

**BUDGET ESTIMATES 2019**  
**MINISTER FOR EDUCATION AND EARLY CHILDHOOD LEARNING**  
**QUESTIONS TAKEN ON NOTICE DURING THE HEARING**

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**QUESTION - PAGE NO. 3 – THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: We will come back to that in just a moment. Minister, is it true that, according to the NSW Department of Education asbestos register, 2,185 of the approximate 2,200 schools in New South Wales have asbestos on their grounds?

The Hon. SARAH MITCHELL: Again, I will ask Mr Maranik to comment on that.

Mr MARANIK: I would have to take the question on that particular number on notice.

The Hon. COURTNEY HOUSSOS: I can inform you that my office and I have searched through those documents and that is the figure that we have come to. Can we accept that—

The Hon. SARAH MITCHELL: No, Mr Maranik said that we will take the question on notice to clarify the figure. That is what we will do.

**ANSWER**

No. The asbestos registers contain information about identified (or assumed) asbestos at school sites. Most identified asbestos is bonded within vermiculite ceilings. Not all vermiculite contains asbestos. In vermiculite that does, when it is in good condition it is safe. All vermiculite that the Department of Education identifies as being in poor condition is immediately stabilised and remediated.

## QUESTION - PAGE NO. 5 & 6 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: I want to talk about the procedures that are in place. In New South Wales schools there is an Asbestos Management Plan and, as we have outlined, there is a register. According to that register the classes of asbestos are graded. Minister, are you aware that 998 schools have damaged asbestos—asbestos that is breaking down?

The Hon. SARAH MITCHELL: Again, because this is a matter that falls under the responsibility of School Infrastructure, I will ask Mr Maranik to respond to that question.

Mr MARANIK: The numbers that you are quoting are available. We make the information available so that contractors and facility management teams that are working on schools understand what the risks are and apply the appropriate standards and protocols to manage those risks. That is the construction industry approach that any other portfolio would adopt.

The Hon. COURTNEY HOUSSOS: I dispute your claim that it is publicly available. It is well buried within your website. It is difficult to access. The latest data that is available is from 2017. Minister, do you have more updated information than the 2017 data?

The Hon. SARAH MITCHELL: I will take the question on notice as to what else might be available for you. I do dispute the premise of your question that things are buried. As Mr Maranik said, we make that information available. I will see if there is any updated data that could be made available to you.

The Hon. COURTNEY HOUSSOS: Do you agree with his characterisation? An individual PDF document that is well inside your department's website is not making the information easily accessible for the public.

The Hon. SARAH MITCHELL: I think it is accessible to the public.

Mr SCOTT: You said "well inside the department's website." I think another way of presenting that is to say that it is on the department's website and is fully available to anyone who seeks to access it. As I said earlier, the issue with asbestos in public and private buildings is not specific to the education department. Yes, we are very conscience of that issue. We have documented well—

The Hon. COURTNEY HOUSSOS: Mr Scott, you have made the point—

The CHAIR: No, I will stop you there, the Hon. Courtney Houssos. The secretary has only been going for 15 seconds. He is not being longwinded yet.

The Hon. COURTNEY HOUSSOS: But he is being repetitive.

The Hon. SARAH MITCHELL: So are the questions.

The CHAIR: We do not get to determine the answers. We must listen to them, up to a point.

Mr SCOTT: The premise of the question was a suggestion that the information was somehow buried away. I was simply pointing out that it is on our website. We have a policy and we have disclosed the information that we have. We are very diligent, particularly around—and I think this is where the question started—the

maintenance program that is running. We are aware that the management of asbestos is a critical issue when school building works are being done. That, in part, is why we identify schools as we do. That is why we engage constructors and those doing maintenance with the protocols that we have. I dispute the suggestion that somehow there is a discovery here, as well as the premise the we are somehow not being transparent around this.

The Hon. COURTNEY HOUSSOS: Mr Scott, the most recent publicly available information is from November 2017. Do you have updated information?

Mr SCOTT: I will take that on notice, as the Minister said, if there is further information available. I will check the timetable if they are updating that record.

## ANSWER

The asbestos register is publicly available on the Department of Education's website.

## **QUESTION - PAGE NO. 6 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Can you tell us how many schools have had a reinspection in the last 12 months?

Mr SCOTT: Let me take that on notice.

The Hon. COURTNEY HOUSSOS: Can you tell me how many asbestos inspections have been conducted in New South Wales schools in 2017-18?

Mr SCOTT: I will take that on notice.

The Hon. COURTNEY HOUSSOS: And 2018-19?

Mr SCOTT: Yes.

The Hon. COURTNEY HOUSSOS: How many schools have had the initial survey reviewed since 2019, 2018 and 2017?

Mr SCOTT: I am happy to take that on notice.

## **ANSWER**

173 schools have been reinspected in the last 12 months.

843 asbestos inspections were conducted in New South Wales schools in 2017-18.

158 asbestos inspections were conducted in New South Wales schools in 2018-19.

232 schools have had their initial asbestos survey reviewed since 2019, 2018 and 2017.

All of the Department of Education's capital works projects are inspected for asbestos.

**QUESTION - PAGE NO. 7 - THE HON. COURTNEY HOUSSOS:**

The Hon. COURTNEY HOUSSOS: Mr Scott, can you tell me how much of the \$500 million has been allocated for asbestos removal?

Mr SCOTT: I do not have that precise figure.

The Hon. COURTNEY HOUSSOS: You can take that on notice then.

**ANSWER**

The cost of dealing with any unexpected discoveries of hazardous material, such as friable asbestos, during installation works for the Cooler Classrooms Program would be funded by the program's contingency allowance.

## **QUESTION - PAGE NO. 8 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Thank you and good morning. I wanted to ask you about children with attention deficit and hyperactivity disorder [ADHD] in our schools. Is ADHD recognised as a disability by the Department of Education?

The Hon. SARAH MITCHELL: I would just make a general comment that it is important to me as Minister that there is support for children with additional learning needs, including ADHD and disability. I might ask Ms Harrisson to comment on the support provided for children who have ADHD.

Ms HARRISSON: Schools are provided funding to support students with additional learning needs. That funding is calculated using the Nationally Consistent Collection of Data where teachers make an assessment about adjustments that are made in class. If a student with ADHD requires an adjustment in their class, that will be captured and fed into that data collection and funding comes through to support that. In terms of the way we then allocate funding to that school to provide support, we provide it in two forms. The first is through an adjustment for low-level disability in classrooms which is done on a needs basis by a school. Then we provide integration funding support, depending on the individual needs of a student. Some of those require medical diagnosis and some are not captured in the funding allocation around ADHD. So we have a variety of different tools. Schools are supported through their low-level disability funding and they are able to make the local adjustments for any student in that class in order to support their learning needs.

Ms ABIGAIL BOYD: Is ADHD recognised as a disability by the Department of Education?

Ms HARRISSON: We have a number of different disabilities that are recognised. They are done in categories that are pre-agreed with the Commonwealth around funding.

Ms ABIGAIL BOYD: Where does ADHD fit?

Ms HARRISSON: I can take the specifics of where ADHD sits on notice and provide that back to you.

Ms ABIGAIL BOYD: What policies are in place to ensure support for ADHD students specifically?

Ms HARRISSON: The policies that are in place to support all our students with additional learning needs are in place to support those with ADHD as well. We expect our schools to differentiate the needs and support the needs of all the learners in our classrooms. Additional support is provided through funding through our resource allocation model [RAM]. We provide a loading for disability that is provided to schools based on their student population.

Ms ABIGAIL BOYD: What education is given to teachers and principals in relation to ADHD specifically?

Ms HARRISSON: We offer a wide range of ongoing professional development for teachers, including for the support of students in classrooms with complex or varying needs and that covers a broad range of disability types and learning needs and we focus on how you address those learning needs in a classroom—

Ms ABIGAIL BOYD: Is there anything specifically for ADHD?

Ms HARRISSON: I can take the specifics of that on notice.

## **ANSWER**

At this stage Attention Deficit and Hyperactivity Disorder (ADHD) is not on the Commonwealth's list of accepted disabilities for Integration Funding, however the list of disabilities is currently being reviewed. Students at NSW schools do not need a formal disability diagnosis to access support, and schools have the autonomy to use their resources to provide support to students based on their personalised needs.

Every public school in NSW is expected to work in consultation with parents and carers to provide support to students with disability, including those with ADHD.

To support schools in meeting the needs of students with disability, the Department of Education has a range of professional learning courses including one on the Disability Standards for Education. Courses provided by the Department address ADHD in the context of Disability Discrimination Act.

## **QUESTION - PAGE NO. 8 & 9 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: It is my understanding that there is no ADHD-specific training for teachers and principals in New South Wales on how to support children with ADHD?

Ms HARRISSON: I think it is important to recognise that training and development of teachers comes through a variety of different sources. The department is one provider and I will provide the specifics of what I am able to provide of our offer to you on notice—but there is a broad range of professional development available that schools can access which is beyond the remit and boundaries of the department.

## **ANSWER**

The Department provides a range of professional learning for schools on meeting the needs of students with disability and additional learning and support needs. This includes training on the Disability Standards for Education and mental health which addresses ADHD within the context of the Disability Discrimination Act. Further training is being developed.

**QUESTION - PAGE NO. 9 & 10 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: In the past 10 years, Minister, how many employees and former employees of the New South Wales Department of Education were paid out-of-court settlements? What was the total cost of those settlements in each of the past 10 years?

**ANSWER**

The Department of Education is insured by the Treasury Managed Fund (TMF) and the data requested is held by the insurance fund managers in accordance with the TMF scheme arrangements.

All payments for workers compensation are determined in accordance with the legislation by the Department's fund manager, which is currently Allianz Australia. Any other liability claims made by employees or former employees are managed and paid by the Department's fund manager, which is currently Gallagher Bassett.

Compensation or damages payments may include payments for weekly benefits, medical expenses, investigation and rehabilitation costs, counselling and legal fees.



## **QUESTION - PAGE 10 - THE HON. MARK BANASIAK**

The Hon. SARAH MITCHELL: I think you might have asked me this matter in the House before. I will take the specifics of the question on notice and come back to you with those figures.

The Hon. MARK BANASIAK: Yes, it was actually a little bit different.

The Hon. SARAH MITCHELL: Similar.

The Hon. MARK BANASIAK: On 30 July 2019 a reporter on Seven News referred to two totals for successful compensation claims by teachers for injuries due to stress. They acknowledged a bill of \$11.5 million but at the end of the item stated it was \$36 million. Will you clarify the correct figure and whether it is for the past 12 months or for some other time period?

The Hon. SARAH MITCHELL: Yes. I will take that on notice, check those figures and come back to you.

## **ANSWER**

The figures quoted in the news story on the evening of 30 July 2019 were not provided by the Department of Education and therefore they cannot be verified.

## **QUESTION - PAGE NO. 10 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: Do the conditions of settlement agreed to by employees and former employees of the New South Wales Department of Education limit in any way the evidence they can give to parliamentary committees?

The Hon. SARAH MITCHELL: I might ask the secretary.

Mr SCOTT: Let me check on the specifics of that and come back to you.

The Hon. MARK BANASIAK: Will you also check whether it precludes them from talking to members of Parliament outside the committee process?

Mr SCOTT: Yes, I can take that on notice.

## **ANSWER**

It is common practice for deeds of settlement to include a non-disclosure clause. Parties to the settlement agreement (e.g. the employee and the Department of Education) are required to comply with the terms of settlement once they are entered into. In some instances the confidentiality clause will be removed from the deed of settlement, with the agreement of the claimant. Other than the general confidentiality clause, there is no specific provision precluding claimants discussing their claim with Members of Parliament.

## **QUESTION - PAGE NO. 16 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I am going to ask you some specific questions but I am just after a number. I totally agree with your sentiments; this is a very important issue. But I have very limited time. Can you tell me since the election how many new professionals have started work in New South Wales schools?

The Hon. SARAH MITCHELL: I will take the specifics of that on notice in terms of the most up-to-date figure.

## **ANSWER**

As part of the \$88.4 million election commitment, up to 100 additional counselling staff and 350 mental health workers (student support officers) will be employed so that every high school will have full time specialist psychology support and additional mental health and wellbeing support on site. These additional positions are funded from July 2020 however, the first round of scholarship recipients will begin in schools from Term 1, 2020. We continue to recruit into existing roles to provide support to students.

## **QUESTION - PAGE NO. 17 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Can you tell me how many high schools currently have a psychologist?

The Hon. SARAH MITCHELL: I will take that question on notice. From memory it is about—no, I will take it on notice because I don't want to give you the wrong figure.

The Hon. COURTNEY HOUSSOS: You might want to take this question on notice as well. How many have at least one full-time mental health worker?

The Hon. SARAH MITCHELL: Yes, I will take that question on notice, just to get the specifics as well.

The Hon. COURTNEY HOUSSOS: And a part-time mental health worker?

The Hon. SARAH MITCHELL: I am happy to take that on notice for the detail.

The Hon. COURTNEY HOUSSOS: And average amount of hours undertaken by mental health workers at school?

The Hon. SARAH MITCHELL: Again we will take the specifics on notice to give you the correct figures

## **ANSWER**

All NSW public schools have access to the school counselling service.

219 NSW public high schools currently have a 1.0 full-time equivalent counselling allocation.

As part of the \$88.4 million election commitment, up to 100 additional counselling staff and 350 mental health workers (student support officers) will be employed so that every high school will have full-time specialist psychology support and additional mental health and wellbeing support on site. These positions will be phased in with 25 per cent in 2020/2021, 50 per cent in 2021/2022, and 25 per cent in 2022/2023.

When fully implemented every NSW public high school will have two full-time positions to support mental health and wellbeing of our students.

## QUESTION - PAGE NO. 18 - THE HON. ANTHONY D'ADAM

The Hon. ANTHONY D'ADAM: Minister, is there a ratio for how many students to a toilet in a New South Wales primary school?

The Hon. SARAH MITCHELL: I will ask Mr Maranik to respond to that.

Mr MARANIK: There is a document that is the Education Facilities Standards and Guidelines that sets out a whole range of parameters, including toilet requirements, floor space to teaching spaces and those sorts of things.

The Hon. ANTHONY D'ADAM: It sets the number of students per toilet when you are building a new school, does it?

Mr MARANIK: Yes. There is a whole range of standards in that space that talk about that as well as a whole range of other parameters around play areas and those sorts of things.

The Hon. ANTHONY D'ADAM: How does this standard apply to the situation in Parramatta East? Does Parramatta East meet the standard given that there is 80 per cent demountables, 500 students and only 10 toilets? Does it comply with the standard?

The Hon. SARAH MITCHELL: We have actually put more toilets into that particular school but I will get Mr Maranik to comment on that.

Mr MARANIK: What we have is a whole range of demographic pressures around that particular location. Certainly the way to look at it is you have a core facility and then the teaching spaces.

The core facilities include the canteens, libraries, toilets and those sorts of things. Then you have the teaching spaces component.

We have brought more toilets in to Parramatta East and we are working with the school community in terms of—

The Hon. ANTHONY D'ADAM: Is there actually a ratio?

Mr MARANIK: I would need to get back to you in terms of what the specific ratio is on that. I will take that on notice.

The Hon. ANTHONY D'ADAM: Is the ratio different for students and teachers? Obviously staff have separate toilets to the students. Is the ratio different?

The Hon. SARAH MITCHELL: We will check. We will take that on notice.

Mr MARANIK: We will take that on notice.

The Hon. ANTHONY D'ADAM: How many new toilets get added when demountables are added to increase the student capacity?

Mr MARANIK: Again, what the process of educational facility planning does is make sure those ratios are there. As for that particular one, I would have to take that on notice.

The Hon. ANTHONY D'ADAM: How many schools have had demountables added in 2019 and had additional toilet capacity added?

Mr MARANIK: Again, specifically in terms of the number I would have to take that on notice.

The Hon. ANTHONY D'ADAM: Can you take that on notice for 2018 as well?

Mr MARANIK: Yes, certainly.

## ANSWER

The Department of Education's Educational Facilities Standards and Guidelines (EFSG) sets out general educational principles to translate the Department's vision for learning into a set of design considerations for learning environments.

The EFSG includes guideline ratios for core facilities, including toilets for primary and secondary schools and for teachers, which correlate to the size of a school.

The ratios are different for girls' and boys' toilets; girls' toilets are all cubicle toilets, while boys' toilets comprise cubicle toilets and urinals. Similarly there is a different ratio for teachers' toilets.

The Department has recently installed additional demountable toilets at Parramatta East Public School to alleviate pressure on existing toilet facilities. In 2019, approximately 620 students are enrolled at Parramatta East Public School and this number is forecast to reduce in 2020, due to revised catchments for neighbouring schools that are currently finalising upgrades.

As at 16 September 2019, the Department has installed demountable toilets at 12 schools as a result of increased enrolments that required demountable classrooms to be added. In 2018, the Department installed demountable toilets at six schools as a result of increased enrolments that required demountable classrooms to be added.

**QUESTION - PAGE NO. 19 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Looking again at those suspensions of children suspended over the last five years, how many of them were in stage one?

The Hon. SARAH MITCHELL: We might take that on notice and get an exact figure for you.

**ANSWER**

Of the 109,483 children suspended between 2014 and 2018, 6,831 (6.2%) were in Stage 1 (Years 1 and 2) at the time of the suspension.

## QUESTION - PAGE NO. 19 & 20 - MS ABIGAIL BOYD

Ms ABIGAIL BOYD: Those are separate questions. Of the children suspended over the last five years, how many of them are in stage one? And how many of them—as a separate question—had disabilities?

The Hon. SARAH MITCHELL: Sorry, I just wanted to make sure we had the right information.

Ms ABIGAIL BOYD: And what were those disabilities? And also what were the causes and triggers of those suspensions both for the stage one children and also for the children with disability?

The Hon. SARAH MITCHELL: Yes. I might ask the secretary if he wants to comment.

Mr SCOTT: Thank you, Minister. I would simply say we will get that material for you. Under the policies now, disability used to be taken into account when the assessment was made to suspend a child. I need to make it clear that under our protocols and practice, suspension is not like a sentencing. It is a time out of school where clearly something has gone wrong, there has clearly been a breakdown and behaviour has been manifest that is inappropriate in a school setting.

What suspension is meant to do is really buy some time for engagement between the teachers, the school, the parents and the student themselves, hopefully, where appropriate, to look at how we can actually have a reset so that the behaviour can be appropriate. So that is the design of it, and of course if a student is presenting with a disability then that is a factor that should be taken into account at the time of the suspension. That is how our policies should work.

Ms ABIGAIL BOYD: Do you have any figures showing success of that suspension process on future development?

Mr SCOTT: Yes. I would be happy to do that. The Chair referenced the CESE. One of the advantages of being a big system is that you have lots of case studies. We have lots of case studies of schools that have worked. We have had case studies of schools that have significantly reduced their suspension rate and seen a lift in student performance, and I am happy to provide you with some details of those.

## ANSWER

Please refer to the response to the Question on page 19 of the transcript for the Questions Taken on Notice, which provides information on the number of children suspended over the last five years in Stage 1.

All students suspended from NSW public schools are supported upon their return to school through the suspension resolution process, which takes into account individual factors and needs when planning for their successful re-engagement in learning, including access to specialist support if needed.

Consistent data on students with disability is not available prior to 2015, and data on the breakdown of disabilities is not available.

Over the four year period 2015-2018, the average number of suspensions per year, by reason, for students with disability were:

- Aggressive behaviour – 15,435
- Continued disobedience – 9,670
- Persistent or serious misbehaviour – 4,220
- Physical violence – 4,072
- Criminal behaviour relation to the school - 434
- Possession or use of illegal substance - 254



- Prohibited weapon, firearm or knife - 314
- Use of implement as a weapon – 148

Of the total number of students who have been suspended in the four year period, an average of 42.6% of these students required some kind of adjustment to learning as recorded in the Nationally Consistent Collection of Data on Students with Disability (NCCD).

The Student Discipline in Government Schools Policy, and associated Suspension and Expulsion Procedures, are currently being reviewed by the Department.

## **QUESTION - PAGE NO. 20 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Thank you. How many legal actions have been taken against staff and schools for the treatment of children with a disability in New South Wales public schools in the last three years?

Mr SCOTT: I would have to take that on notice.

Ms ABIGAIL BOYD: I would also like to know following those legal actions how many staff faced sanctions and what those sanctions included, whether Education was part of the response to those incidents, whether any staff were reprimanded or transferred away from working with children with a disability and whether any teachers were removed from their posts entirely.

The Hon. SARAH MITCHELL: Again, given there is quite a bit of detail in your question, we will take that on notice and provide that information to you.

## **ANSWER**

Forty-seven legal actions have been commenced against the Department of Education in the last three years relating to the treatment of students with a disability.

Any legal action commenced against the Department is treated separately from any investigations of any alleged misconduct by school staff.

**QUESTION - PAGE NO. 22 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: In saying that, how many teachers currently, as of today, are sitting in a regional office or another school as a result of a pending EPAC investigation and how long have they been in those positions? I imagine you will have to take that on notice.

Mr SCOTT: I will take it on notice. But as I take it on notice I will say, yes, at times a decision will be made, because an allegation is serious, that that teacher should not be in a classroom. Our default position is to protect our students and that is what we will do, and if there have been long-time processes in EPAC reaching judgements that is why we are putting more staff into EPAC in order to shorten those time frames.

**ANSWER**

As at 4 September 2019, 40 permanent and 22 casual teachers have been removed from NSW government schools pending an Employee Performance and Conduct investigation.

## **QUESTION - PAGE NO. 22 – THE HON. MARK LATHAM**

The CHAIR: Mr Scott, you mentioned earlier on that in the school system you do not have NAPLAN refusers. How many schools through their principals have requested a review of NAPLAN, the type of which has been announced by the Minister?

Mr SCOTT: I must say I have sat in meetings with the Primary Principals' Association, the Secondary Principals; Association, the Teachers Federation, the Association of—

The CHAIR: No, how many school principals—

Mr SCOTT: —Independent Schools, Catholic; they have all supported the Minister's stand that it is appropriate that NAPLAN now be reviewed.

The CHAIR: My thesis is there is a disconnect between those peak interest groups and school leaders and teachers at the coalface. How many school principals have asked for the review?

Mr SCOTT: I would have to check on that.

## **ANSWER**

While the Department is not aware of any formal representations, Principals across the state, including those who are not members of the Primary Principals Association and Secondary Principals Council, make frequent informal representations regarding their views on NAPLAN. Generally, they agree that NAPLAN can be improved. They recognise it has utility – but it is flawed.

## **QUESTION -PAGE NO. 24 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Minister, I want to ask you about the Service NSW survey on before- and after-school care. When did the New South Wales Government launch that survey?

The Hon. SARAH MITCHELL: I will check.

Ms HARRISSON: It was at the start of July.

The Hon. COURTNEY HOUSSOS: How was it promoted?

The Hon. SARAH MITCHELL: The Premier and I visited a school to announce that it was going online and was available for parents to provide feedback. We issued the appropriate media releases as part of that.

The Hon. COURTNEY HOUSSOS: Was that just to free media? Was there any paid advertising or communications with schools?

The Hon. SARAH MITCHELL: I will take some advice on that.

## **ANSWER**

The NSW Government is committed to ensuring that citizens can have their say on important issues that affect their lives.

A variety of promotion channels are used to make the public aware of their opportunities to 'Have your say', as well as to let schools know of the initiative. The service was promoted widely through available government channels (emails, internal communications, social media discussions with stakeholders, Service NSW mailout and service centre screens, websites), as well as via a small paid social media boost. There have been no paid communications aimed at schools, though promoted social media posts are widely available and visible.

## **QUESTION - PAGE NO. 26 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Can you confirm how many additional schools will have before and after-school care services operational by the end of this year?

The Hon. SARAH MITCHELL: I will take that on notice.

The Hon. COURTNEY HOUSSOS: Can you also take on notice the number by the end of next year and the start of 2021?

The Hon. SARAH MITCHELL: I will take that on notice and provide you with the information that we have. Obviously there are many schools that already offer a before- and after-school care service. But I will see what data is available and provide it to you.

## **ANSWER**

The NSW Government has committed to make before and after school care available to all parents with children at public primary schools by 2021, so that working families can access the support they need.

This commitment will be achieved by expanding the capacity of existing services as well as creating new services on public school sites across the State. Service expansion and creation of new services require regulatory approval to ensure services meet the requirements to operate under the National Quality Framework, as well as in some cases, a tender process.

It is not possible to give a firm prediction of the numbers for the start of 2020 or beyond at this stage, given the process requirements for establishing and expanding new services has not yet concluded for the first round. A significant increase in places and services is expected in early 2020, with the rollout of both expansion and service establishment continuing throughout thereafter, at which point regular updates on progress and forecasts will be available.

## **QUESTION - PAGE NO. 27 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: My question is addressed to the Parliamentary Secretary. What special tasks have been you been asked to provide assistance with?

Mr KEVIN CONOLLY: The role of Parliamentary Secretary obviously is set within the Minister's official handbook available on the website of the Department of Premier and Cabinet.

The Hon. ANTHONY D'ADAM: My question is about the specific tasks that you have been allocated.

The CHAIR: In all fairness, we have to let Mr Conolly answer the question.

Mr KEVIN CONOLLY: The standard tasks relating to correspondence and representations to Ministers and so on are included in that, in my case. The particular aspect of specific focus, I suppose, that is included in my charter letter relates to a role in the review of civics and citizenship in the NSW Curriculum Review that is being undertaken at the moment.

The Hon. COURTNEY HOUSSOS: Will you table that charter letter?

The Hon. SARAH MITCHELL: I will take that on notice just in case, yes.

## **ANSWER**



**The Hon Sarah Mitchell MLC**  
Minister for Education and Early Childhood Learning  
Deputy Leader of the Government in the Legislative Council

Mr Kevin Conolly MP  
Parliamentary Secretary to the Minister for Education and Early Childhood Learning  
Parliament House  
Macquarie Street  
SYDNEY NSW 2000

Dear Mr ~~Conolly~~, *Kevin*

I am writing to outline your responsibilities as Parliamentary Secretary for Education in the Education and Early Childhood Learning cluster.

Your role is to provide support as required, including:

- Providing policy and general support to Ministers within the Cluster as agreed with me, on specific projects, for example
  - Civics and Citizenship in the NSW Curriculum
  - Attending meetings and functions as my representative
  - Actioning and signing correspondence on my behalf
  - Supporting the passage of legislation in Parliament relevant to the Cluster.

You are also required to comply with the relevant provisions of the NSW Ministerial Code of Conduct and Lobbyist Code of Conduct at all times.

Procedural guidance about the role of Parliamentary Secretaries in the House is enclosed at **Attachment A** for your reference.

I look forward to working with you as we strive to deliver great opportunities and quality of life for all citizens across NSW no matter where they live or what their circumstances may be.

Yours faithfully,

*Sarah Mitchell*  
Sarah Mitchell MLC

CC: The Hon Gladys Berejiklian MP, Premier



**Attachment A – Extract from NSW Legislative Assembly Practice, Procedure and Privilege**

Part 4A of the *Constitution Act 1902* (NSW) provides for the appointment by the Premier of Parliamentary Secretaries to perform such functions as the Premier, from time to time, determines. The Act does not authorise Parliamentary Secretaries to perform any function that by any law may only be performed by some other person.

Standing order 366 permits Parliamentary Secretaries to act on behalf of Ministers and for references to Ministers in the standing and sessional orders to be taken to include references to Parliamentary Secretaries except in respect of certain standing orders.

Parliamentary Secretaries, acting on behalf of Ministers, are able to:

- give notice of, introduce and have carriage of the Government's business;
- be seated at the Table in order to undertake the functions undertaken by Ministers in this role. The Speaker has ruled that the requirement for a Minister to be seated at the Table during debate is a convention rather than a rule;
- have the same time limits apply to their contributions as apply to Ministers (S.O. 85);
- table papers and, if desired, move motions to restrict inspection (S.O.s 264, 266 and 267);
- reply to a private member's statement (S.O. 108);
- give consecutive notices of motion (S.O. 138); and
- move a motion, without leave, to suspend standing and sessional orders to deal with any item or items of business before the House (S.O. 365).

Parliamentary Secretaries are not able to:

- inform the House when the Governor will give reasons for opening of Parliament (S.O. 2(9));
- inform the House when the Governor will receive the House with its new Speaker (S.O. 11(3));
- sit on the front bench during Question Time (S.O. 26);
- move a motion for the days and times of meeting and adjournment (S.O. 34);
- adjourn the House (S.O. 46);
- issue a notification for the allocation of time (guillotine) (S.O. 90);
- arrange government business (S.O. 101);
- receive notices of matters of public importance (S.O. 110(3));
- be the subject of a no confidence motion in a Minister or speak for the Minister (S.O. 112);
- receive copies of petitions sent to Ministers (S.O. 125);
- answer questions either on notice or without notice (S.O. 126, S.O. 131(5) and S.O. 132);
- declare a bill urgent (S.O. 189);
- introduce a money or taxing bill (see also s. 46(2) of the *Constitution Act*) (S.O. 190 and S.O. 243);
- appoint estimates committees (S.O. 246(1));
- be the subject of an order for papers (S.O. 269);
- be required to provide resources to a legislation committee (S.O. 323(10)); or
- speak in response to a motion for the suspension of standing orders (S.O. 365(4)).

**QUESTION - PAGE NO. 28 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I will have more questions for Ms Mackey this afternoon. How long will the Service NSW survey be open?

The Hon. SARAH MITCHELL: I will take that on notice. My understanding is until the end of the year but I will check.

**ANSWER**

The Have Your Say Parent Survey on Before and After School Care will be available on the Service NSW website until the end of December 2019.

## **QUESTION - PAGE NO. 29 & 30 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: Minister, you know the Auditor-General is about to do an audit of Local Schools, Local Decisions. Are you aware of that?

The Hon. SARAH MITCHELL: Yes.

Mr DAVID SHOEBRIDGE: You must have done some preliminary analysis knowing an audit is coming. How much is currently unspent of the Local Schools, Local Decisions money?

The Hon. SARAH MITCHELL: I will ask the secretary to respond to that question.

Mr SCOTT: We have been monitoring school expenditure closely. I think the report on the last financial year is a very positive one.

Mr DAVID SHOEBRIDGE: How much?

Mr SCOTT: The report on the last school year is a very positive one. We appreciate that when schools first got this money, they had to develop their capability in order to do that, but it was largely spent—

Mr DAVID SHOEBRIDGE: Mr Scott, the question is not a complex question and it was directed to the Minister.

The CHAIR: Let Mr Scott answer as best he can.

Mr SCOTT: I can get the detail on notice for you. There is often an annual accounting that is reported. What I can tell you is that in the best part of \$9 billion put into schools last year to be spent locally on staff and projects. They spent that money to, I think, close to \$100 million, which on the scale of things, is really a pretty

impressive record and a significant lift on previous years. Schools have had to develop this muscle; they have had to develop this capability. We had to give them new tools and support to do it. They are doing a good job. I tell you, Mr Shoebridge, I have spoken to no principal who has said to me, "Take back the money"—not one of them.

Mr DAVID SHOEBRIDGE: Nobody is suggesting "take back the money"—

Mr SCOTT: Local Schools, Local Decisions is about giving them the money.

Mr DAVID SHOEBRIDGE: —but my question was kind of simple: How much is unspent? You say you track it carefully. You say you do it.

Mr SCOTT: I can take the figures on notice.

## **ANSWER**

The NSW Audit Office has indicated that activity will be undertaken in 2020, which may assess whether:

- the Local Schools, Local Decisions reform has achieved its intended benefits
- devolution of decision making to schools has been accompanied by sufficient guidance, governance, and performance reporting.

Summary detail on the proposed future report can be found on the NSW Audit Office website at: <https://www.audit.nsw.gov.au/our-work/reports/local-schools-local-decisions>

Increasing resource allocations have been provided to NSW public schools in recent years, and schools have been provided a range of tools and supports to help them manage these resources.

The Department of Education will not be in a position to comment on the report until it is released by the Auditor-General.

## **QUESTION - PAGE NO. 30 & 31 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: I have not heard an explanation for the delay, Mr Scott, but I am going to move on to the next question because time is short. Minister, is it true that under the maintenance contract between the department and Spotless, there is a minimum call-out fee for schools of \$500?

The Hon. SARAH MITCHELL: I will ask Mr Maranik from School Infrastructure to respond to that because it has responsibility for that matter.

Mr MARANIK: In relation to the Spotless contract, I would have to take on notice the quantum of the call-out fee.

Mr DAVID SHOEBRIDGE: Is it in the order of \$500? You must know that.

The Hon. SARAH MITCHELL: With respect, he said he would take it on notice.

Mr MARANIK: I will have to take that on notice.

Mr DAVID SHOEBRIDGE: What oversight is there for charges imposed on schools under the contract? Are there oversight arrangements for the charges imposed by schools?

Mr MARANIK: Yes.

Mr DAVID SHOEBRIDGE: Perhaps you can give me details of that on notice.

Mr MARANIK: We work with all our school partners—the facility maintenance contractors—across all of that. We have records and our local asset management units are involved with the process. They work with the local school, they commission the scope—

Mr DAVID SHOEBRIDGE: Are schools allowed to seek other quotes? Are they stuck with the Spotless contract or are they allowed to seek other quotes and get a local tradie in to do the work if that is determined to be a better option?

Mr MARANIK: There are categories of work. For those categories of work that are through the facility maintenance contracts, that is that bucket and for other work that they can move through or liaise with our asset management units and we can satisfy that client—

Mr DAVID SHOEBRIDGE: Perhaps you can give us details of that on notice.

## **ANSWER**

The minimum callout fee for essential urgent repairs (EUR's) under the whole of government facilities management contract is \$200. Any charge above this is met by the Asset Management Unit.

Public Works Advisory have an oversight role in this process to ensure schools are not over charged and that all work is completed.

EURs are part of the contract and the head contractors engage local tradesmen to undertake the work.

**QUESTION - PAGE NO. 33 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I will start with the secretary, and you can refer me on if I am asking the wrong person. Is it correct that the Government currently has a stock of 6,100 demountables?

Mr SCOTT: I am not sure of the precise number but, yes, we have demountables. They have been a hallmark of this education system and many education systems for many, many a long year. So, yes, we have thousands of demountables.

The Hon. COURTNEY HOUSSOS: Is there someone on the table who can give me an exact figure on how many demountables—

Mr SCOTT: Mr Maranik might be able to have a go at the figure.

Mr MARANIK: Not an exact figure. We have different types of demountables that do different things. For example, we have got specialist demountables that have toilets in them, for test spaces, we use them for emergency response to fires, those sorts of things. I am happy to get the specific number and get that to you on notice.

The Hon. COURTNEY HOUSSOS: You can provide me on notice the different types of demountables and the different purposes for each one?

Mr MARANIK: Yes, and, leading to your question, even the purpose of those demountables.

The Hon. COURTNEY HOUSSOS: Yes, that is right, please. If you could give me those same figures for 2018 as well?

Mr MARANIK: Yes.

The Hon. COURTNEY HOUSSOS: Okay, but I am interested to know, Mr Scott, if you have some in reserve.

Mr SCOTT: We have demountables and we have demountable stock and we can create demountable stock if we need to.

The Hon. COURTNEY HOUSSOS: You can create it if you need to?

Mr SCOTT: The bottom line is demountables are basically modular prefabricated classroom facilities that are deployed to schools. We have old-style demountables, we have newer demountables, we have newer modular demountable buildings. If you go out to Girraween Public School you will see a double-storey demountable that has been deployed out there. There are advantages with double-storey demountables because they take up less of the floor space at school, as we were talking about earlier. So we continue to look for ways where we can innovate around the deployment of modular classrooms to give us flexibility and be responsible in our management of resources for the system.

The Hon. COURTNEY HOUSSOS: Mr Scott, have you got them held in reserve somewhere at the moment?

Mr SCOTT: I will have to take that detail on notice.

The Hon. COURTNEY HOUSSOS: If you can tell me how many you have in reserve and where they are held that would be very useful

**ANSWER**

As at 11 September 2019, the Department of Education has stock of 7,303 demountable buildings.

There are 121 variations of demountables. See table below.

| Code   | Description                                     |
|--------|---|
| DS 615 | Learning Unit -Double Storey 4 x learning Space |
| NS 002 | Admin 14 Principal/Deputy/Dup/Work              |

| <b>Code</b> | <b>Description</b>                       |
|-------------|--|
| NS 004      | Admin 600 Principal/Dep/Clinic/Interview |
| NS 010      | Staff Common room/Staff Toilets          |
| NS 012      | Staff Common room/Staff Toilet           |
| NS 020      | Staff Study/Store                        |
| NS 030      | Library - Primary/Audio Visual/Office    |
| NS 031      | Library - Secondary/Seminar/Audio Visual |
| NS 032      | Library - Secondary/Seminar/Audio Visual |
| NS 033      | Library                                  |
| NS 100      | Learning Unit - Single Primary/PAA       |
| NS 101      | Learning Unit - Double Primary/PAA       |
| NS 110      | Learning Unit - Single Secondary/Secure  |
| NS 111      | Learning Unit - Double Secondary/Secure  |
| NS 121      | Learning Unit - Double Primary H/Cap PAA |
| NS 200      | Art Learning Space/Workshop/Bulk Store   |
| NS 210      | Home Science/Preparation Area/Laundry    |
| NS 220      | Science Learning/Preparation Space       |
| NS 230      | Needlework Textile Learning/Str/Fitting  |
| NS 240      | Music Learning Space/Store               |
| NS 250      | Learning Unit - Single E.S.L./Store      |
| NS 251      | Learning Unit - Double E.S.L./Workroom   |
| NS 260      | Wood Technics/Storage                    |
| NS 270      | Metal Technics/Heat Area/Storage         |
| NS 280      | Wood Metal Technics/Heat Area/Storage    |
| NS 300      | FSU/Bulk Store/Toilet                    |
| NS 310      | Shelter/FSU/Communal Area/Store/Toilet   |
| NS 311      | Shelter/FSU/Communal Area/Store/Toilet   |
| NS 312      | Shelter/FSU/Communal Area/Store/Toilet   |
| NS 320      | Toilets - Girls                          |
| NS 321      | Toilets - Boys                           |
| NS 330      | Girls Toilets/Shower/Change Staff Study  |
| NS 331      | Boys Toilets/Shower/Change Staff Study   |
| NS 340      | Accessible Toilet/Shower                 |
| NS 350      | Dormitory Toilet/Shower                  |
| NS 360      | Laundry Unit Drying/Ironing Room         |
| NS 370      | Shed                                     |
| OS 500      | Admin - Library                          |
| OS 501      | Admin Staff/Principal/Deputy/Dup/Clinic  |
| OS 502      | Admin Staff/Principal/Clerk/Dup/Clinic   |
| OS 503      | Admin Lib Staff/Principal/Clerk/Store    |
| OS 504      | Admin Principal/Deputy/Clerk/Store       |
| OS 505      | Admin Staff/Principal/Secure Store       |
| OS 506      | Administration - Library                 |
| OS 507      | Administration - Library                 |
| OS 508      | Administration                           |
| OS 509      | Administration - Library                 |
| OS 510      | Staff Common Room                        |

| <b>Code</b> | <b>Description</b>                       |
|-------------|--|
| OS 520      | Staff Study                              |
| OS 521      | Staff Study                              |
| OS 522      | Staff Study                              |
| OS 523      | Staff Study With Toilets                 |
| OS 530      | Library                                  |
| OS 531      | Library                                  |
| OS 532      | Library                                  |
| OS 533      | Library/Group Study/Office/A V Store     |
| OS 534      | Library/Group Study/Office/A V Store     |
| OS 535      | Library/Group Study/Office/A V Store     |
| OS 536      | Library                                  |
| OS 540      | 6 Module Computer Centre                 |
| OS 550      | Senior Study                             |
| OS 600      | Learning Unit - Small                    |
| OS 601      | Learning Unit - Standard/Withdrawal      |
| OS 602      | Learning Unit - Standard With P.A.A.     |
| OS 603      | Learning Unit - Standard With P.A.A. A/C |
| OS 604      | Learning Unit - Single Kindergarten      |
| OS 606      | Learning Unit - Standard With P.A.A A/C  |
| OS 611      | Learning Unit - Double With Toilets      |
| OS 613      | Learning Unit - Double Primary           |
| OS 614      | Learning Unit - Double Kindergarten      |
| OS 620      | Single Learning Unit - Accessible        |
| OS 621      | Single Learning Unit - Accessible        |
| OS 622      | Single Learning Unit - Early Childhood   |
| OS 626      | Double Learning Unit - Accessible        |
| OS 627      | Double Learning Unit - Accessible        |
| OS 700      | Art Learning Space/Workshop/Store        |
| OS 701      | Art Learning Space/Workshop/Store        |
| OS 702      | Art Learning Space/Workshop/Store        |
| OS 710      | Home Science/Pantry/Laundry              |
| OS 711      | Home Science/ Art/Science Dem/Computer   |
| OS 712      | TTC/Hospitality                          |
| OS 720      | Science Laboratory/Prep Room             |
| OS 721      | Double Science Laboratory/Prep Room      |
| OS 722      | Science Laboratory                       |
| OS 730      | Needlework Textile Learning/Str/Fitting  |
| OS 750      | Learning Unit - ESL                      |
| OS 751      | Learning Unit - ESL                      |
| OS 758      | Darkroom                                 |
| OS 759      | Darkroom                                 |
| OS 760      | Woodwork/Store                           |
| OS 770      | Technics - Metalwork/Heat Area/Store     |
| OS 771      | TTC/Metal Technology                     |
| OS 780      | Woodwork/Metalwork/Heat Area/Store       |
| OS 800      | FSU -Food Service Unit                   |



| <b>Code</b> | <b>Description</b>                       |
|-------------|--|
| OS 801      | FSU -Food Service Unit                   |
| OS 802      | FSU -Food Service Unit                   |
| OS 804      | FSU -Food Service Unit                   |
| OS 806      | Shelter/Store                            |
| OS 807      | Shelter/Store                            |
| OS 808      | Shelter/Store                            |
| OS 809      | FSU/Shelter/Stores                       |
| OS 810      | FSU/Shelter/Stores                       |
| OS 811      | FSU/Shelter/Stores                       |
| OS 812      | FSU/Shelter/Stores                       |
| OS 830      | Boys Shower/Change/Toilet                |
| OS 831      | Girls Shower/Change/Toilet               |
| OS 835      | Accessible Shower/Change/Toilet          |
| OS 836      | Accessible Shower/Change/Toilet          |
| OS 837      | Accessible Shower/Change/Toilet          |
| OS 838      | Accessible Shower/Change/Toilet/Laundry  |
| OS 840      | Girls Toilet                             |
| OS 841      | Boys Toilet                              |
| OS 842      | Country Toilet - Relta - Boys/Girls      |
| OS 843      | Country Toilet - Reltb - Boys/Girls      |
| OS 844      | Country Toilet - Reltc - Boys/Girls      |
| OS 902      | Dormitory/Toilet/Shower                  |
| OS 903      | Dormitory - Teacher Accommodation.       |
| OS 904      | Dormitory (Toilet/Shower)                |
| OS 970      | Store - Single Module                    |
| OS 971      | Shed - Container (Garden/Sports/Bulk)    |
| OS 972      | Shed - Lightweight Shutter(Garden/Sport) |

As per the above, there was 121 variations of demountables in 2018.

The Department stores demountable buildings at four locations in NSW. These include the premises of NET Modular (Department's refurbishment contractor) in Rutherford NSW and NSW Government Correctional Centres at Cessnock, Goulburn and St Heliers.

As at 11 September 2019 there were 725 demountable buildings in storage. This includes 228 specialist space demountables and 497 teaching space demountables.

**QUESTION - PAGE NO. 34 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Have any modelling on how many demountables could or will be freed up by your new enrolment policy?

Mr SCOTT: I will have to take that on notice. We can talk about the enrolment policy—

**ANSWER**

Yes.

## **QUESTION - PAGE NO. 34 & 35 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: There was a reference in The Sydney Morning Herald, I think, that said there was a \$234 million agreement. Is that solely to refurbish demountables?

Mr MARANIK: I would have to take on notice how that is split. The refurbishment program involves Corrective Services.

The Hon. COURTNEY HOUSSOS: There was a reference to a \$234 million contract that was due to run out in six months. Is that correct?

Mr MARANIK: I would need to take that on notice.

The Hon. COURTNEY HOUSSOS: If you can then tell me if there is a separate contract for commissioning demountables and what the total value of that contract is and when it is due to expire.

Mr MARANIK: Certainly.

The Hon. COURTNEY HOUSSOS: Are we the only State in the country that uses prison labour to refurbish our demountables?

Mr SCOTT: I really do not know. All I know is that it has been a longstanding arrangement. I believe it is an arrangement that has worked well. It might be a good question to ask when Corrective Services are before an estimates committee.

The CHAIR: Can you take that on notice, Mr Scott, and give an answer that reflects on other practices in the Commonwealth?

Mr SCOTT: Yes, certainly.

The Hon. COURTNEY HOUSSOS: What is the longest period of time that a demountable has remained on a school site?

Mr SCOTT: I will have to take that on notice. But I would add that there are some demountables out there that are old. We have a process of refabricating them or commissioning new ones. Some of the fierce battles we have had with school communities have been around demountables that have been on their site for a long period of time that, in a sense, the schools have found uses for. But we can find detail on the stock for you.

## **ANSWER**

The contract is for \$293 million over six years. It includes refurbishment, maintenance and construction of demountable buildings. The contract is due to expire on 30 September 2020.

There is an additional contract for \$177 million over five years for the decommissioning, transportation and commissioning of demountable buildings. The contract is due to expire on 1 April 2020.

We do not hold information on the demountable refurbishment contracts of other Australian states and territories.

The longest a demountable classroom has remained on a school site is 43 years.

On 30 June 1976, Trunkey Public School had a demountable placed on site. The school currently has 13 enrolments.

## **QUESTION - PAGE NO. 36 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: How many demountables are currently being utilised in the situation of Ultimo Public School?

Mr DIZDAR: As a pop-up site?

The Hon. COURTNEY HOUSSOS: Yes.

Mr DIZDAR: We would have to take the exact figure on notice. But if I give you another example — Alexandria Park Community School, which is not far away. It is a school where we have a build for 2,200 students K-12. Having visited it recently, it has a demountable pop-up school construct to allow us to remain on site to continue the education provision. I have been inside those classrooms, and I have spoken to students and teachers who are thrilled with the facility. It is a new pop-up school that will then go back into the demountable count in the system to help across the State when Alexandria Park Community School and its build is completed. There would be several examples like that.

The Hon. COURTNEY HOUSSOS: Mr Dizdar or Mr Scott—whoever needs to take it on notice—can you tell me how many pop-up schools you have currently in operation, when you anticipate that they will be concluded and how many demountables will be freed up as a result to come back into circulation?

Mr SCOTT: We can do that. I would add though, demountables are always kicked around as an issue. Some of the school builds that we are doing now will clearly release demountables from schools that have had demountables because of big enrolment growth. But I can assure you with the schools I go to—and Mr Dizdar would be the same—great teaching and learning can take place in demountable classrooms. They have been a feature of the system. If you go to Victoria you are going to find 5,000 demountables in Victoria. That is a school system that has 700 fewer schools than New South Wales and has nearly 5,000 demountables. They are going to be a feature of our schools. We can focus on them. We can provide you with data. But let's not lose sight of the fact that great teaching and learning takes place all around the State, including in demountables, and I see great teaching and learning take place in demountables when I visit schools with demountables.

## **ANSWER**

Twenty one demountable buildings are currently being utilised at Ultimo Public School.

As at 11 September 2019, there are 30 schools across NSW with new demountable buildings to support capital works projects. These are sometimes called 'pop up' schools. These demountable buildings are expected to be removed by 2022 as the capital works projects are completed. Once this occurs, 502 demountable buildings are expected to return to circulation.

## **QUESTION - PAGE NO. 37 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Thank you, Mr Scott. I would just like to refer you to a Government Information (Public Access) Act request that I lodged last year on the issue of demountable classrooms. In that it gave a breakdown of the age of demountable buildings on school sites as at 25 February 2018. It said that there were 218 demountable classrooms and noted that demountable buildings may include multiple classrooms.

Mr SCOTT: Yes, so blocks.

The Hon. COURTNEY HOUSSOS: I should say demountable buildings. There were 218 that were nought to 10 years old, one that was 10 to 15 years old, one that was 15 to 20 years old, 4,182 were over 20 years old and 226 had an unknown date. Are you able to provide me with updated figures for those particular classifications?

Mr SCOTT: We are happy to take that on notice.

The Hon. COURTNEY HOUSSOS: Can you explain to me how there can be an unknown date of how old these demountable buildings—

Mr SCOTT: I will take that on notice.

The Hon. COURTNEY HOUSSOS: It is not something you can—

Mr SCOTT: No. I am not sure if it goes to record keeping or whatever, but I can take that on notice and we will answer that as part of the answers to questions on notice.

The Hon. COURTNEY HOUSSOS: Can anyone else on the panel confirm any of that? Mr Maranik?

Mr MARANIK: I think we will take that on notice.

Mr SCOTT: We will take it on notice.

## **ANSWER**

The breakdown of the age of demountable buildings on school sites as at 25 February 2018 did not reflect that the refurbishment process returns demountables to 'as new' condition. When demountables are refurbished, components are completely disassembled, repaired and replaced.

On this basis, as at September 2019 the Department of Education has 2,715 demountables that are nought to 10 years old; 444 demountables between 10 and 15 years old; 104 demountables between 15 and 20 years old; and 2,084 demountables that are 20 years or older.

There are 25 demountables for which the date of manufacture is not recorded and therefore age is unknown to the Department.

All demountable classrooms are air-conditioned and regularly refurbished both on and off school sites.

Demountables are regularly replaced with permanent facilities through the NSW Government's investment in school capital works.

## QUESTION - PAGE NO. 37 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: Mr Scott, you might want to take some of these on notice. How many students are currently undertaking a VEC course as part of their HSC at school? And what are the breakdown of these courses?

Mr SCOTT: We can take that on notice. Mr Maranik is the acting CEO of NSW Education Standards Authority [NESA] and he will take that on notice.

## ANSWER

There are 20,088 students who are undertaking one or more VET courses as part of their HSC.

For 16,161 of these students, one or more of their VET courses are delivered at a school.

The 2019 courses and enrolments are listed below:

| VET Course                                 | School delivered | Total enrolments |
|--|------------------|------------------|
| Active Volunteering                        | 2                | 3                |
| Aeroskills                                 | 7                | 26               |
| Agricultural Mechanical Technology         |                  | 2                |
| Air-conditioning and Refrigeration         | 2                | 3                |
| Animal Studies                             | 18               | 433              |
| Applied Fashion Design and Technology      |                  | 15               |
| Aquaculture                                |                  | 1                |
| Aquatics and Community Recreation          |                  | 2                |
| Assistant Dance Teaching                   | 27               | 30               |
| Automotive                                 | 113              | 545              |
| Automotive Body Repair Technology          |                  | 3                |
| Aviation (Cabin Crew)                      | 1                | 28               |
| Aviation (Remote Pilot)                    | 37               | 112              |
| Baking                                     | 1                | 4                |
| Beauty Services (Make-Up)                  | 38               | 198              |
| Beauty Services (Nail Technology)          |                  | 2                |
| Beauty Services (Retail Cosmetics)         | 2                | 33               |
| Beauty Therapy School-based Apprenticeship |                  | 3                |
| Beekeeping                                 |                  | 3                |
| Business Administration (Medical)          | 2                | 6                |
| Business Services                          | 2 073            | 2 254            |
| Christian Ministry and Theology            |                  | 2                |
| Civil Construction                         | 2                | 9                |
| Community Dance, Theatre & Events          |                  | 10               |
| Community Services                         | 6                | 78               |
| Community Services - Introduction          | 3                | 48               |
| Construction                               | 3 230            | 3 448            |
| Creative Industries                        |                  | 6                |
| Design Fundamentals                        | 17               | 160              |

| <b>VET Course</b>                              | <b>School delivered</b> | <b>Total enrolments</b> |
|--|-------------------------|-------------------------|
| Disability                                     |                         | 2                       |
| Early Childhood Education and Care             | 126                     | 417                     |
| Education Support                              | 1                       | 12                      |
| Electronics and Communications                 |                         | 3                       |
| Electrotechnology                              | 179                     | 491                     |
| Entertainment Industry                         | 1 054                   | 1 106                   |
| Financial Services                             | 90                      | 129                     |
| Fitness  | 81                      | 154                     |
| Fitness School-based Traineeship               |                         | 11                      |
| Flooring Technology                            |                         | 1                       |
| Floristry                                      |                         | 12                      |
| Furnishing School-based Apprenticeship         | 1                       | 5                       |
| Furniture Making Pathways                      | 70                      | 70                      |
| Hair or Beauty Services                        | 15                      | 114                     |
| Hairdressing School-based Apprenticeship       | 11                      | 37                      |
| Heavy Commercial Vehicle Mechanical Technology |                         | 4                       |
| Hospitality                                    | 6 929                   | 7 051                   |
| Human Services                                 | 102                     | 874                     |
| Information and Cultural Services              |                         | 1                       |
| Information and Digital Skills                 |                         | 5                       |
| Information and Digital Technology             | 560                     | 743                     |
| Landscape Construction                         |                         | 1                       |
| Library and Information Services               |                         | 2                       |
| Maritime Operations                            |                         | 12                      |
| Meat Processing (Retail Butcher)               |                         | 3                       |
| Meat Processing(Abattoirs)                     |                         | 3                       |
| Metal and Engineering                          | 675                     | 738                     |
| Mobile Plant Technology                        | 1                       | 2                       |
| Music Industry                                 | 29                      | 56                      |
| Music Industry - Introduction                  |                         | 5                       |
| Outdoor Recreation                             | 33                      | 72                      |
| Parks and Gardens                              |                         | 1                       |
| Performance Horse                              |                         | 8                       |
| Plumbing                                       | 9                       | 118                     |
| Primary Industries                             | 1 108                   | 1 163                   |
| Property Services                              | 1                       | 59                      |
| Property Services Specialisation Study         | 8                       | 9                       |
| Racing (Stablehand)                            |                         | 5                       |
| Retail   | 1                       | 27                      |
| Retail Baking                                  |                         | 3                       |
| Retail Services                                | 1 320                   | 1 730                   |
| Salon Assistant                                | 10                      | 61                      |
| School Age Education and Care                  |                         | 1                       |

| <b>VET Course</b>                       | <b>School delivered</b> | <b>Total enrolments</b> |
|---|-------------------------|-------------------------|
| Screen and Media                        | 28                      | 167                     |
| Shopfitting                             | 9                       | 9                       |
| Skills for Work and Vocational Pathways | 114                     | 161                     |
| Sport and Recreation                    | 91                      | 139                     |
| Sport Career Oriented Participation     | 6                       | 6                       |
| Sport Coaching                          | 789                     | 789                     |
| Timber and Composites Machining         |                         | 1                       |
| Tourism                                 |                         | 2                       |
| Tourism, Travel and Events              | 99                      | 362                     |
| Visual Arts and Contemporary Craft      | 39                      | 86                      |
| Warehousing Operations                  | 11                      | 71                      |



## QUESTION - PAGE NO. 37 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: How many students are undertaking HSC core studies externally delivered at a TAFE site?

Mr SCOTT: Again, we will take that on notice.

The Hon. COURTNEY HOUSSOS: What are the breakdowns of the courses? You will take that on notice?

Mr SCOTT: Yes.

## ANSWER

There are 4,134 Year 12 students who are undertaking one or more HSC courses externally delivered through TAFE.

The list of 2019 courses and enrolments externally delivered through TAFE is below:

### Board Developed Courses

| Course  | Enrolments |
|---|------------|
| Ancient History                                     | 1          |
| Biology   | 2          |
| Business Studies                                    | 3          |
| Chemistry   | 2          |
| Community and Family Studies                        | 2          |
| Dance   | 21         |
| Earth and Environmental Science                     | 1          |
| Economics   | 1          |
| English Advanced                                    | 1          |
| English EAL/D                                       | 2          |
| Industrial Technology                               | 2          |
| Investigating Science                               | 1          |
| Legal Studies                                       | 2          |
| Mathematics   | 4          |
| Mathematics Extension 1                             | 1          |
| Mathematics Extension 2                             | 2          |
| Mathematics Standard 2                              | 2          |
| Personal Development, Health and Physical Education | 1          |
| Physics   | 3          |
| Software Design and Development                     | 3          |
| Studies of Religion II                              | 2          |
| Visual Arts   | 2          |
| Work and the Community Life Skills                  | 1          |
| Automotive (VET)                                    | 396        |
| Business Services (VET)                             | 114        |
| Construction (VET)                                  | 186        |
| Electrotechnology (VET)                             | 281        |
| Entertainment Industry (VET)                        | 36         |
| Financial Services (VET)                            | 37         |
| Hospitality (VET)                                   | 73         |

| <b>Course</b>                            | <b>Enrolments</b> |
|--|-------------------|
| Human Services (VET)                     | 755               |
| Information and Digital Technology (VET) | 180               |
| Metal and Engineering (VET)              | 35                |
| Primary Industries (VET)                 | 51                |
| Retail Services (VET)                    | 55                |
| Tourism, Travel and Events (VET)         | 248               |

### **Board Endorsed Courses**

| <b>Course</b>  | <b>Enrolments</b> |
|--|-------------------|
| Exploring Early Childhood                            | 1                 |
| Photography, Video and Digital Imaging               | 8                 |
| Sport, Lifestyle and Recreation Studies              | 1                 |
| Work Studies   | 2                 |
| Active Volunteering (VET)                            | 1                 |
| Aeroskills (VET)                                     | 14                |
| Agricultural Mechanical Technology (VET)             | 1                 |
| Air-conditioning and Refrigeration (VET)             | 1                 |
| Animal Studies (VET)                                 | 408               |
| Applied Fashion Design and Technology (VET)          | 6                 |
| Aquaculture (VET)                                    | 1                 |
| Aquatics and Community Recreation (VET)              | 2                 |
| Automotive Body Repair Technology (VET)              | 3                 |
| Aviation (Cabin Crew) (VET)                          | 11                |
| Baking (VET)   | 3                 |
| Beauty Services (Make-Up) (VET)                      | 160               |
| Beauty Services (Nail Technology) (VET)              | 2                 |
| Beauty Services (Retail Cosmetics) (VET)             | 31                |
| Beauty Therapy School-based Apprenticeship (VET)     | 3                 |
| Business Administration (Medical) (VET)              | 4                 |
| Civil Construction (VET)                             | 7                 |
| Community Dance, Theatre & Events (VET)              | 1                 |
| Community Services (VET)                             | 72                |
| Community Services - Introduction (VET)              | 43                |
| Design Fundamentals (VET)                            | 81                |
| Early Childhood Education and Care (VET)             | 277               |
| Education Support (VET)                              | 13                |
| Electronics and Communications (VET)                 | 1                 |
| Fitness (VET)  | 43                |
| Fitness School-based Traineeship (VET)               | 7                 |
| Flooring Technology (VET)                            | 1                 |
| Floristry (VET)                                      | 12                |
| Furnishing School-based Apprenticeship (VET)         | 3                 |
| Hair or Beauty Services (VET)                        | 99                |
| Hairdressing School-based Apprenticeship (VET)       | 26                |
| Heavy Commercial Vehicle Mechanical Technology (VET) | 4                 |
| Industry-based Learning (VET)                        | 2                 |

| <b>Course</b>                                 | <b>Enrolments</b> |
|---|-------------------|
| Information and Cultural Services (VET)       | 1                 |
| Landscape Construction (VET)                  | 1                 |
| Library and Information Services (VET)        | 2                 |
| Maritime Operations (VET)                     | 11                |
| Meat Processing (Retail Butcher) (VET)        | 3                 |
| Mobile Plant Technology (VET)                 | 1                 |
| Music Industry (VET)                          | 15                |
| Music Industry - Introduction (VET)           | 4                 |
| Outdoor Recreation (VET)                      | 31                |
| Parks and Gardens (VET)                       | 1                 |
| Performance Horse (VET)                       | 8                 |
| Plumbing (VET)                                | 108               |
| Property Services (VET)                       | 44                |
| Racing (Stablehand) (VET)                     | 5                 |
| Retail (VET)                                  | 26                |
| Retail Baking (VET)                           | 3                 |
| Salon Assistant (VET)                         | 51                |
| Screen and Media (VET)                        | 76                |
| Skills for Work and Vocational Pathways (VET) | 38                |
| Sport and Recreation (VET)                    | 19                |
| Timber and Composites Machining (VET)         | 1                 |
| Tourism (VET)                                 | 2                 |
| Visual Arts and Contemporary Craft (VET)      | 19                |
| Warehousing Operations (VET)                  | 11                |

## QUESTION - PAGE NO. 37 & 38 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: How many students are undertaking school-based traineeships?

Mr SCOTT: Yes, we will take that on notice too.

The Hon. COURTNEY HOUSSOS: If you can give me the numbers and the jobs that the traineeships being undertaken in.

Mr SCOTT: Sure.

The Hon. COURTNEY HOUSSOS: How many students are undertaking school-based apprenticeships? And if you can give me the numbers and the trades of those? Are you able to tell me today how many trades training centres and schools there are in New South Wales?

Mr SCOTT: Again, let me take that on notice—or I am happy to go into detail on that when we talk about schools. I will be here on Friday.

The Hon. COURTNEY HOUSSOS: I would be interested if you could just tell me because it is in a school.

Mr SCOTT: Do you have that detail? No. I will have to take that on notice.

The Hon. COURTNEY HOUSSOS: If you can give me a list of them and their location.

Mr SCOTT: Yes, sure.

The Hon. COURTNEY HOUSSOS: And at what percentage they are currently being utilised. That would be useful.

Mr SCOTT: Okay.

## ANSWER

There are 2,726 students undertaking school-based traineeships and 2,726 jobs that traineeships are being undertaken in. In addition to this, there are 790 students undertaking school-based apprenticeships.

There are 233 public schools in NSW that participate in 137 Trade Centres in NSW.

In 2017, 82 per cent of these facilities were utilised for the purpose of delivering trade training. Reporting for 2018 is yet to be completed. Data regarding the previous year's activity is collected annually as part of the Trade Training Centre reporting cycle. The 2019 reports on 2018 activity are due in December 2019.

A list of trades is below.

| Vocation Name   | Total |
|---|-------|
| Retail Certificate III  | 929   |
| Health Services - Health Services Assistance Certificate III            | 238   |
| Business Services - Business Certificate II                             | 236   |
| Transport and Logistics - Warehousing Operations Certificate II         | 185   |
| Community Services - Early Childhood Education and Care Certificate III | 154   |
| Sport, Fitness and Recreation - Sport and Recreation Certificate II     | 105   |
| Construction Pathways Certificate II                                    | 90    |
| Automotive - Servicing Technology Certificate II                        | 81    |
| Community Services - Individual Support Certificate III                 | 66    |
| Agriculture Certificate II  | 58    |
| Community Services - Education Support Certificate III                  | 50    |
| Hospitality Certificate II  | 46    |

| <b>Vocation Name</b>   | <b>Total</b> |
|--|--------------|
| Business Services - Business Administration Certificate III                        | 41           |
| Business Services - Business Certificate III                                       | 36           |
| Electrotechnology (Career Start) Certificate II                                    | 32           |
| Hospitality - Kitchen Operations Certificate II                                    | 31           |
| Engineering - General Certificate II   | 30           |
| Sport, Fitness and Recreation - Fitness Certificate III                            | 26           |
| Agriculture Certificate III  | 22           |
| Retail - Community Pharmacy Certificate II   | 21           |
| Property Services (Agency) Certificate III   | 20           |
| Health Services - Allied Health Assistance Certificate III                         | 19           |
| Civil Construction Certificate II  | 18           |
| Business Services - Business Administration (Medical) Certificate III              | 17           |
| Horticulture - Horticulture Certificate II   | 16           |
| Information Technology - Information, Digital Media and Technology Certificate III | 16           |
| Retail - Retail Services Certificate II  | 12           |
| Animal Care and Management - Animal Studies Certificate II                         | 10           |
| Conservation and Land Management Certificate II                                    | 9            |
| Agriculture - Rural Operations Certificate II                                      | 7            |
| Community Services - Individual Support - Aged Support Certificate III             | 7            |
| Tourism Certificate III  | 7            |
| Construction Certificate II  | 6            |
| Hairdressing - Salon Assistant Certificate II                                      | 6            |
| Tourism - Events Certificate III   | 6            |
| Agriculture - Beekeeping Certificate III   | 5            |
| Racing (Stablehand) Certificate II   | 5            |
| Beauty Services - Make-up Certificate III  | 4            |
| Community Services - School Age Education and Care Certificate IV                  | 4            |
| Horticulture - Parks and Gardens Certificate II                                    | 4            |
| Financial Services - Accounts Administration Certificate III                       | 3            |
| Information and Cultural Services Certificate II                                   | 3            |
| Live Production and Services Certificate III                                       | 3            |
| Maritime Operations (Coxswain Grade 1 Near Coastal) Certificate II                 | 3            |
| Meat Processing (Abattoirs) Certificate II   | 3            |
| Transport and Logistics - Logistics Certificate II                                 | 3            |
| Aeroskills Certificate II  | 2            |
| Beauty Services - Retail Cosmetics Certificate II                                  | 2            |
| Community Services - Community Services Certificate III                            | 2            |
| Community Services - Individual Support - Disability Support Certificate III       | 2            |
| Financial Services Certificate III   | 2            |
| Floristry (Assistant) Certificate II   | 2            |
| Furnishing - Furniture Making Certificate II                                       | 2            |
| Printing and Graphic Arts (General) Certificate II                                 | 2            |
| Screen and Media Certificate III   | 2            |
| Sport, Fitness and Recreation - Aquatics and Community Recreation Certificate III  | 2            |

| <b>Vocation Name</b>  | <b>Total</b> |
|---|--------------|
| Sport, Fitness and Recreation - Sport - Sport Coaching Certificate II             | 2            |
| Applied Fashion Design and Technology Certificate II                              | 1            |
| Automotive Manufacturing Production - Bus/Truck /Trailer Certificate II           | 1            |
| Business Services - Customer Engagement Certificate III                           | 1            |
| Business Services - Library and Information Services Certificate III              | 1            |
| Design Fundamentals Certificate III   | 1            |
| Forest and Forest Products - Sawmilling and Processing Certificate II             | 1            |
| Health Services - Dental Assisting Certificate III                                | 1            |
| Information Technology - Information, Digital Media and Technology Certificate II | 1            |
| Property Services - Real Estate Practice Certificate III                          | 1            |
| Retail Baking Assistance Certificate II   | 1            |
| Seafood Industry - Aquaculture Certificate II                                     | 1            |
| Grand Total   | 2,726        |

**QUESTION - PAGE NO. 38 & 39 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Mr Scott, how much money has the Government of New South Wales, on behalf of the NSW Department of Education, had to pay in court costs, settlements and discontinuation agreements in regard to legal action against staff and schools for the mistreatment of children with a disability in the last three years?

Mr SCOTT: I will take that on notice

**ANSWER**

The following amounts have been paid on behalf of the Department of Education in settlement of discrimination and bullying claims made by students with a disability:

- 2016-17 - \$ 67,800
- 2017-18 - \$101,000
- 2018-19 - \$ 29,000

Payments made during the three financial years may arise from events occurring during earlier periods.

## QUESTION - PAGE NO. 40 - MS ABIGAIL BOYD

Ms ABIGAIL BOYD: Thank you. I suspect you are going to take this on notice but are you able to provide the number of, the details of and the outcomes of all complaints made against staff in the last 18 months in regard to the treatment of children with a disability?

Mr SCOTT: Yes. We will take that on notice.

## ANSWER

In the period 1 March 2018 to 31 August 2019, the Department of Education Employee Performance and Conduct Directorate (EPAC) completed 126 investigations involving students with disability.

The tables below, which show the breakdown of the details and outcomes of these complaints, include only those matters referred to EPAC and does not include complaints that may have been managed at the school level.

### Category of Complaint Matter

|                                     |            |
|-------------------------------------|------------|
| Physical                            | 32         |
| Psychological                       | 5          |
| Ill treatment / neglect             | 51         |
| Sexual                              | 26         |
| Other (inc. Breach code of conduct) | 12         |
| <b>Total</b>                        | <b>126</b> |

### Outcome of Investigation

|                            |            |
|----------------------------|------------|
| Sustained - misconduct     | 39         |
| Sustained - not misconduct | 9          |
| Not Sustained              | 75         |
| Contractor Resigned        | 1          |
| Not in jurisdiction        | 1          |
| Direction issued           | 1          |
| <b>Total</b>               | <b>126</b> |



**QUESTION - PAGE NO. 40 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: How many schools for specific purpose [SSP] are listed in New South Wales for 2017, 2018 and 2019? Do you know?

Mr SCOTT: I will just have to check on that. Do we have that on our list? Yes, 115.

Ms ABIGAIL BOYD: For 2019?

Mr SCOTT: I think that is the current figure. Yes, 115 out of 2,210.

Ms ABIGAIL BOYD: And do you have the figures for 2018 and 2017?

Mr SCOTT: We can provide you on notice figures predating that.

**ANSWER**

In 2017 there were 113 schools for specific purposes (SSPs).

In 2018 there were 113 schools for specific purposes (SSPs).

In 2019 there are 115 schools for specific purposes (SSPs).

## **QUESTION -PAGE NO. 40 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Thank you. And how many primary mainstream schools in New South Wales have a separate support unit for children with a disability?

Mr SCOTT: Let me take that on notice. I will come back to you.

Ms ABIGAIL BOYD: And how many secondary mainstream schools in New South Wales have a support unit?

Mr SCOTT: We will take that on notice too.

Ms ABIGAIL BOYD: And how many New South Wales primary mainstream schools are fully inclusive for children with a disability?

Mr SCOTT: What is your definition of "fully inclusive"?

Ms ABIGAIL BOYD: That is a very good question and it does vary.

Mr SCOTT: We will have to come back. I think we are out of time on this one.

## **ANSWER**

There are 400 primary schools and 285 secondary schools with support classes.

We are committed to continuously improving the education experiences and outcomes of all students in NSW.

## **QUESTION - PAGE NO. 42 – THE HON. MARK LATHAM**

The CHAIR: Mr Scott, early on you mentioned your adherence to the McKinsey model of school improvement. Have McKinsey consultants been involved in helping you with this task?

Mr SCOTT: Yes. We engaged McKinsey a year or so back to help us work on education services. When I joined about three years ago, what I heard from principals was that they were grateful for the money but they felt they wanted better support from the department. So we have looked carefully at what kind of tailored

support we are giving schools in terms of the advice we are giving them through Centre for Education Statistics and Evaluation professional development, around existing curriculum and new curriculum document as it lands, but also things like helping deal with complexity in the classroom, including behaviour and students with

disability. So what McKinsey helped us do was create a tailored support model which helps ensure that, according to different positions of schools' need, we have the right support. That, in a sense, is based on the work McKinsey has done with key education systems around the world, which is reflected in these reports on how you deliver systems over time.

The CHAIR: Can you provide us with the cost of that consultancy?

Mr SCOTT: Yes, we can provide you with that costing.

## **ANSWER**

This information is available in the NSW Department of Education 2017 annual report found at [https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/Annual\\_Report\\_2017\\_Full.pdf](https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/Annual_Report_2017_Full.pdf).

## QUESTION - PAGE NO. 42 - THE HON. MARK LATHAM

The CHAIR: Other than the McKinsey, is there any other evidence base for thinking that growth mindset has a high-effect impact on learning?

Mr SCOTT: There is, yes. I have read other research, absolutely, that has come out of the United States and other places to say that an attitude towards learning and student engagement is an important attribute towards learning. If students are committed to learning and being engaged in learning, then that is an important part of making the learning experience happen. But I do not think any of us are saying that is all that matters.

The CHAIR: Can you provide that research on notice?

Mr SCOTT: Sure. I am happy to find some detail.

## ANSWER

Students with a growth mindset believe that growth depends on effort rather than talent; they strive for growth; and they adopt learning strategies to attain their goals. Having a growth mindset positively affects learning and achievement.

While a large body of research has observed this relationship in the United States (see Ames 1992; Covington 2000; Dweck 2000; Burnette et al 2013; Yeager et al 2019), there is also increasing evidence for this relationship from Australia.

Australian-based research into personal-best goal setting – a key learning strategy employed by students with growth mindsets – has shown that it is positively associated with a number of positive educational outcomes:

- Educational aspirations (Martin 2006, Martin and Liem 2010)
- Test effort, homework completion and learning strategies (Martin and Liem 2010; Liem et al. 2012)
- Class participation, cooperation and relationships (Martin 2006; Martin and Liem 2010; Liem et al. 2012)
- Enjoyment of school (Martin 2006; Martin and Liem 2010)
- Higher levels of literacy and numeracy (Martin and Liem 2010; Mok et al. 2014; Burns et al. 2018).

In Australia, primary students who set personal-best goals in mathematics improved more than students who did not (Ginns et al 2018). Students who were asked to set personal-best goals during a self-paced science education program reported higher science aspirations at the end of the program than students who had not set goals (Martin et al 2014). Similarly, Australian students participating in an annual mathematics assessment who were asked to set a goal improving on their previous year's achievement attained considerably higher scores than students in a control group (Martin and Elliot 2016). Among NSW and Victorian secondary students, personal-best goal setting buffers against disengagement from school (Burns et al 2019).

Moreover, goal setting can foster a growth mindset more generally as students begin to attribute success and failure to their effort. In a cross-lagged panel analysis of longitudinal survey data of Australian secondary school students, Martin (2015) shows that personal-best goals in one year affect students' growth mindset in the second year. Goal setting works for all students, and often particularly well for students from disadvantaged groups (Duckworth et al 2013; Schippers et al 2015; Clark et al 2017; Martin et al 2019).

Preliminary Department of Education research using NSW public school Tell Them From Me survey data indicates that personal-best goal setting is positively associated with NAPLAN performance (CESE 2019).

The Centre for Education Statistics and Evaluation (CESE) and Professor Andrew Martin from the University of New South Wales, a leading researcher on personal-best goal setting in Australia, are involved in planning for an in-depth research project to investigate goal setting among students in NSW. A particular focus of this research will be the role of schools and teachers in supporting students' goal setting behaviours.

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**QUESTION - PAGE NO. 44 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Can you tell me how many participants there currently are in the principal improvement program?

Mr DIZDAR: I would have to take that question on notice and come back to the Committee on that.

**ANSWER**

One.

**QUESTION - PAGE NO. 49 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Are you talking about permanent teachers? This data that you have provided is on permanent teachers, right?

Ms MULKERIN: I will take on notice the data source so that we can be explicit about the source.

**ANSWER**

Yes. The data regarding resignation rates relates to permanent teachers.



## **QUESTION - PAGE NO. 50 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: I suspect you may need to take this on notice, but are you able to give us the figures for how many children with disability who initially applied for enrolment in a mainstream school in 2018-19 were actually enrolled in that mainstream school as part of a mainstream class, and how many of them were enrolled as part of a support class?

Mr SCOTT: Let us see what the data can show us on that.

Ms HARRISSON: I will be very happy to see what data we have available on that.

Ms ABIGAIL BOYD: And also how many children with disability who initially applied for enrolment in a mainstream school actually ended up being enrolled in an SSP.

Mr SCOTT: Sure, yes.

Ms ABIGAIL BOYD: And also how many children with a disability who have been in an SSP have transferred to a mainstream class in a mainstream school in the last financial year.

Ms HARRISSON: I am very happy to take that on notice. I just reiterate the point that Mr Scott made earlier that the vast majority of our students with disability are in mainstream settings, being supported in mainstream settings every day. So I just want to make sure the kind of context of that as we provide it back is that it is the minority of the students.

## **ANSWER**

The Department of Education does not currently have centralised data to show how many children who applied for a particular setting then attended another school setting.

In the 2018-2019 financial year 318 students with disability transferred from a special (SSP) school to a mainstream school.

## **QUESTION - PAGE NO. 50 - MS ABIGAIL BOYD**

Ms ABIGAIL BOYD: Moving to something slightly different, how much funding is the New South Wales Government investing in the delivery of respectful relationships programs in New South Wales?

Ms HARRISSON: We need to take that on notice.

## **ANSWER**

The Department of Education does not provide funding specifically to support the delivery of respectful relationships program in NSW government schools.

The curriculum in NSW provides evidence based, age appropriate content for student learning. In NSW schools, students learn about respectful relationships as part of the key learning area, Personal Development, Health and Physical Education. This key learning area is mandatory for all students from Kindergarten to Year 10.

In the senior years of secondary school, students in NSW government schools are required to participate in Life Ready. This course provides opportunities for students to explore issues of discrimination, respectful relationships, violence and wellbeing.

## **QUESTION - PAGE NO. 51 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: Looking at the latest figures, they show that only 50 per cent of teachers placed on a teacher improvement program actually pass and remain in the system. Are you satisfied with that as a supportive process?

Mr SCOTT: Let us look at it. About 60,000 teachers are operating in the system. Yes, we will have tough conversations. It is a supportive environment but not everyone is going to reach the standard that is required.

The Hon. MARK BANASIAK: I acknowledge that, but I am just wondering are you happy with that 50 per cent?

Mr SCOTT: What we have done is we have put teams out in the field to work with principals. Part of the criticism that we received was that this process took too long, was too bureaucratic, did not work well. I am grateful for the support and engagement of the Teachers Federation in working with us to help us streamline the system as far as the time it took was concerned to streamline some of the processes, and then we invested in teams on the ground to work with principals around this matter. But, sadly, even with support and encouragement, some teachers will not get to the standard required. I can tell you though that the number, I think, who left the system in the last year was about 100 after this process. So out of 60,000 it is not a huge percentage. So I just think, in a sense, yes, we will create a supportive environment, we work with teachers, we work alongside the union. But, fundamentally, we say we have standards and expectations that we need to have in the system if our students are to learn, and not everyone will be able to reach those standards. If we have to come to a separation around that then that is what we will do, but we are following the rules and the guidelines that have been agreed on with our staff.

The Hon. MARK BANASIAK: With that in mind, are you aware that there is a teacher currently in the Blue Mountains with 20 years experience that has been placed on the tip immediately after returning from workers compensation?

Mr SCOTT: I cannot speak of any specific details.

The CHAIR: Can I just clarify, you are taking that on notice or you will pass it on to the individual?

Mr SCOTT: I will take that on notice. I must say though, Mr Chair, I am a little concerned about going into specific detail.

## **ANSWER**

The Department of Education is aware of this matter. For privacy and confidentiality reasons information about an individual staff member cannot be provided.

**QUESTION - PAGE NO. 53 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Can I ask about the harm to a child? Have there been any incidents in the last 12 months where children have been harmed in family day care?

Ms MACKEY: That would be captured in that serious incidents category.

The Hon. ANTHONY D'ADAM: So 705 times. 705 children have been seriously—

Ms MACKEY: It would be captured as a part of that.

The Hon. ANTHONY D'ADAM: You do not have more detail than that?

Ms MACKEY: I would have to take that on notice

**ANSWER**

I am advised that the figure quoted in the session refers to a three-year span (1 July 2016 to 30 June 2019). The correct number of serious incidents at family day care services between 1 July 2018 and 30 June 2019 is 171.

## QUESTION - PAGE NO. 54 - THE HON. ANTHONY D'ADAM

The Hon. ANTHONY D'ADAM: How many matters have been allocated to the investigations team?

Ms MACKEY: I would have to take that on notice.

The Hon. ANTHONY D'ADAM: The details: which centres, what type of incident, the level of seriousness.

The CHAIR: Can I ask the secretary about this? I am worried that these are incredibly sensitive matters. Would the department normally hand out material here?

Mr SCOTT: I think we would want to seek advice on this. We are happy to put the matter on notice. Let us take advice and come back with a response.

The Hon. ANTHONY D'ADAM: We are happy with that.

The Hon. COURTNEY HOUSSOS: If we could get numbers around those specific courses of actions? How many have been referred to an investigative team? How many have been made contact with and dealt with? How many have been allocated to frontline staff at your hub to be dealt with?

Mr SCOTT: We can take that on notice.

The Hon. COURTNEY HOUSSOS: Then any additional details.

## ANSWER

In 2018-19, 920 serious incident notifications for all service types were referred to the Compliance and Investigations team.

| Serious Incident Notifications for all Service Types 01 July 2018 to 30 June 2019 |                                      |                                  |   |
|---|--------------------------------------|----------------------------------|---|
| Type of Serious Incident  | Assessment and action by Triage team | Referral and action to Hub staff | Referral and action by Compliance & Investigations team |
| Child locked in/out of the service  | 21                                   | 18                               | 14  |
| Child missing or unaccounted for  | 114                                  | 89                               | 116   |
| Child taken away or removed from service  | 13                                   | 4                                | 3   |
| Death of a child  |                                      |                                  | 2   |
| Emergency services attended or ought to have attended                             | 509                                  | 37                               | 70  |
| Illness   | 260                                  | 60                               | 45  |
| Injury/Trauma   | 3376                                 | 371                              | 670   |
| <b>Total</b>  | <b>4293</b>                          | <b>579</b>                       | <b>920</b>  |

*Data Source: NQAITS 12 September 2019*

## **QUESTION - PAGE NO. 55 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Can you tell me if there has been any progress on determining the location of the new selective school in south-western Sydney?

Mr SCOTT: We are still determining that.

The Hon. COURTNEY HOUSSOS: You are still determining that?

Mr SCOTT: Yes.

The Hon. COURTNEY HOUSSOS: How many people are currently working on that?

Mr SCOTT: I would have to check that.

The Hon. COURTNEY HOUSSOS: Just to be clear, you are going to take that on notice?

Mr SCOTT: Yes. I am not sure it is a case of how many people are working on it. We are constantly working on our new schools growth pattern. We will come to a decision on the most appropriate setting for that school, announced by the Premier in due course.

The Hon. COURTNEY HOUSSOS: Do you have a time line for that?

Mr SCOTT: I do not have a time frame.

The Hon. COURTNEY HOUSSOS: If you could take it on notice and provide us with some kind of update on where that is at? How it is progressing? What modelling you have undertaken?

Mr SCOTT: Yes.

## **ANSWER**

A Service Need Report is being prepared by the Department of Education for selective high schools across Western Sydney. The report is expected to be ready during the first half of 2020 after which time business cases will be prepared to address service needs, including that of the new selective high school announced by the Premier.

The project is currently resourced with service planning staff and once a business case commences, will be further resourced with a range of experts including architects, engineers, project managers and infrastructure planners.

## QUESTION - PAGE NO. 56, 57 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: I am happy if you want to take this on notice, Mr Scott or Mr Maranik, but if you can tell me what was the total amount of classrooms that were allocated—you said they are fully assessed, so what is that total number? How many have commenced construction? And how many have completed construction?

Mr MARANIK: I am happy to take that on notice.

The Hon. COURTNEY HOUSSOS: Could you provide me the same information for round two, which, as I understand it, opened in term one this year. Is that correct?

Mr MARANIK: Round two is currently under assessment in terms of the applications.

The Hon. COURTNEY HOUSSOS: So the applications have closed?

Mr MARANIK: Correct.

Mr SCOTT: Yes.

Mr MARANIK: And we are currently assessing those at this stage.

Mr SCOTT: So we can give you a state of play on those.

Mr MARANIK: Yes.

The Hon. COURTNEY HOUSSOS: Can you tell me how many applications have been received?

Mr MARANIK: Yes.

The Hon. COURTNEY HOUSSOS: So if you apply, does that mean you automatically get funding?

Mr MARANIK: No.

Mr SCOTT: No, it is an application.

Mr MARANIK: It is an application process. We do not do that assessment.

The Hon. COURTNEY HOUSSOS: Are they assessed against criteria or are they assessed against cost?

Mr MARANIK: They are against criteria.

The Hon. COURTNEY HOUSSOS: Okay. So the data—

Mr SCOTT: Except the only thing I would add to that is there was a funding envelope that was announced for the program. We are making assessments of schools and there is a funding envelope that we are expending on the Cooler Classrooms strategy.

Mr MARANIK: I am happy to take the round one figures on notice.

The Hon. COURTNEY HOUSSOS: Yes, you have taken the round one figures on notice and you are going to tell me how many applications you have received under round two?

Mr MARANIK: And round two, we can tell you the number of applications on that.

Mr SCOTT: Yes.

The Hon. COURTNEY HOUSSOS: Yes. And if you can tell me what they are being assessed against, that would be useful as well.

Mr MARANIK: Yes.,

The Hon. COURTNEY HOUSSOS: Can you tell me what data has been used to calculate the average temperature?

Mr MARANIK: That is the Bureau of Meteorology's data.

The Hon. COURTNEY HOUSSOS: And what time period is that over?

Mr MARANIK: In terms of overall? I would have to get back to you in terms of that.

Mr SCOTT: It is the mean maximum January temperature data.

Mr MARANIK: But in terms of the time sphere of the data that that looked at, I would have to get back to you on that.

The Hon. COURTNEY HOUSSOS: Yes. If you can tell me the time period that it is being assessed against, that would be great. So when are you looking at releasing the results of round two of the funding for Cooler Classrooms?

Mr MARANIK: At the conclusion of the assessment.

The Hon. COURTNEY HOUSSOS: And that will be?

Mr SCOTT: When it is done.

Mr MARANIK: When it concludes.

Mr SCOTT: There is a team hard at work. I work close to them at School Infrastructure down here in Sydney. They get in early every morning. There is a lot of work to be done.

The Hon. COURTNEY HOUSSOS: So it is just when it is done, it is done?

Mr SCOTT: I can assure you they are working hard at it. As I said, it is a lot more complex than whacking up a Harvey Norman air cooler on the wall.

The Hon. COURTNEY HOUSSOS: And you have not just marked a date on the calendar that you would like it to be completed by?

Mr SCOTT: No, no. We are keen. We will give you an update and the answer on notice.

Mr DAVID SHOEBRIDGE: Before next summer?

Mr SCOTT: We will give you an update on the answer on notice. We have said that it is a multi-year rollout, and schools understand that.

## **ANSWER**

The scope of work at each school is confirmed progressively over the five year program.

As at 4 September 2019, the Cooler Classrooms Program has completed construction at 27 schools and commenced construction at 23 schools.

A total of 447 round two applications were received.

Criteria for round two applications is as follows:

- Mean maximum January temperature
- Existing permanent learning spaces and libraries currently air conditioned/cooled
- Considerations for special needs students; and
- Contributions to educational outcomes

The Department uses the Bureau of Meteorology's (BoM) mean maximum January temperature data as January is the hottest month of the year.

The data is assessed as an average over a 20-year period, which allows for peaks and troughs to be accounted for in the results.

The results of round two of the Cooler Classrooms Fund will be announced following the assessment of applications.



## **QUESTION - PAGE NO. 58 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Are before- and after-school providers required to pay for electricity that they use at New South Wales Government facilities, including for air conditioning?

Mr SCOTT: Let us take that on notice. I want to double-check that. We will take that on notice.

The Hon. COURTNEY HOUSSOS: Okay. And if they are, can you tell me how the appropriate amount is being determined?

Mr SCOTT: Yes, sure. Happy to.

## **ANSWER**

The licence fee payable by a provider covers all the school's costs associated with having the operator use school facilities for the purpose of providing the service.

In general, those costs include electricity, gas, water, cleaning, garbage removal, additional school administration, maintenance, additional wear and tear, the use of some items of equipment and any other incidental costs.

The licence fee is calculated based on the following:

- the category of the OSHC operator (P&C or parent-run service, not for profit or commercial);
- the size of the space available to the provider to run the service
- the number of children to whom the service is being provided
- the number of hours per day the service operates; and
- the number of days in the week the service operates.

**QUESTION - PAGE NO. 58 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Okay. And when was the program developed?

Ms MACKEY: I will have to take that on notice.

**ANSWER**

Development of the Working Towards - Quality Support Program commenced in August 2017.

## **QUESTION - PAGE NO. 60 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: Why was there a decision made to cut a couple of blocks of the Bourke Street Public School catchment out of the new Inner Sydney High School catchment when literally the rest of Surry Hills falls within the catchment?

Mr SCOTT: I will have to come back to you on that. I am happy to provide you with an answer on notice.

Mr DAVID SHOEBRIDGE: In regards to that, concerns have been raised directly with us. Is there a capacity to correct that, which looks on the face of it an error—just a couple of blocks of the Bourke Street Public School?

Mr SCOTT: Let me take that on notice. We will take a look at those maps.

Mr DAVID SHOEBRIDGE: Staying with the Inner Sydney High School, how many out-of-area enrolment applications have been received for the high school and how many were successful and unsuccessful?

Mr SCOTT: I will take that on notice.

Mr DAVID SHOEBRIDGE: Has there been any assessment done on where the in-area enrolments for the new year 7 intake will come from and is it evenly spread across the catchment?

Mr SCOTT: I will take that on notice.

## **ANSWER**

The new Inner Sydney High School catchment is based on a 700m radius from the new high school and the adjoining Alexandria Park Community School. Those blocks in the Bourke Street Public School catchment are approximately a 15-20 minute walk from Alexandria Park Community School.

## **QUESTION - PAGE NO. 62 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: But would you not agree that \$1.8 million for painting a few classrooms and changing carpets is a bit excessive, despite the service contracts?

Mr SCOTT: We have a series of control mechanisms around that.

Mr MARANIK: I am happy to take that sort of specific detail and look into it. We have a whole range of stories around that. There could have been a major asbestos removal as part of that. I do not know what the scope of that work is. I am happy to look into that specific example.

The Hon. MARK BANASIAK: Can you also take the Bronte Public School example on notice and explain how such a mishap could have occurred?

Mr SCOTT: Yes, we would be happy to explore that.

## **ANSWER**

I am advised that at Randwick Girls High School, over the last three financial years since 2017-18, the Department of Education has allocated approximately \$860,000 on maintenance associated with:

- Painting various components including ceilings and internal and external walls
- Ground repairs
- Fencing repairs
- Repairs to built-in furniture
- Floor coverings
- Floors
- Roofs
- Sewerage systems
- Wall coverings
- Walls
- Windows, doors and shutters

The floor coverings at Bronte Public School were replaced as part of the 2017-18 planned maintenance program. The Department could not locate a record indicating the school's carpets were steam cleaned in the weeks before they were replaced.

**QUESTION - PAGE NO. 62 - THE HON. MARK BANASIAK**

The Hon. MARK BANASIAK: I respect the fact that there is a five-year rollout for the cooler schools program; it is a massive job. Some of the successful schools have informed me that because they have now had to wait up to 12 months and have gotten a little bit antsy they have installed their own air conditioning at the expense of their P&Cs. Will they be reimbursed or will you write them off and say, "Well, you've done this"?

Mr MARANIK: I would like to add that I am happy to take any of those examples on notice and look into them. But I very much encourage the school communities to engage with our local assets management units because they are fully across the work that is done and the scheduling of that work. I refer back to an earlier answer and the notion of looking at due diligence, particularly around electricity supply. Changes to the context of the school around electricity supply can change the due diligence settings. If an additional electrical load is put in without our knowledge then that can change the electrical design that we do when we come through. I very much encourage those schools to contact and reach out to their local AMU and talk through what their plans are so there can be a properly coordinated response.

**ANSWER**

Parents & Citizens Associations will not be reimbursed for any air conditioning works undertaken. The Cooler Classrooms Program is replacing air conditioning systems in eligible permanent learning spaces or libraries that are deemed unfit for purpose or at the end of their useful life.

**QUESTION - PAGE NO. 63 – THE HON. MARK LATHAM**

The CHAIR: The Government Information (Public Access) Act inquirer tells me that they could not quite work out from the documents why those words were inserted in June 2016. Could you take that on notice and provide an answer as to how, where and why those words popped into the equity principles?

Mr MARTIN: Yes, I could.

**ANSWER**

The wording in question was first introduced in 2010 in the guiding statements that support the Statement of Equity Principles. The intention of the wording was to ensure that writers developing syllabuses and other materials didn't reinforce stereotypes relating to gender and the family, such as that all doctors are men and all homemakers are women.

The 2010 review was requested by the then Board of Studies, regarding the Board's policy position involving equity, values and quality assurance. The review included consultation with key stakeholders including members of the Board of Studies and its committees, the school sectors and TAFE NSW.

The Statement is currently under review.

## **QUESTION - PAGE NO. 65 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Do you collect data on the number of out-of-area enrolments by school?

Mr SCOTT: Yes.

The Hon. ANTHONY D'ADAM: Is that data able to be produced.

Mr SCOTT: We do not have that material here.

The Hon. ANTHONY D'ADAM: Is it able to be produced to the Committee?

Mr DIZDAR: We have recently made that data available to our principals and our Directors, Educational Leadership, so it has become recently available.

The Hon. ANTHONY D'ADAM: Is it available to be produced to the Committee? Can you provide that data?

Mr DIZDAR: There are 2,210 sites. If there are specific sites you would like?

The Hon. ANTHONY D'ADAM: We would like the data on how many out-of-area applications are received for each school for the last 18 months.

Mr SCOTT: Let us look at the material that is available and see what we can do

## **ANSWER**

As the Department progresses development of the Online Enrolment system, there will be increasing opportunities to centrally track enquiries and applications for enrolment. This work will be informed by user research with parents and schools, to ensure the way the system manages enrolment choices and decision making meets their needs.

**QUESTION - Page No. 72 – THE HON. MARK LATHAM**

The CHAIR: Can I clarify something from earlier in the day? Mr Scott you said that in terms of principal attitudes to NAPLAN, you took it off social media. How many principals have written to you asking for a NAPLAN review?

Mr SCOTT: I must say they do not write to me all the time. If they have concerns their first course of action is not necessarily to pick up a pen and write to me or the Minister. There is quite strong feedback. We do not see a lot of principals apart from when I go out with Ms Harrison and Mr Dizdar and we address 1,800 of them. I see most of them when I go to the State councils of the primary principals or the secondary principals. You can see many hundreds there at a time. Yes, their questions will raise issues about the nature of NAPLAN, the nature of NAPLAN online, how we are using the data. There is some concern about My School reporting. That is often the mechanism for feedback and that is what I am hearing.

The CHAIR: You will take it on notice?

Mr SCOTT: Yes, I will take it on notice if I have got any mail.

**ANSWER**

The Secretary, Mr Mark Scott, is not aware of any formal representation made to him by a government school principal for a review of NAPLAN. Representatives of the SPC, PPA and NSW Teachers Federation have been briefed on the review and are supportive.



## QUESTION - PAGE NO. 72 & 73 - THE HON. ANTHONY D'ADAM

The Hon. ANTHONY D'ADAM: Do you classify the assaults on the basis of student to student or student to teacher? Is there some kind of classification of the assault?

Mr DIZDAR: I would have to take how we categorise on notice. I do not have it in front of me. What I do know is we collect the data and we make the data publicly available. I think it is important for the Committee to realise the backdrop, that schools are still one of the safest places in society. The 810,000 students today—they have gone home a couple of hours ago. But 810,000 students across 2,210 sites is a lot of humans.

The Hon. ANTHONY D'ADAM: What I am getting at is that work health and safety obviously has quite a detailed framework in terms of specific duties and risk minimisation. It is directed at workers in a workplace, where obviously other people in a workplace also have some level of cover under the Work Health and Safety Act, but I wanted to know what the specific duty is around risk minimisation for children.

Mr SCOTT: We will take that on notice and come back to you and give you detail on that.

Ms HARRISSON: There are a number of different legislative instruments and policies from the department. If it is around student behaviour and their violence, that would be covered by our student behaviour and discipline policy. I am very happy to come back to you. It would be useful to have the specifics of which type of incident you are interested in.

The Hon. ANTHONY D'ADAM: I am specifically interested in assaults.

Ms HARRISSON: Assaults between which parties?

The Hon. ANTHONY D'ADAM: An assault by a student to another student would not necessarily invoke the protections of the Work Health and Safety Act, for example. Maybe it does, but that is my question.

Mr SCOTT: Let us give you a breakdown. We will put that on notice and come back to you.

## ANSWER

The Department of Education's Incident Notification and Response Policy and Procedures require employees to report incidents that occur to cover a range of legislation including but not limited to the *Work Health and Safety Act*, *Workers Compensation Act* and the *Crimes Act*. The policy includes incidents of assault between students and teachers, student on student and from members of the public including parents and carers.

The Department has a range of policies, procedures and support services in place to assist schools manage and address incidents of violence, including assault. These include:

- The student discipline policies aim to foster engagement in learning, set clear boundaries, and apply fair consequences for inappropriate behaviour.
- Under the Department's procedures, Principals have the option to suspend students, where appropriate.
- Access to Police Liaison Officers to provide advice and support to secondary schools delivering crime prevention programs.
- Department's Incident Support Unit, which includes seconded police officers which co-ordinate police support and provide immediate advice to schools.
- Risk management services to assist schools in managing high risk behaviours
- Student counselling services and a range of other supports are provided to students through the Student Wellbeing framework to assist them to connect, succeed and thrive.
- Advice services to schools on relevant emergency planning to address relevant risks including safety and security issues.

Schools work closely with parents and relevant groups such as the police and Community Youth Clubs to support vulnerable students who are displaying inappropriate behaviour.

The Incident and Support Unit which is staffed by seconded police and incident support officers provide advice to Principals about the management of reported incidents in schools and educational locations. The officers ensure that senior school executives have made necessary mandatory notifications (e.g. local police engagement, workplace health and safety, Child Wellbeing) and provide advice on required actions following an incident to ensure legislative compliance.

Support is provided to schools through relevant Directorates including Health and Safety, School Services, Child Wellbeing Unit and Legal Services.

**QUESTION - PAGE NO. 73 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Mr Scott, to your knowledge has the department sought legal advice on its legal liability as a result of the asbestos present in New South Wales schools?

Mr SCOTT: Let me take that on notice.

The Hon. COURTNEY HOUSSOS: Okay. I am happy for you to take it on notice to see if it actually has been done, but I am asking you to your knowledge today if that is the case?

**ANSWER**

No. SafeWork NSW is the State's workplace health and safety regulator and enforces asbestos related legislation in NSW.

Legal advice sought by the Department of Education in relation to individual claims is subject to legal privilege.

## **QUESTION - PAGE NO. 74 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: I will endeavour to be brief. Mr Scott, what is the current status of the Darlington Public School rebuild?

Mr SCOTT: The rebuild? Are you in a position to talk to that, Mr Maranik?

Mr MARANIK: I can talk to our level on that. We are engaged through the planning process at the moment through the Project Reference Group or PRG's involvement with the community in a range of discussions on potential building form outcomes of the project.

Mr DAVID SHOEBRIDGE: The Project Reference Group?

Mr MARANIK: That is a forum of consultation with a whole range of interested parties.

Mr DAVID SHOEBRIDGE: When was the last time the department updated the P&C about this?

Mr MARANIK: I would have to take that on notice. Typically the P&C rep sits on the PRG. So it would be at the last PRG meeting.

Mr DAVID SHOEBRIDGE: What about the last time the department attended a P&C meeting and provided information in some kind of written form?

Mr MARANIK: Traditionally through our normal project governance the P&C rep sits within the Project Reference Group framework, and that would be the way of engaging. On that particular project, I can get back to you with a meeting schedule on those.

## **ANSWER**

Members of the Darlington Public School Parents and Citizens Association (P&C) were invited to information sessions on the rebuild update on 6 August 2019 and 8 August 2019 in the school hall.

Two members of the P&C attend the monthly Project Reference Group (PRG) meetings. The most recent PRG meeting was held on 30 August 2019.

The P&C received a written update in early August 2019 and is due to receive another written update later in September.

**QUESTION - PAGE NO. 74 - MR DAVID SHOEBRIDGE**

Mr SCOTT: Let me take that on notice. No final decisions have been made. It is still in the planning process.

Mr DAVID SHOEBRIDGE: Could you also take on notice concerns about there being a toxic waste dump on that site?

**ANSWER**

This project is in the early planning phase which considers a number of factors including demographic trends, educational requirements, catchment boundaries, site sizes, transport links and partnership opportunities.

In line with all School Infrastructure NSW projects, information will be shared with the school and local community as the project progresses. This will include holding information sessions, providing project updates to share information and seeking feedback from the school and local community.

## **QUESTION - PAGE NO. 75 – THE HON. MARK LATHAM**

The CHAIR: Finally, a big part of the Hattie research might affect results that come from a rich interchange of ideas and knowledge and inspiration between teachers and students. It is obviously very hard to build that up if there is a churn of teachers through the classroom. Disadvantaged schools in particular say that staff stability is a big challenge they have. Are there any statistics on how many classrooms in 2018 would have had just one single teacher for the year with normal sick day arrangements? What is the department trying to do to stabilise school populations, particularly in those disadvantaged schools?

Mr SCOTT: You are absolutely right. Hattie talks about collective efficacy, teams working together. It has a high impact on improved learning. We have been looking carefully at issues of staff turnover and staff stability over time. There have been issues raised about temporary teachers. One of the things we are keen to do is to take advantage of where there are opportunities to create permanent teaching positions and to do that to inject stability into the school system as well. I think it is unlikely that we would centrally hold data on how many classes have only had the one teacher. The vast majority, I would have thought, would only have had the one teacher, but there are more areas of staff turnover and we can see what we can find.

The CHAIR: Take that on notice and maybe it is a good area of study.

## **ANSWER**

While the Department of Education holds data on the number of sick and other leave days a teacher takes within a year, teachers also undertake training and professional development which may require a day out of the classroom. In addition to this, teachers may take on other duties as part of career progression or on the job learning within a school. Such occurrences are arranged locally and may not be visible by the Department. Accordingly, the Department does not hold data on the time a teacher spends away from their designated class.

This is potentially an area of future research the Department could undertake at a time where the above datasets are available.

The Department has a number of incentives to attract and retain teachers to disadvantaged, remote and harder to staff schools. Schools attract transfer points, which teachers accrue and can use after an eligibility period to transfer to another location. Teachers who are transferred may also be eligible for transferred officers compensation which assists teachers to relocate to regional and remote areas.

Specifically for rural and remote schools, the Department has a number of expense allowances as well as the rural teacher incentive. The rural teacher incentive offers an incentive payment of up to \$30,000 to attract and retain teachers in some of NSW's most rural schools.

**QUESTION - PAGE NO. 75 & 76 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Is it possible to produce to the Committee the minutes of that working party?

Mr DIZDAR: Sorry, minutes of the working party?

The Hon. ANTHONY D'ADAM: Yes.

Mr DIZDAR: I will have to take that on notice.

Mr SCOTT: Let us take some advice on that. These are minutes of a working party of the department. It was an advisory group that was established to provide advice to the Minister. It is really designed to help reduce administrative burden and help find some simple solutions, so let me take advice as to whether it is appropriate to provide notes from a working party.

The Hon. COURTNEY HOUSSOS: Either way, can you also provide the dates that it has met?

Mr SCOTT: Yes, I am happy to provide that.

**ANSWER**

It is not possible to release the minutes of the working party.

The working party met on the following dates: 7 November 2018, 3 December 2018, 28 February 2019, 3 April 2019, 7 June 2019, and 30 August 2019.

## **QUESTION -PAGE NO. 77 - THE HON. ANTHONY D'ADAM**

The Hon. ANTHONY D'ADAM: Is that data that you would be prepared to publish?

Mr SCOTT: That is a question for the Public Service Commission. This is a Public Service Commission—

The Hon. ANTHONY D'ADAM: I mean, it is the department's data ultimately?

Mr SCOTT: Yes. Again, let me—

The Hon. ANTHONY D'ADAM: It is the data of the teachers and the staff.

Mr SCOTT: Let me take some advice on that.

## **ANSWER**

The Education Cluster's People Matter Employee Survey information is publicly available on the NSW Public Service Commission's website at <https://www.psc.nsw.gov.au/reports---data/people-matter-employee-survey/people-matter-employee-survey-2019/education/education>

The publicly available reports include data from teachers' perspectives as a part of the whole organisation, as well as in a specific report that focuses on this employment group.

The People Matter Employee Survey results are distributed to Departmental leaders, where their teams have had more than 10 responses to the survey. This year the Department of Education was able to circulate 1,470 reports to eligible principals and corporate leaders. Reports at this level are deemed as confidential to the leader responsible for that team and/or school. Protecting employee privacy is a high priority for the Public Service Commission and participating agencies. Strict rules are applied to protect anonymity throughout the survey process.



## QUESTION -PAGE NO. 78 - THE HON. COURTNEY HOUSSOS

The Hon. COURTNEY HOUSSOS: I want to go back to Ms Mackey. You told me about some different programs that are in place for childcare centres that have been rated as "working towards". You said there is a program for Aboriginal centres, there is a program for centres with high numbers of Aboriginal children. There is a targeted before and after school care program. There is another working towards program and there is a program for family day care. Are you able to provide me with a breakdown of how many centres each of those programs are actually supporting?

Ms MACKEY: I would have to take that on notice. A number of the programs include webinars and the like. So while we understand participants, we do not necessarily have full details of the services.

The Hon. COURTNEY HOUSSOS: On notice, could you provide me with a summary of each program that is provided and how it is provided—whether it is a webinar, whether it is an in-centre program—and the number of centres or participants, if that is possible. I am interested to get a sense of how many of the 1,317 are actually being supported.

## ANSWER

There are a range of quality support programs. The Working Towards Quality Support Program is specifically tailored for eligible services rated Working Towards the National Quality Standard (NQS). Resources from this Program are released publicly and accessible for all services. Other support programs are tailored to specific cohorts which include services rated Working Towards NQS.

In addition, the Department releases Spotlight on Quality, a digital newsletter which focuses on helping services improve quality and EC Extra, a digital newsletter about what is happening in the early childhood sector. These are distributed to all services and available on the Department's website at

<https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news-and-events/spotlight-on-quality>

<https://education.nsw.gov.au/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/news-and-events/ec-extra>

### **Working Towards Quality Support Program**

The Program offers free professional development and support, provided by ACECQA, which includes face-to-face visits, online training modules, workshops, follow-up online and telephone support and other resources to support quality improvement.

The Program is being offered to long day care and family day care services that meet the following criteria:

- have received a quality assessment and rating resulting in an overall rating of Working Towards NQS
- are currently rated Working Towards NQS on the basis of not meeting six or more elements of the NQS.

The Program has already seen support committed to up to 300 services.

Further information about the Program and resources released to date which are accessible for all services can be found on ACECQA's website at:

<https://www.acecqa.gov.au/quality-support-program>

<https://www.acecqa.gov.au/resources/research/meeting-nqs>

### **Aboriginal Quality Support Program**

The Department partnered with the Secretariat of National Aboriginal and Islander Child Care (SNAICC) and the Australian Childhood Foundation (ACF).

SNAICC developed a suite of culturally specific resources, including 11 factsheets and two videos aimed to provide ongoing guidance and reference for services when implementing the National Quality Framework into daily practice. These resources are available on the Department's website for all services to access at: <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/culturally-relevant-resources>

ACF delivered trauma informed practice sessions through 10 face-to-face sessions during October and November 2018, supporting more than 70 eligible services. Training material from the sessions including a written workbook and six webinar videos will be provided to these services.

### **Outside School Hours Care Quality Development Program**

The Outside School Hours Care Quality Development Program (OSHC QDP) provided services with access to written resource material, online learning modules, face to face educator forums and webinars to assist them to better meet the requirements of the National Quality Framework (NQF).

There were three rounds of face to face forums for educators under the theme of Quality is a Journey. Round 1 focused on leadership, round 2 on programming and practice and round 3 on showcasing quality. There were 18 forums in total, attended by 1,645 educators.

The program provided eight online learning modules, and three on demand webinars, for NSW OSHC educators. The topics for these were determined with reference to data on elements of the National Quality Standard (NQS) that NSW OSHC services most commonly struggle to meet. To date 1,839 educators have enrolled in this component of the program but the number enrolled, modules commenced and modules completed continues to rise.

All elements of the program were open to all NSW OSHC services free of charge, regardless of their quality rating or provider type. Some face to face forums were oversubscribed with the result that not all services who wished to attend could do so.

While the program of face to face forums has concluded, the online learning modules and written resource material remains available online to NSW OSHC services.

### **Family Day Care Quality Support Program - Safe Spaces/Great Spaces**

NSW Family Day Care Association (NSW FDCA)

This program is open to all family day care (FDC) educators and coordinators sector wide.

NSW FDCA is providing professional development support for family day care educators and coordinators. This support will include a focus on Quality Area 2 Children's Health and Safety and Quality Area 3 Physical Environment of the National Quality Standards (NQS). The support

will also include the development of resources for providers, coordinators and educators on their legal responsibilities under the National Quality Framework, including, record keeping, training and staff supervision.

Deliverables to be released by December 2019:

- Face-face forums and study groups examining quality FDC practices in 6 locations: Cumberland, Blacktown, Fairfield, Liverpool, Bankstown/Canterbury and Campbelltown
- Webinar version of the face-to-face sessions for rural communities
- Choosing a New Provider Booklet to be circulated by the NSW Regulatory Authority and NSW FDCA
- Six online FDC Checklists (Daily safety, indoor and outdoor safety, menu planning, resources for new educators and a Quality Area 2 and 3 compliance checklist)
- Seven booklets focusing on key compliance and support need identified by the NSW Regulatory Authority's FDC Compliance Campaign
- Seven three minute videos focusing on the same topics as the booklets

**QUESTION - PAGE NO. 78 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Can you provide to me on notice how many centres will still be outstanding as not having been assessed in the last three years?

Ms MACKEY: I am wondering what the three-year period is. We do not have a requirement to do an assessment and rating every three years because we do risk-based regulation. Many services are assessed and rated within that three-year period. Others are assessed and rated within about a three-and-a-half-year period. There are a very small number of outliers and that is because they are services that still hold a service approval. But all of them, except two, have a show cause to cancel.

The CHAIR: Are you taking that on notice?

Ms MACKEY: I can take it on notice.

**ANSWER**

There is no requirement for assessment and rating every 3 years.

As of 18 September 2019, there were 806 services operating with the most recent assessment and rating date over three years old. (Note: this number is subject to daily variations)

All 806 services will be scheduled for Assessment and Rating within the next six months.

|   | Significant improvement required | Working Towards | Meeting | Exceeding |
|---|----------------------------------|-----------------|---------|-----------|
| Number of services with a rating older than 3 years – currently active services | 0                                | 107             | 360     | 339       |

A further 35 services are currently suspended and non-operational so no assessment and rating can occur.

**QUESTION - PAGE NO. 79 – THE HON. MARK LATHAM**

The CHAIR: As a percentage of your budget, how much is allocated to ensure the risk framework is operating effectively?

Mr SCOTT: Let me take that on notice.

**ANSWER**

The Department's Enterprise Risk Management Framework is compliant with NSW Government policy requirements and the applicable international standards for risk management frameworks.

Resources are allocated both centrally, and within business areas, according to the nature of the activity being conducted and the assessed need to manage associated risks.

## **QUESTION - PAGE NO. 80 - MR DAVID SHOEBRIDGE**

Ms HARRISSON: I am not aware of any particular cases that you are raising. If you have particular concerns that have been raised with you or your office, we would be very happy to look into those. The requirements of school counsellors are for them to be both a teacher and a trained psychologist. Our psychologists are required to hold an appropriate psychology qualification. They have the appropriate professional oversight through the organisation to a senior psychologist in the department. That would be the context.

Mr DAVID SHOEBRIDGE: Does that include skills in children's psychology?

Ms HARRISSON: I can come back to you on the specific qualifications that are eligible for those positions.

## **ANSWER**

All school counselling staff have qualifications in psychology, and some school counselling staff also hold teaching qualifications. As all NSW public school counselling staff hold qualifications in psychology, they are able to undertake the psychological assessment, intervention and counselling services required in their role.

Some members of the school counselling service are also clinical psychologists. Clinical psychologists have additional specialised training in the assessment, diagnosis, formulation, and psychological treatment of mental health, behavioural, and emotional disorders.

All accredited psychology training providers include courses of study which cover skills and knowledge across the lifespan. Examples of modules include assessment of children, psychological interventions for children, clinical child and adolescent psychology, and working with children and families.

As all NSW public school counselling staff have accredited training in psychology, they have skills in child psychology.

**QUESTION - PAGE NO. 81 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: Can you consult and provide answers on notice about the regularity with which we are to expect those statements?

Ms HARRISSON: I am certainly happy to follow that up with the Minister and come back to you.

**ANSWER**

The Department of Education reports on the progress of students enrolled in public schools annually through the Department's annual report.

In line with Department policy, the progress of individual students, including students with disability, is reported on formally twice every year to parents/carers through the individual student report. In addition, teachers and parents meet to discuss the progress of students towards their specific learning goals as required.

I will make a statement late in 2019 and thereafter on an annual basis.

## **QUESTION - PAGE NO. 81 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: I know you were asked some questions earlier by Ms Boyd about data, but recommendations 11, 13 and 16 of that report related to the collection and reporting of data. When will data be reported on regularly and publicly in relation to children with disabilities seeking enrolment and not obtaining that enrolment, and tracking and monitoring the numbers who attend special and mainstream settings? When are we going to see this clear, transparent reporting?

Ms HARRISSON: We recognise the importance of the transparency and I can come back to you on notice with the detail of the time line.

## **ANSWER**

It is not possible at this time to provide centralised data that shows the entire enrolment journey of a student and where they have applied and where they were successful. Work will continue through 2019 and 2020 to understand the best way of collecting this information.

The Department of Education holds some data about students with disability, by school and principal network, who are in receipt of a targeted provision – either enrolled in a mainstream class supported by Integration Funding or are enrolled in a special class. There are currently 24,093 students with disability enrolled in 3,395 support classes in mainstream and special schools. This includes 969 classes in special schools supporting 5,392 students. A further 10,382 students with disability are supported in mainstream classes with Integration Funding. The Department also holds data on students with disability who seek a targeted provision through the Access Request process. In 2019, 10,347 Access Requests have been submitted for students seeking targeted provisions.



## **QUESTION - PAGE NO. 81 & 82 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: In relation to recommendation 29, what steps has the department taken towards providing school counsellors at the minimum ratio of one to 500 and what is the current ratio?

Ms HARRISSON: I can come back to you on notice with the specific current ratio. As we discussed earlier today, the Government has made a commitment to have a full-time position at all our secondary schools. That will be rolled out over the coming two years.

Mr DAVID SHOEBRIDGE: I was not asking you about the expectation, I was asking about the numbers.

Ms HARRISSON: Our expectation is that in every one of our schools every student with a disability will have an individualised learning plan in place. It is the responsibility of that school and its teachers to ensure that that is in place.

Mr DAVID SHOEBRIDGE: Could you provide me the numbers on notice?

The Hon. WES FANG: Point of order—

The CHAIR: The question will be taken on notice.

Mr DAVID SHOEBRIDGE: They have not said they will take it on notice.

The CHAIR: I have said they will.

Mr DAVID SHOEBRIDGE: It is not your job as Chair, with all due respect.

Mr SCOTT: We will take that on notice

## **ANSWER**

The current ratio is 1:747.

## **QUESTION - PAGE NO. 84 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Ms Mackey, you talked about services receiving show cause notices. Are you able to tell me how many services have current show cause notices?

Ms MACKEY: I can tell you for over a period; I would have to take it on notice how many have one today.

The Hon. COURTNEY HOUSSOS: You can take that on notice. Can you tell me, how long do they have to respond to a show cause notice?

Ms MACKEY: I will take that on notice.

The Hon. COURTNEY HOUSSOS: How many services in 2019 have been closed as a result of not sufficiently responding to such a show cause notice?

Ms MACKEY: I will take it on notice.

The Hon. COURTNEY HOUSSOS: How many have continued to operate?

Ms MACKEY: I will take that on notice.

The Hon. COURTNEY HOUSSOS: Can you give me a breakdown of family day care, long day care or before- and after-school care and preschool services?

Ms MACKEY: Yes.

The Hon. COURTNEY HOUSSOS: And then can you give me all that data for 2019 as well, please. Sorry, I asked you for 2019—if you can give it to me for 2018 as well.

Ms MACKEY: We will have it collated as a financial year. That is the way it is collected.

The Hon. COURTNEY HOUSSOS: Let me be clear: It is 2018-19 and then 2017-18.

Ms MACKEY: Okay.

## **ANSWER**

10 services have current show Cause notices.

Services have 30 days to respond to show cause notices.

No services have been closed in 2019 as a result of not sufficiently responding to a show cause notice therefore all have continued to operate.

In the 2017-18 financial year, 16 show cause notices were issued to NSW services: six were Family Day Care and ten were Long Day Care.

In the 2018-19 financial year, seven Show Cause notices were issued to NSW services: one was Family Day Care, four were Long Day Care and two were Out of School Hours Care.

**QUESTION - PAGE NO. 86 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I have got very limited time left. I have got a series of local questions that I would like to pose to Mr Scott, so if you could deal with them quickly that would be useful. Have you got any plans to build a high school at West Dapto?

Mr SCOTT: I am going to have to take West Dapto on notice, I think.

**ANSWER**

There is no current proposal to build a new high school in West Dapto. Dapto High School and adjacent high schools in the area can meet current student demand.

**QUESTION - PAGE NO. 86 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I will move on, because I have limited time. Have you purchased the land for Jerrabomberra High School yet?

Mr SCOTT: I am not in a position to reveal that at the moment. I will take that on notice.

The Hon. COURTNEY HOUSSOS: Do you have a date when year 7 students can expect to commence at Jerrabomberra High School?

Mr SCOTT: No, we will have to take that on notice.

**ANSWER**

Planning for a new high school in Jerrabomberra was announced in the 2019-20 budget and this work is being progressed. Further details will be published on the School Infrastructure NSW website when available.

**QUESTION - PAGE NO. 86 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: I will move on to Googong primary school, where you do actually own the land. When will the kindy kids start at Googong?

Mr SCOTT: I will take that on notice.

The Hon. COURTNEY HOUSSOS: When do you expect to commence construction?

Mr SCOTT: I will take that on notice.

**ANSWER**

Planning for a new high school in Jerrabomberra was announced in the 2019-20 budget and this work is being progressed. Further details will be published on the School Infrastructure NSW website when available.

The construction commencement date will be identified in the business case for the project, approval for which is expected in late 2020. Community updates will be made in various engagement forums including the School Infrastructure NSW website.

**QUESTION - PAGE NO. 86 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Have you a location for Bungendore High School yet?  
Mr SCOTT: I will take it on notice too.

**ANSWER**

The new site is yet to be finalised for Bungendore High School.

**QUESTION - PAGE NO. 86 - THE HON. COURTNEY HOUSSOS**

The Hon. COURTNEY HOUSSOS: Will you come back to the Committee with a time line for the upgrade of Corrimal High School?

Mr SCOTT: Yes, we will take it on notice.

**ANSWER**

The Department of Education can advise that it is too early to provide a timeline. A building timeframe can be confirmed when scope is agreed between all stakeholders including the loss assessor.

## **QUESTION - PAGE NO. 88 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: Sitting there now, being a New South Wales official, you know, do you not, what the IT issues were with the NAPLAN test? I am asking you directly what the IT issues were with the NAPLAN test?

Mr SCOTT: The detailed report which has been undertaken will be delivered to education Ministers who commissioned that report. I can tell you, Mr David Shoebridge, I have not commissioned a report. The report was commissioned by education Ministers—

Mr DAVID SHOEBRIDGE: You have said that.

Mr SCOTT: Education Ministers will receive that report and I anticipate that shortly after the meeting of education Ministers a briefing will be provided.

Mr DAVID SHOEBRIDGE: Is that Friday week?

Mr SCOTT: Yes, Friday week.

Mr DAVID SHOEBRIDGE: I invite you to take the question on notice.

Mr SCOTT: I am happy to. By the time we have to return it, everyone will know.

## **ANSWER**

Approximately 56% of schools participated in NAPLAN Online in 2019.

NAPLAN Online 2019 experienced nation-wide disruptions on 14 May 2019, and intermittent disruptions during the remainder of the two week testing period. An independent review into the root cause of the issue was commissioned by the Australian Education Senior Officials Committee (AESOC). The report from this review was considered by Education Ministers on 13 September 2019 at the Education Council. No decision was made on the release of this confidential report.

On 28 June 2019 the Education Council agreed to extend the transition of NAPLAN Online by at least one year.



## **QUESTION - PAGE NO. 88 - MR DAVID SHOEBRIDGE**

Mr DAVID SHOEBRIDGE: Perhaps. Mr Scott, going back to the recommendation from that 2016 inquiry into students with special needs, recommendations 29 and 30 spoke about the obligation to have training of principals in their legal obligation, the disability standards for education and mandatory training and also as part of the accreditation process for all teachers and principals. Have all principals now had the legal training in the disability standards for education?

Ms HARRISSON: I am very happy to come back with specific numbers that we have available on that. Over 95,000 people have completed that training across our system, is the figure I can provide today. I will come back with the specifics around school principals on notice.

Mr DAVID SHOEBRIDGE: Is it mandatory for school principals?

Ms HARRISSON: I will take that on notice.

## **ANSWER**

The Department is currently in the process of changing the status of this professional learning from Highly Recommended to Mandatory for public school principals, in line with recommendation 29.

Over 95,000 staff have completed professional learning on the Disability Standards for Education across our system. Of those, 8,779 completed the modules for Education Leaders between 2013 and early 2019 which includes school principals and other executive staff in Department schools.

A new and updated version of this professional learning has been available since March 2019. It has been completed by 142 Department principals and other school executives.

In addition, Initial Teacher Education programs now have strengthened requirements in place to address recommendation 30. The revised Subject Content Knowledge Requirements assist teacher accreditation providers and accreditation panels to understand and apply accreditation requirements. Primary and secondary initial teacher education programs are now required to specifically include strategies to support students with disability to access the curriculum and demonstrate achievement.

Standard Descriptor 1.5 in the Australian Professional Standards for Teachers addresses the need for teachers to differentiate teaching to meet the specific learning needs of students across the full range of abilities and Standard Descriptor 1.6 requires teachers to implement strategies to support the full participation of students with a disability.

All teachers either have to demonstrate these Standard Descriptors while working towards Proficient Teacher, Highly Accomplished or Lead Teacher or maintaining their level of accreditation.

## QUESTION - PAGE NO. 90 – THE HON. MARK LATHAM

The CHAIR: Is the department concerned about the growing number of 6-year-olds or near six years of age starting in kindergarten so that it is possible to get an 18-month difference between the oldest and youngest children in the class starting in kindy?

Mr SCOTT: Well, Chair, I think that has long been the case because, really, it has long been the case that you can start a child at four and a half all the way through to six.

The CHAIR: Yes. Is it time to tighten these parameters, given the trend for some parents to start the kids as late as possible?

Mr SCOTT: Yes, it is a good question. One of the things the education Ministers debate around the country is the different approaches that are made in different States. We have had really for quite a long time that gap between four and a half and six. It is quite interesting to do analysis about the take-up of that between genders and the take-up of that in different parts of the city and different parts of the State. That is an area that we continue to look at and monitor.

The CHAIR: Is there a review to tighten those parameters? These numbers are getting bigger, aren't they?

Ms HARRISSON: There is no specific review underway, but we are very happy to look at the data and come back to you with further information, if that would be useful.

## ANSWER

The *Education Act 1990* stipulates that children be in compulsory schooling by their sixth birthday. However, children develop at different rates and many are ready for school before this time.

It is important for parents to decide the appropriate age when their children are ready to start Kindergarten. Parents make this decision based on many reasons including the child's age, social skills and ability to cope with change. Parents are encouraged to consult with the school principal for assistance in making that decision.

In the last five years, the proportion of Kindergarten students younger than five years for both male and female is generally decreasing.

| School year | Gender       | Kindergarten Starting Age (years) |     |    | All students |
|-------------|--------------|-----------------------------------|-----|----|--------------|
|             |              | < 5                               | 5   | 6+ |              |
| 2015        | Female       | 27%                               | 71% | 2% | 100%         |
|             | Male         | 21%                               | 76% | 3% | 100%         |
|             | All students | 24%                               | 74% | 3% | 100%         |
| 2016        | Female       | 26%                               | 71% | 2% | 100%         |
|             | Male         | 20%                               | 76% | 4% | 100%         |
|             | All students | 23%                               | 74% | 3% | 100%         |
| 2017        | Female       | 26%                               | 72% | 2% | 100%         |
|             | Male         | 20%                               | 76% | 4% | 100%         |
|             | All students | 23%                               | 74% | 3% | 100%         |
| 2018        | Female       | 24%                               | 74% | 3% | 100%         |
|             | Male         | 18%                               | 78% | 4% | 100%         |
|             | All students | 21%                               | 76% | 3% | 100%         |
| 2019        | Female       | 24%                               | 74% | 2% | 100%         |
|             | Male         | 18%                               | 78% | 4% | 100%         |
|             | All students | 21%                               | 76% | 3% | 100%         |

