

**BUDGET ESTIMATES 2022-2023**  
**Portfolio Committee 3 - Education**  
Minister for Education and Early Learning  
Hearing: 23 August 2022  
**Questions Taken on Notice**

**QUESTION 1, PAGE NO 4**

The Hon. COURTNEY HOUSSOS: What was the date of discovery, Mr Dizdar?

MURAT DIZDAR: Just bear with me.

The Hon. SARAH MITCHELL: I believe it might have been Wednesday 17 August. That's the information that I have.

The Hon. COURTNEY HOUSSOS: Wednesday 17 August?

MURAT DIZDAR: Yes, I'm just trying to keep track. Today is Wednesday, isn't it? I lose track of the school days, Ms Houssos.

The Hon. SCOTT FARLOW: Today is Tuesday.

The Hon. COURTNEY HOUSSOS: Today is Tuesday.

MURAT DIZDAR: Today is Tuesday, sorry. This was dealt with last Wednesday, reported with the hygienists on site on Tuesday of last week.

The Hon. COURTNEY HOUSSOS: Sorry, Mr Dizdar, you just said it was reported last Wednesday with the hygienists on site—

MURAT DIZDAR: No. Let me correct that if I said that incorrectly. Hygienists were on site last Tuesday and ANSTO on site on Wednesday. But let me just take that on notice so I don't give you the wrong dates.

**ANSWER**

The geological samples at Randwick Girls High School were reported on Monday 15 August 2022 with appropriate measures taken including isolating the material and the affected room. A specialist hygienist from William Sale Partnership attended Randwick Girls High School on Tuesday 16 August 2022. Advice was sought from the Australian Nuclear Science and Technology Organisation on Wednesday 17 August and an ANSTO health physicist attended Randwick Girls High School on Thursday 18 August 2022.

## QUESTION 2, PAGE NO 5

The Hon. COURTNEY HOUSSOS: Mr Dizdar, we've got really limited time so we don't need to go back over it again. I'm interested to know, then, who is investigating this incident?

MURAT DIZDAR: We're working with the school, with our health safety directorate, to ascertain how that substance may have been there and whether that substance was appropriate to be there as well.

The Hon. COURTNEY HOUSSOS: I think that's the million-dollar question, Mr Dizdar. Can you tell me when this report will be complete?

MURAT DIZDAR: No, but I'm happy to come back to the Committee on notice when we work through with the school.

The Hon. COURTNEY HOUSSOS: Perhaps you can provide us with some more information before the end of this session. It would be really helpful to know when the investigation is due back. Is this the first—

The Hon. SARAH MITCHELL: With respect, Ms Houssos, Mr Dizdar has taken the question on notice. He's not required to bring something back by at the end of the day. If he wants to consider that further, there is a time frame that he can respond on notice.

## ANSWER

Investigation undertaken by the school indicates that the substance was brought into the school by a past Science teacher who has since retired from teaching. The school provided information to the Australia's Nuclear Science and Technology Organisation (ANTSO). The final report is being completed by ANTSO.

### QUESTION 3, PAGE NO 6

ANTHONY MANNING: That school is in the planning phase. As you will be aware, we're working through the construction of the primary school. As we get close to the end of the planning phase for that site, there will be more community updates in terms of progress. I will have to take on notice how many updates there have been to the community during that time, either solely for the high school or as an update as part of the primary school delivery.

The Hon. COURTNEY HOUSSOS: Are you aware that there has been no new information on the School Infrastructure website?

ANTHONY MANNING: I'm not, but I'm happy to take that on notice. As we get to the end of the planning phase and we move into the delivery phase, there will be a lot more to update the community on in terms of expected dates for delivery and contractor appointment and a whole range of others.

### ANSWER

The NSW Government allocated funding to deliver a new high school in Edmondson Park in the 2021/22 Budget. The project is currently in the planning phase, which includes submitting a Final Business Case to NSW Treasury for approval.

An April 2021 update on the School Infrastructure NSW (SINSW) website for the new primary school in Edmondson Park explained that the high school project was separate from this project.

In June 2021, a Budget update was published on the SINSW website detailing projects funded as part of the 2021-22 NSW Budget, including a new high school at Edmondson Park. The project's webpage was updated at the same time.

Relevant stakeholder engagement continues as the business case is finalised. After the project scope is approved, further updates will be shared with the community as the project progresses on the SINSW webpage at

[www.schoolinfrastructure.nsw.gov.au/projects/n/New-high-school-in-Edmondson-Park.html](http://www.schoolinfrastructure.nsw.gov.au/projects/n/New-high-school-in-Edmondson-Park.html).

## QUESTION 4, PAGE NO 9

Ms ABIGAIL BOYD: Can you tell me, of those fully selective high schools, what the percentage and at the moment is of the full cohort that are boys?

The Hon. SARAH MITCHELL: I might ask Mr Graham to provide that information for you.

MARTIN GRAHAM: We can come back to that data. Obviously, there are some schools that are selective boys high schools or selective girls high schools. Are you looking for fully selective co-ed?

Ms ABIGAIL BOYD: I would like to know both the gender gap of the fully selective school cohorts, so if we have more fully boys schools than girls then that's obviously going to skew that.

MARTIN GRAHAM: Yes.

Ms ABIGAIL BOYD: That's a problem in itself. Also, if you could tell me separately the gender gap when it comes to just the co-ed selective schools. That would be very useful.

MARTIN GRAHAM: Certainly.

Ms ABIGAIL BOYD: If you could break it down by school, that would be even better.

MARTIN GRAHAM: That information is publicly available on the My School website or on the individual school websites, but we can come back to you with that in a consolidated form for you.

## ANSWER

### NSW public school enrolments at fully selective high schools by gender, 2021

	Girls	Boys	Total
<b>Girls schools</b>			
Hornsby Girls High School	721		721
North Sydney Girls High School	906		906
St George Girls High School	926		926
Sydney Girls High School	930		930
<b>Girls schools total</b>	<b>3483</b>		<b>3483</b>

<b>Boys schools</b>			
Farrer Memorial Agricultural High School		616	616
Normanhurst Boys High School		754	754
North Sydney Boys High School		937	937
Sydney Boys High School		1205	1205
Sydney Technical High School		918	918
<b>Boys schools total</b>		<b>4430</b>	<b>4430</b>

Co-educational schools	Girls	Boys	Total	% girls
Baulkham Hills High School	540	701	1241	44%
Caringbah High School	364	543	907	40%
Fort Street High School	313	600	913	34%
Girraween High School	309	444	753	41%
Gosford High School	494	560	1054	47%

Hurlstone Agricultural High School	420	569	989	42%
James Ruse Agricultural High School	384	471	855	45%
Merewether High School	496	584	1080	46%
Northern Beaches Secondary College Manly Campus	310	479	789	39%
Penrith High School	400	530	930	43%
Smiths Hill High School	326	399	725	45%
Yanco Agricultural High School	113	113	226	50%
<b>Co-educational schools total</b>	<b>4469</b>	<b>5993</b>	<b>10462</b>	<b>43%</b>
<b>Grand Total</b>	<b>7952</b>	<b>10423</b>	<b>18375</b>	<b>43%</b>

Source: Centre for Education Statistics and Evaluation, Department of Education

Extracted from National Schools Statistics Collection (NSSC) datacube in September 2022

Notes:

enrolment counts are headcount rather than full-time equivalent

**QUESTION 5, PAGE NO 22, 23**

Ms ABIGAIL BOYD: Can I ask: How many abuse complaints were made by children with a disability in 2021?

The Hon. SARAH MITCHELL: I might ask if the secretary has any of that data.

GEORGINA HARRISSON: Certainly. I think Mr Graham is just looking for the figures in his folder, Ms Boyd. Certainly, we are really clear and have been working hard for a while now on a disability strategy to try and improve the outcomes for students with disability across the system. We are clear that there are a set of circumstances where it can be hard to get to the truth of an issue and to address them appropriately. We have been looking at those issues and following through. I'll ask Mr Graham if he has anything to add.

MARTIN GRAHAM: Are these complaints about staff?

Ms ABIGAIL BOYD: Correct.

MARTIN GRAHAM: That is not data that I have.

Ms ABIGAIL BOYD: So complaints by students against teaching staff.

GEORGINA HARRISSON: I might, Ms Boyd, take that on notice or I am very happy to defer that question while I check in with Ms Van Berlo to see if we have that information with us.

Ms ABIGAIL BOYD: That would be very useful. I need to ask a few questions about that. How long will that take? Do we have it available? We are just waiting for the conversation behind.

DIANNE VAN BERLO: Sorry, could you repeat the question, please?

Ms ABIGAIL BOYD: I am looking for how many abuse complaints were made by children with a disability during 2021.

DIANNE VAN BERLO: I don't have access to that data.

GEORGINA HARRISSON: We don't have that data with us today, but we are very happy to take that on notice and look at an instant response and come back to you with that information.

The Hon. SARAH MITCHELL: Sorry, just to be clear, Ms Boyd, is against a member of staff the specific data you are after?

Ms ABIGAIL BOYD: That's right. Just to help you, this is data that was previously provided to the Committee.

GEORGINA HARRISSON: Very happy to provide you on notice with those updated figures.

Ms ABIGAIL BOYD: Up until 2020.

GEORGINA HARRISSON: Yes.

Ms ABIGAIL BOYD: We are really looking for that same data. I understand there has been some difficulty trying to get that data out of the department for 2021, so I am very keen to receive that data.

GEORGINA HARRISSON: Very happy to provide that on notice.

Ms ABIGAIL BOYD: And also what the outcomes of those complaints were and how many of those complaints were referred to the police.

GEORGINA HARRISSON: Very happy to provide what we can on that second point. I would just note that some of those investigations, if they were later in the year, may not be resolved as yet. Some of these matters are complicated, particularly when they involve the police and we have to pause investigations. Very happy to take that on notice and come back with what we have to date and then the number of unresolved cases, if that would be helpful.

Ms ABIGAIL BOYD: That would be helpful. You can break the data down in whatever way you like. Of course, we are not looking for personal details; we are looking for the aggregate data. How many child protection complaints against a staff member need to be made before a full investigation of that member is conducted?

## ANSWER

The Department works closely with the Office of the Children’s Guardian in meeting its responsibilities to investigate ‘allegations of reportable conduct’. The Department reports its investigation findings of reportable allegations and the action it takes to the Office of the Children’s Guardian.

The table below details the numbers of investigations closed in the period 1 January to 31 December 2021 following receipt of allegations of a child protection nature involving at least one student identified on the Nationally Consistent Collection of Data on School Students with Disability. The table shows the outcomes of these investigations and the action taken (if any) by the Department. The table includes matters opened prior to and during this period.

<b>Investigations closed by outcome - conduct towards students counted in NCCD</b>	<b>1 Jan – 31 Dec 2021*</b>
Not sustained	31
Remedial action	25
Disciplinary action	18
Dismissal**	14
<b>TOTAL</b>	<b>88</b>

\*data may differ from previous responses due to data remediation and cleansing

\*\*includes temporary contracts terminated and employees allowed to resign

Every allegation reaching the threshold for reportable conduct is reported to the Office of the Children’s Guardian (OCG) within 24 hours, as required under the *Children’s Guardian Act 2019*. A senior officer assesses every reportable allegation. The Department manages any risk to students and proceeds to investigate all reportable allegations.

Investigations are conducted with procedural fairness and are oversighted by the OCG. The information obtained in every investigation is assessed by an independent decision maker and outcomes are based on the available evidence.

Where students are non-verbal the Department uses whatever sources of evidence available to it, though these investigations can and do pose a challenge.

Where a finding of misconduct is made and the decision maker is considering dismissal or demotion, there is consultation about the outcome with a Disciplinary Advisory Panel, which includes a panel of senior officers of the Department. The role

of the Panel is to advise as to whether dismissal or demotion is proportionate and warranted.

## QUESTION 6, PAGE NO 24

Ms ABIGAIL BOYD: Understood. Could I ask you about the legal actions that have been taken in relation to treatment of children with disability in New South Wales public schools? I understand that you may need to take that on notice as well, but I would like to know how many legal actions have been taken involving staff in public schools in relation to the treatment of children with disability in the last four years?

GEORGINA HARRISSON: Very happy to provide on notice the total figures of any claims that have been made. Obviously if cases haven't resolved as yet, again, happy to provide the outcome where there has been one, but we will not be able to provide anything that would jeopardise current or future cases.

Ms ABIGAIL BOYD: If you could also let me know how much money has been spent in settlement and discontinuation agreements in regard to those sorts of legal actions?

GEORGINA HARRISSON: Very happy to see what we can provide on notice.

Ms ABIGAIL BOYD: Also, whether any of those settlements or discontinuations involve some form of confidentiality agreement?

GEORGINA HARRISSON: Again, I will need to take advice on what I am able to provide, but I am very happy to take on notice and provide back to the Committee anything that I can in relation to that.

Ms ABIGAIL BOYD: Is it department policy that any sort of confidentiality agreement or gag order be put on children or their families in relation to complaints they make against staff of public schools?

GEORGINA HARRISSON: I would like to take that on notice. I will come back to you with the specifics of any policy that may be in place, but I am not aware of one as I sit here today, Ms Boyd. But I am very happy to take that on notice.

## ANSWER

Please refer to answers to supplementary questions 6 (a), (b) and (d).

In response to whether it is Department policy that any sort of confidentiality agreement or gag order be put on children or their families in relation to complaints they make against staff of public schools, the Department of Education does not insist on confidentiality clauses in all settlements.

The Department complies with the Model Litigant policy in the conduct of litigation and considers the use of confidentiality clauses in relation to litigation settlements on a case by case basis. Frequently, confidentiality clauses are included at the request of claimants.

**QUESTION 7, PAGE NO 27, 28**

The CHAIR: How many staff are working in the Student and Parental Experience Directorate?

The Hon. SARAH MITCHELL: I might ask the secretary if she has got those figures.

GEORGINA HARRISSON: Firstly if I may, Chair, I think you commented in your questions around the systemic issues here. We don't see, in our complaints data, department-level systemic issues. But if you do have, as the Minister has indicated, examples that we should be aware of, I am happy to take them. Mr Graham leads the area responsible for our parent and student experience directorate. I'll ask him to provide some details on staffing for you.

MARTIN GRAHAM: There are currently 51 staff in that area.

The CHAIR: There are 51 staff, and you put out a survey and got 450 parent responses. That is nine per staff member. Do you regard this as some sort of farce?

MARTIN GRAHAM: The Have your say response was just part of the methodology we used to receive information from parents. The Tell Them From Me survey had over 400,000 responses from parents. That was one of the other ways in which we took parent input.

The CHAIR: But that precedes this directorate being established.

The Hon. SARAH MITCHELL: Also, Chair, the directorate—

The CHAIR: And why were focus groups undertaken?

MARTIN GRAHAM: Sorry? Why were focus groups—

The CHAIR: Why were focus groups undertaken?

MARTIN GRAHAM: As I said, part of the broad methodology—you do 400,000 parents this way, survey this way, and focus groups to dig down on detail.

The CHAIR: How many parents were in the focus groups?

MARTIN GRAHAM: I can come back to you with some of that information.

GEORGINA HARRISSON: I would also add, Chair—

The CHAIR: Were the focus group results shared with the Minister's office?

MARTIN GRAHAM: I can check what we've been—

The CHAIR: Surely you know whether or not the secretary—

GEORGINA HARRISSON: Chair, very happy to provide that on notice.

The CHAIR: Minister?

GEORGINA HARRISSON: I would also add that we consult broadly in relation to the Parents and Citizens Association as representatives of parents in our system. Again, this is not an issue that they have specifically raised with us. These issues are not ones that they have raised with us directly.

The CHAIR: Minister, have you seen the focus group results from the directorate?

The Hon. SARAH MITCHELL: Chair, I'll take that on notice to check with my office.

You asked if it had been provided to my office. Let me verify that and we'll come back to you.

The CHAIR: Would you regard it as inappropriate that these focus groups are being conducted and shared with your office in a pre-election environment? Focus groups are—

The Hon. SARAH MITCHELL: Like I said, Chair, I just want to check. I don't recall seeing the specifics of the focus group, but I just want to check that it wasn't provided to my office. But, again, in terms of the inference of your question, I think it's important that we make sure that the work that this parental group and directorate is doing is making sure that families feel and know that they can and should be engaged with their child's education in the public education system. I think the set-up

of this directorate is a very positive step in terms of parental engagement. There is a lot of evidence that shows that if children's parents are more engaged in their education, it does lead to better outcomes. But like I said, I don't recall seeing that, but I'll take that on notice.

**ANSWER**

To inform the development of the Parent and Carer Engagement Framework, a range of direct engagements with parents and carers completed the analysis of existing information and data.

The specifics of the focus group have not been shared with the Minister's office.

**QUESTION 8, PAGE NO 29**

The Hon. ANTHONY D'ADAM: I'll proceed. I'll elaborate. In April I asked about the incident at Katoomba High School. Ms Cachia at the time pleaded sub judice, but I understand now the matter has gone to trial and a guilty verdict has been returned against the offender. I wanted to ask, firstly, Minister, whether you were briefed about that incident at or around the time that it occurred and it became an issue that the department was aware of?

The Hon. SARAH MITCHELL: I will take on notice your question in terms of briefings and time frames. I am aware of the incident that you're referring to. It's a very serious incident. There are legal processes underway and I believe obviously, as you've said, that part has been carried out in terms of verdicts that have been found. As I said, I've been made aware of the appropriate specifics of that case. But I'm happy to take on notice when that occurred because I don't have that here with me.

**ANSWER**

Following correspondence from the father of the victim dated 8 December 2020 to the Minister, a Registered Ministerial Letter was received by the Department on 23 December 2020 (RML20/5605). The Department has advised that a briefing in relation to the RML was provided to my office on 3 February 2021.

## QUESTION 9, PAGE NO 32

The Hon. ANTHONY D'ADAM: Did you provide advice, Ms Harrison, to the Minister about using the power that was conferred under section 26HA of the Education Act—the non-attendance directive?

GEORGINA HARRISSON: I will take that on notice, if I may, and make sure we're very clear on the advice that was provided to the Minister. What I would say is during this time we also have a duty to provide education for all students, and we have to think about the safety of both parties concerned and the implications of decisions we make on both parties prior to an investigation and court process completing. We take those issues very seriously; they are not taken lightly. These are complex issues and I absolutely appreciate the concerns of the families here and can only imagine what they have been through. The students are no longer at the school, but the school and the community remains there to support those former students, as required.

## ANSWER

A non-attendance direction (NAD) can only be given if the Minister believes on reasonable grounds that:

- there is a significant risk a student will engage in serious violent conduct; and
- the non-attendance direction is necessary to protect the health or safety of the students or staff of any school.

When the allegation of a sexual assault was first raised with the school, the Minister was not briefed on using a NAD as the matter was still being investigated by the Police.

Before the male student was charged with the sexual assault of the female student, there was no AVO in place and the Department was not provided with any information from the Police to indicate the male student would engage in serious violent conduct at school.

Accordingly, the threshold for an NAD had not been reached during the two month period the male student attended the same school as his victim following the initial report of a sexual assault.

**QUESTION 10, PAGE NO 34, 35**

The CHAIR: We'll have to come back to that. Time is up. Minister, can I bring you to the terrible slur in the Lithgow district about "better breeding"—that the way to lift school results is better breeding among the parents. Do you recognise now the direct contradiction in the answers you provided on the Notice Paper? For instance, in answer to question 8933 on 29 June, you said:

The comment made was found to have been contained in the personal speaking notes of an employee.

The document was signed off, of course, by Debbie-Lee Hughes, the DEL. Then it says:

There is no evidence the phrase was verbalised.

So no-one has actually said this but Hughes has recorded it in her document and she's the only person who's got her name to that document from the meeting at one of the high schools. But then, just a few weeks later, on 1 August, in answer to question 9219, it says:

These comments have not been attributed to Ms Hughes.

Isn't this an attempt to say black is white and white is black? It just doesn't make any sense.

The Hon. SARAH MITCHELL: Not at all, Mr Chair, and I'm happy to ask Ms Nixon to once again provide some information in relation to that particular instance in the way that she did in the previous estimates hearing. As you would be well aware—and often members of this Committee are the most vigilant in putting questions on notice—we do get thousands and thousands and thousands of questions and obviously answer those appropriately. As there was an investigation underway into that particular comment—which, as I said in the House, is appalling; it should not be said at all—there was more information that was uncovered as part of that investigation and that's why there was updated advice provided to the House through that particular point.

The CHAIR: Ms Nixon, how can it be that the phrase was never verbalised—so it's only ever written in this document here dated 7 September 2020, signed off by Debbie-Lee Hughes alone? How can it be it was never spoken—it's only been recorded here—but then the comments have not been attributed to Ms Hughes? Who's the mystery person that you're blaming here, if it's not Hughes?

LEANNE NIXON: I just would like to be clear that, for privacy and confidentiality reasons, I can't provide the detail in relation to the employee who wrote the phrase. The investigation concluded that the comment was not made by the principal of Lithgow High School or Kandos High School, or the DEL.

The CHAIR: Well, if it wasn't a comment that was made—it says that in the answer; it was never "verbalised" and it was only ever recorded on this document—it must be Debbie-Lee Hughes, who signed off on the document and wrote those words, those offensive words, "better breeding", and is responsible for the writing of those words.

LEANNE NIXON: I can't make a comment on that. That's part of the investigation and I am not privileged to the detail of that.

The CHAIR: Is the investigation concluded?

LEANNE NIXON: The investigation is concluded.

The CHAIR: Why then can't the school community and the Lithgow district have some accountability for who made these disgusting comments reflecting on the breeding of the parents and the students at the school? Isn't it just another cover-up

by this department to pretend that nobody's ever done anything wrong and in this instance nothing has happened to this person?

LEANNE NIXON: The investigation has concluded. The people—the two principals of Lithgow High School and Kandos High School and the DEL did not make those statements. The investigation did conclude that someone had made that statement—

The CHAIR: So you're saying the statement was made.

LEANNE NIXON: —as they managed to find in the investigation.

The CHAIR: Ms Nixon, how can you say a statement was made if it says here: There is no evidence the phrase was verbalised.

GEORGINA HARRISSON: Chair, if I may, I'm very happy to take on notice and come back to the Committee with what we can. Some of this information is subject to privilege but I'm very happy to take away on notice and come back to you with information.

The CHAIR: What's the privilege involved? What's the privilege of saying in a school community they need better breeding and never being accountable for it? That's not privilege. That's covering up.

GEORGINA HARRISSON: Sir, I don't accept the assertion that this is covering up. I think it is a good lesson for us in how we respond—

The CHAIR: But what's the privilege? What's the privilege?

GEORGINA HARRISSON: If I may continue: It is a lesson for us in how we respond to documents we do not have in front of us and certainly for the record this was a document contained in a Standing Order 52 incorrectly included in those papers and, certainly, as we took questions on that, we should have been clearer in requiring sight of that document because I think that led to some of the previous confusion. Some of these issues are subject to ongoing matters within the department. We're taking advice on that. I am very happy to come back to you with any information we're able to provide.

The CHAIR: Secretary, how can you say you didn't have the document in front of you when your department lodged the document as part of the SO52 return?

GEORGINA HARRISSON: So, Chair, we didn't have the document in front of us in the budget estimates hearing. I would note that we have provided hundreds of thousands of documents and Standing Order 52s to this Committee and the upper House. If I was to come into this hearing with all of those documents in front of me, we probably wouldn't fit in the room.

The CHAIR: Well, this was a fairly high profile matter and it's incomprehensible to say that the phrase was never verbalised, yet the person who submitted and signed off on the document didn't use those words. Is there a perpetrator? Is there someone who did say those words—write down those words "better breeding"—and is responsible for them?

GEORGINA HARRISSON: So I think, as Ms Nixon has indicated, that has been subject to an investigation by the performance and ethical standards directorate of the organisation, and I'm very happy to provide to you what I can on notice in relation to the findings of that investigation.

The CHAIR: In those findings, was a perpetrator identified?

GEORGINA HARRISSON: As I've said, Chair, I'm very happy to take that on notice.

## ANSWER

The Professional and Ethical Standards (PES) Directorate investigated this matter. The PES investigation identified the circumstances in which the phrase was documented and the employee who wrote the phrase.

For privacy reasons it would be inappropriate for the Department of Education to publicly identify the employee. However, PES can confirm the employee is not the Director Educational Leadership (DEL) or the Principal.

The employee in question is no longer permanently employed by the Department.

## QUESTION 11, PAGE NO 45

The CHAIR: Are you confident at the moment of how many schools are actually doing the two mandatory classroom observations per annum in an independent rigorous way?

GEORGINA HARRISSON: Certainly, Chair, we saw through both the Auditor-General's work and the Productivity Commission's work that we have room to improve there. Certainly we accepted the Auditor-General's recommendations and have been implementing what we can. The first step for us is to get some changes in the award around that performance and development framework that will allow us as an employer to provide more direct and clear instruction to our staff in relation to that matter. Every staff member is expected to have a performance and development framework. It should include observations. My understanding, and the advice I have, is that under that current framework teachers select who may provide those observations. That's one of the areas we would be seeking change.

The CHAIR: Get their friends, yes.

GEORGINA HARRISSON: Mr Dizdar can give you some examples. We did see some great best practice, Chair, particularly, if you are interested, certainly at Macarthur Girls High School. It is one of our ambassador schools, called out by the Auditor-General as having a very strong process around performance and development, importantly, of staff. It is very much aligned to the teaching standards and to the Highly Accomplished and Lead Teacher standards. We do have absolutely first-class evidence and practice in our system that we want to replicate through that model. Mr Dizdar can give you some examples.

The CHAIR: No, I am after the general data. Why isn't every school like Macarthur girls?

GEORGINA HARRISSON: Certainly, that is what we are looking to use the ambassador program for—to highlight that best practice and share it. Our work through our Directors, Educational Leadership is seeking to build that capacity through the system and set those expectations and that's what we're continuing to do.

The CHAIR: Classroom observation and effective feedback loop can result in a 30 per cent gain in student results. We are talking big, high stakes here. Secretary, what's your best estimate of how many schools are following the two mandatory classroom observations a year in an independent and rigorous way, like Macarthur girls?

GEORGINA HARRISSON: I wouldn't want to risk misleading the Committee, so I will take that figure on notice, if I may, Chair, and come back to you.

The CHAIR: This is one of the most important things in education policy in the State. You can't tell us how many schools are like Macarthur girls?

GEORGINA HARRISSON: Macarthur girls is an absolute stand-out as an ambassador school. I would like to take on notice the specifics around that, if I may.

## ANSWER

The current Performance Development Framework (PDF) outlines that a minimum of two documented observations should occur per year.

The most recent relevant data is from 2019, when the Department and the NSW Teachers Federation completed a joint survey on observations.

Data from the 5,013 respondents to that survey indicated that as part of the performance and development cycle in 2019:

- 24.5% received no documented observation
- 19% completed one documented observation
- 75% had informal observations of practice to support their work.

The Department of Education has taken action in the Industrial Relations Commission with regards to the Performance Development Framework.

The Department is also undertaking work to find a solution to centrally capture observation compliance in the future.

**QUESTION 12, PAGE NO 47**

The Hon. COURTNEY HOUSSOS: Can I ask you then, there has been some money allocated for the construction of two gyms at each of the high school sites. When is that work going to commence?

The Hon. SARAH MITCHELL: Mr Manning might have an update on that one.

ANTHONY MANNING: I will have to take that specific question on notice.

**ANSWER**

As answered in LA QON 8217.

The NSW Government allocated funding for Stage 2 of the Murrumbidgee Regional in the 2021-22 NSW Budget. Stage 2 of the project is in the early planning stage, and is expected to include a multipurpose hall at both the Griffith and Wade sites.

The project design is being finalised and procurement of key consultants is underway. Delivery of the project is subject to a construction schedule that will be confirmed by the construction contractor once the main works contract has been awarded.

**QUESTION 13, PAGE NO 47, 48**

The Hon. COURTNEY HOUSSOS: We asked you a lot of question about the Yanco Agricultural High School girls' dorms. When will work commence on that?

The Hon. SARAH MITCHELL: I will check with Mr Manning. I was down in that part of the State not long ago and I believe there was some work done to get some of the temporary boarding facilities on site. That was due to happen soon but I want Mr Manning to provide the date because I actually can't remember off the top of my head. The idea I think is that early works would start on that project shortly.

ANTHONY MANNING: It's fairly imminent. I'll just go and do the systems if I can find a date, but it is pretty imminent from memory.

**ANSWER**

The NSW Government is delivering a major capital works project at Yanco Agricultural High School. The project will include an upgrade of facilities and is nearing the end of the design phase.

Next steps for the project include lodgement of the Development Application for the new construction and the tender process for a construction contractor. Project construction timeframes will be determined following the appointment of a construction contractor.

Further updates on the project will be communicated to school community through project updates as they become available and published on the School Infrastructure NSW website.

**QUESTION 14, PAGE NO 52**

The CHAIR: Could I ask either Ms Nixon or Mr Currie about how many complaints were received by staff at Castle Hill High School regarding the asbestos dangers at the school that triggered the PES investigation into this particular calamity?

LEANNE NIXON: I would have to take that on notice about how many complaints there were.

The CHAIR: Mr Currie, you would have conducted or known about the investigation. How many staff members complained that triggered your investigation, which commenced in September 2020?

DARYL CURRIE: We'd have to take that on notice to actually get the total numbers of complaints. I don't have that with me.

**ANSWER**

One employee complained to the Professional and Ethical Standards Directorate (PES) in 2020 which instigated the investigation.

## QUESTION 15, PAGE NO 52

The CHAIR: It's taken two years and it's not yet concluded. How long did it take you to locate the asbestos sampling report dated 29 July 2016, which was the origin of the complaint?

DARYL CURRIE: I'm not in a position to discuss that matter at the moment.

The CHAIR: You're not?

DARYL CURRIE: It's an ongoing investigation. It hasn't been finalised

The CHAIR: What does it say about you and your organisation that it took you 19 months to identify and locate the key document that was being complained about—the fact there'd been a positive asbestos sampling report in July 2016 that triggered the investigation? Why did it take 19 months to locate the most basic and obvious of the documents upon which the investigation would be based?

DARYL CURRIE: Once again, that's part of the investigation process that hasn't been finalised yet.

The CHAIR: What, you're investigating yourself and your 19-month delay?

DARYL CURRIE: I beg your pardon?

The CHAIR: That it's part of the investigation to find out why it's taken you 19 months to locate the asbestos sampling report that was the subject of the initial complaint about the school management?

DARYL CURRIE: The PES investigations are always reviewed and monitored in terms of how they progress. We're always reviewing and looking into the length of investigations and how to improve practice. But in terms of that particular case, I can't go into when that information was found and how it was found at the moment.

The CHAIR: Can you take it on notice?

DARYL CURRIE: I can take that on notice

## ANSWER

The Professional and Ethical Standards Directorate made concerted efforts throughout the investigation to identify information about whether a test had been undertaken.

There was no information to suggest the test was positive until the Certificate of Analysis was located. Interviews with witnesses elicited inconsistent information about whether a sample had been collected and who had collected a sample.

As further information was gathered, the investigation evolved and new lines of inquiry were taken.

## QUESTION 16, PAGE NO 53

The CHAIR: And give us an answer. The staff at Castle Hill High School for years and years made complaints about asbestos on the floor, asbestos falling from the roof and asbestos falling on their desks. The place was asbestos central. There was a response from the school to have an asbestos sampling report—this is the one dated 29 July 2016. The report was positive that there was asbestos in that staffroom and the staff were told that it was negative. Is there any explanation for why this lie was perpetrated at the extreme health risk of the staff, students and school community? Anyone?

LEANNE NIXON: That is what the investigation is looking at.

The CHAIR: What has it found so far as to how a positive asbestos finding in July 2016 could be communicated to the staff and the school community as a negative?

GEORGINA HARRISSON: Chair, I think as Mr Currie has indicated, I'm really conscious that we don't want to say anything here that might prejudice the outcome of that investigation. This is a very serious matter for that school and school community, and we want to make sure that we're able to complete that investigation and deliver its findings in a way that upholds the seriousness of that investigation and the appropriate boundaries in place. I'm very happy to come back you, Chair, on notice with all the information that we can now about that investigation, and undertake to you, Chair, that once that investigation is complete I'm happy to write to you with further information.

## ANSWER

The Professional and Ethical Standards Directorate investigation did establish staff misconduct. As these incidences of misconduct may pertain to an ongoing SafeWork NSW investigation, it would not be appropriate to provide a detailed account.

**QUESTION 17, PAGE NO 53**

The CHAIR: Has SafeWork NSW contacted PES and been critical of these delays?  
GEORGINA HARRISSON: Happy to take that on notice—

**ANSWER**

No

**QUESTION 18, PAGE NO 53, 54**

The CHAIR: Could I ask the director of health and safety what involvement her division has had with these asbestos issues at Castle Hill?

The CHAIR: Could I ask the director of health and safety what involvement her division has had with the asbestos issues at Castle Hill?

GEORGINA HARRISSON: As Ms Van Berlo comes to the table to answer that question, Chair, just for the record and for clarity, I want to make sure that the Committee is aware and the community is aware that the remediation works have taken place at Castle Hill, both through the summer holidays and through the most recent winter school holidays.

The CHAIR: That's great. That's six years after the positive sampling report—six years.

GEORGINA HARRISSON: Chair, I would note that as soon as the information was available to the department, we acted swiftly.

The CHAIR: Ms Van Berlo, please?

DIANNE VAN BERLO: The Health and Safety Directorate has been liaising with SafeWork and met any requests for information and provision of documents, and also has worked with the school staff to provide advice in relation to any concerns that they may have at various points in time.

The CHAIR: When did you first become aware of the problems?

DIANNE VAN BERLO: When I started in this role. I only started in this role at the beginning of this year.

The CHAIR: Only at the beginning of this year. That's five years after the positive sampling report. What was done prior to that by your predecessor?

DIANNE VAN BERLO: I can take that question on notice.

**ANSWER**

The Department acted as liaison between the school and SafeWork NSW to assist the school to prepare the required documentation to meet the S155 notices (request for information) and the Provisional Improvement Notices (PIN) as well as being involved in meetings with the school and SafeWork NSW Inspector. There have been eight notices seeking information from the Regulator, between 14 July 2020 (the first) and 10 March 2022, one unrelated to asbestos.

The Department also arranged for counselling through our Employee Assistance Program (EAP) to assist the school staff with their welfare concerns based around the potential exposure to asbestos and other welfare concerns raised during this time. The majority of EAP services provided were for the potential exposure to asbestos, and the media attention impacting the staff around the issue.

## QUESTION 19, PAGE NO 57

The Hon. ANTHONY D'ADAM: Can I move to the Quality Time action plan? I want to ask about the issue around accreditation. Mr Martin is familiar with my interest in this area. At a hearing last week I asked some questions about the accreditation of department-delivered professional learning. Why is it that the department isn't able to deliver the 50 hours of accredited training to its staff? Wouldn't that be a way to enable your teaching staff to be able to meet their accreditation requirements without having to go outside the department, spend their own money and use their own time to meet their professional requirements in terms of ongoing accreditation?

GEORGINA HARRISSON: So certainly, Mr D'Adam, the Department of Education offers a wide range. We have a large number of courses available throughout the year to support teachers in meeting their accreditation requirements. One of the benefits of our teachers accessing our professional learning, as you indicate, is, one, that its free to that individual and to the school, aside from the release time to take part in that professional learning; secondly, it will be evidence based; and, thirdly, it will be of a high quality because we have put all of our professional development opportunities for teachers through a very high bar of quality assurance. I'd like to take on notice, if I may, the number of hours available to a teacher in a particular given year or accreditation period and come back to you. Because, based on the advice I have received and seen, we offer a full range of courses and I would think that across the period of accreditation a teacher could absolutely meet their requirements through professional development delivered by us.

## ANSWER

The Department of Education offers a wide range of quality assured accredited professional learning across the four NSW Education Standards Authority priority areas:

- Delivery and assessment of NSW Curriculum/EYLF: 659.75 hours
- Aboriginal Education and supporting Aboriginal students: 25 hours
- Students/children with disability: 131 hours
- Student/child mental health: 197.5 hours.

The Department also has 4,841 hours of elective professional learning available to support accreditation.

**QUESTION 20, PAGE NO 58**

The Hon. ANTHONY D'ADAM: So you're not sure whether the professional learning that's delivered in a school is accredited or not? Is that what you're saying?

GEORGINA HARRISSON: I'm very clear that the professional development delivered by the department is accredited. But I would expect the vast majority, if not all, of the professional development delivered in our schools, to be accredited. But there may be some instances—for example, if a community was working with a particular community organisation around an issue relevant to their school—that it might not be. But I would like to take that on notice, if I may. Certainly, from the department's perspective, our professional development is accredited.

**ANSWER**

The Department of Education offers a wide range of accredited professional learning across the four NSW Education Standards Authority (NESA) priority areas, as well as elective professional learning courses. Both accredited and elective professional learning can count towards the professional development hours required for maintenance of teacher accreditation.

Information regarding NESA professional learning requirements is published at <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/professional-development/pd-requirements>.

**QUESTION 21, PAGE NO 58**

The CHAIR: Just coming back to the Castle Hill High School asbestos problem and the PES investigation that started in September 2020, how long was it before the leadership of the school was interviewed in the investigation—the school principal and the deputies who were responsible for this debacle?

GEORGINA HARRISSON: Chair, as Mr Currie is coming to the table, I note your ongoing interest in this case. I also note that there is public interest in us providing information. I would like the chance to provide the details that I'm able to provide on notice so as not to prejudice any outcome of an investigation. As I indicated, Chair, when that investigation is complete, I am very happy to write to you further with the outcomes.

The CHAIR: This Committee has resolved to have a special hearing day for our infrastructure inquiry on 19 September. We're going to swear in the culprits and get to the bottom of what's happened here because, in my assessment, this is one of the worst scandals I've seen—not just at the school, but the complete lack of action by your department to get moving on something that was critically important. So I'd like to know how long it took before the longstanding principal and the deputy at the school were interviewed about the scandalous situation with the sampling report in July 2016. Did that take 19 months?

GEORGINA HARRISSON: Chair, I absolutely agree with your assertions of the seriousness of this issue. You will appreciate that I do not want to prejudice the outcome of an investigation that could then impact on our capacity to implement any findings or determinations.

The CHAIR: Okay. You'll take that one on notice?

GEORGINA HARRISSON: I'm very happy to take it on notice.

**ANSWER**

Employees who are part of a Professional and Ethical Standards Directorate (PES) investigation cannot be compelled to provide information to an investigation.

The Deputy Principal and Principal both provided written information to PES at multiple stages in the investigation process.

The order in which information is sought from parties to an investigation will depend on a variety of factors including the role they had in respect to the conduct under investigation.

**QUESTION 22, PAGE NO 58, 59**

The CHAIR: How long after the start of the PES investigation did they contact asset management inside their own department to say, "How many times have you been out there to do maintenance and renovations on the school?" What did they know about the asbestos problem? There's nothing worse than disturbing this product and spewing the dust into the air.

GEORGINA HARRISSON: I'm very happy to take those specifics on notice, Chair.

The CHAIR: Asset management—Mr Manning, that's in your area, is it? Do you run that? When did asset management first become aware of the problem at Castle Hill?

ANTHONY MANNING: Again, Chair, we'd have to take that on notice as part of the investigation. We are obviously cooperating with PES and giving them all the information they require as part of that process.

The CHAIR: Can you detail, post-July 2016, how many renovations and maintenance projects were undertaken at the school and what attention was given to the asbestos problem, and approving those and conducting them at the school? A big concern of the teachers and the school community is that there were dozens of renovation projects where the asbestos was disturbed and nobody did anything about the danger.

ANTHONY MANNING: I can have a look. I can talk to the asset management team and see. It's worth noting, Chair, that the asbestos was above the ceiling. The ceiling void of that building is very small, as you'll see, so there is no access to the ceiling. There are no crawl spaces. There are no services in that ceiling as part of that. I will ask the question of the team and take that on notice, but it would be any interactions with that ceiling that would be relevant, rather than necessarily interactions across other parts of the—

The CHAIR: Right. And in the dozens of renovation and maintenance projects, was the existence of the asbestos raised as a concern and what did asset management do about it?

ANTHONY MANNING: I have no records that they were. Any works we would have undertaken where we had a suspicion of asbestos—we would have done air monitoring, as we did when we did deal with the asbestos when we found it in 2020. It is worth putting on record that the air monitoring that we did prior to the 2020 work, where we actually identified it, didn't show any readings in the air that would trigger the fact there was an existence of asbestos below the ceiling.

The CHAIR: When did you first become aware of the July 2016 positive sampling report? Asset management—when did they first become aware? Will you take that on notice?

ANTHONY MANNING: Again, I'm not aware we were across it until it came up in the searches as part of the investigation.

**ANSWER**

School Infrastructure NSW undertook proactive testing to blocks A, B, C, D and E in April 2020, which confirmed the existence of asbestos containing material within the roof voids of all five buildings. The Department's Work Health and Safety Directorate was informed and duly notified Safework NSW of the find.

The Certificate of Analysis for the July 2016 test was located on 6 April 2022. PES informed the Asset Management Unit on 6 April 2022. The Asset Management Unit was not aware of the testing prior to this advice.

**QUESTION 23, PAGE NO 59**

GEORGINA HARRISSON: Chair, I note that you commented on a number of remedial and renovation works that have taken place at the school. I'm very happy to come back with details to the Committee of any works that have been carried out at the school between those dates in the relevant areas of the school.

The CHAIR: Yes, and who funded them? In particular, did the school have its own capital works budget using the revenue from overseas students?

GEORGINA HARRISSON: Just to clarify, we'll come back to you on notice with any renovation work—

The CHAIR: And who approved each of the renovation and maintenance projects?

GEORGINA HARRISSON: —in relevant parts and the funding source for those renovations.

**ANSWER**

Please see attached spreadsheet. The information is from 1 July 2016 – 23 August 2022.

Year	Building	Room	Area	Project Description	Funding Source	Program	Sub Program
2021/2022	B00H		Multi Purpose Facilities	Roofing Upgrade	Planned Maintenance	Planned Maintenance - Capital	
2021/2022	Grounds		Pupil Facilities/Physical Education - Sports Court	Surface and painting work	Planned Maintenance	Planned Maintenance	Coating Systems - External
2021/2022	Various Demountables		Various Demountables - new roofs and painting Roofs - D10534 (P1), D11401 (P6), D14698 (P12), D15411 (P15) Painting - D10534 (P1), D17668 (P20), D13271 (P22)	Roof and Painting Project	Planned Maintenance	Planned Maintenance	Coating Systems - External
2021/2022	B00E	R0017	General Learning Space	Re-Paint - Walls; Internal	Planned Maintenance	Planned Maintenance	Coating Systems - External
2021/2022	Blocks C & D		Remediation works in Blocks C & D	Floor Coverings, internal and external painting and associated remediation works	Planned Maintenance	Planned Maintenance	Coating Systems - External
2021/2022	B00D		Administration/General Learning DR0038, DR1013; DR1022; DR1014; DR1015; and DR1026, DR1001; DR1002; DR1005, DR0038.	Staff Amenities Upgrade & Floor Coverings	Planned Maintenance	Planned Maintenance	Coating Systems - External
2021/2022	B0LL		Library/Science Learning	Floor Coverings	Planned Maintenance	Planned Maintenance	Floor Coverings

Year	Building	Room	Area	Project Description	Funding Source	Program	Sub Program
2021/2022	Various		Various	Flooring Works	Planned Maintenance	Planned Maintenance	Floor Coverings
2021/2022	Blocks A, E and LL		Various	Floor Coverings, internal and external painting and associated remediation works	Planned Maintenance	Planned Maintenance	Floor Coverings
2021/2022	B00F	R0016	Staff Study	Replace Floor - Carpet	Planned Maintenance	Planned Maintenance	Floor Coverings
2021/2022	A0001		Grounds	Concrete Path	Planned Maintenance	Planned Maintenance	Groundworks
2021/2022	B00A	AR0002	Food Tech Upgrade	Food Technology Upgrade	Minor Works	Upgrading & Additions	Food Technology Upgrade
2020/2021	Grounds		NEW COLA	Capital Funded Project - Provide new COLA	Major Works	Major Works - Metro Renewal	
2020/2021	B00C	CR0010	Technological & Applied Studies/Art/Computer Learn	Remove & Replace Ceiling in Room CR0010	Planned Maintenance	Planned Maintenance	Ceilings & Soffits
2020/2021	B00F		Physical Education/General Learning	Structural engineer for Hall floor rectification	Planned Maintenance	Planned Maintenance	Flooring
2020/2021	Various		Various	Demountable Re-Roof & External Painting	Planned Maintenance	Planned Maintenance	Roofing
2020/2021	A0001		Grounds	Supply & Install Shade Structure	School Funded Works	School Funded Works - Partial (Funds Confirmed)	
2020/2021	B00B	Various	Pupil Facilities/Physical Education	Student Amenities Upgrades	Minor Works	Upgrading & Additions	Toilet Upgrade
2019/2020	Blocks A, B, C, D and E	Various	Rooms on First floor with remediation required	Remediation of Hazardous Material Blocks A, C, D and E	Planned Maintenance	Essential Urgent Repairs	
2019/2020	Various			Electrical Upgrade	Minor Works	Upgrading & Additions	Electrical Upgrade
2019/2020	Various	Various	External Painting project Blocks, A C, D, E	External Painting project Blocks, A C, D, E	Planned Maintenance	Planned Maintenance	
2017/2018	B0LL		Library/Science Learning	Enclose the First Floor Level	School Funded Works	School Capital Projects - Central	

<b>Year</b>	<b>Building</b>	<b>Room</b>	<b>Area</b>	<b>Project Description</b>	<b>Funding Source</b>	<b>Program</b>	<b>Sub Program</b>
2017/2018	Various	Various	Grounds	Pavement Repair to Grounds	Planned Maintenance	Planned Maintenance	
2017/2018	BLOCK B		Repair to COLA roof BLOCK B	Repair to COLA roof BLOCK B	Planned Maintenance	Planned Maintenance	
2017/2018	Grounds		External Line Marking and painting Block F	External Line Marking and painting Block F	Planned Maintenance	Planned Maintenance	

## QUESTION 24, PAGE NO 60

The CHAIR: Just to go through the maths on that, if there's \$685 million in bank account reserves and \$50,000 is the maximum, how many schools are well over the maximum?

GEORGINA HARRISSON: Certainly as part of this transition schools also have the capacity to work down their current balance. You'll appreciate, Chair, that for many schools they go in partnership with their communities. They will match fund and seek to do particular works around a school, and so we are giving time for schools to spend that money in line with their plans. But Ms Owen might have the specifics on your question.

The CHAIR: Can I get a list of the schools that are over the maximum of \$50,000, please?

RUTH OWEN: What I could provide to the Committee—just again to be clear, the carry forward is the 3 per cent. Everybody had to reduce their budget—were not allowed to carry forward more than 3 per cent last year. This year, 3 per cent—

The CHAIR: You'll confiscate the money; that's good.

RUTH OWEN: There are some exceptions to that, and I can provide the Committee with the numbers of that. Last year it was specifically because of COVID. Some schools have some spending plans last year that, as you can imagine, were postponed because of things like lockdown, so there were a number of schools who asked for an exception. I've got the number here in front of me: 193 schools were given an exception to that 3 per cent at the end of last school year.

The CHAIR: Can I get a list of that 193?

RUTH OWEN: I'll look if I've got that for you, Chair.

## ANSWER

Under implementation provisions of the Carry Forward (Schools) policy, 193 schools were granted applications to carry forward funds above the transition threshold (3% of total school budget, with a cap of \$100K) between the 2021 and 2022 school years.

The 193 schools include:

- Allambie Heights Public School
- Anson Street School
- Australia Street Infants School
- Bankstown Senior College
- Bankstown South Infants School
- Baradine Central School
- Bass High School
- Batemans Bay High School
- Bega High School
- Belmore Boys High School
- Blackville Public School
- Blackwell Public School
- Blandford Public School
- Boggabilla Central School

- Bonalbo Central School
- Bossley Park High School
- Bossley Park Public School
- Bourke-Walgett School of Distance Education
- Bradbury Public School
- Broderick Gillawarna School
- Bundanoon Public School
- Burke Ward Public School
- Burnside Public School
- Buxton Public School
- Cabramatta High School
- Cambridge Park Public School
- Camden Haven High School
- Campbellfield Public School
- Canley Vale High School
- Canley Vale Public School
- Canowindra High School
- Canterbury Girls High School
- Canterbury South Public School
- Capertee Public School
- Caroline Chisholm School
- Casula Public School
- Charlestown East Public School
- Chatswood High School
- Cherrybrook Technology High School
- Chester Hill North Public School
- Colyton High School
- Como West Public School
- Condell Park High School
- Coolongolook Public School
- Cooma Public School
- Coonamble Public School
- Cootamundra High School
- Coraki Public School
- Corowa Public School
- Crookwell Public School
- Cullen Bullen Public School
- Currabubula Public School
- Davidson High School
- Doonside High School
- Dulwich High School of Visual Arts and Design
- E A Southee Public School
- Eagle Vale High School
- East Hills Girls Technology High School
- East Hills Public School
- Eastwood Heights Public School
- Edgeworth Heights Public School

- Emu Plains Public School
- Enngonia Public School
- Erina High School
- Fairfield Public School
- Fairvale High School
- Faulconbridge Public School
- Fernhill School
- Forbes High School
- Frank Partridge VC Public School
- G S Kidd Memorial School
- Galston High School
- Galungara Public School
- Gilgandra High School
- Girraween Public School
- Gledswood Hills Public School
- Glossodia Public School
- Goulburn Public School
- Gravesend Public School
- Grays Point Public School
- Green Hill Public School
- Griffith East Public School
- Gunnedah High School
- Hammondville Public School
- Hassall Grove Public School
- Havenlee School
- Hayes Park Public School
- Hebersham Public School
- Henry Kendall High School
- Hillside Public School
- Hillston Central School
- Holroyd High School
- Hoxton Park High School
- Huntingdon Public School
- Hurlstone Agricultural High School
- Illawarra Sports High School
- Irrawang High School
- James Fallon High School
- Jindabyne Central School
- John Warby Public School
- Kanahooka High School
- Karonga School
- Kegworth Public School
- Kempsey West Public School
- Killarney Heights High School
- Kingswood Public School
- Kingswood South Public School
- Kurrajong North Public School

- Kyeemagh Public School
- Lake Cathie Public School
- Lake Illawarra South Public School
- Lake Munmorah Public School
- Lakeside School
- Lavington Public School
- Lewisham Public School
- Lindfield East Public School
- Lithgow High School
- Long Flat Public School
- Louth Public School
- Macdonald Valley Public School
- Macksville Public School
- Macquarie Fields High School
- Maitland High School
- Marayong Public School
- Marra Creek Public School
- Marsden High School
- Marsden Park Public School
- Martins Gully Public School
- Matrville Sports High School
- Matthew Pearce Public School
- Minerva School
- Minto Public School
- Mitchell High School
- Moorebank High School
- Moorland Public School
- Moree Public School
- Moruya High School
- Moss Vale High School
- Mount Kuring-gai Public School
- Mudgee Public School
- Mulwala Public School
- Mulyan Public School
- Murrumbidgee Regional High School
- Muswellbrook High School
- Narrabeen Lakes Public School
- Nowra High School
- Nowra Public School
- Nymboida Public School
- Orara High School
- Padstow North Public School
- Pallamallawa Public School
- Panania Public School
- Para Meadows School
- Peel High School
- Penrith Valley Learning Centre

- Pilliga Public School
- Plumpton Public School
- Prairiewood High School
- Randwick Boys High School
- Richmond High School
- Rosemeadow Public School
- Rutherford Technology High School
- Rydalmere East Public School
- Shalvey Public School
- Shoalhaven High School
- Singleton Heights Public School
- South Grafton High School
- Spring Ridge Public School
- St Andrews Public School
- St Clair Public School
- Stuarts Point Public School
- Taree High School
- Taree Public School
- The Grange Public School
- Thomas Acres Public School
- Tomaree High School
- Toomelah Public School
- Toormina High School
- Tower Street Public School
- Towradgi Public School
- Tullamore Central School
- Vincentia High School
- Wamberal Public School
- Warragamba Public School
- Wattle Grove Public School
- Wee Waa Public School
- Wellington High School
- Westmead Public School
- Windsor South Public School
- Winmalee High School
- Wollondilly Public School
- Wolumla Public School
- Yenda Public School

List confirmed in February 2022, eligibility for exemptions may vary as a result of subsequent budget adjustments.

**QUESTION 25, PAGE NO 60, 61**

The Hon. COURTNEY HOUSSOS: How much money was recouped by the department as a result of the new policy last year?

RUTH OWEN: I'll take that one on notice.

The Hon. COURTNEY HOUSSOS: Okay, and if you can tell us how much then you anticipate would be recouped at the end of this year.

GEORGINA HARRISSON: I don't think we'd be in a position to give you an estimate of the position at the end of this year, but certainly following the end of the school year, once the financial statements are confirmed for the school part of our budget, we would be happy to provide that to the Committee.

**ANSWER**

In 2021 schools were allocated \$10.7 billion in State funding (via School Budget Allocation Report and budget adjustment) and carried forward \$551.9 million of unspent state consolidated funds into 2022. A total of \$59.7 million of unspent 2021 funds were reinvested by the Department of Education towards educational outcomes.

As carry forward balances relate to year-end financial position, projections are not available for unspent funds in 2022 until after the conclusion of the school year.

## QUESTION 26, PAGE NO 61

The CHAIR: I'll just take one more out of the Opposition's time. With regard to the end of the vaccination mandates, how many of the teachers affected by those have come back into classroom teaching?

GEORGINA HARRISSON: Thank you for the question. I'll ask Ms Walker to provide you with the data.

SIMONE WALKER: Thanks, Chair.

The CHAIR: What proportion of the total affected is that number?

SIMONE WALKER: I also note that Mr Lamb has the numbers of the staff that have returned, so remembering that after the end of the vaccine mandate, from 1 August, staff were able to return, and actually the process went incredibly smoothly, knowing that we already had almost 93 per cent of staff vaccinated at that stage. Mr Lamb might have the figures of the people that returned from that date.

CHRISTOPHER LAMB: If you could just clarify specifically, Chair, what your question is in relation to those people.

The CHAIR: Well, the different groupings. There were those under PES investigation; there were permanents who couldn't teach. There were temporaries and casuals who were on the Cachia broadcast that went out in February—about 9,000 of those or 8,000 of those. So of the different categories that have been raised in evidence to this Committee, how many have come back into classroom teaching?

CHRISTOPHER LAMB: Just to make sure that I give you the accurate information, I'll take that on notice and break that down for you.

## ANSWER

From 1 August 2022, unvaccinated staff were able to work in NSW public schools, except in Schools for Specific Purposes (SSPs).

The Department of Education identified 1,970 active teaching staff who were non-compliant with COVID-19 vaccination requirements immediately prior to 1 August 2022:

- 533 were permanent employees referred to Professional and Ethical Standards Directorate (PES) and either resigned or were dismissed;
- 494 were temporary employees who had their temporary contract cancelled on 7 December 2021; and
- 943 were casual employees who were unable to be engaged by schools until their vaccination status was signed and confirmed.

Since 1 August 2022, the following teaching staff in the cohort of 1,970 have returned to roles as follows:

- 480 have returned to casual teaching roles;
- 8 have returned to permanent teaching roles; and
- 148 have returned to temporary teaching roles.

**QUESTION 27, PAGE NO 61**

The Hon. COURTNEY HOUSSOS: Can I just ask: Of the money that you recouped last year, does that money just go back into the department's general coffers or does that go back to Treasury?

GEORGINA HARRISSON: Ms Houssos, for the balance of the financial year, that comes back to the department and we can make decisions about how we would invest that across the education system for the benefit of all schools, obviously at that point one-off funding that might be available. At the end of the financial year we would be able to submit proposals for carry forward at a State level if we had appropriate reason to do so.

The Hon. COURTNEY HOUSSOS: Do you have a specific program that that money's being put towards or maybe you can provide for us on notice how it was spent last year?

GEORGINA HARRISSON: I'm very happy to provide you on notice with what money was recouped.

**ANSWER**

Please see answer to transcript question 25.

**QUESTION 28, PAGE NO 63**

The Hon. COURTNEY HOUSSOS: I might have some more questions for Mr Martin in a moment, if he wants to come up to the microphone. Mr Lamb, while I've got you, though, how many of those teachers—in March we'd had 43 acceptances. How many acceptances are there?

CHRISTOPHER LAMB: I can take on notice the number of acceptances we have, but we're working with 300 short-listed candidates at the moment.

**ANSWER**

As of 31 August 2022, more than 350 people have been shortlisted under the Recruitment Beyond NSW program and are undertaking accreditation and approval processes. Twenty-one applicants have been issued with conditional letters of offer with two applicants due to commence teaching in Term 4, 2022. The remaining applicants, subject to visa timeframes will start teaching in our schools from the beginning of 2023, with other teachers expected to arrive throughout 2023 and 2024. The reference to 43 acceptances occurred in the previous Budget Estimates Hearing in April and relates to the Mid-Career Transition to Teaching program.

**QUESTION 29, PAGE NO 63, 64**

GEORGINA HARRISSON: Ms Houssos, there are some who have started. Mr Lamb may have the number with him. We have two streams of work, one of them is beyond borders, as in beyond our State border, and the other is international. We don't have any individuals who have started teaching who we have recruited from overseas and who we have been able to process a visa for and have them arrive yet. But we have had some interstate staff commence. I am very happy to provide that breakdown for you on notice.

The Hon. COURTNEY HOUSSOS: Great.

The CHAIR: The overseas number is zero. What's the interstate one, Mr Lamb?

GEORGINA HARRISSON: At this stage, yes.

CHRISTOPHER LAMB: The overseas number is zero. So far across the Teacher Supply Strategy we have recruited 161 teachers, 27 of whom are already in classes.

The CHAIR: And they are from interstate?

CHRISTOPHER LAMB: They're from across the different programs. I can give you a breakdown of the programs, if that would be helpful.

The Hon. ANTHONY D'ADAM: Yes, please.

The Hon. COURTNEY HOUSSOS: Yes, please.

The CHAIR: Interstate?

GEORGINA HARRISSON: I think we might need to provide that on notice, Chair. But I am very happy—

**ANSWER**

Two teachers are due to commence in schools in Term 4, 2022. One international teacher and one Australian teacher returning from overseas.

**QUESTION 30, PAGE NO 65**

The Hon. COURTNEY HOUSSOS: Excellent. That's very helpful. Thank you, Mr Lamb. I'm happy for you to tell us on notice what countries the 300 short-listed applicants are from and a breakdown of the numbers per country, if that's okay.

CHRISTOPHER LAMB: I'm happy to take that on notice and see what I can provide.

The Hon. COURTNEY HOUSSOS: Great. Excellent. Do you have any information around the subject specialties?

CHRISTOPHER LAMB: Again, I'm happy to take that on notice and see what I can provide.

**ANSWER**

**Table 1:** Number of applicants per country

<b>Country of Residence</b>	<b>Number of applicants</b>
Fiji	80
South Africa	69
Zimbabwe	44
United States	16
United Arab Emirates	15
Philippines	14
Kenya	13
India	9
United Kingdom	9
Singapore	4
Sri Lanka	4
China	3
Ghana	3
Kuwait	3
Malaysia	3
Namibia	3
Oman	3
Bahrain	2
Botswana	2
Eswatini	2
Japan	2
Mexico	2
New Zealand	2
Afghanistan	1
<b>Country of Residence</b>	<b>Number of applicants</b>
Canada	1
Dominican Republic	1
Estonia	1
Hong Kong	1

Indonesia	1
Ireland	1
Kyrgyzstan	1
Nigeria	1
Pakistan	1
Saudi Arabia	1
Serbia	1
Sierra Leone	1
Thailand	1
Tunisia	1
Turkey	1
Zambia	1

**Table 2:** List of teaching subjects (determined by NESAs).

<b>Teaching subjects</b>
Agriculture
Biology
Chemistry
Earth & Environmental Science
Physics
Mathematics
Biology Chemistry Physics
Earth & Environmental Science
Food Technology
Design & Technology
Engineering Studies
Engineering Technology
Geography
Information Processes & Technology
Software Design & Development

**QUESTION 31, PAGE NO 65**

GEORGINA HARRISSON: Ms Houssos, what I would say on those two issues is, firstly, we have targeted this recruitment effort in particular countries, although we are accepting expressions of interest from any country where an individual meets the requirements of the role. Those targeted countries have been those you would expect: the UK and Canada, for example. In relation to the subjects that we are targeting, this program was specifically established to target our STEM areas of shortage. So we do have a focus throughout this program on those STEM subjects.

The Hon. COURTNEY HOUSSOS: I want to be really clear; none of them are actually teaching in New South Wales schools yet under the overseas recruitments?

GEORGINA HARRISSON: No. As I've indicated—

The Hon. COURTNEY HOUSSOS: That's fine.

GEORGINA HARRISSON: —with an 18-month lead-in, this strategy is nine months old. With an 18-month lead-in for a visa application, it would have been impossible for us to get an individual into a school in that timeframe.

The Hon. COURTNEY HOUSSOS: There was a \$4 million contract to recruit the teachers. Are you able to tell us how much of that has been paid out?

GEORGINA HARRISSON: I am very happy to provide on notice details of what we have expended against those initiatives.

**ANSWER**

As of 1 September 2022, the Recruitment Beyond NSW program has expended \$441,900 on the contract.

## QUESTION 32, PAGE NO 66

The Hon. COURTNEY HOUSSOS: Can you tell me, Mr Martin, if you have a list of countries where, if you've done a teaching degree, you are able to be recognised or, alternatively, if there is a list of countries that you don't receive any recognition—so if you have been told anecdotally that there are certain countries where you may have done a four-year undergraduate degree or even a masters degree in teaching but you still, if you come to Australia, have to start your teaching process again? Let me be clear, the questions we asked in March were around the fact that we want this to be a rigorous process, we want to make sure these teachers do understand the New South Wales curriculum and we want to make sure that they are teaching our kids what they need to be. I am just interested to know about your processes. Is there list of countries where you say, "Even if you are a fully qualified teacher and you were teaching over there and you have done your teaching degree, we don't recognise any of that"? Or, alternatively, do you have a list of countries where we do recognise it?

PAUL MARTIN: I don't think there is something as simple as a list of countries in or out. It's got to do with the qualification of those countries and often English language requirements. There are some oversea jurisdictions where the English language requirements are obviously—New Zealand, the UK, America, Canada et cetera. There are others where we would have to make sure that a teacher fulfilled our national English language tests. But I don't think that we have—and I will clarify—a specific set of countries or qualifications that wouldn't work with teaching in New South Wales. We make an assessment based on the qualification as presented.

## ANSWER

The NSW Education Standards Authority assesses overseas qualifications by using the Australian Government Department of Education's Country Education Profiles as a primary resource.

**QUESTION 33, PAGE NO 66**

The CHAIR: Can I ask about webcasts or online Zoom gatherings? How many of these have been conducted by Kerry Chant to talk to school principals about her view that masks are essential in schools?

GEORGINA HARRISSON: Chair, I'm very happy to take on notice where we have worked in partnership with Dr Chant to provide advice to public schools. These may be better questions for her in terms of other engagement. I know she has participated in some engagement with independent schools, for example, and the Catholic sector. That might be a question best directed at her in terms of her diary. But, certainly, in terms of briefings that have occurred and engaged with Dr Chant in the public school, I am happy to provide you with details of that on notice and a summary of the issues covered.

The CHAIR: It seems that she has held lot of these, not necessarily in line with the policy at the top of the New South Wales Government. Has there been any problem with Chant being seen as circumventing government policy or she has the support of your Minister and her own?

GEORGINA HARRISSON: I can't speak for Dr Chant. What I can say is that when she has provided advice to our school principals—and it's been on quite limited occasions that she has directly spoken to them; I think we had one prerecorded piece of advice rather than a web cast, per se—she has very clearly provided the advice in line with her public statements at the time. I couldn't speak to what she may have said in other forums where I have not been in attendance, Chair.

The CHAIR: Has she initiated these gatherings with school principals to issue her advice?

GEORGINA HARRISSON: I believe that sectors have approached Dr Chant to provide that insight and information to their heads. But, again, I think those questions are best directed to Dr Chant in terms of the invitations that she's accepted and information she's provided.

**ANSWER**

Throughout the pandemic, Dr Kerry Chant has attended online meetings with NSW public schools and other stakeholders to provide updates on COVID-19 cases and science and reinforce strong encouragement of wearing masks indoors where social distancing cannot be maintained. This advice is consistent with NSW Department of Education and NSW Government advice. Where Dr Chant was unable to attend, Dr Jan Fizzell (Senior Medical Advisor in the COVID and Influenza Branch of the Office of the Chief Health Office) attended.

Meetings with Dr Chant and NSW public schools:

<b>Date</b>	<b>Purpose</b>
5 August 2021	Update boarding school principals of settings on return to school
19 October 2021	Discussed the return to school Rapid Antigen Test pilot program with Albury public school principal and community
25 November 2021	Update school principals of setting changes for Term 4 and live Q&A with Dr Chant

20 July 2022	Did not proceed – discussion between Dr Chant and Secretary regarding changes to school settings for Term 3 was filmed but was not used.
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Meetings with Dr Fizzell and NSW public schools:

<b>Date</b>	<b>Purpose</b>
23 April 2020	Update school community (including, principals, teachers and parents) on COVID-19 and school settings
15 July 2021	Update Community Language Schools on COVID-19 and school settings
15 October 2021	Inform school students of the work of Health during the pandemic, including keeping safe

## QUESTION 34, PAGE NO 70

PAUL MARTIN: You can get 50 hours from within those four accredited areas and 50 from without. Most teachers' professional learning is in the curriculum area anyway, and the other three areas cover at least 50 hours. I think I indicated at the last hearing that I had attended, teachers do roughly 250 hours, on average, of PD—more than the 100 that they're required. While there may be issues of teachers not being able to locate appropriate PD in the last couple of years because of COVID, we have adapted around their particular and specific needs by extending the time limit for their accreditation processes, or if they're part-time teachers or temporary teachers, giving them an extra two years. The department's responsibility is the accreditation of programs in the four priority areas.

The Hon. ANTHONY D'ADAM: Who decided that? The NESAs board decided the four priority areas?

PAUL MARTIN: The NESAs board made recommendations that were agreed to by the Minister as part of the changes to the professional learning policy from 2020, I think it was.

The Hon. ANTHONY D'ADAM: Why is it that you can only get accredited hours that are so narrow and don't necessarily—I mean, if the training meets the professional standards, isn't that the purpose of the accreditation? What's the public policy rationale behind such a narrow application of the professional standards?

PAUL MARTIN: The difference between professional learning and training, which I think the secretary indicated earlier, is a clear one. I mean, there are things that are required for your job that are not necessarily about growth as a teacher or expansion of your capacity to teach—pedagogy et cetera—or the groups of students that you may have in your classroom—Aboriginal students or students with a disability—and the range of adjustments that are required. So all of the sorts of things that are core to teaching have been identified as part of those four priority areas. All of the other standards—there are, as I said, 37—you can continue to do PD in those areas and you have to complete 50 hours of elective PD, so that still counts, but it's not within the four priority areas.

GEORGINA HARRISSON: My apologies, Mr D'Adam, if my answer confused that matter. Our teachers are required to complete the whole 100 hours of PD; 50 of them are in accredited professional development. Those accredited professional development areas are as Mr Martin outlined, which is why in terms of child protection it is not in the 50 accredited hours by the department. But I will come back to you on notice. I do believe it is able to be counted for the elective part of the professional development hours.

## ANSWER

As outlined by the New South Wales Education Standards Authority, elective professional development is flexible and focuses on professional needs, taking into account context, prior knowledge and areas of interest.

The Department of Education offers a wide range of courses and activities that can contribute towards this requirement. Mandatory training, including Child Protection, is one example.

**QUESTION 35, PAGE NO 71**

The Hon. ANTHONY D'ADAM: Can I ask about COVID? I asked at the last estimates about the number of notifications from teachers. Can you give us an update in terms of the figures? How many hours, perhaps, is the metric I might ask about. How many teaching hours have been lost as a result of absences attributable to COVID?

GEORGINA HARRISSON: I think your question here, Mr D'Adam, is how many teachers have had COVID and how long have they been off for?

The Hon. ANTHONY D'ADAM: Sure.

GEORGINA HARRISSON: Teachers have been required to let us know if they have had COVID. Obviously, there have been further absences where teachers have been carers of others. But to the specific question, just under 27,000 teachers have reported to us that they have tested positive for COVID. Obviously, the isolation requirements have been in place through that time and have varied during that time, so I can't give you a specific on days but happy to come back on notice for this year—for example, from January to now—in terms of the time lost in that. I can come back to you on notice with that

**ANSWER**

Instances of sick leave to June 2022 are up by around 60 per cent on 2019 figures, and are 38 per cent higher than last year, as teachers are doing the right thing and staying home when they are sick, even with mild symptoms.

The Department of Education is unable to attribute leave specifically to COVID illness or a requirement to isolate as the Department does not require employees to disclose the type of illness or specific reason for taking sick leave.

**QUESTION 36, PAGE NO 72**

The Hon. ANTHONY D'ADAM: There was a story that ran a couple of days back about the impact of low sensitivity RAT tests being distributed by schools, and that contributing to people going to school with COVID and exacerbating the spread. Has there been any action taken around that issue of the tests that have been distributed by schools having low sensitivity and therefore contributing to COVID spread?

GEORGINA HARRISSON: Thank you for the question. The RAT tests that we have procured and distributed were done so on the basis of the list from ATAGI of approved rapid antigen tests. I think subsequently there has been some discussion in the media and other places about the relative effectiveness of those tests. I would note that the tests at any given time have only been one part of our response in relation to COVID in those schools. Of course, the situation in our schools reflects the situation in the broader community amongst the mixing of individuals, for example. In terms of the use of those RAT tests, they're precautionary. I would imagine the same would occur here in relation to those rapid antigen tests. Certainly they are not as sensitive as a PCR test, but they have played an important role in identifying cases in our schools, certainly at the return of school this year, which was the main time we were relying on those rapid antigen tests. Since that time we have sought to distribute rapid antigen tests to support ongoing testing in the community and to ensure that they're available if parents have a child—one of our students—who is presenting symptoms. But certainly we've also said that if you have symptoms, please stay home from school. Even if you have a rapid antigen test negative result—

The CHAIR: That's most important.

GEORGINA HARRISSON: —please stay home from school. If you're not sure whether or not it's COVID, please go and get a PCR test. Our messaging has been very clear on that. I am very happy to come back on notice with any specific issues relating to the RAT tests we have distributed in case there were any, Mr D'Adam, but it has not been brought to my attention at this stage.

**ANSWER**

All rapid antigen test (RAT) kits purchased by the Department of Education are approved by the Therapeutic Goods Administration. The Department and NSW Health worked together to secure RAT kits required for distribution. To purchase the RAT kits, the Department followed competitive procurement processes, which invited three approved organisations from the NSW Health panel.

Additional RAT kits required by the Department have been supplied by NSW Health from the NSW Government stockpile.

The use of RAT kits is only one of a number of layered safety measures currently in place in schools. Additional measures include vaccination, ventilation, COVID-smart guidelines for school activities, hygiene and cleaning. The Department is confident that the combination of these safety measures, including the recommended use of RATs by staff and students, has helped reduce risk and keep our students learning in the classroom.

**QUESTION 37, PAGE NO 74**

**MURAT DIZDAR:** I'd like to check that. I visited the primary school; I visited the high school. When I answered the questions on notice at the time I didn't dive back into the reference group. It wasn't one of the questions that was asked of me at the time. I'm happy to go back and check that. But I'm happy to tell the Committee that even if I was in attendance at the reference group—which I intend to check, and I'll grab the minutes—if NAPLAN cheating had been raised in that meeting, I would have taken the steps that I've provided Parliament in answers.

**ANSWER**

The Local School Reference Group meeting of 11 May 2022, was attended by officers from the Department of Education including Mr Murat Dizdar, as well as school personnel from both campuses and reference group members. The meeting was held at the primary school.

Items discussed at the meeting were: School Reference Group training, and information regarding two newly established staffing positions as well as the co-ordination of the proposed Community Hub. There was also an opportunity for additional community members to meet with Mr Dizdar to discuss broader educational matters. No allegations of cheating in NAPLAN were raised or discussed at this meeting.

**QUESTION 38, PAGE NO 74**

The CHAIR: It has been raised now. What do you plan to do about it? There's an allegation there at Walgett. It's appalling. Do you think more generally there's a problem in connected community schools where they obviously want them to be successful and their results to look good? Is this possibly widespread in these types of schools to boost the results, to prove the model works and the people in the ACG who are dishing out different positions and wielding influence stay in those jobs?

MURAT DIZDAR: Let me take those one at a time. You asked me what have I done with it. In other answers I gave via questions on notice, I indicated that on 7 March 2022 that Mr Train emailed the secretary's office, had cc'd my office—not my personal departmental email account; my office email account—and had attached a document called "sample scenarios", which I then followed up with the Professional and Ethical Standards. That was the point I became aware of this document that Mr Train claims that I was made aware of on 11 May 2021 on the school visit. I was not, and I stand by that assertion, and I referred it to PES for their follow-up.

The CHAIR: You haven't sent a directive to all these connected community schools you're responsible for to say, "We've got one example of this cheating and it's unacceptable and we're going to put systems in place to ensure it doesn't happen anywhere else"?

MURAT DIZDAR: First of all, Chair, I don't accept the premise that cheating has taken place. No allegations have been raised with me.

The CHAIR: A boy who can't read got 34 out of 36.

MURAT DIZDAR: Yes. They are very serious allegations and if there's any material evidence—

The CHAIR: His surname corresponds with the person who runs the school.

MURAT DIZDAR: Again, Chair, if we're talking about the primary school, that was Mr Train running the school at the time. He was the executive principal. If we're talking about the high school, the principal is Mr Batchelor, so I'm not sure who you're referring to.

The CHAIR: Anne Dennis.

MURAT DIZDAR: Well, she does not run the school so I don't accept that claim. The executive principal runs the school. If there's material evidence, my PES colleagues are here. They should be referred straight to PES.

The CHAIR: What's PES done about it, please? What is PES doing in regard to this cheating problem?

DARYL CURRIE: We're not in a position to give information about whether there is or isn't an investigation at the moment. I would have to take that on notice. In terms of allegations—

The CHAIR: Because you don't know or you just won't tell us?

DARYL CURRIE: I don't know at the moment. In terms of allegations, though, I think what's really important is that we act on specific allegations of misconduct, not generalisations—so specific allegations of what had to happen with what we would be looking into.

The CHAIR: I think in this case it's a boy who can't read who got 34 out of 36. He missed the first couple and then got 34 in a row. It seems that the allegation being that he got assistance—you know, the person saw he was missing them after a couple and then chimed in and thereafter it was 100 per cent. So maybe on notice you can get back to us about what's being done about the reference from Mr Dizdar having seen this sample scenarios document in March.

## ANSWER

The Professional and Ethical Standards Directorate (PES) considers allegations of both a child protection and non-child protection (general misconduct) nature. All allegations are triaged through the PES Preliminary Investigation Team and assessed by a senior officer.

Allegations of a non-child protection nature are considered suitable for PES investigation where there is some evidence to support the allegations made. This is consistent with general practise with regards to the management of employment matters. PES would not consider matters which are scenario based, or which don't specifically articulate an employee or class of employees or a specific event which requires investigation. PES regularly provides advice to stakeholders on the level of evidence required and/or complaints management with a view to identifying evidence-based allegations of misconduct.

Mr Train provided PES with a document titled 'sample scenarios' in preparation for an online meeting to be held on 8 June 2021. Included in this document was the scenario as follows:

*You review NAPLAN results from Year 3 and discover some anomalies. You establish that a student who can't read scored 34/36 in their Numeracy test. The student is now in Year 5 and there is no school testing that supports this data.*

PES had no reason to believe that this scenario was based on an actual situation nor did it identify that an employee was involved in assisting a student to 'cheat'.

A review of PES records has confirmed that no direct claims, allegations or material evidence in relation to these hypothetical scenarios have been provided to PES. At present there is no evidence that would substantiate the need for a PES investigation in relation to this matter.

## QUESTION 39, PAGE NO 75

The Hon. ANTHONY D'ADAM: I was going to ask about the announcement in relation to new curriculum resources. Has a contract been let for that?

GEORGINA HARRISSON: No, I think the announcement that was made was that we were going out to tender for that provision. For clarity—because I note there has been some discussion both around the profession and in the public domain around this—that tender will deliver its first resources in I think eight weeks after we have let the tender, and I'll ask Mr Graham to provide some further information. But across 18 months we'll provide, fully aligned to the syllabus, curriculum resources for our teachers to support them in the differentiation locally to the needs of their students. Mr D'Adam, if I may add to that, the other thing that we will be ensuring, as we have with the Universal Resources Hub—that's been widely accepted and championed through our system and welcomed by our system—is that we will be maintaining that quality bar of evidence and high quality for the provision of those resources. Mr Graham, did you want—

MARTIN GRAHAM: The online learning platform tender has closed, but the tender's not been let yet.

The Hon. ANTHONY D'ADAM: I see. Are you able to provide on notice the tender document?

GEORGINA HARRISSON: I think the tender documents would have been on the—

MARTIN GRAHAM: Certainly, yes. They were publicly available. We can provide them.

GEORGINA HARRISSON: We can provide the link to those.

## ANSWER

The Online Learning Platform tender was published at:

<https://www.tenders.nsw.gov.au/doi/?event=public.rft.showClosed&RFTUUID=51187556-A024-C9A1-A4691D8CC1D52E28>.

In line with standard process, this page is archived 30 days following the application closing date.

## QUESTION 40, PAGE NO 76

GEORGINA HARRISSON: I think we've structured it in a way that a large variety of providers could come forward and participate, and that's certainly been the intention. We want to make sure that, given the breadth of areas of subjects that we are seeking to cover, that there may well be specialist providers within a particular discipline, for example. So we are very clear that we want to make sure we are giving wide opportunity to participate and we don't necessarily limit the outcome of this tender to one provider. This could well be a mixed delivery model across a number of providers with specific expertise, and I'm sure the Committee is aware of some of the organisations across Australia that have started providing this kind of work. What we want to do is make sure that the stuff the department is endorsing for our teachers meets our quality assurance bar. Rather than saying there's a plethora of things out on the internet you can go and find from a whole range of providers who are starting to produce material, that we're able to say if you go to it through the Department of Education, if you go and find resources through our universal resources hub, you can guarantee that the quality will be there, that it will be backed by evidence and that it will be aligned to our syllabus.

The Hon. ANTHONY D'ADAM: What guarantees can you give us that this work is going to be done domestically, that it's going to be done in New South Wales, that the materials are going to be produced by Australian workers or New South Wales workers?

GEORGINA HARRISSON: I'll take that on notice in terms of the specific tender. Certainly we can guarantee that it will be aligned to the New South Wales syllabus. I do not know at this stage—I am not aware of who the providers are, but I'm very happy to provide on notice as we finalise that information about the nature of the providers and where the work may be carried out.

The Hon. ANTHONY D'ADAM: Is there nothing in the tender documentation that would insist on domestic production of the materials?

GEORGINA HARRISSON: I'll see if Mr Graham is able to provide us—we might need to take that on notice.

MARTIN GRAHAM: We will take that on notice.

## ANSWER

Under the provision of various Free Trade Agreements, this project is covered by the requirements of the Enforceable Procurement Provisions (EPP).

## QUESTION 41, PAGE NO 77

The Hon. COURTNEY HOUSSOS: I've got a whole bunch of bits and pieces, so I might just whizz through them really quickly, if that's okay. Mr Manning, I just want to come back to Gregory Hills. Have you got a completion date for that yet—for the permanent school?

ANTHONY MANNING: We don't have for the permanent school. Their SSDA application will be lodged in September. We have a contractor appointed to the project. The moment the SSDA application is approved, we will agree a completion date with the contractor and get stuck into it pretty quickly. But it's ready to go, once we have the approvals we need.

The Hon. COURTNEY HOUSSOS: And how long do those approvals usually take?

ANTHONY MANNING: They can take as short as six months or can take nine months to 12 months, depending on what issues come back as a consequence of the consultation with agencies.

The Hon. COURTNEY HOUSSOS: Okay. And you said there is a DA in at the moment for the temporary school.

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: How much is the capacity of the temporary school under the DA?

ANTHONY MANNING: I would have to come back on notice as to exactly what the capacity is.

The Hon. COURTNEY HOUSSOS: Okay, sure.

ANTHONY MANNING: But the DA is with council. It will be on public exhibition pretty soon. Happy to provide you to a link.

The Hon. COURTNEY HOUSSOS: If you can provide that on notice, that will be great. Can you tell me will the cost of the temporary school be contained wholly within the approved budget of the construction of Gregory Hills?

ANTHONY MANNING: No, it won't be.

The Hon. COURTNEY HOUSSOS: So, it will be in addition to it?

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: And can you tell us how much that will be?

ANTHONY MANNING: Again, once we've confirmed the capacity and got approval for it, we can provide that information on notice.

The Hon. COURTNEY HOUSSOS: When was the DA lodged?

ANTHONY MANNING: Probably—I think it may have been two or three weeks ago.

The Hon. COURTNEY HOUSSOS: Two or three weeks ago. Okay.

GEORGINA HARRISSON: Ms Houssos, just in terms of the budget question, I just want to make sure that we're clear. I don't want you to be disappointed when the question on notice response comes. Due to the timing of the DA, until that is approved for the temporary school, we won't be in a position to confirm the budget for it. But I am happy to undertake to write to you at the point that that is clear to provide you with the updated budget information at that point.

## ANSWER

Construction of the new primary school in Gregory Hills is being brought forward and the school will commence operation Day 1, Term 1 2023, subject to planning approvals.

The new school will see students and staff accommodated in temporary facilities, while the permanent facilities are delivered, to support the growing community and cater for increasing enrolment demand.

The Development Application (DA) was on public exhibition until 29 August 2022. The Department is seeking approval for a temporary school at Gregory Hills to accommodate up to 300 students and is working closely with Camden Council, as well as the Sydney Western City Planning Panel, to obtain DA approval.

The DA approval process forms a key part in finalising the scope and estimated total cost of the temporary school. The Department will manage all costs associated with establishing a temporary school within its budget parameters.

**QUESTION 42, PAGE NO 78**

The Hon. COURTNEY HOUSSOS: That would be good. Thank you very much. I appreciate that. I just want to ask Mr Manning, through the course of our school infrastructure inquiry, we obviously visited Gregory Hills. One of the things I'm pretty sure we talked about was a new method of construction. How many schools are currently being constructed under the new methods of construction?

ANTHONY MANNING: Again, I have to take the exact number on notice. But certainly of the 2022-23 projects, there are probably more than a dozen that we think fulfil the requirement for the modern methods of construction, and Gregory Hills is one of those.

The Hon. COURTNEY HOUSSOS: Okay. So we going to get a pop-up school, but then a modern method of construction. So it's just like Northbourne all over again.

ANTHONY MANNING: It's nothing like Northbourne. In what way is it like Northbourne?

The Hon. COURTNEY HOUSSOS: Because we getting a temporary school and then we're using these new methods of construction. Is that not so?

The CHAIR: Is the new method the Fern Bay model?

ANTHONY MANNING: Yes, the Fern Bay model. Northbourne was either volumetric modular or traditional, but I think it was traditional. I think it was a copy of North Kellyville, so it wasn't a modern method of construction at all. It was a traditional build.

The CHAIR: The school will be the Fern Bay classroom, plus some demountables?

ANTHONY MANNING: That's the intent. The pop-up school will be demountables, which we already have in stock. The permanent school will roll through as part of our modern method of construction in order to speed up the construction process.

The CHAIR: That will happen pretty quickly on the Fern Bay model. They get them up in a month.

ANTHONY MANNING: It will happen very quickly.

The CHAIR: That's good.

The Hon. COURTNEY HOUSSOS: And you have more than 12 of those that are currently—

ANTHONY MANNING: We think so. We think we've got a good crop of schools, particularly those committed in the last budget, that we think fit the criteria really neatly. Some of them are brand-new schools, and some of that would include a second stage at Schofields to replace the pop-up school that was there. Again, we think that fits that prefabrication model quite neatly.

The Hon. COURTNEY HOUSSOS: Are you able to provide us with a list, on notice, of the 12 that are being considered?

ANTHONY MANNING: There is a delivery strategy document that I think the Minister launched yesterday. That's on our website. That actually goes some way, I think, to identifying those projects that we think fit that criteria.

**ANSWER**

School Infrastructure NSW is developing a sustainable Modern Methods of Construction (MMC) market to enable rapid delivery of high quality, efficient and safe educational infrastructure to support learning outcomes.

A standard design provides efficiency in the early design phases and simplifies maintenance in the longer term, due to the consistent and repeatable approach.

The School Infrastructure NSW 2022-23 Delivery Strategy is publicly available.

## QUESTION 43, PAGE NO 78

The Hon. COURTNEY HOUSSOS: I'll have a look at that and, if not, I'll lodge supplementary questions. Thanks very much for that. Just on Cooler Classrooms, Mr Manning, this is obviously one that we have canvassed extensively over many budget estimates hearings. I am interested to know how many schools—have there been any additions since we last spoke?

ANTHONY MANNING: To add to what the Minister said earlier—let me just check the number. I think there are 92 schools that were applications as part of round two that we've been able to include in round one. As we continue to finish off the round one schools, if further contingency becomes available to us, we'll prioritise that to other round two schools.

The Hon. COURTNEY HOUSSOS: Sorry, can you just say that to me again? You said there are 92 schools from round two that are now being included in round one.

ANTHONY MANNING: Yes. I can't remember the number when we last met, but we've now been able to increase that to 92 schools.

The Hon. COURTNEY HOUSSOS: Are you able to provide that list of 92 schools on notice?

ANTHONY MANNING: Sure.

## ANSWER

School name
Albion Park High School
Ashcroft High School
Ballina Coast High School
Bathurst West Public School
Baulkham Hills North Public School
Bellbird Public School
Bert Oldfield Public School
Bidwill Public School
Biraban Public School
Blacktown Girls High School
Blacktown West Public School
Bletchington Public School
Bringelly Public School
Cabramatta High School
Canley Vale High School
Canterbury Public School
Castle Hill High School
Chatham Public School
Chifley College Bidwill Campus
Chullora Public School
Clarence Town Public School
Clergate Public School
Concord High School

School name
Corndale Public School
Cundletown Public School
Dapto High School
Denison College of Secondary Education (Bathurst)
Denison College of Secondary Education (Kelso)
Dungowan Public School
Dunoon Public School
Eglinton Public School
Elizabeth Macarthur High School
Ellison Public School
Eungai Public School
Fairfield High School
Francis Greenway High School
Frank Partridge VC Public School
Goolmangar Public School
Goulburn South Public School
Great Lakes College Tuncurry Campus
Guildford West Public School
Hallidays Point Public School
Hambledon Public School
Harrington Park Public School
Hazelbrook Public School
Hurlstone Agricultural High School
Kandos Public School
Karabar High School
Katoomba High School
Kempsey West Public School
Kingscliff High School
Koonawarra Public School
Liverpool Boys High School
Lucas Heights Community School
Luddenham Public School
Lurnea High School
Macarthur Girls High School
Macksville High School
Macksville Public School
Middleton Grange Public School
Miller Public School
Millers Forest Public School
Minchinbury Public School
Modanville Public School
Mount Annan High School
Mount Kanwarly Public School

School name
Mount Terry Public School
Narellan Public School
Northern Beaches Secondary College Cromer Campus
Old Bar Public School
Pacific Palms Public School
Plumpton Public School
Quakers Hill East Public School
Queanbeyan South Public School
Queanbeyan West Public School
Randwick Girls High School
Robert Townson High School
Roselea Public School
Rossmore Public School
St Clair High School
St Clair Public School
Taree High School
The Rivers Sec College Richmond River High Campus
The Rivers Secondary College Lismore High Campus
Thornton Public School
Tuntable Creek Public School
Tweed River High School
Waratah Public School
Wingham High School
Wingham Public School
Winmalee High School
Wyrallah Road Public School

**QUESTION 44, PAGE NO 79**

The Hon. COURTNEY HOUSSOS: So whether they're in the planning stage, whether they're in construction, whether they're in the—I'm doing this from memory.

ANTHONY MANNING: Whether they're in planning, design or delivery?

The Hon. COURTNEY HOUSSOS: Yes.

ANTHONY MANNING: Yes. Of the \$500 million, we've spent more than 400 in that program already.

The Hon. COURTNEY HOUSSOS: Can you give me an actual figure on notice?

ANTHONY MANNING: I'm sure we can.

**ANSWER**

\$430.12 million (as at 31 July 2022).

## QUESTION 45, PAGE NO 80

The Hon. ANTHONY D'ADAM: On notice, can you provide us with the numbers of above centrally identified positions for each school in New South Wales?

MURAT DIZDAR: What I think we could do, Mr D'Adam, in my working knowledge, is give you the number across the State. These have been part of our staffing procedures since 2018, and we've got a way to go at building leadership know-how and capacity around it. In all honesty, the uptake hasn't been too strong in creating additional permanent positions through school. What we could definitely do on notice is come back with the number for you across the State. I'm not sure if we've got a school-by-school breakdown, but if that's possible, of course we'll do that.

## ANSWER

At the August 2022/23 Budget Estimates Hearing for Education and Early Learning, extensive discussion occurred in relation to Above Centrally Identified Positions. The following information is provided for both context and completeness. Additional information relating to staffing principles is set out in the NSW Teaching Service Staffing Procedure which outlines details for both Centrally Identified Positions (CIPs) and Above Centrally Identified Positions (ACIPs).

In relation to workforce management, CIPs and ACIPs designations relate to funding sources for positions within schools. CIPs are centrally funded by the Department according to an identified staffing entitlement based on student enrolment. ACIPs are those positions that are beyond the school's centrally identified staffing entitlement and funded by additional sources. ACIPs are responsive to the wider discretion given to schools under the Resource Allocation Model. Principals may designate these roles as temporary or permanent subject to the needs of the school and availability of additional funding.

In relation to personnel management, within the HR Personnel and Payroll systems and within schools, where a specific role is described as an "Above Centrally Identified Position" or "ACIP", it is generally understood to reference a permanent position above the school's centrally identified staffing entitlement. This is due to the specific approval procedures that relates to these permanent positions and how they are recorded within systems. In practice "ACIP" roles are processed via the recruitment units with the ACIP flags, which can be reported on from the HR Personnel and Payroll systems. By way of contrast, principals typically create and fill temporary positions utilising a self-service function in the Payroll system without the ACIP flag.

An additional complication is that school-created positions may be a combination of using centrally and above centrally identified staffing entitlement. As noted at the hearing, while this option to create permanent roles has been available to schools for several years there has been a relatively low uptake. The Department will continue to support principals to ensure they are equipped to consider this opportunity where it is appropriate for their context.

In light of the information above, the table below contains the NSW state aggregate totals for:

- ACIP-flagged position full-time equivalence (FTE), which can only be considered as a broad indicator of the numbers of permanent positions, and
- the Department's estimate of the FTE of all positions that have been created and exceed centrally identified staffing entitlement.

	<b>Total FTE</b>
ACIP flagged position FTE as at 18 August 2022	773.8
Department's estimate of the FTE of all positions that have been created and exceed centrally identified staffing entitlement	6 778.2

**QUESTION 46, PAGE NO 80**

The CHAIR: To the secretary, could I ask how many of the six recommendations of the Productivity Commission White Paper have been implemented, please?

GEORGINA HARRISSON: Thanks for the question, Chair. I think the Committee would be aware that the Productivity Commission White Paper—at the launch by the then-Treasurer, he was clear that the Productivity Commissioner's work was to stimulate thinking across government and to give opportunities and options. I don't have the specific recommendations in front of me and I'm not sure that we have formally responded to those recommendations, but I'm very happy to come back to you on notice. There are a number of those recommendations where I am aware we're making progress on things like the performance development framework and on things like the work around mid-career teachers, for example, that he put forward. We are absolutely making progress on those, but I would like to make sure that I do justice to the Productivity Commissioner's work and come back to you on notice with a fulsome response.

The CHAIR: Well, just to clarify the status, you began by sort of indicating that it was a thought bubble -

**ANSWER**

There were seven recommendations relating to education and early childhood education (2.1, 2.2, 2.3 2.4, 2.5, 2.6 and 4.9), and the Department is pleased to note that all of the recommendations reflect work already in progress within the department.

Of the six education-related recommendations, work to support five of the recommendations is well progressed, with one supported indirectly through activities already underway within the Department.

## QUESTION 47, PAGE NO 80

The CHAIR: —to stimulate discussion, and then you ended by saying that certain things are being acted on. Has it got Cabinet authority that these are being adopted? Has it got ministerial authority that the Minister has said, "Look, there are some really good ideas here that we need to progress"? What's the status of this white paper?

GEORGINA HARRISSON: The Productivity Commissioner sits within the Treasury cluster, so those are questions best directed to Treasury and the Treasurer. That is my understanding. The Productivity Commissioner has an independent voice and provides policy analysis and ideas to government that are considered and stimulate that discussion and drive some new thinking and reform, which we absolutely welcome in the cluster. I meet regularly with the Productivity Commissioner, around every quarter, on issues he has identified and is seeking to address through the cluster. Certainly those are always very productive conversations—no pun intended—in which we engage in matters in which we both have an interest.

The CHAIR: Well, it's very productive, because he identified education and skill development as the major area by which New South Wales could lift its productivity, all-important, over the medium to longer term. In those quarterly meetings you have with the Productivity Commissioner, how often have you reported to him, "You made six recommendations. There are maybe 25 or 30 dot points within them. We've implemented X number of the 30"?

GEORGINA HARRISSON: The Productivity Commissioner has continued to be [audio malfunction] mid-career transition work that we have undertaken, and I have discussed the issues and progress in relation to that with him at length. He has been interested in the work around Careers NSW and the skills agenda and the learner profile, and we have discussed that at length. So there are issues that we continue to discuss, and I'm happy to give you a summary of our last discussion if that would help, Chair, in terms of—

The CHAIR: Yes, all the discussions—that would be great, thanks, on notice.

## ANSWER

Since becoming Secretary in April 2021, the Secretary has met with the Productivity Commissioner on three occasions.

Whilst these meetings are not formally minuted, the following topics for discussion included:

- Rewarding Excellence Project.
- Best in Class and other Quality initiatives.
- Teach for Australia Pilot.
- Work on Professional Development Models.
- Making Time for Great Teaching.
- Performance and Development Framework.

## QUESTION 48, PAGE NO 81

The CHAIR: Just while I've got you there, how many inspectors work for NESAs?

PAUL MARTIN: I'd have to take that on notice; I'm not exactly sure.

The CHAIR: How many of these are specialist primary inspectors supporting the 1,600 primary schools?

PAUL MARTIN: In terms of curriculum inspectors, we have a primary inspector as a KLA as a content of curriculum inspection, as we do a science or a maths or a history. In terms of the inspectors that visit schools around the regulatory remit of NESAs, all of the inspectors do both high and primary schools.

The CHAIR: What do these inspectors do? Is it just curriculum monitoring and support or do they look at classroom practice? Do they look at the registration of schools?

PAUL MARTIN: There are two types of inspectors. The syllabus or the curriculum inspectors provide advice on the best way in which the syllabus should be taught. At the moment, we have moved a lot of the curriculum inspectors and their work into the curriculum review space because that's where the focus is at the moment. In terms of school inspectors for the registration purposes, they identify within the schools with inspections the evidence that is provided to meet the regulatory requirements in the legislation, in the Act. I think there are 17. That includes programming, teaching and learning, assessment, the facilities of the school, the accreditation and/or qualifications of the teachers, child protection, a range of other matters that are all identified in the legislation.

The CHAIR: How many of those inspectors have you got?

PAUL MARTIN: Again, I should be able to tell you—

The CHAIR: Take that on notice.

PAUL MARTIN: —but I'll take that on notice. We make about 80 or 90 inspections, sometimes 100 inspections a year so there is a team of them.

The CHAIR: So a school gets inspected every 22 years.

PAUL MARTIN: Every independent school gets inspected once within a five-year period.

The CHAIR: You don't inspect the government ones, do you? You just take the one certification from the department.

PAUL MARTIN: We do random inspections of the government sector.

The CHAIR: Random? Do you? How many of those?

PAUL MARTIN: We do random inspections of all three sectors, but we identify within the Catholic diocese and the government sector their internal processes for inspection and we provide advice. But as far as the independents go, they all get inspected over a five-year period.

The CHAIR: For any of those schools, when was the last time there was a recommendation to the NESAs board about the deregistration of the school?

PAUL MARTIN: Since NESAs has existed we've had two recommendations about the noncompliance in relation to recommending to the Minister that a school's registration be cancelled or not renewed—twice.

## ANSWER

There are currently 16 inspectors in NESAs's School Registration and Accreditation Directorate (including Home Schooling).

## QUESTION 49, PAGE NO 81

The CHAIR: This might be Mr Martin again; it might be Ms Harrison. My memory is that Minister Stokes, when he was in education, brought in the threshold that we were only going to take school leavers, teaching graduates, who had achieved a certain level of ATAR. Was it 70 minimum?

GEORGINA HARRISSON: Yes, we introduced an initiative called "raising the bar". Both in terms of the entry requirements—actually is up for us as an employer of people coming out. It was issues like grade averages at university coming into the teaching profession, for example.

The CHAIR: How effective has that been in actually raising the bar?

GEORGINA HARRISSON: I'm very happy to provide with you on notice what we've seen as a result of those. I don't have the figures with me, but certainly different elements of that initiative came in at different times. But I'm very happy to give you a breakdown of what came in when.

The CHAIR: You can take that on notice. Has it been undermined by the special entry categories that are growing at the universities, where they bring people in? We've had these university people here at the Committee say, "Someone got a low ATAR. They failed at school. They got an ATAR of 30 or 40. It doesn't make any difference; we can still turn them into teachers." Is the raising the bar being undermined by that system at the university, special entry?

## ANSWER

The Teacher Success Profile announced by the former Minister in 2019, positioned raised standards of entry for teachers seeking approval to teach in NSW public schools.

Since July 2020, all graduates have been required to undertake a teacher suitability assessment measuring cognitive and emotional intelligence and a behavioural interview as a condition for gaining approval to teach in NSW public schools to demonstrate that they possess the knowledge, skills, capabilities and personal attributes that research and practice shows to be essential to successful teaching, leading to better outcomes for students.

In parallel to the above, since the inception of the Teacher Success Profile in 2019, university teacher education providers have implemented a Teacher Performance Assessment (TPA) aligned to the Australian Professional Standards Graduate Teacher level which is a requirement for graduating from pre service teacher education programs.

During a TPA, a pre-service teacher gathers evidence and demonstrates their skills, knowledge and practices across the spectrum of teaching activities including planning, teaching, assessing and reflecting. All evidence of practice is aligned to the Graduate Teacher Standards, further informing the determination of suitability for approval to teach for final year students.

**QUESTION 50, PAGE NO 82**

The CHAIR: If I can finish off with the ATAR university question, in New South Wales in 2015 students who scored in the bottom 50 per cent of school leavers made up half of those offered places for teaching degrees. Boy, what a worry. How many teachers since 2018 are in departmental classrooms that used alternative pathways into teaching? If you can take that on notice.

GEORGINA HARRISSON: I'm very happy to take that on notice, Chair.

**ANSWER**

Since 2016, to be accredited by the NSW Education Standards Authority (NESA), undergraduate teaching degrees have had to require entrants to possess at least three HSC Band 5 results including in English.

To graduate from their NESA-accredited teaching degree, entrants have to meet a comprehensive set of requirements including completing discipline and pedagogy units aligned to NSW syllabuses, demonstrating 37 teaching standards including on professional experience, passing the national Literacy and Numeracy Test for Initial Teacher Education students (LANTITE), and passing a Teaching Performance Assessment which is a rigorous, nationally moderated, capstone assessment task that confirms that they are classroom ready.

In addition, the Department of Education has methods in place to ensure teachers' suitability following the completion of their teaching degree.

**QUESTION 51, PAGE NO 82, 83**

The Hon. ANTHONY D'ADAM: Sorry. The 200 new administrative roles that were announced on 31 July.

GEORGINA HARRISSON: Yes. Ms Owen can answer questions in relation to that.

The Hon. ANTHONY D'ADAM: Ms Owen is the best person to direct questions to.

Can you tell me, Ms Owen, how many of these roles are full-time?

RUTH OWEN: What I would say, Mr D'Adam, is we're only just starting to scope this with the schools who volunteered to be part of this program, so I don't have any of the detail that would specify how many were part-time, how many were full-time and the specifics of what those roles will be. This is testing new ways of working within a school workforce. I am 100 per cent sure there'll be a mixture of full-time and part-time roles but I can't give you that split yet because we're not at that level of detail.

The Hon. ANTHONY D'ADAM: So you're not able to identify—

GEORGINA HARRISSON: Mr D'Adam, I'm very happy to provide on notice what the quantum of investment is that aligns to those 200 roles. My assumption would be— but I don't have the detail in front of me— that we would have costed this at 200 FTE, and therefore in getting a mix in the end through we might end up with a different mix on the ground. If I may come back to you on notice with the—

**ANSWER:**

The 200 new administrative roles announced on 31 July 2022 were costed at 200 full-time equivalent (FTE).

**QUESTION 52, PAGE NO 84**

The Hon. ANTHONY D'ADAM: There's obviously no PD for these positions. When do you anticipate the first person will be employed?

GEORGINA HARRISSON: I am very happy to come back to you on notice with that detail. Certainly, there will be PDs, Mr D'Adam, for particular roles in the short term. They may vary across schools. In a system of our scale we tend to want very generic role descriptions. I think in this first instance, as we test and trial, we'll refine what those look like. But I'll come back to you on notice with the specific timing around recruitment and when we expect the roles to be in schools.

**ANSWER**

In relation to the 200 new administration roles to be trialled in schools, as announced on 31 July 2022:

- Recruitment of 45 of the 200 roles will occur in Term 4, 2022.
- Remaining 155 roles will commence in Term 1, 2023.

**QUESTION 53, PAGE NO 84, 85**

The Hon. ANTHONY D'ADAM: What is the usual arrangement in terms of administrative support for executives? What's the staffing allocation for an AP in terms of administrative support? Is there a fixed allocation? How does that work in a school?

GEORGINA HARRISSON: There is an allocation of administrative support, our SASS staff, that goes along with the staffing entitlement. There is not a fixed allocation for roles that are created at the school level. It is within our staffing methodology that if you have a school of a certain size serving a certain number of students, it gets an allocation of administrative support to go with it. We also invested in additional support for our principals in our school leadership support package a few years ago for, I think, \$50 million to support principals with the workload they were facing, particularly around business managers. But, certainly, the centralised support is provided through the staffing methodology and goes to SASS staff. As we discussed in relation to teachers, schools may also invest in additional admin support. But there isn't an entitlement with every position a school creates.

The Hon. ANTHONY D'ADAM: Are the AP, C&Is centrally identified positions?

GEORGINA HARRISSON: They are provided as a program resource, yes.

The Hon. ANTHONY D'ADAM: Are they captured by the staffing formula?

GEORGINA HARRISSON: They are in addition to the staffing formula. Can I come back to you on notice with the specifics of that, and with the specifics of what administrative resource goes with an AP position?

MURAT DIZDAR: It does take school size into account.

GEORGINA HARRISSON: Yes.

MURAT DIZDAR: The allocation of the AP, C&I role does take school size into account.

The Hon. ANTHONY D'ADAM: Can you elaborate on that? How is that? It's one per school, isn't it?

MURAT DIZDAR: We've got primary schools out there that have got two students and primary schools out there that have got 1,000-plus students. So the allocation does take into account size. Some of our small schools have a shared AP, C&I role.

The Hon. ANTHONY D'ADAM: So it's not one per school; the FTE is shared across a number of schools.

MURAT DIZDAR: Appropriately so—two students, 1,500 students.

The Hon. ANTHONY D'ADAM: But, in terms of the administrative support, you're going to come back to me on what the allocation is for that?

GEORGINA HARRISSON: I am very happy to come back to you with the allocations of administrative support in our schools by scale, Mr D'Adam.

**ANSWER**

The Department of Education allocates a permanent staffing entitlement consistent with school enrolments. The school's actual enrolment submitted in early Term 1 of the school year (census day) determines the allocation of teaching support entitlement and executive entitlement for schools, for example Assistant Principals and Head Teachers.

Assistant Principals, Curriculum and Instruction are part of the permanent entitlement allocation.

The permanent entitlement allocation of school administrative and support (SAS) staff reflects a whole school allocation – that is, SAS staff are not specifically allocated to support individual executive, rather the allocation of resources – in accordance with relevant statements of duties – are determined by the Principal.

**QUESTION 54, PAGE NO 85**

The Hon. ANTHONY D'ADAM: In the announcement in relation to this, you cited University of Technology Sydney research. Can you give us some details about that, or perhaps provide that research on notice?

GEORGINA HARRISSON: We are very happy to see what we are able to provide and, if needs be, reach out to the university to make sure they're comfortable for us to provide that. But, yes, we are very happy to provide what we can.

**ANSWER**

On 24 May 2022, the Report was published on the Department of Education's website at <https://education.nsw.gov.au/about-us/educational-data/cese/publications/cese-evaluations/literacy-and-numeracy-action-plan-phase-2-final-evaluation-report>.

**QUESTION 55, PAGE NO 85**

The Hon. ANTHONY D'ADAM: The 158 schools, how were they chosen? Were they self-selecting?

GEORGINA HARRISSON: How were the schools chosen?

The Hon. ANTHONY D'ADAM: Yes.

GEORGINA HARRISSON: Ms Owen might have details on that with her. If not, again, I am happy to provide them on notice.

RUTH OWEN: Is the question how were the schools selected for the pilot of the—

The Hon. ANTHONY D'ADAM: Yes.

RUTH OWEN: Again, as I mentioned earlier, Mr D'Adam, it was to get the full range of contexts. We tried this approach in different types of schools. We'll have some SSP schools, schools for specific purposes; we'll have schools that have got teaching principals, for example; we'll have some central community schools; and we'll have rural schools. So we've tried to have the full range of different types of school contexts to make sure we can evaluate impact and differentiation.

The Hon. ANTHONY D'ADAM: On notice can you provide the list of schools that are in the pilot

RUTH OWEN: We will when we've selected them, yes.

**ANSWER**

The 158 schools referenced were shortlisted to ensure adequate representation of the various types, locations, and sizes of schools we have across the State.

An Expression of Interest (EOI) process is ongoing with this shortlist of schools allowing schools to volunteer to participate in the Pilot program. A list of schools that are included in the Pilot program can be provided once the EOI process is complete.

**QUESTION 56, PAGE NO 86**

The Hon. ANTHONY D'ADAM: Has there been a decline in the number of candidates for the HSC entering from year 10 into year 11 this year?

PAUL MARTIN: I will take that question on notice, but I don't think so.

**ANSWER**

The Year 10 cohort is defined as those students who completed the curriculum requirements for the Record of School Achievement (RoSA). The number and proportion of those students who have an enrolment with the NSW Education Standards Authority (NESA) as at 31 March the following year are the returning students.

About 82,100 students from the 2021 Year 10 cohort were enrolled in 2022, representing 90% of the 2021 Year 10 cohort.

Since 2017, the proportions have remained between 90% and 92%.

**QUESTION 57, PAGE NO 86**

GEORGINA HARRISSON: I think the follow-up was also around Ms Nixon and the attendance. Happy to go to that.

The Hon. ANTHONY D'ADAM: Yes. Ms Nixon?

LEANNE NIXON: On the return from lockdown at the beginning of term 4, we had approximately 54,000 students who didn't return. We have case managed each one of those. By the end of the year, we were down to a few thousand that we hadn't seen. We wanted to be able to see where every child was. We needed to know what had happened. By the end of term 1 this year we were down to around 40 that we didn't have either a destination, were case managing or had returned to school. By May we were down to zero. We had tracked and traced every child that didn't return after lockdown, just for the reasons the Committee would understand: for the welfare of every child and to make sure we knew where they were. Some have gone overseas, some have gone interstate, some have gone to other schools and some we are still case managing. I'll get those numbers for you on notice, but very much a line of sight to every child and using the delivery support team and the ASLOs and HSLOs to make sure that we knew where every child that hadn't returned was.

The Hon. ANTHONY D'ADAM: Are you able to provide some information about the gender balance in terms of that cohort?

LEANNE NIXON: On notice I'm pretty sure that we can do that. But I can supply all that information around that.

**ANSWER**

The gender balance was 55 per cent male students and 45 per cent female students in the cohort that did not immediately return to school after the extended lockdowns ended in Term 4, 2021.

**QUESTION 58, PAGE NO 87, 88**

The CHAIR: Can I ask, did the department approve the participation of Casula Public School in the ABC experimental program called The School That Tried To End Racism?

GEORGINA HARRISSON: Yes, we did.

The CHAIR: Did the parents of every child appearing on screen give permission?

GEORGINA HARRISSON: That would be my expectation, yes, but I am happy to provide that on notice. But I would absolutely expect we have very clear permission to publish processes in place for any image of a student. That is in place around a school using any of their own promotional materials, brochures, enrolment information. The permission of a parent to publish the image of their child is their right and they are asked to do so. I cannot imagine that we would undertake a TV recording without the permission of those parents. That would be absolutely core to the piece of work and part of the approval and ethics standards of the producers of the TV show as well.

The CHAIR: In advance did the department know that the program would be pushing critical race theory upon these little kids, teaching them about white privilege and how they should believe that white-skinned people at their school should be treated more adversely because of this false notion of white privilege? Having represented the Casula catchment at local and Federal government level, I could take you to many hundreds of people with white skin in that area who have lived in public housing on welfare dependency and who don't show any evidence of privilege whatsoever. What did the ABC tell you about this and why did the department tick off something that is just so fundamentally divisive in the playground?

GEORGINA HARRISSON: Firstly, Chair, I am very happy to take on notice the specifics of the question and what we knew about the content ahead of time. What I would say for that school community and the reports I have had and the conversation I have had with those that were involved in the program is that it has been an entirely positive experience for the school and for the school community. I certainly have received no complaints from the school community in relation to the program. I am very happy to take on notice the specifics of how the program was planned and what we knew about the content of it. But, Chair, I think overall for both the students, as was seen on the show, and for the school, it was a very positive experience that was reported back to us.

The CHAIR: Isn't it strange the Minister would say we are not going to have politics in school but here's a bunch of little kids pushed forward and experimented with for critical race theory?

GEORGINA HARRISSON: I don't think I quite accept the premise that they were experimented on. The program was very clearly working with a series of—

The CHAIR: They weren't learning literacy and numeracy, were they, while they were doing these programs with cardboard cut-out friends, stereotypes of antecedents to racism, the complexity of Australian identity? These are all adult concepts. Why are primary school students subjected to it?

GEORGINA HARRISSON: Firstly, Chair, the school was still required to meet all the syllabus requirements in relation to the English and Maths syllabus and so I don't believe those students, there is any need for the Committee to be concerned that those students missed out on core learning opportunities. The other thing I think just in terms of this, as I have said, an entirely positive experience led by experts in their field, psychologists on the team supporting the school and providing that—

The CHAIR: What is expert about Marc Fennell, the presenter, who is a comedian?  
GEORGINA HARRISSON: Certainly, in terms of the presenter, Chair, I am not going to comment on Mr Fennell's presenting expertise, which is why he was employed on the show. But, certainly, there were a set of experts surrounding the team and the production of the program. I am very happy to come back to you on notice with that detail.

## **ANSWER**

The Department of Education rejects all forms of racism and is committed to the elimination of racial discrimination in public schools – including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment.

All students, families and school staff associated with the TV documentary agreed to participate. This was facilitated through permission forms and was an 'opt in' process.

The parents of students involved were invited to preview all episodes prior to screening and the feedback received was positive.

NSW public schools do not teach critical race theory but assist students to understand key concepts and terms which commonly appear in the media and in current discourse in ways that are impartial.

**QUESTION 59, PAGE NO 89**

The Hon. COURTNEY HOUSSOS: I just wanted to ask if you can give us, on notice, the numbers of children or number of students in primary and high school doing homeschooling and distance education schooling? If you can give it to us for this year, for last year and for the year before.

GEORGINA HARRISSON: Certainly I can provide information of the number of students enrolled in the New South Wales distance education provision. If you're after information on homeschooling, Mr Martin may have some of those figures with him today.

**ANSWER**

Total enrolment in distance education includes full-time students and students undertaking single courses in Years 9 – 12 expressed as a full-time equivalent collected at the end of Term 1 each year.

- In 2020, there was a total of 3,798 students, with 885 in primary and 2,913 in secondary.
- In 2021, there was a total of 3,654 students, with 827 in primary and 2,827 in secondary.
- In 2022, there was a total of 3,455 students, with 853 in primary and 2,602 in secondary.

## QUESTION 60, PAGE NO 91

The Hon. COURTNEY HOUSSOS: I used to ask you questions on notice about the ratio of the counsellors to students. Do you collect that data?

MARTIN GRAHAM: It's not provided on a ratio. If you wanted a ratio, it's not something that's calculated within the formula for the staffing. It would just be whatever—if you wanted to make a ratio, you divide one number by another.

The Hon. COURTNEY HOUSSOS: No worries. Instead, can I just ask you to provide me, on notice, those schools that don't have a full-time counsellor?

MARTIN GRAHAM: We can have a look at what we have on—

The Hon. COURTNEY HOUSSOS: Yes. You've given it to me previously, so I'm just interested in an updated list.

GEORGINA HARRISSON: Yes, I'm sure we can provide that on notice.

## ANSWER

All NSW public schools receive a school counselling service allocation. The NSW Government has committed \$88.4 million to strengthen the support for students' mental health and wellbeing, including by providing every high school with a full-time school counsellor allocation by June 2023. As at 4 July 2022, 91.5% of the allocated positions have been filled.

Through these investments, the NSW school counselling service has grown significantly in recent years, increasing from 790 positions in 2015 to 1,240 positions in January 2022.

However, school counselling services are only one part of an extensive network of staff and programs that provide systemic support to students in NSW public schools. Students and families tell us they want access to a variety of services and resources to support student wellbeing. That is why there are more than 2,000 specialist staff providing wellbeing support to schools, including school counsellors and psychologists, student support officers, behaviour specialists and Wellbeing Nurses.

The table below lists schools that do not receive a full-time school counselling service allocation, noting that the majority of these are primary schools, and their 2022 – 2023 school counselling service allocation.

School Name	2022 – 2023 School Counselling Service Allocation (FTE)
Abbotsford Public School	0.40
Aberdeen Public School	0.20
Abermain Public School	0.25
Adaminaby Public School	0.05
Adamstown Public School	0.25
Adelong Public School	0.10
Afterlee Public School	0.05
Ajuga School	0.65
Albert Park Public School	0.15
Albion Park Public School	0.50
Albion Park Rail Public School	0.50

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Albury North Public School	0.45
Albury Public School	0.60
Albury West Public School	0.20
Aldavilla Public School	0.30
Alfords Point Public School	0.15
Allambie Heights Public School	0.40
Alma Public School	0.45
Alstonville Public School	0.55
Ambarvale Public School	0.50
Anna Bay Public School	0.35
Annandale North Public School	0.30
Annandale Public School	0.50
Annangrove Public School	0.10
Anson Street School	0.65
Anzac Park Public School	0.90
Appin Public School	0.30
Arcadia Public School	0.05
Arcadia Vale Public School	0.15
Ardlethan Central School	0.10
Argenton Public School	0.05
Ariah Park Central School	0.15
Armidale City Public School	0.40
Arncliffe Public School	0.35
Arncliffe West Infants School	0.20
Arndell School	0.25
Arranounbai School	0.30
Ashbury Public School	0.30
Ashcroft Public School	0.40
Ashfield Public School	0.45
Ashford Central School	0.30
Ashmont Public School	0.40
Ashtonfield Public School	0.55
Asquith Public School	0.45
Athelstane Public School	0.45
Attunga Public School	0.05
Auburn North Public School	0.75
Auburn Public School	0.90
Aurora College	0.20
Austinmer Public School	0.25
Austral Public School	0.40
Australia Street Infants School	0.10
Avoca Beach Public School	0.40
Avoca Public School	0.05
Awaba Public School	0.05
Balarang Public School	0.30
Bald Blair Public School	0.05
Bald Face Public School	0.20
Balgowlah Heights Public School	0.45
Balgowlah North Public School	0.40
Balgownie Public School	0.25
Ballimore Public School	0.05
Ballina Public School	0.50
Balmain Public School	0.25
Balranald Central School	0.20
Bangalow Public School	0.20
Bangor Public School	0.40

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Banks Public School	0.30
Banksia Road Public School	0.55
Banksmeadow Public School	0.25
Bankstown North Public School	0.35
Bankstown South Infants School	0.30
Bankstown West Public School	0.25
Banora Point Public School	0.45
Baradine Central School	0.15
Bardia Public School	0.95
Bardwell Park Infants School	0.10
Barellan Central School	0.15
Bargo Public School	0.40
Barham Public School	0.15
Barkers Vale Public School	0.10
Barmedman Public School	0.05
Barnsley Public School	0.40
Barooga Public School	0.15
Barraba Central School	0.25
Barrack Heights Public School	0.45
Barramurra Public School	0.60
Barrington Public School	0.05
Barwon Learning Centre	0.25
Baryulgil Public School	0.05
Bass Hill Public School	0.45
Bateau Bay Public School	0.60
Batemans Bay Public School	0.80
Bates Drive School	0.40
Bathurst Public School	0.65
Bathurst South Public School	0.20
Bathurst West Public School	0.60
Batlow Technology School	0.20
Bayanami Public School	0.60
Beacon Hill Public School	0.40
Beaumont Hills Public School	0.50
Beaumont Road Public School	0.25
Beauty Point Public School	0.20
Beckom Public School	0.05
Bedgerabong Public School	0.05
Beechwood Public School	0.20
Beelbangera Public School	0.20
Bega Valley Public School	0.50
Belair Public School	0.35
Bella Vista Public School	0.60
Bellambi Public School	0.25
Bellata Public School	0.05
Bellbird Public School	0.25
Bellbrook Public School	0.05
Bellevue Hill Public School	0.35
Bellingen Public School	0.45
Belltrees Public School	0.05
Belmont North Public School	0.15
Belmont Public School	0.35
Belmore North Public School	0.45
Belmore South Public School	0.30
Belrose Public School	0.20
Bemboka Public School	0.05

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Ben Lomond Public School	0.05
Ben Venue Public School	0.55
Bendemeer Public School	0.05
Bennett Road Public School	0.85
Beresfield Public School	0.40
Beresford Road Public School	0.60
Berinba Public School	0.30
Berkeley Public School	0.30
Berkeley Vale Public School	0.70
Berkeley West Public School	0.25
Bermagui Public School	0.20
Berowra Public School	0.25
Berridale Public School	0.10
Berrigan Public School	0.10
Berrima Public School	0.10
Berry Public School	0.25
Bert Oldfield Public School	0.20
Beverley Park School	0.30
Beverly Hills North Public School	0.55
Beverly Hills Public School	0.40
Bexhill Public School	0.10
Bexley North Public School	0.40
Bexley Public School	0.25
Biddabah Public School	0.35
Bidwill Public School	0.75
Bigga Public School	0.05
Bilambil Public School	0.25
Bilgola Plateau Public School	0.35
Bilpin Public School	0.05
Binalong Public School	0.05
Binda Public School	0.05
Bingara Central School	0.25
Binnaway Central School	0.15
Binya Public School	0.05
Biraban Public School	0.15
Birchgrove Public School	0.30
Birrong Public School	0.50
Black Hill Public School	0.10
Black Mountain Public School	0.05
Black Springs Public School	0.05
Blackalls Park Public School	0.20
Blackett Public School	0.50
Blackheath Public School	0.25
Blacksmiths Public School	0.10
Blacktown North Public School	0.30
Blacktown West Public School	0.55
Blackville Public School	0.05
Blackwell Public School	0.55
Blairmount Public School	0.55
Blakebrook Public School	0.10
Blakehurst Public School	0.25
Blandford Public School	0.05
Blaxland East Public School	0.35
Blaxland Public School	0.15
Blayney Public School	0.30
Bletchington Public School	0.65

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Bligh Park Public School	0.45
Blighty Public School	0.05
Blue Haven Public School	0.65
Boambee Public School	0.35
Bobin Public School	0.05
Bobs Farm Public School	0.05
Bodalla Public School	0.15
Bogan Gate Public School	0.05
Bogangar Public School	0.35
Boggabilla Central School	0.15
Boggabri Public School	0.15
Bolwarra Public School	0.35
Bomaderry Public School	0.70
Bombala Public School	0.15
Bonalbo Central School	0.25
Bondi Beach Public School	0.40
Bondi Public School	0.35
Bongongo Public School	0.05
Bonnells Bay Public School	0.45
Bonnet Bay Public School	0.10
Bonnyrigg Public School	0.35
Bonshaw Public School	0.05
Bonville Public School	0.15
Boolaroo Public School	0.05
Booligal Public School	0.05
Boomi Public School	0.05
Booragul Public School	0.25
Booral Public School	0.05
Boorowa Central School	0.30
Boree Creek Public School	0.05
Borenore Public School	0.05
Boronia Park Public School	0.35
Bossley Park Public School	0.40
Botany Public School	0.20
Bourke Public School	0.60
Bourke Street Public School	0.35
Bourke-Walgett School of Distance Education	0.10
Bowen Public School	0.30
Bowning Public School	0.05
Bowral Public School	0.45
Bradbury Public School	0.75
Braddock Public School	0.45
Bradfordville Public School	0.25
Branxton Public School	0.30
Breadalbane Public School	0.05
Bredbo Public School	0.05
Brewarrina Central School	0.40
Briar Road Public School	0.50
Bribbaree Public School	0.05
Bridge Road School	0.40
Brighton-Le-Sands Public School	0.60
Bringelly Public School	0.15
Brisbania Public School	0.30
Broadwater Public School	0.05
Brocklesby Public School	0.05
Broderick Gillawarna School	0.50

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Broke Public School	0.05
Broken Hill North Public School	0.55
Broken Hill Public School	0.30
Bronte Public School	0.25
Brooke Avenue Public School	0.55
Brooklyn Public School	0.10
Brookvale Public School	0.30
Broulee Public School	0.25
Brungle Public School	0.05
Brunswick Heads Public School	0.30
Budawang School	0.20
Budgewoi Public School	0.65
Bullarah Public School	0.05
Bulli Public School	0.20
Bullimbal School	0.40
Bundanoon Public School	0.15
Bundarra Central School	0.25
Bundeena Public School	0.15
Bungendore Public School	0.45
Bungwahl Public School	0.05
Buninyong Public School	0.60
Bunnaloo Public School	0.05
Burke Ward Public School	0.45
Burnside Public School	0.20
Buronga Public School	0.15
Burraneer Bay Public School	0.45
Burrawang Public School	0.05
Burren Junction Public School	0.05
Burringbar Public School	0.05
Burrumbuttock Public School	0.05
Burwood Public School	0.50
Busby Public School	0.25
Busby West Public School	0.85
Buxton Public School	0.15
Byron Bay Public School	0.55
Cabbage Tree Island Public School	0.05
Cabramatta West Public School	0.70
Cairnsfoot School	0.50
Calare Public School	0.65
Caldera School	0.30
Callala Public School	0.25
Cambewarra Public School	0.25
Cambridge Gardens Public School	0.35
Cambridge Park Public School	0.70
Camden Public School	0.35
Camden South Public School	0.65
Camdenville Public School	0.30
Campbell House School	0.60
Campbellfield Public School	0.40
Campbelltown East Public School	0.50
Campbelltown North Public School	0.45
Campbelltown Public School	0.35
Campsie Public School	0.65
Candelo Public School	0.10
Caniaba Public School	0.10
Canley Heights Public School	0.70

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Canobolas Public School	0.10
Canowindra Public School	0.25
Canterbury Public School	0.35
Canterbury South Public School	0.20
Canterbury Vale School	0.25
Capertee Public School	0.05
Captains Flat Public School	0.05
Caragabal Public School	0.05
Carcoar Public School	0.05
Cardiff North Public School	0.15
Cardiff Public School	0.25
Cardiff South Public School	0.30
Carenne School	0.65
Cargo Public School	0.05
Carinda Public School	0.05
Caringbah North Public School	0.40
Caringbah Public School	0.35
Carinya School	0.50
Carlingford Public School	0.55
Carlton South Public School	0.50
Caroline Chisholm School	0.50
Carool Public School	0.05
Carramar Public School	0.30
Carrathool Public School	0.05
Carrington Public School	0.10
Carroll Public School	0.05
Cartwright Public School	0.35
Casino West Public School	0.40
Cassilis Public School	0.05
Castle Cove Public School	0.30
Castlereagh Public School	0.10
Casuarina School	0.55
Cattai Public School	0.05
Caves Beach Public School	0.30
Cawdor Public School	0.05
Cecil Hills Public School	0.75
Centaur Public School	0.65
Centennial Park School	0.40
Central Mangrove Public School	0.10
Central Tilba Public School	0.05
Cessnock East Public School	0.30
Cessnock Public School	0.50
Cessnock West Public School	0.45
Chalmers Road School	0.40
Chandler Public School	0.05
Charlestown East Public School	0.35
Charlestown Public School	0.20
Charlestown South Public School	0.25
Chatham Public School	0.35
Chatsworth Island Public School	0.05
Chertsey Primary School	0.35
Chester Hill North Public School	0.55
Chester Hill Public School	0.70
Chifley Public School	0.20
Chillingham Public School	0.05
Chipping Norton Public School	0.20

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Chittaway Bay Public School	0.45
Chullora Public School	0.55
Clairgate Public School	0.40
Clare Public School	0.05
Claremont Meadows Public School	0.75
Clarence Town Public School	0.15
Clarke Road School	0.30
Claymore Public School	0.85
Clemton Park Public School	0.50
Clergate Public School	0.10
Clovelly Public School	0.40
Clunes Public School	0.10
Coal Point Public School	0.20
Cobar Public School	0.45
Cobargo Public School	0.10
Cobbitty Public School	0.25
Coffee Camp Public School	0.10
Coffs Harbour Learning Centre	0.25
Coffs Harbour Public School	0.70
Coleambally Central School	0.35
Coledale Public School	0.10
Collarenebri Central School	0.20
Collaroy Plateau Public School	0.40
Collector Public School	0.05
Collins Creek Public School	0.05
Colo Heights Public School	0.05
Colo Vale Public School	0.20
Comboyne Public School	0.05
Comleroy Road Public School	0.15
Como Public School	0.10
Como West Public School	0.25
Conargo Public School	0.05
Concord Public School	0.30
Concord West Public School	0.30
Condell Park Public School	0.65
Condobolin Public School	0.45
Condong Public School	0.05
Congewai Public School	0.05
Coniston Public School	0.35
Connells Point Public School	0.40
Cooerwull Public School	0.50
Coogee Public School	0.40
Cook School	0.55
Coolah Central School	0.30
Coolamon Central School	0.30
Coolongolook Public School	0.05
Cooma North Public School	0.25
Cooma Public School	0.25
Coonabarabran Public School	0.50
Coonamble Public School	0.50
Cooperook Public School	0.05
Coorabell Public School	0.10
Cooranbong Public School	0.20
Cootamundra Public School	0.30
Copacabana Public School	0.25
Copmanhurst Public School	0.10

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Coraki Public School	0.20
Coramba Public School	0.10
Coreen School	0.60
Corindi Public School	0.20
Corndale Public School	0.05
Corowa Public School	0.30
Corowa South Public School	0.10
Corrimal East Public School	0.25
Corrimal Public School	0.30
Coutts Crossing Public School	0.10
Cowan Public School	0.05
Cowper Public School	0.05
Cowra Public School	0.50
Crabbes Creek Public School	0.05
Crawford Public School	0.65
Crescent Head Public School	0.20
Crestwood Public School	0.50
Cringila Public School	0.20
Cromehurst School	0.30
Cromer Public School	0.60
Cronulla Public School	0.35
Cronulla South Public School	0.25
Crookwell Public School	0.15
Croppa Creek Public School	0.05
Crossmaglen Public School	0.10
Crown Street Public School	0.20
Croydon Park Public School	0.35
Croydon Public School	0.50
Crystal Creek Public School	0.05
Cudal Public School	0.05
Cudgegong Valley Public School	0.55
Cudgen Public School	0.20
Culburra Public School	0.20
Culcairn Public School	0.10
Cullen Bullen Public School	0.05
Cumnock Public School	0.05
Cundletown Public School	0.30
Curlewis Public School	0.05
Currabubula Public School	0.05
Curran Public School	0.55
Currans Hill Public School	0.55
Daceyville Public School	0.25
Dalgety Public School	0.05
Dalton Public School	0.05
Dapto Public School	0.80
Darcy Road Public School	0.55
Dareton Public School	0.20
Darlinghurst Public School	0.20
Darlington Point Public School	0.15
Darlington Public School	0.20
Dawson Public School	0.45
Dee Why Public School	0.55
Deepwater Public School	0.05
Delegate Public School	0.05
Delungra Public School	0.05
Denham Court Public School	0.60

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Deniliquin North Public School	0.15
Deniliquin South Public School	0.30
Denistone East Public School	0.60
Denman Public School	0.20
Dobroyd Point Public School	0.20
Doonside Public School	0.45
Dora Creek Public School	0.10
Dorchester School	0.20
Dorrigo Public School	0.15
Double Bay Public School	0.25
Douglas Park Public School	0.15
Drake Public School	0.10
Drummond Memorial Public School	0.45
Drummoyne Public School	0.45
Dubbo North Public School	0.40
Dubbo Public School	0.55
Dubbo School of Distance Education	0.40
Dubbo South Public School	0.90
Dubbo West Public School	0.55
Dudley Public School	0.20
Dulwich Hill Public School	0.40
Dundas Public School	0.30
Dundurrabin Public School	0.05
Dunedoo Central School	0.25
Dungay Public School	0.05
Dungog Public School	0.35
Dungowan Public School	0.10
Dunoon Public School	0.10
Dural Public School	0.25
Duranbah Public School	0.05
Duri Public School	0.05
Durrumbul Public School	0.05
E A Southee Public School	0.25
Earlwood Public School	0.50
East Hills Public School	0.25
Eastern Creek Public School	0.25
Eastlakes Public School	0.20
Eastwood Heights Public School	0.30
Ebenezer Public School	0.10
Ebor Public School	0.05
Eden Public School	0.40
Edensor Park Public School	0.25
Edgeware School	0.35
Edgeworth Heights Public School	0.35
Edgeworth Public School	0.70
Edward Public School	0.25
Eglington Public School	0.45
Elands Public School	0.05
Elanora Heights Public School	0.40
Elderslie Public School	0.55
Eleebana Public School	0.50
Elernmore Vale Public School	0.40
Ellalong Public School	0.10
Ellerston Public School	0.05
Ellison Public School	0.25
Eltham Public School	0.05

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Emerton Public School	0.30
Emmaville Central School	0.15
Empire Bay Public School	0.35
Empire Vale Public School	0.10
Emu Heights Public School	0.25
Emu Plains Public School	0.40
Enfield Public School	0.25
Engadine Public School	0.40
Engadine West Public School	0.60
Enngonia Public School	0.05
Epping Heights Public School	0.30
Epping North Public School	0.25
Epping Public School	0.50
Erina Heights Public School	0.25
Ermington Public School	0.35
Ermington West Public School	0.10
Erskineville Public School	0.25
Eschol Park Public School	0.35
Estella Public School	0.40
Ettalong Public School	0.65
Euabalong West Public School	0.05
Eugowra Public School	0.05
Eumungerie Public School	0.05
Eungai Public School	0.10
Eureka Public School	0.05
Eurongilly Public School	0.05
Euston Public School	0.10
Excelsior Public School	0.40
Exeter Public School	0.15
Fairfax Public School	0.05
Fairfield Public School	0.90
Fairvale Public School	0.75
Fairy Meadow Public School	0.45
Falls Creek Public School	0.10
Farmborough Road Public School	0.40
Fassifern Public School	0.05
Faulconbridge Public School	0.25
Fennell Bay Public School	0.30
Fern Bay Public School	0.15
Ferncourt Public School	0.30
Fernhill School	0.55
Fernleigh Public School	0.05
Figtree Heights Public School	0.15
Figtree Public School	0.30
Fingal Head Public School	0.10
Finigan School of Distance Education	0.40
Finley Public School	0.20
Fisher Road School	0.25
Five Dock Public School	0.35
Five Islands School	0.30
Flinders Public School	0.50
Floraville Public School	0.45
Forbes North Public School	0.40
Forbes Public School	0.40
Forest Hill Public School	0.20
Forest Lodge Public School	0.25

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Forestville Public School	0.50
Fort Street Public School	0.15
Fowler Road School	0.50
Frank Partridge VC Public School	0.40
Franklin Public School	0.30
Frederickton Public School	0.20
Freemans Reach Public School	0.20
Frenchs Forest Public School	0.25
G S Kidd Memorial School	0.20
Galston Public School	0.25
Galungara Public School	0.60
Ganmain Public School	0.05
Garah Public School	0.05
Garden Suburb Public School	0.25
Gardeners Road Public School	0.45
George Bass School	0.60
Georges Hall Public School	0.70
Gerogery Public School	0.05
Gerringong Public School	0.35
Geurie Public School	0.05
Gilgai Public School	0.10
Gilgandra Public School	0.30
Gillieston Public School	0.20
Gillwinga Public School	0.25
Girilambone Public School	0.05
Girrakool School	0.30
Gladesville Public School	0.30
Gladstone Public School	0.05
Glebe Public School	0.25
Gledswood Hills Public School	0.95
Glen Alice Public School	0.05
Glen Innes Public School	0.55
Glen Innes West Infants School	0.05
Glen William Public School	0.05
Glenbrook Public School	0.25
Glendale East Public School	0.25
Glendenning Public School	0.50
Glendore Public School	0.55
Glenfield Park School	0.60
Glenfield Public School	0.35
Glenhaven Public School	0.30
Glenmore Park Public School	0.55
Glenmore Road Public School	0.25
Glenorie Public School	0.20
Glenquarry Public School	0.05
Glenreagh Public School	0.10
Glenroi Heights Public School	0.60
Glenroy Public School	0.20
Glenvale School	0.75
Glenwood Public School	0.30
Glossodia Public School	0.20
Gloucester Public School	0.40
Gol Gol Public School	0.20
Goodooga Central School	0.10
Goolgowi Public School	0.10
Goolma Public School	0.05

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Goolmangar Public School	0.05
Gooloogong Public School	0.05
Goonellabah Public School	0.40
Goonengerry Public School	0.05
Gordon East Public School	0.25
Gordon West Public School	0.30
Gorokan Public School	0.65
Gosford East Public School	0.40
Gosford Public School	0.40
Goulburn East Public School	0.15
Goulburn North Public School	0.25
Goulburn Public School	0.25
Goulburn South Public School	0.20
Goulburn West Public School	0.35
Governor Philip King Public School	0.55
Grafton Public School	0.90
Grahamstown Public School	0.35
Gralee School	0.10
Granville East Public School	0.40
Granville Public School	0.85
Granville South Public School	0.35
Gravesend Public School	0.05
Grays Point Public School	0.30
Green Hill Public School	0.05
Green Valley Public School	0.45
Greenethorpe Public School	0.05
Greenway Park Public School	0.70
Greenwell Point Public School	0.10
Greenwich Public School	0.35
Grenfell Public School	0.20
Gresford Public School	0.10
Greta Public School	0.20
Greystanes Public School	0.60
Griffith East Public School	0.55
Griffith North Public School	0.60
Griffith Public School	0.55
Grose View Public School	0.20
Guildford Public School	0.55
Guildford West Public School	0.60
Guise Public School	0.35
Gulargambone Central School	0.15
Gulgong Public School	0.40
Gulmarrad Public School	0.20
Gum Flat Public School	0.10
Gundagai Public School	0.20
Gundagai South Public School	0.10
Gundaroo Public School	0.10
Gunnedah Public School	0.30
Gunnedah South Public School	0.75
Gunning Public School	0.10
Guyra Central School	0.40
Gwabegar Public School	0.05
Gwandalan Public School	0.35
Gwynneville Public School	0.20
GyMEA North Public School	0.25
Haberfield Public School	0.45

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Halinda School	0.50
Hallidays Point Public School	0.30
Hambledon Public School	0.50
Hamilton North Public School	0.15
Hamilton Public School	0.20
Hamilton South Public School	0.40
Hammondville Public School	0.40
Hampton Public School	0.05
Hannam Vale Public School	0.05
Hannans Road Public School	0.20
Hanwood Public School	0.30
Harcourt Public School	0.50
Hargraves Public School	0.05
Harrington Park Public School	0.70
Harrington Public School	0.15
Harwood Island Public School	0.10
Hassall Grove Public School	0.75
Hastings Public School	0.60
Havenlee School	0.35
Hay Public School	0.25
Hayes Park Public School	0.50
Hazelbrook Public School	0.35
Heathcote East Public School	0.15
Heathcote Public School	0.30
Heaton Public School	0.20
Hebersham Public School	0.80
Heckenberg Public School	0.30
Helensburgh Public School	0.40
Henry Fulton Public School	0.30
Henty Public School	0.15
Hermidale Public School	0.05
Hernani Public School	0.05
Hérons Creek Public School	0.05
Highlands School	0.40
Hill End Public School	0.05
Hill Top Public School	0.15
Hillsborough Public School	0.20
Hillside Public School	0.05
Hillston Central School	0.20
Hilltop Road Public School	0.85
Hillvue Public School	0.55
Hinchinbrook Public School	0.55
Hinton Public School	0.10
Hobartville Public School	0.50
Holbrook Public School	0.15
Holgate Public School	0.15
Holman Place School	0.15
Holmwood Public School	0.05
Holroyd School	0.95
Holsworthy Public School	0.45
Homebush Public School	0.40
Homebush West Public School	0.40
HopeTown School	0.50
Hornsby Heights Public School	0.25
Hornsby South Public School	0.40
Horsley Park Public School	0.25

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Howlong Public School	0.20
Hoxton Park Public School	0.60
Hume Public School	0.35
Humula Public School	0.05
Hunter River Community School	0.40
Hunters Hill Public School	0.25
Huntingdon Public School	0.05
Hurstville Grove Infants School	0.05
Hurstville South Public School	0.35
Huskisson Public School	0.20
Ilford Public School	0.05
Illabo Public School	0.05
Illaroo Road Public School	0.50
Illawong Public School	0.15
Iluka Public School	0.15
Induna School	0.15
Ingleburn Public School	0.60
Inverell Public School	0.80
Iona Public School	0.05
Irrawang Public School	0.50
Islington Public School	0.15
Ivanhoe Central School	0.10
Jamberoo Public School	0.10
James Erskine Public School	0.45
Jamison town Public School	0.35
Jannali East Public School	0.25
Jannali Public School	0.10
Jennings Public School	0.05
Jerilderie Public School	0.05
Jerrys Plains Public School	0.05
Jesmond Public School	0.20
Jewells Primary School	0.40
Jiggi Public School	0.10
Jilliby Public School	0.10
Jindera Public School	0.25
John Brodchie Nursery School	0.10
John Purchase Public School	0.45
John Warby Public School	0.45
Jugiong Public School	0.05
Junee North Public School	0.20
Junee Public School	0.20
Kahibah Public School	0.25
Kalinda School	0.25
Kambora Public School	0.20
Kandeer School	0.20
Kandos Public School	0.30
Kangaloon Public School	0.05
Kangaroo Valley Public School	0.10
Kanwal Public School	0.65
Kapooka Public School	0.05
Karangie Public School	0.15
Kareela Public School	0.25
Kariong Public School	0.50
Karningul School	0.25
Karonga School	0.60
Karuah Public School	0.15

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Katoomba North Public School	0.15
Katoomba Public School	0.25
Kearns Public School	0.20
Kearsley Public School	0.15
Kegworth Public School	0.25
Keiraville Public School	0.25
Kellys Plains Public School	0.05
Kellyville Public School	0.60
Kellyville Ridge Public School	0.60
Kelso Public School	0.70
Kemblawarra Public School	0.30
Kemps Creek Public School	0.15
Kempsey East Public School	0.30
Kempsey South Public School	0.35
Kempsey West Public School	0.85
Kendall Public School	0.25
Kensington Public School	0.30
Kenthurst Public School	0.15
Kentlyn Public School	0.15
Kentucky Public School	0.05
Khancoban Public School	0.05
Kiama Public School	0.40
Killara Public School	0.25
Killarney Heights Public School	0.45
Killarney Vale Public School	0.60
Kinchela Public School	0.05
Kincumber Public School	0.45
King Park Public School	0.45
King Street Public School	0.40
Kings Langley Public School	0.50
Kingscliff Public School	0.45
Kingsgrove Public School	0.50
Kingstown Public School	0.05
Kingswood Park Public School	0.20
Kingswood Public School	0.45
Kingswood South Public School	0.50
Kirkton Public School	0.05
Kirrawee Public School	0.30
Kitchener Public School	0.10
Kogarah Public School	0.35
Koonawarra Public School	0.40
Koorawatha Public School	0.05
Koorlingal Public School	0.45
Kootingal Public School	0.20
Kororo Public School	0.55
Kotara School	0.35
Kotara South Public School	0.35
Krambach Public School	0.05
Kulnura Public School	0.05
Kurmond Public School	0.20
Kurnell Public School	0.15
Kurrajong East Public School	0.10
Kurrajong North Public School	0.10
Kurrajong Public School	0.15
Kurrambee School	0.50
Kurri Kurri Public School	0.80

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Kyeemagh Public School	0.10
Kyogle Public School	0.40
La Perouse Public School	0.15
Ladysmith Public School	0.05
Laggan Public School	0.05
Laguna Public School	0.05
Laguna Street Public School	0.30
Lake Albert Public School	0.50
Lake Cargelligo Central School	0.40
Lake Cathie Public School	0.30
Lake Heights Public School	0.15
Lake Illawarra South Public School	0.25
Lake Munmorah Public School	0.55
Lake Wyangan Public School	0.15
Lakelands Public School	0.25
Lakemba Public School	0.45
Lakeside School	0.25
Lalor Park Public School	0.30
Lambton Public School	0.30
Lane Cove West Public School	0.35
Lansdowne Public School	0.10
Lansvale East Public School	0.45
Lansvale Public School	0.80
Lapstone Public School	0.15
Largs Public School	0.15
Larnook Public School	0.05
Laurieton Public School	0.20
Lavington East Public School	0.40
Lavington Public School	0.45
Lawrence Hargrave School	0.65
Lawrence Public School	0.10
Lawson Public School	0.25
Leeton Public School	0.35
Leeville Public School	0.10
Leichhardt Public School	0.55
Lennox Head Public School	0.40
Leonay Public School	0.25
Leppington Public School	0.50
Les Powell School	0.35
Lethbridge Park Public School	0.70
Leumeah Public School	0.50
Leura Public School	0.20
Lewisham Public School	0.15
Lightning Ridge Central School	0.85
Lilli Pilli Public School	0.25
Lincoln School	0.15
Lindfield East Public School	0.45
Lindfield Public School	0.50
Lindsay Park Public School	0.30
Lisarow Public School	0.25
Lismore Heights Public School	0.35
Lismore Public School	0.55
Lismore South Public School	0.35
Lithgow Public School	0.70
Liverpool Public School	0.90
Llandilo Public School	0.30

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Lochinvar Public School	0.15
Lockhart Central School	0.15
Loftus Public School	0.40
Lomandra School	0.70
Londonderry Public School	0.15
Long Flat Public School	0.05
Lord Howe Island Central School	0.05
Louth Public School	0.05
Lowanna Public School	0.10
Lowesdale Public School	0.05
Lucas Gardens School	0.40
Luddenham Public School	0.10
Lue Public School	0.05
Lugarno Public School	0.20
Lurnea Public School	0.70
Lyndhurst Public School	0.05
Lynwood Park Public School	0.25
Macdonald Valley Public School	0.05
Macksville Public School	0.50
Macleay Public School	0.25
Madang Avenue Public School	0.45
Maimuru Public School	0.05
Main Arm Upper Public School	0.10
Mainsbridge School	0.70
Maitland East Public School	0.60
Maitland Public School	0.45
Malabar Public School	0.25
Mallawa Public School	0.05
Manifold Public School	0.10
Manildra Public School	0.05
Manilla Central School	0.45
Manly Vale Public School	0.35
Manly Village Public School	0.45
Manning Park Public School	0.25
Manning Gardens Public School	0.60
Maraylya Public School	0.10
Marayong Heights Public School	0.25
Marayong Public School	0.75
Marayong South Public School	0.25
Marie Bashir Public School	0.25
Marks Point Public School	0.15
Maroota Public School	0.05
Maroubra Bay Public School	0.30
Maroubra Junction Public School	0.45
Marra Creek Public School	0.05
Marrar Public School	0.05
Marrickville Public School	0.20
Marrickville West Public School	0.40
Marsden Park Public School	0.35
Marsden Road Public School	0.85
Martindale Public School	0.05
Martins Creek Public School	0.05
Martins Gully Public School	0.15
Marton Public School	0.30
Marulan Public School	0.20
Mary Brooksbank School	0.50

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Maryland Public School	0.50
Mascot Public School	0.45
Mathoura Public School	0.05
Matong Public School	0.05
Matraville Public School	0.20
Matraville Soldiers Settlement Public School	0.20
Mawarra Public School	0.35
Mayfield East Public School	0.30
Mayfield West Public School	0.30
Mayrung Public School	0.05
McCallums Hill Public School	0.40
Meadow Flat Public School	0.05
Meadowbank Public School	0.40
Medlow Public School	0.05
Medowie Public School	0.30
Megalong Public School	0.05
Melrose Park Public School	0.15
Menai Public School	0.10
Mendooran Central School	0.15
Merewether Heights Public School	0.25
Merewether Public School	0.15
Merimbula Public School	0.50
Merriwa Central School	0.30
Merrylands East Public School	0.35
Merrylands Public School	0.60
Metella Road Public School	0.55
Metford Public School	0.45
Mian School	0.30
Michelago Public School	0.05
Middle Dural Public School	0.05
Middle Harbour Public School	0.40
Middleton Grange Public School	0.45
Middleton Public School	0.30
Milbrodale Public School	0.05
Miller Public School	0.50
Millers Forest Public School	0.05
Millfield Public School	0.10
Millthorpe Public School	0.25
Milperra Public School	0.40
Milton Public School	0.75
Mimosa Public School	0.35
Minchinbury Public School	0.45
Minerva School	0.50
Minmi Public School	0.15
Minnamurra Public School	0.40
Minto Public School	0.15
Miranda North Public School	0.25
Miranda Public School	0.30
Mitchells Island Public School	0.05
Mittagong Public School	0.55
Moama Public School	0.25
Modanville Public School	0.10
Mogo Public School	0.10
Monteagle Public School	0.05
Moonbi Public School	0.05
Moorland Public School	0.10

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Moree East Public School	0.25
Morgan Street Public School	0.35
Morisset Public School	0.25
Morpeth Public School	0.15
Mortdale Public School	0.30
Mortlake Public School	0.25
Moruya Public School	0.45
Mosman Public School	0.45
Moss Vale Public School	0.75
Moulamein Public School	0.05
Mount Annan Public School	0.55
Mount Austin Public School	0.35
Mount Brown Public School	0.35
Mount Colah Public School	0.25
Mount Druitt Public School	0.80
Mount George Public School	0.05
Mount Hunter Public School	0.05
Mount Hutton Public School	0.25
Mount Kanwarly Public School	0.05
Mount Keira Public School	0.10
Mount Kembla Public School	0.10
Mount Kuring-gai Public School	0.10
Mount Lewis Infants School	0.15
Mount Ousley Public School	0.20
Mount Pleasant Public School	0.05
Mount Pritchard East Public School	0.25
Mount Pritchard Public School	0.40
Mount Riverview Public School	0.15
Mount St Thomas Public School	0.25
Mount Terry Public School	0.65
Mount Victoria Public School	0.10
Mount Warrigal Public School	0.45
Mowbray Public School	0.45
Mudgee Public School	0.75
Mulbring Public School	0.05
Mulgoa Public School	0.10
Mullaley Public School	0.05
Mullaway Public School	0.30
Mullion Creek Public School	0.05
Mullumbimby Public School	0.30
Mulwala Public School	0.05
Mulyan Public School	0.40
Mumbil Public School	0.05
Mummulgum Public School	0.05
Mungindi Central School	0.15
Murringo Public School	0.05
Murrumburrah Public School	0.25
Murrurundi Public School	0.05
Murwillumbah East Public School	0.40
Murwillumbah Public School	0.25
Muswellbrook Public School	0.60
Muswellbrook South Public School	0.85
Nabiac Public School	0.20
Nambucca Heads Public School	0.30
Nana Glen Public School	0.10
Nangus Public School	0.05

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Naradhan Public School	0.05
Narara Public School	0.35
Nareena Hills Public School	0.25
Narellan Public School	0.35
Narellan Vale Public School	0.75
Naremburn School	0.35
Narooma Public School	0.45
Narrabeen Lakes Public School	0.25
Narrabeen North Public School	0.45
Narrabri Public School	0.50
Narrabri West Public School	0.35
Narrandera East Infants School	0.10
Narrandera Public School	0.30
Narranga Public School	0.80
Narraweena Public School	0.40
Narromine Public School	0.50
Narwee Public School	0.25
Nashdale Public School	0.10
Nemingha Public School	0.20
Neville Public School	0.05
New Lambton Heights Infants School	0.05
New Lambton Public School	0.45
New Lambton South Public School	0.35
Newbridge Heights Public School	0.45
Newcastle East Public School	0.15
Newcastle Junior School	0.35
Newcastle Middle School	0.25
Newcastle Senior School	0.35
Newling Public School	0.20
Newport Public School	0.55
Newrybar Public School	0.05
Newtown North Public School	0.20
Newtown Public School	0.25
Niagara Park Public School	0.55
Niangala Public School	0.05
Nicholson Street Public School	0.10
Niland School	0.65
Nillo Infants School	0.05
Nimbin Central School	0.30
Nimmitabel Public School	0.05
Nords Wharf Public School	0.20
Normanhurst Public School	0.30
Normanhurst West Public School	0.50
North East Public School of Distance Education	0.20
North Gosford Learning Centre	0.35
North Haven Public School	0.35
North Kellyville Public School	0.95
North Nowra Public School	0.40
North Ryde Public School	0.25
North Star Public School	0.05
North Wagga Public School	0.25
Northbridge Public School	0.30
Northlakes Public School	0.50
Northmead Public School	0.50
Noumea Public School	0.35
Nowra East Public School	0.85

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Nowra Hill Public School	0.15
Nowra Public School	0.80
Nulkaba Public School	0.35
Nundle Public School	0.10
Nuwarra Public School	0.55
Nymboida Public School	0.05
Nyngan Public School	0.25
Oak Flats Public School	0.45
Oakdale Public School	0.15
Oakhill Drive Public School	0.50
Oaklands Central School	0.10
Oakville Public School	0.40
Oatlands Public School	0.15
Oatley Public School	0.40
Oatley West Public School	0.40
Oberon Public School	0.25
Ocean Shores Public School	0.35
O'Connell Public School	0.05
Old Bar Public School	0.50
Old Bonalbo Public School	0.05
Old Guildford Public School	0.65
Orama Public School	0.05
Orana Heights Public School	0.90
Orange East Public School	0.25
Orange Grove Public School	0.35
Orange Public School	0.70
Orara Upper Public School	0.05
Orchard Hills Public School	0.20
Otford Public School	0.05
Ourimbah Public School	0.30
Oxley Park Public School	0.65
Oxley Vale Public School	0.40
Oyster Bay Public School	0.30
Pacific Palms Public School	0.25
Paddington Public School	0.20
Padstow Heights Public School	0.30
Padstow North Public School	0.30
Padstow Park Public School	0.40
Pagewood Public School	0.20
Palinyewah Public School	0.05
Pallamallawa Public School	0.05
Palm Avenue School	0.20
Palmers Island Public School	0.05
Pambula Public School	0.35
Panania North Public School	0.30
Panania Public School	0.30
Para Meadows School	0.45
Parkes East Public School	0.35
Parkes Public School	0.70
Parklea Public School	0.70
Parkview Public School	0.40
Parramatta East Public School	0.45
Parramatta North Public School	0.30
Parry School	0.25
Passfield Park School	0.50
Paterson Public School	0.10

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Paxton Public School	0.10
Peak Hill Central School	0.20
Peakhurst Public School	0.60
Peakhurst South Public School	0.30
Peakhurst West Public School	0.30
Peats Ridge Public School	0.05
Pelaw Main Public School	0.25
Pelican Flat Public School	0.05
Pendle Hill Public School	0.40
Pennant Hills Public School	0.40
Penrith Public School	0.55
Penrith South Public School	0.50
Penrith Valley Learning Centre	0.55
Penrose Public School	0.05
Penshurst Public School	0.40
Penshurst West Public School	0.30
Perthville Public School	0.10
Peterborough School	0.50
Petersham Public School	0.20
Picnic Point Public School	0.30
Picton Public School	0.45
Pilliga Public School	0.05
Pitt Town Public School	0.20
Plattsburg Public School	0.25
Pleasant Heights Public School	0.20
Pleasant Hills Public School	0.05
Plumpton House School	0.55
Plumpton Public School	0.65
Plunkett Street Public School	0.10
Point Clare Public School	0.40
Pomona Public School	0.05
Pooncarie Public School	0.05
Port Kembla Public School	0.20
Port Macquarie Public School	0.70
Porters Creek Public School	0.20
Portland Central School	0.30
Pottsville Beach Public School	0.60
Prairievale Public School	0.55
Premer Public School	0.05
Prestons Public School	0.65
Pretty Beach Public School	0.15
Primbee Public School	0.15
Putland School	0.35
Putney Public School	0.35
Pymble Public School	0.35
Quaama Public School	0.10
Quakers Hill East Public School	0.45
Quambone Public School	0.05
Quandialla Public School	0.05
Queanbeyan East Public School	0.30
Queanbeyan South Public School	0.55
Queanbeyan West Public School	0.55
Quirindi Public School	0.35
Raglan Public School	0.20
Railway Town Public School	0.20
Rainbow Street Public School	0.40

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Raleigh Public School	0.05
Ramsgate Public School	0.40
Rand Public School	0.05
Rankins Springs Public School	0.05
Rappville Public School	0.05
Rathmines Public School	0.40
Raymond Terrace Public School	0.50
Red Hill Public School	0.55
Red Range Public School	0.10
Redbank School	0.45
Redhead Public School	0.20
Regents Park Public School	0.30
Regentville Public School	0.60
Repton Public School	0.05
Revesby Public School	0.45
Revesby South Public School	0.30
Richmond North Public School	0.25
Richmond Public School	0.25
Ringrose Public School	0.35
Rivendell School	0.70
Riverstone Public School	0.80
Riverwood Public School	0.15
Robert Townson Public School	0.55
Robertson Public School	0.15
Rockdale Public School	0.35
Rockley Public School	0.05
Rocky River Public School	0.05
Rollands Plains Upper Public School	0.05
Rooty Hill Public School	0.70
Rose Bay Public School	0.45
Rosebank Public School	0.05
Rosehill Public School	0.55
Roselea Public School	0.30
Rosemeadow Public School	0.80
Roseville Public School	0.40
Rosewood Public School	0.05
Rossmore Public School	0.20
Rous Public School	0.10
Rouse Hill Public School	0.95
Rowena Public School	0.05
Rowland Hassall School	0.55
Royal Far West School	0.20
Rozelle Public School	0.45
Ruse Public School	0.40
Russell Lea Public School	0.25
Russell Vale Public School	0.20
Rydalmere East Public School	0.30
Rydalmere Public School	0.15
Ryde East Public School	0.35
Ryde Public School	0.65
Rye Park Public School	0.05
Rylstone Public School	0.10
Sackville Street Public School	0.45
Sadleir Public School	0.60
Salt Ash Public School	0.10
Samuel Gilbert Public School	0.50

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Samuel Terry Public School	0.50
Sanctuary Point Public School	0.70
Sandon Public School	0.35
Sandy Beach Public School	0.40
Sandy Hollow Public School	0.05
Sans Souci Public School	0.45
Sarah Redfern Public School	0.55
Sawtell Public School	0.30
Scarborough Public School	0.05
School of the Air	0.20
Scone Public School	0.50
Scotts Head Public School	0.15
Seaforth Public School	0.35
Seaham Public School	0.20
Sefton Infants School	0.15
Seven Hills North Public School	0.20
Seven Hills Public School	0.10
Seven Hills West Public School	0.50
Shalvey Public School	0.45
Shell Cove Public School	0.50
Shelley Public School	0.50
Shellharbour Public School	0.35
Shepherds Park School	0.15
Sherwood Grange Public School	0.25
Shoal Bay Public School	0.35
Shoalhaven Heads Public School	0.15
Shortland Public School	0.35
Singleton Heights Public School	0.60
Singleton Public School	0.45
Sir Eric Woodward Memorial School	0.30
Smalls Road Public School	0.20
Smithfield West Public School	0.35
Smithtown Public School	0.10
Snowy Valleys School	0.20
Sofala Public School	0.05
Soldiers Point Public School	0.30
Somersby Public School	0.05
Somerton Public School	0.05
South Coogee Public School	0.45
South Creek School	0.40
South Grafton Public School	0.85
South Wagga Public School	0.30
South West Rocks Public School	0.30
Southern Cross Public School	0.60
Southern Cross School of Distance Education	0.40
Speers Point Public School	0.30
Spring Farm Public School	0.75
Spring Hill Public School	0.05
Spring Ridge Public School	0.05
Spring Terrace Public School	0.05
Springdale Heights Public School	0.20
Springwood Public School	0.40
St Clair Public School	0.40
St George School	0.35
St Georges Basin Public School	0.40
St Helens Park Public School	0.55

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
St Ives Park Public School	0.15
St Ives Public School	0.30
St Marys North Public School	0.50
St Marys Public School	0.25
St Marys South Public School	0.25
St Peters Public School	0.20
Stanford Merthyr Infants School	0.10
Stanmore Public School	0.40
Stanwell Park Public School	0.10
Stewart House School	0.30
Stockinbingal Public School	0.05
Stockton Public School	0.25
Stokers Siding Public School	0.05
Stratford Public School	0.05
Stratheden Public School	0.05
Strathfield North Public School	0.50
Strathfield South Public School	0.60
Stroud Public School	0.10
Stroud Road Public School	0.05
Stuart Town Public School	0.05
Stuarts Point Public School	0.10
Sturt Public School	0.30
Summer Hill Public School	0.55
Sunshine Bay Public School	0.35
Surveyors Creek Public School	0.50
Sussex Inlet Public School	0.25
Sutherland North Public School	0.20
Sutherland Public School	0.25
Sutton Public School	0.20
Swansea Public School	0.20
Sydney Childrens Hospital School	0.20
Sydney Distance Education Primary School	0.20
Sylvania Heights Public School	0.50
Sylvania Public School	0.10
Table Top Public School	0.10
Tabulam Public School	0.10
Tacking Point Public School	0.65
Tacoma Public School	0.20
Tahmoor Public School	0.55
Talbingo Public School	0.05
Tallimba Public School	0.05
Tallong Public School	0.05
Tallowood School	0.45
Tambar Springs Public School	0.05
Tamworth West Public School	0.50
Tangara School	0.20
Tanilba Bay Public School	0.50
Tanja Public School	0.05
Tarago Public School	0.05
Taralga Public School	0.05
Tarcutta Public School	0.05
Taree Public School	0.15
Taree West Public School	0.60
Taren Point Public School	0.10
Tarrawanna Public School	0.15
Tarro Public School	0.15

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Tathra Public School	0.25
Taverners Hill Infants School	0.10
Tea Gardens Public School	0.20
Telarah Public School	0.80
Telegraph Point Public School	0.10
Telopea Public School	0.10
Temora Public School	0.30
Temora West Public School	0.20
Tempe Public School	0.20
Tenambit Public School	0.45
Teralba Public School	0.15
Terara Public School	0.10
Terranora Public School	0.30
Terrey Hills Public School	0.20
Teven-Tintenbar Public School	0.20
Tharawal Public School	0.25
Tharbogang Public School	0.05
The Beach School	0.45
The Bidgee School	0.45
The Channon Public School	0.05
The Childrens Hospital School	0.20
The Crescent School	0.40
The Entrance Public School	0.75
The Grange Public School	0.30
The Hills School	0.55
The Junction Public School	0.40
The Meadows Public School	0.35
The Oaks Public School	0.30
The Pocket Public School	0.10
The Ponds School	0.60
The Risk Public School	0.05
The Rock Central School	0.15
The Sir Henry Parkes Memorial Public School	0.35
Thirlmere Public School	0.35
Thirroul Public School	0.30
Thomas Acres Public School	0.65
Thornleigh West Public School	0.55
Thornton Public School	0.60
Thurgoona Public School	0.50
Tibooburra Outback Public School	0.05
Tighes Hill Public School	0.25
Timbumburi Public School	0.15
Tingha Public School	0.15
Tinonee Public School	0.20
Tintinhull Public School	0.10
Tirranna Public School	0.05
Tirriwirri School	0.25
Tocumwal Public School	0.10
Tomaree Public School	0.45
Tomerong Public School	0.15
Tooleybuc Central School	0.15
Toomelah Public School	0.10
Toongabbie East Public School	0.20
Toongabbie Public School	0.60
Toongabbie West Public School	0.25
Tooraweenah Public School	0.05

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Toormina Public School	0.30
Toronto Public School	0.35
Tottenham Central School	0.15
Toukley Public School	0.65
Towamba Public School	0.05
Tower Street Public School	0.15
Towradgi Public School	0.30
Trangie Central School	0.40
Tregeagle Public School	0.10
Tregear Public School	0.55
Trundle Central School	0.10
Trunkey Public School	0.05
Truscott Street Public School	0.30
Tucabia Public School	0.05
Tuggerah Public School	0.40
Tuggerawong Public School	0.25
Tullamore Central School	0.10
Tullibigeal Central School	0.05
Tullimbar Public School	0.45
Tulloona Public School	0.05
Tumbarumba Public School	0.20
Tumbulgum Public School	0.05
Tumut Public School	0.35
Tuncurry Public School	0.55
Tuntable Creek Public School	0.05
Turrumurra North Public School	0.20
Turrumurra Public School	0.35
Turvey Park Public School	0.40
Tweed Heads Public School	0.30
Tweed Heads South Public School	0.30
Tyalgum Public School	0.05
Tyalla Public School	0.45
Uki Public School	0.20
Ulladulla Public School	0.85
Ulmarra Public School	0.10
Ulong Public School	0.10
Ultimo Public School	0.35
Umina Beach Public School	0.70
Unanderra Public School	0.40
Undercliffe Public School	0.15
Ungarie Central School	0.10
Upper Coopers Creek Public School	0.05
Upper Lansdowne Public School	0.05
Urana Public School	0.05
Uranquinty Public School	0.05
Urbenville Public School	0.05
Urunga Public School	0.25
Vacy Public School	0.10
Valentine Public School	0.40
Valley View Public School	0.40
Vardys Road Public School	0.40
Vaucluse Public School	0.30
Verona School	0.50
Victoria Avenue Public School	0.35
Villawood East Public School	0.45
Villawood North Public School	0.30

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Vincentia Public School	0.30
Vineyard Public School	0.05
Wagga Wagga Public School	0.40
Wahroonga Public School	0.50
Wairoa School	0.35
Wakefield School	0.40
Wakehurst Public School	0.25
Wakool Burraboi Public School	0.05
Walbundrie Public School	0.05
Walcha Central School	0.35
Walgett Community College - Primary School	0.35
Walhallow Public School	0.05
Walla Walla Public School	0.05
Wallabadah Public School	0.05
Wallacia Public School	0.05
Wallendbeen Public School	0.05
Wallerawang Public School	0.30
Wallsend Public School	0.30
Wallsend South Public School	0.45
Walters Road Public School	0.55
Wamberal Public School	0.55
Wamoon Public School	0.05
Wanaaring Public School	0.05
Wangee Park School	0.25
Wangi Wangi Public School	0.15
Waniora Public School	0.35
Waratah Public School	0.55
Waratah West Public School	0.15
Wardell Public School	0.10
Warialda Public School	0.25
Warilla North Public School	0.20
Warilla Public School	0.35
Warners Bay Public School	0.50
Warnervale Public School	0.55
Warragamba Public School	0.30
Warrawee Public School	0.60
Warrawong Public School	0.45
Warren Central School	0.30
Warrimoo Public School	0.15
Warwick Farm Public School	0.30
Waterfall Public School	0.10
Wattawa Heights Public School	0.25
Wattle Flat Public School	0.05
Wattle Grove Public School	0.45
Wauchope Public School	0.95
Waverley Public School	0.25
Wee Jasper Public School	0.05
Wee Waa Public School	0.25
Weethalle Public School	0.05
Weilmoringle Public School	0.05
Wellington Public School	0.85
Wentworth Falls Public School	0.30
Wentworth Point Public School	0.65
Wentworth Public School	0.20
Wentworthville Public School	0.65
Werrington County Public School	0.50

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Werrington Public School	0.75
Werris Creek Public School	0.15
West Pennant Hills Public School	0.40
West Pymble Public School	0.25
West Ryde Public School	0.35
West Wallsend Public School	0.20
West Wyalong Public School	0.35
Westdale Public School	0.60
Westlawn Public School	0.50
Weston Public School	0.25
Westport Public School	0.55
Wewak Street School	0.35
Whalan Public School	0.80
Wheeler Heights Public School	0.40
Whian Whian Public School	0.05
White Cliffs Public School	0.05
Whitton-Murrumbidgee Public School	0.05
Wiangaree Public School	0.10
Widemere Public School	0.20
Wideview Public School	0.25
Wilberforce Public School	0.25
Wiley Park Public School	0.80
Wilkins Public School	0.45
Willans Hill School	0.30
Willawarrin Public School	0.10
William Bayldon Public School	0.40
William Dean Public School	0.30
William Rose School	0.50
William Stimson Public School	0.65
Willmot Public School	0.25
Willow Tree Public School	0.05
Wilson Park School	0.40
Wilsons Creek Public School	0.05
Wilton Public School	0.50
Windale Public School	0.35
Windang Public School	0.15
Windellama Public School	0.05
Windsor Park Public School	0.30
Windsor Public School	0.20
Windsor South Public School	0.40
Wingello Public School	0.05
Wingham Brush Public School	0.25
Wingham Public School	0.35
Winmalee Public School	0.30
Winston Heights Public School	0.25
Winston Hills Public School	0.55
Wiripaang Public School	0.35
Wirreanda Public School	0.50
Wisemans Ferry Public School	0.05
Wollondilly Public School	0.55
Wollongbar Public School	0.35
Wollongong Public School	0.40
Wollongong West Public School	0.30
Wolumla Public School	0.15
Wombat Public School	0.05
Wongarbon Public School	0.10

<b>School Name</b>	<b>2022 – 2023 School Counselling Service Allocation (FTE)</b>
Woniora Road School	0.35
Woodberry Learning Centre	0.25
Woodberry Public School	0.30
Woodburn Public School	0.25
Woodenbong Central School	0.30
Woodland Road Public School	0.30
Woodport Public School	0.30
Woodstock Public School	0.05
Woolbrook Public School	0.05
Woolgoolga Public School	0.40
Wooli Public School	0.05
Woolahra Public School	0.50
Woolomin Public School	0.05
Woolooware Public School	0.35
Woongarra Public School	0.40
Woonona East Public School	0.20
Woonona Public School	0.45
Woronora River Public School	0.10
Woy Woy Public School	0.65
Woy Woy South Public School	0.50
Wyalong Public School	0.10
Wyangala Dam Public School	0.05
Wyee Public School	0.20
Wyndham Public School	0.05
Wyoming Public School	0.45
Wyong Creek Public School	0.05
Wyong Public School	0.55
Wyrallah Public School	0.05
Wyrallah Road Public School	0.60
Wyaliba Public School	0.05
Yagoona Public School	0.70
Yamba Public School	0.35
Yanco Public School	0.05
Yandelora School	0.50
Yanderra Public School	0.05
Yarrawarra Public School	0.20
Yarrowitch Public School	0.05
Yass Public School	0.30
Yates Avenue Public School	0.35
Yawarra Community School	0.30
Yenda Public School	0.15
Yennora Public School	0.45
Yeo Park Infants School	0.10
Yeoval Central School	0.20
Yerong Creek Public School	0.05
Yetman Public School	0.05
Yoogali Public School	0.10
York Public School	0.65
Young North Public School	0.45
Young Public School	0.60
Yowie Bay Public School	0.35
Yudi Gunyi School	0.45
Zig Zag Public School	0.10

**QUESTION 61, PAGE NO 92**

The Hon. COURTNEY HOUSSOS: Mr Manning, I will turn to this document that you helpfully referred me to—I'm sorry, I had missed that one—the delivery strategy that was launched yesterday. Under "building contractor" under "Edmondson Park new high school", it says "alternate". Now, this is listed under a number of different projects. What does that mean?

ANTHONY MANNING: It means we're exploring options that are available to us in the market, which is what we talked about this morning.

The Hon. COURTNEY HOUSSOS: Does that mean that all of those projects are having a similar kind of process to Edmondson Park, in that you're looking at a number of sites and a number of different—

ANTHONY MANNING: I think as I said this morning, there is a Treasury policy that requires us, where we're going to spend more than \$100 million, to look at private sector capital opportunities, including PPEs and the like. That's a process we're going through on a range of projects that present themselves to us at the moment.

The Hon. COURTNEY HOUSSOS: And all of the ones listed as "alternate" on that document are going through that process?

ANTHONY MANNING: Yes, to some degree or another, absolutely.

The Hon. ANTHONY D'ADAM: Can you provide on notice that Treasury policy you're referencing?

ANTHONY MANNING: Sure.

**ANSWER**

The Department of Education considers Public Private Partnerships (PPP) for any school infrastructure project with a total estimated capital value exceeding \$100 million.

Further information on the Public Private Partnerships Policy and Guidelines can be found on the NSW Treasury website.

## QUESTION 62, PAGE NO 92

The Hon. COURTNEY HOUSSOS: Can you tell me how many high schools are currently being considered for planning or are being constructed that don't have ovals, and give a list of those?

ANTHONY MANNING: We'd have to provide that on notice.

The Hon. COURTNEY HOUSSOS: Of course.

ANTHONY MANNING: But I would draw the point that we did earlier today: The issue is the use of an oval and access to an oval, not ownership of an oval. We make sure that all of our high schools would have access to an oval as part of the program. It doesn't necessarily mean we would own it. But I can provide that to you on notice in terms of which ones we own and which ones we have leasing arrangements with.

The Hon. COURTNEY HOUSSOS: Yes, that would be great.

ANTHONY MANNING: There are quite a lot of schools that have arrangements with adjacent pieces of land that are utilised by the school, not just new ones.

The Hon. COURTNEY HOUSSOS: Beautiful. If you can provide the list on notice of the ones that you have access to and the ones that you actually own—

ANTHONY MANNING: The ones that are planned?

The Hon. COURTNEY HOUSSOS: Sorry, I'm interested about the new planning ones and which ones—

ANTHONY MANNING: Yes, the ones that are planned.

The Hon. COURTNEY HOUSSOS: I understand we've talked about this extensively in our school infrastructure inquiry about the new high-rise schools. I'm interested to know how many of those—we still don't have a site for the south-western—

ANTHONY MANNING: For Leppington?

The Hon. COURTNEY HOUSSOS: Yes.

ANTHONY MANNING: Yes, we do. It's the one we visited and had a look at. I don't think you were present at the Portfolio Committee No. 3 that day? Maybe you were.

## ANSWER

All high schools currently in planning will have access to an oval. Where opportunities exist, the Department of Education may enter into lease arrangements for ovals with local Councils. These arrangements work both ways with local Councils also leasing ovals from schools for community use.

### High schools currently in planning designated for leased ovals:

1. Bungendore High School
2. Wentworth Point new high school

### Newly constructed high schools with leased ovals:

1. Inner Sydney High School
2. Lindfield Learning Village

**QUESTION 63, PAGE NO 93**

The Hon. ANTHONY D'ADAM: I just wanted to ask Mr Graham to clarify: The tender for the curriculum resources has closed, hasn't it?

MARTIN GRAHAM: That's right

The Hon. ANTHONY D'ADAM: How many bids have been received?

MARTIN GRAHAM: It's currently before the tender panel so I'm not sure how much I should be saying about a commercial process.

The Hon. ANTHONY D'ADAM: You're not able to provide that information? Perhaps you can take it on notice—

GEORGINA HARRISSON: Very happy to provide that on notice.

The Hon. ANTHONY D'ADAM: —and get some advice. If you can, we'd like to know whether there were partial bids—I don't know whether the tender document had a capacity for a bid to be received in relation to a portion of a curriculum and how that was designed, but if there is perhaps some information about how many bids for each portion?

GEORGINA HARRISSON: Very happy to provide you on notice anything we can in terms of the breakdown and numbers of proponents. If we're unable to provide that at this time—at the sensitive time where those bids are being considered—I will, as I've done in other parts of this hearing, commit to write to you with the outcome and more information at the point I'm able to. If we come back and say we're not able to provide it at this time, I do commit to write to you with further information once that sensitive part of the process is complete.

The Hon. ANTHONY D'ADAM: Thank you. What date was the tender closed?

MARTIN GRAHAM: I can get that for you.

The Hon. ANTHONY D'ADAM: On notice?

MARTIN GRAHAM: Yes.

The Hon. ANTHONY D'ADAM: Thank you.

**ANSWER**

The tender closed on 8 August 2022. Procurement is currently in the Evaluation Stage and as such, is Commercial in Confidence. We can confirm we have received 33 tenders from 33 suppliers.

**QUESTION 64, PAGE NO 94**

The Hon. COURTNEY HOUSSOS: I wanted to go to the question about the catchment capture rates of schools. Ms Harrison, do you have access to what percentage of in-catchment school-age students are attending each school?

GEORGINA HARRISSON: I don't have that with me, but I'm very happy to work with my colleagues around the table to see what information we have on that and come back to you.

The Hon. COURTNEY HOUSSOS: Yes, that would be great. Then I might do some questions on notice about what are the catchment—are 20 per cent of the kids in a catchment area attending the local school? Are 80 per cent of them in a catchment area—

GEORGINA HARRISSON: Obviously we would expect that figure to vary by suburb and by provision in that suburb. Some of that will obviously depend on the choice that is available to parents in any given location. But I'm very happy to have a look at what we might have and are able to provide on that.

**ANSWER**

All primary schools and most high schools have designated local enrolment areas. Students enrol in public schools based on their home address.

Students are entitled to enrol at the local school they are eligible to attend where their home is within that school's local catchment area. Parents may apply to enrol their child as a non-local enrolment at the school of their choice. However, acceptance is subject to the child being eligible to attend the school and the school being able to accommodate the child.

**QUESTION 65, PAGE NO 94**

The Hon. COURTNEY HOUSSOS: That would be great. If you can come back to us, we'll come back to you with some more questions on notice. I wanted to talk to you about the locations of sold land. We've asked some questions on notice about this. You have the figures of the parcels of land that are under \$5 million. Some of those questions on notice have referred to the annual report but they are not provided. Are you able to provide us with a list of the parcels of land that have been sold that are under \$5 million?

GEORGINA HARRISSON: Certainly I'm happy to take that on notice and come back to you with what we're able to provide. I don't think there should be any issues with that, Ms Houssos, but I don't have a list of those here with me today.

The Hon. COURTNEY HOUSSOS: No, I don't expect you to. I'm looking more for a commitment that you would be able to provide that list.

GEORGINA HARRISSON: Very happy to look at what we're able to provide.

**ANSWER**

Land sales below \$5 million, for FY 2020-2021 and FY 2021-22, as at 30 June 2022, include:

<b>FY 2020-21</b>	<b>FY 2021-22</b>
20 Parklea Avenue, Croudace Bay	Ganmain Public School (Former Residence) – 23 Langham Street, Ganmain
Blaxland High School – 29 Coughlan Road Blaxland (Part Site)	Numeralla Public School – 7-9 Umeralla St, Numeralla
Blaxland High School – 31 Coughlan Road Blaxland (Part Site)	Beverly Hills Public School (8m <sup>2</sup> - Part Site) (Compulsory Acquisition)
Dapto High School - 20 Cleveland Road, Dapto (Part Site)	Lawrence Public School (560m <sup>2</sup> Part Site) (Compulsory Acquisition)
Kingsgrove High School – 0.03 Ha (Part Land)	Burruga Public School – 44-66 Burruga St, Burruga
Korora School Road – 0.26 Ha (Part Land)	Rugby Public School – Lot 164, Rugby Road, Rugby
Rouchel Public School	Stockinbingal Public School – Vacant Land – Dudauman St, Stockinbingal
Tamworth (Former Parry School)	Mullengandra Public School – 58 Shea Rd Mullengandra
	Lostock Public School – School Rd, Lostock
	Rugby Public School – 3094 Rugby Rd, Rugby (Former Residence)
	Kandos High School – Fleming Street, Kandos (Land)

	Bodalla Public School – Eurobodalla Rd, Bodalla (Part Site)
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**QUESTION 66, PAGE NO 79**

**ANTHONY MANNING:** Yes. There are 998 schools, I think. I'm just trying to look here. So 926 of the 988 schools have had air conditioning systems installed. I'll get back to you with a total number of schools that have now been approved under round one and those that we've been able to accommodate within round two.

**The Hon. COURTNEY HOUSSOS:** We've gone through this at length in the past, so if you can give me the usual breakdown of the different stages they are at—

**ANTHONY MANNING:** Sure.

**ANSWER**

As at 31 July 2022, 931 of the 999 schools have either had air-conditioning systems installed, are part way through delivery or been assessed as having fit for purpose air-conditioning systems in all eligible learning spaces and libraries.

540 schools have had their systems fully installed, including sealed schools, with a further 168 in the construction phase. Seven schools are currently in the design phase with 45 projects being tendered.

Projects at 57 schools are in planning, while another 11 are on hold waiting for major capital works projects to be completed.

Another 171 schools have been assessed as having fit for purpose air-conditioning systems in all eligible learning spaces and libraries.