

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**NUMBER OF CASUAL TEACHING POSITIONS AFFECTED OR DISPLACED AS  
A RESULT OF THE FUNCTIONAL REALIGNMENT**

**QUESTION**

BUDGET ESTIMATES 2012 – EDUCATION – NUMBER OF CASUAL TEACHING POSITIONS AFFECTED OR DISPLACED AS A RESULT OF THE FUNCTIONAL REALIGNMENT –

**The Hon. PENNY SHARPE:** Do you have modelling that suggests how many casual teachers will be displaced as people are moved? Can you provide the Committee with the numbers on notice if you do not have them here?

**Dr BRUNIGES:** It is a difficult question. Can I ask you to repeat the question?

**The Hon. PENNY SHARPE:** You said that people have a permanent job and are in regional offices and who are going to move back into schools, so I suppose at the moment there are casual teachers currently filling the positions. I am interested in how many casual positions will be affected and be displaced as a result of this.

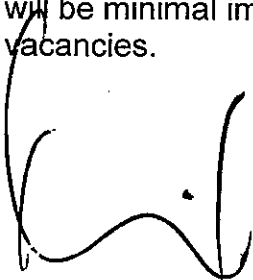
**Dr BRUNIGES:** We could give you the number of teachers that we have currently seconded outside schools, and they would presumably be replaced by temporary appointments in schools. We would have to make sure that from that data source we separate out things like maternity leave, where we would have casuals and temporaries filling other leave entitlements.

**ANSWER**

There are currently 534 (FTE) permanent teachers seconded to temporary positions in state and regional offices.

Consistent with agreements with the NSW Teachers' Federation, permanent teaching staff seconded to the Department of Education and Communities' state or regional offices will be re-appointed to permanent teacher vacancies in schools.

This will occur as soon as possible in accordance with the staffing procedures. There will be minimal impact on casual teachers as they are engaged to cover short term vacancies.



**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**NUMBER OF PSA POSITIONS AFFECTED BY BUDGET CUTS**

**QUESTION**

**BUDGET ESTIMATES 2012 – EDUCATION – NUMBER OF PSA POSITIONS AFFECTED BY BUDGET CUTS – GREG DONNELLY MLC**

**Mr ADRIAN PICCOLI:** Inside the school gate. Four hundred of those PSA positions will no longer exist because of the agreement made by the previous Government with the PSA.

**The Hon. GREG DONNELLY:** That is the number in your briefing document?

**Mr ADRIAN PICCOLI:** That is the 400.

**The Hon. GREG DONNELLY:** I understand that.

**Mr ADRIAN PICCOLI:** The answer is that there will be a behind-the-school-gate impact of those 400 positions. That is an agreement made by a previous Minister with the Public Service Association [PSA], which we have essentially inherited. It is part of the Leading Management and Business Reform [LMBR] rollout. It was in exchange for increased salary. We have been very upfront about that.

**Dr BRUNIGES:** Can I go back to your previous question and correct the record? On the 600 that we were referring to, I was referring to the regions and State office that would not go behind the school gates. The 400 that the Minister spoke to was the reference I was making.

**Mr ADRIAN PICCOLI:** The 5,500 that are State and regional and corporate services will essentially go down to 4,900 or so.

**The Hon. GREG DONNELLY:** Would you mind tabling that schedule?

**Mr ADRIAN PICCOLI:** I can give you those numbers. I will think about it and let you know later.

**CHAIR:** You can provide some figures on notice for the honourable member?

**Mr ADRIAN PICCOLI:** I will give figures on notice.

**ANSWER**

A realignment of State and regional offices will result in a reduction of around 600 positions over the next 4 years. These positions will come from a range of classifications, including public service staff, non-school based teaching service staff and corporate staff.



**Adrian Piccoli MP  
Minister for Education**

## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### BRAVEHEARTS EDUCATION PROGRAM AND NUMBER AND COST OF PILOT PROGRAMS UNDERWAY IN NSW SCHOOLS

#### QUESTION

BUDGET ESTIMATES 2012 –EDUCATION – Paul Green MLC to ask the Minister for Education-

**The Hon Paul Green:** Minister, last year there were approximately 286,437 reports of suspected child abuse and neglect that were made to State and Territory authorities. Will you update the Committee on the progress of the rollout of the pilot Bravehearts program into New South Wales schools?

**Mr Adrian Piccoli:** I do not know the answer to that question. I am happy to take it on notice.

**The Hon Paul Green:** Minister, how many pilot programs are there in New South Wales schools? How much does each of them cost?

**Mr Adrian Piccoli:** Again, I would have to take that question on notice.

#### ANSWER

In the 2011/2012 budget, the NSW Government provided a grant of \$100,000 to pilot and evaluate the Braveheart Inc *Ditto's Keep Them Safe Adventure* program in 20 NSW public schools. A Steering Group has been established to oversee the evaluation of the *Ditto Keep Them Safe Adventure* program.

A number of organisations have been invited to submit a quotation to undertake the evaluation. It is anticipated that the successful organisation will be selected within the coming weeks.

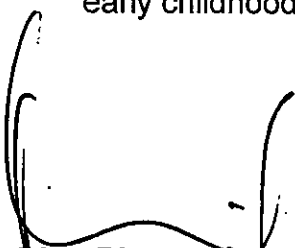
There are ten pilot programs / initiatives / trials:

1. Thermal Comfort and Sustainability Framework pilot, estimated at approximately \$3 million
2. Life-Cycle Costing pilot, at a cost of \$645,000
3. Lighting Upgrade Funding Options pilot, with costs yet to be determined as the project is in its initial stages
4. Student Support Officers pilot, funded at a cost of \$13 million over four years
5. Bravehearts (\$100,000 awarded from the Department of Premier & Cabinet)
6. Connected Communities Strategy, subject to the Department finalising internal budget allocations for 2012/13

7. Proud Schools Pilot - internal budget allocations are yet to be finalised for 2012/13.

The following initiatives are funded from the \$30 million Early Childhood National Partnership

8. A trial of cluster management arrangements aimed at helping groups of parent-run services manage their employment, legislative and regulatory obligations
9. Transition-to-School statement
10. Support for services to move to trial delivery formats involving 15 hours of early childhood education for children in the year prior to school



**Adrian Piccoli MP**  
**Minister for Education**

## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### NUMBER OF PILOT PROGRAMS ESTABLISHED SINCE MARCH 2011 TO DATE

#### QUESTION

BUDGET ESTIMATES 2012 – EDUCATION – NUMBER OF PILOT PROGRAMS ESTABLISHED SINCE MARCH 2011 TO DATE – the Hon Paul Green MLC to the Minister for Education –

**The Hon. PAUL GREEN:** How many pilot programs have been established during your time as the Minister for Education?

**The Hon. ADRIAN PICCOLI:** I will have to take that question on notice. The one I have mentioned is the only one I can recall off the top of my head. I will be quite happy to take that on notice.

**The Hon. PAUL GREEN:** I am happy for you to take it on notice. Others around the table and I are very concerned about the cuts, the freezes or the caps – whatever you want to call them.

#### ANSWER

An important initiative of this Government will see 50 new Student Support Officers employed under the State Government's Supporting Students Plan at a cost of \$13 million over four years. The student support officers will provide support to secondary students as part of the school's learning support and welfare teams, alongside the school counsellor. With their strong interpersonal skills and understanding of the specific challenges facing young people, these officers will provide valuable support to young people in managing contemporary wellbeing issues.

On 10 October 2012, I announced a number of initiatives to be rolled out from 2013, several of which will include a 'trial' aspect, including

- A trial of cluster management arrangements aimed at helping groups of parent-run services manage their employment, legislative and regulatory obligations;
- Introduction of a Transition-to-School statement that will summarise each child's strengths, interests and approaches to learning and suggest ways in which these could be built on at school;
- Support for services to move to trial delivery formats involving 15 hours of early childhood education for children in the year prior to school.

There is also the Thermal Comfort and Sustainability Framework pilot; the Life-Cycle Costings pilot; the Lighting Upgrade Funding Options pilot, and the Proud Schools Pilot.

The NSW Government launched the Connected Communities Strategy in May 2012. Connected Communities is a new initiative rather than a pilot program. The aim of Connected Communities is to use stronger partnerships between schools, the local community and government agencies so that schools can become community hubs driving better educational opportunities for students.

The Strategy will be based in 15 schools in some of our most complex communities, to link learning to other services such as health, welfare, early childhood education and care and vocational education and training.

There may be other informal pilot programs / initiatives / trials in individual schools and Regions. To obtain further clarification from each of the NSW Government schools would require an unreasonable and substantial diversion of resources in the time specified.

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**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**NUMBER OF ADDITIONAL DEMOUNTABLES REQUIRED TO ACCOMMODATE ENROLMENT GROWTH REFERRED TO BY INFRASTRUCTURE NSW**

**QUESTION**

BUDGET ESTIMATES 2012 – EDUCATION – NUMBER OF ADDITIONAL DEMOUNTABLES REQUIRED TO ACCOMMODATE ENROLMENT GROWTH REFERRED TO BY INFRASTRUCTURE NSW – Ms Penny Sharpe MLC to ask the Minister for Education –

**The Hon. PENNY SHARPE:** If you are saying that there will be no class size blowout as a result of Infrastructure NSW and you believe that you are going to have enough schools to accommodate all of the extra students how many more demountables are you going to need?

**Mr ADRIAN PICCOLI:** That is a hypothetical question.

**The Hon. PENNY SHARPE:** Surely you are doing planning around this matter. Could you take it on notice and provide it to the Committee?

**Mr ADRIAN PICCOLI:** There is a lot of planning.

**The Hon. PENNY SHARPE:** Are you happy to provide it to the Committee on notice then?

**Mr ADRIAN PICCOLI:** Sorry?

**The Hon. PENNY SHARPE:** If you do not know the answer are you happy to provide it to the Committee on notice?

**Mr ADRIAN PICCOLI:** If there is an answer I am happy to give that answer on notice.

**ANSWER**

The Department of Education and Communities consults extensively with the Department of Planning and Infrastructure, Councils and developers; actively monitors demographic trends, and plans ahead to meet student enrolment growth over the short, medium and long term.

The provision of demountable classrooms is not the only strategy employed by the Department to accommodate additional students.

The Department manages accommodation demand by using a combination of strategies including:

- Providing demountable classrooms.
- Changing/adjusting school catchment boundaries and implementing the Department's Enrolment Policy regarding acceptance of non-local enrolments.
- Expanding school sites by acquiring adjoining land.
- Redeveloping existing schools.
- Constructing new schools.

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**Adrian Piccoli MP**  
**Minister for Education**



**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**SUGGESTION TO REOPEN CLEVELAND STREET BOYS HIGH**

**QUESTION**

**BUDGET ESTIMATES 2012 – EDUCATION – SUGGESTION TO REOPEN CLEVELAND STREET BOYS HIGH – Dr John Kaye MLC to the Minister for Education –**

**Dr JOHN KAYE:** I return briefly to my concerns about the inner-city education crisis, or scarcity of positions. Have you given or will you give any consideration to reopening Cleveland Street Boys High School?

**Mr ADRIAN PICCOLI:** Operations questions like that I will refer to the director general.

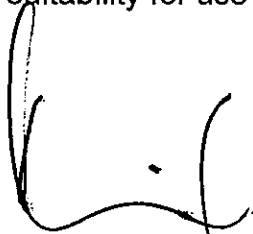
**Dr BRUNIGES:** I have some numbers with me today, but I am happy to take that on notice and get back to you.

**Dr JOHN KAYE:** Specifically, is the school suitable, given the heritage constraints on the school? Is it, as we understand it to be, suitable to be reopened as a high school?

**Dr BRUNIGES:** I will take that on notice.

**ANSWER**

The former Cleveland Street High School site is currently used as an Intensive English Centre. Consequently, the facilities at the school have not been assessed for suitability for use as a high school.



**Adrian Piccoli MP  
Minister for Education**

## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### APPROPRIATENESS OF TIMING FOR THE INTRODUCTION OF FOUR NEW SYLLABUSES

##### QUESTION

BUDGET ESTIMATES 2012 – EDUCATION – APPROPRIATENESS OF TIMING FOR THE INTRODUCTION OF FOUR NEW SYLLABUSES– The Hon Paul Green MLC to the Minister for Education –

**The Hon. PAUL GREEN:** I am happy for you to take that on notice. I just want to know if it will be reduced in any form. Dr White, a member of the Board of Studies, in terms of the freezing, capping or reduction of the education budget said:

History shows every time there is an introduction of a new curriculum and syllabus there is dip in performance due to transitional issues such as new teaching programs. Therefore cuts at the same time as introducing new teaching programs creates the perfect storm.

He is making note of the four new syllabuses that are going to be introduced. Are you concerned that the cuts along with the introduction of the four new syllabuses is bad timing, given the fact that it will complicate the transitioning to the new programs?

##### ANSWER

The timing and support for the introduction of the syllabuses has been carefully planned by the NSW Government, the Board of Studies and the education sectors in NSW. The plan includes a full 12 months in 2013 for teachers and schools to become familiar with the new syllabuses before progressive implementation of the syllabuses from 2014.

The NSW Government is providing an additional \$25 million in funding specifically to support the introduction of the new syllabuses. Government schools will also be provided with an additional School Development Day to support teacher professional development. The non-government sector will receive \$2.2 million of this funding.

For the first time the new syllabuses are available in an interactive online format enabling teachers to customise views and access support materials and online resources. This will save teachers time and enrich their classroom practice.

Teachers already have access to initial support materials developed by the Board of Studies. These were released with the launch of the new syllabuses, and include:

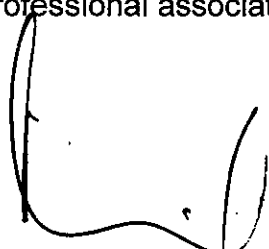
- a guide for schools to introduce and explain features of the new syllabuses
- Kindergarten to Year 6 and Years 7 to 10 subject specific guides
- a K–10 parents' guide
- advice about assessment
- navigation guides for the online syllabuses, highlighting features and ways the syllabuses can be used.

More support materials to assist teachers will be provided by the Board of Studies in December 2012 including sample scope and sequence plans, sample units of work, advice on programming and further advice on assessment.

The Board of Studies is developing an online program builder to make it easier for teachers to prepare scope and sequence plans and to prepare teaching programs for units of work. The program builder will be available in Term 1, 2013.

NSW teachers will have access to world class resources and time for planning to ensure successful implementation of the new K–10 syllabuses and quality educational outcomes for NSW students.

The Board of Studies will continue to work with the education sectors and teacher professional associations in planning support for teachers.



**Adrian Piccoli MP**  
**Minister for Education**

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**QUESTION WITHOUT NOTICE**

**INTEREST RATE SUBSIDY FOR NON-GOVERNMENT SCHOOLS**

**QUESTION**

**BUDGET ESTIMATES 2012 – EDUCATION – INTEREST RATE SUBSIDY FOR NON-GOVERNMENT SCHOOLS – The Hon Paul Green MLC to the Minister for Education:**

**The Hon. PAUL GREEN:** Are you aware of the interest rate subsidy scheme that the Government has for independent Catholic schools?

**Mr ADRIAN PICCOLI:** Yes.

**The Hon. PAUL GREEN:** Do you know what the budget of that is this year?

**Mr ADRIAN PICCOLI:** It is \$60 million a year.

**The Hon. PAUL GREEN:** Is there any indication that that will be reduced in the coming years? If so, what sort of figure would they be looking at?

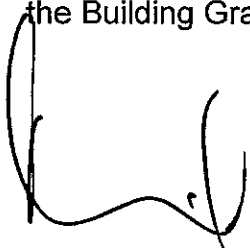
**Mr ADRIAN PICCOLI:** We have capped it. That was an announcement made in the budget in June.

**The Hon. PAUL GREEN:** Is it \$60 million over four years or every year?

**Mr ADRIAN PICCOLI:** I will have to take that on notice.

**ANSWER**

\$59.7 million has been allocated in 2012/13 for assistance with capital works under the Building Grants Assistance Scheme / former Interest Subsidy Scheme.



**Adrian Piccoli MP  
Minister for Education**

**MINISTER FOR EDUCATION**  
**QUESTION WITHOUT NOTICE**

Dr John Kaye to the Minister for Education -

**Dr JOHN KAYE:** Section 21 of the Act, as you are aware, determines the recurrent funding of non-government schools as a proportion—25 per cent on average—of the recurrent funding of public education on a per student basis. So if we cut the per student funding in public education by 3 per cent—I would not do that, but if you did that—you would also cut the recurrent funding of non-government schools by 3 per cent?

**Mr ADRIAN PICCOLI:** Just automatically because of the—?

**Dr JOHN KAYE:** The automatic functioning of section 21 of the Act unless either you do something to change what I understand is called the regime or you do something to change the Act itself—and I would suggest you have an interesting time doing that, but that is something we can talk about. By my calculations that is about \$24 million a year reduction in the recurrent funding of non-government schools. Is that correct?

**Mr ADRIAN PICCOLI:** I do not know. I can give you an answer on notice. I do not know off the top of my head what it exactly works out to be.

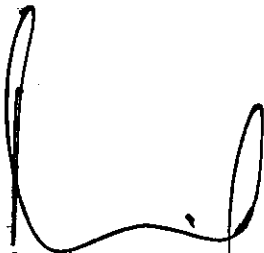
**Dr JOHN KAYE:** Well, 3 per cent of \$800 million is \$24 million.

**Mr ADRIAN PICCOLI:** I am not confident that it works quite that easily. All the calculations around how it works are quite complicated.

**Dr JOHN KAYE:** I appreciate that. Could you take that on notice and get back to us with a detailed explanation of what will happen if there is no change to the legislation or if you do change it, what is in and what is out?

**ANSWER**

There is no proposal to make changes to section 21 of the New South Wales Education Act. The NSW Government will work with the non-government sector on how to effect the cap on non-Government School funding.



**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**WORKSHOP HOURS AND CLASSES FOR THE MECHANICAL FITTING AND MACHINING CERTIFICATE III COURSE IN THE HUNTER**

**QUESTION**

BUDGET ESTIMATES 2012 – EDUCATION - Helen Westwood MLC to ask the Minister for Education -

**The Hon Helen Westwood:** Students in the Hunter have written to their local member, Clayton Barr, telling him that since the funding cuts they have lost at least six hours of workshop time due to staffing cuts and that this is making it really difficult - for some of them impossible - to complete their apprenticeships and courses.

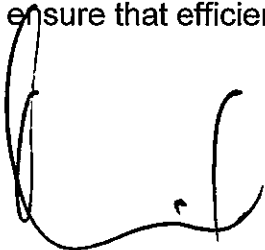
**Ms Christie:** I could not comment specifically on that example without knowing the details.

**The Hon Helen Westwood:** Minister, can you guarantee that workshop hours and classes for the mechanical fitting and machining Certificate III course will be restored? It is very important to those students.

**Mr Adrian Piccoli:** I am happy to take that question on notice. I cannot be expected to comment on the reaction by every facility.

**ANSWER**

TAFE NSW Hunter Institute teaching sections have been asked to ensure that the total cost of services for the area under their control does not exceed their allocated budget. Strategies have been implemented to increase efficiencies and this includes a reduction in class support and overtime for teaching staff. All efforts will be made to ensure that efficiencies do not have a negative impact on student completions.



**Adrian Piccoli MP**  
**Minister for Education**

## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### FUTURE OF THE VEHICLE PAINTING TEACHING FACILITY AT GRANVILLE TAFE

##### QUESTION

BUDGET ESTIMATES 2012 – EDUCATION – LC QWN – Future of the Vehicle Painting Teaching Facility at Granville TAFE – the Hon Helen Westwood MLC to ask the Minister for Education –

**Ms CHRISTIE:** Class hours are varied across all of our programs. We look at different ways of delivering. Students can access some content online. Our actual face-to-face delivery hours may vary, but the specific example you have given I would have to take on notice to comment on.

**The Hon. HELEN WESTWOOD:** What about the closure of the purpose-built vehicle painting teaching facility at Granville TAFE? It is only a few years old and it will be empty because it is about to close.

**Dr. JOHN KAYE:** It is a terrific facility.

**The Hon. HELEN WESTWOOD:** It is going to be closed. Why? In an area like south-west Sydney with significant numbers of motor vehicle repair outlets, you are closing this state-of-the-art facility.

**Mr ADRIAN PICCOLI:** I am happy to take that question on notice because I cannot comment about every action by every institute or every TAFE college.

**The Hon. HELEN WESTWOOD:** That facility is only going to be available at Mount Druitt, Ultimo and Campbelltown. There are entire areas of Sydney where young people are starting apprenticeships who are going to be denied access to this purpose-built facility: How can that be economic?

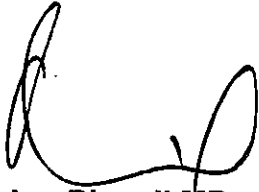
**Mr. ADRIAN PICCOLI:** I am happy to take the question on notice. TAFE institutes make changes all the time and I am not in a position to answer that question at this stage without taking it on notice.

##### ANSWER

The vehicle painting facility at Granville College is over 15 years old. The spray booths were identified as requiring replacement some years ago. TAFE NSW – South Western Sydney Institute reviewed the case for replacement in consultation with relevant stakeholders, including industry.

On the basis of the review and the declining student numbers attending vehicle painting courses, the Institute decided to consolidate this training. Current delivery at Granville College is to be relocated to an upgraded facility at Campbelltown College.

The facility at Campbelltown College is state-of-the-art and is accessible by public transport. It will fully accommodate the current and emerging training requirements in vehicle painting in the south west Sydney region.

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**Adrian Piccoli MP**  
**Minister for Education**



## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### FUTURE OF LOW LEVEL ENTRY TAFE COURSES FOR STUDENTS WITH DISABILITIES AND STUDENTS WITH SPECIAL AND COMPLEX NEEDS

#### QUESTION

BUDGET ESTIMATES 2012 - EDUCATION – Future of low level entry TAFE courses for students with disabilities and students with special and complex needs – the Hon Helen Westwood MLC to ask the Minister for Education –

Perhaps you could tell me whether or not TAFE will be able to fund support for students with special needs? Students with disabilities need disability consultants, people such as note-takers and interpreters. Are those support services going to be available to students with disabilities as they are now?

**Ms CHRISTIE:** TAFE is proud of its record of supporting students with a disability and we provide a wide range of services to support those students. With any support needs we constantly review the way they are delivered. If there are efficiencies in the way we deliver services, we look to achieve those efficiencies. It is difficult to say that nothing will ever change. All our delivery consistently changes but we do have, as I said, a high proportion of students with disabilities and we are proud of our track record of supporting their needs.

**The Hon. HELEN WESTWOOD:** They are successful because they have the support they need but not if it is cut back. Those students need support to complete their courses. It is the way that they will actually be job ready and no longer dependent on support services or Centrelink. It is imperative that they are able to complete their courses. If you cannot guarantee they will have the support available to them, then we cannot guarantee that these people are going to complete their qualifications and hence get a job.

**Ms CHRISTIE:** I said I could not make a statement that nothing would ever change. We are constantly reviewing the way we deliver services to best meet our students' needs and we will continue to support students with a disability.

**The Hon. HELEN WESTWOOD:** Will the Government continue to offer the low level entry courses for students with disabilities and students with special and complex needs?

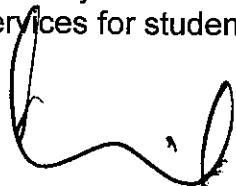
**Mr ADRIAN PICCOLI:** We have said in the—

**The Hon. HELEN WESTWOOD:** We are talking about the most disadvantaged students: those who may have had their education disrupted and those of non-English speaking background. If they do not have access to low level entry courses, they will not be able to go on to the other levels.

**Dr BRUNIGES:** Perhaps there is a specific case you have and we can take it on notice and follow up. There is legislation concerning students with a disability that TAFE will have to continue to support and in terms of TAFE fees the exemptions to those students. It is unclear to us if there is a particular case or issue. Will the Government continue to offer the low level entry courses for students with disabilities and students with special and complex needs?

**ANSWER**

TAFE NSW has an ongoing commitment to the participation of people with a disability in vocational education and training and the provision of quality support services for students with a disability studying at TAFE.

A handwritten signature in black ink, appearing to read 'Adrian Piccoli', with a stylized flourish at the end.

**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**  
**QUESTION WITHOUT NOTICE**

**FUTURE OF THE OUTDOOR RECREATION COURSE AT WESTERN SYDNEY  
INSTITUTE**

**QUESTION**

BUDGET ESTIMATES 2012 – EDUCATION – Future of the Outdoor Recreation Course at Western Sydney Institute – the Hon Helen Westwood MLC to ask the Minister for Education –

**The Hon. HELEN WESTWOOD:** Minister, are you aware that the threat of closing courses in adventure tourism is putting businesses at risk across New South Wales?

**Mr. ADRIAN PICCOLI:** No.

**The Hon. HELEN WESTWOOD:** The outdoor recreation course currently available through Western Sydney institute is going to be closed.

**Mr. ADRIAN PICCOLI:** Right.

**The Hon. HELEN WESTWOOD:** You are not aware of that, you have not been consulted?

**Mr. ADRIAN PICCOLI:** No, I have not been briefed about that, so I do not know.

**The Hon. HELEN WESTWOOD:** there are a number of businesses that rely upon the graduates for their business to continue and a number of those students are from disadvantaged backgrounds. Would you be concerned that that course is going to be closed without any warning or consultation – just not available next year?

**Mr. ADRIAN PICCOLI:** I am not aware of it off the top of my head but I am happy to take that question on notice.

**The Hon. HELEN WESTWOOD:** Would you describe the closure of such a course as “dynamic”? That is how it has been described by Roza Sage, the local member.

**Mr. ADRIAN PICCOLI:** I do not know.

**The Hon. HELEN WESTWOOD:** You will take it on notice?

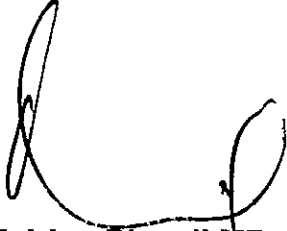
**Mr. ADRIAN PICCOLI:** Yes.

**ANSWER**

TAFE NSW – Western Sydney Institute regularly reviews its course offerings,

including those offered through the outdoor recreation teaching section at Blue Mountains College, to ensure that they continue to meet the needs of industry, the community and individuals in the Western Sydney region and beyond.

Western Sydney Institute is not closing the outdoor recreation teaching section at Blue Mountains College.

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**Adrian Piccoli MP**  
**Minister for Education**

## MINISTER FOR EDUCATION

### QUESTION WITHOUT NOTICE

#### APPOINTMENT OF ADDITIONAL LITERACY AND NUMERACY TEACHERS

BUDGET ESTIMATES 2012 - EDUCATION – Literacy and Numeracy Action Plan – the Hon Helen Westwood MLC to ask the Minister for Education –

#### QUESTION

**The Hon. HELEN WESTWOOD:** Minister, how many additional literacy and numeracy teachers have so far been appointed as part of your Literacy and Numeracy Action Plan?

**Mr ADRIAN PICCOLI:** This financial year we will allocate \$26 million to support the implementation of that plan. Under the leadership of Ken Boston, as the chair of that advisory group -

**The Hon. HELEN WESTWOOD:** Do you have the number of literacy and numeracy teachers?

**Mr ADRIAN PICCOLI:** Yes. In government schools we provided funding for the appointment of 50 hands-on instructional leaders in schools with the greatest needs; and 44 of those instructional leaders were appointed by the end of September 2012. My understanding is that we are a term ahead of the implementation schedule of that election commitment. I will ask Greg Prior to elaborate on that.

**Mr PRIOR:** The 50 instructional leaders will be appointed by the end of this year. There will also be an additional 18 full-time equivalent teachers to support the training in the programs in schools as they develop. There are also, from the department's point of view – and I am just talking about public schools – an additional 54 full-time equivalent positions which will be allocated to schools to support the tier two and tier three interventional levels. So that will bring those figures up for government schools implemented over this financial year. The other thing, just for the record, is that 16 of that resource are also being given to the Exodus Foundation, as part of the non-government organisations, for implementation of the literacy program.

**Mr ADRIAN PICCOLI:** There was a commitment across all sectors, including non-government providers of education, so the Exodus Foundation and the independents, the Association of Independent Schools and Catholic Education Commission, have been given an allocation. But I am happy, if you wish, to provide on notice a more detailed answer on precisely how it is being implemented this financial year.

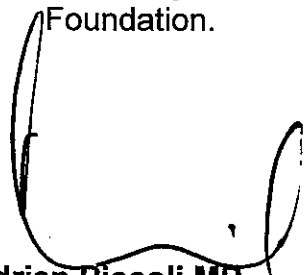
**The Hon. HELEN WESTWOOD:** Thank you.

## **ANSWER**

In 2012, \$24.45 million (funding equivalent of 200 FTE) has been allocated to support the implementation of the Literacy and Numeracy Action Plan across the Government, Catholic and Independent sectors.

The resource allocation for the implementation of the Literacy and Numeracy Action Plan in 2012 is as follows:

- 50 FTE from the 200 FTE positions to be appointed as high quality Instructional Leaders to a selected number of the most seriously underperforming public schools in NSW.
- 30 FTE from the 200 FTE positions, to be shared across all sectors, to support the training of teachers in diagnostic assessment of literacy and numeracy needs of students.
- 120 FTE from the 200 FTE positions, to be shared across all sectors, to support tier 2 (small groups) and tier 3 (individual) interventions in literacy and numeracy. This includes 16 provided through funding to the Exodus Foundation.

A handwritten signature in black ink, appearing to read 'Adrian Piccoli', written over a faint, large, stylized graphic element that resembles a large letter 'L' or a similar shape.

**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**COST ON AVERAGE PER STUDENT IN GOVERNMENT SCHOOLS**

**QUESTION**

**BUDGET ESTIMATES 2012 – EDUCATION – COST ON AVERAGE PER STUDENT IN GOVERNMENT SCHOOLS –**

**The Hon PAUL GREEN:** Minister, how much per year, on average, does the State pay for a child in the public education system?

**The Hon ADRIAN PICCOLI:** It does differ for different schools, and there are several ways to answer this question. I might ask Michele Bruniges to respond.

**Dr BRUNIGES:** I am thinking about the sources of data there are to answer that question. My School website would have one per capita flow that we would have, but we would have to separate out things like national partnership money and a whole range of things that go into that mix. So I might have to take that on notice and find the data source for you.

**The Hon PAUL GREEN:** Thank you.

**ANSWER**

The Productivity Commission's *Report on Government Services* reports 'expenditure per full-time equivalent (FTE) student' on a nationally consistent basis.

The Productivity Commission's *Report on Government Services 2012* shows that \$14,123 was the average expenditure per FTE student in NSW government schools in 2009/10 (table 4A.8).



**Adrian Piccoli MP**  
**Minister for Education**

**MINISTER FOR EDUCATION**

**QUESTION WITHOUT NOTICE**

**PER STUDENT FUNDING FOR VOCATIONAL EDUCATION AND TRAINING  
FROM THE NSW GOVERNMENT**

**QUESTION**

**BUDGET ESTIMATES 2012 – EDUCATION – PER STUDENT FUNDING FOR  
VOCATIONAL EDUCATION AND TRAINING FROM THE NSW GOVERNMENT  
1997 TO 2010 –**

**Dr JOHN KAYE:** And you aware of what the NCVER data says for funding in New South Wales of vocational education and training for example over the period 1997 to 2010?

**Ms CHRISTIE:** I do not have the data in front of me but I am aware of that, yes.

**Dr JOHN KAYE:** Your department would analyse that data, I would imagine, and look at what the State's spending is per student according to NCVER?

**Ms CHRISTIE:** Yes, I think Ms Loble's area actually does the briefing on the data. It is data for the whole of the State; it is not just TAFE data.

**Dr JOHN KAYE:** When you say the whole of the State, it includes vocational education and training?

**Ms CHRISTIE:** Yes.

**Dr JOHN KAYE:** But it looks at public contributions to vocational education and training in New South Wales?

**Ms CHRISTIE:** Yes, for TAFE and for private providers.

**Dr JOHN KAYE:** It is fair to say that it is the most reliable data set for interstate comparisons and intertemporal – that is, across time – comparisons?

**Ms CHRISTIE:** It is certainly an important data set that we refer to.

**Dr JOHN KAYE:** What does it tell us for per student funding for vocational education and training from the New South Wales Government over the period 1997 to 2010?

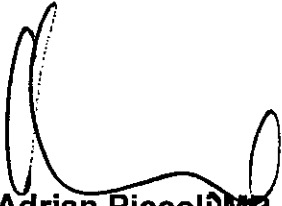
**Ms LOBLE:** I can take that on notice.



**ANSWER**

There is no NCVET data that shows per student funding for only the NSW Government.

The NCVET Financial Information publication shows operating revenues for government training departments by category.

A handwritten signature in black ink, appearing to read 'Adrian Piccoli', with a stylized flourish at the end.

**Adrian Piccoli MP**  
**Minister for Education**