

**BUDGET ESTIMATES 2021-2022**  
**Portfolio Committee 3 – Education**  
Hearing: 4 April 2022  
**Questions Taken on Notice**

**QUESTION 1, PAGE NO – 2**

The Hon. COURTNEY HOUSSOS: Thanks very much, Mr Chair. Thanks everyone. Lovely to see you all again. Can I start by asking, I think it would be to Ms Cachia, about the program to recruit teachers from overseas.

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YVETTE CACHIA: We have had 3,000 expressions of interests and we are working our way through those at the moment. Clearly, we need to look at, as part of that assessment process, where people have trained and what the equivalent standards are. That is all, as I said, part of that NESAs accreditation process to make sure that teachers who teach here from overseas jurisdictions are very much accredited in the same way and to the same standards as other teachers.

The Hon. COURTNEY HOUSSOS: But, Ms Cachia, I asked a specific question. As part of that assessment, will it be a three-year requirement or a four-year requirement or is there no formal requirement?

YVETTE CACHIA: I think the answer is that the requirements are the same as they are here, so the standards of teaching and academic instruction need to meet the thresholds and the criteria of the assessment process here. I am not sure whether you are referring to a specific jurisdiction. I am more than happy to take that on notice if you like and we can get back to you with further detail.

GEORGINA HARRISSON: Ms Houssos, if I could add, it is NESAs that hold the standards for that accreditation and anyone we recruit from overseas will need to meet the standards as set out by NESAs for that process. We would expect them to meet the qualification requirements that NESAs already have in place. You would appreciate that in a global city, and a global market overall, we do have people who come here with teaching qualifications anyway and find themselves on visas able to work. They would also go through that NESAs accreditation process, so there is a process here that is not as well worn as we are seeking to make it but does exist, and certainly NESAs can provide you with further detail on the requirements for accreditation from overseas.

**ANSWER**

The Recruitment Beyond NSW Program requires applicants to have completed a minimum of four years at a tertiary or higher education institution, in line with NSW requirements.

## QUESTION 2, PAGE NO – 3, 42

The Hon. COURTNEY HOUSSOS: Ms Harrison just said that there is an existing process in place and that they will be accredited through the existing process. This has been trumpeted by the Government. You have just talked about the 3,000 applications that have been received. Let's be clear: One hundred and thirty-nine are currently being assessed by NESA. So I am just trying to get a sense of what is actually involved here.

GEORGINA HARRISSON: Just to put in context my previous comments, they were in relation to people who migrate to Australia of their own accord. Coming to Australia, they may be the partner or spouse of someone who is on a sponsored visa and also have a right to work. They might seek employment with us directly under those requirements or directly with a school, and it is that process that I was saying existed. What is different in this instance is that it is a centralised recruitment activity aimed at attracting people into the profession from overseas.

The Hon. COURTNEY HOUSSOS: Are you paying for their visas and relocation?

GEORGINA HARRISSON: I will ask Ms Cachia to provide the details on that.

YVETTE CACHIA: I will have to take the specifics of the exact package on notice. We are trying to facilitate the entry of teachers particularly in STEM subjects, so we are very focused on that to make sure that those teachers are available to go to the more difficult-to-staff regional and remote locations.

The Hon. COURTNEY HOUSSOS: Ms Cachia, do you have a budget to pay for visas or to pay for relocations?

YVETTE CACHIA: Not to my knowledge but I will take that specific issue on notice.

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YVETTE CACHIA: Thanks, secretary. Thanks for the question, Ms Houssos. Can I quickly go to an earlier question that you had this morning? I can answer quickly.

The Hon. COURTNEY HOUSSOS: Sure.

YVETTE CACHIA: You asked a question about international recruitment, and I have just been able to confirm a couple of things for you. We will support visas and relocation in line with other agencies in New South Wales, and we will require that those individuals who are successful in being placed stay in the role for three years. I just wanted to let you know that as a supplement.

The Hon. COURTNEY HOUSSOS: Thanks.

YVETTE CACHIA: As the secretary said, the program as at 31 March 2022—and, again, all of these numbers continually change, and we will update the Committee as we can—has received 43 acceptances from participants into the program, with seven

more offers pending. I do not believe they have actually physically started yet, but I will come back to you on notice and let you know when that anticipated start date is.

## **ANSWER**

Successful international teachers will receive reimbursement support for visa and relocation costs via a reimbursement model. These costs are budgeted for as part of the Recruitment Beyond NSW program, which forms part of the \$125 million Teacher Supply Strategy.

### QUESTION 3, PAGE NO – 3

YVETTE CACHIA: Just to be clear, it is 3,000 expressions of interest, not necessarily applications. We will work through those. Obviously we are looking for the people in the first instance who meet all the requirements at first pass, and then we will be working through the others in due course.

The Hon. COURTNEY HOUSSOS: So you are working through those other applications.

YVETTE CACHIA: We are.

The Hon. COURTNEY HOUSSOS: Okay.

GEORGINA HARRISSON: Just for context, Ms Houssos, we announced this initiative I think it was back around the beginning of September. To already have had the expressions of interest go out and come back in that volume, we are really pleased with the level of the expressions of interest that we have received. But, obviously, it will take time for us to work through those expressions of interest for suitability and to work through NESAs and with NESAs on the appropriate accreditation processes.

The Hon. COURTNEY HOUSSOS: Of course. We are just interested in knowing what the requirements are and what programs are in place around that. If their visa and relocation costs are paid for, do you have a requirement for them to stay in a position for a certain period of time?

GEORGINA HARRISSON: Ms Houssos, I might take on notice the specifics of that question along with the visa issue that you have already raised. In terms of the question you just asked about the requirements and very explicitly what those are, I will provide those back to you on notice as well.

### ANSWER

We will support visas and relocation in line with other agencies in New South Wales, and we will require that those individuals who are successful in being placed stay in the role for three years. Those who leave earlier will need to repay some or all of the Relocation Incentive and will not receive an incentive payment.

#### **QUESTION 4, PAGE NO – 5, 34, 35**

The Hon. ANTHONY D'ADAM: I draw the witnesses' attention to the answer supplied to supplementary question No. 59. The Opposition asked:

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?

The answer returned was:

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.

I want to clarify. In returning that answer, you have effectively said you have the information. That is correct, is it not, Ms Harrison?

GEORGINA HARRISSON: We do have information on incidents that are lodged with us, yes.

The Hon. ANTHONY D'ADAM: The answer effectively says, "We are not going to give you the information". Is that not correct?

GEORGINA HARRISSON: I think the answer says that we are unable to give you that information in a form that would put it on the public record because of the considerations outlined in our answer.

The Hon. ANTHONY D'ADAM: You are obliged to provide answers where you have the information at hand. Is that not correct?

GEORGINA HARRISSON: As you will see from the answer, Mr D'Adam, we sought advice on the appropriateness of handing that out from our general counsel. The advice we have been given is what is relayed to you in the answer. We are not interested in withholding information from the Committee; we do want to be able to answer you. But there are some instances where you would appreciate that in work health and safety matters there can be a number of complexities around those issues for the individual and the individual in their current workplace. Those are the issues that have been considered there. As I indicated, we are unable to share that data in such a way that would put it on the public record but might breach someone's privacy.

The Hon. ANTHONY D'ADAM: You are aware that the Committee has a process that enables the information to be provided on a confidential basis, are you not, Ms Harrison?

GEORGINA HARRISSON: Yes, I am. But this was in a supplementary question and that was through that process, as I understood it.

The Hon. ANTHONY D'ADAM: Did you engage with the secretariat to see if there was some other way you could meet the requirements of returning an honest and complete answer without necessarily—

The Hon. WES FANG: Point of order: The implication by the Hon. Anthony D'Adam that Ms Harrison had not provided an honest answer I think is—

The Hon. ANTHONY D'ADAM: I withdraw the suggestion that it was dishonest.

The Hon. WES FANG: Thank you.

The Hon. ANTHONY D'ADAM: But did you obtain any advice from the secretariat about how you might provide an answer that meets the requirements of the Committee while also satisfying the concerns about privacy?

GEORGINA HARRISSON: Mr D'Adam, I will take the specifics of that question on notice. The only thing I would add is that we received—I think it was in excess of 250 supplementary questions to be answered within the time frame. Obviously, the focus of the organisation was on getting those answers back in a timely fashion. If following this hearing you would like us to use that process to provide that information to you, we are certainly open to that process being used.

The Hon. ANTHONY D'ADAM: Is it possible to get an answer provided on a confidential basis to question No. 59?

GEORGINA HARRISSON: I am very happy to take that on notice and come back to you, Mr D'Adam, on that basis.

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The Hon. ANTHONY D'ADAM: We have a limited amount of time. I want to come back to the question about incident reporting data collection that Mr Dizdar touched on. Is that something that is routinely recorded in Central or similar?

GEORGINA HARRISSON: Are you talking about the behaviour incidents?

The Hon. ANTHONY D'ADAM: Behavioural incidents, yes.

GEORGINA HARRISSON: Different schools, as I think Mr Dizdar indicated, would use their own systems. Some will be manual; some will be a system like Central.

The Hon. ANTHONY D'ADAM: For example, what system would a high school in western Sydney apply? Is Central the sort of go-to technology?

GEORGINA HARRISSON: The vast majority of our high schools would use Central, yes.

The Hon. ANTHONY D'ADAM: Are you able to provide on notice how many schools—high school and primary—are using Central for the purposes of incident reporting?

GEORGINA HARRISSON: I do not know that we would reference it as—we have a particular definition around incident reporting to our work health and safety hotline. Certainly, I am happy to come back to you on notice—

The Hon. ANTHONY D'ADAM: I am talking about behavioural incidents now.

GEORGINA HARRISSON: —with the number of schools that are using Central to record their local behaviour data as well as the information they report to us.

The Hon. ANTHONY D'ADAM: In particular, I am looking at an article that was in The Sunday Telegraph yesterday where there was a diary entry.

## ANSWER

The Department has obligations under the *Privacy and Personal Information Protection Act 1998* to protect personal information and to not disclose personal information unless allowed by law. The Department cannot release information to the committee where there is a risk of breaching legislative protections.

The Committee, or its members, can seek a confidential briefing from the Department on these matters outside of the Budget Estimates 2021-2022 Inquiry, via the Minister for Education and Early Learning.

In addition, the Department proactively releases incident data for the previous calendar year by school network for a range of categories including criminal act, emergency situation, technology, substances, violence, weapon and welfare. The 2020 data was released on 10 March 2022. The Health, Safety and Staff Wellbeing Directorate are currently processing the 2021 calendar year data with release anticipated mid-2022.

The table below displays the annual data for specific school types where a school has recorded at least one incident in Sentral's wellbeing module for the specified year.

School Types	Count of Schools 2020	Count of Schools 2021	Count of Schools 2022 (as at 25 April 2022)
Central Schools	54	58	57
High Schools	362	366	366
Primary Schools	1,020	1,107	1,123
Special Schools	48	56	55
<b>Grand Total</b>	<b>1,484</b>	<b>1,587</b>	<b>1,601</b>

## QUESTION 5, PAGE NO – 6

The Hon. ANTHONY D'ADAM: Can I ask you then about the answer to question 133 in the supplementaries where you were asked, "Since 2011, how many acts of sexual assault have been reported in the toilets of NSW government (a) primary schools, and (b) high schools?", and the answer that you returned was, "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". So you are actually not collecting the data necessary to do the due diligence or the proper analysis. Is that correct, Mr Dizdar?

MURAT DIZDAR: What I can say to the Committee is my working knowledge of the reporting groups include violence, welfare, emergency situations, physical injury, criminal activity, weapons, health conditions, substances. So it would be my expectation that if you are referring to—did you say, Mr D'Adam, 133?

The Hon. ANTHONY D'ADAM: Yes, the answer to question 133.

MURAT DIZDAR: That was sexual assault. There are appropriate categories there in which that would be captured under by our health and safety experts that run that unit.

The Hon. ANTHONY D'ADAM: What are they?

MURAT DIZDAR: I am happy to take on notice the exhaustive nature of those categories because I have just gone off my working knowledge of some of those categories.

### ANSWER

The Department of Education collects incident reporting data to support schools with incident response and risk management for the following categories:

#### Criminal Activity (alleged)

- Bomb Threat
- Bomb Threat/Suspicious Package
- Break and Enter
- Fire-Lighting
- Fixated Behaviour
- Indecent Exposure
- Malicious Damage
- Steal, Extort or Fraud
- Suspicious Package
- Unauthorised Entry / Trespass

#### Emergency Situation

- Bushfire
- Communicable Disease
- External Emergency
- Flood
- Police Operation



- Severe Storm
- Structural Fire
- Utility Failure
- Environment
  - Bites and Stings
  - Communicable Disease
  - Confined Space
  - Falling Objects
  - Infection Control
  - Injured By an Animal
- Exposure
  - Contact With Electricity
  - Exposure to Asbestos
  - Exposure to Chemicals
  - Exposure to Extreme Temperature
  - Exposure to Mould
  - Exposure to Sound / Vibration
- Fatality
  - Death By Injury or Illness
  - Death By Suicide
- Health Condition
  - Allergic Reaction (Not Anaphylaxis)
  - Anaphylaxis
  - Asthma
  - Epilepsy / Seizures
  - Personal Health Condition
- Malicious Use of Technology
  - Cyber Bullying
  - Nuisance Use of Technology
  - Sexting
- Physical Injury
  - Burns
  - Contact By Person or Object
  - Contact With Sharp Objects
  - Crushed by Object
  - Ingestion of Object or Substance
  - Manual Handling or Ergonomics
  - Slips, Trips and Falls
- Substances
  - Located Substance
  - Possession of a Substance
  - Supply of a Substance
  - Usage and Consumption of Substances
- Violence
  - Accidental Assault
  - Allegations of Sexual Assault
  - Anti-Social and Extremist Behaviour
  - Assault
  - Indecent Assault
  - Threat / Intimidation / Offens. Conduct

Weapon

Located Weapon

Possession of a Weapon

Welfare

Abduction

Attempted Abduction

Attempted Suicide

Child Approach

Child Protection

Problematic and Harmful Sexualised Behaviour

Self Harm

Staff Welfare Concerns

Student Behaviour

Student Welfare Concerns

Suicidal Intentions

Traffic Accident

Traumatic Incident

## QUESTION 6, PAGE NO – 7

The CHAIR: If incident reporting is fed into design issues, how was it at Mona Vale Public parents have been left absolutely stunned that at that school six years ago two 12-year-old boys were arrested for raping a six-year-old girl and the response of the department was to say, "That happened in the toilets, so now what we're going to do with the new toilet block is have a common space where the boys and the girls intermingle: the boys' cubicle is on the left, the girls' on the right, one unisex at the end, but a common space between the girls and boys under the one roof"? Can you understand the absolute dismay of the parents that this has been the design response to that terrible incident six years ago?

GEORGINA HARRISSON: Chair, I might ask Ms Nixon to answer that, but if I can just clarify in relation to the incident reporting: the locations are not in one of the text box checks; they are in the free text part of the report, which is why we were not able to extract it and provide it in the answer. But I will ask Ms Nixon to go to the specifics of Mona Vale.

LEANNE NIXON: The toilet block you are referring to actually has an open hallway down the middle so that teachers monitor that and it is very visible to everyone. One side is the boys' toilets, one side is the girls' toilets and it is monitored, as all toilet blocks are during break times and during class times in most schools.

The CHAIR: But how did the school respond to that incident in 2016 by thinking that a terrible thing had happened in the toilets so the answer was to have a shared space? Is it not logical that a separate space for boys' toilets and a separate space for girls' toilets is the safest way of avoiding these sorts of problems?

GEORGINA HARRISSON: Chair, I think good design is a really important part of making sure we can avoid these problems, and certainly I have visited schools where all of the facilities are unisex but every door or cubicle opens out on to a very visible area of the school and so it is a really clear and safe space. As Ms Nixon said, we are at work with the Mona Vale school and community to address their concerns.

The CHAIR: The other concern was lack of consultation. I know you had a couple of P&C members on a consultative committee, but that does not mean all the parents know about it, and there is a whole range of parents who say the first they knew about it was, some say, a notification to go to the school and inspect the design, which busy people have not got time to do, and then when it was being built. So how did this lack of consultation, particularly after the dreadful incident in 2016, how was this allowed to happen?

GEORGINA HARRISSON: What I can say is as soon as I was made aware of the situation at Mona Vale in relation to these toilets and Ms Nixon escalated them to me, we put in place remediation immediately. I am very happy to provide to you on notice any details of what had occurred up to that point.

## **ANSWER**

Parental input in the consultation process was via the Project Reference Group (PRG). The PRG is chaired by staff from the Department of Education. The members of the PRG consist of the Principal, Director Educational Leadership, two parent representatives, school staff and officers from School Infrastructure NSW. The purpose of these meetings is to discuss design options and cost considerations. These meetings are conducted on a regular basis throughout the whole process of the design phase to ensure transparent and agreed decision making.

All communications to parents around the design and decisions made at the PRG meetings are provided by the School Infrastructure NSW team. The school principal does not provide independent updates to the school community. The School Infrastructure NSW Community and Engagement team is the point of contact for information relating to major works at schools and provides communications such as information packs, project updates and works notifications to the school community.

In order to best meet community expectations and further enhance privacy aspects, new doors in the toilets were installed as remediation.

## QUESTION 7, PAGE NO – 7

The CHAIR: Why did the department fail to answer my question on the supplementaries about the number of new toilet designs where the girls' toilets, in particular, the doors had to be replaced because of the case at Mona Vale: they were not long enough, they were not floor to ceiling and there was an immediate problem of boys, for whatever reason—some prank, some other reasons—thinking it was appropriate to put their head under the girls' cubicle door in the shared space?

GEORGINA HARRISSON: Chair, I do not have every supplementary question and answer with me but I am very happy to go away and find out what has occurred there and what we are able to provide you.

The CHAIR: Is it a common problem with the new toilet designs that the girls find boys are sticking their heads under the doors in the shared space, or is it just Mona Vale?

GEORGINA HARRISSON: We do not have any reports to suggest that it is something of significant concern. But I am very happy to go away and have further conversations with the teams that lead that work.

## ANSWER

The Department of Education is not aware of any similar reports with these toilet designs.

The concerns that have been raised with new toilets at Mona Vale Public School have been addressed with the installation of new doors.

Toilets are designed to spatial requirements in line with the Educational Facilities Standards and Guidelines (EFSG) and the National Construction Code.

Given the community feedback, the Department has updated its EFSG requirements.

Any toilet design which opens to a walkway and has a toilet and hand washing facilities in the cubicle will have full height doors.

## **QUESTION 8, PAGE NO – 7**

The CHAIR: Is it a common problem with the new toilet designs that the girls find boys are sticking their heads under the doors in the shared space, or is it just Mona Vale?

GEORGINA HARRISSON: We do not have any reports to suggest that it is something of significant concern. But I am very happy to go away and have further conversations with the teams that lead that work.

The CHAIR: But you are replacing the doors at Mona Vale to make them floor to ceiling, yes?

GEORGINA HARRISSON: Yes, we are replacing the doors.

The CHAIR: Can I get an answer then as to has this happened at other schools and what has been the cost involved in what is obviously a design flaw? I do not know why an answer was not given in the first place.

GEORGINA HARRISSON: One of the reasons we may not have been able to answer that is because of local works that occur by the school. But I can certainly provide you on notice any that we are aware of at a central level that have been escalated to us and resolved through the asset management units. Through our work, I will endeavour to get you the clearest answer we can, Chair.

## **ANSWER**

The Department of Education is not aware of any previous circumstances.

The replacement of doors at Mona Vale Public School was met in the overall project cost.

## QUESTION 9, PAGE NO – 8

The CHAIR: Why haven't the boys got a urinal anymore at that school?

GEORGINA HARRISSON: I will need to take that on notice and come back to you, Chair.

The CHAIR: You really need to take on notice the fundamental of how boys go to the toilet and why they have not got a urinal at Mona Vale?

GEORGINA HARRISSON: No, but in terms of specifics of the design at Mona Vale school, I will need to take that away and come back to you, Chair.

### ANSWER

At Mona Vale Public School there are toilet blocks for boys that include urinals, in addition to the new toilet facilities.

The Project Reference Group, whose members include the Principal, Director Educational Leadership, two parent representatives, school staff and staff from School Infrastructure NSW, agreed on a design for the new toilet facilities, which provided toilet cubicles for boys.

In line with the Educational Facilities Standards and Guidelines and the National Construction Code, urinals can be substituted with toilets.

**QUESTION 10, PAGE NO – 8, 9, 10, 17**

The CHAIR: You are saying that if there is a casual who worked in a school a month ago for a week but they are not in the current pay period, they are defined as "inactive"?

YVETTE CACHIA: No, they would be captured because they are currently engaged within the system to work.

The CHAIR: How far back in time does that engagement go?

YVETTE CACHIA: I will have to take on notice the specifics around the cut-off from an engagement. As you can imagine, a casual teacher works on a day-to-day basis; that is how they are engaged and that is the nature of their employment. But many of them work in different schools for periods of time. Those people are already captured because if you have worked lately, you would be part of the casual cohort that has already attested.

GEORGINA HARRISSON: Chair, we are very happy—

The CHAIR: You must know for the purposes of providing this answer and the information system in front of you what the cut-off time is. Is it a fortnight? The secretary said it is payment in the past fortnight. Ms Cachia is saying it is some other time period. Is it a fortnight, three weeks, four weeks, six weeks, 10 weeks or 15 weeks?

GEORGINA HARRISSON: Sorry if I caused some confusion there. It was that they had been paid in a recent pay period, not necessarily the last pay period. We will take on notice the specifics.

The CHAIR: What defines "recent"?

GEORGINA HARRISSON: We will take on notice the specifics of that.

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The CHAIR: What is the cut-off for being "active" as opposed to "inactive" on this list?

GEORGINA HARRISSON: I will take the specifics of that on notice. You will appreciate that we have long-serving staff who accrue significant amounts of leave who might take long periods of leave without pay as part of their employment with us, so it will be a reasonable period. I will come back to you on notice on that, if I may.

YVETTE CACHIA: I think a point to note, Chair, is that if you are a casual teacher who has been inactive and then you have engaged with the system, you vax attest. We make sure that anyone working on our school sites is vaccinated in compliance with the public health order. We are after, in that cohort of people, capturing people who, as the secretary has said, may have been on leave for some time and may be due to come back at some point in the future. We want to make sure that they have



got that at the ready so that they can adhere to that public health order requirement as required.

The CHAIR: I understand what is said to be the purpose of this, but I am just trying to get my head around the fact that you have come to this hearing having provided the answer on Thursday and cannot actually define what "active" and "inactive" means for the purpose of this question. I would also like to know how many are "active" among the 52,274 and how many are defined as "inactive".

GEORGINA HARRISSON: We are very happy to provide those answers on notice, Chair. I would say that obviously the judgement we are making here is that we do not want to be chasing after people for vaccination status updates who are not required to give one, which is why we have a reasonableness test around that cut-off. I am very happy to come back with the specifics on that.

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The CHAIR: But of these 52,274, how many are active versus inactive? Because it is a big number, isn't it? It is a huge part of the people in your workforce system—those who have not attested a vaccination status.

GEORGINA HARRISSON: Our understanding is that they are all inactive.

YVETTE CACHIA: Yes.

GEORGINA HARRISSON: From recollection—

The CHAIR: They are all inactive now?

GEORGINA HARRISSON: The 52,000 are the inactive—and by "inactive", from recollection—but I do just want to check the specifics because I do not have it here in my notes. It is around 18 months, the cut-off, for being active, or considered active versus inactive, so you will not have been paid within the previous 18-month period, there or thereabouts. But I can confirm the very specifics of that on notice.

The CHAIR: Why then did the Minister, in the answer written by the department, furnish to the Parliament material saying that that 52,000 included "active" and "inactive" if they are actually all inactive?

GEORGINA HARRISSON: Let me take the specifics of that on notice, Chair. In jumping to say the 52,000, I may have been too eager to assist you. But that 50,000 by bulk will have been people who have been inactive over the past 18 months. It may include a small number of people who are on paid parental leave or similar, or unpaid parental leave who are returning to work and therefore starting to become active in our system. So there will be a grey area between the active and inactive.

YVETTE CACHIA: I think a good way to think of it, Chair, and a helpful way perhaps, is to think of the "inactive" as people who have not yet attested. Once you have attested for us, you do not need to re-attest. So these are people who have worked—

The CHAIR: I have now found out that the 52,000 are all inactive and that 18 months is the cut-off. Why was that not the answer five minutes ago?

GEORGINA HARRISSON: Chair, I did just check with my colleague my recollection, being 18 months. That is my recollection, but I just want to make sure we give you on notice, as I said, the confirmation of that.

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The CHAIR: Can you explain that then how in the last couple of days I have been able to speak to several of your staff who work for you every day and who have been able to find their employment ID number on that list?

GEORGINA HARRISSON: Chair, I would need to take that specific on notice. That is not something that I would be aware of. I can ask Ms Cachia if she has any further information.

The CHAIR: Ms Cachia, how can I speak to a number of your staff who work for you every day and who find their number on the employment ID list of what was the 52,000, now the 44,000? How can that be possible?

YVETTE CACHIA: I think, as the secretary said, we would be happy to investigate that and come back to you but I suspect that the reason is because, of that cohort in inactive who are not vax attested or perhaps have not been working for us for a while, they have not been compliant with the public health order; and, because they have not worked for us for a while, their employee ID would show up on that list.

The CHAIR: No, no. They worked for you last week, every day.

YVETTE CACHIA: If they worked on a school site—is that what you are saying?

The CHAIR: I am not saying where they work but they work for the department and were paid by the department every day last week.

YVETTE CACHIA: I will have to take that on notice. That is highly unusual and I would need to know the specifics of the—

The CHAIR: It is a very unusual. Can I just come to my frustration—

GEORGINA HARRISSON: Can I say that if we do have those issues in our data, we of course want to make sure that we are going through and clarifying that and ensuring that the data is accurate. I am very happy to come back to you on notice with those clarifications.

## **ANSWER**

The Department of Education has not been able to confirm the figure of '52,274' referenced by the Honourable member. However, the Department did locate an internal working report dated 25 March 2022 referencing 51,513 records of

unattested individuals. With reference to the 25 March 2022 internal working report, of the 51,513 records of unattested individuals 6,912 were 'active' and 44,601 were 'inactive'.

The meaning of the terms 'active' and 'inactive', including detailed explanation of the related systems and data used to monitor the implementation of the NSW mandatory vaccination policy, can be accessed at <https://education.nsw.gov.au/about-us/educational-data/cese/publications/statistics/review-of-departments-mandatory-vaccination-requirements>.

All records of the individuals in the 51,513 number had an employee ID. An employee ID is a unique identifier assigned to all Department employees and is never re-assigned to any other person, much like a driver's licence number.

#### **QUESTION 11, PAGE NO – 10**

The CHAIR: All these 52,000 have an employment ID number. If you retired from the teaching service 10 years ago, how do you keep an employment ID number on your systems?

GEORGINA HARRISSON: I might ask Mr Withey to provide detail on that, just in terms of our payroll system and why we would maintain people on there for a period of time.

DAVID WITHEY: I would have to take the details of that on notice in terms of when employee IDs are rolled off when an employee has been inactive for a period of time. I could come back to you, hopefully at some point later in this hearing with that piece of information.

The CHAIR: You are the chief operating officer, but you cannot tell us when an employee loses their employment ID number because they have written to you and said, "I'm retiring now, I'm finished," or "I'm resigning." Wouldn't normal practice be that you would lose your employment ID number when you finish in the teaching service by resignation, retirement or some other means?

DAVID WITHEY: No, Chair. I think the normal practice would probably be that that number was retained for a period of time. What I am not able to confirm—but I will take that question on notice—is what that period of time is.

The CHAIR: What if someone dies? Do they keep their employment ID number?

DAVID WITHEY: Again, within the system I would anticipate there is a period of time where that employee ID number is retained in the system. At some point it will be rolled off, but I would have to take that period on notice.

#### **ANSWER**

Employment ID's are allocated at the time of an employment application with the Department of Education, this is a unique seven digit numeric identifier allocated by

the personnel system. This ID is used to uniquely identify an employee's records in perpetuity and used for all periods of employment with the Department. Employee records are kept in accordance with the *NSW State Records Act GA28* and required as a State archive. Employment ID's are never re-allocated.

## QUESTION 12, PAGE NO – 12, 13, 14

The Hon. COURTNEY HOUSSOS: Ms Harrisson, I come to the issue of the rezoning of schools in Queanbeyan. We asked several questions about that in the House last week. In response to a supplementary question for written answer about consultation, the Minister replied:

Consultation has been ongoing since 27 May 2020 with approximately 12 consultation meetings occurring during this time.

Can you tell us who that consultation occurred with?

GEORGINA HARRISSON: I will ask Mr Dizdar to talk to the specifics of the rezoning that you are referring to.

MURAT DIZDAR: Ms Houssos, this is rezoning in Queanbeyan with two new high schools and one primary school coming on board. It is a necessary part of the operational requirement there.

The Hon. COURTNEY HOUSSOS: Just one primary school is coming on board?

MURAT DIZDAR: These are new schools: one new primary school and two high schools.

The Hon. COURTNEY HOUSSOS: Being Googong Primary School, Jerrabomberra high school and Bungendore high school. Is that correct?

MURAT DIZDAR: Correct, Ms Houssos. That is quite unusual, to get three schools in that sort of proximity and geography all coming on line together. That has necessitated boundary adjustments for all surrounding schools because our premise in public education is to try to make sure that every school is a viable and strong public school by way of both current enrolments and projections of future enrolments. My understanding, having spoken to our educators on the ground there, is that we have consulted with all of the relevant principals in that locality around what the boundary adjustments need to look like. My understanding is that we consulted with the regional P&C president for the area and, upon release of the boundaries, we have indicated and provided a feedback form to the community and have contacted each of the P&C Presidents—I think upwards of 15 different P&C presidents—to make sure that they are across the feedback form. If I have got it right, we have given until week two in term two to make sure that we obtain all the necessary feedback and make any adjustments to those boundaries that we put out into the public [inaudible].

The Hon. COURTNEY HOUSSOS: Mr Dizdar, I am sure you are right across the fact that the regional P&C president—you just said he was consulted with. He has been very clear publicly and said he was briefed on the changes. Can you tell me what you consider the consultation process to be? Let me say this, when I consider consultation, I think that you are presented with the information and offered the opportunity to provide feedback that may then influence the outcome. It is very different to being briefed and told, "This is what we are going to announce." The regional P&C president, as I am sure you are aware, was briefed on the changes the day before they were announced.

MURAT DIZDAR: Ms Houssos, it is a very good question. It will vary from context to context. If we have got an established school and we are looking at moving one street, for example, in that boundary we may well consult with the school principal and the P&C president, and it may not require what we have done here in Queanbeyan with a public opportunity for a feedback form.

The Hon. COURTNEY HOUSSOS: Sorry, Mr Dizdar, before we talk about what is going on now, let us talk about what happened before the announcement. Let us not conflate the two issues. Let us be really clear. I am asking questions about what occurred prior to the announcement. I understand there is a feedback form. I understand parents have the opportunity now to participate. I will ask some questions about that afterwards. I am asking now, specifically, about what happened before the decision was announced.

MURAT DIZDAR: Sure. I am more than willing to assist, as best as I can, with your questions, Ms Houssos. I think I did that in the coverage by indicating that we consulted with the principals. I used the word that we "consulted" with the P&C regional president. I think you are saying, "That is not consultation, Murat, it's 'informed' or 'briefed'." I am happy to take that on notice. What I got informed was that there was a consultation with the regional P&C president. I indicated that, on release of the feedback forms, we have made contact with all of the relevant P&C presidents to make them available and we have a thorough public consultation that is out there, and it should be the case.

The Hon. COURTNEY HOUSSOS: Mr Dizdar, the answer that was provided to the Chamber, or to myself, said that there were 12 consultation meetings that occurred between 27 May and prior to the announcement. When you say that there were 12 meetings, were they all with the local principals—is that who the consultations were with?

MURAT DIZDAR: Ms Houssos, I would have to take it on notice if those principals were done as a group, all together, or were done in geographical groups or individually. I am not across that. What I do know is that they were all consulted with, but I would have to take on notice the specifics of what that looked like.

The Hon. COURTNEY HOUSSOS: I am interested in knowing were those consultations just with principals. Who was in those meetings?

MURAT DIZDAR: Sure. Let me take the detail on notice. Because that is a bit of detail that you are after, that I do not have in front of me.

The Hon. COURTNEY HOUSSOS: That is not a problem. Can you tell me if any of those consultations occurred with the local member of Parliament?

MURAT DIZDAR: Around the boundary changes?

The Hon. COURTNEY HOUSSOS: Yes.

MURAT DIZDAR: I would have to take that on notice. I am not sure myself.

The Hon. COURTNEY HOUSSOS: Are you aware if the local MP was briefed prior to the announcement of the boundaries?

MURAT DIZDAR: I would have to take that on notice. What I do know is that the local MP is briefed of the public feedback process that we have created. I do know that we have been in contact with her at an executive director level and director level on the ground and taken her across what the suggested boundary changes are, the community feedback mechanisms are, the contact we have made with P&C presidents. But I would have to take on notice your specific question about whether there was any briefing prior to the release of the boundaries. I am not across that.

The Hon. COURTNEY HOUSSOS: And if there was a briefing with the local MP can you tell us when that occurred?

MURAT DIZDAR: Yes, separate to the briefings I have indicated—

The Hon. COURTNEY HOUSSOS: I understand.

MURAT DIZDAR: You are asking me about prior to the release—

The Hon. COURTNEY HOUSSOS: Prior to the release. My questioning is specifically about prior to the release.

MURAT DIZDAR: Sure. Let me take that on notice and get back you to.

.....

The Hon. COURTNEY HOUSSOS: Are you able to tell me when the brief was prepared that advised the Minister that you were considering changes to the zonings?

MURAT DIZDAR: I can do that on notice. I do not know that we—we would have asked the Minister to note the changes.

The Hon. COURTNEY HOUSSOS: I understand that.

MURAT DIZDAR: It is an operational matter, so we would have asked them "to note".

The Hon. COURTNEY HOUSSOS: Would the Minister have been told prior to the local consultations beginning on 27 May?

MURAT DIZDAR: I will have to take on notice, like I said, when the brief was sent to the Minister's office.

The Hon. COURTNEY HOUSSOS: Okay. I am interested in knowing if the Minister was alerted to the start of the process.

MURAT DIZDAR: Let me take that on notice because that goes to the concept of the briefing that you are referring to.

The Hon. COURTNEY HOUSSOS: I am also interested to know if the Minister was briefed through the process.

MURAT DIZDAR: Sure, I can take that on notice.

## **ANSWER**

The intake areas for the Queanbeyan region were developed in consultation with School Leadership teams and local principals, and considered changing demographic data. Consultation was ongoing from mid-2020 to 2022. The local member was not in attendance at these meetings.

The Department is not aware of the local member being briefed prior to the announcement of the boundaries.

The Parent & Citizens local representative was advised of the release date of the proposed new intake areas on 7 March 2022 and these were published on the School Finder website on 24 March 2022. School principals notified their school communities on this date.

Following a response from the community, the Department invited community feedback via an online form which closed on 8 April 2022.

The Department advised the Minister's Office of its communications approach for notifying the community of the proposed changes on 21 February 2022.

A briefing advising the Minister of the proposed boundary changes was provided on 17 March 2022.



**QUESTION 13, PAGE NO – 14, 16, 32**

The Hon. COURTNEY HOUSSOS: Mr Dizdar, if you can provide on notice—I do not expect you to have this here today—how many boundary changes for schools there have been this year, last year and the year before that, by calendar year.

MURAT DIZDAR: Yes. Why don't we do our best, Ms Houssos, on how many boundary changes—

The Hon. COURTNEY HOUSSOS: I appreciate that, thank you.

MURAT DIZDAR: —noting that they vary from moving one street to what we are describing here.

The Hon. COURTNEY HOUSSOS: I understand, and I am happy if you want to make that distinction between minor and more significant changes, but I am interested in how many.

MURAT DIZDAR: We will work with our school infrastructure colleagues and see what data we have got.

.....

The Hon. COURTNEY HOUSSOS: Mr Dizdar, I am happy if you want to take it on notice if you can just provide me—you have told me you will take on notice the number of them taken. If you can tell me the number of those that have changed as a result of public consultation—consultation outside of the department.

MURAT DIZDAR: What I will do, Ms Houssos, is take it on notice and work with my Infrastructure colleagues to see if we keep that data.

.....

MURAT DIZDAR: Ms Houssos, while I said year 7 and year 8 that we have confirmed, I have had it confirmed that we will finalise the boundaries mid-term two for Queanbeyan that we have been discussing. But can I just make sure I come back to you with the correct date for the closing of the consultation? I may have given the incorrect date to the Committee. Let me come back on that.

**ANSWER**

In 2020 there were 195 changes to intake boundaries.  
In 2021 there were 211 changes to intake boundaries.  
As at 22 April 2022, there have been 30 changes to intake boundaries this year.

The closing date for community members to provide feedback for the Jerrabomberra intake area was 5:00pm on Friday 8 April 2022.

## QUESTION 14, PAGE NO – 18

YVETTE CACHIA: It is about characterisation. It is not simply saying, "You're noncompliant." What we have done, Chair—and we did this when Novavax came out—we wrote to everybody and told them, "If you want to re-engage with the department as an employee, whether that is casual, temporary or permanent, you would need to be vax attested." That is why we wrote to them and told them that because we want to make sure that before people come on to site they are compliant with the public health order.

The CHAIR: You did that for Novavax. When you say you wrote to everyone, how many people was that?

YVETTE CACHIA: I will have to take the specifics of the exact number of how many letters we have sent to people on notice, Chair.

## ANSWER

Commencing on 27 January 2022, the Department of Education's Professional and Ethical Standards Directorate sent letters to 2,276 permanent staff who were, or had been, investigated in relation to non-compliance with COVID-19 vaccination requirements regarding the opportunity to be vaccinated with the Novavax vaccine. This included:

- 1,960 employees with open investigations
- 169 employees who had been dismissed
- 147 employees who had chosen to separate from their employment.

**QUESTION 15, PAGE NO – 19, 20, 21, 26, 27**

The CHAIR: There were 9,000 casuals ineligible to set foot on a school site as of 23 and 24 February. Six or seven days later when I asked those questions at the estimates committee, you said you would take it on notice. You said it was easy to access and you would come back later that day. You never did, and you still have not provided the number. Why is it, Ms Cachia, that it takes a member of Parliament to find a document for you to actually give the truth to this Committee?

YVETTE CACHIA: Mr Latham, I do give the truth to this Committee. That is what we are all here to do.

The CHAIR: Why did you not in this instance?

YVETTE CACHIA: I can answer the question—

The CHAIR: Six days earlier you authorised 9,000 letters going out to casuals. I asked how many had gone out. You said it was easy to access, and a month later, here at this hearing, you still have not provided the information.

YVETTE CACHIA: Chair, I will answer the question. I am here to tell the truth, and that is what I do on every occasion. Firstly, I do not think that there is anything untoward here. I think that casuals will make a decision to attend a school site at any given time, so the number is constantly moving. It is not a static number. We have new casuals coming into the system who may not have worked for months, and so the number constantly moves. In terms of your reference to me not coming back on the last occasion, I may not simply have had the opportunity to do that. I apologise if I did not do that. I am certainly happy to give an updated number on notice, but the number constantly changes, Chair. That is why it looks like—it is a number I should have mentioned on the last occasion. That number now would be quite different to the document you have, which I have not seen.

The CHAIR: I am talking about 2 March when I asked what the number was, and you said you would come back later that day. You did not. I asked the supplementary. It was also taken on notice, and no number was provided. The only reference that was given was for me to go to my own question No. 8383, when again no number was given. Ms Cachia, the number was clear; it was 9,000. It is in an email that was sent to you by Mr Cheung. Do you recall on Thursday 24 February at 9.30 a.m. when he said he was sending the letters and the SMS out to the 9,000, you answered, "Approved"?

GEORGINA HARRISSON: Chair, if I may, I think Ms Cachia has indicated that she is very happy to consider the email and provide you with the information in response to it. I am conscious that she is currently commenting on numbers and data which she may not have the full context of without the information in front of her. So I would appreciate her having the opportunity to consider that, because I do want to make sure the Committee is given the information that you are requesting.

The CHAIR: As the secretary, do you acknowledge there was every opportunity—in fact, five opportunities—to provide that number of 9,000 and a deliberate attempt was made to keep this Committee in the dark?

GEORGINA HARRISSON: I do not accept that there has been any deliberate attempt to keep the Committee in the dark. I do not have the questions in front of me that you are referring to. I do not have the email in front of me. I cannot confirm they are asking for the same thing. I am very happy to take it away and look at it, as I have indicated, and make sure that we are giving the Committee the right information.

The CHAIR: I asked five times for this number, and six days earlier the chief people officer authorised an email from her staff member to send a letter out to the 9,000. Apparently there has been no recollection of that in the months since, not on the day, not on the supplementaries, not on notice and not earlier under questioning. Can I go to Mr Withey. Mr Withey, do you recall also approving this particular email from Mr Cheung and sending out the 9,000 on Thursday 24 February? You wrote, "Ditto".

DAVID WITHEY: Again, I do not have the email in front of me. I receive a large—

The CHAIR: I asked five times for this number, and six days earlier the chief people officer authorised an email from her staff member to send a letter out to the 9,000. Apparently there has been no recollection of that in the months since, not on the day, not on the supplementaries, not on notice and not earlier under questioning. Can I go to Mr Withey. Mr Withey, do you recall also approving this particular email from Mr Cheung and sending out the 9,000 on Thursday 24 February? You wrote, "Ditto".

DAVID WITHEY: Again, I do not have the email in front of me. I receive a large—

The CHAIR: I am not asking that. I am asking, do you recall approving the 9,000 on 24 February?

DAVID WITHEY: Without the detail of the email in front of me, I do not have immediate recall of that but I am very happy to look at the email and take it on notice.

The CHAIR: You are happy to sit here at this estimates knowing the 9,000 number and never pipe up and say it was 9,000?

DAVID WITHEY: Again, I do not have immediate recall of that number. We deal with an inordinate large volume of emails into my office and Ms Cachia's office every day. I am very happy to take a look at the detail of that email and come back to you on notice.

.....

GEORGINA HARRISSON: Can I please confirm the specific data that you are after so we can make sure that we are identifying the right one just in the—

The Hon. MARK LATHAM: It is the same thing I have asked five times and being told that it was easily available, but it is never produced and that is the number of casual

staff unattested, active in the system who have been flagged that they are not allowed to set foot on a school. The number is 9,000, which clearly would help a lot, massively, with the staff shortages we have all over New South Wales. Can I further ask: I am assuming most are casual teachers, but are there any among the 9,000 who are non-teaching support staff? That is a question too.

GEORGINA HARRISSON: Okay. We will take that away and see what figures we can come back with within the time frame of the hearing, and if not we will take those specific figures on notice.

.....  
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The CHAIR: Ms Cachia, the email sent to you by Mr Cheung on 23 February—you have had a chance to look at it. Please tell me that the 9,000 staff who were sent the letter—that should have been notified to this Committee, shouldn't it?

YVETTE CACHIA: I do have a copy of the email that was sent to me in the break and I have read it. I see here it says, "Letter to be sent to approximately 9,000 staff on Thursday 24 February", and then "Sitrep communications for principals" et cetera. Then it goes on to say, "Note, it is very likely many of the staff who are not currently working in schools do not access their DOE email address." So this would include, from that, a presumption that they include inactive staff. I do think, given that I do not have all of the material that preceded this email, that it would be appropriate to take that on notice. I think it is really important that we are very specific about the question so that I can give you exactly what you require because, as we have said this morning already, these groups of people that we are writing to can often include permanents, temporaries and casuals. So I would like to give the Committee exactly what you require.

The CHAIR: I got the temporary number, but I never got the casual.

YVETTE CACHIA: I would like to have an opportunity—as I said, the number moves and the casuals will often be in the inactive cohort and then move to active while they take on a role in a school on a particular day. So it would be useful to have a look at all of the information that preceded this. It appears to be a chain of approval emails following what we would have had as a group meeting to discuss the process and procedures to follow for unattested staff. So I am absolutely happy and keen to get the Committee exactly what you need.

The CHAIR: Can we get a copy of the executive paper that is mentioned in the first line after the message from Paul Wood? And I just again draw your attention to the fact that point number one of this action is notifying active staff of the requirement to attest.

GEORGINA HARRISSON: Chair, if I may, I will take advice on whether we can provide that paper to you and, if we are able to, I will. Can I confirm, I think one of the areas we might be able to assist here is to give you the number of noncompliant casual staff who have had their approval to teach temporarily withheld. That would

indicate that they were both active in our system and noncompliant. If that number would be of use to the Committee, I am very happy to provide that on notice to you.

The CHAIR: How many other letters of this kind have been sent out with the text message to tell them to go check their email address? The Minister on 22 February said that 1,000 casual and temporary staff had received correspondence. We find out today that approximately 9,000 staff unattested received the red flag on 24 February. Since 24 February how many other of these processes have been undertaken?

GEORGINA HARRISSON: We will come back to you with the specifics of that on notice. If I may, that 9,000 staff figure that you have quoted does not necessarily refer to casual teachers as Ms Cachia indicated. It will likely include corporate staff as well as temporary teachers and others. I just want to make sure we are clear on the number. I think in the email, as I discussed with Ms Cachia in the break, it refers to staff rather than specifically casual staff.

The CHAIR: Isn't "ECPC" "electronic casual payroll claims"?

GEORGINA HARRISSON: Again I just want to make sure that we confirm the nature of that on notice, if we may.

## ANSWER

On 24 February 2022, a letter was sent to 8,080 unattested people who were a mix of permanent, temporary and casual staff who had worked for the Department of Education in the previous 18 month period but were not working at a school at the time. 3,725 of the 8,080 people were casual teaching staff. The letter was reminding those staff of the requirement to be vaccinated if they intended to work for the Department in 2022. The letter was not a termination or standing down letter.

Of those 3,275 casual staff, as at 2 May 2022, VACS records show:

- 985 have attested they are double vaccinated;
- 1 has attested they have received only their first vaccination;
- 8 have attested they have a medical contraindication; and
- 2,281 are yet to attest their vaccination status.

Please note that, even if the people who have yet to attest were to confirm that they are fully vaccinated, this number does not reflect the number of casual teachers who are available to offer their services to undertake casual teaching work at any point in time. Casual work, by its very nature, is unpredictable and casual teaching staff move in and out of the Department's workforce on a daily basis.

I am advised that the Executive Paper referred to in the email was an internal working document that was prepared to assist the Executive in operational decisions relating to implementing the vaccination mandate. Due to the nature of the document, the Department will not be voluntarily providing a copy of the document for public release.

I can confirm that 'ECPC' stands for electronic casual pay claims.

Please note that the reference to 22 February in the transcript was regarding a response lodged on 1 December 2021 to a Question Without Notice asked on 10 November 2021. This response was then tabled on the next sitting day, 22 February 2022.

**QUESTION 16, PAGE NO – 21, 26**

The Hon. MARK LATHAM: Can I ask: What is the status of the section 83C review of the Catholic Education Office Diocese of Parramatta where school funds have been used to purchase two parish properties with no apparent educational use and the very clear suggestion that these properties have been purchased by Mr Whitby, head of the diocese, to bail out a parish priest who is a friend of his in financial trouble in the management of the parish? What is the status of the investigation? Given the clear inference that this may well involve fraud—the misuse of public funds in the manner I have described—have the police been notified?

GEORGINA HARRISSON: Chair, obviously with matters currently under investigation and of interest to the Committee, I will make sure that we provide information that we can back to you on that issue. I do not have any details of that current investigation with me today, but I am very happy to take that on notice and come back to you.

The CHAIR: Under section 83C reviews, is it the practice of the department to notify the police if there is a clear fraud?

GEORGINA HARRISSON: Where there is reason to notify the police of potential criminal activity, we would absolutely notify the police of that in our standard procedures.

The CHAIR: Is anyone able to tell me the stage that the investigation is up to?

GEORGINA HARRISSON: I am happy to, in the break, contact my colleague who leads this panel. You will appreciate that it is not something that I would delve into day to day or try and influence the decisions of. It sits as an independent panel that runs these investigations, and it would be appropriate that it does so. I am happy to check in on the timing of that and come back to you.

The CHAIR: Just to clarify and repeat that my understanding is that the school funds were used to buy two church parish properties that have no education use whatsoever and it is part of a bail-out of a parish priest. The allegations are very serious. If we can get an update on how they are being handled, that would be appreciated.

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The CHAIR: Could I just come back to the question about the Parramatta diocese, the Catholic education office and the for-profit activities of Mr Whitby, the executive director? On 24 January, Carolyn Walsh, the Chair of the Non-Government Schools Not-For-Profit Advisory Committee, wrote to Mr Whitby saying the committee had agreed to recommend to the Minister that she declares St Madeleine's Catholic primary school, which purchased these two properties with no education use, to be operating for profit pursuant to section 83D (1) of the Act. Has the Minister accepted that recommendation and made the appropriate for-profit declaration?



GEORGINA HARRISSON: I will need to take the specifics of that one on notice, Mr Chair. I have attempted to contact colleagues who would be closer to this information than I and I was unable to do so in the break, but I am very happy to come back to you on notice with the specifics of that.

The CHAIR: It is 2½ months ago. How long does it normally take for the Minister to accept a recommendation from this Walsh committee?

GEORGINA HARRISSON: In part, it will depend how long and how complicated the matters are in terms of preparing the briefing. I will take that on notice, because I want to make sure that I do not do anything that impacts on the investigation in my answers. So I will come back to you on notice, if I may.

## ANSWER

As at 9 May 2022, allegations related to St Madeleine's Catholic Primary School are currently before the Non-Government Schools Not-For-Profit Advisory Committee. The Minister for Education and Early Learning has not yet received advice from the Committee to inform her decision on whether St Madeleine's Catholic Primary School operates or has operated for profit.

A summary of the key stages in the compliance process (and timeline) is provided in the *Not-For-Profit Compliance Process Information Sheet* on the NSW Department of Education's website at [https://education.nsw.gov.au/content/dam/main-education/about-us/our-people-and-structure/media/documents/Information\\_Sheet\\_NSW\\_Non-Government\\_Schools\\_Not-For-Profit\\_Compliance\\_Process\\_option1\\_A.pdf](https://education.nsw.gov.au/content/dam/main-education/about-us/our-people-and-structure/media/documents/Information_Sheet_NSW_Non-Government_Schools_Not-For-Profit_Compliance_Process_option1_A.pdf)

## QUESTION 17, PAGE NO – 21, 22, 23, 24

The Hon. ANTHONY D'ADAM: The question is, "What is the teacher rate of absence due to COVID in 2022?"

GEORGINA HARRISSON: Mr D'Adam, if I may, where we can help the Committee with that question is that we can provide details of the number of staff who are absent because they have COVID. What we cannot do is provide any details of that in relation to casual staff, as Ms Cachia replied, because they do not have quite the same requirement to report to us if they have COVID and have not been on a school site. Also, we do not fully capture the data in relation to those who might be in isolation because they are a household contact. We would know that they are off for a week locally, but we would not necessarily know. I am very happy to come back to you with the specifics we can provide.

The Hon. ANTHONY D'ADAM: If you had the data available, why was it not returned in the answer to the question?

GEORGINA HARRISSON: The question you asked—if I heard you correctly, Mr D'Adam—was, "How many are off because of COVID?" In relation to that, as I just described, we are unable to determine the total number of staff who are absent because they either have COVID or are a household contact. What I have just

indicated to you is that I am very happy to come back on notice with the specifics of those staff who have suffered from COVID and have reported that to us.

The Hon. ANTHONY D'ADAM: In the answer that was returned you said that, "Staff also have the option to apply for special leave if they are ill from COVID or are required to comply with isolation protocols." Is that correct?

GEORGINA HARRISSON: That is correct, but they are not required to, Mr D'Adam. They may, but they do not have to and not all of our staff have done so.

The Hon. ANTHONY D'ADAM: Why not?

GEORGINA HARRISSON: Mr D'Adam, I would be an example myself. Last week I was in isolation because my daughter had COVID. I have not claimed special leave as a requirement for that. I continued to work from home in my duties. Some staff will be unable to do that also, so they may or may not access that special leave provision. I am very happy to provide on notice the numbers of staff who have accessed that special provision alongside those who have also had COVID, if that would assist the Committee.

The Hon. ANTHONY D'ADAM: Are you advising staff who have accessed sick leave that they could have accessed special leave?

GEORGINA HARRISSON: All of our staff have access to their leave entitlements in relation to COVID matters. It is published on our website and we regularly update our school leaders through an often daily email depending on the nature of the events. It is called a sitrep and it goes out to all of our school leaders to inform staff as well.

The Hon. ANTHONY D'ADAM: I want to clarify, special leave is available if you are sick with COVID yourself or if you are required to isolate because you are a household contact. Is that correct?

YVETTE CACHIA: Correct.

The Hon. ANTHONY D'ADAM: Has that been communicated to all staff?

GEORGINA HARRISSON: Yes, it has.

The Hon. ANTHONY D'ADAM: When was that communicated to staff?

GEORGINA HARRISSON: I can come back to the specifics on that, Mr D'Adam, but it would have been quite early on in the pandemic and then repeated in various updates as we have experienced COVID through the system.

.....  
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The Hon. ANTHONY D'ADAM: You indicated that the question related to casuals. It did not relate to casuals. It is relating to teaching staff, whether they are permanent,

temporary or casual. You can confirm on the record that staff in those categories all have access to special leave in the event that they are individually sick with COVID.

GEORGINA HARRISSON: Mr D'Adam, I am just conscious—I do not have it up in front of me. I will endeavour to get it during the hearing. There has been, obviously, consistency sought throughout the public service. I want to make sure that we give you entirely the right information here. There is certainly special leave available, should it be required by staff if they are unable to access sick leave. But I do just want to check that.

YVETTE CACHIA: I can break down the cohorts. Sorry, Mr D'Adam, I did assume that your question was not just about COVID, that it related to casuals as well. I will step through them. We have extended COVID special leave to a maximum of 20 days for casual staff. You will appreciate that that is because when you are a casual teacher, that is all built into your daily rate of pay. In terms of other staff, as I said, there is 20 days' maximum special leave. If you are sick, you do take your own sick leave and not that additional special leave. We have granted special leave on occasion to allow people to have time to go and get vaccinated or to care for somebody at home who has COVID at the time.

The Hon. ANTHONY D'ADAM: Now we get the actual facts, which is it is not correct to say that they have got access to special leave, permanent or temporary staff, in the event that they are individually sick with COVID.

YVETTE CACHIA: That is correct. That is my understanding. If you are sick with COVID, you take sick leave, Mr D'Adam.

The Hon. ANTHONY D'ADAM: Actually, if you are sick with COVID, there is a presumption that you have gotten it at work and you should actually be accessing workers compensation. But we will get to that. If someone is taking sick leave, you are recording the reason for their sick leave, aren't you?

GEORGINA HARRISSON: Yes. As I indicated, we are aware. I am very happy to provide to you on notice the number of staff who have been off work because of COVID. Yes, we specifically require that reason to be stated.

The Hon. ANTHONY D'ADAM: You are able to provide the data around how many teachers have been absent because of COVID because you are collecting it on the basis of people accessing special leave and those who are accessing sick leave on the grounds of COVID.

GEORGINA HARRISSON: Mr D'Adam, I can provide you with the two specific data points the number of people that have taken sick leave and declared to us that it was COVID. We have asked. Our staff are required to do that under the public health order if they have COVID. I can provide you also with the number of people who have taken special leave. I will need to also in that answer be clear about whether or not we can break out those that are taking special leave because they are in isolation due to a household contact having COVID or whether they are taking special leave for another reason, which may be granted locally. I will just need to check whether or not we can disaggregate those numbers. If not, I am happy to provide you with the total number of staff that have taken special leave during any particular period that

you are interested in, I think you said "2022" for this answer, and just put that proviso on it—whether or not we are able to disaggregate those that were on special leave because of COVID.

.....

GEORGINA HARRISSON: ...As I have indicated to you, I am very happy to provide you with the data on the number of staff that have been absent because they have had COVID this year. I am also happy to provide you with the data of those people that have taken special leave during this period and, if possible, to disaggregate within that total number the number that took special leave for COVID-related purposes.

## **ANSWER**

The Department of Education's HR systems do not distinguish between types of sick leave, such as COVID related sick leave or non-COVID related sick leave. However, if it is of assistance, for Term 1 2022, there was a total of approximately 214,000 days of sick leave taken by teaching staff.

In addition, to support school operations, the Department established an incident notification protocol where there is a confirmed case of COVID-19 reported to the school. For Term 1, 2022, 14,967 incidents of COVID-19 were reported in relation to school-based individuals (including teaching staff, volunteers, non-teaching staff and those contracted to provide services to schools, among others).

Special leave is recorded in the system under the 'Special Leave' leave category with the reason 'Departmental Determined'. However, this type of leave would also cover other types of leave, such as bushfire emergencies, and staff affected by flooding. As such, special leave due solely due to COVID is not accurately captured. However, if it is of assistance, for Term 1, 2022, there was a total of approximately 44,000 days of special leave taken by teaching staff.

## **Leave Provisions**

Employees of the Department are entitled to leave in accordance with the Department's COVID-19 Leave and Employment Arrangements document. The leave arrangements were developed in accordance with Department of Premier and Cabinet's advice on employment arrangements during COVID-19 and NSW Health advice.

Consistent with the COVID-19 Leave and Employment Arrangements, a permanent or temporary employee who tests positive for COVID-19, will be granted sick leave. If paid sick leave is exhausted, the Department may grant special sick leave on a case by case basis. An employee who is required to isolate as a consequence of being a household contact, may be entitled to COVID Special Leave where work from home is not possible.

Communication with employees regarding the COVID-19 Leave and Employment Arrangements occurred via:

- Daily Situation Reports

- Dedicated staff COVID Intranet Pages
- Consultation with unions
- Direct contact with Managers/Principals
- EDConnect

### When leave provisions were communicated to staff

Between 6 October 2021 – 4 April 2022 - Electronically Distributed Email

Date	Sender	Subject	Recipient audience/ size
1 Nov 2021	Yvette Cachia	Action required: complete your online vaccination declaration before 8 November 2021	Temp SASS school staff (size:2,929), perm and temp school staff (size:8,652), corp roles under PHO (size: 263)
1 Nov 2021	Yvette Cachia	Action required: complete your online vaccination declaration before 8 November	Audience: Partially vaccinated staff Size: 2,341
1 Nov 2021	Yvette Cachia	Update on COVID-19 vaccination requirement – now condition of employment	Audience: Non vaccinated staff members Size: 869
4 Nov 2021	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,094
17 Nov 2021	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,099
29 Nov 2021	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,119
1 Dec 2021	Clare Archibald, Acting Executive Director, Employee Relations	Industrial action arrangements for 7 December	Audience: Principals + Corporate Executive Size: 3,549
6 Dec 2021	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,119
14 Dec 2021	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,121
16 Dec 2021	Yvette Cachia	Holiday closedown and preparation for 2022	Audience: Corporate staff Size: 9798

Date	Sender	Subject	Recipient audience/ size
17 Jan 2022	Yvette Cachia	Letter of direction: Non-attestation of COVID-19 vaccination status	Audience: corporate staff Size: 1,972
24 Jan 2022	Yvette Cachia	Letter of direction: COVID-19 vaccination status not attested as 'fully vaccinated' or 'medically exempt'	Audience: Corporate staff Size: 1,648
2 Feb 2022	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,096
3 Feb 2022	Sitrep	DoE Situation Report	Audience: Principals, Deputy Principals, Corp Exec, Relevant Stakeholders Size: 5,096

### Yammer posts

During the period of 6 October 2021– 4 April 2022, there was 20 posts made across the Yammer platform which referenced leave in relation to COVID-19. These posts occurred in the following Yammer communities; All Department, Principals and Deputy Principals, COVID-19 Updates and PSA Noticeboard. Most posts were questions or comments from school-based staff that required a response from our corporate COVID-19 response team.

As Ms Georgina Harrisson alluded to in her original hearing, most of the conversation around leave arrangements on Yammer occurred at the beginning of the pandemic (i.e. prior to 6 October 2021).

Users	Posts	Replies	Reactions
1351	25	640	4,411

### Web content

Data pulled from Google Analytics 360, date range 6 October 2021 – 4 April 2022 inclusive

Intranet Page	Total page views	Total unique page views
COVID-19 Leave and employment arrangements - page created 22 January 2022	34,527	29,759
Supporting casual staff	2,449	2,107
Applying for leave due to COVID-19	174	167
Leave (including Applying for leave due to COVID-19)	78,592	64,847
Special leave - page first created 23 August 2021	2,114	1,775
Sick leave	6,275	5,249

### Staff Noticeboard articles

All data pulled from Google Analytics 360, date range 6 October 2021 – 4 April 2022 inclusive

<b>Article</b>	<b>Total page views</b>	<b>Total unique page views</b>
Recorded broadcast – COVID-smart settings and support for school staff – published 27 January 2022 [now expired]	4,086	3,326
Information to support casual staff during COVID-19 – published 25 January 2022	623	486
Ask our new chatbot Connie your questions about leave – published 14 February 2022	573	541
COVID-19 updates for this week – the version from 31 March 2022 contained information about workers compensation claims [now expired]	6,138	5,408

## QUESTION 18, PAGE NO – 30

The CHAIR: Why is it that the department failed to release to Mr Banasiak the numbers on the school safety notifications and the police call-out numbers for Walgett and you had a set of excuses about privacy? Why can that not be done on a confidential basis to give Mr Banasiak the answers that he needs on notice?

MURAT DIZDAR: I think that line of questioning was asked earlier and applies here to Walgett. I am more than happy to meet and to provide in confidence that material. We protect, as we indicated in the answer we provided, the privacy of individuals. Again, this is a challenging school context, and that can add to the challenge and the complexity unnecessarily. But I am happy to provide that on a confidential basis to Mr Banasiak and to reach out to him.

## ANSWER

The Department has initiated contact with the Honourable Mark Banasiak in relation to his queries.

The Department has obligations under the *Privacy and Personal Information Protection Act 1998* to protect personal information and to not disclose personal information unless required or allowed by law. Also, the Department does not provide data by school names for duty of care reasons and because there may be open legal cases in relation to alleged criminal acts.



**QUESTION 19, PAGE NO – 30, 31**

The Hon. COURTNEY HOUSSOS: I might go back to Ms Harrisson, because these are probably questions for School Infrastructure NSW, who are not here today. Can you tell me what the current projection is for the new Jerrabomberra high school?.

GEORGINA HARRISSON: I am sorry, Ms Houssos, because Mr Manning was not requested today, we assumed there was not going to be a focus necessarily on infrastructure, so I do not have that information with me. But I am very happy to take those details on notice or for you to follow up with Mr D'Adam through the inquiry hearings that you have coming up.

The Hon. COURTNEY HOUSSOS: Perhaps you could take that on notice?

GEORGINA HARRISSON: Very happy to.

...

The Hon. COURTNEY HOUSSOS: My understanding is that the initial stage of Jerrabomberra high school is going to be built for 500 students. Can you tell me, and I am happy for you to take this on notice, if there is a second phase of Jerrabomberra high school planned?

GEORGINA HARRISSON: Very happy to take that on notice.

The Hon. COURTNEY HOUSSOS: Thanks. And if you have commenced planning that stage?

GEORGINA HARRISSON: Yes.

The Hon. COURTNEY HOUSSOS: And what the capacity for that second stage would be?

GEORGINA HARRISSON: Yes, I am very happy to provide those details on notice.

The Hon. COURTNEY HOUSSOS: My understanding is that the initial documents that have been submitted to the council are for 500 students.

GEORGINA HARRISSON: Very happy to take the specifics of any second phase, the capacity of a second phase and whether we are in the planning stages or not.

MURAT DIZDAR: I can add to the secretary's answer that I am across some of the facts that the core facilities are bigger than what is required for the initial establishment, and core facilities are, as you know—

The Hon. COURTNEY HOUSSOS: For all the admin buildings, is that correct?

MURAT DIZDAR: Yes. So that if there is a required expansion of school size, that we have already inbuilt and factored that in and it is already built for that.

The Hon. COURTNEY HOUSSOS: Perhaps, Mr Dizdar or Ms Harrisson, you can tell us what is the capacity of those core buildings? My understanding is it is 800 to 900 students,

MURAT DIZDAR: We can get the exact number.

## **ANSWER**

The core facilities for the new high school in Jerrabomberra are sized for 1,000 students.

The new high school has been masterplanned for expansion in the future if required.

**QUESTION 20, PAGE NO – 31**

The Hon. COURTNEY HOUSSOS: Thanks very much. I will just move on to a different issue now, which is unflued gas heaters. Again, it is School Infrastructure and I understand they are not here. They did provide a really helpful list of all of the schools. If you could provide us with a list of the number of classrooms that have that at each of those schools that would be great...

GEORGINA HARRISSON: I am not aware of the issues, Ms Houssos, so I will need to take that on notice.

**ANSWER**

A list of schools with unflued gas heaters is attached, indicating the number of teaching spaces in each school.

**QUESTION 21, PAGE NO – 31, 32**

The Hon. COURTNEY HOUSSOS: ... I want to come to the question of the metro and regional renewal projects. This is something we have asked a lot of questions about, but the Government is refusing to release the list of the projects and the percentage contribution of the P&Cs to each project. Ms Harrisson, what is the reason for that?

GEORGINA HARRISSON: I am not aware of the issues, Ms Houssos, so I will need to take that on notice.

The Hon. COURTNEY HOUSSOS: Okay, but it is in the public interest that they are aware of what projects have been funded under a particular program and which projects have not been, and that is previously under the, for example, the Cooler Classrooms program—that is something that springs to mind that we have asked a lot of questions about and the department has released a list of projects. We have asked a lot of questions on this in estimates, I have asked questions on notice, I have lodged questions at other times about this. Can you just explain what is the rationale for this particular project and is this a new policy going forward?

GEORGINA HARRISSON: There is no new policy. I am very happy to take it on notice and come back to you with any specific issues. What I know about this program is that it is also currently underway. A lot of matters will be out to tender; it may well be in relation to the commercial in confidence nature of those local tender processes. I will endeavour to give you whatever we can that is completed and we can always update that information later if possible. But I am very happy to take on notice what the reasoning is and provide you with clarity on that.

The Hon. COURTNEY HOUSSOS: I understand you just said that you will provide a list of completed projects. Can you explain—

GEORGINA HARRISSON: I will seek to do so once I understand the specifics of what has occurred so far.

The Hon. COURTNEY HOUSSOS: I understand that you would not want to disclose the amount that had been budgeted for each particular project. But if something is out for tender, can you explain why you could not tell the community that there is a project that is planned that is out for tender?

GEORGINA HARRISSON: I am conscious of commenting on things that I do not have the detail in front of me, Ms Houssos. I am very happy to take that on notice. We would very much expect there to be awareness at a school of the local matters that were likely to be taken into account. I expect that to be done as part of the consultation process on those works. Particularly if they are using P&C funds, the community is likely to be aware that there are plans to use those funds. I do not think there is a sense that we are holding things back from a local school community in that context.

The Hon. COURTNEY HOUSSOS: Again, before we go down the pathway of calls for papers and things like that, can we just save ourselves some trouble and get a list

of projects, even if, therefore, the percentage contribution of P&Cs needs to be privileged? That particular part of it I accept. But I cannot see a justification for a list of projects not being released.

GEORGINA HARRISSON: I am very happy to come back to you with whatever we are able to provide with any explanation as to why we cannot provide any further information, Ms Houssos.

## **ANSWER**

As at 31 March 2022, 599 of the almost 1,500 projects in the Metro and Regional Renewal Program have been completed. The list of schools with completed projects and the project description is attached.

Across the program it is estimated the average school contribution for these projects will be approximately 40 per cent. The school contribution may include a component of Parents and Citizens Association (P&C) raised funds. The Department of Education does not hold a record of P&C contributions to the Renewal Programs.

Each school initially nominated the amount of funds it could contribute to a project and have been informed if they have a successful project in the program. The final percentage breakdown between Department and school contribution funds will be known upon completion of the program after the project team finalises a financial reconciliation. Final costs of completed projects cannot be released as schools have nominated similar projects across the program and is therefore commercially sensitive.

## QUESTION 22, PAGE NO – 32

The Hon. COURTNEY HOUSSOS: Can I add the roof renewal program to that as well? That is a similar requirement.

GEORGINA HARRISSON: You can, absolutely.

### ANSWER

The \$60 million program to replace roofs at schools across rural and regional NSW is funded by the NSW Government. There is no school contribution for this program.

The program is ongoing with roof works at schools still to be added to the program. A list of schools with completed roof projects as part of the program as at 31 March 2022 is below. Some schools have more than one roof project and may be listed twice.

School Name	State Electorate
Abermain Public School	Cessnock
Adamstown Public School	Newcastle
Albury High School	Albury
Alstonville High School	Ballina
Anna Bay Public School	Port Stephens
Ashmont Public School	Wagga Wagga
Attunga Public School	Tamworth
Barham High School	Murray
Barham High School	Murray
Barham Public School	Murray
Barraba Central School	Tamworth
Beckom Public School	Cootamundra
Bega High School	Bega
Belair Public School	Charlestown
Belair Public School	Charlestown
Berinba Public School	Goulburn
Blacksmiths Public School	Swansea
Bobin Public School	Myall Lakes
Bongongo Public School	Cootamundra
Bonville Public School	Coffs Harbour
Booral Public School	Upper Hunter
Boorowa Central School	Goulburn
Bowral High School	Wollondilly
Bowral High School	Wollondilly
Bradfordville Public School	Goulburn
Braidwood Central School	Monaro
Brewarrina Central School	Barwon
Brisbane Water Secondary College Umina Campus	Gosford

<b>School Name</b>	<b>State Electorate</b>
Brisbane Water Secondary College Woy Woy Campus	Gosford
Brisbania Public School	Terrigal
Brisbania Public School	Terrigal
Brunswick Heads Public School	Ballina
Bundarra Central School	Northern Tablelands
Buronga Public School	Murray
Byron Bay High School	Ballina
Byron Bay Public School	Ballina
Callaghan College Jesmond Senior Campus	Wallsend
Callaghan College Wallsend Campus	Wallsend
Callaghan College Waratah Campus	Newcastle
Cambewarra Public School	Kiama
Canobolas Rural Technology High School	Orange
Caves Beach Public School	Swansea
Cessnock High School	Cessnock
Cessnock West Public School	Cessnock
Chittaway Bay Public School	Wyong
Coonamble High School	Barwon
Coorabell Public School	Ballina
Cootamundra High School	Cootamundra
Corowa High School	Albury
Corrimal High School	Keira
Cowper Public School	Clarence
Cudgegong Valley Public School	Dubbo
Cumnock Public School	Orange
Dareton Public School	Murray
Dareton Public School	Murray
Deniliquin High School	Murray
Drummond Memorial Public School	Northern Tablelands
Dubbo South Public School	Dubbo
Dudley Public School	Charlestown
Dungowan Public School	Tamworth
Edgeworth Public School	Cessnock
Elernmore Vale Public School	Wallsend
Empire Bay Public School	Terrigal
Erina High School	Terrigal
Eungai Public School	Oxley
Evans River Community School	Clarence
Fairy Meadow Public School	Keira
Farmborough Road Public School	Wollongong
Frank Partridge VC Public School	Oxley
Glenroi Heights Public School	Orange
Glenvale School	Gosford
Glenvale School	Gosford

<b>School Name</b>	<b>State Electorate</b>
Goodooga Central School	Barwon
Goolma Public School	Dubbo
Goonellabah Public School	Lismore
Gorokan High School	Wyong
Gorokan Public School	Wyong
Goulburn East Public School	Goulburn
Great Lakes College Forster Campus	Myall Lakes
Great Lakes College Tuncurry Campus	Myall Lakes
Grenfell Public School	Cootamundra
Gulgong High School	Dubbo
Gulmarrad Public School	Clarence
Gunnedah High School	Tamworth
Guyra Central School	Northern Tablelands
Hallidays Point Public School	Myall Lakes
Hastings Secondary College Westport Campus	Port Macquarie
Hay Public School	Murray
Henry Kendall High School	Gosford
Hermidale Public School	Barwon
Hume Public School	Albury
Iluka Public School	Clarence
Inverell High School	Northern Tablelands
Inverell High School	Northern Tablelands
Inverell Public School	Northern Tablelands
Inverell Public School	Northern Tablelands
Jerrabomberra Public School	Monaro
Kanahooka High School	Shellharbour
Karabar High School	Monaro
Kempsey West Public School	Oxley
Kinchela Public School	Oxley
Kingscliff High School	Tweed
Koorawatha Public School	Cootamundra
Koorinal Public School	Wagga Wagga
Kulnura Public School	Gosford
Lake Illawarra High School	Shellharbour
Lawrence Public School	Clarence
Lockhart Central School	Wagga Wagga
Macintyre High School	Northern Tablelands
Macksville Public School	Oxley
Macleay High School	Clarence
Maitland High School	Maitland
Manildra Public School	Orange
Manilla Central School	Tamworth
Manning Park Public School	Swansea
Mayfield East Public School	Newcastle
Mayfield West Public School	Newcastle



<b>School Name</b>	<b>State Electorate</b>
Melville High School	Oxley
Menindee Central School	Barwon
Merewether High School	Newcastle
Millfield Public School	Cessnock
Minnamurra Public School	Kiama
Moorland Public School	Port Macquarie
Mount Hutton Public School	Charlestown
Mudgee Public School	Dubbo
Muswellbrook High School	Upper Hunter
Muswellbrook South Public School	Upper Hunter
Nabiac Public School	Myall Lakes
Nambucca Heads High School	Oxley
Nambucca Heads Public School	Oxley
Narara Valley High School	Gosford
Narrandera East Infants School	Cootamundra
Narrandera High School	Cootamundra
Narrandera Public School	Cootamundra
Niagara Park Public School	The Entrance
Niagara Park Public School	The Entrance
North East Public School of Distance Education	Port Macquarie
North Star Public School	Northern Tablelands
Nulkaba Public School	Cessnock
Nundle Public School	Tamworth
Nundle Public School	Tamworth
Oaklands Central School	Albury
Oberon High School	Bathurst
Ocean Shores Public School	Ballina
Old Bar Public School	Myall Lakes
Orana Heights Public School	Dubbo
Orange High School	Orange
Orara High School	Coffs Harbour
Oxley Vale Public School	Tamworth
Pacific Palms Public School	Myall Lakes
Pallamallawa Public School	Northern Tablelands
Parkes East Public School	Orange
Peats Ridge Public School	Gosford
Perthville Public School	Bathurst
Point Clare Public School	Gosford
Port Macquarie Public School	Port Macquarie
Queanbeyan High School	Monaro
Queanbeyan West Public School	Monaro
Railway Town Public School	Barwon
Red Hill Environmental Education Centre	Dubbo
Red Hill Environmental Education Centre	Dubbo

<b>School Name</b>	<b>State Electorate</b>
Ross Hill Public School	Northern Tablelands
Sanctuary Point Public School	South Coast
Scone High School	Upper Hunter
Shellharbour Public School	Shellharbour
Shoal Bay Public School	Port Stephens
Shortland Public School	Wallsend
Smithtown Public School	Oxley
South Grafton High School	Clarence
South Grafton Public School	Clarence
Southern Cross Public School	Ballina
Speers Point Public School	Lake Macquarie
Speers Point Public School	Lake Macquarie
Spring Terrace Public School	Orange
Stanwell Park Public School	Heathcote
Stockton Public School	Newcastle
Stroud Public School	Upper Hunter
Stuarts Point Public School	Oxley
Swansea High School	Swansea
Swansea High School	Swansea
Tacking Point Public School	Port Macquarie
Taree Public School	Myall Lakes
Taree West Public School	Myall Lakes
Taree West Public School	Myall Lakes
Telegraph Point Public School	Port Macquarie
Temora High School	Cootamundra
Temora Public School	Cootamundra
Tenambit Public School	Maitland
Terrigal High School	Terrigal
Terrigal Public School	Terrigal
The Henry Lawson High School	Cootamundra
The Junction Public School	Newcastle
The Rivers Sec College Richmond River High Campus	Lismore
The Rivers Secondary College Lismore High Campus	Lismore
Tingha Public School	Northern Tablelands
Tooleybuc Central School	Murray
Tooraweenah Public School	Barwon
Toukley Public School	Wyong
Trundle Central School	Orange
Tumbulgum Public School	Tweed
Tuncurry Public School	Myall Lakes
Tweed Heads South Public School	Tweed
Tweed River High School	Tweed
Ulmarra Public School	Clarence

<b>School Name</b>	<b>State Electorate</b>
Uralla Central School	Northern Tablelands
Wamberal Public School	Terrigal
Wardell Public School	Ballina
Warilla High School	Shellharbour
Wauchope High School	Oxley
Wauchope Public School	Oxley
Wellington High School	Dubbo
Westport Public School	Port Macquarie
Whitebridge High School	Charlestown
Wilson Park School	Lismore
Wingham Brush Public School	Myall Lakes
Wingham High School	Myall Lakes
Wingham Public School	Myall Lakes
Wiripaang Public School	Charlestown
Wollongong High School of the Performing Arts	Keira
Woolgoolga Public School	Coffs Harbour
Woonona High School	Keira
Woonona High School	Keira
Woy Woy South Public School	Gosford
Woy Woy South Public School	Gosford
Yanco Agricultural High School	Murray
Yass High School	Goulburn
Young Public School	Cootamundra

**QUESTION 23, PAGE NO – 32**

The Hon. COURTNEY HOUSSOS: I want to come back to that question—sorry, it was question 60 that listed the teaching entitlements for new schools opening in 2023. It helpfully listed Jerrabomberra high school and Bungendore high school. There were some other schools that were on that list. Gregory Hills public school, Tallawong primary school and Marsden Park high school are not on the list. Does that mean that you are not anticipating hiring any new staff for those schools?

GEORGINA HARRISSON: I might need to ask one of my operational colleagues to comment on the specifics of those schools. We may need to take those on notice.

**ANSWER**

Recruitment activity for the new primary school in Gregory Hills, the new primary school in Tallawong, and the new high school in Marsden Park has not yet commenced.

The first recruitment activity will be for the Principal position.

**QUESTION 24, PAGE NO – 32, 33**

The Hon. COURTNEY HOUSSOS: Perhaps, Mr Dizdar, you could take on notice the list of schools that you are planning to recruit principals for in the next 12 months.

GEORGINA HARRISSON: I am very happy to provide that on notice.

The Hon. COURTNEY HOUSSOS: When I say the next 12 months, I mean the list of principals in 2022.

GEORGINA HARRISSON: This calendar year.

The Hon. COURTNEY HOUSSOS: Yes. That would be great.

.....

The Hon. COURTNEY HOUSSOS: Yes, that is perfectly fine. There was that list at question 60 saying, "These are all the new teachers that we are planning on recruiting." Is that the extent of the new recruitment that you are planning on doing? I understand that there are vacancies to be filled and then you have got the new teachers that you are recruiting for the new schools. Are they the only new positions that you will be recruiting for?

GEORGINA HARRISSON: The second tranche of assistant principals curriculum instruction will be recruited through this year. There may well be additional positions that schools establish using their RAM funding, which may also go out to recruitment this year as new positions. There may well be other programs in terms of behaviour support specialists and things. There will be other new roles in the system that are created to support priorities in the system.

The Hon. COURTNEY HOUSSOS: Would you be able to provide me on notice a list of those programs and how many positions are expected in each program?

GEORGINA HARRISSON: Specifically the school-based positions, Ms Houssos?

The Hon. COURTNEY HOUSSOS: Yes, please.

GEORGINA HARRISSON: No problem.

**ANSWER**

It is anticipated that recruitment for the Principal position for the new high school Marsden Park will commence in 2022. Currently, there are no other recruitment activities scheduled for Principal positions at new schools commencing operation in 2023.

The recruitment referenced in transcript question 60 related to the initial recruitment required to fill the entitlement of the new schools. As each school's enrolment grows, and the staffing entitlement also subsequently increases, further recruitment activity will take place.

## QUESTION 25, PAGE NO – 33

The Hon. COURTNEY HOUSSOS: That would be great. The next issue I wanted to go to was land sales. Again, this is from the questions that were taken on notice. If there are things under tender—I think, Mr Withey, this was a question to you. If there are currently land sites that are up for sale, that is fine. Are you able to provide us on notice a list of the land sales under \$1 million that have already been sold? Actually, let me not add that disclaimer. Are you able to provide a list of the land sales, including those under \$1 million, that have already been sold?

DAVID WITHEY: That is probably a question for Mr Manning rather than me, but I am very happy to take away what we can provide on notice on that list.

## ANSWER

### 2020- 2021 Asset Disposals

Site	Nature of land sold	Sale price (excluding GST)
20 Parklea Avenue, Croudace Bay	Vacant Land	\$260,000
29 Coughlan Road, Blaxland, unused part site of Blaxland High School	Vacant Land	\$615,000
31 Coughlan Road, Blaxland, unused part site of Blaxland High School	Vacant Land	\$617,000
20 Cleveland Road, Dapto, part site of Dapto High School - – land under an elevated road (bridge)	Vacant Land	\$22,727
Compulsory acquisition by Transport for NSW for 0.03 Ha part land of Kingsgrove High School	Compulsory Acquisition by TfNSW	\$250,000
Compulsory acquisition by Transport for NSW for 0.26 Ha part land of Korora Public School	Compulsory Acquisition by TfNSW	\$306,301
Site of closed school (former Rouchel Public School)	Closed school	\$285,000
Tamworth (Former Parry School)	Closed school	\$455,000
<b>TOTAL</b>		<b>\$2,811,028</b>

Asset disposals for the 2021-2022 financial year will be made available at the end of the financial year.

Disposals are conducted in accordance with NSW Treasury guidelines. All state government agencies are notified of disposals; additionally, local councils and communities are consulted on specific 'sensitive' sites.

Any sale of surplus land is subject to careful consideration of future educational requirements; when land is disposed of, the proceeds are reinvested in the provision of education infrastructure.



## QUESTION 26, PAGE NO – 33

The Hon. COURTNEY HOUSSOS: I said \$2.1 million but I wrote down \$2.8 million. That is \$2.8 million in gross proceeds. I have one more question. I asked some questions about the announcement of the new principal at Googong public school. That was on Friday 28 January and the Minister attended. Ms Harrisson, are you aware if anyone from the department spoke to the then Nationals candidate, Nichole Overall, prior to the announcement?

GEORGINA HARRISSON: I am not aware of any conversations occurring, but I am happy to check with my team on return after this hearing and come back to you on notice.

The Hon. COURTNEY HOUSSOS: That would be great. Can you could also provide the date that the brief was requested for the event as well?

GEORGINA HARRISSON: Certainly. If a brief was requested, I will provide that. I will need to confirm and come back on notice.

The Hon. COURTNEY HOUSSOS: That would be excellent. If it was not requested, can you provide the date that the brief was provided on?

GEORGINA HARRISSON: Yes, sure.

## ANSWER

The event briefing request for the sod turning at the new school site in Googong was sent from the Minister's office to the Department of Education on 21 January 2022.

The Department advises no one in the Secretary's office spoke to the Nationals candidate prior to the announcement. The Department further advises that the Regional Executive Director, Director Educational Leadership and Principal also did not speak to the Nationals candidate prior to the announcement.

## QUESTION 27, PAGE NO – 33, 34

The Hon. ANTHONY D'ADAM: I am concerned by the number around the eight workers compensation claims around COVID, primarily because I fear that it is indicative of a culture in the department that is discouraging the making of workers comp claims. We heard earlier in evidence that Ms Cachia seemed to suggest that workers comp should only be used where there is an expectation that the injury will have long-term absences and a long recovery. I wanted to ask you, Ms Harrisson, are you able to provide on notice the department's performance metrics in relation to workers compensation?

GEORGINA HARRISSON: I am certainly happy to look into what we can provide, Mr D'Adam.



## **ANSWER**

The Department of Education's fund manager is responsible for accepting and rejecting COVID-19 related workers compensation claims.

At the end of the 2021 calendar year, a total of 132 COVID-19 related workers compensation cases were reported to the fund manager. Of this number, liability was accepted by the fund manager for 18 cases. The breakdown of the accepted cases by category is as follows:

- 14 claims were accepted due to mental stress related to COVID-19.
- One claim was accepted in relation to an adverse reaction to a vaccination.
- Three claims were accepted for COVID-19.

As at 31 March 2022 for the 2022 calendar year, 37 COVID-19 related workers compensation cases were reported to the fund manager. Of this number, liability was accepted by the fund manager for 13 cases. The breakdown of the accepted cases by category is as follows:

- 12 claims were accepted for COVID-19.
- One claim was accepted due to mental stress related to COVID-19.

## QUESTION 28, PAGE NO – 37

The CHAIR: To the secretary, is there an update on the "better breeding" inquiry—the principal, seemingly, at Kandos High School who made these remarks and what has happened to her?

GEORGINA HARRISSON: Chair, I note that this comment came out of one piece of paper in a bundle of many as part of a Standing Order 52 request. Our investigations continue in the department and as soon as those investigations are finalised, I will happily provide an update to the committee.

The CHAIR: It has been six or seven weeks. How long does it take to investigate two words?

GEORGINA HARRISSON: Chair, you will appreciate that although it is only two words, certainly, as you have indicated, they have significant consequence. There are a number of people involved in the investigation. Obviously there needs to be an evidentiary threshold that can be met and so those investigations continue. As soon as I have an update, Chair, I will absolutely come back to the committee.

The CHAIR: When do you expect the investigation to conclude?

GEORGINA HARRISSON: I will ask Ms Cachia if she has any details on the expected time line for the investigation. But, as I have indicated, as soon as it is complete I will very happily provide the Committee with an update.

YVETTE CACHIA: I would need to check in with the team, Chair, to find out exactly where it is at. I am not sure when the report will be delivered. I will say, though, as I did on the last occasion, that part of the process involves procedural fairness. As the secretary indicated, it is really important that we follow the process. As the secretary said, as soon as we are actually able to give further information about that, we absolutely will do so.

## ANSWER

The investigation in relation to this matter remains ongoing. The employee alleged to have had involvement in this matter is no longer permanently employed with the Department. To ensure the integrity of the investigation no further comment can be provided.

All efforts are being made to finalise the matter as quickly as possible while ensuring procedural fairness to the parties concerned.

**QUESTION 29, PAGE NO – 43**

The Hon. COURTNEY HOUSSOS: Do you monitor for waiting list for community preschools?

GEORGINA HARRISSON: Not centrally, that I am aware of, would we monitor community preschool waiting lists. In a particular location, if we see some specific need, we may well go and out and survey and ask questions. But I would need to come back to you on notice with any specifics that we have done on that.

**ANSWER**

The Department of Education does not directly monitor waiting lists for community preschool services. The NSW Government provides funding to support the provision of preschool, however community and mobile preschool services in NSW operate as independent organisations, with their own governance arrangements, policies and procedures. This includes responsibility for operational decisions and maintaining waiting lists.

The Department may receive waitlist information through the Start Strong for community preschool funding application process which requires interested organisations to demonstrate there is local need and demand for a preschool service.

Additionally, waitlist information may be submitted through the Start Strong Capital Works Grants Program application process. The Start Strong Capital Works Grants Program improves access to preschool by creating additional community preschool places in areas of need and demand across the State.

### QUESTION 30, PAGE NO – 43

The Hon. COURTNEY HOUSSOS: That would be great. You will probably need to take this on notice, but can you provide me a list of the schools that the best in-class teachers have visited in 2021 and 2022?

GEORGINA HARRISSON: The ones that they have visited or the ones that they have worked with, Ms Houssos? Some of their work, obviously, through that period has been virtual rather than in-person, given the nature of the experience. If I could give you both, that would probably give you a clearer picture.

The Hon. COURTNEY HOUSSOS: Yes, I understand. That is completely fine. Just to check, they have a reduced teaching load so they can participate in that. Is that correct?

GEORGINA HARRISSON: They do. The majority, when they were first recruited—and I will need to go back and check how many of them still maintain this particular proportion.

### ANSWER

Best in Class teachers do have a reduced workload to continue teaching classes in school whilst apportioning some of their time to building the capacity of teachers across NSW public schools. Release from teaching varies from 0.5 FTE to 0.8 FTE, depending on the nature of support the Best in Class teacher is providing. Schools are also resourced to support the time teachers are contributing to system-wide improvement.

Best in Class runs professional learning online and in person which is facilitated by Best in Class teachers. The following schools have had at least one teacher attend a Best in Class professional learning or received support in their context between 2021 and 26 April 2022.

Number	School
1	Abbotsford Public School
2	Adamstown Public School
3	Airds High School
4	Albion Park High School
5	Albury High School
6	Albury Public School
7	Alexandria Park Community School
8	Alfords Point Public School
9	Alstonville High School
10	Ambarvale High School
11	Annandale North Public School
12	Ardlethan Central School
13	Ariah Park Central School
14	Armidale Secondary College
15	Arthur Phillip High School

<b>Number</b>	<b>School</b>
16	Ashcroft High School
17	Ashfield Boys High School
18	Ashfield Public School
19	Ashford Central School
20	Asquith Boys High School
21	Asquith Girls High School
22	Asquith Public School
23	Auburn Girls High School
24	Auburn North Public School
25	Aurora College
26	Austinmer Public School
27	Ballina Coast High School
28	Balranald Central School
29	Bankstown Girls High School
30	Bankstown Senior College
31	Banora Point High School
32	Barham High School
33	Barnier Public School
34	Barrenjoey High School
35	Bass High School
36	Batemans Bay High School
37	Bathurst West Public School
38	Baulkham Hills High School
39	Baulkham Hills North Public School
40	Beechwood Public School
41	Bega High School
42	Bellambi Public School
43	Bellingen High School
44	Bellingen Public School
45	Belmont High School
46	Belmore Boys High School
47	Belmore North Public School
48	Beresfield Public School
49	Berkeley Vale Public School
50	Beverly Hills Girls High School
51	Beverly Hills Public School
52	Billabong High School
53	Bingara Central School
54	Binya Public School
55	Birrong Boys High School
56	Birrong Girls High School
57	Blacktown Boys High School
58	Blacktown Girls High School
59	Blakehurst High School
60	Blaxland High School
61	Blayney High School

<b>Number</b>	<b>School</b>
62	Bomaderry High School
63	Bonalbo Central School
64	Bonnells Bay Public School
65	Bonnyrigg High School
66	Boorowa Central School
67	Boronia Park Public School
68	Bossley Park High School
69	Bourke High School
70	Bowral High School
71	Bowral Public School
72	Bowraville Central School
73	Bradbury Public School
74	Braidwood Central School
75	Brewarrina Central School
76	Brisbane Water Secondary College Umina Campus
77	Brisbane Water Secondary College Woy Woy Campus
78	Brisbania Public School
79	Broke Public School
80	Broken Hill High School
81	Bulahdelah Central School
82	Bundarra Central School
83	Burraneer Bay Public School
84	Burren Junction Public School
85	Burwood Girls High School
86	Byron Bay High School
87	Byron Bay Public School
88	Cabramatta High School
89	Cabramatta West Public School
90	Callaghan College Jesmond Senior Campus
91	Callaghan College Wallsend Campus
92	Callaghan College Waratah Campus
93	Cambridge Gardens Public School
94	Cambridge Park High School
95	Camden Haven High School
96	Camden High School
97	Cammeray Public School
98	Cammeraygal High School
99	Campbell House School
100	Campbelltown Performing Arts High School
101	Campsie Public School
102	Canley Vale High School
103	Canobolas Rural Technology High School
104	Canowindra High School
105	Canterbury Boys High School
106	Canterbury Girls High School
107	Canterbury South Public School

<b>Number</b>	<b>School</b>
108	Cardiff High School
109	Caringbah High School
110	Caringbah Public School
111	Carlingford High School
112	Casino High School
113	Castle Hill High School
114	Castlereagh Public School
115	Casula High School
116	Caves Beach Public School
117	Cecil Hills High School
118	Centennial Park School
119	Cessnock High School
120	Cessnock West Public School
121	Chatham High School
122	Chatswood High School
123	Cheltenham Girls High School
124	Cherrybrook Technology High School
125	Chester Hill High School
126	Chifley College Bidwill Campus
127	Chifley College Dunheved Campus
128	Chifley College Senior Campus
129	Clemton Park Public School
130	Cobar High School
131	Cobar Public School
132	Coffs Harbour High School
133	Coffs Harbour Senior College
134	Coledale Public School
135	Colo High School
136	Colyton High School
137	Concord High School
138	Condell Park High School
139	Condell Park Public School
140	Condobolin High School
141	Condobolin Public School
142	Condong Public School
143	Congewai Public School
144	Conservatorium High School
145	Coerwull Public School
146	Coolah Central School
147	Coolamon Central School
148	Coomealla High School
149	Coonabarabran High School
150	Coonabarabran Public School
151	Coonamble High School
152	Cooperook Public School
153	Cootamundra High School

<b>Number</b>	<b>School</b>
154	Corindi Public School
155	Corowa High School
156	Corrimal High School
157	Cowra High School
158	Cranebrook High School
159	Crestwood High School
160	Crestwood Public School
161	Cromer Public School
162	Crookwell High School
163	Crossmaglen Public School
164	Croydon Public School
165	Cudgegong Valley Public School
166	Cumberland High School
167	Dapto High School
168	Davidson High School
169	Dawson Public School
170	Deniliquin High School
171	Denison College of Secondary Education, Bathurst High Campus
172	Denison College of Secondary Education, Kelso High Campus
173	Doonside High School
174	Dorrigo High School
175	Dorrigo Public School
176	Dubbo College Delroy Campus
177	Dubbo College Senior Campus
178	Dubbo College South Campus
179	Dubbo Public School
180	Dubbo School of Distance Education
181	Dulwich High School of Visual Arts and Design
182	Dulwich Hill Public School
183	Dunedoo Central School
184	Dungog High School
185	E A Southee Public School
186	Eagle Vale High School
187	East Hills Boys High School
188	East Hills Girls Technology High School
189	Eden Marine High School
190	Elderslie High School
191	Eleebana Public School
192	Elizabeth Macarthur High School
193	Emmaville Central School
194	Endeavour Sports High School
195	Engadine High School
196	Epping Boys High School
197	Epping West Public School
198	Erina High School



<b>Number</b>	<b>School</b>
199	Erskine Park High School
200	Euston Public School
201	Evans High School
202	Evans River Community School
203	Fairfield High School
204	Fairvale High School
205	Farrer Memorial Agricultural High School
206	Figtree High School
207	Figtree Public School
208	Finigan School of Distance Education
209	Finley High School
210	Five Islands Secondary College
211	Forbes High School
212	Fort Street High School
213	Francis Greenway High School
214	Galston High School
215	Georges River College Oatley Senior Campus
216	Georges River College Peakhurst Campus
217	Georges River College Penshurst Girls Campus
218	Gilgandra High School
219	Girraween High School
220	Girraween Public School
221	Glen Innes High School
222	Glendale East Public School
223	Glendale Technology High School
224	Glenfield Public School
225	Glenmore Park High School
226	Glenreagh Public School
227	Glenwood High School
228	Gloucester High School
229	Gol Gol Public School
230	Gooloogong Public School
231	Gorokan High School
232	Gosford High School
233	Goulburn High School
234	Goulburn West Public School
235	Grafton High School
236	Granville Boys High School
237	Granville Public School
238	Granville South Creative and Performing Arts High School
239	Great Lakes College Forster Campus
240	Great Lakes College Senior Campus
241	Great Lakes College Tuncurry Campus
242	Gresford Public School
243	Greystanes High School
244	Greystanes Public School

<b>Number</b>	<b>School</b>
245	Guise Public School
246	Gulgong High School
247	Gundagai High School
248	Gunnedah High School
249	Guyra Central School
250	GyMEA Technology High School
251	Halinda School
252	Hambledon Public School
253	Hamilton Public School
254	Hannans Road Public School
255	Harrington Park Public School
256	Hastings Secondary College, Port Macquarie Campus
257	Hastings Secondary College, Westport Campus
258	Hawkesbury High School
259	Hay War Memorial High School
260	Heathcote High School
261	Henry Kendall High School
262	Hillsborough Public School
263	Hillston Central School
264	Holmwood Public School
265	Holroyd High School
266	Holsworthy High School
267	Homebush Boys High School
268	Hornsby Girls High School
269	Hornsby North Public School
270	Hoxton Park High School
271	Hunter River High School
272	Hunter School of Performing Arts
273	Hunter Sports High School
274	Hunters Hill High School
275	Hunters Hill Public School
276	Hurlstone Agricultural High School
277	Ilford Public School
278	Illawarra Sports High School
279	Illawong Public School
280	Ingleburn High School
281	Inner Sydney High School
282	Inverell High School
283	Ironbark Ridge Public School
284	Irrawang High School
285	Ivanhoe Central School
286	J J Cahill Memorial High School
287	James Busby High School
288	James Cook Boys High School
289	James Fallon High School
290	James Meehan High School

<b>Number</b>	<b>School</b>
291	James Ruse Agricultural High School
292	Jamison High School
293	Jamisontown Public School
294	Jasper Road Public School
295	Jindabyne Central School
296	John Edmondson High School
297	Junee High School
298	Kanahooka High School
299	Kandos High School
300	Kapooka Public School
301	Karabar High School
302	Kareela Public School
303	Kariong Mountains High School
304	Katoomba High School
305	Kearns Public School
306	Keira High School
307	Kellyville High School
308	Kempsey High School
309	Kentlyn Public School
310	Kiama High School
311	Killara High School
312	Killarney Heights High School
313	Killarney Heights Public School
314	Kincumber High School
315	Kincumber Public School
316	Kings Langley Public School
317	Kingscliff High School
318	Kingsgrove High School
319	Kingsgrove North High School
320	Kingsgrove Public School
321	Kingswood High School
322	Kingswood Public School
323	Kirkton Public School
324	Kirrawee High School
325	Kogarah High School
326	Koonawarra Public School
327	Koorawatha Public School
328	Kooringal High School
329	Kotara High School
330	Ku-ring-gai High School
331	Kurri Kurri High School
332	Kyogle High School
333	Lake Cargelligo Central School
334	Lake Illawarra High School
335	Lake Macquarie High School
336	Lake Munmorah High School

<b>Number</b>	<b>School</b>
337	Lake Munmorah Public School
338	Lakemba Public School
339	Lambton High School
340	Lansvale Public School
341	Lavington East Public School
342	Lawson Public School
343	Leeton High School
344	Leppington Public School
345	Leumeah High School
346	Lewisham Public School
347	Lightning Ridge Central School
348	Lincoln School
349	Lindfield Learning Village
350	Lisarow High School
351	Lismore South Public School
352	Lithgow High School
353	Liverpool Boys High School
354	Liverpool Girls High School
355	Lockhart Central School
356	Lomandra School
357	Londonderry Public School
358	Lucas Heights Community School
359	Lurnea High School
360	Macarthur Girls High School
361	Macintyre High School
362	Macksville High School
363	Macksville Public School
364	Macleay High School
365	Macquarie Fields High School
366	Macquarie Fields Public School
367	Maitland Grossmann High School
368	Maitland High School
369	Manilla Central School
370	Manly West Public School
371	Manning Park Public School
372	Marrickville High School
373	Marrickville West Public School
374	Marsden High School
375	Marton Public School
376	Matong Public School
377	Matraville Sports High School
378	Mayfield East Public School
379	Melville High School
380	Menai High School
381	Menindee Central School
382	Merewether High School

<b>Number</b>	<b>School</b>
383	Merewether Public School
384	Merriwa Central School
385	Merrylands High School
386	Middleton Grange Public School
387	Miller High School
388	Milton Public School
389	Minerva School
390	Minnamurra Public School
391	Minto Public School
392	Mitchell High School
393	Model Farms High School
394	Molong Central School
395	Mona Vale Public School
396	Monaro High School
397	Moorebank High School
398	Moorefield Girls High School
399	Moree Public School
400	Moree Secondary College Albert St Campus
401	Morisset High School
402	Moruya High School
403	Mosman High School
404	Moss Vale High School
405	Moss Vale Public School
406	Mount Annan High School
407	Mount Austin High School
408	Mount George Public School
409	Mount Pritchard Public School
410	Mount Victoria Public School
411	Mount View High School
412	Mudgee High School
413	Mudgee Public School
414	Muirfield High School
415	Mullaway Public School
416	Mullumbimby High School
417	Mulwaree High School
418	Murray High School
419	Murrumbidgee Regional High School
420	Murrumburrah High School
421	Murrumburrah Public School
422	Murwillumbah High School
423	Murwillumbah Public School
424	Muswellbrook High School
425	Nambucca Heads High School
426	Narara Valley High School
427	Narooma High School
428	Narrabeen Lakes Public School

<b>Number</b>	<b>School</b>
429	Narrabeen Sports High School
430	Narrabri High School
431	Narrandera High School
432	Narrandera Public School
433	Narranga Public School
434	Narromine High School
435	Nepean Creative and Performing Arts High School
436	New Lambton Public School
437	Newcastle High School
438	Newington Public School
439	Newtown High School of Performing Arts
440	Nimbin Central School
441	Normanhurst Boys High School
442	North Sydney Boys High School
443	North Sydney Girls High School
444	North Sydney Public School
445	Northern Beaches Secondary College Balgowlah Boys Campus
446	Northern Beaches Secondary College Cromer Campus
447	Northern Beaches Secondary College Freshwater Senior Campus
448	Northern Beaches Secondary College Mackellar Girls Campus
449	Northern Beaches Secondary College Manly Campus
450	Northlakes High School
451	Northmead Creative and Performing Arts High School
452	Nowra East Public School
453	Nowra High School
454	Nyngan High School
455	Oak Flats High School
456	Oberon High School
457	Oberon Public School
458	O'Connell Public School
459	Orange Grove Public School
460	Orange High School
461	Orara High School
462	Orchard Hills Public School
463	Otford Public School
464	Oxley High School
465	Parkes High School
466	Parramatta High School
467	Peak Hill Central School
468	Peel High School
469	Pendle Hill High School
470	Pennant Hills High School
471	Penrith High School
472	Picnic Point High School
473	Picton High School

<b>Number</b>	<b>School</b>
474	Pittwater High School
475	Plumpton High School
476	Port Hacking High School
477	Port Kembla Public School
478	Portland Central School
479	Prairiewood High School
480	Punchbowl Boys High School
481	Punchbowl Public School
482	Quakers Hill High School
483	Quakers Hill Public School
484	Queanbeyan High School
485	Queanbeyan Public School
486	Quirindi High School
487	Raleigh Public School
488	Randwick Boys High School
489	Randwick Girls High School
490	Randwick Public School
491	Richmond High School
492	Riverina Environmental Education Centre
493	Riverside Girls High School
494	Riverstone High School
495	Robert Townson High School
496	Robert Townson Public School
497	Rooty Hill High School
498	Ropes Crossing Public School
499	Rose Bay Secondary College
500	Rous Public School
501	Rouse Hill High School
502	Ruse Public School
503	Rutherford Technology High School
504	Ryde Secondary College
505	Sandy Beach Public School
506	Sarah Redfern High School
507	Sarah Redfern Public School
508	Scone High School
509	Scotts Head Public School
510	Sefton High School
511	Seven Hills High School
512	Shellharbour Public School
513	Shoalhaven High School
514	Singleton High School
515	Sir Joseph Banks High School
516	Smiths Hill High School
517	South Grafton High School
518	South Sydney High School
519	Southern Cross School of Distance Education

<b>Number</b>	<b>School</b>
520	Speers Point Public School
521	Springwood High School
522	St Clair High School
523	St George Girls High School
524	St Ives High School
525	St Johns Park High School
526	St Marys Senior High School
527	Strathfield Girls High School
528	Strathfield North Public School
529	Strathfield South High School
530	Surveyors Creek Public School
531	Swansea High School
532	Sydney Boys High School
533	Sydney Childrens Hospital School
534	Sydney Distance Education High School
535	Sydney Girls High School
536	Sydney Secondary College Balmain Campus
537	Sydney Secondary College Blackwattle Bay Campus
538	Sydney Secondary College Leichhardt Campus
539	Sydney Technical High School
540	Sylvania High School
541	Tacking Point Public School
542	Tamworth High School
543	Taree High School
544	Temora High School
545	Tempe High School
546	Tenterfield High School
547	Terrey Hills Public School
548	Terrigal High School
549	The Crescent School
550	The Forest High School
551	The Henry Lawson High School
552	The Hills Sports High School
553	The Jannali High School
554	The Ponds High School
555	The Rivers Secondary College, Kadina High Campus
556	The Rivers Secondary College, Lismore High Campus
557	The Rivers Secondary College, Richmond River High Campus
558	Thomas Reddall High School
559	Tinonee Public School
560	Tomaree High School
561	Tooleybuc Central School
562	Toormina High School
563	Toronto High School
564	Toukley Public School
565	Tower Street Public School



<b>Number</b>	<b>School</b>
566	Trangie Central School
567	Trundle Central School
568	Tuggerah Lakes Secondary College The Entrance Campus
569	Tuggerah Lakes Secondary College Tumbi Umbi Campus
570	Tullamore Central School
571	Tullibigeal Central School
572	Tumbarumba High School
573	Tumut High School
574	Tumut Public School
575	Turrumurra High School
576	Tweed Heads Public School
577	Tweed River High School
578	Tyalgum Public School
579	Ulladulla High School
580	Unanderra Public School
581	Ungarie Central School
582	Upper Coopers Creek Public School
583	Uralla Central School
584	Valentine Public School
585	Vincentia High School
586	Wadalba Community School
587	Wagga Wagga High School
588	Walcha Central School
589	Walgett Community College - High School
590	Wallsend Public School
591	Warialda High School
592	Warilla High School
593	Warners Bay High School
594	Warners Bay Public School
595	Warrawong High School
596	Warren Central School
597	Wattle Grove Public School
598	Wauchope High School
599	Wauchope Public School
600	Wee Waa High School
601	Wellington High School
602	West Wallsend High School
603	West Wyalong High School
604	Westfields Sports High School
605	Whitebridge High School
606	Wideview Public School
607	Wiley Park Girls High School
608	Willoughby Girls High School
609	Willyama High School
610	Windsor High School
611	Wingham Brush Public School

<b>Number</b>	<b>School</b>
612	Wingham High School
613	Winmalee High School
614	Wollongong High School of the Performing Arts
615	Wollumbin High School
616	Woniora Road School
617	Woodenbong Central School
618	Woolgoolga High School
619	Woolgoolga Public School
620	Woolooware High School
621	Woongarra Public School
622	Woonona High School
623	Woy Woy Public School
624	Wyndham College
625	Wyong High School
626	Wyrallah Road Public School
627	Yanco Agricultural High School
628	Yass High School
629	Yeoval Central School
630	York Public School
631	Young High School
632	Yudi Gunyi School

**QUESTION 31, PAGE NO – 43**

The Hon. COURTNEY HOUSSOS: Can you provide on notice the list of the 176 community preschools that have closed in 2021 and 2022?

GEORGINA HARRISSON: Yes.

**ANSWER**

A list of community preschools that experienced short-term temporary closures in 2021 and 2022 as at 22 April 2022 is provided in the table below. Noting services may have closed more than once during this period.

<b>Service Approval ID</b>	<b>Service Name</b>
SE-00006354	Aberdeen Preschool
SE-00006486	Austral Community Preschool
SE-00006492	Awabakal Preschool - Wickham
SE-00006493	Awabakal Community Preschool
SE-00006547	Bankstown Montessori Preschool
SE-00006595	Bellingen Preschool
SE-00006606	Berkeley Vale Preschool Kindergarten
SE-00006624	Bilambil Community Pre-School & OOSH
SE-00006639	Binnowie Kindergarten Co-Op Society Ltd
SE-00006649	Birubi Point Community Preschool
SE-00006650	Blackalls Park Pre-School
SE-00006654	Blackheath Kookaburra Kindergarten
SE-00006661	Bland Preschool
SE-00006665	Blayney Pre-School
SE-00006716	Bradbury Pre-school
SE-00006765	Broughton Street Kindergarten
SE-00006775	Bulahdelah Pre School
SE-00006805	Byron Bay Preschool Coogera Centre
SE-00006812	Core Community Services Preschool
SE-00006871	Carey Bay Preschool
SE-00006897	Casula Preschool
SE-00006903	Cavanbah Centre
SE-00006957	Clarence Town Pre-school
SE-00006974	Clunes Community Preschool
SE-00006996	Comboyne Community Preschool Kindergarten
SE-00007000	Como Pre School Kindergarten
SE-00007021	Cooma North Preschool
SE-00007024	Cooranbong Valley Community Pre-School
SE-00007026	Copmanhurst Pre-school
SE-00007047	Crescent Head Community Pre-School
SE-00007052	Cronulla Preschool Kindergarten
SE-00007071	Cumnock Village Pre-School
SE-00007079	Dalaigur Pre-School & Children's Services
SE-00007099	Deniliquin Preschool

<b>Service Approval ID</b>	<b>Service Name</b>
SE-00007119	Dorrigo Preschool Incorporated
SE-00007131	Dungog Community Pre-School Kindergarten
SE-00007133	Durrumbul Community Pre-School
SE-00007137	Earlwood Uniting Church Preschool
SE-00007156	East Maitland Pre-School (Brunswick St)
SE-00007157	East Maitland Pre-School (George St)
SE-00007215	Eungai Preschool
SE-00007219	Euston Pre-school
SE-00007242	Fairfield Preschool
SE-00007317	Gainmara Birrilee Preschool
SE-00007342	Giiguy Gamambi Preschool
SE-00007347	Girrawong Preschool
SE-00007348	Girrinbai Community Pre School
SE-00007363	Glenreagh Preschool Incorporated
SE-00007372	Goodooga Preschool Inc
SE-00007388	Grace Lutheran Pre-School
SE-00007395	Grays Lane Children's Centre
SE-00007403	Liberty Church of Christ Preschool
SE-00007426	Gulargambone Preschool
SE-00007434	Gummyaney Aboriginal Corporation
SE-00007438	Burringbar Community Preschool Inc
SE-00007493	Harris Park Preschool
SE-00007513	Heathdene Preschool
SE-00007517	Helensburgh Community Preschool
SE-00007555	Holsworthy Pre-school
SE-00007596	Kingstown Pre-School
SE-00007643	Jamberoo Community Preschool
SE-00007670	Jesmond Community PreSchool
SE-00007678	CAPTAINS FLAT COMMUNITY PRESCHOOL
SE-00007712	Ngaarrila Preschool Kalang
SE-00007715	Kangaroo Valley Pre-School
SE-00007719	Kapooka Early Childhood Centre
SE-00007733	Katoomba Leura Preschool
SE-00007919	Kingscliff Mini School
SE-00007934	Koninderie Community Based Pre-School and Occasional Care Service
SE-00007941	Koolyangarra Aboriginal Preschool Corporation
SE-00007945	Koorana Croydon St Pre School
SE-00007958	KU - Bilya Gulyangarri Preschool
SE-00007962	KU - Bulli Preschool
SE-00007965	KU - Cammeray Preschool
SE-00007966	KU - Castlecrag Preschool
SE-00007970	KU - Cheltenham Memorial Preschool
SE-00007981	KU - Eastwood Preschool
SE-00007985	KU - Georges Hall Preschool
SE-00007993	KU - Gwynneville Pre-school

<b>Service Approval ID</b>	<b>Service Name</b>
SE-00008002	KU - Kangaroo Preschool
SE-00008003	KU - Karingal Preschool
SE-00008011	KU - Kookaburra Preschool
SE-00008016	KU - Macquarie Fields Preschool
SE-00008026	KU - Osborne Park Preschool
SE-00008032	KU - Peter Pan Paddington Pre-School
SE-00008035	KU - Phoenix Preschool
SE-00008043	KU - Shalvey Preschool
SE-00008046	KU - St Ives Barra-Brui Pre-school
SE-00008054	KU - Wahroonga Preschool
SE-00008063	KU - Wombarra Preschool
SE-00008109	Lawrence Community Pre-school
SE-00008134	Lennox Head Community Preschool
SE-00008270	Long Jetty Preschool
SE-00008277	Lower Bucca Community Preschool Incorporated
SE-00008296	Macquarie Hills Community Preschool
SE-00008370	Menindee Children's Centre
SE-00008403	Minimbah Preschool and Primary School Aboriginal Corporation
SE-00008431	Mogo Aboriginal Pre-School
SE-00008454	Moree Pre-School
SE-00008495	Mullumbimby Community Pre-School
SE-00008502	Murrurundi Pre School
SE-00008516	Nambucca Heads Preschool Playcentre
SE-00008558	Nimbin Pre-School
SE-00008559	Nimmitabel Preschool
SE-00008583	North Ryde Community PreSchool
SE-00008586	North St Marys Community Preschool
SE-00008596	Northside Baptist Pre-School Centre (Northbridge)
SE-00008624	Old Bar Pre School
SE-00008630	Ngaarrila Preschool Thora
SE-00008672	Paterson Valley Community Pre-School
SE-00008677	Peak Hill Pre-School Kindergarten
SE-00008690	Pennant Hills War Memorial Children's Centre
SE-00008697	Periwinkle Pre- School
SE-00008702	Peter Rabbit Community Preschool
SE-00008705	Picton Community Preschool
SE-00008747	Ponyara Pre-School
SE-00008754	Port Macquarie Community Preschool
SE-00008762	Possums Community Pre-School (Condong)
SE-00008769	Pottsville Community Pre-School
SE-00008796	Kids' Early Learning Blacktown City Quakers Hill preschool
SE-00008832	North Harbour Children's Centre
SE-00008845	Richmond Preschool Kindergarten
SE-00008850	NextSense Blind and Low Vision Preschool

<b>Service Approval ID</b>	<b>Service Name</b>
SE-00008857	Riverside Preschool
SE-00008867	Rocky Hall Preschool
SE-00008892	Rossmore Community Pre-School
SE-00008937	SDN Batemans Bay Preschool
SE-00008938	SDN Crookwell Preschool
SE-00008959	Seaham Pre-School
SE-00009019	SOS Preschool
SE-00009023	Scribbly Gum Dalai
SE-00009035	Springdale Heights Preschool
SE-00009055	KU Figtree Preschool
SE-00009067	St James Kindergarten
SE-00009083	Integricare Brighton Le Sands
SE-00009124	St Thomas Pre School
SE-00009156	Stroud Pre School
SE-00009157	Stuarts Point Preschool
SE-00009192	Tarago Preschool
SE-00009194	Taree & District Pre School
SE-00009212	Temora Preschool and Out of School Hours Inc
SE-00009248	The Farmhouse Montessori School
SE-00009285	The Little School Pre School
SE-00009293	The Northern Nursery School
SE-00009377	Tooraweenah Preschool
SE-00009378	Toormina Community Preschool Inc
SE-00009384	Toukley Pre-School
SE-00009400	Trinity Preschool Orange Inc.
SE-00009408	Tunable Falls Early Childhood Centre
SE-00009412	Tweed Heads Community Pre-School
SE-00009429	Uniting St Luke's Preschool Belmont North
SE-00009467	Wakool Preschool
SE-00009472	Wallalong Preschool
SE-00009505	Wauchope Preschool Kindergarten
SE-00009513	Wee Waa And District Preschool
SE-00009540	Weston Community Pre-School
SE-00009553	Wilberforce Pre- School Kindergarten
SE-00009569	Wilson's Creek Community Preschool
SE-00009573	Windsor Preschool
SE-00009575	Wingham Pre School
SE-00009590	Woodenbong Pre-school
SE-00009596	Woollahra Preschool
SE-00009610	Yamba PreSchool
SE-00009629	Young Preschool Kindergarten
SE-00011508	Catholic Early Learning Centre Mary, Queen of the Family Parish, Blacktown
SE-00011510	Valley Preschool
SE-00011977	SDN Beranga Autism Specific Preschool
SE-40000390	Koori Kindermanna Preschool

<b>Service Approval ID</b>	<b>Service Name</b>
SE-40007606	Tyalgum Community Preschool
SE-40008017	Bowen Preschool
SE-40009239	Little Saints Preschool
SE-40013050	Orange Christian School
SE-40014373	Bossley Park Preschool
SE-40015295	Ngallingnee Jarjum Tabulam & District Community Preschool Inc
SE-40016363	Mater Dei
SE-40016733	Walcha Preschool

## QUESTION 32, PAGE NO – 43

The CHAIR: I have three final matters. Secretary, are you aware that the New South Wales police did not launch any investigations and thereby found no evidence of any wrongdoing in response to the Teach Us Consent website run by Chanel Contos. The answer I have from the police Minister shows that, for the obvious reason because all the allegations were anonymous, it was impossible to investigate them.

GEORGINA HARRISSON: Yes. I am aware of that in general terms but not specific terms, Chair.

The CHAIR: The department in answering supplementary question No. 124 has basically said it too was not able to investigate any of these matters inside schools for which you are responsible. Do you think it sets a worrying precedent that the curriculum has been changed in response to a website from which government authorities established zero confirmed evidence?

GEORGINA HARRISSON: I think that, firstly, the changes to the New South Wales curriculum occurred before the website was put in place. You will recall from our answers that we had initially reviewed the curriculum. This is really a matter for Mr Martin and NESA. I am going from recollection here, Chair, but our initial curriculum changes were made prior to Ms Contos' website and we have since put other things under review and then there has been national curriculum changes since then. That is my recollection. I can come back to you through supplementaries if you would like to ask them and I will make sure they are directed to Mr Martin appropriately.

The CHAIR: If you can come back with any changes that have been made in response to the Contos website, given the fact that the department and the police have not even investigated any of these matters, and—

## ANSWER

The NSW Personal Development, Health and Physical Education (PDHPE) K–10 syllabus was updated in 2018 to strengthen its focus on respectful and positive relationships, sexual harassment, discrimination, and the explicit and age-appropriate teaching of consent. Full implementation for all years commenced in 2020.

No changes have been made to the NSW PDHPE K–10 syllabus since the publication of the 'Teach us Consent' website.

Education Ministers endorsed changes to the F–10 Australian Curriculum for Health and Physical Education in April 2022. NESA will consider these changes as part of the review of the NSW PDHPE K–10 syllabus, using the 'adopt and adapt' approach applied to all Australian Curriculum content in NSW syllabuses.



## QUESTION 33, PAGE NO – 44

The CHAIR: Are we getting any closer to an accredited list of wellbeing providers in schools so that schools can rely on evidence of achievement and success in what they are trying to do rather than good intentions?

GEORGINA HARRISSON: Yes, we have the first set of approved providers. I will ask Ms Walker to provide the specific cohort that that captures. We are now starting to work through additional providers in additional areas.

SIMONE WALKER: There are two stages of that accreditation process. As you mentioned, we looked at things that were in schools. The second stage is looking at well-used, although not centralised, programs, but I can get you the dates of when that will be finished because that review is nearly complete.

The CHAIR: What is the evidence base by which you assess the effectiveness of a provider? A lot of them have a celebrity fronting it or publicity or a good spiel. That does not mean they have any proven record of success, does it?

SIMONE WALKER: My understanding is that it is a Monash University literature review and evidence-based assurance process.

The CHAIR: Are you referring to the one that the department commissioned from the Fiona Stanley Institute in WA that showed that a lot of this wellbeing stuff is a bit nebulous and it is hard to pin down any positive impacts?

SIMONE WALKER: I have heard of the one that you refer to from Western Australia. I would have to check and see whether that is a considered part.

The CHAIR: The department commissioned it at substantial cost. I think it is only a couple of years old. It was another literature search that was ambiguous as to what sort of impacts these programs can have.

GEORGINA HARRISSON: Chair, I think what we do know from the data we have from the Tell Them From Me survey, which is global and has a longitudinal study behind it, is that strong wellbeing outcomes for students are linked to strong academic outcomes, and therefore we will continue to look for effective programs in that area that do make a difference to student wellbeing. That will of course require us to have some testing of different programs at certain times, but we should do that under the appropriate conditions.

The CHAIR: When do you expect the full list of accredited providers to be finalised?

GEORGINA HARRISSON: I think Ms Walker said she could come back to you on the time line for phase two. Phase one is already in place and phase two of those regularly used providers is coming in the coming months, but I will ask Ms Walker to come back to you on notice on that.

## **ANSWER**

The Department of Education is progressing the development of a systemic quality assurance process and an accessible, easy to use and online resource for schools to access evidence-based wellbeing programs developed by external providers.

Murdoch Children's Research Institute was commissioned and has recently completed a Literature Review to identify the specific criteria of quality wellbeing programs that contribute to student learning, wellbeing and life outcomes. The Literature Review has informed the evidence threshold to guide the assessment of external wellbeing programs submitted through the tender process.

A formal tender process is under development; notification of the opportunity will be communicated to the marketplace via NSW eTenders by mid-2022.

The quality-assured external wellbeing programs list will be released to NSW public schools in late-2022, for programs commencing in 2023.

## QUESTION 34, PAGE NO – 45

The CHAIR: Is it not true that CESE emphasises explicit instruction, which would not include—

GEORGINA HARRISSON: We certainly, as a department, would also support—

The CHAIR: Yes, which is supported.

GEORGINA HARRISSON: Yes.

The CHAIR: That is not done all that effectively in a classroom environment where there are three or four classes in the one space.

GEORGINA HARRISSON: In some of my school visits I have seen teachers engage in explicit instruction in large spaces very effectively. It very much depends on the pedagogy being used at the time with the teacher in the room and the number of teachers in the room at a time. If you have a number of classes together, you might have all of those teaching staff with you and able to deliver a very clear and explicit lesson in that space. I have certainly seen that on my visits to schools. But I take your point, Chair, and I am very happy to come back to the Committee with what we think might be possible in terms of continuing to build our research base and understanding here.

## ANSWER

The record investment in new and upgraded schools is creating contemporary and flexible learning spaces that enable different teaching and learning modes. These spaces are flexible, rather than ‘open plan’.

The Department of Education has not conducted any independent evaluation on ‘open plan’ classrooms.

The Department has established a Benefits Realisation (BR) and Post Occupancy Evaluation (POE) framework and processes. The framework guides the planning, implementation, monitoring, and reporting of POE and BR in new and upgraded schools.

**QUESTION 35, PAGE NO – 45, 46**

The Hon. ANTHONY D'ADAM: I want to ask about this document that I had cause to look at entitled Every Student, Every School, which came out in 2012. It had some graphs in it that predicted surging enrolments for students with both autism and mental health problems. That was the prediction. I want to ask, on notice if you like, if you could provide data as to whether that expectation came to fruition and whether the trendline is continuing to increase, as predicted by this document?

GEORGINA HARRISSON: I do not have reference to the document that you are quoting and I have not seen it, Mr D'Adam, but I am very happy to come back to you on notice.

The Hon. ANTHONY D'ADAM: Mr Dizdar knows the document, don't you?

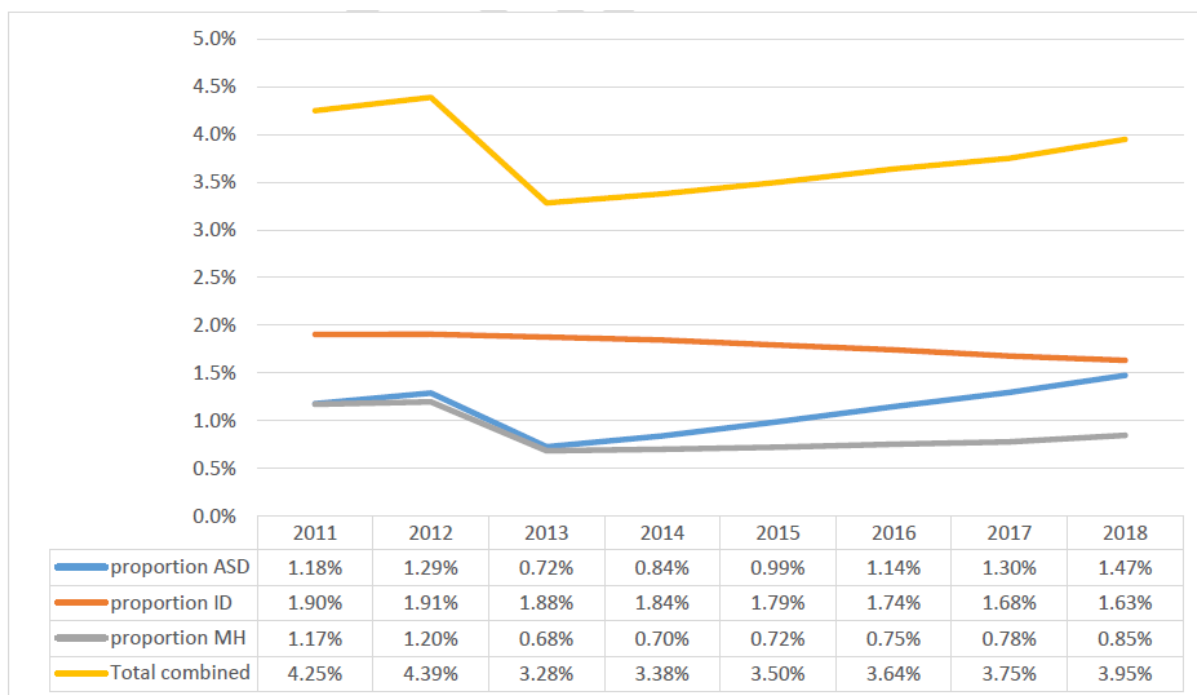
MURAT DIZDAR: I recall the document but it has been some time.

The Hon. WES FANG: A decade, in fact.

MURAT DIZDAR: Very happy to come back on notice on what we are seeing in the system at the moment, noting it is probably only the reported cases that we would be able to refer to.

**ANSWER**

The NSW Department of Education commissioned researchers from the Department of Paediatrics, Monash University, to complete a report examining the reasons for increased enrolments of students with autism and mental health needs in NSW public schools over the period from 2013 to 2017 and to estimate future growth.



*Proportion of primary and secondary school students with a Level 1 funding primary classification of Autism (ASD), Intellectual Disability (ID) and Mental Health (MH) Needs from 2011-2018.*

The research confirmed that there has been a rise in the number of students with Autism Spectrum Disorder and students with mental health needs in NSW public schools.

Specifically, the report found that:

- There was an increase in primary diagnoses of autism from 0.7% in 2013 to 1.5% in 2018. The average annual prevalence increase in autism (adjusted for increase in total enrolments) was 15.4% from 2013 to 2018.
- There was an increase in primary diagnoses of mental health needs from 2013 to 2017 from 0.7% to 0.9%. The average annual prevalence increase in mental health needs (adjusted for increase in total enrolments) was 4.4% from 2013 to 2018.

This increase reflects Australian and international trends of increased prevalence due to:

- growing awareness of these conditions
- increased screening and identification of students with disabilities
- diagnosis of students without intellectual disability and fewer behavioural challenges.

The NSW Department of Education is working with students, teachers, schools, and families to provide support for the increasing prevalence of autism and mental health needs in NSW public schools.

Source:

<https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/latest-news/new-report-finds-increased-awareness-has-fuelled-diagnosis-growth/report-summary--understanding-increased-enrolments-of-autism-and>

## QUESTION 36, PAGE NO – 46

The Hon. ANTHONY D'ADAM: I have one other question about the Grow Your Own teacher program, which is part of the NSW Teacher Supply Strategy. I want to know how many participants are now in the Grow Your Own teacher program. What is the status of that?

GEORGINA HARRISSON: While Ms Cachia finds the information in relation to that, we are committed as an organisation and as a lead institution in education to continue to promote teaching as an exceptional career for young people throughout the State and beyond. I would suggest to the Committee that the current debate we might be seeing around some of those issues in the media and beyond may not be assisting us in those endeavours.

The Hon. WES FANG: Or, indeed, some political opportunism.

GEORGINA HARRISSON: I call on all of those involved in and around education to continue to support people who wish to undergo a teaching degree and to promote it wherever we get the chance. Ms Cachia will have some further information on the Grow Your Own program.

YVETTE CACHIA: You are right, Mr D'Adam. It is an important part of the strategy, particularly for our regional and remote schools. We are targeting 70 in the first instance. We are in the process at the moment of developing a program to identify high-potential individuals who would be suitable for that program. They would be perhaps school leavers in a regional area who may be encouraged to consider a career in—

The Hon. ANTHONY D'ADAM: Is there a geographic focus for the targeting?

YVETTE CACHIA: In regional and remote areas. I can take on notice any specific areas. But because we are in the design phase we are in the process of looking at the areas that we would be most likely—

The Hon. ANTHONY D'ADAM: So you have not actually recruited anyone through this program?

YVETTE CACHIA: It is designed to encourage people who are interested in a career in teaching to, as we said, Grow Your Own. Basically we are encouraging them at that early age to engage with the process of joining the profession, so those people would not be ready to start teaching. We would need to work with them through their training et cetera and to place them.

GEORGINA HARRISSON: Mr D'Adam, we did publish a Teaching Supply Strategy. That is a commitment over a number of years. We have already made significant progress in relation to the FASTstream program, mid-career entry and are well underway with the international recruitment. As Ms Cachia has indicated, the Grow Your Own program is currently in the design phase. As soon as it is designed and under implementation, as she indicated, there will be a lag in terms of the number of

people coming into the profession because they will undoubtedly be in school themselves and needing to make that transition.

The Hon. ANTHONY D'ADAM: Is it not fair to say, Ms Harrison, that the crisis in terms of teacher supply is more acute in rural and regional areas?

GEORGINA HARRISSON: I am very happy to take that on notice given the time, Mr D'Adam.

## **ANSWER**

The Grow Your Own program will identify and support school leavers and community members from rural and regional communities to develop an interest in teaching by providing a 'taster' opportunity to work in a school as a School Learning Support Officer, with support to apply to teaching degrees and scholarships. Pilot design is underway and expected to be complete by mid-2022. The first cohort of up to 60 participants will start the program in 2023.