

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**MEADOWBANK EDUCATION TRUST SCHOOL**

Question 2 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
MEADOWBANK EDUCATION TRUST - Dr. John Kaye to the Minister for Education  
and Training, and Minister for Women –

**QUESTION**

The Meadowbank Education Trust School (MET) received Federal Government capital funding for two campuses, at Wollongong and Katoomba. I understand that neither of these campuses has ever been registered under the New South Wales registration process. Did the MET school - which operates as a multi-campus school, not as a series of schools - ever receive capital funding from the State Government in respect of either of those campuses?

**ANSWER**

The Department of Education and Training has not provided any capital funding in respect of the Meadowbank Education Trust School.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**(PORTFOLIO SAVINGS)**

Question 3 – BUDGET ESTIMATES – EDUCATION AND TRAINING –  
PORTFOLIO SAVINGS - The Hon. Catherine Cusack to the Minister for  
Education and Training, and Minister for Women –

**QUESTION**

.....You have \$11 million to \$15 million in the Office of Schools. Will you  
continue from there?

**ANSWER**

The overall savings to be found by the Department will depend on decisions  
to be taken in the Mini Budget on 11 November.

At present the Department has to find efficiency savings of around \$80M in  
2008-09.

Most of these savings will come from procurement, although the loss of some  
management and administrative positions is inevitable.

**Verity Firth MP**  
**Minister for Education and Training**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**JOURNALISTS/MEDIA ADVISERS**

Question 4 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
JOURNALISTS/MEDIA ADVISERS - Reverend the Hon. Gordon Moyes to the  
Minister for Education and Training, and Minister for Women –

**QUESTION**

Mr Coutts-Trotter, the Premier indicated his desire for departments to spend less money on what was called spin and public relations. Has your department increased the number of full-time journalists or media advisers in the last 12 months?

**ANSWER**

There has been no increase in the number of full-time journalists or media advisers employed by the Department in the last 12 months.

However, one media adviser position has been deleted from the Department during that time.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**(SENIOR EXECUTIVE SERVICE)**

Question 7 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SENIOR EXECUTIVE SERVICE - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many senior executive service positions do you have in your office?

**ANSWER**

There are no SES equivalent staff currently working in the Minister's office.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**DEPARTMENTAL PRESCHOOLS**

Question 8 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
DEPARTMENTAL PRESCHOOLS - Reverend the Hon. Gordon Moyes to the  
Minister for Education and Training, and Minister for Women –

**QUESTION**

I want to go to the opposite spectrum, the age spectrum. Has the collapse of private political providers, ABC Learning, placed increased demand on government provided and run preschools and long day care, particularly in areas of geographic disadvantage?

**ANSWER**

The Department of Education and Training has legislative responsibility for the education of children in public schools beginning at kindergarten, which is the first year of school. The Department of Community Services has legislative responsibility for the care and education of children below school age.

The Department does operate 100 preschools in government schools across NSW. However, in total there are around 3,200 children's services across NSW and the Department's 100 preschools are only a small component of the total provision.

The Department's preschools provide priority of access to children from disadvantaged backgrounds, in particular children whose families experience financial hardship and children of Aboriginal descent.

The ABC centres referred to by the Hon Gordon Moyes operate as long day care centres and generally provide for children whose parents require extended care while they are at work, while the Department's preschools only operate during school hours and do not provide extended care.

The Department does not collect information centrally on other private or community based preschool or long day care providers such as the ABC.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

#### **SCHOOL SECURITY**

Question 9 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SCHOOL SECURITY - Reverend the Hon. Gordon Moyes to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

I am interested in the increase in the security arrangements covering school buildings for out-of-school hours and locations, plus security fencing on which there has been huge expenditure in the past decade. Has that significantly reduced the cost of vandalism, theft and fire? Do you have comparative figures before and after?

#### **ANSWER**

The Department's Safety and Security Directorate implements a number of proven strategies to protect school assets and it increases those strategies during periods of high risk such as the school vacations.

Approximately 1,600 schools are fitted with electronic alarm systems that are centrally monitored by the Safety and Security Directorate.

Contracted security guards are despatched to alarm activations and in response to calls to the Department's security hotline. Security guards also patrol schools to minimise security incidents.

Approximately 70 schools are fitted with video surveillance systems. They act as an obvious visual deterrent and can provide valuable assistance to Police after a security incident. The Safety and Security Directorate's control room has the capability of viewing these systems in real time which complements the electronic alarm systems that are installed.

The Safety and Security Directorate has an Intelligence section that performs daily analyses of security incidents. These analyses enable the Directorate to effectively allocate its resources to rapidly address any security trends that are identified.

The Department has a strong working relationship with the NSW Police Force and the NSW Fire Brigades. These relationships continue to assist the Department to minimise the number of security incidents in its schools.

## **MINISTER FOR EDUCATION AND TRAINING**

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#### **SCHOOL SECURITY (continued)**

The recent October vacation is one illustration of the effectiveness of the strategies that I have described.

The incidence of vandalism was the lowest recorded during any October vacation period since 2005. There was a 31% reduction in vandalism when compared to the October 2007 vacation and an even greater reduction of 49% when compared to the October 2005 vacation.

The number of break-and-enters has also reduced significantly since 2005. The October 2008 vacation period recorded a 24% reduction in break-and-enters when compared to the same period in 2005.

The Department has provided more than 570 schools with security fences and is continuing that strategy due to the positive results that have been achieved.

The Safety and Security Directorate has carefully analysed the effectiveness of security fencing. An analysis of a random sample of 12 fenced schools has confirmed the positive effect of security fencing on the reduction of a range of security incidents.

The cumulative, initial effect of the provision of security fencing at these 12 schools included a 68% reduction in break-and-enters; a 75% reduction in vandalism and a 100% reduction in fire lighting. Ongoing analyses have confirmed that the existence of security fencing continues to be effective in minimising the frequency of these incidents.

**Verity Firth MP**  
**Minister for Education and Training**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**TRAINING - PRIVATE PROVIDERS**

Question 10 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TRAINING - PRIVATE PROVIDERS - Dr John Kaye to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Within the New South Wales training sector what has been the growth in the share of Federal Government money going to private providers over the last ten years?

**ANSWER**

The NSW training market is comprised of two major programs that are supported by funds from the Federal Government: the Apprenticeship and Traineeship Training Program and the Strategic Skills Program.

From 1999 to 2006, the non-TAFE share of NSW training market funds ranged from 67 per cent up to 76 per cent.

Over the current two-year 2007-2008 contract period, the non-TAFE share of training market funds is 79 per cent.

Annual NSW training market funding has increased from \$55 million in 1999 up to \$80 million in 2008.

**Verity Firth MP**  
**Minister for Education and Training**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**MINISTERIAL TRAINING COUNCIL**

Question 11 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
MINISTERIAL TRAINING COUNCIL - Dr John Kaye to the Minister for Education and  
Training, and Minister for Women –

**QUESTION**

Minister, you are a member of the Ministerial Training Council, which is separate  
from the Ministerial Council for Education, Employment, Training and Youth Affairs, is  
it not?

**ANSWER**

As the NSW Minister for Education and Training, I am a member of both the  
Ministerial Council for Vocational and Technical Education as well as the Ministerial  
Council on Education, Employment, Training and Youth Affairs.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**PROPERTY SALES**

Question 12 – BUDGET ESTIMATES – EDUCATION AND TRAINING - PROPERTY SALES - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Have you identified the properties for sale this financial year?

**ANSWER**

Yes, the properties include the former Seaforth TAFE site, the former Dapto Public School site, the former Enmore High School annex and the former Maroubra Infants School.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**SALE OF TEACHER HOUSING AUTHORITY RESIDENCES**

Question 13 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SALE OF TEACHER HOUSING AUTHORITY RESIDENCES- The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Are there 100 teacher residences in that list? And also details of how many of them are tenanted at the moment, if any?

**ANSWER**

No. The Department of Education and Training has identified 70 properties for sale this financial year, two of which are managed for the Department by the Teacher Housing Authority.

The residence at Euabalong West, is tenanted, with a non-teacher tenant.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**(COMPUTER TRAINING FOR TEACHERS)**

Question 15 – BUDGET ESTIMATES – EDUCATION AND TRAINING - COMPUTER TRAINING FOR TEACHERS - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Can you tell me what are you asking the Rudd Government for in the way of resources for computer training for teachers?

**ANSWER**

The NSW Labor Government has advised the Commonwealth Government that there is an additional cost of \$28.834 million for the professional development of teachers in delivering the Digital Education Revolution under the four year National Secondary Schools Computer Fund program.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**TEACHER MENTORING PROGRAM FUNDING**

Question 16 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TEACHER MENTORING PROGRAM FUNDING - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Minister, can you refresh my mind as to the figure of the funding for the teacher-mentoring program?

**ANSWER**

The 2008-2009 NSW Government Budget provides funding of \$273 million over the next four years to support teacher quality and supply initiatives. This includes funding for the Teacher Mentor Program.

A budget of more than \$5 million has been allocated to the Teacher Mentor Program for 2008.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**TEACHER MENTORING PROGRAM POSITIONS**

Question 17 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TEACHER MENTORING PROGRAM POSITIONS - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

So it is one full-time position for 97 schools?

**ANSWER**

Teacher mentors are located in schools with significant trends of new teacher appointments. In 2008 newly appointed teachers in 97 schools are receiving support from 71 (50 FTE) teacher mentors. Some schools share a teacher mentor.

Of the 97 schools:

- Nineteen schools have a 1.0 teacher mentor allocation.
- Thirty eight schools have a 0.5 teacher mentor allocation.
- Thirty schools have a 0.33 teacher mentor allocation.
- Ten schools grouped in two locations with large numbers of temporary teachers (Liverpool and Fairfield) are receiving support from two teacher mentors.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**INDIGENOUS STAFF**

Question 19 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
INDIGENOUS STAFF - The Hon. Robyn Parker (Chair) to the Minister for Education  
and Training, and Minister for Women –

**QUESTION**

I have a few questions in terms of indigenous staff that you might want to take on notice. How many indigenous staff are employed by your department and what percentage does that represent of your overall departmental staffing?

**ANSWER**

At June 2008, there were 1826 Aboriginal and Torres Strait Islander staff members employed across the Department of Education and Training. This figure includes all permanent, temporary and casual full-time and part-time staff by head count.

The representation of Aboriginal and Torres Strait Islander staff members as a proportion of overall staffing numbers has increased significantly in the past three years under the Department's *Aboriginal Human Resource Development Plan 2006-2008*.

As at 30 June 2007, Aboriginal and Torres Strait Islander staff members represented 1.9% of all permanent and temporary staff in the Department, an increase from 1.4% in 2005 [Equal Employment Opportunity Annual Report and June 2007 Workforce Profile, using weighted Department of Premier and Cabinet estimates methodology]. Whilst the 2008 equal employment opportunity data is not yet available it is expected that Department will have reached the public sector benchmark of 2% representation of Aboriginal people in the workforce. This data will be available by November 2008.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**CHILD SEXUAL ASSUALT IN ABORIGINAL COMMUNITIES**

Question 20 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILD SEXUAL ASSUALT IN ABORIGINAL COMMUNITIES - The Hon. Robyn Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

You might want to take this on notice because I have run out of time. In terms of the inter-agency plan to tackle child sexual assault in Aboriginal communities following the Breaking the Silence report?

What are your departmental responsibilities and what was the financial cost to your department in the 2007-08 financial year? Also, in the 2008-09 financial year what funding has your department allocated to take care of those responsibilities?

**ANSWER**

During the hearing of the Parliamentary Estimates the Director-General briefly referred to *Kids Excel*, *Youth Excel* and the *Schools in Partnership* program.

Additional information is provided below:

The safety and well being of Aboriginal students and building relationships with Aboriginal communities are priorities for the Government and for the NSW Department of Education and Training.

The Department is committed to undertaking its responsibilities under the *NSW Government Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities 2006-2011*.

All departmental staff are required to participate every year in child protection training so they are fully aware of their mandatory reporting obligations and of current child protection issues for schools and the Department. This training occurs during normal staff meetings or during time that has been allocated for professional learning for staff.

## MINISTER FOR EDUCATION AND TRAINING

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#### CHILD SEXUAL ASSUALT IN ABORIGINAL COMMUNITIES (continued)

The Department has a responsibility to ensure school and TAFE counsellors can meet the needs of Aboriginal students who may be affected by abuse. Under the School-Link Training program school and TAFE counsellors, together with mental health workers from NSW Health, have been trained in 2007-2008 in the assessment and management of Aboriginal students who have mental health issues.

During the 2007-2008 financial year, up to 50 school and TAFE counsellors participated in update training at a cost to the Department of approximately \$15,000. In 2008-2009 the Department has allocated \$15,000 to continue this undertaking.

As part of the Department of Education and Training's responsibility to implement a truancy reduction strategy a number of requirements have been introduced, which are being met, by schools and regions, within existing resources. Regions are required to annually analyse attendance patterns of students. Schools with attendance levels of concern are required to implement specific strategies to improve attendance. Regional student services staff assist schools to develop locally relevant strategies.

There are 84 home school liaison officers across the State and an additional 11 Aboriginal Student Liaison Officers who work with schools, Aboriginal students and their families on attendance issues.

In focus communities, regional senior officers in the Department of Education and Training work collaboratively with other agencies on interagency initiatives, as an ongoing commitment in their role. An example of this is representation on the interagency panel responsible for the *Nowra Aboriginal Child Sexual Assault Interagency Plan*. Senior staff from the New England Region also participate in regular interagency taskforce meetings, coordinated by the Department of Community Services.

In September 2008, school counsellors in the Shoalhaven focus community worked with school staff to promote the use of suitable resources for Aboriginal students in child protection education. A wide range of these resources are now being identified by state office staff and will be promoted state wide from the beginning of 2009.

During the 2007-2008 financial year \$8,200 was spent on the revision of the school resource *Child Protection: the Community Perspective* which will have a strong Aboriginal focus. In 2008-2009 approximately \$11,000 has been allocated to finalise the resource.

**MINISTER FOR EDUCATION AND TRAINING**

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**CHILD SEXUAL ASSUALT IN ABORIGINAL COMMUNITIES (continued)**

The Department of Education and Training offers 230 teacher education scholarships each year of which at least 60 are offered to Aboriginal or Torres Strait Islander applicants.

The scholarship program pays for each student's Higher Education Contribution Scheme liability plus a \$1,500 per annum training allowance for the period of the scholarship.

New Aboriginal teachers receive support, including mentoring, resource materials and networking opportunities as they commence teaching through the *Newly Appointed Aboriginal Teachers Support Program*.

In schools with a significant number of Aboriginal students, some school administrative and support staff positions are now identified as positions requiring Aboriginality. More than 35 such positions have been identified to date and more will be identified throughout in 2008-2009.

These three initiatives are administered within existing resources.

In 2007/08, \$67.3 million was provided to support targeted Aboriginal education programs. This includes funding for the continuation of initiatives to improve the educational outcomes of Aboriginal students such as:-

- Schools in Partnership and related initiatives
- Personalised Learning Plans for Aboriginal students
- The Aboriginal Human Resource Development Plan
- A focus on Quality Teaching to improve achievements in literacy and numeracy.

The 2008/09 State budget provided \$68.5 million for these programs.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**(ASBESTOS REMEDIATION IN SCHOOLS)**

Question 21 – BUDGET ESTIMATES – EDUCATION AND TRAINING - ASBESTOS REMEDIATION IN SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

What is the budget for asbestos remediation?

**ANSWER**

In 2008/09, the Government has allocated \$4 million on asbestos remediation in schools. Additional funds are directed to address urgent and emergent asbestos remediation issues as required.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

#### **VOCATIONAL SKILLS TRAINING**

Question 22 – BUDGET ESTIMATES – EDUCATION AND TRAINING - VOCATIONAL SKILLS TRAINING - Reverend the Hon. Dr Gordon Moyes to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Could I just follow up-and I am happy for you to take this on notice but I do not expect specialist answers on an issue as definite as this. Having spent quite a bit of time in dry areas in the far west of the State and speaking to farmers and others, I have picked up concerns. The whole agriculture section is changing and they need specialist training. Can you give me on notice some information about profiling for those areas and how you are responding?

#### **ANSWER**

TAFE NSW uses plans based on empirical evidence to respond to the training and education service needs of the people of NSW. The independent research company, Access Economics develops projections of industry and employment growth and these are used to identify changes in training demand. This planning also covers regional and rural areas of NSW.

Results are validated by consultation with Industry Skills Councils, the NSW Department of State and Regional Development and TAFE NSW Institutes.

TAFE NSW Institutes, including rural and regional Institutes, and their advisory bodies monitor local growth and changing patterns of demand. Institutes adjust their training and workforce development programs to meet the needs of local enterprises and the community.

As a result, rural TAFE NSW Institutes are planning for and being funded to cover increases in Horticulture (including Viticulture), Animal Science, Mining, Forestry and Natural Resources and the Environment for 2009 and beyond.

For example, TAFE NSW - Riverina Institute has two campuses devoted to rural industries, landcare and associated industries. The Primary Industries Centre is located at North Wagga Wagga and the National Environment Centre is located at Thurgoona, Albury. They provide specialised training in Waste Management, General Land Management, Conservation and Land Management, Water Operations, Agriculture, Organic Soil Management, Permaculture and Horticulture Studies.

TAFE NSW - Western Institute through its Rural Skills Centre in Dubbo delivered

**MINISTER FOR EDUCATION AND TRAINING**

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**VOCATIONAL SKILLS TRAINING (continued)**

“Shear\$marter” in 2007– a course attended by over 120 woolgrowers, shearers, handlers and classers. Western Institute is currently working with the NSW Minerals Council, industry and local government to develop customised training programs for mining enterprises in the region.

Specific TAFE NSW training initiatives addressing the challenges of drylands areas include:

- “Resource and Infrastructure Operations” courses which cover mining, agriculture and civil engineering basics and are delivered at campuses across Western NSW.
- “Water Management” traineeships which are delivered in conjunction with local Shire Councils at centres including Gilgandra and Coonabarabran
- “Introduction to Mining” courses which are operating in Bourke and Mudgee.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**EFFICIENCY SAVINGS - DELETED POSITIONS**

Question 23 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
EFFICIENCY SAVINGS - DELETED POSITIONS - The Hon. Catherine Cusack to  
the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many altogether?

**ANSWER**

During the period 1 July 2007 to 30 June 2008, 47 staff exited as part of the Department's efficiency savings. Of these, 32 exited on voluntary redundancy following implementation of a revised policy and procedures for managing displaced and excess employees. In accordance with the policy, in April 2008 all ongoing displaced and excess staff were required to commit to actively participate in the redeployment process or express interest in voluntary redundancy.

This number reflects the Department's reporting against the Agency Efficiency Improvement Plan. The Agency Efficiency Improvement Plan was prepared at the request of the Department of Premier and Cabinet in August 2006. Agencies were required to forecast expected number of staff reductions and savings. Quarterly reports have been provided by the Department since this date.

The Department of Education and Training has an ongoing record of streamlining services, and continually reshaping our structure to more effectively meet educational needs.

Based on the Department of Commerce shared corporate service analysis, the Department continues to demonstrate the greatest administrative efficiency of any large NSW Government Sector agency.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**SENIOR EXECUTIVE SERVICE - DESCRIPTION OF POSITIONS**

Question 24 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SENIOR EXECUTIVE SERVICE - DESCRIPTION OF POSITIONS - The Hon. Catherine Cusack to the Minister for Education and Training, and Minister for Women –

**QUESTION**

The Premier's announcement yesterday of a 20 per cent cut to the senior executive service, that is obviously to come on top of all these savings? How many SES are employed in your department?

.....That would be tremendous, and also the levels?

**ANSWER**

There are currently 98 Senior Executive Service positions in the NSW Department of Education and Training. This represents only approximately 0.1% of the full time equivalent Department workforce.

53% of the Department's 98 SES positions provide direct support to schools and TAFE –36 positions provide direct support to schools and 16 positions provide direct support to TAFE.

The levels of the 98 positions are as follows:

- 28 are at SES Level 2;
- 30 are at SES Level 3;
- 16 are at SES Level 4;
- 17 are at SES Level 5;
- 3 are at SES Level 6;
- 3 are at SES Level 7; and
- 1 is at SES Level 8.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**(HOLOCAUST - COMPULSORY STUDY)**

Question 25 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
HOLOCAUST - COMPULSORY STUDY - The Hon. R. M. Parker (Chair) to the  
Minister for Education and Training, and Minister for Women –

**QUESTION**

So, it is your view that that should be mandatory as part of the school curriculum?

**ANSWER**

Please refer to my media release of 5 October 2008, 'Statement from Education  
Minister Verity Firth on the teaching of the Holocaust in schools'

**Verity Firth MP**  
**Minister for Education and Training**



## MEDIA STATEMENT

THE HON VERITY FIRTH MP

Minister for Education and Training  
Minister for Women

5 October 2008

### **Statement from Education Minister Verity Firth on the teaching of the Holocaust in schools**

“The Board of Studies sets the curriculum for all students in NSW.

“Many NSW students study the Holocaust through mandatory and elective subjects in Years 7-10, and also in great detail in Years 11 and 12.

“As the Minister for Education, I think it is important for students to have an understanding of major events which played a significant part in shaping or changing our society, both for the better and worse.

“The 20<sup>th</sup> century provides a number of important examples of major world events from which we can all learn.

“The Holocaust is one example of the fragility of society and what can happen when a civilised society is overrun by people with extremist views and policies.

“My personal view is that students of history and society should know about the systematic, state-ordered persecution and murder of six million people at the hands of the Nazi regime.

“Through the study of history and literature I understand that students already learn about the holocaust and more broadly the events of World War II.

“Of course, the cornerstone of the teaching of history in our schools is the study of Australian history.

“Many people may agree with my view, but the curriculum is not determined by one person – it’s been developed by teachers, academics, parents and all school systems.

“It’s often updated but there’s broad agreement that the balance is right.

“Of course there is a limit to how much we can put into the curriculum, but as a community I think it’s important that we have a conversation about the things our children should be taught.”

**MINISTER FOR EDUCATION AND TRAINING**

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**COMMITTEE HEARING ON 15 OCTOBER 2008**

**MAINTENANCE BACKLOG**

Question 26 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
MIANTENANCE BACKLOG - Dr John Kaye to the Minister for Education and  
Training, and Minister for Women –

**QUESTION**

I want to talk about the maintenance backlog. Giving a single word or number  
answer, what is your current estimate of the maintenance backlog in public schools in  
New South Wales?

**ANSWER**

The maintenance backlog figure reported to the Auditor-General as at the end of  
June 2008 was \$50.8 million.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**  
**QUESTION ON NOTICE – BUDGET ESTIMATES**

**HSC ADVICE LINE – COST SAVINGS**

**QUESTION**

What is the cost saving as a result of changes made to the procedures for answering calls to the HSC Advice Line?

**ANSWER**

The operational changes made for the 2008 HSC Advice Line will save an estimated \$680,000 per annum.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**  
**QUESTION ON NOTICE – BUDGET ESTIMATES**

**INDEPENDENT COLLEGES AUSTRALIA – PROPOSED SCHOOL**

**QUESTION**

Does Independent Colleges Australia currently have an active application for registration of a non-government school?

**ANSWER**

No.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**  
**QUESTION ON NOTICE – BUDGET ESTIMATES**

**EFFICIENCY SAVINGS – OFFICE OF THE BOARD OF STUDIES**

**QUESTION**

How will the Office of the Board of Studies achieve the required efficiency savings of \$1 million in 2008/09?

**ANSWER**

The Office plans to achieve the 2008/09 efficiency savings in the following areas:

- reduction in overtime
- consolidation of office and warehouse accommodation
- procurement savings
- increased revenue from commercial publications
- HSC Advice Line operational efficiencies
- Increased use of online service delivery

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**  
**QUESTION ON NOTICE – BUDGET ESTIMATES**

**HOME SCHOOLING**

**QUESTION**

- a) Has there been a growth in the number of officers involved in monitoring home schooling?
- b) Could the Committee be provided with a more detailed breakdown on the locations of home schooling?

**ANSWER**

- a) The number of “authorised persons” employed by the Office of the Board of Studies on a contractual basis in relation to home schooling was 12 in 2007, and is currently 14. There are also three Board Officers who undertake the “authorised persons” role as part of their duties.
- b) In 2006/07 there were 1045 families (435 from country regions) who home educated their children in New South Wales with a total of 1730 registered students (735 from country regions).

In 2007/08 there were 1066 families (451 from country regions) who home educated their children in New South Wales with a total of 1802 registered students (801 from country regions).

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**  
**QUESTION ON NOTICE – BUDGET ESTIMATES**

**NON-GOVERNMENT SCHOOLS-PROVISIONAL REGISTRATION**

**QUESTION**

How many schools have been placed on provisional registration by the Board of Studies in the last five years?

**ANSWER**

New requirements for the registration of non-government schools came into effect in October 2004. From 2005 all schools have been required to comply with all aspects of the registration requirements.

Where there are concerns regarding compliance the Board has a range of sanctions available to apply on a case by case basis.

Sanctions include:

- ongoing monitoring of the school of an area/s that require/s improvement
- an extension of registration where there is need to provide additional time to address an area of concern
- provisional registration and a reduction of the period of registration where there is serious concern
- cancellation or refusal of registration where there is demonstrable non-compliance.

Schools in the past have received notice of an intention to recommend provisional registration and have resolved the matters before being placed on provisional registration

Since the establishment of the new requirements the NSW Board of Studies has recommended one school be placed on provisional registration.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES

COMMITTEE HEARING ON 15 OCTOBER, 2008

#### SUPPORT FOR BEGINNING TEACHERS

Question 1 –BUDGET ESTIMATES - SUPPORT FOR BEGINNING TEACHERS -  
The Hon. Catherine Cusack to the Minister for Education and Training, and Minister  
for Women –

#### QUESTION

1. Further to the Minister's announcement of \$31 million to be spent over the next 4 years on support for first year teachers please advise:
  - a. how much money was expended on mentoring in 2006-2007 and 2007-2008 and how many teachers were actually mentored in each of those years?
  - b. advise the budget allocations; the number of schools and the number of teachers to be mentored for each of the four years of the programme?
  - c. what share of the funding is allocated to school budgets?
  - d. how many non-school based staff are working on the programme and what proportion of the funding is being expended on non-school based aspects of the programme?

#### ANSWER

This Government is committed to supporting beginning teachers make the transition from study to the classroom.

Since 2004, the Government has committed \$36 million annually to schools for teacher professional learning, including induction programs for all new teachers.

School based induction provides structured, collegial programs of professional learning and support centred on the new teacher's needs. In addition, mentoring and professional networks, available both within and external to the school, make important contributions to the induction experience.

Mentoring support is also provided through the Department's successful Teacher Mentor Program. This program provides teacher mentors to schools with trends of significant numbers of new permanent teacher appointments.

Teacher mentors work with newly appointed teachers to demonstrate quality teaching practices, observe lessons in consultation with newly appointed teachers, assist with assessment and reporting and guide the newly appointed teachers towards effective classroom management.

The 2009-2010 Teacher Mentor Program features 50 full time equivalent teacher mentors supporting teachers in 90 schools across the state.

This Government is investing more than \$5 million in the Teacher Mentor Program this financial year.

Since the Teacher Mentor Program commenced in 2003, 132 schools have participated with some of these schools having participated in more than one iteration of the program. Since 2003 thousands of teachers have been mentored through this program.

In addition this Government is investing \$31 million over the next four years for the Support for Beginning Teachers initiative which provides schools with the equivalent of one hour per week of relief time for each permanent beginning teacher.

This program commenced in term one 2008 in the six non metropolitan regions of the state and will apply to all regions from term one 2009.

This time can be used to support new teachers to participate in professional development, prepare lessons, receive advice and guidance from more experienced teachers, provide extra one-on-one time with students or talk to parents.

For 2008, this initiative is supporting 708 beginning permanent teachers in schools in the Department's six non metropolitan regions.

Funding for this initiative is allocated to school global budgets based on the number of beginning permanent teacher appointments to each school.

There are no administrative resources allocated to this program. The program is administered within existing resources.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **NAPLAN TESTS**

Question 2 – BUDGET ESTIMATES – EDUCATION AND TRAINING - NAPLAN TESTS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

NAPLAN tests: what percentage of students recorded scores in the lowest two bands in every subject tested in Year 3, 5, 7 and 9?

#### **ANSWER**

The distribution of students in various bands in each state is publicly available from the Ministerial Council on Education, Employment, Training and Youth Affairs from [www.naplan.edu.au](http://www.naplan.edu.au).

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**COMMITTEE HEARING ON 15 OCTOBER, 2008**

**GRESFORD PUBLIC SCHOOL – SCHOOL WATER SUPPLY**

Question 3 – BUDGET ESTIMATES – EDUCATION AND TRAINING – Gresford Public School – LEAD LEVELS IN SCHOOL WATER SUPPLY – Ms Parker to the Minister for Education and Training, and Minister for Women –

**QUESTION**

3. How long after test results became available to the DET were families told about high lead levels in school water supply at Gresford Public School in the Hunter Valley and at other schools similarly affected?
- a. Have any blood tests been carried out on students attending this school, or at any other school where test results showed high levels of lead in the water?
  - b. If not, why not? What has been done to keep families informed of developments across the state on this health issue?
  - c. Has a lead poisoning symptoms guide been distributed as called for by worried parents so they can check whether children have suffered from contaminated school tank water?

**ANSWER**

The Department of Education and Training, in consultation with NSW Health, undertook a state wide program of water quality testing in schools utilising rainwater tanks for drinking water in Term 2, 2007.

The testing identified that a small number of the water samples contained lead levels above the national standard. NSW Health advised that the levels of lead detected were so low they did not pose an immediate risk to the health of students or staff.

The Department took immediate action to inform principals and communities to stop the schools in question using rainwater tanks for drinking and provided the schools with bottled drinking water.

NSW Health has advised that on average, a child's blood lead levels will halve every thirty days, once the source of exposure is removed - noting that NSW Health advised that the levels of lead detected in rainwater tanks were so low they did not pose an immediate risk to health.

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE TABLED AT THE PARLIAMENTARY ESTIMATES**

**GRESFORD PUBLIC SCHOOL – SCHOOL WATER SUPPLY (continued)**

All schools with rainwater tanks have been issued with information on associated risks and have been provided with good practice guidelines. In some schools filtration system upgrades have been undertaken and in others the Department has taken action to connect schools to town water supplies.

The Department has posted advice on its public internet site for concerned parents outlining what the Department has and is doing in relation to rainwater tanks. The Department has also posted a link to a NSW Health website which offers advice and guidance on water quality.

The Department will continue to work with NSW Health on the program to improve water quality in NSW Government schools.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **UNDERPERFORMING SCHOOLS**

Question 4 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
UNDERPERFORMING SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister  
for Education and Training, and Minister for Women –

#### **QUESTION**

Do you agree with the Federal Govt's view that underperforming schools should be closed or merged and underperforming teachers sacked?

#### **ANSWER**

The Federal Government has not put this proposal to the State.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **AIRDS HIGH SCHOOL, MELVILLE HIGH SCHOOL - MAINTENANCE**

Question 5 – BUDGET ESTIMATES – EDUCATION AND TRAINING – AIRDS HIGH SCHOOL, MELVILLE HIGH SCHOOL, MAINTENANCE - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What has been done and how much spent to resolve the appalling conditions at Airds High School where teachers have been forced to carry umbrellas and wade through ankle deep floodwaters to get to classes? What has been done to alleviate Third World conditions at Melville High School in Kempsey where severely disabled and wheelchair-bound students have been housed in two rundown and rusting demountables? What is the current backlog in school maintenance?

#### **ANSWER**

##### Airds High School

The Department of Education and Training has modified the roofs on Block 1 and 3 to reduce water collecting on the roof and causing leaks at a total cost of \$78,000. This work was completed on 26 July 2008.

##### Melville High School

The school Principal, the relieving School Education Director and the Regional Asset Management Unit are currently reviewing the needs of the special needs students at the school. Consultation will continue regarding the provision of a refurbished demountable facility to address the changed needs of the school. A solution is being developed and a decision will be made in the near future.

##### Maintenance

The maintenance backlog figure reported to the Auditor-General as at the end of June 2008 was \$50.8 million

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **TEACHER SHORTAGES – CONDOBOLIN HIGH SCHOOL**

Question 6 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TEACHER SHORTAGES – CONDOBOLIN HIGH SCHOOL – The Hon Robyn Parker to the Minister for Education and Training –

#### **QUESTION**

What has been done to relieve teacher shortages at schools such as Condobolin High School where students have missed up to 400 lessons this year due to absences, forcing parents to protest in the streets? What new incentives have been offered to attract experienced teachers to Condobolin?

#### **ANSWER**

The Department of Education and Training implements a range of strategies to recruit and attract teachers, including casual and temporary teachers, to New South Wales government schools.

The Department's Casual School Teacher Plan provides intensive support to schools across the State experiencing difficulty in engaging suitable relief teachers. Initiatives which support the engagement of casual teachers include Casual.Direct the statewide casual teacher staffing system and the Teacher Relief Scheme, which provides teachers to cover short term and long term relief needs.

Intensive support has also been provided to assist rural schools in obtaining casual teachers through the Rural Area Relief Program, which operates with a pool of temporary teachers assigned to schools in regional and isolated communities including Condobolin.

The Director, Staffing Services, has had several conversations and meetings with the Principal of Condobolin High School, the Condobolin High School Parents and Citizens Association, NSW Teachers Federation and the Condobolin community regarding staffing issues at the school.

Support is being provided to Condobolin High School through the Rural Area Relief program and there are five temporary teachers engaged at the school under the Teacher Relief Scheme to provide long and short term relief.

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **TEACHER SHORTAGES – CONDOBOLIN HIGH SCHOOL (continued)**

Permanent positions recently filled at Condobolin High School include:

- Science (2 positions) - two teachers entered on duty on 21 July 2008;
- Mathematics - teacher entered on duty on 21 July 2008.
- Music - teacher entered on duty on 1 September 2008, and
- Personal development/health/physical education (2 positions) - a teacher entered on duty on 19 September 2008 and a teacher will enter on duty on 27 January 2009.

A range of incentive benefits are offered to teachers in rural and remote locations. Different incentives are offered in different schools, and could include a transfer to a preferred location after completing the required period of service, rental subsidies, locality allowances and additional training and development days.

Condobolin High School is a four transfer point incentive school. Teachers appointed to the school receive:

- as a school in the western zone of the State, an additional one week vacation;
- a climatic allowance;
- incentive transfer status after five years service at the school;
- two days personal leave to attend a range of personal and/or family commitments; and
- one additional training and development day.

In addition, teachers appointed, transferred or promoted to Condobolin High School may be eligible to receive assistance with relocation expenses through either a relocation subsidy for beginning teachers or transferred officers' benefits for permanent teachers.

Further support is being provided to Condobolin High School through its continued participation in the Teacher Mentor Program in 2009-2010 which will see beginning teachers at Condobolin High School receive support and encouragement from experienced teachers.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### CHILDREN WITH DISABILITIES

Question 7 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILDREN WITH DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### QUESTION

What measurement is undertaken to identify teaching strategies/tools/technology which produces the highest learning results in children with physical, intellectual or other disabilities in mainstream schools and classes (not segregated classes/schools)?

#### ANSWER

Under the Commonwealth *Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*, the NSW Department of Education and Training is required to ensure that students with a disability have access to and are able to participate in all aspects of education on the same basis as students without a disability. This includes assessment of students' educational progress and attainment.

These requirements are supported by the department's *Curriculum planning and Programming, Assessing and Reporting to Parents K-12* policy which applies to every student.

The department provides an extensive range of adjustments or modifications to support student access and participation in learning and assessment. These include specialised equipment, interpreters and scribes, extra time and adjustments to curriculum and assessment.

In addition to regular school-based assessment and reporting to parents, the educational performance of students in NSW public schools is measured through the National Assessment Program in Literacy and Numeracy (NAPLAN) for years 3, 5, 7 and 9. This includes students with a disability in primary, secondary and special schools. Students with a disability are provided with reasonable adjustments in order to participate in the testing. Students with significant intellectual delay and students who are newly arrived in Australia with a language background other than English may be exempt from testing. Withdrawal of other students may only occur with the written consent of the student's parent/carer. Students who perform below the

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**CHILDREN WITH DISABILITIES (continued)**

minimum standard in these tests are provided with additional focused assessment to identify their specific learning support needs.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **CHILDREN WITH DISABILITIES**

Question 8 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILDREN WITH DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

If measurement is undertaken, how are the results reported and are the results publicly available?

#### **ANSWER**

Results of regular school-based assessment are reported directly to parents by the school under the department's *Curriculum Planning and Programming, Assessing and Reporting to Parents K-12* policy. Results for individual students are not publicly available.

The results of the National Assessment Program in Literacy and Numeracy (NAPLAN) undertaken in May 2008 for students in years 3, 5, 7 and 9 were released by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in September.

In 2008, a 'Student Report' was provided for all students who took part in the testing indicating their performance against the national average. In addition, students in NSW government schools were provided with an 'Additional Student Report' indicating their performance against the school average.

National results for NAPLAN are publicly available through MCEETYA. This includes data about students who were provided with adjustments or 'special provisions' to complete the tests. The NSW Department of Education and Training also publishes results for NSW public schools on its website.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **CHILDREN WITH DISABILITIES**

Question 9 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILDREN WITH DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How do schools, Regions and the department identify technology/teaching strategies most appropriate to individual students with disabilities and what training is given to all teachers of those students to equip them with relevant training/tools?

#### **ANSWER**

The NSW Department of Education and Training provides support to students with a disability according to their additional educational need. In the first instance the classroom teacher makes a professional judgment regarding reasonable adjustments that are needed to enable a student to access learning outcomes and content. This may include modifications to learning spaces, extra time, visual prompts, structuring of assignments/activities, specified routines, lesson breaks, a reader and assistive technology.

A wide range of resources is available to support teachers in this process. Each NSW public school operates a Learning Support Team whose role is to support the identification, assessment and planning for support that may be required for meeting a student's learning needs. This may include professional development needs of school staff, in-class support that may be required and access to specialist support services.

A range of specialist support services is available at a regional level to support for the teaching and learning involving students with a disability. This includes disability program consultants, and outreach and itinerant teachers with expertise in a range of disability and educational areas, such as autism, vision, hearing, transition and behaviour.

Schools also have discretion to access specialist resources and training from other providers as required. Support and advice is available to schools through regional offices and state office in this regard.

The department is also undertaking a number of projects aimed to further strengthen support for the teaching and learning of students with disability. This includes the

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**CHILDREN WITH DISABILITIES (continued)**

development of a new functional assessment tool to improve the assessment of student educational support needs and the development of a comprehensive professional learning strategy for teachers and other support staff across a number of areas of disability.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES**

Question 10 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many students with disabilities are educated in NSW?

#### **ANSWER**

As at the NSW Department of Education and Training Midyear Census 2007 there were 29,525 students with confirmed disabilities enrolled in regular classes, support classes and special schools in the government school system.

As at the Non-Government Schools Funding August 2008 Census, there were 13,092 students with disabilities in the non-government sector.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**GOVERNMENT SPECIAL SCHOOLS**

Question 11 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
GOVERNMENT SPECIAL SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister  
for Education and Training, and Minister for Women –

**QUESTION**

How many government special schools are there in NSW?

**ANSWER**

There are 114 government schools for specific purposes in NSW – 106 of these are  
for students with disabilities.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**NON-GOVERNMENT SPECIAL SCHOOLS**

Question 12 – BUDGET ESTIMATES – EDUCATION AND TRAINING - NON-GOVERNMENT SPECIAL SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many non-government special schools are there in NSW?

**ANSWER**

There are 26 non-government special schools in NSW.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITY IN THE GOVERNMENT SCHOOL SYSTEM**

Question 13 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITY IN THE GOVERNMENT SCHOOL SYSTEM - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with disability are educated in the government school system?

**ANSWER**

As at the NSW Department of Education and Training Midyear Census 2007, there were 29,525 students with confirmed disabilities in regular classes, support classes and special schools in the government school system.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITY IN THE NON-GOVERNMENT SYSTEM**

Question 14 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITY IN THE NON-GOVERNMENT SYSTEM - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with disability are educated in the non-government system?

**ANSWER**

As at the Non-Government Schools Funding August 2008 Census there were 13,092 students with disabilities enrolled in the non-government school system.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITY - ENROLMENT DISPARITY**

Question 15 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITY - ENROLMENT DISPARITY - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

67% of students without disability are educated in the government sector and 33% of students without disability are educated in the non-government sector. However, with respect to students with disabilities the disparity between the sectors significant with 85% of all students with disabilities educated in the government sector and while only 15% of students with disabilities are educated in the non-government sector. Can the Minister explain why this disparity exists?

#### **ANSWER**

Non-government schools do not provide the same range of placement choice for parents of children with disabilities. The NSW Government demonstrates its commitment to supporting students with disabilities by allocating more than \$1.055 billion for special education in the 2008/2009 financial year for specialist services in regular and special schools thus enabling the parents of children with a disability a choice in the type of educational setting they choose.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### STUDENTS WITH DISABILITY - NON-GOVERNMENT FUNDING

Question 16 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITY - NON-GOVERNMENT FUNDING - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### QUESTION

Can the Minister explain whether students with disability in the non-government sector are funded at a percentage of the cost of educating the AVERAGE student in a government school or whether students with disability are funded at a percentage of the cost of educating a child with a SIMILAR DISABILITY in a government school?

#### ANSWER

Students with disability in the non-government sector are funded on 25% of the equivalent cost to the State of educating a student in a Government school.

Funding is allocated according to a 12 level needs based funding category. The non-government schools per capita allowances for Primary and Secondary students for the period **1 January 2008 to 30 June 2008** are set out below:

FUNDING CATEGORY OF SCHOOLS	PRIMARY RATES \$	SECONDARY RATES \$
1	382.01	511.24
2	496.61	664.62
3	573.01	766.87
4	611.21	817.99
5	649.41	869.11
6	687.62	920.24
7	725.82	971.36
8	764.02	1022.49
9	802.22	1073.61
10	840.42	1124.74
11	878.62	1175.86
12	1005.80	1283.14
Base Rate	804.64	1026.51

All non-government schools are categorised on their level of need for the payment of

per capita allowances. Each non government school is provided with a rate per student based on their category. Non-government special schools are at category 12. Students with disabilities in mainstream non-government schools are at category 12.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH PHYSICAL DISABILITIES**

Question 17 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Of the students with disabilities educated in the government sector, how many have physical disabilities?

#### **ANSWER**

As at August 2007 there were 1859 students with a confirmed physical disability in regular classes in the government school system.

This specific data is not available for students with disabilities in support classes or special schools in the government school system.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH PHYSICAL AND INTELLECTUAL DISABILITIES**

Question 18 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL AND INTELLECTUAL DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Of the students with physical disabilities how many have intellectual disabilities?

**ANSWER**

Of the 1859 students with a physical disability in regular classes in the government school system at August 2007, 378 also have an intellectual disability. This data is not available for students with disabilities in support classes or special schools in the government school system.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - ACCESS TO PHYSICAL AIDS**

Question 19 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL DISABILITIES ACCESS TO PHYSICAL AIDS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Of these students how many have intellectual disability diagnosed because they have had insufficient physical access to wheelchairs, physical aids and the like which prevented their access to physical learning which, as has been clinically proven, aids intellectual learning --- learning by doing?

**ANSWER**

There are no statistics available to the Department which would either support or reject the implied link outlined in the question.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - WHOLE OF GOVERNMENT APPROACH**

Question 20 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - WHOLE OF GOVERNMENT APPROACH - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

In this respect will the Education Department pursue a whole-of-government approach education of students with disabilities in order to address this very real issue?

#### **ANSWER**

*Better Together* is the NSW Government's whole of government plan for improving services – including education - for people with a disability and their families. The Department of Education and Training is one of the key agencies involved in this plan. The Department of Ageing, Disability and Home Care is the lead agency for *Better Together* initiatives.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH INTELLECTUAL DISABILITY**

Question 21 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH INTELLECTUAL DISABILITY - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students in NSW have an intellectual disability only?

**ANSWER**

As at August 2007 there are 764 students with a confirmed intellectual disability only, in regular classes in government schools. Support classes in government schools cater for students with a range of functional needs therefore data identifying those students who have been assessed only with an intellectual disability is not available

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES IN MAINSTREAM SCHOOLS**

Question 22 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES IN MAINSTEAM SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many are in mainstream schools?

**ANSWER**

As at August 2007 there are 764 students with a confirmed intellectual disability only, in regular classes in mainstream schools in the government school system.

This data is not available for the non-government sector.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES IN SPECIAL CLASSES**

Question 23 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES IN SPECIAL CLASSES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many are in special classes in the mainstream setting?

#### **ANSWER**

Support classes in government schools cater for students with a range of functional needs; it is not possible to identify those students who have been assessed only with an intellectual disability.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH PHYSICAL DISABILITIES IN THE NON-GOVERNMENT  
SECTOR**

Question 24 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with physical disabilities are educated in the non-government sector?

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH PHYSIAL AND INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR**

Question 25 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL AND INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many of those students also have an intellectual disability.

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT  
SECTOR**

Question 26 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with disabilities in the non-government school sector have intellectual disability?

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH INTELLECTUAL DISABILITY IN THE NON-GOVERNMENT  
SECTOR**

Question 27 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with intellectual disability in the non-government school sector have moderate/severe/profound intellectual disability?

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

However, the Department of Education and Training funds support for 1024 students with a confirmed moderate to profound intellectual and/or autism through the Supervisor Subsidy Scheme (as of the end of July 2008).

The Supervisor Subsidy Scheme subsidises the salaries of teachers/supervisors employed in non government special schools catering for students with moderate and severe intellectual disability as well as students with autism.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH INTELLECTUAL DISABILITY IN THE NON-GOVERNMENT  
SECTOR**

Question 28 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many students with intellectual disability in the non-government school sector have moderate/severe/profound intellectual disability are in the mainstream setting?

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**OUTCOMES FOR STUDENTS WITH INTELLECTUAL DISABILITY IN THE NON-GOVERNMENT SECTOR**

Question 29 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
OUTCOMES FOR STUDENTS WITH INTELLECTUAL DISABILITIES IN THE NON-GOVERNMENT SECTOR - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How are the outcomes measured for students with disabilities educated in the non-government sector in terms of post school employment, if additional tertiary education is undertaken, vocational training, length of employment if employment is secured, whether employment is secured in open employment or supported employment in order to maintain an overview of what is or is not working in the education of students with disabilities?

**ANSWER**

Non-government schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - POST SCHOOL**

Question 30 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - POST SCHOOL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Can the Minister advise what measurement is undertaken to identify the students with disabilities who come into contact with the criminal justice system when they leave school?

**ANSWER**

The Department of Education and Training does not collect data about students after they leave school.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - POST SCHOOL**

Question 31 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - POST SCHOOL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

If such measurement is undertaken, how are the results reported and are the results publicly available?

**ANSWER**

The Department of Education and Training does not collect data about students after they leave school.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - POST SCHOOL**

Question 32 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - POST SCHOOL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Is the alarming increase in young people with intellectual disabilities coming into contact with the criminal justice system in anyway linked to shortcomings in their education?

**ANSWER**

There are no statistics available to the Department which would either support or reject the link implied in the question.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - TEACHER TRAINING**

Question 33 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - TEACHER TRAINING - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Can the Minister advise whether in 2007/2008 in-service training courses for teachers covered the specific issue of inclusion of students with disabilities and strategies to make inclusion of students with disabilities a priority?

#### **ANSWER**

The Commonwealth *Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*, requires the NSW Department of Education and Training to ensure that students with disabilities are treated on the same basis as students without disabilities through the provision of reasonable adjustments. This obligation and ways in which departmental staff may meet it are covered in a variety of in-service training courses

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - TEACHER TRAINING**

Question 34 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - TEACHER TRAINING - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

If there were such in-service training courses please advise details thereof, which schools participated, how many teachers undertook these courses and which organisation provided the in-service training and please provide a copy of the material used in those in-service training courses?

#### **ANSWER**

In 2007, the Department through its schools, regions and state office developed and delivered over 960 courses. More than 86,100 teachers participated in these courses.

The Department's in-service courses are developed to accommodate the diverse range of learners and teachers in the classroom on a day to day basis. This diversity includes students with disabilities across the Kindergarten to Year 12 years of schooling.

These 960 courses do not account for the additional specific professional learning conducted by schools to further develop their day to day operations and capacity to meet the learning needs of all their students.

The array of material generated for the Department's in-service courses in any given year is vast and diverse. Two examples of training conducted in late 2007 are attached.

**Verity Firth MP**  
**Minister for Education and Training**



## Best Start: Valuing and responding to diversity.

### Access and Equity Portfolio



What do teachers need to consider when assessing students from diverse cultural, social and linguistic backgrounds and students with confirmed disabilities or additional learning needs?



**Kindergarten students are a diverse group of individuals**



All Kindergarten students are expected to participate in the Best Start assessment process.



### Diversity in the classroom

Students come from diverse cultural, linguistic, social, economic, geographic and family backgrounds:

- 27% (206,000) of students are from language backgrounds other than English
- 20% (148,000) of students are in Priority Schools
- 11% (82,000) of students are in ESL programs
- 10% (74,000) students are gifted and talented
- 5% (38,000) of students are Aboriginal and Torres Strait Islander
- 4% (33,000) of students have a confirmed disability
- 2% (12,000) of students are refugees

These differences are not mutually exclusive - an individual student may belong to one or more of these groups.



### Inclusive teaching and learning

- Students come to school with:
  - diverse skills, knowledge, talents, experiences and preferences.
  - specific cultural knowledge or "cultural capital," including their particular experiences and prior knowledge.
- Valuing students' cultural knowledge and building upon it is a key component of inclusive teaching and learning.
- Culture is largely mediated by language, as manifested in metaphor, storytelling, songs, and greetings.
- A group's culture reflects its shared traditions, which can include a common history, language, religion, customs, and literary traditions.
- Children can have multiple identities and belongings and these can be shaped and reshaped over time.

 Best start

### Inclusive assessment practices and Best Start

- 'Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.'

*Principles for assessment and reporting in NSW government schools, 1996*

- Administration of assessment tasks should allow all students to demonstrate what they know.
- It is a legislative requirement that teaching staff take into account a student's disability and make appropriate learning adjustments and accommodations.
- Assessment can affect students in many powerful and varied ways.

 Best start

### Making assessment judgements

Possible sources of error and bias:

- Pre-judging
- Confusing achievement with effort
- Different standards for different students
- Cultural stereotyping
- Gender stereotyping
- The halo effect
- The central tendency effect
- Severity/leniency error

*Forster, M and Masters, G, Assessment Resource Kit: Performances, ACER*

 Best start

### Aboriginal and Torres Strait Islander students

**The Aboriginal child**

- The individual child
- The family
- The community
- Country



**Aboriginal English**

- Aboriginal English is a dialect of English as is Standard Australian English however it differs in certain aspects of grammar, semantics and phonology.
- Many Aboriginal students speak a form of Aboriginal English.

*Aboriginal English is powerful, and the most appropriate personal language for Aboriginal people to express their identity, thoughts and ideas.*

Aboriginal Islander Education Workers, 1997

**Otitis media**

- Between the ages of 0-5 years, as many as 81% of Aboriginal children are affected by the middle ear infection.
- As many as 8 out of 10 Aboriginal children could have a middle ear infection and associated hearing loss at some time during the school year.

 Best start

### Students from diverse cultural and linguistic backgrounds

- Students come to school speaking their home language. They may also have some literacy in their first language.
- They may or may not speak standard Australian English. They may also have some literacy in English.
- Many students who enrol in Kindergarten speaking no English were born in Australia - others were born overseas.
- Where parents of students from diverse cultural and linguistic backgrounds speak little or no English their children are less likely to have had access to formal care programs (preschool or child care)
- In some cases there may be a mismatch between valued home and school literacy practices



 Best start

### Students with a confirmed disability or additional learning need

- A disability results in the loss or reduction in ability to function day to day
- Disability may be caused by one or a combination of impairments including intellectual disability, physical disability, vision impairment, language disorder, mental health conditions and autism
- Students with additional learning needs have diverse abilities and learning needs that will be influenced by their.
  - Language background
  - Prior to school experiences
  - Socio-economic background
- Some students require accommodations and learning adjustments.

 Best start

### Gifted and talented students

- *Gifted* students are those whose *potential* is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical.
- *Talented* students are those whose *skills* are distinctly above average in one or more areas of human performance.
- Gifted and talented students are found in all communities.
- Gifted and talented students may underperform during formal assessment tasks or not have the opportunity to display their giftedness or talent.
- Gifted and talented students may have a gift coupled with a disability or a learning difficulty.



<http://www.curriculum.unsw.edu.au/education/nsw.gov.au/policies/pubs/support/index.htm>

 Best start

### Considerations for implementing Best Start assessment tasks

During the assessment period, it is important to:

- promote and maintain high expectations for all students and avoid making assumptions on the child's ability based on a child's social, cultural, linguistic, developmental, geographic and economic factors.
- provide a supportive learning environment where all responses and risk taking are valued
- provide the opportunity for students to fully participate in tasks
- accept all responses *positively* and *sensitively*
- allow for wait time

 Best start

### Considerations for implementing Best Start assessment tasks

- record all responses and how the student attempts each task, as this will enhance the development of a student profile
- students should be encouraged to attempt every task. The teacher must use their informed professional judgement to determine when to move on to the next task, postpone or end the task.
- stop the activity *sensitively* and use your informed judgement if the child is demonstrating difficulty responding to a task
- allow the use of gestures, non-verbal communication and visual representations
- encourage the student to use their first language and record if the student responds in a language other than English.

 Best start

### Task

- In your school/region team, discuss the diversity of your Kindergarten student population.
- What considerations need to be taken into account during the administration of the Best Start assessment process to cater for the diversity of Kindergarten students?
- How can Kindergarten teachers be supported to address these considerations?



 Best start

### Resources

Curriculum planning and programming, assessing and reporting to parents K-12 policy  
[https://dehwww.del.nsw.edu.au/policies/curriculum/schools/curric\\_plann/PD20050292\\_label?level=Schools](https://dehwww.del.nsw.edu.au/policies/curriculum/schools/curric_plann/PD20050292_label?level=Schools)

Anti-Racism Policy  
[https://dehwww.del.nsw.edu.au/policies/student\\_serv/equl/antiracism/PD20050235\\_label?level=Schools&category=Schools%7CAccess+%26+equity%7C+Racism](https://dehwww.del.nsw.edu.au/policies/student_serv/equl/antiracism/PD20050235_label?level=Schools&category=Schools%7CAccess+%26+equity%7C+Racism)

Cultural Diversity and Community Relations Policy: Multicultural education in schools  
[https://dehwww.del.nsw.edu.au/policies/student\\_serv/equl/comm\\_rel/PD20050224\\_label?level=Schools&category=Schools%7CAccess+%26+equity%7C+Multicultural](https://dehwww.del.nsw.edu.au/policies/student_serv/equl/comm_rel/PD20050224_label?level=Schools&category=Schools%7CAccess+%26+equity%7C+Multicultural)

People With Disabilities – Statement of Commitment  
[https://dehwww.del.nsw.edu.au/policies/general\\_man/general/soec\\_ed/PD20050243\\_label](https://dehwww.del.nsw.edu.au/policies/general_man/general/soec_ed/PD20050243_label)

Assisting Students with Learning Difficulties  
[https://dehwww.del.nsw.edu.au/policies/general\\_man/general/learn/PD20050342\\_label](https://dehwww.del.nsw.edu.au/policies/general_man/general/learn/PD20050342_label)

Transition to school for young children with special learning needs  
[https://dehwww.del.nsw.edu.au/policies/student\\_admin/general/transition/td02\\_29\\_transition\\_to\\_scho\\_01.pdf](https://dehwww.del.nsw.edu.au/policies/student_admin/general/transition/td02_29_transition_to_scho_01.pdf)

 Best start

### Resources

Gifted and Talented Education Policy available at  
[https://www.del.nsw.edu.au/policies/curriculum/schools/pats/PD20040051\\_label?level=Schools](https://www.del.nsw.edu.au/policies/curriculum/schools/pats/PD20040051_label?level=Schools)

Gifted and Talented Policy implementation documents available at  
<http://www.curriculum.nsw.gov.au/policies/sats/support/index.htm>

Aboriginal Education Policy  
[https://dehwww.del.nsw.edu.au/policies/curriculum/schools/aborig\\_edu/td02\\_35\\_aboriginal\\_education.pdf](https://dehwww.del.nsw.edu.au/policies/curriculum/schools/aborig_edu/td02_35_aboriginal_education.pdf)

Aboriginal Education and Training Strategy 2006-2008  
[https://www.del.nsw.edu.au/media/DownloadAction?dir=/direction/strat\\_plans/yr2007/est/eststrategy.pdf](https://www.del.nsw.edu.au/media/DownloadAction?dir=/direction/strat_plans/yr2007/est/eststrategy.pdf)

Working with Aboriginal Communities- a guide to community consultation and protocols  
[http://www.boardofstudies.nsw.edu.au/aboriginal\\_research/rdf\\_doc/work\\_aborig\\_comm.pdf](http://www.boardofstudies.nsw.edu.au/aboriginal_research/rdf_doc/work_aborig_comm.pdf)

Priority Schools Programs  
<http://www.psp.nsw.edu.au/>

Respect and Responsibility: NSW Government Action Plan for Values, respect and behaviour in our schools  
<http://www.boardofstudies.nsw.edu.au/expect/>



### Strategies for Writing

- concept maps
- task scaffolding
- think sheets- for planning
- understanding key words
- matching key words to phrases
- planning to write a factual paragraph
- constructing a flow chart
- dictating to scribe for first draft

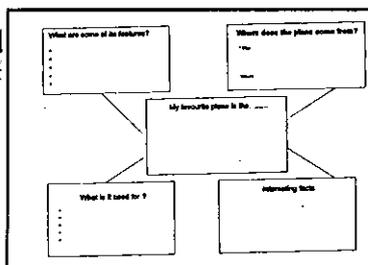


bulging eyes

Writing and Spelling strategies : Assisting students who have additional learning support needs

NSW Department of Education & Training  
NSW Public Schools - Learning for All - www.nsw.edu.au

### Notemaking using a concept map



NSW Department of Education & Training  
NSW Public Schools - Learning for All - www.nsw.edu.au

### Behaviour – the iceberg analysis

**Specific behaviour**

Shouting out rude comments to other children while moving around the classroom

---

**Underlying impairment**

- unaware of social rules
- unaware of others feelings
- Inappropriate reaction to others
- over-sensitive to noise, activity
- anxiety about crowds
- anxiety about change (of lesson)
- lacks social interaction skills
- anxiety/confusion in unstructured setting
- "sensory overload" ^ communication-mimicking but not quiet!



Division TEACCH- Schopler 1995

### Classroom issues - Communication

<p><b>Difficulty</b></p> <p>4. Literal interpretation that can lead to misunderstandings and confusion</p>	<p><b>Suggested strategies</b></p> <ul style="list-style-type: none"> <li>• teach and explain use of irony, sarcasm, figurative language, rhetorical questions, idioms etc</li> <li>• avoid speaking it to the student individually</li> </ul>
--	--

**I changed my mind**



I want something different

**head in the clouds**



not concentrating, thinking about something else

NSW Department of Education & Training  
NSW Public Schools - Learning for All - www.nsw.edu.au

### Sample social story

**When people are talking**

Sometimes I want to talk to adults when they are having a conversation.

I can do this by saying 'excuse me' and waiting.

If the adult asks me to wait until they have finished, I will try to wait quietly until they tell me it is my turn to speak.

I will try not to interrupt when people are already having a conversation.

Everyone will be pleased with me if I can remember to do this.



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I ask my friends for help

## Involvement in Class Groups

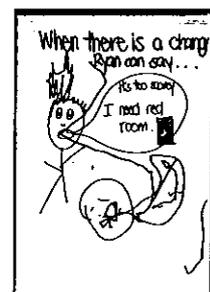
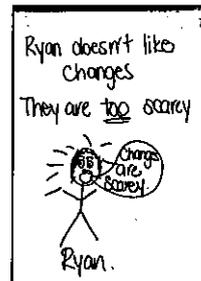
1. Tell your 3 ideas.
2. Say one thing about each idea.
3. Let the other group members talk about your idea.
4. Talk to everyone in the group at least one time.  
Remember to try and look at them.
5. It's OK if the group does not want to use your ideas.

A goal card for the student to keep during group work.

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## Comic Strip Conversation



Comic Strip Conversations --Carol Gray

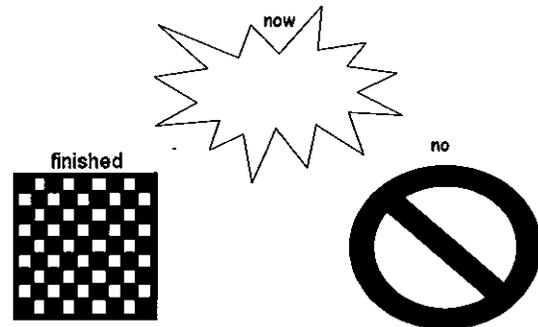
## Guidelines for reporting incidents in school

1	
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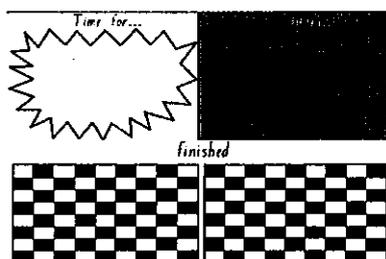
↑ Teasing ↓  
↑ Bullying ↓



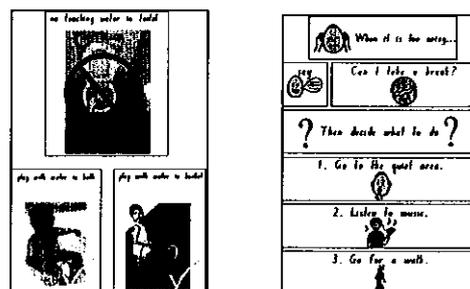
## Now, Finished & No



## Schedules



## Rules - explanations



### feelings thermometer

NSW Department of Education & Training

### Going to the library

NSW Department of Education & Training

### Activity Schedules

NSW Department of Education & Training

### Activity Schedules

[www.infospeak.org/feedback.html](http://www.infospeak.org/feedback.html)

### Task analysis

### Chat Pages

- Pages of symbols for interacting during a specific activity.
- Point to the symbols whilst talking – aids understanding and models how to use language for expression.
- Symbols need to allow for comments, questions, responses etc. to be made.
- Can limit the number of symbols and then build up as needed.
- Select the symbols based on trials of the pages or on observations of children interacting.

Example of chat page

## Chat pages

Joseph will talk about rugby league.

like	like	like	score
great	good	learn	win
what	try	try	win
watch TV	watch TV	watch TV	watch TV

The rugby league teams.

WARRIORS	WARRIORS	WARRIORS

NSW Department of Education & Training

## Comprehension

Joseph likes rugby league.

? question

1 What does Joseph like? \_\_\_\_\_

Joseph says great try!

? question

1 What does Joseph say? \_\_\_\_\_

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## Requesting Systems

- Some students who use verbal language may still need some symbols to remind them that they can ask questions/make requests.
- The symbols may remind the student of appropriate ways of asking/requesting.

	Can I please... ?	
go to the toilet? 	have a break? 	get a drink? 
have some help? 	show me the pencil? 	go to my bag? 

## Story Books

- Personalised books are a motivating way to develop literacy. They include photos of the student involved in activities at school and/or home.
- Symbols, such as PCS in Boardmaker, can be used with text to develop comprehension, vocabulary, syntax and narrative skills.

when 	who 	what 	where 
On the weekend 	I 	and before riding 	at brother's house 

## Newstime Sequence

- Provides a structure for news/stories using who, what, where, when, how, why and feelings categories. Categories are added as appropriate.

?	?	what ?	where *
Yesterday 	I 	and necessary 	at brother's house 

## Newstime Sequence cont'd

- Allows student to rehearse their news and additional symbols prompt them to participate fully, such as asking for questions from the class or asking questions of other students' news.

questions for newstime ?	ask a question ?
1 Can I ask you a question? 	What did you do? Sa:
2 put my hand up 	How did you feel? Su:
3 need to be asked 	What did you do? 
4 ask a question 	

## Rules - explanations

## Weekend Report

Name: \_\_\_\_\_

On the weekend I

I did it with

The weather was

The weekend was

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## Timetables

Monday	flag assembly	work days	arts & crafts	grass-ups
Tuesday	circle time	work days	shopping	play dough
Wednesday	circle time	work days	cooking	lays
Thursday	circle time	grass-ups	bike riding	tree motor
Friday				
Saturday				
Sunday				

## Calendars

JUNE 2008

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	

### Teachers work effectively with students with an Autism Spectrum Disorder when they:

- examine their own beliefs about student behaviour
- examine their own methods of communication
- examine their own teaching strategies
- know their student
- build their own skills and knowledge utilizing their colleagues through the Learning Support Team
- seek specialist regional and outside agency support

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### Strategies that support students

- use visual methods of teaching
- structured and predictable classroom
- customized visual daily schedule
- know the individual
- provide positive praise
- meaningful reinforcements
- consider sensory factors
- note tasks and activities that cause frustration
- have relaxation area
- tasks at appropriate level
- age-appropriate materials
- opportunities for choice
- short concise language
- use concrete examples
- use organizational aids
- meaning contact with peers
- encourage independent effort
- plan for transitions
- develop talent area

NSW Department of Education & Training  
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If pupils can not learn the  
way we teach, can we  
teach the way they learn?

NSW Department of Education & Training

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**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES**

Question 35 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Is the Minister aware of any families which have left the state of NSW specifically because of the lack of choice in schooling of students with disabilities and/or due to general dissatisfaction with the education in NSW of students with disabilities?

**ANSWER**

No.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH PHYSICAL DISABILITIES - STUDENT AIDES**

Question 36 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH PHYSICAL DISABILITIES - STUDENT AIDES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Can the Minister advise whether her Department will recognise the legitimate need for student aides in classrooms to assist students with physical disabilities with their learning as distinct from teachers aides who presumably are there to assist the teacher?

#### **ANSWER**

There are more than 4100 School Learning Support Officers (formerly known as Teachers Aides Special) who work in regular and special schools supporting the learning needs of students with disabilities. These officers work with students with disabilities to support their learning, personal care, communication and mobility needs under the supervision and direction of a teacher.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - LOCATION**

Question 37 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - LOCATION - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many SWDs are there in regional, rural and remote NSW?

**ANSWER**

As at August, 2008, there were 15,761 students with confirmed disabilities in regular classes and support classes in government schools in regional, rural and remote New South Wales.

This data is not available for non-government schools as these schools are not obliged to report this data to the Department.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - HOME SCHOOLING**

Question 38 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - HOME SCHOOLING - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many SWDs are home-schooled?

**ANSWER**

Parents who choose to home school their children are not required to disclose a child's disability.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - HOME SCHOOLING**

Question 39 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - HOME SCHOOLING - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

If they are home-schooled how many are given regular access to mainstream schools in order for them to have access to socialisation with peers?

**ANSWER**

The Department does not hold this data. However, individual parents may independently arrange such access with their neighbourhood schools.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - GOVERNMENT SCHOOLS**

Question 40 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - GOVERNMENT SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many SWDs are in government schools?

**ANSWER**

I refer the Member to my answer to Question 13

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**STUDENTS WITH DISABILITIES - NON-GOVERNMENT SCHOOLS**

Question 41 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - NON-GOVERNMENT SCHOOLS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many SWDs are in non-government schools?

**ANSWER**

I refer the member to my answer to Question 14.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - FUNDING ASSISTANCE**

Question 42 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - FUNDING ASSISTANCE - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many SWDs are able to access funding assistance to be accommodated so as to have easier access to schools?

#### **ANSWER**

Students who need to be accommodated to have easier access to schools are supported by the Commonwealth Assistance for Isolated Children Program.

The Department of Education and Training does not hold data on funding to students with disabilities through this program.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - FUNDING ASSISTANCE**

Question 43 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - FUNDING ASSISTANCE - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many SWDs are able to access funding assistance to be accommodated closer to a school in comparison with their non-disabled peers?

#### **ANSWER**

Students who need to be accommodated to have easier access to schools are supported by the Commonwealth's Assistance for Isolated Children Program.

The Department of Education and Training does not hold data on the numbers of students with disabilities funded through this program.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - INCLUSION**

Question 44 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - INCLUSION - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Are there any programs in any government or non-government mainstream schools that encourage inclusion of students with disability by engaging with the parents of students with disability in consultation with the entire school community in order to appreciate and own the true meaning of inclusion?

#### **ANSWER**

Under the Commonwealth *Disability Discrimination Act* 1992 and the Disability Standards for Education (2005), the NSW Department of Education and Training, together with all education providers, are required to ensure that students with a disability have access to and are able to participate in all aspects of education on the same basis as students without a disability through the provision of reasonable adjustments.

These requirements are supported by the department's *Curriculum Planning and Programming, Assessing and Reporting to Parents K-12* policy which is inclusive of every student.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENTS WITH DISABILITIES - POST SCHOOL**

Question 45 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENTS WITH DISABILITIES - POST SCHOOL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

To the Minister's knowledge is there any follow-up of students with disability who have been educated in a mainstream setting after they have left school in order to gauge the success or otherwise of their educational experience and what was done and what could have been done better?

#### **ANSWER**

The Department of Education and Training does not collect data about students after they leave school.

Under the Commonwealth *Disability Discrimination Act* 1992 and the Disability Standards for Education (2005), the NSW Department of Education and Training is required to ensure that students with a disability have access to and are able to participate in education on the same basis as students without a disability through the provision of reasonable adjustments. This includes assessment of students' educational progress and attainment. These requirements are supported by the department's *Curriculum planning and Programming, Assessing and Reporting to Parents K-12* policy which is applicable to every student irrespective of ability or disability.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **SPECIAL EDUCATION CLASS SIZES**

Question 46 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SPECIAL EDUCATION CLASS SIZES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What is the average class size for Special Education classes in NSW?

#### **ANSWER**

There is no average size for special education classes in NSW. Special classes range in size from 6 students working with one teacher and one School Learning Support Officer, to 18 students working with one teacher and School Learning Support Officer. Student placement into specific classes is contingent upon each student's type and complexity of disability.

For non-government schools there is no predetermined ratio of staff to students for special education classes. Class sizes vary from school to school.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### SPECIAL EDUCATION CLASSES - STUDENT/TEACHER RATIO

Question 47 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SPECIAL EDUCATION CLASSES - STUDENT/TEACHER RATIO - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### QUESTION

What is the student to teacher ratio in Special Education classes in NSW?

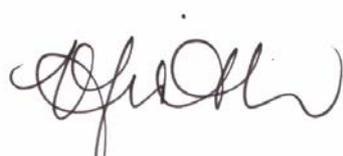
#### ANSWER

All types of Special Education classes listed below in government schools are staffed with both a teacher and a school learning support officer. That is, each group of between 6 and 18 students is supported by two adults.

The student to teacher ratio is depends upon the student's type of disability and its complexity.

Type of disability	Teacher : student ratio
Mild intellectual in a regular school	1:18
Mild intellectual in a special school	1:15
Moderate intellectual	1:10
Severe intellectual	1:6
Hearing impaired	1:9
Physical	1:8
Emotional disturbance	1:7
Autism	1:7

This data is not available for non-government schools.



**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**SPECIAL EDUCATION SCHOOLS - COMPOSITE CLASSES**

Question 48 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SPECIAL EDUCATION SCHOOLS - COMPOSITE CLASSES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Does the Department have plans to introduce Composite classes of up to in Special Ed schools?

- a. If so, how many students will be in each class?
- b. What will the ratio of Teacher/Teachers Aide to students be?
- c. Will there be a composite class at William Rose School in Seven Hills? If so, when?

**ANSWER**

Decisions regarding the composition of special classes in the department's special schools are at the discretion of the school principal, in consultation with the school community.

The number of students in each class is determined by each student's type and complexity of disability as outlined in response to Question 47

There are currently eleven classes at William Rose School. The school has responsibility for determining the composition of the school's classes based on each student's age, type of disability and its complexity.



**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**SPECIAL EDUCATION SCHOOLS - THERAPISTS**

Question 49 – BUDGET ESTIMATES – EDUCATION AND TRAINING - SPECIAL EDUCATION SCHOOLS - THERAPISTS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Do all Special Ed Schools have therapists such as Physio, OT's and Speech Therapists on staff funded by the Dept of Ed?

**ANSWER**

Therapy services to students with a disability attending government schools are funded and provided through NSW Health and the Department of Ageing, Disability and Home Care.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**WILLIAM ROSE SCHOOL - THERAPISTS**

Question 50 – BUDGET ESTIMATES – EDUCATION AND TRAINING - WILLIAM ROSE SCHOOL - THERAPISTS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Why does William Rose in Seven Hills not have access to therapists given the variety of complex disabilities of the students there?

**ANSWER**

I am advised that William Rose School has access to therapy services provided through the Department of Ageing, Disability and Home Care and currently receives speech pathology, physiotherapy, occupational therapy and behaviour support services.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**DET INTERNATIONAL**

Question 51 – BUDGET ESTIMATES – EDUCATION AND TRAINING - DET INTERNATIONAL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

What is the total annual operating budget of DET International?

**ANSWER**

DET International's total 'operating' budget for 2008/2009 is \$16,041,574.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**DET INTERNATIONAL**

Question 52 – BUDGET ESTIMATES – EDUCATION AND TRAINING - DET INTERNATIONAL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Of this, how much is allocated to:

- a. International projects
- b. International relations
- c. International students?

**ANSWER**

- a. International projects: \$2,838,997
- b. International relations: \$172,272 (recurrent funds)
- c. International students: \$ 8,418,000 (TAFE NSW)  
\$4,649,945 (NSW Government Schools)

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**DET INTERNATIONAL**

Question 53 – BUDGET ESTIMATES – EDUCATION AND TRAINING - DET INTERNATIONAL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many delegations and/or visitors (excluding international students) have DET International hosted for the financial year 2007/08?

**ANSWER**

In 2007/2008, DET International hosted 49 delegations, involving a total of 550 visitors.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**DET INTERNATIONAL**

Question 54 – BUDGET ESTIMATES – EDUCATION AND TRAINING - DET INTERNATIONAL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

Can you please list the cost and give a brief description of each of these delegations and visits.

**ANSWER**

The cost of delegations in 2007/2008 financial year was \$118,236, including salary and operating expenses.

A brief description of each is attached.

**Verity Firth MP**  
**Minister for Education and Training**

Date	Country/ Province	Organisation	No. of visitors	Focus Area
4.7.07	Korea	Ministry of Labour	5	Overview of DET and e-learning, materials production and teaching methods
23.7.07	United Arab Emirates (Abu Dhabi)	Abu Dhabi Education Council	3	Operational aspects of NSW DET, use of new technologies, 6-9 curriculum, future challenges and opportunities for Abu Dhabi education.
3.8.07	India	President of the Congress Party	2	A brief overview of the NSW education system, particularly in relation to vocational and technical education; distance education; and teaching English as a second language.
7.8.07	Singapore	Ministry of Education	5	The technology schools are using and how this has developed and is changing, how schools use resources downloaded from TaLe and how schools leverage on the use of ICT and integrate them into school curriculum.
20 and 22.8.07	USA	Superintendent, Napa Valley County Office of Education	1	Observations and discussions on best practice around vocational education and integration of ESL students.
29 - 31.8.07	UK	UK Dept for Education and Skills, the London 2012 Olympics Committee and Newham Borough Education Authority.	10	Explore ways to promote life long learning and develop effective learning communities; schools harnessed the theme of sporting achievement and hosting the Olympic Games to improve attainment and raise standards in young people.
10 – 11. 9.07	Japan	Professor Tokyo Joggakan College	1	Gifted and Talented programs
21.9.07	Japan	Japanese Department of Education	25	Overview of NSW Department of Education and Training with interest in welfare.
24.9.07	China	Bureau of Education of Xuzhou Municipality, Jiangsu Province	10	Overview of NSW Department of Education and Training, with interest in schools (what's a good school?)
26.9.07	Thailand	Centre for Education technology, Office of Non-Formal Education Commission	8	Distance Education and life long learning
22.10.07	Italy	Delegation from Veneto, Italy	3	International student exchange and the TAFE system and the procedures for International students coming to NSW to study in vocational courses in TAFE NSW



## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **INTERNATIONAL TRIPS**

Question 55 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
INTERNATIONAL TRIPS - The Hon. R. M. Parker (Chair) to the Minister for  
Education and Training, and Minister for Women –

#### **QUESTION**

How many international trips did the Department of Education and Training sponsor  
(in full or in part) in the financial year 2007/08?

#### **ANSWER**

The Department of Education and Training collects data in relation to overseas travel  
on a calendar year basis with the most recent information available being for the  
2007 calendar year.

The available information is for the period July 2007 to December 2007 only.

The number of international trips sponsored (in full or in-part) by the Department of  
Education and Training for the period July to December 2007 was 116.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **INTERNATIONAL TRIPS**

Question 56 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
INTERNATIONAL TRIPS - The Hon. R. M. Parker (Chair) to the Minister for  
Education and Training, and Minister for Women –

#### **QUESTION**

What was the total cost of all international trips sponsored (in full or in-part) by the  
Department of Education and Training for the financial year 2007/08?

#### **ANSWER**

The Department of Education and Training collects data in relation to overseas travel  
on a calendar year basis with the most recent information available being for the  
2007 calendar year.

The available information is for the period July 2007 to December 2007 only.

The total cost of all international trips sponsored in full or part by the Department of  
Education and Training for the period July 2007 to December 2007 was \$710,700.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **OVERSEAS TRAVEL**

Question 57 – BUDGET ESTIMATES – EDUCATION AND TRAINING - OVERSEAS TRAVEL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What were the length, destination, purpose, costs and names of people involved in each of these trips?

#### **ANSWER**

The Department of Education and Training collects data in relation to overseas travel on a calendar year basis with the most recent information available being for the 2007 calendar year.

The available information is for the period July 2007 to December 2007 only.

Details of trips for the period July 2007 to December 2007 are contained in the attached table.

**Verity Firth MP**  
**Minister for Education and Training**

## Overseas travel July 2007 - December 2007

NAME OF OFFICER (Given Name & Surname)	COUNTRIES VISITED	PURPOSE OF TRAVEL CATEGORY	Duration (Days)	Departmental Cost of Visit (\$A)
				Total Cost \$
Loy Chee Tan	China	5 Educational Exports	8	5,800
Ben Martin	USA	2 Professional Development	9	6475
David Thomas	United Arab Emirates	5 Educational Exports	80	14,700
Karen Edgell	United Arab Emirates	5 Educational Exports	84	15,467
Yoko Kaitani	Vietnam	6 International Student Recruitment	10	5236
Scott Maxwell	United Arab Emirates	5 Educational Exports	63	12,927
Charmaine Belfanti	United Arab Emirates	5 Educational Exports	131	17,194
Luisa Marcelo	Fiji	6 International Student Recruitment	7	2,612
Timothy Tang	China & Hong Kong	6 International Student Recruitment	17	7,905
Barry Peddle	United Arab Emirates	5 Educational Exports	139	22,134
William Clark	United Arab Emirates	5 Educational Exports	35	12,110
Rosemary Davis	United Arab Emirates	5 Educational Exports	6	8,372
William Spence	United Arab Emirates	5 Educational Exports	6	8,371
Jorge Baron	Bangladesh & Sri Lanka	6 International Student Recruitment	14	7,716
Luella Billing	Nepal & India	6 International Student Recruitment	15	5,253
Amanda Simm	Vietnam	5 Educational Exports	8	2,586
Elizabeth McGreggor	Vietnam	5 Educational Exports	6	2,040
Glenn Downie	United Arab Emirates	5 Educational Exports	74	14,468
Lindsay McGarity	United Arab Emirates	5 Educational Exports	120	18,338
Anthony Giles	Fiji	5 Educational Exports	20	3,398
Phil Stabback	United Arab Emirates	5 Educational Exports	9	5,252
Annalies Van Westenbrugge	United Arab Emirates	5 Educational Exports	8	5,136
Barbara Holland	United Arab Emirates	5 Educational Exports	8	5,280
Elaine Watkins	United Arab Emirates	5 Educational Exports	8	5,114
Joe Merlino	United Arab Emirates	5 Educational Exports	8	5,036
Sally Blackwell	United Arab Emirates	5 Educational Exports	8	5,230
Gregory Wann	China	6 International Student Recruitment	12	2,398
Elizar Franco	Vietnam	5 Educational Exports	12	5,230
Chris Wen	China & Hong Kong	6 International Student Recruitment	13	7,302
Elizabeth Webber	Brazil	6 International Student Recruitment	18	13,681
John Arthur	Iran	5 Educational Exports	11	7,347
Harry Rainbow	India	5 Educational Exports	9	5,175
Luisa Marcelo	Mauritius	6 International Student Recruitment	8	4,187
Scott Alcorn	Iran	5 Educational Exports	9	3,932
Morwenna Shahani	Thailand & Vietnam	5 Educational Exports	13	7,138
Yoko Kaitani	Thailand & Myanmar	6 International Student Recruitment	16	5,258
Christine Szewczyk	Hong Kong	5 Educational Exports	9	3,102
Jenny Hendry	Hong Kong	5 Educational Exports	10	2,692
Jorge Baron	India & Nepal	6 International Student Recruitment	19	9,273

Helen Kebby	China	5 Educational Exports	4	2,398
Nancy Ni	China	5 Educational Exports	4	2,461
Debra Pinkerton	Africa	6 International Student Recruitment	18	13,867
Elizabeth Webber	Germany	6 International Student Recruitment	13	8,230
Branimir Nikulski	China	5 Educational Exports	23	4,128
Suzanne Hauser	China	5 Educational Exports	16	3,545
Diane Seath	Japan & Korea	5 Educational Exports	13	8,767
Jeff Bromage	New Zealand	3 Scholarship Program	6	5,000
Timothy Tang	China & Hong Kong	6 International Student Recruitment	19	8,671
Roz Kyong Hi Ko	Korea	6 International Student Recruitment	11	6,763
Cecilia Wilson	New Zealand	2 Professional Development	6	422
Viji Shankar	India and Sri Lanka	6 International Student Recruitment	11	6,056
Helen Kebby	China	5 Educational Exports	84	23,239
Veronica Ryan	India	6 International Student Recruitment	13	6,069
Loy Chee Tan	China	5 Educational Exports	6	5,340
Stephen Glassock	China	5 Educational Exports	6	5,340
Jennifer Barlow	Hong Kong	5 Educational Exports	12	4,735
Claire Finch	China	5 Educational Exports	16	4,846
David Lau	China	5 Educational Exports	30	4,712
John Velik	China	5 Educational Exports	30	4,349
Nola Sher	China	5 Educational Exports	15	4,050
Jennifer Pilon	Korea	6 International Student Recruitment	8	1,905
Pat Gard	Korea	6 International Student Recruitment	8	1,905
Tracey Carlon	Korea	6 International Student Recruitment	8	5,128
David Lee	China	5 Educational Exports	7	2,839
John Arthur	India	5 Educational Exports	13	4,545
Elizabeth Salin	China	5 Educational Exports	16	2,831
Lynne Goodwin	United Kingdom, Austria, Singapore	3 Scholarship Program	24	5,000
David Thomas	United Arab Emirates	5 Educational Exports	61	8,167
Geethani Nair	Fiji	5 Educational Exports	38	4,379
Kate Rose	USA	2 Professional Development	7	3,292
Jan Dupont	Iran	5 Educational Exports	11	3,915
Phil Cox	Iran	5 Educational Exports	6	3,310
David Crean	New Zealand	5 Educational Exports	9	2,436
Geoff Bastian	New Zealand	5 Educational Exports	9	2,436
Stephen Wilson	Finland	2 Professional Development	7	10,574
Ann Beerden	Fiji	5 Educational Exports		2,602
Merilynn Vanderwagen	China	5 Educational Exports	21	5,466
Murray Gibbins	China	5 Educational Exports	20	5,262
Nola Sher	China	5 Educational Exports	21	3,490
Judith Vincent	Japan	6 International Student Recruitment	6	8,452
Madelinka Sulic	Denmark/UK	5 Educational Exports	10	6,251
Ann Beerden	Hong Kong	5 Educational Exports	8	2,428
Veronica Ryan	Philippines	6 International Student Recruitment	6	3,088
Chris Wen	China	6 International Student Recruitment	13	7,067
Jason Ford	Vietnam	6 International Student Recruitment	10	4,908

Jennifer Pilon	China	6 International Student Recruitment	11	2,183
Stephen Pickering	China	6 International Student Recruitment	11	2,529
Suzette Young	China	6 International Student Recruitment	11	2,529
Terry Griffiths	China	6 International Student Recruitment	11	2,529
Brian Bailey	China	5 Educational Exports	21	8,227
Elizabeth Godwin	Vietnam	6 International Student Recruitment	8	1,557
Patrick Mahony	Vietnam	6 International Student Recruitment	8	1,684
Richard Obuch	Fiji	5 Educational Exports	13	2,335
Estrella Shrimski	Fiji	5 Educational Exports	7	4,342
Cheryl Alterator	Lord Howe Island	5 Educational Exports	5	2,825
Christopher Endicott	Fiji	5 Educational Exports	7	5,091
Rhonda Brill	Iran	5 Educational Exports	10	3,563
Carole Carter	China	5 Educational Exports	23	6,324
Cary Budd	China	5 Educational Exports	21	4,497
Geoff Nixon	China	5 Educational Exports	29	7,671
Hans Berkel	China	5 Educational Exports	29	6,004
John Tatham	China	5 Educational Exports	23	6,449
David Riordan	India	5 Educational Exports	7	12,772
Cameron McDonald	China	5 Educational Exports	15	3,012
Mark Mugridge	China	5 Educational Exports	20	4,447
Graham La Motte	Soloman Islands	5 Educational Exports	13	7,782
Jine Philibossian	China	5 Educational Exports	21	5,971
David Lau	China	5 Educational Exports	20	8,488
Janine Cappellazzo	Malaysia	5 Educational Exports	7	4,623
Ashraf Salem	Hong Kong - China	5 Educational Exports	6	1,700
Jenny Hendry	Hong Kong	5 Educational Exports	9	2,904
Manfred Melloh	China	5 Educational Exports	24	4,500
Kimble Fillingham	United Arab Emirates	5 Educational Exports	41	12,346
Brian Bailey	China	5 Educational Exports	16	6,972
John Waddington	China	5 Educational Exports	16	3,694
Nora Mohd	Brazil, Columbia, Chile	4 Exchange Program	25	15,622

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**COMMUNITY LANGUAGES PROGRAM**

Question 58 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM - The Hon. R. M. Parker (Chair) to the  
Minister for Education and Training, and Minister for Women –

**QUESTION**

Could you provide the of the level of separate contribution in dollar terms from the Commonwealth and from NSW Government to the NSW Community Languages Schools Program

**ANSWER**

The allocation for the Community Languages Schools Program in the 2008/2009 financial year is \$2,962,249 with the Commonwealth funding totalling \$2,671,000 and the State funding totalling \$291,249.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **COMMUNITY LANGUAGES PROGRAM**

Question 59 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM - The Hon. R. M. Parker (Chair) to the  
Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Could you provide the break up of how this funding is allocated in terms of

- a. Per capita grants
- b. Training and Professional Development
- c. Administration
- d. Community Use of Govt. Schools Facilities from which area of funding does DET use to reimburse the mainstream schools for hosting a community language school

#### **ANSWER**

- a. Grants to organisations including per capita grants of \$1,837,860.
- b. \$119,000 for training and professional development
- c. \$242,681 to cover administrative costs associated with the program
- d. State funding is provided to assist mainstream schools in offsetting utilities costs associated with hosting a Community Languages School. This funding does not come from the Community Languages Schools budget.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**COMMUNITY LANGUAGES PROGRAM REVIEW**

Question 60 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM REVIEW - The Hon. R. M. Parker (Chair) to  
the Minister for Education and Training, and Minister for Women –

**QUESTION**

Cost of the recent Community Languages Schools Program review – who funded the  
review and where were the fund allocated from?

**ANSWER**

\$35,000 was allocated for the Review of the Community Languages Schools  
Program.

The Review was funded through the Early Childhood and Interagency Programs  
Directorate which manages the Community Languages Schools Program.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **COMMUNITY LANGUAGES SCHOOLS (CLS) PROGRAM FUNDING**

Question 61 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM FUNDING - The Hon. R. M. Parker (Chair)  
to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Could you provide the last year in which the NSW CLS program received an increase in the per capita grant funding, was the funding state or commonwealth and what was the level of this increase?

#### **ANSWER**

The current per capita grant is \$60 per student which was last increased from \$38 to the current amount in 1996. This amount is paid as part of the Community Language Schools budget and does not represent discrete state or commonwealth funding sources.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **COMMUNITY LANGUAGES SCHOOLS PROGRAM**

Question 62 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM - The Hon. R. M. Parker (Chair) to the  
Minister for Education and Training, and Minister for Women –

#### **QUESTION**

Can you provide the rationale for having the CLS program officers sitting outside the Languages Unit education area in DET in NSW and what any moves are being made to return the program into the languages area?

#### **ANSWER**

The Community Languages Schools Program is a community grants program which provides funding to assist community organisations in providing community languages programs for young people within their local community through their community languages schools.

The Community Languages Schools Program is co-located with other programs that provide grants to non government community organisations.

The Program has never been located in the Department's K-12 Curriculum Directorate. The K-12 Curriculum Directorate covers all school curriculum areas and is focussed on those programs delivered in government schools across NSW.

The Community Languages Schools Program does however work closely with the K-12 Curriculum Directorate on those elements of the Program that are relevant, including professional development.

There are currently no plans to co-locate the Community Languages Schools Program with the Department's K-12 Curriculum Directorate.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**COMMUNITY LANGUAGES PROGRAM - COMMONWEALTH FUNDING**

Question 63 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
COMMUNITY LANGUAGES PROGRAM COMMONWEALTH FUNDING - The Hon.  
R. M. Parker (Chair) to the Minister for Education and Training, and Minister for  
Women –

**QUESTION**

How much does the NSW government receive from the Commonwealth government  
to operate the community languages schools program?

**ANSWER**

I refer the Member to my answer to Question 58.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STRANGER DANGER**

Question 64 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STRANGER DANGER - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What has the Govt done to stop incidents of stranger danger on school grounds and how much funding has been committed?

#### **ANSWER**

The risk to students of stranger danger incidents occurring on school grounds is extremely low. This can be attributed to the numbers of students and adults in schools and the duty of care that is owed to students by staff. This duty underpins the supervision responsibilities of teachers, which are taken very seriously.

As part of recent Government initiatives to enhance school security, many schools have had security fencing installed. Schools with security fencing are able to use that asset to limit or restrict unauthorised access to school premises thereby supporting other child protection strategies.

Since 1995 security fences have been installed in 573 New South Wales government schools at a cost of more than \$55 million.

In general, the risk to children of abduction by strangers is low. However, we are all aware that there have been reports of children being approached by strangers, and this has occurred while children move within their communities.

As part of child protection education students from Kindergarten to Year 10 are taught to recognise when they may be unsafe, wherever they may be. The program also helps students identify strategies for protecting themselves.

Strategies taught to students include being assertive, saying 'no', going away from the situation and telling a trusted adult what has happened as soon as possible.

Schools also access the new 'Keeping Me Safe' program, developed by the NSW Police Force, which is available to primary schools across NSW. The 'Keeping Me Safe' program replaces the outdated Safety House Program which is no longer operating in NSW.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### BULLYING

Question 65 – BUDGET ESTIMATES – EDUCATION AND TRAINING - BULLYING -  
The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and  
Minister for Women –

#### QUESTION

What is the Government doing to address the problem of bullying, both cyber and physical, in public schools? How much funding has been committed specifically to this?

#### ANSWER

The New South Wales Government does not tolerate any form of bullying in our schools and we have backed this up by giving principals the power to impose strong sanctions to counter bullying.

We are sending a strong message that bullying is unacceptable through our *Anti-bullying Plan for Schools*. The plan complements each school's student welfare and discipline policies. All schools must have a plan that equips schools, teachers, students and parents with specific strategies to identify, report and deal with bullying behaviours.

Significant resources are made available to schools to address bullying issues. Departmental staff work collaboratively with students, parents, teachers and principals' groups to ensure strategies exist to counter all forms of bullying including physical and cyber bullying. Anti-violence initiatives undertaken by the Department include conflict resolution, social development and mentoring programs.

School counsellors are available to support students who may have been the victims of bullying. Student welfare consultants in regional offices also provide support to government schools in the development and maintenance of anti-bullying programs and initiatives.

In order to ensure that NSW Departmental Internet and email services are safe and suitable for students, filters are always used when students are browsing the web from Departmental sites.

Recently, the Department of Education and Training produced *Click - A technology guide for parents*. The guide provides parents, teachers and children with up-to-date, comprehensive and age-appropriate online cyber-safety resources and assistance.

Research undertaken by national and international institutions provides up to date research and strategies to counter bullying. Currently, for example, The Child Health Promotion Research Centre at Edith Cowan University in Western Australia is undertaking research into indirect or covert bullying in Australian schools.

New South Wales is represented on the *Safe and Supportive School Communities* project, a collaborative initiative of the Commonwealth, States and Territories which oversees the *Bullying. No Way!* website. In the period 2008 – 2012 the New South Wales Government will contribute a total of \$324,500 to this project. The project provides a national forum for sharing information, resources and successful practices to counter bullying, harassment and violence in Australian schools.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENT ASSISTANCE - KADINA HIGH SCHOOL**

Question 66 – BUDGET ESTIMATES – EDUCATION AND TRAINING - STUDENT ASSISTANCE - KADINA HIGH SCHOOL - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What has been done to help schools such as Kadina High at Lismore where students have been traumatised by two suicides?

#### **ANSWER**

The Department of Education and Training is committed to the support of students who have been affected by serious incidents such as suicide. This support is provided in a variety of ways. These include enhancing the general emotional wellbeing of students through school programs that promote mental wellbeing, targeted programs that support students identified as being at risk of mental health problems, individual support and referral to appropriate agencies when necessary.

Every government school has access to the school counselling service. School counsellors are experienced teachers who have a degree in psychology and post-graduate qualifications in school counselling. They have been trained in collaboration with NSW Health, through the *School-Link* program, in the management of depression and related disorders in young people. School counsellors also facilitate referral to other mental health professionals for assessment and support. The *School-Link* Program is a collaborative partnership between the Department of Education and Training and NSW Health. It aims to promote mental health and improve prevention, treatment and support for adolescents in the area of mental health.

School counsellors are trained to manage students at risk of suicide and to provide support to those students affected by traumatic incidents. As part of serious incident planning, additional counselling services are available to schools where the ongoing mental health needs of students warrant support. The Department works closely with NSW Health in monitoring the needs of a school community and in the provision of community health support to affected families.

School counsellors are one component of an extensive network of staff that provide student welfare services in NSW public schools. This network includes behavioral support teachers, student welfare consultants, class teachers, executive staff, year advisers (secondary schools only) and a range of regional positions. All join in

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **STUDENT ASSISTANCE - KADINA HIGH SCHOOL (continued)**

planning and working with a school executive team to assist students to recover from traumatic incidents and have the support they need in order to learn effectively.

School student welfare networks monitor and support students who may be having difficulty coping. Teachers who become aware of a student who may have mental health problems refer the student to a school counsellor. School counsellors are able to provide specific interventions for those students identified as being in need of additional support, including those who may be at risk of harming themselves and or others.

Schools implement broad based programs to increase students' resilience and decrease anxiety and depression. These factors have been shown by research to be associated with improved mental health outcomes for students.

A professional development module for teachers on depression and related disorders in adolescence is available to school staff through their school counsellor, and a second module on self-harm was provided to school counsellors in 2007.

In the case of Kadina High School, effective and additional school counselling support was provided, students were and continue to be monitored closely and where concerns were identified they were referred to NSW Health for support. Appropriate support was provided for school staff through the Employee Assistance Program as well as support from regional student services personnel. A range of general and targeted programs, as indicated above, are available to the school.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### ANTI-HOMOPHOBIA PROGRAMS

Question 67 – BUDGET ESTIMATES – EDUCATION AND TRAINING - ANTI-HOMOPHOBIA PROGRAMS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### QUESTION

How much funding and resources in the DET have been committed to anti-homophobia programs in the last financial year? How many complaints of homophobic behaviour have been recorded in the last 12 months in public schools against students and teachers?

#### ANSWER

The NSW Department of Education and Training is committed to the provision of safe and supportive learning environments that are free from all forms of violence, discrimination, harassment and vilification. Government schools in NSW are bound by anti-discrimination legislation which includes discrimination, harassment and vilification against gay or lesbian students or those who are perceived to be gay or lesbian.

During the last financial year Government schools have received advice and support on the implementation, review and provision of a broad range of programs addressing same sex issues. They include anti-bullying plans, individual school anti-discrimination and student welfare policies, professional development resources and learning strategies for staff, provision of social skills and student leadership programs and curriculum support.

The Department supports the *Strategic Framework 2007-2012 Working Together: Preventing violence against gay, lesbian, bisexual and transgender people* developed by the Network of Government Agencies and coordinated by the NSW Attorney Generals Department.

The framework includes schools as a priority area and has a whole of government approach to prevent prejudice related violence. Government agencies and community groups, including the Department of Education and Training and the Aids Council of NSW, have been participating in Network of Government Agency meetings since early 2008 to guide the implementation of the framework.

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **ANTI-HOMOPHOBIA PROGRAMS (continued)**

In conjunction with Family Planning NSW, anti-homophobia workshops were conducted with secondary student leaders at the Department's 2007 and 2008 State Student Representative Council Conferences. Similar workshops have since been conducted at regional and school student leadership events upon request.

Under the *SchoolLink* Training program school and TAFE counsellors, together with mental health workers from NSW Health, have been trained prior to 2007-2008 in working with same sex attracted young people who have mental health issues. During the 2007-2008 financial year, up to 50 school and TAFE counsellors participated in update training at a cost to the Department of approximately \$15,000.

During the first semester of 2008 a workshop session that addresses homophobia was developed by the Department in consultation with Family Planning NSW and NSW Department of Health for teachers of Personal Development, Health and Physical Education. This session is used for professional learning as part of the *Teaching Sexual Health Phase 2* workshops which are being conducted during the second semester of 2008.

The Department has not received any discrimination or child protection complaints against students or teachers on the grounds of homosexuality during the period between October 2007 and October 2008. Any individual complaints would have been dealt with and resolved at the individual school and college level.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **SUSPENSIONS**

Question 68 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
SUSPENSIONS - The Hon. R. M. Parker (Chair) to the Minister for Education and  
Training, and Minister for Women –

#### **QUESTION**

DET data shows students as young as five are being suspended at a rate of 1682 a week for a range of misconduct including bullying, disobedience and bad behaviour in public primary and secondary schools. Schools handed out 67,282 long and short suspensions last year – an increase of more than 8000 since 2005. Is the policy working or just giving miscreants a holiday?

#### **ANSWER**

Suspension is an important power for school principals to keep our schools safe and allow students to engage with learning, free from disruptive behaviour.

These figures must be viewed in the context of a very large education system of over 730,000 students and more than 2,200 schools.

A majority of 53,876 were short suspensions of between 1 and 4 days. Of the 730,000 students in NSW government schools, less than 6 % received a short suspension in 2007.

Short Suspension is an important disciplinary option available to the school principal to set clear limits on inappropriate behaviour. Long suspensions are enforced for more serious behaviour.

It is also important to note that, although the suspension rate is up, the expulsion rate has been trending down. In 2005 there were 356 expulsions, in 2007, 308. These figures demonstrate that principals are taking decisive action early.

The Government recognises the importance of students who are suspended being returned to school in the shortest possible time. It is also important that specialist assistance is provided to students with behaviour problems to ensure that the behaviour that led to suspension is addressed.

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**SUSPENSIONS (continued)**

The suspension centre program is an example of an important government initiative in this area. In 2003, the Government announced the establishment of 20 new suspension centres. Suspension centres focus on addressing behaviour that led to suspension and provide support for the student and teachers when the student returns to school from the suspension. There are now 22 suspension centres operating across the state.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE FEES**

Question 69 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE FEES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

What is the amounts gained from an increase in TAFE fees this year?

**ANSWER**

The revenue received by TAFE NSW for the TAFE fee for Semester 1, 2008 was \$59.69m.

The full amount gained from the 2008 TAFE fee will be available in January 2009.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**(TAFE FEES)**

Question 70 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE FEES  
- The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and  
Minister for Women –

**QUESTION**

Where has this money gone?

**ANSWER**

In 2007/08, the TAFE NSW fee represented 4.6 per cent of TAFE's overall costs.

Each TAFE Institute uses fee income, and other revenue, to provide training.

**Verity Firth MP**  
**Minister for Education and Training**

## QUESTION ON NOTICE

### TAFE FEES - STUDENT ENROLMENTS

Question 71 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE FEES - STUDENT ENROLMENTS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### QUESTION

Has there been a decrease in student numbers in particular course areas where TAFE fee increases have been highest?

#### ANSWER

The overall TAFE NSW enrolment figures have increased by 2.2% (as at 19 October 2008) in a year-to-date comparison with 2007. Final 2008 figures are not available until the end of March 2009.

Enrolments in most award qualification levels are higher than for the same period last year.

There is a range of reasons for fluctuations in enrolments in qualification levels from year to year, including for example, fluctuations in labour market conditions. It is not feasible to directly correlate changes in enrolments with changes in TAFE NSW fees.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE TEACHER QUALIFICATIONS**

Question 72 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE TEACHER QUALIFICATIONS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How much has been saved by new teachers this semester not undertaking university level teacher education qualifications?

**ANSWER**

The change to teacher education qualifications was not a savings measure.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **TAFE TEACHER SUPPORT SERVICES**

Question 73 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE TEACHER SUPPORT SERVICES - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What support services have been put in place to ensure these teachers are supported to learn to be good teachers? Where is the quality assurance?

#### **ANSWER**

On appointment, all new permanent teachers and the relevant head teacher develop an individual learning plan which guides the support provided by Institutes in relation to training and mentoring experiences.

Institutes provide two hours of professional development per teaching week for the first two years of employment for all permanent teachers to assist with the development and implementation of their learning plan.

In addition, TAFE NSW is continuing to support and encourage teachers to pursue higher relevant qualifications. Where a new permanent teacher elects to undertake a Diploma of Training and Assessment within the first two years of their employment, as well as two hours of professional development per teaching week, the full fee payment is being refunded upon successful completion where the course is undertaken in TAFE NSW. TAFE is also providing Recognition of Prior Learning, workplace assessment and opportunities for flexible learning.

Where a new permanent teacher elects to undertake an approved higher education qualification in adult education within the first two years of their employment, in addition to the two hour professional development per teaching week, Institutes are also refunding 100% of their Higher Education Contribution Scheme (HECS) each semester (where paid by the teacher), following successful completion of enrolled units for the full length of the approved program.

Institutes are continuing to support teaching (and non-teaching staff) to achieve higher level qualifications through their local study assistance schemes, in addition to the approach outline above.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **DOING BUSINESS IN THE 21ST CENTURY**

Question 74 – BUDGET ESTIMATES – EDUCATION AND TRAINING - DOING BUSINESS IN THE 21ST CENTURY - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many jobs are expected to be lost in TAFE Curriculum Centres, Units and State Office through the TAFE restructure - Doing Business in the 21st Century?

- a. Will redundancy payouts be provided to these people?
- b. How has this been budgeted for?
- c. Will retraining be offered to these people?
- d. Where is the budget for this?

#### **ANSWER**

TAFE NSW has now finalised new organisation structures to implement changes which will see TAFE NSW Institutes delivering training in a simpler, more direct way with more locally tailored services to meet the skill needs of individuals and new and emerging industries.

The expertise of the current central support units such as Curriculum Centres and the Equity Unit is valued and will continue. These areas have, however, been re-organised and are being used differently.

Industry Skills Units linked to national Industry Skills Councils are replacing the Curriculum Centres. The new Units provide a more contemporary industry alignment and a clearer focus for the development of TAFE services. They continue to provide ongoing advice and policy support to Institutes so they can better design and deliver frontline services in collaboration with local employers and community groups.

The new Social Inclusion and Vocational Access Unit provides a renewed emphasis on the complex issues affecting disadvantaged students. Specialist positions in this Unit will provide a central contact point for TAFE's community partners on issues relating to students with disabilities and students from culturally diverse backgrounds. They will also continue to provide assistance and advice for people needing support to access vocational training.

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **DOING BUSINESS IN THE 21ST CENTURY (continued)**

As a result of these changes, there are 46 fewer positions in central support units. The Department is committed to placing people into positions, and affected staff are being individually case managed. Many of the affected staff have already found positions in the new structure or in TAFE NSW Institutes.

Eligible displaced staff are being given priority assessment for appointment to new positions, and supported to apply for other positions available across the Department or other agencies. Upskilling opportunities are discussed with excess staff where there is the potential for individuals to be placed into a new position which meets the business needs of the organisation.

This extensive process works to support people into a job. Any redundancy offers would only be made if an officer remains excess. The Department would then follow the agreed departmental procedures.

The changes are helping TAFE NSW Institutes to continue to develop in a globalised world, where work patterns and employer needs are changing. They will help TAFE NSW compete more effectively with other providers, and increase the participation in vocational education and training needed for the state of NSW to achieve progress, both as an economy and as a society.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE EDUCATIONAL STAFF**

Question 75 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE EDUCATIONAL STAFF - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

**QUESTION**

TAFE has stated that there will be jobs in Institutes for these TAFE educational staff. Can you provide details of where these new positions have been created in Institutes?

**ANSWER**

There are currently a number of vacant positions throughout TAFE NSW.

Individual Institutes review their staffing requirements on an ongoing basis. Where there is a need to build capability to meet changes in service delivery and support they create new positions.

Displaced staff have the option of applying for vacant positions when advertised. They are also case managed. This is an ongoing process.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **TAFE RESTRUCTURE COSTS**

Question 76 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE RESTRUCTURE COSTS - The Hon. R. M. Parker (Chair) to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What has been the cost of the restructure to-date including taking Senior TAFE Managers away from their other positions on a fulltime basis both this year and last year?

#### **ANSWER**

*TAFE NSW: Doing Business in the 21<sup>st</sup> Century* has made five reform commitments to offer greater service diversity and flexibility for students, employers and customers and to ensure TAFE services better meet the needs of industry and the community.

These commitments were:

- strengthening locally customised services;
- building a new relationship with industry and enterprises;
- implementing personalised services;
- investing in TAFE NSW staff; and
- investing in TAFE technologies.

In short, the reforms are about better positioning TAFE NSW.

TAFE NSW senior managers took the lead in driving this reform. Some consulted and worked closely with staff not only to gather ideas but to keep them involved in the changes. Others took specialist leadership roles including leading teams, partnering on specialist negotiations and driving projects.

Senior managers and their staff also got on with the core business of TAFE at the same time.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**MEADOWBANK EDUCATION TRUST ENROLMENTS**

Question 77 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
MEADOWBANK EDUCATION TRUST ENROLMENTS - Dr. John Kaye to the  
Minister for Education and Training, and Minister for Women –

**QUESTION**

Please provide the enrolment figures for each of the campuses of the Meadowbank Education Trust for each of the last five years for which data are available.

**ANSWER**

The Department of Education and Training does not collect enrolment census data for individual campuses. Census data is collected for the total enrolments for each school.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### NSW INTERAGENCY PLAN TO TACKLE CHILD SEXUAL ASSAULT IN ABORIGINAL COMMUNITIES: 2006-2011

Question 78 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILD SEXUAL ASSAULT - The Hon. J. Kaye to the Minister for Education and Training, and Minister for Women –

#### QUESTION

What is the Department of Education and Training doing to ensure they are participating fully in implementing the Actions in the NSW Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities: 2006 – 2011, including the Actions which require them to fund joint initiatives and work effectively with other agencies in and beyond the portfolio?

#### ANSWER

The safety and well being of Aboriginal students and building relationships with Aboriginal communities are priorities for the Government and for the NSW Department of Education and Training.

The *NSW Government Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities 2006-2011* provides a multi-layered response across agencies and includes a broad range of strategies.

As a participant in the *Plan*, the Department of Education and Training plays an important role in contributing to the goals of prevention of Aboriginal child sexual assault, early intervention and the provision of support to children and young people in schools.

Of the 88 actions, the Department of Education and Training takes the lead role in nine actions and is a partner agency for another 11 actions.

The joint implementation of the plan has been supported by the release of the *NSW Interagency Guidelines for Child Protection Intervention* in 2006. Over the past 12 months, the Department has participated in an evaluation of these Guidelines.

In schools, Child Protection Education is mandatory for students from Kindergarten to Year 10. As part of the plan, the school resource *Child Protection: the Community Perspective* is being revised and will have a strong Aboriginal focus.

All departmental staff are required to participate in annual training and development

in child protection and reporting risk of harm. School staff continue to be a major group of reporters of child sexual assault.

TAFE NSW has recently completed work on providing advice on child sexual assault issues, to be included in all TAFE 'human services' courses and units relating to child protection.

The Department is also working with the Department of Juvenile Justice to introduce education program focused on mandatory personal safety/ protective behaviours into juvenile detention centres.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **NSW INTERAGENCY PLAN TO TACKLE CHILD SEXUAL ASSAULT IN ABORIGINAL COMMUNITIES: 2006-2011**

Question 79 – BUDGET ESTIMATES – EDUCATION AND TRAINING - CHILD SEXUAL ASSUALT - The Hon. J. Kaye to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What plans does the Department of Education and Training have to adopt a transparent accessible reporting regime for the funding and implementation of the Actions in the NSW Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities: 2006-2011, beyond what is reported in the State Plan?

#### **ANSWER**

The Department of Education and Training is committed to transparent and accessible reporting on its work under the *NSW Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities: 2006-2011*.

The plan has an established governance and reporting framework. The Department of Education and Training is an active participant in reporting at chief executive officer, senior officer and regional senior officer levels on its implementation of the plan through its tiered governance structure.

The lead agency for the plan is the Department of Aboriginal Affairs. The Department of Education and Training is one of 13 government partner agencies in the plan.

The Department is also represented on the interagency Senior Officers Group, which is formed by senior officers of eight of the key agencies in the plan, and meets bi-monthly. The Department reports on this basis to the Senior Officers Group on the progress of the actions for which it is responsible.

For actions in the plan that involve focus communities there is a locally based steering committee. Regional senior officers from the Department are represented on the local steering committees in each focus community. The steering committees report bi-monthly to the Human Service and Justice Chief Executive Officers Forum.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### (NSW INTERAGENCY PLAN TO TACKLE CHILD SEXUAL ASSAULT IN ABORIGINAL COMMUNITIES: 2006-2011)

Question 80 – BUDGET ESTIMATES – EDUCATION AND TRAINING - NSW INTERAGENCY PLAN TO TACKLE CHILD SEXUAL ASSAULT IN ABORIGINAL COMMUNITIES: 2006-2011 - Dr. John Kaye to the Minister for Education and Training, and Minister for Women –

#### QUESTION

Would the Minister please identify:

- a. the specific service measures in the 2008 budget papers which relate to the Actions in the NSW Interagency Plan To Tackle Child Sexual Assault in Aboriginal Communities: 2006 – 2011;
- b. the specific Interagency Plan Actions that these service measures are intended to address;
- c. whether these service measures involve new funding for these Actions, or the reworking of existing funding to respond to the Interagency Plan's Actions, or the continued rollout of funding already announced for other government initiatives which are consistent with the Interagency Plan's Actions; and
- d. which Interagency Plan Actions cannot be funded from the current budget allocations.

#### ANSWER

The safety and well being of Aboriginal students and building relationships with Aboriginal communities are priorities for the Government and for the NSW Department of Education and Training.

The Department is cooperating in a series of actions as part of the *NSW Government Interagency Plan to Tackle Child Sexual Assault in Aboriginal Communities 2006-2011*.

The lead agency for the plan is the Department of Aboriginal Affairs and the Department of Education and Training is one of 13 government partner agencies involved in the Plan.

The Department of Education and Training's main role focuses on improving Aboriginal education outcomes and attendance. The Interagency Plan highlights that this will have the dual benefit of ensuring the healthy development and wellbeing of

Aboriginal children, and providing a safe environment for children in which abuse and neglect can be detected and addressed more effectively. The Plan identifies that poor school attendance and lack of supervision are factors that create higher risks of harm for Aboriginal children and afford them less protection from sexual predators, particularly in rural and remote communities.

\$68.5 million has been provided in 2008/09 for targeted Aboriginal education programs in this financial year. This includes funding for initiatives to improve the educational outcomes of Aboriginal students such as:-

- Schools in Partnership and related initiatives
- Personalised Learning Plans for Aboriginal students
- The Aboriginal Human Resource Development Plan
- A focus on Quality Teaching to improve achievements in literacy and numeracy.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**NATIONAL ART SCHOOL**

Question 81 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
NATIONAL ART SCHOOL - Dr. John Kaye to the Minister for Education and  
Training, and Minister for Women –

**QUESTION**

When did the taskforce considering options for the future of the National Art  
School deliver its report to the Minister?

**ANSWER**

The National Art School Taskforce delivered its report to Government in  
December 2007.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**NATIONAL ART SCHOOL**

Question 82 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
NATIONAL ART SCHOOL - Dr. John Kaye to the Minister for Education and  
Training, and Minister for Women –

**QUESTION**

Has the Minister made a decision regarding the future of the National Art  
School?

- a. If not, when does the Minister expect to make a decision?

**ANSWER**

The Government is considering the Taskforce Report.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE TEACHER RETIREMENTS AND RESIGNATIONS**

Question 83 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE TEACHER RETIREMENTS AND RESIGNATIONS - Dr. John Kaye to the Minister for Education and Training, and Minister for Women –

**QUESTION**

How many TAFE teachers have retired or resigned in the last 12 months?

- a. How many of these positions have been replaced by new permanent teachers?

**ANSWER**

Approximately 200 teachers retired or resigned in the last 12 months.

Institutes constantly review and reorganise their staffing structures in the light of changing demand. Approximately half the number of teaching positions which became vacant were filled by new permanent teachers, and over 150 further permanent teaching jobs were, or are being, filled.

Some long term temporary teachers were appointed to these permanent positions.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **TAFE TEMPORARY TEACHER POSITIONS**

Question 84 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE TEMPORARY TEACHER POSITIONS - Dr. John Kaye to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

How many temporary teacher positions have been created over the last year?

- a. How many of these temporary positions have continued for 12 months or longer?
- b. How many of these temporary positions have been made permanent?

#### **ANSWER**

Around 150 temporary teacher positions have been created over the last year. None of these positions has continued over 12 months, as they only relate to the last year. Temporary positions only become permanent after two years. Therefore, none of the 150 positions referred to has been made permanent.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE TEACHER RATIOS**

Question 85 – BUDGET ESTIMATES – EDUCATION AND TRAINING - TAFE TEACHER RATIOS - Dr. John Kaye to the Minister for Education and Training, and Minister for Women –

**QUESTION**

What is the ratio of permanent TAFE teachers to temporary and part time casual?

- a. How much has this ratio changed over the last year?

**ANSWER**

The Department does not maintain databases containing this information.

However, TAFE NSW is committed to increasing the use of permanent full time and part time employment, where this is appropriate and sustainable, based on TAFE business and educational needs.

This is reflected in the staffing agreement which was signed by TAFE NSW and the NSW Teachers Federation in March 2007.

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**TAFE BUDGET**

Question 86 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
BUDGET - Dr. John Kaye to the Minister for Education and Training, and  
Minister for Women –

**QUESTION**

What is TAFE's budget allocation for teaching and educational staff?  
a. Has this increased since last year?

**ANSWER**

The TAFE budget allocation for staff covered by the teaching award is \$922.85m in 2008/2009. This is an increase over the 2007/2008 budget allocation.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **RECRUITMENT OF TAFE PERMANENT TEACHERS**

Question 87 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
RECRUITMENT TAFE PERMANENT TEACHERS - Dr. John Kaye to the  
Minister for Education and Training, and Minister for Women –

#### **QUESTION**

In what areas has TAFE recruited for new permanent teachers?

#### **ANSWER**

TAFE Institutes have recruited new permanent teachers across a wide range of TAFE offerings, although the recruitment has been predominantly in skills shortage areas.

TAFE has recruited for new permanent teachers in the following areas:

Access Studies, Accounting, Administration Services, Aeroskills, Allied Health and Life Sciences, Animal Care, Arts and Media, Automotive Mechanics (Light and Heavy Vehicles), Beauty Therapy, Biomedical Laboratory Technology, Bricklaying, Building and Construction, Building Studies, Business and Commerce, Carpentry and Joinery, Child Studies, Children's Services, Commercial Cookery, Community Services (Welfare and Health), Design(Interior), Digital Media, Electrical Trades, Electrical Engineering, Electrotechnology, Engineering and Manufacturing Trades, English, English/Humanities, English for Speakers of Other Languages, Fashion, Fine Arts, Fitting and Machining, Floristry, General Education, Hairdressing and Beauty, Health and Recreation (Outdoor Recreation), Horticulture (Greenkeeping), Horticulture/Landscaping, Industry and Environment, Information and Communications Technology (Media and Arts), Information Technology, Library Practice, Literacy and Numeracy, Management and Small Business, Massage Therapy, Mathematics, Metal Fabrication, Mining/Extractive Industries, Natural Resource Management, Nursing, Panelbeating, Photography, Plumbing, Refrigeration, Science, Shopfitting and Detailed Joinery, Surveying, Training and Assessment, Tourism and Hospitality, Visual Merchandising, Wall and Floor Tiling, Welfare (Aboriginal).

**Verity Firth MP**  
**Minister for Education and Training**

**MINISTER FOR EDUCATION AND TRAINING**

**QUESTION ON NOTICE**

**RECRUITMENT NEW TAFE TEACHERS**

Question 88 – BUDGET ESTIMATES – EDUCATION AND TRAINING -  
RECRUITMENT NEW TAFE TEACHERS - Dr. John Kaye to the Minister for  
Education and Training, and Minister for Women –

**QUESTION**

In what areas has TAFE found it hard to employ new teachers?

**ANSWER**

Some vacancies for full and part time teachers in some trade areas have been particularly hard to fill due to skill shortages and/or geographical location. An example is Electrical Trades/Automotive in the Muswellbrook area because of the competition with the mining industry.

Other areas include: Arts and Media, Asset Security, Automotive, Bricklaying, Building and Construction, Horticulture, Fitting and Machining, Legal, Maritime Studies, Motorcycles, Nursing, Plumbing, Primary Industries.

There has also been difficulty recruiting to specialist areas of Information Technology training including networking and games design.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### EXPULSION

Question 89 – BUDGET ESTIMATES – EDUCATION AND TRAINING –  
EXPULSION - Dr Kaye to the Minister for Education and Training, and Minister for  
Women –

#### QUESTION

How many students have been expelled from NSW public schools in each of the last  
5 years?

a. Are these figures shared nationally (eg. With MCEETYA or DEEWR)?

#### ANSWER

	Misbehaviour	Unsatisfactory Participation	Total
2005	243	113	356
2006	217	78	295
2007	187	121	308

**Misbehaviour:**

Misbehaviour of a student of any age

**Unsatisfactory Participation:**

Unsatisfactory participation of a student of post compulsory school age.

State wide data was not collected in 2003 and 2004.

These figures are for expulsions from particular government schools.

The data is not specifically reported to MCEETYA and DEEWR, but is published  
annually on the Department's website and is publically available.

**Verity Firth MP**  
**Minister for Education and Training**

## MINISTER FOR EDUCATION AND TRAINING

### QUESTION ON NOTICE

#### SUSPENSIONS

Question 90- – BUDGET ESTIMATES – EDUCATION AND TRAINING –  
SUSPENSIONS - Dr Kaye to the Minister for Education and Training, and Minister for Women –

#### QUESTION

How many students have been suspended from NSW public schools in each of the last 5 years?

- a. Are these figures shared nationally (eg. With MCEETYA or DEEWR)?

#### ANSWER

	Short Suspension	Long Suspension	Total
2005	47,432	11,216	58,648
2006	52,220	12,326	64,546
2007	53,876	13,406	67,282

State wide data was not collected in 2003 and 2004.

Short Suspensions are between 1 and 4 school days in length.  
Long Suspensions are between 5 and 20 school days in length.

These figures are based on total numbers of suspensions and include students placed on suspension on more than one occasion.

Note that Long Suspension data is published annually by the NSW Department of Education and Training. The most recent data is available at the web address:  
[https://www.det.nsw.edu.au/media/downloads/reports\\_stats/stats/suspexpul/annualsummary07.pdf](https://www.det.nsw.edu.au/media/downloads/reports_stats/stats/suspexpul/annualsummary07.pdf)

The data is not specifically reported to MCEETYA and DEEWR, but is published annually on the Department's website and therefore is publicly available.

**Verity Firth MP**  
**Minister for Education and Training**

## **MINISTER FOR EDUCATION AND TRAINING**

### **QUESTION ON NOTICE**

#### **EXPELLED STUDENTS**

Question 91- – BUDGET ESTIMATES – EDUCATION AND TRAINING - EXPELLED STUDENTS – Dr Kaye to the Minister for Education and Training, and Minister for Women –

#### **QUESTION**

What steps does the Department take to ensure that expelled students have alternative educational options available to them?

#### **ANSWER**

When a student is expelled for misbehaviour the Department's suspension and expulsion procedures require the school principal, with support from regional staff, to arrange an alternative educational placement appropriate to the needs of the student. This will generally be within 10 school days of the expulsion being confirmed, but may take longer if the case is complex.

In many cases the placement will be in a mainstream school, but if the student needs specialist behaviour support the placement could be in a specialist facility such as a behaviour school or tutorial centre. For students of post compulsory school age (15 years or older), access to TAFE is also an option.

Students of post compulsory school age who are expelled for unsatisfactory participation may seek assistance, including information regarding alternative educational options and counselling, from the school principal school or the local school education office.

**Verity Firth MP**  
**Minister for Education and Training**