Parliamentary Budget Office - Election Policy Costing

NSW Parliament • Parliament House, Macquarie Street Sydney NSW 2000

Referred By: Australian Labor Party
Date Referred: 19/01/2015
Proposal No: A133
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Proposal Title: **SPECIALIST MATHS & SCIENCE TEACHERS IN PRIMARY SCHOOLS**

Cluster: Education and Communities

General Government Sector Impacts

	2014-15 $'000	2015-16 $'000	2016-17 $'000	2017-18 $'000	4 Year Total $'000
Expenses (ex. depreciation)		2,316	4,154	3,066	9,536
Depreciation					-
Less: Offsets					-
Revenue					-
Net Operating Result:	**-**	**(2,316)**	**(4,154)**	**(3,066)**	**(9,536)**
Capital Expenditure					-
Capital Offsets					-
Capital Expenditure:	**-**	**-**	**-**	**-**	**-**
Net Lending/(Borrowing)	**-**	**(2,316)**	**(4,154)**	**(3,066)**	**(9,536)**
Net Financial Liabilities:	**-**	**2,316**	**6,470**	**9,536**	

Total State Sector Impacts

Net Financial Liabilities:	**-**	**2,316**	**6,470**	**9,536**

Notes and costing assumptions

The policy proposes training 200 existing primary school teachers in specialist Maths or Science courses, comprising 20 days training over a 2 year period for each teacher. The first 100 teachers would start training from January 2016, and the second 100 from January 2017.

The cost of the program over the forward estimates is $9.5 million, and the total cost of the program is estimated at $11.7 million to the end of 2018-19.

Background information and assumptions

The program would be delivered to 2 groups of 100 teachers, with training delivered over a period of 20 days through a combination of face to face and eLearning modes. Schools will be provided with release funding to backfill teachers in training.

Training costs (inclusive of overheads and relevant on costs) are apportioned to each financial year based on estimated activity and delivery timeframes. The expenditure profile may vary as a result.

Training costs include an estimate only of costs associated with teaching resource development (including e-learning tools). Ongoing costs associated with updating learning resource materials have not been included in the calculations.

Once trained, the 200 specialists teachers would work within their schools to enhance the capacity of colleagues when teaching maths and science. The concurrent training of colleagues by specialists within schools is designed to ensure the currency of the learning within the school environment.

Costing assumptions continued:

The Victorian model and the proposed NSW model

According to the NSW Department of Education and Communities:

- The Victorian model appears to provide that specialist roles will in part work in addition to the existing school establishment.
- If the Victorian approach was applied in NSW, it would cost NSW $23 million per annum in staffing costs.
- The NSW proposal provided contemplates specialist teachers will be utilised from within the existing establishment, undertaking specialist duties as part of their career development, hence the difference in estimated costs between the two states' programs. The approach is consistent with the proposed policy to upskill existing teachers.