



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2022-2023 Supplementary Questions

Portfolio Committee No. 3 – Education

Education and Early Learning

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EDUCATION AND EARLY LEARNING

Questions from the Hon. Mark Latham MLC

Complaints Involving Staff and Schools

1. In consideration of the fact that:

- (a) The Department could not, due to privacy concerns, provide information at Budget Estimates in 2021 and early 2022 with respect to all abuse complaints made against staff in the last three years in regards the treatment of children, but
- (b) The Department did provide information of a similar nature at Budget Estimates in 2020 in a manner that did not allow the identification of individuals, and
- (c) Information of this nature was obtainable through FOI requests in the periods 2013 to 2020,

Could the Department of Education provide, in a manner that takes into consideration privacy concerns, details in relation to all abuse complaints made against staff in the last three years concerning the treatment of children with a disability, specifically with respect to:

- i. the number of complaints,
- ii. the details of those complaints, and
- iii. outcomes of those complaints.

- i. & ii. Misconduct has a very broad definition under employment legislation and the types of conduct that may constitute misconduct are more clearly defined in the Department's Code of Conduct.

Sustained misconduct means misconduct has been proven to have occurred.

In circumstances where the conduct of an employee may not amount to misconduct but may still demonstrate poor practice, the employment legislation permits remedial action to be taken in order to assist the employee to address the practice that resulted in allegations of misconduct being made. This means remedial action can be used for minor sustained misconduct or for matters that were not sustained to be misconduct but may amount to poor practice.

The Department of Education works closely with the Office of the Children's Guardian in meeting its responsibilities to investigate 'allegations of reportable conduct'. This includes any sexual offence or sexual misconduct, ill-treatment of a child, neglect, assault, offences under S43B and 316A of the *Crimes Act 1900* and behaviour that causes significant emotional or psychological harm to a child. The Department reports its investigation findings of reportable allegations and the action it takes to the Office of the Children's Guardian.

The table below details the investigations opened in the period 1 January 2020 to 30 June 2022 (most current data available) following receipt of allegations of a child protection nature involving at least one student identified on the Nationally Consistent Collection of Data on School Students with Disability. This includes matters that may still be under investigation, as such, outcomes cannot be provided.

Investigations opened – conduct towards students counted in NCCD	1 Jan – 31 Dec 2020*	1 Jan – 31 Dec 2021*	1 Jan – 30 June 2022	TOTAL
Ill-treatment	28	35	10	73
Neglect	36	13	4	53
Physical harm	33	20	7	60
Psychological harm	1	3	0	4
Crossing professional boundary (non-sexual)	13	10	3	26
Sexual misconduct	15	13	5	33
Sexual offence	4	1	1	6
TOTAL	130	95	30	255

*data may differ from previous responses due to data remediation and cleansing

- iii. The table below details the numbers of investigations closed in the period 1 January 2020 to 30 June 2022 (most current data available) following receipt of allegations of a child protection nature involving at least one student identified on the Nationally Consistent Collection of Data on School Students with Disability. The table shows the outcomes of these investigations and the action taken (if any) by the Department. The table includes matters opened prior to and during this period.

Investigations closed by outcome - conduct towards students counted in NCCD	1 Jan – 31 Dec 2020*	1 Jan – 31 Dec 2021*	1 Jan – 30 June 2022	TOTAL
Not sustained	63	31	8	102
Remedial action	52	25	11	88
Disciplinary action	32	18	9	59
Dismissal**	19	14	3	36
TOTAL	166	88	31	285

*data may differ from previous responses due to data remediation and cleansing

**includes temporary contracts terminated and employees allowed to resign

2. **In the event that information is not provided in response to Supplementary Question 1 above, can it be reasonably assumed that:**
- Instances of staff assaulting children with a disability have occurred in the last three years,**
 - Instances of said assaults are on the rise, and**
 - No action has been taken against the perpetrators of the assaults other than a warning (as revealed in 2020 Budget Estimates)?**

See answer to question 1.

3. **Furthermore, in the event that information is not provided in response to Supplementary Question 1 above:**
- How can it be claimed that the Department of Education is being transparent with respect to the treatment of children with a disability under its care, and their potential abuse?**
 - Is this not grounds to establish a parliamentary Inquiry into the treatment of children with a disability in NSW Education (just as required in 2017)?**
 - What lessons have the Department and Minister learned, especially in light of the Royal Commission, into these very issues?**

See answer to question 1.

Data on Exclusions

4. In consideration of the fact that data provided last year by the Department is incomplete, inconsistent and contradictory to what was provided previously:
- (a) What are the number of exclusions (including a breakdown by year group) of all children in Department of Education schools in:
 - i. 2020,
 - ii. 2021 and
 - iii. 2022?
 - (b) What are the number of exclusions (including a breakdown by year group) of all children with a disability in Department of Education schools in:
 - i. 2020,
 - ii. 2021 and
 - iii. 2022?
 - (c) What are the number of exclusions (including a breakdown by year group) of all children identified as being Indigenous in Department of Education schools:
 - i. 2020,
 - ii. 2021 and
 - iii. 2022?
 - (d) What are the number of exclusions (including a breakdown by year group) of all children identified as being “English as a Second Language” in Department of Education schools in:
 - i. 2020,
 - ii. 2021 and
 - iii. 2022?

Suspension and expulsion data is available online.

5. Noting that in 2020 there was significant concern over the most vulnerable children being disproportionately excluded (namely, Indigenous students and those with a disability), what steps have been taken to understand this apparent bias?

Since March 2018, stakeholders including the NSW Teachers Federation, the NSW Secondary Principals Council, the NSW Primary Principals Association, the Public Service Association, the NSW Aboriginal Education Consultative Group, the P&C Federation, teachers, parents, carers, and community members have been engaged to develop the Student Behaviour Strategy.

The Student Behaviour Strategy recognises that suspension rates for vulnerable students are too high, including students with disability, Aboriginal students, students in out of home care and students experiencing socioeconomic disadvantage.

The Strategy responds to research commissioned by the Department and independent inquiries into student wellbeing that identified the need for system-level change with key areas for improvement in the existing student behaviour framework:

- a need to better identify students at risk

- the importance of building the capacity of teachers and school staff
- a need to review the suspension policy and associated guidance
- a need for evidence-based practices and interventions.

The Strategy is currently undergoing familiarisation throughout NSW public schools, with implementation from Day 1, Term 4, 2022.

Legal Actions

- 6. In relation to legal actions that have been taken against or involved staff and public schools in regard the treatment of children with a disability:**
- (a) How many legal actions (whether instigated, or ongoing from previous years, and not solely limited to matters of discrimination) were there in:**
- 2019,**
 - 2020,**
 - 2021, and**
 - 2022?**
- (b) In relation to the legal actions listed in response to Supplementary Question 6(a)(i)-(iv), how many of them did the Department of Education pay out settlements or discontinuations in:**
- 2019,**
 - 2020,**
 - 2021, and**
 - 2022?**
- (c) Of those legal actions listed in response to Supplementary Question 6(a)(i)-(iv), how many staff:**
- Were reprimanded,**
 - Were transferred away from children with a disability**
 - Were removed from their posts, and**
 - Had no action taken against them**
- (d) Of those legal actions listed in response to Supplementary Question 6(a)(i)-(iv):**
- How many of those did the Department request confidentiality agreements for?**
 - How many of these confidentiality agreements effectively prevent parties from talking about their case?**
 - How does the use of confidentiality agreements fit in their claim that the Department of Education is being transparent?**
- (e) What have been the legal costs incurred by the taxpayer in relation to these legal actions listed in response to Supplementary Question 6(a)(i)-(iv), including:**
- Court, litigation and all preparation for litigation, and**
 - The drafting and execution and giving effect to settlements and discontinuation agreements.**
- (a) Insurance and Care NSW (iCare) operates the Insurance for the NSW self-insurance scheme and administers the NSW Treasury Managed Fund on behalf of the NSW Government. It holds the data for NSW government agencies on legal claims. iCare data indicates the following numbers of legal actions have been taken against the Department of Education:**
- 2019 - 27**

- ii. 2020 - 12
- iii. 2021 - 10
- iv. 2022 - 13

(b) iCare data indicates the following numbers of legal actions have had financial settlements:

- i. 2019 - 1
- ii. 2020 - 5
- iii. 2021 - 2
- iv. 2022 - 3

(c) Any legal action taken against the NSW Department of Education is treated separately from any investigation of misconduct. Complaints made as part of legal action may not amount to reportable conduct and therefore may not elicit investigation or disciplinary action.

There are eight matters known to Professional and Ethical Standards, one in 2019, one in 2020, four in 2021. No formal disciplinary action was taken in relation to these matters.

There are two matters related to one alleged victim identified in 2022. Investigations in relation to these matters are ongoing.

All allegations of a child protection nature are individually assessed by trained child protection investigators. Following investigation, should an employee be found to have engaged in misconduct, appropriate disciplinary action, ensuring the safety and welfare of children, is taken.

(d) The Department does not hold data on the number and percentage of legal cases settled with confidentiality agreements. The Department does not insist on confidentiality clauses in all settlements. The Department complies with the Model Litigant policy in the conduct of litigation and considers the use of confidentiality clauses in relation to litigation settlements on a case by case basis. Frequently, confidentiality clauses are included at the request of claimants.

(e) iCare data shows the following amounts have been paid:

- i. 2019 - \$470,801
- ii. 2020 - \$ 70,826
- iii. 2021 - \$ 90,802
- iv. 2022 - \$ 13,098

The above amounts were paid on behalf of the Department in settlement of disability discrimination claims, as well as general negligence claims where the claimant had a pre-existing disability or where the fact of the child's disability was an essential component of the alleged breach of duty of care. The above figures reflect the calendar year totals. Payments made during these calendar years may arise from events occurring during earlier periods.

7. In consideration of the fact that EDConnect have warned that they were in dispute with Energy Australia: why were schools directed to notify Legal

Services if they were contacted by Energy Australia?

We do not have a record of schools being directed to notify Legal Services if contacted by Energy Australia.

Support Units and Inclusivity

8. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?

As at 15 August 2022, there are currently 468 mainstream primary schools (including infant schools) with support classes.

9. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?

As at 15 August 2022, there are currently 330 secondary schools (including central and community schools) with support classes.

10. How many NSW primary and secondary mainstream schools are fully inclusive for children with a disability (meaning: children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit or class specifically for children with a disability)?

In NSW, inclusion is a practice, not a setting. We are committed to strengthening inclusive practice across all NSW public schools, including in our mainstream schools and their support classes, and schools for specific purposes. We also acknowledge the importance of parental choice regarding the type of education provided to their child.

Support classes in NSW are one option available to support the education of students with moderate to high learning and support needs. Around 16 per cent - or more than 135,000 students in NSW public schools – receive adjustments or personalised learning and support. The majority of students with disability (97 per cent) learn in mainstream schools. Around 80 per cent of students with disability learn in mainstream classes within mainstream schools.

In 2021, there were 1,605 primary schools (including infant schools) all of which include students in mainstream with disability, regardless of whether the school also has support classes. All mainstream primary schools receive funding through the Low Level Adjustment for Disability equity loading to support children with disability in mainstream classes. This allocation includes a specialist learning and support teacher allocation and also flexible funding to provide additional teacher or learning and support officer support.

Integration Funding Support is available to all mainstream primary schools for students in mainstream classes with moderate and high support needs, regardless of whether the school has support classes. In 2021, more than 1,400 primary schools were supported with Integration Funding Support.

In 2021, there were 469 NSW secondary schools (including central and community schools) all of which include students in mainstream with disability, regardless of whether

the school also has support classes. All mainstream secondary schools receive funding through the Low Level Adjustment for Disability equity loading to support children with disability in mainstream classes. This allocation includes a specialist learning and support teacher allocation and also flexible funding to provide additional teacher or learning and support officer support.

Integration Funding Support is available to all mainstream secondary schools for students in mainstream classes with moderate and high support needs, regardless of whether the school has support classes. In 2021, more than 430 secondary schools were supported with Integration Funding Support.

School Violence

- 11. Is the Minister aware that on 11 August 2022, an altercation during a sporting event between students of Walgett High and Moree High resulted in injuries being sustained by one student and the police having to be called on another?**
- (a) How many students were involved in this altercation?**
 - (b) Was this the first altercation of its kind at either of the two schools, or at events involving those two schools?**
 - (c) Are there any school records that document a history of violent behaviour on part of the students involved in the altercation of 11 August?**
 - (d) What other disciplinary actions have been taken against students involved in the altercation?**

I am advised that the incident occurred at the end of what was otherwise a successful community sporting event. As this was a whole of community event, police were in attendance. First aid and medical assistance was provided as required.

- (a) The exact number of students involved in the incident is not known. Community members were also engaged in the incident. Each school has conducted due diligence, reviewing eyewitness statements and video footage to identify the students who may have been involved.
 - (b) It is the first incident of its kind at any such event.
 - (c) It is not appropriate to comment on the behavioural history of students that could be individually identified.
 - (d) Both schools followed Department of Education guidelines and took appropriate disciplinary action, in line with the Department's *Suspension and Expulsion of School Students – Procedures*. Following consultation between Walgett Community College High School and the local community, a 12-month suspension from competing or playing in rugby league or contact sports in school and regional competitions has also been imposed on some students.
- 12. In relation to the student who was dealt with by attending police:**
- (a) Was that student charged with any offense?**
 - (b) If so, what was that offence?**
 - (c) If not, what was the outcome of his arrest?**
 - (d) Whether or not charges have been laid against the offending student, what other disciplinary actions has the student faced from the school?**

A number of students from both schools were dealt with by the attending police. The Department of Education is unable to comment further on specific cases in order to protect the privacy of individuals.

The schools followed the Department's guidelines and took appropriate disciplinary action, in line with the Department's *Suspension and Expulsion of School Students – Procedures*. Following consultation between one of the schools and local community, a 12-month suspension from competing or playing in rugby league or contact sports in school and regional competitions has also been imposed on some of the students who were involved.

13. In respect of the student who was injured during the altercation:

- (a) What was the nature of the injuries sustained?**
- (b) How was the injured student treated immediately after the injury came to the school staff's notice?**
- (c) Has the student returned to the school?**
 - i. If not, why not?**

- (a) Students from both schools sustained physical injuries. The Department of Education is unable to comment further on specific cases in order to protect the privacy of individuals.
- (b) All students requiring medical attention were offered first aid and emergency services support. Parents were also notified and follow-up medical treatment arranged where necessary. Following the incident, the schools have also been monitoring the wellbeing of students involved and will continue to respond to any needs that may emerge.
- (c) As at 2 September 2022, all students from Walgett Community College High School involved in the incident who sustained injuries are yet to return to school, due to current suspensions. The school maintains contact with those students and families and home delivers work packs to support continued learning and engagement.

As at 5 September 2022, all students from Moree Secondary College involved in the incident who sustained injuries have returned to school. A resolution meeting, facilitated by the PCYC is being held. This meeting will be based on the principles of restorative justice. The process will enable the students involved to work through the incident, be provided strategies as a preventative measure for future events and understand the impact on community members. Pending the outcome of that meeting, the students will be supported to return to school.

14. What steps has the school undertaken to ensure that the events of 11 August are not repeated?

Each school has engaged in extensive consultation with key stakeholders and conducted a thorough investigation of the events of 11 August 2022. A thorough consideration and evaluation of the risk assessment was undertaken.

Walgett Community College High School will honour the family wishes of the man this annual event commemorates and proudly continue to facilitate it, with the following measures:

- No spectators will enter the field - all will remain outside the picket fence boundary. Security officers will be engaged to assist with this measure.
- All school staff will be identifiable by high visibility vests for the duration of the day.
- Continued PCYC and/or Police Youth Liaison Officer presence on the day.
- In the weeks preceding the event, all prospective players will participate in Code of Conduct training with identified staff or key community members.
- Players will be required to sign a school agreement that they will abide by the Code of Conduct before they are permitted to enter the field.
- Players from Walgett Community College identified to have been involved in the incident will not participate in the event in 2023.
- Walgett Community College High School has engaged the services of PCYC to deliver a series of anti-violence presentations to students. This will begin in September and the suspended students will also participate.
- The school has tailored the suspension resolution process to allow for restorative and reparative action and to best address the needs of the students in question. It will require the students to reflect on the seriousness of the incident and its impact on community.
- All students are required to individually meet with the Senior Psychologist Education to reflect on their actions and to discuss management and self-regulation strategies. These meetings will be held at the local PCYC and the local Police Youth Liaison Officer will also be part of the meetings.

Department of Education Annual Report Data

15. In consideration of the fact that:

(a) The Minister is on record with the following comments:

- In the Sydney Morning Herald of 6 December 2020 the Minister stated that “the targets will require Department Executives to take more responsibility for school outcomes”, and
- The Minister further stated that “failure to meet targets will trigger Department intervention, such as looking at whether teaching practices and learning programs reflect evidence-based best practice, to explore whether a school’s unspent additional funding might better be used”,

(b) NAPLAN data shows:

- That only 55.9% of NSW public school students achieved expected growth in reading and numeracy. This is 10.5 percentage points below the target of 66.4%.
- That the proportion of NSW public school students above the national minimum standard for reading and numeracy is at an average of 79.1% which is 8.8 percentage points below the 2022 target.

Will the Minister and Secretary therefore trigger interventions into Departmental Executives or is accountability only for schools?

The School Success Model strengthens shared accountability by establishing clear targets for all staff including Public Service Senior Executives. In line with the Department’s current performance and development planning process, all PSSE, are required to set performance and development goals that align with the School Success Model targets as they apply to their functional role, in collaboration with their manager.

PSSE performance and development plans and targets are set annually and reviewed on a regular (bi-annual) basis, and underperformance is managed as per Departmental policies.

NESA Streamlined Process to Apply for Highly Accomplished and Lead Teacher Accreditation

16. Can the Minister please provide information with respect to the following:

- (a) How many hours and minutes will NESA save teachers using the streamlined process to apply for Highly Accomplished and Lead Teacher accreditation in NSW?
- (b) Why are the costs per attempt for teachers at Highly Accomplished and Lead Teacher accreditation in NSW so outrageously high? *This Supplementary Question 16(b) refers to the data contained in the immediately following table:*

Module	Cost for Highly Accomplished Accreditation	Cost for Lead Teacher Accreditation
1	\$ 245	\$ 275
2	\$ 180	\$ 220
3	\$ 180	\$ 220
Total cost:	\$ 605	\$ 715

- (c) What measures have been taken to minimise the administrative burden for Highly Accomplished and Lead Teacher levels of accreditation?
- (d) Why are there costs at all in light of the fact that NESA is using Gonski money and teachers' \$100.00 fees to fund itself?
- (e) In light of the fact that there are only 274 teachers accredited at Highly Accomplished and Lead Teacher levels in independent, Catholic and departmental schools, what strategies have been implemented or are planned for the purpose of increasing this number to at least 2,500 by 2025?
- (f) In light of the comments made by NESA in the Budget Estimates report to the Parliamentary Committee in the Questions on Notice state that in March of 2021, namely:

NESA is actively working with stakeholders to increase cohorts of teachers to achieve HALT [Highly Accomplished and Lead Teacher] accreditation. A revised HALT Policy has been developed which will improve the process and aims to increase the number of NSW teachers successfully gaining accreditation at HALT.

Was that 2021 policy scrapped and a new policy framework developed in May of 2022 after the teacher round table meeting, or was the meeting with teachers just implementing the 2021 policy and their views were used for the purposes of a media announcement?

- (g) How will NESA spend the \$1,787,500.00 in fees generated by these 2,500 teachers?
- (h) In consideration of the fact that:
 - i. When asked in Supplementary Questions for Budget Estimates "To what extent has NESA contributed to this untenable pressure with an overly complex and bureaucratic accreditation process?" The reply given was "The premise of this question is incorrect" and,

ii. In May 2022, the Minister announced measures to simplify the overly complex and bureaucratic accreditation.

Can the Minister explain the disconnect between the earlier answer provided in Budget Estimates and the subsequent announcement?

- (a) NESA does not hold data on the exact time teachers spend on developing an application for HALT accreditation.
- (b) The application fees contribute to the cost of training and releasing HALT assessors from their school/service to assess modules and undertake Site Visits. NSW fees are lower than many of the other jurisdictions. For example, it costs \$1500 in Queensland, \$1300 in the ACT and \$1825 in the Northern Territory to apply for the higher levels.
- (c) The revised *Highly Accomplished and Lead Teacher Accreditation Policy* (the HALT Policy) streamlines the assessment process, reducing the time spent by teachers involved in assessing applications. Referees are no longer required to provide written statements for applicants, reducing administrative burden for referees (including principals) and applicants. Applicants receive clear advice on their evidence, minimising time spent on future modules.
- (d) The application fees contribute to the cost of training and releasing HALT assessors from their school/service to assess modules and undertake Site Visits.
- (e) The implementation of the modular application process was one strategy to increase the number of teachers accredited at HALT. NESA continues to work with systems, sectors, early childhood providers and the Australian Institute for Teaching and School Leadership (AITSL) to identify and develop cohorts of HALT applicants and provide ongoing support.
- (f) The answer provided in March 2021 referred to consultation with stakeholders on a revised HALT Policy that occurred during 2019 and 2020. The final revised policy was announced on 5 May 2022. Feedback from the roundtable is contributing to implementation of not just the revised policy, but also the work NSW is leading on HALT reform nationally, which remains ongoing.
- (g) The application fees contribute to the cost of training and releasing HALT assessors from their school/service to assess modules and undertake Site Visits.
- (h) Supplementary question 174 from the March hearing did not specifically relate to HALT accreditation. The Minister's announcement in May 2022 described the previous HALT application and assessment process as overly burdensome. Teachers did not feel supported to apply and did not feel they received adequate feedback throughout the process. The revised HALT Policy aims to address these issues.

17. Why were only 180 Highly Accomplished and Lead Teacher Preliminary Assessments undertaken across Departmental, Catholic and Independent schools in 2020 to 2021?

Teachers are not required to complete the Preliminary Assessment – it is optional.

Teachers considering applying for the higher levels may complete a Preliminary Assessment which is designed to encourage potential applicants to reflect on their practice against the Standards for the higher levels and select the appropriate level to apply for.

18. Why were only 149 Highly Accomplished and Lead Teacher applications started Assessments undertaken across Departmental, Catholic and independent schools in 2020 to 2021?

NESA does not collect data on why teachers do or do not start an application for Highly Accomplished and Lead Teacher (HALT) accreditation.

19. Considering the fact that in the 2020-21 reporting year, only 6 teachers were accredited as Lead Teacher, 26 teachers were accredited as Highly Accomplished Teacher, and 39 Highly Accomplished and Lead Teacher applications were considered by the Moderating and Consistency Committee undertaken across departmental, Catholic and Independent schools: Is this by any measure a major policy failing?

The NSW Government is committed to increasing the number of teachers accredited at the Highly Accomplished and Lead Teacher (HALT) levels.

The new requirements and target announced in May 2022 reflect this commitment.

20. Why is principal validation of Teacher Identified Professional Development no longer required, and TAAs must only refer to a teacher's Professional Development Progress Report when making a maintenance decision?

The requirement for principals to validate Teacher Identified Professional Development was removed in January 2018 to reduce administrative burden for principals.

The requirement to complete Teacher Identified Professional Development was removed in November 2020, following the outcome of the internal review of professional development (PD), and replaced with Elective PD.

Maintenance of accreditation decisions for Proficient Teacher are made based on the principal/service director's attestation about the teacher's practice and reference to the teacher's Professional Development Progress Report.

21. Given that that number of teachers whose accreditation was revoked for misconduct under s24 and/or 25A of the *Teacher Accreditation Act 2004* during 2020 to 2021 was only 39:

- (a) Why is this data inconsistent with just the Department of Education's misconduct data, let alone Catholic and Independent sectors?**
- (b) Or can these teachers just transfer sectors?**

- (a) NESA receives notifications in relation to teacher misconduct from the Department of Education as well as the Catholic and Independent sectors.

The thresholds for the revocation of a teacher's accreditation are not the same as those for dismissal from employment. Not all sustained findings of misconduct justify revocation of accreditation. NESA only revokes a teacher's accreditation where the misconduct is considered to be of a nature that would reflect adversely on a teacher's professional standing or integrity or suitability or competence to teach.

- (b) A teacher who has had their accreditation revoked cannot be employed as a teacher in any NSW school or early childhood service.

NESA Consultancies

22. In consideration of the fact that NESA engaged the following consultancies 2021:

- (a) Denstat Solutions for Professional learning framework for accredited teachers Report,**
 - (b) Symplicit for User research to inform the development of the new digital curriculum platform**
 - (c) Ernst and Young for both Assessment and Roadmap for portfolio and program management uplift and Operating model report and organisation design services to support Curriculum Reform delivery Reports**
 - (d) Can the Minister outline:**
 - (e) How much contracting with the above consultancies listed in Supplementary Question 22(a) to (c) cost the taxpayer in that year?**
 - (f) And furthermore, can the Minister explain:**
 - (g) Why did NESA feel it necessary to incur this cost on what should be core NESA work, especially with an increased workforce?**
 - (h) What is the professional background of those three consultancies in relation to education, pedagogy and training?**
 - (i) What consultancies has NESA engaged in 2022?**
 - i. What is the projected cost of engaging these consultancies, if any?**
- e) A total of \$454,619 (Denstat \$49,500, Symplicit \$38,709, Ernst and Young \$366,410).
 - g) These consultancies provided specialised skill sets that do not exist in NESA's workforce.
 - h) The relevancy of the professional background of the consultants in relation to education, pedagogy and training was appropriately considered at the time each contract was tendered.
 - i) For the financial year 2021/22, Deloitte Consulting and Ernst and Young.
 - i. For the financial year 2021/22 \$148,000.

Literacy and Numeracy Precursor Trials

23. What schools are involved in the Literacy and Numeracy Precursor trial to develop a new tool which will help map students who have not attained the skills against the early levels of the Literacy and Numeracy progressions?

There are 322 schools participating in the trial, with participating schools listed below. Please note, the trial is the new tool, the Literacy and Numeracy Precursor Indicators.

Further, the Literacy and Numeracy Precursor Indicators are an extension of the National Literacy and Numeracy Learning Progressions to support educators to assess students who are working towards Level 1 of the National Literacy and Numeracy Learning Progressions. These are mostly students with moderate to severe disability.

School name
Albert Park Public School
Albury High School
Ambarvale High School
Anson Street School
Anzac Park Public School
Arranounbai School
Ashcroft Public School
Ashfield Public School
Asquith Public School
Athelstane Public School
Auburn Girls High School
Balranald Central School
Banksia Road Public School
Bankstown Public School
Bardia Public School
Barnsley Public School
Barwon Learning Centre
Bass High School
Bass Hill Public School
Batemans Bay Public School
Baulkham Hills High School
Bellbrook Public School
Bennett Road Public School
Beresfield Public School
Beresford Road Public School
Berinba Public School
Beverley Park School
Billabong High School
Bingara Central School
Biraban Public School
Blacktown Boys High School
Blacktown North Public School
Blaxland High School

School name
Bligh Park Public School
Bonnells Bay Public School
Bonnyrigg Heights Public School
Bossley Park High School
Bourke Public School
Bowen Public School
Bowraville Central School
Briar Road Public School
Broderick Gillawarna School
Broken Hill High School
Broken Hill North Public School
Budawang School
Bullimbal School
Buninyong Public School
Burke Ward Public School
Busby West Public School
Cabramatta High School
Caddies Creek Public School
Cairnsfoot School
Callaghan College Waratah Campus
Cambridge Park Public School
Campbellfield Public School
Canley Vale High School
Canobolas Rural Technology High School
Carenne School
Caringbah Public School
Caroline Chisholm School
Casino Public School
Centaur Public School
Chalmers Road School
Charlestown East Public School
Chatswood High School
Chatswood Public School
Chertsey Primary School
Chifley College Shalvey Campus
Claremont Meadows Public School
Clarke Road School
Cobar Public School
Coffs Harbour High School
Coffs Harbour Public School
Colyton High School
Concord Public School
Cooerwull Public School
Corowa Public School
Crawford Public School
Cromehurst School

School name
Curran Public School
Dalmeny Public School
Dubbo Public School
Dulwich High School of Visual Arts and Design
Eglinton Public School
Emerton Public School
Epping West Public School
Fairfield Heights Public School
Fairfield West Public School
Fairvale High School
Fernhill School
Fisher Road School
Five Dock Public School
Five Islands Secondary College
Forbes Public School
Forster Public School
Francis Greenway High School
G S Kidd Memorial School
Galungara Public School
Garden Suburb Public School
Gardeners Road Public School
Georges Hall Public School
Georges River College Peakhurst Campus
Gilgandra Public School
Girraween Public School
Glen Innes Public School
Glenmore Park High School
Glenmore Park Public School
Glenroi Heights Public School
Glenvale School
Gloucester High School
Goulburn High School
Grafton Public School
Gralee School
Great Lakes College Senior Campus
Greenacre Public School
Guildford Public School
Guildford West Public School
Halinda School
Hamilton South Public School
Hampden Park Public School
Hastings Secondary College, Westport Campus
Hayes Park Public School
Highlands School
Holman Place School
Holroyd High School

School name
Holroyd School
Homebush Boys High School
Horsley Park Public School
Hume Public School
Hunter River Community School
Hunter River High School
Hurstville Public School
Illaroo Road Public School
James Busby High School
Jamisontown Public School
Jasper Road Public School
Jordan Springs Public School
Kalinda School
Karabar High School
Karonga School
Kemps Creek Public School
Kempsey South Public School
Kempsey West Public School
Killarney Vale Public School
Kincumber High School
Kincumber Public School
Kingswood South Public School
Koonawarra Public School
Kurrambee School
Kurri Kurri Public School
Kyeemagh Public School
Lake Cargelligo Central School
Lake Cathie Public School
Lake Macquarie High School
Lake Munmorah Public School
Lakeside School
Lambton High School
Lavington East Public School
Lavington Public School
Lawson Public School
Lethbridge Park Public School
Lismore Public School
Lithgow Public School
Lomandra School
Lucas Gardens School
Lurnea Public School
Mainsbridge School
Maitland East Public School
Maitland Grossmann High School
Maitland Public School
Manning Gardens Public School

School name
Marrickville West Public School
Mary Brooksbank School
Matraville Sports High School
McCallums Hill Public School
Medowie Public School
Merrylands High School
Merrylands Public School
Middleton Grange Public School
Miller Public School
Milperra Public School
Minerva School
Minnamurra Public School
Miranda Public School
Mona Vale Public School
Moree Secondary College Albert St Campus
Moree Secondary College Carol Ave Campus
Moruya Public School
Moss Vale High School
Moss Vale Public School
Mount Austin Public School
Mount Colah Public School
Mount Terry Public School
Murrumbidgee Regional High School
Murrumburrah Public School
Muswellbrook High School
Muswellbrook Public School
Narellan Public School
Narooma High School
Narranga Public School
Nepean Creative & Performing Arts HS
Newcastle High School
Newcastle Middle School
Newcastle Senior School
Niland School
Normanhurst Boys High School
North Kellyville Public School
North Nowra Public School
North Rocks Public School
Northbourne Public School
Northlakes High School
Northlakes Public School
Nowra East Public School
Nowra Public School
Oak Flats High School
Oberon Public School
Ocean Shores Public School

School name
Oran Park Public School
Padstow Park Public School
Palmers Island Public School
Para Meadows School
Parramatta West Public School
Picnic Point High School
Plattsburg Public School
Plumpton High School
Plumpton Public School
Port Macquarie Public School
Punchbowl Public School
Queanbeyan East Public School
Quirindi Public School
Railway Town Public School
Rainbow Street Public School
Red Hill Public School
Regentville Public School
Revesby Public School
Riverbank Public School
Riverstone Public School
Rooty Hill Public School
Rossmore Public School
Rouse Hill Public School
Rowland Hassall School
Royal Far West School
Rutherford Technology High School
Rydalmere East Public School
Rydalmere Public School
Ryde Secondary College
Sadleir Public School
Sandon Public School
Scone Public School
Shortland Public School
Singleton High School
Singleton Public School
Sir Eric Woodward Memorial School
Sir Joseph Banks High School
Smithfield Public School
Snowy Valleys School
South Creek School
Speers Point Public School
Spring Farm Public School
St Clair Public School
St George Hospital School
St George School
St Johns Park Public School

School name
Strathfield North Public School
Sunshine Bay Public School
Sydney Childrens Hospital School
Sydney Secondary College Leichhardt Campus
Tallowood School
Tamworth South Public School
Tangara School
Taree High School
Terrigal Public School
The Childrens Hospital School
The Crescent School
The Hills School
The Ponds School
The Sir Henry Parkes Memorial Public School
Thornleigh West Public School
Tirriwirri School
Tomaree Public School
Toronto Public School
Tuggerah Lakes Secondary College The Entrance Campus
Tuggerah Lakes Secondary College Tumbi Umbi Campus
Tullimbar Public School
Tuncurry Public School
Tyalla Public School
Ulladulla High School
Valley View Public School
Verona School
Victoria Avenue Public School
Vincentia High School
Wairoa School
Walgett Community College - High School
Wamberal Public School
Waratah West Public School
Warners Bay High School
Warners Bay Public School
Wauchope Public School
Wellington Public School
Wentworth Point Public School
Wentworthville Public School
Wewak Street School
Wiley Park Public School
Willans Hill School
William Bayldon Public School
William Rose School
William Stimson Public School
Willyama High School
Wilson Park School

School name
Wilton Public School
Wiripaang Public School
Wollongong West Public School
Woodburn Public School
Woy Woy Public School
Wyoming Public School
Yagoona Public School
Yamba Public School
Yandelora School
Yawarra Community School
Yennora Public School
Young North Public School
Young Public School

LANTITE

- 24. In consideration of the fact that final year initial teacher education students have to pass the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) before their final professional experience placement:**
- (a) What is the cost per attempt?**
 - (b) Where do those fees go?**
 - (c) Which private companies administer the tests?**
 - (d) Are the private companies referred to above Australian based?**
 - i. If not, what country is their parent company incorporated in?**
 - (e) What percentage of final year University students failed the Literacy Initial Teacher Education Students (LANTITE) on first attempt in the years:**
 - i. 2019,**
 - ii. 2020 and**
 - iii. 2021?**
 - (f) What percentage of final year University students failed the Numeracy Test for Initial Teacher Education Students (LANTITE) on first attempt in the years:**
 - i. 2019,**
 - ii. 2020 and**
 - iii. 2021?**
 - (g) What percentage of final year University students failed both tests on first attempt in the years:**
 - i. 2019,**
 - ii. 2020 and**
 - iii. 2021?**
 - (h) What percentage of final year University students never past the tests in the years:**
 - i. 2019,**
 - ii. 2020 and**
 - iii. 2021?**

- (i) **What do the figures in response to this Supplementary Question 24(a) and (e) to (h) above say about the quality of a university education when final year students cannot pass basic Literacy and Numeracy tests?**

The national Literacy and Numeracy Test for Initial Teacher Education students (LANTITE) is administered by the Australian Council for Educational Research (ACER).

- 25. In consideration of the fact that NESA school registration in the 2020 to 2021 period inspection program included only 8 government schools, selected randomly, and 20 in the 2019 to 2020 period out of 2,228 government schools,**
- (a) How can this be seriously considered quality assurance or system monitoring?**
 - (b) Of the 20 schools noted above, is the whole school program evaluated, like in the independent system, or limited to two or three focus areas?**
 - (c) Why is there such a different approach compared to other sectors?**

The inspections review government school compliance to assess the effectiveness of the Department of Education's internal assurance processes.

The Department of Education's internal assurance processes include a systematic program of curriculum and policy review under the leadership of the Director Educational Leadership (DEL).

The process enables the DEL to be assured of compliance while schools benefit from peer review and sharing of practice. Where the process identifies concerns about compliance or areas for improvement the school provides the DEL with evidence of remedial action within a stipulated timeframe.

The Department is required to report annually to NESA on its assurance processes and the outcomes of these processes.

Non-government schools are required to be registered under the Education Act 1990. An additional assessment and inspection process is applied to individual non-government schools as part of renewing their registration. These schools also do not have overarching system compliance assurance processes in place.

- 26. In consideration of the fact that NESA has established a new Learning Management System for NSW K-2 teachers to support planning, familiarisation and trialling of the English and Mathematics syllabuses in their local school contexts throughout 2022, what research evidence does NESA rely on to suggest online learning changes teaching practices in the most optimal way?**

NESA has developed an Online Learning hub to provide courses for teachers to support their understanding of the NSW Curriculum Reform, and the new K–10 and 11–12 syllabuses.

Specifically, these courses will support teachers' understanding of:

- curriculum structure and new syllabus development
- where to find key information

- how to make connections between the syllabuses and support materials.

As new syllabuses are published, corresponding courses for teachers will be made available on the Online Learning hub. All teachers in NSW can access these online courses when and where suits them best, and they can revisit them at any time.

Higher School Certificate

27. What are the costs relating to:

- The 5,796 HSC markers?**
- The 81 supervisors of marking?**
- The printing of 15,000,000 examination pages, especially since 88% of courses are marked totally or partially on screen?**

- The 2021 costs related to HSC markers were \$28,502,474.32
- The 2021 costs related to Supervisors of Marking were \$1,190,958.68
- The 2022 costs related to printing the examination papers were \$477,004.00

28. In consideration of the fact that in 2020, 693 of students otherwise eligible for the HSC did not meet the HSC minimum standard, and that these students have up to five years after starting their first HSC course to demonstrate the HSC minimum standard: to date how many have demonstrated the HSC minimum standard?

At the end of 2020, NESA reported that 696 of students otherwise eligible for the HSC did not meet the minimum standard. As of 31 August 2022, 34 of these students have since met the HSC minimum standard.

29. In consideration of the fact that disability provisions are practical arrangements designed to help students with a disability verified by functional evidence, and that government schools have the overwhelming numbers of students with disabilities: what are the numbers of special consideration applications by all sectors since 2015?

Data is available on the [NESA website](#). NESA publishes the previous 4 years of data.

30. In relation to the involvement of online technologies in education:

- What consultation, if any, occurred, with key stakeholders, and on what dates, prior to the media announcement regarding the HSC moving online?**
- What year will it begin implementation?**
- Will laptop typing become part of the formal curriculum?**
 - If so, when?**
- Will instructional technology and digital pedagogy training in pre-service teacher education be increased?**
- What will be the online examination security protocols? Including, proper authentication, to ensure that the right candidate is appearing for the exam in a secure environment without any malpractices?**

- (a) Extensive consultations were conducted with stakeholders prior to the delivery of the Science Extension examination in 2019 which was the first online HSC examination in NSW. Extensive consultations were also conducted for the Enterprise Computing and Software Engineering online HSC examinations which will be delivered in 2025. NESA will continue to consult with key stakeholders on the implementation of online exams.
- (b) Currently, Science Extension is the only online HSC exam. The Enterprise Computing and Software Engineering HSC exams will be delivered online in 2025. As per the answer above, NESA will continue to consult with key stakeholders on the implementation timelines for new online exams.
- (c) The new English K–2 syllabus has content related to typing and using word processing software for students in Years 1 and 2. The new English 3-6 syllabus, will also include content about software functionalities and typing.

Digital literacy will be a key focus of the reformed curriculum. It is anticipated the new draft Technology 7–8 syllabus will have an increased focus on digital literacy including opportunities for students to practise their keyboard navigation capacity.

Vocational education and training (VET) courses in Stage 5 (9 or 10) and Stage 6 (11–12) include knowledge and skill development opportunities related to a variety of software and their functionalities and use, including that related to word processing.

- (d) There are no plans to increase training requirements in these areas at present.

In the set of Subject Content Knowledge Requirements that describe the necessary discipline and pedagogical content in every teaching area, there are references to digital technologies. ICT is also one of the priority areas in which initial teacher education graduates are required to develop skills and knowledge.

- (e) NESA uses a secure lockdown browser to deliver online exams. This is being successfully used to deliver the HSC Science Extension exam and the HSC Minimum Standard tests.

Students sit the online HSC exams in schools or exam centres. NESA has robust HSC exam procedures to ensure all relevant staff are aware of their responsibilities, including proper authentication.

International Baccalaureate

31. Is the Minister aware of claims that, while HSC students' final results are scaled, International Baccalaureate students' results are not, and that this means the number of maximum ATARs for HSC students is effectively capped at 0.05% of their population age cohort, resulting in adverse impacts on gifted students?

- (a) **Does the Minister share these concerns, and are they factually substantiated according to the Ministers own knowledge?**
- (b) **What public schools provide the International Baccalaureate option?**

- (c) What is being done to overcome the gaming of the system through scaling?**
- (d) Why is the International Baccalaureate universally available and why cannot it be removed as an option?**

In NSW, the University Admissions Centre (UAC) is responsible for the Australian Tertiary Admission Rank (ATAR). Scaling of the IB results to calculate ATARs for the relevant candidates rests with UAC. NESA is not responsible for the administration of the International Baccalaureate (IB).

NAPLAN

- 32. Given that the test is mid-March from 2023, when will NAPLAN results become available to communities to access school and student summary reports on the online assessment?**

NAPLAN 2023 results are published by ACARA.

Capital Works Experience

- 33. What is the consultation process and publication date for the “Capital Works Experience: A Guide for Schools”, which is undergoing significant review?**

'Capital Works Experience: A guide for Schools' is an internal resource tool being developed by the Department of Education to support school principals and Directors Educational Leadership. The Department will consult with relevant stakeholders.

Early Childhood Spaces

- 34. With 900 schools currently being visited for information gathering to expand physical assets and to add buildings onsite, what is the budget 2022-23 for such a massive undertaking?**

The NSW Government is investing \$15.9 billion over ten years in the Early Years Commitment. The 2022-23 State Budget investment for early childhood education and care includes \$40.2 million for planning, consultation, and early steps in the implementation of Universal pre-Kindergarten for all children in NSW in the year before school. This is on top of our existing Start Strong Capital Works program and on-going school building program which includes construction of preschools on school sites where feasible.

Restrictive Practices Changes

- 35. In relation to “restrictive practices changes”:**
- (a) Does this mean the removal of gate, fences, locks on rooms and time out rooms?**
 - (b) What are the estimated costs of changes to restrictive practices?**
 - (c) Will schools pay for these extensive modifications?**
 - (d) What are the security and crime-prevention implications of this?**

(e) Are these changes intended to be guidelines, policy or a state-wide directive?

- (a) An environmental restraint restricts a person's free access to all parts of their environment, including items or activities. Schools are being asked to review the use of environmental restraints, such as internal fences and locks on gates, to make sure their use aligns with the six principles outlined in the Restrictive Practices Framework and that restrictive practices are only used as a last resort.

As outlined in the new Seclusion, Detention and Time Out Guidelines, schools must not have designated seclusion rooms or areas. Time-out should never occur in rooms where doors are chained, locked or closed in any way that prevents a student from leaving the space or where a student reasonably feels they are unable to leave.

- (b, c, d) The Department of Education is currently assessing the potential implications on infrastructure of the restrictive practices.
- (e) The Restrictive Practices Framework and the Restrictive Practices Reduction and Elimination Policy will be applicable for all Department staff. This includes all contractors, consultants, volunteers and visitors working with the Department, including in government preschools.

Number of Corporate Staff in 2022

- 36. Considering the fact that in an email of 28 June 2022, the Secretary stated that teacher sick days are up to approximately 150,000 on the same period pre-Covid in 2019, which in total is approximately 430,000 days of sick leave:**
- (a) How many Deputy Secretaries taught classes and for how long in 2022?**
 - (b) How many Executive Directors taught classes and for how long in 2022?**
 - (c) How many Directors taught classes and for how long in 2022?**
 - (d) How many PEOs taught classes and for how long in 2022?**
 - (e) How many CEOs taught classes and for how long in 2022?**
 - (f) How many SEO 2s taught classes and for how long in 2022?**
 - (g) How many Principal School Leadership taught classes and for how long in 2022?**
 - (h) How many of the above corporate staff could not teach because they were not accredited teachers?**

Corporate staff, including Deputy Secretaries, Executive Directors, Directors, PEOs, CEOs, SEO2s and Principals School Leadership, attend schools frequently to support school leaders, teachers, and their school communities.

The Department of Education does not collect or collate data for when these staff may be teaching or attending a school, with the exception of the COVID-19 Workforce Deployment initiative. The data for this initiative, outlined below, only accounts for requests made through the COVID Workforce Deployment team and not for when local arrangements were made between schools and corporate staff. Therefore, the data provides only a limited view of when staff have taught in schools to support COVID related backfilling.

- (a)-(g) As of 29 August 2022:

	Number of staff deployed	Total number of days backfilled
Deputy Secretaries	1	2
Executive Directors	2	3
Directors	46	122
PEOs	77	416
CEOs	23	217
SEO 2s	206	1917
Principal School Leadership	62	318

(h) 484 staff are not accredited or do not have active teaching accreditation.

Expenditure Executive Secretaries, Executive Directors and Directors

37. Can the Minister provide a list showing the numbers and growth of Deputy Secretaries and Executive Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

This information is published yearly in the Department of Education Annual Report.

38. What are the total annual salary cost of all Deputy Secretaries and Executive Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

This information is published yearly in the Department of Education Annual Report.

39. Can the Minister provide a list showing the number of Directors and Directors Educational Leadership or equivalent positions (such as Cluster Directors) for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

This information is published yearly in the Department of Education Annual Report.

40. What are the total annual salary costs of all the Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

This information is published yearly in the Department of Education Annual Report.

41. How many members of staff in senior management identify as having a disability for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

The number of staff that identify as having a disability is sourced from the Workforce Profile data collection, which is submitted to the NSW Public Service Commission (PSC) in June each year. Senior managers (leaders) are defined by the PSC as non-casual government sector employees with salary equal to or higher than Senior Officer Grade 1 which for example in the 2020-21 financial year was \$166,247.

Data for 2022 will be available for release in mid-late September.

Year	Number identifying as having a disability
2015	32
2016	33
2017	34
2018	36
2019	35
2020	34
2021	28
2022	Not currently available

42. In consideration of the fact that the growth in Corporate Services FTE has primarily been in temporary staff due to the nature of many initiatives being time-limited and therefore finitely funded (as stated in Estimates 2021):

- (a) What initiatives, if any, have ceased in 2021 and 2022?**
- (b) Why are Executive numbers still high?**
- (c) What proportion of temporary staff and corporate staff have returned to schools?**

(a) As part of good workforce management the Department of Education reviews its corporate workforce, including its PSSE workforce to ensure it has the best people where needed to deliver best in class support to our schools and teachers and respond to changing needs and contexts. The Department also reviews how it delivers its work to ensure the appropriate structure and approach is in place.

This means that some work and positions transition to other areas and teams or become business as usual (BAU) delivery as opposed to a separate program which may be in place for a period of time. Some PSSE roles created in 2020 to respond to the initial COVID-19 pandemic have transitioned to other teams or become BAU. Similarly with PSSE roles created to support the 2020 Bushfire Relief and other priority pieces of work which required a dedicated program focus at the time.

(b) The proportion of PSSE roles to the overall Department workforce is relatively small, averaging around 0.33 per cent for the past three years.

Over the period June 2015 to June 2021 the overall Department workforce grew by 18.7 per cent. As the workforce grows, the number of PSSEs required will also increase to support the growth. During this period there were also Machinery of Government changes which impact PSSE numbers.

(c) This information is not held or recorded by the Department's Corporate Recruitment and Employment team.

Selective High School and OC Tests

43. Is the minister aware of the fact that a NSW Selective Highschool test was postponed in March, with parents of students who were due to sit the test reported learning of the change twenty-four hours before through private Facebook groups or from communications made by the school hours before receiving an official email from the Department: Is this effective communication?

In early March 2022, NSW was experiencing unprecedented emergency flooding events across the State. The impact to schools and the number of students able to sit the placement test due to flooding deteriorated significantly on 8 March 2022. On 9 March, the Department of Education made an emergency decision to postpone the scheduled placement test date from 10 March 2022 to 31 March 2021 to ensure no students were disadvantaged.

In consultation with the Executive Director, Communications and Engagement and other senior Department executives, a comprehensive communications approach was

developed to communicate to all impacted stakeholders. The change to the test date was communicated to stakeholders via the following channels:

- Selective Education team sent communications to all registered parents and carers via Selective Education Parent Portal
- Social media update via Twitter and Facebook
- News updates to the Department website and Selective High Schools Update web page
- Message sent via internal Staff Noticeboard to primary schools
- Message sent via Selective Education team to primary school Test Administrators via MS Teams
- Email message to Presiding Officers and Supervisors (Email)

44. What was the total cost of the Cambridge University (UK) design and marking of the 2022 Selective High School test?

The total cost of services invoiced from Cambridge University Press and Assessment for the 2022 selective high school placement test was \$2,534,077.39

45. What was the total cost of individual schools mailing boxes of tests to England?

There was no cost to individual schools.

46. Did the Selective High School test design go to tender?

Yes, the Department conducted a competitive open market procurement process for Selective High School and Opportunity Class Placement Tests.

47. Why was the design and marking not possible through NSW or Australian institutions or departments?

Following a competitive open market procurement process for Selective High School and Opportunity Class Placement Tests, Cambridge University Press and Assessments who are based in the United Kingdom were awarded the contract for the placement tests from 2021 to 2024.

48. Will the online OC and Selective Schools test process for 2023 go to public tender?

The current contract with Cambridge University Press and Assessment expires after the completion of the 2024 placement tests. The Department will conduct a competitive open procurement process for the test supplier for the placement tests from 2025.

**49. What was the public consultation process surrounding the move to online Selective High School and OC testing?
(a) What year will it be implemented?**

A move to online testing aligns to other assessments currently conducted in NSW schools, including NAPLAN, VALID, Best Start and Check-In assessments.

In 2021, the Opportunity Class Placement Test was changed from a paper-based test to a computer-based test due to COVID-19 impacts and to ensure students could be placed in Opportunity Classes at the commencement of Term 1, 2022. The feedback from the public on the computer-based test format was positive.

A permanent move to computer-based Selective High School and Opportunity Class Placement Tests will include further engagement and consultation with all key stakeholders.

The Department is still completing consultation and planning on the timing of the change to computer-based tests.

- 50. How will economically vulnerable communities such as low socio-economic, rural, remote and Aboriginal students:**
- (a) Be provided with technology upskilling?**
 - (b) Be supported to overcome the gaps in basic IT resources of families and schools?**

As part of the planning, delivery and implementation of computer-based tests for the Selective High School and Opportunity Class Placement Tests, special access arrangements and provisions will be made to disadvantaged groups to ensure they are ready for computer-based testing.

Many students and communities in NSW are familiar with the use of online testing with NAPLAN and Check-In assessments.

- 51. How will students with learning adjustments and disabilities be accommodated?**

Students with disability or other conditions sitting the Selective High School and Opportunity Class Placement Tests are provided with reasonable adjustments and provisions for both the paper and future computer-based tests. All reasonable adjustments and provisions are in line with existing NSW Education Standards Authority standards for NAPLAN and the Higher School Certificate.

Aboriginal Education

- 52. Given the Aboriginal Outcomes and Partnerships Directorate reinvigoration of the Aboriginal Educational Office role:**
- (a) What professional learning and type of learning have Aboriginal Education Officers had in the years:**
 - i. 2012,**
 - ii. 2013,**
 - iii. 2014,**
 - iv. 2015,**
 - v. 2016,**
 - vi. 2017,**
 - vii. 2018,**
 - viii. 2019,**

- ix. 2020,
 - x. 2021, and
 - xi. 2022?
- (b) How much funding have schools received with regard to the professional learning and type of learning listed in the answer to Supplementary Question 52(a) in the years:
- i. 2019,
 - ii. 2020,
 - iii. 2021, and
 - iv. 2022?
- ...for the expansion of:
- v. Aboriginal Languages?
 - vi. “Culture Nests”?
 - vii. Rural and remote pre-schools?
- (c) Which Executive Director had to intervene with Principals being defamed in an AECG meeting?
- (d) With the additional funding, staffing and numerous intervention programs, why have Aboriginal students in Year 10 in 2021 fallen to 66.5%, from 72.2% in 2019 (pre-Covid) and from 76.4% in 2014?

- (a) All Aboriginal Education Officers (AEO) can utilise any of the professional learning for non-teaching staff in schools. A catalogue of professional learning is advertised and available for enrolment by staff. The catalogue includes one course, available on demand, specific to AEOs and focuses on their statement of duties. The Department has also offered a course familiarising staff with the Aboriginal Programs team in the Department at a School Development Day in 2021.
- (b) Funding for Professional Learning is not provided for specific role types, and so it is not possible to provide funding figures specifically for AEOs. Professional Learning funding allocation is provided to enable all staff, including AEOs, to engage in a cycle of continuous professional learning aligned with the requirements of the Professional Learning for Teachers and School Staff policy.

Total Professional Learning allocation provided each year to NSW public schools (as at School Budget Allocation Report Adjustments) is as follows:

Year	Professional Learning
2019	\$68,747,186
2020	\$71,049,752
2021	\$74,012,909
2022	\$76,774,421

- (c) Correspondence was forwarded to Ms Karen Jones, Executive Director, Aboriginal Outcomes and Partnerships in February 2022 regarding an ongoing situation at a Local Aboriginal Education Consultative Group (AECG). This correspondence outlined negative comments allegedly made against schools and staff by a member of this Local AECG. As the comments were made at a Local AECG meeting, the matter was referred to the NSW AECG who managed the situation as per AECG procedures.

- (d) The Department acknowledges there has been a decline in Year 10 attendance for Aboriginal students in NSW public schools. It is important to note ACARA advise in NSW that 2021 attendance data is not comparable with previous years due to changes to the attendance calculations, to align with ACARA's revised 2020 National Standards for student attendance data reporting.

Patterns of declining attendance for Year 10 students are also reflected in attendance for non-Aboriginal students and students in non-government schools. The attendance rates for Aboriginal students in 2021 are likely due to the accumulated effects of fires, floods and COVID-19 at that time in NSW.

53. In consideration of the fact that NESA announced the renaming of the NESA Boardroom to the Ngara room in September 2020 (following Metropolitan Local Aboriginal Land Council in-principle approval):

- (a) **What were the total costs involved in purchasing reconciliation artworks by Aboriginal artist Danielle Mate for the Ngara room?**
(b) **Why were no-cost student created works removed?**

- a) The artwork cost \$3969.08 (incl gst)
b) The student created works were loaned to NESA for display on a short-term basis. At the end of this term the works were returned to the students as part of the original agreement.

Connected Communities

54. Which “connected communities” schools will focus on allowing students to “achieve life-long success, not necessarily the top NAPLAN 2 bands” given that the CESE (2020) report stated that “there is little evidence to suggest that Connected Communities has a positive effect on Year 5 or Year 9 NAPLAN outcomes”?

As with all public schools, schools implementing the Connected Communities Strategy deliver robust teaching and learning programs which focus on continuous improvement and giving students the best opportunity to achieve life-long success.

The CESE Evaluation Report which used 2013 baseline data of the 15 phase one schools, was a ‘point in time’ measure. With the inclusion of the phase two schools, development of an evaluation tool to capture the impact of the extended phase of the strategy is in train.

Universal Practice Hub

55. Who comprised the independent panel to review and quality assure the resources of the Universal Practice Hub?

Resources on the Universal Resources Hub have been reviewed by a cross-divisional Resource Review Panel comprised of non-school based teacher representatives from Education and Skills Reform, Learning Improvement, School Performance-North and School Performance-South. Panel representatives are not involved in the development of the resources being reviewed.

To ensure that universal resources made available to schools are of high quality and meet the needs of schools, quality standards have been developed in line with best practice and the evidence base. These standards and an associated rubric are used by the review panel when quality assuring resources before they are deployed to schools.

Assisted Principal Curriculum Implementation:

56. Why are only permanently appointed staff in Assisted Principal Curriculum Implementation, and not casual or temporary, able to receive training or induction in this role, even when it has been confirmed that they are working in this role for the year?

The Assistant Principal, Curriculum and Instruction, induction is available to staff appointed to this position, both permanent appointments and staff temporarily filling the role. All Assistant Principals, Curriculum and Instruction, are invited to join the induction following their entry on duty.

Where the appointment is made outside the standard departmental systems for recording permanent and temporary appointments, the school principal needs to directly notify the Literacy and Numeracy team. The appointee is then provided access to the induction platform.

57. In consideration of the fact that Assisted Principal Curriculum Implementation travel expenses primarily affects small schools in rural and remote communities who are now having to find more money in their budgets, why are schools and not the Department paying for these expenses from each school they work at?

An appointment to an Assistant Principal, Curriculum and Instruction position is a discrete employment contract and would not meet the eligibility requirement for travel compensation as detailed in the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020*.

58. Why are schools being told to join their part-time positions together to attract better quality applicants to these small part-time allocations?

Some schools chose this option to make the position more attractive to applicants seeking a full-time position. This is arranged in consultation with the Director, Educational Leadership, and in collaboration with School Workforce.

59. In consideration of the fact that:

- (a) At the end of 2021, teaching Principals were told they could take up the Assisted Principal Curriculum Implementation, but needed Director Educational Leadership approval, but**
- (b) In 2022 small schools are not able to take up this option to use their Assisted Principal Curriculum Implementation allocation flexibly, so the Principal can take on this instructional leader role in their school, and then back fill their classroom teacher role with a temporary employee.**

Can the Minister explain this policy reversal?

There has been no policy reversal.

Student & Parent Experience Directorate

60. In reference to the creation of the new Student & Parent Experience Directorate, which is intended to deal with Student/Parent Complaints that cannot be managed at a school level:

- (a) Is this not the role statement of Director Educational Leadership?**
- (b) What will be the recruitment numbers of the new directorate?**
- (c) Can the Minister provide a breakdown of the budget for the Student & Parent Experience Directorate for 2022-2023?**
- (d) What different powers will it have which are not already held by the Directors Educational Leadership or the Departmental Conduct Directorate?**

- (a) The Student and Parent Experience (SPX) Directorate is made up of three business areas, Strategy and Design, Voice and Insights and Complaints Resolution. The directorate's vision is to harness the voice of learners, parents and carers to contribute to designing and delivering a world class educational experience. The Strategy and Design unit is responsible for developing and embedding an experience capability which will transform how we deliver services to our students, parents and carers as well as, teachers and schools. The Voice and Insights unit is responsible for the delivery of insights related to students and parents' needs, preferences and sentiment in order to enable student and parent centric decision making in the delivery of public education in NSW. The Complaints Resolution Unit is focussed on supporting the effective resolution of complaints from students and parents. This includes providing support to schools and DELs to manage complex complaints and appeals and reviews, and the provision of alternative dispute resolution when needed. The unit is also focused on the review and improvement of complaints policy and processes and the delivery of training to all staff across the Department who have a role in dealing with complaints. The unit complements and supports the role of DELs.
- (b) As of the 14 August 2022 the FTE is 52.
- (c) Aside from salaries, expenditure of the Directorate is dependent on the rollout of initiatives throughout the financial year.
- (d) There are no additional or different powers that sit with the Student and Parent Experience Directorate as compared to Directors Educational Leadership or the Professional Ethics and Conduct Directorate. Rather the Complaints and Resolution team in the Student and Experience Directorate includes specialist teams dedicated to managing and improving the appeals and review process and complex cases, with a focus on enhancing student/parent experience, while reducing administrative burden for schools.

Employee Performance Management Unit

61. With the news that the Employee Performance Management Unit (EPMI) project is continuing, why do Principals appear not to be able to carry out effective performance management of teachers and SASS, like every other government or private sector organization?
- (a) What is the FTE of EPMI project?
 - (b) To what extent are the complex and cumbersome performance management policies the real issue?
 - (c) What percentage of performance management programs are the subject of complaints against Principals, thus slowing the process and questioning the willingness of Principals to engage in the process ever again?
 - (d) To what extent is the NSW Teachers Federation carrying out a protection racket?
 - (e) To what extent is it a lack of principal and school executive training in performance management of teachers and SASS to blame?
 - (f) What will be the recurrent funding costs for EPMI in the years:
 - i. 2022,
 - ii. 2023 and
 - iii. 2024?
 - (g) Did not the evaluation of EPMI by CESE reveal that only 24% of cases referred were resolved without an improvement plan, necessitating principals to do their job anyway?

(a) As at 31 August 2022, 34.

(b) The management of performance is subject to Division 3 of the Teaching Service Act 1980, as well as the Performance Development Framework outlined in the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020.

The Department is constantly improving performance management process and policies to better support principals and staff.

(c) Complaints against principals is not captured by Employee Performance. Any complaints are managed by the local Director Educational Leadership (DEL) using the relevant procedures.

Complaints do not necessarily delay the implementation of an improvement program.

(d) The Department of Education is seeking to make changes to the Performance Development Framework in accordance with section 31 of the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020.

The focus of the NSW Government is on modernising the teaching profession including new pathways into the profession, and new opportunities to reward excellent teaching.

- (e) Training in performance management and point in time training is available to all principals and school executives.

The EPMI team provides local, shoulder to shoulder support to principals and school executive in performance management matters. Since the introduction of EPMI, over 1500 cases have been opened to address underperforming employees.

- (f) i. 2022/23 - \$7,346,000
ii. 2023/24 - \$7,566,000
iii. 2024/25 – \$7,792,000

- (g) The leading of action to address underperformance, including the implementation of an improvement program, was and remains the role of the principal. The introduction of the EPMI team was based on a need identified by principals in relation to having local access to experts in performance management who could provide advice and resources to address underperforming staff.

The EPMI team supports the principal and builds the principal's capacity and confidence in managing underperformance with a focus on early intervention and improvement to negate the need for a formal improvement program.

62. In reference to the statement made by Mr. Stuart Robert on or about 17 March 2022, that independent schools do not accept “dud teachers” and that the “bottom 10% of teachers [are] dragging the chain” into the public system where they are allegedly protected from being fired:

- (a) **Has the Minister or Secretary at any point received advice from the Department regarding:**
- i. **Principals hiring or firing teachers?**
 - ii. **Address the issue of the “protection racket” of “dud teachers”?**
 - iii. **Performance contacts for principals, executives and teachers?**
 - iv. **Numbers of underperforming teachers from independent schools moving to the Department?**

The former Federal Minister's comments about teacher quality were extremely unhelpful. We have incredible teachers in NSW and need to build the profession up not tear it down.

Where an employee is underperforming, the Department of Education applies explicit and fair procedures. The Department also provides direct support to principals and managers addressing underperformance and implementing improvement programs where necessary. This direct support is a crucial contributor to the School Success Model to address the quality of teaching and leadership to improvement student outcomes.

The NSW Government is also seeking to drive improvements through a better system of rewarding and retaining excellent teachers with particular emphasis on creating a stronger career path for classroom teachers that better rewards excellence in teaching.

The Minister for Education and Early Learning, the Secretary of the Department of Education and the Department more broadly, routinely engage on matters concerning the School Success Model which is focussed on delivering greater clarity on school

improvement and system responsibility, as well as better guidance on best practice teaching and learning to lift student performance across the NSW Public Education.

Department of Education Teacher Supply Strategy

- 63. How many teachers were recruited beyond NSW, whether interstate or internationally, in the following years:**
- (a) 2020,**
 - (b) 2021 and**
 - (c) 2022?**

At 9 September 2022, over 350 applicants have been shortlisted. Two teachers will commence Day 1, Term 4, 2022 and 23 offers have been made. Of these, five teachers are awaiting visa outcomes with a further six teachers having accepted their offer and 12 responses pending.

- 64. Why has the volume of applications dramatically fallen from 210 in 2021 to just 70 in 2022 to accelerate careers of high-performing teachers through FASTstream?**

The Department of Education expects the number of applications to vary from year to year. It is worth noting in 2022, recruitment has been underway for Assistant Principal, Curriculum and Instruction (APCI) roles which offers an alternative leadership pathway that may have led to prospective applicants deciding to not apply for FASTstream.

- 65. How many additional casual teachers were sent to rural and remote schools where they are needed most in the years:**
- (a) 2020,**
 - (b) 2021 and**
 - (c) 2022?**

ClassCover is available to support casual teacher bookings. Across all rural and remote public schools, the following number of teachers made at least one booking through ClassCover each year:

- 2,228 teachers booked in 2020
- 2,116 teachers booked in 2021
- 2,209 teachers booked in 2022 to 13 September 2022.

The Casual Supplementation Program was piloted in 2021, creating 14 full-time temporary roles for 12 months under a hub and spoke or in-built relief model to support 74 schools.

In 2022, the Program is being expanded to support more than 260 schools as part of the Teacher Supply Strategy.

- 66. How many accelerated mid-career teachers are in classrooms from the years:**
- (a) 2020,**
 - (b) 2021 and**
 - (c) 2022?**

The Mid-Career program has not yet graduated teachers as all participants are currently undertaking a Bachelor or Masters Degree.

Outside of the program, mid-career professionals may undertake retraining on their own accord to become teachers. This data is not centrally held by the Department of Education.

- 67. How many retrained School Learning Support Officers are now teachers for the years:**
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?

The formal School Learning Support Officers (SLSO) Teacher Training Program will commence at the end of 2022, with recruitment of SLSOs in late 2022 with studies commencing in Semester 1, 2023. Study for most participants is expected to be up to six years part-time.

Outside of the program, SLSOs may undertake retraining on their own accord to become teachers. This data is not centrally held by the Department of Education.

- 68. How many metropolitan teachers completed the Rural Experience Program to encourage placement in a rural school in the years:**
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?

Year	Participants
2020	35
2021	9
2022	26

- 69. How many experienced and qualified STEM teachers have been recruited from outside the NSW system to fill critical STEM roles, including in rural and remote schools in the years:**
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?

Applications opened for the Recruitment Beyond NSW program in November 2021.

Following receipt of applications and depending on eligibility requirements and visa applications, recruitment processes can range between four to 12 months or more.

The first two teachers recruited are due to commence in schools in Term 4, 2022: one science teacher and one technology teacher.

- 70. Since the NSW Teacher Supply strategy includes evidence-based measures and innovative pilot programs with built-in evaluation, where are these publicly available?**

Evaluations for this strategy and programs are in development as projects commence and will be made available as appropriate.

71. In reference to the media release from the NSW Teachers Federation dated 27 February 2022, which stated that:

Senior Department of Education officials are now attempting to censor principals from advising parents on the severity and the impact of the teacher shortage on students' learning.

Can the Minister and Secretary provide the advice Principals were given regarding staffing shortages in the years:

- (a) 2021 and**
- (b) 2022?**

We regularly communicate with principals on operational and policy matters through various channels, including:

- direct email
- Situation Report emails (daily during peak COVID periods)
- webinars (weekly during peak COVID periods)
- Staff Noticeboard articles
- Staff Noticeboard principal briefing emails
- closed Principal and Deputy Principal Yammer community.

These channels have been used to effectively communicate the Department of Education's approach to addressing staffing challenges, including, for example, the use of non-school-based teaching staff to fill teacher vacancies.

72. What information has the Minister and Secretary been given, which warns that:

- (a) The teacher shortage was particularly acute in regional or remote parts of the state, where out-of-field teaching is as high as one-in-five?**
- (b) The teacher shortage was particularly acute in low-socio economic areas?**
- (c) The teacher shortage was particularly acute in Science, Mathematics and Technology subjects?**

Advice was provided to the Minister in 2021 as part of the development of the Teacher Supply Strategy.

The Minister and the Secretary have also received strategic advice regarding supply and demand and out-of-field teaching.

Out-of-field teaching is a national challenge, and this data is publicly available – including a breakdown by state.

73. Is the Minister or Secretary aware of the Australian Institute for Teaching and School Leadership research that found one in three teachers under 30 and almost 40% of teachers aged between 30 and 39 intend to leave the profession in the next decade? What is the Ministers response to these findings?

In 2021, the retirement rate of teachers in NSW public schools was 2.2 per cent and the resignation rate was just 2.2 per cent. For a workforce of around 51,850 permanent teachers, the resignation rate is very low.

The resignation rate of beginning teachers is stable. In 2021 the retention rate of teachers in NSW public schools in their first year of service in a permanent role was a very healthy 97.1 per cent and the retention rate of teachers in their first five years of service was 88.4 per cent.

The median tenure for non-casual teachers was 11.4 years in 2021.

Since 2010, the rate of teacher separations from the Department have remained largely steady and the bulk of these separations are made up primarily of teachers retiring from the profession.

Total separations (%) 2010 to 2021

Year	%
2010	4.2%
2011	4.9%
2012	5.0%
2013	4.9%
2014	4.8%
2015	4.7%
2016	4.8%
2017	5.3%
2018	4.8%
2019	4.3%
2020	4.6%
2021	4.7%

Separations by Type, 2010 to 2021

Type	Rate											
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Resignation	1.1%	0.9%	0.8%	0.9%	1.0%	1.2%	1.3%	1.3%	1.5%	1.6%	1.8%	2.2%
Retirement (incl. Medical)	3.0%	4.0%	4.1%	3.8%	3.7%	3.5%	3.5%	3.7%	3.2%	2.6%	2.1%	2.2%
Death	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%

74. What is the annual number of Expression of Interest vacancies published in SchoolBiz and Noticeboard for teachers and corporate staff in the years:

- (a) 2018,
- (b) 2019,
- (c) 2020,
- (d) 2021, and
- (e) 1 October 2022?

Total EOIs - SchoolBiz (all school-based roles)

- (a) 1,996
- (b) 2,592

- (c) 2,252
- (d) 1,274 until 30 June 2021; information from July 2021 (when Staff Noticeboard went live) will be available after 20 October 2022 and will include teaching and corporate staff.
- (e) information will be available after 20 October 2022

75. In response to Supplementary Question 155, the following is recorded:

The average number of applicants per advertised principal position is slightly higher in 2021 than in 2017 for major cities of Australia, Outer Regional Australia and Remote Australia.

Why did the Department elect to use national data not NSW data, when it is easily available via the merit selection process?

In Supplementary Question 155 from the March 2022 Budget Estimate hearing, the Department used NSW data as we do not have access to national recruitment data. As noted in our response, the figures provided are average number of applicants for advertised positions in NSW schools split by Australian Statistical Geography Standard (ASGS) Remoteness.

ASGS remoteness is a standard approach used across Australia by a number of government and private enterprises including the ABS when reporting data against geographical areas. The areas are based on the Accessibility and Remoteness Index of Australia (ARIA+), produced by the Hugo Centre for Population and Housing. This objective process for classifying Remoteness Areas creates consistency between different editions of Remoteness Areas despite changes to the boundaries. This allows users to make comparisons and undertake statistical analysis on data published on Remoteness Areas over time. This applies equally to all areas of Australia, including to NSW, and uses standard descriptors to support these comparisons:

- Major cities of Australia
- Inner regional Australia
- Outer regional Australia
- Remote Australia
- Very remote Australia

76. Can the Minister provide information in tabulated format which shows what are the average number of applications for the following positions:

- (a) Principal,**
- (b) Deputy Principal,**
- (c) Head Teacher, and**
- (d) Assistant Principal**

Broken down in:

- (e) Metropolitan,**
- (f) Rural and remote areas in NSW,**

And further broken down for the following years:

- (g) 2017,**
- (h) 2018,**
- (i) 2019,**
- (j) 2020, and**

(k) 2021?

- (a) The average number of applications for Principal positions by Australian Statistical Geography Standard (ASGS) Remoteness is shown below. Data is for positions advertised on I Work for NSW via merit selection.

Note that relatively small numbers of Principal roles are filled annually in Remote and Very Remote regions of NSW.

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

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

Average applicants for Principal positions – 2017 to 2021

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

- (b) The average number of applications for Deputy Principal positions by Australian Statistical Geography Standard (ASGS) Remoteness is shown below. Data is for positions advertised on I Work for NSW via merit selection.

Note that relatively small numbers of Deputy Principal roles are filled annually in Remote and Very Remote regions of NSW and no Deputy Principal roles were advertised in very remote NSW in 2017-2020.

There are slightly higher numbers of positions advertised in 2018 and 2021. It is generally the total number of positions advertised that drives shifts in the average number of applicants each year. The higher number of Deputy Principal positions advertised in 2021 contributes to a slightly lower state-wide average than was evident in 2017. However, the state-wide average in 2020 where there was a more typical, and comparable number of these positions advertised was higher than it was in 2017.

The average number of applicants per advertised Deputy Principal role is slightly higher in 2021 than in 2017 for major cities of Australia but lower for inner regional Australia. No comparison is available for very remote Australia as 2021 was the only year a deputy principal position was advertised. Similarly, comparisons across years

for outer regional and remote Australia are limited because the number of positions advertised in any given year is very limited.

Average applicants for Deputy Principal positions – 2017 to 2021

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

- (c) The average number of applications for Head Teacher Positions by Australian Statistical Geography Standard (ASGS) Remoteness is shown below. Data is for positions advertised on I Work for NSW via merit selection.

Note that relatively small numbers of Head Teacher positions are filled annually in Remote and Very Remote regions of NSW. This impacts reliability of comparisons of average application numbers in these areas. Unlike other executive roles, there are specific qualification requirements for Head Teacher, in particular those that are KLA specific.

There are significantly higher numbers of Head Teacher positions advertised in 2021 than in any of the comparison periods. It is generally the total number of positions advertised that drives shifts in the average number of applicants each year. This can be seen in the table where the average number of applications each year is typically higher than its 2017 level across all areas except very remote Australia.

Average applicants for Head Teacher positions – 2017 to 2021

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

- (d) The average number of applications for Assistant Principal positions by Australian Statistical Geography Standard (ASGS) Remoteness is shown below. Data is for positions advertised on I Work for NSW via merit selection.

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

There are significantly higher numbers of Assistant Principal positions advertised in 2021 with the commencement of the additional Assistant Principal Curriculum and Instruction positions. It is generally the total number of positions advertised that

drives shifts in the average number of applicants each year, and its likely these additional roles are the reason for the decrease in the state-wide average number of applications for Assistant Principal roles when comparing 2017 to 2021.

The average number of applicants per advertised Assistant Principal role is slightly lower in each area in 2021 than in 2017. However, a comparison of 2020 where there are a more typical number of advertised roles to 2017 shows an increase across all remoteness areas.

Average applicants for Assistant Principal positions – 2017 to 2021

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

(e)-(k) included in tables above.

Consolidated Schools Schedule Task

77. Given the “National Teacher Workforce Characteristics Report NSW 2021” stated 75% of teachers say the workload is too high, please provide a list of all Consolidated School Schedule tasks for the years:

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

The Consolidated School Schedule lists the activities for Principals, teachers and administration, and other staff in schools. This is a proactive outline of tasks that school staff have upcoming, provided in advance, in order to allow them to plan ahead effectively. This advanced notice is something that staff in schools want and appreciate.

The Consolidated School Schedule was first released for Term 2, 2018. Tasks from Term 2, 2018 - Term 3, 2022 are outlined below.

2018	Term	Staff
Accreditation	Term 2 2018	Teachers
School counselling service recruitment	Term 2 2018	Admin
School website service (SWS) re-platforming	Term 2 2018	Admin
Mandatory Child Protection Training 2018	Term 2 2018	All
Release revised student anti-bullying policy for T3 implementation	Term 2 2018	All
School Uniform Policy	Term 2 2018	All
Implementation of Phase 2 of the Enterprise Financial Planning Tool	Term 2 2018	Admin

Support resources for Healthy School Canteen Strategy implementation	Term 2 2018	Principals
2018 NAPLAN Equating Study	Term 2 2018	Principals, Teachers
NAPLAN online transition program	Term 2 2018	Principals, Teachers
HR Payroll program	Term 2 2018	Admin
2018 EAL/D Survey	Term 2 2018	All
NAP SL (National Assessment Program, Science Literacy) Field Trial	Term 2 2018	All
Nationally Consistent Collection of Data on School Students with Disability (NCCD) - mandatory for all schools	Term 2 2018	Admin
Contractor Induction	Term 3 2018	Admin
Chemical Safety in Schools Overview Guides	Term 3 2018	All
Assisted School Travel Program (ASTP) - Introduction of ASTP online student application form	Term 3 2018	Admin
Anticipated enrolments for 2019 to be submitted	Term 3 2018	Admin
Program Updates and legislative requirements for the enrolment of international students	Term 3 2018	Admin
Variations to teacher staffing submitted by principals	Term 3 2018	Admin
Anti-Racism Contact Officer Training	Term 3 2018	Admin
PLAN2	Term 3 2018	All
2019 NAPLAN Item Trialling	Term 3 2018	All
PISA 2018 Main Study	Term 3 2018	All
Road Safety Education Policy	Term 3 2018	All
K-2 Literacy and Numeracy Action Plan Phase 2 Evaluation	Term 3 2018	All
Implement Anti-Bullying Policy	Term 4 2018	All
Complete SAP HR Payroll readiness activities (Release 4)	Term 4 2018	Admin
2019	Term	Staff
The cancelled/adjusted fees report has changed to monthly	Term 1 2019	Admin
WBS/IO deployment and training for all schools	Term 1 2019	Admin
Teach new curriculum as advised by NESA	Term 1 2019	Principals, Teachers
Enrolment Policy	Term 2 2019	Admin
HSC Minimum Standards (online)	Term 2 2019	Principals, Teachers
Staff/Student Portal Upgrade and App	Term 2 2019	All
WBSIO finance codes for release 4 schools	Term 2 2019	Admin
Improved recording of attendance in ebs	Term 2 2019	All
eCatalogue (procurement)	Term 3 2019	Admin
NAPLAN Online (remaining schools transitioning in 2020)	Term 3 2019	All
SALM (Student Admin Learning Mgmt.) system upgrade 5.0	Term 3 2019	Admin
Student Health	Term 3 2019	All
H&S risk management framework update	Term 3 2019	All
Enrolment policy update	Term 3- 4 2019	Admin
SASS recruitment improvements	Term 4 2019	Admin
Taleo improvement	Term 4 2019	Admin
PCard replacement	Term 4 2019	Admin
Administering medications training	Term 4 2019	All
Early delivery of 2020 planned SBAR	Term 4 2019	Admin
Single Touch Pay advice	Term 4 2019	All
Enrolment policy update	Term 4 2019	Admin

2020	Term	Staff
2019 Annual Report	Term 1 2020	Principals
New acceptable use of technology policy (All schools)	Term 1 2020	All
Restricting mobiles in Primary schools	Term 1 2020	All
ebs 4.27: SP3/4 Commercial Enhancements	Term 1 2020	Admin
MANTIS international student system	Term 1 2020	Admin
New role request form	Term 1 2020	Admin
Revision of WWCC procedure	Term 1 2020	All
Supporting asthma management	Term 1 2020	All
Financial management optimisation	Term 1 2020	Admin
New digital devices policy for schools	Term 1 2020	All
Performance and Development	Term 1 2020	All
Mandating Disability Standards Training	Term 2 2020	All
Restrictive Practices Policy	Term 2 2020	All
Single Touch Pay implementation	Term 2 2020	All
User Logon Experience - Standard Logon	Term 2 2020	All
New SASS Staff Award Implementation	Term 2 2020	Admin
New School Excellence-Planning Cycle	Term 2 2020	Admin
Financial management optimisation	Term 2 2020	Admin
Multi-factor Authentication	Term 2 2020	All
Updated EAL/D Advice for Schools	Term 2 2020	All
Removing Access Requests for Hearing and Vision itinerant	Term 3 2020	Admin
Data Breach Response Plan	Term 3 2020	All
Inclusive Education Statement	Term 3 2020	All
Heavy Vehicle Law - Safety Procedures	Term 3 2020	Admin
New DoE Telco Contract	Term 3 2020	Admin
e-Emergency Care Update	Term 3 2020	All
SSO using Integrated Windows Authentication	School Holidays- Winter, 2020	All
New operating system and tests for Selective HS and OC processes	Term 4 2020	All
The Arts CRM Application portal for Students	Term 4 2020	All
Revised Anti-Racism Policy	Term 4 2020 – Term 1 2021	All
New SchoolBiz	Term 4 2020	All
Schools for Specific Purposes (SSP) Supplementary Funding 2020	Term 4 2020	Admin
Excursions policy update	Term 4 2020	All
2021 HSC monitoring and teacher support	Term 4 2020- Term 1 2021	Principals, Teachers
Behaviour Strategy and Student Behaviour Policy	Term 4 2020	All
Revised School Professional Learning Policy	Term 4 2020	All
Transition to School Digital Statement and strong and successful start to school- Transition guidelines	Term 4 2020	Admin
New changes to the SHS and OC Placement Tests and new online portal application system for parents	Term 4 2020	Principals, Teachers
Partnership Agreement NSW AECG- 2020-2030	Term 4 2020	Admin
Centralised Integration funding support team	Term 4 2020	Admin
Induction for pre-services teachers	Term 4 2020	Teachers
2021	Term	Staff
*Note that there was no Consolidated School Schedule sent in Term 4		

2021 to support schools in getting back to the classroom post learning from home		
School excellence in action planning	Term 1 2021	Admin
Term 1 Strategic Resources support for schools (Optional)	Term 1 2021	Admin
Tell them from me	Term 1 2021	All
Review of code of conduct	Term 1 2021	All
New Child Protection Resources	Term 1 2021	All
Smart Purchasing	Term 1 2021	Admin
Automation of New Arrivals	Term 1 2021	Admin
Phishing Compliance Online Training	Term 1 2021	All
Support class placement panel standardisation	Term 2-4 2021	Admin
Resources for schools to prepare for COVID Term 1 and Term 2	Term 2 2021	All
Implement your school's Strategic Improvement Plan	Term 2 2021	Admin
Simplifying school budgets (phase 1)	Term 2 2021	Admin
School Success Model Support	Term 3 2021	Admin
School Policy Changes	Term 3 2021	Admin
2022	Term	Staff
Adjustments to delivery and extensions to timeframes for activities were provided in Term 1 to support schools with their return during COVID impacts.	Term 1 2022	All
Continued adjustments, flexibility, and support to the release, delivery, and due dates were provided to assist schools in 'clearing the decks' during COVID	Term 2 2022	All
Curriculum Reform and related resources for K-2 English and maths	Term 3 2022	All
Important updates to Inclusive, Engaging and Respectful Schools policies	Term 3 2022	All
leadership and development including the release of the Middle Leader role description.	Term 3 2022	Principal, Admin
Aboriginal Cultural Education Mandatory Training	Term 3 2022	All
Release of the Controversial Issues Policy	Term 3 2022	All
Mandatory Cyber Security Training	Term 3 2022	All

Staffing and Covid

78. Is the Minister aware:

- (a) That students at Queanbeyan High School were told to only attend face-to-face classes on campus three days per week, as the school in southern NSW grapples with a shortage of teachers?
- (b) That the situation in Supplementary Question 78(a) was caused, as described in the text of an email sent to parents:

Due to the number of teachers on leave in addition to the permanent positions we have been unable to fill, we are moving to mixed-mode delivery operations.

Accordingly, can the Minister explain:

- (c) What contingency measures has the Department considered if there is a continued usage of mixed-mode delivery operations in schools due to staffing issues?
- (d) How many schools have used mixed-mode delivery in 2022 due to permanent positions being unfilled?

- (e) What was the practical difference between alternative school operations at Cherrybrook Technology High School (which temporarily reverted to learning from home on Friday 18 March and Monday 21 March) and Canobolas Rural Technology High School and a school closure with the school severely impacted by COVID19?**
- (f) How many public, Catholic and independent high schools have used alternative school operations in 2022 due to COVID?**
- (g) How many public, Catholic and independent primary schools have used alternative school operations in 2022 due to COVID?**
- (h) How many Early Childhood Centres have closed for periods in 2022 due to COVID?**
- (i) How many Early Childhood Centres have closed for periods in 2022 due to Covid?**

(a) I understand on 15 March 2022, the Principal of Queanbeyan High School informed the community that the school would move Years 7-10 to learning from home for two to three days per week, before consulting with the Department to leverage the COVID support measures available. On being made aware of this communication, the Executive Director, Rural South and West School Performance Directorate immediately met with the Principal and senior executive and requested all staff and students return to onsite teaching and learning.

(b) The situation occurred for a number of reasons and was based on a misinterpretation of the Health ACT advice, which was to move to learning from home for health-related circumstances through consultation with the Work, Health and Staff Wellbeing Directorate and following Executive Director/Deputy Secretary approval. This policy process was not followed by the school. All students returned to the school site on Wednesday, 16 March 2022.

(c) - (e) Where a community is experiencing an increase in COVID cases, the Department's Health and Safety directorate may direct the school to adopt additional proportionate measures. This may include requiring staff, adult visitors or high school students to wear masks indoors, moving assemblies or large gatherings outdoors, or moving to learning from home for a short period of time. These tailored measures support continuity of learning and help to protect students and staff by reducing in-school transmission of COVID-19.

Schools do not close due to being severely impacted by COVID-19. They are always open to families who need to send their children to school. Although normal daily routines may not be possible for these students, classwork is provided.

In the case of Cherrybrook Technology High School, the Department's Work, Health and Staff Wellbeing Directorate closely monitored the absenteeism rate of students and staff with a COVID-19 diagnosis. They advised the school required a short circuit breaker of two days to manage the cases. During this time, students reverted to learning from home, using an online platform. The school remained open and offered supervision to students who were unable to remain at home.

Similarly, as a result of high levels of positive COVID-19 cases, isolation requirements and displayed symptoms of COVID-19, Canobolas High School, on advice from Work, Health and Staff Wellbeing and following the departmental policy

guidelines, moved to learning from home arrangements for the Year 9 cohort from 28 to 30 March 2022.

- (f) - (g) In 2022, 201 schools have used learning from home at least once due to COVID-19. This includes 80 primary schools, 85 secondary schools, 32 schools for specific purposes and 4 central/community schools.

As operational matters are the responsibility of each employer, the Department does not hold data on cohorts learning from home in the Catholic and independent school sectors.

The Department regularly meets with Catholic Schools NSW and the Association of Independent Schools of NSW to allow the sectors to share processes and communication, in alignment with NSW Health requirements.

- (h) – (i) Since 1 January 2022, a total of 1,063 temporary service closures of Early Childhood Education Centres have occurred due to COVID. In the same period, a total of 541 temporary closures of family educators/residences (from 102 Family Day Care services) have occurred due to COVID.

Covid-19 Task Force and Covid Executive Teams

79. Are the Department's Covid-19 Task Force and Covid Executive Teams still meeting?

During the 2020 response, the COVID-19 Taskforce was led by the Secretary who met with the Department Executive on an as needs basis to inform the Department's response to the pandemic. The COVID-19 Executive was established during the 2021 response and in 2022 was expanded to include flood-related matters.

The frequency of the Executive meetings has changed throughout the pandemic in response to the context and decisions that needed to be made and at times, meetings have followed a cadence of either daily, twice weekly, weekly, or fortnightly.

The COVID-19 Executive ceased meeting on 18 August 2022 reflecting a return to business as usual. Agreement was reached that the COVID-19 Taskforce would reinstate the COVID-19 Executive meetings if there is a significant increase in COVID-19 cases or another emerging crisis. In the meantime, the COVID-19 Taskforce will utilise other Executive and Ministerial channels on all matters requiring this level of decision making except for those that are time sensitive.

- 80. At the meetings of the Department's Covid-19 Task Force and Covid Executive Teams since the beginning of the pandemic:**
- (a) How many times was NSW Health advice ignored or altered to fit the views of senior executives or the Minister? What are the details?**
 - (b) Which communications and/or media staff attended these meetings and on which occasions?**
 - (c) On which occasions were communications and/or media strategies discussed and why?**

- (d) On which occasions were decisions delayed to minimise the impact on the Minister? What are the details?**
- (e) On which occasions were comments made in online meetings about the need to withhold information from the public and media?**
 - i. What are the details of those comments?**

- a) Advice provided by the Australian Health Protection Principal Committee and reaffirmed by NSW Health, throughout regular stakeholder meetings, has been central to all of the decisions made by the Department of Education throughout the COVID-19 response.

The safety and wellbeing of students and staff has always remained the Department's focus. The Department has taken a rapid, but considered, approach to implementing new supports and settings where a need was identified in line with guidance and advice from the Australian Health Protection Principal Committee guidelines and NSW Health, as applicable.

- b) A comprehensive suite of messages has been developed by the communications and media team throughout the pandemic in line with Government announcements and these were used regularly and consistently to communicate with corporate and school staff, parents, school communities and other key stakeholders including unions and professional associations. This included daily situation reports, Deputy Secretary led webinars, a dedicated website to consolidate advice for staff, students, parents and carers along with a social media campaign that was used to promote key messages to schools and the community. The suite of communications was also shared with non-government schools and the early childhood education sectors for adaptation.
- c) Please see answer to question 80 (b).
- d) The Department has and continues to work closely with NSW Government agencies and the Australian Government on COVID-19 related matters to enable a measured and cohesive response. The Department has always endeavoured to act swiftly to minimise the impact of COVID-19 on school operations.
- e) There may have been some occasions where information discussed in online meetings has not been finalised and/or the Department was waiting on confirmation from cross-government colleagues before it could be disclosed to the public or media. This may have included information that is cabinet in confidence, legally privileged and/or government sensitive. The Department has answered questions from our staff and the public through a range of channels and will continue to do so where appropriate. Some sensitive information is shared on an embargo with a range of stakeholders such as unions, professional associations and staff from other education sectors working on COVID-19, where relevant and appropriate.

Ideology in Schools

- 81. Have Department staff been told to “add your pronouns to your email signature” for 2022 “Wear It Purple Day”?**
 - (a) If so, why?**

(b) Doesn't this pronoun variability stunt promote the concept of gender fluidity, which is against NSW Govt policy in schools?

An email from the Department's Acting Chief People Officer regarding Wear It Purple day suggested a number of optional actions for staff who wished to show their support for the LGBTQIA+ community. One suggested action was adding pronouns to email signatures, which is a common practice in the community and other organisations. This was not an instruction or mandate.

The Department has a policy of providing safe and supportive learning environments that respect and value diversity and are free from violence, discrimination, harassment and vilification.

82. Given that the Department does not have a policy for the display or use of political propaganda in classrooms, is it possible for schools to display in classrooms:

- (a) Party political material at election time?**
- (b) Posters attacking the NSW Police?**
- (c) Material attacking people on the basis of their:**
 - i. Skin colour?**
 - ii. Religious affiliation, conviction or belief?**
- (d) Protests about "toxic men" or "toxic masculinity"?**
- (e) Nazi symbols and historical artefacts?**
- (f) Black Lives Matter recruitment material?**

The Department of Education implements policies, including the Controversial Issues in Schools policy, to ensure that NSW public schools are neutral places for rational discourse and objective study.

Under the Controversial Issues Policy, contemporary or historical material of an overtly political nature and material which discriminates or promotes discriminatory behaviour is not permitted to be distributed to students unless the material is for study purposes and is relevant to the delivery of the curriculum.

Questions from the Hon. Mark Banasiak, MLC

Wee Waa

83. The Wee Waa Highschool has been closed due to health issues for Staff, Students and School visitors, with the cause of the illnesses of staff and students at Wee High School yet to be revealed, when will the final report from the independent health study that was due in February be released publicly?

The Department of Education has reviewed the EnRiskS report and has incorporated recommendations into the planning for the new school. The final EnRiskS report will be released to the school and community together with a simple summary this year.

84. Given that parents reported that students were warned as early as 2012 by school management to not to go to certain areas of the school because of

health concerns. What exact date did school management first report the problem as a concern to the Department?

The first notification made in March 2018, to the Department of Education's Incident Report and Support Hotline was a staff member experiencing an allergic reaction to dust and mould in the library which occurred in February 2018.

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

School fencing

85. Why was access to school grounds across the Central Coast restricted during the school holidays, when inclement weather would not have prevented families from using undercover COLA and playground facilities?

Coastal areas of NSW, including areas the Central Coast, were heavily impacted by an 'east coast low' event. During the afternoon of 5 July 2022, evacuation orders were subsequently issued for low-lying areas of Tuggerah and Budgewoi Lakes.

A number of schools were initially removed from Share Our Space due to flood evacuation orders, while additional schools were removed due to volatile and uncertain weather conditions.

Prevailing weather conditions, including heavy to torrential rainfall and strong to destructive winds had the potential to impact school grounds, including tree branches and vegetation falling on-site. As such, schools were removed to ensure community safety was upheld.

86. Will the Government consider expanding hours of opening school grounds for recreational use by the community, including allowing use of undercover facilities during inclement weather?

The Department of Education understands that public schools are central to NSW communities. Department facilities support students, parents and staff, and play an important role in shaping an area's culture, environment and local community.

The Department's Share Our Space program assists in supporting the Premier's priority of providing community access to quality green, open space by providing shared use of the outdoor areas of participating NSW public schools over the school holidays. Doing so opens these spaces for recreational purposes and further supports NSW communities.

The health, safety and wellbeing of students, staff and the local community is the Department's top priority. All processes, including COVID-19 requirements and management of emerging issues, are worked through with key stakeholders across the Department and externally. This includes with NSW Health and other relevant agencies. As such, access to facilities, including during periods of inclement weather, is dependent on such advice, with departmental determinations made, as appropriate.

Additionally, community groups and organisations can enter into shared use agreements with the Department to access facilities outside of school hours.

Further information on the Share Our Space program and shared use agreements can be accessed via the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/what-we-do/we-support-communities/shared-use.html>.

87. What is the Government doing to ensure year-round access to school playgrounds at schools which receive upgraded high fencing, where previously communities have had year-round access to the school playground?

In 2017, the NSW Government announced the Share Our Space Program. The program recognises the centrality of school facilities to local communities and provides access to open spaces on school sites during school holidays. Since its inception, more than 900 NSW public schools have participated in the program across NSW.

The installation of fencing is primarily a security measure to reduce the risk of arson, trespassing, break-and-enter as well as vandalism. It can also be installed at the request of schools to support the safety of students, including students who may require a physical barrier to identify school boundaries, as well as entry and exit points.

Combined, the installation of security fencing, and coordination of programs such as Share Our Space, have ensured access to school sites outside of school hours is safer and more secure.

Temporary employment

88. Can you provide the Term 1 2022 statistics for each classification of School Administrative and Support staff employed within NSW Schools, including General Assistants and broken down by Permanent Full time, Part time, Long term temporary and Short term temporary staff?

The below tables contain the full-time equivalent (FTE) employment of staff employed under the School Administrative and Support (SASS) legislation as well as General Assistants within NSW government schools as at the last pay period in Term 1, 2022.

General Assistants are employed under the *Government Sector Employment Act 2013*, where casual and temporary employment is named as such, whereas for SASS staff, the terminology is short and long term temporary.

FTE broken down by full-time vs part-time

Role Type	Part-time FTE	Full-time FTE	Total FTE
Aboriginal Education Officers	55.9	315.4	371.3
Business Managers	32.9	123.8	156.7
Exclude	138.3	17.4	155.7
General Assistants	810.5	632.1	1,442.6
School Administrative Managers	310.0	1,684.6	1,994.6
School Administrative Officers	2,336.9	4,507.9	6,844.8
School Learning Support Officer	6,048.5	6,112.6	12,161.1
Grand Total	9,733.1	13,393.8	23,126.9

FTE broken down by employment type

Role Type	Short Term		Long Term		Permanent FTE	Total FTE
	Casual FTE	Temporary FTE	Temporary FTE	Temporary FTE		
Aboriginal Education Officers	-	3.0	-	125.7	242.6	371.3
Business Managers	-	0.5	3.6	44.1	108.6	156.7
Exclude	7.1	-	37.9	-	110.7	155.7
General Assistants	1.4	130.5	4.2	381.0	925.5	1,442.6
School Administrative Managers	-	5.8	-	206.2	1,782.6	1,994.6
School Administrative Officers	-	234.3	-	2,272.2	4,338.3	6,844.8
School Learning Support Officer	-	704.0	-	7,704.1	3,753.1	12,161.1
Grand Total	8.6	1,078.0	45.7	10,733.2	11,261.4	23,126.9

89. Why are approximately 64.3% of School Learning Support Officers (SLSOs) employed on a temporary basis, up from 61.57% in 2017?

The allocation of permanent School Learning and Support Officer positions is primarily determined by student enrolment, relating to either the individual needs of a particular student/s or on the basis of allocated support classes.

Flexible funding is provided to schools based on student need. The Principal and school executive make decisions regarding how to spend this funding to ensure student educational outcomes, including through the employment of school administrative and support staff on a permanent or temporary basis, as needed. This allows educational support to be matched to a student's progression from primary to secondary schooling, and/or if the student moves to a different school within their primary or secondary years.

90. What action has the government taken to reduce the casualisation of SLSO positions?

There are a number of reasons an SLSO may be employed on a short or long term temporary basis, including when backfilling a position where the permanent occupant is on leave, or where the Principal has determined there is not an ongoing need for a SLSO position in that school.

Principals are required to declare any permanent School Administrative and Support staff (including SLSO) vacancies within two terms of the position becoming vacant. In accordance with the School Administrative and Support Staffing in NSW Public Schools Procedure, agreed with the Public Service Association, if there are no priority transfer matches, a principal may request the conversion of a long term temporary employee to be appointed to a vacant permanent position. The conversion of a long term temporary employee is subject to an eligibility criteria. Where the eligibility criteria is not met or there is no long term temporary employee at the school, the Principal has the option of using an eligibility list or advertising the permanent position to fill through open merit.

Principals may also utilise flexible funding to create additional permanent or temporary positions above the school's entitlement.

91. Can you confirm that the funding for SLSO's has been reduced for the 2022 school year in SSP schools and Special Units across schools in NSW? (a) and if so why?

There has been no reduction in the funding for permanent School Learning Support Officers (SLSOs) for the 2022 school year in Schools for Specific Purposes and support units in mainstream schools across schools in NSW.

92. How many SLSO positions have been cut in 2022?

(a) And why were Long Term Temporary staff not redeployed to another vacant SLSO role or receive a severance payment?

There is no reduction in the funding for permanent School Learning Support Officers (SLSOs) for the 2022 school year.

- a) The Managing Excess School Administrative and Support Staff Employees Policy, October 2012 (the SASS MEE policy) applies to permanent members of the school administrative and support staff only. The SASS MEE provisions reflect similar provisions that apply under the policy for managing excess public service employees.

The SASS MEE policy at footnote 1 on page 2, states that: *“This policy does not apply to temporary employees under the SASS Act. In limited circumstances, a temporary employee whose employment is terminated may be entitled to a severance payment based on the NSW Employment Protection Regulation 2001”*.

This means there is no entitlement for long term temporary SASS to be redeployed or receive a severance payment when their temporary contract comes to an end and they are not offered further employment by the same or any other NSW public school.

The Department encourages principals to assist temporary SASS employees whose temporary engagements have concluded, to seek other employment opportunities in the Department where no further work is available at a school. This assistance may include providing the employee’s contact details to other schools in the area, provision of referee reports, and/or providing the employee with support to develop their resume and applications for positions at other schools.

The Department can, on a case by case basis, consider a range of criteria to determine whether it will, as a matter of its discretion, make a severance payment to a long term temporary employee whose employment has come to an end. These criteria are similar to those also applied for public service employees.

SLSO – Student Health Support

93. How many SLSO’s who satisfied the SHS criteria were transferred into the new SLSO classification, how many are permanent and how many are temporary?

The process for eligible School Learning Support Officers to transition to the SLSO (Student Health Support) classification commenced in September 2021, with entry on duty into the School Learning and Support Officers (Student Health Support) commencing Day 1, Term 1, 2022. Only permanent SLSO roles were considered under the transition process.

As a result of the transition process 336 permanent SLSO positions were re-classified to SLSO (SHS). 294 permanent SLSO employees transitioned to the re-classified SLSO (SHS) positions, with the remaining roles filled either by appointment from an eligibility list, following an advertisement and merit selection process or appointment of an eligible long term temporary SLSO.

94. Will there be another phase of the SLSO SHS transition?

- (a) If so, how many positions will be filled either by existing suitable SLSO's or will there need to be external recruitment?**

The initial transition process was a requirement of the 2019 SAS Staff Award and was designed to identify those settings where permanent SLSO (SHS) positions were most likely to be required to support student needs. The transition process, subject to consultation with the Public Service Association, has now concluded.

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

Where a school identifies a requirement for additional SLSO positions to be re-classified to SLSO (SHS) due to student needs, these requests are managed on a case by case basis in conjunction with the Director Educational Learning. Schools also have the ability to engage a temporary SLSO (SHS) to meet emergent health support needs and those staff receive the appropriate training before providing health support to students.

- (a) As for all permanent SAS staff positions, SLSO (SHS) positions will be recruited in accordance with the Department's Schools Administrative and Support Staff Recruitment Procedure. This can include the conversion and appointment of an eligible long term temporary employee, activation of an active eligibility list or an open merit process, with external advertisement.

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

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

Enrolments – students with a disability

96. How many enrolments of children with disability have there been in mainstream schools in 2021?

During 2021, approximately 177,000 students identified in the Nationally Consistent Collection of Data on School Students with Disability (NCCD) received support due to disability in mainstream schools.

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

During 2021, 5,999 students were enrolled in a support class in a School for Specific Purposes (SSP).

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

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

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

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

Violence

100. How many violent incidents have been logged with the Department of Education's incident hotline from schools over the last 12 months?

The Department of Education received 7,702 incident reports relating to violence in the 12 months prior to 31 August 2022.

The category of violence includes incidents categorised as assault, threat/intimidation, allegation of sexual assault, indecent assault, accidental assault and anti-social and extremist behaviour.

101. How many violent incidents have been logged with the Department of Education's incident hotline from SLSOs over the last 12 months?

When an incident is notified to the Department of Education's incident hotline, the position of the person lodging the report is not recorded against the incident at that time.

Gregory Hills & Gledswood Hills school planning

102. Has the Government secured a site for a future high school in either Gregory Hills or Gledswood Hills?

Students in Gregory Hills and Gledswood Hills are currently serviced by Mount Annan High School and Oran Park High School.

The Department continuously monitors population projections to ensure enrolment needs are catered for. Numerous strategies are used to manage fluctuating enrolment demand in the short to medium term, including enforcing the Department's school enrolment policy to

restrict non-local enrolments, reviewing school intake areas to improve utilisation across schools in a local area, and providing additional demountable facilities, including classrooms and specialist spaces as required.

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

103. If the Government has not secured a site, won't the same infrastructure capacity issues faced at Gledswood Hills Public School now be repeated as these students move into high school?

The two existing high schools at Oran Park and Mount Annan, which currently service these areas, have sufficient accommodation to meet current demand. The Department of Education continuously monitors enrolment growth in South West Sydney. Numerous strategies may be used to manage demand in the future, such as optimising the use of existing assets, enforcing the Department's enrolment policy to restrict non-local enrolments, realigning school intake areas, and utilising demountable classrooms. In cases of sustained and stable enrolment increases, the Department provides additional permanent facilities, or new schools, as necessary.

Planning is underway to deliver a new high school in Edmondson Park and a new high school is also being planned to provide equitable access to selective education facilities in South West Sydney.

Further updates regarding current and any future projects will be released on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/> as information becomes available.

104. Shouldn't proper school infrastructure planning for Gregory Hills and Gledswood Hills, which will have a combined enrolment capacity of 2,000 primary school students, include securing a site for a future high school?

See answer to question 103.

School cleaning

105. What is the current status of the Government's plans to reduce school cleaning hours across the state?

The Department of Education administers cleaning contracts in line with the provisions of the whole of Government cleaning contracts negotiated in 2019.

The new contracts incorporate the same rigorous cleaning standards that were in previous contracts and are designed to be more equitable for all schools.

In response to the COVID-19 pandemic, the NSW Government implemented additional cleaning measures including enhanced cleaning and an additional day cleaning.

A revised cleaning schedule was proposed for a small proportion of schools to commence in 2020. Acknowledging the cleaning requirements resulting from the COVID-19 pandemic,

implementation of the revised schedule was deferred until 2021. Additional cleaning measures introduced in response to the pandemic remained in place at all schools and continue to be in place.

106. Pre-COVID, for which schools specifically had it been determined that school cleaning hours would be reduced?

School Principals at all impacted schools were kept informed during the process of implementing the 2019 whole of government cleaning contract.

107. Which schools were informed of that decision?

Changes to cleaning arrangements have been communicated with relevant school Principals as the changes were implemented.

108. What was the consultation process that was undertaken and its timeline?

See answer to Question 107.

109. Are you able to confirm the Government's budget allocation per financial year, for NSW school cleaning additional to the Whole of Government contract 2019, since the COVID outbreak, including current forward estimates?

Additional cleaning in place during the COVID-19 pandemic focuses on supplementary cleaning of high touch surfaces and high use areas.

Additional cleaning measures are determined in consultation with NSW Health and are based on evolving health advice. Funding is allocated in accordance with the evolving advice and is adjusted on an ongoing basis.

110. Are you able to confirm the Government's budget allocation per financial year, for NSW school cleaning additional to the Whole of Government contract 2019, since the COVID outbreak in relation to each of the nine Whole of Government contract regions, i.e. Southern NSW, Western NSW, North Coast; Hunter/Central Coast; Northern Sydney; Western Sydney; South Western Sydney; Sydney; and Sydney CBD?

See answer to Question 109.

Early childhood workforce

111. Given the Government's Early Years policy documents refer to a commitment to invest in the NSW Early Childhood Education workforce, but provides no timeframe, or plan to achieve it, will you provide confirmed details of this commitment to date?

The Early Years Commitment included a \$281.6 million investment over a four-year period. In the months since this budget announcement, workforce initiatives have already been released including a record 439 early childhood teacher scholarships as well as a commitment to 25,000 additional fee-free places for early childhood education VET

qualifications. We will continue to advise the community and sector on other initiatives and engagement with the sector which is also underway to design more complex and long-term solutions.

112. What are the further details of the commitment to “Provide early childhood teacher supports, including supplements, for employers who demonstrate best practice workforce strategies”?

The Department of Education is currently engaging with the sector to determine the most effective avenues of support to attract and retain high quality teachers and educators. In the immediate term, spending guidelines under the Start Strong funding programs for community preschools and long day care are being reviewed to consider options for funding being used more flexibly to support workforce attraction, development, and retention.

113. What are the allocated budget breakdown figures for how much of the \$281.6m committed to the workforce will go towards these supports and supplements to employers and other recipients?

The intent of the workforce investment is to ensure funds are used to support the workforce and, in many cases, will be paid directly to teachers and educators through initiatives such as scholarship programs. Other initiatives will invest in the development of skills and capability of the workforce so teachers and educators can access opportunities at no cost. The remaining funds will be used to ensure that best practice workforce support and development is able to be grown, supporting a skilled and stable early childhood education workforce.

114. What budget modelling and timeframe planning has been done on the NSW Government’s ability to deliver on the 10-year announcement for early years education without a more substantial investment in the workforce?

A key part of the overall Early Years commitment is an investment in system stewardship, and particularly improved data capability. This improved capability will be leveraged to undertake a range of activities including long-term supply and demand analysis. It is anticipated further investment in the early childhood education workforce will be required in the coming years but can be targeted and responsive to needs identified through the data analysis.

School Resource Standard (SRS)

115. What is the NSW Government’s current SRS funding budget for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

The NSW Budget Papers provide the forward estimates for NSW Government spending. The projected budget for NSW schools in financial year 2022-23 is:

- \$17.2 billion recurrent expenses to support the delivery of primary and secondary education in NSW public schools, in line with the State’s commitment under the National School Reform Agreement.
- \$1.5 billion recurrent expenses to support non-government schools, including funding for non-government school essential capital works under the Building Grants Assistance Scheme.

116. What is the NSW Government’s current projected share of SRS funding for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

Under the National School Reform Agreement, NSW will fund government sector to at least 72.22 per cent of the SRS and non-government sector to at least 22.57 per cent of the SRS in 2023. NSW has also committed to increase its government school funding to 75 per cent of the SRS by 2027 and to transition the non-government sector down to 20 per cent of the SRS by 2029.

117. What is the current 100% SRS funding projection for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

The Schooling Resource Standard is governed by Federal legislation and determined by the Commonwealth Government.

This data is publicly available and released by the Commonwealth Government.

Projected enrolments

118. How many NSW public school enrolments are projected for 2023, broken down by primary and high school?

Anticipated 2023 school enrolment (including preschool and all support) as at 17 August 2022

School Category	Sum of Total Anticipated 2023 enrolment (including preschool and all support) 17 Aug 2022
Central	17,551
Primary*	477,071
School for Specific Purposes	7,281
Secondary	312,065
Total	813,968

**John Brothie Nursery school and all primary and infants schools and are included in total primary*

119. How many NSW public school enrolments are currently in NSW public schools, broken down by primary and high school?

The 2022 enrolment data collection (National Schools Statistics Collection, conducted in August) is not yet complete. The validation process is currently underway.

120. Could you please provide current enrolment projections for the following years:

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

Please see response to LC QON 8529.

Please note enrolment projections are currently available to 2025. Updated data from the Commonwealth is currently being analysed and new enrolment forecasts will be prepared based on this new data.

Merged classes

121. Given the Government says it now can't collect data on merged classes, what is the Department's rough estimate of the number of merged classes occurring in NSW schools over the calendar year?

The number of instances of merged classes is not recorded centrally by the Department of Education and therefore a yearly average is not available.

122. Given the Government says it now can't collect data on instances of minimal supervision in schools, what is the Department's rough estimate of the number of minimal supervision instances occurring in NSW schools over the calendar year?

The number of instances of minimal supervision is not recorded centrally by the Department of Education and therefore a yearly average is not available.

123. Given community concern about merged classes and minimal supervision, do you accept that merged classes and minimal supervision has an overall negative impact on the learning of NSW students?

Merging classes or providing minimal supervision does not mean students miss out on a lesson.

All schools are required to deliver the required curriculum to students.

Where learning may be disrupted from period(s) of staff absence which requires the provision of self-directed learning, teachers work to ensure students have the opportunity to re-visit this work when back with their timetabled class to ensure the delivery of the curriculum.

Pendle Hill High School

124. The capture rate for Pendle Hill High School was listed at only 15% in briefing DOC20/401294. What is the current 2022 capture rate for the school?

All primary schools and most high schools have designated local enrolment areas. Students enrol in public schools based on their home address.

Students are entitled to enrol at the local school they are eligible to attend where their home is within that school's local catchment area. Parents may apply to enrol their child as a non-local enrolment at the school of their choice. However, acceptance is subject to the child being eligible to attend the school and the school being able to accommodate the child.

Liverpool Boys and Girls High Schools

125. Given the Liverpool Boys & Girls High School upgrades is listed as an 'alternate' building contractor pathway in the 2022-23 SINSW Delivery Strategy, can you rule out any for-profit retail or mixed use precincts being built on these existing public school sites?

A whole-of-government strategy is being developed in conjunction with other NSW government agencies and Liverpool City Council, which includes the site of the Liverpool Boys and Girls High Schools.

SINSW Delivery Strategy

126. Is the 2022-23 SINSW Delivery Strategy on track, in line with timeframes outlined in the 2021-22 SINSW Delivery Strategy?

The School Infrastructure NSW 2021-22 Delivery Strategy, released in October 2021, identified more than 50 tender opportunities which included architects, engineers, project managers and builders as part of the Government's historic school building program. The Strategy is about engaging with the market and working with industry partners as part of a transparent process of School Infrastructure NSW's work.

The procurement release dates were anticipated release dates and not a baseline for procurements to be tracked against. As the Strategy details, where possible, staggering the release of tenders to the market may be required to enable companies to be debriefed before the next round of tenders close.

In 2021-22, School Infrastructure NSW awarded almost 200 contracts worth more than \$350 million.

Macquarie Park Education Campus/Precinct

127. Has the Government acquired the former Peter Board High School site, as promised in 2018?

The NSW Government is committed to delivering the Macquarie Park Education Campus. Development of the project has considered a range of factors including site options. The former Peter Board High School site, a school closed by the former NSW Labor Government, was initially identified as a possible location and has been considered as part of this process. However, a final determination on the site of the new Education Campus is yet to be made.

128. Is the Government still in an exclusivity agreement to acquire the former Peter Board High School site and if so, will you commit to executing it?

See answer to question 127.

129. Is the government considering the option of a high-rise school located within Baptist Care Macquarie Park redevelopment at 157 Balaclava Rd, Macquarie Park?

No.

Rydalmere Education Campus

130. Can you confirm if a site has been chosen for the Rydalmere Education Campus, following four years of planning? (a) If so, which site?

Planning is underway for a new public education campus to cater for the growing population in the Rydalmere area.

The NSW Government is exploring several land options to support delivery of new facilities to cater for students from Kindergarten to Year 12. This includes utilising the former Macquarie Boys Technology High School site, a school closed by the former NSW Labor Government.

Further updates will be publicly available as the project progresses.

Wee Waa High School

131. Will the new Wee Waa High School be completed by Late 2022 as planned?

The NSW Government is delivering the project to redevelop Wee Waa High School, with funding for the project allocated in the 2021/2022 Budget. The project will deliver new learning spaces and modern core facilities including a library and multipurpose hall, a new agricultural and environment centre, sports fields and sports courts as well as a new Indigenous Cultural Centre.

The progress of individual projects is communicated to school communities through regular project updates and made available on the School Infrastructure NSW website.

132. When will the report on the health investigation of Wee Waa High School be publicly revealed?

The Department of Education has reviewed the independent Environmental Risk Sciences (EnRiskS) report and has incorporated recommendations into the planning for the new school. The final EnRiskS report will be released to the school and community together with a summary this year.

Westmead Education Precinct

**133. Has a site been chosen for the primary and high schools that will form Westmead Education Precinct?
(a) If not, when will this be finalised?**

Site investigations are progressing as part of the development of the pre-K to 12 school project in the master-planning of the Westmead Health and Education Precinct.

134. Is the government still committed to building these two schools?

The NSW Government announced the Westmead Health and Education Precinct in November 2018. The precinct includes the redevelopment of Westmead Hospital and, in partnership with the University of Sydney, establishing Westmead as a leading international health, education and research precinct. Planning for the precinct has included consideration of a new pre-K to 12 school.

School ovals

135. Can the Government rule out using any school ovals that are not either on site or directly adjacent to school sites?

All NSW public schools have access to an oval. This may be through the provision of on-site oval facilities or in areas where land is constrained, through lease or joint use agreements with local councils and/or sporting organisations.

136. What is the Government's response to concerns that the lack of an on-site oval acts as a disincentive for students to keep active during school breaks and before and after school?

See answer to question 135.

**137. Will an oval be located on or directly adjacent to the site of the South West Sydney Selective High School?
(a) If not, how far away in metres is the likely oval that students will access?**

The NSW Government has allocated funding to deliver a new selective high school in South West Sydney. The project is in planning phase and the location of an oval is still subject of master planning activities.

Pop-up demountable schools

138. Will the cost of the pop-up demountable school at Nangamay Public School in Mulgoa Rise be contained within the approved new primary school for Mulgoa Rise project budget?

The Department of Education is working with the building contractor to deliver the new school without the need for a pop-up school. However, arrangements have been made should a pop-up school be required with costs to be managed by the Department within its budget parameters.

139. Will the cost of the pop-up demountable school for Bungendore High School be contained within the approved Bungendore High School project budget?

The Department of Education will manage the costs associated with establishing a temporary school within its budget parameters.

140. Will the cost of the pop-up demountable school for Jerrabomberra High School be contained within the approved Jerrabomberra High School project budget?

The Department of Education will manage the costs associated with establishing a temporary school within its budget parameters.

141. Is the government concerned about the additional costs borne by taxpayers for temporary facilities, as a result of delays with building permanent facilities?

See answer to questions 139 and 140.

Birrong Boys & Girls High School

142. Given there has now been two budget allocations for upgrades to Birrong Boys & Girls High Schools?

- (a) What was the total square metre footprint for the proposed upgrades of the original plans for these schools?**
- (b) Have the original plans drawn up for these upgrades now been downgraded and reduced?**
- (c) If so, what is the current square metre footprint of the revised plans?**
- (d) How many buildings, classrooms and staff facilities have been reduced from the original plan to the proposed plans?**
- (e) How much has been spent so far on planning?**

Details of Birrong Boys High School and Birrong Girls High School upgrades can be found on the School Infrastructure NSW website. Information on project funding is available in the Budget papers.

143. What was the original budgeted total expenditure for upgrades to Birrong Boys and Girls High Schools?

- (a) If these plans have now been revised, what is the revised budgeted total expenditure?**

Information on project funding is available in the Budget papers.

144. Did the Department of Education inform Birrong Boys and Birrong Girls High School to expect a projected enrolment of approximately 2,000 students due to future growth in their catchment?

(a) If so, what are these enrolment projections based on?

(b) And was this advice received from Planning NSW?

Department of Education officers first met with the Principals of Birrong Boys High School and Birrong Girls High School in May 2018 regarding population projections for Birrong Boys High School, Birrong Girls High School and surrounding high schools.

The NSW Government uses an agreed set of population projections across all agencies, which enables planning to be consistent for the people of NSW. This data enables the Department of Education to predict the number of students likely to live in NSW in five year intervals, giving a long term view of school infrastructure needs.

The Department of Education considers a range of data sources including data provided by the Department of Planning and Environment.

Upgrade to Randwick Boys High School and Randwick Girls High School

145. In August 2022 NSW Department of Education – School Infrastructure released the *Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack*. How much total funding has been allocated for all the works outlined in this pack?

(a) The works outlined in the Information Pack are minor infrastructure works – what happened to the major works promised by the Government?

(b) The Information Pack states that works will be delivered over a staged two-year period – have the stages of the rollout been finalised?
i. If so, are they publicly available?

(c) The 2021 *Final Business Case Randwick Boys High School and Randwick Girls High School – Upgrade Projects* outlines a more extensive scope of works and \$59.88M of required funding, why does the 2022 Information Pack not include the works and funding outlined in the Business Case?

(d) Why are the following works from the 2021 Final Business Case excluded from the list of work in the 2022 Information Pack:

i. Improved access and egress (including improved compliance with the Disability Discrimination Act (DDA) and installation of a lift within each school)?

ii. Upgraded services and equipment to improve fire resistance and fire safety measures?

iii. A new substation for each school?

iv. Air conditioning installation for each school?

v. STEM Learning Spaces for each school?

vi. Provision of new Senior Learning units to both high schools?

(e) Were any community stakeholders consulted about the exclusion of the 2021 Final Business Case works from the announced works in the 2022 Information Pack?

In the 2018/19 budget, the NSW Government announced funding to commence early planning to investigate a potential upgrade to Randwick Boys High School and Randwick Girls High School. This included analysis of demographic trends and the school community needs, conducting site investigations to assess the condition of existing buildings and surroundings, and transport studies and site due diligence.

A Final Business Case for upgrades to the schools was developed in 2020 and submitted to NSW Treasury in early 2021 for funding consideration.

The 2021-22 NSW Budget allocated funding to deliver new and upgraded learning spaces to support the curriculum being provided at the schools. The allocated funding is to deliver new and upgraded learning spaces to support the curriculum being provided at the schools. The scope has been updated to reflect the allocated funding. The allocation and scope of the projects reflects the Eastern Suburbs School Community Group (SCG) enrolment projections following the opening of new and upgraded secondary schools in the wider local area.

The Department of Education will prioritise works that can be delivered for early 2023, in consultation with the principals.

Further projects and other facility improvements will be considered in future capital works programs in line with the educational needs of both schools.

146. In the Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack it is stated that “consultation with department stakeholders” led to the decision to not reclassify Randwick Boys High School and Randwick Girls High School into a co-educational facility; who were the Department stakeholders?

- (a) Was this decision ever outlined in a report or formal advice?
- i. If so, what was the name of the report or document and was it ever made publicly available?
 - ii. Were any community stakeholders invited to contribute to this consultation process?

Information is available on the Department of Education’s website which can be viewed at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/high-school/randwick-boys-high-school>.

147. In the Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack it is stated that “The Asset Management Unit will prioritise works that may be able to be delivered by Day 1 Term 1 2023”: who gave the instruction to the Asset Management Unit that works deliverable by that date must be prioritised?

- (a) Was there any communication from anyone within the Asset Management Unit that outlined issues with prioritising works that are deliverable by Day 1 Term 1 2023?

The Department of Education is committed to delivering the upgrades in the most efficient way with minimal disruption to student learning. Consultation with principals regarding prioritisation of project elements is ongoing.

148. A recent tour of Randwick Boys by the Member for Coogee revealed that there are numerous broken blue flume heaters:

- (a) What is the minister doing to address this safety risk for students and staff?**
- (b) Why has nothing been done so far despite numerous complaints?**

The Department of Education has no records of broken heaters being reported by the school. Should Members, or schools, identify matters they deem to pose a risk to the safety of students and/or staff, they should be appropriately reported through the relevant channels.

An officer will attend the school to inspect the heaters and arrange any necessary repairs.

Third-party contractors or consultancies

149. For every agency, department, or state-owned corporation within your portfolio, please provide the following:

- (a) A list of all third-party contractor or consultancies engaged in communications services, including:**
 - i. Contractor name,**
 - ii. Contractor ABN,**
 - iii. Service provided,**
 - iv. Total cost paid**
- (b) A list of all third-party contractor or consultancies engaged in PR services, including:**
 - i. Contractor name,**
 - ii. Contractor ABN,**
 - iii. Service provided,**
 - iv. Total cost paid**
- (c) A list of all third-party contractor or consultancies engaged in marketing services, including:**
 - i. Contractor name,**
 - ii. Contractor ABN,**
 - iii. Service provided,**
 - iv. Total cost paid**
- (d) A list of all third-party contractor or consultancies engaged in Government relations or lobbying services, including:**
 - i. Contractor name,**
 - ii. Contractor ABN,**
 - iii. Service provided,**
 - iv. Total cost paid**
- (e) A list of all third-party contractor or consultancies engaged in industry or peak body membership, including:**
 - i. Contractor name,**
 - ii. Contractor ABN,**
 - iii. Service provided,**
 - iv. Total cost paid**
- (f) A list of all third-party contractor or consultancies engaged in policy or strategy development, including:**

- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (g) A list of all third-party contractor or consultancies engaged in project management, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (h) A list of all third-party contractor or consultancies engaged in accounting and audit, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (i) A list of all third-party contractor or consultancies engaged in legal services, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (j) A list of all third-party contractor or consultancies engaged in any other services, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid

Annual consultancy spend is published in the Department of Education and cluster agency's annual reports each year. For specific page references in the 2021 annual reports, please refer to:

- [Department of Education](#) – Page 127 to 128
- [TAFE](#) – Page 140
- [NESA](#) – Page 66

Under Division 5, Section 27 of the Government Information (Public Access) Act 2009 all contracts above \$150,000 (including GST) with the private sector are required to be declared. The declarations are made using www.tenders.nsw.gov.au. This information is publicly accessible.

Disability Employment

150. What is the percentage and number of employees who currently identify as having a disability employed by:

- (a) NSW Department of Education
- (b) NSW Education Standards Authority

- (a) As at June 2021, 2.9 per cent (3,247) of employees employed by the NSW Department of Education identify as having a disability.

- (b) As at 31 July 2022, 2.45 per cent (16) of employees employed by NESA identify as having a disability and have disclosed this to NESA.

151. What is the percentage and number of senior managers who currently identify as having a disability employed by:

- (a) **NSW Department of Education**
(b) **NSW Education Standards Authority**

- (a) As at June 2021, 2.23 per cent (28) of senior managers identify as having a disability employed by the NSW Department of Education.

- (b) As at 31 July 2022, NESA has no senior executives who identify as having a disability.

Gosford High School

152. How many students from outside the Central Coast attend Gosford selective High School?

The number of currently enrolled students who live outside the Central Coast and attend Gosford Selective High School is 408 (out of a total school enrolment of 1,066 students).

153. Was Gosford High School selective school designed for students from the Central Coast or students from Sydney?

Gosford High School, like all selective high schools, was rezoned so it would be available to be chosen by any parents who considered it within reasonable travelling distance from their children's home or who were willing to move their residence in order to be within reasonable travelling distance.

NSW Teachers

154. How many teachers currently employed by NSW Department of Education hold a conversion qualification Graduate Diploma in Education Conversion?

7,930

155. What is the retention rate of teachers in the first five years?

In 2021, the retention rate of permanent teachers in their first five years of service was 88.4%.

156. What was the average time for the Department of Education to process a new teacher's application to be contractually engaged with a school they have not worked at previously, transitioning from casual to temporary, part-time or full-time roles?

For casual teachers transitioning within NSW Public Schools to part time or full time permanent roles, the average time for the employee to be set up in payroll is 2 days once the new engagement information has been received, from recruitment. This requires some manual processing of the appointment details.

For casual teachers transitioning within NSW Public Schools to temporary appointments it takes on average 1 day for the employee to be set up in payroll. This is processed automatically within the payroll system where the hiring school generates an appointment notice.

NSW School Graduates

157. What is the total number of Bachelor of Education and Diploma in Education graduates within NSW in 2021 who have been employed in public schools and the total number employed by non-government schools?

Government schools	Non-government schools	Unknown	Total
3,973	1,783	1,418	7,714

Questions from Ms Abigail Boyd MLC

Children with disability

158. In 2020, the Department of Education (DoE) identified that there was significant concern over Indigenous children and children with disability being disproportionately excluded in schools. Has any change been implemented to date, to understand why such bias is apparent and to address this concern?

See answer to question 5.

159. How many legal actions have been taken against staff and schools in regard to the treatment of children with a disability in NSW public schools in the last four years?

- i. Of the legal actions that resulted in the DoE paying out settlements or discontinuations: how many staff were reprimanded?**
- ii. how many staff were transferred away from children with a disability?**
- iii. how many staff were removed from working in a school?**
- iv. how many staff had no action taken against them?**
- v. how many cases involving complaints about staff did the DoE request confidentiality agreements for?**

See answers to questions 6(a) to (d).

160. How much money has the DoE paid in court costs, settlement and discontinuation agreements, in regard to legal action against staff and schools

for the treatment of children with a disability in public schools, in the last four years?

See answer to question 6(e).

161. How many legal cases has the DoE settled with confidentiality agreements where one or more parties cannot talk about the case?

The Department of Education does not hold data on the number and percentage of legal cases settled with confidentiality agreements. The Department does not insist on confidentiality clauses in all settlements. The Department complies with the Model Litigant policy in the conduct of litigation and considers the use of confidentiality clauses in relation to litigation settlements on a case by case basis. Frequently, confidentiality clauses are included at the request of claimants.

162. How many primary mainstream schools in NSW have a separate ‘support unit’ for children with a disability?

As at 15 August 2022, 468 mainstream primary schools have specialist support classes for students with disability.

163. How many secondary mainstream schools in NSW have a separate ‘support unit’ for children with a disability?

As at 15 August 2022, 330 public secondary schools (including central and community schools) have support classes for children with disability.

164. How many primary mainstream schools in NSW are fully inclusive for children with a disability (meaning that children with a disability are included within a mainstream class which is not segregated by area of staff, and there is no support unit or class specifically designated for children with disability)?

In 2021, there were 1,605 public primary schools (including infant schools), all of which met the needs of students with disability in mainstream classrooms, regardless of whether the school also had support classes.

165. How many secondary mainstream schools in NSW are fully inclusive for children with a disability (meaning that children with a disability are included within a mainstream class which is not segregated by area of staff, and there is no support unit or class specifically designated for children with disability)?

In 2021, there were 469 public secondary schools (including central and community schools), all of which met the needs of students with disability in mainstream classrooms, regardless of whether the school also had support classes.

166. How many Schools for Specific Purposes (SSP) schools have a full curriculum for children with a disability?

In all schools, including SSPs, the NESAs approved curriculum is followed. In SSPs the delivery is tailored to meet the individual needs of students with disability.

167. Has the DoE provided and published an actual statement and definition of what ‘inclusion’ in schools is, to inform the Inclusion Policy?

- (a) If yes, does it align with the UNHCR definition that Australia is a signatory to?**
- (b) If no, does the DoE intend to do so in the future?**

In August 2020, the Department of Education released the Inclusive Education Statement for Students with Disability, to strengthen inclusive practice across all NSW public schools, in our culture, policies and every day practice. The Statement builds on the definition of inclusive education in NSW detailed in the Disability Strategy and sets out six principles of inclusive practice to guide how the Department continues improving practice in public schools in NSW.

This Inclusive Education Statement is informed by the United Nations Convention on the Rights of People with Disability, in particular Article 24 on Education. The Australian and NSW Governments have a comprehensive legal and policy framework in place that supports the principles within the United Nations Convention on the Rights of People with Disability.

168. Considering the impacts of Covid-19, will the DoE change its policy to allow children with a disability to choose distance and or remote learning as an option rather than being forced to home school?

Students with additional learning and support needs are assessed using the Access Request Process that involves an expert panel assessing the most appropriate educational setting available for the student from within the Department of Education’s resources. The Department does not intend to change Distance Education enrolment procedures in the foreseeable future.

169. How many new SSP schools or support units for children with a disability are planned to be built?

The Department of Education is working to make sure every current and future student can achieve the best learning, educational and wellbeing outcomes possible whether that is in a mainstream school, support class, school for specific purposes or other specialist setting.

We will continue to provide students with an education that meets their individual needs and support them to learn to their fullest capacity.

170. What is the average cost for an SSP unit, per student with disability?

- (a) What is the average cost for mainstream school inclusion, per student with disability?**

The Department of Education is committed to meeting the needs of all current and future students and providing a high-quality education for every child across all NSW public schools.

\$37 million in supplementary funding for staffing has been allocated across all SSPs annually until 2024.

In 2022, \$303.6 million was allocated to mainstream NSW public schools under Low Level Adjustment Disability (LLAD) equity loading. A further \$260 million in Integration Funding Support has been allocated to 1,425 public primary schools, 373 public secondary schools, 60 central/community schools and one nursery school, to support students in mainstream classes with moderate and high support needs.

171. What research evidence does the DoE have to support the continued use of segregated schools settings for children with a disability?

The Department of Education commissioned an independent review of the relevant research on inclusive education.

The review involved a focused examination of the most rigorous research available relating to educational supports for students with disability. This involved using a thorough 'inclusion criteria' which is a set of academic standards about what counts as high quality evidence. These standards were used to assess the design quality of the primary studies that made up the systematic reviews/meta analyses included in the review. These standards consider four fundamental areas: (a) research design; (b) quality of research; (c) quantity of research; and (d) magnitude of effect of supporting studies.

Based on the rigorous evidence reviewed by the University of NSW, they found limitations with the existing evidence base and determined that it is difficult to draw conclusions about the learning programs and settings that best improve outcomes for students with disability. Key limitations with the evidence identified in the review include: A lack of focus on full range and types of disability, particularly students who have complex and high support needs; an absence of information about the settings evidence-based practices are used in; and the comparability of the outcomes and findings amongst the studies included in the review. The Department's Disability Strategy (2019) sets out the Department's plan for improving outcomes and experiences for students and their families across four key areas:

- Strengthen support: Investing in teachers and other support staff.
- Increase resources & flexibility: Enabling schools to operate with more flexibility.
- Improve the family experience: Making experiences better and easier.
- Track outcomes: Building an evidence base to measure progress.

172. Does the DoE believe that segregated SSP schools for children with a disability improve educational outcomes for children with a disability, compared to mainstream inclusion?

(a) Can you provide research evidence for this?

See answer to question 171.

Home schooling

173. How many children have been registered for home schooling in 2022?

- (a) What percentage of these have been listed as choosing to do so because of:**
- i. Bullying**

- ii. **Disability**
 - iii. **Abuse**
- (b) What other reasons were given?**

As at 31 August 2022, there were 12,826 children registered for home schooling.

- a) When parents apply to register their child for home schooling, it is optional for them to provide a reason for applying for home schooling registration.
 - i. Of the just over 76% of parents who provided a reason for home schooling in 2022 (as at 31 August 2022), around 0.9% of those identified bullying as the reason.
 - ii. NESAs do not record 'disability' as a category of reason for applying for home schooling registration.
 - iii. NESAs do not record 'abuse' as a category of reason for applying for home schooling registration.
- b) When parents apply to register their child for home schooling, they have the option to select from the following reasons:
 - philosophical
 - religious
 - special educational needs of the child
 - other (please specify).

The free text responses recorded in the 'other' section are individual and not readily categorised apart from 'bullying' which is reported separately.

Period products in public schools

174. According to the Minister for Education and Early Learning, the period products program was expected to begin the installation of dispensers in early Term 3, 2022. What is the progress of this program to date?

The manufacture and delivery of the dispensers has been significantly affected by COVID-19. The Department of Education is working closely with suppliers to ensure the dispensers are promptly rolled out to public schools across NSW.

175. When will the dispensers be fully rolled out to all public schools in the program?

See answer to question 174.

Synthetic turfs

176. What investigations has the Department or School Infrastructure NSW carried out in relation to:

- (a) **the human health impacts generated from synthetic surfacing; artificial grass, soft fall, synthetic turf, relevant to heat stress?**
 - i. **What was the outcome of those investigations?**
- (b) **the human health impacts generated from synthetic surfacing relevant to heat illness?**
 - i. **What was the outcome of those investigations?**

- (c) **the human health impacts generated from synthetic surfacing relevant to volatile gas (VOCs) emissions?**
 - i. **What was the outcome of those investigations?**
- (d) **the human health impacts generated from synthetic surfacing relevant to chemical emission such as PAHS, PFAS and PFOS?**
 - i. **What was the outcome of those investigations?**
- (e) **the human health impacts generated from synthetic surfacing relevant to chemical emission such as Bisphenol A?**
 - i. **What was the outcome of those investigations?**

The health, safety and wellbeing of students and staff is of paramount importance to the Department of Education, and as such the Department is committed to ensuring that every measure is taken to ensure health and safety standards are upheld when catering to the needs of individual schools.

The NSW Government is building on the Synthetic Turf Study in Public Open Space with the preparation of Guidelines on the use of synthetic surfaces in public open space with a range of departments and agencies during 2022.

177. Synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials have been recorded at reaching surface temperatures in excess of 90°C and maintain similar such temperatures when even shaded. Considering that at this temperature these surfaces pose significant health risks to human health, can the Minister provide the reasoning for the continued use and installation of synthetic surfacing within schools, educational institutions and early learning facilities given the evident health risks posed?

The Educational Facilities Standards and Guidelines recommend consideration of synthetic turf in high use zones, shaded areas and other spaces where the growth of natural turf is problematic.

The Department of Planning, Industry and Environment commissioned Ethos Urban to help gain a better understanding of the social, environmental, and economic impacts, benefits, and limitations of using synthetic turf as a replacement for natural grass in public open spaces across NSW.

As part of the Synthetic Turf Study in Public Open Space, Ethos Urban undertook a literature review as well as consulted with stakeholders and communities over the period of May-June 2021 on the use of synthetic alternatives to natural turf in public open spaces.

The NSW Government is building on the Synthetic Turf Study in Public Open Space with the preparation of Guidelines on the use of synthetic surfaces in public open space with a range of departments and agencies during the first half of 2022.

Further investigation by the NSW Chief Scientist and Engineer with research in environmentally responsible synthetic surface methods will also commence and will inform the preparation of the guidelines.

178. Is the Minister aware of the legal actions and implications currently being undertaken to educational facilities overseas, Jordan McNair vs Maryland

University, San Diego Unified School District vs Keep Turf Safe, with regards to the human health impacts derived from synthetic surfacing?

- (a) How does the Minister intend to address the potential ramifications of legal actions against educational facilities within NSW given the health risks generated from synthetic surfacing?**

See answer to question 177.

179. What investigations has the Department or School Infrastructure NSW carried out in relation to the human health impacts; heat stress/illness/mortality, VOCs, PFAS, PFOS, PAH, leachates, to name but a few, generated from synthetic surfacing; synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials, relevant to heat stress.

- (a) What was the outcome of those investigations?**
(b) Can the Minister provide the reporting of these investigations?
(c) If no investigation has occurred, how does the Minister intend to address the heat stress impacts derived from synthetic surfacing into the future given the extreme surface temperatures recorded upon this surface?

See answer to question 177.

180. Can the Minister provide the reporting utilised by the Department or NSW School Infrastructure relevant to the Australian Standards for product safety, manufacture, construction standards, installation, use and maintenance for synthetic surfacing materials; synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials, utilised within educational facilities and early childcare facilities?

See answer to question 177.

181. Is the Minister aware that a toddler's feet were burnt while playing outside in a Perth child care centre in 2020, with the centre being found liable, and that the girl required medical treatment following the incident because the burns were caused when the girl touched artificial turf or rubber soft fall?

- (a) What investigations has the Department or School Infrastructure NSW undertaken relevant to the extreme surface temperatures generated by synthetic surfacing and soft fall utilised within Early learning facilities throughout NSW?**

Under the *Education and Care Services National Law Act 2010* (National Law), it is the responsibility of the approved provider to ensure every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

The Department of Education, as the NSW Regulatory Authority for early childhood education and care services, undertakes monitoring of compliance with the National Quality Framework, which includes the National Law.

The Department continues to monitor and raise as an issue with approved providers, the temperature of surfaces at education and care services, particularly those which have synthetic areas.

182. Is the Minister aware that Nido Early School, based in the QV1 building on St Georges Terrace in Perth, was fined \$15,000 after an emergency fire drill conducted at 2.30pm in 2019 resulted in three toddlers receiving second-degree burns to their feet?

- (a) How does the Minister intend to ensure that in times of an emergency that children within early childcare and education facilities in NSW are to be provided safe egress throughout these facilities, given the extreme surface temperatures generated by synthetic surfacing?**
- (b) How does the Minister intend to ensure that early learning facilities in NSW are indemnified against legal action in cases such as this?**

Pursuant to Regulation 168(2)(3) of the *Education and Care Services National Regulations* (National Regulations), the approved provider of an education and care service is required to develop a policy and procedure for each service with respect to emergency and evacuation, including the matters set out in regulation 97.

As such, the obligation is upon the Approved Provider to ensure they develop an emergency evacuation procedure which provides safe egress through the facilities and which has children gathered at an appropriate emergency evacuation meeting point, where children can be adequately supervised.

The Regulatory Authority does not provide any indemnities to services. A service approval is granted subject to a condition that the approved provider holds the insurances specified in regulation 29 and 30.

183. What protocols or procedures has the Minister put in place to ensure that early childcare and education facilities and practitioners can guarantee the health and safety of the attendees of these facilities, given the extreme surface temperatures experienced on synthetic surfacing utilised within these facilities?

The health, safety and wellbeing of students and staff is of paramount importance to the Department of Education, and as such the Department is committed to ensuring that every measure is taken to ensure health and safety standards are upheld.

The NSW Government is building on the Synthetic Turf Study in Public Open Space with the preparation of Guidelines on the use of synthetic surfaces in public open space with a range of departments and agencies during 2022.

184. Can the Minister or Dept of school Infrastructure please provide the Australian Standards (AS) and National Construction codes (NCC) or Australian Building code/s (BCA) that are utilised by early childcare and education facilities relevant to the installation of synthetic surfacing within these facilities?

- (a) If the Minister or Dept of school Infrastructure can NOT provide the appropriate Australian Standard or building code, can the Minister outline how early childcare and education facilities can ensure that the synthetic**

surfacing they utilise is safe and ensures the long term health and safety of attendees at these facilities?

The Department of Education refers services to Kidsafe NSW who provide testing and inspection services for playground surfaces. The standards that are relied on are AS 4685 — *Playground equipment and surfacing* and AS 4422 — *Playground surfacing*.

During the approval stages of an education and care service, compliance certificates and other evidentiary documents that demonstrate compliance with section 167 of the National Law and regulations 97 and 168 of the National Regulations will be relied on to ensure the safety of children from harms and hazards likely to cause injury.

The Australian Standard AS3745:2010 — *Planning for Emergencies in Facilities* is the non-mandatory industry benchmark for planning for emergencies in businesses and other facilities. This Standard lists the types of emergency procedures that businesses and facilities, such as education and care services, can incorporate into their emergency plan in response to identified risks.

185. What independent safety product testing (IDSPT), and by whom, is the Minister or NSW School Infrastructure able to provide, that has been undertaken relevant to synthetic surfacing (astro turf, soft fall, rubber crumb and synthetic turf or other such polypropylene ground covering material) utilised within early childcare and education facilities?

Further investigation by the NSW Chief Scientist and Engineer and research into environmentally responsible synthetic surface methods will inform the preparation of guidelines.

186. Given the microplastic and nanoplastic pollution generated from synthetic turf, what studies has the Minister or NSW School Infrastructure undertaken to investigate the mitigation of this pollution within Education and Early Childcare facilities?

See answer to question 185.

187. Can the Minister or NSW Department of School Infrastructure provide the reporting undertaken and utilised by NSW Department of School Infrastructure or the Minister that provides financial assistance and guidelines to NSW education and early childcare facilities with regards to the long term (25 and 50 years as provided by Western Australian Government reporting) cost benefits or financial ramifications that apply to the installation, upkeep and maintenance of synthetic turf compared to natural grass?

See answer to question 185.