

BUDGET ESTIMATES 2019-2020
Questions taken on notice during the hearing

Portfolio Committee No. 3 – Education

EDUCATION AND EARLY CHILDHOOD LEARNING

QUESTION No 1

Page No. 6

The Hon. COURTNEY HOUSSOS: You would be aware of media reports this last week that New South Wales school cleaners have been approached to clean the Diamond Princess.

The Hon. SARAH MITCHELL: Yes.

The Hon. COURTNEY HOUSSOS: Minister, how many New South Wales school cleaners have now flown to Japan?

The Hon. SARAH MITCHELL: I will have to ask the department to answer that.

Mr SCOTT: I think we would have to take that on notice. I do not think we have been briefed that any cleaners have taken up that contract. We just know that the contracts that we have are being fulfilled as to the requirements of the contract.

The Hon. COURTNEY HOUSSOS: Minister, sorry, but it has been publicly reported that up to 12 New South Wales school cleaners have taken up this offer.

The Hon. SARAH MITCHELL: Right. We said we would take those numbers on notice, so—

The Hon. COURTNEY HOUSSOS: I am asking you as the Minister: What have you done to put in place for those cleaners once they return to New South Wales?

The Hon. SARAH MITCHELL:

Obviously we have mechanisms in place in terms of managing coronavirus and issues or concerns that we have around people that have travelled. Again, without the numbers of who may have gone and when they are returning, it is a bit difficult to answer that question now. I am happy to take that on notice in terms of the advice of what will be provided but we would follow the health guidelines. We would expect people to do what is sensible in terms of our school communities. This is an ongoing issue. There are developments every day. We work very closely with Health in terms of protecting the safety of both our students and our staff at these schools.

ANSWER

Public Works Advisory (PWA) has advised the Department of Education that four contract cleaners who worked for a contract cleaning company that cleans a number of public schools under the Whole of Government Cleaning Contract administered by PWA accepted an offer of work in Japan to undertake cleaning of the quarantine disembarkation facility for the Diamond Princess cruise ship. They did not clean the Diamond Princess cruise ship itself. The four contract cleaners were required to self-quarantine for 14 days on their return to Australia. A medical clearance certificate was required before each cleaner resumed their duties with their contract cleaning company at Department premises. The contract cleaning company also provided material and advice on how to ensure a safe return and a low risk re-entry into their roles cleaning Department premises.

QUESTION No 2

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Mr DAVID SHOEBRIDGE: Thank you, that is sweet. Minister, will you table the interim review that CESE has done on Local Schools, Local Decisions with this Committee? Do you have enough confidence in your policy that you will table that review with us now?

The Hon. SARAH MITCHELL: Yes. We can provide that on notice.

ANSWER

The Local Schools, Local Decisions interim evaluation report was released in July 2018.

The report is available on the CESE website at:

<https://www.cese.nsw.gov.au/images/stories/PDF/LSLD-interim-report.pdf>.

QUESTION No 3

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Mr DAVID SHOEBRIDGE: How much was spent on Local Schools, Local Decisions in the last financial year?

The Hon. SARAH MITCHELL: I will get the secretary to answer that.

Mr SCOTT: I think it is a bit hard to document. What we have done is we have put more money into schools.

Mr DAVID SHOEBRIDGE: No, it is a simple question. You must have this answer somewhere. How much was spent on Local Schools, Local Decisions last year. If you have not come prepared for this answer, you are obviously unprepared.

Mr SCOTT: Let us look at elements of it. Ms Harrison can speak to it. Mr Dizdar can—

Mr DAVID SHOEBRIDGE: No, I want the global amount.

The CHAIR: Mr Shoebridge has asked a very direct question: How much have you spent on Local Schools, Local Decisions? The answer should not be along the lines of "There are elements of it." If there is not an answer available now, take it on notice and provide the information.

Mr SCOTT: We can take that on notice. There are many elements to it.

The Hon. SARAH MITCHELL: In terms of the RAM loadings and the different breakdowns, David, we will take that on notice and provide that to you.

Mr DAVID SHOEBRIDGE: Minister, you must have known Local Schools, Local Decisions will be front and centre of at least a fair chunk of this budget estimates hearing. It is a budget estimates hearing and I am asking you how much you spent in the last financial year on Local Schools, Local Decisions, and you do not have an answer.

The Hon. SARAH MITCHELL: We have said we will take the breakdown of that on notice, David.

The CHAIR: They are taking it on notice.

Mr DAVID SHOEBRIDGE: Can you give an indication of the quantum? Was it \$1 billion? Was it \$2 billion? Can you tell us the size?

The CHAIR: No, they are taking it on notice but if you have a follow-up question about the spending it should be asked now.

Mr SCOTT: At a system level in the 2020 budget \$9.6 billion is being allocated to the 2,000 public schools in New South Wales through the Resource Allocation Model.

That is part of Local Schools, Local Decisions: Give schools cash but also we have spent money on the supporting infrastructure to back that in—the tailored support scheme that Ms Harrison can talk about, the school leadership initiatives that Mr Dizdar can speak to.

Mr DAVID SHOEBRIDGE: It was a question about quantum, not about various programs, so we will move on.

The Hon. SARAH MITCHELL: But it is related, David, with respect.

Mr DAVID SHOEBRIDGE: I understand. We will get the further details on notice.

ANSWER

At the system level, the total for the 2019 school budget allocations is \$9.3 billion delivered to 2,213 public schools through the Resource Allocation Model (RAM).

This included \$1.19 billion delivered to schools as needs-based funding distributed to schools through seven loadings: the four equity loadings (socio-economic background, Aboriginal background, English language proficiency and low level adjustment for disability) and three base loadings (per capita, location and professional learning).

The equity funding delivered to schools through the RAM provides learning support for:

- 384,000 students in 2,178 schools through the socio-economic background loading
- 63,000 Aboriginal students in 2,018 schools
- 179,000 students in 1,516 schools through the English language proficiency loading
- all students in regular public schools with additional learning and support needs. These students receive flexible funding support through the low level adjustment for disability loading. Approximately 110,000 students are supported through this funding.

QUESTION No 4

Page No. 10

Mr DAVID SHOEBRIDGE: How many schools across New South Wales have actually set up a budget or finance committee and do you keep track of it?

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

Mr DIZDAR: It is our expectation that every school would have a school finance committee.

The CHAIR: We have heard this before from you, Mr Dizdar. We are not interested in expectations; we are interested in a hard factual answer to the MP's question. How many have set up the committee?

Mr DIZDAR: They are oversighted by the Directors, Educational Leadership [DELs] that oversight school principals. That is our monitoring arm to see that school finance committees are in place. With some 500 small schools, which range from a teaching principal to a fraction of admin support or a fraction of teacher support, it can be difficult in some contexts to have a finance committee.

Mr DAVID SHOEBRIDGE: There are 2,200 schools. I would like you to tell me now how many of them have a budget or finance committee to guide the principals' decisions on the spending of a school budget?
Of the 2,200 schools, how many have one?

Mr DIZDAR: I am happy to come back with the exact number to the committee.

ANSWER

The Finance in Schools Handbook indicates that schools will establish a budget/finance committee to share decision making and to make recommendations.

The principal may choose to develop the budget with the assistance of the finance committee, a 'top down budgeting' approach, or may involve staff in setting their budgets, referred to as 'bottom up budgeting'.

The structure of each budget/finance committee will vary for each school. The Department of Education does not centrally hold the makeup of each school's Budget/finance committee.

QUESTION No 5

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Mr DAVID SHOEBRIDGE: At the end of last year, Minister, what were the accumulated unspent funds sitting in school bank accounts? By "sitting in school bank accounts" I mean in that common account allocated to schools?

The Hon. SARAH MITCHELL: I will ask the secretary if he has the exact number but I will just—

Mr DAVID SHOEBRIDGE: Again, it is not an essay; I just want a number.

The Hon. SARAH MITCHELL: I want to preface it. As I said earlier, there is money in school bank accounts that comes through things like Local Schools, Local Decisions and our funding but often there is also money that is there that the schools may have raised themselves or for different reasons, just so you are aware.

Mr DAVID SHOEBRIDGE: What is the figure?

The Hon. SARAH MITCHELL: The figure is \$1.3 billion.

Mr DAVID SHOEBRIDGE: That is actually more than at the end of last calendar year. By "last calendar year" I mean at the end of 2018. So things got worse. How do you explain that?

Mr SCOTT: No, actually, to be fair, Mr Shoebridge, the amount of money that actually has flowed out to schools has significantly increased over that time with a very small amount early on. The full quantum of the first tranche of Gonski really only came to schools in 2018-19. It is significantly more money. What we saw in 2019 is that—and I am happy to provide you with a detailed list—schools really did a good job in spending the money that was allocated to them in 2019. It was the best expenditure percentage we have seen. However, that amount also includes money that school communities have raised themselves. About half that money is monies that school communities have raised through their own fundraising initiatives that they are designating per initiative that they want to spend at the school. So it is not necessarily a bad thing that that amount has increased because the driver of that—

ANSWER

The Resource Allocation Model (or RAM) which supports the distribution of funding to schools based on need, is in its seventh year. Over the period 2017 to 2020 alone, the RAM loadings have increased the annual amount of funding provided to schools by more than \$240 million.

The accumulated funds available across all NSW Government schools as at 31 December 2018 totalled \$1.3 billion.

All NSW government schools have been provided with budget management tools and are supported by the Department of Education to manage their financial position.

These initiatives have contributed to an improvement in school financial performance across 2019.

As at 31 December 2019, schools have accumulated funds totalling \$1.5 billion. This is an increase of 15% or \$200 million, compared to 31 December 2018. This increase included approximately \$115 million of school and community sourced funds.

QUESTION No 6

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The Hon. MARK BANASIAK: Thank you, Chair. Minister, the department has been rebranded three times in the last 10 or so years. The first was the Department of Education and Training, then we became the Department of Education and Communities [DEC] and now we are back to the Department of Education, which is what our original iteration was, and in between that internally we have got NSW Public Schools as a brand. How much has that cost the taxpayers and the department in terms of that rebranding process? Considering that as a former deputy principal I had to budget \$6 million and link it all to student outcomes, how is that rebranding being linked to improving student outcomes?

The Hon. SARAH MITCHELL: I will ask the secretary to respond in terms of costs.

Mr SCOTT: We can get any details for you. The one thing I would say is that in my time in the department since the end of 2016, even though there have been machinery of government changes, I think there has been a deliberate decision not to go and look at the branding issue again. So it has really been the Department of Education now for four-plus years and even though skills came into the portfolio, training, TAFE, we have not gone down a rebranding line. The brand is not the important thing for us. We can look at what those rebranding issues have cost but you are now going back four-plus years since that last happened.

ANSWER

Over the last ten years through Machinery of Government, the Department has changed names. Known as the NSW Department of Education and Training between 1997 and 2011, and the NSW Department of Education and Communities between 2011 and 2015. It has been the NSW Department of Education since July 2015. As the branding remained unchanged, despite the name changes, there were no known costs incurred by these changes.

The Department complies with and leverages the NSW Government Brand Guidelines. On external communications the NSW Government waratah is the only logo used, so rebranding with any name changes is no longer required. This has been the case since August 2017.

Any work to implement brand or design on our website and other channels is conducted by Department staff. Recent updates to unify the look and feel of all our communication channels was done by in-house resources so incurred no additional costs.

QUESTION No 7

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The Hon. COURTNEY HOUSSOS: Can anyone on the panel tell me how many schools in bushfire-affected areas now have satellite phones? Is it just Bobin?

The Hon. SARAH MITCHELL: We can take that on notice and get the number for you.

The Hon. COURTNEY HOUSSOS: Is there no-one here who can tell me?

Mr SCOTT: We will take it on notice.

The Hon. SARAH MITCHELL: We will take it on notice.

ANSWER

There is one school that currently has a satellite phone, Bobin Public School. This was issued as a trial to establish if this would be an effective method of communication. The Department of Education has engaged the NSW Rural Fire Service (RFS) and the Telecommunications Functional Area who have confirmed that satellite phones have limitations, including being unreliable in smoke, heavy cloud and mountainous areas. The user must be outside in an open area and in a direct line to the satellite to send and receive calls. Satellite phones are therefore not a reliable way to send and receive calls and do not receive Emergency Alerts.

QUESTION No 8

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The Hon. COURTNEY HOUSSOS: Minister, have any counsellors who were initially placed in schools in bushfire-affected areas been removed?

The Hon. SARAH MITCHELL: I will ask Ms Harrison to go into detail in relation to any who have and what the placement of them is. What I can say to the Committee is that we made the commitment that we would work with school communities to put that extra mental health support in. That is what we did from the beginning of the term. It was for a four-week period but we have also made the commitment that basically we will stay until the school indicates that they are no longer required. We will take guidance from the principals and the school communities as to how long they are there for. I do not know whether Ms Harrison has any more details about that.

Ms HARRISSON: We can provide further details on notice. I think it is important to understand that the need of every community is different and that we are working very closely on the ground to respond to the needs of those communities as they are identified by them.

The Hon. COURTNEY HOUSSOS: Can you tell me specifically on Batlow Technology School if the counsellor has been removed from that school?

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

The Hon. COURTNEY HOUSSOS: Can you provide then on notice, if you are going to take it all on notice, at least all of the bushfire-impacted schools, how many counsellors were available, if any of them have been reduced since that four-week period, and how long you are planning to keep them on site?

The Hon. SARAH MITCHELL: Sure. I can tell you that we are planning to keep them on site as long as the school communities have asked for them to be there. We have made that quite clear. I have visited schools in those communities, as has the secretary. We will provide whatever support they need. We know this is not business as usual. I will say that some have had the school counsellors come in. I know that that has been welcomed. Others have asked for different support in terms of what they need. We will be receptive based on what they tell us they need going forward. We recognise that this is not going to be a short-term solution and that we will need to provide support to those schools communities for, I would say, an extensive period of time.

The Hon. COURTNEY HOUSSOS: As part of those considerations, are you going to roll out your \$88 million election commitment to any of those schools?

The Hon. SARAH MITCHELL:

That is rolling out this year. There are placements. We have the scholarship program underway for more counsellors and psychologists to come in but I can provide some

information as to where the first tranche has gone and if it does correlate with any of those schools.

The Hon. COURTNEY HOUSSOS: Can you provide on notice where they are going?

The Hon. SARAH MITCHELL: Sure, but this is not an either/or.

ANSWER

Bushfire impacted schools have received additional counselling support since the beginning of Term 1, 2020.

The level of continued support for bushfire impacted schools is based on feedback from Principals about the needs of their schools. Some schools have returned to their regular allocation, and others have maintained an increased level of support.

The counselling allocation to Batlow Technology School has been increased following consultation with the school. The school will continue to receive five days a week of counselling support for as long as is required.

There is no set data for each school for every school week as it is not possible to provide static figures of the numbers of counsellors available on each site. Increased allocations will be available for bushfire impacted schools according to their need and liaison with the Principal.

The Department will continue to monitor the need for support in bushfire impacted schools. As long as additional support is needed, counselling staff will be provided.

The school counselling support that the Department of Education has provided for bushfire impacted schools is separate and in addition to the election commitment.

The election commitment is for an additional 100 school counselling positions. These positions will be phased in with 25 positions placed in 2020-2021, 50 positions in 2021-2022 and 25 positions in 2022-2023.

Recruitment planning for the 2020-2021 phase of the commitment is underway. A total of 23.4 of the 25 school counselling positions have already been recruited.

So far, the following schools have received increased allocation of counsellors in 2020:

School Name	Electorate
Khancoban Public School	Albury
Rosewood Public School	Albury
Tumbarumba High School	Albury
Tumbarumba Public School	Albury
Capertee Public School	Bathurst
Cooerwull Public School	Bathurst
Cullen Bullen Public School	Bathurst

School Name	Electorate
Hampton Public School	Bathurst
Lithgow High School	Bathurst
Lithgow Public School	Bathurst
Wallerawang Public School	Bathurst
Zig Zag Public School	Bathurst
Batemans Bay High School	Bega
Batemans Bay Public School	Bega
Bega High School	Bega
Bega Valley Public School	Bega
Bemboka Public School	Bega
Bermagui Public School	Bega
Bodalla Public School	Bega
Broulee Public School	Bega
Central Tilba Public School	Bega
Cobargo Public School	Bega
Eden Marine High School	Bega
Eden Public School	Bega
Merimbula Public School	Bega
Mogo Public School	Bega
Moruya High School	Bega
Moruya Public School	Bega
Narooma High School	Bega
Narooma Public School	Bega
Pambula Public School	Bega
Quaama Public School	Bega
Sunshine Bay Public School	Bega
Tanja Public School	Bega
Tathra Public School	Bega
Towamba Public School	Bega
Wyndham Public School	Bega
Blackheath Public School	Blue Mountains
Leura Public School	Blue Mountains
Mount Victoria Public School	Blue Mountains
Berrima Public School	Goulburn
Bundanoon Public School	Goulburn
Exeter Public School	Goulburn
Marulan Public School	Goulburn
Moss Vale High School	Goulburn
Moss Vale Public School	Goulburn
Penrose Public School	Goulburn
Robertson Public School	Goulburn
Tallong Public School	Goulburn
Tarago Public School	Goulburn
Taralga Public School	Goulburn
Windellama Public School	Goulburn
Wingello Public School	Goulburn
Bilpin Public School	Hawkesbury

School Name	Electorate
Colo Heights Public School	Hawkesbury
Colo High School	Hawkesbury
Comleroy Road Public School	Hawkesbury
Kurrajong North Public School	Hawkesbury
Bomaderry High School	Kiama
Bomaderry Public School	Kiama
Cambewarra Public School	Kiama
Falls Creek Public School	Kiama
Havenlee School	Kiama
Illaroo Road Public School	Kiama
Kangaroo Valley Public School	Kiama
North Nowra Public School	Kiama
Nowra Hill Public School	Kiama
Shoalhaven Heads Public School	Kiama
Adaminaby Public School	Monaro
Braidwood Central School	Monaro
Bredbo Public School	Monaro
Bungendore Public School	Monaro
Cooma North Public School	Monaro
Cooma Public School	Monaro
Jerangle Public School	Monaro
Jindabyne Central School	Monaro
Michelago Public School	Monaro
Monaro High School	Monaro
Bobin Public School	Myall Lakes
Wyaliba Public School	Northern Tablelands
Budawang School	South Coast
Callala Public School	South Coast
Culburra Public School	South Coast
Greenwell Point Public School	South Coast
Huskisson Public School	South Coast
Milton Public School	South Coast
Nowra East Public School	South Coast
Nowra High School	South Coast
Nowra Public School	South Coast
Sanctuary Point Public School	South Coast
Shoalhaven High School	South Coast
St Georges Basin Public School	South Coast
Sussex Inlet Public School	South Coast
Terara Public School	South Coast
Tomerong Public School	South Coast
Ulladulla High School	South Coast
Ulladulla Public School	South Coast
Vincentia High School	South Coast
Vincentia Public School	South Coast
Adelong Public School	Wagga Wagga
Batlow Technology School	Wagga Wagga

School Name	Electorate
Humula Public School	Wagga Wagga
Talbingo Public School	Wagga Wagga
Tarcutta Public School	Wagga Wagga
Tumut High School	Wagga Wagga
Tumut Public School	Wagga Wagga
Bargo Public School	Wollondilly
Bowral High School	Wollondilly
Bowral Public School	Wollondilly
Colo Vale Public School	Wollondilly
Highlands School	Wollondilly
Hill Top Public School	Wollondilly
Mittagong Public School	Wollondilly
Oakdale Public School	Wollondilly
Picton High School	Wollondilly
Picton Public School	Wollondilly
Tahmoor Public School	Wollondilly
Tangara School	Wollondilly
The Oaks Public School	Wollondilly
Thirlmere Public School	Wollondilly
Warragamba Public School	Wollondilly
Yanderra Public School	Wollondilly

QUESTION No 9

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The Hon. ANTHONY D'ADAM: Minister, in 2017 the Government passed the Education Amendment (School Safety) Bill. You were the Minister with carriage in the Legislative Council, as I understand it. In your second reading speech you identified a number of reasons that the bill is necessary: One was terrorism; I think another was cyberstalking. Are the reasons that you identified still present? Is that the advice from the department that those risks are still present?

The Hon. SARAH MITCHELL: I might ask the secretary. Just to clarify, I was a Minister who led on it in the upper House but I was not the education Minister at the time. I will ask probably the secretary or Mr Dizdar to comment about how we manage those issues.

Mr SCOTT: We continue to have briefings from police. We have police who work closely with us. We get regular updates on that. I think those provisions that were put into the legislation were done for sound reasons at the time as it was outlined by the then Minister. We see no reason to change those provisions.

The Hon. ANTHONY D'ADAM: Can you explain then why the bill is not operating? Why has it not been proclaimed?

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

The Hon. ANTHONY D'ADAM: You do not know why?

Mr SCOTT: Well, I will take that on notice.

The Hon. ANTHONY D'ADAM: In other estimates hearings, other departments have been more proactive and have been willing to provide responses to questions that are taken in the morning session in the afternoon.

The Hon. WES FANG: Point of order: Other Opposition members have been willing to accept when the answer is, "We will take the question on notice", to take that on face value and not question the witnesses. I remind both the Opposition members that there are procedural fairness obligations on them both.

The Hon. SARAH MITCHELL: I was going to say that we are happy to come back with some more information on that this afternoon.

The Hon. ANTHONY D'ADAM: I just think it makes for a better session if we have a bit more of an interactive approach.

The Hon. SARAH MITCHELL: We will endeavour to come back this afternoon, if we can.

ANSWER

The amendments to the *Education Act* cannot commence until guidelines are developed supporting the appropriate use of the new powers.

Those guidelines have been finalised. However, the Department of Education was asked during consultation over the guidelines to develop a procedural manual to support the implementation of the new powers. This manual which will include checklists, template letters and flowcharts is being finalised.

The amendments will commence during Term 2, 2020.

QUESTION No 10

Page No. 17

The Hon. ANTHONY D'ADAM: Is the department capable of providing any information or that analysis that I have asked for in relation to the ratio that would apply if you take the demountable into account?

Mr MANNING: It is something that we will have to take on notice. There is an enormous amount of work that would need to be done to look at the building spaces that we have got and the volume of the school sites. There is a huge amount of work. It is not a statistic that we keep across 2,200 schools.

The Hon. ANTHONY D'ADAM: I am happy for you to take it on notice and come back with some analysis around that.

Mr MANNING: We will take on notice whether that is something that we can provide.

ANSWER

This information was provided to the Committee in Q148 of the follow up questions from answers to supplementary questions.

Educational Facilities Standards and Guidelines, are designed as a guide to help plan schools. The 10 square metres is focussed on play space and is designed around new schools on a green field site.

QUESTION No 11

Page No. 17

The Hon. COURTNEY HOUSSOS: Minister, when were you first told that the Alexandria Park Community School construction would be split into two stages?

The Hon. SARAH MITCHELL: I have had conversations about that school. I visited that school not long after I was appointed the Minister, from recollection. Since I have been Minister I have been aware that that has been the case since I visited that school.

The Hon. COURTNEY HOUSSOS: So you were aware from your first visit that it was planning to be in two stages, not just as one holistic construction. Is that correct?

The Hon. SARAH MITCHELL: That is my recollection. I have also had a meeting with the local member, Ron Hoenig, in relation to that school project as well. We discussed it at that meeting. I just cannot remember the date off the top of my head when I met with him.

The Hon. COURTNEY HOUSSOS: Can you provide that on notice?

The Hon. SARAH MITCHELL: Sure, I can tell when I met with Ron.

The Hon. COURTNEY HOUSSOS: Can you provide on notice when you were first told that it would be split into two stages?

The Hon. SARAH MITCHELL: As I said, my recollection would be the day that I visited that school. I get advice in relation to school infrastructure and projects that are happening but I can check the date as to when I visited the school. That is fine.

ANSWER

I can advise that I visited Alexandria Park Community School on 4 June 2019 and that I met with the Member for Heffron on 29 August 2019.

QUESTION No 12

Page No. 17 & 18

The Hon. COURTNEY HOUSSOS: Mr Manning, I am not speaking to a master planning strategy and a secondary. Initially the school was told it would be a redevelopment. It would occur, that the school was being moved offsite into a pop-up school, they would be building that. And suddenly in 2019 even the people who were designing the project, not to mention the principal and the school's director of the local area, all of a sudden were told that it would be in two stages. This was news to them. I would like to find out when the department made the decision and on what basis.

Mr MANNING: I would need to take that on notice. I do not have that information to hand but that is not my understanding. But we will take that question on notice.

ANSWER

I can confirm that the redevelopment of Alexandria Park Community School is masterplanned to deliver a new school to accommodate 1,000 primary school students and up to 1,200 secondary school students.

This redevelopment is being delivered in stages:

- Stage 1 - permanent secondary teaching spaces, staff and student facilities for up to 850 high school students, 44 primary classrooms for 1,000 primary school students, and core facilities including administration, library, communal hall and gymnasium. This represents the core facilities for the masterplan.
- Stage 2 – construction of general learning spaces for a total of 1,200 high school students.

Stage 1 was announced in the 2017-18 Budget.

On 17 June 2019, the project's Executive Steering Committee considered the supplementary Business Case and endorsed the option that would deliver Stage 2, the additional teaching space on Level 4 of the school for a total capacity of 1,200 students, which would be delivered when demand requires it. Stage 2 funding is not yet finalised.

QUESTION No 13

Page No. 27

Ms HARRISSON: Since 1 July 2019 we have grown the sector by more than 68 new services. We have increased the number of places by 7,696.

The Hon. COURTNEY HOUSSOS: When you are calculating those positions, do you calculate a before school position and an after school position as two separate positions?

Ms HARRISSON: Yes, as places, that is correct. I can come back to you and confirm that.

The Hon. COURTNEY HOUSSOS: So there are 68 new services. That was from 1 July.

Ms HARRISSON: Yes.

The Hon. COURTNEY HOUSSOS: How many of those were new services as at term one 2020?

Ms HARRISSON: I will need to come back to you with the specifics on that.

The Hon. COURTNEY HOUSSOS: Okay. Can you tell me how many new services will be in place for term two 2020?

Ms HARRISSON: We do not have specific numbers for each term this year as the tendering processes are underway. We have a number of tenders out and I can provide the specific numbers on notice for that. We do expect that by the start of next year we will have 120 new services.

ANSWER

The Department of Education counts the number of places a service provider is approved to operate. The Department does not separately count the number of places offered for before school care and after school care by an individual service. It is at the provider's discretion as to how approved places are utilised.

Forty seven new services received approval to operate from the 21 December 2019 (end of Term 4 2019) to 4 March 2020 (Term 1 2020).

As at 17 March 2019, there were 10 tenders 'out' for OSHC services in schools.

- The number of tenders which are out can change daily.
- 'Out' means the tender is currently published through the NSW Procurement website.

QUESTION No 14

Page No. 27 & 28

The Hon. COURTNEY HOUSSOS: So the 19,000, how many positions are going to be provided?

Ms HARRISSON: That is for the start of next year.

The Hon. COURTNEY HOUSSOS: Do you have an ongoing program beyond that?

Ms HARRISSON: As I think we came to at the last hearing of this Committee, we are aiming to meet that election commitment from the start of next year. So that is when we expect to have all the services open that we need to have in order to meet the demand in the community.

The Hon. COURTNEY HOUSSOS: You are saying that there is demand for only 19,000 additional places across the 2,200 schools?

Ms HARRISSON:

We have done a lot of research since we were last before you. We have done a census of providers to understand their waiting list. We have been out and run a Have Your Say survey with the community and had nearly 7,000 responses gathering insight. I will just check that number on notice of the number of responses, but we have had community response.

The Hon. COURTNEY HOUSSOS: That is the Service NSW survey?

Ms HARRISSON: Yes.

The Hon. COURTNEY HOUSSOS: So you are saying roughly 7,000 responses?

The Hon. SARAH MITCHELL: We will confirm the number.

Ms HARRISSON: If I could confirm that on notice, that would be helpful to make sure we are giving you the accurate information. But we have gone and found out where in our system there is demand and we have a school-by-school plan in place to meet that demand.

ANSWER

There were 6,217 responses to the Have Your Say survey.

QUESTION No 15

Page No. 28

The Hon. COURTNEY HOUSSOS: Minister, I put it to you that this is a significant walk back from the election commitment. The election commitment was you would provide additional out-of-school hours care at every school across New South Wales. You walked it back at the last estimates to say it would just be at certain metropolitan schools and you are now walking it back to say we need only 19,000 new places across the entire State. There are 2,200 schools and there are only 19,000 places that are required?

The Hon. COURTNEY HOUSSOS: How many new places will be available under those existing services expansion?

Ms HARRISSON: That will be based on the needs of those communities. I can come back to you with our estimates of that on notice. We have approved 26 grant applications already this year, since 1 July 2019.

The Hon. SARAH MITCHELL: Over a thousand additional places is part of that as well.

The Hon. COURTNEY HOUSSOS: So in total there are roughly 20,000 new places? That is it?

Ms HARRISSON: No. That is not. I think that is an incorrect characterisation of what I have said. I have said that we are going to have 19,000 new places in new services and I will come back to you with detail of how many additional places there will be from expanded services by the start of next year.

ANSWER

As at March 2020, the Department of Education was on track to create 19,000 additional before and after school places through expanding existing services and creating new services by Term 1, 2021.

The Department's analysis showed that across the state more than 9,000 public school students were on a waiting list across nearly 300 services, which is why the Department knows that the target of 19,000 additional places will meet current demand as well as future need. This analysis is based on feedback from over 6,800 parents, a census of the sector and conversations with over 200 schools and providers. The Department also undertook economic modelling and data analysis to forecast future demand.

QUESTION No 16

Page No. 30

The Hon. ANTHONY D'ADAM: Can you clarify "confirmed breaches"? Is that after the investigation? Are the confirmed breaches then not reported in ROGS?

Mr GRAHAM: The confirmed breaches are in ROGS.

The Hon. ANTHONY D'ADAM: It is reported.

Mr GRAHAM: Yes, in ROGS. We can provide those figures to you.

ANSWER

Confirmed breaches are reported in Table 3A.34 in the Productivity Commission Report on Government Services 2020.

QUESTION No 17

Page No. 32

The Hon. COURTNEY HOUSSOS: Could you provide us on notice with how many confirmed appointments The Wiggles have, what future appointments or engagements they have?

The Hon. SARAH MITCHELL: Yes. It is two financial years but we can give you some details, I believe, as long as there are no contractual issues with that, but yes.

Mr GRAHAM: Yes, what their arrangements are.

ANSWER

The Wiggles have been contracted for a total term of 12 months.

While future engagements and appointments with The Wiggles and The Wiggles Characters are yet to be confirmed, the engagement includes four to six appearances at specified events, subject to advance notice and availability of The Wiggles.

In addition to appearances, the engagement will also deliver the following:

The Wiggles Website

- Rotating home page content for an 8 week period
- Relevant content placed in the Parents Portal page

Email

- An average of 1 solus EDM per 3 months term

Social Media

- An average of 2 posts each 3 months of the term for platforms including Facebook, Twitter and Instagram

Videos

- Up to 4 short videos to be developed based on approved content and played on auditorium screens in Big Show or Mid Show Concerts

QUESTION No 18

Page No. 32

The Hon. COURTNEY HOUSSOS: The figures are in, Minister, and it is 4,596 children from the most recent figures that I have seen. Do you have more up-to-date figures than that about how many children are participating?

The Hon. SARAH MITCHELL: I can take that on notice but I will say in relation to those changes that previously, as you would be aware, we had three-year-olds who were funded as equity children if they met those requirements, particularly those who were from Aboriginal families.

ANSWER

The latest figures from the annual preschool census shows that there were 9,547 three year old children enrolled in community preschools in August 2019.

QUESTION No 19

Page No. 33

The Hon. MARK BANASIAK: Minister, there was an election promise of about 300 counsellors. What work was done around coming to that figure, given that the average age of a counsellor probably sits at close to the retirement age and there are 2,2000 schools. It seems like we are trying to put a bandaid on an arterial bleed. The maths do not really add up. Three hundred counsellors will not, I guess, furnish a counsellor at a school every single day because at the moment we have school counsellors being shared between multiple primary schools and a high school and at best you get a counsellor maybe one day a week. The numbers do not add up.

The Hon. MARK BANASIAK: Is that one counsellor every day of the week, or is it one counsellor?

Ms HARRISSON: Every high school will have a counsellor on staff. I can come back to you with the specific allocation on notice.

ANSWER

Through this commitment, every high school will have a full time school counselling position. That means there will be a counsellor on site every day of the week. The allocation may be filled by more than one counselling staff member.

Through the commitment every high school will also have one full time student support officer, in addition to a full time counselling allocation.

QUESTION No 20

Page No. 33 & 34

The Hon. MARK BANASIAK: In 2016 some new positions were created. There were 32 Principals, School Leadership positions created and 227 instructional leaders. What did that cost, including on-costs? Has there been any cost versus benefit analysis done about what they have delivered in terms of improving student outcomes?

Mr SCOTT: We will take the precise costing on notice. I would say on instructional leaders Mr Dizdar can talk to this. They were really the underpinning of our Literacy and Numeracy Strategy, our Early Action for Success approach, which was the attempt to really lift those that the Chair was referring to earlier, those who are the lowest performers in NAPLAN—to lift them up. Mr Dizdar might want to talk to that program.

Mr DIZDAR: Your referenced there, Mr Banasiak, the Principals, School Leadership?

The Hon. MARK BANASIAK: Yes, the 32.

Mr DIZDAR: That is part of our school leadership strategy. These are peer principals that come out for two years and play a strong role in mentoring and growing newly appointed principals as well as coaching and mentoring those principals who may want to further their development. They play a strong role in the school excellence processes around external validation.

The Hon. MARK BANASIAK: I know all that because I was part of the process.

Mr DIZDAR: Yes.

The Hon. MARK BANASIAK: But what data do we have to say that that has been effective?

Mr DIZDAR: We constantly take feedback and data on the types of work they are undertaking and the requests that are coming their way. I am happy to provide that to the Committee. We have material there according to the key accountabilities of a principal in terms of where they work, and that is a \$10 million resource under the School Leadership Strategy. It involves full-time principals as well as some part-time workforce as well around the coaching-mentoring.

The Hon. MARK BANASIAK: Could you provide that on notice?

Mr DIZDAR: In terms of their impact and work?

The Hon. MARK BANASIAK: Yes.

Mr DIZDAR: Yes, happy to do that.

ANSWER

In 2016, the Department of Education funded 225 (full time equivalent) literacy and numeracy instructional leaders to support teachers in 310 selected NSW public schools under the Literacy and Numeracy Action Plan 2012-2016, also known as Early Action for Success Phase 1.

In 2017, literacy and numeracy instructional leader positions increased from 225 to 408 (full-time equivalent), a creation of an additional 183 positions across 528 schools as part of Early Action for Success Phase 2.

Early Action for Success Phase 2 is a component of the Literacy Numeracy Strategy 2017 to 2020, with the instructional leader commitment to support 528 schools.

In 2016, the costs (including on-costs) of 225 instructional leaders was \$33,532,155. In 2017-18, the costs (including on-costs) of 408 instructional leaders was approximately \$64,770,000.

The Government also funds instructional leaders in the Aboriginal Education and Communities Directorate in addition to the Literacy Numeracy Action Plan.

The Department commissioned an independent evaluation of Literacy Numeracy Action Plan 2012-2016 that was released in June 2017. It is available on the Centre for Education Statistics and Evaluation (CESE) website at https://www.cese.nsw.gov.au/images/stories/PDF/executive_summary_final_report_of_the_LNAP_2016.pdf. A cost benefit analysis has not been conducted. The Department commissioned an independent evaluation of the Literacy Numeracy Action Plan Phase 2 which is due to be completed in September 2021, this will show the outcome for students.

As part of the School Leadership Strategy (SLS), schools are supported by Principals, School Leadership (PSL) who provide support to school leaders to develop effective performance and development practices in schools.

In 2019, 492 Newly Appointed First Time Principals (NAFTPs), relieving principals and principals at all other levels of experience were coached and mentored as part of the SLS. In 2020 this increased to 677 indicating a growing demand from principals to work with PSLs.

CESE data collected from principals with respect to PSL impact in 2018 and 2019 indicated the types of support PSLs provided to principals:

- Self-assessment against the School Excellence Framework
- Setting milestones and monitoring against the school plan
- Developing the school plan

A survey of NAFTPs working with PSLs indicated that a large proportion (over 80% of principals) increased their capacity and growth to lead and manage the school to

strategically lead improvement, innovation and change and develop themselves and others as a result of being supported by a PSL.

A significant proportion of NAFTPs reported that PSL support has positively enhanced their wellbeing to manage the complexity of the role. In 2019, PSLs supported 236 principals around their wellbeing and an additional 322 interactions with principals were focused on managing contentious issues.

PSLs significantly enhance the Department's support to school leaders - so that leaders can focus on learning and teaching in their schools.

QUESTION No 21

Page No. 34

The Hon. MARK BANASIAK: Minister, last year I asked you in the House whether the New South Wales Department of Education and the Teachers Federation had signed any agreements that would limit union involvement in representing teachers. You said there were no such agreements. Perhaps you could take this on notice. Are you aware that a teacher efficiency agreement was signed in 2000 and there was a paper done by a senior Employee Performance and Conduct [EPAC] officer that basically stated it saw a reduction in the federation supporting teachers when they were complaining about unfair treatment?

The Hon. SARAH MITCHELL: That was in 2000, you say?

The Hon. MARK BANASIAK: In 2000, yes. Perhaps you might want to take it on notice, given the time.

ANSWER

The Department of Education would not, and has not, entered into any agreement with the Teachers Federation or any other union that limits the union from representing their members on industrial issues.

The Department continues to explicitly encourage teachers who are placed on an improvement program to seek the advice and support of the NSW Teachers Federation.

Any comments in relation to procedures that have been superseded on numerous occasions over the last 20 years would have little relevance in 2020.

QUESTION No 22

Page No. 34

The CHAIR: ... Are you able to undertake some CESE or departmental assessment of the school plan strategic directions to see how much emphasis is given to the vital achieving academic growth?

The Hon. SARAH MITCHELL: I think, as the secretary said, it is something that we are looking at as part of the revision of the school plans with Bump It Up and those targets. In terms of any involvement from CESE, I am happy to take that on notice and see whether there is anything we can do in that space.

The CHAIR: Can some statistics be produced for the benefit of the Committee?

The Hon. SARAH MITCHELL: Yes, I will take that on notice and see what we can come back to you with.

ANSWER

As at July 2018, the indicative number of schools to reference “achieving academic growth” or words of similar intent in their school plan strategic directions, was at least 1,018 of 2,208 schools. This number is indicative due to point in time analysis and limitations associated with searching for terms in school plans. For example, a school may reference words of similar intent to “achieving academic growth”, but have not been included in the search terms for analysis. Schools may have also updated their school plan since the point in time analysis in July 2018. This number should be treated with caution and used only to draw indicative conclusions, rather than those that are definitive. It is for these reasons that providing a list of schools is likely not to completely reflect all the schools who make reference to “achieving academic growth” or words of similar intent.

Words of similar intent included: “student achievement” OR “students’ achievements” OR “student achievements” OR “students’ achievement” OR “student’s achievement” OR “student’s achievements” OR “student progress” OR “students’ progress” OR “student’s progress” OR “student outcomes” OR “students’ outcomes” OR “student’s outcomes” OR “student learning” OR “students’ learning” OR “student’s learning” OR “student growth” OR “students’ growth” OR “student’s growth” OR “student attainment” OR “students’ attainment” OR “student attainments” OR “students’ attainments” OR “student’s attainments” OR “student’s attainment” OR “student gains” OR “student gain” OR “students’ gains” OR “student’s gains” OR “student’s gain” OR “improved student” OR “enhanced student” OR “student improvements” OR “student improvement” OR “students’ improvement” OR “improving student” OR “improving students” OR “improving students” OR “enhancing student” OR “enhancing students”.

QUESTION No. 23

Page No. 36.

The Hon. SARAH MITCHELL: I will just clarify. I know that my office has met with Teach for Australia and I will double-check my diary as to whether I was in on that meeting as well.

ANSWER

My office met with Teach for Australia on my behalf.

QUESTION No 24

Page No. 37

Mr SHOEBRIDGE: I think that is a good idea. Is there a set ratio for librarians to students?

The Hon. SARAH MITCHELL: I will get Mr Dizdar to answer that. It is based on the staffing allocation.

Mr DIZDAR: I will come back with the specifics. There is a staffing formula for all our schools and it does go on school size.

ANSWER

Every school is provided a teacher librarian allocation. The allocation is based on student enrolment.

In secondary schools, the teacher librarian entitlement for years 7-12 is based on student enrolments and the entitlement can range from 1.0 FTE for up to 1,200 student enrolments to 2.0 FTE for 1,600 or more student enrolments.

In primary schools, the teacher librarian entitlement ranges from an initial base of 0.084 FTE for a single teacher school, through to 2.2 FTE for a school with 60 classes.

In central schools, the teacher librarian entitlement ranges from 0.3 FTE for a school with 1-45 student enrolments up to 0.6 FTE for a school with more than 110 enrolments.

QUESTION No 25

Page No. 38

Mr DAVID SHOEBRIDGE: Minister, will you take on notice what primary schools and high schools in New South Wales do not have a library?

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

ANSWER

All schools have a resource collection that can be accessed by students and staff. Some schools access their resources through information hubs rather than a traditional library space.

The following Schools for Specific Purpose (SSP) have a resource collection for staff and students to access, rather than a traditional library:

Broderick Gillawarna School
Bridge Road School
Canterbury Vale School
Carinya School
Centennial Park School
Edgware School
Hopetown School
Karningul School
Kotara School
St George School
Verona School
Wairoa School
Woniora Road School

The following Environmental Education Centres (EEC) have a resource collection for staff and students to access, rather than a traditional library:

Brewongle Environmental Education Centre
Georges River Environmental Education Centre
Kamay Botany Bay River Environmental Education Centre
Observatory Hill River Environmental Education Centre
Royal National Park River Environmental Education Centre

The following Hospital Schools have a resource collection for staff and students to access, rather than a traditional library:

Bankstown Hospital School
John Hunter Hospital School
Royal Prince Alfred Hospital School
St George Hospital School
Sydney Children's Hospital School
The Children's Hospital School

The following Infants Schools have a resource collection for staff and students to access, rather than a traditional library:

Australia Street Infants School
Taverners Hill Infants School

The following primary school currently has a resource collection for staff and students to access, and will have a completed library in 2021:

Bayanami Public School (foundation school with small student enrolments)

The following primary school has an information hub on each level of the school for staff and students to access library resources:

Parramatta Public School

The following high school has an information hub on each level of the school for staff and students to access library resources:

Arthur Phillip High School

QUESTION No 26

Page No. 38

Mr DAVID SHOEBRIDGE: Can you do the same for librarians as well?

The Hon. SARAH MITCHELL: Teacher librarians?

Mr DAVID SHOEBRIDGE: Teacher librarians.

The Hon. SARAH MITCHELL: Sure.

ANSWER

Every school is provided a teacher librarian allocation. The allocation is based on student enrolment.

QUESTION No 27

Page No. 39 & 40

The Hon. COURTNEY HOUSSOS: I want to come back to the question of asbestos. I think Mr Stevens was answering the questions earlier. There are a number of examples of where teachers or other staff have raised concerns of residual asbestos after asbestos has been removed from school sites. We have raised all those in the House and other examples have been in the media. Are you seeking recourse from the people who provided those clearance certificates for the subsequent destruction of school property that was required?

Mr STEVENS: I am not sure. I am not aware of any particular instances to which you are referring. I would be happy to take any individual—

Mr SCOTT: We will take that on notice. We would appreciate the detail on that. We can investigate that further. On these matters, can I say, we work closely with SafeWork and certified hygienists to help guide us through what is a very complex area of public policy not just in education but also across the public sector and also in residential properties. If there is a query on any of that we are happy to take that on notice and investigate further.

ANSWER

The Department of Education's contracted asbestos hygienists collected samples and undertook air monitoring to identify the asbestos that needed to be remediated. They subsequently issued a clearance certificate.

The Department replaced property at Newcastle East Public School that had to be taken away as a result of the asbestos remediation.

Whilst the hygienist provide clearance for the musical instruments at Endeavour Sports High School, the Department replaced the instruments following concerns from the school community.

QUESTION No 28

Page No. 42

The Hon. ANTHONY D'ADAM: Mr Dizdar, where is the transparency in terms of our role in making sure—we hear what you are saying about providing us with assurances but we do not have the capacity if you do not provide us with the information.

Mr DIZDAR: Mr D'Adam, why don't we provide to the Committee the publicly available information that we make?

The Hon. ANTHONY D'ADAM: That has been provided.

Mr DIZDAR: Have we provided that to you? You have that?

The Hon. ANTHONY D'ADAM: That has been provided.

Mr DIZDAR: Have we provided that to you? You have that?

The Hon. ANTHONY D'ADAM: Yes, you provided a list of statistics for 2015, 2016, 2017, 2018 and 2019, broken down by—

Mr DIZDAR: Networks?

The Hon. ANTHONY D'ADAM: —networks. **Mr DIZDAR:** Yes. Are you after school by school?

The Hon. ANTHONY D'ADAM: The request is for school by school. The information could be provided to the Committee on a confidential basis.

Mr SCOTT: Let us take that on notice. We are working closely with these schools. There will be some schools that are in challenging settings and have dealt with incidents. I am happy to provide—

ANSWER

The table below represents by year, 2015 – 2019, the number of alleged assaults reported by schools and involving student on student or student on staff member in an assault. The data does not include external parties involved in assaults or if one party is unable to be identified.

The Department of Education has an obligation to maintain privacy and confidentiality of all staff and students and does not release incident data by school. Releasing data by school may enable the identification of staff or students in schools that could be harmful to those involved and damage the reputation of schools. It could also act as a major disincentive to the future reporting of incidents. The data has been provided by Networks to ensure privacy of information is maintained.

The increase in incident reports in 2019 is due to new reporting requirements for schools. The Department updated its reporting requirements for schools in late 2018 in response to changes to s316A of the *Crimes Act 1900*. Schools are now required to report all assaults, including minor altercations to the Incident Report and Support Hotline where they are triaged by seconded police officers and appropriate referrals made to NSW Police.

The changes to the Crimes Act were made in response to the recommendations outlined in the Royal Commission's Criminal Justice Report in response to recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse.

Alleged assaults, by Network 2015 to 2019

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Albury	17	13	29	21	58	34	24
Armidale	17	10	9	12	20	14	6
Auburn	9	19	23	13	22	13	9
Bankstown	1	6	8	15	35	16	19
Barwon	7	22	8	8	9	8	1
Batemans Bay	51	31	29	33	56	48	8
Bathurst	35	29	29	33	56	46	10
Beverly Hills	11	10	19	12	19	9	10
Blue Mountains	10	13	19	6	26	13	13
Bondi	5	7	5	14	23	11	12
Botany Bay	12	14	8	16	32	15	17
Brisbane Water	15	19	15	19	39	31	8
Bungarribee	21	20	26	23	32	24	8
Callaghan	16	14	19	16	29	16	13
Cambridge Park	12	9	13	27	42	25	17
Camden	11	8	21	32	58	29	29
Campbelltown	46	47	41	36	44	24	20
Canterbury	14	9	6	11	26	13	13
Carlingford	7	8	10	9	24	10	14
Central Coast	26	37	18	13	30	18	12
Cessnock	8	20	18	43	55	43	12
Chipping Norton	13	24	13	11	33	17	16
Chullora	13	17	36	38	29	16	13
Clarence Valley	8	13	6	12	14	9	5
Coffs Harbour	20	11	21	16	30	18	12
Cowpasture	19	5	12	18	26	16	10
Cowra	10	12	10	20	28	27	1
Deniliquin	7	6	7	8	16	12	4

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Eastern Creek	33	18	33	41	56	44	12
Eden-Monaro	20	16	16	13	15	11	4
Fairfield	5	10	18	10	77	65	12
Far West	17	19	15	8	26	18	8
Georges River	22	12	13	10	17	11	6
Girraween	13	27	11	9	45	20	25
Glenfield	9	27	38	37	67	42	25
Glenrock	12	8	10	11	25	9	16
Gordon	6	3	1	8	13	8	5
Goulburn	12	19	20	9	27	21	6
Grafton	15	20	11	13	29	17	12
Great Lakes	10	13	23	15	33	26	7
Griffith	34	15	18	21	30	11	19
Gundagai	2	6	5	3	14	10	4
Hastings	31	23	12	25	30	27	3
Hawkesbury	4	8	5	11	8	7	1
Hornsby	5	9	16	19	19	11	8
Hume	1	3	8	2	8	5	3
Hunter	6	7	3	8	27	11	16
Iron Cove	5	14	4	13	16	6	10
Kogarah	3	10	14	3	16	9	7
Lake Illawarra North	14	23	22	21	31	27	4
Lake Illawarra South	25	25	19	10	27	14	13
Lake Macquarie East	12	20	23	26	35	24	11
Lake Macquarie North	25	29	36	33	29	19	10
Lake Macquarie West	22	35	23	21	36	23	13
Lennox Coast	15	10	7	8	13	12	1
Lismore	19	10	5	8	15	12	3
Lithgow	12	25	18	27	39	29	10
Liverpool	17	17	17	13	27	17	10
Macarthur	7	9	7	16	38	32	6
Macleay Valley	28	29	34	26	46	27	19
Macquarie	23	18	24	19	62	29	33
Maitland	17	24	19	36	56	42	14
Marrickville	4	5	5	2	8	3	5
Mid Coast Valleys	4	18	7	16	20	15	5
Mitchell	20	26	19	11	42	38	4
Mooki	15	15	12	12	17	13	4

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Mooney Mooney	5	8	13	5	26	12	14
Mount Druitt	85	45	51	29	61	35	26
Mudgee	29	18	19	15	32	24	8
Namoi	39	36	44	25	47	33	14
Narrandera	3	8	17	9	11	7	4
Newcastle	13	10	7	4	23	14	9
North Sydney	1	7	4	4	15	7	8
Northern Tablelands	5	9	8	9	12	10	2
Orange	10	23	30	11	43	30	13
Parramatta	20	29	23	15	31	14	17
Peel	41	32	18	30	55	37	18
Penrith	14	19	14	21	41	26	15
Pittwater	4	8	4	11	9	7	2
Port Hacking	11	14	7	5	11	9	2
Port Jackson	9	17	8	9	12	9	3
Port Stephens	15	13	10	18	35	21	14
Quakers Hill	12	19	17	9	27	19	8
Queanbeyan	8	10	16	19	46	24	22
Richmond	2	2	3	6	10	6	4
Ryde	8	6	19	24	38	20	18
Shoalhaven	7	12	9	11	32	28	4
South Coast	33	17	21	26	43	29	14
St Andrews	13	32	16	23	22	13	9
Strathfield	6	8	15	11	16	9	7
Sutherland	12	19	8	11	14	6	8
Taree	9	13	20	26	27	20	7
Temora	32	19	13	22	17	13	4
The Beaches	6	9	9	4	22	16	6
The Forest	7	21	18	6	14	9	5
The Hills	5	7	4	2	11	9	2
The Ponds	14	10	10	21	65	32	33
Tuggerah Lakes	28	46	35	61	75	59	16
Tweed Coast	7	5	12	9	8	4	4
Upper Hunter	12	13	6	10	34	22	12
Wagga Wagga	27	27	38	41	76	57	19
West Wyalong	10	3	9	10	9	3	6
Western Plains	42	25	17	16	27	15	12
Windsor	7	5	6	6	11	5	6
Wollondilly	39	16	25	25	51	34	17
Wollongong	4	13	11	3	21	12	9
Wollongong North	1	4	7	3	13	7	6

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Wollumbin	3	2	7	10	6	3	3
Woronora River	20	9	12	13	15	11	4
Yass	5	2	2	7	13	12	1
Grand Total	1668	1748	1731	1784	3277	2132	1145

QUESTION No 29

Page No. 43

Mr SCOTT: What I was going to say earlier is that rather than school by school lists, I am really happy to provide a further detailed briefing, with some case studies perhaps, on different scenarios that we are dealing with and the different levels of support the department can provide.

ANSWER

There are a wide range of supports provided for our students and their teachers across more than 2,200 NSW public schools, including 1,889 learning and support teachers across every mainstream school to support students with difficulties in learning or behaviour.

Additionally, 1,371 schools have been trained to implement Positive Behaviour for Learning, a whole-school approach that caters to the needs of all students.

Schools utilise a range of whole-school and more targeted resources to best support the needs of all of their students.

At a whole-school level, schools use a range of preventative interventions to create an engaging, safe and respectful environment. Examples include, interventions that address school policy, the social and emotional learning curriculum, the culture and physical environment of schools and engagement with families.

Schools also provide targeted interventions for some students identified as 'at risk' of engaging in disruptive behaviour or whose behaviours are impacting on theirs or others wellbeing and learning. Interventions include a range of classroom management strategies, social skills training and programs, and peer mentoring.

We also know that schools that have a few students with identified challenging or more complex needs require more intensive and individualised interventions. Schools access one-on-one counselling, support plans involving the school learning and support team, and often receive support from the local school services team to implement specific specialist programs.

In addition, the specialist support teams in the Department of Education's Health and Safety Directorate support schools to mitigate and manage a broader range of high risk issues. The teams work with schools to help strengthen systems and processes to manage intensive student high-risk behaviours. The specialist support teams include specialist staff such as, registered psychologists, community liaison officers and student wellbeing officers.

When incidents do occur, the Department's Incident Support Unit, which includes seconded Police officers, co-ordinates Police support and provides immediate advice to schools. Schools work closely with parents and relevant groups such as the Police and Community Youth Clubs (PCYC's) to support vulnerable students who are displaying inappropriate behaviour.

NSW public schools are well supported to ensure that every student is known, valued, and cared for.

QUESTION No 30

Page No. 43 & 44

Mr DAVID SHOEBRIDGE: I am asking: Is there any reconsideration, given the terrible summer we have had, of saying, "Do you know what? In the next 12 months we are going to make sure that every school has a cool space—a cool, protected space—for kids and students before next summer". Surely that should be our priority—that every school has at least one cool, protected space.

Mr SCOTT: So let us take that on notice. Stage one is rolling out. There is a stage two process that is currently under evaluation. Let us take your question on notice as part of that. We will come back to you and provide advice on that.

Mr DAVID SHOEBRIDGE: What I am suggesting to you is we should very rapidly get to the point where every school has, and when will that happen?

Mr SCOTT: I understand the thrust of your question but I just want to make it clear that there is a difference in every space being a cooled space, but there are relatively few schools that do not have any cooled space. We will take your question on notice.

Mr DAVID SHOEBRIDGE: Maybe you could give us a list of those schools, if it is a small number, and we can work it out.

Mr SCOTT: We will see what we can find.

ANSWER

There are schools that opt to raise funds and install air conditioning independently of the Department. The Department does not currently hold a record of this information centrally.

As part of the Cooler Classroom program an asset review will be completed in 2020 which will confirm any spaces across the portfolio that do not have air conditioning.

QUESTION No 31

Page No. 44

Mr DAVID SHOEBRIDGE: What has been said to me is 400 of the total of 1,250 high school places has been delayed indefinitely. Do you know if that is right, Mr Manning?

Mr MANNING: I cannot tell you whether I know that to be right or not. We will go away and do some work and come back this afternoon.

Mr DAVID SHOEBRIDGE: Some has, and you will come back with details about when and time frames, is that right?

Mr DAVID SHOEBRIDGE: But the community is asking when will the 2,000 new school places at the Alexandria Park Community School that have been promised and Inner Sydney High School, when will they actually be available for enrolments?

Mr SCOTT: We will take that on notice.

ANSWER

The Alexandria Park Community School Stage 1 works are being completed in two phases. The first phase is due for completion in late 2020. The forecast completion date for the second phase is early 2022.

Stage 1 of Inner Sydney High School opened for Year 7 students earlier this year. Stage 2 construction is expected to be completed by the end of 2020.

QUESTION No 32

Page No. 45

Mr DAVID SHOEBRIDGE: With the number of non-local area enrolment applications for the Inner Sydney High School, what proportion of that school population is going to be out of area?

Mr SCOTT: We will take that on notice and look at those.

Mr DAVID SHOEBRIDGE: If you are doing that, could you give a breakdown? There has been particular concern about the 2020 and 2021 postcodes.

Mr SCOTT: We will take that on notice.

ANSWER

Inner Sydney High School Year 7 enrolments at 6 February 2020 were 151, with 21 (16 per cent) out-of-area enrolments from 14 suburbs (12 postcodes) including one out-of-area enrolment from postcode 2020 and no out-of-area enrolments from postcode 2021. There are 19 in-area enrolments from three suburbs in the 2021 postcode.

The full breakdown is as follows.

Out-Of-Area Enrolments		
Suburb	Postcode	Number
Annandale	2038	1
Bellevue hill	2023	1
Bondi junction	2022	1
Chatswood	2067	1
Darlington	2008	2
Eveleigh	2015	1
Forest lodge	2037	1
Glebe	2037	1
Marrickville	2204	1
Mascot	2020	1
Redfern	2016	1
Russell lea	2046	1
Waterloo	2017	6
Zetland	2017	2
Total		21

In-area enrolments		
Suburb	Postcode	Number
Centennial Park	2021	4
Chippendale	2008	7
Darling Point	2027	2

In-area enrolments		
Suburb	Postcode	Number
Darlinghurst	2010	13
Double Bay	2028	3
Edgecliff	2027	4
Elizabeth Bay	2011	3
Haymarket	2000	3
Millers Point	2000	1
Moore Park	2021	1
Paddington	2021	14
Potts Point	2011	4
Redfern	2016	17
Rushcutters Bay	2011	1
Surry Hills	2010	26
Sydney	2000	10
The Rocks	2000	1
Waterloo	2017	2
Woollahra	2025	9
Woolloomooloo	2011	5
Total		130

QUESTION No 33

Page No. 45

Mr DAVID SHOEBRIDGE: I know this may seem narrow, but there is concern raised about the Anzac Park Public School and the inadequacy of actual parking on site for teachers. It is a lottery basis; there is insufficient parking. Teachers and visitors are therefore parking and chancing their arm in two-hour parking outside. We would all agree that is inadequate. Are there plans to increase the amount of parking at Anzac Park Public School or, alternatively, come up with some creative arrangements, like a shuttle bus to North Sydney or the like?

Mr SCOTT: Let me take that on notice. It is an outstanding school. We have had an executive meeting at that school and Unity Taylor-Hill does a great job in leading it. It is an interesting model, as you will appreciate. It is a primary school scheduled to have 1,000 students on less than a hectare.

Mr SCOTT: It raises an interesting question for us as well—I think you would be interested in it too— what is the department's responsibility to provide car parking for each of our 60,000 employees on site? There are worse-served areas for public transport than the North Sydney area. I take that on board. It is not a matter that has been raised with me from the school personally, but we will get some further advice on that to you.

Mr DAVID SHOEBRIDGE: We will come back to walking and buses and maybe get some more detail about Anzac Park.

ANSWER

Schools are planned in accordance with the NSW Educational Facilities Standards and Guidelines which do not require provision of car parking when schools are accessible by public transport. These guidelines, however, do recommend the prioritisation of land for outdoor learning and recreation space.

Planning approval is granted with consideration for each Council's parking requirements. Given its proximity to the business district of North Sydney, the school is well serviced by a range of public transport options. Teachers are encouraged to make use of the public transport available

QUESTION No 34

Page No. 48 & 49

The Hon. MARK BANASIAK: On notice, can you provide those details—how many were moved on in other ways?

Mr SCOTT: I am happy to do that.

The CHAIR: What, they are both low? They are both at 0.1 per cent. Is that what you are saying?

Mr SCOTT: The way it works is that the EPAC process is a detailed process. We have talked about it in the past. We had Mark Tedeschi review it. We have made some changes to it. But it is a detailed process, partly because of the industrial framework that we operate under too. But there are many principals who—and this is the number that I will provide to you—when you say, "Well, we are going to have the performance discussion", decide that it might be time for them to wrap up as principal. Some are willing to say, "Actually, I am not that happy as a principal; I would be happy to go back into a school in another kind of leadership role." Those conversations are often triggered by the very first performance discussion. That is far more common than someone saying, "I am ready to run the gamut of the reviews and the people sitting in and watching." That is often the way it goes; that is often the way it goes in senior leadership positions everywhere. I am happy to provide those numbers.

ANSWER

Outcomes of principal performance matters without moving to an improvement program 2016 - 2019

	Relinquishment pending retirement	Transfer	Demotion	Improvement
2019	2	0	0	4
2018	0	0	1	4
2017	0	1	0	1
2016	0	0	0	0

QUESTION No 35

Page No. 51

The Hon. ANTHONY D'ADAM: Are you able to provide on notice the details of all the projects where expenditure has occurred under that minor works budget?

Mr MANNING: Sure.

Mr DAVID SHOEBRIDGE: Do you mean land acquisition expenditure?

The Hon. ANTHONY D'ADAM: Land acquisition or any other expenditure that ultimately will lead to being reported under another project at some later stage?

Mr MANNING: Sure.

ANSWER

The 2018/19 land acquisition expenditure was approximately \$104 million.

QUESTION No 36

Page No. 51

The Hon. ANTHONY D'ADAM: How much has been expended on the Sydney Olympic Park high school project to date?

Mr MANNING: I would have to take that on notice. I have not got that detail with me.

ANSWER

All project expenditure is published in the Infrastructure Statement within Budget Paper 2 on a yearly basis once a construction contract is awarded.

QUESTION No 37

Page No. 51

The Hon. ANTHONY D'ADAM: Can you also take on notice the same question for the new Marsden Park primary school? How much has been expended to date on that project?

Mr MANNING: I will take that on notice.

ANSWER

All project expenditure is published in the Infrastructure Statement within Budget Paper 2 on a yearly basis once a construction contract is awarded.

QUESTION No 38

Page No. 51

The Hon. ANTHONY D'ADAM: Can you also do the same for the Pendle Hill High School upgrade? How much has been expended on that project to date?

Mr MANNING: Sure

ANSWER

All project expenditure is published in the Infrastructure Statement within Budget Paper 2 on a yearly basis once a construction contract is awarded

QUESTION No 39

Page No. 51

The Hon. ANTHONY D'ADAM: I seek the same information on Wentworthville Public School.

ANSWER

All project expenditure is published in the Infrastructure Statement within Budget Paper 2 on a yearly basis once a construction contract is awarded

QUESTION No 40

Page No. 52

The Hon. COURTNEY HOUSSOS: I come back to the question of Alexandria Park Community School and the question of whether it was a master plan or whether it was a two-stage development. I went over some documents in the break. All of the language in the official communication, all of the project updates, in fact, even a release from the Minister for education on Wednesday 6 February 2019 says, "The Alexandria Park Community School will be opening in 2020 with 1,000 primary and 1,200 secondary students." Are you able to provide me—and I am happy for you to do it on notice—with what date the Minister visited the school and at what point was it determined that level 4, the 400 additional places that my colleague also asked about, would become stage two works?

Mr SCOTT: I think we said this morning we would take those questions on notice.

The Hon. COURTNEY HOUSSOS: I just asked you for some additional clarification.

Mr SCOTT: Yes.

The Hon. COURTNEY HOUSSOS: In the original environmental impact statement the approval says it is for 1,000 primary school students and 1,200 secondary school students.

Mr SCOTT: Can I just go back to your language? You talked about a master plan or in stages; I am not sure that they are mutually exclusive. We will come back with the detail on this, but I think you can have a master plan—this is broadly where we are going with the site—and it be delivered in stages. I am not sure they are mutually exclusive. We will get that detail for you and come back to you on that.

The Hon. COURTNEY HOUSSOS: Just to provide some clarification, the local school reference group was under the impression that it would be a one-stage development. I would also like you to provide on notice whether the associated costs of going back into the site, recommencing construction and starting that again have been taken into consideration, because the information I am provided with is that that level 4 will cost \$8.24 million in addition as part of it. But to go back on site again would cost at least \$30 million. It seems as though it would be much more financially responsible to do it all in one go, not to mention that is what the school community is expecting.

ANSWER

The redevelopment of Alexandria Park Community School is masterplanned to deliver a new school to accommodate 1,000 primary school students and up to 1,200 secondary school students.

This redevelopment is being delivered in stages:

- Stage 1 - permanent secondary teaching spaces, staff and student facilities for up to 850 high school students, 44 primary classrooms for 1,000 primary

school students, and core facilities including administration, library, communal hall and gymnasium. This represents the core facilities for the masterplan.

- Stage 2 – construction of general learning spaces for a total of 1,200 high school students.

Stage 1 was announced in the 2017-18 Budget.

On 17 June 2019, the project's Executive Steering Committee considered the supplementary Business Case and endorsed the option that would deliver Stage 2, the additional teaching space on Level 4 of the school for a total capacity of 1,200 students, which would be delivered when demand requires it. Stage 2 funding is not yet finalised.

QUESTION No 41

Page No. 52

Mr SCOTT: Ms Harrison will talk to this in a minute. The Government has quite a clear position on this. There is not a total ban on mobile phones in schools. The Government has said that we think, as primary school classrooms operate, no need for mobile phones there. There might be an occasional circumstance where a child needs a phone and schools will work that through. That has been rolled out in 2020. There is some follow-up training and working with parents and schools around safe use of digital devices that is being rolled out and implemented this year.

In secondary schools, the Premier and the Minister have both reinforced that this is a matter for secondary schools to work through—the appropriateness in their setting. Schools are doing that. Schools are engaging with the policy. There are many schools out there where the schools themselves have come up with a policy that there are not mobile phones in schools, in playgrounds at break time or at lunch time. Do you want to add to that?

Ms HARRISSON: Just that the revised policy around the use of mobile phones came into place this year and happy to provide details of that policy to the Committee.

The Hon. COURTNEY HOUSSOS: Will you provide that on notice?

Ms HARRISSON: Absolutely.

ANSWER

The new Student Use of Digital Devices and Online Services policy covers all digital technology used by students in school and school-related settings, including mobile phones.

This policy was implemented in NSW public schools from the start of Term 1 2020 (27 January 2020) and promotes safe, responsible and respectful student use of digital technology.

To maintain learning environments that support the safety and wellbeing of students, the policy does not allow primary school students to use digital devices for non-educational purposes during class, recess or lunch.

The policy acknowledges the importance of digital technology for learning and teaching and the need to prepare students for their lives beyond school, which is why the policy includes an exemption to allow the use of a mobile phone for educational purposes, when approved by a principal or teacher. An exemption to the policy can also be granted where a student needs it for other reasons, such as an adjustment for disability.

Secondary schools retain the flexibility to opt into any restriction on device use or pursue the approach that best suits the learning and wellbeing needs of their school

community, as technology plays an important and increasing role for students as they progress through their education.

Schools, in consultation with their communities, are expected to update school procedures to reflect the new policy requirements.

The Department of Education provides guidelines, procedures and safe and secure technology-related resources, equipment and infrastructure to help protect students from harm and create environments where students can benefit from using technology.

The policy is available on the Department's website at <https://policies.education.nsw.gov.au/policy-library/policies/pd-2020-0471?refid=285859>.

QUESTION No 42

Page No. 53

The Hon. COURTNEY HOUSSOS: I come back to the question of Googong public school. Can Mr Manning provide on notice an updated figure on how much has been expended to date on that particular project?

Mr MANNING: Sure.

ANSWER

All project expenditure is published in the Infrastructure Statement within Budget Paper 2 on a yearly basis once a construction contract is awarded

QUESTION No 43

Page No. 53

The Hon. ANTHONY D'ADAM: The department has that information, does it, centrally?

Mr DIZDAR: We are able to show the principal their boundary map and their proportion of in-area and out-of-area enrolment.

The Hon. COURTNEY HOUSSOS: Will you provide that information? The Hon.

ANTHONY D'ADAM: That is a number, is it?

Mr DIZDAR: I do not know if we have got it in an aggregated sense. I know that we have got it at a school-by-school level.

ANSWER

The Department of Education does not have a centralised aggregated number of enrolments for out-of-area students.

QUESTION No 44

Page No. 55

Mr DAVID SHOEBRIDGE: You say that, but I have asked you to identify a specific body of work associated with ADHD and you cannot. I am now going to ask you if you are doing anything specific with ADHD in your update of the discipline and suspension policies? Is there a specific component about ADHD in that?

Ms HARRISSON: I am very happy to come back to you with advice on the components of our work that relate specifically to ADHD. As you will be aware, in the community ADHD is not always diagnosed. It is one of the areas that our teachers recognise and this is why we use the assessment tools that we use where teachers identify the additional learning needs rather than relying on diagnosis because they are not always present in our schools.

Mr DAVID SHOEBRIDGE: When are we going to get to that point where we are talking about not a sort of diagnosis space but a functioning kind of capacity criteria for determining additional resources or additional policy responses? When are we going to get away from this diagnosis problem we have?

Ms HARRISSON: We use the Nationally Consistent Collection of Data as the way that we drive resourcing the system. That is the way that resourcing flows through a number of our programs.

Mr DAVID SHOEBRIDGE: Do you agree with me that that is not picking up ADHD at the moment? We seem to be having a circular argument. You come back to the same problematic starting point and I do not see that you have a way through that?

Ms HARRISSON: I am confident we have work underway. I would like to come back to you on notice with the detail of that work in relation to students with ADHD.

ANSWER

Students with Attention Deficit Hyperactivity Disorder (ADHD) and their specific needs are being considered in the Department of Education's review of the Student Discipline in Government Schools policy and Suspension and Expulsion procedures.

The Department's Disability Criteria are also currently being reviewed. The review will consider a range of potential models for revised criteria, and assess the extent to which they are fit for purpose.

All NSW public schools also receive an allocation of learning and support funding as part of the school budget, and students do not need a disability diagnosis to access this support.

QUESTION No 45

Page No. 55

Mr DAVID SHOEBRIDGE: What training have you given to teachers specifically to deal with kids with ADHD? When will you get to a position that all teachers have that training?

Ms HARRISSON: I can come back to you with details on the training that is available. Obviously the department provides some training and many schools that recognise the needs of their students locally provide training locally within the school, and access training from other providers. I am very happy to take on notice the information we have centrally around this issue but I would like to make sure that the Committee is aware that there is further training that is used by schools and delivered in schools that we may not have information on.

ANSWER

To support schools in meeting the needs of students with disability, the Department of Education has a range of professional learning available to staff in public schools.

Specific content and relevant resources that address understanding, assessment and adjustments relating to students with Attention Deficit Hyperactivity Disorder (ADHD) in schools is included in these courses.

QUESTION No 46

Page No. 56

The CHAIR: Can I ask how many schools in New South Wales and how much money is spent on the Grow Your Mind Program, with its worksheets on animal yoga, shark versus dolphin thinking, growth mindset tree and gratitude meditation? What is the evidence base that is being used for this Grow Your Mind Program to lift the State's academic results?

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

ANSWER

There are 60 schools that have collectively invested approximately \$50,000 on the Grow Your Mind Program.

The Grow Your Mind Program is considered by those schools who are implementing the program as a valuable wellbeing program of study that serves to enhance a whole school approach to learning. It addresses anxiety, stress, promotes positive relationships and is highly valued by school communities and teachers.

QUESTION No 47

Page No. 57

The CHAIR: No, you should answer my question. How much time and effort was taken to development this strategy?

Mr SCOTT: I can take that on notice. But every government department has a diversity and inclusion strategy. It is what a modern workplace does. I can get you an assessment of how much it cost to develop that.

ANSWER

The Department of Education's Diversity and Inclusion Strategy development commenced in November 2017 and was launched on 3 December 2018 following employee consultation. PricewaterhouseCoopers (PwC) was engaged to develop the strategy, at a cost of \$140,760.99.

QUESTION No 48

Page No. 58

The Hon. MARK BANASIAK: I did not want to interrupt the Chair; he was on a roll. Mr Scott, according to the Public Service Association's guidance for reporting bullying, a report or complaint of bullying should always be made as a report of a work health and safety issue, rather than a grievance. Given that most of the staff who I have spoken to about this seem unaware of this report and have been told to go through EPAC or the director, does the department produce any literature informing staff in leadership—

Mr SCOTT: Let me check that and I will come back to it.

The Hon. MARK BANASIAK: I do note that last time round you stated that there is always a default position to protect the students, and I would agree with that. But also you are bound to the workplace health and safety laws. From my understanding, one school has already been threatened with failure to comply with New South Wales SafeWork orders totalling to \$30,000. You might need to take this on notice. How many other schools have had SafeWork NSW inspectors called in to investigate workplace bullying in the past five years?

Mr SCOTT: I will take that on notice.

ANSWER

Complaints of bullying are dealt with under the Department of Education's Complaints Handling Policy and Staff Complaint Procedure.

The Department has consulted and confirmed with SafeWork NSW that the Staff Complaint Procedure is the appropriate way in which allegations of bullying should be dealt with as stated in the Complaints Handling Policy.

All departmental staff have access to the Complaints Handling Policy and Staff Complaint Procedure through the Departments intranet.

The Public Service Association does not govern how allegations of bullying should be managed by the Department.

The matter which it appears that Mr Banasiak is referring to was disputed by the Department. It should be noted that following an appeal by the Department, SafeWork NSW conducted an internal review which upheld the appeal and the notices were set aside.

The Department is not aware of a threat of failure to comply with SafeWork NSW orders totalling \$30,000.

QUESTION No 49

Page No. 58

The Hon. MARK BANASIAK: Switching to EPAC, what has happened in EPAC since a principal quite publicly in the media was reinstated by the Industrial Relations Commission after it was found that the complaint was overturned because EPAC upheld false, vexatious and unfounded allegations?

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

ANSWER

The Industrial Relations decision is publicly available. The matter involved an appeal by an Assistant Principal against a demotion decision. The Commissioner did not find the allegations to be false, vexatious or unfounded but did amend the disciplinary penalty.

QUESTION No 50

Page No. 58

The Hon. MARK BANASIAK: The executive director of the employee performance and conduct directorate is running a workshop at a LawSense conference. The workshop is called "Dealing with 'Toxic' Staff Behaviour and Understanding When the Lower Level Issues Can Be Used For Lawful Performance Management or Disciplinary Action". To me it sounds like we are trying to manipulate a policy to use performance management to get rid of troublesome staff. Is that what that presentation is about? Who approved it?

Mr SCOTT: I can check the approval mechanisms. I do not think we should judge the presentation on the title, just as we should not always judge news stories on the headlines. I will inform you on the approval mechanism.

ANSWER

Department of Education staff have been conducting presentations for LawSense for many years as part of training and community engagement. When departmental staff are requested to present to public school executives, the training is targeted to departmental staff. The presentation "Dealing with 'Toxic' Staff Behaviour and Understanding When the Lower Level Issues Can Be Used For Lawful Performance Management or Disciplinary Action" is about developing good management practices at the school level.

QUESTION No 51

Page No. 61

The Hon. PENNY SHARPE: Yes, I do have more questions about kids with disability. The disability strategy and the progress report has a lot of words around inclusion for students and, regardless of disabilities, they should be able to access and fully participate at their local school. Are you able to tell me how many students, parents or other caregivers have not been granted the placements in their local schools that they have requested when trying to enrol in the last year?

Ms HARRISSON: I can take the details of that on notice and come back to you with what is available for us to provide centrally on that.

The Hon. PENNY SHARPE: That is not the question I am asking. The question I am asking is how many families have been turned away from their local school because they have got a kid with a disability?

Ms HARRISSON: That is information we have to take on notice, but I think it is important, as the Minister has recognised, that parental choice is part of the system on offer—

ANSWER

All children who apply for enrolment in a NSW public school initially enrol through their local school. Decisions about specialist settings are made in conjunction with parents and school staff after initial enrolment at their local school.

Work is underway to track and report on the movement of students with disability who seek a support class placement through the Department of Education's Access Request process. The Department does not currently collect information on instances of parents or other caregivers who are not granted the placement they have requested for children they are enrolling in their local NSW public school.

However, the 2019 Tell Them From Me (TTFM) annual survey showed the following responses from parents:

TTFM Survey 2019 Primary Parent

- 92% of parents who have a child without a diagnosed disability or identified special needs in a mainstream school stated that their child was enrolled in their first choice school.
- 89% of parents of a child with disability or special needs who are enrolled in mainstream school answered that their child was enrolled at their first choice of school.

QUESTION No 52

Page No. 61

The Hon. PENNY SHARPE: How many of those kids have an NDIS package?

Ms HARRISSON: That is not information I necessarily have available today, but I am happy to go and see what we do have on notice.

Ms HARRISSON: There would be discussion in many of our schools supporting families in going through their NDIS planning processes and other things. I am very happy to take on notice how many of our students have an NDIS plan that we are aware of.

The Hon. PENNY SHARPE: I would be quite shocked if they got an NDIS package and the school was not aware of that.

Ms HARRISSON: We are very happy to take on notice the information we do have.

ANSWER

The Department of Education does not have access to data on the NDIS status of individuals. Parents of children on the NDIS are not required to disclose, to their school or to the Department, whether their child is a participant in the scheme. As a result, the Department cannot match any data that it holds to the NDIS status of students.

QUESTION No 53

Page No. 62

The Hon. PENNY SHARPE: I understand that. That is not my question. Are you able to provide me with information about any children or young people who have been denied requested supports or reasonable adjustments in relation to attending mainstream education? You might have to take it on notice. It goes back to whether they have been knocked back from attending a school.

Ms HARRISSON: Very happy to take that on notice.

ANSWER

All NSW public schools are required to meet their obligations under the Disability Standards for Education 2005 to make reasonable adjustments for students with disability.

As at the end of February 2020 there are 10,100 students with disability enrolled in mainstream classes, supported through integration funding.

It is estimated that a further 90,000 students with disability are in mainstream classes in mainstream schools, supported by school resources.

That is, in 2020 an estimated total of 100,100 students with disability were enrolled in a mainstream school as part of a mainstream class.

QUESTION No 54

Page No. 62

The Hon. PENNY SHARPE: With children in out-of-home care, does the department do anything in respect of monitoring them? I am particularly interested in their transition to high school and their transition post-school in respect of the information and support that they get.

Ms HARRISSON: Very happy to provide details on notice. Schools work in partnership with out-of-home care providers and with the young person themselves to provide the best transition through our school system from primary schools to secondary schools. We look carefully at the data we have and we work closely with Family and Community Services to understand the needs and presentation of those children in out-of-home-care. So very happy to provide additional information on notice.

The Hon. PENNY SHARPE: I am particularly interested in the number of young people in out-of-home care who have been supported by schools to get extended care post-18 around their educational outcomes.

Ms HARRISSON: Very happy to provide that on notice.

ANSWER

The Department of Education is committed to ensuring that every student is known, valued and cared for. The wellbeing of our students, including vulnerable cohorts such as children in statutory out-of-home-care (OOHC), is vital to successful schooling and maximising their life outcomes. The Department supports the educational outcomes and wellbeing of students in statutory OOHC through access to OOHC Change Funding, information monitoring in collaboration with the Department of Communities and Justice, and support through transitions during and post school-life.

OOHC Change Funding is a new streamlined funding model to support students when they need it most. The Department introduced OOHC Change Funding on the 14th October 2019. Schools now receive funding more quickly, so they can support students during significant changes in their life.

In 2020, there are approximately 750 students in statutory OOHC who have transitioned to high school, 650 currently in Year 6 and 650 currently completing Year 12. OOHC Change Funding support is available to schools to support these students' transition to high school and transition to post-school options if required. Schools can also use OOHC Change Funding to support students through other changes that could impact on their learning, wellbeing or access to the curriculum.

The Department supports students in statutory OOHC by monitoring information in collaboration with the Department of Communities and Justice to implement effective supports, and in May 2019, we completed the first data matching exercise. This improved the system's visibility of the location of 8,646 students in statutory OOHC

and enrolled in NSW public schools. The Department of Education and Department of Communities and Justice have agreed to a monthly data matching exercise so that we enhance the monitoring of, and provision of support to, students in OOHC. Additionally, the data matching process identified locations that could benefit from a more strategic approach in supporting large cohorts of students in statutory OOHC. In 2020, the Department is commencing project work in a number of these locations. This work will ensure that the right resources are in the right places and at the right times, to enhance the learning, wellbeing and life outcomes for students in statutory OOHC.

The Department also works closely with the Department of Communities and Justice on the Educational Pathway for students in statutory OOHC and other related initiatives. The Department of Communities and Justice is the Lead agency with responsibility for care leavers and they have a range of programs and funding available, including financial support for post care education.

The Department is collaborating across the Government and the non-government sectors to work on improving post-school outcomes for students in statutory OOHC. In October 2019, the Department hosted an OOHC Cross-Sectoral Workshop attended by representatives from peak OOHC government and non-government bodies, the Department of Communities and Justice and its funded OOHC service providers. As a result, an OOHC Cross Sectoral Working Group has been formed and is meeting this month to continue the work and insights gained at the workshop. The first priority of the working group is post-school options for improving the outcomes of students in statutory OOHC.

QUESTION No 55

Page No. 62 & 63

The Hon. PENNY SHARPE: Has there been a review into possible suicide clusters across the State and the school response?

Ms HARRISSON: I would like to come back with the details on notice. We have done some work in some communities, which I would like to make sure we provide you the right information on.

Mr SCOTT: Because I am aware of, I think, at least three other communities where there has been intensive engagement by the department, provision of additional counselling services, working with organisations such as headspace and Beyond Blue, working with community groups and over a sustained period of time. I am happy to do two things: I am happy certainly to hear any information about a community that you think needs additional support that you feel has not been on our radar the way it should be, and I am happy to provide you with more detail on notice about the interventions that the department has been involved in, working with local communities on when we have had a cluster of incidents.

ANSWER

To support schools in responding to student suicide, the Department of Education released a resource for schools in July 2015, Responding to Student Suicide Support Guidelines for Schools. This resource was developed in collaboration with Headspace and the NSW Ministry of Health. It provides a step by step guide to support schools as they respond after the suicide of a young person.

Postvention is an important factor in the effort to reduce the effect of suicide contagion. The Department has worked with Headspace since 2016 to facilitate the roll-out of suicide postvention planning workshops across NSW.

The *Biennial report of the deaths of children in New South Wales: 2016 and 2017*, published on 25 June 2019 by the NSW Child Death Review Team, recommended that the “NSW Department of Education should evaluate postvention initiatives in NSW government high schools, particularly the effectiveness of such initiatives in preventing suicide clusters”.

The Department is acting on this recommendation. The Department is engaging an external provider with expertise in suicide prevention and postvention to conduct an evaluation of suicide postvention initiatives in NSW Government high schools. A procurement process has been undertaken and the Department is currently negotiating with the preferred provider to finalise a contract to undertake this important work.

Further information regarding suicide clusters can be obtained from NSW Health.

QUESTION No 56

Page No. 63

The Hon. PENNY SHARPE: How many of the recommendations made by the Ombudsman's inquiry into behaviour management have been implemented?

Mr SCOTT: We will take that on notice.

ANSWER

The Department of Education has considered all proposals for reform as suggested in the Ombudsman's report.

The Department is currently developing a Behaviour Strategy based on the proposals made by the Ombudsman's Inquiry to support the work of schools in addressing the behavioural needs of students.

		Proposal for reform	Status
Students with complex needs and challenging behaviours	1	<p>The department should systematically identify the students in public schools who require intensive individualised interventions relating to complex needs and challenging behaviour – including through examining school data relating to, inter alia, multiple suspensions; part day exemptions; non-attendance; teacher-directed use of time-out rooms/spaces; incident reports; and the use of restrictive practices.</p> <p>The department should develop a practice framework for how it will maintain 'line of sight' and track practice, progress, and outcomes in relation to these students, including mechanisms for identifying those who require escalation to a case management team and/or a networked specialist centre.</p> <p>As part of the framework, the department should identify the data it needs to capture for these students to enable reporting in an aggregated way. The framework and data should be subject to initial and ongoing external scrutiny.</p>	Underway – this is a part of the Discipline policy and Suspension review
	2	<p>Public schools should examine the adequacy of their processes for systematically identifying students 'at risk', including students with complex needs and challenging behaviour, and facilitating caring and supportive relationships between staff and those students.</p> <p>Examples provided during the inquiry have</p>	Underway – relates to many other streams of work across the Department, including but not limited to; additional counselling services, student support officer position, Child

		Proposal for reform	Status
		included the appointment of key staff as mentors.	Protection policies and resource development
Positive Behaviour for Learning	3	<p>As part of its provision of increased support for the implementation of the Positive Behaviour for Learning framework (PBL) in public schools, the department should:</p> <ul style="list-style-type: none"> a) proactively target schools which are implementing PBL to see what assistance and clarification is required regarding their implementation of the framework, particularly in relation to students who require targeted and individualised interventions, and b) determine and implement strategies for effectively promoting and communicating good practice in PBL across schools, to improve the schools' understanding of how to implement the essential elements of the framework. 	<p>A process evaluation of Positive Behaviour for Learning by the Department's Centre for Education Statistics and Evaluation to better understand how it has been implemented, including aspects that are working well and areas where further support is required is being finalised. These findings will be published in 2020.</p> <p>36 PBL coach mentors provided direct support to schools trained to implement PBL.</p> <p>The capacity of the 36 PBL coach mentors is being supported through face-to-face delivery of professional learning and virtual professional support.</p>
Functional behaviour assessments	4	<p>In relation to functional behaviour assessments, the department should:</p> <ul style="list-style-type: none"> a) review the adequacy of the guidance that it provides to schools regarding functional behaviour assessments, including ensuring that there is clarity as to when a functional behaviour assessment needs to be undertaken (including when adverse action in response to behaviour is being proposed or taken) b) assist schools to identify individuals with the expertise to undertake functional behaviour assessment, and c) review the adequacy of the guidance regarding the use of functional behaviour assessments that is provided in the department's professional learning courses. 	Underway – this is a part of the Discipline policy and Suspension review
Access to expertise	5	The department should track and analyse the requests from public schools for support from Educational Services teams to identify any anomalies in these requests	Underway and ongoing commitment

		Proposal for reform	Status
		across NSW (such as very high or very low use). This information should be considered, together with other data relating to what average request numbers should be, having regard to the characteristics of the school community.	
	6	The department should ensure that information and resources resulting from the projects undertaken as part of the 'Special schools as centres of expertise' initiative are publicly available and easily accessible.	Underway
	7	<p>In relation to schools accessing appropriate expertise in relation to students with complex needs and challenging behaviours, the department should develop a carefully planned and ongoing strategy for:</p> <p>(a) identifying those staff in schools who have particular expertise, and:</p> <p>(i) making this information available to schools via a central source</p> <p>(ii) making best use of their skills across the school system</p> <p>(b) systematically identifying potential leaders to work in this area and providing them with opportunities to be mentored by the department's most highly skilled specialist teachers (and to be provided with other relevant professional learning experiences), so that, over time, the numbers of teachers with the expertise required is significantly expanded, and</p> <p>(c) identifying the additional professional learning that may be required by staff who currently work in the specialist/advisory roles (such as the learning and support teachers and assistant principals, and the learning and wellbeing staff in the Educational Services teams) – including targeted training in conducting functional behaviour assessments and developing evidence-based strategies, and 'coalface' experience in working with the most highly skilled specialist teachers. (The additional school counsellor and senior psychologist positions may also provide an opportunity to boost the skills of the other specialist/advisory roles).</p>	Underway and ongoing commitment

		Proposal for reform	Status
	8	The department should set mandatory professional learning requirements for principals, including training on the Disability Standards for Education. The department should also consider whether the mandatory professional learning requirements should apply to the school executive group more broadly.	Underway – Disability Strategy addresses this
	9	The department should set mandatory professional learning requirements for the key specialist/ advisory roles, such as the learning and support teachers and assistant principals, and the learning and wellbeing staff in the Educational Services teams.	Underway – professional offerings have increased and become more available
	10	The department should provide advice to the Ombudsman’s office regarding any current or intended actions that may address the issues that have been raised regarding the turnover of staff in the Educational Services teams.	Not actioned at this stage
	11	The department should look at ways to promote information among principals regarding ways in which funding provided to schools through the Resource Allocation Model (RAM) is being (or could be) used to meet the learning and support needs of students with complex needs and challenging behaviour.	Complete but ongoing need to monitor and address
Responding to behaviours of concern	12	<p>In relation to requests for part day exemption for reasons associated with behaviour, the department should:</p> <p>(a) build in a requirement that, before a request is recommended or approved, Educational Services must assess whether all steps have been taken to maintain the student in school on a full-time basis, including implementing personalised learning and support (with actions to obtain and implement expert advice), and whether other intervention is needed</p> <p>(b) ensure that adequate systems are in place to: identify and escalate matters in which there are repeated requests for part day exemption, resulting in the student being out of full-time education for extended periods of time</p> <p>enable analysis of relevant data to identify trends and potential areas for proactive attention.</p>	Underway

		Proposal for reform	Status
	13	<p>In relation to requests for distance education relating to students with additional learning and support needs, the department should:</p> <p>(a) include a requirement that the intervention strategies implemented at the school, and the assessed impact of the interventions, must have been informed by expert advice, before the request can be approved, and</p> <p>(b) ensure that adequate systems are in place to enable analysis of the data to identify trends and potential areas for proactive attention.</p>	Underway
	14	<p>In relation to data on the suspension and expulsion of students in public schools, the department should:</p> <p>(a) provide advice to the Ombudsman's office regarding whether, and how, it will analyse suspension information to ascertain the proportion that relate to behaviour associated with disability, and any related practice issues</p> <p>(b) (in addition to the data on suspensions and expulsions that it already reports) collect, analyse and report on data relating to the suspension and expulsion of students:</p> <p>(i) with disability or other additional needs</p> <p>(ii) in OOHC.</p>	Underway – this is a part of the Discipline policy and Suspension review
	15	<p>As part of the department's review of its Student Discipline in Government Schools Policy, it should review its current guidance in relation to the use of time-out strategies (including dedicated time-out rooms); the use of restrictive practices, including seclusion and physical restraint; and the use of suspensions – in consultation with stakeholders. The department should develop clear and comprehensive guidance that:</p> <p>(a) strengthens the processes relating to actions that schools are required to take:</p> <p>(i) prior to adverse action being taken against a student in relation to their behaviour (except where there is a real and immediate risk to safety)</p> <p>(ii) following any instance of the use of physical restraint or seclusion</p>	Underway – this is a part of the Discipline policy and Suspension review and Disability Strategy

		Proposal for reform	Status
		<p>(b) makes clear the department’s position on the use of seclusion in schools</p> <p>(c) strengthens the recording and reporting requirements, and</p> <p>(d) strengthens the arrangements for monitoring practice.</p>	
	16	<p>Information in this report relating to ‘Alternative settings’ and ‘School support for students in residential OOHC’ identifies the need for a broader range of education options, particularly for those students with significant trauma, behaviour, and/or disengagement. Together with key partner agencies, the department should consider the information in this report and explore what more needs to be done to enable these children and young people to obtain an appropriate education. As part of this work, the department should institute a system for ongoing assessment of:</p> <p>the effectiveness of available models, and whether there is sufficient supply of the required models to meet needs.</p>	Underway – this is a part of the Discipline policy and Suspension review
Governance	17	<p>The department should look at how it/schools can best provide public reports on the use of the Integration Funding Support component of the funds provided to schools through the RAM regarding students with disability, to facilitate greater accountability and transparency on this issue.</p>	Underway
	18	<p>In addition to the new arrangements for monitoring school practice and performance (including the AZT and School Excellence Framework), the department should:</p> <p>a) examine, as part of the roll out of the Synergy data system across schools, the adequacy of the ‘intelligence capacity’ of the system, via the data which will be captured and analysed by senior management of the department. In this regard, it will be important to assess whether the system allows for analysis of trends, within and across schools and districts, in connection with significant issues raised in this report (including but not limited to adherence to key policies)</p> <p>b) ensure that other sources of information, such as particular</p>	Underway

		Proposal for reform	Status
		<p>allegations against employees or significant concerns raised about a school, trigger a closer examination of school practice by Directors, Public Schools NSW, and</p> <p>c) overlay the new arrangements for data collection and related monitoring of school practice and performance, with a thorough and rigorous auditing process that is well calibrated to risk – to ensure regular, independent reviews of practice, in line with a sophisticated risk management framework.</p>	
Interagency Collaboration	19	Against the background of observations made in Chapter 7 on ‘Interagency collaboration’, the department should review its current interagency models – including Connected Communities, Networked Specialist Centres, and a range of other key initiatives – with a view to enhancing the governance, leadership, and outcomes to be achieved by these models.	Underway
	20	<p>In light of the success of its multiagency models being dependent on the strength of the overall partnership developed (including the operating framework and governance arrangements of these partnerships), both the department and other key agencies should institute a system for the ongoing review and analysis of relevant interagency work. Given the vital importance of this work and the critical need to identify and replicate interagency initiatives that are effective in both:</p> <p>a) identifying children most in need of a multidisciplinary response (see proposals 1 and 2), and</p> <p>b) delivering a tailored, multiagency response - it is critical that the response to this proposal is led by the heads of relevant agencies, and that they employ an action learning approach in identifying and then embedding sophisticated interagency initiatives across the state.</p>	Underway

The Behaviour Strategy is being informed by an independent evidence review, conducted for the Department by the Telethon Kids Institute, a think tank with national and international academic experts in this field. As part of their review they had extensive consultation with Department staff.

The strategy will be comprehensive and include resources to support classroom teachers in implementing good practice approaches to behaviour management, professional learning for school staff and those who support the work of schools, and targeted training for specialist education staff.

Broad consultation with internal and external stakeholders was commenced in 2018 to review the Student Discipline in Government Schools policy. This work is ongoing in 2020.

A framework of effective principles of good practice in behaviour support has been developed which aims to build the capacity of Department staff to implement effective behaviour interventions and support. Good practice examples and case studies to support schools are being researched and will undergo quality assurance measures.

A review of evidence, including a literature review and stakeholder consultations with Department staff commenced in 2018-2019. A range of face-to-face focus groups and telephone interviews have been conducted with school services and school staff to better identify need, including the content and types of professional learning that would help to build staff capabilities. This work will guide the implementation plan.

QUESTION No 57

Page No. 63

The Hon. PENNY SHARPE: How many teachers with disability work in New South Wales schools? Are you able to tell us that?

Mr SCOTT: We will have that data. We will take that on notice.

The Hon. PENNY SHARPE: Can you break that down in respect of other staff as well, so it is not just teachers?

Mr SCOTT: Sure.

ANSWER

An estimated 2,117 teachers, 767 school support staff, and 325 corporate staff with a disability work in New South Wales schools as at June 2019.

Source: Workforce Profile Report as at June each year.

QUESTION No 58

Page No. 63

The Hon. PENNY SHARPE: In relation to training of staff around inclusive education, what percentage of staff have been trained in inclusive education?

Ms HARRISSON: We do not have specific information on the number of staff that have been trained in inclusive education to hand. I am very happy to come back to the Committee on notice with the information we do have. As I indicated to the Committee earlier, we have now moved to ensure that all of our principals, as part of their mandatory training and with a regular continuation of that development, will engage in specific disability training. That is part of our commitment under the strategy. We can provide more information to you on inclusive education and come back.

ANSWER

Since 2013, the Department of Education has offered two e-learning courses to staff on understanding their obligations under the Disability Standards for Education 2005. These obligations require staff to make reasonable adjustments for students with disability to ensure that they can participate in education on the same basis as other students.

Since 2013, 101,087 staff have completed one or more modules of the Disability Standards for Education e-learning. In 2019 alone, the Department recorded 5,878 completions in these modules by staff.

Given the fluctuating nature of the teacher workforce, it is not possible to determine a precise percentage of teachers currently employed by the department who have done one or more of these particular forms of training. The Department is currently implementing a policy to require that all school executive undertake this training. This is in line with, and more expansive than, Recommendation 29 of the 2017 NSW Upper House *Inquiry into the Education of Students with a Disability or Special Needs* which was that this training be made mandatory for all school principals.

In addition, since 2012, the Department has sponsored 295 teachers to gain additional post-graduate qualifications in special and inclusive education. A further 198 teachers have been offered assistance under the new Inclusive Practice in Education scholarship, launched in 2019. The new scholars are anticipated to commence study this year.

QUESTION No 59

Page No. 64

The Hon. PENNY SHARPE: In the disability strategy you have got 200 scholarships for the Master of Special and Inclusive Education. Are you able to provide a breakdown of how many of those scholarships are going to special education courses as opposed to inclusion education courses?

Ms HARRISSON: I am very happy to provide that breakdown and to provide the numbers on notice. If my memory serves me correctly we have already identified 238 successful scholarship receivers, for want of a better word. We are exceeding that. I will get a breakdown for you.

The Hon. PENNY SHARPE: What I am trying to get to is that if we are serious about getting kids with disability into mainstream education as much as possible, teachers need more support and more training. I am concerned that we are still slanting the training opportunities just in the special education end rather than in the inclusive end. That is what I am trying to understand what is happening in that program.

Ms HARRISSON: I am very happy to provide with more detail.

ANSWER

The Department of Education has offered 198 teachers an Inclusive Practice in Education Scholarship placement in 2020. The final number of scholarship acceptances cannot be confirmed at this stage as some scholars are yet to accept the offer. However, to date 186 have accepted.

Universities offer a range of different courses that are approved for the Inclusive Practice in Education Scholarship. A breakdown of these courses and the number of scholarship acceptances to date are listed below.

The language used by universities varies. They use both special and inclusive education in naming their degrees. Most of the courses listed above include units on Inclusive Education.

To be approved the qualification must include units relevant to the teaching of students with disability or learning needs. The Department's list of approved courses is not exhaustive. Teachers can contact the Department to request that other courses are added to the list. We have communicated this on the teach.NSW scholarship website. We are working to ensure that this message is clear to all applicants.

University	Name of qualification	Number of scholarship acceptances
University of Newcastle	Master of Special and Inclusive Education	95
Charles Sturt University	Master of Inclusive Education	39
University of Wollongong	Master of Education (Special Education)	16
Western Sydney University	Master of Inclusive Education	9

University	Name of qualification	Number of scholarship acceptances
Macquarie University	Master of Special Education	6
University of Sydney	Master of Education (Special and Inclusive Education)	5
Charles Sturt University	Master of Inclusive Education (Advanced Practice)	4
University of New England	Master of Education (Special Education)	4
Macquarie University	Masters of Education specialising in Special Education	2
University of New South Wales	Master of Education (Special Education)	2
Deakin University	Master of Specialist Inclusive Education	1
Macquarie University	Master of Disability Studies	1
Melbourne University	Master of Learning Intervention	1
University of Queensland	Master of Educational Studies	1

QUESTION No 60

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Ms DOWNEY: Can I just add? Ms Sharpe, you rightly called out that our focus needs to be on ensuring that all teachers can accommodate the complexity that is in their school systems. You will also note that a feature of the disability strategy was the roll-out of trauma-informed training. One of the single biggest factors that came out through the disability strategy is having a big impact on ensuring that principals were comfortable to accommodate the wide range of needs in their communities. That has been very much a feature of this first year with a 1,000 additional placements.

The Hon. PENNY SHARPE: Can you provide how many people have been trained it?

Ms HARRISSON: I believe it is 1,000 this year and there is more to be rolled out. We will come back with the specifics on notice.

ANSWER

The trauma-informed professional development course '*Trauma-Informed Practice for Improved Learning and Wellbeing*' is currently being piloted. Over 1000 Departmental staff across various school settings and locations around the state are participating in the pilot.

The pilot evaluation report will inform strategic roll-out of the course.

In January 2020, the Centre for Education Statistic and Education (CESE) published Trauma-informed practice in schools: An explainer. The explainer summarises the evidence on trauma-informed practice within an educational context. It provides a brief introduction to the topic for teachers, principals and other school staff. An accompanying discussion guide has been created to support principals, executive, teachers and school staff to unpack and reflect on the explainer, and to explore implications for their schools.

QUESTION No 61

Page No. 65 & 66

Mr DAVID SHOEBRIDGE: Can you provide the Committee with the data for the past three years of suspension numbers from a primary and high school basis?

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

Mr DAVID SHOEBRIDGE: Again, you will take on notice the 2019 data on that?

Ms HARRISSON: Yes, absolutely.

Mr DAVID SHOEBRIDGE: Could you provide any break down on those suspension rates based on Aboriginality? Do you have that data?

Ms HARRISSON: We do record that data and I can provide it on notice.

Mr DAVID SHOEBRIDGE: Thank you. When you provide that data could you also provide the data on stages? I think suspensions go through stage one and stage two.

Ms HARRISSON: You mean short and long?

Mr DAVID SHOEBRIDGE: Yes.

Ms HARRISSON: Yes, I can provide a break down by short and long.

ANSWER

The following data provides the number of suspensions, not the number of students suspended.

2017

In 2017, there were a total of 18,928 suspensions for students in primary schools, of those, 14,908 were short suspensions and 4,020 were long suspensions.

In secondary schools there were a total of 50,302 suspensions, of those, 36,468 were short suspensions and 13,834 were long.

For Aboriginal students in schools, there were a total of 19,645 suspensions, of those, 14,119 were short suspensions and 5,526 were long suspensions.

2018

In 2018, there were a total of 19,915 suspensions for students in primary schools, of those, 16,206 were short suspensions and 3,709 were long suspensions.

In secondary schools there were a total of 50,080 suspensions, of those, 36,553 were short suspensions and 13,527 were long.

For Aboriginal students in schools, there were a total of 19,866 suspensions, of those, 14,509 were short suspensions and 5,357 were long suspensions.

2019

In 2019, there were a total of 20,482 suspensions for students in primary schools, of those, 16,569 were short suspensions and 3,913 were long suspensions.

In secondary schools there were a total of 53,976 suspensions, of those, 38,234 were short suspensions and 15,742 were long.

For Aboriginal students in schools, there were a total of 21,776 suspensions, of those, 15,725 were short suspensions and 6,051 were long suspensions.

QUESTION No 62

Page No. 66

Mr DAVID SHOEBRIDGE: In other budget estimates hearings last year we heard about the significant number of kids who are in residential care in what is now the Communities and Justice cluster. One of the most disturbing features of that evidence was that the median time for kids in residential care missing school was some six to nine months a year. What are you doing, or have you done anything, to work with Communities and Justice to ensure that kids in residential care are dealt with as a special cohort and actually go to school?

Ms HARRISSON: We have projects underway on exactly this issue that I would very much like to provide the detail on notice. We meet and discuss the cases regularly with Communities and Justice. I am very happy to provide more information on those projects. We have data-sharing protocols in place so we are able to identify those students and we are at work on making sure those students are engaged in their education.

Mr DAVID SHOEBRIDGE: Could you give us the numbers in the response?

Ms HARRISSON: Yes, absolutely.

ANSWER

The NSW Department of Education is committed to the wellbeing of our students in statutory out-of-home-care (OOHC) and to ensuring that they attend school, learn and flourish.

The overall attendance rates for this cohort have dropped from approximately 81 per cent in 2017 to 66 per cent in 2019.

The Department is working with the Department of Communities and Justice to better support students in statutory OOHC through specific information sharing and to collaborate on the Their Futures Matter reform.

An example is the Department's new funding model, OOHC Change Funding, introduced by the Department on 14 October 2019. This is short-term streamlined funding for students in or entering statutory OOHC. The Department is notified by the Department of Communities and Justice, or its funded OOHC service providers, when a student enters Intensive Therapeutic Care (formerly residential care). In the new funding model, these students are identified as a special cohort requiring the highest tier of funding support.

QUESTION No 63

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Ms EGAN: I think they work in partnership. As all educators would understand, schooling is more than the academic and it is more than wellbeing. Schooling is about learning and both of those interchanging when we think about student engagement, student learning and student growth

The CHAIR: Will future research projects looking at wellbeing programs in schools contain some hard data on academic outcomes that resulted from these initiatives?

Ms EGAN: Yes, we can do that. I would be happy to look into that.

ANSWER

The NSW Department of Education's Centre for Education Statistics & Evaluation (CESE) research confirms that students who have higher levels of wellbeing tend to have better cognitive outcomes at school.

CESE's 2015 Student Wellbeing publication explored the relationship between wellbeing, schools and outcomes, as did the subsequent 'Every student is known, valued and cared for' environmental scan and case studies (CESE, 2018).

Both publications found that higher levels of wellbeing are associated with better academic outcomes, better mental health, and a more pro-social responsible lifestyle. Conversely, symptoms of anxiety, depression, or an inability for emotional regulation can impact on perceptions of academic competence and are associated with lower educational outcomes.

Research using longitudinal data from the Department's Tell Them From Me student survey shows that high academic expectations, one of the measures that makes up the Department's wellbeing targets, directly drives academic achievement, in both high school (CESE, 2017) and primary school (CESE, 2019), even after controlling for prior achievement and socioeconomic status.

QUESTION No. 64

Page No. – 68

The CHAIR: I turn to a curriculum matter. In the secondary history syllabus, how was the course on the pro-democracy movement in Burma established? How many schools are now teaching that course? Has it faded away in light of the allegations of genocide against Aung San Suu Kyi?

Mr MARTIN: I will have to take all of those questions on notice and report back to you.

ANSWER

The Year 12 course in the Modern History syllabus has four sections, one of which is Change in the Modern World.

'Pro-democracy Movement in Burma 1945–2010' is a topic within this section of the course, and includes study of Aung San Suu Kyi. This topic is not mandatory, and is one of six optional topics.

NESA does not collect data about the number of schools studying particular topics.

This syllabus was examined for the first time in the 2019 HSC. Data indicates less than 1 per cent of students attempted the exam question on this topic.

This topic was available in the previous syllabus.

QUESTION No 65

Page No. 69

The Hon. MARK BANASIAK: Will you provide the Committee with an update on the Tedeschi report and the department's progress in fulfilling all the report's recommendations, given that, I believe, the Government said that it would support all of them? I am particularly interested in the issue of EPAC denying workers access to stored documentation to which they are legally entitled pertaining to a complaint, as well as the funding of EPAC, which is also a big focus, obviously.

Mr SCOTT: Sure. Ms Harrisson can give you an update on that.

Ms HARRISSON: Certainly. Sixty recommendations were made as a result of the review and all of them were accepted or accepted in principle. The implementation of the recommendations is on track to be delivered by mid this year, with the exception of the procurement of an enhanced case management system, which will, because of the nature of the procurement, take slightly longer. An additional \$2.7 million was provided to EPAC to employ additional staff. Seventeen positions were created to meet the recommendations of the EPAC review, including 13 additional investigator positions. EPAC is now funded for 48 investigator full-time equivalent positions who undertake preliminary investigations and focus on investigative work. In terms of the specifics you have asked about, I can take the details on notice around those recommendations. I am very happy to come back to you with further information.

ANSWER

The Review of the Employee Performance and Conduct Directorate (EPAC) did not make any specific recommendations in relation to an employee's right to access information.

EPAC provides employees with all relevant information as required and in accordance with relevant policy and legislation.

As per the Department of Education Guidelines for the Management of Conduct and Performance employees subject to EPAC investigation are afforded the opportunity to respond to all allegations made against them. If a finding of misconduct is made, employees are afforded the opportunity to respond to the proposed disciplinary penalty and are provided with all of the evidence on which the decision-maker has relied.

In addition, all employees are able to seek access to information under the *Government Information (Public Access) Act 2009*. Should they not be satisfied with the information received, employees are able to seek a review from the NSW Information Commissioner.

QUESTION No 66

Page No. 69

The Hon. MARK BANASIAK: Can you provide data on notice about the numbers of psychologically injured employees who have been medically retired in the last three years, just so we can get some time to get around the numbers?

Mr SCOTT: Yes, we can do that and Ms O'Brien can add a bit.

Mr DAVID SHOEBRIDGE: Mr Banasiak, do you mean those who have been on workers compensation?

The Hon. MARK BANASIAK: I mean the number of employees over the last three years who have been on workers compensation who have then been medically retired.

Mr DAVID SHOEBRIDGE: Given that, it would be good to get a breakdown of the comparative numbers of those on workers compensation and those who are not, including the median time between notification of illness and injury and actual retirement.

Ms O'BRIEN: Sure, absolutely.

The Hon. MARK BANASIAK: With the indulgence of the Chair, can you provide, on notice, a breakdown of how many people provided more information to, essentially, appeal the decision or proposed decision to medically retire, and how many people have had the decision or proposed decision successfully overturned? What percentage of those occurred?

Ms O'BRIEN: I am not sure that that data is collected specifically. There is not a large number of cases so we may be able to have a look at that manually.

The Hon. MARK BANASIAK: Whatever you can find would be great.

ANSWER

	2017	2018	2019
Medical Retirement due to a workers compensation claim for a psychological injury*	6	9	21
Medical Retirement with a workers compensation claim*	12	18	26
Medical retirement due to a personal health condition*	39	30	34
Median time from date of report to medical retirement (calendar days)	1,197	1,160	624
Cases that provide additional information during the notice period	1	1	3
Percentage of cases where medical retirement did not proceed following additional information received	0%	0%	0%

**The columns cannot be summed as a case may be counted in multiple categories*

The Department of Education may consider medical retirement for employees with workers compensation claims or for employees with personal health conditions. Employees of the Department are also able to request medical retirement from the Department. In all scenarios, the employment decision to medically retire an employee of the Department is not made before a thorough review of the available medical information and only after all reasonably practicable return to work options have been exhausted.

QUESTION No 67

Page No. 70

The Hon. COURTNEY HOUSSOS: Ms Harrison, I want to follow up on the suspensions. If we can get them via short-term, long-term, early stage one, stage one and stage two.

Ms HARRISSON: Is that based on year groups you are trying to get to?

The Hon. COURTNEY HOUSSOS: Yes, that is right.

Ms HARRISSON: Yes, very happy to provide that.

The Hon. COURTNEY HOUSSOS: Sorry, have I forgotten a stage? Early stage one—

Mr SCOTT: Stage three.

The Hon. COURTNEY HOUSSOS: Stage three, yes. All of the stages in primary and secondary.

Ms HARRISSON: All of the stages, yes.

The Hon. COURTNEY HOUSSOS: Are you able to provide us with a breakdown of which of those students had a disability as well?

Ms HARRISSON: I am very happy to go and look at what is available on that and provide whatever is available.

The Hon. COURTNEY HOUSSOS: If you could give us by disability by the different year stages as well that would be useful.

Ms HARRISSON: If that is available, yes, I am happy to provide it.

ANSWER

The tables below shows the number of suspensions, not the number of students suspended.

Total number of suspensions by schooling stage					
Schooling Stage	Suspension Type	2016	2017	2018	2019
Early Stage 1	Short	623	811	1066	978
	Long	151	153	186	165
Early Stage 1 Total		774	964	1252	1143
Stage 1	Short	2502	2934	3068	3369
	Long	700	697	619	659
Stage 1 Total		3202	3631	3687	4028

Total number of suspensions by schooling stage					
Schooling Stage	Suspension Type	2016	2017	2018	2019
Stage 2	Short	4535	4873	5155	5127
	Long	1306	1238	1079	1141
Stage 2 Total		5841	6111	6234	6268
Stage 3	Short	5719	6290	6917	7095
	Long	1948	1932	1825	1948
Stage 3 Total		7667	8222	8742	9043
Stage 4	Short	16482	17897	18320	19443
	Long	5475	5967	6003	7090
Stage 4 Total		21957	23864	24323	26533
Stage 5	Short	14797	15195	15162	15690
	Long	6356	6497	6270	7256
Stage 5 Total		21153	21692	21432	22946
Stage 6 (HSC)	Short	3614	3376	3071	3101
	Long	1404	1370	1254	1396
Stage 6 (HSC) Total		5018	4746	4325	4497

The following data on students with disability covers all students recorded as having a disability under the Nationally Consistent Collection of Data on School Students with Disability (NCCD). This includes those who are recorded in the NCCD as receiving the Quality Differentiated Teaching Practice (QDTP) Level of Adjustment, that is those who have a disability but do not need any more adjustments than those provided to a student who does not have a disability

Number of suspensions for students with disabilities					
Schooling Stage	Suspension Type	2016	2017	2018	2019
Early Stage 1	Short	443	540	730	696
	Long	110	122	139	113
Early Stage 1 Total		553	662	869	809
Stage 1	Short	1884	2202	2303	2587
	Long	578	536	496	549
Stage 1 Total		2462	2738	2799	3136
Stage 2	Short	3354	3524	3815	3797
	Long	1051	993	845	919
Stage 2 Total		4405	4517	4660	4716
Stage 3	Short	3957	4284	4717	5022
	Long	1442	1459	1374	1503
Stage 3 Total		5399	5743	6091	6525
Stage 4	Short	9101	9518	9934	10300
	Long	3394	3492	3651	4199

Number of suspensions for students with disabilities					
Schooling Stage	Suspension Type	2016	2017	2018	2019
Stage 4 Total		12495	13010	13585	14499
Stage 5	Short	6940	7035	7202	7317
	Long	3200	3282	3275	3742
Stage 5 Total		10140	10317	10477	11059
Stage 6 (HSC)	Short	1244	1167	1136	1123
	Long	561	459	482	523
Stage 6 (HSC) Total		1805	1626	1618	1646

QUESTION No 68

Page No. 72

The Hon. COURTNEY HOUSSOS: Can you tell me how many are in storage?

Mr MANNING: No, I cannot. I can tell you there are 685 that are either in storage or undergoing refurbishment.

The Hon. COURTNEY HOUSSOS: Can you provide that for me on notice?

Mr MANNING: Sure.

ANSWER

The number of demountables in storage changes daily as buildings are moved on and off school sites.

On 18 February 2020 there were 685 demountables in storage or undergoing refurbishment.

QUESTION No 69

Page No. 72

The Hon. COURTNEY HOUSSOS: You said that you were going to be installing it as quickly as possible. Are you able to tell me how many applications you have received for round two? You can provide that on notice. That is fine.

Mr MANNING: Yes. I have not got that here.

The Hon. COURTNEY HOUSSOS: You have not announced the successful round yet, have you?

Mr MANNING: No.

The Hon. COURTNEY HOUSSOS: The second round is still open?

Mr SCOTT: Yes.

ANSWER

A total of 447 applications were submitted and are being assessed under Round 2 of the Cooler Classrooms Fund. Schools will be notified of the outcome as soon as possible.

QUESTION No 70

Page No. 73

The Hon. COURTNEY HOUSSOS: In the first round that have been installed, are you able to provide on notice a list of the schools that were about 30 degrees and the schools that were below 30 degrees?

Mr MANNING: Any school above 30 degrees is already automatically included in the program. The further rounds of funding were only about those that were over 30 degrees. I can provide you with a breakdown of all the schools that have received infrastructure as part of that and where they fit in—the above-30 or below-30 category.

ANSWER

Schools 30 degrees or above:

Aberdeen Public School
Abermain Public School
Adelong Public School
Albert Park Public School
Albury High School
Albury North Public School
Albury Public School
Albury West Public School
Alma Public School
Ardlethan Central School
Ariah Park Central School
Ashford Central School
Ashmont Public School
Ashtonfield Public School
Attunga Public School
Ballimore Public School
Balranald Central School
Banks Public School
Baradine Central School
Barellan Central School
Barham High School
Barham Public School
Barmedman Public School
Barooga Public School
Barraba Central School
Barwon Learning Centre
Baryulgil Public School
Beckom Public School
Bedgerabong Public School
Beelbangera Public School
Bellata Public School
Bellingen High School

Bellingen Public School
Belltrees Public School
Berinba Public School
Berrigan Public School
Billabong High School
Binalong Public School
Bingara Central School
Binnaway Central School
Binya Public School
Blackett Public School
Blackville Public School
Blakebrook Public School
Blandford Public School
Blaxland East Public School
Blaxland High School
Blaxland Public School
Bligh Park Public School
Blighty Public School
Bogan Gate Public School
Boggabilla Central School
Boggabri Public School
Bolwarra Public School
Bonalbo Central School
Bongongo Public School
Bonshaw Public School
Booligal Public School
Boomi Public School
Boorowa Central School
Boree Creek Public School
Bourke High School
Bourke Public School
Bourke-Walgett School of Distance Education
Bowning Public School
Bowraville Central School
Braddock Public School
Branxton Public School
Brewarrina Central School
Brewongle Environmental Education Centre
Bribbaree Public School
Brocklesby Public School
Broke Public School
Broken Hill High School
Broken Hill North Public School
Broken Hill Public School
Brungle Public School
Bullarah Public School
Bullimbal School
Bundarra Central School
Buninyong Public School
Bunnaloo Public School

Burke Ward Public School
Buronga Public School
Burren Junction Public School
Burrumbuttock Public School
Cambridge Gardens Public School
Cambridge Park High School
Cambridge Park Public School
Camden Public School
Camden South Public School
Caniaba Public School
Canowindra High School
Canowindra Public School
Caragabal Public School
Cargo Public School
Carinda Public School
Carrathool Public School
Carroll Public School
Casino High School
Casino Public School
Casino West Public School
Cassilis Public School
Castlereagh Public School
Casuarina School
Cattai Public School
Cessnock East Public School
Cessnock High School
Cessnock Public School
Cessnock West Public School
Chifley College Dunheved Campus
Chifley College Mount Druitt Campus
Chifley College Shalvey Campus
Clare Public School
Claremont Meadows Public School
Cobar High School
Cobar Public School
Coffee Camp Public School
Coleambally Central School
Collarenebri Central School
Colo Heights Public School
Colo High School
Comleroy Road Public School
Conargo Public School
Condobolin High School
Condobolin Public School
Coolah Central School
Coolamon Central School
Coomealla High School
Coonabarabran High School
Coonabarabran Public School
Coonamble High School

Coonamble Public School
Cootamundra High School
Cootamundra Public School
Copmanhurst Public School
Coraki Public School
Corowa High School
Corowa Public School
Corowa South Public School
Coutts Crossing Public School
Cowra High School
Cowra Public School
Cranebrook High School
Croppa Creek Public School
Cudal Public School
Cudgegong Valley Public School
Culcairn Public School
Cumnock Public School
Curlewis Public School
Currabubula Public School
Dalton Public School
Dareton Public School
Darlington Point Public School
Dawson Public School
Delungra Public School
Deniliquin High School
Deniliquin North Public School
Deniliquin South Public School
Denman Public School
Doubtful Creek Public School
Dubbo College Delroy Campus
Dubbo College Senior Campus
Dubbo College South Campus
Dubbo North Public School
Dubbo Public School
Dubbo School of Distance Education
Dubbo South Public School
Dubbo West Public School
Dunedoo Central School
Duri Public School
E A Southee Public School
Ebenezer Public School
Edward Public School
Elderslie High School
Elderslie Public School
Emerton Public School
Emu Heights Public School
Emu Plains Public School
Enngonia Public School
Euabalong West Public School
Euchareena Public School

Eugowra Public School
Eumungerie Public School
Eurongilly Public School
Euston Public School
Fairfax Public School
Farrer Memorial Agricultural High School
Fernhill High School
Finley High School
Finley Public School
Forbes High School
Forbes North Public School
Forbes Public School
Forest Hill Public School
Franklin Public School
Freemans Reach Public School
G S Kidd Memorial School
Gadara School
Ganmain Public School
Garah Public School
Gerogery Public School
Geurie Public School
Gilgai Public School
Gilgandra High School
Gilgandra Public School
Gillieston Public School
Gillwinga Public School
Girilambone Public School
Glen Alice Public School
Glenbrook Public School
Glenmore Park High School
Glenmore Park Public School
Glenroy Public School
Glossodia Public School
Gol Gol Public School
Goodooga Central School
Goolgowi Public School
Goolma Public School
Gooloogong Public School
Grafton High School
Grafton Public School
Gralee Public School
Gravesend Public School
Greenethorpe Public School
Grenfell Public School
Gresford Public School
Greta Public School
Griffith East Public School
Griffith North Public School
Griffith Public School
Grose View Public School

Gulargambone Central School
Gulgong High School
Gulgong Public School
Gum Flat Public School
Gundagai High School
Gundagai Public School
Gundagai South Public School
Gunnedah High School
Gunnedah Public School
Gunnedah South Public School
Gwabegar Public School
Halinda SSP
Hanwood Public School
Hawkesbury High School
Hay Public School
Hay War Memorial High School
Hebersham Public School
Henry Fulton Public School
Henty Public School
Hermidale Public School
Hillston Central School
Hillvue Public School
Hinton Public School
Hobartville Public School
Holbrook Public School
Holman Place School
Holmwood Public School
Howlong Public School
Hume Public School
Humula Public School
Hunter River Community School
Illabo Public School
Inverell High School
Inverell Public School
Iona Public School
Ivanhoe Central School
James Fallon High School
Jamison High School
Jamisontown Public School
Jerilderie Public School
Jerrys Plains Public School
Jiggi Public School
Jindera Public School
Jugiong Public School
Junee High School
Junee North Public School
Junee Public School
Kalinda School
Kandeer School
Kapooka Public School

Kearsley Public School
Khancoban Public School
King Street Public School
Kingstown Public School
Kingswood High School
Kingswood Park Public School
Kingswood Public School
Kingswood South Public School
Kirkton Public School
Koorawatha Public School
Kooringal High School
Kooringal Public School
Kootingal Public School
Kurmond Public School
Kurrajong East Public School
Kurrambee School
Kurri Kurri High School
Kurri Kurri Public School
Kyogle High School
Kyogle Public School
Ladysmith Public School
Lake Albert Public School
Lake Cargelligo Central School
Lake Wyangan Public School
Lapstone Public School
Largs Public School
Lavington East Public School
Lavington Public School
Leeton High School
Leeton Public School
Leeville Public School
Leonay Public School
Lethbridge Park Public School
Lightning Ridge Central School
Lincoln School
Lismore South Public School
Llandilo Public School
Lochinvar Public School
Lockhart Central School
Londonderry Public School
Longneck Lagoon Environmental Education Centre
Louth Public School
Lovesdale Public School
Lue Public School
Lyndhurst Public School
Macintyre High School
Madang Avenue Public School
Maimuru Public School
Maitland East Public School
Maitland Grossmann High School

Maitland High School
Maitland Public School
Mallawa Public School
Mandurama Public School
Manifold Public School
Manildra Public School
Manilla Central School
Maraylya Public School
Marra Creek Public School
Marrar Public School
Marsden Park Public School
Martindale Public School
Martins Creek Public School
Mathoura Public School
Matong Public School
Mawarra Public School
Mayrung Public School
Mendooran Central School
Merindee Central School
Merriwa Central School
Metford Public School
Mian School
Middleton Public School
Milbrodale Public School
Mingoola Public School
Moama Public School
Molong Central School
Monteagle Public School
Moonbi Public School
Moree East Public School
Moree Public School
Moree Secondary College Albert Street Campus
Moree Secondary College Carol Avenue Campus
Morgan Street Public School
Morpeth Public School
Moulamein Public School
Mount Austin High School
Mount Austin Public School
Mount Druitt Public School
Mount Hunter Public School
Mount Pleasant Public School
Mount Riverview Public School
Mount View High School
Mudgee High School
Mudgee Public School
Mulgoa Public School
Mullaley Public School
Mulwala Public School
Mulyan Public School
Mumbil Public School

Mummulgum Public School
Mungindi Central School
Murray High School
Murringo Public School
Murrumbidgee Regional High School
Murrumburrah High School
Murrumburrah Public School
Muswellbrook High School
Muswellbrook Public School
Muswellbrook South Public School
Nangus Public School
Naradhan Public School
Narrabri High School
Narrabri Public School
Narrabri West Public School
Narrandera East Infants School
Narrandera High School
Narrandera Public School
Narromine High School
Narromine Public School
Nemingha Public School
Nepean Creative & Performing Art School
Niland School
Nillo Infants School
Nimbin Central School
North Star Public School
North Wagga Public School
Noumea Public School
Nulkaba Public School
Nyngan High School
Nyngan Public School
Oaklands Central School
Oakville Public School
Old Bonalbo Public School
Orama Public School
Orana Heights Public School
Orchard Hills Public School
Oxley High School
Oxley Park Public School
Oxley Vale Public School
Palinyewah Public School
Pallamallawa Public School
Parkes East Public School
Parkes High School
Parkes Public School
Parkview Public School
Parry School
Paterson Public School
Peak Hill Central School
Peel High School

Pelaw Main Public School
Penrith High School
Penrith Lakes Environmental Education Centre
Penrith Public School
Penrith South Public School
Penrith Valley School
Pilliga Public School
Pitt Town Public School
Pleasant Hills Public School
Pomona Public School
Pooncarie Public School
Premer Public School
Quambone Public School
Quandialla Public School
Quirindi High School
Quirindi Public School
Railway Town Public School
Rand Public School
Rankins Springs Public School
Rappville Public School
Red Hill Environmental Education Centre
Red Hill Public School
Regentville Public School
Richmond High School
Richmond North Public School
Richmond Public School
Riverina Environmental Education Centre
Riverstone High School
Riverstone Public School
Ropes Crossing Public School
Ross Hill Public School
Rowena Public School
Rukenvale Public School
Rutherford Public School
Rutherford Technology High School
Rye Park Public School
Samuel Terry Public School
Sandy Hollow Public School
Savernake Public School
School of the Air
Scone High School
Scone Public School
Shalvey Public School
Singleton Heights Public School
Singleton High School
Singleton Public School
Somerton Public School
South Grafton High School
South Grafton Public School
South Wagga Public School

Spring Farm Public School
Spring Ridge Public School
Springdale Heights Public School
St Marys North Public School
St Marys Public School
St Marys Senior High School
Stanford Merthyr Infants School
Stockinbingal Public School
Stratheden Public School
Stuart Town Public School
Sturt Public School
Surveyors Creek Public School
Table Top Public School
Tabulam Public School
Talbingo Public School
Tallimba Public School
Tambar Springs Public School
Tamworth High School
Tamworth Public School
Tamworth South Public School
Tamworth West Public School
Tarcutta Public School
Telarah Public School
Temora High School
Temora Public School
Temora West Public School
Tenambit Public School
Tharbogang Public School
The Bidgee School
The Henry Lawson High School
The Risk Public School
The Rock Central School
Thurgoona Public School
Tibooburra Outback Public School
Timbumburi Public School
Tintinhull Public School
Tocumwal Public School
Tooleybuc Central School
Toomelah Public School
Tooraweenah Public School
Tottenham Central School
Trangie Central School
Tregear Public School
Trundle Central School
Tullamore Central School
Tullibigeal Central School
Tulloona Public School
Tumut High School
Tumut Public School
Turvey Park Public School

Ulan Public School
Ulmarra Public School
Ungarie Central School
Urana Public School
Uranquinty Public School
Vacy Public School
Vineyard Public School
Wagga Wagga High School
Wagga Wagga Public School
Wakool Burraboi Public School
Walbundrie Public School
Walgett Community College - High School
Walgett Community College - Primary School
Walhallow Public School
Walla Walla Public School
Wallabadah Public School
Wallacia Public School
Wallendbeen Public School
Wambangalang Environmental Education Centre
Wamoon Public School
Wanaaring Public School
Warialda High School
Warialda Public School
Warragamba Public School
Warren Central School
Warrimoo Public School
Warrumbungle National Park Environmental Ed Centre
Wee Waa High School
Wee Waa Public School
Weethalle Public School
Weilmoringle Public School
Wellington High School
Wellington Public School
Wentworth Public School
Werrington County Public School
Werrington Public School
Werris Creek Public School
West Wyalong High School
West Wyalong Public School
Westdale Public School
Westlawn Public School
Weston Public School
Wewak Street School
Whalan Public School
White Cliffs Public School
Whitton-Murrumbidgee Public School
Wiangaree Public School
Wilberforce Public School
Wilcannia Central School
Willans Hill School

Willmot Public School
Willow Tree Public School
Willyama High School
Windsor High School
Windsor Park Public School
Windsor Public School
Windsor South Public School
Wollar Public School
Wombat Public School
Wongarbon Public School
Woodburn Public School
Woodstock Public School
Woolomin Public School
Wyalong Public School
Wyangala Dam Public School
Wyrallah Public School
Yanco Agricultural High School
Yanco Public School
Yass High School
Yass Public School
Yenda Public School
Yeoval Central School
Yerong Creek Public School
Yetman Public School
Yoogali Public School
York Public School
Young High School
Young North Public School
Young Public School

Schools under 30 degrees:

Airds High School
Albion Park High School
Albion Park Rail Public School
Allambie Heights Public School
Ambarvale High School
Annangrove Public School
Anson Street School
Arcadia Vale Public School
Armidale City Public School
Ashbury Public School
Asquith Girls High School
Athelstane Public School
Austinmer Public School
Australia Street Infants School
Avalon Public School
Bangalow Public School
Banksmeadow Public School
Bankstown Girls High School

Bankstown Public School
Banora Point High School
Bass High School
Batemans Bay High School
Bathurst Public School
Bathurst South Public School
Batlow Technology School
Beacon Hill Public School
Belmore North Public School
Berkeley West Public School
Berrima Public School
Beverly Hills Girls High School
Beverly Hills Public School
Bilgola Plateau Public School
Biraban Public School
Birrong Boys High School
Birrong Girls High School
Black Springs Public School
Blayney High School
Blayney Public School
Bomaderry High School
Bonnyrigg High School
Borenore Public School
Bossley Park High School
Bowen Public School
Bowral Public School
Briar Road Public School
Bridge Road School
Bronte Public School
Bundeena Public School
Burrawang Public School
Byron Bay Public School
Callaghan College Wallsend Campus
Camden Haven High School
Camden High School
Cammeraygal High School
Campsie Public School
Canley Heights Public School
Canobolas Rural Technology High School
Captains Flat Public School
Cardiff High School
Cardiff North Public School
Caringbah High School
Carlingford High School
Cascade Environmental Education Centre
Casula High School
Cecil Hills High School
Cecil Hills Public School
Chatham High School
Cherrybrook Technology High School

Chifley Public School
Chillingham Public School
Cobargo Public School
Coffs Harbour High School
Comboyne Public School
Coniston Public School
Connells Point Public School
Coogee Public School
Cooma Public School
Crestwood High School
Crookwell High School
Curran Public School
Dapto High School
Doonside Technology High School
Dorrigo High School
Dorrigo Public School
Drummond Memorial Public School
Dulwich High School of Visual Arts and Design
Eagle Vale High School
East Hills Public School
Edgeworth Public School
Elanora Heights Public School
Engadine West Public School
Epping West Public School
Evans River Community School
Exeter Public School
Five Islands Secondary College
Forster Public School
Francis Greenway High School
Garden Suburb Public School
Georges River College Hurstville Boys Campus
Georges River College Oatley Senior Campus
Georges River College Penshurst Girls Campus
Gladesville Public School
Glebe Public School
Glen Innes High School
Glen Innes Public School
Glenroi Heights Public School
Glenwood High School
Gloucester High School
Goonengerry Public School
Goulburn High School
Goulburn Public School
Granville Public School
Granville South Public School
Greystanes High School
Gymea Technology High School
Hamilton Public School
Hannans Road Public School
Harcourt Public School

Hill Top Public School
Holroyd High School
Hornsby Girls High School
Hunter River High School
Hunter School of Performing Arts
Hunters Hill High School
Hurstville South Public School
Illaroo Road Public School
Islington Public School
James Busby High School
Jennings Public School
Jerrabomberra Public School
John Edmondson High School
John Warby Public School
Kanahooka High School
Kandos High School
Karonga School
Kearns Public School
Kegworth Public School
Kellyville High School
Kelso Public School
Kendall Public School
Kentlyn Public School
Killarney Heights High School
Kirrawee High School
Kogarah High School
Koonawarra Public School
Kotara South Public School
Lake Macquarie High School
Lake Munmorah High School
Lake Munmorah Public School
Lakelands Public School
Larnook Public School
Leumeah Public School
Lisarow Public School
Lismore Public School
Lithgow Public School
Long Flat Public School
Lucas Heights Community School
Maclean Public School
Marayong Public School
Maroubra Bay Public School
Marrickville West Public School
Martins Gully Public School
Matraville Public School
Matraville Soldiers Settlement Public School
Melville High School
Merewether High School
Miller Technology High School
Millfield Public School

Minmi Public School
Mortlake Public School
Moruya High School
Moss Vale High School
Moss Vale Public School
Mount Brown Public School
Mount Terry Public School
Muirfield High School
Mullaway Public School
Mullumbimby High School
Murwillumbah High School
Murwillumbah Public School
Nambucca Heads High School
Narrabeen Sports High School
Newtown High School of Performing Arts
Newtown North Public School
North Sydney Girls High School
Northern Beaches Secondary College Balgowlah Boys
Northern Beaches Secondary College Cromer Campus
Northern Beaches Secondary College Freshwater Snr
Northern Beaches Secondary College Mackellar Girls
Northlakes High School
Northmead Public School
Nowra High School
Oak Flats High School
Orange High School
Pacific Palms Public School
Parramatta East Public School
Peterborough School
Picnic Point High School
Plumpton House School
Point Clare Public School
Port Kembla Public School
Pottsville Beach Public School
Prairiewood High School
Punchbowl Boys High School
Quaama Public School
Quakers Hill High School
Quakers Hill Public School
Queanbeyan Public School
Randwick Girls High School
Randwick Public School
Ringrose Public School
Riverbank Public School
Rose Bay Public School
Rose Bay Secondary College
Roselea Public School
Rouse Hill High School
Ryde Secondary College
Rylstone Public School

Sandon Public School
Sarah Redfern Public School
Seaforth Public School
Sefton High School
Seven Hills High School
Seven Hills Public School
Shoal Bay Public School
Shoalhaven High School
Shortland Public School
Sir Eric Woodward Memorial School
South Coogee Public School
South West Rocks Public School
St Georges Basin Public School
Stockton Public School
Strathfield Girls High School
Swansea High School
Swansea Public School
Sydney Boys High School
Sydney Secondary College Balmain Campus
Sydney Technical High School
Sylvania High School
Tacking Point Public School
Taree Public School
Tarro Public School
Terara Public School
Terrigal Public School
The Beach School
The Hills Sports High School
The Ponds High School
The Rivers Secondary College Kadina High Campus
Thomas Acres Public School
Thomas Reddall High School
Tighes Hill Public School
Tinonee Public School
Tomaree High School
Tomaree Public School
Toormina High School
Toukley Public School
Tregeagle Public School
Tullimbar Public School
Tumbarumba High School
Tumbarumba Public School
Uki Public School
Unanderra Public School
Urbenville Public School
Vincentia Public School
Wadalba Community School
Walcha Central School
Waratah West Public School
Warrawong High School

Warrawong Public School
Waverley Public School
Wee Jasper Public School
Wentworth Point Public School
West Wallsend High School
Wheeler Heights Public School
Wideview Public School
Willoughby Girls High School
Wollondilly Public School
Wollongong High School of the Performing Arts
Wollumbin High School
Woolgoolga High School
Woolgoolga Public School
Woolooware High School
Woongarra Public School
Woonona East Public School
Wyndham College
Wyong High School
Yarrowitch Public School
Zig Zag Public School

QUESTION No 71

Page No. 73

Mr MANNING: It is predominantly aimed at the hotter parts. In terms of the below 30 degrees, no, I do not believe there is a critical point in terms of what temperature are you experiencing. We recognise that by installing the system we are installing—it is heating as well as cooling. We look to spread that across those two. I am not aware there is any particular cut-off point for us. I will come back and provide that on notice.

ANSWER

To help students achieve their potential and improve learning outcomes, we are delivering sustainable air conditioning, heating and fresh air ventilation systems in eligible classrooms and library spaces to improve indoor environments and air quality.

The systems are fully programmed to provide the optimal environment for any season.

Where we install reverse cycle air conditioning, existing unflued gas heaters will be removed. If and where we need to, supplementary flued gas or electric heaters will be retained or installed.

QUESTION No 72

Page No. 73

The Hon. COURTNEY HOUSSOS: I asked you on notice how many–

Mr MANNING: Yes. At the moment, it is 1,250 learning spaces as at end of January 2020 and 93 libraries that have received equipment. I will have to provide the breakdown of that on notice.

ANSWER

As at the end of February 2020 a total of 1,341 learning spaces and 99 libraries have received equipment.

QUESTION No 73

Page No. 73

The Hon. COURTNEY HOUSSOS: Are there any unflued heaters left in New South Wales schools?

Mr MANNING: Yes, there are.

The Hon. COURTNEY HOUSSOS: Will you provide a list on notice of where they are? A total number would be useful as well.

Mr MANNING: Yes.

ANSWER

An accurate list of heating facilities in NSW schools is not available at this time.

QUESTION 74

Page No. - 74

The Hon. COURTNEY HOUSSOS: Mr Scott, I have one more question for you on an issue with which you are familiar—that is, school swimming teachers. There was a particular incident on the North Shore in the northern suburbs of Sydney where they did not have access to local pools and therefore they could not work the six hours. They were working five hours and, as a result, they would turn into casual employees rather than permanent employees. Where is that up to?

Mr SCOTT: I will have to take that on notice and come back to you on that, I think

The Hon. COURTNEY HOUSSOS: Will you provide whatever the latest information is and the reason that they were moved on to casual rather than retaining their permanent position?

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

ANSWER

Teachers who are engaged to deliver the School Swimming and Water Safety Program are generally employed on an annual basis, with their employment timetable commencing in Term 3 and ceasing in Term 2 the following school year.

Teachers in the Program are employed either in a temporary or casual capacity.

Teachers are engaged in a temporary capacity if they are employed:

- in one engagement on a full-time basis (i.e. 7 hours per day, 35 hours per week) for four weeks or more; or
- in one engagement for one to four days per week for two terms or more.

A teacher whose work allocation does not fall under either of the above categories will be employed in a casual capacity.

It is understood that the situation referred to relates to circumstances at Warringah Aquatic Centre in 2018/2019 where the Program could not access the pool until 10:15am, resulting in the work allocation for four teachers not meeting the conditions to be engaged in a temporary capacity.

When programming for the 2019/2020 season, all care was taken to maximise the opportunity for temporary engagement eligibility while still ensuring school needs were met. As a result, the work allocation for the four teachers referred to above has been revised so they are now engaged in a temporary capacity.

QUESTION No 75

Page No. 77

The Hon. ANTHONY D'ADAM: Let me put it this way: Is the department in possession of information to ascertain where the spread of professional learning opportunities between the various grades of staff is? I am trying to get to the question of whether professional learning hours are actually distributed fairly across the staff in schools. Is there information available to the department to make an assessment about whether there is a misallocation of professional learning opportunities in schools?

Ms HARRISSON: The first thing I would like to comment on in relation to your question is that we provide additional release time for professional learning for early career teachers, in recognition of exactly the issue that you are raising, around making sure that professional development is provided to those teachers at points of need. All teachers—as I have said—are required to at least meet minimum requirements for professional development to maintain their accreditation. We are confident that all teachers are able to do that through their schools and through the professional development that is offered by the department. I am very happy to take on notice your question and provide further information around the professional development that is—

ANSWER

The Department of Education is unable to determine allocation of professional learning between grades of staff in schools. While the Department records some professional development undertaken by teachers through the MyPL system, not all professional development is registered on this system as some professional development is delivered through other NESA registered endorsed providers.

Principals make local decisions, in consultation with their staff, about the distribution of professional learning support to teachers. There is an expectation, including through the implementation of professional development plans, that teachers are supported to undertake professional learning in line with their professional goals and any mandatory professional learning.

QUESTION No 76

Page No. 78

The Hon. COURTNEY HOUSSOS: I come back to the suspension data. You are giving it to us by year stage. Can you also provide a gender breakdown of those?

Ms HARRISSON: Certainly.

ANSWER

Gender	Suspension Type	2016	2017	2018	2019
Male (Number of suspensions issued to male students)	Short	37170	39815	40899	42097
	Long	13291	13691	13046	14780
Male Total		50461	53506	53945	56877
Female (Number of suspensions issued to female students)	Short	11102	11561	11860	12706
	Long	4049	4163	4190	4875
Female Total		15151	15724	16050	17581
All Students (Number of suspensions issued to all students)	Short	48272	51376	52759	54803
	Long	17340	17854	17236	19655
All Students Total		65612	69230	69995	74458

Please note – This table shows the number of suspensions, not the number of students suspended.

QUESTION No 77

Page No. 78

Mr DAVID SHOEBRIDGE: Ms Harrison, I am sorry to keep returning to the suspension data but we may as well get a comprehensive chunk of data from you. The other issue that has been raised with me about my inadequate questioning earlier was that I did not ask whether we could have reasons identified—to the extent that the reasons are captured in the data for the suspensions—and potentially also the regions if you have it by regional breakdown.

Ms HARRISSON: I am very happy to look at what we can provide on both of those issues on notice.

ANSWER

The following tables show the number of suspensions, not the number of students suspended.

Suspension Type	Suspension Reason	2016	2017	2018	2019
Short	Aggressive Behaviour	27958	31235	33619	34961
	Continued Disobedience	20314	20141	19140	19842
Short Total		48272	51376	52759	54803
Long	Criminal Behaviour Relation to the School	1193	1215	1028	1277
	Possession or Use of Illegal Substance	896	783	879	1085
	Persistent or Serious Misbehaviour	7557	7732	7277	8069
	Physical Violence	6753	7212	7131	8182
	Prohibited Weapon, Firearm or Knife	703	671	688	770
	Use of Implement as a Weapon	238	241	233	272
Long Total		17340	17854	17236	19655
Total Suspensions		65612	69230	69995	74458

DCJ Districts	Suspension Type	2016	2017	2018	2019
Central Coast	Short	3072	2776	3150	3229
	Long	1139	1164	1068	1204
Central Coast Total		4211	3940	4218	4433
Far West	Short	518	536	472	450
	Long	122	174	150	129
Far West Total		640	710	622	579
Hunter New England	Short	10381	10875	10748	11016
	Long	3967	4019	3939	4169
Hunter New England Total		14348	14894	14687	15185

DCJ Districts	Suspension Type	2016	2017	2018	2019
Illawarra Shoalhaven	Short	3470	3716	3999	4378
	Long	973	1092	964	1181
Illawarra Shoalhaven Total		4443	4808	4963	5559
Mid North Coast	Short	1780	1814	2368	2414
	Long	805	833	850	913
Mid North Coast Total		2585	2647	3218	3327
Murrumbidgee	Short	2491	2800	2879	2791
	Long	1077	848	901	1051
Murrumbidgee Total		3568	3648	3780	3842
Nepean Blue Mountains	Short	2642	2775	2783	3020
	Long	892	934	803	990
Nepean Blue Mountains Total		3534	3709	3586	4010
Northern NSW	Short	3112	3143	3196	3333
	Long	1278	1142	1054	1129
Northern NSW Total		4390	4285	4250	4462
Northern Sydney	Short	950	938	1033	1199
	Long	440	437	454	599
Northern Sydney Total		1390	1375	1487	1798
South Eastern Sydney	Short	1717	1781	1746	1984
	Long	534	654	543	688
South Eastern Sydney Total		2251	2435	2289	2672
South Western Sydney	Short	7013	8005	7905	8284
	Long	2549	2621	2599	3108
South Western Sydney Total		9562	10626	10504	11392
Southern NSW	Short	1410	1809	1799	1594
	Long	571	632	707	847
Southern NSW Total		1981	2441	2506	2441
Sydney	Short	1125	1223	1355	1593
	Long	444	508	468	556
Sydney Total		1569	1731	1823	2149
Western NSW	Short	4250	4922	4993	4863
	Long	1494	1713	1715	1848
Western NSW Total		5744	6635	6708	6711
Western Sydney	Short	4341	4263	4329	4646
	Long	1055	1083	1020	1239
Western Sydney Total		5396	5346	5349	5885

QUESTION No 78

Page No. 78 & 79

The CHAIR: Mr Murphy has not answered a question yet.

MR DAVID SHOEBRIDGE: I will ask you, Mr Murphy, and you might refer it on to Mr Martin. Do you have the number of teachers who were accredited as highly accomplished teachers in the last year and the number of teachers who were accredited as lead teachers in the last year?

Mr MARTIN: Yes. I do not have them in front of me but I will get them to you as soon as possible.

Mr DAVID SHOEBRIDGE: I went onto the website earlier. Previously it published lists of them but I could not find the lists. They seem to have gone.

Mr MARTIN: Yes, I will take that on notice.

Mr DAVID SHOEBRIDGE: It might be the IT system. Can you give us the numbers going back? I think the Committee was given some numbers during the hearing last year, but if you could give us the last few years—

Mr MARTIN: I can give you the totals and all the breakdowns over years.

ANSWER

Data on the number of teachers who have applied for and gained accreditation in NSW since 2010 is provided in Table 1.

Table 1: Number of teachers who gained accreditation at Highly Accomplished or Lead Teacher (HALT) by year

	2010	2012	2013	2014	2015	2016	2017	2018	2019	2020	TOTAL
Highly Accomplished	34	11	18	6	10	16	7	8	19	0	129
Lead Teacher	0	8	18	13	17	4	6	7	12	0	85
TOTAL	34	19	36	19	27	20	13	15	31	0	214

The NSW Education Standards Authority (NESA) publishes the names of teachers who achieve accreditation at Highly Accomplished Teacher <<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/higher-levels/case-studies/highly-accomplished-teachers>> and Lead Teacher <<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/higher-levels/case-studies/lead-teachers>> on the NESA website, and the school where they were employed at the time.

NESA requires consent from teachers before publishing their names, and would remove a teacher's name if consent were withdrawn. Teachers names are also removed from the list if their level of accreditation changes. As such, the list of teachers whose names are published on the NESA website should not be taken as

the total number of HALTs currently teaching in NSW schools, nor the total number of teachers who have successfully gained accreditation at HALT in NSW at any point.

In addition, the published list does not account for those teachers who gained accreditation at HALT in another jurisdiction and have since started teaching in NSW.

QUESTION No 79

Page No. 82

The CHAIR: How many schools and how many students benefit from after-school tutoring using equity money for struggling students?

Mr SCOTT: I have been to some schools that have set up some tremendous programs for after school— HSC clubs, after-school tutoring. They have decided on engagement with their local community. This was the priority and they have set up those programs. I have seen them in place.

The CHAIR: Can we get some data on that across the system?

Mr SCOTT: I am happy to provide you with data on that. I saw an outstanding one. We went to Woonona High School because Woonona High School had seen a significant lift in its HSC outcomes. We looked at what the ingredients were there. One of the things they did was they decided to use some of their funding around the creation of an HSC study program, and we documented that and spread that information widely in the department.

The CHAIR: Is the after-school tutoring all done by teachers from that school?

Mr SCOTT: I will have to check on that.

Ms HARRISSON: Before and after school.

The CHAIR: Or from outside services?

Mr SCOTT: Mr Dizdar may have more.

Mr DIZDAR: Schools that run homework centres, after-school tutoring, often ask for staff who want to volunteer.

The CHAIR: Are external experts brought in to assist?

Mr DIZDAR: As well as employing external experts, yes.

The CHAIR: It would be very handy to have a breakdown of the data as to how the money has been spent, if you have that.

Mr DIZDAR: I can get for the Committee those sites that run those sorts of programs.

ANSWER

The Department of Education does not collect specific data on the numbers of students benefitting from after school tutoring or homework centres in schools, or on how this support is provided (teachers or external providers). Schools develop a range of support strategies and options to provide additional study support depending of their students' needs.

Some successful examples from a range of schools include:

- support for students to complete assigned homework, staffed by a mathematics specialist teacher
- HSC assessment support hub providing Year 12 students assistance unpacking questions, marking criteria and rubrics
- Mindfulness workshops scheduled during examination periods to support students with anxiety that may impact on performance
- STEM hub (Maker Space) to provide greater opportunities for collaboration of students to become critical, creative thinkers who are provided with a wide range of opportunities to problem solve
- Mentoring Program and Peer Tutoring Program
- Placement of high achieving ex-students who are currently attending university involving study groups and one-on-one assistances.

In the case of Woonona High School, the school uses RAM equity funding to employ an experienced senior advisor to mentor, support and track the progress of its HSC students. The advisor supervises a study centre and coordinates additional workshops and study sessions during school holidays. Teaching staff as well as community members are additionally engaged in the study centre to support students with study plans, learning goals, mentoring and assessment tasks. These combined strategies have resulted in substantial growth and the measurable achievement of improved HSC outcomes.

QUESTION No 80

Page No. 82 & 83

The CHAIR: Okay. What about vocational education? It seems to me that an obvious use of the Gonski equity funding is to buy in vocational education services that would keep years 7, 8, 9 and 10—mostly male students—engaged with learning.

Mr SCOTT: Yes.

The CHAIR: Is there data on how much of that is happening?

Mr SCOTT: We can provide you with information on vocational education provision.

The CHAIR: So you are taking on notice, for the benefit of the Committee, all that information about the use of equity funding.

Mr SCOTT: Of vocational education, yes.

ANSWER

Vocational education and training programs are well established in NSW government secondary schools and include a suite of courses and broader programs designed for all students, including those that may be disengaged from their learning. Schools allocate their annual School Budget Allocation to specific programs and initiatives according to the needs of their students.

Accredited vocational education and training courses in NSW are not available to students in Years 7 and 8. The NSW Educational Standards Authority develops the framework and curriculum for learning from Kindergarten to Year 12. Students in Years 7 and 8 have limited access to vocational education and training due to the age, level of maturity and capacity of these students to engage fully in competency based learning and assessment. Year 7 and 8 students undertake broader learning across a range of key learning areas before making decisions to specialise and select elective subjects, which may include vocational education and training.

Vocational education and training is available in NSW from Stage 5 (Years 9 and 10) through to Stage 6 (Years 11 and 12), including school based apprenticeships and traineeships commencing in Year 10.

QUESTION No 81

Page No. 84

The Hon. MARK BANASIAK: Ms O'Brien, will you inform the Committee on how many psychological workers compensation claims have been lodged by employees at the health and safety directorate since the time you have been a director in charge?

Mr SCOTT: We will take that on notice.

ANSWER

Ms Marnie O'Brien has been a Director for the NSW Department of Education Health and Safety Directorate since 2004. Based on the incident reports at the time of notification, there has been three claims lodged for workers compensation citing allegations against Ms O'Brien over the last 17 years. These claims were made by two employees.

Other claims lodged not related to Ms O'Brien cited issues at the workplace including; four related to line managers addressing performance or conduct issues, three relating to workload issues and one relating to interpersonal conflict between team members.