

Follow up questions from answers to supplementary questions

Re – Q75

Can you please provide the information requested in relation to assaults at school, broken down by school (current information only provided only on the basis of operational network). The original question requested the information broken down by school.

The Department of Education has advised me that releasing data by school may enable the identification of staff or students in schools that could be harmful to those involved (particularly vulnerable students), and damage the reputation of schools and their communities. It could also act as a major disincentive to the future reporting of incidents, damage relationships between schools and families and result in a lack of engagement in education.

Courts have recognised the need to protect information of this kind because of the potential impact on the students and communities of the schools concerned. In a recent NSW Civil and Administrative Tribunal (NCAT) decision, the tribunal held that the disclosure of incidents and school details is likely to identify the students involved and is not in the best interests of the child, and that any as disclosure may expose them to a risk of harm/serious harassment or intimidation.

New South Wales law is a barrier to release this information. A number of Acts prohibit the circumstances in which information about individual students can be disclosed including the NSW Privacy and Personal Information Act 1998 and the Children Criminal Procedure Act.

Releasing data that may identify students may breach the Departments legal duty to take reasonable steps to protect students from foreseeable risk of harm and to do what it reasonably can to protect the safety of everybody on the school site.

To assist with your enquiry, the information provided by operational network, which was also provided in the original response, is as follows:-

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Albury	17	13	29	21	49	34	15
Armidale	17	10	9	12	12	10	2
Auburn	9	19	23	13	16	10	6
Bankstown	1	6	8	15	27	12	15
Barwon	7	22	8	8	6	4	2
Batemans Bay	51	31	29	33	49	43	6
Bathurst	35	29	29	33	45	40	5
Beverly Hills	11	10	19	12	9	6	3
Blue Mountains	10	13	19	6	19	12	7
Bondi	5	7	5	14	16	10	6
Botany Bay	12	14	8	16	19	13	6
Brisbane Water	15	19	15	19	20	15	5
Bungarribee	21	20	26	23	22	15	7
Callaghan	16	14	19	16	17	13	4
Cambridge Park	12	9	13	27	33	21	12

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Camden	11	8	21	32	43	26	17
Campbelltown	46	47	41	36	36	28	8
Canterbury	14	9	6	11	13	11	2
Carlingford	7	8	10	9	17	9	8
Central Coast	26	37	18	13	16	10	6
Cessnock	8	20	18	43	37	29	8
Chipping Norton	13	24	13	11	19	12	7
Chullora	13	17	36	38	16	12	4
Clarence Valley	8	13	6	12	13	9	4
Coffs Harbour	20	11	21	16	21	12	9
Cowpasture	19	5	12	18	25	19	6
Cowra	10	12	10	20	31	29	2
Deniliquin	7	6	7	8	13	10	3
Eastern Creek	33	18	33	41	39	30	9
Eden-Monaro	20	16	16	13	7	5	2
Fairfield	5	10	18	10	34	26	8
Far West	17	19	15	8	22	15	7
Georges River	22	12	13	10	11	6	5
Girraween	13	27	11	9	28	14	14
Glenfield	9	27	38	37	41	30	11
Glenrock	12	8	10	11	18	11	7
Gordon	6	3	1	8	10	9	1
Goulburn	12	19	20	9	24	18	6
Grafton	15	20	11	13	20	17	3
Great Lakes	10	13	23	15	28	20	8
Griffith	34	15	18	21	20	12	8
Gundagai	2	6	5	3	5	5	
Hastings	31	23	12	25	27	24	3
Hawkesbury	4	8	5	11	7	7	
Hornsby	5	9	16	19	15	11	4
Hume	1	3	8	2	5	2	3
Hunter	6	7	3	8	15	9	6
Iron Cove	5	14	4	13	12	5	7
Kogarah	3	10	14	3	10	6	4
Lake Illawarra North	14	23	22	21	19	18	1
Lake Illawarra South	25	25	19	10	11	5	6
Lake Macquarie East	12	20	23	26	21	15	6
Lake Macquarie North	25	29	36	33	17	12	5
Lake Macquarie West	22	35	23	21	34	24	10
Lennox Coast	15	10	7	8	7	7	
Lismore	19	10	5	8	15	10	5
Lithgow	12	25	18	27	37	31	6
Liverpool	17	17	17	13	22	16	6
Macarthur	7	9	7	16	29	26	3
Macleay Valley	28	29	34	26	32	22	10
Macquarie	23	18	24	19	33	19	14
Maitland	17	24	19	36	32	25	7
Marrickville	4	5	5	2	6	2	4
Mid Coast Valleys	4	18	7	16	15	11	4
Mitchell	20	26	19	11	31	27	4
Mooki	15	15	12	12	14	10	4
Mooney Mooney	5	8	13	5	20	12	8
Mount Druitt	85	45	51	29	37	20	17
Mudgee	29	18	19	15	20	17	3
Namoi	39	36	44	25	32	27	5
Narrandera	3	8	17	9	4	4	
Newcastle	13	10	7	4	16	12	4
North Sydney	1	7	4	4	7	5	2
Northern Tablelands	5	9	8	9	9	6	3
Orange	10	23	30	11	32	25	7

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Parramatta	20	29	23	15	24	11	13
Peel	41	32	18	30	41	26	15
Penrith	14	19	14	21	17	11	6
Pittwater	4	8	4	11	5	4	1
Port Hacking	11	14	7	5	7	5	2
Port Jackson	9	17	8	9	10	7	3
Port Stephens	15	13	10	18	23	12	11
Quakers Hill	12	19	17	9	17	14	3
Queanbeyan	8	10	16	19	36	24	12
Richmond	2	2	3	6	4	1	3
Ryde	8	6	19	24	22	14	8
Shoalhaven	7	12	9	11	20	16	4
South Coast	33	17	21	26	33	23	10
St Andrews	13	32	16	23	19	15	4
Strathfield	6	8	15	11	13	8	5
Sutherland	12	19	8	11	11	7	4
Taree	9	13	20	26	16	14	2
Temora	32	19	13	22	18	15	3
The Beaches	6	9	9	4	8	5	3
The Forest	7	21	18	6	10	6	4
The Hills	5	7	4	2	12	8	4
The Ponds	14	10	10	21	40	32	8
Tuggerah Lakes	28	46	35	61	57	48	9
Tweed Coast	7	5	12	9	8	6	2
Upper Hunter	12	13	6	10	19	15	4
Wagga Wagga	27	27	38	41	60	50	10
West Wyalong	10	3	9	10	9	5	4
Western Plains	42	25	17	16	17	11	6
Windsor	7	5	6	6	9	5	4
Wollondilly	39	16	25	25	39	30	9
Wollongong	4	13	11	3	11	3	8
Wollongong North	1	4	7	3	9	7	2
Wollumbin	3	2	7	10	3	3	
Woronora River	20	9	12	13	7	6	1
Yass	5	2	2	7	7	7	
Grand Total	1668	1748	1731	1784	2270	1638	632

Re – Q116

Can you confirm the initial 2018-19 budget allocation was revised up by \$63 million?

If so, please provide a breakdown of the department areas where this overspend occurred or adjustments were required?

Was any part of this overspend as a result of overspend on school infrastructure projects?

Was any part of this overspend as a result of overspend on demountable refurbishment and construction?

Since 2015, have the budgets for any school infrastructure projects expanded beyond their initially announced budgets?

If so please outline the nature of the projects, the location of the projects, and the initially announced and revised budgets.

Has Treasury sought to rein in any departmental spending at the Department of Education in 2019?

Has Treasury made any approaches to the Department of Education about reducing or holding off on spending on school infrastructure projects as a result of the expanded revised capital expenditure position?

The initial 2018-19 budget allocation was revised up by \$63 million. This increase in the Department of Education's capital budget was approved in the second half of 2018-19.

The budget increase in 2018-19 supported the delivery of additional school capital projects using funds raised from community sources. As such, none of the increase related to overspend on demountable refurbishment and construction, or centrally delivered school infrastructure projects.

Since 2015, some school infrastructure projects have expanded beyond their originally announced budgets. Details are as follows.

The project to deliver the new Arthur Phillip High School and Parramatta Public School has expanded beyond its originally identified budget of \$175 million to \$325 million. This was due to unexpected archaeological finds, an increase in the scope and scale of the project, rising building costs amid the construction boom and optimistic initial forecasts.

The project to deliver the new Armidale Secondary College has expanded beyond its originally identified budget of \$65 million to \$135 million. This was due to an increase in the extent of the infrastructure required to enable the scope of the project.

School infrastructure projects are managed within a portfolio budget and with the approval of Treasury. School infrastructure project budgets remain commercially sensitive when they are announced, with estimated total costs appearing in Budget Paper 2 once the main works construction contract has been awarded.

The Department of Education's capital expenditure remains in line with the 2019-20 NSW Budget released in June.

Treasury has not requested that the Department of Education reduce its capital expenditure in 2019-20.

Re – Q127

How much has been spent on the Demountable Refurbishment Program, broken down by year?

How many demountables in total have been refurbished, broken down by year?

Given the figures in Q127 are not able to be broken down by electorate, please provide a break them down by regions of NSW.

Year	Refurbishment Program
2011-12	\$5,000,000.00
2012-13	\$8,000,000.00
2013-14	\$19,000,000.00
2014-15	\$15,000,000.00
2015-16	\$40,000,000.00
2016-17	\$40,000,000.00
2017-18	\$45,000,000.00
2018-19	\$45,000,000.00
TOTAL	\$217,000,000.00

Number of refurbished demountables by calendar year

Year	Demountables
2011	106
2012	158
2013	186
2014	299
2015	410
2016	513
2017	444
2018	297

Demountables are refurbished at a central location, and dispersed to NSW regions following refurbishment. A list of all locations where demountables have been sent (by year and electorate) is attached at TAB A.

Re – Q131

Question 130 indicated that a 190 new and upgraded schools were required to meet projected student growth, please provide a breakdown by electorate of the projected student growth for each electorate.

Attached at TAB B are the 2020 to 2024 primary and secondary short-term enrolment projections for schools in the respective electorates. There may be instances where school catchment boundaries are in multiple state electorates.

Re – Q134

How many demountables that are in reserve are classrooms?

As at 11 September 2019, 725 demountable buildings are in reserve. Of these, 497 buildings are used as classrooms, equal to 550 teaching spaces (as some demountable buildings have two teaching spaces).

Re - Q137**Why has the department not provided their prediction of how many demountable classrooms will be needed in the near future?**

The Department forecasts how many students are anticipated to enrol in government schools and estimates how many classrooms are required to address the forecast demand, based on demographic projections.

The classroom requirement is met with the most appropriate solution for the specific needs of a school, this may include deployment of demountables, additional minor works, school upgrades or new schools.

The Department also predicts short-term demountable needs, based on historical trends and information provided by schools. It is currently anticipated that approximately 300 existing demountable classrooms will be required to meet student requirements for the new school year 2020. On the rare occasion, unexpected enrolments (those students who present at the commencement of a new school year without informing the school) can also trigger the need for additional demountable installations.

Given the department has forecast enrolment growth, has the department also forecast how many additional classrooms will be needed in NSW?**If yes, please provide a copy of those forecast figures**

The Auditor-General's report at <https://www.audit.nsw.gov.au/our-work/reports/planning-for-school-infrastructure> referenced the work the Department prepared regarding the future infrastructure need for NSW and it referenced the predicted need for an additional 7,200 classrooms by 2031.

What percentage of the predicted year on year enrolment growth will be filled by announced school building projects?**What percentage of the predicted year on year enrolment growth will be met by announced and funded school building projects?**

The Department meets enrolment growth across the state with a range of strategies, of which new and upgraded projects is one element. The deployment of demountables, additional minor works, improving the utilisation of schools and reviewing catchment boundaries are strategies that supplement the 190 new and upgraded school projects to meet the enrolment growth within the forward estimates.

Re – Q138**Why are the forecasts of future demountable expenditure commercial in confidence?****Is there a competitive tendering process for the demountables contract, or is the contract to be renewed with Corrective Services Industries?**

If there isn't a competitive tendering process, why are the forecasts commercial in confidence?

School Infrastructure NSW (SINSW) is preparing tender documents to approach the market in early 2020 for the refurbishment/construction and the install, release and transport contracts for demountables. SINSW is also in the process of renewing the commercial agreement with Corrective Services (December 2019). Releasing information will impact the competitive nature of the tender process.

Re – Q138

How much has been spent on new demountable stock through the Minor Capital Works Program? Please break down the figures by year from 2011 onwards.

Between 2011/12 and 2018/19 all new demountables have been funded via business case submissions. As a result no new demountables were funded from the Department's Minor Capital Works Allocation.

Re – Q143

Please respond to the following question asked in supplementary questions which was not directly answered: Have there been any instances since 2011 where a school has required additional classroom capacity but there has been insufficient space on school lands?

If so, please list the schools and break them down by year.

The Department is not aware of any instances of insufficient space on school land when additional classroom capacity has been required.

Re – Q146

How many schools built since 2011 currently meet the minimum of 10 square metres per student outlined in the Educational Facilities Standards and Guidelines?

Have any schools built since 2011 not met the minimum of 10 square metres per student outlined in the Educational Facilities Standards and Guidelines when built by School Infrastructure?

If so, please list the schools and their year of opening.

The Educational Facilities Standards and Guidelines sets guidelines for play space and was introduced in 2016. While it sets guidelines, operational and site requirements also need to be taken into consideration when designing new schools.

One school built since 2011 does not meet the 10 square metres per student guideline. Cammeraygal High School was delivered in two stages - Junior Campus opened 2015 and Senior Campus opened in 2019. This school involved the repurposing of existing facilities and addressed existing site constraints through the provision of a rooftop sports court and access to a full sized basketball court adjacent to the school.

Re – Q147

Given the department doesn't hold data about the ratio of number of students at a school per area of green space, will the department collect this data from all schools so schools which require additional space are identified?

No. Greenspace often includes areas at a school that for operational reasons are considered to be out-of-bounds such as gardens, embankments and bushy areas. The Department collects data on play space which is more relevant in a school setting.

Re – Q148

How many current schools do not meet the ratio of 10 square metres per student? Broken down by school, electorate and what their ratio is.

The records indicate 43 schools are below the Educational Facilities Standards and Guidelines of 10 square metres per student. These schools were all designed and built before the introduction of the guidelines. This represents less than two per cent of NSW Government schools. Individual schools may have additional play space through roof top play areas, enclosed sports courts, joint or shared use with council facilities or neighbouring properties. This information is held locally and may not be reflected in the figures below.

School Name	Electorate	Play Space per Student
Parramatta High School	Parramatta	2.21
Cammeraygal High School	North Shore	2.95
NSW School of Languages	Newtown	3.52
Chatswood Public School	Willoughby	3.58
Woollahra Public School	Vaucluse	4.40
Neutral Bay Public School	North Shore	4.49
Campsie Public School	Canterbury	4.91
Artarmon Public School	Lane Cove	5.07
Bellevue Hill Public School	Vaucluse	5.24
Mosman High School	North Shore	5.25
Balmain Public School	Balmain	5.32
Paddington Public School	Sydney	5.67
Annandale North Public School	Balmain	6.26
Coffs Harbour High School	Coffs Harbour	6.73
Manly Village Public School	Manly	6.77
Bronte Public School	Coogee	6.93
Bankstown Girls High School	Bankstown	6.97
Coogee Public School	Coogee	7.38
Darlinghurst Public School	Sydney	7.38
Cammeray Public School	Willoughby	7.46
Homebush Public School	Strathfield	7.48
Rockdale Public School	Rockdale	7.50
Drummoyne Public School	Drummoyne	7.59
Double Bay Public School	Vaucluse	7.76

Bourke Street Public School	Newtown	7.77
Australia Street Infants School	Newtown	7.87
Sydney Secondary College Leichhardt Campus	Balmain	7.88
Parramatta West Public School	Granville	8.04
Kensington Public School	Heffron	8.12
Willoughby Public School	Willoughby	8.40
Sydney Boys High School	Heffron	8.47
Crown Street Public School	Sydney	8.55
Newtown Public School	Newtown	8.69
Mosman Public School	North Shore	8.85
North Sydney Girls High School	North Shore	8.86
Rose Bay Public School	Vaucluse	8.97
Willoughby Girls High School	Willoughby	9.15
Summer Hill Public School	Summer Hill	9.20
Cherrybrook Technology High School	Epping	9.36
Birchgrove Public School	Balmain	9.46
New Lambton Public School	Wallsend	9.55
Hurstville Public School	Kogarah	9.68
Forest Lodge Public School	Balmain	9.71

Re- Q150

Please provide the data for the number of student toilets and staff toilets broken down by school.

Why does the department not collect central data on the mandated toilets per student ratio in NSW public schools?

How does the department ensure school compliance with the mandated toilets per student ratio if it doesn't collect records centrally from all schools?

Will the department commit to now collecting the data centrally from all schools to ensure compliance?

How many inspections have been undertaken by the department to ensure compliance with the mandated toilets per student ratio since 2011? Please break these inspections down by year.

Given the department doesn't centrally collect this information, can you rule out that any NSW school is current not meeting the mandated ratio?

The Department of Education does not collect central data on toilet numbers, ratios or inspections of toilet ratios as this has been managed at a site level.

Schools are able to request a review of their ratios by their local Asset Management Unit. Accommodation reviews are conducted annually between September and the start of the following school year.

It is not possible to rule out that any school is not meeting their ratio at all times due to the circumstances of each school being subject to fluctuating enrolments.

However, the Department has commenced a verification process included as part of the annual accommodation review.

Re – Q158

How will enrolment growth areas be determined for the purposes of identifying projects to be supported under the Building Grant Assistance Scheme?

If these have been determined, please provide a list of permissible locations.

Can you confirm that the Building Grant Assistance Scheme will only fund projects for schools identified in priority growth areas?

The NSW Government provides capital assistance to the non-government school sector through the Building Grants Assistance Scheme (BGAS).

BGAS grants are directed towards Independent and Catholic schools with the greatest need to help them cater for growing enrolments with new or upgraded facilities.

BGAS is funded by the NSW Government and administered by the Association of Independent Schools NSW and Catholic Schools NSW Block Grant Authorities. Under the scheme, non-government schools may apply for financial assistance for the planning, construction, alteration, extension, renovation, relocation or upgrading of educational facilities. There is no restriction on the location of projects.

The NSW Non-Government Schools BGAS Guidelines provide guidance on priority growth areas, based on NSW Department of Planning and Environment Population Projections. The NSW Non-Government Schools BGAS Guidelines will be published by 30 November 2019.

Re – Q164

On what date will the first round of the sustainable school program open?

Applications for the sustainable schools program opened on 1 November 2019.

Re – Q179

What is the name of the project/data collection exercise in the answer to Q179?

This is part of the broader reducing administrative burden work that we are continuing across the Department of Education and as such, there is no specific name for the data collection exercise

Re – Q187

What is the title of the stakeholder working group referred to in the answer to Q187?

Reducing Administrative Burden Working Group. A copy of the Terms of Reference is also attached at TAB C.

Re – Q189

When will the staffing methodology review be completed?

The School Leadership Strategy, announced by the then Minister in September 2017, included a commitment to undertake a review of the staffing methodology in schools commencing in 2018.

The staffing methodology review encompasses four areas of focus:

- Staffing entitlement – the formula, process and allocation of staff.
- Recruiting – how we recruit and who makes recruiting decisions.
- Supply and mobility – optimisation of demand and supply across the system
- Support – quality of support provided to schools and the enabling technology

Currently, the review is heavily weighted on developing solutions in the first two areas, entitlement and recruitment.

Working closely with stakeholder representatives including Schools for Specific Purposes (SSPs), the NSW Teachers Federation, Secondary Principals Council and Primary Principals Association (PPA), the Staffing Methodology Review team have created a number of diverse case studies to identify the impacts of a range of different possible entitlement scenarios. We are interrogating and assessing the potential of a variety of different possible solutions and testing these with school principals and the Department of Education's executive.

The case studies we have reviewed include scenarios for SSPs, high schools, central / community schools, rural and remote schools, primary schools and other categories of schools (such as Connected Communities schools, distance education and Environmental Education Centres) as well as flexibility around how different roles and the numbers can impact a school depending on their specific needs.

In the recruitment processes and policies area of focus we are also working on new options for recruiting teachers & executives. Under discussion are:

- new options for central and local choice appointments that will allow greater flexibility when filling vacant positions
- new merit selection approaches to improve the quality and visibility of the leadership pipeline
- new pathways to secure quality permanent teachers in every NSW public school
- reviewing the current qualification requirements for head teachers to ensure currency and alignment with secondary teaching areas

A series of co-design and engagement session with school principals is currently underway and will further inform solutions in development.

A strategy and plan for implementation of recommendations is scheduled for finalisation by the end of Term 1, 2020.

Re – Q191

The answer in Q192 provides the average of 36.9 days per casual. Please respond to Q191 asked in supplementary questions which was not directly answered (to arrive at the average the number of casual teachers must be known).

The average number of days per casual is based on the number of casuals employed and therefore paid by the Department of Education at a point in time. The original question 191 asks how many casuals there are in NSW. These are different questions. As at 12 September 2019, there were 26,166 instances where teachers had been engaged on a casual basis in the calendar year.

Note: teachers is defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

Note: casual teachers may be employed for several hours, a single day or multiple days.

Re – Q196

Further to the answer that the department is expecting to employ an additional 4,600 FTE teachers by 2023, can you confirm without qualification that the department will employ 4,600 additional FTE teachers by 2023?

The Department of Education routinely forecasts the number of teachers required to support educational delivery. Based on these forecasts we will employ an additional 4,600 FTE by 2023.

Re – Q201, 202, 203 and 204

I refer to answers provided at page 165 of the transcript of budget estimates for 4 September 2019 by Mr Scott and Mr Dizdar indicating that the Department is in possession of data of out of area enrolments. Please provide full and honest answers to questions 201, 202, 203 and 204.

The Department of Education has advised me that as at August 2019, 29% of students currently live outside the catchment area of their school and 71% of students live inside the current boundaries of their school. The Department has advised further that it should be noted that if families move out of a school's area after enrolment, the students have the right to stay at the school. This data does not represent the percentage of students who started their current schools as either local or non-local.

The Department does not centrally hold data on those families who submit out of area application or the percentage that are enrolled.

Re – Q205

How was consultation undertaken with parents about the enrolment policy crackdown?

How many individual parents were part of this consultation?

In March 2018, the Department provided the proposed policy documents to peak stakeholder groups, including the Federation of Parents and Citizens Associations of NSW and the Isolated Children's Parents' Association, for feedback. The

Associations' responses were received on 20 April 2018 and 21 May 2018, respectively.

In early 2019, the Department held meetings with stakeholders to discuss the implementation of the revised policy. The meeting with the Federation of Parents and Citizens Associations of NSW was held on 25 March 2019.

It is not known how many parents contributed to the Associations' response.

Re – Q207

How many individual principals were part of this consultation?

In March 2018, the Department provided the proposed policy documents to peak stakeholder groups, including the NSW Primary Principals' Association and the NSW Secondary Principals' Council, for feedback. The Associations' responses were received 10 July 2018 and 3 April 2018, respectively.

In early 2019, the Department held meetings with stakeholders to discuss the implementation of the revised policy. The meeting with NSW Primary Principals' Association and the NSW Secondary Principals' Council was held on 8 March 2019 and 1 March 2019, respectively.

It is not known how many principals contributed to the Associations' response.

Re – Q413 - WOG

Who are the users of markmanager.edu.au within the NSW education system?

Is there a reason for the low viewership and use of this site?

I am advised that MarkManager is a proprietary software developed and owned by the NSW Education Standards Authority ('NESA'). MarkManager is an online marking system used by NESA for the marking of the Higher School Certificate and also licenced by NESA as a commercial product to other Australian and international examination authorities.

The website <markmanager.edu.au> is used by NESA for marketing this product. The low viewership is the result of advertising for the site being largely limited to being referenced in documentation when NESA is submitting bids for the commercial use of MarkManager by other examination authorities.

Questions from the transcript for budget estimates for 4 September 2019

Re – Question asked on page 18

Question asked by Anthony D'Adam, What are the names of the schools where the Department has installed demountable toilets (12 in 2019 and 6 in 2018)? Are they still on site?

Below are the names of the schools and all the toilets are still onsite. This list does not include modular or temporary toilets installed by external parties as a result of major or minor capital works.

Gillieston Public School	2018
Branxton Public School	2018
Dubbo Public School	2018
Orange Grove Public School	2018
Carlingford West Public School	2018
Epping West Public School	2018
Peterborough School	2019
Pitt Town Public School	2019
Rutherford Public School	2019
Oran Park Public School	2019
Orana Heights Public School	2019
The Ponds High School	2019
Northbridge Public School	2019
The Ponds High School	2019
Northbridge Public School	2019
Marsden Park Public School	2019
Tanilba Bay Public School	2019
Parramatta East Public School	2019

Re – Question asked on page 19

Question asked by Abigail Boyd, How many of these students were in Early Stage One (ie Kindergarten)?

In 2014 - 398 Early Stage 1 students were suspended.

In 2015 - 400 Early Stage 1 students were suspended.

In 2016 - 435 Early Stage 1 students were suspended.

In 2017 - 514 Early Stage 1 students were suspended.

In 2018 - 626 Early Stage 1 students were suspended.

Re – Question asked on page 34

Question asked by Courtney Houssos, please provide a more detailed answer.

The enrolment policy's influence on demountable teaching spaces is characterised by the number of out-of-area students enrolled into a school and the teaching space demand of the school.

That is, should the school have more demand than permanent teaching space available, and out-of-area enrolments, we expect reliance on demountables at that school to decline over time. The influence of the policy can take a number of years due to current out-of-area enrolments being accepted by schools, the influence of siblings enrolled at the same school, as well as any changes to the demography and redevelopment within the school catchment.

Re – Question asked on page 29 and 30

Question asked by David Shoebridge, how much is currently unspent of the Local Schools Local Decisions money.

As at 1 January 2019, schools had accumulated funds of \$1.3 billion that were yet to be expended. This includes \$665 million of funds provided from Government sources as well as locally raised funds.

Budget allocations are provided to schools on a calendar year basis, and schools may accumulate funds across calendar and financial years. Schools also raise funds directly. Funds held by schools are committed for the delivery of educational programs, operational costs and other priorities as defined by the school and its community.

Funding to schools has increased significantly in recent years as a result of the State's commitment to the former National Education Reform Agreement. The Department has provided schools with tools and supports to help them manage their funding to meet student needs and their school plan.

Re – Question asked on page 37 and 38

Question asked by Courtney Houssos, a list of the 137 Trades Centres in NSW, a list of the courses currently being undertaken at each location and the total number of students undertaking these courses at each location.

Information is provided in the attached data report (TAB D) listing Trade Centres in NSW, the courses being undertaken at each location, the schools participating at each trade centre, and the total enrolments at each school per course.

Re – Question asked on page 56 and 57

Question asked by Courtney Houssos, was the same criteria for round 1 and round 2 applications?

The criteria for round two applications has been updated to make the process more accessible to schools applying to the fund. This includes the removal of a school's ability to co-fund, and heat stress zone from the assessment criteria.

Re – Question asked on page 65

Question asked by Anthony D'Adam, please provide a more detailed answer and breakdown of the data

The Department of Education has advised me that as at August 2019, 29% of students currently live outside the catchment area of their school and 71% of students live inside the current boundaries of their school. The Department has advised further that it should be noted that if families move out of a school's area after enrolment the students have the right to stay at the school. This data does not represent the percentage of students who started their current schools as either local or non-local.

The Department does not centrally hold data on those families who submit out of area application or the percentage that are enrolled.

Re – Question asked on page 75 and 76

Please provide copies of the minutes of the working party for each date that it has met.

The working party operates on the agreed basis that discussions are kept confidential. This allows an openness of expression, debate and discussion. Releasing the minutes of these working party meetings could prejudice the effectiveness of future meetings on this important issue. The findings of the working party will be made public.

Re – Question asked on page 82 (NOT HIGHLIGHTED IN ORIGINAL TRANSCRIPT)

Please provide an answer whether the Minister or her office, the department or the ministerial support unit within her department have received representations from the member for Heathcote, Lee Evans, on out of area enrolment policy at Helensburgh Public School.

The Hon. ANTHONY D'ADAM: I wanted to know whether either your office, the department or the ministerial support unit within your department have received representations from the member for Heathcote, Lee Evans, on this matter.

Mr DIZDAR: Helensburgh Public School—we have received information from on the ground with our director of educational leadership and our executive director.

The Hon. ANTHONY D'ADAM: It is a very specific question about whether you have received representations.

The Hon. WES FANG: Point of order— The Hon. ANTHONY D'ADAM: It is a very specific question.

The CHAIR: Order! We will give the witness a chance to try to answer the specific question.

Mr DIZDAR: I would like to answer your specific question. The information that we gathered was from our director of educational leadership as well as our executive director on the ground that indicated that we had been—we had been, organisationally—providing incorrect information to the Helensburgh Public School community about what their local in-area high school was, and we had been doing that for some time. We became aware of that as a department earlier this year and put in place steps to rectify that mistake of ours.

The Hon. ANTHONY D'ADAM: That is not directly relevant to the question I asked. The question was about representations from the local member for Heathcote.

Mr SCOTT: We will check the correspondence file.

The Hon. ANTHONY D'ADAM: Thank you.

I received representations from Mr Lee Evans MP on 7 July 2019 on this issue.

Re – Question asked on page 84

Question asked by Courtney Houssos, were any of the centres issued with show cause notices in 2017-18 and 2018-19 closed?

Sixteen services who were issued with show cause notices in 2017-18 have now been cancelled. In addition, two services who were issued show cause notices in 2018-19 have now been cancelled.

Show cause notices can be issued for a range of actions. For example, some show cause notices issued in 18/19 were to prohibit an educator from providing education and care services, not for cancellation of a service.

Re – Question asked on page 86

Question asked by Courtney Houssos, typo – repeat answer.

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.