you, Ms Harrisson. Thanks, Minister. I will come back to the Committee today on that. I will have the number, but I do not have it to hand right at this minute.

The Hon. ANTHONY D'ADAM: If that is the case, Ms Cachia, can I get you to take on notice the costing breakdown for each of the programs in the Teacher Supply Strategy? Can I also get figures in terms of the numbers? How many teachers will be retrained under the Teacher Supply Strategy? How many per year across the scope of the strategy?

The Hon. SARAH MITCHELL: I am happy to take that on notice.

.....
The Hon. ANTHONY D'ADAM: Minister, do you know how much you are allocating to the Grow Your Own?

The Hon. SARAH MITCHELL: I am happy to provide that in the breakdown that we will allocate for you.

ANSWER

Phasing and funding allocation of Teacher Supply Strategy initiatives will be reviewed regularly to adapt to the changing context and as the effectiveness of initiatives is assessed. Currently, it is anticipated that approximately 30 per cent of the Teacher Supply Strategy budget will be spent on initiatives related to retraining.

The Strategy will deliver an additional 3,700 teachers with the right subject qualifications in locations of need over the next 10 years.

QUESTION 7, PAGE 19

Mr DAVID SHOEBRIDGE: Minister, how much have you paid in scholarships this year to attract STEM teachers and how much was paid last year to attract STEM teachers?

The Hon. SARAH MITCHELL: I do not know if the secretary has that—or we can take that on notice.

Ms HARRISSON: We can provide the details of that on notice.

ANSWER

The Department offers a range of incentives for future and current teachers to train in STEM disciplines.

In 2020, the Department awarded:

- 20 teach.MathsNOW scholarships, providing scholars with course contribution fee payments up to \$50,000, a \$5,000 one-off training allowance, paid part time employment whilst studying and a \$5,000 study completion allowance;
- 12 scholarships to teachers undertaking studies to retrain in a STEM related subject, providing up to \$10,000 per year of study (up to two years), eight days study leave per year and a \$3,000 completion allowance.

In 2021, the Department:

- awarded 41 teach.MathsNOW scholarships, providing scholars with course contribution fee payments up to \$50,000, a \$5,000 one-off training allowance, paid part time employment whilst studying and a \$5,000 study completion allowance;
- doubled the financial support package for teachers wishing to retrain in a STEM related subject through the Teach and Learn Scholarship program, providing up to \$20,000 per year of study (up to two years), eight days study leave per year and a \$500 per week practicum allowance. A total of 13 scholarships were awarded to teachers retraining in STEM related disciplines.

The Department also offers additional pathways for students seeking to retrain in STEM disciplines including the Teacher Education Scholarships and teach.Rural Scholarships.

QUESTION 8, PAGE 20

Mr DAVID SHOEBRIDGE: As at 23 September there were 3,233 vacant teacher positions, according to the information supplied to the Public Accountability Committee. Can you tell me how many vacant positions there are now—or as close to now as you have the numbers for, Ms Cachia?

Ms CACHIA: I will take the specific vacancy rate on notice and come back to the Committee today.

ANSWER

As at 12 November 2021, there are 3,038 vacant roles in NSW public schools.

Of the 3,038 vacant teaching roles, 1,037 are the newly created Assistant Principal, Curriculum and Instructional (APCI) roles, which have been introduced to support a stronger foundation in literacy and numeracy in primary schools. The addition of these new positions has contributed to the above seasonal trend increase in the overall vacancy rate.

The vacancy rate in public schools continues to hover at a very low rate for an organisation as large as NSW's.

QUESTION 9, PAGES 21 & 22

The CHAIR: Thank you. Minister, I take you back to the Ashcroft High School Strategic Improvement Plan. Looking at it and I am sure empathising with parents who have got no chance of understanding what it actually means, will you now order a review of these plans to ensure that every school has documents and material available that parents can actually comprehend as to what is happening to the future education of their children?

The Hon. SARAH MITCHELL: Thank you, Chair. As I said earlier—and it was also on advice from the secretary, who might want to comment—there are other mechanisms by which parents are given information from their school. I will be interested, as I said and I think I took on notice, to look at the specifics of what they have done at Ashcroft, seeing as that is one that you have called out through their plan, to see what other communications are available to families. So, as I said, I am happy to look at that in this example and also get some general advice about what other measures are in place to keep parents engaged in their children's education.

.....
The Hon. SARAH MITCHELL: Again, in specific reference to Ashcroft but also more broadly, as I said, I am happy to provide more advice to the Committee on notice in terms of information that goes out to parents in terms of student outcomes and growth.

ANSWER

Strategic Improvement Plans, while publicly available to the community, are intended as a method of evaluation within school and system educational leadership and are reflective of the detailed reporting process required for school improvement.

Throughout the year, schools provide parents/carers with formal and informal opportunities to receive information about the school and discuss their child's learning.

Parents and communities are also able to access information about the achievement results in each NSW public school through a number of publicly available sources. For example, school Annual reports and the Australian Curriculum, Assessment and Reporting Authority's MySchool website which provides information about each school, including reading and numeracy results, attendance and finances.

Ashcroft High School also leverages the Parent Community Group and its student body as an effective means of engaging the community in its positive plan for improvement.

The former President of the Liverpool Local Aboriginal Education Consultative Group and Chair of the Ashcroft High School Parent Community Group is a strong supporter and advocate of the school's plan for improvement.

There have been no concerns or complaints raised at Ashcroft High School by parents/carers with regard to the school's communications about its Strategic Improvement Plan, progress and achievements.

QUESTION 10, PAGES 21 & 22

The CHAIR: Given that the credibility of every target is directly linked to the baseline data, why are you not going to publish the baseline data so that you can see whether, say, for Ashcroft, here in point 10, the 8.2 per cent numeracy growth is a valid target, or it is too strong or too soft? Parents can then make a judgement because they will know the baseline. Why will you not give that information to parents and communities?

Ms HARRISSON: Chair, I am very happy to take on notice what information around the baseline we are able to publish.

The CHAIR: Secretary, with all due respect, from our last estimates, in an answer to a supplementary question, you said you were not publishing any and you were hiding behind 18A, that provision that went back to Mount Druitt High School. It is a ridiculous assumption, is it not, that some media outlet is going to grab 2,200 sets of baseline data and produce a ranking in New South Wales. Why will you not publish the baseline data?

Ms HARRISSON: I think as you have indicated, Chair, in relation to our supplementary answer from the last hearing, our current position and advice that we have received is that we are unable to do so because it will enable school performance to be compared in a way that is not in line with the Education Act.

The CHAIR: But you are not publishing, school by school, a ranking system. You are just publishing, say for Ashcroft High School, the baseline data. Why are you assuming that that publication will end up in some ranking system that contravenes 18A. The proposition is ridiculous, is it not?

Ms HARRISSON: Chair, that is the advice we have had and the advice we have followed.

The CHAIR: Advice from who?

Ms HARRISSON: That is the legal advice we have had in relation to the section that you have indicated in the Act, that we are unable to provide that and publish it in that way. I am happy to take on notice further consideration to see what may be feasible in relation to publication back to communities. But I think our focus, and our very clear focus for the leadership team of the organisation, is to ensure that we are focused on achieving those targets.

The CHAIR: Minister, do you think that advice is credible, given that no media outlet is going to take 2,200 schools and sets of baseline data and publish a ranking system as per section 18A? Most of these media outlets now can barely get enough stories out. They have got one journalist working on five stories a day. This is a nonsense proposition, is it not?

The Hon. SARAH MITCHELL: With respect, Chair, I think that legal advice is credible. There is certainly an opportunity for media outlets to do that. This is something that is part of the Act for a range of reasons. But as the secretary said, we are happy to take on notice the specifics around that advice and come back to the Committee.

ANSWER

Schools' annual reports and the Australian Curriculum, Assessment and Reporting Authority's MySchool website are able to provide information about each school, including reading and numeracy results, attendance and finances.

In 2021, every NSW public school published a new Strategic Improvement Plan which includes ambitious system-negotiated targets across a range of measures. Progress towards these targets is reported in an Annual Report on each school website, and is accessible for parents and communities.

QUESTION 11, PAGES 23, 24, 71 & 72

The Hon. ANTHONY D'ADAM: Ms Harrison, I just want to clarify. You are abolishing a range of deputy principal positions and replacing them with a lower graded assistant principal position.

Ms HARRISSON: We are providing every school with the entitlement for an assistant principal, literacy and numeracy. Some schools will make decisions about how they implement that position in their school. But, yes, we are requiring it to be an assistant principal so that we can provide the benefit to more schools.

The Hon. ANTHONY D'ADAM: How many of those higher graded deputy principal positions are going to be abolished as a consequence of this decision?

Ms HARRISSON: Ms Owen might be able to answer that question.

The Hon. ANTHONY D'ADAM: You do not know, Ms Harrison?

The Hon. WES FANG: Point of order: The secretary has provided an answer. She has passed it to one of the other departmental staff for a more detailed answer. That is appropriate.

The CHAIR: Yes. We should get that answer.

Ms OWEN: Just to explain, the assistant principal for curriculum and instruction is a new role that we have developed to embed evidence-based approaches to literacy and numeracy and to support the rollout of the new curriculum, which the Committee well understands begins from next year. As the secretary has said, we are aiming to have an assistant principal role to fulfil that function in every primary school, because that is where the curriculum rollout starts. We are replacing some roles in some primary schools that were part of that earlier [disorder]—

The Hon. ANTHONY D'ADAM: Ms Owen, my question was about how many.

The Hon. SARAH MITCHELL: She is answering.

The CHAIR: Ms Owen, how many?

Ms OWEN: Firstly, I am trying to explain that they are slightly different roles. This one is about the rollout of curriculum and embedding evidence-based literacy and numeracy. The deputy principal roles I think you are referring to were in, I think—I will confirm on notice. About 400 schools had Early Action for Success instructional leader roles at a deputy principal. But they were a different role—just to stress.

.....
The Hon. ANTHONY D'ADAM: Coming back to the question around the Deputy Principal Instructional Leaders, what is the average tenure for those positions? When were they instituted? What is the average for the occupants in terms of those positions that are being deleted?

Ms HARRISSON: The deputy principal [DP] instructional leader positions were part of the former Literacy and Numeracy Strategy and were part of the Early Action for Success program. They have had a couple of years of extension of one year at a time in addition to the length of the program, so I will need to go back and provide you with the details of the tenure on notice.

.....
The Hon. ANTHONY D'ADAM: How did you arrive at the decision to grade these new positions as APs rather than DPs?

Ms HARRISSON: Ms Owen might be able to provide some further detail on the specifics of that. What we will have done and what we have done is go through a process to look at the needs of our students, the needs of our schools, the particular role design that we have wanted to put in place and graded it appropriately. That has

come out as an assistant principal for all schools, with significant support from the system that will be provided to those roles to ensure that they can be effective in schools. Ms Owen might be able to provide some further detail.

The Hon. ANTHONY D'ADAM: I have very limited time. I just want to ask one further question on this. If Ms Owen can provide her answer on notice, that would be appreciated.

ANSWER

Temporary Instructional Leader positions commenced in January 2017 as part of the Literacy and Numeracy Strategy, under the Literacy and Numeracy Action Plan – Early Action for Success Phase 2. The program was extended for 12 months to the end of the 2021 school year given the ongoing impact of COVID-19.

The average tenure for the position is two years and 11 months. The average tenure for current occupants is three years and six months. There are 456 individuals in temporary Instructional Leader positions remunerated at deputy principal level at 419 schools. The new permanent executive entitlement, Assistant Principal, Curriculum and Instruction, will be provided to all schools with K-6 enrolments.

The responsibilities of a Deputy Principal as part of the school executive includes a focus on leadership and management, however the role of an Assistant Principal is aligned to the higher career stages of the Australian Professional Standards for Teachers. Based on ongoing assessment of the existing roles as well as the responsibilities of the new positions, the Department of Education considers a permanent executive entitlement at Assistant Principal level most appropriate. The roles and responsibilities of the position have been widely consulted on, including with the NSW Teachers Federation and NSW Primary Principals Association.

QUESTION 12, PAGES 25, 26, 27

The Hon. ANTHONY D'ADAM: I am going to tender a document. Minister, this is a briefing that was prepared for you by the department in relation to the Murwillumbah Education Campus. You saw this briefing, did you not?

The Hon. SARAH MITCHELL: It has not got my signature on it but I will assume that I did.

The Hon. ANTHONY D'ADAM: Was this the briefing that preceded the decision around the announcement? Mr Manning, you might be able to answer.

The Hon. SARAH MITCHELL: I will let Mr Manning have a look. As I think I have outlined when I have had questions about this new campus in the House before, we had a range of considerations and discussions around the way forward for the Murwillumbah community.

The Hon. ANTHONY D'ADAM: That is your signature on it, is it not, Mr Manning?

Mr MANNING: Yes, Chair.

The Hon. ANTHONY D'ADAM: Am I correct in assuming that you signed off on 17 June 2020?

Mr MANNING: That is what it says digitally, yes.

The Hon. ANTHONY D'ADAM: The announcement was made some time, I think, in November last year. Is that right?

The Hon. SARAH MITCHELL: I will accept that premise. I think that is right; I actually cannot remember. If you say it was later that year, so be it.

The Hon. ANTHONY D'ADAM: Can I draw your attention, Minister, to the highlighted paragraph in the document where it says that the determination to abandon the upgrades was made in February 2020?

The Hon. SARAH MITCHELL: Yes, I see that.

The Hon. ANTHONY D'ADAM: Why did it take you so long to initiate consultation with the community when the decision was made at the beginning of that year?

The Hon. SARAH MITCHELL: I am happy to ask Mr Manning to provide some context about some of the decisions relating to Murwillumbah when it comes to an infrastructure perspective. Can I say that there was a lot of work that had been done in regard to what was the best opportunity, particularly for the students at Murwillumbah. That has always been the driving force behind this project and the investment that we needed to make. In terms of some of the strategic review of the schools package and the work that was done on it, I will pass to Mr Manning to see if he can provide some comments on that.

The Hon. ANTHONY D'ADAM: Can I just draw you back, Minister. The decision was made in February 2020. That is a decision that you made, is that right?

The Hon. SARAH MITCHELL: It says the determination was approved in February 2020.

The Hon. ANTHONY D'ADAM: Approved by whom? By you?

The Hon. SARAH MITCHELL: I would have to take that on notice, to be honest, because I need to check what that is actually referring to.

The Hon. ANTHONY D'ADAM: It is clear that a determination was approved to amalgamate Murwillumbah Public School, Murwillumbah East Public School and Murwillumbah High School.

The Hon. TREVOR KHAN: She said she is going to take it on notice.

The Hon. SARAH MITCHELL: Yes, I want to take that on notice to check what it is that that is referring to.

.....

The Hon. ANTHONY D'ADAM: I still do not quite understand. You had made a determination to amalgamate. It is quite clear:

... a determination was approved in February 2020 to amalgamate Murwillumbah Public School, Murwillumbah East Public School, Murwillumbah High School and Wollumbin High School ...

That was made in February 2020. It is quite plain, is it not, Minister?

The Hon. SARAH MITCHELL: As I said in response to your earlier question, I wanted to take on notice that highlighted part that you talked about with the determination. That is one document—one very simple brief—about a project that is obviously quite extensive, so I want to take on notice the specific area that you have highlighted and what that is referring to. I am doing my best to give you the dates and the data that I have about when decisions were made but, again, this is ultimately about what is best for the students in Murwillumbah. It is about investing properly in public education infrastructure on the North Coast and it is a commitment that we are proud of.

The Hon. ANTHONY D'ADAM: I do not understand, Mr Manning, how you could possibly say that the completion date for the upgrades—at 17 June 2020 you advised the community that those upgrades were going to be completed in 2022 and 2023. That was a lie, was it not?

Mr MANNING: No.

The Hon. ANTHONY D'ADAM: How could it not be a lie?

Mr MANNING: As part of the work we did around these projects, we had scoped the projects. The original commitment was around the four individual projects and the work had been done to scope those projects to understand them, which means that we could roll them through in 2022 and 2023. As part of that work, we identified that there was an opportunity around amalgamation. To the Minister's point, the work we did with school performance showed that there would be some significant advantages to the students and so we were working on an alternative strategy. That was still subject—

The Hon. ANTHONY D'ADAM: This document suggests—

The Hon. TREVOR KHAN: Let him finish.

The CHAIR: Let the witness finish.

Mr MANNING: —to approval. Until a change is approved, we would be working on the original strategy as well. To the Minister's point, we need to go back and understand exactly the details around this context. But, no, from a perspective of project delivery, you quite often have a plan A and a plan B. We were very clearly directed around the original strategy and the original project. As part of doing that work we had discovered the amalgamation. We were still working on the fact that if the amalgamation was not something that was going to go ahead we would roll through the original commitment, and 2022 and 2023 were the dates we were comfortable that we could deliver those on.

The Hon. ANTHONY D'ADAM: But you had made a decision to proceed with the amalgamation.

The Hon. SARAH MITCHELL: Well, no, as I said, I want to take that on notice in terms of that context. My recollection—but I do want to check this, which is why I have taken it on notice—was that, as Mr Manning said, this was about looking at possible options for those school communities.

ANSWER

The Murwillumbah Education Campus project was one of several options investigated by the Department of Education for investment in Murwillumbah through the infrastructure planning and business case development process.

After further exploration of all possible educational options, it was found that the best educational outcomes could be achieved by investing in one primary school and one high school. These processes included extensive consultation with the Department's School Operations and Performance Directorate, local Directors, Educational Leadership for the Murwillumbah Cluster of Schools, and school principals.

The Murwillumbah High School site offered the best opportunity for meeting Murwillumbah's current and projected education needs and maximising educational benefits to students and the community.

The recommendation in early 2020 was to further develop the Murwillumbah Education Campus proposal.

The decision in July 2020 was to progress the Campus as the preferred option in the Final Business Case to NSW Treasury which was submitted in August 2020.

The investment decision on the Murwillumbah Education Campus was made in mid-October 2020.

Once the investment decision had been made, the Murwillumbah Education Campus was considered formally approved by government and an announcement was made in late October.

QUESTION 13, PAGE 30

Mr DAVID SHOEBRIDGE: If Mr Martin has got something briefly to add about what, if anything, is happening for additional content on consent in the New South Wales curriculum.

The Hon. SARAH MITCHELL: The secretary also can comment on the work that is being done.

Mr DAVID SHOEBRIDGE: If you have some specific content to add, Ms Harrison?

Ms HARRISSON: I can provide you with assurance that, in terms of the preparation for public school teachers in relation to delivering that curriculum, we have provided additional support and resources to teachers that were finalised at the end of last term to support the implementation of the syllabus as it stands. We have also—

Mr DAVID SHOEBRIDGE: Ms Harrison, if you could provide some of those details on notice, that would be helpful.

Ms HARRISSON: Yes, very happy to.

ANSWER

The additional material to support public school teachers includes an online hub for consent education, providing advice and guidance for schools, parents and carers, and a comprehensive suite of teaching and learning materials for teachers of Kindergarten to Year 10 students. The online hub will be published before the end of Term 4.

QUESTION 14, PAGES 31 and 32

The CHAIR: No, that is a separate, broader issue. Minister, when I raised this issue in response to very positive comments about consent education by the Attorney General at budget estimates in March, I asked what evaluation base is being used. He referred me to a study at the University of Wollongong by Michael Flood and Vicki Kendrick, who both fashion themselves as progressive academics. They concluded that these two programs, Respectful Relationships and Love Bites, had a negative or unfavourable impact on student attitudes towards bullying. Specifically, the year 7 students that had been through Respectful Relationships were more likely by the end of the course to agree with the statement, "If people do something to make me really mad, they deserve to be beaten up." That kind of makes you think it is really disrespectful relationships that they are teaching. In this space of moving into a new module of consent education, would the department actually do some testing of these courses? These evaluation findings I was referred to by the Attorney General are very disturbing. Before the disruption of rolling it out across the system, would there be some attempt to work out if well-intentioned programs actually get a result in practice or are counterproductive, like this research seems to indicate?

The Hon. SARAH MITCHELL: I am not familiar with that research you have referred to, but I am happy to have a look at it. Going to the point that the secretary made, that is why we want to have that pre-approved panel, so schools know when they are using any external providers, should they wish to do so in this space. A lot of schools and school communities do it within their existing workforce as well. It is about having that quality assurance mechanism so that if schools are using external providers to assist them with curriculum delivery—and as the secretary has said, we started in the wellbeing space—they have got some quality assurance in knowing that they are using programs that have that evidence base. I think that is fair to say.

The CHAIR: Thank you. I have been asking for that for quite some time. It is one thing to have a well-intentioned program; it is a different thing to actually get the desired result.

The Hon. SARAH MITCHELL: I am happy to provide on notice a bit more detail about that work, if you would like.

ANSWER

The Quality Assurance (QA) of external wellbeing programs forms part of the Department of Education's strategy to drive an improved wellbeing service delivery model for all schools that is built on a student-centred approach that acknowledges and respects local context. Under the School Success Model, there is a shared responsibility by schools and the system for student outcomes.

The development of an accessible, easy to use and evidence-based online resource for wellbeing programs in schools developed and/or delivered by external providers is on track. This resource will provide school staff with the confidence that the quality assured programs meet the Department's rigorous standards for evidence base.

External providers who meet the requirements will be able to submit an Expression of Interest during Term 1, 2022 to have their wellbeing programs reviewed under the newly developed External Wellbeing Programs QA Framework.

In addition, the Department is building in increased engagement of students and parents to test the views of end users, in particular in relation to consent materials.

QUESTION 15, PAGE 32

The CHAIR: I go back to the issue I raised before morning tea about the Sydney Distance Education High School. Minister, this issue has been brought to my attention by a parent at a Central Coast high school. Their child's year 8 science work sheet had the subject Globalise Me, which you might think is more political economy, but let us say it was science. One of the extension activities online links took the student to a site called socialistrevolution.org, which states that capitalism puts the planet under threat:

... we are actively building a national organization of trained Marxist cadres to fight in the broader movement for a revolutionary socialist program.

I can see Mr Shoebridge getting excited.

The Hon. SARAH MITCHELL: You have piqued his interest, Chair. I think he is googling as we speak.

The CHAIR: Restrain yourself, David.

Mr DAVID SHOEBRIDGE: I had never seen it before. I am glad you have brought it to my attention, Chair.

The CHAIR: And Mr D'Adam is excited as well, of course.

Mr DAVID SHOEBRIDGE: I am glad you are trawling the internet for socialist revolution websites.

The CHAIR: No, this comes from a parent whose year 8 student came across this.

Mr DAVID SHOEBRIDGE: I never knew you signed onto it, and I am glad you have pointed me towards it.

The Hon. WES FANG: Point of order—

The CHAIR: No, unlike you, I respond to people I represent in the Parliament. Finally it states, "We fight for the overthrow of capitalism." Minister, at the Sydney Distance Education High School, what has that got to do with science?

The Hon. SARAH MITCHELL: I will have to take that specific question on notice, Mr Chair, unless the secretary can comment. It is quite a specific example that you have referenced.

ANSWER

The Department of Education has advised that Sydney Distance Education High School has not been able to find any reference to a unit of work called Globalise Me or a link to socialistrevolution.org. The topic of globalisation is not covered in Year 8 Science, it is covered in Year 8 Social Sciences. The school has confirmed the following:

- There are no topics or activities called Globalise Me in any e-learning course for Years 7-12.
- The Year 8 Science course uses third party Stile Education resources. Stile Education has confirmed they have no knowledge of these links or resources.
- Year 8 Geography web lesson recordings do not include references to these resources.
- The Year 8 Geography teachers have indicated they have not heard of these resources.
- There are no links to socialistrevolution.org on any pages of the following e-learning courses: Year 8 - Science, History, Geography, Middle school.

QUESTION 16, PAGE 33

The CHAIR: Minister, recently the department called for volunteers to be classroom teachers. How many volunteers have come forward?

The Hon. SARAH MITCHELL: Yes. I am happy to ask the secretary to comment in relation to that. I think it is important to make the point, Chair, that our staffing has gone incredibly well with the return to school, which is exciting. It is great the kids are back in the classroom. But, as you would appreciate, it is important that we have contingencies in place should any particular school community find themselves, due to COVID, with impacts or outbreaks. We have got to make sure we have got the staffing that we need. Again, I will get the secretary—it is not even a plan B. I think it is a plan C or D, should we need to do it. But if the pandemic has taught us anything, it is to prepare for any eventuality and that is the intention.

The CHAIR: Whatever the plan is, how many volunteers have answered the call?

Ms HARRISSON: Chair, I am happy to take the specifics of that on notice.

The CHAIR: Whatever the plan is, how many volunteers have answered the call?

Ms HARRISSON: Chair, I am happy to take the specifics of that on notice. We have over 1,200 currently accredited teachers working in the department, largely in roles that support other frontline teachers. I note that recent media reports refer to them as "boffins". That is not how those individuals would see themselves. They are teachers and they are teachers largely working in the support of other teachers in our system. We, of course, as part of our sensible contingencies have asked if any of those would be willing to go back into classroom. I can provide you with a specific number on notice.

ANSWER

As at 11 November 2021, the Department of Education had received submissions from 12 corporate volunteers regarding working in schools in case of any unforeseen COVID-19 impacts. The Department will continue to work with relevant corporate staff members should there be additional school staffing requirements in the future.

QUESTION 17, PAGES 33 & 34

The CHAIR: Thank you. Secretary, how many teachers under the vaccination mandate are you planning to stand down from service next Monday?

Ms HARRISSON: Ms Cachia can provide you with a detailed breakdown of where we are up to in relation to that process. Can I firstly say, we are incredibly pleased to report that the vast majority of teachers have come forward and got vaccinated, because we know that is the best protection we can provide to them, their families and the students they teach. We have asked staff to attest to that and are running a process from the department to ensure that people are aware of what they need to do by when. Ms Cachia can provide you with details.

The CHAIR: Ms Cachia, teachers and then other school staff or departmental staff that you are planning to stand down?

Ms CACHIA: As the secretary said, it is probably good to preface the answer to this by saying that today is 1 November. As we know under the public health order we have an—

The CHAIR: I think it is 2 November, is it not, today?

Ms CACHIA: —sorry, 2 November. In external jurisdictions such as New York, which has also mandated vaccinations for teachers, it has been the experience that a lot of teachers will go and get vaccinated very late towards the date for compliance if they are reluctant. Prefacing that and noting that this is very much a moving piece—in terms of staffing I will also pass in a moment to Mr Dizdar because he and Ms Nixon have been working on contingency planning in conjunction with the school workforce directorate, which is in the people group, to make sure that our schools are staffed appropriately. I will now turn to the numbers. We have 97 per cent compliance for full vaccination as at 1 November. About 4,900 have unattested as yet, but again I do not think that is surprising. Many will likely do so in the coming days.

The CHAIR: That is 4,900 teachers, is that right?

Ms CACHIA: They are the ones who have unattested as yet. It does not necessarily mean—

The CHAIR: Four thousand and nine hundred teachers. What about non-teaching staff?

Ms CACHIA: There is a range of different cohorts of non-teaching staff. They would be corporate and public service senior executive [PSSE] staff. Some 95.7 per cent of those are fully vaccinated, as attested to date. In terms of short-term temporary school administrative support [SAS], 96.6 per cent of those that have attested are fully vaccinated. In terms of school admin and sport, excluding short-term temporary SAS, 96 per cent of those attested are fully vaccinated.

The CHAIR: What does that mean in terms of numbers? You said 4,900 for teachers. What is the comparable number for non-teaching staff?

Ms CACHIA: Nearly 74,000 teachers have attested that they are fully vaccinated. Nearly 26,000 school administration staff have attested that they are fully vaccinated. Nearly 2½ thousand short-term temporary staff have attested that they are fully vaccinated. And 95.7 per cent of corporate staff, which equates to about 5½ thousand, have attested that they are fully vaccinated.

The CHAIR: What about those that have not? I am asking for the third time now for non-teaching staff. What is the aggregate number?

Ms CACHIA: It is difficult to give it in an aggregate because, as I said, the numbers are moving and they are likely to be different—

The CHAIR: Okay. You can take that on notice please. But it is 4,900 teachers and—

Ms CACHIA: I can provide you with the date, Chair—as at 1 November, if that assists you.

ANSWER

As per the Public Health (COVID-19 Vaccination of Education and Care Workers) Order 2021 from 8 November 2021 any employee or volunteer must be fully vaccinated to work in a public school. The Department of Education is required to only allow fully vaccinated workers and those with an approved medical contraindication, or who have been granted an exemption under the Public Health Order, on site.

Following further inquiries and consultations with schools and workplaces, as of 16 November 2021, 802 permanent school employees are being investigated by the Professional and Ethical Standards Directorate for allegations of non-compliance with mandatory vaccination requirements. This comprises 591 teaching and 211 non-teaching staff.

Staff may at any time comply with the Public Health Order and demonstrate their compliance. In the event that the employee shows evidence of compliance during the investigation process, the investigation will be terminated.

QUESTION 18, PAGE 35

The Hon. COURTNEY HOUSSOS: Minister, can you tell us how many high schools do not have a full-time counsellor? In September last year it was 129 high schools. How many today do not have a full-time counsellor?

The Hon. SARAH MITCHELL: I will just check if I have got that number, otherwise I am happy to take it on notice. But, like I said, we are on track with that commitment to make sure every public high school has one. I do not know whether the secretary has got the number.

Ms HARRISSON: As you have indicated, Minister, we have grown from 790 positions to 1,154 positions, as of 5 October 2021. As the Minister has indicated, we are making progress in all of those and we currently have a small number of vacancies across our high schools. I am very happy to provide the specific number on notice to you.

The Hon. COURTNEY HOUSSOS: Do you track that data by school, Ms Harrisson?

Ms HARRISSON: We would be able to get that data by school, yes.

The Hon. COURTNEY HOUSSOS: The ratio of students to counsellors?

Ms HARRISSON: I think, as the Minister has indicated, our commitment is to ensure every high school has a counsellor and so that is the measure that we would be tracking.

The Hon. COURTNEY HOUSSOS: Can you provide us with the number of counsellors per school on notice, and can you tell us the number of students at each school?

Ms HARRISSON: Certainly.

ANSWER

The \$88.4 million Mental Health and Wellbeing commitment is for every high school to have a 1.0 full-time equivalent (FTE) allocation of school counselling services. The increased allocation is being phased in from 2020 to June 2023. We are on track to deliver on this commitment.

50 high schools have not yet received their full-time allocation increase. These schools will receive their 1.0 FTE school counselling service allocation from the beginning of 2022 as part of the phase 3 rollout of the election commitment.

QUESTION 19, PAGE 35

The Hon. COURTNEY HOUSSOS: Minister, when was the audit of classrooms for ventilation completed?

The Hon. SARAH MITCHELL: I will get Mr Manning to answer that question.

Mr MANNING: I do not have the exact date as to when the audit was actually commissioned but—

The Hon. COURTNEY HOUSSOS: Completed?

Mr MANNING: Completed? No, sorry, I do not have an exact date as to when the audit was actually completed.

The Hon. COURTNEY HOUSSOS: Can you tell us if it was before students returned to school?

Mr MANNING: Yes, it was before students returned to school.

The Hon. COURTNEY HOUSSOS: Definitely before that?

Mr MANNING: Definitely.

The Hon. COURTNEY HOUSSOS: Okay. If you can provide us with that date on notice, that would be helpful.

Mr MANNING: Sure.

ANSWER

NSW schools were provided with individualised audit reports on 12 October 2021. The reports were publicly available on the School Infrastructure NSW website on the same date.

QUESTION 20, PAGE 37

The Hon. COURTNEY HOUSSOS: Can you tell us whether you now know if there is air conditioning or unflued gas heaters in classrooms across the State?

Mr MANNING: Yes, we can.

The Hon. COURTNEY HOUSSOS: Okay. So can you tell me how many classrooms do not have air conditioning?

Mr MANNING: That is information that we will take on notice. I am happy to provide you that information on notice.

The Hon. COURTNEY HOUSSOS: How many classrooms have unflued gas heaters in them across the State?

Mr MANNING: Again, happy to take that on notice.

.....

The Hon. COURTNEY HOUSSOS: Mr Manning, perhaps you can also take on notice, we would like to know how many classrooms do not have air conditioning, how many classrooms have unflued gas heaters, and across how many schools for each of those, please.

Mr MANNING: Sure.

ANSWER

The primary purpose of the audit was not to identify the heating and cooling capacity of classrooms, it was to identify their ventilation capacity.

The NSW Government's Cooler Classrooms Program is a five-year \$500 million commitment to deliver cooling, heating and fresh air conditioning systems to more than 900 NSW public schools, with schools in the hottest parts of the state prioritised. This is the first time there has been a dedicated program to air-condition NSW classrooms, delivering air-conditioning to more than 9,000 learning spaces and more than 600 library spaces.

In a system with approximately 47,000 teaching spaces, approximately 36,000 designated teaching spaces have air conditioning. This number will increase as the Cooler Classrooms Program continues to be rolled out.

Approximately 16,400 designated teaching spaces at 1,200 schools have unflued gas heaters. As part of the Cooler Classrooms Program, approximately 3,000 unflued gas heaters are being removed from NSW schools.

The Department inspects the performance of the all gas heaters annually. This inspection process ensures the heaters meet the current minimum performance standards.

QUESTION 21, PAGES 38 & 39

The Hon. ANTHONY D'ADAM: Mr Manning, is it the case that some infrastructure projects proceed without a business case?

Mr MANNING: No. No projects proceed without a business case.

The Hon. ANTHONY D'ADAM: No projects proceed without a business case? I tender a document. Mr Manning, can I ask you about the Engadine High School hall project? Is it correct that that project was approved without a business case?

Mr MANNING: The process we run through for all projects before we move into construction—before Treasury will allow us to move into the construction phase—is the completion of a business case.

The CHAIR: But, Mr Manning, you have been asked the specific question of what appears to be Cook School in the electorate of Heathcote—Mr Lee Evans. Can you provide a yes-or-no answer? Has this project had a business case?

Mr MANNING: I would need to take on notice the size of this project. There is a formal requirement from a Treasury perspective. I think it is around—a capital business case is 10 million or more. If it is less than 10 million, it does not necessarily need a specific business case. I would need to take the details of this project on notice to understand.

The Hon. ANTHONY D'ADAM: Is it correct the advice that was provided by your department, that the existing Engadine school hall actually met the standards that were required for school facilities? That is correct, is it not, the advice that was provided to—

The Hon. SARAH MITCHELL: Sorry. Are you referring specifically to something written in this document?

The Hon. ANTHONY D'ADAM: Sorry. I am referring to the document that was being tendered. On the second page, you can see where it deals with Engadine High School, expansion of hall facilities. It says:

... This is above the department's Educational Facility Standards & Guidelines. There are currently no plans to upgrade the hall facilities at Engadine High School. You can see that? That was advice provided by your agency.

The Hon. SARAH MITCHELL: Yes. Can I say in relation to this particular project, Mr D'Adam, as you would note from what you have tabled here, this is correspondence in August 2018, which obviously predates my time in the Education portfolio. But my understanding is that there was an election commitment to upgrade that hall.

The Hon. ANTHONY D'ADAM: That commitment was clearly made without the advice—

The Hon. SARAH MITCHELL: I was not the Minister at the time. I cannot comment in relation to that.

The Hon. ANTHONY D'ADAM: But the project has proceeded under your watch, Minister.

The Hon. SARAH MITCHELL: Yes, because we deliver election commitments, Mr D'Adam.

The Hon. ANTHONY D'ADAM: Even if they cannot be justified?

The Hon. SARAH MITCHELL: Again, I do not agree with the premise of your question. Mr Manning has said that he wants to get some specific advice and take on notice in relation to business cases and such for this project. But election commitments were made, and they are delivered.

The Hon. ANTHONY D'ADAM: Is this pork-barrelling?

The Hon. SARAH MITCHELL: I think it is entirely appropriate for governments to make election commitments and then deliver them, Mr D'Adam.

The Hon. ANTHONY D'ADAM: Even against the advice of the agency that it is unnecessary?

The Hon. SARAH MITCHELL: Again, I do not agree with the premise of your question. I was not the Minister at the time of this memo that you have here. So, as I said, I am taking some of your questions on notice and coming back with further advice. But, as I said, it is not uncommon for governments to make election commitments and then, when they are re-elected, to deliver them. I think there is an expectation that that happens.

The Hon. ANTHONY D'ADAM: As the Murwillumbah education centre or—

The Hon. SARAH MITCHELL: Education precinct?

The Hon. ANTHONY D'ADAM: —precinct—indicates, you can make commitments and you can change your mind, can you not, Minister.

The Hon. SARAH MITCHELL: Again, I do not agree with the premise of your question. You are now bringing two different projects together. The reality is, if there was an election commitment, as is my understanding—again, predates my time in this portfolio—to deliver that upgrade, then it is not inappropriate for a government to deliver an election commitment.

The Hon. ANTHONY D'ADAM: Why, Minister, in this instance did you decide to honour an election commitment, when clearly it could not be justified on the evidence, and you made another election commitment, about Murwillumbah—

The Hon. SARAH MITCHELL: Again, I do not agree with the premise of your question. You are making assumptions based on a single document that you have pulled out.

The CHAIR: Order! I think what we need to do is get the material from Mr Manning to decide whether or not it was justified, whether there is a business case, what did it show, because at the moment that is not clear before the Committee.

Mr MANNING: Yes. There are a number of cases—halls, in particular—where it might be sized to suit the latest guidelines, but if the school moves down a performance road, the structure of the hall does not support lighting systems and sound systems and the floor does not support the sort of seating arrangements, it would require the hall to be rebuilt in order to provide those things. The fact that—

The Hon. ANTHONY D'ADAM: Is that not a justification after the fact, Mr Manning?

Mr MANNING: The fact that the size might be the right size? No, not at all. Part of the business case is to work through those sorts of issues. But it may well be that is exactly the issue this school has.

The Hon. ANTHONY D'ADAM: But there was not a business case when the decision was made, was there, Mr Manning, as you have said.

Mr MANNING: We have asked to take this on notice. We will work our way through it.

The CHAIR: That is on notice.

ANSWER

The project to deliver a new hall at Engadine High School was a commitment made during the 2019 NSW Election.

The commitment was independently costed by the Parliamentary Budget Office as part of this government's historic investment in public education infrastructure.

Details on costings of election commitments were publicly released prior to the 2019 State Election.

The NSW Government is delivering on this commitment for the community of Engadine.

A rationale for the new hall at Engadine High School was submitted in a Final Business Case to NSW Treasury in April 2020 with approval of the project in September 2020.

QUESTION 22, PAGE 41

Ms HARRISSON: If I could just clarify what I said in my answer, Mr Shoebridge, I said that suspensions were down 19 per cent from 2019. The COVID interruption to the school year was shorter than that and so it was not 19 per cent of the school year. We are focused on behaviour and the use of suspensions in our system. We have been doing so and we hope we are making good progress. As I indicated previously, to extrapolate, yes, as Ms Owen says, if you took a linear extrapolation, you would get higher suspension numbers. But, as I indicated—and I would be happy to come back to you with the profile of that data to test that assumption—we would not expect the suspension data to be linear throughout the year.

Mr DAVID SHOEBRIDGE: I am more than happy to get some more further information on notice, so I appreciate that, Ms Harrisson.

ANSWER

The official collection of suspensions data occurs at the beginning of December each year, so there are typically more suspensions reported in the first three terms of the school year.

In the 2018 and 2019 school years, each of the first three terms had between 25 per cent and 30 per cent of the total suspensions, with Term 4 having slightly less than 20 per cent of all suspensions.

In 2020, with learning from home in place for three weeks in Term 1 and four weeks in Term 2, there were proportionally less suspensions in Terms 1 and 2 than in previous years, with 44 per cent of all suspensions in 2020 occurring in the first semester.

Overall, there were 10,854 fewer suspensions in 2020 than in 2019. This was a drop of approximately 14 per cent.

The number of suspensions in Semester 1, 2021 is similar to Semester 1, 2019.

QUESTION 23, PAGES 43, 44 & 45

The CHAIR: How many investigator positions are you recruiting through Hays, please?

Ms CACHIA: That will depend, Chair, on what our numbers show us as we get closer to the date.

The CHAIR: What are you expecting?

Ms CACHIA: I will take on notice the number today. As you can imagine, with a week to go, as I indicated earlier, Chair, the numbers are moving, so we will take that on notice and come back to you.

The CHAIR: I am looking at a Hays Recruitment ad for grade 7/8 staff—about \$115,000 a year equivalent—where it reads:

I am currently recruiting for several temporary investigator positions with—what turns out to be the Department of Education.

These will assist the COVID-19 task force. They will specifically oversee COVID vaccination non-compliance with the public health order. The department is looking for individuals to start in November for an initial period of four months. These positions will be full-time likely working from home due to existing limitations in the office.

Ms Cachia, can you actually explain what these investigators are going to do working from home that cannot be done by your other staff and what exactly is the problem with COVID vaccination non-compliance that you are trying to fix?

Ms CACHIA: Certainly, Chair. I will answer that question in turn. We are using Contractor Central. They may be using Hays. As I said, I will take that on notice and come back to you.

The CHAIR: Just quickly, Ms Cachia, what is your budget for the 30 staff being recruited, please?

Ms CACHIA: Chair, I will have to take that on notice.

ANSWER

A team, led by experienced Department of Education staff, has been established in the Professional and Ethical Standards Directorate to manage cases of staff non-compliance with mandatory vaccination requirements as allegations of misconduct in accordance with Section 69 of the *Government Sector Employment Act 2013* and Part 8 of the *Government Sector Employment (General) Rules 2014* for GSE employees, Section 93 of the *Teaching Services Act* and Section 28 (1) of the *Education (School Administrative and Support Staff) Act*.

30 contingent equivalent Clerk Grade 7/8 investigators have been engaged for four months to undertake end to end case management of these matters in line with the 'Management of Conduct related to Non-Compliance with COVID-19 Vaccination Requirements' guidelines.

Contingent staff have been engaged due to the short-term nature of this work and to ensure it does not impact the core responsibilities and day to day functions of the Professional and Ethical Standards Directorate.

\$1,592,304 was budgeted for the recruitment of 30 contingent positions for four months.

QUESTION 24, PAGES 46

The Hon. COURTNEY HOUSSOS: Are you saying that there are potentially more schools that can access funding under the Cooler Classrooms Program?

The Hon. SARAH MITCHELL: I will get Mr Manning to speak to that.

Mr MANNING: The focus of the Cooler Classrooms Program has been on delivering round one. As money becomes available through round one, we are able to allocate that to round-two schools. We have done a first round of contingency, and we have been able to announce some of the round-two schools being successful.

As we continue to roll through to the tail end of the program, there will be other money that is available for other schools to be considered as part of that.

The Hon. COURTNEY HOUSSOS: How much has been spent under the program so far?

Mr MANNING: I would have to take that on notice.

ANSWER

The NSW Government is committed to providing students with healthy and comfortable learning environments and has invested \$500 million in the Cooler Classrooms Program to provide a sustainable air conditioning program for NSW schools.

To date \$356 million has been invested in the Cooler Classrooms Program.

QUESTION 25, PAGE 47

Ms CACHIA: Thank you, Mr D'Adam. It might be useful to talk about the retention rate overall, which is 98.9 per cent for 2020 and 92.1 per cent in the first five years. Those are the current rates.

The Hon. ANTHONY D'ADAM: Can I just ask about that figure? When you talk about the retention rate, you are assessing the retention of teachers who are in permanent positions. Is that how you arrive at that statistic?

Ms CACHIA: That is the retention rate for the full-time equivalent [FTE] staff; that is correct. It is very difficult to tap into the retention of casuals because as you can imagine, Mr D'Adam, some casuals work three days a week and then they opt out for six months and then they opt in again. Yes, that is the full-time.

The Hon. ANTHONY D'ADAM: Mr Martin, you might be able to shed some light on this issue. Obviously, another means of examining exits is the number of teachers who retain accreditation, new accreditations and those who allow their accreditations to lapse. What does that tell us about how many people are leaving the sector?

Mr MARTIN: I would have to take that on notice.

ANSWER

The retention rates for teachers after one and five years are calculated based on a teacher's start date in their first permanent teaching position, regardless of it being part or full time.

There are currently 165,599 accredited teachers in NSW. The attrition rate for 2021 has fluctuated between 5.2 per cent and 6.4 per cent.

The data on voluntary cancellation of accreditation includes teachers who leave NSW to teach interstate or overseas.

Teachers whose accreditation is suspended for failing to meet a condition of their accreditation may have their suspension lifted if they take action to address the issue/s and meet all conditions of accreditation.

NESA reviews the suspension of teachers' accreditation every three months. After 12 months of being suspended, a teacher's accreditation may be revoked by NESA.

QUESTION 26, PAGE 49

The Hon. COURTNEY HOUSSOS: What are the tender opportunities available for architects, engineers, project managers and builders for the south-western Sydney high school?

Mr MANNING: They are involved in helping us make the assessment on the preferred site and doing the background work in readiness for a selection of that site before the end of this year so we can launch into the design phase of that. They will be actively involved in helping us select which is the best site and doing analysis around how the school might be formed on each of those sites. They will be effectively putting concepts and a whole range of other bits and pieces together so, once we have chosen the site, we can get straight on with it.

The Hon. COURTNEY HOUSSOS: Can you give me any specifics on what kinds of work—is that all being done external to the department or is any of that work being done internally by School Infrastructure NSW?

Mr MANNING: We will have a project director leading the project. Then we will hire project managers and engineers and architects to actually do the analysis, do the work and then develop up the concept designs which form the basis of the project going forward.

The Hon. COURTNEY HOUSSOS: So you are doing concept designs for all five sites?

Mr MANNING: We will do some very early schematic concepts, absolutely, on all five in order to assess which is the best site to go for.

The Hon. COURTNEY HOUSSOS: Could you take on notice how much money has been spent on that so far?

Mr MANNING: Sure; happy to take that on notice.

The Hon. COURTNEY HOUSSOS: Particularly by the external consultants. That would be helpful.

ANSWER

The Department of Education has not spent any funding on external consultants for the initial analysis. To contribute to the initial assessment of the sites, the Department's in-house experts (in collaboration with their counterparts at Landcom) completed all of the conceptual work.

The Department expects to engage external consultants in the coming months to provide more detailed analysis on the shortlisted sites and the nature and scope of this work will be informed by outcomes from the work completed by the in-house experts.

QUESTION 27, PAGES 49 & 50

The Hon. ANTHONY D'ADAM: Mr Manning, can I ask about Box Hill? We have asked about this in the past. Does the department have any land that it has acquired in Box Hill for the purposes of a school? Has that position changed?

Mr MANNING: I would like to take that on notice. I believe we are progressing the acquisition of land—if we do not already own it—but I would like to take that on notice so that I could be precise.

The Hon. ANTHONY D'ADAM: Can I ask specifically about a block of land on Terry Road and whether there is a block of land on Fontana Drive?

Mr MANNING: Sure; happy to take those on notice so we can make sure we get the right answer.

ANSWER

The Department of Education does not currently own land on Terry Road, or Fontana Drive.

The Department continuously monitors its land requirements in the context of growing and changing enrolments, including in growth areas such as Box Hill, in order to secure sites for future education purposes.

QUESTION 28, PAGE 50

The Hon. COURTNEY HOUSSOS: How many air-conditioning systems were installed during the period when students were learning at home?

Mr MANNING: Again, I would have to take that on notice in terms of the number of air-conditioning systems that were installed.

ANSWER

248 air-conditioning systems were installed under the Cooler Classrooms program during the recent COVID-19 lockdown period from 25 June 2021 to 25 October 2021.

QUESTION 29, PAGE 50

The Hon. COURTNEY HOUSSOS: I understand that. The air purifier systems that the tender went out for, I think there were 19,000? Is that right, Mr Manning?

Mr MANNING: Yes, that was the number that we ended up procuring.

The Hon. COURTNEY HOUSSOS: Have they been purchased yet?

Mr MANNING: Yes, they have all been purchased.

The Hon. COURTNEY HOUSSOS: Have any arrived yet?

Mr MANNING: Yes.

The Hon. COURTNEY HOUSSOS: How many have been installed?

Mr MANNING: Just under 2,000 have been installed so far.

The Hon. COURTNEY HOUSSOS: Okay. Can you provide us with a list of the schools where they have been installed?

Mr MANNING: Yes. I think that there may actually already be public information on the website. Each of the school audit reports should identify that, but I can double check and confirm those to you.

The Hon. COURTNEY HOUSSOS: Just to be clear, for Hansard, you are taking that one on notice?

Mr MANNING: Yes.

ANSWER

As at 12 October 2021, just under 2,000 air purifiers were installed at NSW public schools, including:

1. Awaba Public School
2. Belltrees Public School
3. Bolwarra Public School
4. Branxton Public School
5. Carrington Public School
6. Cooranbong Public School
7. Dungog Public School
8. The Entrance Public School
9. Erina Heights Public School
10. Woodport Public School
11. Ettalong Public School
12. Greta Public School
13. Holgate Public School
14. Telarah Public School
15. Jerrys Plains Public School
16. Kanwal Public School
17. Kincumber Public School
18. Lake Munmorah Public School
19. Lambton Public School
20. Largs Public School
21. Mayfield West Public School
22. Bonnells Bay Public School
23. Milbrodale Public School
24. Mount Kanwary Public School
25. Narara Public School

26. New Lambton Public School
27. Pretty Beach Public School
28. Raymond Terrace Public School
29. Singleton Public School
30. Stockton Public School
31. Teralba Public School
32. Thornton Public School
33. Toukley Public School
34. West Wallsend Public School
35. New Lambton South Public School
36. Windale Public School
37. Waratah West Public School
38. Blackalls Park Public School
39. Umina Beach Public School
40. Point Clare Public School
41. Tuggerawong Public School
42. Wyoming Public School
43. Killarney Vale Public School
44. Woodberry Public School
45. Valley View Public School
46. Gorokan Public School
47. Wakefield School
48. Hunter River Community School
49. Woy Woy Public School
50. Gosford High School
51. Maitland High School
52. Kurri Kurri High School
53. Hunter Sports High School
54. Wadalba Community School
55. Morisset High School
56. Dungog High School
57. Lambton High School
58. Merewether High School
59. Gorokan High School
60. Terrigal High School
61. Northlakes High School
62. Tuggerah Lakes Secondary College Berkeley Vale
63. Kincumber High School
64. Callaghan College Jesmond Campus
65. Arcadia Public School
66. Seaforth Public School
67. Boronia Park Public School
68. Brookvale Public School
69. Cammeray Public School
70. Dee Why Public School
71. Epping Public School
72. Epping West Public School
73. Ermington Public School
74. Frenchs Forest Public School
75. Gladesville Public School

76. Hunters Hill Public School
77. Kenthurst Public School
78. Lane Cove Public School
79. Lindfield Public School
80. Manly West Public School
81. Middle Harbour Public School
82. Mona Vale Public School
83. Narrabeen Lakes Public School
84. Neutral Bay Public School
85. Newport Public School
86. Northbridge Public School
87. North Sydney Public School
88. Pennant Hills Public School
89. West Ryde Public School
90. Terrey Hills Public School
91. Turramurra North Public School
92. Willoughby Public School
93. Melrose Park Public School
94. Lane Cove West Public School
95. Manly Village Public School
96. Balgowlah North Public School
97. Truscott Street Public School
98. Epping North Public School
99. Cromer Public School
100. Wheeler Heights Public School
101. Kambora Public School
102. Anzac Park Public School
103. Arranounbai School
104. Karonga School
105. Chatswood Public School
106. Eastwood Public School
107. North Sydney Boys High School
108. North Sydney Girls High School
109. Willoughby Girls High School
110. Hunters Hill High School
111. Cheltenham Girls High School
112. Asquith Girls High School
113. Marsden High School
114. Chatswood High School
115. Riverside Girls High School
116. Asquith Boys High School
117. Mosman High School
118. The Forest High School
119. St Ives High School
120. Ryde Secondary College
121. Killara High School
122. Muirfield High School
123. Northern Beaches Secondary College Manly Campus
124. Northern Beaches Secondary College Freshwater Snr
125. Cherrybrook Technology High School

126. Epping Boys High School
127. Cammeraygal High School
128. Warrawee Public School
129. Auburn North Public School
130. Greenacre Public School
131. Bankstown North Public School
132. Berala Public School
133. Blaxcell Street Public School
134. Concord Public School
135. Concord West Public School
136. Fairfield Public School
137. Glenfield Public School
138. Granville Public School
139. Granville South Public School
140. Homebush Public School
141. Ingleburn Public School
142. Lakemba Public School
143. Merrylands Public School
144. Regents Park Public School
145. Revesby Public School
146. Smithfield Public School
147. Strathfield North Public School
148. Yagoona Public School
149. Narwee Public School
150. Beverly Hills North Public School
151. Panania North Public School
152. Revesby South Public School
153. Hannans Road Public School
154. Bankstown West Public School
155. Nuwarra Public School
156. Hampden Park Public School
157. Hinchinbrook Public School
158. Marie Bashir Public School
159. Victoria Avenue Public School
160. Sefton Infants School
161. Granville East Public School
162. Bankstown South Infants School
163. Glenfield Park School
164. Fowler Road School
165. Holroyd School
166. Campbell House School
167. Ajuga School
168. Auburn Public School
169. Bankstown Public School
170. Homebush Boys High School
171. Campbelltown Performing Arts High School
172. Punchbowl Boys High School
173. East Hills Girls Technology High School
174. Birrong Boys High School
175. Picton High School

176. Merrylands High School
177. Sir Joseph Banks High School
178. Strathfield South High School
179. Auburn Girls High School
180. Beverly Hills Girls High School
181. Ingleburn High School
182. Chester Hill High School
183. Canley Vale High School
184. Holroyd High School
185. Hoxton Park High School
186. James Meehan High School
187. Fairfield High School
188. Sarah Redfern High School
189. Macquarie Fields High School
190. Holsworthy High School
191. Robert Townson High School
192. Belmore Boys High School
193. Granville Boys High School
194. Wiley Park Girls High School
195. Prairiewood High School
196. Abbotsford Public School
197. Annandale Public School
198. Annandale North Public School
199. Ashfield Public School
200. Birchgrove Public School
201. Brighton-Le-Sands Public School
202. Bronte Public School
203. Canterbury Public School
204. Carlton South Public School
205. Clovelly Public School
206. Connells Point Public School
207. Cronulla Public School
208. Darlington Public School
209. Five Dock Public School
210. Forest Lodge Public School
211. Fort Street Public School
212. Glenmore Road Public School
213. Haberfield Public School
214. Heathcote Public School
215. Hurstville Public School
216. Hurstville South Public School
217. La Perouse Public School
218. Mascot Public School
219. Matraville Public School
220. Miranda Public School
221. Nicholson Street Public School
222. Oatley Public School
223. Peakhurst Public School
224. Sans Souci Public School
225. Summer Hill Public School

226. Sylvania Public School
227. Oyster Bay Public School
228. Cronulla South Public School
229. Oatley West Public School
230. Sutherland North Public School
231. Jannali Public School
232. Ramsgate Public School
233. Dobroyd Point Public School
234. McCallums Hill Public School
235. Marrickville West Public School
236. Waverley Public School
237. Woollooware Public School
238. Penshurst West Public School
239. Erskineville Public School
240. Randwick Public School
241. Engadine West Public School
242. Peakhurst South Public School
243. Lewisham Public School
244. Marton Public School
245. Dulwich Hill Public School
246. Eastlakes Public School
247. Canterbury South Public School
248. Ferncourt Public School
249. Yudi Gunyi School
250. Woniora Road School
251. Wairoa School
252. Carinya School
253. Edgeware School
254. Balmain Public School
255. Bexley Public School
256. Bondi Public School
257. Bourke Street Public School
258. Croydon Public School
259. Croydon Park Public School
260. Gardeners Road Public School
261. Maroubra Junction Public School
262. Newtown Public School
263. Rozelle Public School
264. Woollahra Public School
265. Canterbury Boys High School
266. St George Girls High School
267. Sydney Boys High School
268. Sydney Girls High School
269. Sydney Technical High School
270. Burwood Girls High School
271. Randwick Boys High School
272. Randwick Girls High School
273. Kingsgrove North High School
274. Blakehurst High School
275. Caringbah High School

276. Moorefield Girls High School
277. Heathcote High School
278. J J Cahill Memorial High School
279. Kogarah High School
280. Gymea Technology High School
281. Endeavour Sports High School
282. Woolooware High School
283. Sylvania High School
284. Sydney Secondary College Balmain Campus
285. Fort Street High School
286. Newtown High School of Performing Arts
287. Sydney Secondary College Blackwattle Bay Campus
288. South Sydney High School
289. Rose Bay Secondary College
290. Georges River College Hurstville Boys Campus
291. Ashfield Boys High School
292. Dulwich High School of Visual Arts and Design
293. The Jannali High School
294. Georges River College Penshurst Girls Campus
295. James Cook Boys Technology High School
296. Inner Sydney High School
297. Tharawal Public School
298. Colyton Public School
299. Ebenezer Public School
300. Emu Plains Public School
301. Girraween Public School
302. Greystanes Public School
303. Kellyville Public School
304. Kurmond Public School
305. Parklea Public School
306. Parramatta North Public School
307. Parramatta West Public School
308. Wentworthville Public School
309. Wisemans Ferry Public School
310. Parramatta East Public School
311. Hilltop Road Public School
312. Ermington West Public School
313. Yates Avenue Public School
314. Winston Hills Public School
315. Winmalee Public School
316. Dawson Public School
317. Willmot Public School
318. Leonay Public School
319. Shalvey Public School
320. Grose View Public School
321. Caddies Creek Public School
322. Bayanami Public School
323. William Rose School
324. The Hills School
325. Carlingford Public School

326. Rosehill Public School
327. Parramatta High School
328. Katoomba High School
329. Richmond High School
330. Northmead Creative and Performing Arts High School
331. James Ruse Agricultural High School
332. Blacktown Boys High School
333. Greystanes High School
334. Pendle Hill High School
335. Windsor High School
336. Evans High School
337. Colyton High School
338. Springwood High School
339. Baulkham Hills High School
340. Model Farms High School
341. Girraween High School
342. Plumpton High School
343. Blaxland High School
344. Colo High School
345. Crestwood High School
346. Hawkesbury High School
347. St Clair High School
348. Winmalee High School
349. Erskine Park High School
350. Macarthur Girls High School
351. St Marys Senior High School
352. Cumberland High School

The Department of Education is currently working on installing permanent mechanical ventilation into these spaces.

QUESTION 30, PAGE 51

The Hon. COURTNEY HOUSSOS: Excellent. I understand that there were 80,000 windows that required rectification works?

Mr MANNING: Just under 80,000, yes.

The Hon. COURTNEY HOUSSOS: Have they all been repaired now?

Mr MANNING: They have all been attended to. Some of them, it was an interim fix and a more permanent—it was likely that the actual window systems would need to be replaced, and so the teams are working on making that happen as well. We made sure that the windows were functional for the ventilation purposes, but there are some that will need a permanent repair. It will happen over the next [disorder].

The Hon. COURTNEY HOUSSOS: Perhaps you can take on notice the number that require a permanent repair? What about the 17,000 broken ceiling fans?

Mr MANNING: Again, they are all under repair at the moment. The windows were our key priority, but we are working through the fans and we can give you information on notice on that as well.

The Hon. COURTNEY HOUSSOS: Excellent. I assume then you will say the same for the 2,000 extractor fans?

Mr MANNING: Absolutely.

ANSWER

As at 2 November 2021, the table below summarises the position following the ventilation audit for the following items requiring additional repair:

Item	Total requiring action	Number resolved	Number requiring further action
Windows	75,551	68,411	7,140
Ceiling fans	6,159	5,560	599
Extraction fans	2,131	1,613	518

Repairs are subject to the availability of spare parts and are ongoing.

The NSW Government recently announced a \$100 million air quality assurance program to provide permanent air quality improvements to schools across NSW. The program has several components, including installing permanent automatic fresh air ventilation systems to supplement natural ventilation in smaller learning spaces to allow schools to fully utilise these spaces as well as permanent solutions for the temporary fixes implemented in response to the comprehensive audit.

QUESTION 31, PAGE 51

The Hon. COURTNEY HOUSSOS: Okay. Can you just provide us now with a figure for how many kindergarten kids in early stage one were suspended so far this year and then what the figure was for 2020?

Ms OWEN: Yes. So far this year, in the first semester, there were 424 and in 2020, 961.

The Hon. COURTNEY HOUSSOS: Nine hundred and sixty one for last year and 424 for this year so far. How many of those children have disabilities?

Ms OWEN: Students with a disability, this year, 343 and last year, 697.

The Hon. COURTNEY HOUSSOS: Okay. I think my time—

Mr DAVID SHOEBRIDGE: Could you ask about First Nations?

The Hon. COURTNEY HOUSSOS: Sorry, yes, I should ask for the similar breakdown that Mr Shoebridge asked for. Of those kindergarten kids—and I accept that you are going to take the balance on notice—for last year, how many were Aboriginal or Torres Strait Islander?

Ms OWEN: Last year, in 2020, 272. This year so far, up to the end of semester one, 122.

ANSWER

The figures provided in the Hansard transcript above are for the number of suspensions, not the number of students suspended.

QUESTION 32, PAGE 52

Ms HARRISSON: In its current iteration, the Teacher Success Profile sets out the skills and capabilities in relation to teaching in our system that we wish to see. The Performance Development Framework supports that in developing and supporting our teachers and continuing to develop those skills.

The Hon. ANTHONY D'ADAM: Does it relate at all to the use of psychometric testing in terms of teacher selection?

Ms HARRISSON: I might need to take that one on notice in terms of we have had some significant reforms to the way we recruit teachers.

ANSWER

The new Teacher Success Profile (TSP) sets a new benchmark that university graduates must meet to be eligible for employment in NSW. This will help to ensure that public schools only hire the best and brightest aspiring teachers.

The Department's assessment of eligibility for approval to teach is now based on the key knowledge areas, critical experiences, skills, capabilities, motivations and attributes of a teacher aligned to the TSP.

The multi-staged assessment and selection process to identify high-quality teachers includes:

- assessment of professional experience/practicum reports to identify readiness for success in the classroom (for graduates);
- online teacher suitability assessments measuring cognitive skills and emotional intelligence;
- a video-based interview which is completed remotely, meaning candidates do not need to attend a face to face interview but can complete in their own time and place that is suitable for them.

The cognitive assessment requires the applicant to answer questions to assess their literacy, numeracy and problem-solving capabilities.

The emotional intelligence assessment requires the applicant to answer questions related to resilience, conscientiousness and proactivity to help identify how they engage, relate and communicate with others.

The new online assessment and teacher suitability interview process commenced on 20 July 2020.

There are five main criteria graduates must satisfy to be considered potential public school teachers:

- Receive a minimum credit grade point average in their university degree.
- Prove sound practical knowledge and ability, which will be reflected by an assessment of every single practicum report.
- Show superior cognitive and emotional intelligence measured via a psychometric assessment.
- Demonstrate their commitment to the values of public education in a behavioural interview.

- Recognising that teaching is relational, individuals who complete an entirely online undergraduate teaching degree will not be preferenced for employment unless they live in a remote area, or face personal circumstances which make online education the only practical option.

The TSP applies to all students commencing teaching degrees from 2019.

QUESTION 33, PAGES 53, 54

Mr DAVID SHOEBRIDGE: So your expectation is that somebody who had filched a quarter of a million dollars in corrupt payments and was the subject of an investigation by ICAC, your integrity measures are that they should tell you. That is the checks and balances you have at the moment—that they should proactively tell you. "I just want to let you know I took a quarter of a million dollars in sly, backhand payments, and I'm currently before ICAC, but I'd still like the job." That is your integrity checks.

Ms HARRISSON: I guess the first part—I will return to the start of my first answer here. There are certain provisions in place around any ICAC investigation. That means that we would not be aware and the individual would be assumed innocent and proven otherwise as part of that process. We were not aware of the ICAC investigation at the point that he applied for a role with us. We were not made aware of it during the recruitment process. As I have indicated, I am happy to provide you with details of those recruitment processes and probity checks on notice. But, until such time that there was either a criminal investigation with something that needed to be declared, we were unaware and would not currently be able to be made aware of that ICAC investigation in order to take appropriate action.

Mr DAVID SHOEBRIDGE: One way of finding out this would have been to have picked up the phone and asked somebody in TAFE, because TAFE referred this gentleman and the corrupt conduct to ICAC in May of 2017—2½ years before you employed him without even doing basic due diligence. Did you accept that that might actually have been a sensible thing to do here?

Ms HARRISSON: I accept that as part of our current process we would like to look at that and understand the outcomes of this investigation before we give further comment on what did or did not occur in this case.

Mr DAVID SHOEBRIDGE: Are you going to do an audit of files and activities in relation to this employee, given the concerns or given the serious corruption findings against him from ICAC and given that he was employed in your finance department?

Ms HARRISSON: That is exactly the investigation that is underway now, Mr Shoebridge.

Mr DAVID SHOEBRIDGE: Will you provide us with what the expected time frames are for that investigation?

Ms HARRISSON: I will provide you with any further details I am able to on notice, yes.

ANSWER

The employee concerned was initially engaged by the Department of Education through Contractor Central as a Finance Manager from September 2019 to January 2020.

In October 2019, they applied for an externally advertised Finance Manager role. The recruitment process was undertaken for this role in accordance with current recruitment procedures:

- two pre-screening questions;
- a behavioural interview with a panel;
- two assessments;
- two reference checks, one of which was with a previous manager at TAFE; and

- a National Criminal Record Check in which no disclosable outcomes were noted.

The hiring manager who undertook the recruitment process, including the reference checks, has since left the Department. The recruitment documentation held by the central recruitment team does not indicate the TAFE referee raised any concerns in relation to the person's employment.

The employee has been suspended without pay while the Professional and Ethical Standards Directorate investigates allegations of misconduct. Appropriate action will be taken at the conclusion of the investigation.

QUESTION 34, PAGES 54

Mr DAVID SHOEBRIDGE: Through questions on notice in another process, the department advised us that 926 of the 2,200 New South Wales public schools have a permanent qualified teacher librarian to fill their entitlement. Do you have any update on that number?

Ms HARRISSON: Happy to take that on notice. I would bring to the Committee's attention that a number of our schools are very small schools. We have between 400 and 450 small schools who probably would not have an entitlement to a teacher librarian. So the denominator in that instance is not 2,200. That figure—

Mr DAVID SHOEBRIDGE: It is probably about 1,800.

Ms HARRISSON: Yes. Also, then there would be some environment education centres and others included in that figure. I am very happy to come back on notice with the number of teacher librarian positions in relation to appropriate schools.

Mr DAVID SHOEBRIDGE: It would appear, using that basic maths, only about half of the schools that are entitled to a permanent qualified teacher librarian actually have one. How is that the case? Is this part of the 4 per cent vacancy numbers or is this additional to the 4 per cent vacancy numbers that we have?

Ms HARRISSON: I might ask Mr Dizdar to talk about how these positions may be managed locally in a way that means they are deployed, potentially, slightly differently from the teacher librarian entitlement. We obviously, as part of the entitlement, enable our schools to have a teacher librarian. For some of them it would be full-time, depending on size. For some of them it may not be a full-time position. Mr Dizdar can provide some further information on how that is managed locally.

Mr DAVID SHOEBRIDGE: Will you first of all answer my question. Are the let's say 800 or so non-filled teacher librarian positions part of the 3,300-odd vacant positions that equates to just under 4 per cent of the teaching staff or is that in addition to the 4 per cent vacancy?

Ms HARRISSON: As I indicated, I would like to take the specifics of that on notice. I do not have the details of the entitlement in front of me. If the 970 are full-time equivalents, then it could be that they are multiple part-time posts across schools. So I just want to make sure that we are clear on the denominator and numerator at play in that. We will get the answers back to you on notice.

ANSWER

All NSW public schools have a Teacher Librarian entitlement. Entitlements range from less than 0.1 FTE in schools with less than 25 students enrolled up to 2.0 or more FTE in large schools with more than 1,600 students.

In order to be employed as a librarian, teachers are required to have completed a recognised post graduate librarian qualification. It is worth noting that at present, Charles Sturt University is the only University offering this course.

As at 12 November 2021, there are 937 schools with a permanent qualified Teacher Librarian. This number does not include teachers who are undertaking library duties but have not completed the requirements to be permanently employed a teacher librarian. Teacher Librarian vacancies are included in reporting of permanent teacher vacancies.

The Department actively supports teachers wishing to retrain as a Teacher Librarian via the Teach and Learn scholarship, offering up to \$20,000 to qualified teachers who wish to undertake studies to become a qualified Teacher Librarian.

QUESTION 35, PAGE 55

The CHAIR: Ms Cachia, you indicated earlier on before lunch that there was also going to be checking of the validity of the vaccination certificates. Is that right?

Ms CACHIA: That is correct.

The CHAIR: So that is part of the role. How do they do that from home on a computer?

Ms CACHIA: The same way we have all been working at home, Chair, for quite some time. There will be certain things to be followed up from an administrative perspective that can easily be done using a computer. I do not know whether they will all be working from home. I will have to take the exact arrangements of where they will be working and how they will be working on notice, but clearly they are providing at that lower level that administrative support for PES so that those officers, as we have said, can conduct those investigations in a timely way.

ANSWER

Contingent investigators, equivalent to Clerk Grade 7/8, have been engaged to undertake end to end case management of matters involving employee non-compliance with mandatory vaccination requirements. This involves drafting correspondence, reviewing submissions, completing an investigation report, responding to queries and undertaking administrative functions at the conclusion of the investigation.

These investigators have been engaged under similar conditions as other Department of Education employees. Although all Department corporate offices are open and available for vaccinated staff, staff are currently encouraged to work from home if suitable.

QUESTION 36, PAGES 56

Ms CACHIA: The medical contraindications are being handled and managed by our health and safety directorate.

The CHAIR: So that is where the 30 investigators will be located?

Ms CACHIA: The 30 investigators—if it ends up being 30, Chair, because, as I said, these numbers are moving. This morning we talked about compliance of teachers and noncompliance. It has come down 800 in terms of 800 teachers have attested overnight as opposed to yesterday. So within 24 hours 800 teachers have gotten on and attested their vaccination. So these numbers are moving all the time and no doubt the surge capacity we will require will change as well. So I appreciate that that is what the advertisement said but it may or may not be the case on the day. We will be happy to take those details on notice. As I said, the issues of medical contraindication are handled by our health and safety directorate. These people are administrative staff that will help to support the investigation officers that we have in PES to follow that process that we have articulated.

ANSWER

Please refer to the answer to transcript question number 23.

QUESTION 37, PAGES 56

The CHAIR: Just on staffing matters elsewhere, Ms Harrison, last time we gathered I had a supplementary question pointing out the employment data in the department's 2020 annual report—the period June 2017 to June 2020—where the staffing of State and regional offices had increased by 51 per cent compared to 5.5 per cent for teacher numbers, and the explanation that was given was that corporate services staff were required to support continuing growth in student enrolments, growth in the number of school-based staff. Isn't it the frontline role of teachers to support the continuing growth in student enrolments, and wouldn't it be a good discipline inside the department, to avoid becoming top heavy, that any increase in the State and regional office staffing is pegged to the level of increase for the number of teachers that are going out there to teach the enrolment growth that we have got in New South Wales?

Ms HARRISSON: Thank you for the question, Chair. Yes, I think during that time in particular it was indicated in that answer that School Infrastructure NSW was established to deliver the levels of investment in both upgrades and new builds and maintenance across the State and so it is in some respects skewed by that growth in that area of the department, which was necessary to ensure the delivery of the infrastructure program we have at hand. I hear your commentary, Chair, that we should absolutely keep an eye on the size of the organisation at a central level relative to its support to schools. I would also just note for the Committee that one of the things that our workforce and their representatives have raised with us is the need for greater support from the organisation and from the department and, in particular, for professional development, support around curriculum delivery and for wellbeing and that those areas are also counted in that headcount. So those regional offices include people who provide direct support to students and staff in schools in relation to student wellbeing. The behaviour specialists would be included in that total. So they are corporate by the headcount; the nature of their work is very much in direct support of the front line.

The CHAIR: But it is quite an imbalance, is it not, over a three-year period—51 per cent increase in State and regional office staffing, 5½ per cent teacher numbers?

Ms HARRISSON: I am very happy to provide the specific details on notice. My understanding, Chair, is the vast majority of that increase is in relation to School Infrastructure to support the capital expenditure.

ANSWER

It is important to note that comparing the numbers purely based on ratios does not take into account the significant size disparity across the employment groups that comprise the Department. The corporate workforce makes up less than 6% of the overall workforce it supports, on a full-time equivalency basis there are approximately 90,000 fewer corporate employees than school-based staff. Accordingly, the addition of any number of corporate employees has a vastly larger percentage impact than an equivalent increase in any other employee group.

The growth of the corporate side of the Department has been driven by the need to support some major investments in NSW public schools, such as a record number of new schools being created, as well as a major upgrade program for existing schools. In addition, since 2017 there have also been major projects to deliver new payroll

and HR system platforms, requiring additional temporary staff to support delivery of these programs. Other growth has occurred following feedback from school staff, regarding how best the Department can support them in improving student outcomes while reducing administrative burden on schools

QUESTION 38, PAGES 56, 72, 73

The CHAIR: In the past three or four years, for example, how many schools have been totally defunded because they fell foul of section 83C?

Ms HARRISSON: I will need to take the specifics of that on notice, Chair. I do not have that information here with me today but very happy to provide it on further notice.

The CHAIR: And could you also take: How many have been partly defunded—they have had a funding reduction because of a problem? How many schools have actually been identified as a problem in section 83C?

.....

Ms ALONSO LOVE: We are just in the process of engaging someone to undertake the review, so I would imagine that is a couple of months to complete that.

The CHAIR: More generally, have we had a recent history of any school defunded for being a profit centre under 83C?

Ms ALONSO LOVE: I think some of the terms that you use are not the terms that we would necessarily use under that part of the legislation, but there have been, and continue to be, some schools that have been under investigations or investigation has been completed. I am unable to comment on those that are underway at the moment but we have not defunded any schools.

The CHAIR: Okay. When was the last time the department identified a non-government school that was being run as a profit centre?

Ms ALONSO LOVE: Again, Chair, I would just challenge the term "profit centre". What we do is look at whether any funds that the school are provided with to give educational services are used for other things or whether they consist of profit for the organisation. So we undertake those as they arise and, as I said, there are some schools that we are conducting those investigations presently and I am unable to comment.

Ms HARRISSON: Chair, very happy to provide you on notice with the details of any of the schools.

ANSWER

The NSW Government has a responsibility to ensure that public funding allocated to non-government schools is used only for the purpose of supporting teaching and learning in schools and enhancing student outcomes.

The *Education Act 1990* (the Act) establishes the Non-Government Schools Not-For-Profit Advisory Committee (the Committee). The Committee provides independent advice to the Minister for Education on compliance with the not-for-profit requirements detailed in section 83 of the Act.

For-profit does not mean a school cannot make a surplus, just that any surplus must be used only for the operation of the school. The aim of the not-for-profit requirements is to ensure all school income and assets are directed to the education of students and the operation of the school.

A school is considered to operate for-profit if it:

- Uses any part of the school's or proprietor's assets (that relate to the school) or the proprietor's incomes (that arises from the operation of the school) for any purpose other than for the operation of the school.
- Makes any payment/s to a related entity or other person or body for property, goods or services that is:
 - at more than the reasonable market value
 - not required for the operation of the school
 - or in any other way unreasonable given that financial assistance is being provided by the NSW Government.

The legislation does not refer to a profit centre. 'For-Profit' has a specific definition in the Act.

Under the Act, the Minister may impose suspensions or reductions on a non-compliant school's funding as part of conditions on financial assistance, if recommended by the Non-Government Schools Not-For-Profit Advisory Committee.

Suspension of funds has only been used in two cases. The Minister has not imposed a reduction in funding on any school to date.

The Minister cannot provide funding to a school that operates for profit, as defined in the Act. The Minister has ceased funding for one school between November 2019 and March 2021.

Separate to these arrangements, when the Minister declares a school has acted for-profit, the Minister has the power to recover NSW funding paid to the school for the period that it was found to be for profit.

Between October 2019 and October 2021, \$14,607,903 has been recovered from three schools. Funding can be recovered from schools as a debt in a lump sum payment, as a deduction from their future funding or a combination of both.

The Not-For-Profit Guidelines for Non-Government Schools provide support to schools to understand their obligations under the Act. The guidelines, information sheets, newsletters, templates and tools are available on the Department's website provide information and advice to assist schools in complying with the legislative requirements to operate not-for-profit.

QUESTION 39, PAGES 57, 72

Ms HARRISSON: I am aware there has been a process underway. I do not have the specifics with me here today.

The CHAIR: Are you aware that O'Connor Marsden was appointed as the auditing team and the head of that team, Deborah Goodyer, said to the school that she had no prior knowledge of the education industry.

Ms HARRISSON: As I indicated, Chair, I am aware there has been work in that but I do not have the specifics with me. I am very happy to come back to you on notice.

The CHAIR: Why O'Connor Marsden?

Ms HARRISSON: Again, I am very happy to come back to you on notice with the specifics of that. I am aware of that firm and of the work that they do in relation to a wide range of assurance activities but very happy to come back with the specifics in relation to that case.

The CHAIR: They seem to do a lot of work out of their Parramatta office for this Government. I have seen them in the Equestrian NSW grant controversy and unsolicited proposal for the Celestino mob at the Sydney Science Park.

Ms HARRISSON: I cannot make comment on the other parts of government but I am very happy to come back to you on those specifics.

The CHAIR: I will come back to that.

.....
The CHAIR: Ms Alonso Love, have you got any 83C information particularly concerning the Pacific Hills, please?

Ms ALONSO LOVE: Hello, Chair. Can you hear me now?

The CHAIR: Yes.

Ms ALONSO LOVE: Excellent. Thank you for the question. I am aware of the concerns that you have raised and that the Pacific Hills group has raised, and they have written to us and to the independent committee who makes the decisions around these regulatory issues. The committee has written back to them to inform them that we will have an independent review of the concerns that they have raised.

The CHAIR: When do you expect that to be completed, please?

Ms ALONSO LOVE: We are just in the process of engaging someone to undertake the review, so I would imagine that is a couple of months to complete that.

ANSWER

The Department of Education runs tender processes to identify contractors to support the Department's work. O'Connor Marsden, as a supplier of services to government, was included in a competitive tender process with defined criteria to support the Department and the Non-Government Schools Advisory Committee's audit program. Their tender matched the criteria and they were awarded the contract in April 2019.

The Pacific Hills investigation is still ongoing. As this matter is subject to current proceedings, it is not appropriate to comment further.

QUESTION 40, PAGES 57

The Hon. COURTNEY HOUSSOS: Are you able to provide me with the figures for 2021, 2020 and 2019 for the actual number of students who were suspended? I will talk about children first, because we are talking about kindy kids.

Ms OWEN: Sure. I would have to provide that on notice; the numbers I have in front of me are the numbers of actual suspensions.

ANSWER

Students Suspended by Grade	2019	2020	Semester 1, 2021
Kindergarten	613	512	259

Source: Education Statistics and Measurement. Centre for Education Statistics and Evaluation, Department of Education. Extracted from suspensions database in October 2021.

QUESTION 41, PAGES 58

The Hon. COURTNEY HOUSSOS: Yes, fair enough. I will come back to Gregory Hills for a moment, because I do have a little bit more time. This is perhaps for you, Mr Manning. The Gregory Hills project was not fast-tracked as one of the COVID recovery projects. Why was that?

Mr MANNING: I cannot confirm why. I would have to take that on notice and look back at the information in terms of the projects that were part of that process. From memory, we were prioritising projects that were already cleared to go by Planning so that we could respond. I would need to go and have a look at that.

The Hon. COURTNEY HOUSSOS: If you could provide us with any additional information about what the criteria were for fast-tracking those projects, that would be helpful.

Mr MANNING: Yes.

ANSWER

Projects to be included in the COVID-19 Recovery Plan were assessed and prioritised by the Department of Education based on a range of criteria common to all school infrastructure projects – including student enrolment need, asset suitability and condition. An additional criteria was the likelihood of the project meeting the required timeframe to provide immediate economic stimulus and this included the status of the planning application for each project.

In relation to the new primary school in Gregory Hills project, at the time, the project had not have progressed far enough through the planning application process to meet the criteria for fast-tracking under the COVID-19 Recovery Plan.

QUESTION 42, PAGES 58, 59

The Hon. COURTNEY HOUSSOS: Sure. This question is probably for you, Mr Manning, about school sizes. What is the standard size of a new school? Do you have a standard size for a new school?

Mr MANNING: No, we do not. We have a whole series of standard sizes depending on the enrolments that are projected at any point in time. There is a range of different sizes that we work to.

The Hon. COURTNEY HOUSSOS: You do not have a standard capacity size when you are designing?

Mr MANNING: There is a conceptual core structure that lends itself to that. There are six or seven different versions, but that does not necessarily mean that we deliver strictly to a core 19 or a core 21 or any of those. We actually begin to look at what we think are the requirements going forward and then what we deliver as part of that process, so they can be flexible.

The Hon. COURTNEY HOUSSOS: How do you assess what are the requirements going forward?

Mr MANNING: The service planning team will look at enrolment growth over a period of time. They will look to 2031 and then 2036. We begin to get a sense of where we think that enrolment is going, what are the other schools around that and where are there enrolments at. We begin to get a sense of what we think the future of that school looks like to decide on the scale of the initial intervention that we might need to make.

The Hon. COURTNEY HOUSSOS: Where do you get that figure from, the 2031 and the 2036 information? Do you gather that from schools?

Mr MANNING: We work closely with the Department of Planning, Industry and Environment [DPIE] around that population projection, and then we begin to look at enrolment growth around schools. There is a whole range of other data that we begin to look at, as well, as part of that process.

The Hon. COURTNEY HOUSSOS: Perhaps on notice you could provide us with a bit more information about where you collect that data from.

Mr MANNING: Sure.

The Hon. COURTNEY HOUSSOS: Is there a standard school size? I asked you in terms of the capacity—the actual enrolment. Is there a standard school site size?

Mr MANNING: We try to look at, again, what is the largest capacity we think we are going to deliver in order to give us a sense of what is the size of the site that we have available to us. But, again, it depends on the profile in the area. There are some areas which are greenfield, and a single- or two-storey school makes sense. There are other areas which are more urban, and a three- or four-level school is likely to be the right outcome. The size of the site depends on how we think that configuration will work.

The Hon. COURTNEY HOUSSOS: For a greenfield site, do you have a standard size and enrolment capacity?

Mr MANNING: If we were to decide that we needed a 1,000-place school, which is often the largest primary schools we like to build, we would have a standard around the size of the site that we would want as part of that process.

The Hon. COURTNEY HOUSSOS: What size would that be?

Mr MANNING: I would have to take on notice exactly the size of the site. It depends on the nature of the area that it is in as to whether we would necessarily need a site

of that size, or we might build multi-levels and actually would not need a site as big, if that makes sense.

ANSWER

The Department of Education's long term projections are informed by census data and dwelling and population forecasts provided by the Department of Planning, Industry and Environment in conjunction with local councils.

Key sources include but are not limited to the NSW Government's Common Planning Assumptions, Sydney Housing Supply Forecast and Population Projections, as well as data from Department enrolments, Medicare and the Australian Census.

More details can be found at <https://www.schoolinfrastructure.nsw.gov.au/what-we-do/we-build-schools/planning-for-growth-fact-sheet.html>.

The appropriate site size for schools depends on a number of factors, including but not limited to the location, contextual setting, height of buildings, accessibility and land availability.

For example, for primary schools accommodating up to 1,000 students, a 1.5 hectare site is preferred in suburban/low-medium density areas and also in high density areas subject to individual assessment and design parameters, and a 2 hectare site is preferred in regional/rural areas.

For high schools accommodating up to 2,000 students, a 2.5 hectare site is preferred in suburban/low-medium density areas and also in high density areas subject to individual assessment and design parameters, and a 4 hectare site is preferred in regional/rural areas.

More details can be found on the Department's website at https://efsg-dec-prod.s3.amazonaws.com/tab_a_draft_guidelines_for_school_site_selection.pdf.

QUESTION 43, PAGES 59, 60

The Hon. ANTHONY D'ADAM: It sounds very uncertain. How does that work when the Government has made an announcement about a school? How does that work if you are still considering whether there is actually a need for the thing that has already been announced?

Mr MANNING: We tend to do planning in two parts. The first part is the assessment of the need. Often it only becomes a planning project because we have established that we think we have population growth and we think we have a need to deal with it, so the service planning team will develop that up. The infrastructure planning team will then work their way through wrapping an infrastructure solution around it, assuming that an infrastructure solution is what needs to happen. We tend to produce strategic business cases, which is where we kind of go through the consideration of infrastructure or not infrastructure. Then it rolls into a detailed business case, where it is an infrastructure option that needs to be delivered around that process.

The Hon. ANTHONY D'ADAM: What do you do if the Government has announced that the need is not demonstrated?

Mr MANNING: I am struggling to think of a time when that has been the case.

The Hon. ANTHONY D'ADAM: That has not been the case? What is the best case in how fast the planning process can be completed? What is the best you have done? How fast have you done the planning stage?

Mr MANNING: We would need to take that on notice.

The Hon. ANTHONY D'ADAM: Ballpark?

Mr MANNING: It can be up to a year, the planning, but I think we could probably find examples where some background work has already been done and it is a greenfield option that does not leave us much in the way of consideration. Therefore it is a pretty quick process, so sort of five or six months to get through to a business case.

ANSWER

The Department of Education undertakes a thorough planning process to ensure that investment in school infrastructure is prioritised in relation to student enrolment needs or where the functionality of infrastructure is in need of improvement.

This involves a period of assessment of need, followed by consultation with school stakeholders, then design and costing of infrastructure to prepare a business case.

The process typically takes between 6 and 12 months depending on the complexity of the project, including site characteristics and whether the project is for a new school or an upgrade of an existing school.

Where there is a need, the Department may fast-track a planning process. The Department's replacement of Wee Waa High School provides an example of a fast-tracked process. In this case the planning process was completed in around 3 months due to the emergency nature of the project.

QUESTION 44, PAGE 61

The Hon. ANTHONY D'ADAM: Can I ask about Medowie? There has been a long push for a high school at Medowie. There is a site that the department has. Has there been any active consideration about building a high school in Medowie?

Mr MANNING: I would have to take that on notice. It is not a name that jumps to mind.

ANSWER

The Department of Education closely monitors population growth, demographic trends, new housing development and urban release areas.

Wherever possible, the Department aims to better utilise existing assets to improve functionality. This approach enables wider possibilities to improve curriculum offerings and benefits for all students attending a school.

The NSW Government is increasing its investment in public education infrastructure, with funding for 44 new and upgraded school projects announced as part of the NSW 2021/22 Budget. This includes an upgrade of Irrawang High School and an upgrade of Hunter River High School.

Upgrades to both Irrawang High School and Hunter River High School are appropriate investments in school infrastructure in the local community, supported by planning projections.

QUESTION 45, PAGES 62

The Hon. ANTHONY D'ADAM: I see. Does the business case include a multistaged process for this Newcastle Education Precinct?

Mr MANNING: Most of our projects are multistaged. This will be the next stage of that process. As part of developing the project, we will have a series of master plans that talk about how both the high school and the primary school will continue to develop over time.

The Hon. ANTHONY D'ADAM: I understand that \$5.4 million is committed to the project in this year's budget. How much of that has been spent?

Mr MANNING: I would have to take that on notice.

ANSWER

All project expenditure is published in the Infrastructure Statement of the NSW Budget Papers on a yearly basis.

QUESTION 46, PAGES 62, 63

The CHAIR: I will take a round of questioning—Mr Shoebridge must be over at Transport. Just coming back, Ms Harrison, to the 83C provisions. Would you be able to review what happened to the Pacific Group of Schools on this? Because, in letters to the Minister and elsewhere, including Dr Geoff Newcombe, they have said that they had \$450,000 worth of costs in this audit by O'Connor Marsden and provided 6,500 pages of material over an 18-month period, and there seems to be no adverse finding against them. This is quite an extraordinary compliance cost for a school under this arrangement, is it not?

Ms HARRISSON: As I indicated earlier, Chair, I am very happy to take those matters on notice and come back with further information on that specific example.

The CHAIR: Would you acknowledge that a Christian school employing pastors is not a for-profit activity?

Ms HARRISSON: I am not aware of the specifics of the case or the nature of any employment of any individual, so I would like to go and make sure I have the full facts before I provide a view on—

The CHAIR: Well, 83C, quite sensibly, says that no non-government school should be using government funds, or I suppose other funds, to make a profit. I think we all agree with the intent of 83C. But in the policing of it, there has been an attempt by O'Connor Marsden, I am told, to define the overseas mission of the school. Some teachers take the students on a humanitarian mission to the Pacific Islands as part of their Christian faith—a legitimate part of educational activities for many, many schools in New South Wales—and that was examined for for-profit possibilities. Also, it is a group of seven schools which, quite logically, like any group of schools, has collective professional development for teachers and that was taken as a profit centre to help other schools. So as you take these things on notice, can what seems like a regular activity for a Christian group of schools—collective professional development, overseas humanitarian missions and education, and payment of pastors—in the future no longer be included in these audits that seem incredibly onerous on a school just wanting to educate?

Ms HARRISSON: Chair, I am very happy to take the specifics of that on notice and I note the concerns you have raised around the employment arrangements for people you would expect to be employed in a school of that type. We will certainly look into that further for you also.

The CHAIR: I appreciate that. Can I ask, just from first principles, why the Department of Education undertakes this function rather than NESAs, given that NESAs do all the other accreditation and supervisory work with non-government schools?

Ms HARRISSON: Certainly. This has been a joint and established process with the other sectors and with representatives from the other sectors involved. In terms of how this was established, I would need to go back and take a look at why it was set up this way. It has been set up that way for an extended period of time. Mr Martin may have further information on that distinction.

The CHAIR: Mr Martin, please?

Mr MARTIN: The historical process of setting up the not-for-profit committee under Minister Piccoli, I understand, had the secretariat situated within the department and has a NESAs representative on the committee. I am currently the NESAs representative on that committee.

The CHAIR: Is NESA aware of any non-government schools that are operating as profit centres?

Mr MARTIN: NESA does not look after the for-profit legislation. That is looked after by that committee under the direction of the department. We look after, of course, the regulation of non-government schools, which does not go to the specifics of the for-profit legislation.

Ms HARRISSON: Chair, I am advised Ms Alonso Love online is able to give some detail on things we are doing to manage the issues you have raised, if that would be helpful?

The CHAIR: Yes, it would, thank you.

Ms ALONSO LOVE: [Inaudible]

Ms HARRISSON: Ms Alonso Love, we cannot hear you. I am not sure if you have come off mute.

Ms ALONSO LOVE: [Inaudible]

Ms HARRISSON: Okay, so they can hear her online but we cannot hear her in the room, unfortunately, Chair. So we are very happy to take that on notice. We seem to be having some challenges with the system today.

ANSWER

The NSW Government has a responsibility to ensure that public funding allocated to non-government schools is used only for the purpose of supporting teaching and learning in schools and enhancing student outcomes.

Audits and investigations generally require existing and reasonably expected information and business records such as governance and records required by the NSW Education Standards Authority, Australian Charities and Not-for-profits Commission and the Australian Securities and Investments Commission.

Schools may be required to collate these records over a period of time, however most are within the seven year general requirement for record keeping. Some general documents include related party registers, board minutes, payroll records, constitutions and bank records. Examples of types of general business records that schools can provide to document transactions are also noted in the Minister's Non-Government Schools Not-For-Profit Guidelines.

All payments for property, goods and services must pass the requirements of the Act which is that they:

- a) are to be for the purpose of operating the school;
- b) must be at or below reasonable market value; and
- c) must be reasonable, given that financial assistance is being provided by the NSW Government.

A school is required to apply these tests to all expenditure which would include payment of salaries and other expenses relating to staff at the school, including pastors, and professional development.

It is recognised that payments for shared service arrangements can benefit schools particularly small schools or schools in systems, which may deliver economies of scale, value for money, access to appropriately trained and qualified staff while

reducing administrative burden. For this reason, the Not-For-Profit Advisory Committee has provided information and advice on this.

This notes that shared services agreements should be in the best interests of the school, flexible to ensure that schools pay for services required, that schools can opt in or out of services according to their changing needs, and the agreements are well documented and clearly identify services delivered and costs.

Under the Act, the Department of Education is responsible for the administration of financial assistance to or for the benefit of a school, as well as the oversight of a school's expenditure of that financial assistance.

QUESTION 47, PAGE 68

The Hon. COURTNEY HOUSSOS: Ms Harrison, there was announcement from the Government published on 5 June about access for students who live in catchment areas with only a single-sex high school. The example that was provided was talking about the access for Penshurst girls and Hurstville boys to also have access to Peakhurst. How is that progressing around the rest of the State for other schools that are zoned in single-sex high schools?

Ms HARRISSON: Thank you for the question. Mr Dizdar may be able to provide you with an update on that issue.

Mr DIZDAR: The Georges River secondary college that you are referring to and some of the campuses there, we were keen with the update and revision of the enrolment policy in 2019 to look at how that may work. We are taking a lot of learnings out of the Georges River secondary college. Myself, executive director Martin Graham and our director, educational leadership, Joanna French, have been meeting with the principals of the college. Our last meeting was last week to see how it is tracking and to see what it is looking like in the lead-up to next year's enrolments where these boundary adjustments and opportunities for families to either take the single-sex provision or the co-ed provision is available. The numbers in general I am happy to provide on notice, but I can report to you, Ms Houssos, that the principals were reporting that the numbers of what they take into year 7 each year are broadly the same going into next year.

ANSWER

The Department of Education continues to assess the provision of single gender and co-educational opportunities. This is undertaken on a case-by-case basis to best ensure the Department is meeting specific contextual educational needs and enrolment demands across groups of schools. All new public high schools in NSW offer co-educational education.

There is a range of considerations involved to ensure an equitable and sustainable distribution of students across all public schools. Any amendments to boundaries or educational models factor in local considerations including:

- Existing teaching space requirements of co-educational and single gender schools
- Future demand for each educational model
- Existing interfaces between schools (for example, schools within a collegiate)
- Enrolment trends
- Continuity of educational provision
- Selective high school placements
- Data on students going to the non-government sector
- Impacts on future enrolments
- Asset utilisation of the schools.

The intake areas of Georges River College campuses have been adjusted to provide a single catchment for Year 7 students beginning high school in Term 1, 2022. Parents of current Year 6 students have a choice of enrolling their children at

Georges River College Penshurst Girls (7-10), Georges River College Hurstville Boys (7-10) and Georges River College Peakhurst (coeducational, Years 7-10) campuses.

Enrolment applications for older students or students living outside of the new Georges River College intake area are considered on a case-by-case basis in line with the Department's enrolment policy.

To date, the changes to the Georges River College intake area have not broadly impacted on Year 7 enrolment numbers across the junior campuses. At the Hurstville Boys Campus there are 56 Year 7 students enrolled in 2021 and 55 Year 7 students enrolled for 2022. At the Penshurst Girls Campus there are 150 Year 7 students enrolled in 2021 and 147 Year 7 students enrolled for 2022. At the Peakhurst Campus there are 201 Year 7 students in 2021 compared with 238 Year 7 students enrolled for 2022.

The experiences of the changes to the intake areas across the Georges River College campuses will inform future changes across other schools in NSW.

QUESTION 48, PAGES 69

The Hon. COURTNEY HOUSSOS: Can you explain how that happens when you have these enrolment projections? You talked about 2031 and 2036 projections. How do we end up with a school in its second year of operation requiring 18 demountables?

Mr MANNING: Gledswood Hills was a project that was defined some time ago. We have begun to perfect our modelling around how we look at potential school enrolment growth. As we are finding in a number of locations, the actual sale of land and the construction of dwellings in some locations is far outstripping the projections produced by DPIE.

So we have had a couple of schools where we have had exactly the same issue, where we have been working to a time frame and a development cycle and we found that actually the developer is probably five years or more ahead of that cycle. And sometimes that is not just additional land that has been bought beyond—so plots that have sold and developed out; it is actually a difference in the density that is being used as well. So we found on a few occasions that, yes, developers are about five years ahead of where the projection is from DPIE. And so we are doing a lot more work to look at—so one of the data fields we are beginning to take in is there is a Federal government body that actually records as every address is generated. We are beginning to overlay some of that data so we can begin to see that much, much earlier than just looking at the data.

The Hon. COURTNEY HOUSSOS: What is that Federal government agency?

Mr MANNING: I will take that on notice as to what it is called. But it is a Federal agency. It is then information we can get in a geographic information system [GIS] form so we can actually include it in our planning systems and get a much better sense of how that is working. But there have been a few places, and Gledswood Hills would be one of those, and so we are looking to try to short-circuit that so we get a much clearer sense. In some instances, as we are seeing at the moment, plots are being sold out in the greenfield areas at a much higher rate and for a much more significant sum of money than we were expecting to see through the DPIE numbers, so there is a bit of catch-up in that space.

ANSWER

The company referenced is known as Geoscape Australia. Geoscape Australia is the trading name of the PSMA (Public Sector Mapping Agency) Australia Limited, which provides an index of Australian address data through G-NAF. G-NAF information is available to all Australian Public Service organisations free of charge.

QUESTION 49, PAGES 69, 70

Ms HARRISSON: If I could add just particularly in relation to primary school enrolments in greenfield areas, we tend to see, and our experience is, that we get a peak of enrolments following a new development area coming online and it flows through the primary school and then on to the secondary school. The long-term requirement in an area might be somewhat skewed by a new development bringing in young and new families that then passes through and normalises over time. That is one of the other experiences we have had in relation to new school builds alongside new development areas. That is something we factor in, but that would therefore be a very appropriate use of temporary accommodation to manage that peak through the school system as those enrolments then pass through.

The Hon. ANTHONY D'ADAM: Are you able to provide us, on notice, with a list of the schools where you think that demographic bulge is at play?

Ms HARRISSON: I am certainly happy to have a look and see what we can provide on that, Mr D'Adam.

The Hon. COURTNEY HOUSSOS: Great question. I take your point, Ms Harrisson, but one in three primary schools and one in five high schools are over their permanent capacity. Are you looking at anything across the board to review the way that you are projecting your enrolment growth?

Ms HARRISSON: I think that is some of the issues that Mr Manning was raising in his answer. He and his team work very hard to make sure we have the most accurate projections possible. We are, of course, aware of demographic changes and population growth, which is why we have such a substantial capital program on foot at this time.

The Hon. COURTNEY HOUSSOS: Yes, but it is not projected to keep up with—

The Hon. ANTHONY D'ADAM: Further on that, if you are anticipating the bulge then presumably you must have a plan in terms of when you expect that those demountables will be able to be removed from the school. Is it part of your planning process that you anticipate a bulge, you plan for so many demountables to go into the school and then you have a plan for those to be removed 15 years or 20 years down the track? How long?

Mr MANNING: It is work that the service planning team are doing to give us a sense of the projections of that. It is hard to predict, to some extent, with any massive level of accuracy. So there are a whole bunch of spaces, as we have seen in the past, where people will age in place. We will see an initial peak and a number of people moving into an area, and then the families like it. The kids will leave home, and they will stay and that is where we see that fall working its way through. We are beginning to look at is there enough longitudinal data to kind of say—as we have seen in some areas, at a point of time they then sell up and there are subdivisions that occur and then we end up with another peak coming through. So there is work going on from a service planning team to give us a sense of where we think that is at, to begin to inform exactly that phenomenon.

The Hon. COURTNEY HOUSSOS: Is that your view of Gledswood Hills?

Mr MANNING: I would need to sit down with the team and look at the data. It is a greenfield area. It is one that is very popular with families and you can see, certainly, an intent for a whole range of people to age in place, and kids to come when the development is very new and for us to see those peaks, and then see those fall away within 10 to 15 years. We need to watch and see how that works. It can be very different in different areas and hard to predict some of that.

The Hon. COURTNEY HOUSSOS: Perhaps you can take on notice whether you consider that is what is happening at Oran Park Public School, Schofields Public School, The Ponds School, Wentworth Point Public School, Ballina Coast High School or Jordan Springs Public School. All of those schools, some of which have been in operation for over a decade, have really high numbers of demountables despite being recently constructed.

Mr MANNING: We can have a look at that.

The Hon. COURTNEY HOUSSOS: Great. Let me add Northbourne Public School.

Mr MANNING: Northbourne is exactly one of those where the developers are easily five years ahead of where they are expected to be from a demographic planning perspective.

ANSWER

The Department of Education knows that enrolments at a school will go through periods of peaks, troughs and stable enrolments over its long operating life. School enrolments can increase and decrease because of:

- changing school catchment boundaries
- changing school policies, including leadership and operational policies
- changing demographics
- changing urban environments (such as new housing subdivisions)
- availability of local non-government schools
- the speed and volume of new housing developments occurring that vary from initial developer plans in greenfield developments
- new city shaping and catalytic infrastructure (such as transport stations and connections), and
- urban renewal of industrial employment precincts into residential apartments.

For example, around two thirds of new high schools that have opened in Sydney metropolitan region between the 1980s and 2000 have observed decreases in enrolments and utilisation post opening and around a third of new high schools have experienced increases. Accordingly, the Department's school infrastructure planning can include:

- core+ principles, where permanent and fixed facilities are built and can be supplemented with demountable facilities for initial periods of high enrolments, such as experienced in newly built master planned greenfield communities, (e.g Northbourne Public School, Oran Park High School, Jordan Springs Public School).
- building new or expanding schools in or near urban renewal areas where older industrial lands are being repurposed into residential dwellings, with the Department building new schools that can be integrated into master planned high density urban environments (e.g. Wentworth Point Public School and Sydney Olympic Park new high school).
- Consolidation of schools where population levels have declined and/or education outcomes would be improved through larger curriculum offerings and resource sharing among smaller school populations (e.g. Ballina Coast High School, Armidale Secondary College).

QUESTION 50, PAGES 74

The CHAIR: At the moment has there been an evaluation of the two TAFE high schools and their successes or failures? From that evaluation is there any plan to expand that number beyond two?

Ms HARRISSON: I think Mr Dizdar may have had some challenges with the audio there which is why he continued with the EPPP at schools. VET high schools, we will evaluate them and obviously further expansion of that will be subject to the normal government decision-making processes. They cannot, however, have any further information on it at this time.

The CHAIR: When are you expecting an evaluation of those two schools, Tweed Heads and Seven Hills?

Ms HARRISSON: I will come back to you on the specifics of those on notice, if I may.

The CHAIR: Take that on notice.

ANSWER

An evaluation methodology is being scoped which will enable key aspects of the pilot to be reviewed and assessed. This is on track to be finalised in early 2022.

The evaluation will commence in 2023 upon completion of the new facilities to support delivery of the vocational programs.

QUESTION 51, PAGES 74

Mr DAVID SHOEBRIDGE: Ms Harrison, for clarity will you provide the Committee with a list of the schools over the last five calendar years, including partial this year, that have been found to be in breach of section 83C of the Education Act?

Ms HARRISSON: I very happy to provide that on notice.

ANSWER

Between 1 January 2015 and 16 November 2021 there has been 12 schools declared non-compliant and three schools declared for-profit. A total of 14 schools were involved, as one school was declared both for-profit and non-compliant within a 12 month period.

QUESTION 52, PAGES 74, 75

Mr DAVID SHOEBRIDGE: Does the department keep track of the legal actions that have been brought against the department, or staff in their capacity as staff, in regard to allegations of mistreatment of children with a disability in public schools?

Ms HARRISSON: Yes. Mr Withey might be able to provide you with further information on that. We do obviously keep track of legal cases that involve the department. You would expect us to do that and we check in on those regularly.

Mr DAVID SHOEBRIDGE: Mr Withey, do you have those numbers, if possible, over the past four years?

Mr WITHEY: Mr Shoebridge, I do have some numbers but they are aggregate numbers rather than specific numbers you are looking for. I may have to take the specifics on notice.

Mr DAVID SHOEBRIDGE: If you can give me what you have got now and then take the rest on notice?

Mr WITHEY: We currently have 462 open civil liability claims which are made up of various groups of claims, putting in claims for steps and falls, dust disease claims, civil liability claims, child sexual abuse claims brought by former or current students. For 2021, 233 of those related to allegations of child sexual abuse, but I do not have the specific numbers you are looking for in relation to disability.

Ms HARRISSON: Just for clarity those figures that Mr Withey has provided would include historical claims.

Mr DAVID SHOEBRIDGE: Mr Withey, if you could break down the data on that. In child sexual abuse matters could you break down those that relate to historical matters? When you do that can you provide what your definition of "historical matters" is and those that have been more current? Would you provide if you could the number of cases involving allegations of other mistreatment of students?

Ms HARRISSON: I am very happy to take those on notice, Mr Shoebridge, and provide that back to you.

Mr DAVID SHOEBRIDGE: If you recall my opening question was about students with a disability as a subset?

Ms HARRISSON: Yes, I noted that and we will make sure we provide you with that on notice as well.

Mr DAVID SHOEBRIDGE: If you have any indication about trends in relation to that over the past few years so we can track what is happening.

Ms HARRISSON: I am very happy to provide you what we have on notice.

ANSWER

Legal claims can be received at any time during or after a student has been at school. Whether a claimant has or had a pre-existing disability may not be stipulated at the time of making a claim (which may be many years after they have left school), and it may not be relevant to the claim.

In response to questions asked during previous Budget Estimates hearings, the Department of Education reported amounts that have been paid on behalf of the Department in settlement of some types of claims made by students with a disability.

When this data was originally collected and coded, the question of whether a claimant was a person with a disability was generally only recorded in relation to

disability discrimination claims, and not in relation to child sexual abuse claims. In a small number of claims, the age of the claimant at the time of the incident was not recorded.

However, from the raw data, the Department sought to identify claims that it considers would fall within the scope of the phrase “mistreatment of children with a disability” used in this question. The term is not precise, and is not the coding used by iCare in respect of its management of claims against the Department.

The number of claims relating to allegations of child abuse including physical, psychological, or sexual abuse of children with a disability in public schools per year over the last four years is:

2018: 0
2019: 0
2020: 0
2021: 0

The number of claims relating to allegations of **historical** child abuse including physical, psychological, or sexual abuse of children with a disability in public schools per year over the last four years is:

2018: 0
2019: 0
2020: 0
2021: 0

From that data the Department was able to identify disability discrimination claims and claims relating to alleged bullying. These claims have been excluded from the information provided above. Information about those claim numbers is as follows:

1. Claims relating to allegations of bullying of children with a disability in public schools per year over the last 4 years

2018: 1
2019: 1
2020: 0
2021: 0

2. Claims relating to allegations of discrimination of children with a disability in public schools per year over the last 4 years.

2018: 10
2019: 16
2020: 10
2021: 6

Questions relating to the coding and recording of claims data on behalf of the State should be directed to iCare.

QUESTION 53, PAGES 76, 77

The Hon. COURTNEY HOUSSOS: Thank you very much. I might just start by going back to the Cooler Classrooms Program. Mr Manning, are you able to provide me with the most recent update on the figures of the different stages, where they are at? Let's start with the applications. How many successful applications—how many schools are now in the program?

Mr MANNING: We have 922 schools.

The Hon. COURTNEY HOUSSOS: Yes, and so that includes 15 in round two—

Mr MANNING: Yes.

The Hon. COURTNEY HOUSSOS: —and the balance in round one. Is that correct?

Mr MANNING: Yes.

The Hon. COURTNEY HOUSSOS: Can you give me a breakdown? How do you classify the different stages? I am interested in, essentially, planning, underway and then completed. But if you have different titles, then use your titles.

Mr MANNING: I do not have details of that in my note here.

The Hon. COURTNEY HOUSSOS: Okay.

Mr MANNING: So we will take that on notice. Bear with me one minute while I just have a quick look.

The Hon. COURTNEY HOUSSOS: Sorry, why don't I refer back? I have some information here that you provided to the COVID inquiry that says that 53 are in the design and tender stages.

Mr MANNING: Fifty-three schools?

The Hon. COURTNEY HOUSSOS: Yes. Would that be accurate?

Mr MANNING: If that is what we said at that point in time.

The Hon. COURTNEY HOUSSOS: Oh, okay.

Mr MANNING: I would imagine that we have moved on from that point.

The Hon. COURTNEY HOUSSOS: Well, why don't I ask you then for the design and tender stage, how many are in those, how many are in the delivery with construction works taking place on site and how many have been delivered with all completed?

Mr MANNING: We will have to take that on notice at this point. I do not have that data in front of me but, given that we are three years into the program, my understanding is quite a lot has already been delivered to the tune of, I think, 4,408 learning spaces and 309 libraries have been fitted with the cooler classrooms system.

ANSWER

The NSW Government's Cooler Classrooms Program is a five-year \$500 million commitment to deliver cooling, heating and fresh air conditioning systems to more than 900 NSW public schools with schools in the hottest parts of the state prioritised. This is the first time there has been a dedicated program to air-conditioned NSW classrooms.

More than 600 NSW public schools that experience a mean maximum January temperature of 30 degrees Celsius and above were automatically eligible for the program. Schools with a mean maximum January temperature below 30 degrees Celsius were invited to apply to the Cooler Classrooms Fund.

A total of 724 schools submitted an application to the Fund. This includes 288 applications in Round 1 and 447 applications in Round 2 with 11 schools submitting applications to both rounds.

An initial 288 applications were approved for delivery. A further four schools have subsequently been approved for delivery taking the total to 292 schools with a mean maximum January temperature below 30 degrees Celsius benefitting from this historic investment.

As at the end of October 2021, 379 schools have had air-conditioning systems fully installed, including 19 sealed schools, 227 projects are in the construction phase, 44 are in the design phase, and 100 projects are being tendered. 161 schools have been assessed as having fit for purpose air-conditioning systems in all eligible learning spaces and libraries.

A total of 4,775 learning spaces and 338 libraries have had air-conditioning systems installed as a result of the NSW Government's investment in this program.

QUESTION 54, PAGES 77, 78

The Hon. COURTNEY HOUSSOS: For those 432 schools that missed out—sorry, they have not missed out; they are still in round two. They are still assessing.

Mr MANNING: They did not apply in round one but they did apply under round two.

The Hon. COURTNEY HOUSSOS: There are 432. Is that right?

Mr MANNING: I think it is about that sort of number. I think it started off at 447—that rings a bell—and I think 15 of them have been ticked off already and we will continue to roll through with the rest of the program and more schools will be included in that process.

The Hon. COURTNEY HOUSSOS: For those 432 schools, you have the median average temperature or what you call the 20-year rolling average?

Mr MANNING: It is the 20-year rolling average from the Bureau of Meteorology, yes.

The Hon. COURTNEY HOUSSOS: Can you provide those for those 432 schools?

Mr MANNING: Yes.

The Hon. COURTNEY HOUSSOS: Actually, can you provide it for the 15 that got it as well? Is that all right?

Mr MANNING: Yes.

The Hon. COURTNEY HOUSSOS: Beautiful—on notice, of course.

Mr MANNING: Sure.

The Hon. COURTNEY HOUSSOS: I do not expect you to recite that one too this afternoon.

The Hon. WES FANG: Are you sure?

Mr MANNING: I can have a crack.

The Hon. COURTNEY HOUSSOS: Then when we talk about 288 schools in round one of the Cooler Classrooms Program—and this is referring to answers that were given to the COVID inquiry—can you tell me why you would say there are 288? We are just trying to get some clarity on this. Is it 900? What is the 288? Where does that figure come from?

Mr MANNING: The number I have is that 228 schools, of what I believe to be the round one applications, were in the "above 30 degree" category—

The Hon. COURTNEY HOUSSOS: So 221 were above the 30 degree?

Mr MANNING: The number I have here is 228 schools with a mean maximum January temperature of 30 degrees and above. Let me clarify. I think what this note tells me is that 228 have already been completed. I will need to take on notice how many in round one were above 30 degrees. Two hundred and twenty-eight schools have been completed as part of the round one works already.

The Hon. COURTNEY HOUSSOS: So 228 have been completed—

Mr MANNING: Fully completed. And you are taking the rest of the stuff on notice about the design, the construction and the like?

Mr MANNING: Yes.

ANSWER

Please refer to the answer to question on notice number 53.

The mean maximum January temperatures (MMJT) at schools that submitted an application in Round 2 are listed at **TAB A**.

QUESTION 55, PAGES 78

The Hon. COURTNEY HOUSSOS: Just before Mr Withey answers, can you provide on notice the list of sites that were sold in the last 12 months, then in the 12 months prior to that and then in the 12 months prior to that? If you want to do per financial year, that is probably the easiest. Can you do financial year 2020-21, 2019-20, 2018-19?

Ms HARRISSON: Certainly happy to see what we can provide for that on notice, but we would have those records, that would be fine.

ANSWER

2020-2021

20 Parklea Avenue, Croudace Bay
29 Coughlan Road, Blaxland
31 Coughlan Road, Blaxland
20 Cleveland Road, Dapto
2510 Rouchel Road, Upper Rouchel
53 Denison Street, Tamworth

2019-2020

Former Royal Far West School Site, Wentworth Street, Manly
Part of Lot 11 Bronze Wing Street, Tahmoor

2018-2019 Disposals

Lot 4 Abercairney Terrace, Aberdeen
15 Oneile Street, Blackville
58 Narrigal Street, Geurie
1 Packham Drive, Manildra
14 Britannia Street, Stockingbingal

QUESTION 56, PAGES 79, 80

The Hon. ANTHONY D'ADAM: Mr Manning, I want to ask about the Regional Renewal Program and the Metro Renewal Program. The expectation is that the funding will be partially met by the school between 20 and 50 per cent of the costs. Is that correct?

Mr MANNING: Yes, that is correct.

The Hon. ANTHONY D'ADAM: From where does that funding come? Is it contributions from—

Ms HARRISSON: In terms of the school's funding?

The Hon. ANTHONY D'ADAM: Yes, the school component.

Ms HARRISSON: That could come from a number of sources but, I think we discussed earlier, the current levels of funding available in schools that have yet to be spent. It could come from that proportion which is made up both of departmental funding and P&C-raised funds.

The Hon. ANTHONY D'ADAM: So it is P&C funds that could be taken into account?

Ms HARRISSON: It can include P&C funds if the P&C supports the expenditure of those funds on that project.

The Hon. ANTHONY D'ADAM: How do you work out what the percentage is?

Ms HARRISSON: I will ask Mr Manning to provide some details but at local school level, if the school wants to invest and use P&C funds they would need to consult with their P&C on the appropriate use for those funds. The P&C would need to support it and be clear of the level at which it would support it. The total amount of money the school needs to provide is 50 per cent but where they draw those funds from in terms of their budget is their local decision.

The Hon. ANTHONY D'ADAM: So it is not between 20 and 50 per cent? Schools have to provide half?

Mr MANNING: No, the school contribution can be anywhere from 20 per cent to 50 per cent.

The Hon. ANTHONY D'ADAM: Okay. My question is: How do you decide what the percentage contribution of the school is?

Ms HARRISSON: Sorry, I misunderstood the question, Mr D'Adam.

The Hon. ANTHONY D'ADAM: No, that is fine.

Mr MANNING: There is an application process the schools go through in terms of nominating projects that they are putting forward. We do an analysis of the projects and understand the need and how that fits and then we work our way through the funding for that project. It depends on what the school can afford and it depends on what the project is about.

The Hon. ANTHONY D'ADAM: On notice, can you provide the details of the application process and the time frames for this program?

Mr MANNING: Yes.

The Hon. ANTHONY D'ADAM: Seven hundred and ninety schools have been announced. Are you able to provide a breakdown of the percentage contribution for each of those schools?

Mr MANNING: Yes.

ANSWER

Information on the renewal programs can be found on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/what-we-do/we-look-after->

[our-schools/schools-renewal-programs.html#content_t1](https://www.nsw.gov.au/our-schools/schools-renewal-programs.html#content_t1).

Schools across NSW were advised of the application process, which opened in November 2020 and closed on 14 December 2020.

The programs require a co-contribution from schools with the value, between 20 and 50 per cent, informed by factors such as the school's socio-economic ranking.

The programs will continue until mid-2022.

QUESTION 57, PAGES 80, 81

The Hon. ANTHONY D'ADAM: I might move on to another topic. Perhaps Ms Owen can answer this question. There was an announcement about post-school tracking of students' success. I wonder if I could get some details about how that is going to work.

Ms HARRISSON: So I might ask—

Ms OWEN: Do you want me to give some more details, sorry?

Ms HARRISSON: Sorry. I might ask Ms Alonso Love to answer this question. We have committed, and it is part of the School Success Model, to monitor and provide targets for secondary schools once we have a baseline for the success of students after they leave school, particularly, to ensure that as many as possible of our students remain in further education, training or employment following their 13 years of schooling. We have been developing a measure for that which will be baselined in future years and Ms Alonso Love might be able to provide some further detail on where that work is up to.

Ms OWEN: Thank you, Secretary. We are working to develop that baseline. We are also working with our schools to ensure that we have clarity around how they engage with students, as they have the relationship with them and understand what is happening, but also the ways that we can track that information over time. One of those things that we are looking at is how we can have an identifier that would track that information. We are working strongly with the Commonwealth in that space as well to ensure that we can do that over time and have much better information so that we can look at what those outcomes are.

The Hon. ANTHONY D'ADAM: What does the actual benchmark look like? What do you think it is going to be? What is the expectation?

Ms HARRISSON: So we won't have that. I think that would be for us to make hypotheses on information we have not yet collected, Mr D'Adam. I am very happy to share with you on notice where that benchmarking and data provision is up to. One of the reasons we have been working through this is there is a number of ways that schools already collect some of this data. Some of our high schools already provide surveys, for example, and there are a number of different data collection methods in place. We are trying to evaluate which of those provides the most effective measure of success here but, as we have said, under the School Success Model ensuring effective pathways for students as they leave school has to be one of the measures of success of the school system. That is the commitment we have made and that we are committed to delivering, so it will involve a measure that assesses how many and the proportion of students that are going on to further education, further study, or are in employment.

The Hon. ANTHONY D'ADAM: Thank you. When will that be available, sorry?

Ms HARRISSON: I am happy to provide details of where we are up to on notice, Mr D'Adam. I am conscious of time.

ANSWER

Under the School Success Model (SSM), an initial Department level Pathways Target has been implemented. The target relates to the proportion of students who are in education, training or the workforce.

Aspirational school level targets will not be set until 2023, with 2022 as the baseline. The reference year (2022) targets school leavers from the previous year (2021). School leaders who receive school-level targets will publish targets in the school's Strategic Improvement Plan and annually report on progress.

QUESTION 58, PAGES 82

Ms HARRISSON: In terms of the School Success Model, the thing that we are seeking to do is provide the most support to the schools with the most challenging targets to achieve. That is the appropriate way for us to deploy our resources. And so as part of the implementation of that model we are applying that categorisation across the broad range of support we provide to schools; so, for attendance, for literacy and numeracy. In terms of things like behaviour, the behavioural specialist will be providing the most support in a kind of intensive way to those schools that need it most. So it is a way of us trying to make clear for our schools where they go for the evidence, where they get the best support they need if they have got significant improvements to make and provides our directors' educational leadership with a suite of resources and tools to engage with their schools on to ensure they can deliver those targets.

The CHAIR: Is there any data or evaluation to see how it is going in terms of results, that it is actually turning these schools around? Or what do we know about the successes and failures of the three streams so far?

Ms HARRISSON: Chair, the strategic support is built off the tailored support model we initially spoke to this Committee about a few years ago. The indications around those schools are that we did see a lift and have some good case studies that we can share in relation to how that intensive support paid dividends. That is why we have moved that into a systemic approach and into an approach where if we identify that you have the need we will provide that support. The tailored support, I think you will recall, was a voluntary engagement with us and a negotiated requirement. The strategic support, if you are identified as having a large gap to target, is now part of what the department comes to provide in support of achieving those targets. So there is a shift in the way we have delivered that. We have evaluative models built into the delivery of that program from the design up. So it is being evaluated as we go. I am very happy to share with you what we have so far and to share with you the evaluative approach on notice.

ANSWER

The implementation of the School Success Model support framework has only just begun. So far, 56 schools have received strategic support in reading and numeracy. An additional 397 schools have engaged in guided support in reading and numeracy, and 122 schools have engaged in guided support for improving attendance.

Evaluation practices have been embedded within the process of identifying, developing and deploying support for schools. Corporate teams work alongside school leaders and Directors, Educational Leadership, to gather feedback and to review progress to ensure intended outcomes are achieved.

This process is designed to lift shared accountability for support across school and corporate teams. It provides opportunities for school leaders and corporate teams to monitor and evaluate their improvement strategies under each category to ensure that every student benefits from the very best teaching methods.

QUESTION 59, PAGE 83

The CHAIR: Secretary, just while we have been here today my office has received three correspondences from concerned parents about arrangements for year 12 graduations and leaving events. They are students who have left the school. Will it be a requirement for students attending those events to be double vaccinated?

Ms HARRISSON: In terms of those events, it will be a requirement that they are held in a COVID-safe way in line with existing health orders. Given the current health orders only allow vaccinated members of the community to participate in those gatherings, that will apply to the year 12 gatherings, as is required under the public health order. We do not have any exception under the health order for year 12 gatherings under those requirements.

The CHAIR: Right, so that catches students aged 17 and 18 hoping to go to their school leaving event?

Ms HARRISSON: That is my current understanding. Ms Owen who has been leading this work for us and might be able to provide any further information on that.

The CHAIR: It seems a bit harsh, does it not? How long have these 17-year-olds been eligible in the program? This is a culmination of their 13 years of schooling.

Ms HARRISSON: We would like to have Ms Owen provide the latest guidance. We have been working with Health day in, day out, to make sure we have appropriate measures in place. So the guidance has moved quite regularly.

The CHAIR: Yes.

Ms OWEN: I will provide a detailed response on notice, Chair.

ANSWER

Graduations and formals will be allowed within cohorts, either on school sites or at external venues. Schools can plan for these events to be held from 1 December 2021. However, Year 12 formals and graduations should not occur until after the final exam for that school's HSC cohort, which may be as late as 3 December 2021.

For graduations and formals held on school sites, students in the cohort may attend regardless of vaccination status.

Graduations and formals held off school sites must comply with any COVID-safe requirements in place for that venue. Year 12 students will be able to attend end-of-year school celebrations including formals, dinners or graduations – regardless of their vaccination status. The event must be organised by, or on behalf of, the school in which the student is enrolled and unvaccinated students must show a negative PCR COVID-19 test within 72 hours of the event.

QUESTION 60, PAGES 83, 84

Ms HARRISSON: While Mr Manning locates the data, I think one of the things I would like to share with the Committee is obviously the before and after school sector has been impacted by changes in work, hybrid working arrangements, working-from-home arrangements and so we have seen changes in demand for before and after school care. Despite that, we have still seen an increase in the number of services and an increase in the number of places which, I think, is testament to the work the team has been doing to ensure we can provide that service to the families of New South Wales. I will let Mr Manning give you the details on the sites.

Mr MANNING: Yes, there are 1,796 schools as part of the plan. So 807 schools have a service on site, 733 schools have one close by—so two kilometres if you are in a major city or 20 kilometre if you are not. There are only 256 schools that do not have a service nearby.

The Hon. COURTNEY HOUSSOS: Can you provide a list of those schools on notice?

Mr MANNING: Sure.

The Hon. COURTNEY HOUSSOS: How many schools have now got transport in place to get students to and from off-site providers, or other school providers?

Mr MANNING: I would need to take that on notice.

Ms HARRISSON: I just add, particularly in our metro schools—and my daughter's own public school comes to mind—they are walking distance from the school site and are provided in a local facility that is more suitable from the provider or the school's perspective to deliver that service.

The Hon. COURTNEY HOUSSOS: Councils provide spaces for these services to be run close by to where I live as well. I understand that. How much of the \$50 million fund for public schools to upgrade or expand their facility has been allocated?

Ms HARRISSON: We might need to take that specific question on notice.

The Hon. COURTNEY HOUSSOS: Yes, sure. And if you can then just provide a breakdown of which schools have received it and how much they have received?

Ms HARRISSON: Yes, certainly.

The Hon. COURTNEY HOUSSOS: And you have taken on notice the 256 schools with no before and after school care. I turn to the tutoring program.

ANSWER

Can you provide a list of those schools on notice?

The list of 256 schools without a nearby service at October 2021 is as follows:

- Adaminaby Public School
- Ardlethan Central School
- Aria Park Central School
- Ashford Central School
- Awaba Public School
- Ballimore Public School
- Baradine Central School
- Barellan Central School
- Barham Public School
- Barmedman Public School
- Barooga Public School
- Barraba Central School

- Baryulgil Public School
- Batlow Technology School
- Beckom Public School
- Bedgerabong Public School
- Bellata Public School
- Bellbrook Public School
- Belltrees Public School
- Bemboka Public School
- Ben Lomond Public School
- Bigga Public School
- Bingara Central School
- Binnaway Central School
- Binya Public School
- Black Hill Public School
- Black Springs Public School
- Blackville Public School
- Blandford Public School
- Blighty Public School
- Bogan Gate Public School
- Boggabilla Central School
- Bombala Public School
- Bonalbo Central School
- Bongongo Public School
- Bonshaw Public School
- Booligal Public School
- Boomi Public School
- Booral Public School
- Boree Creek Public School
- Bredbo Public School
- Brewarrina Central School
- Bribbaree Public School
- Bringelly Public School
- Broke Public School
- Bulahdelah Central School
- Bullarah Public School
- Bundarra Central School
- Bunnaloo Public School
- Burren Junction Public School
- Capertee Public School
- Caragabal Public School
- Carinda Public School
- Carrathool Public School
- Cassilis Public School
- Castlereagh Public School
- Cawdor Public School
- Chandler Public School
- Clare Public School

- Coleambally Central School
- Collarenebri Central School
- Comboyne Public School
- Conargo Public School
- Condong Public School
- Coolah Central School
- Cooranbong Public School
- Corowa Public School
- Corowa South Public School
- Corrimal East Public School
- Croppa Creek Public School
- Cullen Bullen Public School
- Cumnock Public School
- Currabubula Public School
- Darlington Point Public School
- Deepwater Public School
- Delegate Public School
- Delungra Public School
- Dora Creek Public School
- Dorrigo Public School
- Doubtful Creek Public School
- Drake Public School
- Dundurrabin Public School
- Dunedoo Central School
- Ebor Public School
- Eden Public School
- Elands Public School
- Ellerston Public School
- Emmaville Central School
- Enngonia Public School
- Euabalong West Public School
- Eugowra Public School
- Eumungerie Public School
- Euston Public School
- Evans River Community School
- Fairfax Public School
- Fingal Head Public School
- Garah Public School
- Gilgandra Public School
- Girilambone Public School
- Glen Alice Public School
- Goodooga Central School
- Goolgowi Public School
- Goolma Public School
- Gooloogong Public School
- Gravesend Public School
- Greenethorpe Public School

- Gulargambone Central School
- Gulgong Public School
- Gwabegar Public School
- Hampton Public School
- Hargraves Public School
- Hermidale Public School
- Hernani Public School
- Hill End Public School
- Hillston Central School
- Humula Public School
- Ilford Public School
- Ivanhoe Central School
- Jennings Public School
- Jerilderie Public School
- Jerrys Plains Public School
- Jugiong Public School
- Kandos Public School
- Kemps Creek Public School
- Khancoban Public School
- Kingstown Public School
- Koorawatha Public School
- Laguna Public School
- Lake Cargelligo Central School
- Lightning Ridge Central School
- Lockhart Central School
- Lord Howe Island Central School
- Louth Public School
- Lowesdale Public School
- Lue Public School
- Lyndhurst Public School
- Macdonald Valley Public School
- Mallowa Public School
- Mandurama Public School
- Manilla Central School
- Marra Creek Public School
- Mathoura Public School
- Matong Public School
- Mayrung Public School
- Meadow Flat Public School
- Medlow Public School
- Mendooran Central School
- Menindee Central School
- Merimbula Public School
- Milbrodale Public School
- Millers Forest Public School
- Moulamein Public School
- Mount Hunter Public School

- Mount Kanwary Public School
- Mulgoa Public School
- Mullaley Public School
- Mulwala Public School
- Mumbil Public School
- Mummulgum Public School
- Mungindi Central School
- Murrurundi Public School
- Naradhan Public School
- Niangala Public School
- Nimmitabel Public School
- Norfolk Island Central School
- North Star Public School
- Noumea Public School
- Nowendoc Public School
- Nymboida Public School
- Nyngan Public School
- Oaklands Central School
- Oberon Public School
- Old Bonalbo Public School
- Palinyewah Public School
- Pallamallawa Public School
- Pambula Public School
- Peak Hill Central School
- Pilliga Public School
- Pleasant Hills Public School
- Pooncarie Public School
- Portland Central School
- Quambone Public School
- Quandialla Public School
- Quirindi Public School
- Rand Public School
- Rankins Springs Public School
- Rappville Public School
- Rockley Public School
- Rossmore Public School
- Rowena Public School
- Rukenvale Public School
- Rylstone Public School
- Saturday School of Community Languages
- Savernake Public School
- Scarborough Public School
- Shalvey Public School
- Sofala Public School
- Somerton Public School
- Spring Ridge Public School
- Stockinbingal Public School

- Stuart Town Public School
- Tabulam Public School
- Tacoma Public School
- Talbingo Public School
- Tallimba Public School
- Tambar Springs Public School
- Taralga Public School
- Tarcutta Public School
- The Sir Henry Parkes Memorial Public School
- Tibooburra Outback Public School
- Tingha Public School
- Tooleybuc Central School
- Toomelah Public School
- Tooraweenah Public School
- Tottenham Central School
- Towamba Public School
- Trangie Central School
- Trunkey Public School
- Tullibigeal Central School
- Tulloona Public School
- Tumbulgum Public School
- Ulan Public School
- Ungarie Central School
- Upper Lansdowne Public School
- Urana Public School
- Urbenville Public School
- Vineyard Public School
- Wakefield School
- Wakool Burraboii Public School
- Walcha Central School
- Walhallow Public School
- Wallabadah Public School
- Wanaaring Public School
- Warialda Public School
- Wattle Flat Public School
- Wee Jasper Public School
- Weethalle Public School
- Weilmoringle Public School
- Werris Creek Public School
- White Cliffs Public School
- Whitton-Murrarni Public School
- Wilcannia Central School
- Willawarrin Public School
- Willmot Public School
- Willow Tree Public School
- Windang Public School
- Woodburn Public School

- Woodenbong Central School
- Woolbrook Public School
- Wyangala Dam Public School
- Wyee Public School
- Wyndham Public School
- Wyaliba Public School
- Yarrowitch Public School
- Yeoval Central School
- Yetman Public School.

Of the 256 schools without a nearby service in October 2021, 154 schools now have an access improvement strategy identified, or a potential solution is currently being investigated. Transport solutions are being considered for some of these schools where appropriate.

The remaining 102 schools had no unmet demand reported in the two most recent surveys of NSW parents and carers.

Approximately \$46.9 million of the BASC Program's \$50 million Infrastructure Fund has been allocated as at 30 September 2021.

As at 30 September 2021, the BASC Program has spent approximately \$40 million on manufacturing and delivering Out of School Hours Care Hubs, and about \$1.3 million for capital works grant programs for NSW public schools.

The BASC Program is currently unable to report on the expenditure for schools, as we report at a program level only.

QUESTION 61, PAGES 84, 85

The Hon. COURTNEY HOUSSOS:I turn to the tutoring program. An amount of \$337 million was announced for 2020-21 and that is going to be \$383 million in 2021-22. Is that correct?

Ms HARRISSON: I believe that is correct. Ms Owen? Yes.

The Hon. COURTNEY HOUSSOS: Will the rollout of the program just be done in exactly the same way, or are you doing an evaluation of the 2021 program?

Ms HARRISSON: I will ask Ms Owen to comment in a moment. We are obviously looking at the variation in need. Following this year's lockdown period, different schools have had a very different experience. Our south-west Sydney schools have been under a very specific and tougher lockdown. Our metropolitan schools have been in lockdown for an extended period and other schools have found themselves in and out of learning from home for shorter periods so we are looking at the need requirements. But Ms Owen can provide further details on where that work is up to.

Ms OWEN: Yes. Thank you, Secretary. Ms Houssos, we are in the middle of designing the program for 2022 right now. We are hoping to finalise that in the next couple of weeks, both building on the evaluation that we have been able to do so far of this year's tutoring program—what has worked well with our students and with our teachers but also, as the secretary has just said, to recognise this year's COVID experience across New South Wales which has been different from last year. We just want to design maximum value for that investment before we allocate it to schools later this term.

The Hon. COURTNEY HOUSSOS: Ms Owen, at this stage are you looking at doing it differently or are you looking at doing it in the same way that it was done this year?

Ms HARRISSON: Ms Houssos, we are evaluating all of the options at this stage and it will be obviously subject to further decision-making on our recommendations by Government about the approach that is taken.

The Hon. COURTNEY HOUSSOS: Okay. Can I ask you specifically—and I am happy for you to take this on notice—about whether you are looking at a different way? For example, I know that a number of schools have provided short periods for large numbers of students. Were you looking at instead providing more intensive support for longer periods but for fewer numbers of students?

Ms HARRISSON: Very happy to take that on notice. I would only comment today that schools have approached their implementation locally of the COVID in terms of the learning support program based on the need of their student cohort. In terms of whether a school would again choose to invest in a short sharp intervention for a large cohort of students, that would be based on an assessment of need in that cohort of students by that school. So what Ms Owen and we are looking at is the system distribution of those funds and then schools would work with their director of educational leadership, but would largely be looking at the progress and impact of COVID on their student cohort and ensuring that the design of the program in their school with the resources allocated met the needs of their students.

ANSWER

The Department of Education is working with principals, educators and other stakeholders to implement the 2022 COVID Intensive Learning Support Program. The revised program will build on the successes of 2021 and continue to develop

best practice knowledge for using small group tuition to help meet students' learning needs and maximise program benefits.

The 2022 COVID Intensive Learning Support Program's funding allocations to schools will better target student learning needs, especially for students who lost learning due to COVID-19 lockdowns. The revised program will also provide professional learning, resources and guidance for schools to lift capability across the system.

The 2022 COVID Intensive Learning Support Program will build upon research evidence and best practice in intensive small group tuition. The program will provide clear advice and support to schools on how to identify their students, the optimum numbers of students, the frequency and duration of tuition.

QUESTION 62, PAGES 85

The Hon. ANTHONY D'ADAM: Oh no, I definitely want to ask. In 2021 how many hours of learning have been lost in New South Wales because classes did not have a teacher to stand in front of them?

Ms HARRISSON: I am happy to ask Ms Cachia to provide some further details on that. In terms of lost learning, I do not know that we would fully accept the premise of that question, Mr D'Adam, because in whatever form is required classes are formed and children are taught. I just want to make sure that if, for example, due to a school being unable to find a casual on a particular day for a particular class, we would not assume that is a day of lost learning if those students are, for example, split between different classes and receive instruction in a different way. But I will see if Ms Cachia can provide you with some details on that.

Ms CACHIA: Mr D'Adam, I will take the numbers that you are seeking on notice.

The Hon. ANTHONY D'ADAM: Okay.

Ms CACHIA: But can I just say as well that when you are talking about schools with permanent vacancies and, for instance, action that has been taken in relation to what we were discussing this morning—the staffing as it was categorised as a staffing crisis—most of those schools have only one vacancy, if any, and so—

The Hon. ANTHONY D'ADAM: I have limited time, Ms Cachia, and I have a couple of other questions. That was not an answer to the question I was after. Do you have a general sense of the number of merged classes that have occurred across primary schools and high schools? Do you measure that, the number of merged classes?

Ms HARRISSON: I am very happy to take it on notice and come back to you with any information that we have on that. I think the view that Ms Cachia was trying to provide for you in her previous answer was that where we have seen action in relation to the staffing issues that I think you are referring to, when we have looked into those the data that has been presented by the school or by representatives of teachers in those schools it has not aligned with our own records.

ANSWER

Minimal supervision does not mean students miss out on a lesson. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

Principals are the senior decision-makers in the school and they are expected to exercise their authority to make executive, operational and local decisions to best meet the needs of their students. The Department of Education does not routinely collect information around the operation of and initiatives in schools that remain the responsibility of the Principal.

QUESTION 63, PAGES 86

The Hon. ANTHONY D'ADAM: Actually, I have got another further question. I have very limited time. I just want to ask about the Teacher Supply Strategy. Was that strategy prepared through a contract with a private consultancy?

Ms HARRISSON: No. The strategy was developed by staff in the department. Certainly, we may have sought and used some external provision for advice in relation to components of it. I think we talked earlier about the use of Deloitte Access Economics on our workforce modelling as an organisation with deep expertise in workforce modelling. We have sought appropriate external expertise where it has been required to support the development of particular elements of our work.

The Hon. ANTHONY D'ADAM: On notice, could you provide the details for any contractors that were involved in the preparation of this strategy and the value of the contracts?

Ms HARRISSON: Certainly.

Ms CACHIA: They are disclosed in the annual report, Mr D'Adam.

Ms HARRISSON: Yep, and so I think that anything that was used in 2020 would be public in our annual report currently and any further would be published proactively in our annual report at the end of this year.

ANSWER

While developed and led by Department of Education staff, external expertise was drawn upon to support the development of the Teacher Supply Strategy.

The Department worked with EY Australia in January to April 2020 at a cost of \$248,581 (GST included). EY Australia provided key independent support to scope the Teacher Supply Strategy project, researching evidence-based rapid interventions to ensure the strategy responded to current supply challenges.

The Department engaged Deloitte from June to September 2020 at a cost of \$489,198 (GST included) to provide independent support to quantify supply challenges facing NSW, and research evidence-based solutions for consideration as part of the Strategy.

QUESTION 64, PAGES 87

The CHAIR: Does the policy cover the growing number of gender and sexuality alliances inside schools? I asked the Minister about this at Merewether High School in Newcastle where parents need to give consent for their children to go to sports carnivals or an excursion to the zoo. But there was no requirement, according to the Minister, for parental consent for students to participate in the Gender and Sexualities Alliance [GSA] event for LGBTQIAP. So 12-year-olds potentially at Merewether in year 7 learning transgender and pansexuality. Why does the policy not cover that?

Mr DIZDAR: We expect all our schools, all our teachers, all our leaders to execute the New South Wales syllabus in all of the core curriculum learning areas.

The CHAIR: This is a lunchtime support group; it is not in the syllabus. I am just saying why would the parent of a 12-year-old not have to give consent for the 12-year-old to participate in this activity, given that consent is needed to go to the zoo or to a swimming carnival?

Mr DIZDAR: I am not across the specifics but even with lunch and recess—

The CHAIR: I am just saying that the policy you have does not cover this sort of activity.

Ms HARRISSON: I think Mr Dizdar is referring to the excursion policy in particular. There are other policies that come into play that Mr Dizdar would be able to talk about in terms of notification—

The CHAIR: Will you take that on notice for me, please?

ANSWER

On 2 June 2021, at Merewether High School, internal student communication raised awareness of a student initiated and led support group meeting for lesbian, gay, bisexual, transgender, questioning and intersex students.

Merewether High School agreed to respect, support and appropriately supervise a student support group with one teacher not on playground duty. This was initiated and led by students outside of regular timetabled lessons at lunchtime.

QUESTION 65, PAGE 87

The Hon. ANTHONY D'ADAM: Ms Harrison, I refer to the budget for the implementation of the curriculum review for government schools.

Ms HARRISSON: Certainly, and I will ask Ms Owen to provide you with some specifics. We have been working hard with our stakeholders and representatives of the profession to ensure that we can provide the support our teachers need in the implementation of the curriculum review. We welcome the changes to the K-2 curriculum and, in particular, the focus on the evidence-based practice that is embedded within them and have been developing professional development to support effective implementation of those new documents when they reach schools in 2022. Ms Owen can provide you with some specifics around the budget.

The Hon. TREVOR KHAN: Briefly.

Ms OWEN: I will have to take on notice the actual budget.

ANSWER

To support NSW government schools implement the new syllabuses, the Department of Education has allocated \$33 million for this financial year to fund new positions, provide teacher release and develop a suite of support materials and professional learning.

Round 2 School Name	Mean maximum January temperature
Afterlee Public School	28.5
Albion Park High School	26
Aldavilla Public School	29
Alstonville High School	27.5
Alstonville Public School	27.5
Arranounbai School	27
Artarmon Public School	27.5
Ashcroft High School	29
Ashfield Public School	27.5
Asquith Boys High School	28
Auburn North Public School	28.5
Auburn Public School	28.5
Awaba Public School	28.5
Balgownie Public School	25.5
Ballina Coast High School	28.5
Ballina Public School	28.5
Balmain Public School	27.5
Barrack Heights Public School	26
Barrenjoey High School	27
Bateau Bay Public School	26.5
Bathurst West Public School	29
Baulkham Hills High School	29
Baulkham Hills North Public School	29
Beechwood Public School	27.5
Bega Valley Public School	27
Belair Public School	27.5
Bellambi Public School	26.5
Bellbird Public School	29.5
Bellevue Hill Public School	26.5
Belmore Boys High School	28
Belmore South Public School	27.5
Ben Venue Public School	27
Berala Public School	28.5
Bert Oldfield Public School	29
Bidwill Public School	29.5
Bilambil Public School	29
Biraban Public School	28
Birchgrove Public School	27.5
Blackheath Public School	24.5
Blacksmiths Public School	27.5
Blacktown Girls High School	29.5
Blacktown West Public School	29.5
Blakehurst High School	27.5
Blakehurst Public School	27.5
Bletchington Public School	29
Bossley Park Public School	29
Bowral High School	26.5
Bradfordville Public School	28.5
Braidwood Central School	26.5
Brighton-Le-Sands Public School	27.5
Bringelly Public School	29.5
Brisbane Water Secondary College Umina Campus	27.5

Round 2 School Name	Mean maximum January temperature
Brisbane Water Secondary College Woy Woy Campus	27.5
Brooke Avenue Public School	26.5
Broulee Public School	25
Brunswick Heads Public School	29
Bulahdelah Central School	28.5
Bulli High School	26.5
Bungendore Public School	28
Burwood Girls High School	28
Byron Bay High School	28.5
Cabramatta High School	29
Cabramatta West Public School	29
Callaghan College Jesmond Campus	28
Callaghan College Waratah Technology Campus	28
Campbelltown East Public School	28.5
Canley Vale High School	29
Canobolas Public School	28.5
Canterbury Public School	28
Canterbury Vale School	28
Caringbah North Public School	27.5
Carinya School	27.5
Carramar Public School	29
Castle Cove Public School	27.5
Castle Hill High School	29
Castle Hill Public School	29
Chatham Public School	29
Chester Hill High School	28.5
Chifley College Bidwill Campus	29.5
Chullora Public School	28
Clarence Town Public School	29.5
Clergate Public School	29
Clovelly Public School	26.5
Coffs Harbour Senior College	28
Coledale Public School	27
Collector Public School	28.5
Concord High School	28
Concord West Public School	28
Condell Park Public School	28.5
Coerwull Public School	25
Cooma North Public School	27.5
Coorabell Public School	28.5
Cooranbong Public School	28
Corndale Public School	29
Corrimal East Public School	26.5
Corrimal High School	26.5
Cowan Public School	28
Crescent Head Public School	28
Cringila Public School	26.5
Cronulla High School	27
Cronulla South Public School	27
Crookwell Public School	27.5
Crown Street Public School	27
Cundletown Public School	29

Round 2 School Name	Mean maximum January temperature
Dalmeny Public School	29
Dapto High School	26.5
Darlinghurst Public School	27
Davidson High School	27.5
Dee Why Public School	27
Delegate Public School	25.5
Denison College of Secondary Education (Bathurst)	29
Denison College of Secondary Education (Kelso)	29.5
Dorroughby Environmental Education Centre	28.5
Dudley Public School	27.5
Dulwich Hill Public School	27.5
Dundas Public School	28.5
Dungog High School	29
Dungog Public School	29
Dungowan Public School	29
Dunoon Public School	29
Duranbah Public School	29
East Hills Boys High School	28.5
East Hills Girls Technology High School	28.5
Eastlakes Public School	27
Eden Marine High School	25
Eden Public School	25
Edgeware School	27.5
Eglington Public School	29
Elizabeth Macarthur High School	29.5
Ellerston Public School	28.5
Ellison Public School	29.5
Empire Vale Public School	28.5
Endeavour Sports High School	27.5
Epping Heights Public School	28
Erina High School	26
Erskineville Public School	27
Eungai Public School	29
Fairfield High School	29
Fairfield Public School	29
Fairvale Public School	29
Fairy Meadow Public School	26.5
Farmborough Road Public School	26.5
Ferncourt Public School	27.5
Fisher Road School	27
Flinders Public School	26
Floraville Public School	27.5
Francis Greenway High School	29.5
Frank Partridge VC Public School	29
Frederickton Public School	28.5
Frenchs Forest Public School	27.5
Galston High School	28
Gardeners Road Public School	27
Georges River College Peakhurst Campus	28
Girraween High School	29
Glen Innes West Infants School	26.5
Glendale Technology High School	28

Round 2 School Name	Mean maximum January temperature
Glendore Public School	29
Glenmore Road Public School	26.5
Glenreagh Public School	27.5
Gloucester Public School	29
Goolmangar Public School	29
Gordon East Public School	27.5
Gosford East Public School	27.5
Gosford High School	27.5
Goulburn North Public School	28.5
Goulburn South Public School	28.5
Goulburn West Public School	28.5
Granville Boys High School	28.5
Great Lakes College Forster Campus	27.5
Great Lakes College Senior Campus	28
Great Lakes College Tuncurry Campus	28
Greenwell Point Public School	26.5
Guildford West Public School	29
Guyra Central School	25
GyMEA Bay Public School	27.5
Haberfield Public School	27.5
Hallidays Point Public School	28
Hambledon Public School	29.5
Harbord Public School	27
Harrington Park Public School	29.5
Harrington Public School	27
Harrington Street Public School	29
Hastings Public School	27
Hastings Secondary College Port Macquarie Campus	27
Hastings Secondary College Westport Campus	27
Hazelbrook Public School	28
Heathcote High School	27
Henry Kendall High School	27.5
Highlands School	26.5
Holgate Public School	26.5
Holroyd School	28.5
Homebush Boys High School	28
Huntingdon Public School	27.5
Hurlstone Agricultural High School	29
Hurstville Public School	27.5
Illawarra Sports High School	26.5
Iluka Public School	28.5
Ingleburn High School	29
J J Cahill Memorial High School	27
James Cook Boys Technology High School	27.5
James Meehan High School	28.5
James Ruse Agricultural High School	28.5
Jannali Public School	27.5
John Purchase Public School	28
Kambora Public School	27.5
Kandos Public School	29.5
Kanwal Public School	27
Karabar High School	29.5

Round 2 School Name	Mean maximum January temperature
Kariong Mountains High School	27.5
Katoomba High School	29.5
Keira High School	26.5
Kellys Plains Public School	26
Kempsey High School	29
Kempsey South Public School	29
Kempsey West Public School	29
Kensington Public School	26.5
Kentucky Public School	26.5
Kiama High School	26
Kiama Public School	26
Killara High School	27.5
Killarney Heights Public School	27.5
Killarney Vale Public School	27
Kincumber High School	26
Kincumber Public School	26
Kingscliff High School	29
Kingsgrove High School	27.5
Kirrawee Public School	27.5
Kogarah Public School	27.5
Koonawarra Public School	26.5
Kororo Public School	28
Kotara High School	27.5
Krambach Public School	28.5
Lake Heights Public School	26.5
Lake Illawarra High School	26
Lake Illawarra South Public School	26
Lambton High School	28
Lane Cove West Public School	28
Lawson Public School	26.5
Leura Public School	26
Lisarow High School	27.5
Lithgow High School	25
Liverpool Boys High School	29
Liverpool Girls High School	29
Lowanna Public School	26
Lucas Heights Community School	27.5
Luddenham Public School	29.5
Lurnea High School	29
Macarthur Girls High School	29
Macksville High School	29.5
Macksville Public School	29.5
Maclean High School	29
Macquarie Fields High School	28.5
Macquarie Fields Public School	28.5
Manly Village Public School	27
Manly West Public School	27.5
Mannering Park Public School	27
Marrickville High School	27.5
Marsden High School	28.5
Marton Public School	27.5
Matraville Sports High School	27

Round 2 School Name	Mean maximum January temperature
Meadow Flat Public School	27
Menai High School	28
Merimbula Public School	25.5
Middle Harbour Public School	27.5
Middleton Grange Public School	29
Miller Public School	29
Millers Forest Public School	29.5
Millthorpe Public School	27.5
Milton Public School	26
Minchinbury Public School	29.5
Minerva School	27
Mitchell High School	29
Mitchells Island Public School	28
Mittagong Public School	26
Modanville Public School	29.5
Moorebank High School	28.5
Moorefield Girls High School	27.5
Morisset High School	27.5
Moruya Public School	25
Mosman High School	27
Mount Annan High School	29.5
Mount George Public School	29
Mount Kanwarly Public School	29.5
Mount Terry Public School	26
Mount Warrigal Public School	26
Mulbring Public School	29
Mulwaree High School	28.5
Nabiac Public School	28.5
Narara Public School	27.5
Narara Valley High School	27.5
Narellan Public School	29.5
Narooma High School	24.5
Narooma Public School	24.5
Narranga Public School	28
Neutral Bay Public School	27.5
Newbridge Heights Public School	28.5
Newcastle East Public School	27
Newcastle High School	27
Newington Public School	28.5
Newling Public School	26.5
Newrybar Public School	27.5
Newtown Public School	27
Nicholson Street Public School	27.5
Nimmitabel Public School	24
Normanhurst Boys High School	28
North Nowra Public School	27.5
North Sydney Boys High School	27.5
North Sydney Public School	27.5
Northbridge Public School	27.5
Northern Beaches Secondary College Cromer Campus	27
Northern Beaches Secondary College Manly Campus	27
Northlakes Public School	27

Round 2 School Name	Mean maximum January temperature
Northmead Creative and Performing Arts High School	29
Nowra East Public School	27.5
Oatley West Public School	27.5
Oberon High School	25.5
Oberon Public School	25.5
Ocean Shores Public School	29
O'Connell Public School	29
Old Bar Public School	28
Orange East Public School	28.5
Orange Public School	28.5
Orara High School	28
Ourimbah Public School	27.5
Pacific Palms Public School	27.5
Panania North Public School	28.5
Para Meadows School	26.5
Peakhurst West Public School	28
Pelican Flat Public School	27.5
Pennant Hills High School	28
Perthville Public School	29
Picnic Point Public School	28.5
Pittwater High School	27.5
Plattsburg Public School	28.5
Pleasant Heights Public School	25.5
Plumpton Public School	29.5
Port Hacking High School	27.5
Port Macquarie Public School	27
Portland Central School	27
Prestons Public School	29
Primbee Public School	26
Punchbowl Public School	28
Quakers Hill East Public School	29.5
Queanbeyan South Public School	29.5
Queanbeyan West Public School	29.5
Raglan Public School	29
Randwick Boys High School	27
Randwick Girls High School	26.5
Rathmines Public School	27.5
Red Range Public School	25
Redhead Public School	27.5
Revesby South Public School	28.5
Robert Townson High School	29
Rockley Public School	28
Rocky River Public School	27
Rosebank Public School	29
Roselea Public School	28
Rossmore Public School	29.5
Sanctuary Point Public School	26
Sandy Beach Public School	28
Sarah Redfern High School	28.5
Shell Cove Public School	26
Shellharbour Public School	26
Sir Joseph Banks High School	28.5

Round 2 School Name	Mean maximum January temperature
Smiths Hill High School	26.5
Southern Cross Public School	28
Southern Cross School of Distance Education	27.5
Speers Point Public School	28.5
Springwood High School	28.5
Springwood Public School	28.5
St Clair High School	29.5
St Clair Public School	29.5
St Ives High School	27.5
St Ives North Public School	28
St Johns Park High School	29
Strathfield North Public School	28
Stroud Public School	29
Sunshine Bay Public School	25
Sussex Inlet Public School	26
Sutherland North Public School	27
Sydney Girls High School	27
Sylvania Public School	27.5
Tallong Public School	28
Tanja Public School	26
Taree High School	29
Taree West Public School	29
Tathra Public School	25.5
Tenterfield High School	26.5
Terranora Public School	29
Terrey Hills Public School	27.5
Terrigal High School	27
The Jannali High School	27.5
The Junction Public School	27
The Rivers Sec College Richmond River High Campus	29.5
The Rivers Secondary College Lismore High Campus	29.5
The Sir Henry Parkes Memorial Public School	26.5
Thornton Public School	29.5
Toronto High School	28
Toronto Public School	28
Tuggerah Lakes Secondary College Berkeley Vale	26.5
Tuggerah Lakes Secondary College The Entrance	26.5
Tuggerah Lakes Secondary College Tumbi Umbi	26.5
Tuggerah Public School	27
Tuggerawong Public School	26.5
Tuncurry Public School	28
Tuntable Creek Public School	29.5
Tweed River High School	29
Tyalla Public School	28
Ulladulla High School	26
Ulladulla Public School	26
Ulong Public School	26
Umina Beach Public School	27
Upper Coopers Creek Public School	28.5
Uralla Central School	27
Valley View Public School	27.5
Vaucluse Public School	27

Round 2 School Name	Mean maximum January temperature
Villawood North Public School	29
Vincentia High School	26
Wakehurst Public School	27.5
Waratah Public School	28
Warilla High School	26
Warners Bay High School	28
Warners Bay Public School	27.5
Warwick Farm Public School	29
Wattawa Heights Public School	28.5
Wauchope High School	27.5
Wauchope Public School	27.5
West Pennant Hills Public School	28
Westport Public School	27
Wetlands Environmental Education Centre	28
Whitebridge High School	27.5
Wiley Park Girls High School	28
William Bayldon Public School	28
Wilton Public School	28
Windale Public School	27.5
Wingham Brush Public School	29
Wingham High School	29
Wingham Public School	29
Winmalee High School	29
Wiripaang Public School	27.5
Wollongong Public School	26.5
Woodland Road Public School	28.5
Woolbrook Public School	28
Woollahra Public School	26.5
Woy Woy Public School	27.5
Wyoming Public School	27.5
Wyrallah Road Public School	29.5