

ATTACHMENT

Hansard uncorrected transcript – additional information

- Page 31, paragraph 3-6

The Hon. COURTNEY HOUSSOS: Mr Ruming, I don't know if you saw the testimony from the previous witness who talked about the pressure on school counsellors, particularly that they work full-time only. Are you aware of an official directive that requires school counsellors to work full-time?

SHAUN RUMING: No, I am not, Ms Houssos.

The Hon. COURTNEY HOUSSOS: Can you provide us with an undertaking today that you will go back and investigate whether, if there are school counsellors who want to work part-time, that can be enabled?

SHAUN RUMING: I am happy to go and have a look at that.

Additional information: There is no directive that requires school counsellors to work full-time. Decisions around work modes are made based on operational requirements at the local level.

- Page 32, paragraphs 7-16

The Hon. COURTNEY HOUSSOS: Okay. Mr Ruming, we've got really limited time so I'm going to ask you: How many schools have a vacant position? There are 2,200-odd schools. How many schools have a vacant position?

SHAUN RUMING: Let me just grab that figure for you. I don't have that figure right in front of me, unless Mr Dizdar can help.

MURAT DIZDAR: I might be able to help the Committee.

The Hon. COURTNEY HOUSSOS: Thank you, Mr Dizdar.

MURAT DIZDAR: Seventy per cent of our schools—70 per cent of 2,200—have zero or one vacancy at the start of the school year, which for our students, as you know, Ms Houssos, was on Tuesday. We still have about 140 schools to return—our western division schools. As you'd be aware, Ms Houssos, school development days for them are on Friday this week, Monday next week; we're looking forward to welcoming you kids back there Tuesday. But 70 per cent of the system has zero or one vacancy.

The Hon. COURTNEY HOUSSOS: Okay, and what about two to five?

MURAT DIZDAR: We would have to take—we would have to come back to you with that breakdown.

The Hon. COURTNEY HOUSSOS: We have a really short time frame for this inquiry. Would you be able to see if someone could come back to you?

MURAT DIZDAR: We'll certainly do our best and if we can't get it to you today what we'll do is—I think I heard you, Chair, say when the Hansard comes out—we could maybe include it there.

The Hon. COURTNEY HOUSSOS: Thank you very much.

Additional information: 19% of our schools had between two and five vacancies at the start of the school year. The majority of these vacancies would be backfilled on a temporary or casual basis to ensure continuity of learning for students.

- Page 34-35, paragraphs 10-29 and 1-8

The Hon. COURTNEY HOUSSOS: Mr Dizdar, where was the data that you were basing that figure on, that we have the lowest in the country? Where was that data collected from?

MURAT DIZDAR: The 21 per cent figure I gave you is the departmental figure, and so that—

The Hon. COURTNEY HOUSSOS: The comparison that we're the lowest in the country, where did that data come from?

MURAT DIZDAR: That's the advice that I've got from our department. We would've compared that to what other jurisdictions have.

The Hon. COURTNEY HOUSSOS: If you can, when Hansard comes back, tell us where that came from. CESE conducted a teacher survey mid-last year that included questions about the impact of shortages on New South Wales public schools. What were the results of that survey?

MURAT DIZDAR: I'm not sure of the survey you're referring to.

The Hon. COURTNEY HOUSSOS: CESE conducted a teacher survey in the middle of last year. You would be aware of that?

MURAT DIZDAR: We conducted an assessment of the impact of COVID. Have you got the report there? Do you want to quote the report or name the report?

The Hon. COURTNEY HOUSSOS: It included the impact of shortages on New South Wales public schools.

MURAT DIZDAR: It would be good if you could name the report. CESE have conducted a number of surveys, a number of studies over the last three years through the period of COVID. I could go to the check-in assessment reports that they've conducted.

The Hon. COURTNEY HOUSSOS: It's the 2022 CESE teacher survey.

MURAT DIZDAR: Okay, yes.

The Hon. COURTNEY HOUSSOS: Are you aware of that one?

MURAT DIZDAR: I don't have it in front of me. Yes.

The Hon. COURTNEY HOUSSOS: Okay, but what were the results of the survey? Are you aware of the results of that survey?

MURAT DIZDAR: I don't have the details in front of me. Is there a specific question around this?

The Hon. COURTNEY HOUSSOS: I'm asking if you're aware of the results of the survey?

The ACTING CHAIR: Have you got a copy to provide Mr Dizdar?

The Hon. COURTNEY HOUSSOS: I don't have a copy of it. I can't print.

MURAT DIZDAR: I don't have one in front of me.

The Hon. COURTNEY HOUSSOS: That's not my question. My question is are you aware of the results of the survey?

MURAT DIZDAR: If I've got the right report, yes, I would have read it at the time.

The Hon. COURTNEY HOUSSOS: Okay, right. Will you commit to providing a copy of those results?

MURAT DIZDAR: Again, if you can name it and we'll get it on record in Hansard—

The Hon. COURTNEY HOUSSOS: It's the 2022 teacher survey conducted by CESE.

MURAT DIZDAR: I will go back into the organisation and see where that report is at. We normally release and publish all our CESE reports, so I'll go and find out and we'll make sure in Hansard we capture that.

The Hon. COURTNEY HOUSSOS: We've been told that the data checks won't be completed until late March. It's nine months after the survey was done. Can you explain why there has been such a delay?

MURAT DIZDAR: Let me go back, like I said, find out where they're at with the report of the study. My experience with all of our CESE studies and all of our CESE reports and all of our CESE surveys is that we've made publicly available reports. I don't think that that won't be the case in this instance, but let me go back and find out and on Hansard let's put down the detail of when that would be released.

Additional information: Out of field teaching rates are referenced in the NSW Government's submission into the Inquiry into teacher shortages in New South Wales, and comparative rates were sourced from the Australian Council for Educational Research.

Additional information: Questions concerning matters relating to teacher supply were posed by CESE to gain baseline data to support its evaluation of the ten-year Teacher Supply Strategy. There is no delay in publication as the survey is one of a number of inputs into this long-term evaluation. The timelines for the Teacher Supply Strategy evaluation by CESE are in line with the length of the strategy itself and consistent with other timelines prepared for major evaluations.

- Page 35, paragraphs 17-18

The Hon. COURTNEY HOUSSOS: How many additional teachers do New South Wales public schools need each year to 2030?

SHAUN RUMING: Let me just grab that figure for you. I have the supply and demand numbers up until 2026, so I'd have to take it on notice to 2030 and provide it back to the Committee.

Additional information: The latest publicly available supply and demand projections are outlined in the Data Attachment, which forms part of the NSW Government Submission to the Inquiry into teacher shortages in New South Wales.

- Page 36, paragraphs 5-16

Ms ABIGAIL BOYD: I haven't been part of these discussions before about how we're getting these figures, so if we could perhaps just look at it from, I guess, a layperson's perspective. What we want to know is how many additional teachers need to be recruited to fill the needs of every New South Wales school. I think we all know what we're talking about, so I don't care that this job was there and they've gone off and done something else and now we need another teacher for it. What is the figure when we're looking at how many positions need to be filled in order for us to have a fully functioning school in each of our schools in New South Wales?

MURAT DIZDAR: When I gave those examples I was only responding to Mr D'Adam's question around the secondment. Like we indicated through Mr Ruming, there are 2,200 schools in the system. At 30 January, the vacancy rate is 2,168 positions. They are 2,168 positions that we need to recruit a qualified teacher for, whether that's in a primary school or whether that's in a secondary school with a particular subject.

Ms ABIGAIL BOYD: And you could be recruiting them on either a permanent or temporary basis?

MURAT DIZDAR: They are permanent vacancies that we're recruiting for.

Ms ABIGAIL BOYD: Okay, but I'm still talking about the ones where there's not a permanent space available because that had been seconded, but there's still a space available; there's still a class without a teacher. When we include those as well, what number do we get?

MURAT DIZDAR: They're temporary recruitments. We'd have to take that number on notice. The number we've got in front of us that we've given to the Committee are permanent recruitments.

Ms ABIGAIL BOYD: You can understand, though, if you're trying to assess whether or not your schools are functioning properly, then the number that you really need is how many actual gaps there are in terms of vacancies. It doesn't matter what you call it.

MURAT DIZDAR: Ms Boyd, I fully understand your line of questioning. It's a good line of questioning. The operational requirements of a school go to permanent vacancy as well as what you might need by temporary and casual vacancy as well.

Ms ABIGAIL BOYD: Sure.

The Hon. ANTHONY D'ADAM: So why aren't you giving us that information? If you understand where we want to get to—you clearly understand where we want to get to in terms of the numbers that we need. You don't want to give us that information. Why?

The Hon. SCOTT FARLOW: No, Mr Dizdar said he'll take it on notice.

MURAT DIZDAR: Not at all. I said we'll go back and see what we've got by way of that figure. It's quite a complex situation, Mr D'Adam, which you'd respect and appreciate, because that casual and temporary workforce range from a daily basis to a yearly basis, so it's a very difficult figure to nail down. I know the keenness for that figure; I've been in the principal's seat. I understand what Ms Abigail Boyd is asking of us as a department. It goes to the operational requirements. The permanent vacancy figure is one that's a lot easier to attain. The figure around also including temp and casual is a very difficult figure to nail down across the system because of the variance that occurs each and every day through the operational requirements of a school.

Additional information: Information concerning detail on the nature or purpose of the temporary positions is not held at a system level (i.e. leave backfill, to cover illness or in staffing additional funded roles).

- Page 38, paragraphs 12-16

The Hon. SCOTT FARLOW: For those 500 shortlisted applicants or expressions of interest, what's the time frame for those to actually be in jurisdiction, ready to go?

SHAUN RUMING: I'd probably have to come back on notice with specific timing, and the recruitment team is working through those 500 applications as we speak. I would imagine that we will have a fairly good indication of how fast we can progress with them during 2023.

The Hon. SCOTT FARLOW: We've asked about the current vacancies. One of the areas that the Teachers Federation outlined to us yesterday to ask on as well was in terms of geographic issues with those vacancies. We've heard more and more that there might have been expected problems in terms of vacancies in regional areas for a long time, but that's now potentially come to western Sydney as well. With respect to those vacancies, are there any hotspots that we should be aware of, where there might be more vacancies than expected?

SHAUN RUMING: I might pass to Mr Dizdar to talk specifically about those schools—those areas.

MURAT DIZDAR: I'd have to take that and come back through Hansard around the exact specifics by way of numbers. That would be difficult to give.

Additional information: The application process can take a month to over a year depending on a range of factors including the applicant's personal circumstances.

Additional information: The Department monitors all permanent vacancies in schools weekly, and in conjunction with local advice from principals and Directors, Educational Leadership, can provide additional attention to schools

with a significant number of vacancies. The Department established a Priority Recruitment Support function in May 2022, specifically to provide more intensive support to a targeted group of schools with ongoing and significant permanent and temporary staffing challenges.

- Page 39, paragraphs 11-12

The Hon. ANTHONY D'ADAM: I want to ask about the temporary to permanent proposal. The initial announcement was 10,000. I think that's been subsequently upped to 15,000. The language is quite interesting. You say you're going to offer permanent roles but that doesn't necessarily mean that you're going to shift the total number, or the numbers, significantly. How many temporaries have been converted to permanent today?

SHAUN RUMING: We've had a number of staff go from casual to temporary, temporary to permanent, casual to permanent. I'd have to take that question on notice to come back to you, although what I can say—

Additional information: As outlined in the hearing, contracts concerning the conversion of temporary staff to permanent positions under the NSW Government's Temporary Workforce Transition Project will commence being issued from Term 1 2023. Eligible temporary teachers have the choice to accept a permanent position.