

**ABORIGINAL STUDENT LIAISON OFFICERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 95/96:**

Ms Parker to ask the Minister for Education and Training –

How many Aboriginal Student Liaison Officers were employed for the following periods:

- a. FY 2002/03
- b. FY 2003/04
- c. FY 2004/05
- d. FY 2005/06?

**Answer:**

11 Aboriginal Student Liaison Officers were employed as at 30 June in each of the years 2003,2004,2005 and 2006.

**ABORIGINAL STUDENT LIAISON OFFICERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 97:** Ms Parker to ask the Minister for Education and Training –

At what schools were the Aboriginal Student Liaison Officers attached to for the following periods:

- e. FY 2002/03
- f. FY 2003/04
- g. FY 2004/05
- h. FY 2005/06?

**Answer:**

Aboriginal Student Liaison Officers work with the communities and schools in which they are located to support the regular attendance of Aboriginal students.

Aboriginal Student Liaison Officers worked with the communities and schools in the following regions:

2002/03:-

New England Region, 3  
North Coast Region, 2  
South Western Sydney Region, 1  
Sydney Region, 1  
Western Sydney Region, 1  
Western NSW Region, 3

2003/04 to 2005/06:-

New England Region, 2  
North Coast Region, 2  
South Western Sydney Region, 1  
Sydney Region, 1  
Western Sydney Region, 1  
Western NSW Region, 4

**ABORIGINAL STUDENT LIAISON OFFICERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 98:**

Ms Parker to ask the Minister for Education and Training –

For the schools that had an Aboriginal Student Liaison Officer employed, what proportion of student population and how many students identify themselves as Aboriginal as at 30 June 2006?

• **Answer:**

Aboriginal student enrolment figures for 2006 are not yet available.

**ABORIGINAL STUDENT LIAISON OFFICERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 99:**

Ms Parker to ask the Minister for Education and Training –

For the Sydney metropolitan area which 30 High Schools have the highest proportion and number of students identifying themselves as Aboriginal as at 30 June 2006?

**Answer:**

Aboriginal student enrolment figures for 2006 are not yet available.

**SEALED ROADS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 100:**

Ms Parker to ask the Minister for Education and Training –

1. As at 30 June 2006 which primary schools are not serviced by a sealed access road?
2. As at 30 June 2006 which high schools are not serviced by a sealed access road?

**Answer:**

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the department that cannot be justified.

**ELECTRICAL SHOCKS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 101:**

Ms Parker to ask the Minister for Education and Training –

- a) As at 30 June 2006, how many NSW State Schools had electricity safety switches installed?
- b) For the period 1 July 2005 to 30 June 2006 how many teachers in NSW State Schools received electrical shocks and what injuries were sustained?
- c) For the period 1 July 2005 to 30 June 2006 how many students in NSW State Schools received electrical shocks and what injuries were sustained?

**Answer:**

a) To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the department that cannot be justified.

b) I am advised that data sourced by the Department of Education and Training from the GIO as at 30 June 2006 identifies 17 claims relating to electrical shock injuries sustained by teachers. The GIO database does not provide any further specific information on bodily location or the type of the injury that resulted. To provide this detailed information would involve considerable time and diversion of resources away from core responsibilities of the department that cannot be justified.

c) To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the department that cannot be justified.

**SCHOOL CLOSURES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 102:**

Ms Parker to ask the Minister for Education and Training –

- a. Which schools have been closed in each region and for each calendar year since 1995?
- b. What was the reason for the closure of each school?
- c. What is the current use of the site that each school previously occupied?

**Answer:**

a) Since 1995, the Government has opened a net 20 new schools across the state. That is the Government opened more schools than it has closed. This contrasts with the last Liberal/National Coalition Government, which closed a net 12 schools- that is they closed more than they opened.

b) The reasons for the closure of each individual school are different, and are discussed during consultations with school communities.

c) All the proceeds raised from the sale of land no longer required for educational purposes is reinvested in maintaining and upgrading school facilities. Since 1995 the current NSW Labor Government has and purchased more than \$181 million worth of land in areas where student numbers have been growing for future use for schools.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 103:**

Ms Parker to ask the Minister for Education and Training –

For each school that currently accepts boarders:

- a. What is the total capacity of the boarding house for each school year since 1995?
- b. What is the total capacity of the boarding house for male students for each school year since 1995?
- c. What is the total capacity of the boarding house for female students for each school year since 1995?

**Answer:**

There are 1003 places for boarders in the three schools with boarding house facilities.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 104:**

Ms Parker to ask the Minister for Education and Training –

Has boarding facility capacity at any school decreased since 1995? If so:

- a. When did this occur?
- b. What was the reason for the decrease?
- c. How large was the capacity decrease?

**Answer:**

There are 1003 places for boarders in the three schools with boarding house facilities.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 105:**

Ms Parker to ask the Minister for Education and Training –

Has boarding facility capacity at any school increased since 1995? If so:

- a. When did this occur?
- b. What was the reason for the increase?
- c. How large was the capacity increase?

**Answer:**

There are 1003 places for boarders in the three schools with boarding house facilities.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 106:**

Ms Parker to ask the Minister for Education and Training –

What was total expenditure on boarding house facilities in total and for each school for each school year since 1995?

**Answer:**

In 2006/2007, the NSW Labor Government is investing a record \$486 million to upgrade facilities at public schools. This is the biggest school rebuilding program in the history of NSW and highlights a 145 per cent increase since the opposition was last in government.

In addition to this capital investment, the NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

More than \$7 million has been allocated to the three schools with boarding facilities for capital improvements and maintenance since 1995.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 107:**

Ms Parker to ask the Minister for Education and Training –

What was total value of bequests/donations to public school boarding house facilities in total and for each school for each school year since 1995?

**Answer:**

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the Department that cannot be justified.

**BOARDING FACILITIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 108:**

Ms Parker to ask the Minister for Education and Training –

What was total value of boarding fees paid to NSW public school boarding houses in total and for each school for each school year since 1995?

**Answer:**

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the Department that cannot be justified.

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**EDUCATION WORKS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 109/110:**

Ms Parker to ask the Minister for Education and Training –

What is the current status of the education works programs at the following schools:

- a. Rozelle Public School – toilet block upgrade,
- b. Kegworth Public School – playground upgrade, new carpets, re-asphalting and school entrance works,
- c. Leichhardt Public School – handrails and bathroom upgrade,
- d. Birchgrove Public School – modifications to toilet access and handrails,
- e. Forest Lodge Public School – roof repairs,
- f. Glebe Public School – maintenance,
- g. Annandale North Public School – ground works and carpeting,
- h. Birchgrove Public School – toilet upgrade, carpeting, and flooring repair,
- i. Rozelle Public School – carpeting,
- j. Forest Lodge Public School – ground remediation,
- k. Nicholson Street Public School – carpeting,
- l. Sydney Secondary College, Leichhardt – carpeting, and
- m. Annandale Public School – carpeting,

**EDUCATION WORKS (continued)**

**Question No. 111:** Ms Parker to ask the Minister for Education and Training –

Please provide details of total expenditure to date on the above projects and estimated completion date of the project.

**Answer No 109/110/111:**

- a. Completed March, 2006.
- b. Playground Upgrade – completed March, 2006.  
Carpets – completed March, 2006.  
Re-asphalting school entrance – completed February, 2006.
- c. Completed March, 2006.
- d. Completed March, 2006.
- e. Completed April, 2006.
- f. Completed January, 2006.
- g. Groundworks – underway.  
Carpet – completed May, 2006.
- h. Toilet upgrade – completed September, 2006.  
Carpeting – completed May, 2006.  
Flooring Repair – completed May,.
- i. Completed May, 2006.
- j. Completed May, 2006.
- k. Completed May, 2006.
- l. Completed May, 2006.
- m. Completed May, 2006.

Total cost of the above projects is in the order of \$877,000.

**EPPING WEST PUBLIC SCHOOL**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 112:**

Ms Parker to ask the Minister for Education and Training –

Given that the last four Ministers for Education have acknowledged that there is a great need for a school hall to be constructed at Epping West Public School:

- a. Why wasn't funding provided for a school hall at Epping West Public School in the 2006/07 Budget?
- b. When will funding be allocated for a school hall at Epping West Public School?
- c. Will you commit to the construction of a school hall at Epping West Public School?
- d. How much funding will be allocated for the construction of a school hall at Epping West Public School?
- e. When will construction of a school hall commence at Epping West Public School?

**Answer:**

In 2006/2007, the NSW Labor Government is investing a record \$486 million to upgrade facilities at public schools. This is the biggest school rebuilding program in the history of NSW and highlights a 145 per cent increase since the opposition was last in government.

Since 1995, the NSW Labor Government has completed over 360 major school upgrades worth more than \$1 million each. This Government has built 33 gyms and 125 halls, with work underway on a further 10 gyms and 14 halls.

**EPPING WEST PUBLIC SCHOOL  
(continued)**

A project to provide a hall will continue to be considered against competing priorities when determining future Major Capital Works Programs.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 113:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Department of Education and Training at 35 Bridge Street, Sydney?

**Answer:** As at 30 June 2006, 407 full time equivalent staff were employed.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 114:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Aboriginal Program Unit at Level 14/1 Oxford Street, Darlinghurst?

**Answer:** As at 30 June 2006, 20 full time equivalent staff were employed.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 115:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Centre for Learning Innovation at 51 Wentworth Avenue, Strathfield?

**Answer:** As at 30 June 2006, 184 full time equivalent staff were employed.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 116:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Equity Program and Distance Education at Level 16/1 Oxford Street, Darlinghurst?

**Answer:** As at 30 June 2006, 30 full time equivalent staff were employed.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 117:**

Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Student Special Transport Unit at 84 Crown Street Wollongong Level 14, 31 Market Street, Sydney?

**Answer:**

As at 30 June 2006, 15 FTE staff were employed in the Student Special Transport Unit at 84 Crown Street, Wollongong.

There are no staff in the Student Special Transport Unit located at Level 14, 31 Market Street, Sydney.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 118:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Institute of Teachers at Level 6, 15-19 Bent Street, Sydney?

**Answer:** The Institute of Teachers currently employs 22 members of staff. In addition, the Chair is employed for the equivalent of one day per week.

**STAFFING**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 119:** Ms Parker to ask the Minister for Education and Training –

How many staff are currently employed by the Teacher Housing Authority Level 14, 31 Market Street, Sydney?

**Answer:** The Teacher Housing Authority of NSW employs 22 staff.

**STAFF SALARIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 120:**

Ms Parker to ask the Minister for Education and Training –

What is the annual salary of each of the 10 bureaucrats who attended the hearing with the Minister.

**Answer:**

Six officers were sworn in to give evidence to the hearing. Four were from the Department of Education and Training and two from the Board of Studies. Two of the DET officers have their remuneration reported in the Annual Report. The other two DET officers are paid in accordance with the Statutory and Other Offices Remuneration Tribunal for SES level 3 and SES level 4 and the two Board of Studies officers for SES level 2 and SES level 4.

**GRIMSHAW REPORT**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 121:** Ms Parker to ask the Minister for Education and Training –

How much did your Government pay for the second Grimshaw Report?

**Answer:** The Grimshaw Review resulted in two separate reports. The first, which was released in 2002, focused on school registration and accountability. Its findings were endorsed by the Government and legislation enacting the report's recommendations was passed in 2004.

After the first report was completed, Mr Grimshaw started work on his second report, on State funding. He was tasked with finding a new formula for distributing State Government funding to non-government schools.

The overriding conclusion of the second report, which was completed in May 2004, was that State funding cannot be dealt with in isolation because the State Government is the minor funding provider for non-government schools. It argued instead that the resourcing entitlements of all schools need to be addressed through a coordinated, national approach, with the Commonwealth working cooperatively with States and Territories.

The Government has accepted this conclusion and has publicly supported the report's view that school resourcing is a national issue, requiring a national solution.

**GRIMSHAW REPORT (continued)**

Through its chairing of MCEETYA's Schools Resourcing Taskforce, NSW is leading national work towards this solution. The Taskforce's role is to identify the actual costs that schools face in delivering good educational outcomes for their students.

NSW believes that the evidence being uncovered by the Taskforce on the actual costs being faced by schools will assist governments to develop funding approaches that can direct resources to those students most in need.

**TEACHER QUALIFICATIONS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 122:**

Ms Parker to ask the Minister for Education and Training –

How many qualified English, secondary maths and secondary science teachers are there in each ED/BD school? (List each school and the number of teachers in each category)

**Answer:**

Classroom teachers are appointed to positions in all schools, including ED/BD schools, based on the curriculum, educational and learning needs of students identified by the school.

**BEHAVIOUR SCHOOLS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 123:**

Ms Parker to ask the Minister for Education and Training –

How many students in 2004 and 2005 have been successfully reintegrated from behaviour (ED/BD) schools into mainstream primary and secondary schools?

**Answer:**

Evaluation of behaviour schools will occur in 2007 once the new behaviour schools have been established.

By next year there will be more than 3,500 specialist places available for students with behaviour problems. This is almost four times as many than in 1995 (918).

**BEHAVIOUR SCHOOLS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 124:**

Ms Parker to ask the Minister for Education and Training –

What is the total enrolment of students in established ED/BD schools? (Give details for each school)

**Answer:**

By 2007 the Government will have established 35 Behaviour Schools, 40 Tutorial Centres and 22 Suspension centres to support students with behaviour problems. Overall, there will be more than 3500 specialist behaviour places available. This compares to 918 places in 1995 – almost four times as many.

All have small class sizes with a teacher and a teachers aide. In addition to specialist behaviour programs, all students do their regular class work.

**BEHAVIOUR SCHOOLS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 125:**

Ms Parker to ask the Minister for Education and Training –

What are the educational qualifications of all teachers at ED/BD schools?

**Answer:**

All teachers in NSW public schools, including those in ED/BD schools, have teacher education qualifications.

**STUDENT REPORTS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 126:**

Ms Parker to ask the Minister for Education and Training –

What has been the cost so far to produce new software for the new A-E student reports and what are the total anticipated costs?

**Answer**

Parents will receive clear, concise reports, written in plain-English by the end of the year as planned.

Schools will be given a choice about whether to use A to E to describe student performance, or word descriptors ranging from "outstanding" to "limited".

Schools who choose to grade students using word descriptors instead of A to E must explain on each report that the words equate to the "A to E" scale.

It provides parents with the clear, honest and plain English student reports.

The NSW Government is acting to end the uncertainty after the Commonwealth refused to endorse a previous report plan, placing at risk \$3.7 billion in federal funding for State schools.

The Department has spent approximately \$460 000 on the development of new software for the new A-E reports.

**TEACHERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question 127:**

Can you advise how many teachers in secondary schools in NSW are teaching science and maths, but are not qualified to be teaching science or maths? (Provide a breakdown of these figures by region.)

**Answer:**

I am advised that there are 1,822 teaching positions across the State which are identified as science teaching positions. All of these positions are occupied by teachers who are approved to teach science.

I am also advised that there are 2,020 teaching positions across the State which are identified as maths teaching positions. Of these 4 are occupied by teachers who do not have approval to teach maths recorded on the staffing system.

Of the four positions occupied by these teachers, two are located in the Riverina Region, one is located in the Sydney Region and one is located in the Illawarra and South East Region.

I am advised that the principals of the schools where these teachers are appointed have all commented that these teachers were valued as highly competent and experienced teachers of mathematics.

**SCHOOL COUNSELLORS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 128:**

Ms Parker to ask the Minister for Education and Training –

As Professor Vinson highlighted four years ago, the appalling shortage of school counsellors in government schools – can you advise why State Labor has failed to reduce the student to counsellor ratio from the 1:1500 for primary school students and 1:1000 for secondary students?

**Answer:**

School counsellors are only one part of an extensive support network which also includes student welfare consultants; teachers specially trained in behaviour management; year advisers; home school liaison officers; teacher's aides; out-of-home care teachers, executive staff and a range of regional positions.

There are over 790 school counsellors. During 2006, 93 school counsellors are in training. In 1995 there were only 660 school counsellors.

Every student in a government school has access to a school counsellor and the current provision of support staff is greater than at any other time.

In addition, through School-Link, the Education Department is working with NSW Health to improve mental health services to young people.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 129:**

Ms Parker to ask the Minister for Education and Training –

What is the total cost of the current counselling services within the Department of Education in Government primary schools and how much on average is spent on each Government student in relation to counselling services?

**Answer:**

The Department of Education and Training's finance system does not separately capture the cost of school counselling services.

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the Department that cannot be justified.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 130:**

Ms Parker to ask the Minister for Education and Training –

What is the total cost of the current counselling services within the Department of Education in Government secondary schools and how much on average is spent on each Government student in relation to counselling services?

**Answer:**

The Department of Education and Training's finance system does not separately capture the cost of school counselling services.

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the Department that cannot be justified.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 131:** Ms Parker to ask the Minister for Education and Training –

What is the total cost of the current counselling services within the Department of Education in Government (i) EB/DB schools (ii) Tutorial Centres (iii) Suspension Centres and how much has been spent per Government student in these schools in the last 12 months?

**Answer:** The Department of Education and Training's finance system does not separately capture the cost of school counselling services.

To provide a detailed response to this question would involve considerable time and diversion of resources away from core responsibilities of the Department that cannot be justified.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 132:**

Ms Parker to ask the Minister for Education and Training –

Can you explain whether it is just plain penny pinching or incompetence by State Labor that sees EBDB schools often with up to 40 challenging students, having a counsellor attend at best for a day to a day and a half a week?

**Answer:**

The allocation of school counsellor time to schools is made by each regional director on the advice of a working party that includes principal representatives, school counselling service executive staff and regional student services personnel. The working party considers the need for school counsellor services across the region including the needs of ED/BD schools.

School counsellors are only one part of an extensive support network which also includes student welfare consultants; teachers specially trained in behaviour management; year advisers; home school liaison officers; teacher's aides; out-of-home care teachers, executive staff and a range of regional positions.

There are over 790 school counsellors. During 2006, 93 school counsellors are in training. In 1995 there were only 660 school counsellors.

Every student in a government school has access to a school counsellor and the current provision of support staff is greater than at any other time.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 133:**

Ms Parker to ask the Minister for Education and Training –

As a recent evaluation by the Public Schools Principals Forum noted that some schools had not had a counsellor visit in the last six months – can you explain why State Labor has so little regard for the future of Government students that schools are left without adequate counselling services?

**Answer:**

School counsellor time is allocated to schools on the basis of need. The current indicators of need are student enrolment, students receiving disability program support and social/behavioural factors.

An allocation process is carried out during Term 4 of each year for the following year.

The allocation of school counsellor time to schools is made by each regional director on the advice of a working party that includes principal representatives, school counselling service executive staff and regional student services personnel.

School counsellor teams are able to vary their time in schools in order to respond to serious incidents.

**BEHAVIOUR SCHOOLS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 134:**

Ms Parker to ask the Minister for Education and Training –

How much has been spent in each of the last 8 years on:-

- (i) acquisition of properties for either construction of ED/BD schools or allocation of use of existing buildings for ED/BD purposes and,
- (ii) on fitting out existing premises for the use of the premises as ED/BD schools?

**Answer:**

Details of funding provided for the construction of ED/BD schools is recorded in the annual State Budget Papers.

**BEHAVIOUR SCHOOLS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 135:**

Ms Parker to ask the Minister for Education and Training –

How many ED/BD schools with a majority secondary students year 7 to 10 have a majority of secondary trained teachers?

**Answer:**

As at 13 September 2006, Classroom teachers are appointed to positions in all schools, including ED/BD schools, based on the curriculum, educational and learning needs of students identified by the school.

Once teachers are appointed to schools on a permanent basis, principals manage the allocation of teachers to classes to maximise learning opportunities for all students. Some teachers have the appropriate experience and skills to teach across a number of key learning areas, and across primary and secondary areas.

Ten ED/BD schools have a majority of secondary students and a majority of teachers that are secondary teachers.

**TUTORIAL AND SUSPENSION CENTRES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 136:**

Ms Parker to ask the Minister for Education and Training –

What is the name and address of each of the tutorial and suspension centres in NSW and how much did they each cost to purchase and/or outfit?

**Answer:**

Tutorial Centres are located at Maitland, Waratah, Raymond Terrace, Lake Macquarie, Shellharbour, Figtree, Ulladulla, Queanbeyan, Narooma, Nowra East, Gunnedah, Inverell, Armidale, Casino, Murwillumbah, South Grafton, Pt Macquarie, Forster, Coffs Harbour, Griffith, Albury, Bankstown, Fairfield West, Campbelltown, Concorde West, Ashcroft, Bourke, Bathurst, Parkes, Broken Hill, Orange, Carlingford, Blaxland, Blacktown, Plumpton, Cranebrook and Chifley.

Suspension centres are located at Booragal, Tomaree, Bombaderry, Tamworth, Kempsey, Belrose, Wagga Wagga, Glenfield, Nowra, Arncliffe, Waterloo, Dubbo and Bidwill.

The cost of setting up each centre varies according to what accommodation is already available and the amount of refurbishment required.

**CAPITAL WORKS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 137:**

Ms Parker to ask the Minister for Education and Training –

You and your Premier recently announced the construction of further ED/BD schools and more tutorial and suspension centres. Advise the cost of this anticipated construction?

**Answer:**

To ensure a competitive tendering process, estimated costs for projects are not released until a tender has been awarded.

**BEHAVIOUR SCHOOLS, TUTORIAL AND SUSPENSION CENTRES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 138:**

Ms Parker to ask the Minister for Education and Training –

Where's the educational logic in putting more students into ED/BD school and tutorial and suspension centres if there has been no evaluation whatsoever of the success of such schools and a number of educational specialists argue that such schools may not improve the outcomes for the children?

**Answer:**

The development of ED/BD schools, tutorial and suspension centres is supported by the Department of Education and Training's data as well as research from overseas.

Early data from our suspension centres indicated that 88% of students who are sent to a suspension centre are learning their lesson and have not been referred back again.

International research from America, Britain and New Zealand shows examples of evaluated alternative education settings that promote positive outcomes for students and school communities.

**SCHOOL COUNSELLING SERVICES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 139:**

Ms Parker to ask the Minister for Education and Training –

What specialist counselling personnel and resources are available in the behaviour schools to assist in the rehabilitation of behavioural or emotionally disturbed students?

**Answer:**

All behaviour schools access the services of a fully qualified school counsellor and a range of other specialist staff.

**STUDENT REPORTS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 140:**

Ms Parker to ask the Minister for Education and Training –

As you have insisted Government schools deliver reports categorising students from A to E, can you advise how much monies were allocated to the task of converting report cards from A to E in all Government schools in the last 12 months and how much will be allocated in the next 12 months?

**Answer:**

Significant support is being provided as part of the Department's Curriculum Planning and Programming, Assessing and Reporting to Parents policy. Since 2005, \$310,000 has been spent supporting professional learning opportunities for regional personnel and officers from the Board of Studies, principals, staff and information to parents to assist schools and teachers with implementation of the new reports and a further \$200,000 will be provided to continue to support schools in the next 12 months.

The costs for converting report cards at the school level are not available.

**STUDENT REPORTS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 141:**

Ms Parker to ask the Minister for Education and Training –

As primary teachers and secondary teachers and the Teachers Federation have all opposed A to E reporting, can you explain why you didn't allow schools to choose A to E or equivalents as proposed by the Federal Coalition Government and which were negotiated by South Australia and Victoria?

**Answer:**

The Australian Government regulations apply to all school sectors in all Australian States and Territories. The Australian Government has made it clear that meeting these requirements is a condition of significant Commonwealth funding. Commonwealth funding of \$3.7 billion to NSW under the Schools Assistance Agreement is dependent on these reports being adopted in the proposed format in 2006.

All schools will be required to report on a common five point scale in 2006.

The NSW Government decided to allow schools to adopt an A to E scale or to use word descriptors outstanding, good, sound, basic and limited.

For schools who choose to use the word descriptors each report will indicate that the five point scale used on the report equates to the A-E scale.

This conforms to the Commonwealth requirements under the Schools assistance Agreements.

**STUDENT REPORTS (continued)**

The A to E descriptors were developed in consultation with the NSW Board of Studies (and approved by the Board at its October 2005 meeting). They are based on the previous common grade scale used for Years 7 to 10.

**STUDENT REPORTS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 142:**

Ms Parker to ask the Minister for Education and Training --

Can you advise what costs were incurred by the Department of Education in first advising schools that your policy was to have A to E reports for kindergarten through to Year 12 then revising your policy to exclude kindergarten, then further revising your policy to exclude years 1 and 2 except in relation to literacy and numeracy?

**Answer:**

Revision of the Curriculum Planning and Programming, Assessing and Reporting to Parents policy involved minimal changes within the Time - To-Teach website. No additional costs were incurred to include revisions to K-2 within the policy.

**STUDENT REPORTS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 143:**

Ms Parker to ask the Minister for Education and Training –

Can you explain how teachers will adequately explain the progress of students in Years 1 and 2 in the area of literacy in each of the components of this key learning area?

**Answer:**

The Year 1 and Year 2 student reports will report on achievement in each of the key learning areas using the A-E scale or the equivalent descriptors – outstanding, high, sound, basic and limited. In the English Key learning Area this will include advice on each student's level of achievement in the three strands, reading, writing and talking and listening, along with a written comment that focuses on areas of strength and areas requiring further development.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 144:**

Ms Parker to ask the Minister for Education and Training –

As the Auditor General highlighted the need to more urgently address the backlog of maintenance can you advise why you are not addressing the backlog more quickly than over a 4 year period? Can you also indicate what assessments have been made prospectively to determine whether or not maintenance will continue to be well behind what is needed if you proceed with your 4 year plan.

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

In the 2006/2007 budget, \$30 million has been allocated as part of the \$120 million four year funding enhancement to address the current \$116 million school maintenance backlog as reported by the NSW Auditor General.

The funds allocated to maintenance projects are carefully considered against competing priorities.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 145:**

Ms Parker to ask the Minister for Education and Training –

What amount of the total education budget is being applied to maintenance this year and what criteria is the government using to determine which schools get their maintenance issues addressed and how you determine the priority that will be given to each maintenance issue at any particular school?

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

School maintenance projects are identified as part of a regular condition-based assessment process. Projects are then prioritised by the Department of Education and Training annually in consultation with the school Principal.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 146:**

Ms Parker to ask the Minister for Education and Training –

Can you advise the committee how maintenance appraisals for individual schools are undertaken including whether or not they are departmental officials that undertake the maintenance assessment, how the assessments are physically recorded, in what form the department keeps the information, whether it is centrally located or retained in individual schools and what process is adopted by the government to determine which items of maintenance will be addressed.

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

Condition-based maintenance assessments are undertaken by maintenance contractors, not by departmental personnel.

Projects are prioritised by the Department annually in consultation with the school Principal.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 147:**

Ms Parker to ask the Minister for Education and Training –

As schools were subject to a maintenance audit last year can you advise what the total maintenance costs were assessed as for all schools in NSW?

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

A maintenance audit was not undertaken last year.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 148:**

Ms Parker to ask the Minister for Education and Training –

Can you explain why the audit documents given to Principals by the Government do not have specific assessments as to the value of maintenance work needed? Why is it that your Government keeps secret the cost of maintenance required for schools even from the Principals of the schools?

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

The Government does not keep secret the cost of required maintenance. School Principals have access to the estimated costs of maintenance projects identified in their schools through the condition assessment process.

**EASTERN CREEK PUBLIC SCHOOL**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 149:**

Ms Parker to ask the Minister for Education and Training –

Eastern Creek Public School has been waiting nine years for a new school hall and library, (Blacktown Advocate, page 58, 30.8.06) why are you only to repair two footpaths in the 2006-07 round of maintenance works?

**Answer:**

A project to provide a hall and library will continue to be considered against competing priorities when determining future Major Capital Works Programs.

**SCHOOL MAINTENANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 150:**

Ms Parker to ask the Minister for Education and Training –

Considering the maintenance backlog was \$83 million in 2002 (AG report 2002, p55), but by June 2005 it was \$116million (AG report 2005, p27), how can you justify spending only an extra \$30 million a year to reduce this backlog?

**Answer:**

The NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

In 2006/2007, \$30 million has been allocated as part of the \$120 million four year funding enhancement to address the current \$116 million school maintenance backlog as reported by the NSW Auditor General.

**CRONULLA PUBLIC SCHOOL**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 151:**

Ms Parker to ask the Minister for Education and Training –

Can you explain to the parents of Cronulla Public School why the State Government does not see it as having the responsibility to put in an adequate electricity supply so that Cronulla Public School can have a computer laboratory?

**Answer:**

A project to upgrade the electrical supply at Cronulla Public School was undertaken as part of the 2004/05 Minor Capital Works Program.

ILLAWONG PUBLIC SCHOOL

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 152:**

Ms Parker to ask the Minister for Education and Training –

Can you explain to the parents and students of Illawong Primary School why there has been no upgrade of the classrooms, playground or toilets such that parents describe the school in all ways to be in poor condition except for a COLA.

**Answer:**

In 2006/2007, the NSW Labor Government is investing a record \$486 million to upgrade facilities in public schools across NSW. This is the biggest school rebuilding program in the history of NSW and highlights a 145 per cent increase in funding since the opposition was last in government.

In addition to this capital investment, the NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

To enhance the effectiveness of the maintenance system, the Government introduced new four-year maintenance contracts across the State in 2005, to provide for both preventive and programmed maintenance.

The new contracts brought in regular, independent audits of a school's needs and allow Principals to have a greater say in the prioritisation of works at a local level.

**ILLAWONG PUBLIC SCHOOL  
(continued)**

An officer of the Department of Education and Training met with the Principal of Illawong Public School on 30 June 2006, to discuss the school's maintenance priorities.

During this visit, the condition of classrooms, playground and toilets were not raised by the school principal.

**CRONULLA HIGH SCHOOL**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 153:**

Ms Parker to ask the Minister for Education and Training –

Can you explain to the parents and students of Cronulla High School why it is that corridors badly leak during rain periods with water running through the exit sign endangering students by ensuring that vinyl floor tiles are wet and extremely slippery and further can you explain why your Government has failed to renew 40 year old electrical wiring in the hall and failed to soundproof classrooms on Captain Cook Drive and failed to air-condition the classrooms particularly for the computer room and top floor rooms?

**Answer:**

In 2006/2007, the NSW Labor Government is investing a record \$486 million to upgrade facilities at public schools. This is the biggest school rebuilding program in the history of NSW and highlights a 145 per cent increase in funding since the opposition was last in government.

In addition to this capital investment, the NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

To enhance the effectiveness of the maintenance system, the Government introduced new four-year maintenance contracts across the State in 2005, to provide for both preventive and programmed maintenance.

The new contracts brought in regular, independent audits of a school's needs and allow Principals to have a greater say in the prioritisation of works at a local level.

**CRONULLA HIGH SCHOOL (continued)**

The Department of Education and Training has investigated the roof leaks at the school. A project has been identified and will be considered for funding in the context of regional and statewide priorities.

The school has not raised Issues relating to electrical wiring and sound proofing of classrooms with the Department.

The Department of Education and Training's Air Cooling Program provides air cooling to schools in a way that addresses the hottest parts of the State in priority order. "Hotspot" schools and permanent classrooms are being air cooled in areas down to a 30° Celsius mean maximum January temperature.

The NSW Labor Government's decision to extend the air cooling program to schools with a mean maximum January temperature of 30° Celsius and above, means an additional 425 schools qualified for air conditioning. Under the previous Liberal/National Government, the mean maximum January temperature had to be above 33° Celsius.

The mean maximum January temperature at Cronulla High School is 26° Celsius. The priority of the Air Cooling Program must be to treat permanent classrooms in schools located in areas at or above 30° Celsius mean maximum January temperature.

**SUTHERLAND NORTH PUBLIC SCHOOL**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 154:**

Ms Parker to ask the Minister for Education and Training –

Can you explain why the parents and students of Sutherland North Public School are still waiting for a hall and have a canteen housed in a demountable which makes it almost impossible to maintain food and health standards?

**Answer:**

In 2006/2007, the NSW Labor Government is investing a record \$486 million to upgrade facilities at public schools. This is the biggest school rebuilding program in the history of NSW and highlights a 145 per cent increase since the opposition was last in government.

In addition to this capital investment, the NSW Labor Government has more than doubled the annual school maintenance budget from \$88.6 million in 1994/95 to \$214 million in 2006/07. This represents a significant investment of more than \$4.1 million a week.

Since 1995, the NSW Labor Government has completed over 360 major school upgrades worth more than \$1 million each. This Government has built 33 gyms and 125 halls, with work underway on a further 10 gyms and 14 halls.

Under the initiative to provide a significant number of new communal halls over four years, schools without a communal hall and with enrolments of more than 500 students are assigned priority consideration.

The enrolment at Sutherland North Public School for 2006 is 178. The projected enrolment for 2009 is 176.

**SUTHERLAND NORTH PUBLIC SCHOOL (continued)**

A project to upgrade the canteen facilities at Sutherland North Public School has been noted by the Department of Education and Training, and will be considered in the context of competing regional and state-wide capital works priorities.

**BACK TO SCHOOL ALLOWANCE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 155:**

Ms Parker to ask the Minister for Education and Training –

Can you advise what the total cost of the administering the “Back to School” allowance is to the Government?

**Answer:**

The cost of administering the Back –to- School Allowance since 2000 has been reduced by some 43 per cent.

The scheme’s administration costs in 2000 were \$3.49 million. In 2006, those costs have been reduced to \$2.03 million.

**HEAD OFFICE STAFF**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 156:**

Ms Parker to ask the Minister for Education and Training –

Can you advise how many public servants other than teaching staff are employed at Head office of Department of Education and how many non-teaching staff are employed in Regional or other offices in the Department and how these numbers have differed over the last 10 years.

**Answer:**

As at 30 June 2006, there was 4,736 full time equivalent staff in state office and regions. These staff provide educational support to schools and corporate services for schools and TAFE.

Over the last ten years, there have been a number of changes to the corporate structure of the Department. Also during the same period, the Department changed its method of reporting staff to align with the workforce profile. For these reasons, it is not possible to provide the information sought without an unjustifiable diversion of resources away from the core responsibilities of the Department.

**NON-TEACHING STAFF**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 157:**

Ms Parker to ask the Minister for Education and Training –

Also advise what is the total amount of the budget that is applied to non-teaching staff employed in either Head Office or the Regional offices and how this has varied in the last 10 years as a proportion of the total budget.

**Answer:**

Non teaching staff employed in Head Office or the Regional Office support front line service positions, including Student Welfare Services, such as special education, drug prevention programs, child protection, special transport., Aboriginal Education and Development Programs, Professional development programs for teachers, VET in schools programs, the Asset Management Unit, which is responsible for undertaking school capital works and maintenance projects, Computers in schools, Curriculum support including online and distance education and School staffing, including teacher pay and entitlements.

NSW DET has the leanest 'out-of school' costs in public schooling as measured by the Productivity Commission. The direct salary cost of Head Office/Regional Office non-teaching staff for 2005/2006 was \$290,109,457.

Over the last ten years, there have been a number of changes to the corporate structure of the Department. Also during the same period, the Department changed its method of reporting staff to align with the workforce profile. It is not possible to provide the information sought without an unjustifiable diversion of resources away from the core responsibilities of the Department.

**NON-TEACHING STAFF SALARIES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 158:** Ms Parker to ask the Minister for Education and Training –

How many non-teaching staff in Head Office or Regional offices earn more than \$150,000 per year.

**Answer:** There are 89 non-teaching staff in State and Regional Offices, each with an annual remuneration of more than \$150,000 per year.

**STAFF NUMBERS**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 159:**

Ms Parker to ask the Minister for Education and Training –

How many staff are employed by the Department in their media and Public Relations Unit and how many staff are on salaries over \$80,000 per year?

**Answer:**

There are ten officers employed in the Department's media unit (two of these officers are part time). Five officers are on salaries over \$80,000 per year.

There are two public relations officers within State Office. Neither officer is on a salary over \$80,000 per year.

**BEACON HILL HIGH SCHOOL SITE**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 160:**

Ms Parker to ask the Minister for Education and Training –

Why have you rejected the use of the Beacon Hill High School site as either a continuing comprehensive high school or as a junior high school?

**Answer:**

The Government has invested more than \$19 million in a state of the art education facility – the Freshwater Campus of the Northern Beaches Secondary College.

After the closure of Beacon Hill High School in 2003, the capacity of the surrounding schools has remained significantly above utilisation rates.

**IM/IO CLASSES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 161:**

Ms Parker to ask the Minister for Education and Training –

How many less IM and IO classes are there this year than there were last year and the year before?

**Answer:**

6 out of ten parents of children with disabilities choose a mainstream class with extra support for their child, with parental demand for discrete special classes fluctuating accordingly.

This Government has a proud history of supporting students with special needs in our public schools. In 2006 / 07 we are spending \$834 million on special education - \$3.3 billion over four years.

That's nearly \$500 million a year more than in 1995. This is almost two and a half times the funding (a 245% increase in funding).

The Government is providing more than 660 additional teachers aides over three years at of a cost of \$15.6 million. From 2007, every continuing special education class will have a teacher and a teacher's aide.

This is doubling the number of staff in special education classrooms. Students will benefit from closer, individualized attention and a safer workplace will be provided to staff.

**IM/IO CLASSES**

On Monday 4 September, 2006 The Hon. Robyn Mary Parker, MLC placed the following question on the Legislative Council Question and Answer Paper.

**Question No. 162:**

Ms Parker to ask the Minister for Education and Training –

How much money has been allocated and paid to date this year for additional teachers aids in IM and IO classes?

**Answer:**

More than \$12.8M has been allocated for additional teachers aides in IM and IO classes.