



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2021-2022 Supplementary Questions

Portfolio Committee No. 3 – Education

EDUCATION AND EARLY LEARNING

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EDUCATION AND EARLY LEARNING

Questions from the Hon Mark Buttigieg (on behalf of the Opposition)

NEW PRIMARY SCHOOL IN EDMONDSON PARK

QUESTION

1. Have early works on the site of the new primary school in Edmondson Park been completed?

ANSWER

In January 2022, a project update was distributed to the community detailing the projects early works and SSD approval.

Further information is available via various communications materials, such as information packs, project updates and works notifications, on the School Infrastructure NSW website www.schoolinfrastructure.nsw.gov.au/projects/n/New-primary-school-in-Edmondson-Park.html#about-project-tab

QUESTION

2. When will construction of the new primary school in Edmondson Park begin?

ANSWER

See answer to question 1.

QUESTION

3. What is the total value of construction works?

ANSWER

The estimated total cost for the project to deliver a new primary school at Edmondson Park is Commercial in Confidence.

QUESTION

4. Have construction works been fully funded?
(a) If not, how much has been allocated to date?
(b) When will the remaining funds be allocated?

ANSWER

Yes. NSW Budget Paper 3 – Infrastructure Statement details that an estimated \$17.5 million had been spent on the project to 30 June 2021 with a further \$47 million

allocated in the 2021-22 Financial Year. As per the response to Question 3, an estimated total cost (ETC) is commercial in confidence and will be published once a competitive tender process for the construction contract has concluded and the contract awarded.

QUESTION

5. How long is construction expected to take?

ANSWER

See answer to question 1.

QUESTION

6. When will the new primary school be open?

ANSWER

See answer to question 1.

QUESTION

7. When will enrolment applications be open?

ANSWER

An Expression of Interest (EOI) will be released in due course where families can nominate their intent to enrol. The EOI will be published via the online School Finder at <https://schoolfinder.education.nsw.gov.au/> along with the new intake areas.

QUESTION

8. What will the school be named?

ANSWER

The school name is yet to be determined.

QUESTION

9. What will be the catchment area for the school?

ANSWER

See answer to question 7.

EDMONDSON PARK HIGH SCHOOL

QUESTION

10. When will a public high school be built in Edmondson Park?

ANSWER

The progress of individual projects is communicated to school communities through regular project updates at the appropriate time. Further information is available via the School Infrastructure NSW website at

<https://www.schoolinfrastructure.nsw.gov.au/projects/n/New-high-school-in-Edmondson-Park.html>.

QUESTION

11. Where will the new high school in Edmondson Park be located?

ANSWER

See answer to question 10.

QUESTION

12. In relation to the School Infrastructure website listing the funding year as 2018/19 for a "New high school in Edmondson Park:
- (a) How much money was allocated to the project in 2018/19?
 - (b) How much of the allocation was spent?
 - (c) What was the money spent on?

ANSWER

The project to deliver a new high school at Edmondson Park was announced as part of the 2018-19 NSW Budget with funding allocated to support preparatory planning work such as business case development, design for the school, due diligence on sites considered for the school, and planning for development applications. It was accounted for in the minor works allocation, detailed in 2018-19 NSW Budget Paper 2 – Infrastructure Statement.

Funding to progress the project to delivery was allocated in the 2021-22 NSW Budget. As detailed in 2021-22 NSW Budget Paper 3 – Infrastructure Statement, approximately \$6.3 million has been allocated to the project for this financial year. Further funding allocations will be detailed in subsequent budget papers. An estimated total cost of the project is commercial in confidence to ensure a competitive tender process for the main works construction contract. It will be published once a contract has been awarded.

QUESTION

13. Why does the School Infrastructure website say the new high school in Edmondson Park was announced as part of the 2021/22 Budget but lists the funding year as 2018/19?

ANSWER

The 2018-19 NSW Budget allocated funding to support early planning works for a new high school in Edmondson Park. The 2021-22 NSW Budget allocated funding to progress to delivery of this project and is listed as funded for construction in the 2020/21 NSW Budget Paper 3 – Infrastructure Statement.

The project was at different phases of project development during each budget period and funding is allocated accordingly.

QUESTION

14. Was the announcement of a new high school in Edmondson Park in the 2021/22 Budget actually a re-announcement of a project started in 2018/19?

ANSWER

See answer to question 13.

QUESTION

15. How much money was allocated to the new high school in Edmondson Park project in the 2021/22 Budget?
- (a) How much of the allocation has been spent?
- (b) What was the money spent on?

ANSWER

See answer to question 12.

DENHAM COURT PUBLIC SCHOOL

QUESTION

16. What investigations did the Department or School Infrastructure NSW carry out in relation to the need for a school bus service to service Denham Court Public School before the school opened in 2021?
- (a) What was the outcome of those investigations?

ANSWER

As part of the project works to deliver the new Denham Court Public School, the Department of Education prepared a Transport Assessment and School Transport

Plan, which was required to support the State Significant Development (SSD) application.

The Transport Assessment and School Transport Plan considered indicative intake areas modelled as part of the business case. A school bus service was provided to service a route from Emerald Hills to Denham Court Public School.

QUESTION

17. What investigations has the Department or School Infrastructure NSW carried out in relation to the need for a school bus service to service Denham Court Public School after the school opened in 2021?
- (a) What was the outcome of those investigations?

ANSWER

See answer to question 16.

The Department of Education formalises intake areas approximately 12 to 18 months prior to a new school opening. This ensures current demographic data and projections are considered.

The current intake area for Denham Court Public School incorporates part of Edmondson Park as a temporary intake area ahead of the new school in Edmondson Park being delivered.

Discussions have occurred with Transport for NSW regarding a school bus service between Edmondson Park and Denham Court Public School. At this stage, a direct bus service will not be available between Edmondson Park and the school.

The Department is working with the school to assist with travel training on how to use existing train and bus connections for students during this time using the existing public transport and school bus network.

The Department is aware of the transport circumstances at Denham Court Public School and is working to remediate this for future school infrastructure projects.

QUESTION

18. How has the Department or School Infrastructure NSW liaised with Transport for NSW in relation to a school bus service from Edmondson Park to Denham Court Public School?
- (a) What was the outcome of those discussions?

ANSWER

See answer to question 17.

QUESTION

19. Has the Department or School Infrastructure NSW requested a school bus service from Edmondson Park to Denham Court Public School?
- (a) If not, why not?
- (b) If so, what was the response from Transport for NSW?

ANSWER

Yes.

See answer to question 17.

SCHOOL SPORT UNIT

QUESTION

20. In relation to state championships and Association trials:
- (a) How many were cancelled in 2020?
- (b) How many were cancelled in 2021?
- (c) As at 4 March 2022 have any been cancelled or postponed for the 2022 year?
- (d) As at 4 March 2022 how many are expected to proceed for the 2022 year?

ANSWER

- (a) In 2020, from March onwards, the following cancellations occurred as a result of COVID-19 Public Health Orders and return-to-school COVID Safe measures:
- 444 trials across 28 different sports;
 - 48 of the scheduled 51 State Championships.
- (b) In 2021, the Representative School Sport Pathway was fully operational during Semester 1. For the whole of Semester 2 the impact of COVID-19 saw the cancellation of the following events:
- 112 trials;
 - 23 of the scheduled 51 State Championships.
- (c) In 2022, operations have been slightly affected in Term 1 by the extreme weather conditions and natural disasters. The following events have been postponed:
- 39 trials;
 - two State Championships.
- (d) It is expected that all 51 State Championships and 571 trials scheduled across the State will proceed in 2022.

QUESTION

21. How many students are expected to participate in:

- (a) Organised sport in 2022?
- (b) NSW Premier's Sporting Challenge (PSC) in 2022?

ANSWER

As participation in sport and physical activity is a mandatory component of the school week for every student, all students enrolled in NSW public schools will be expected to participate in organised sport activities during each school week.

In addition to the weekly sport opportunities provided by schools to the students of NSW, students in Years 2-12 will have access to the Representative School Sport Pathway.

In 2022, an estimated 450,000 students are expected to participate in the NSW Premier's Sporting Challenge.

QUESTION

22. While student access to learn-to-swim lessons was restricted in 2020 and 2021, how many students:
- (a) Participated in swimming lessons in 2020?
 - (b) Participated in swimming lessons in 2021?
 - (c) Are expected to participate in swimming lessons in 2022?

ANSWER

All NSW public schools are eligible to access the opportunities available through the School Swimming and Water Safety program.

The learn to swim and water safety education registrations for the last 3 years are:

2019 – 2020:	1,409 schools	111,040 students.
2020 – 2021:	1,260 schools	101,448 students.
2021 – 2022:	1,383 schools	111,509 students (on-going).

Applications for the 2022/2023 season are now open and it is anticipated that uptake will increase.

SCHOOL SWIMMING AND WATER SAFETY PROGRAM

QUESTION

23. How many schools were registered:
- (a) In the 2019-20 season?
 - (b) In the 2020-21 season?
 - (c) In the 2021-22 season to date?
 - (d) Are expected in the 2021-22 season?

ANSWER

All NSW public schools are eligible to access the opportunities available through the School Swimming and Water Safety program.

The learn to swim and water safety education registrations for the last three years are:

- 2019 – 2020: 1,409 schools
- 2020 – 2021: 1,260 schools
- 2021 – 2022: 1,383 schools (on-going).

QUESTION

24. How many registered schools are:
- (a) Public Schools?
 - (b) Catholic Schools?
 - (c) Independent Schools?

ANSWER

The School Swimming and Water Safety program funded opportunities are available to NSW public schools.

In 2021-2022, there are 1,383 registered NSW public schools.

QUESTION

25. How many swim staff were registered as at 4 March 2022?

ANSWER

205.

QUESTION

26. Given that participating schools are required to meet pool entry and transport costs, how many schools' involvement in the program is limited by the capacity of buses to transport students to pools?

ANSWER

The Department of Education provides a number of programming flexibilities if transport is a limitation, including longer lessons for fewer days, access to several different program types ranging from one day per week to more intensive blocks of time and in-class theory-based water safety education.

QUESTION

27. What non-financial assistance is provided by the Department to assist schools procure transport to schools?

ANSWER

The Department does not act on behalf of participating schools in the hiring of buses for transport to the program.

QUESTION

28. What is the budget in 2021/22 to support the program?

ANSWER

A total of \$7,271,675 was allocated for the 2021/2022 program delivery.

QUESTION

29. Are the numbers of students, or schools, who participate in the program capped?
(a) If so, what are the caps?

ANSWER

There is no cap on the program.

QUESTION

30. Has any proposal been received by the government to expand the School Swimming and Water Safety Program to include both primary and secondary school children?
(a) If yes, what consideration has been given to the proposal?
(b) If no, has the government previously considered expanding the program?
(c) Is the government inclined to expand the program?

ANSWER

No proposal has been received by the Department of Education. Comprehensive high schools are eligible to apply for a grant to subsidise water safety programs for students in Years 7 and 8.

COOLER CLASSROOMS

QUESTION

31. Five schools in the Swansea electorate have been approved to have air conditioners installed as part of the Cooler Classrooms Program. However, the air conditioners are yet to be installed. Will the following schools have their air conditioners installed by the 2022/2023 financial year?
(a) Blacksmiths Public School?
(b) Floraville Public School?
(c) Mannering Park Public School?
(d) Northlakes Public School?

(e) Pelican Flat Public School?

ANSWER

The five schools in the Swansea electorate that have been approved to have air conditioners installed as part of the Cooler Classrooms program are:

- a. Lake Munmorah High School;
- b. Lake Munmorah Public School;
- c. Northlakes High School;
- d. Swansea High School; and
- e. Swansea Public School.

Two of the five schools have been completed (Swansea High School and Swansea Public School) and the remaining three schools have projects underway.

HSC SUPERVISION PAYMENTS

QUESTION

32. How many 2021 HSC supervisors are residents of the Swansea electorate?

ANSWER

In 2021, 10 HSC Presiding Officers and 58 HSC Supervisors were residents of the Swansea electorate.

These figures are based on residential address information provided to NESAs between September and December 2021.

QUESTION

33. How many 2021 HSC supervisors from the Swansea electorate are yet to be paid for supervising the HSC between 14 November and 3 December 2021?

ANSWER

All HSC pay claims have been processed, including the supervisors who are residents of the Swansea electorate.

QUESTION

34. What date will all of the 2021 HSC supervisors from the Swansea electorate be paid?

ANSWER

All HSC pay claims have been processed. The last pay claim for the Swansea electorate was paid on 28 January 2022.

QUESTION

35. What date will all NSW 2021 HSC supervisors payments be completed?

ANSWER

All HSC pay claims have been processed. The last pay claim for 2021 HSC Supervisors was paid on 4 February 2022. All pay claims were processed within 10 business days of receipt, with pay runs scheduled every fortnight.

SCHOOL COUNSELLORS

QUESTION

36. How many schools have not had their counsellor allocation met during the whole year over the following years:

- (a) 2018
- (b) 2019
- (c) 2020
- (d) 2021
- (e) 2022

ANSWER

Information about meeting counselling allocations on a day to day basis at an individual school level is not kept centrally.

Where any vacant positions are being recruited, the Senior Psychologist Education has local arrangements in place to provide schools with access to counselling services. This includes accessing casual or temporary staff or provision of counselling in other ways, such as by accessing contingent psychology services.

QUESTION

37. Could you please provide a list of NSW schools that currently only have access to school counsellor services virtually as at March 2022, broken down by school, state electorate of school and number of enrolments at each school?

ANSWER

As at March 2022, there are no schools who only have access to school counselling services virtually.

As at March 2022, there are some schools who are receiving their service through the School Counselling and Telepsychology for Rural and Remote Schools program. This team of Senior Psychologists Education provide a blend of face to face and telepsychology services. These schools are listed below by school name, electorate and number of enrolments:

Barellan Central School - Cootamundra-79.6
Blayney High School - Bathurst - 332.6
Boggabilla Central School - Northern Tablelands - 85
Coleambally Central School - Murray - 163
Corowa High School - Albury - 337.8
Corowa Public School - Albury - 212
Cowra Public School - Cootamundra - 371
Goodooga Central School - Barwon - 31
Hillston Central School - Murray - 168.8
Holman Place SSSP - Cootamundra - 31
Jindera Public School - Albury - 162
Kapooka Public School - Wagga Wagga - 75
Lightning Ridge Central School - Barwon - 334.2
Lord Howe Island Central School - Port Macquarie - 37
Parkes Public School - Orange - 369
Quambone Public School - Barwon - 8
Sir Henry Parkes Public School - Lismore - 194
Tenterfield High School - Lismore - 237.4
The Rock Central School - Wagga Wagga - 187
Toomelah Public School - Northern Tablelands - 41
Tottenham Central School - Barwon - 73
Trangie Central School - Dubbo - 192
Trundle Central School - Orange - 101.4
Tullamore Central School - Orange - 57
Tumbarumba Public School - Albury - 165
West Wyalong Public School - Cootamundra – 211.

SLSO'S

QUESTION

38. 2021 Department of Education statistics show that large numbers of school support staff remain in temporary positions. For example, the figures show that approximately 64.3% of School Learning Support Officers (SLSOs) were employed on a temporary basis, this is up from 61.57% in 2017. This equates to over 9 thousand employees, 86.38% of which are women and many have been employed on a temporary basis for over 10 years (some up to 20 years). Why has the NSW Government left so many SLSO's in temporary positions, without offering permanent roles?

ANSWER

The allocation of SLSO positions is primarily determined by student enrolment – either relating to the individual needs of a particular student/s or on the basis of allocated support classes.

The principal makes a decision as to whether a position will be temporary or permanent, depending on the needs of the school and any specific students the position may support.

QUESTION

39. Can you confirm that the funding for SLOS's has been reduced for the 2022 school year in SSP schools and Special Units across schools in NSW?
(a) If this is so what are the reasons and what basis has this occurred?

ANSWER

There is no reduction in the funding for Student Learning Support Officers (SLSOs) for the 2022 school year in Schools for Specific Purposes and special units across schools in NSW.

Schools can use flexible funding to create additional permanent or temporary positions, including SLSO positions. The principal makes a decision as to whether a position will be temporary or permanent, depending on the needs of the school and any specific students the position may support.

QUESTION

40. Can the Secretary advise how many SLSO positions have been cut and why Long Term Temporary staff were not redeployed to another vacant SLSO role or receive a Severance payment?

ANSWER

The Department allocates a staffing entitlement consistent with school enrolments and supplements this entitlement with school-based integration funding to meet some of the more specific learning support needs of students.

Funding is provided to schools based on student need. It is then up to the principal and school executive to ensure student educational outcomes through the employment of school administrative and support staff on a permanent or temporary basis as needed. This allows educational support to be matched to a student's progression from primary through to secondary schooling.

Decisions regarding a school's workforce needs are matters for the principal and senior executive considering the educational needs of students, the support needs of individual students and the operations of the school.

Schools are provided with funding as part of their annual budget to meet the cost of engaging permanent, temporary and casual school administrative and support staff.

QUESTION

41. The Education Department conducted a transition of identified suitable SLSO's into the new classification during term 4 2021. This included permanent and some Long term temporary SLSO's. Can the Secretary advise how many SLSO's who satisfied the criteria

ANSWER

The process for eligible Student Learning Support Officers (SLSOs) to transition to the SLSO (Student Health Support) classification commenced in September 2021, with entry on duty into the SLSO (SHS) role commencing Day 1, Term 1, 2022.

As a result of the transition process, 336 permanent SLSO (SHS) positions were identified for re-classification.

QUESTION

42. How many are permanent or temporary SLSO SHS?

ANSWER

There were 294 existing permanent Student Learning Support Officers (SLSOs) were transitioned to a permanent SLSO (Student Health Support) position as a result of the transition process.

Three long term temporary SLSOs who both met the criteria for transition to the SLSO (SHS) role, and also met the criteria as a long term temporary School Administrative and Support Staff officer to be appointed to a permanent position. They were also transitioned to a permanent SLSO (SHS) position.

QUESTION

43. Will there be another phase of the SLSO SHS transition process in term 1 2022?

(a) If so how many positions need to be filled either by existing suitable SLSO's?

ANSWER

The initial transition process was designed to identify those settings where permanent SLSO (SHS) positions were most likely to be required to support student needs. The transition process has now concluded.

There will not be further cohorts transitioned, however, all schools will be able to request existing permanent SLSO entitlement be re-classified to SLSO (SHS) to meet emerging and ongoing student needs.

There will also continue to exist the option for principals to meet emerging needs in their school through either providing a temporary SLSO (SHS) higher duties opportunity for an existing SLSO with appropriate training to undertake the health support duties, or to continue to pay the appropriate allowances.

QUESTION

44. Will there need to be external recruitment where a need has been established for more SLSO SHS in SSP Schools or other specialist units?

ANSWER

Yes.

Schools have the ability now to engage temporary SLSO (SHS) to meet emergent health support needs and those staff receive the appropriate training before providing health support to students.

SLSO (SHS) positions will be recruited in accordance with the Department's School Administrative and Support Staff Recruitment Procedure.

QUESTION

45. In relation to the 2019 SASS Award, as the SLSO SHS role will perform all Health Support duties will the Health Support Allowance become redundant?

ANSWER

The provision of health support and the continuation of the Health Support Allowance is a matter for negotiations between the Department of Education and the Public Service Association.

The 2019 School Administrative and Support Staff Award expires on 30 June 2022.

QUESTION

46. In the event of an SLSO SHS unplanned absence, how will the department cover this absence?
- (a) SLSO's who are not trained and in receipt of the allowance are not qualified to do these duties. Is this not a safety risk for affected students and SLSO's?

ANSWER

Health support needs for students are determined in accordance with an individual Health Support Plan, and as part of that plan, schools determine how the health needs of students will be met, including arrangements to cover staff that are on leave.

Schools have the ability now to engage temporary Student Learning Support Officer (Student Health Support) to meet emergent health support needs and those staff receive the appropriate training before providing health support to students.

The Department does not require untrained SLSOs to perform health support.

QUESTION

47. What contingencies has the department put in place to cover the risk of not employing enough SLSO SHS staff to meet the needs of Students requiring Health Support daily as prescribed in their Health Support plans?

ANSWER

All students are entitled to participate in education regardless of their health support needs. Schools undertake collaborative individual health support planning to determine the best way to meet individual student health support needs. This may require the principal to seek additional support from the Department of Education so that appropriate arrangements can be made for the student's participation at school.

QUESTION

48. What additional Staff funding was made available for all school categories for term 1 2022?

ANSWER

School funding delivered through the School Budget Allocation Report (SBAR) process is based on a school calendar year. The allocation is provided to all school categories including primary, secondary, Schools for Specific Purposes, central schools and specialist school settings such as Environmental Education Centres.

In 2022, the total 2022 SBAR staffing funding of \$8.3 billion represents a 4.4 per cent increase of \$7.9 billion. This predominantly reflects salary increase of 2.5 per cent as well as student growth and any new program funded staffing positions.

QUESTION

49. What is the Department's contingency plan to address the current staffing shortage of Teachers and School Administrative and Support staff in NSW?

ANSWER

Large numbers of staff calling in sick at the same time due to a local outbreak of COVID-19 pandemic is a challenge currently facing all employers.

To support schools across NSW in managing staffing impacts related to COVID-19, the department has published guidelines for the back filling of staff, which include the use of the casual teaching and SASS workforce.

As at 21 March 2022, more than 560 non-school based teaching and corporate staff who are accredited to teach have been deployed into schools and 1937 final year students have been granted interim teaching approval for casual and temporary teaching.

So far this year, just over 400 previously retired teachers have worked as either a casual teacher or on a short-term temporary basis in schools.

Additional Temporary Teachers (Inbuilt Casual Relief due to COVID-19 Impact) is an additional program to fill short-term and medium-term or year-long casual teaching relief vacancies due to COVID-19. The aim of the program is to boost locally

available workforce supply across the State and over 100 applicants are currently progressing through the recruitment and matching to school process.

Schools are also supported in their recruitment of permanent School Administrative and Support staff. Recruitment processes for these roles have been streamlined to ensure that a opportunities for employment in these roles are fair and equitable.

DISABILITY ENROLMENTS

QUESTION

50. How many enrolments of children with disability have been enrolled in mainstream schools in 2021?

ANSWER

In 2021, approximately 177,000 NSW public school students were captured in the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

Of these 86 per cent were taught in mainstream classes and 11 per cent in support classes in a mainstream school.

In 2021, 22,975 students were enrolled in a support class in a mainstream school.

In 2021, 14,370 students were supported with Integration Funding Support in a mainstream classroom.

QUESTION

51. How many enrolments of children with disability have there been in Schools for Specific Purposes (SSPs) in 2021?

ANSWER

In 2021, 5,999 NSW public school students were enrolled in a support class in a School for Specific Purposes (SSP).

QUESTION

52. What is the Government's projection of numbers of students with disability that will be enrolled in mainstream schools over the next 10 years?

ANSWER

The Department of Education forecasts enrolments to five years. The current projections are to the year 2026. In that year, the Department expects approximately 26,500 NSW public school students with disability will be enrolled in mainstream schools.

QUESTION

53. What is the Government's projection for numbers of students with disability that will be enrolled in SSPs schools over the next 10 years?

ANSWER

The Department of Education forecasts enrolments to five years. The current projections are to the year 2026. In that year, the Department expects approximately 5,900 NSW public school students with disability will be enrolled in Schools for Specific Purposes.

SIR ERIC WOODWARD SCHOOL

QUESTION

54. Will the Government commit to the permanent ongoing provision of a registered nurse at Sir Eric Woodward School and other Schools for Specific Purposes where there are students with high physical support needs which cannot be provided by existing staff?

ANSWER

The Department of Education is committed to providing the provision of a registered nurse or nurses to any individual students whose individual health care plans indicate they require this level of support.

QUESTION

55. Can the department confirm whether it has already decided to remove the RN role at SEW at the end of 2022?

ANSWER

Yes, the Department will be removing the RN role but only as a whole school provision.

The Department is currently transitioning from providing this whole school registered nurse role to that of providing the appropriate level of support based on the individual health care plans for each student.

QUESTION

56. Can the department confirm reports that the School Staff have been advised that the RN role will be removed at the end of 2022?

ANSWER

Yes, the Department has advised the staff that a whole school registered nurse provision will cease at the end of 2022 and that a year of transition has been funded.

Beyond 2022, registered nurses could still be employed at Sir Eric Woodward School, however this would be for the specific support of individual students with complex needs.

QUESTION

57. Is this decision despite the review not having been finalised as of 15 February 2021?

ANSWER

The review is of individual student support health plans rather than the retention of a registered nurse provision for the school.

QUESTION

58. Will the department provide a copy of the review report including Health Advice as to Student Complex Medical needs and the reasons for either maintaining or removing the RN role to Community stakeholders at Sir Eric Woodward School?

ANSWER

The processes around the removal of a whole school registered nurse provision at Sir Eric Woodward School have and will continue to be communicated with all stakeholders. The individual health care plans of all students remain confidential to families, treating teams and relevant staff members.

INCIDENTS ON SCHOOL GROUNDS

QUESTION

59. Could you please provide a list of the number of injury incidents on NSW school grounds in 2020 and 2021 respectively, broken down by school, state electorate of school, the number of enrolments at each school and including whether any incident lead to hospitalisation or death?

ANSWER

The Department 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.

QUESTION

60. Could you please provide a breakdown of the number of violent incidents that occurred on NSW school grounds in 2020 and 2021 respectively, broken down by school and state electorate of each school?

ANSWER

The total number of violent incidents that are reported to have occurred on school grounds in 2020 is 8,806. Data for 2021 is not yet available.

The Department has an obligation to maintain privacy and confidentiality of all staff and students and does not release incident data by school or state electorate.

QUESTION

61. How many violent incidents have been logged with the Department of Education's incident hotline from schools over 2021?

ANSWER

The Department of Education provides information on incident reports in NSW government schools on the Centre for Education Statistics and Evaluation website at <https://data.cese.nsw.gov.au/data/dataset/incident-reports-nsw-government-schools>. Data for 2021 is not yet available.

QUESTION

62. How many violent incidents have been logged with the Department of Education's incident hotline from SLSOs over 2021?

ANSWER

This data is unable to be sourced as the Department's Health, Safety and Staff Wellbeing directorate does not capture the position of the person who is reporting the incident.

SCHOOL FUNDING

QUESTION

63. Could you please provide a list of the amount of RAM and total funding received by each NSW public school, broken down by school, state electorate of school and number of enrolments at each school?

ANSWER

The [RAM funding table](#) is published on the Department of Education's website. The 2022 RAM funding represents the total 2022 funding for the four equity loadings and the three base allocation loadings, a total of seven loadings. The equity loadings are socio-economic background, Aboriginal background, English language proficiency and, low-level adjustment for disability. The base loadings are location, professional learning, and per capita. For 2022, \$1.34 billion has been provided to NSW public schools.

For details on total funding received for NSW public schools, the My School website at <https://www.myschool.edu.au/> provides comprehensive funding details including total net recurrent income and total capital expenditure.

DEMOUNTABLES

QUESTION

64. Could you please provide a list of the number of demountables on NSW school grounds in 2020 and 2021 respectively, broken down by school, state electorate of school and number of enrolments at each school?

ANSWER

The number of demountables at NSW public schools is recorded in the Department of Education's Asset Management System and a 'snapshot' report is prepared in April each year. The next report will be prepared in April 2022 once enrolments for the year are finalised, Data from the most recent snapshot was provided in response to Legislative Council Question on Notice 5273.

An accommodation review of all schools is undertaken annually. The review assesses changing enrolment patterns and other factors in preparation for the upcoming school year in order to identify those schools which require additional demountable accommodation and those schools in a position to remove demountables.

The majority of demountable movements occur between October and February in preparation for the new school year. The majority of installations outside of this period are for the purposes of accommodation needs arising from capital works and maintenance projects in schools or providing emergency accommodation following fires and natural disasters.

SCHOOL INFRASTRUCTURE

QUESTION

65. In 2018, your Government committed to major upgrades for Randwick Boys and Girls High Schools. To date, not a single cent has been spent on these schools and the upgrades are still in the Planning stage on the School Infrastructure website. Why is the Government neglecting public education in Sydney's East?

ANSWER

Detailed planning, in consultation with principals and communities, is currently being finalised for upgrades to Randwick Boys and Girls High Schools. The respective upgrades address priority areas of amenity and education provision, supporting student learning, equity, and opportunity. Together with a range of high school settings in Sydney's East, Randwick Boys and Girls High Schools provide high quality education options for parents/carers.

The project was announced for early planning in the 2018/19 NSW Budget with funding allocated in the 2021/22 NSW Budget to progress to delivery. An allocation of \$5 million has been made for the 2021/22 financial year, detailed in NSW Budget Paper 3 – Infrastructure Statement. An estimated total cost will be made available at the conclusion of a competitive construction tender and a contract has been awarded.

Project updates will be posted on the School Infrastructure NSW website as it becomes available and can be viewed at <https://www.schoolinfrastructure.nsw.gov.au/>.

QUESTION

66. Community consultation conducted by your government in 2018 revealed that there is overwhelming support for a new coeducational high school in the east. Is your government listening to the community when it comes to public education?

ANSWER

In 2018 and 2019 the Department of Education undertook community consultation in relation to Randwick Boys High School transitioning to a coeducational high school. Comprehensive analysis was undertaken across a range of data sources.

While, the online community survey provided support for Randwick Boys High School transitioning to a co-educational setting. The views of families, students and staff who would be most directly impacted by the decision however, did not provide clear support for a change. The community spoke very strongly about the need to retain the choice of a single-sex public high school for boys in the Eastern Suburbs. Randwick Boys High School is the only comprehensive public boys school in the area, a view clearly expressed during the consultation period.

The Department continues assessing the provision of single sex and co-educational settings.

OSHC

QUESTION

67. In December 2021 the Government announced that many parent and community controlled OSHC programs would be forced to compete in the open market against private and for profit providers for tenders to deliver services. More recently the Government announced a \$500 voucher scheme to subsidise OSHC fees for parents returning to work with scheme administration the responsibility of centres.
- (a) How much of the budget of \$150 million allocated to the vouchers has been spent?
- (b) What proportion of expenditure is in private/for profit centres (adjusted against their share of the market)?

- (c) What proportion of tenders awarded for OSHC services were won by parent controlled and not for profit providers?
- (d) How does this compare with the proportion of private/parent controlled and not for profit providers prior to the award of tenders?

ANSWER

- (a) As at 14 March 2022, \$13,540,000 worth of vouchers have been redeemed at OSHC services across NSW.
- (b) As at 14 March 2022, 47% of vouchers redeemed occurred at For-Profit services (45% of providers who have redeemed vouchers are For-Profit).
- (c) Noting that Category A services do not go to tender, between July 2019 to December 2021, there has been a total of 206 tenders awarded, the breakdown of awarded tenders is:
- Category C For-Profit Providers: 177 tenders awarded (71%)
 - Category B Not-for-Profit Providers: 29 tenders awarded (12%)
 - Category A P&C and parent run Providers: 42 licenses renewed / awarded (17%).
- (d)
- 77 brand new services that did not have a previous provider
 - 25 services changed from a Not-for-Profit Provider to a For-Profit Provider
 - 6 services changed from a For-Profit Provider to a Not-for-Profit Provider
 - 98 services had no change in provider category at renewal.

QUESTION

68. Is the NSW Government favouring private and for profit providers of OSHC care when there is overwhelming evidence that community and not for profit providers deliver higher quality services measured against most the AQF and AQS?

ANSWER

No.

In NSW, services that have been rated do not appear to have lower quality ratings if they are for profit.

- Private for profit services rated: Meeting NQS or above = 83.48%
- All other provider management types rated: Meeting NQS or above = 83.02%

QUESTION

69. Could you please provide a list of all OSHC services currently operating on NSW school sites as at March 2022, broken down by OSHC name, the provider category of each service, the state electorate of each service and the organisation which runs each service?

ANSWER

A list of all OSHC services currently operating on government school sites as at 15 March 2022 is attached. Details about the provider and their category of service is commercial-in-confidence information and therefore, cannot be publicly released.

QUESTION

70. Could you please provide a breakdown of the number of OSHC services in each provider category as at March 2022?

ANSWER

As at March 2022:

- Category C: For-Profit Providers: 99 providing 429 services
- Category B: Not-for-Profit Providers: 170 providing 363 services
- Category A: P&C / Parent-run Providers: 84 providing 84 services

DOMESTIC VIOLENCE PREVENTION

QUESTION

71. What is the NSW Government doing to fund and support primary prevention initiatives in early childhood settings, primary and secondary schools to address the underlying gendered drivers of sexual, domestic and family violence as identified in the *Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia* (Our Watch, 2015)?

ANSWER

The NSW Government is committed to ensuring that women and their children live free from violence. Element two of the Change the Story's Framework considers how a social change strategy should be adopted to address underlying drivers of, and prevent, violence against women from occurring. Research about best practice in respectful relationships education is clear that an embedded and ongoing approach works best, not one off programs.

The Department of Education provides a proactive and comprehensive program for Child Protection Education and published updated curriculum materials in October 2020. Child Protection Education is taught in all NSW Government schools as part of the mandatory Kindergarten to Year 10 (K-10) Personal Development, Health and Physical Education (PDHPE) syllabus.

The NSW Government strengthened content about respectful relationships education in the K-10 PDHPE syllabus in 2018, including the inclusion of clear and age-appropriate teaching of consent. This change followed a consultation process which included feedback from leading researchers and organisations.

Students have opportunities to learn about safe respectful relationships and strategies for staying safe as part of the mandatory PDHPE K-10 syllabus. In primary school, students learn to recognise risk, abuse and neglect in relationships and ways

to seek help. In secondary school, students have the opportunity to practise skills and strategies to seek help in different situations such as relationships or family and domestic violence.

In addition, Year 11 and 12 students in NSW government schools complete the mandatory 25-hour Life Ready program. This program includes content on respectful relationships and consent, and explicitly addresses challenging and changing attitudes to violence including domestic violence.

On 26 March 2021, the heads of the NSW Department of Education, Catholic Schools NSW and the Association for Independent Schools NSW signed a Statement of Intent to strengthen consent education. The Statement responded to calls from young people to improve consent education in schools. It highlighted a clear goal of strengthening students' understanding of consent: both through what they learn at school and what they learn and experience outside the school gates.

QUESTION

72. What NSW Government funded primary prevention initiatives to address the underlying gendered drivers of sexual, domestic and family violence currently exist in New South Wales early childhood settings?

ANSWER

The Early Years Learning Framework builds towards concepts of consent through learning outcome 3 which states 'Children have a strong sense of wellbeing'. The key component of this is children taking increasing responsibility for their own health and physical wellbeing. This is evident when children:

- recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity)
- use their sensory capabilities and dispositions with increasing integration, skill and purpose to explore and respond to their world
- show increasing independence and confidence in personal hygiene, care and safety for themselves and others.

Recently the Department of Education has released a guide to implementing the Child Safe Standards, specific to early childhood and outside school hours care, that includes information on strategies to enhance child safe environments and embed child safe cultures within organisations to prevent risks of harm to children. In 2021, the Department agreed to contribute \$500,000 to assist with implementation costs associated with a child safe self-assessment tool. This tool will allow child related organisations such as ours to better identify risks and identify areas of improvement when it comes to keeping our children safe.

Furthermore, the Department's Child Wellbeing Unit supports all staff to identify the level of suspected risk to a child or young person, and provides advice about possible services that are available to assist students and their families. The Child Wellbeing Unit works in conjunction with Child Wellbeing Units within the NSW Police Force and with NSW Health. This interagency collaboration ensures linked

responses and better coordinated support for children and families who have witnessed or are subject to domestic and family violence and need assistance.

QUESTION

73. What NSW Government funded primary prevention initiatives to address the underlying gendered drivers of sexual, domestic and family violence currently exist in New South Wales primary schools?

ANSWER

Please refer to supplementary question 71.

QUESTION

74. What NSW Government funded primary prevention initiatives to address the underlying gendered drivers of sexual, domestic and family violence currently exist in New South Wales secondary schools?

ANSWER

Please refer to supplementary question 72.

SRS

QUESTION

75. By what overall percentage of the SRS are NSW public schools currently funded at, as at March 2022?

ANSWER

NSW is transitioning public school funding to 75 per cent of the Schooling Resource Standard by 2027. This aligns with the National School Reform and Bilateral Agreement.

In 2022 for NSW public schools, the minimum state funding contribution is 71.80 per cent of the Schooling Resource Standard and the Commonwealth funding contribution share is 19.59 per cent.

WWCC

QUESTION

76. Has the Department of Education raised concerns with the Office of the Children's Guardian regarding delays with the processing of Working With Children Check applications and renewals for pre-service teachers, current teachers and school staff?

ANSWER

The Department is in regular communication with the Office of the Children's Guardian (OCG) and frequently discusses delays with processing of Working with Children Check (WWCC) applications and renewals.

The OCG have advised the Department that the delays in the WWCC process are unavoidable. One key reason for delays is that all WWCCs require a National Police Criminal History (NPCH) check, and this process can take up to four weeks to allow the NPCH process to be completed.

During 2021, the OCG granted extensions to WWCC clearances to allow additional time for the NPCH checks to be completed. Extensions were also granted when people were restricted in their ability to visit a Service NSW centre during the COVID-19 pandemic.

QUESTION

77. How many school staff and teachers has the Department of Education placed on suspension without pay because of delays with Working With Children Check renewals, broken down by month over the past 12 months?

ANSWER

In total, 128 staff were suspended due to delays in the WWCC process.

QUESTION

78. Has the Department provided staff with extensions for more than 30 days when staff are still awaiting WWCC renewals?
(a) If not, why not?

ANSWER

No.

- (a) The Department cannot extend validity of WWCC clearances. The OCG is the administrator of WWCC and only they can provide extensions.

TEACHER VACCINATIONS

QUESTION

79. How many teachers who have not provided proof of COVID vaccination are still being paid by the Department of Education?

ANSWER

As at 23 March 2022, 483 teachers and 26 principals and school executives are being investigated for non-compliance with COVID-19 vaccination requirements.

Employees subject to investigation as a result of non-compliance with COVID-19 vaccination requirements were required to apply for leave or leave without pay after 8 November 2021. Once an employee is found to have engaged in misconduct they are suspended without pay until such time as a final decision is made and disciplinary action is taken.

QUESTION

80. What is the total cost of salaries paid to Department of Education employees who have not provided proof of COVID vaccination since the vaccination requirement came into effect?

ANSWER

As at 23 March 2022, 736 Department of Education employees are being investigated for non-compliance with COVID-19 vaccination requirements. The Department is unable to quantify the associated salary costs.

QUESTION

81. How many teachers who have not provided proof of vaccination have had their employment terminated by the Department of Education?

ANSWER

As at 23 March 2022:

- 167 permanent teaching staff and 13 principals and school executives have been dismissed as a result of non-compliance with COVID-19 vaccination requirements.
- Professional and Ethical Standards has terminated the contracts of 380 temporary teaching staff.

QUESTION

82. How many NSW teachers have not provided proof of vaccination, broken down by primary, secondary and sector?

ANSWER

The following table details the number of open and closed investigations relating to permanent teaching staff non-compliance with COVID vaccination requirements, by school type as at 23 March 2022. Investigations closed as a result of compliance with COVID-19 vaccination requirements have been excluded.

The Department does not have details in relation to non-compliance of employees in non-government schools.

School type	Open investigations as at 23 March 2022	Closed investigations as at 23 March 2022*	TOTAL
Primary	251	600	851
Secondary	224	515	739
Central/Community	14	44	58
Environmental Education Centre	0	1	1
School for Specific Purposes	19	34	53
Non-school based teaching staff	1	1	2
TOTAL	509	1195	1704

TEACHER SUPPLY

QUESTION

83. How many ex-academics have been recruited into teaching roles with the NSW Department of Education since April 2021?

ANSWER

The new Mid-Career Transition to Teaching Program, which targets both industry professionals and academics, has offered 10 academics placements to begin in 2022.

QUESTION

84. How much did the PWC report titled 'Using ex-academics to fill the teacher supply gap' cost?

ANSWER

The Department did not commission PwC to produce the report titled 'Using ex-academics to fill the teacher supply gap' dated April 2021. PwC shared the document with the Department as part of its involvement in the co-design of the Mid-Career Transition to Teaching Program.

ROOF RENEWAL PROGRAM

QUESTION

85. Could you please provide a list of the projects that have been approved so far under the Roof Renewal Program, broken down by project, school location of each project and the state electorate of each school?

ANSWER

The Roof Renewal Program is an active program being delivered by the Department of Education.

The finalised list of projects will be available at the conclusion of the Program.

QUESTION

86. How much has been spent on the Roof Renewal Program as at March 2022?

ANSWER

See answer to question 85.

EASTERN SUBURBS CO-EDUCATIONAL HIGH SCHOOL

QUESTION

87. Does the Government intend to build a co-educational high school on the site of Randwick Girls' and Randwick Boys' High Schools?

(a) If so, what work has been done to create a co-educational campus, for years 11 and 12, on the site of Randwick Girls' and Randwick Boys' High Schools?

ANSWER

In December 2018, the then Minister for Education, the Hon Rob Stokes MP, requested the Department of Education undertake community consultation regarding Randwick Boys High School transitioning to a coeducational high school. Information regarding the community consultation is available on the Department website and can be viewed at

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/high-school/randwick-boys-high-school#Key1>

In reviewing feedback gained through the consultation, it was determined that the families, students and staff most directly impacted by the decision did not provide clear support for change. On 16 August 2019, the Minister announced that Randwick Boys High School would remain a single sex school.

Randwick Girls and Randwick Boys High Schools continue to provide quality education options as single sex education settings.

There are no plans to build a co-educational high school on the site of Randwick Girls and Randwick Boys High Schools.

QUESTION

88. Has an announcement already been made on a co-educational High School in the Eastern Suburbs?

(a) If so, when was this announcement made?

(b) If so, where was this announcement made?

ANSWER

Please refer to the answer for supplementary question 87.

QUESTION

89. What planning has been done to evaluate the feasibility of opening a co-educational school on this site?

ANSWER

Please refer to the answer for supplementary question 87.

QUESTION

90. What work has been done to evaluate the demand for a co-educational high school in the Eastern Suburbs?

ANSWER

Please refer to the answer for supplementary question 87.

The Department of Education continues to monitor demographic and enrolment trends across Sydney's eastern suburbs. In response growth, the NSW Government delivered the new Inner Sydney High School which opened in 2020. Local intake areas were adjusted across neighbouring high schools. A major redevelopment of Alexandria Park Community School was also completed in early 2022.

QUESTION

91. What work has been done to evaluate the impact of a new, co-educational high school on Randwick Boys' and Randwick Girls' High Schools?

ANSWER

Please refer to the answer for supplementary question 87.

QUESTION

92. What work has been done to develop a whole of district infrastructure and transition plan for public schools in the Eastern Suburbs?

ANSWER

Please refer to the answer for supplementary question 87 and 90.

The Department of Education continues to monitor, research, and plan to meet changes in the demand for public schools in Sydney's eastern suburbs.

QUESTION

93. What consultation was completed with the NSW Teacher's Federation?

ANSWER

Please refer to the answer for supplementary question 87.

The NSW Teachers Federation are consulted in relation to major infrastructure changes proposed or planned for the Sydney's eastern suburbs.

UPGRADES TO RANDWICK GIRLS' AND BOYS' HIGH SCHOOLS

QUESTION

94. Considering the commitment to upgrade facilities to Randwick Boys' High School and Randwick Girls' High School was made in 2018, why are the projects still listed as being in the 'planning phase' on the NSW Schools infrastructure website (as at 7 March, 2022)
- (a) What planning has been done over the past three years?
 - (b) Given that the NSW School Infrastructure website lists this project as being 'prioritised for planning', and that it has been in planning for three years, how many more years should the communities of these schools expect the prioritised planning stage to take?
 - (c) After touring the School with the Member for Coogee in October 2019 and seeing firsthand the need to upgrade facilities, what steps were taken to fast track the upgrades of these schools?
 - (d) When will the projects move out of the planning stage and into the design phase?
 - (e) When will the projects move to the 'in progress' phase?
 - (f) When can these school communities expect these upgrades to be completed?
 - (g) Will the Government re-announce these upgrades in the lead up to the 2023 Election?
 - (h) Can a child starting year 1 in the Coogee Electorate in 2022 expect these upgrades to be completed before they enter high school?

ANSWER

Refer to the answer to question 65.

OUT OF AREA ENROLMENTS, EASTERN SUBURBS PUBLIC HIGH SCHOOLS

QUESTION

95. What is the postcode data for the residential addresses of students attending Randwick Girls' High School in:
- (a) 2020?
 - (b) 2021?

(c) 2022?

ANSWER

Please refer to the answer to LA QoN 7329.

QUESTION

96. What is the postcode data for the residential addresses of students attending Randwick Boys' High School in:

- (a) 2020?
- (b) 2021?
- (c) 2022?

ANSWER

Please refer to the answer to LA QoN 7329.

QUESTION

97. What is the postcode data for the residential addresses of students attending Rose Bay Secondary College in:

- (a) 2020?
- (b) 2021?
- (c) 2022?

ANSWER

Please refer to the answer to LA QoN 7329.

QUESTION

98. What is the postcode data for the residential addresses of students attending South Sydney High School in:

- (a) 2020?
- (b) 2021?
- (c) 2022?

ANSWER

Please refer to the answer to LA QoN 7329.

TEACHER LOSSES IN EASTERN SUBURBS SCHOOLS

QUESTION

99. It was revealed in Budget Estimates that 15 teachers from Rainbow Street Public and 13 teachers from South Coogee Public have left the profession in the last year. How many teachers have left the profession from the following schools since January 2020?

- (a) Waverley Public School?
- (b) Bronte Public School?
- (c) Clovelly Public School?
- (d) Randwick Public School?
- (e) Rainbow Street Public School?
- (f) Coogee Public School?
- (g) South Coogee Public School?
- (h) Kensington Public School?
- (i) Rose Bay Secondary College?
- (j) Randwick Girls' High School?
- (k) Randwick Boys' High School?
- (l) South Sydney High School?

ANSWER

Data held by the Department does not support the statement that 15 teachers left Rainbow Street Public or 13 teachers from South Coogee Public. Please refer to the answer provided to Transcript Question 33 for accurate information regarding these two schools.

The Department of Education only holds records on teachers it employs and does not hold records to indicate whether teachers who have left the Department have also left the teaching profession.

ANNUAL REPORTS

QUESTION

100. Can you please provide the projected budget figures for the Department of Education as per the table below?

ITEM	2022	2023	2024
Expenses excluding losses			
Employee Related expenses			
Salaries and Wages (including annual leave)			
Superannuation - defined benefit plans			
Superannuation - defined contribution plans			
Extended/Long service leave			
Workers' compensation insurance			
Payroll Tax and Fringe Benefits Tax			
Redundancy Payments			
Other			
Operating expenses			
Auditor's remuneration:			
audit of the financial statements			
Cleaning			
Consultants			
Other contractors			

Expenses relating to short-term leases and leases of low-value assets			
Internet and Telephone			
Insurance			
Maintenance			
Minor stores, provisions, plant and computing			
Operating lease rental expense:			
minimum lease payments			
Postage			
Printing			
School operating expenses			
Assisted School Travel expenses			
Training and development expenses			
Demountable building services			
Travelling and sustenance			
Utilities and water charges			
Other			
Depreciation and amortisation			
Grants and subsidies			
Government sector			
Grants to cluster agencies			
Other			
Non-Government sector			
Non-government schools per capita payments			
Interest subsidies			
Supervisor Subsidies			
Other			
Other sector			
Early Childhood Education and Care			
Skilled and employable workforce			
Conservatoriums and music centres			
Links to Learning program			
Other			
Finance Costs			
Other expenses			
Total expenses including losses			
Revenue			
Appropriation			
Sale of goods and services			
Sale of goods and services from contracts with customers			
Interest revenue			
Grants and other contributions			

Acceptance by the Crown Entity of employee benefits and other liabilities			
Other revenue			
Total Revenue			
Operating Result			
Gains/(Losses) on disposal			
Other gains/(losses)			
Net Result			
TOTAL COMPREHENSIVE INCOME			

ANSWER

The Department of Education's annual budget allocation is subject to approval each year. The detail for 2021/22 financial year is published under Budget Paper 4: Agency Financial Statements and is available at the following link: <https://www.budget.nsw.gov.au/sites/default/files/2021-06/2.%20Education-BP4%202021-22%20Budget%20Paper.pdf>.

BOTTLED WATER IN SCHOOLS

QUESTION

101. Regarding the use of bottled water in schools, can you confirm:
- (a) If your department considered or implemented any alternative solutions to the problem of schools having to buy bottled water for water supply, and if so what are these solutions?
 - (b) If your department has conducted trials to reduce or remove the use of bottled water in schools? If yes,
 - i. In which schools were these trials conducted?
 - ii. What trial was conducted in these schools?
 - iii. How much did the trials cost, per school?

ANSWER

- (a) In 2019, when 45% of the State was drought affected and many communities were placed on severe water restrictions, the Department of Education commenced a Hydropanel pilot project. Hydropanels are atmospheric water generators that draw in air via fans and condense water vapour via hygroscopic material resulting in the accumulation of water in an onboard reservoir. The project's aim was to trial a technology innovation capable of supplying a sustainable drinking water supply to schools in drought affected areas. The pilot project will run for 24 months.
- (b) Yes.
 - (i) Schools that are participating in the trial are:
 - Tullibigeal Central school
 - Goodooga Central School

- Walgett Community School
 - Narromine Public School
 - Pallamallawa Public School
 - Canobolas Public School
 - Ellerston Public School
 - Drummond Memorial Public School
 - Rollands Plains Upper Public School
 - Comboyne Public School
- (ii) The Hydropanel Pilot Project
- (iii) The installation of the systems and water supply costs during the 24 month pilot are expected to be approximately \$32,000 per school.

It is worth noting that many schools that do not have direct access to potable water prefer the use of bottled water as it is safe, practical and economical.

EARLY CHILDHOOD LEARNING GRANTS

QUESTION

102. Can you provide, for the 2021 calendar year:
- (a) A list of the grant programs provided by the department for Early Childhood Learning initiatives, including but not limited to the Start Strong, Start Strong for Long Day Care, funding for mobile pre-schools and COVID-19 free pre-school programs?
 - (b) How much money was spent on each grant program?
 - (c) How many early childhood providers received grant funding under each grant program?
 - (d) How many parents received grants under each grant program?
 - (e) How many children benefitted from each grant program?

ANSWER

The Department of Education's grant funding by financial year can be found in its annual reports. The 2021 Annual Report is due to be tabled in Parliament in May 2022.

- (a) A list of grants for Early Childhood Education and Care is available on the Department's website. The major grants programs are:

Program
Start Strong Community Preschools
Preschool COVID Support 2021
Start Strong Long Day Care
High Learning Support Needs
Start Strong Pathways
Mobile Preschools
Capital works grants
Various other programs

- (b) Program expenditure will be available in the 2021 Annual Report.
- (c) A list of providers and the payment received is available in the Annual Report, the most recent of which is available at <https://education.nsw.gov.au/about-us/strategies-and-reports/annual-reports>.
- (d) The Department does not provide grants to parents as part of its early childhood education grants programs.
- (e) Approximately 46,000 children at community and mobile preschools benefit from the Department of Education's Early Childhood Education programs as reported via the Annual Preschool Census. The Department does not collect enrolment data for other service types.

EARLY CHILDHOOD FUNDING

QUESTION

103. Will you provide how much funding was provided by the department to the following NSW child care services in the 2019, 2020 and 2021 calendar years?
- (a) Centre based day care
 - (b) Outside of school hours care
 - (c) Family day care
 - (d) In-home care
 - (e) Local government pre-schools
 - (f) Community pre-schools
 - (g) For-profit centre based day care pre-schools
 - (h) Not-for-profit centre based day care pre-schools
 - (i) Government pre-school
 - (j) Non-government pre-school

ANSWER

Funding provided to early childhood education and care services is outlined in the Department of Education's annual reports and reported on by financial year. Details in the current Annual Report can be found in Table 50, pages 155 to 173. The 2021 Annual Report is scheduled to be tabled in Parliament in May 2022.

QUESTION

104. Will you provide how many NSW child care service providers received department funding in the 2019, 2020 and 2021 calendar years, by the following list?
- (a) Centre based day care
 - (b) Outside of school hours care
 - (c) Family day care
 - (d) In-home care
 - (e) Local government pre-schools
 - (f) Community pre-schools
 - (g) For-profit centre based day care pre-schools
 - (h) Not-for-profit centre based day care pre-schools

- (i) Government school pre-school
- (j) Non-government school pre-school

ANSWER

Please refer to the Department of Education's annual reports (Table 50, pages 155 to 173 of the 2020 Annual Report) for the list of services which received have received grants in that financial year. The Australian Children's Education and Care Quality Authority (ACECQA) and Report on Government Services (Part B, Section 3, released 3 February 2022) also list service types that are eligible for funding from the Department.

EARLY CHILDHOOD ENROLMENTS AND EMPLOYMENT

QUESTION

105. Can you provide, as of March 1 2022, how many NSW children are using the following services:
- (a) Centre-based Day Care
 - (b) Family day care
 - (c) Outside school hours care
 - (d) In-home care

ANSWER

The Commonwealth is the primary funder for these service types and holds the data. The Department of Education does not have access to it.

QUESTION

106. Can you provide, as of March 1 2022, how many NSW children are using the following preschool services:
- (a) Government Preschool
 - (b) Non-government, by:
 - i. Community pre-school
 - ii. Private for-profit
 - iii. Independent schools
 - iv. Catholic schools
 - v. Total non-government
 - (c) Multiple pre-schools
 - (d) Preschool program within a centre-based day care, by:
 - i. Government
 - ii. Non-government
 - iii. Multiple centre based day care
 - iv. Total
 - (e) Children across more than one provider type
 - (f) Total children enrolled in a preschool program

ANSWER

The Department does not hold data for all service types for 2022. The annual community and mobile preschool census will be held in August 2022. Enrolments in 2022 for all service types will be released by the Australian Bureau of Statistics in March 2023.

QUESTION

107. How many qualified early childhood teachers were there in NSW in the following years?

- (a) 2018
- (b) 2019
- (c) 2020
- (d) 2021
- (e) 2022, as of 1 March

ANSWER

The NSW Education Standards Authority manages the accreditation of early childhood teachers in NSW. Based on this accreditation data, the below are the number of qualified early childhood teachers who were actively employed in the following years:

- (a) 2018 - 10,606
- (b) 2019 - 11,824
- (c) 2020 - 12,779
- (d) 2021 - 13,547
- (e) 2022 - 12,223 (as of 1 March)

QUESTION

108. How many people, in total, were employed in early childhood care and learning centres in NSW in the following years?

- (a) 2018
- (b) 2019
- (c) 2020
- (d) 2021
- (e) 2022, as of 1 March

ANSWER

The Department does not hold data for early childhood care and learning centres where the Commonwealth is the primary funder.

The Department is the primary funder for community and mobile preschools. Data is collected from these preschools in August of each year. Available staffing data is shown below.

Year	Community and mobile preschools
2018	7,549
2019	7,921
2020	7,939
2021	7,763
2022	Not yet available

Available staffing data for Department-run preschools is shown below.

Year	Department-run preschools
2018	317
2019	325
2020	322
2021	342
2022	Not yet available

Questions from the Hon Mark Latham MLC

QUESTION

109. Who wrote the Department's Risk and Compliance (Mandates) document, how often has it been updated and why wasn't it the subject of consultation with staff?

ANSWER

The Department of Education is not aware of a document titled 'Department's Risk and Compliance (Mandates)'.

QUESTION

110. How many employees have lodged adverse reaction (vaccination) claims with the Department as a product of Mandates and how have these been handled in terms of compensation, liability and insurance?

ANSWER

Six employees have sought workers compensation due to an adverse reaction to receiving a COVID-19 vaccination during the 2021/22 Fund Year.

A breakdown of the current liability status of these claims, as determined by the Fund Manager, is outlined below:

- Liability accepted – 1 claim
- Liability denied – 4 claims
- Reasonable excuse – 1 claim

Source: icare Insurance for NSW data portal as at 28 February 2022

QUESTION

111. How many unvaccinated corporate staff were forced to take leave and not allowed to work after November 2021, only to be told in February or March 2022 that this decision had been reversed and they could work from home?
- (a) What was the reason for the initial decision and then the reversal?

ANSWER

No unvaccinated corporate staff were forced to take leave after November 2021. Under the Secretary's direction, corporate and non-school based staff were given until 30 January 2022 to provide evidence of two doses of an approved vaccine against COVID-19 or a medical contraindication to attend a corporate site. Staff who had not provided evidence of two doses of an approved vaccine were able to work from home until then.

QUESTION

112. How many student teachers have been refused placement in NSW schools in 2022 due to their vaccination status?

ANSWER

The Department of Education does not collect information on initial teacher education (ITE) students unable to work due to their vaccination status.

The Department's policy on all staff requiring vaccination relies on the requirement to prove vaccination status on first engagement in a school. Our systems show those who need to prove their status but has no way of identifying those who have been unable to be engaged.

QUESTION

113. How does the Department explain the loss of over 10,000 accredited NSW teachers in 2021?

ANSWER

There were only 8,685 teachers who ceased to hold accreditation in the financial year ending 30 June 2021. This figure has been previously provided in QON 7777.

The number of teachers who ceased to hold accreditation during this period is higher than previous years due to a range of reasons.

Policy change in 2019 provided NESAs with the authority to revoke the accreditation of teachers whose accreditation had been suspended for 12 months or more. Until then, teachers remained suspended indefinitely if they did not contact NESAs to cancel their accreditation.

NESA paused its usual processes for suspending, revoking and ceasing the accreditation of teachers in 2020 and 2021 because of a range of circumstances.

In February 2021, NESA commenced revoking the accreditation of teachers who had been suspended for 12 months or more. This also led to an increase in the number of teachers requesting to voluntarily cancel their accreditation. The resumption of reminder notices and suspensions also prompted an increase in the number of teachers voluntarily cancelling their accreditation because they had retired or because they were no longer teaching.

7,416 teachers were newly accredited in the financial year ending 30 June 2021.

QUESTION

114. How many teacher resignations has the Department received since 1 January 2021? What were the three leading reasons for these resignations?

ANSWER

The Department calculates the annual turnover figures each year in March. The final data is collected in March and provides time for schools to complete the separation process and affords consistency of the data collection.

The 2021 resignation figures are being finalised and figures are not available. The Department does not collect data on the reasons for resignation.

QUESTION

115. How has the Department administered its vaccination mandates for
(a) casual and
(b) temporary teachers?

ANSWER

School-based staff were initially sent an email on 6 October 2021 requesting they attest their vaccination status using the Department of Education's Vaccination Attestation and Confirmation System (VACS) before the 8 November 2021 deadline. This email also provided staff with a link to resources on the Department's intranet page including the COVID-19 Vaccination Guidelines and associated implementation guides.

On 22 October 2021, school-based staff that had not attested their vaccination status using VACS were sent a first letter of direction requesting they attest their vaccination status using VACS before 8 November 2021. On 1 November 2021, school-based staff that had not attested their vaccination status using VACS were sent a second letter of direction requesting they attest their vaccination status using VACS before 8 November 2021.

From 8 November 2021, non-compliant staff have been either referred to the Professional and Ethical Standards (PES) Directorate, had their current contracts cancelled, or were unable to be engaged by schools.

QUESTION

116. How many (a) casual and (b) temporary teachers were advised by the Department that, due to vaccination status, they were no longer eligible to teach in NSW government schools?

ANSWER

Please refer to the answer to LC QON 8383.

QUESTION

117. Why did Ms Cachia fail to come back to the Committee at the 2 March PC3 hearing with the numbers in Supplementary Question 8 above, as she promised she would (ref.: page 24 of Transcript)?

ANSWER

Please refer to the answer for supplementary question 115.

QUESTION

118. How many temporary teaching contracts have not been renewed by the Department in response to the November 2021 vaccination mandate?

ANSWER

The contracts of 690 temporary employees were terminated by the Department's Professional and Ethical Standards Directorate in relation to non-compliance with COVID-19 vaccination requirements. Their approval to teach has been temporarily withheld until they are compliant.

QUESTION

119. By the best estimate available to the Department, how many (a) casual and (b) temporary teachers have not returned to teaching, having dropped out of the profession, as a consequence of the long Sydney and NSW 2021 Lockdowns and period of home learning?

ANSWER

The Department's Human Resources system does not record whether any staff member has left the Department as a consequence of the long Sydney and NSW 2021 Lockdowns and period of home learning.

QUESTION

120. In the Department's workforce records:
- (a) how many casual teachers were,
 - i. teaching and in NSW Government schools, and
 - ii. available for deployment in NSW Government schools?
 - (b) how many temporary teachers were,
 - i. teaching in NSW Government schools, and
 - ii. available for deployment in NSW Government schools?
 - (c) Please provide the information in answer to (a) and (b) above broken down for the following periods:
 - i. 1 March 2020,
 - ii. 1 March 2021,
 - iii. 1 December 2021, and
 - iv. 1 March 2022?

ANSWER

Response is based on teachers paid as a casual/temporary identified in the workforce profile (WFP) data collection from June each year, and data on the Department's approved to teach list that did not have a current engagement of any kind in the June WFP census period.

- (a)

i.	June 2020: 12,822	June 2021: 12,205
ii.	June 2020: 5,335	June 2021: 6,702

The number at a) ii) includes all teachers approved to teach with the Department who were not working for the Department in the June census period each year. Teachers may have an interest in casual, temporary and/or permanent roles and may have worked with or expressed interest in working for the Department in the past.

- (b)

i.	June 2020: 26,079	June 2021: 27,506
ii.	June 2020: 5,335	June 2021: 6,702

The number at b) ii) includes all teachers approved to teach with the Department who were not working for the Department in the June census period each year. Teachers may have an interest in casual, temporary and/or permanent roles and may have worked with or expressed interest in working for the Department in the past.

- (c) The figures in the responses to (a) and (b) are derived from the workforce profile dataset as at June each year which is the primary official source of data on the Department's workforce, going through an intense and sector-wide extraction and quality process in line with data specifications set by the NSW Public Service Commission. Data for June 2022 will be available in September 2022.

QUESTION

121. How many letters did the Department Secretary send out in February 2022 notifying people of a cyber-attack on Departmental data in July 2021 with “the potential to be used for identity theft and other scams”?
- (a) Why did it take 9 months for the Secretary to act and notify the victims?

ANSWER

The Department of Education has responded to the incident under the guidance, direction and advice of the Department of Customer Service, Cyber Security NSW, IDCare, NSW Police Cyber Crimes Division, NSW Privacy Commissioner and the Australian Cyber Security Centre (ASCS).

Advice received throughout our response is that departments are strongly discouraged from making any public disclosure of the total number of affected persons on the back of lessons learned from previous data breaches and to ensure the ongoing protection and integrity of the notification process.

Lessons learned have shown releasing details about the notification process including method of contact, timing of contact and number of impacted customers creates an opportunity for cyber criminals to exploit the notification process through creating fake notifications themselves in order to gain information that may assist them in future attacks. The Department places the security and protection of our users first and foremost and it is because of this that the Department was able to prevent any sensitive information such as bank account details, tax file numbers, proof of identity etc being exfiltrated.

- (a) The forensic investigation that took place following the breach was extensive and complex. It involved engaging forensic specialists to conduct independent analysis of the incident and confirm what, if any data may have been compromised as well as the establishment of support services to assist those affected.

QUESTION

122. Did the Secretary write of how “we are making you aware of the incident so you can take appropriate precautions and access our support services”?
- (a) What use was this 9 months after the hacking of personal information?

ANSWER

Included in the breach notification was a 3-page information sheet on what affected persons should do if they have concerns over their data. Affected persons were provided with a case number and the number of a contact centre they could call for further advice or assistance.

- (a) Although the information captured was not fraudulently used, this does not mean it will not be and precautions need be taken to ensure that it cannot. It should be noted that following forensic analysis, the compromised data did not constitute a

notifiable data breach under the federal Privacy Act 1988 (Privacy Act) as detailed on the Information and Privacy Commission NSW fact sheet, however the Department elected to notify affected persons of the breach in order to be transparent about the cyber incident.

QUESTION

123. Why are the standards of the Education Department so low that a school principal (most likely at Kandos High School) who called for “better breeding” of HSC students is allowed to stay as an employee of the Department for at least 2 weeks after discovery of the comments?

ANSWER

The Department of Education’s Code of Conduct describes the high standards of professional behaviour expected of the Department’s employees. The Code clearly sets out that employees must treat everyone with dignity and respect.

The Department is investigating this matter. As an employer, the Department has a responsibility to ensure that any investigation is thorough and that employees are afforded procedural fairness.

While it is inappropriate to discuss the specifics of this particular situation, allegations that an employee does not abide by the Code are taken very seriously and appropriate action is taken.

QUESTION

124. In the records of NESA and the Department, how many matters lodged on the Chanel Contos website have been:
- (a) investigated and proven to constitute wrongdoing in NSW schools,
 - (b) never investigated as the complaint was anonymous, and
 - (c) investigated but no wrongdoing could be established?

ANSWER

As per the incident notification and response policy and internal processes, the Department’s Health, Safety and Staff Wellbeing Directorate is not responsible for investigations external to the Department and does not record this information.

QUESTION

125. To NESA: what is the evidence base by which the sexual consent curriculum has been changed?
- (a) Is it solely via anonymous claims on the Contos website?

ANSWER

The recent changes to consent education in the NSW K-10 PDHPE syllabus were made in 2018, following extensive review of research on current health issues impacting young people and included input from leading academics.

QUESTION

126. What independent evaluation of its open-plan classroom program has the Department undertaken, assessing impact on student learning outcomes?
(a) What did this show?

ANSWER

A growing body of research explains how investing in infrastructure improvements can improve educational outcomes. The right conditions in learning spaces, such as light levels, temperature, humidity and ambient noise all contribute to supporting students' learning.

The Government's investment in the Cooler Classrooms and LED Lighting Upgrade programs are improving conditions in learning spaces to support students' learning.

QUESTION

127. Are media reports correct that "toddlers and preschoolers will learn about non-binary gender identity and become champions of reconciliation and sustainability under a proposed new curriculum for early learning"?

ANSWER

Belonging, Being and Becoming: The Early Years Learning Framework for Australia is the curriculum framework for children birth to five years. It is currently being reviewed to ensure its ongoing currency and relevance.

The Framework in its current form includes principles, practices and outcomes that guide curriculum decision making in early childhood education and care settings. These principles and practices guide educators to provide culturally safe settings that value and promote inclusion, equity and respect for diversity.

The 2021 Update of the National Approved Learning Frameworks (ALFs) is commissioned by the Education Ministers Meeting under its functions set out in section 220 of the *Education and Care Services National Law Act (National Law)*.

The 2021 National Quality Framework Approved Learning Frameworks Update project is being led by a consortium including Macquarie University, Queensland University of Technology and Edith Cowan University. This consortium has been engaged by the Australian Children's Education and Care Quality Authority (ACECQA) on behalf of all governments.

QUESTION

128. What are the proposed changes in the new Early Childhood Learning curriculum?

ANSWER

The current update of Belonging, Being and Becoming: The Early Years Learning Framework for Australia is intended to strengthen the Framework's contribution to the objectives of the National Law and its value to stakeholders through ensuring it is in line with the current education and care environment, improving national consistency and, where appropriate, aligning with Australian curriculum requirements.

The updates are currently being piloted. Once evaluated, endorsement from the Education Ministers Meeting will be sought for national mandatory implementation in 2023.

QUESTION

129. If the Department is now embracing "student and parental engagement" why has it failed to create a system of exit interviews to find out why parents and students leave certain schools?"

ANSWER

At present, exit interviews are optional and managed at a school level. Principals are encouraged to meet with families who choose to leave a school to better understand that decision with an improvement lens. The Department of Education welcomes families to share their experience either directly to schools, online via Feedback Assist, or in writing. Parents are also able to provide feedback across a number of survey opportunities and formats, including the Tell Them From Me Survey.

The creation of the new Student and Parent Experience function aims to drive the delivery of improved experiences on the end-to-end education journey, ensuring that students, learners, parents and carers are at the centre of our decision making.

A key pillar of this new function will be the establishment of a Voice of Customer function, which will consolidate a range of voice and feedback channels to better understand what matters to students, parents and carers. This function will investigate the feasibility of automating an exit survey and providing insights back to schools.

QUESTION

130. How many unisex toilet blocks has the Department built since 1 January 2019, at which schools and at what cost?

ANSWER

Toilet facilities are delivered through minor works projects, school upgrades, as well as through the delivery of new schools. These projects are either completed, or are in the planning, design, tender, or delivery stages. As such, total expenditure cannot be confirmed.

All schools are provided with facilities in line with the Australian Standards and current Educational Facilities Standards and Guidelines.

QUESTION

131. Why are unisex toilets regarded as an act of 'inclusion'?

ANSWER

The health, safety and wellbeing of students is the Department of Education's top priority. Toilet block design takes into consideration the need for students' access to equitable toilet facilities that support inclusivity and dignified treatment. This includes ensuring a variety of facilities are distributed evenly throughout school sites.

QUESTION

132. Which of the toilet blocks in Supplementary Question 22 above have had to have their doors replaced for female privacy reasons, at which schools and at what cost?

ANSWER

The health, safety and wellbeing of students is the Department's top priority. The Department ensures all facilities are in line with the Australian Standards and current Educational Facilities Standards and Guidelines.

School sites include a range of new and old facilities. As such, periodic replacement of, or amendments to, existing facilities may be required, as appropriate; this ensures compliance and student safety.

The Department's Asset Management Unit undertakes regular assessments of facilities. As such, toilet doors are replaced when and where required. As this is an ongoing process, the total number of schools requiring replacement doors, and total expenditure, cannot be confirmed.

QUESTION

133. Since 2011, how many acts of sexual assault have been reported in the toilets of NSW government
(a) primary schools, and
(b) high schools?

ANSWER

The reporting system used by the Department of Education's Health, Safety and Staff Wellbeing Directorate records whether the incident being reported occurred on or off school grounds only.

QUESTION

134. Other than Cromer High School, which NSW schools have reduced their operating hours this year? What are the details?

ANSWER

NSW public schools vary their operating hours to best suit their context, with decisions made by principals in consultation with school communities. Schools ensure that time spent in class are within the requirements set by the Department of Education and NSW Education Standards Authority, and are not required to report on changes to bell times as long as they comply with these requirements.

QUESTION

135. Which NSW schools have:

- (a) cut courses
- (b) abolished certain classes
- (c) amalgamated classes
- (d) told classes to read for themselves and
- (e) left students without normal supervision this year in response to teacher shortages?

What are the details?

ANSWER

Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

Students do not miss out on a lesson and are not left unsupervised. Students may be combined with another class or work independently in an adjoining space with supervision to complete work left by their teacher.

The Department does not collect centralised information around the methods used by schools to address staff absences, these remain the responsibility of the Principal.

QUESTION

136. Arising from the Audit Report into the tutoring catch-up scheme, who is the scheme meant to serve (since the policy advice underpinning it has changed), and what evidence is there that underperforming students are the beneficiaries of the program?

ANSWER

In 2021, the Department advised schools to select students most disadvantaged by disruptions to learning to participate in the tutoring catch up scheme. This was consistent with the research by the Grattan Institute COVID catch-up report (2020).

Analysis of students selected for the program in 2021 confirmed that the majority of students were those who were most disadvantaged and whose baseline assessment scores were lower than their peers in reading and numeracy.

For 2022, the program requirements have been further strengthened to ensure that the focus remains on those students most impacted by the disruptions to learning and requiring additional support in literacy and numeracy.

QUESTION

137. Is the Minister aware that the tutoring scheme is aggravating staff shortages in Term One, given the way in which it is directing would-be teachers to consider tutoring roles rather than filling in- class vacancies?

ANSWER

Large numbers of staff calling in sick, at the same time, due to a local outbreak of COVID-19 pandemic is a challenge currently facing all employers.

More than 8,000 additional staff are also being engaged to deliver our COVID intensive learning support program, and we acknowledge the impact that this has had on our casual pools.

Schools have more and more positions thanks to record funding, with 7,300 full time teachers also being employed to provide additional support across the system - 12.5 per cent higher than necessary under enrolment based staffing entitlements.

In Term 1 2022, additional workforce contingency measures were put in place to support staff absences as a result of COVID-19.

QUESTION

138. If the evidence supporting small-group tuition is due to its efficacy in face-to-face settings, what evidence did the government rely on in continuing the tutoring program while students returned to at-home learning during the 2020 Delta wave?

ANSWER

Research, recent experience and survey results indicate that both face to face and online models are viable delivery options for small group tuition. The frequency, quality of tuition instruction and school support are the key contributors to the success of a tuition program.

In many schools, tuition groups were well established and COVID Intensive Learning Support educators knew their students and had made significant progress over the previous two terms. Educators continued to work with classroom teachers to reach out to their students during the lockdown period, to ensure that they did not fall further behind.

The Department provided an online tuition program throughout 2021 to support schools in high priority areas. Early insights indicate that online delivery of the program has been well received by schools and students, and successful in increasing school attendance, engagement and academic performance.

QUESTION

139. Of the recommendations accepted by the Government of the PC3 'Measurement and Outcome- Based Funding' report (February 2020), which have now been implemented?
- (a) Which have not been implemented, and why?

ANSWER

The 'Parliamentary Committee inquiry into measurement and outcome-based funding in New South Wales schools: Progress report,' as at June 2021, was tabled in November 2021 and is available at <https://www.parliament.nsw.gov.au/lc/tabledpapers/Pages/tabled-paper-details.aspx?pk=81148&houseCode=lc>.

The Progress report notes the status of all recommendations.

QUESTION

140. What lessons has the Government learnt from the Minto public housing redevelopment and subsequent improvements in results at Minto Public School?

ANSWER

In early 2020, the NSW Parliament's Portfolio Committee No. 3 – Education released its report: Measurement and outcome-based funding in New South Wales schools.

The Department of Education responded to recommendation no. 63 in the report: 'That the Government produce a full report on the success of the Minto public housing redevelopment project (as outlined in the report), learning its lessons and identifying similar communities and schools that would benefit from redevelopment schemes. An effective way of improving disadvantaged schools is to improve the local neighbourhood.'

The Department subsequently developed a report on school improvement in the context of the Minto housing redevelopment in South West Sydney. The report includes recommendations for improving schools in communities undergoing renewal

and/or experiencing disadvantage and is currently being considered by the NSW Government.

Minto Public School is to be congratulated on improved results over the past three years. Minto Public School has made outstanding progress in relation to literacy and numeracy targets identified in its School Improvement Plan, and has worked to develop collaborative processes to support teachers to analyse student data, identify improvement measures and provide explicit feedback to improve student achievement. The school's professional learning for teachers has been targeted to improving teaching practice in literacy and numeracy.

The school forms part of the Minto Community of Schools along with Sarah Redfern High School and three other local primary schools, and implements a coordinated approach to supporting individual students in their educational journey from primary school through to high school.

QUESTION

141. In the MPI debate on the School Excellence Policy and SIP targets in the Legislative Council on 24 February, Minister Mitchell spoke of “blended SIP targets” and how “no two schools are the same”. How many:
- different types of targets and
 - over what duration, have schools around the State adopted?
 - How can academic performance between schools be compared under this random system?

ANSWER

There are several system-negotiated targets for schools that are included in Strategic Improvement Plans (SIPs). They include:

- Increased proportion of students in Top 2 Bands Reading by 2022
- Increased proportion of students in Top 2 Bands Numeracy by 2022
- Increased per cent of students achieving expected growth in reading by 2023
- Increased per cent of students achieving expected growth in numeracy by 2023
- Increased proportion of student's attending 90 per cent of the time by 2022
- Increased proportion or number of Aboriginal students attaining the HSC while maintaining their cultural identity (High Schools only) by 2023
- Increased per cent of students in HSC Top 2 Bands and/or Top 3 Bands (High Schools only) by 2022

A small number of schools also have system-negotiated targets for increasing the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy, and decreasing the proportion of students attending less than 80 per cent of the time.

System-negotiated targets for individual schools have been developed to consider their relative and historical performance. This means that schools performing lower than expected have a higher uplift in their targets, compared to schools already

performing above similar schools. As a result, each school has aspirational stretch targets, based on their historical performance against schools with similar contexts. This consistent and rigorous data approach to target setting was developed by the Department's Centre for Education Statistics and Evaluation (CESE) and underpins the primary purpose of targets in driving the improvement of each individual school.

Schools have adopted system-negotiated targets from 2020, with the requirement under the School Excellence Policy that these targets are included in their new Strategic Improvement Plans (SIPs) beginning in 2021. In addition to the inclusion of system-negotiated targets, schools are also able to include school-determined targets which are appropriate to their particular context and student cohorts. This means that schools have a blend of system-negotiated targets and school-determined targets in their SIPs.

QUESTION

142. Minister and Dept. Secretary, can you please read the following email from an ex-teacher in Western NSW about her experience with the PES:

"After having received my formal termination notice from Mr Daryl Currie, without having an interview as previously stipulated, my principal called him insisting I be given an interview as this was the process outlined.

"Daryl then emailed me offering me an interview stating an 'administrative oversight' "I had the interview, in attendance was my principal, Daryl Currie and myself.

"There were minor technical difficulties but other than that the interview went terribly, Daryl interrupted and prevented me from speaking which took up the remainder of my allocated time. He was lecturing me stating that what I was saying was invalid and then he said that time was up and left the meeting. I felt very attacked and berated.

"Several things he said were blatantly false/inaccurate.

"The meeting was recorded, and upon review he must have realised how poorly the interview reflected upon himself so he then offered me another interview. He stated that if I were to take up the offer I would need to speak within certain parameters in which he would subjectively decide if what I was saying fit those parameters.

"I did not take up the interview as I did not want to give him reason to void the 1st recording. I outlined that these parameters were not part of the original guidelines regarding the interview and in effect he was moving the goalposts.

"I asked for a copy of the recording, he offered a transcript – which I'm not sure is normal procedure. A transcript would in no way reflect the true tone of the interview. Daryl has every reason to keep that recording buried."

(a) How can you justify this incompetent and cruel treatment of teachers by the head of PES?

(b) Will there be an independent review of the PES handling of the Vaccination Mandates and sacking/standing-down of teachers?

(c) Will you re-examine the circumstances (including the recording of the first interview) of this teacher and offer her reinstatement to the job she loved?

(d) Why would anyone want to be a teacher in NSW when they are treated this way?

ANSWER

- (a) The Professional and Ethical Standards (PES) investigation was conducted in accordance with the 'Management of Conduct Related to Non-Compliance with COVID-19 Vaccination Requirements Guidelines'.
- (b) and (c) Employees who believe their dismissal was unfair may seek external review, including from the Industrial Relations Commission of New South Wales.
- (d) The vast majority of teachers, over 99 per cent, have complied with requirements to be vaccinated and have not been referred to PES.

QUESTION

143. Minister and Dept Secretary, will you please read the following email received from a teacher in South-West Sydney:

"I am a teacher in NSW who is currently on maternity leave. Last year, I was invited to the NSW Governors house for the Australia Day Salute ceremony to receive an official thank you on behalf of all NSW teachers for our contributions and work during the pandemic. This year, I have been getting ongoing emails from the PES while on maternity leave informing me that I am non-compliant (even though I confirmed multiple times that I will comply with all directions upon my return to work).

"This has been deeply upsetting and has caused ongoing anxiety and fear of having a 'black mark' on my name, being investigated, or even losing my job. This is meant to be a special time with my family, but instead I have felt extremely upset countless times due to the PES. I have tears in my eyes as I write this email, having received just another email from PES again informing me I am being investigated.

"Over my career, I have dedicated so many tireless hours because I absolutely love my job. I have given up time with my family, my weekends and so many special moments to do my job for my students & my school community. While I understand that no one has asked me to do so, I am sharing because after I feel like what the PES is putting me through, is simply unfair."

- (a) How can this PES officious campaign of harassment against staff be justified?
- (b) How do live with the knowledge of what you have done to good, dedicated teachers in running down respect for and the status of teachers in NSW?

ANSWER

The Professional and Ethical Standards Directorate (PES) communicated with all teachers who were non-compliant with the vaccine mandates in compliance with the requirements of procedural fairness. Where an employee had a reasonable excuse for their non-compliance (such as being on parental leave), the investigation process was put on hold.

The vast majority of teachers, over 99 per cent, complied with expectations regarding vaccine mandates and have not been referred to PES.

QUESTION

144. I refer the Minister to the following exercise in the Department of Education's anti-racism policy training that teachers are required to undertake as part of their 'professional learning':

"About 20% of all the students at Lake Curl School come from the same language background. The suspension rate for these students is 30% higher than other students. The Assistant Principal has suggested the suspension data be reviewed to investigate and address this anomaly. The Principal is against the idea because she believes all students are being treated the same.

"From the list below, select 2 indicators of racism which best apply to this situation:

"1. Over-representation of specific cultural groups in suspensions and expulsions

"2. Making judgements about a person's abilities or preferences based on their language, religion or cultural backgrounds

"3. Not acknowledging the cultural, linguistic or religious diversity among the school community.

"4. Dis-regarding the cultural capital students bring to their learning."

- (a) Is it the policy of the Department to treat all students the same, regardless of race, skin colour and cultural background, in enforcing discipline?
- (b) What is 'cultural capital' and how does it apply to school students and learning?
- (c) Does a student's 'cultural capital' influence decisions on how a student is to be disciplined?
- (d) Is the Department training its teachers to go soft on discipline for certain racial and cultural groups if those groups have higher-than-average rates of misbehaviour and suspensions?

ANSWER

- a) The Department's Multicultural Education Policy commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes.

The Student Behaviour procedures note that: In identifying and understanding student behaviour, principals, teachers, and school staff must consider the student's individual circumstances and whether these are impacting their ability to positively engage with their learning.

- b) Cultural capital refers to the ideas, knowledge and values students have for social and academic purposes. Each student brings individual cultural capital to the classroom to enable them to access and build knowledge and skills for learning.
- c) No. Decisions about how a student's behaviour is managed are made after considering each student's specific circumstances.
- d) No. The anti-racism policy training identifies teachers' responsibilities under the Anti-Racism Policy to ensure no student experiences racism or is disadvantaged because of their cultural, linguistic or religious background.

SCHOOL INFRASTRUCTURE NSW

QUESTION

145. In relation to School Infrastructure NSW far-horizon projections which are currently based on 2019 population data:
- (a) How many new school constructions or upgraded school sites have surpassed their enrolment ceilings since 2017?
 - (b) How many new school constructions or upgraded school sites are still under their enrolment ceilings since 2017?
 - (c) How many new school constructions or upgraded school sites are running over budget?
 - (d) How many new school constructions or upgraded school sites ran over budget in:
 - i. 2021,
 - ii. 2020, and
 - iii. 2019?
 - (e) How many new school constructions or upgraded school sites ran under budget in:
 - i. 2021,
 - ii. 2020, and
 - iii. 2019?
 - (f) Is the comparison of the above data not prima facie evidence of a failure of data analysis and planning?

ANSWER

Every eligible student who wishes to attend a NSW public school will be given a place at their local school.

The Department of Education uses numerous strategies to manage fluctuating enrolment demands in the short to medium term including enforcing the Department's school enrolment policy to restrict non-local enrolments, reviewing school intake areas to improve utilisation across schools in a local area, and providing additional demountable facilities, including classrooms and specialist spaces as required.

In cases of sustained and stable enrolment increases, the Department provides additional permanent facilities, or new schools, as necessary.

Budget information is published in the Department's annual reports.

QUESTION

146. Where is the SINSW plan of priorities over a ten-year timeframe, that fits within a ten-year capital planning limit and would create more certainty about meeting growth demands, and which was requested by the NSW Auditor General?

ANSWER

The Department has finalised a new investment prioritisation approach and service-need categorisation. They will assist it in meeting enrolment growth and delivering contemporary learning environments.

The Prioritisation Framework assists the Department in establishing its future capital investment requirements and priorities for a 10 year horizon.

QUESTION

147. What has been done to improve the quality of data on cost benchmarks that underpin the annual ten-year Capital Investment Plan and updates to the School Assets Strategic Plan?

ANSWER

The Department has improved the quality of cost benchmarking data by using construction and project cost data from its recently completed program of works. This supports updated cost-plan templates and enables consistent, efficient and achievable costs to be allocated to each project.

The improved benchmark data will help the Department better understand the cost implications of proposed project designs.

Ongoing data analysis will provide the Department with long-term benchmarking information for its cost planning and budgeting. This will in turn underpin capital investment.

QUESTION

148. How many defibrillators has the Department provided to NSW public schools in:

- (a) 2018,
- (b) 2019,
- (c) 2020, and
- (d) 2021?

ANSWER

Based on formal advice from the NSW Ministry of Health, there is no requirement for Department of Education schools or other workplaces to have a defibrillator on site. As such the Department has not provided any schools defibrillators at any time. However, schools and workplaces may decide to purchase and maintain a defibrillator as part of their first aid equipment.

QUESTION

149. In relation to flexible hours and timetables:

- (a) When did the first SINSW begin work on flexible hours and timetables?

(b) What schools are already embracing flexible hours and timetables?

ANSWER

The NSW Government is committed to supporting families with more flexibility across the school day.

The maximising school day pilot will look at innovative ways to offer greater flexibility for families, additional learning opportunities and better utilisation of school assets for students and the community.

The Department of Education is strengthening its understanding of practices already operating across the system that provide this flexibility, including Before and After School Care, breakfast clubs and offerings through the COVID-19 Intensive Learning Support Program.

A pilot of additional options at twelve schools is scheduled to begin in Term 3, 2022, exploring the benefits of increased extra-curricular opportunities outside of standard school hours for students and families.

Principals retain the power to vary the existing school operating hours and do so in consultation with their school community.

SCHOOL EXCELLENCE FRAMEWORK

QUESTION

150. Why is there no Excellence Framework for the NSW Education bureaucracy similar to the one used by schools?
- (a) If an Excellence Framework for the NSW Education bureaucracy did exist, where would the Secretary currently assess the Department's bureaucracy developing, sustaining or excelling?
- i. If so, why?

ANSWER

Consistent with all NSW public sector entities, the Department of Education is subject to a range of performance and accountability frameworks and requirements which are outlined in the Department's Annual Report.

The School Success Model requires the Department to be a part of a schools' success and is responsible for supporting their improvement.

QUESTION

151. How many schools have failed external validation in:
- (a) 2019,
(b) 2020, and
(c) 2021?

ANSWER

External Validation of schools within the School Excellence Policy and School Excellence Framework is not positioned as pass or fail. The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high quality practice across the three domains of learning, teaching and leading.

Every NSW school conducts an annual self-assessment against the School Excellence Framework. Once during the four-year School Excellence cycle, each school undertakes an external validation of evidence of their school self-assessment. Schools engage in discussions with an external panel and have their self-assessments validated using the School Excellence Framework. A panel report is provided to schools following external validation, which allows them to better inform future improvement directions.

A number of improvements were made to the external validation process in response to the Auditor General's "Ensuring teaching quality in NSW public schools" 2019 report recommendations. This included:

- Aligning external validation with school planning cycles on a cohort basis.
- Sequencing external validation to better inform the writing of school Strategic Improvement Plans
- Streamlining advice to schools to clarify the quantity and quality of evidence required for external validation.

THE NUMBERS OF DIRECTORS IN EDUCATIONAL LEADERSHIP

QUESTION

152. How has the dramatic increase in the bureaucracy been funded?
(a) Are the funds from the Gonski Review?

ANSWER

NSW has continued to implement the National School Reform Agreement, demonstrating our ongoing commitment to needs-based, sector-blind funding. The School Budget Allocation Report for 2022 includes more than \$10.4 billion provided directly to schools with \$1.34 of targeted funding determined through the Resource Allocation Model (RAM). The RAM was developed to ensure a fair, efficient and transparent allocation of the state public education budget for every school.

The allocation of funding through the Resource Allocation Model (RAM) continues to ensure the best possible teaching and learning opportunities can be provided to directly benefit students. Funding supports the ambitious targets set for the School Success Model which focuses on system wide improvement and shared accountability for improving student outcomes and lifting capacity.

QUESTION

153. Is there any link between school NAPLAN results receding or flatting and the dramatic 54.5% increase in the senior executive service?

ANSWER

No. The Department of Education School Leadership Strategy, announced by the then Minister in December 2017, included the increase in the number of Directors, Educational Leadership from 65 to 110 to increase support for Principals.

Directors, Educational Leadership provide leadership and direction to principals in their crucial school leadership and management role ensuring high standards of student progress and achievement are achieved in line with Premier, State and departmental education priorities.

The Director, Educational Leadership will work with the principal to ensure evidence-based decision-making is focused on improving student progress and achievement for all students from Preschool to Year 12, by refining the quality of teachers and through effective school planning, self-assessment and change management processes.

They review the evidence to ensure principals are meeting their key accountabilities and provide feedback to guide continuous improvement. They ensure principals use a high-impact, evidence-based approach to school planning, self-assessment and external validation against the School Excellence Framework. They conduct rigorous conversations with principals and school executive based on the range of data provided at both systemic and a local level, including NAPLAN data, around all aspects of school performance. These conversations focus on the analysis of data and the action the school is taking to address identified areas of need.

Specific discussions are held around the adoption of school based targets including those directly related to the Premiers priorities. This includes interrogation of the school based data, the schools understanding of the strategies that will be put in place to support the school's ability to meet the targets by 2022. Specific support that will be required by the school setting to ensure that they are able to meet the targets within the required timeframe.

QUESTION

154. How many directors have been placed on improvement programmes in:

- (a) 2021,
- (b) 2020,
- (c) 2019,
- (d) 2018, and
- (e) 2017?

ANSWER

The Department has placed the following number of directors on improvement programs in:

- (a) 2021 – 0
- (b) 2020 – 0
- (c) 2019 – 0
- (d) 2018 – 1
- (e) 2017 – 0

STAFFING

QUESTION

155. What is the average number of applications for Principal positions in Metropolitan, rural and remote areas in:

- (a) 2021,
- (b) 2020,
- (c) 2019,
- (d) 2018, and
- (e) 2017?

Do these statistics reveal a crisis in school leadership?

ANSWER

No, the figures show a strong pipeline of school leaders.

There are slightly higher numbers of positions advertised in 2018 and 2021. It is generally the total number of positions advertised that drives shifts in the average number of applicants each year. Despite higher numbers of roles advertised in these years there is no significant change in the state-wide average number of applicants per principal position advertised.

The average number of applicants per advertised principal position is slightly higher in 2021 than in 2017 for major cities of Australia, Outer Regional Australia and Remote Australia. Average for other areas are relatively stable over the same period.

Year	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia
2021	8.1	5.0	3.6	2.8	2.6
2020	8.5	6.4	3.6	4.0	3.7
2019	7.5	4.4	3.3	3.0	1.7
2018	6.1	4.4	2.9	5.0	1.5
2017	7.5	5.3	3.4	2.6	2.7

QUESTION

156. What is the average number of application for Deputy Principal positions in Metropolitan, rural and remote areas in:

- (a) 2021,
- (b) 2020,
- (c) 2019,
- (d) 2018, and
- (e) 2017?

Do these statistics reveal a crisis in school leadership?

ANSWER

No, the figures show a strong pipeline of school leaders.

There are slightly higher numbers of positions advertised in 2018 and 2021. It is generally the total number of positions advertised that drives shifts in the average number of applicants each year. The increase in deputy principal positions advertised in 2021 contributes to a slightly lower state-wide average than was evident in 2017.

No comparison is available for very remote Australia as 2021 was the only year a deputy principal position was advertised. Similarly, comparisons across years for outer regional and remote Australia are limited because the number of positions advertised in any given year is very limited.

Year	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia
2021	11.5	6.4	4.1	2.9	3.3
2020	11.9	7.4	5.3	2.5	
2019	11.2	6.8	5.4	4.5	
2018	10.5	8.3	6.1	8.5	
2017	11.8	7.3	6.0	4.0	

QUESTION

157. What is the average number of application for Assistant Principal positions in Metropolitan, rural and remote areas in:

- (a) 2021,
- (b) 2020,
- (c) 2019,
- (d) 2018, and
- (e) 2017?

Do these statistics reveal a crisis in school leadership?

ANSWER

No, the figures show a strong pipeline of school leaders.

Note that relatively small numbers of assistant principal positions are filled annually in Remote and Very Remote regions of NSW and no assistant principal roles were advertised in very remote NSW in 2017 or 2020.

There are significantly higher numbers of assistant principal positions advertised in 2021 with the commencement of the additional Assistant Principal Curriculum and Instruction positions. It is generally the total number of positions advertised that drives shifts in the average number of applicants each year, and these additional roles are the reason for the decrease in the state-wide average number of applications for assistant principal roles when comparing 2017 to 2021.

Year	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia
2021	7.3	4.8	2.6	2.1	2.0
2020	8.1	6.0	3.4	3.0	
2019	7.0	5.8	4.3	2.0	3.0
2018	7.3	6.0	3.9	2.0	3.0
2017	8.3	6.9	4.0	2.7	

QUESTION

158. What is the average number of application for Head Teacher positions in Metropolitan, rural and remote areas in:

- (a) 2021,
- (b) 2020,
- (c) 2019,
- (d) 2018, and
- (e) 2017?

Do these statistics reveal a crisis in school leadership?

ANSWER

No, the figures show a strong pipeline of school leaders.

Note that relatively small numbers of head teacher positions are filled annually in Remote and Very Remote regions of NSW. This impacts reliability of comparisons of average application numbers in these areas.

There are significantly higher numbers of head teacher positions advertised in 2021 than in any of the comparison periods.

Year	Major Cities of Australia	Inner Regional Australia	Outer Regional Australia	Remote Australia	Very Remote Australia
2021	5.6	3.5	2.3	2.6	4.8
2020	6.0	3.7	2.4	2.8	5.7
2019	6.0	3.8	2.3	2.2	5.0
2018	5.6	3.8	2.8	2.6	8.0
2017	6.6	4.6	2.1	2.1	6.5

QUESTION

159. Why are 30% to 35% of top graduates from the top universities offered employment in private and Catholic schools before the public system?
- (a) Is it because of the slowness of the Department?

ANSWER

The Department cannot validate the claim of 30% and 35% as we do not have access to teacher appointment data in independent and Catholic schools.

The 2021-2023 Staffing Agreement includes a new provision to appoint eligible high performing graduate teachers up to 12 months prior to completion of studies, with the final confirmation of appointment subject to the graduate successfully completing course requirements.

The Department's Graduate Recruitment Program also provides for conditionally accredited final year initial teacher education students to apply for and gain approval to teach 12 months prior to completion of their studies.

In 2021, over 4,000 final year students applied for and gained an approval to teach in NSW public schools. 686 final year students were appointed to permanent teaching positions for the commencement of the 2022 school year.

QUESTION

160. What percentage of University students from UTS, University of Sydney, University of NSW, University of Western Sydney, and Macquarie University took up early offers from private and Catholic schools in:
- (a) 2019,
(b) 2020, and
(c) 2021?

ANSWER

The Department of Education does not hold this data.

QUESTION

161. Has the Staffing Methodology Review been completed?
- (a) Is the Review likely to provide increased Teacher Relief (still operating at the levels of the 1980s but with overwhelming expectations beyond lesson planning)?
- (b) What progress has been made on updating the Merit Selection Criteria?
- (c) What progress has been made on including psychometric tests and emotional intelligence testing in Merit Selection?
- (d) Are any private companies involved in implementing psychometric tests and emotional intelligence testing for staff recruitment in:
- i. 2020,
i. 2021, or

- ii. 2022?
- (e) What is the budget for the external companies referred to in Supplementary Question 17(d)?

ANSWER

Yes.

- a) The Staffing Methodology Review (SMR) has achieved the aim of developing an entitlement analytical model that can be used by the Department of Education in the consideration of any entitlement changes. In relation to teacher relief, the entitlement modelling tool that resulted from the review will be able to facilitate analysis of current settings to inform future decisions to be considered in the context of broader departmental policy priorities.
- b) The process for merit selection of teachers, executive and principals in NSW public schools is a component of the Staffing Agreement between the Department and the NSW Teachers Federation. The Department have an ongoing commitment to continue discussions with the Federation in relation to school executive merit selection processes, including general criteria.
- c) Teacher suitability assessments measuring cognitive and emotional intelligence were implemented from July 2020 as part of the approval to teach process. There is no additional psychometric testing included in merit selection processes.
- d) Yes. Testgrid is the Department's provider of the teacher suitability assessments measuring cognitive and emotional intelligence.
- e) The budget for the Department's contract with Testgrid is \$385,000 per annum.

QUESTION

162. What are the actual countries of origin and numbers of overseas teachers in NSW schools since 2019?

ANSWER

NESA granted conditional/provisional accreditation to a total of 2,424 teachers based on an assessment of their overseas qualifications during the period 1 January 2019 to 23 March 2022.

Calendar Year	2019	2020	2021	2022*	Grand Total
United Kingdom	309	217	119	29	674
Ireland	137	72	27	13	249
United States of America	109	77	49	14	249
New Zealand	86	58	62	16	222
India	50	56	61	22	189
South Africa	71	48	30	6	155
Canada	57	38	17	6	118

Calendar Year	2019	2020	2021	2022*	Grand Total
France	17	22	14	4	57
China	16	14	12	2	44
Germany	14	14	7	3	38
Lebanon	11	6	7	4	28
Pakistan	7	7	8	1	23
Turkey	8	6	9		23
Hong Kong	8	6	5	2	21
Philippines	10	7	3	1	21
Fiji	5	8	4	1	18
Netherlands	9	5	2		16
Bangladesh	6	5	3		14
Brazil	3	5	4	2	14
Spain	4	4	4	2	14
Egypt	5	5	2		12
Italy	3	4	4	1	12
Russian Federation	3	5	3		11
Nigeria	3	2	2	3	10
Iran	5	2	2		9
Sri Lanka	1	3	5		9
Japan	3	1	3	1	8
Singapore	3		4	1	8
Switzerland	3	1	2	2	8
Belgium	3	2	1	1	7
Greece	5	1	1		7
Jordan	2	1	3	1	7
Nepal	2	1	3	1	7
Poland	2	4	1		7
Colombia	3	3			6
Israel	2	2	1	1	6
Macedonia	2	2	1	1	6
Republic of Korea (South Korea)	3	1	1	1	6
Zimbabwe	3	1	1	1	6
Finland	3	1	1		5
Indonesia	1	1	3		5
Argentina		3	1		4
Austria	1	2	1		4
Chile		1	2	1	4
Kenya	2	2			4
Sweden	2	2			4
Iraq	2		1		3
Ukraine	3				3
Vietnam		2	1		3
Armenia			2		2
Cambodia		1	1		2

Calendar Year	2019	2020	2021	2022*	Grand Total
Denmark		1	1		2
Ghana		1		1	2
Hungary		2			2
Malaysia		1	1		2
Mexico	1		1		2
New Caledonia	1			1	2
Norway	1		1		2
Portugal	1		1		2
Serbia	1		1		2
Syrian Arab Republic			2		2
Taiwan		1	1		2
Tonga		1	1		2
Venezuela	1	1			2
Algeria				1	1
Botswana	1				1
Jamaica		1			1
Kazakhstan		1			1
Mauritius	1				1
Morocco		1			1
Papua New Guinea	1				1
Peru		1			1
Romania	1				1
Saudi Arabia		1			1
Slovakia			1		1
Thailand	1				1
Tunisia		1			1
Uganda	1				1
United Arab Emirates	1				1
Uruguay	1				1
Grand Total	1,021	745	511	147	2,424

*as of 23/03/2022

QUESTION

163. How many highly skilled teachers were poached by Victoria, South Australia, the Australian Capital Territory, Queensland, or other states or by New Zealand, the United Kingdom or Canada in:

- (a) 2020,
- (b) 2021, and
- (c) 2022?

ANSWER

The Department of Education does not record where a teacher is employed after they leave the Department.

QUESTION

164. How many teachers, who were originally educate and trained in NSW but have sought placement outside of NSW, have returned to NSW to teach in 2021 and 2022?

ANSWER

The Department of Education does not record where a teacher was recruited from or if they have joined the Department from another jurisdiction or system.

FASTSTREAM

QUESTION

165. How many of the 50 staff had not been previously identified as staff with leadership potential?

ANSWER

The 20 graduates that came straight from university would not have been formally identified as having leadership potential by the Department of Education prior to their application for the FASTstream program. The remaining participants constitute 30 existing teachers. Five of these are substantively a head teacher or an assistant principal.

QUESTION

166. What is the cost for one year of Faststream Implementation?

ANSWER

The FASTstream program costs will vary dependent on the makeup of each cohort. Fifty participants will be selected each year and will participate in the program for up to 10 years.

In 2022 there are 44 participants in above establishment classroom teacher roles in schools at a standard cost of \$114,921 and six participants in above establishment assistant principal/head teacher roles at a standard cost of \$150,771. This equates to a salary cost of \$5,959,950 for the 2022 calendar year.

In addition, 25 schools (with 26 participants) classified as metropolitan are being provided \$10,000 per participant for release days, and 24 schools classified as regional or remote are being provided with \$15,000 per participant, at a total cost of \$620,000.

Leadership programs delivered by SLI at up to \$2,000 per participant per year.

QUESTION

167. What is the cost for ten years of Faststream Implementation?

ANSWER

While the program is described as 10 years in duration, it is envisioned that 10 years is the time horizon for a participant to develop sufficient leadership skills to be suitable for a principal position. Each cohort will contain a mix of teacher experience and levels, therefore, each year will have a different overall cost attached.

QUESTION

168. What is the anticipated withdrawal rate over ten years for Faststream?

ANSWER

The initial cohort of 50 participants began their first school placements in 2022, and applications for cohort 2 are currently open. Given the 50 participants have been in schools for less than one term, the Department is unable to provide an estimate at this time.

MID-CAREER TEACHERS PROGRAMME

QUESTION

169. How many applications did this programme receive in 2021 to 2022?

- (a) What would be the threshold number of applicants below which the programme could be considered a failure?

ANSWER

145 applications were received for the first 50 positions of the Mid-Career Transition to Teaching Program at the beginning of 2022, with 51 offers being made to participants.

The Department of Education is piloting the first few years of the program, with an additional 25 places currently open to applicants based on the strong interest.

UNSATISFACTORY TEACHERS

QUESTION

170. Is the Minister aware of studies that suggest the proportion of incompetent teachers in NSW is approximately 5 to 15%?

- (a) What is the actual dismissal rate for incompetent teachers in NSW?

ANSWER

The majority of teachers are committed and incredible professionals. We need to build the profession up, not tear it down.

- (a) The dismissal rate for unsatisfactory teachers in NSW in 2021 was less than 0.01 per cent.

QUESTION

171. What is the NSW Department of Education definition of teacher underperformance under the Department's current policies?
- (a) If no such definition exists, how is underperformance identified and assessed?
 - (b) What are the guidelines under which teacher underperformance is managed during Covid?
 - i. Will procedures be enhanced so that these guidelines are effective during any interruption (such as flood or fire) in regular schooling?
 - (c) How many teachers, Principals, SASS and system executives were placed on Improvement Programmes during online learning in:
 - i. 2021 and
 - ii. 2022.
 - (d) Was the Performance and Development Framework, referred to by the Auditor General, intended to be used for teacher development?
 - i. Is the emphasis now on changing to accountability?

ANSWER

Underperformance is referred to as 'unsatisfactory performance' in relevant Department policies and procedures. The definition is applicable for all permanent officers and ongoing employees, including teaching staff, of the Department and is articulated within the *Guidelines for the Management of Conduct and Performance 2020* under section 8.1:

"Unsatisfactory performance means not meeting agreed goals and tasks, timeframes or criteria/standards of work. The agreed criteria/standards can be in a work plan or in any other documentation, for example a Performance and Development Plan. Any standard that is applied must be relevant to the employee's position description, duty statement or articulated criteria, for example Australian Professional Standards for Teachers".

- a) The definition for underperformance is found in the *Guidelines for the Management of Conduct and Performance 2020*.
- b) The *Guidelines for the Management of Conduct and Performance 2020* are used to assess and manage unsatisfactory teacher performance, along with the *Supplementary Guidelines – Addressing Performance Concerns in a Workplace affected by COVID-19* for schools disrupted by COVID-19.
 - i) The *Supplementary Guidelines – Addressing Performance Concerns in a Workplace affected by COVID-19* can be adapted to cover other

emergency events. The title of these guidelines will be changed to reflect disruptive events.

- c) No school-based employees were placed on improvement programs during online learning.
- d) The overarching purpose of the performance and development process is to support the ongoing improvement of student outcomes through the continuous development of a skilled, professional and effective teaching workforce. The performance and development process is a developmental activity that is intrinsically linked to the policies, aims and strategic directions of the department as reflected in school planning processes.

QUESTION

172. What is being done to redress the imbalance of male teachers, given that in NSW schools in 2017:
- (a) Only 17% of primary teachers were male, and
 - (b) Only 39% of secondary teachers were male.

ANSWER

The Department of Education is committed to attracting and retaining high quality staff and a diverse and inclusive workforce. Factors such as age, gender and cultural background are not issues in the appointment of teaching staff to NSW public schools. Where vacant classroom teacher positions are advertised, all eligible teachers are considered equally for appointment and decisions are based on merit.

The statistics reflect there are considerably more female teachers competing against male teachers for positions.

Specific strategies used by the Department to encourage males to consider teaching as a career include using male teacher role models to promote teaching at high schools and university careers fairs and in teacher promotional material. High school careers advisers are also encouraged to promote work experience placements in public schools to suitable male students.

In addition, the Department is ensuring ongoing online advertising and its social media presence depicts positive images of male teachers with whom male school students might identify, including cultural identities who have a relationship with public education and teaching.

NESA

QUESTION

173. What is the cost of funding the HSC annually?
- (a) What is this as a budget percentage compared to the total budget for NESA?
 - (b) Is it true that only about 15% of NESA funding goes towards curriculum development and evaluation?

ANSWER

NSW Education Standards Authority's (NESA) expenditure on the Higher School Certificate (HSC) for the past four financial years was:

- FY2021: \$102.516 million
- FY2020: \$98.053 million
- FY2019: \$95.723 million
- FY2018: \$89.720 million

(a) NESA's HSC budget percentage expenditure in comparison to NESA's total expenditure was:

- FY2021: 63 per cent
- FY2020: 64 per cent
- FY2019: 56 per cent
- FY2018: 58 per cent

HSC expenditure is driven by several factors including changes in the numbers of candidates and methodologies of marking, as well as additional COVID-19 related expenditure.

(b) Excluding curriculum reform, in 2020-21 a total of \$13.042 million was spent on the curriculum standards program which was 8 per cent of NESA's total expenditure.

As part of the 2021-22 Budget, the NSW Government announced a \$196.6 million Curriculum Reform package over four years - the first major rewrite of the school curriculum in thirty years. The NSW Curriculum Reform Program includes:

- \$74.1 million on curriculum development for early and middle years
- \$95.7 million on curriculum development for senior secondary years and stronger pathways
- \$13.6 million on digital curriculum solutions
- \$13.2 million to support teacher engagement in curriculum development

Outside of NESA's role in curriculum development, the majority of curriculum support is delivered by the three sectors.

QUESTION

174. To what extent has NESA contributed to this untenable pressure with an overly complex and bureaucratic accreditation process?

ANSWER

The premise of this question is incorrect. NESA is well equipped to deliver on its programs.

QUESTION

175. What is being done to redress the following trends:

- (a) 10.7% of teachers who gained initial teacher accreditation between 2009 and 2013 were removed from the accreditation list within six years.
- (b) The proportion of teachers who were removed from accreditation list within six years of being granted initial teacher accreditation peaked at 13% in 2013, which represented a significant increase on the previous four year average, of 10%.
- (c) Both 2014 and 2015 are above 12.3% which would indicate there has been an increase in the rate of graduate teachers leaving the profession in more recent years.

ANSWER

NESA is focussed on ensuring that initial teacher education adequately prepares graduates for classrooms.

In addition, the Department of Education implements Beginning Teacher Support funding to provide mentoring and support to new teachers.

QUESTION

176. In relation to home-schooling:

- (a) What funding is being arranged for home schooling, given that:
 - i. The cost of educating a child in the mainstream system is over \$13,000, and
 - ii. There has been a 30% increase in the number of home-schooled students in NSW, rising from 7,032 in 2020 to approximately 9,000 presently, and
 - iii. Where a parents who home-school receive no funding for their children, and indeed must often forego a second income as one parent must be the teacher.
- (b) How many home-school students have disabilities?
 - i. What information is available as to the nature of those disabilities?

ANSWER

- (a) The Department of Education does not provide funding for home schooling. NSW Education Standards Authority's (NESA) requirements and process for home schooling registration are described in the Guidelines for Home Schooling Registration in NSW ('the Guidelines') as published on NESA's website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/home-schooling-registration>.

While NESA is not a funding authority, the above Guidelines provide information about financial support and assistance provided by other government agencies and non-government organisations as well as educational support to improve outcomes.

- (b) NESA does not collect data about a child's disability for the purposes of home schooling registration.

QUESTION

177. In a time of Covid staffing crisis, what is the average length of time to obtain provisional approval for final year teaching students?

ANSWER

In the middle of January 2022, when accreditation applications were at their peak, the average time for applicants to gain conditional accreditation once they had submitted their academic transcripts and Working with Children Check details was 12 working days.

Alongside this normal processing of applications, NESAs staff have given high priority to a 'fast-track' accreditation service where school principals and employers seek the accreditation of a trained but unaccredited teacher or final year teaching student that they wish to immediately employ. The average time to process these 'fast track' accreditations is 24 hours upon receipt of academic transcripts and Working with Children Check details.

QUESTION

178. What is the \$100 teacher accreditation fee used for?

ANSWER

The annual fee is used to support quality teaching in NSW by enabling the NSW Education Standards Authority (NESA) to coordinate a rigorous system of accreditation, as is the case for a number of professions.

Teacher accreditation fees allow NESA to ensure:

- that universities are preparing and developing well trained and appropriately equipped future teachers,
- that teachers' accreditation statuses are recorded and officially recognised and that concerns or issues teachers have in relation to the accreditation process are resolved,
- the availability of accredited courses that suit teachers' ongoing professional development needs; and
- that teachers have focused and informed resources to assist and support them with their accreditation.

QUESTION

179. How many staff have been placed on Improvement Programmes?

ANSWER

In the period 1 January to 31 December 2021, 58 departmental employees were placed on improvement programs. This includes 36 permanent teachers, eight temporary teachers, seven principals and school executives, and seven school administration support and corporate staff.

QUESTION

180. In relation to the reduction of teachers' administrative and extra-curricular activities, for the purposes of freeing up teachers' time during the school day:
- How many hours have NESAs saved since 2020-2022?
 - What administrative tasks have been cut in the period 2020-2022?
 - Have any new administrative tasks been added by NESAs?
 - What, if any, powers do NESAs have to implement any of these over the sectors?

ANSWER

- a) From 2020 to March 2022, NESAs have:
- revised the school registration manuals to reduce unnecessary administrative compliance burden on schools by reducing the evidence of compliance that schools must have to demonstrate compliance with registration requirements and refining the risk-based approach to school inspection and renewal of registration and accreditation processes.
 - hosted the new K–2 syllabuses – and all subsequent reform syllabuses – on a new purpose-built digital platform so that the curriculum can be more efficiently navigated by teachers, parents/carers, students and the community
 - revised teacher professional development (PD) requirements to ensure that the PD teachers do as part of their accreditation requirements is focused on supporting teaching practice in the classroom/learning environment.
- b) Following amendments to the *Teacher Accreditation Act 2004* made in November 2021, NESAs are proposing policy changes for consultation with key stakeholders in the first half of 2022 that aim to streamline processes for schools/services and reduce administrative burden.
- c) No new administrative tasks relating to teacher accreditation have been added by NESAs.
- d) Sectors are required to implement NESAs policies relating to teacher accreditation.

QUESTION

181. Is the Minister aware that information from the Australian Curriculum Assessment and Reporting Authority indicates:
- The gap between the high and low socio-educational groups widened between 2019 and 2021?
 - The reading achievement gap between boys and girls in secondary schools is widening?
 - The gap between girls and boys is wider in secondary school when it comes to writing outcomes?
 - Students from major cities outperformed students from regional areas in numeracy, reading and writing?
 - The gap between numeracy and reading has gradually widened between 2016 and 2021 for most year levels.

ANSWER

Preliminary analysis of 2021 NAPLAN results are mixed with comparison against previous years' results indicating a similar gap for some years and test domains, while increases and decreases for others.

- a) Preliminary analysis of 2021 results indicate the gap between high and low socio-educational groups is similar to 2019, with some small changes across years and test domains.
- b) Preliminary analysis of 2021 NAPLAN results indicate the reading achievement gap between boys and girls in secondary schools is mixed.
- c) Preliminary analysis of 2021 NAPLAN results indicate that while there is an observed achievement gap between boys and girls in writing outcomes, the width of this gap varies across year-levels.
- d) Preliminary analysis of 2021 NAPLAN results confirms students from major cities achieved higher results, on average, than students from regional areas across all years and test domains.
- e) A particular domain's results are comparable over time and between cohorts. However, it is not recommended to compare results across domains since the domains are not on a common scale.

QUESTION

182. Can the trends identified in Supplementary Question 181 above be attributed to the impact of the Covid pandemic, or are they part of a longer term national trend unrelated to the pandemic and its lockdowns?

ANSWER

The achievement gap data provided in response to question 181 reveal a diverse picture with variation across both year levels, student cohorts and test domains.

The COVID-19 pandemic has undoubtedly caused disruptions to students' schooling. Positively, preliminary analysis indicates that 2021 NAPLAN mean results are similar to pre-pandemic levels, which provides confidence that future learning can be recovered through effective teaching practice and support.

QUESTION

183. With only 477 teachers certified as "Highly Accomplished" and 232 teachers certified as "Lead" teachers under the Highly Accomplished and Lead Teacher initiative, does the Minister believe that:
- (a) The initiative can be described as a success?
 - (b) The initiative has an embedded sustainable role in a school?
 - (c) The initiative can in fact undermine the Head Teacher, Deputy Principal and Principal pathways?

ANSWER

There are currently 274 NSW teachers with active Highly Accomplished and Lead Teacher (HALT) accreditation. Of those, 179 are accredited at Highly Accomplished and 95 are accredited at Lead Teacher.

- a. HALT accreditation is voluntary. NESAs are actively working with stakeholders to increase cohorts of teachers to achieve HALT accreditation. A revised HALT Policy has been developed which will improve the process and aims to increase the number of NSW teachers successfully gaining accreditation at HALT.
- b. HALT accreditation is not aligned to a formal role within schools/services. Schools/services have the flexibility to determine how best to utilise accredited HALTs to promote quality teaching and encourage professional growth within and beyond the school/service context.
- c. The intent of the HALT accreditation scheme is to recognise and promote outstanding and innovative classroom teaching practice. HALTs may hold formal leadership roles such as Head Teacher, Deputy Principal and Principal or may remain in classroom-based teaching positions. HALTs may work as part of a professional community with those in formal leadership roles and with teacher colleagues to support and develop quality teaching practices which have a direct impact on student learning outcomes.

QUESTION

184. How many retired teachers or principals returned to service in 2022 who were not in the system already?

ANSWER

Teachers are provided casual approval to teach upon retirement as an option to both retain teachers and boost supply, as well as to help teachers retain a connection with the Department of Education should they desire to work less as they transition to retirement. As a result, a number of teachers prior to the COVID-19 pandemic would retire from their full time role to take up more flexible casual teaching.

As at 14 March 2022, of all retired teachers, non-principal executive teacher and principals who have retired since the start of 2020, 423 have returned to service on a casual, temporary, or permanent basis.

QUESTION

185. What is the teacher rate of absence due to Covid in 2022?

ANSWER

It is not possible to determine COVID related sick leave. Where an individual takes sick leave, the only further detail they are asked to provide is the general reason for the leave request, the options being illness/injury, carer's leave, or worker's compensation. There is no requirement to provide details of the ailment when the leave reason is illness/injury.

Staff also have the option to apply for special leave if they are ill from COVID or required to comply with isolation protocols. Special leave is recorded in the system under the 'Special Leave' leave category with the reason 'Departmental Determined'. The special leave reason 'Departmental Determined' also covers other types of leave, such as bushfire emergencies.

The Department receives regular confirmed case data by local government area from NSW Health which is used to identify community-wide transmission trends. School staff who test positive on rapid antigen tests are unable to identify themselves as a school staff member in the Service NSW app.

QUESTION

186. What is the student rate of absence due to Covid in 2022?

ANSWER

Our school attendance data is unable to demonstrate how many students are absent specifically due to COVID related reasons. This is because the current attendance codes used to mark students who are absent for COVID related reasons are also used to mark students who are absent for non-COVID related reasons.

The data that can be provided is the weekly school attendance rate for each of the first seven weeks of Term 1, 2022.

When reading the table containing the attendance data, it is important to note the following:

- Data completeness is lower at the start of each year, and is expected to improve throughout the Semester as schools engage in data collection validation with the Department.
- There was only one operational day in the first week of 2022, which was a staff development day. Data completeness is therefore not provided for this week.
- Scout (the Department's attendance reporting system) provides two measures for the attendance rate for all schools by week - school attendance rate, which is filtered to include all schools and the state attendance rate. The table provided uses the school attendance rate.
- It should be noted that flooding across NSW had an impact on attendance figures in Weeks 6 and 7.
- Data provided by the Department's Centre for Education Statistics and Evaluation, and correct as at 14 March 2022.

Week	Attendance rate (%) 2022
Week 1	N/A
Week 2	89.3%
Week 3	88.4%
Week 4	87.4%
Week 5	86.0%
Week 6	83.4%
Week 7	82.9%

QUESTION

187. Were briefings prepared and plans drafted for Premier Perrottet for a much earlier release to school communities in 2022, only to be rejected because of ideology?

ANSWER

No.

QUESTION

188. In relation to the KPMG advice concerning the NSW Department of Education's back-to-school plan, that was to look at different approaches for hotspot areas, the vaccination rates that could trigger a return and which year groups should come back first:

- (a) What was the cost of the KPMG's work on the Department's plan?
- (b) Did any of the KPMG staff, who were involved in the provision of advice and drafting the plan, have any educational experience?
 - i. If so, how many had educational experience and what was the nature of that experience?
- (c) How many of the plan's recommendations were implemented?
- (d) Is the plan publically available?
 - i. Where is it published?

ANSWER

Please refer to the answer to LC QON 7194

DETAILS ON CONSULTANCY ENGAGEMENTS

QUESTION

189. Can the Minister provide the following information for all contracts for goods and services entered into between the Department and the private sector, where those contracts were valued under \$150,000:

- (a) Total spent on all contracts combined, and
- (b) The companies contracted.

ANSWER

Under the *Government Information (Public Access) Act 2009* it is a requirement that only contracts over \$150,000 (incl GST) are disclosed by publishing contract details on eTendering.

NEW BEHAVIOUR STRATEGY

QUESTION

190. Where is the Department up to in the implementation of the:
- (a) Restrictive Practices Framework,
 - (b) Inclusion Policy, and
 - (c) Behaviour Strategy?

ANSWER

The Inclusive, Engaging and Respectful Schools reform package, which includes the new Restrictive Practices Framework, Inclusive Education Policy, and Student Behaviour Strategy, was released for familiarisation on 19 February 2022.

Implementation will commence from Term 2, 2022.

QUESTION

191. In relation to the Behaviour Paraprofessional:
- (a) What is this role's description and what does it entail?
 - (b) What are the position's required qualifications to deal with challenging student behaviour?

ANSWER

- a) These positions work as part of the behaviour specialist team, providing direct support to schools and assisting in developing and delivering high quality, evidence-based interventions and strategies. They use their skills and experiences in supporting children and young people with behaviours of concern that may be associated with communication difficulties, trauma, sensory needs, social skills development or disability. They work with school staff to develop tools, plans and approaches as well as provide professional learning and support to build capacity in the area of student behaviour.
- b) Tertiary qualifications and extensive experience in a field relevant to behaviour support provision to children and young people. This could include, but is not limited to, speech therapy, occupational therapy, social work, autism and psychology.

QUESTION

192. Considering the impact of the industrial award changes for SLSOs and the significant wage increases for 2020, is it true that costs are being absorbed at a school level resulting in effective decrease in student support?

ANSWER

As part of a program of works to assist schools in managing available funds, the Department of Education has streamlined the process and provided additional support where needed.

In 2020, this included an adjustment to the School Budget Allocation Reports (SBAR) to reflect entitlements positions centrally funded by the Department Education and included adjustments for the 11 per cent increase. These costs are now included in the SBAR.

Through the School Success Model, further steps are being taken to ensure that the record levels of funding that continue to be provided to NSW public schools are more effectively invested in the learning needs of students. Through the simplifying school budgets initiative, further centrally funded costs are being included in the SBAR with more than \$10.4 billion in the 2022 report including \$1.34 billion through the seven Resource Allocation Model (RAM) loadings.

In cases where schools use flexible or own-sourced funding to engage additional School Administrative Support (SAS) staff, they meet the increased costs from within their available funding.

QUESTION

193. What, if any, are the training qualifications required to become an SLSO, given the SLSO is to support the neediest of students?

ANSWER

Student Learning Support Officers (SLSOs) are required to have the following qualifications and certifications:

- Working with Children Check Clearance (WWCC).
- Completion of mandatory training required by the Department of Education and a willingness to undertake first aid training relevant to the School Learning Support Officer role.
- Administration of Medications – training to be provided based on student needs if and as required.
- Health support training to be provided based on student needs if and as required.

Where the SLSO position is providing more specific support, for example SLSO Hearing or Vision or SLSO Bilingual support, there may be additional desirable qualifications.

SLSO Pre School includes an essential qualification requirement of either working towards or attained Australian Children's Education & Care Quality Authority approved Certificate III in Early Childhood.

SLSO (Student Health Support) must have education to undertake first aid, administration of medications and health care procedures training, in addition to a WWCC clearance and completion of mandatory training.

QUESTION

194. Why has the new suspension policy removed the terms "misbehaviour and disobedience"?

ANSWER

In the revised Student Behaviour Procedures Kindergarten to Year 12, the grounds for suspension shift away from a list of categories towards principal discretion based on individual circumstances.

The Procedures explicitly clarify that circumstances where "a student's continuing, consistent and unproductive behaviour results in a detrimental impact on the educational interests of other students to such an extent that poses an unacceptable risk to another students' wellbeing" are included in the grounds for suspension.

QUESTION

195. What, if any, are the Department's specific Principal Wellbeing programmes?

ANSWER

Staff wellbeing is one of our highest priorities because we know that when our school staff feel supported, our students, and the whole school community benefit. The NSW Government is working closely with principals and staff to ensure that school time is focused on what matters most – leading, teaching and supporting students.

The Department has a comprehensive range of supports in place to nurture the physical and psychological wellbeing of all staff, which it regularly encourages school leaders to utilise as well.

The Department's **Being Well Program** allows staff to centrally access wellbeing support and use the matrix of wellbeing areas and levels of support intensity to direct them to the most appropriate support for their circumstances. It includes a range of key preventative programs and initiatives within the Department including:

- **Employee Assistance Program - (EAP) Supporting You**, is one key EAP service that provides a tailored and dedicated leadership support service for staff in positions such as Principals. It is aimed for the mental health and wellbeing needs of Principals.
- **Healthy Lifestyle Check** - aims to improve the health of working adults and helps individuals to make small changes to address lifestyle risk factors.

- **Respectful Workplaces** - provides staff and leaders with the tools and resources to recognise the key components of creating a positive and respectful workplace, equipping staff with the skills to build positive relationships and managing challenging situations.

In Term 2, 2022, Being Well are partnering with the Black Dog Institute to deliver targeted professional learning supports for Principals and school leaders, including:

- Managing for Team Wellbeing live workshops.
- Understanding and Managing Workplace Mental Health and Wellbeing eLearning training.

There are Wellbeing and Support Professional Learning and Programs available through the Department's School Leadership Institute teams and programs sourced from external suppliers:

- Thriving for Tomorrow (through BTS Spark), Phoenix Leadership, Global Leadership Wellbeing Survey (GLWS) – bespoke and related to Bushfire Relief.

A Principal Wellbeing Strategy is also being developed, incorporating additional, targeted wellbeing supports for school leaders.

QUESTION

196. What is the proposed Department Staff Wellbeing Plan by CESE?

ANSWER

The Department of Education's Centre for Education Statistics and Evaluation (CESE) does not have a report titled this.

QUESTION

197. Given that Deputy Secretary South indicated that his Performance Directorate struggles with using the new platform, can the Minister maintain that the new Staff Noticeboard is an improvement to "SchoolBiz"?

ANSWER

As with any new platform, users can require some time to become familiar and confident in its use.

The Department of Education has provided how-to guides and demonstration videos to help staff familiarise themselves with the Staff Noticeboard platform. The Department conducts regular usability testing sessions. The platform is updated with enhancements once per term, based on the feedback from the testing sessions.

Staff Noticeboard is an improvement to SchoolBiz as it is significantly more targeted and strategic in the way it delivers information to staff. This supports the Department's work to reduce the administrative burden on schools.

Staff Noticeboard provides information to staff in two ways: a curated digest of articles on a weekly basis that is sent directly to staff; and news published in real time and the most relevant news filtered according to each staff member's personal details and preferences.

QUESTION

198. In relation to the 1,300 Assistant Principal, Curriculum and Instruction positions which have been created, with release and recruitment to be completed by 2023:
- (a) What training and support will they receive?
 - (b) What is the quality and quantity of applicants in rural and remote areas?
 - (c) Are fractional positions difficult to staff?

ANSWER

- a) Assistant Principals, Curriculum and Instruction (AP, C&I) are provided with an induction and continual professional learning to support their role in leading literacy and numeracy improvement.
- b) The majority of AP, C&I roles have been filled via an open merit process conducted by a local selection panel, in accordance with selection criteria. Selection criteria for these roles is consistent across the State.
- c) Opportunities for permanent part time executive positions in schools are supported by the Department, and can provide flexible opportunities for teachers to gain executive roles while also balancing other personal commitments. Schools have been supported to manage fractional allocations in a number of ways, determined by the Principal to best meet the needs of the school. This has included using flexible school funding to create a full time position, or partnering with other local schools to advertise a full time appointment.

AECG

QUESTION

199. How many hours are staff required to spend on the following mandatory training programmes:
- (a) Mandatory training or teaching and school-based staff:
 - i. Aboriginal Cultural Education training,
 - ii. Anaphylaxis e-learning,
 - iii. Anti-racism policy training,
 - iv. Child Protection,
 - v. Code of Conduct,
 - vi. Fraud and Corruption Control,
 - vii. Cyber Security NSW Essential training,
 - viii. Data Breach Preparedness,
 - ix. E-Emergency Care,
 - x. Work Health and Safety
 - (b) Mandatory training for schools:

- i. Fraud and Corruption Control (NR33012),
 - ii. Code of Conduct Online (NR27345),
 - iii. First Aid,
 - iv. Data Breach Response Plan – Reporting Data Breaches (NRG12326),
 - v. Anti-racism policy training (NR30069),
 - vi. Child Protection Update (NR33207),
 - vii. Cyber Security NSW Essentials training (NRG14190),
 - viii. WWHS Induction for Employees (NR33383),
- (c) Mandatory training for specific roles:
- i. Administration of Medication,
 - ii. Anti-racism Contact officer (ACRO),
 - iii. Chemical Safety in Schools,
 - iv. Cyber Security NSW Essentials Plus training,
 - v. Data Breach Preparedness for Data Owners,
 - vi. Disability Standards for Education Leaders,
 - vii. Health Support in Schools training.

ANSWER

Mandatory training is an important requirement for Department of Education staff to ensure compliance with departmental and legislative requirements.

Some mandatory training is required when staff enter the department as part of the induction process and other courses are required to be completed periodically throughout employment. Training required will differ from role to role.

It is critical that staff complete the training to ensure the safety of staff and students and compliance with requirements.

Course name	Hours to complete the course
(a) mandatory training for teaching and school-based staff	
Note: Not all school-based roles will complete all listed courses. The list includes refresher training which is only required after 12 months in the Department. Both Anti-Racism and Aboriginal Cultural Awareness eLearning modules are yet to be updated and streamlined	
i. Aboriginal Cultural Education training	Course not available until Term 3, 2022 - 60 min
ii. Anaphylaxis e-learning	
• Anaphylaxis e-learning (APTSS) Leadership	1 hr 15 min
• Anaphylaxis e-learning (APTSS) Teaching and Administrative Staff	1 hr
• Anaphylaxis e-learning (APTSS) Essential	45 min
iii. Anti-racism policy training	Course to be launched Term 2 – 30 min
iv. Child Protection Awareness Training	2 hrs
Child Protection Update (2022) – yearly update	30 min
v. Code of Conduct	50 min
Code of Conduct Online Refresher	20 min
vi. Fraud and Corruption Control	30 min
vii. Cyber Security NSW Essential training	45 min
viii. Data Breach Response Plan – Reporting Data Breaches	10 min

- | | | |
|-----|-----------------------------|--------|
| ix. | E-Emergency Care | 2 hrs |
| x. | WHS Induction for Employees | 20 min |

(b) Mandatory training for schools

- | | | |
|------|--|--|
| i. | Cardio Pulmonary Resuscitation (CPR) | 2 - 2 hrs 30 mins subject to delivery format |
| | Recognition and management of anaphylaxis (RAMOAP) | 30 min |
| iii. | First Aid | 6-7 hrs subject to provider |

(c) Mandatory training for specific roles

- | | | |
|------|---|--|
| i. | Administration of Medication | 2 hrs |
| ii. | Anti-Racism Contact Officer (ARCO) blended online training course | 10 hrs |
| iii. | Chemical Safety in Schools | Schools have flexibility to implement this schools-based training program:
<ul style="list-style-type: none"> - In one session of ~2 hrs - Over a series of three 40 min staff meetings - As an individual self-paced learning program |
| iv. | Cyber Security NSW Essentials Plus training | 20 min |
| v. | Data Breach Preparedness for Data Owners | 15 min |
| vi. | Disability Standards for Education Leaders | 4 hrs 30 min |
| vii. | Health Support in Schools Training (Certification) | 6 hrs |
| | Health Support in Schools Training (Recertification) | 3 hrs |

QUESTION

200. What and how many staff have completed the mandatory training concerning the identification of antisocial and extremist behaviour.
- (a) Which training modules address this aspect of teaching?
- (b) Which professionals are authors of the material which will form the basis of the curriculum for this programme?
- i. What are the professionals' qualifications?
- (c) What organisations were consulted in the formation of this training module?
- (d) What organisations will be delivering the material for this training module?
- (e) Is the material and content of these modules available for public perusal?
- i. If not, why not?

ANSWER

- (a) The Safeguarding Kids Together non-mandatory learning module 'Anti-Social and Extremist Behaviour' has been completed by 1,146 NSW staff between 12 July 2021 and 11 March 2022.

KOIOS simulation exercise, also non-mandatory training, has been completed by 140 staff in 2019. Due to the impact of the COVID-19 pandemic, the training has not been conducted since 2020 and is resuming in 2022.

- (b) Safeguarding Kids Together online module author: Dr Alison Benoit.
i. Qualifications: Bachelor of Social Science; Graduate Diploma of Education; Graduate Diploma in Psychology; Master of Education; Doctor of Education.

KOIOS simulation exercise author: NSW Police Force Simulated Operations Unit.

- (c) Safeguarding Kids Together online module consultations: NSW Police Force, NSW Primary Principals' Association, NSW Secondary Principals' Council, and Behaviour School Principal's Group.

KOIOS simulation exercise consultation included NSW Police Force and NSW Secondary Principals' Council.

- (d) Safeguarding Kids Together online module is available to Department of Education staff on MyPL as teacher identified professional learning.

KOIOS simulation exercise: NSW Police Force officers and staff from Department of Education's Health, Safety and Staff Wellbeing Directorate.

- (e) Safeguarding Kids Together online module is available only on MyPL for Department of Education staff as the professional learning aims to support the practices of school staff.

KOIOS simulation exercise: Only available to Department of Education staff.

PARENTAL CONSENT, IMPLEMENTATION OF SOSAFE TRAINING MODULE QUESTION

201. In relation to the implementation of the SoSAFE training module at the Arranounbai Special School:
- (a) What are the ages of students at the school involved in the SoSAFE program?
- (b) Is the Minister aware if parents at the school were consulted about the implementation of the SoSAFE training module?
- i. If the parents were not consulted, why not?
- (c) Is the Minister aware of the concern shown by parents at the school over the implementation of the SoSAFE program?
- i. If not, what measures have been taken or are planned to ascertain parental concern in the future?
- (d) When was SoSAFE first implemented in the NSW school system?
- (e) Where else in the NSW school system is SoSAFE being implemented?

ANSWER

- a) The ages of students participating in the SoSafe program are between 12 and 18, with one student aged nine years and six months participating this year.
- b) Parents were consulted. A parent information evening was held at the beginning of the year and content is included in newsletters to inform parents of upcoming content.

- c) One parent has expressed concern and has stated they would prefer to teach their child this content in their home when the child is older. An alternative arrangement has been made for this student while the class participates in the SoSafe program. This opt-out option is available for all families. SoSafe is not implemented in all NSW public schools. It is a resource written specifically for students with intellectual disability and autism, and is implemented in some schools for specific purposes and support units. This decision is made by each individual school.
- d) The program commenced at Arranounbai School on 18 October 2021.
- e) Other examples of Department schools that have used this program include The Ponds School, Fisher Road School and Cromehurst School.

COVID GUIDELINES

QUESTION

202. Why have permanent teachers who have approved exemptions in line with ATAGI guidelines not been permitted to return to work, as was stated in the last Estimates Hearing and Covid misconduct guidelines?

ANSWER

Permanent employees who are non-compliant with COVID-19 vaccination requirements are subject to investigation by the Professional and Ethical Standards Directorate for failing to comply with the directions issued by Ms Yvette Cachia, Chief People Officer, on 22 October and/or 1 November 2021, and/or for failing to comply with the Secretary's determinations that makes it a condition of employment for school employees to be fully vaccinated.

Having a COVID-19 diagnosis after 8 November 2021 does not mitigate or remove the allegations of misconduct associated with this non-compliance.

The Professional and Ethical Standards Directorate will follow the processes outlined in 'Management of Conduct Related to Non-compliance with COVID-19 Vaccination Requirements Guidelines' so that a procedurally fair decision can be made regarding any sustained misconduct finding.

At all times, an employee under investigation for non-compliance with the Public Health Order has an opportunity to remediate this by COVID-19 vaccination in accordance with legal requirements.

QUESTION

203. Why have casual teachers with Covid exemptions been permitted to return to work while permanent teachers with Covid exemptions have not?

ANSWER

It has been a requirement since 8 November 2021 that employees who work in government schools or early childhood education are only able to do so if they are

fully vaccinated or hold a valid medical contraindication certificate, in accordance with the *Public Health (COVID-19 Vaccination of Education and Care Workers) Order (No 2) 2021*. These requirements are consistent across permanent teachers and casual teachers.

A medical contraindication certificate must be assessed as valid by the Department of Education. Where a staff member's contraindication certificate is accepted, a risk assessment is conducted that considers how best to support that staff member's health and safety, as well as the health and safety of all people on the school site.

QUESTION

204. How many temporary and casual teachers are currently unable to work due to the vaccination mandate?

ANSWER

The contracts of 690 temporary employees were terminated by the Professional and Ethical Standards Directorate in relation to non-compliance with COVID-19 vaccination requirements. Their approval to teach has been temporarily withheld until they are compliant.

Non-compliant casual staff have their approval to teach temporarily withheld until they are compliant.

QUESTION

205. Why are teachers with approved exemptions forced to take their own leave when during normal misconduct procedures they are paid and given alternate duties?

ANSWER

It has been a requirement since 8 November 2021, that employees who work in government schools or early childhood education are only able to do so if they are fully vaccinated or hold a valid medical contraindication certificate, in accordance with the *Public Health (COVID-19 Vaccination of Education and Care Workers) Order (No 2) 2021*.

Given this requirement, it is not feasible from a risk management perspective for the employee to remain on duty while under investigation. Employees are therefore able to apply for leave or leave without pay for a limited time, up to the commencement of the disciplinary action.

QUESTION

206. How many teachers have had incorrect payments made within the last four months?

ANSWER

223 teachers were overpaid in the last four months. These teachers had received salaries in excess of their entitlements. The primary causes for overpayments are:

- Late advice of leave and late advice of separation (72%)
- Administrative issues which consist of a change of allowances, working hours, salary rates, and hours not worked (28%)

QUESTION

207. Why are NSW teachers who made their own medical choices being labelled as guilty of “misconduct”?
- (a) Why is such a pejorative and stigmatising term being used to describe the exercise of a personal health choice?

ANSWER

Permanent employees who are non-compliant with COVID-19 vaccination requirements are subject to investigation by the Professional and Ethical Standards Directorate for failing to comply with the directions issued by Ms Yvette Cachia, Chief People Officer, on 22 October and/or 1 November 2021, and/or for failing to comply with the Secretary’s determinations that makes it a condition of employment for school employees to be fully vaccinated.

Investigations are conducted in a procedurally fair manner in line with ‘Management of Conduct Related to Non-Compliance with COVID-19 Vaccination Requirements Guidelines’.

Individuals are entitled to make their own medical choices but since 8 November 2021 employees who choose to work in government schools or early childhood education are only able to do so if they are fully vaccinated, in accordance with the *Public Health (COVID-19 Vaccination of Education and Care Workers) Order (No 2) 2021*.

- (a) As per the Code of Conduct, an employee can be provided with a written direction, requiring them to comply with an instruction. The employee must follow reasonable instructions, not breach a lawful direction and must comply with a lawful direction until the direction lapses or is revoked. Failure to do so may be considered misconduct and can result in disciplinary action being taken.

QUESTION

208. Why are teachers in NSW immediately terminated for their own personal health choices, even those on leave?
- (a) What accounts for the harshness of this approach in NSW, which is the most severe compared to all other states?

ANSWER

Please refer to answer to supplementary question 207.

Individual circumstances, including an employee's leave status are taken into consideration throughout an investigation and when making disciplinary decisions.

QUESTION

209. How will the Department of Education be able to fill APCI positions to enhance literacy and numeracy across the state with teacher shortages caused by current policy?

ANSWER

The Assistant Principal, Curriculum and Instruction (APCI) position provides an exciting new promotional opportunity for our highly skilled teachers. Professional learning has been specifically designed for aspiring leaders to strengthen capabilities in leading literacy and numeracy improvement in schools. These courses are now available to all schools and aim to develop a further supply of leaders with the capacity to fulfil the role of APCI

A significant majority of APCI positions are being filled via an open merit selection process, inviting applications from both existing NSW public school teachers as well as those who may currently be suitably qualified teachers in other NSW education systems, interstate or overseas.

Where the position is located in an eligible rural or remote location, the position will also attract rural and remote incentives.

As at 22 February 2022, almost 80 per cent of positions released in Phase 1 had been filled, with the remaining positions subject to further recruitment activity. Positions released for Phase 2 are subject to current recruitment action.

QUESTION

210. How will the Department of Education be able to provide teachers with targeted professional learning and growth opportunities, when there are not enough additional teachers to cover classes to do this?

ANSWER

The School Leadership Institute is developing online modules that enable participants to engage with targeted leadership learning in a synchronous and asynchronous fashion. Where possible and appropriate, online sessions are recorded so that if participants are unable to attend at the designated time they can access the recordings.

Where participants are unable to attend face-to-face programs, we provide opportunities for participants to complete activities in a different cohort so that they can catch up on the missed learning.

Face-to-face programs also provide participants with the opportunity to connect via technology rather than attend in person, using a blended model of delivery. The programs are designed over a 12-18-month period to enable participants to engage with the learning and take it back to their school to contextualise the learning in their setting. This enables the learning to be ongoing and contextualised to settings while being supported by facilitators who work with participants throughout the duration of the program – not just on the day of a particular session.

The Department introduced the Casual Supplementation Program in 2021 which is currently supporting 71 schools in rural and remote locations across NSW. The program is designed to increasing the availability of casual teachers by employing additional teaching staff on a fulltime temporary employment for up to three years under a 'hub and spoke' or 'in-built' relief model. Due to the success of the pilot the program is expanding this year targeting a further 190 schools in rural and remote locations across NSW.

The Casual Supplementation teacher can be used by the participating schools to provide classroom relief for teaching staff absences related to illness or to undertake professional development.

QUESTION

211. How will the Department of Education be able to cover classes in winter when there are significant class absences?

ANSWER

The Department of Education has a supply of casual and temporary staff available for schools to access.

On some occasions there may be difficulty for some schools in accessing sufficient casual teachers to fully replace all teachers on leave for that day, particularly where there is a significant number of staff absent. In these situations, principals make appropriate decisions to manage staff allocations to ensure student safety and wellbeing.

A number of initiatives are in place across the State to support access to casual and temporary teaching staff for NSW schools:

- Interim Approval to Teach - Since 2019, final year students have been eligible for a 12 month interim approval to be available for casual or temporary teaching earlier in their final year of study.
- ClassCover recruitment tool - ClassCover connects casual teachers with schools, streamlining the casual teacher recruitment process. Currently over 1,730 schools are registered with ClassCover, which is nearly 80% of all NSW schools. Schools can register at www.classcover.com.au.

- Casual Supplementation Program (CSP) - This program is specifically targeted towards rural and remote locations and supports schools which may have difficulty in accessing casual teaching staff. The first phase of the program launched in Term 1, 2021 through a pilot project aimed at increasing the availability of casual teachers in rural and remote for up to 70 schools, by employing additional teaching staff under a 'hub and spoke' or 'in-built' relief model. The program is currently supporting 71 schools. The pilot has received positive feedback from schools, with usage of 80-90% of the placed temporary teachers. The program is being extended to a further 190 rural and remote schools in 2022.
- JobFeed service - The Department's JobFeed service is a place to advertise temporary teaching opportunities and reaches thousands of casual and temporary teachers each week.

QUESTION

212. Why have Department of Education employees not been allowed to apply for leave without pay as per normal procedure?

ANSWER

Please see answer to supplementary question 205.

QUESTION

213. How many teachers:

- Are currently working in school with approved exemptions, and
- Have not been allowed to return to their place of employment due to PES investigations, all the while also having approved exceptions?

ANSWER

- As at the 10 March 2022, a total of 481 school-based staff have been granted medical exemption from COVID-19 vaccination. There are currently 335 staff that remain attested as medically exempt on the Department's VACS system.
- Employees who were not compliant by 8 November 2021, with the Chief People Officer's directions of 22 October and/or 1 November 2021 and/or the determination made by the Secretary on 18 October 2021, are the subject of misconduct investigations.

Having a COVID-19 diagnosis after 8 November 2021 does not mitigate or remove the allegations of misconduct associated with this non-compliance.

The Professional and Ethical Standards Directorate will follow the processes outlined in 'Management of Conduct Related to Non-compliance with COVID-19 Vaccination Requirements Guidelines' so that a procedurally fair decision can be made regarding any sustained misconduct finding.

QUESTION

214. Why has the vaccination mandate continued when a number of medical professionals have stated that vaccination is not stopping the transmission of Covid, in particular its Omicron variant?

ANSWER

The Department of Education continues to support NSW Health's rollout of the vaccination program in NSW, in line with the most recent advice from NSW Health that keeping COVID-19 vaccination up-to-date provides the best protection against the virus, including reducing the risk of severe disease and hospitalisation.

Vaccinations are a core part of the COVID-smart strategies in schools. All these measures are helping reduce the risk of COVID-19 transmission in schools.

QUESTION

215. Has the Department of Education considered the educational impact of dismissing so many teachers with expertise across various roles and specialist knowledge?

ANSWER

The Department's current overarching priority is to ensure our schools remain open to give every student as much face-to-face learning as possible. With a continuing high rate of COVID-19 infections throughout the community and the need for mandatory self-isolation, the Department is doing everything possible to increase the supply of casual teachers, including drawing on teachers and principals who have retired in the last two years and final year university students who have been granted interim casual teaching approval.

Casual teachers are an essential part of our school workforce and play a critical role in supporting our schools through COVID-19. If demand for casual teachers increases significantly where a school is unable to cover classes due to staffing issues associated with COVID-19, the Department will support that school through the temporary placement of duties of Non-School Based Teaching Staff (NSBTS) and other corporate staff with appropriate teaching qualifications, including some of our senior executives. The process is designed to ensure the Department meets its duty of care to students while maintaining learning and teaching in schools.

As at end of February 2022, the Department has been able to fulfil over 90 per cent of requests from our principals to have a corporate staff member with teacher accreditation temporarily placed in their school. Currently, there are over 500 corporate staff in ClassCover ready to be deployed in schools.

Questions from Mr David Shoebridge MLC

RANDWICK HIGH SCHOOL

QUESTION

216. When is the funding allocated to the Randwick Girls and Boys schools intended to be spent?

ANSWER

Please see answer to question 65.

QUESTION

217. What will be covered by the deep dive into the co-ed survey referred to in the hearing?

ANSWER

A deep dive covers considered analysis of survey data in relation to the factors that support the appropriate balance of education settings in Sydney's East: demographic trends, parent/carer preferences and choice, utilisation and allocation of education resources, and relevant research.

OUT OF SCHOOL HOURS CARE

QUESTION

218. How many parent-run Out of School Hours Care (OSHC) services will be affected by changes to the OSHC Provider Categories made in December by the Department of Education? If so, how many?

ANSWER

There are a total of 37 parent-run OSHC providers impacted by the OSHC Provider Category Review.

QUESTION

219. What considerations has the government made to support not-for-profit, community organisations with limited tendering experience in continuing to participate in service-provision under the proposed changes?

ANSWER

In December 2021, the Department of Education directly contacted providers most impacted by the results of the review to discuss the review, the impact on their service and how the Department will support them through this process. The

Department also ran two Provider Information Sessions on 22 December 2021 and 19 January 2022 to inform and support all OSHC providers.

The Department has previously run, and will continue to run, industry briefings on OSHC tendering for all providers. The Department has also developed an online learning module on OSHC procurement for all OSHC providers.

In October 2019, the Department updated their OSHC tender documents. Documents have been drafted in “plain English” and rationalised to make clear the information needed from tenderers. The Department has also aligned the returnable forms that tenderers need to fill out with the assessment criteria.

The Department also provides a *Guide to OSHC Tendering* as part of all OSHC tenders released via eTenders NSW.

QUESTION

220. What are the government’s plans to engage with service providers affected by these changes?

ANSWER

In December 2021, the Department of Education contacted providers most impacted by the results of the review directly to discuss the review, the impact on their service and how the Department will support them through this process. The Department also ran two Provider Information Sessions on 22 December 2021 and 19 January 2022 to inform and support all OSHC providers.

The Department is working to develop a standard legal template to support providers in transitioning to P&C ownership.

The Department is working with the Federation of P&C Associations in NSW to support local P&C associations who wish to take over the operation of the OSHC service as well as developing a standard P&C based OSHC Licence Agreement.

The Department is preparing guidance documentation for providers and Principals on operating an OSHC Service on a NSW government school site. The Department has also updated guidance documentation for providers on tendering for OSHC services.

QUESTION

221. What steps were taken to consult with service providers prior to the change in the policy?

ANSWER

The elimination of the practice of automatic renewal is not a change of policy but is simply adhering to existing requirements and guidelines.

In December 2020, following a request from a sector peak body, the Department of Education was asked to undertake a review of existing OSHC licence categorisations.

The purpose of the review was to confirm that all services are correctly identified in their existing OSHC Licence Agreements. The provider category review has included searches of public registers and/or surveys and requests for supporting documentation from providers.

The external legal firm engaged by the Department was able to confirm the correct Category for 685 of the 827 active services. The remaining 142 services were sent surveys.

Surveys were sent to selected providers to confirm the provider category identified in the OSHC Licence and to receive information and supporting documentation. Surveys were tailored accordingly. Surveys for A & B categories were only sent to incorporated bodies as only Category As were eligible to be incorporated bodies. All others received an email asking them to confirm if they are either Category B or C option. When unsure, providers received an email asking them to confirm if they are either Category A, B or C.

Once the review was complete, the department met with sector peak bodies numerous times to discuss the review.

QUESTION

222. Is the government aware that quality ratings at for-profit OSHC centres nationally are 12 percent below those for other providers, and that for-profit providers are responsible for almost three quarters of the 12,000 enforcement actions taken since 2015 nationally?

ANSWER

The tables below from the National Quality Agenda IT System illustrate that in the OSHC sector in NSW, services that have been rated do not have lower quality ratings if they are for profit.

Private for profit services rated Meeting National Quality Standards (NQS) or above is 83.48%.

All other provider management types rated Meeting NQS or above is 83.02%.

Private for profit OSHC services – quality rating

Service Rating	Count of Service Rating	%GT Count of Service Rating
Working Towards NQS	95	16.52%
Meeting NQS	416	72.35%
Exceeding NQS	63	10.96%
Excellent	1	0.17%
Total	575	100.00%

All other provider management types OSHC services – quality rating

Service Rating	Count of Service Rating	%GT Count of Service Rating
Working Towards NQS	128	16.98%
Meeting NQS	532	70.56%
Exceeding NQS	93	12.33%
Excellent	1	0.13%
Total	754	100.00%

EARLY CHILDHOOD EDUCATION

QUESTION

223. What are the government's plans to review the dangerous "under the roof" approach to measuring educator to child ratios around Australia, regardless of the childcare centre's room configuration, which results in poorer supervision and safety standards?

ANSWER

Neither the Children's Education and Care Services National Law, nor the Education and Care Services National Regulations recognise the term "under the roof". Further to this, the term is not included in the Guide to the National Quality Framework (NQF), published by the Australian Children's Education and Care Quality Authority (ACECQA), which is designed to help education and care providers, educators and authorised officers understand and apply the requirements of the NQF.

Under the National Law and National Regulations, it clearly stipulates only educators working directly with children can be included in educator-to-child ratios. Educator-to-child ratios must be maintained at all times when the service is educating and caring for children, including during sleep and rest periods.

Complying with ratios is just one part of staffing arrangements to ensure the safety of children in care. Approved Providers must also ensure there is adequate supervision, and that children are protected from both harm and hazards.

I am advised that there are currently no plans to review the NQF's educator to child ratio requirements.

QUESTION

224. How does the minister for education and Early Childhood Learning consider changes to the policy will impact the quality of OSHC services across NSW, including service availability, the number educator to child ratios, costs of services, and childcare centres' level of accountability and engagement with parents and community?

ANSWER

The elimination of the practice of automatic renewal is not a change of policy but is simply adhering to existing requirements and guidelines. The Department's duty is to ensure the procurement of all licence agreements are undertaken in line with the Education Act and the tenets of Administrative Law.

The Department goes to tender to ensure the best quality and value for money service for students and parents.

QUESTION

225. Will the government provide more information on the background behind this decision and why the Provider Categories were reviewed? What did the legal advice specifically advise in relation to the department's obligations to meet Administrative Law and ICAC's "Direct Negotiations: Guidelines for managing risk" guidelines?

ANSWER

In December 2020, following a request from a sector peak body, the Minister for Education and Early Learning asked the Department of Education to undertake a review of existing OSHC licence categorisations. The purpose of the review was to confirm all services are correctly identified in their existing OSHC Licence Agreements.

The review raised that the Department is required to ensure it meets its obligation under the tenets of Administrative Law and the Independent Commission Against Corruption's 'Direct negotiations: guidelines for managing risk' guidelines, which recommend government agencies avoid direct negotiation with external parties.

POSITIVE BEHAVIOUR FOR LEARNING

QUESTION

226. The Department of Education have endorsed Positive Behaviour for Learning (PBL) and introduced 36 Behaviour Specialists over the last few years. What is the data that demonstrates a link between PBL and reduced school suspensions and other exclusions

ANSWER

Suspensions are not the key indicator of the effectiveness of Positive Behaviour for Learning (PBL). PBL's emphasis on prevention and early intervention is best indexed by a reduction in inappropriate behaviour incidents.

The Department's Positive Behaviour for Learning evaluation final report was published in 2021 and can be accessed at <https://www.cese.nsw.gov.au/evaluation-repository-search/positive-behaviour-for-learning-evaluation-final-report>.

QUESTION

227. What research and work does DET rely on in endorsing this approach?

ANSWER

Positive Behaviour for Learning (PBL) is widely used in Australia and internationally. The 2017 NSW Ombudsman inquiry into behaviour management highlighted the importance of PBL. Extensive research shows that PBL has positive effects on student behaviour across all ages and grades.

Schools identified in the Telethon Kids Institute report the professional learning that supports a school's positive behaviour for learning framework played an important role in helping them to address behaviour and wellbeing.

COED SCHOOLS

QUESTION

228. What are you doing to ensure there are co-Ed public school options for high school students in NSW?

ANSWER

The Department of Education's Enrolment of Students in NSW Government Schools policy states parents may apply to enrol their child in the school of their choice; however, acceptance is subject to the child being eligible to attend the school and the school being able to accommodate the child.

The Department regularly assesses the provision of single sex and co-educational settings. Currently, this is undertaken on a case-by-case basis to ensure the Department is meeting specific educational needs and demand across groups of schools.

QUESTION

229. How many students of high school are currently don't have this option?

ANSWER

See answer to question 228.

QUESTION

230. In 2017/18 budget funding was allocated to Randwick Boys and Randwick Girls school for much needed upgrades, nothing however has happened with this budget allocation. When are these works going to commence?

ANSWER

Please see answer to question 65.

CASE NUMBERS IN CLASSROOMS AND SCHOOLS

QUESTION

231. How many covid cases have there been within schools in NSW since the first day of term 1?

ANSWER

Confirmed cases of COVID-19 are reported to Service NSW in line with community settings and all confirmed cases are no longer reported centrally to the Department. Information regarding confirmed cases in the community can be sought through the NSW Government website at <https://www.nsw.gov.au/covid-19/stay-safe/data-and-statistics>.

QUESTION

232. How many transmissions are estimated to have happened within schools?

ANSWER

The Department of Education no longer conducts contact tracing in line with the changes introduced within NSW, which is in line with the AHPPC statement on testing, tracing, isolating and quarantining in high levels of COVID-19 community transmission. In line with these changes, the Department does not hold data on transmission within schools. Communication is provided to the school community where there is a confirmed case reported in a school.

SCRIPTURE CLASSES

QUESTION

233. What steps are being taken to make publicly available scripture and ethics participation data as recommended in (a) the Rawlinson Report (1980), (b) the 2011 Review of SEE, and (c) the 2015 to '16 ARTD Review of scripture?

ANSWER

Actual participation and attendance in Special Religious Education and Special Education in Ethics at the school level changes frequently. The Department of Education does not consider it to be the best use of resources to establish an additional state-wide monitoring system for attendance in Special Religious Education and Special Education in Ethics.

QUESTION

234. What does the NSW Department of Education do to monitor schools' religion and ethics webpage content to ensure information is as required and to ensure links are active and therefore direct parents to relevant material ?

ANSWER

Schools have been reminded of their responsibility to provide current information on their school website about approved providers working in their school.

INSPECTORATE

QUESTION

235. How many 'N' awards were issued for the years 2019, 2020 and 2021?

ANSWER

In 2021, there were 2,256 students across Years 10 to 12 who received at least one 'N' Determination.

In 2020, there were 2,519 students across Years 10 to 12 who received at least one 'N' Determination.

In 2019, there were 3,066 students across Years 10 to 12 who received at least one 'N' Determination.

QUESTION

236. How many 'N' awards were issued for children with a disability for the years 2019, 2020 and 2021?

ANSWER

Schools do not provide details of students with disability when advising NESA of an 'N' Determination.

QUESTION

237. How many 'N' awards were issued for First Nations children for the years 2019, 2020 and 2021?

ANSWER

In 2021, there were 287 students across Years 10 to 12 who received a 'N' Determination, and whose enrolment status indicated they were Aboriginal or Torres Strait Islander.

In 2020, there were 385 students across Years 10 to 12 who received a 'N' Determination, and whose enrolment status indicated they were Aboriginal or Torres Strait Islander

In 2019, there were 448 students across Years 10 to 12 who received a 'N' Determination, and whose enrolment status indicated they were Aboriginal or Torres Strait Islander

QUESTION

238. 'What is the status of plans to create an independent Inspectorate for NSW?

ANSWER

Inspectorate functions relating to teacher accreditation and school registration in NSW are performed independently by NESA. NESA continues to monitor school compliance with legislated requirements across all school systems, including policies and procedures around fair and consistent teacher accreditation judgements, and the implementation of teaching programs.

CHILDREN WITH A DISABILITY AND ABUSE

QUESTION

239. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children.

- (a) the number of,
- (b) the details of
- (c) outcomes of 7a

ANSWER

Misconduct has a very broad definition under employment legislation and the types of conduct that may constitute misconduct are more clearly defined in the Department of Education's Code of Conduct.

Sustained misconduct means misconduct has been proven to have occurred.

In circumstances where the conduct of an employee may not amount to misconduct but may still demonstrate poor practice, the employment legislation permits remedial action to be taken in order to assist the employee to address the practice that resulted in allegations of misconduct being made. This means remedial action can be

used for minor sustained misconduct or for matters that were not sustained to be misconduct but may amount to poor practice.

The Department works closely with the Office of the Children's Guardian in meeting its responsibilities to investigate 'allegations of reportable conduct'. This includes any sexual offence or sexual misconduct, ill-treatment of a child, neglect, assault, offences under S43B and 316A of the *Crimes Act 1900* and behaviour that causes significant emotional or psychological harm to a child. The Department reports its investigation findings of reportable allegations and the action it takes to the Office of the Children's Guardian.

The table below details the numbers of investigations opened in the period 1 January 2019 to 31 December 2021 following receipt of allegations of a child protection nature. This includes matters that may still be under investigation, as such outcomes cannot be provided.

Investigations opened - conduct towards students	2019	2020	2021
Ill-treatment	69	40	46
Neglect	77	64	38
OCG/Interim barred from children	1	3	6
Physical harm	107	64	46
Psychological harm	16	9	10
Crossing professional boundary (non-sexual)*	NA	49	49
Sexual misconduct	203	82	88
Sexual offence	NA	29	34
TOTAL	473	340	317

*data collection commenced in 2020.

(c) The table below details the numbers of investigations closed in the period 1 January 2019 to 31 December 2021 following receipt of allegations of a child protection nature. This includes matters opened prior to and during this period.

Investigations closed by outcome - conduct towards students	2019	2020	2021
Not sustained	76	147	92
Remedial action	47	132	82
Disciplinary action	12	71	59
Dismissal*	7	39	53
TOTAL	142	389	286

*includes temporary contracts terminated and employees allowed to resign

QUESTION

240. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children with a disability.
- (a) the number of,
 - (b) the details of
 - (c) outcomes of 7a

ANSWER

Misconduct has a very broad definition under employment legislation and the types of conduct that may constitute misconduct are more clearly defined in the Department's Code of Conduct.

Sustained misconduct means misconduct has been proven to have occurred.

In circumstances where the conduct of an employee may not amount to misconduct but may still demonstrate poor practice, the employment legislation permits remedial action to be taken in order to assist the employee to address the practice that resulted in allegations of misconduct being made. This means remedial action can be used for minor sustained misconduct or for matters that were not sustained to be misconduct but may amount to poor practice.

The Department works closely with the Office of the Children's Guardian in meeting its responsibilities to investigate 'allegations of reportable conduct'. This includes any sexual offence or sexual misconduct, ill-treatment of a child, neglect, assault, offences under S43B and 316A of the *Crimes Act 1900* and behaviour that causes significant emotional or psychological harm to a child. The Department reports its investigation findings of reportable allegations and the action it takes to the Office of the Children's Guardian.

The table below details the investigations opened in the period 1 January 2019 to 31 December 2021 following receipt of allegations of a child protection nature involving at least one student identified on the Nationally Consistent Collection of Data on School Students with Disability. This includes matters that may still be under investigation, as such outcomes cannot be provided.

Investigations opened - conduct towards students counted in NCCD	2019	2020	2021
Ill-treatment	52	26	35
Neglect	34	35	13
Physical harm	51	33	20
Psychological harm	3	1	3
Crossing professional boundary (non-sexual)*	NA	12	8
Sexual misconduct	37	8	11
Sexual offence	NA	3	1
TOTAL	177	118	91

*data collection commenced in 2020.

(c) The table below details the numbers of investigations closed in the period 1 January 2019 to 31 December 2021 following receipt of allegations of a child protection nature involving at least one student identified on the Nationally Consistent Collection of Data on School Students with Disability. This include matters opened prior to and during this period.

Investigations closed by outcome - conduct towards students	2019	2020	2021
Not sustained	34	60	31
Remedial action	23	46	25
Disciplinary action	4	31	18
Dismissal*	2	16	14
TOTAL	63	153	88

*includes temporary contracts terminated and employees allowed to resign

QUESTION

241. How many child protection complaints against a staff member must be made before a full investigation of said staff member is initiated?

ANSWER

The Department provides a full-time inquiry service to principals, staff, students and members of the school community to report allegations of harm against children or young people. Every allegation reaching the threshold for reportable conduct is reported to the Office of the Children's Guardian (OCG) within 24 hours, as required under the *Children's Guardian Act 2019*.

QUESTION

242. In 2020, there was significant concern over the most vulnerable children (Indigenous and those with a disability) being disproportionately excluded. Has any change been implemented to understand why such bias appear apparent?

ANSWER

We are taking a new approach to managing student behaviour by developing policies that enrich inclusive education and ensure all students are supported, safe and connected to learning at their school.

This evidence-based approach is firmly grounded in Australian and international research that shows that exclusionary discipline, such as school suspension is linked to adverse learning and wellbeing outcomes for students.

On 19 February 2022, I announced the Inclusive, Engaging and Respectful Schools package, which includes three new policies: Inclusive Education Policy for students with disability, Restrictive Practices Reduction and Elimination Policy, and Student Behaviour Policy. These policies provide clear guidance to schools on how best to manage the diverse spectrum of student needs to improve outcomes for all students, regardless of where they live and learn.

QUESTION

243. How many legal actions have been taken against/involved staff and schools in regard the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021)?

ANSWER

Insurance and Care NSW (iCare) operates the Insurance for NSW self-insurance scheme and administers the NSW Treasury Managed Fund on behalf of NSW Government. It holds the data for NSW government agencies on legal claims.

iCare has advised that the following numbers of legal actions have been taken against the Department:

- 2018 - 13
- 2019 - 27
- 2020 - 13
- 2021 - 9

QUESTION

244. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, what penalties or sanctions were there for any staff involved?

ANSWER

Any legal action taken against the Department of Education is treated separately from any investigation of misconduct. Following investigation, should an employee be found to have engaged in misconduct, appropriate disciplinary action is taken.

The protection of children is the paramount consideration in all determinations.

Complaints made as part of legal action may not amount to reportable conduct and therefore may not elicit investigation or disciplinary action. Conversely, while something may not be proved to a criminal standard, the behaviours associated may still pose risks to children.

Of the matters identified in question 243, there are six matters known to Professional and Ethical Standards, one in 2019, one in 2020 and four in 2021 all of which relate to the one alleged victim.

No formal disciplinary action was taken in these matters.

QUESTION

245. What number of, and percentage of legal cases has the Department settled with confidentiality agreements where the parties cannot talk about the case? Legal actions made involve allegations originating from years before and my not be not just involve discrimination.

ANSWER

The Department does not hold data on the number and percentage of legal cases settled with confidentiality agreements. The Department of Education does not insist on confidentiality clauses in all settlements. The Department complies with the Model Litigant policy in the conduct of litigation and considers the use of confidentiality clauses in relation to litigation settlements on a case by case basis. Frequently, confidentiality clauses are included at the request of claimants.

QUESTION

246. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?

ANSWER

468 mainstream primary schools have specialist support classes for students with disability.

QUESTION

247. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?

ANSWER

307 mainstream secondary schools have specialist support classes for students with disability. There are an additional 22 support classes in Central and Community Schools.

QUESTION

248. How many NSW primary mainstream schools are fully inclusive for children with a disability?

ANSWER

All schools follow legal requirements that give “prospective students with disabilities the right to enrol in an educational institution on the same basis as prospective students without disabilities, including the right to reasonable adjustments that are necessary to ensure that they are able to so enrol on the same basis as prospective students without disabilities” (Disability Standards for Education under the Commonwealth Disability Discrimination Act 1992).

The Department’s Inclusive Education Policy outlines that inclusive education means “that all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.”

QUESTION

249. How many NSW secondary mainstream schools are fully inclusive for children with a disability?

ANSWER

All schools follow legal requirements that give “prospective students with disabilities the right to enrol in an educational institution on the same basis as prospective students without disabilities, including the right to reasonable adjustments that are necessary to ensure that they are able to so enrol on the same basis as prospective students without disabilities” (Disability Standards for Education under the Commonwealth Disability Discrimination Act 1992).

The Department’s Inclusive Education Policy outlines that inclusive education means “that all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.”

QUESTION

250. How many SSP schools have a full curriculum for children with a disability?

ANSWER

In all schools, including SSPs, the NESA approved curriculum is followed. In SSPs the delivery is tailored to meet the individual needs of students with disability.

QUESTION

251. When will the Department provide and publish an actual statement and definition of what 'Inclusion' in schools is?

ANSWER

In our 2019 Disability Strategy, the Department defined inclusive education in NSW as:

“all students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and everyday practices.”

Our commitment to building a more inclusive education system for students with disability, where every student is known, valued and cared for, was further defined in our 2020 Inclusive Education Statement for students with disability. This Statement clarifies six principles of inclusive practice for students with disability, while also recognising that improving inclusive practice benefits all students.

In February 2022, the Department released an Inclusive Education policy for students with disability which further clarifies the Department's expectations about what inclusive education means in NSW public schools. Schools are familiarising themselves with the policy in Term 1, with implementation from Term 2, 2022.

QUESTION

252. How many children with a disability initially applied for enrolment in their local mainstream school in 2020/2021?

ANSWER

All children initially enrol in their mainstream school.

QUESTION

253. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a mainstream school as part of a mainstream class?

ANSWER

In 2020, 8,144 students with disability were newly enrolled into a mainstream class in a mainstream school.

In 2021, 8,532 students with disability were newly enrolled into a mainstream class in a mainstream school.

QUESTION

254. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a mainstream school as part of a support class?

ANSWER

In 2020, 1,113 students newly enrolled into a support class in a mainstream school.

In 2021, 1,274 students newly enrolled into a support class in a mainstream school.

QUESTION

255. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a SSP?

ANSWER

In 2020, 897 students were newly enrolled in a SSP.

In 2021, 757 students were newly enrolled in a SSP.

QUESTION

256. How many children with a disability, who have been in a SSP, have transferred to mainstream class in a mainstream school in 2020/2021?

ANSWER

Enrolment year in an SSP	Enrolment year back into mainstream class	Student count
2019	2019	138
2019	2020	105
2020	2020	231
2020	2021	76
2021	2021	215

QUESTION

257. How many Distance Education spaces are specifically to support children with a disability?

ANSWER

There is no limit on spaces to specifically support children with disability within Distance Education.

QUESTION

258. What is the percentage growth of Distance Education provision in NSW?

ANSWER

There has been a decrease in the full time Distance Education provision in NSW during the past three years of 13.9%.

HOME SCHOOLING

QUESTION

259. How many children have been registered for home schooling in 2021, in 2020 and 2019?

ANSWER

Data is available on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/home-schooling-registration>.

QUESTION

260. What percentage of these have been listed as choosing to do so because of

- (a) Bullying
- (b) Disability
- (c) Abuse

ANSWER

When parents apply to register their child for home schooling, it is optional for them to provide a reason for applying for home schooling registration.

Data is published on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/regulation/home-schooling/home-schooling-registration>.

STAFF TRAINING

QUESTION

261. How many staff (and percentage of total staff) have undertaken face-to-face disability training?

ANSWER

The new Accreditation of Professional Development Courses Policy was announced on 30 November 2020, and implemented during 2021.

As of 11 March 2022, a total of 2,211 teachers across all sectors have registered accredited PD in the students/children with disability priority area, through any delivery mode.

This accredited PD course completion data is broken down by delivery mode as follows:

Delivery mode	Teachers completing PD
Face-to-face	265
Online-on-demand	1,258
Blended	406
Webinar	282
Total	2,211

From 1 January 2021 to 31 December 2021, there were 17,209 course completions by school staff across all Disability Standards for Education eLearning courses.

The Department also offers nine online blended learning courses to staff which cover specific topics related to disability. These courses are delivered as a combination of self-guided e-learning and tutor-led small group sessions. From 1 January 2021 to 31 December 2021 there were 2,473 course completions recorded for school staff across the nine courses.

QUESTION

262. How many Principals (and percentage of total staff) have undertaken face-to-face disability training?

ANSWER

In July 2020, Disability Standards for Education Leaders eLearning was mandated for staff who are substantive, acting or relieving in leadership positions. From 1 January 2021 to 31 December 2021, 8,381 (72.3 per cent school leaders) completed this training.

The Department of Education also offers nine online blended learning courses to staff on specific aspects of disability. These courses are delivered as a combination of self-guided e-learning and tutor-led small group sessions. From 1 January 2021 to 31 December 2021, there were 348 course completions recorded for school executives including principals, deputy principals and assistant principals across the nine courses.

Of the total of 2,211 accredited teachers who have completed NESA-accredited PD in the students/children with disability priority area since July 2021, 28 of these held the role of Principal as at 11 March 2022.

QUESTION

263. How many principals (and percentage of total staff) have undertaken face-to-face training in legal requirements for child protection and abuse allegation?

ANSWER

All Department of Education staff are required to complete child protection training annually. The Child Protection Update 2022 is a self-paced online training course focusing on recognising, responding to, and reporting suspected risk of harm to children and young people resulting from problematic and/or harmful sexual behaviour.

Attachment to Supplementary Question 69

School	State Electoral Division	OSHC service name
Abbotsford Public School	DRUMMOYNE	Abbotsford Community Centre
Abermain Public School	CESSNOCK	Hunter Kids Abermain
Adamstown Public School	NEWCASTLE	Adamstown OOSH Incorporated
Albion Park Public School	KIAMA	Fun Club @ Albion Park
Albion Park Rail Public School	KIAMA	Camp Australia - Albion Park Rail Public School OSHC
Albury North Public School	ALBURY	Glenroy/North Albury Out of School Hours Program
Albury Public School	ALBURY	Albury Out of School Hours
Aldavilla Public School	OXLEY	Aldavilla OOSH / Vacation Care
Alexandria Park Community School	HEFFRON	Camp Australia - Alexandria Park Community School OSHC
Alfords Point Public School	MIRANDA	Jubilee Alfords Point Before, After School & Vacation Care
Allambie Heights Public School	WAKEHURST	Allambie Bush Kindy
Allambie Heights Public School	WAKEHURST	Allambie Heights Children's Centre OSHC
Ambarvale Public School	CAMPBELLTOWN	Kids United OSHC - Ambarvale
Anna Bay Public School	PORT STEPHENS	Fair Play OOSH (Aust)
Annandale North Public School	BALMAIN	Annandale North Out of School Hours Care Association
Annandale Public School	BALMAIN	Annandale After School Centre Inc.
Annangrove Public School	CASTLE HILL	Northwest Community Childcare @ Annangrove
Anzac Park Public School	WILLOUGHBY	TeamKids - Anzac Park Public School
Appin Public School	WOLLONDILLY	Bright Sparks Early Learning OSHC
Arcadia Public School	HORNSBY	Northwest Community Childcare @ Arcadia
Arncliffe Public School	ROCKDALE	The After School Klub Arncliffe
Arncliffe West Infants School	ROCKDALE	The After School Klub Arncliffe West
Artarmon Public School	LANE COVE	Camp Australia - Artarmon Public School OSHC
Ashbury Public School	SUMMER HILL	Splash Centre
Ashfield Public School	SUMMER HILL	Ashfield Kids Out of School Hours Care
Ashtonfield Public School	MAITLAND	Ashtonfield Before and After School Care and Vacation Care
Asquith Public School	HORNSBY	Asquith Community After School Care Centre Inc
Auburn North Public School	AUBURN	Camp Australia Auburn North Public School OSHC
Auburn Public School	AUBURN	Fun Kids Auburn
Austinmer Public School	KEIRA	Fun Club @ Austinmer
Austral Public School	CAMDEN	Austral OSHClub
Australia Street Infants School	NEWTOWN	Yarrunda Temorah - Australia Street Outside School Hours Care
Avalon Public School	PITTWATER	Avalon School OOSH
Avoca Public School	GOULBURN	Country Kids Club Avoca
Balarang Public School	SHELLHARBOUR	Fun Club @ Balarang
Balgowlah Heights Public School	MANLY	Arabanoo Inc
Balgowlah North Public School	MANLY	Balgowlah North BASC
Balgownie Public School	KEIRA	Wild Care Balgownie
Ballina Public School	BALLINA	Rainbow Central Ballina OOSHC
Balmain Public School	BALMAIN	Eaton Street Centre Incorporated
Bangalow Public School	BALLINA	Bangalow OSHC
Bangor Public School	HEATHCOTE	Bangor Before & After School Care Inc
Banks Public School	MULGOA	Camp Australia - Banks Public School OSHC
Banksmeadow Public School	MAROUBRA	Activoosh
Bankstown Public School	BANKSTOWN	Safe Multicultural Out Of School Hours - Bankstown
Bankstown South Infants School	BANKSTOWN	South Eastern Community Connect Incorporated
Banora Point Public School	TWEED	Little Grommets
Bardia Public School	MACQUARIE FIELDS	Jigsaw OOSH Bardia Pty Ltd
Bargo Public School	WOLLONDILLY	Little Elves OOSH
Barnier Public School	RIVERSTONE	Northwest Community Childcare
Barnsley Public School	CESSNOCK	Camp Australia - Barnsley Public School OSHC
Barramurra Public School	CAMDEN	Wesley Out of School Hours Care, Barramurra
Bateau Bay Public School	THE ENTRANCE	Bateau Bay Public School Before & After School Care
Batemans Bay Public School	BEGA	Batemans Bay Out of School Hours Care
Bathurst Public School	BATHURST	Big Childcare - Bathurst PS OSHC
Bathurst South Public School	BATHURST	Big Childcare - Bathurst South PS OSHC
Bathurst West Public School	BATHURST	Gowrie NSW Bathurst West Outside School Hours Care
Baulkham Hills North Public School	BAULKHAM HILLS	Baulkham Hills North OSHC Centre
Bayanami Public School	PARRAMATTA	The After School Klub Bayanami
Beacon Hill Public School	WAKEHURST	BHOOSH - Beacon Hill OOSH Incorporated
Beaumont Hills Public School	CASTLE HILL	Jigsaw OOSH Beaumont Hills Pty Ltd
Beaumont Road Public School	KU-RING-GAI	Beaumont Road OSHClub
Beauty Point Public School	NORTH SHORE	Beauty Point OOSH Care Inc
Beechwood Public School	OXLEY	BOOSH
Beecroft Public School	EPPING	The BOOSH Centre
Belair Public School	CHARLESTOWN	Belair OOSH
Bella Vista Public School	CASTLE HILL	Bella Vista OSHCLUB
Bellbird Public School	CESSNOCK	Bellbird Educational OOSH
Bellevue Hill Public School	VAUCLUSE	Bellevue Hill Kids Club
Belmore South Public School	CANTERBURY	The After School Klub Belmore South
Belrose Public School	DAVIDSON	Belrose OSHC Centre
Berala Public School	AUBURN	Camp Australia - Berala Public School OSHC
Beresfield Public School	WALLSEND	Camp Australia - Beresfield Public School OSHC
Beresford Road Public School	PROSPECT	Beresford Road Activity Centre
Berinba Public School	GOULBURN	Country Kids Club Yass
Berkeley Vale Public School	THE ENTRANCE	Berkeley Vale Public School P & C Association Before & After School Care
Berowra Public School	HORNSBY	BOOSH Cottage Inc
Berry Public School	KIAMA	The Learning Tree OSHC
Bert Oldfield Public School	SEVEN HILLS	Helping Hands Bert Oldfield
Beverly Hills North Public School	LAKEMBA	Camp Australia - Beverly Hills North Public School
Beverly Hills Public School	KOGARAH	Angels at Beverly Hills

Bexhill Public School	LISMORE	Bexhill Outside School Hours Care
Bexley North Public School	ROCKDALE	Bexley North Public School P and C Before and After Child Care Centre
Bexley Public School	ROCKDALE	The After School Klub Bexley
Biddabah Public School	LAKE MACQUARIE	YMCA Biddabah OSHC
Bilambil Public School	TWEED	Bilambil Community Pre-School & OOSH
Bilgola Plateau Public School	PITTWATER	Bilgola Plateau Primary School Out of Hours Service OOSH
Binalong Public School	GOULBURN	Country Kids Club Binalong
Biraban Public School	LAKE MACQUARIE	YMCA Toronto OSHC
Birchgrove Public School	BALMAIN	Camp Australia - Birchgrove Public School OSHC
Birrong Public School	BANKSTOWN	Safe Multicultural Out of School Hours - Birrong
Blackheath Public School	BLUE MOUNTAINS	Blackheath Out of School Hours Service
Blacktown North Public School	BLACKTOWN	BN OOSH
Blacktown South Public School	BLACKTOWN	Blacktown South Children's Activities Centre Inc
Blairmount Public School	CAMPBELLTOWN	Blairmount OSHClub
Blakehurst Public School	KOGARAH	KCS OSHC Blakehurst
Blaxland Public School	BLUE MOUNTAINS	SCOOSH
Blayney Public School	BATHURST	Cabonne After School Hours Care Services Blayney
Bletchington Public School	ORANGE	Big Childcare- Bletchington PS OSHC
Bogangar Public School	TWEED	Salty Kids Pty Ltd
Bolwarra Public School	MAITLAND	Bolwarra After School Care
Bondi Beach Public School	VAUCLUSE	Bondi Beach OSHC
Bondi Public School	VAUCLUSE	Bondi Before and After Care
Bonnells Bay Public School	LAKE MACQUARIE	Hunter Kids Bonnells Bay
Bonnet Bay Public School	MIRANDA	Bonnet Bay Before and After School Care
Bonnyrigg High School	CABRAMATTA	Inspire Bonnyrigg
Boolaroo Public School	LAKE MACQUARIE	Big Childcare - Boolaroo PS OSHC
Booragul Public School	LAKE MACQUARIE	Fair Play OOSH (Aust) - Booragul
Boronia Park Public School	LANE COVE	Yaraandoo Life Centre
Botany Public School	MAROUBRA	TeamKids - Botany Public School
Bourke Street Public School	NEWTOWN	Helping Hands Bourke Street
Bowral Public School	WOLLONDILLY	Bowral Public School - VillageOSHC
Bradbury Public School	CAMPBELLTOWN	Bradbury OSHClub
Braddock Public School	PENRITH	Braddock Outside School Hours Service
Braidwood Central School	MONARO	Big Childcare - Braidwood Central School OSHC
Branxton Public School	CESSNOCK	Fair Play OOSH Branxton
Briar Road Public School	CAMPBELLTOWN	Briar Road Public School TheirCare
Brighton-Le-Sands Public School	ROCKDALE	Little Sails OOSH
Brisbania Public School	TERRIGAL	Brisbania Before & After School & Vacation Care Centre
Bronte Public School	COOGEE	Bronte Activity Centre Incorporated
Brooke Avenue Public School	THE ENTRANCE	YMCA Brooke Ave OSHC
Brooklyn Public School	HORNSBY	Hawkesbury River Child Care Centre
Brookvale Public School	WAKEHURST	Brookvale ELC Out Of School Hours Care
Broulee Public School	BEGA	Broulee After School and Vacation Care
Brunswick Heads Public School	BALLINA	Brunswick Heads Out of School Hours Care
Budgewoi Public School	SWANSEA	Mini Miracles - Budgewoi
Bulli Public School	KEIRA	Fun Club @ Bulli
Bundanoon Public School	GOULBURN	Country Kids Club Bundanoon
Bundeena Public School	HEATHCOTE	Bundeena Public School TheirCare
Bungendore Public School	MONARO	YMCA Bungendore OSHC
Buninyong Public School	DUBBO	East Dubbo After School and Vacation Care
Burke Ward Public School	BARWON	YMCA Burke Ward OSHC
Burnside Public School	PARRAMATTA	Helping Hands Burnside
Burraneer Bay Public School	CRONULLA	Burraneer Activity Centre
Burraneer Bay Public School	CRONULLA	Burraneer Bay OSHClub
Burrawang Public School	GOULBURN	Country Kids Club Burrawang
Burwood Public School	STRATHFIELD	YMCA Burwood OSHC
Busby West Public School	LIVERPOOL	United OOSH Services
Byron Bay Public School	BALLINA	Byron Bay Out of School Hours Care
Cabramatta Public School	CABRAMATTA	Fun Kids Cabramatta
Cabramatta West Public School	CABRAMATTA	Fun Kids Cabramatta West
Caddies Creek Public School	RIVERSTONE	Jigsaw OOSH Caddies Creek Pty Ltd
Calare Public School	ORANGE	Out of School Hours Care Services - Calare
Cambewarra Public School	KIAMA	COOSH
Cambridge Gardens Public School	PENRITH	Camp Australia - Cambridge Gardens Public School OSHC
Cambridge Park Public School	LONDONDERRY	Big Childcare - Cambridge Park PS OSHC
Camden Public School	CAMDEN	Kids United OSHC - Camden
Camden South Public School	CAMDEN	Kids United OSHC - Camden South
Camdenville Public School	NEWTOWN	The After School Klub Camdenville
Cammeray Public School	WILLOUGHBY	The Nanyima Centre Incorporated
Campbelltown East Public School	CAMPBELLTOWN	Safe Multicultural out of School Hours
Campsie Public School	CANTERBURY	Campsie OSHC Centre
Canley Vale Public School	FAIRFIELD	Canley Vale OSHClub
Canterbury Public School	CANTERBURY	Canterbury OSHC Centre
Canterbury South Public School	CANTERBURY	TeamKids - Canterbury South Public School
Captains Flat Public School	MONARO	Big Childcare - Captains Flat Public School OSHC
Cardiff North Public School	WALLSEND	North Cardiff OOSH
Cardiff Public School	LAKE MACQUARIE	Cardiff OOSH & Vacation Care
Cardiff South Public School	LAKE MACQUARIE	Cardiff South OOSH P/L
Caringbah North Public School	CRONULLA	Caringbah North Activity Centre
Caringbah Public School	CRONULLA	Caringbah Public School TheirCare
Carlingford Public School	EPPING	Camp Australia - Carlingford Public School OSHC
Carlingford West Public School	PARRAMATTA	Carlingford West OOSH Centre Incorporated

Carlton Public School	KOGARAH	Helping Hands Carlton
Carlton South Public School	KOGARAH	Kogarah Community Services Inc
Casino West Public School	CLARENCE	Rainbow Region Kids Casino
Castle Cove Public School	DAVIDSON	The Kids' Castle Inc
Castle Hill Public School	CASTLE HILL	Castle Hill Funhouse
Casula Public School	HOLSWORTHY	Camp Australia Casula Public School OSHC
Cecil Hills Public School	MULGOA	Cubby OOSH at Cecil Hills
Centaur Public School	TWEED	Active OOSH Centaur
Charlestown East Public School	CHARLESTOWN	Victory OOSH Charlestown East
Charlestown Public School	CHARLESTOWN	Victory OOSH Charlestown
Charlestown South Public School	CHARLESTOWN	Victory OOSH Charlestown South
Chatswood Public School	WILLOUGHBY	Chatswood OSHC Centre
Cherrybrook Public School	EPPING	Cherrybrook OOSH Care Inc
Chertsey Primary School	TERRIGAL	CHOOSH Care
Chifley Public School	MAROUBRA	YMCA Little Bay Community of Schools
Chipping Norton Public School	HOLSWORTHY	Camp Australia - Chipping Norton Public School OSHC
Chittaway Bay Public School	WYONG	Chittaway Bay OSCLUB
Claremont Meadows Public School	LONDONDERRY	YMCA Claremont Meadows OSHC
Clarence Town Public School	UPPER HUNTER	Thrive Kids Clarence Town OOSH
Clemton Park Public School	CANTERBURY	Clemton Park Combined OSHC
Clovelly Public School	COOGEE	Clovelly Out of School Care
Clunes Public School	LISMORE	Clunes Outside School Hours Care
Coal Point Public School	LAKE MACQUARIE	Hunter Kids Coal Point
Cobbitty Public School	CAMDEN	Camp Australia - Cobbitty Public School OSHC
Coledale Public School	KEIRA	Wild Care
Collaroy Plateau Public School	WAKEHURST	Collaroy Plateau Public School CommunityOSH Pty Ltd
Collector Public School	GOULBURN	Crookwell Neighbourhood Centre - Combined OOSH
Colo Vale Public School	WOLLONDILLY	Country Kids Club Colo Vale
Colyton Public School	MOUNT DRUITT	Kids' Early Learning Blacktown City Colyton OSHC
Como West Public School	MIRANDA	Como West Before & After School Care
Concord Public School	DRUMMOYNE	Concord Out of Hours Care
Coniston Public School	WOLLONGONG	Camp Australia - Coniston Public School OSHC
Connells Point Public School	OATLEY	Connells Point Before & After School Care Centre Inc
Coerwull Public School	BATHURST	Lithgow OSHC
Coogee Public School	COOGEE	Coogee Care Centre Incorporated
Cooma North Public School	MONARO	Cooma North Out of School Hours Care
Cooma Public School	MONARO	Cooma Out of School Hours Care
Cooma Public School	MONARO	Cooma Public School P & C OOSH
Coonamble Public School	BARWON	Smart Kids Coonamble OOSH Service
Copacabana Public School	TERRIGAL	Avoca Before & After School Care
Coramba Public School	COFFS HARBOUR	Country Cubs Vacation/After School Care
Cowan Public School	HORNSBY	Cowan Public School CommunityOSH
Crescent Head Public School	OXLEY	Crescent Head Out Of School Care Pty Ltd
Crestwood Public School	BAULKHAM HILLS	Cubby OOSH at Crestwood
Cromer Public School	WAKEHURST	Cromer Kids Club
Cronulla Public School	CRONULLA	TeamKids - Cronulla Public School
Cronulla South Public School	CRONULLA	SCOOSH Inc
Crookwell Public School	GOULBURN	Crookwell Neighbourhood Centre Combined OSHC
Crown Street Public School	SYDNEY	Surry Hills Neighbourhood Centre - Crown St OSHC: After School Care
Croydon Park Public School	STRATHFIELD	Croydon Park OSHC Centre
Croydon Public School	STRATHFIELD	Coscare Inc.
Cudgen Public School	TWEED	Aussie Kids Fun & Fitness
Culburra Public School	SOUTH COAST	Culburra P&C Assoc Out of School Hours Care
Cundletown Public School	MYALL LAKES	Active OOSH Cundletown
Curl Curl North Public School	MANLY	Curly Kids OOSH
Currans Hill Public School	CAMDEN	Uniting Outside School Hours Care Currans Hill
Daceyville Public School	MAROUBRA	Daceyville OSHClub
Dalmeny Public School	HOLSWORTHY	Dalmeny OSHClub
Dapto Public School	SHELLHARBOUR	Peak Sports and Learning Dapto Public School
Darcy Road Public School	SEVEN HILLS	After School Connect
Darlinghurst Public School	SYDNEY	Darlo Play Centre
Darlington Public School	NEWTOWN	Darlington After Care & Vacation Care
Dee Why Public School	WAKEHURST	YMCA Dee Why OSHC
Denham Court Public School	MACQUARIE FIELDS	Whoosh Care Denham Court
Denistone East Public School	RYDE	Denistone East Before and After School Care Assoc Inc
Denman Public School	UPPER HUNTER	St Nicholas OOSH Denman PS
Dobroyd Point Public School	SUMMER HILL	Dobroyd Point OSHC
Doonside Public School	BLACKTOWN	Camp Australia - Doonside Public School OSHC
Double Bay Public School	VAUCLUSE	DBOOSH Inc
Douglas Park Public School	WOLLONDILLY	Fidgety Frogs Early Learning Centre (OSHC)
Drummoyne Public School	DRUMMOYNE	Gowrie NSW Drummoyne Outside School Hours Care
Dubbo North Public School	DUBBO	North Dubbo After School and Vacation Care
Dubbo South Public School	DUBBO	South Dubbo After School and Vacation Care
Dubbo West Public School	DUBBO	West Dubbo After School and Vacation Care
Dudley Public School	CHARLESTOWN	Victory OOSH Dudley
Dulwich Hill Public School	SUMMER HILL	Camp Australia - Dulwich Hill Public School OSHC
Dundas Public School	PARRAMATTA	Dundas Public School - OOSH Centre
Dungowan Public School	TAMWORTH	Dungowan Public School P & C OOSH
Dunoon Public School	LISMORE	Dunoon OSHC
Dural Public School	CASTLE HILL	Jigsaw OOSH Dural Pty Ltd
Earlwood Public School	CANTERBURY	Earlwood Caring For Kids
Earlwood Public School	CANTERBURY	Team Holiday - Earlwood Public School

East Hills Public School	EAST HILLS	Big Childcare - East Hills PS OSHC
Eastern Creek Public School	MOUNT DRUITT	YMCA Eastern Creek OSHC
Eastlakes Public School	HEFFRON	Jubilee Eastlakes Before, After School & Vacation Care
Eastwood Heights Public School	RYDE	Eastwood Heights Out of School Hours Centre
Eastwood Public School	RYDE	EBASCA
Ebenezer Public School	HAWKESBURY	Ebenezer Public School OOSH Centre
Edensor Park Public School	CABRAMATTA	Edensor Park Before and After School Care and Vacation Care
Eglinton Public School	BATHURST	Eglinton Out of School Hours Care
Elanora Heights Public School	PITTWATER	Elanora Heights Community OSH
Elderslie Public School	CAMDEN	Scallywaggs Skoolz OSHC Elderslie
Eleebana Public School	CHARLESTOWN	Eleebana And Community Outside School Hours Care
Elermore Vale Public School	WALLSEND	St Nicholas OOSH Elermore Vale
Empire Bay Public School	TERRIGAL	Bay Care
Emu Plains Public School	PENRITH	Fun Kids Emu Plains
Engadine Public School	HEATHCOTE	Uniting Outside School Hours Engadine Public School
Engadine West Public School	HEATHCOTE	Engadine West Public School TheirCare
Epping Heights Public School	EPPING	Epping Heights Out of School Hours Care Inc
Epping North Public School	EPPING	Epping North OSHCP
Epping Public School	EPPING	Epping Before and After School Care Association Inc
Epping West Public School	EPPING	Wesley Out of School Hours Care
Erina Heights Public School	TERRIGAL	The After School Klub Erina Heights
Ermington Public School	RYDE	Ermington Public School OSHC
Ermington West Public School	PARRAMATTA	Ermington West Oshcare
Erskineville Public School	HEFFRON	Gowrie NSW Erskineville Outside School Hours Care
Estella Public School	WAGGA WAGGA	Estella Public School NSW TheirCare
Ettalong Public School	GOSFORD	YMCA Ettalong OSHC
Excelsior Public School	BAULKHAM HILLS	YMCA Excelsior OSHC
Exeter Public School	GOULBURN	Country Kids Club Exeter
Fairvale Public School	FAIRFIELD	Fairvale OSHClub
Fairy Meadow Public School	KEIRA	Fun Club @ Fairy Meadow
Farmborough Road Public School	WOLLONGONG	Peak Sports and Learning Farmborough Rd
Faulconbridge Public School	BLUE MOUNTAINS	Faulconbridge OSHC
Fern Bay Public School	NEWCASTLE	Thrive Kids Fern Bay OOSH
Ferncourt Public School	SUMMER HILL	Ferncourt OSHC
Figtree Heights Public School	KEIRA	Figtree Heights Out of School Hours Care
Five Dock Public School	DRUMMOYNE	Five Dock Public School Parents and Citizens Association OOSH
Floraville Public School	SWANSEA	CubbyOOSH at Floraville
Forbes North Public School	ORANGE	Forbes Community OSHC
Forest Hill Public School	WAGGA WAGGA	Forest Hill Outside School Hours Care Inc
Forest Lodge Public School	BALMAIN	FLASCA
Forestville Public School	WAKEHURST	The Y Forestville OSHC
Forster Public School	MYALL LAKES	Active OOSH Forster
Fort Street Public School	SYDNEY	New Fort Street OSHClub
Frank Partridge VC Public School	OXLEY	Nambucca Valley OOSH
Frederickton Public School	OXLEY	Frederickton OOSH/Vacation Care
Frenchs Forest Public School	DAVIDSON	Frenchs Forest OSHC
Galston Public School	HORNSBY	Galston OOSH Incorporated
Galungara Public School	RIVERSTONE	Jigsaw OOSH Galungara Pty Ltd
Garden Suburb Public School	CHARLESTOWN	Fair Play OOSH (Aust) - Garden Suburb
Gardeners Road Public School	HEFFRON	Gardeners Road OSHCLUB
Georges Hall Public School	EAST HILLS	YMCA Georges Hall OSHC
Gerringong Public School	KIAMA	Peak Sports and Learning Gerringong
Gillieston Public School	MAITLAND	The Y Gillieston OSHC
Girraween Public School	PROSPECT	Camp Australia - Girraween Public School OSHC
Gladesville Public School	LANE COVE	Kids Capers Gladesville OOSH
Glebe Public School	BALMAIN	Centipede at Glebe School Inc
Gledswood Hills Public School	CAMDEN	Kids United OSHC - Gledswood Hills
Glenbrook Public School	PENRITH	Fun Kids Glenbrook
Glendale East Public School	WALLSEND	Glendale East OOSH
Glendenning Public School	MOUNT DRUITT	Glendenning OSHC
Glendore Public School	WALLSEND	YMCA Glendore OSHC
Glenfield Public School	MACQUARIE FIELDS	Railway Parade Early Learning Centre OOSH
Glenhaven Public School	CASTLE HILL	Cubby OOSH at Glenhaven
Glenmore Park Public School	MULGOA	Camp Australia - Glenmore Park Public School OSHC
Glenmore Road Public School	SYDNEY	The Cottage OSHC
Glenorie Public School	HAWKESBURY	Northwest Community Childcare
Gooloogong Public School	COOTAMUNDRA	Gooloogong OOSH
Goonellabah Public School	LISMORE	Out of School Hours Goonellabah Inc
Gordon East Public School	DAVIDSON	Gordon East Out of School Hours Care
Gordon West Public School	KU-RING-GAI	TeamKids - Gordon West Public School
Gorokan Public School	WYONG	Camp Australia - Gorokan Public School OSHC
Gosford Public School	GOSFORD	Gosford Before and After School Care and Vacation Care
Goulburn West Public School	GOULBURN	Fun Club @ Goulburn West
Grahamstown Public School	PORT STEPHENS	Thrive Kids Grahamstown OOSH
Granville Public School	GRANVILLE	Camp Australia - Granville Public School OSHC
Grays Point Public School	CRONULLA	Grays Point Activity Centre Inc
Greenway Park Public School	LIVERPOOL	First Steps Before After & Vacation Care
Greenwich Public School	LANE COVE	Greenwich Out of School Hours Inc
Gresford Public School	UPPER HUNTER	HUNTER MOBILE PRESCHOOL - GRESFORD OSHC
Greystanes Public School	PROSPECT	Greystanes Uniting Church Before & After School Care Centre (Tigers)
Griffith North Public School	MURRAY	Griffith North Out of School Hours Care
Guildford Public School	GRANVILLE	Guildford Public School OSHC

Gulgong Public School	DUBBO	CHEERFULL OOSH
Gundaroo Public School	GOULBURN	Gundaroo Outside School Hours Care Centre (GOSH)
Gunning Public School	GOULBURN	Paradise 4 Kids
Gwandalan Public School	SWANSEA	Gwandalan Outside School Hours Care Inc
GyMEA Bay Public School	CRONULLA	GyMEA Bay Care & Leisure Centre Inc.
GyMEA North Public School	MIRANDA	GyMEA North OOSH
Haberfield Public School	SUMMER HILL	Haberfield OSHC Centre
Hallidays Point Public School	MYALL LAKES	Active OOSH Hallidays Point
Hambledon Public School	RIVERSTONE	Jigsaw OOSH Hambledon Pty Ltd
Hamilton North Public School	NEWCASTLE	Hamilton North Before and After School Care Inc
Hamilton Public School	NEWCASTLE	YMCA Hamilton OSHC
Hamilton South Public School	NEWCASTLE	Hamilton South OOSH
Hammondville Public School	HOLSWORTHY	YMCA Hammondville OSHC
Hanwood Public School	MURRAY	PCYC- Out Of Schools Hours Hanwood Public
Harbord Public School	MANLY	Harbord OOSH Centre
Harcourt Public School	CANTERBURY	Camp Australia - Harcourt Public School OSHC
Harrington Park Public School	CAMDEN	Kids United OSHC - Harrington Park
Harrington Street Public School	CABRAMATTA	YMCA Harrington Street OSHC
Hassall Grove Public School	MOUNT DRUITT	Children First - Hassall Grove Outside School Hours
Hastings Public School	PORT MACQUARIE	Active OOSH Hastings
Hayes Park Public School	SHELLHARBOUR	Camp Australia - Hayes Park Public School OSHC
Hazelbrook Public School	BLUE MOUNTAINS	MMOOSH
Heathcote East Public School	HEATHCOTE	Heathcote East Public School P&C OSHC
Heathcote Public School	HEATHCOTE	Heathcote OOSH
Helensburgh Public School	HEATHCOTE	Fun 4 U Helensburgh
Henry Fulton Public School	PENRITH	Camp Australia - Henry Fulton Public School OSHC
Hill Top Public School	WOLLONDILLY	Country Kids Club Hill Top
Hillsborough Public School	CHARLESTOWN	Hillsborough OOSH
Hillside Public School	HAWKESBURY	Northwest Community Childcare @ Hillside
Hilltop Road Public School	GRANVILLE	Hilltop Road Before and After School Centre Inc
Hinchinbrook Public School	LIVERPOOL	Hinchinbrook OOSH Service
Hinton Public School	PORT STEPHENS	Hinton Before and After School Care
Holgate Public School	TERRIGAL	The After School Klub Holgate
Holsworthy Public School	HOLSWORTHY	The Junction Works Holsworthy OOSH and Vacation Care
Homebush Public School	STRATHFIELD	Cubby OOSH at Homebush
Homebush West Public School	STRATHFIELD	YMCA Homebush West OSHC
Hornsby Heights Public School	HORNSBY	Hornsby Heights Outside School Hours Care Association Inc
Hornsby North Public School	HORNSBY	Hornsby North Community Care Association
Hornsby South Public School	HORNSBY	Hornsby South OSHClub
Hoxton Park Public School	LIVERPOOL	Camp Australia - Hoxton Park Public School OSHC
Hunters Hill Public School	LANE COVE	Hunters Hill Out Of School Hours
Hurstville Grove Infants School	OATLEY	3Bridges Community Hurstville Grove
Hurstville Public School	KOGARAH	Hurstville Out of School Hours
Hurstville South Public School	OATLEY	TeamKids - Hurstville South Public School
Huskisson Public School	SOUTH COAST	Kreative Kidz OSHC
Illaroo Road Public School	KIAMA	Peak Sports and Learning North Nowra
Illawong Public School	MIRANDA	Camp Australia - Illawong Public School OSHC
Ingleburn Public School	MACQUARIE FIELDS	YMCA Ingleburn OSHC
Ironbark Ridge Public School	CASTLE HILL	KT OOSH Services - IBRPS
Islington Public School	NEWCASTLE	The After School Klub Islington
Jannali East Public School	MIRANDA	Jannali East Public School TheirCare
Jannali Public School	MIRANDA	Jannali Before & After School Care
Jasper Road Public School	BAULKHAM HILLS	Camp Australia- Jasper Road Public School OSHC
Jerrabomberra Public School	MONARO	Greater Kids
Jerrabomberra Public School	MONARO	Jerrabomberra Public School - VillageOSHC
Jerrys Plains Public School	UPPER HUNTER	St Nicholas OOSH Jerrys Plains
Jesmond Public School	WALLSEND	Victory OOSH Jesmond
Jewells Primary School	SWANSEA	Jewells OOSH Inc
Jindabyne Central School	MONARO	Snowy Mountains Care and Early Learning Centre OSHC
Jindera Public School	ALBURY	Jindera Public School TheirCare
John Palmer Public School	RIVERSTONE	Northwest Community Childcare
John Purchase Public School	EPPING	John Purchase OSHC Centre
Jordan Springs Public School	LONDONDERRY	Jordan Springs OSHCLUB
Junee Public School	COOTAMUNDRA	Junee Community Centre Inc
Kahibah Public School	CHARLESTOWN	Victory OOSH Kahibah
Kambora Public School	DAVIDSON	Kambora OSHC Centre
Kanwal Public School	WYONG	TeamKids - Kanwal Public School
Kareela Public School	MIRANDA	Kareela OOSH
Kariong Public School	GOSFORD	Kariong Before and After School Care
Karuah Public School	PORT STEPHENS	St Nicholas OOSH Karuah
Kegworth Public School	BALMAIN	TeamKids - Kegworth Public School
Keiraville Public School	KEIRA	Camp Australia - Keiraville Public School OSHC
Kellyville Public School	CASTLE HILL	Kellyville OSHClub
Kellyville Ridge Public School	RIVERSTONE	Kellyville Ridge OSHClub
Kelso Public School	BATHURST	Gowrie NSW Kelso Outside School Hours Care
Kemblawarra Public School	WOLLONGONG	After The Bell Aus Pty Ltd ATF After The Bell Unit Trust
Kempsey West Public School	OXLEY	Camp Australia - Kempsey West Public School OSHC
Kensington Public School	HEFFRON	Kensington Public School OOSH Care Incorporated
Kent Road Public School	RYDE	Camp Australia - Kent Road Public School
Kenthurst Public School	CASTLE HILL	Kenthurst Before and After School Care Centre
Kiama Public School	KIAMA	Jigsaw OOSH Kiama Pty Ltd
Killara Public School	KU-RING-GAI	Killara Kids Incorporated

Killarney Heights Public School	WAKEHURST	Killarney Heights OSHC Centre
Killarney Vale Public School	THE ENTRANCE	Cubby OOSH at Killarney Vale
Kincumber Public School	TERRIGAL	YMCA Kincumber OSHC
King Park Public School	FAIRFIELD	KP Kids
King Street Public School	UPPER HUNTER	Cubby OOSH at King Street
Kings Langley Public School	SEVEN HILLS	Cubby OOSH at Kings Langley
Kingscliff Public School	TWEED	Flying Start - Kingscliff Public School
Kingsgrove Public School	KOGARAH	Kingsgrove Oshc Centre
Kingswood Park Public School	PENRITH	Kingswood Park Outside School Hours Service
Kingswood Public School	PENRITH	Cubby OOSH at Kingswood
Kirrawee Public School	MIRANDA	Kirrawee OOSH
Koonawarra Public School	SHELLHARBOUR	Fun Club @ Koonawarra
Koorngal Public School	WAGGA WAGGA	Koorngal Public School TheirCare
Kootingal Public School	TAMWORTH	Esteem Kids Kootingal Public
Kororo Public School	COFFS HARBOUR	Community OOSH Services Kororo
Kotara School	CHARLESTOWN	Possum Place Vacation Care Centre
Kotara South Public School	CHARLESTOWN	Kotara South OOSH
Kulnura Public School	GOSFORD	Mountain Before & After School Care Inc.
Kurnell Public School	CRONULLA	Kurnell OOSH
Kurrajong East Public School	HAWKESBURY	Kurrajong East Out of School Hours
Kyeemagh Public School	ROCKDALE	KCS OSHC Kyeemagh
Kyogle Public School	LISMORE	Rainbow Region Kids Kyogle
La Perouse Public School	MAROUBRA	The After School Klub La Perouse
Laguna Street Public School	CRONULLA	TeamKids - Laguna Street Public School
Lake Albert Public School	WAGGA WAGGA	Lake Albert Outside School Hours Care Inc
Lake Cathie Public School	PORT MACQUARIE	Active OOSH Lake Cathie
Lake Munmorah Public School	SWANSEA	The After School Klub Lake Munmorah
Lambton Public School	WALLSEND	Lambton OOSH
Lane Cove Public School	LANE COVE	Lane Cove Out of School Incorporated 1
Lane Cove West Public School	LANE COVE	Helping Hands Lane Cove West
Lansvale Public School	CABRAMATTA	Camp Australia - Lansvale Public School OSHC
Lapstone Public School	PENRITH	Lapstone OOSH
Largs Public School	MAITLAND	Largs After School Care
Lavington Public School	ALBURY	Lavington PS TheirCare
Lawson Public School	BLUE MOUNTAINS	Camp Australia - Lawson Public School OSHC
Leichhardt Public School	BALMAIN	Leichhardt OOSH
Lennox Head Public School	BALLINA	Rainbow Lennox Head OOSHC
Leonay Public School	PENRITH	Wiggles and Giggles Leonay Vacation Care
Leumeah Public School	MACQUARIE FIELDS	YMCA Leumeah
Leura Public School	BLUE MOUNTAINS	Fun Kids Leura
Lewisham Public School	SUMMER HILL	Jigsaw OOSH Lewisham Pty Ltd
Lidcombe Public School	AUBURN	Lidcombe OSHC
Lilli Pilli Public School	CRONULLA	YMCA Lilli Pilli Public School OSHC
Lindfield East Public School	DAVIDSON	Lindfield East Before and After School Care
Lindfield Learning Village	DAVIDSON	Lindfield Learning Village TheirCare
Lindfield Public School	DAVIDSON	Lindfield Activity Centre
Lindsay Park Public School	KEIRA	Fun-Damentals - Sport & Movement Skills
Lisarow Public School	THE ENTRANCE	YMCA Lisarow OSHC
Lismore Heights Public School	LISMORE	Lismore Heights Outside School Hours Care
Lismore Public School	LISMORE	Rainbow Region Kids Lismore
Lismore South Public School	LISMORE	Lismore South OSHC
Lithgow Public School	BATHURST	One Tree c-Verse Lithgow OSHC
Liverpool Public School	LIVERPOOL	The Y Liverpool OSHC
Llandilo Public School	LONDONDERRY	Llandilo OSHC
Loftus Public School	HEATHCOTE	Loftus OSHC Centre
Londonderry Public School	LONDONDERRY	Camp Australia - Londonderry Public School OSHC
Lucas Heights Community School	HOLSWORTHY	Lucas Heights Before & After School Care Inc
Lucas Heights Community School	HOLSWORTHY	Lucas Heights OSHClub
Lugarno Public School	OATLEY	Lugarno OOSH & Vacation Care
Lynwood Park Public School	BLACKTOWN	Camp Australia - Lynwood Park Public School OSHC
Macarthur Girls High School	PARRAMATTA	Growing Minds After School
Macquarie Fields Public School	MACQUARIE FIELDS	Cooina Early Learning Centre OOSH
Madang Avenue Public School	LONDONDERRY	MadOOSH
Maitland East Public School	MAITLAND	East Maitland Before & After School Care
Maitland Public School	MAITLAND	Maitland After School Care
Malabar Public School	MAROUBRA	YMCA Malabar OSHC
Manildra Public School	ORANGE	Cabonne After School Hours Care Service Manildra
Manly Vale Public School	MANLY	Manly Vale OSHC
Manly Village Public School	MANLY	Manly OOSH Inc
Manly West Public School	MANLY	Manly West Before and After School Care
Mannerling Park Public School	SWANSEA	Camp Australia - Mannerling Park Public School OSHC
Marayong Heights Public School	BLACKTOWN	Camp Australia - Marayong Heights Public School OSHC
Marayong Public School	BLACKTOWN	Playhouse OSHC
Marayong South Public School	BLACKTOWN	SMOOSH
Marie Bashir Public School	STRATHFIELD	Marie Bashir OSHC Centre
Marks Point Public School	SWANSEA	Marks Point OOSH
Maroota Public School	HAWKESBURY	Maroota Out of School Hours
Maroubra Bay Public School	MAROUBRA	TeamKids - Maroubra Bay Public School
Maroubra Junction Public School	MAROUBRA	Maroubra Junction Before and After School and Vacation Care Centre
Marrickville Public School	SUMMER HILL	YMCA Marrickville Public OSHC
Marrickville West Public School	SUMMER HILL	Marrickville West OSHC
Marrickville West Public School	SUMMER HILL	The After School Klub Marrickville West

Marsden Park Public School	RIVERSTONE	Wesley Out of School Hours Care, Marsden Park
Marsden Road Public School	LIVERPOOL	Kids United OSHC - Marsden Road
Marton Public School	HEATHCOTE	Marton Activity Centre
Marulan Public School	GOULBURN	Country Kids Club Marulan
Maryland Public School	WALLSEND	Maryland OOSH
Mascot Public School	HEFFRON	3Bridges Community Mascot
Matraville Public School	MAROUBRA	YMCA Matraville OSHC
Matraville Soldiers Settlement Public School	MAROUBRA	YMCA Soldiers Settlement OSHC
Matthew Pearce Public School	BAULKHAM HILLS	Matthew Pearce Out of School Hours Care Inc
Mawarra Public School	CAMDEN	Uniting Mawarra Outside School Hours Care Elderslie
Mayfield East Public School	NEWCASTLE	WEMOOSH East
Mayfield West Public School	NEWCASTLE	YMCA Mayfield West OSHC
McCallums Hill Public School	CANTERBURY	TeamKids - McCallums Hill Public School
Meadowbank Public School	RYDE	Meadowbank Public School TheirCare
Medowie Public School	PORT STEPHENS	Thrive Kids Medowie OOSH
Melrose Park Public School	PARRAMATTA	Jigsaw OOSH Melrose Park Pty Ltd
Menai Public School	HEATHCOTE	Menai Before and After School Care Centre Inc
Merewether Heights Public School	NEWCASTLE	Merewether Heights OOSH
Merewether Public School	CHARLESTOWN	The After School Klub Merewether
Merrylands Public School	GRANVILLE	Wesley Out of School Hours Care, Merrylands
Metella Road Public School	PROSPECT	Metella Road Out of School Hours Child Care Inc
Metford Public School	MAITLAND	Metford After School Care and Vacation Care
Michelago Public School	MONARO	Country Kids Club Michelago
Middle Harbour Public School	NORTH SHORE	The Kids Cottage, Middle Harbour Incorporated
Middleton Grange Public School	MULGOA	Helping Hands Middleton Grange
Millthorpe Public School	BATHURST	Big Childcare - Millthorpe PS OSHC
Milperra Public School	EAST HILLS	3Bridges Community Milperra
Mimosa Public School	DAVIDSON	Mimosa Out of School Hours
Minchinbury Public School	MOUNT DRUITT	Camp Australia - Minchinbury Public School OSHC
Minmi Public School	WALLSEND	OOSHcare Pty Ltd - Minmi Public School
Minnamurra Public School	KIAMA	North Kiama Combined OSHC
Miranda North Public School	MIRANDA	Miranda North Before & After School + Vacation Care
Miranda Public School	MIRANDA	Miranda OSHClub
Mittagong Public School	WOLLONDILLY	Wingecarribee Out of School Hours Service
Moama Public School	MURRAY	SchoolsOUT! Moama Public
Model Farms High School	BAULKHAM HILLS	Inspire Model Farms
Molong Central School	ORANGE	Cabonne After School Hours Care Service - Molong
Mona Vale Public School	PITTWATER	Camp Australia - Mona Vale Public School OSHC
Morisset Public School	LAKE MACQUARIE	Morisset OOSH & VC
Morpeth Public School	MAITLAND	Camp Australia - Morpeth Public School OSHC
Mortdale Public School	OATLEY	3Bridges Community Mortdale
Mortlake Public School	DRUMMOYNE	Mortlake Before & After School Care Out of Hours
Moruya Public School	BEGA	Moruya After School and Vacation Care
Mosman Public School	NORTH SHORE	Shadforth Outside School Hours Care
Moss Vale Public School	GOULBURN	Country Kids Club Moss Vale
Mount Annan Public School	CAMDEN	Helping Hands Mount Annan
Mount Brown Public School	SHELLHARBOUR	Peak Sports and Learning Mount Brown
Mount Colah Public School	HORNSBY	Mount Colah After School Care Association Inc.
Mount Hutton Public School	CHARLESTOWN	Mount Hutton OOSH
Mount Kuring-gai Public School	HORNSBY	Mt Kuring-Gai Before and After School Care
Mount Ousley Public School	KEIRA	Camp Australia - Mount Ousley Public School OSHC
Mount Riverview Public School	BLUE MOUNTAINS	MOUNT RIVERVIEW OSHC
Mount Terry Public School	KIAMA	Peak Sports and Learning Mt Terry
Mowbray Public School	WILLOUGHBY	The Cubbyhouse Preparatory School @ Lane Cove
Mowbray Public School	WILLOUGHBY	Mowbray OSHC Centre
Muirfield High School	BAULKHAM HILLS	Inspire Carlingford
Mullion Creek Public School	ORANGE	Cabonne After School Hours Care
Mullumbimby Public School	BALLINA	Mullumbimby Out of School Hours Care
Mulyan Public School	COOTAMUNDRA	PCYC- Out Of School Hours Cowra
Murray Farm Public School	BAULKHAM HILLS	Camp Australia - Murray Farm Public School OSHC
Murrumburrah Public School	COOTAMUNDRA	Murrunyip Out Of School Hours Care
Murwillumbah East Public School	LISMORE	Inspire Murwillumbah
Narara Public School	THE ENTRANCE	Narara OSHCLUB
Nareena Hills Public School	KEIRA	Peak Sports and Learning Nareena Hills
Narellan Public School	CAMDEN	Kids United OSHC - Narellan
Narellan Vale Public School	CAMDEN	Camp Australia - Narellan Vale Public School OSHC
Narooma Public School	BEGA	Narooma After School and Vacation Care
Narrabeen Lakes Public School	PITTWATER	Narrabeen Lakes OSHClub
Narrabeen North Public School	PITTWATER	Narrabeen North Public School P&C Before & After School Care
Narraweena Public School	WAKEHURST	Explore and Develop - Narraweena
Narraweena Public School	WAKEHURST	Explore & Develop Narraweena OSHC
Narwee Public School	OATLEY	3Bridges Community Narwee
Neutral Bay Public School	NORTH SHORE	Neutral Bay OOSH Incorporated
New Lambton Heights Infants School	WALLSEND	Big Childcare - New Lambton Heights IS OSHC
New Lambton South Public School	CHARLESTOWN	New Lambton District OOSH Inc
Newbridge Heights Public School	HOLSWORTHY	YMCA Newbridge Heights OSHC
Newcastle East Public School	NEWCASTLE	Newcastle East Out of School Hours
Newington Public School	AUBURN	Camp Australia - Newington Public School OSHC
Newport Public School	PITTWATER	Camp Australia - Newport Public School OSHC
Newtown North Public School	NEWTOWN	North Newtown OOSH Inc (Nnoosh Inc)
Newtown Public School	NEWTOWN	Newtown Kids Cottage
Nicholson Street Public School	BALMAIN	Balmain East After School Care

Nillo Infants School	MAITLAND	OOSHcare Nillo Infants School
Normanhurst Public School	KU-RING-GAI	Normanhurst Out of School Hours Care Inc
Normanhurst West Public School	HORNSBY	Normanhurst West OSHC
North Kellyville Public School	CASTLE HILL	Wesley Out of School Hours Care
North Rocks Public School	BAULKHAM HILLS	Wesley Out of School Hours Care, North Rocks
North Ryde Public School	RYDE	Helping Hands North Ryde
North Sydney Demonstration School	NORTH SHORE	KU Bay Road Kids Care
North Sydney Public School	NORTH SHORE	KU Dem School Kids Care
North Wagga Public School	WAGGA WAGGA	PCYC- Out Of School Hours North Wagga
Northbourne Public School	LONDONDERRY	Wesley Out of School Hours Care, Northbourne
Northbridge Public School	WILLOUGHBY	The After School Klub Northbridge
Northlakes Public School	SWANSEA	Hunter Kids Northlakes
Northmead Public School	SEVEN HILLS	Northmead Before and After School Care Incorporated
Nowra Public School	SOUTH COAST	Peak Sports & Learning Nowra
Nulkaba Public School	CESSNOCK	Nulkaba Educational OOSH
Nundle Public School	TAMWORTH	Nundle Public School P & C
Nuwarra Public School	HOLSWORTHY	Helping Hands Nuwarra
Oak Flats Public School	SHELLHARBOUR	Peak Sports and Learning - Oak Flats
Oakdale Public School	WOLLONDILLY	Inspire @ Oakdale Public School
Oakhill Drive Public School	EPPING	YMCA Oakhill Drive OSHC
Oakville Public School	HAWKESBURY	Helping Hands Oakville
Oatlands Public School	PARRAMATTA	Helping Hands Oatlands
Oatley Public School	OATLEY	Oatley Out of School Hours Care Centre
Oatley West Public School	OATLEY	Oatley West PS TheirCare
Oberon Public School	BATHURST	Big Childcare - Oberon PS OSHC
Ocean Shores Public School	BALLINA	Rainbow Region Kids Ocean Shores
Old Bar Public School	MYALL LAKES	Active OOSH Old Bar
Oran Park Public School	CAMDEN	Kids United OSHC - Oran Park
Orana Heights Public School	DUBBO	Orana Heights After School Care Inc
Orange East Public School	ORANGE	Gowrie NSW Orange East Outside School Hours Care
Orange Grove Public School	BALMAIN	TeamKids - Orange Grove Public School
Orange Public School	ORANGE	Out of School Hours Care Service - OPS
Orchard Hills Public School	LONDONDERRY	CHEERFUL SPORTS PTY LTD
Ourimbah Public School	THE ENTRANCE	The After School Klub Ourimbah
Oxley Park Public School	LONDONDERRY	Oxley Park Out of School Hours Care
Oyster Bay Public School	MIRANDA	Oyster Bay Before and After School Care and Vacation Care
Pacific Palms Public School	MYALL LAKES	Big Childcare - Pacific Palms PS OSHC
Paddington Public School	SYDNEY	Paddington Out of School Care Inc
Padstow Heights Public School	EAST HILLS	YMCA Padstow Heights OSHC
Padstow Park Public School	EAST HILLS	YMCA Padstow Park OSHC
Pagewood Public School	MAROUBRA	Star Club Pagewood Public School
Panania North Public School	EAST HILLS	YMCA Panania North OSHC
Panania Public School	EAST HILLS	YMCA Panania OSHC
Parkes East Public School	ORANGE	PCYC- Out Of Schools Hours Parkes East
Parkes Public School	ORANGE	PCYC- Out Of School Hours Parkes Public
Parklea Public School	RIVERSTONE	Mini Miracles - Shazoosh
Parkview Public School	MURRAY	Leeton Out of School Care
Parramatta East Public School	PARRAMATTA	Parramatta East OSHClub
Parramatta North Public School	PARRAMATTA	Uniting Outside School Hours Care North Parramatta
Parramatta Public School	PARRAMATTA	Parramatta Public School TheirCare
Parramatta West Public School	GRANVILLE	Parramatta West OOSH
Paterson Public School	UPPER HUNTER	Hunter Kids Paterson
Peakhurst Public School	OATLEY	Attunga Cottage Before and After School Care
Peakhurst South Public School	OATLEY	Peakhurst South OOSH and Vacation Care
Peakhurst West Public School	OATLEY	Peakhurst West OSHC Centre
Pelican Flat Public School	SWANSEA	Pelican Flat OOSH
Pendle Hill Public School	PROSPECT	Pendle Hill Activity Centre
Pennant Hills Public School	HORNSBY	Pennant Hills BASC
Penrith Public School	PENRITH	Camp Australia - Penrith Public School OSHC
Penrith South Public School	PENRITH	Penrith South OSHClub
Penrose Public School	GOULBURN	Country Kids Club Penrose
Penshurst West Public School	OATLEY	3Bridges Community Penshurst West
Perthville Public School	BATHURST	Perthville Out of School Hours Care
Petersham Public School	SUMMER HILL	Petersham Activities Centre for Children
Picnic Point Public School	EAST HILLS	Kids Capers Picnic Point OOSH
Picton Public School	WOLLONDILLY	YMCA Picton OSHC
Pleasant Heights Public School	KEIRA	Peak Sports and Learning Pleasant Heights
Plumpton Public School	MOUNT DRUITT	Cubby OOSH at Plumpton
Point Clare Public School	GOSFORD	Point Clare Before and After School Care
Port Macquarie Public School	PORT MACQUARIE	Active OOSH Port Macquarie
Porters Creek Public School	WYONG	Wesley Out of School Hours Care, Porters Creek
Portland Central School	BATHURST	Big Childcare - Portland Central PS OSHC
Pottsville Beach Public School	TWEED	Camp Australia - Pottsville Beach Public School OSHC
Prestons Public School	HOLSWORTHY	Cubby OOSH at Prestons
Pretty Beach Public School	TERRIGAL	The After School Klub Pretty Beach
Punchbowl Public School	LAKEMBA	Fun Kids Punchbowl
Putney Public School	LANE COVE	Putney OOSH
Pymble Public School	KU-RING-GAI	POOSH Care Inc
Quakers Hill East Public School	RIVERSTONE	Quakers Hill East Combined OSHC INC
Quakers Hill Public School	BLACKTOWN	Wesley Out of School Hours Care, Quakers Hill
Queanbeyan East Public School	MONARO	Camp Australia - Queanbeyan East Public School OSHC
Queanbeyan Public School	MONARO	Schools Out Queanbeyan Public School Aged Care

Queanbeyan South Public School	MONARO	YMCA South Queanbeyan OSHC
Queanbeyan West Public School	MONARO	Schools Out Queanbeyan West
Raglan Public School	BATHURST	Big Childcare - Raglan PS OSHC
Rainbow Street Public School	COOGEE	The After School Klub Rainbow Street
Ramsgate Public School	ROCKDALE	Ramsgate Out of School Hours Care Centre Inc
Randwick Public School	COOGEE	Randwick OOSH
Rathmines Public School	LAKE MACQUARIE	Active OOSH Rathmines
Raymond Terrace Public School	PORT STEPHENS	Thrive Kids Raymond Terrace OOSH
Red Hill Public School	WAGGA WAGGA	Red Hill Public School TheirCare
Redhead Public School	CHARLESTOWN	Fair Play OOSH Redhead
Regents Park Public School	BANKSTOWN	Noahs Little Ark
Revesby Public School	EAST HILLS	YMCA Revesby North OSHC
Revesby South Public School	EAST HILLS	YMCA Revesby South OSHC
Ringrose Public School	GRANVILLE	Ringrose OOSH
Riverbank Public School	RIVERSTONE	Northwest Community Childcare @ Riverbank
Riverstone Public School	RIVERSTONE	Wesley Out of School Hours Care, Riverstone
Robertson Public School	GOULBURN	Country Kids Club Robertson
Rockdale Public School	ROCKDALE	3Bridges Community Rockdale
Rockley Public School	BATHURST	Big Childcare - Rockley PS OSHC
Rooty Hill Public School	MOUNT DRUITT	Camp Australia - Rooty Hill Public School OSHC
Ropes Crossing Public School	LONDONDERRY	Camp Australia- Ropes Crossing Public School OSHC
Rose Bay Public School	VAUCLUSE	Rose Bay Out of School Care Centre
Rosehill Public School	PARRAMATTA	Camp Australia Rosehill Public School OSHC
Roselea Public School	EPPING	Roselea Student Care Centre Inc
Rosemeadow Public School	CAMPBELLTOWN	WTK OSHC
Rouse Hill Public School	CASTLE HILL	Guardian Childcare & Education Rouse Hill OOSH
Rowland Hassall School	BANKSTOWN	Growing Minds After School
Rozelle Public School	BALMAIN	Rozelle OSHCLUB
Russell Lea Public School	DRUMMOYNE	Russell Lea Kids Out of School Hours Care
Russell Vale Public School	KEIRA	Bungalow OOSH
Rydalmere East Public School	PARRAMATTA	Helping Hands Rydalmere East
Rydalmere Public School	PARRAMATTA	Squiggler Academy
Ryde East Public School	LANE COVE	Ryde East Out of School Hour Care Centre Inc
Ryde Public School	RYDE	Ryde OSHC Centre
Sackville Street Public School	MACQUARIE FIELDS	YMCA Campbelltown City OSHC
Salt Ash Public School	PORT STEPHENS	Salt Ash OOSH & VC
Samuel Gilbert Public School	CASTLE HILL	Samuel Gilbert Out of School Hours Care Centre
Samuel Terry Public School	PENRITH	Samuel Terry Outside School Hours Service
Sanctuary Point Public School	SOUTH COAST	Peak Sports and Learning Sanctuary Point
Sandon Public School	NORTHERN TABLELANDS	Armidale Out of School Hours Care
Sans Souci Public School	ROCKDALE	Sans Souci OOSH Centre Inc.
Sarah Redfern Public School	MACQUARIE FIELDS	PCYC- Out Of Schools Hours Sarah Redfern Public
Schofields Public School	RIVERSTONE	Northwest Community Childcare
Seaham Public School	PORT STEPHENS	Seaham OOSH
Seven Hills North Public School	SEVEN HILLS	SHNOOSH Care
Seven Hills Public School	BLACKTOWN	Camp Australia - Seven Hills Public School OSHC
Seven Hills West Public School	BLACKTOWN	Wesley Out of School Hours Care, Seven Hills West
Shell Cove Public School	SHELLHARBOUR	Peak Sports and Learning Shell Cove
Shelley Public School	BLACKTOWN	Children First - Shelley Outside School Hours
Shellharbour Public School	SHELLHARBOUR	Peak Sports and Learning - Shellharbour
Sherwood Grange Public School	GRANVILLE	Sherwood Grange OOSH
Sherwood Ridge Public School	CASTLE HILL	Sherwood Ridge OSHCLUB
Shoal Bay Public School	PORT STEPHENS	Shoal Bay OOSH
Shoalhaven Heads Public School	KIAMA	Shoalhaven Heads OOSH
Shortland Public School	WALLSEND	Imagine Early Learning & Childcare - Shortland
Smalls Road Public School	RYDE	Smalls Road OSHClub
Smithfield Public School	PROSPECT	YMCA Smithfield OSHC
South Coogee Public School	COOGEE	South Coogee Children's Services
South West Rocks Public School	OXLEY	South West Rocks OOSH / Vacation Care
Southern Cross Public School	BALLINA	Rainbow East Ballina OOSHC
Speers Point Public School	LAKE MACQUARIE	Big Childcare - Speers Point PS OSHC
Spring Farm Public School	CAMDEN	Sallywags Skoolz OSHC
Spring Terrace Public School	ORANGE	Big Childcare - Spring Terrace PS OSHC
Springwood Public School	BLUE MOUNTAINS	YMCA Springwood OSHC
St Andrews Public School	MACQUARIE FIELDS	Kids United OSHC - St Andrews
St Georges Basin Public School	SOUTH COAST	Peak Sports and Learning St Georges Basin
St Helens Park Public School	CAMPBELLTOWN	St Helens Park OSHClub
St Ives North Public School	DAVIDSON	St Ives North OSHC
St Ives Park Public School	DAVIDSON	Helping Hands St Ives Park
St Ives Public School	DAVIDSON	St Ives OSHC
St Johns Park Public School	CABRAMATTA	St Johns Park Before and After Care
St Marys North Public School	LONDONDERRY	North St Marys Community Preschool
St Marys Public School	LONDONDERRY	YMCA St Marys OSHC
St Marys South Public School	LONDONDERRY	Growing Minds After School
St Peters Public School	HEFFRON	Helping Hands St Peters
Stanmore Public School	NEWTOWN	The After School Klub - Stanmore
Stanwell Park Public School	HEATHCOTE	After The Bell Aus - Stanwell Park Public School
Stockton Public School	NEWCASTLE	Stockton School Kids Fun Club
Sturt Public School	WAGGA WAGGA	Wagga Wagga East Before & After School Care Inc
Summer Hill Public School	SUMMER HILL	3Bridges Community Summer Hill
Surveyors Creek Public School	MULGOA	Cubby OOSH at Surveyors Creek
Sussex Inlet Public School	SOUTH COAST	One Tree c-Verse Sussex Inlet OSHC

Sutherland North Public School	HEATHCOTE	TeamKids - Sutherland North Public School
Sutherland Public School	HEATHCOTE	Sutherland Activity Centre Inc
Sutton Public School	GOULBURN	YMCA Sutton Outside School Hours Care
Swansea High School	SWANSEA	Caves Beach OOSH and Vacation Care
Swansea Public School	SWANSEA	Swansea OOSH
Sylvania Heights Public School	MIRANDA	Sylvania Heights Before and After School Activity Centre Inc
Sylvania Public School	MIRANDA	Bridge The Gap Care Inc
Tacking Point Public School	PORT MACQUARIE	Active OOSH Tacking Point
Tacoma Public School	WYONG	The After School Klub Tacoma
Tallong Public School	GOULBURN	Country Kids Club Tallong
Tamworth Public School	TAMWORTH	East Year Round Care
Tamworth South Public School	TAMWORTH	Children First - Tamworth South Outside School Hours
Tamworth West Public School	TAMWORTH	South Year Round Care
Tanilba Bay Public School	PORT STEPHENS	Fair Play OOSH (Aust) - Tanilba Bay
Taree West Public School	MYALL LAKES	Active OOSH Taree
Taverners Hill Infants School	NEWTOWN	The After School Klub Taverners Hill
Tea Gardens Public School	PORT STEPHENS	St Nicholas OOSH Tea Gardens
Telegraph Point Public School	PORT MACQUARIE	Active OOSH Telegraph Point
Tempe Public School	HEFFRON	Camp Australia - Tempe Public School OSHC
Tenambit Public School	MAITLAND	Tenambit Before and After School Care
Terranora Public School	TWEED	Active OOSH Terranora
Terrey Hills Public School	PITTWATER	Camp Australia - Terrey Hills Public School OSHC
Terrigal Public School	TERRIGAL	Terrigal School Care
Teven-Tintenbar Public School	BALLINA	Rainbow Teven Tintenbar OOSHC
Tharawal Public School	MIRANDA	Tharawal Before and After School Care
The Entrance Public School	THE ENTRANCE	The After School Klub The Entrance
The Hills School	SEVEN HILLS	Life Skills Centre for Kids Northmead
The Junction Public School	NEWCASTLE	The After School Klub The Junction
The Meadows Public School	SEVEN HILLS	Squiggler Academy
The Oaks Public School	WOLLONDILLY	Scallywags Skoolz OSHC The Oaks
The Rock Central School	WAGGA WAGGA	The RockOOSH
Thirlmere Public School	WOLLONDILLY	Thirlmere OSHClub
Thirroul Public School	KEIRA	Fun Club @ Thirroul
Thornleigh West Public School	HORNSBY	Thornleigh West OOSH
Thornton Public School	MAITLAND	Thornton Before and After School Care and Vacation Care
Tintinhull Public School	TAMWORTH	Tintinhull OSHC
Tomaree Public School	PORT STEPHENS	Tomaree OOSH
Tomerong Public School	SOUTH COAST	Tall Trees Before & After School Care
Toongabbie Public School	SEVEN HILLS	Toongabbie Before & After School Care
Toongabbie West Public School	SEVEN HILLS	Toongabbie West Activity Centre
Toukley Public School	WYONG	Cubby OOSH at Toukley
Tower Street Public School	EAST HILLS	Tower Street OSHCLUB
Truscott Street Public School	RYDE	Truscott St OOSH
Tuggerah Public School	THE ENTRANCE	Tuggerah Out of School Hours Care
Tuggerawong Public School	WYONG	Tuggerawong Public School OOSH
Tullimbar Public School	KIAMA	PEAK SPORTS AND LEARNING - ALBION PARK
Tuncurry Public School	MYALL LAKES	Buzi Kidz OOSH
Turrumurra North Public School	KU-RING-GAI	North Turrumurra Out of School Hours Care Centre
Turrumurra Public School	KU-RING-GAI	South Turrumurra OOSH
Uki Public School	LISMORE	Inspire @ Uki Public School
Ulladulla Public School	SOUTH COAST	Peak Sports and Learning
Ultimo Public School	BALMAIN	Kids Capers Ultimo OOSH
Umina Beach Public School	GOSFORD	Hunter Kids Umina Beach
Unanderra Public School	WOLLONGONG	Fun Club @ Unanderra
Undercliffe Public School	CANTERBURY	Camp Australia - Undercliffe Public School OSHC
Uranquinty Public School	WAGGA WAGGA	Uranquinty Outside Hours School Hours Care
Urunga Public School	OXLEY	OAC Urunga Out of School Hours Care
Vacy Public School	UPPER HUNTER	Hunter Mobile Preschool - Vacy OSHC
Valentine Public School	SWANSEA	YMCA Valentine OSHC
Valley View Public School	THE ENTRANCE	Valley View OSHCLUB
Vardys Road Public School	SEVEN HILLS	Jigsaw OOSH Vardy's Road Pty Ltd
Vaucluse Public School	VAUCLUSE	Vaucluse Out of School Care
Victoria Avenue Public School	STRATHFIELD	Camp Australia Victoria Avenue Public School OSHC
Vincentia Public School	SOUTH COAST	Kreative Kidz OSHC
Wadalba Community School	WYONG	Wadalba OSHCLUB
Wagga Wagga Public School	WAGGA WAGGA	WWPS BASC
Wahroonga Public School	KU-RING-GAI	Wahroonga After School Care Centre
Waitara Public School	KU-RING-GAI	Waitara Before & After School Care Inc
Wakehurst Public School	DAVIDSON	Wakehurst OSHC Centre
Wallacia Public School	MULGOA	Warradale Wigwam
Wallerawang Public School	BATHURST	Big Childcare - Wallerawang PS OSHC
Wallsend Public School	WALLSEND	Wallsend OOSH
Wallsend South Public School	WALLSEND	Wallsend South OOSH
Walters Road Public School	BLACKTOWN	YMCA Walters Rd OSHC
Wamberal Public School	TERRIGAL	YMCA Wamberal OSHC
Wangi Wangi Public School	LAKE MACQUARIE	Wangi Wangi OOSH
Waniora Public School	KEIRA	Waniora Public School OSHC
Waratah Public School	WALLSEND	Waratah OSHClub
Warilla Public School	SHELLHARBOUR	Peak Sports Learning Warilla
Warners Bay Public School	CHARLESTOWN	Warners Bay OOSH
Warnervale Public School	WYONG	Mini Miracles - Warnervale
Warrawee Public School	KU-RING-GAI	Warrawee Care Centre

Warrimoo Public School	BLUE MOUNTAINS	Bush Babies OOSH
Waterfall Public School	HEATHCOTE	Waterfall Before and After School Care and Vacation Care
Wattle Flat Public School	BATHURST	Big Childcare - Wattle Flat PS OSHC
Wattle Grove Public School	HOLSWORTHY	Wattle Grove Out of School Hours Care
Wauchope Public School	OXLEY	Wauchope OOSH
Waverley Public School	COOGEE	Waverley Community Out of School Care
Wee Waa Public School	BARWON	Nurruby Wee Waa OOSH
Wellington Public School	DUBBO	Wellington Public School Parents and Citizens Association
Wentworth Falls Public School	BLUE MOUNTAINS	The After School Klub Wentworth Falls
Wentworth Point Public School	AUBURN	Kids Capers Wentworth Point OOSH
Wentworthville Public School	GRANVILLE	Wentworthville OSHClub
Werrington County Public School	LONDONDERRY	Werrington County Osh
Werrington Public School	LONDONDERRY	Camp Australia - Werrington Public School OSHC
West Pennant Hills Public School	EPPING	YMCA West Pennant Hills OSHC
West Pymble Public School	KU-RING-GAI	West Pymble Out of School Care Inc
West Ryde Public School	RYDE	West Ryde Before & After School Care
Westmead Public School	GRANVILLE	The Centre@Westmead
Westport Public School	PORT MACQUARIE	Active OOSH Westport
Whalan Public School	LONDONDERRY	Cubby OOSH at Whalan
Wheeler Heights Public School	WAKEHURST	Wheeler Heights OSHC
Widemere Public School	PROSPECT	Widemere OOSH
Wideview Public School	HORNSBY	Wideview Out of School Hours Care
Wilkins Public School	SUMMER HILL	Wilkins OSHC
Wilkins Public School	SUMMER HILL	The After School Klub
William Dean Public School	MOUNT DRUITT	Northwest Community Childcare @ William Dean
William Stimson Public School	PROSPECT	Cubby OOSH at William Stimson
Willoughby Public School	WILLOUGHBY	Helping Hands Willoughby
Wingello Public School	GOULBURN	Country Kids Club Wingello
Wingham Brush Public School	MYALL LAKES	Active OOSH Wingham
Winmalee Public School	BLUE MOUNTAINS	Pinnaroo OOSH
Winston Heights Public School	SEVEN HILLS	Cubby OOSH at Winston Heights
Winston Hills Public School	SEVEN HILLS	YMCA Winston Hills OSHC
Wiripaang Public School	CHARLESTOWN	Big Childcare - Wiripaang PS OSHC
Wirreanda Public School	PORT STEPHENS	WIRREANDA OOSH
Wollondilly Public School	GOULBURN	Fun Club @ Wollondilly
Wollongbar Public School	BALLINA	Rainbow Region Kids Wollongbar
Wollongong Public School	WOLLONGONG	Fun Club @ Wollongong East
Wollongong West Public School	WOLLONGONG	Fun Club @ West Wollongong
Wongarbon Public School	DUBBO	Wongarbon After School Care
Woodberry Public School	MAITLAND	Fair Play OOSH Woodberry
Woodland Road Public School	CAMPBELLTOWN	WTK OSHC - WOODLAND
Woodport Public School	TERRIGAL	WOOSH Care
Woollahra Public School	VAUCLUSE	Helping Hands Woollahra
Woolooware Public School	CRONULLA	Woolooware Outside Of School Hours Care
Woongarra Public School	WYONG	Camp Australia - Woongarra Public School OSHC
Woonona East Public School	KEIRA	Peak Sports and Learning Woonona East
Woonona Public School	KEIRA	Our Space OOSH Pty Ltd
Woronora River Public School	HEATHCOTE	Woronora River Primary School Before and After School Care Centre
Woy Woy Public School	GOSFORD	Cubby OOSH at Woy Woy
Wyong Creek Public School	WYONG	The After School Klub Wyong Creek
Wyong Public School	WYONG	Wesley Out of School Hours Care, Wyong
Wyrallah Road Public School	LISMORE	Helping Hands Wyrallah Road
Yarrawarra Public School	HEATHCOTE	Camp Australia - Yarrawarra Public School OSHC
Yates Avenue Public School	PARRAMATTA	Yates Avenue OOSH
Yeo Park Infants School	SUMMER HILL	The After School Klub Yeo Park
York Public School	PENRITH	York Outside School Hours Care
Yowie Bay Public School	CRONULLA	Sammy's Cherubs