



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2022-2023 Questions Taken on Notice

Portfolio Committee No. 3 – Education

Education and Early Learning

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QUESTION 1, PAGE NO 2

MURAT DIZDAR: I am happy to get you the full composition, on notice. But my working knowledge is that the principals are on there, of the three schools where we have got the shared intake area—that is, Denham Court, Leppington and Edmondson Park. It has got P&C representation, but I don't have the full composition in front of me. I can certainly get that for you.

The Hon. COURTNEY HOUSSOS: That would be helpful. If you can get it back to us today, that would be great. I understand and acknowledge the broader issues that are being dealt with by the Department of Education today, but could you get that back to us before Monday?

ANSWER

The Denham Court Public School, Edmondson Park Public School and Leppington Public School enrolment panel considers and makes decisions on all enrolment applications in line with the Camden Valley Way Growth Corridor Enrolment Procedures.

The enrolment panel is comprised of three senior executive members (one from each school), one staff member, and one school community member, nominated by the schools' Parents and Citizens Associations, on a rotating basis.

Where required, additional members of the enrolment panel may include a local Aboriginal Education Consultative Group representative, a Learning and Wellbeing Officer, a Community Liaison Officer, a Business Manager or School Administration Manager.

QUESTION 2, PAGE NO 3

The Hon. ROSE JACKSON: Can I just ask, Mr Dizdar, in relation to the decisions of the committee, are they done by consensus or is it intended to be a voting body?

MURAT DIZDAR: Let me get that detail for you when I get the composition. It's not a voting exercise; that is my understanding. It's an exercise in considering the applications in front of us and making as best a decision as possible by way of the two overriding criteria of proximity to a school. Obviously with primary schools, Ms Jackson, we like to encourage families to be able to walk to school. Families like to be able to take their young children to school by way of exercise and walks, so that's going to be an overriding factor. These schools also have the OOSH provision, which is going to be very important for working families. We're imagining there are going to be strong proportions of these schools where the children are dropped off very early. So, again, proximity is going to be very important. That's going to be the overriding factor. Then the secondary most important factor is siblings: keeping families together. We don't want families to be in a position where we communicate that one child is at one school and, from this committee, we're communicating that the other child will have to go to another school, because that's going to add to transportation and workload for families.

ANSWER

The enrolment panel jointly considers set criteria for local applications developed by the Principals of Denham Court Public School, Edmondson Park Public School, and Leppington Public School.

Criteria for local applications include consideration of the following:

- Child is living within the local intake area.
- Siblings enrolled in the school.
- The school has not exceeded its enrolment buffer.
- Proximity and access to the school.

QUESTION 3, PAGE NO 4, 5

MURAT DIZDAR: I understand we've already got a P&C at Edmondson Park. They were involved in the merit selection of the principal. It's not unusual to stand up a prospective parent body for a new school. It obviously won't be in the strength and numbers of an established school, but my understanding is that we did have parent representation when we merit-selected the principal. That was a parent who was going to look to enrol their child at that school, so my understanding is that there is a working P&C that's already kicked off. All credit to them to get up and running that quickly.

The Hon. COURTNEY HOUSSOS: You said that there have been no appeals in Georges River, with a similar kind of school board structure in place. Is there a school board structure in place anywhere else in the State?

MURAT DIZDAR: I'm just going into the annals of my working knowledge across my footprint. I'd have to probably take it on notice. If I think of, straightaway, Homebush, Strathfield and Concord—where we've had single sex and we've had co-ed provision—there's been provision for families who want to have a single-sex education as opposed to a co-ed or vice versa.

The Hon. COURTNEY HOUSSOS: Mr Dizdar, I'm asking you if there's actually a formal school board structure in place anywhere else in the State. You said that there is in Georges River. I'm interested to know whether there's a formal school board structure that is taking joint enrolments anywhere else.

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

The Hon. COURTNEY HOUSSOS: Okay. But off the top of your head you're not aware of any?

MURAT DIZDAR: Off the top of my head I'm certainly aware of shared enrolment structures. That's what I was unpacking for you as well at Homebush and Strathfield. But your specific question is around a committee that makes the decisions on the enrolments.

The Hon. COURTNEY HOUSSOS: Yes.

MURAT DIZDAR: So let me take that on notice.

The Hon. COURTNEY HOUSSOS: If you can come back to us today, that would be quite helpful. Ms Nixon, you obviously look after—

MURAT DIZDAR: I'll do my best.

The Hon. COURTNEY HOUSSOS: I understand.

MURAT DIZDAR: If I can come back today, like I did with the committee composition, I certainly will.

The Hon. COURTNEY HOUSSOS: I appreciate that.

MURAT DIZDAR: If I can't, I'll have to come back to you on notice.

LEANNE NIXON: Ms Houssos, I'm not aware either. I'll come back on notice.

ANSWER

The Department of Education is not aware of any other schools which have a shared enrolment panel in place.

QUESTION 4, PAGE NO 5

MURAT DIZDAR: Ms Jackson, when we were considering all options, our DEL—our director of educational leadership—for those local schools had been working with the principals because we've got a new school coming on board. Leppington was going for a capital upgrade and Denham was in its first year of operations, so I stand by what I indicated to you. The principals had already suggested this option of a shared enrolment intake area, and that was fed into the work that we then undertook around the options to consider and provide to the Minister. They had done some embryonic work around that, they had considered it and they had then provided that to us.

The Hon. COURTNEY HOUSSOS: Is the way that this works in practice that everyone has the same enrolment form, or are parents told about it at the outset? How is it communicated to parents?

MURAT DIZDAR: This decision that we undertook?

The Hon. COURTNEY HOUSSOS: The fact that if you're enrolling your child, how are you told? Do you receive an enrolment form that says that you could be allocated to any of these three schools? Or do you receive an enrolment form for Edmondson Park, Denham Court or Leppington, and then it's communicated with you afterwards?

MURAT DIZDAR: We did put out a communication to each school community. It was the same communication. I'm happy to get you a copy of that, Ms Houssos, because it goes into the detail of how to do it. It is one generic enrolment form, the system enrolment form. Obviously, we're capturing the residential address. Obviously, we're taking into account the preferred location for that family. There's an opportunity for them to express that. Then, if made clear in the communication, that will communicate that back to them from the committee's findings.

The Hon. COURTNEY HOUSSOS: If you can provide that on notice, that would be helpful.

ANSWER

Information for parents regarding enrolment applications for Denham Court Public School, Edmondson Park Public School, and Leppington Public School is available on each school's website which can be found on the Department of Education's School Finder at <https://schoolfinder.education.nsw.gov.au/>.

A set of frequently asked questions is located on each school's landing page, including one that outlines the process of enrolment. The enrolment panel process is also explained to parents, who are informed that after the panel has reviewed the application, an offer will be made to one of the three Camden Valley Way Growth Area schools.

Parents can make an online application to enrol by visiting the school's website. If parents are not able to apply online, or prefer not to, paper copies of the application to enrol in a NSW Government School are available for download, or from each school. Parents complete one enrolment application which is then forwarded to the enrolment panel.

Parents are advised to lodge an enrolment application at the school in closest proximity to their home.

QUESTION 5, PAGE NO 6

The Hon. COURTNEY HOUSSOS: I'm interested in the media release. I understand Ministers' offices prepare media releases and the department would prepare media releases. Who prepared the media release that was dated 21 October 2022 that made this announcement from the Minister?

MURAT DIZDAR: I would have to take that on notice. What would have happened is that School Infrastructure NSW and School Performance, where I indicated I was responsible for, would have had input into its creation and its way up to the Minister's office.

GEORGINA HARRISSON: If I may, ultimately, a media announcement from the Minister is the responsibility and accountability of the Minister and her staff. We would provide input on the facts of those matters and we would at times attach a draft media release containing those facts, but we then would only see it once it had been released, generally speaking, in the same form.

The Hon. COURTNEY HOUSSOS: The title says, "More school choice for growing South West Sydney community". It's not actually more school choice; it's actually just going to be allocated by a school board. You would accept that?

GEORGINA HARRISSON: I think we are the wrong people to ask the question of. I don't believe that that strapline came from us.

ANSWER

The media release was developed by the Minister's Office media team based on information provided by the Department of Education.

QUESTION 6, PAGE NO 6

ANTHONY MANNING: I think, from memory, we've only got probably three or four schools including this one within the 760-metre zone of the gas main. We have some that are outside of that and therefore not as impacted under the legislation, but I think we've got three or four that sit within. Some of them are historic but it's only in recent years I think that the legislation has been—everybody's been a bit more aware of it and been a bit more focused on the enforcement of it. It is something that we are aware of and we will continue to monitor.

The Hon. COURTNEY HOUSSOS: Do you know those three or four schools, Mr Manning? Are you able to provide them?

ANTHONY MANNING: I can provide them to you on notice. I don't have that list with me, but I'm happy to provide them on notice.

ANSWER

School Infrastructure NSW (SINSW) works closely with the Department of Planning and Environment (DPE) when delivering new schools.

SINSW records show the only school that has a population cap as a condition of consent due to a gas main is Denham Court Public School. SINSW worked closely with DPE to ensure a school could be appropriately located to serve the Denham Court community.

All future new and upgraded school projects are required to assess implications of their locations, including proximity to gas mains, through the statutory planning pathway approval process and comply with any conditions.

QUESTION 7, PAGE NO 20, 21

The Hon. COURTNEY HOUSSOS: Mr Manning, I wanted to come back to the tender document. The tender document is actually for a strategic advisory panel.

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: How many members have been engaged as part of this panel?

ANTHONY MANNING: I will have to take that on notice. As you say, the tender was for some consultants to help us with the evaluation process of this. I'll have to take on notice exactly how many consultants we have taken on board as part of that process, but there is quite a lot of work in the evaluation of this sort of concept to make sure that we thoroughly vet it, thoroughly understand it and understand the implications of it before we would work through what we think the right outcome and decision would be.

The Hon. COURTNEY HOUSSOS: Can you tell me how many have been engaged, what the full-time equivalent is? The document outlines that it could be up to two days per week, but it might be less than that. There are peaks and troughs that it refers to. Can you tell us how many days they have been engaged for and what the total amount is that they have been paid?

ANTHONY MANNING: Today? I will have a look at the information that we've got in that space. I'm not sure we would have a sense of the FTE.

The Hon. COURTNEY HOUSSOS: Sure.

ANTHONY MANNING: It's about workload, and we are trying to give people a sense of what we think the workload might be rather than how many days they will be in doing what we do. But, yes, I am happy to take that on notice.

The Hon. COURTNEY HOUSSOS: Total amount and total hours paid for, then.

ANTHONY MANNING: Sure.

The Hon. COURTNEY HOUSSOS: Great. And how many people have been engaged.

ANTHONY MANNING: Yes.

ANSWER

The procurement process for SINSW03295-A/22 is in progress and no engagement has occurred.

QUESTION 8, PAGE NO 22

The Hon. COURTNEY HOUSSOS: Is there a community facility that's part of the consideration?

ANTHONY MANNING: I'd have to check that for sure, but we were very keen to encourage community facilities as part of that process. As you know, when we build schools we try to position school halls and things so that actually they can be accessed by communities out of hours as part of the school process. So, again, we would want to make sure that's the process. I'd have to check. I'm not close enough to the bid. The evaluation team are doing that. I'll see that when it's finished.

The Hon. COURTNEY HOUSSOS: Is there going to be a school oval as part of—you said that they would have access to the oval, when we considered the earlier planning documents. As part of this bid, will they have access to a school oval or will they have a school oval?

ANTHONY MANNING: Again, I'm happy to check the exact detail of it. But the reality is we would retain the land that we currently own to provide that function if we needed it.

The Hon. COURTNEY HOUSSOS: You said that you're looking at the department's interests, you're looking at whether it's value for money. Do they explicitly include students' interests, what is the best outcome for a student?

ANTHONY MANNING: In what regard?

The Hon. COURTNEY HOUSSOS: When you're evaluating this bid, how do you weight the interests of the student?

ANTHONY MANNING: In the same way that we evaluate the interests of the student with every project that we build. In every project that we build, we look at design process, we look at the location. It's part of our standards and specifications, which are clear about size of classrooms, location of classrooms. We would do extensive consultation with the School Performance executive and teams. This project has been through that as well. From a design perspective, that's how we assure the performance for students. We've been through that process as part of the design process for the offer that we've made on Edmondson Park. To be clear, it's fully compliant with the EFSG guideline that we've developed, which actually supports all our school development.

The Hon. COURTNEY HOUSSOS: Can you tell us on notice what is the height of the school that's being considered? We talked about nine storeys in the previous document.

ANTHONY MANNING: Do you mean the height of the building or the height of the school?

The Hon. COURTNEY HOUSSOS: Height of the school and height of the building.

ANTHONY MANNING: I'll have a look and see whether we've got that detail.

The Hon. COURTNEY HOUSSOS: If you can come back to us today, that would be great. If you have to provide it on notice, that's fine.

ANTHONY MANNING: Let me see.

ANSWER

The project is currently in the planning phase and the new high school will be designed to deliver fit-for-purpose learning spaces and core facilities for the school community.

The new high school at Edmondson Park will provide on-site open space that aligns with the Department of Education's play space guidelines.

More information will be shared with the community once available.

QUESTION 9, PAGE NO 22, 23, 24, 25

The Hon. MARK BUTTIGIEG: Mr Manning, can you confirm that you approved DGS19/643, which recommended that the Minister approve the purchase of a site at 9 Gregory Hills Drive, Gledswood Hills? This is for the high school.

ANTHONY MANNING: To be honest, I would have to come back on notice in terms of the exact details of the brief.

The Hon. MARK BUTTIGIEG: Sure. I've got the brief in front of me and it says here, "Approved, Anthony Manning, CEO, Schools Infrastructure NSW". That was back in 2019.

ANTHONY MANNING: That would be me, but I can't say that I remember every brief that comes across my desk that I sign.

The CHAIR: I just interrupt at that point and welcome to our hearing a delegation led by Mr Dae-jung Kim, the Governor of Education in the South Korean province of Jeolla, visiting the New South Wales Parliament today and sitting in on the deliberations of our Education Committee. We welcome you and hope that your visit here today is a great success. Thank you. Mr Buttigieg.

The Hon. MARK BUTTIGIEG: Thanks, Chair. Do you recall that the department had made offers on the land and negotiations had advanced to the point where the vendor had agreed to sell the site to the department for \$21.5 million?

ANTHONY MANNING: I can't say that I do recall, no. I would have to have a look at the brief to refresh my memory.

The Hon. MARK BUTTIGIEG: Okay. It is in the brief I've got here. Is the department still of the view that a high school is needed there?

ANTHONY MANNING: Again, I'd have to take that on notice.

The Hon. MARK BUTTIGIEG: This is not necessarily State secret stuff. This is demand that has been aired in various budget estimates hearings, questions in Parliament. Are you telling me that you are not aware of the demand in that area for a Gledswood high school?

ANTHONY MANNING: I'm telling you that 2019—

The Hon. MARK BUTTIGIEG: You don't recall the brief at all?

ANTHONY MANNING: I don't recall the brief, no. I'd have to have a look at it to jog my memory. There are a lot of briefs that come across my desk—

The Hon. MARK BUTTIGIEG: Sure.

ANTHONY MANNING: —and I don't have to hand any formal advice on that. I'd have to take that on notice to understand it.

The Hon. MARK BUTTIGIEG: If I table the brief for you that you approved, Mr Manning, would that perhaps help if you have a look at it?

ANTHONY MANNING: It may help, yes.

The Hon. MARK BUTTIGIEG: You'll see here that the department had actually agreed to purchase the site for \$21.5 million and recommended saying to the Minister. Can I table that, secretariat? Thank you.

The CHAIR: Yes.

The Hon. COURTNEY HOUSSOS: We visited Gledswood Hills primary school. We visited Gregory Hills primary school. You would be aware of that part of Sydney, Mr Manning, and the need for a high school.

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: You would agree that—

ANTHONY MANNING: I am aware of that part of Sydney. I am aware of the primary schools that we're putting in place. I can't say off the top of my head I'm across what our high school strategy is at this moment in time.

The CHAIR: Leppington selective, surely.

ANTHONY MANNING: Happy to look at the brief.

The CHAIR: After all these years, surely.

ANTHONY MANNING: Happy to look at the brief and see whether it helps.

The Hon. MARK BUTTIGIEG: We're talking about almost four years ago now, aren't we, that brief would have been given to the Minister?

The CHAIR: Aren't you building a high school at Edmondson Park?

ANTHONY MANNING: We are building a high school at Edmondson Park.

The CHAIR: Well that is part of your strategy. Do one at Leppington—a selective.

ANTHONY MANNING: We also have Leppington as well, yes.

The CHAIR: I'm here to help.

The Hon. COURTNEY HOUSSOS: You would be aware that there is a need—

ANTHONY MANNING: Do you have a copy that has actually got my signature on it?

The Hon. MARK BUTTIGIEG: No.

ANTHONY MANNING: Okay, so I don't know that this brief went anywhere or even got to me. This is a brief that has my name on it but it doesn't have my signature on it. I don't have memory of a conversation about this piece of land, and that's possibly because the brief never got to me and I never signed it and it never went anywhere else. Do you have a version with my signature on it to help me?

The Hon. COURTNEY HOUSSOS: Mr Manning, we've got that document that was produced to us. Is your testimony that you have no recollection of a recommendation being provided about a need to purchase land at Gledswood Hills for a high school?

ANTHONY MANNING: I can honestly say I have no memory. No, that's right. I see a lot of briefs that come across my desk. I have no memory of this brief. That doesn't mean the brief doesn't exist and it doesn't mean that I didn't sign it. I would have to look into TRIM and see whether there is an official signed copy of this brief with my name on it to know whether actually this even got as far as me and I even signed it off.

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

The CHAIR: I think the witness is taking that on notice—

ANTHONY MANNING: Happy to.

The CHAIR: —to check and come back to us later as to the status of the brief.

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: Mr Manning, just to be clear though, are you aware of the need for a high school in Gledswood Hills and in that part of Sydney?

ANTHONY MANNING: Again, I would have to take it on notice. I am aware of the number of primary schools we're building. I'm aware of the number of residential properties that are being developed there. I am also aware that we are building high schools and have plans for high schools around the area. So I can't comment at this moment in time on whether we think a high school in or around Gledswood Hills is a great option for that or not. Again, I'd have to take that on notice.

The Hon. MARK BUTTIGIEG: Mr Manning, I have another document here. It is DOC 19/29046. It's titled "Gledswood Hills Land Acquisition". This one is actually signed by Richard Hayes, director of commercial transactions, and approved by Joe Lantz, executive director of infrastructure planning. It states:

The Executive Director, Strategic Planning as the Minister's Delegate is required to sign a Letter of Offer for the proposed purchase of a new high school site located at 9 Gregory Hills Drive, Gledswood Hills.

It appears as though a formal proposition was put up to purchase the land. As a representative of the department, you have no recollection or knowledge of that?

ANTHONY MANNING: No. It may well be that an offer was made as part of a process of negotiation but at a point in time when we had better developed strategies for the delivery of a high school, and so decided that the land wasn't appropriate to put a high school on. You'll know that we've recently delivered Oran Park High School. That has significant capacity sitting in it. Again, I would have to deal with it as a question on notice so I could understand what was in TRIM, what the conversation with the team was at the time and what the ultimate strategy ended up being.

The Hon. MARK BUTTIGIEG: So you're not aware of whether or not the proposition was formally put to the Minister, notwithstanding the documentation that I've tabled? I'm happy to table this one as well.

ANTHONY MANNING: No, I think the next step in that process would've been me to sign this off. This is me notifying the Minister of our intent to do it. That's the document I need to go and check to see whether that actually progressed or not.

The Hon. MARK BUTTIGIEG: Could you come back to us today on what stage that got up to—whether it was actually presented to the Minister and, if so, what the Minister's response was? It seems somewhat incongruous that we've had four years pass, clear demand for a high school—every man and his dog knows the requirement out there. There are two public primary schools—Gledswood Hills and Gregory Hills—and in excess of 1,000 kids. You're talking about putting demountables on Gregory Hills next year. The idea that four years ago there would have been a brief that went to the Minister about the purchase of land for a high school and we don't know where it's up to now is somewhat strange, I would have thought.

ANTHONY MANNING: For clarification, the demountables are going onto Gregory Hills Primary School so that we can open it as a new school for day one of term 1 in 2023, ahead of the formal construction, which will start in readiness for 2024.

The Hon. MARK BUTTIGIEG: On that point, when you promised the school, what was the original promised delivery date for Gregory Hills?

ANTHONY MANNING: I don't think there was a promised delivery date.

The Hon. MARK BUTTIGIEG: Are you sure?

ANTHONY MANNING: As we've talked about in previous estimates, the land only came to us, I think, towards the back of 2020. We have been working on it since. There will be a pop-up school. I will check in TRIM as to whether that advice was ever provided up to the Minister. I'm also happy to take it on notice and talk to my team about what the ultimate strategy was. If we didn't acquire the site, I strongly suspect that we had alternative strategies for delivery of a high school for the students around that area. I'm happy to come back on notice in terms of what that strategy was, noting that Oran Park has capacity, we're obviously talking about a high school at Edmondson Park and we made a commitment around a selective high school in Leppington.

ANSWER

DGS19/643 and DOC19/29046 were not progressed to, or approved by, the School Infrastructure NSW Chief Executive or the Minister.

The Department of Education continuously monitors enrolment growth in South West Sydney, including at the two existing high schools at Oran Park and Mount Annan, which currently service these areas and have sufficient space to meet current demand.

Work is also underway to deliver a new selective high school in South West Sydney and a new high school in Edmondson Park to assist with meeting additional demand in the future.

QUESTION 10, PAGE NO 26

Ms ABIGAIL BOYD: Okay, great. That's really good to hear. As I'm sure you know, a lot of the circumstances that lead children to be unable to access pads and tampons make it next to impossible for them to be washing period underwear and doing things like that in their homes. It's important that they also have that ability to get tampons and pads, although we'd love it if everyone had that sustainable option, obviously. It's just not possible for many children. In terms of the pads and tampons, then, are they being provided by dispensers in schools? Or is the idea for these products that you need to go and ask for them?

GEORGINA HARRISSON: I'll ask Mr Manning to provide the specifics.

ANTHONY MANNING: We visited over 1,900 schools to assess the need for dispensers. We've been rolling dispensers out since the beginning of term 3. The intention was to have them all rolled out and completed during term 4. I'm happy to take on notice the number that remain to be delivered. But my understanding was the target was to get them all delivered ahead of term 4. That program has rolled out. To the secretary's point, we've launched a procurement process around the period underwear, as part of the feedback we got from students. We'll continue to refine our procurement processes, particularly around the products that feed into the dispensers, so we can make sure we can drive the best value we can through schools. They are being issued to schools already as part of that process. But the plan is through dispensers, and those dispensers have been rolled out and are currently operating.

ANSWER

The Department of Education visited over 1,900 schools to assess the need for dispensers as part of the NSW Government's free period products in public schools initiative. The program will provide schools with dispensers, tampons and pads for free to support young women's health, engagement and attendance at school.

Installation of dispensers commenced at the beginning of Term 3, 2022. The rollout has been impacted by both COVID-19 and flooding events. However, work is continuing to ensure dispensers are installed in all schools by the end of Term 4, 2022.

The process for the procurement of period underwear is currently underway; the process for delivering these products is being determined.

Further information will continue to be communicated, as appropriate, on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/>.

QUESTION 11, PAGE NO 27, 31

Ms ABIGAIL BOYD: Thank you for that information. With respect, it wasn't the answer to my question, though, which was, "Do you keep track or any data of what the average out-of-pocket expenses would be?" I understand that there are rules and regulations, and you have oversight over that, but the question I am asking is: Despite all of that, does the department capture data on the average amount people are paying? For example, you can look and say, "Clearly that school is increasing over time" or, "This school pays a lot more than that school, why might that be?" Is that data collected?

MURAT DIZDAR: I am glad I was able to give you the voluntary contributions information, but we do not centrally collect. Ms Owen may want to add stuff. She is saying that through the finance directorate they have got some information so I will let her add stuff.

RUTH OWEN: I think I can answer part of your question, Ms Boyd. We do collect information essentially across the system about voluntary contributions from parents and, as Mr Dizdar was describing, subject matter contributions. I think we do publish this information but I can give you, for example, the 2021 figures across our public school system. In 2021—I will round this figure; I can give you on notice the full figure—\$26 million for general voluntary contributions and \$38 million for subject matter contributions.

Ms ABIGAIL BOYD: I am interested in seeing how that varies over time. If you have that data showing over the past five years how that may have increased or decreased that would be very useful.

RUTH OWEN: It has decreased, Ms Boyd. But I think 2021, we all recognise, was a slightly unusual year in the education system. Obviously, there was a term when many students were not school so I would not read anything too much into the trend. We will take on notice providing you with a five-year trend.

The Hon. COURTNEY HOUSSOS: On the voluntary school contributions, Ms Owen, is it possible to provide us with a breakdown by school of how much is received?

RUTH OWEN: We do capture that by school, yes, so we'll take that on notice.

The Hon. COURTNEY HOUSSOS: Can you provide that on notice for 2021, 2020 and 2019? I appreciate that that's a big ask, but 2020 and 2021 were obviously some pretty unusual years.

RUTH OWEN: I'll take that on notice and see what I can give you.

ANSWER

Total income from voluntary contributions for 2017 to 2021 is:

Year	General contribution	Subject contribution
2017	\$34,109,471	\$41,269,748
2018	\$31,693,427	\$40,634,920
2019	\$31,318,692	\$41,837,544
2020	\$26,796,340	\$36,435,459
2021	\$26,231,631	\$38,134,134

Disaggregated data by school are publicly available from the Department's website through the NSW Education Data Hub at <https://data.cese.nsw.gov.au/data/dataset/voluntary-government-school-contributions>.

The number of schools reporting reflects the number of schools that have accepted voluntary school contributions that calendar year. The negative amounts seen in the Data Hub reports reflect timing and cases where contributions are refunded such as when a student transfers to a new school or completes their schooling. Contributions may be refunded where school activities such as excursions have not gone ahead due to circumstances such as COVID 19.

Voluntary school contributions reflect a range of factors and there has been an overall decline over a challenging period for many schools with the impacts of COVID-19, floods and bushfires, particularly evident in 2020 and 2021.

QUESTION 12, PAGE NO 28

Ms ABIGAIL BOYD: Finally, before I hand back to the Chair, a quick question about how much money the New South Wales Government has paid, whether through grants or any other form of payment, towards the infrastructure spend at private schools and independent schools.

GEORGINA HARRISSON: Let us take that specific on notice to you, Ms Boyd, and make sure we can give you any breakdowns that you are interested in, in terms of that number as well.

ANSWER

Capital assistance for non-government schools is provided by the NSW Government through the Building Grants Assistance Scheme (BGAS). BGAS grants are directed towards Independent and Catholic schools with the greatest need to help them cater for growing enrolments by building new or upgrading facilities.

In March 2019, the NSW Government committed to invest \$500 million over four years to support non-government schools to build, extend, or upgrade their facilities to provide more student places in growing communities.

In 2021-22, approximately \$110 million has been committed to 42 projects. Once completed, this will result in three new schools, around 465 new learning spaces and 11,000 additional student places.

A further \$50 million is available to be committed under the scheme until the end of 2022-23 which represents the final year of the four-year commitment.

QUESTION 13, PAGE NO 31

The CHAIR: The top two bands, but you say you don't know anything about the bottom three bands, who are the kids in need—the ones who can't read. If our system is not geared up for helping kids who can't read, why do we bother?

MURAT DIZDAR: Yes, and I said to you, Chair, that we concur that while the target is the top two bands for reading and numeracy that have been set across the system, it's about moving all students from where they are further forward. Yes, we would want to move the students that are in the bottom bands up from those bands as well. But this is a school that has shown improvement in reading in the top two bands, it's a school that's shown improvement in the HSC top two bands and it's a school that needs to focus on stronger numeracy as an area of weakness. We will go back and look at its bottom bands, which you've replayed.

The CHAIR: If you could do that on notice. The Labor Opposition?

ANSWER

The percentage of students achieving in the lower NAPLAN reading and numeracy achievement bands at Leumeah High School is consistent with statistically similar schools. The percentage of Year 9 students achieving expected growth for numeracy has regularly been above the State and similar school averages. Year 9 reading expected growth outcomes have been consistent with State and similar school averages.

Enhancing the capacity of staff to identify areas of student growth and to implement evidence-based literacy and numeracy practices is at the core of the Leumeah High School Improvement Plan.

The Plan identifies improvement targets in Literacy and Numeracy for students not only in the top achievement bands but in relation to expected growth for all students and in relation to Aboriginal students.

The Plan commits to improving teacher quality to improve learning outcomes for all students and to improving student engagement with learning through a positive school culture in which students value learning.

QUESTION 14, PAGE NO 32

The Hon. COURTNEY HOUSSOS: I will move on to the pre-kindy announcement, which was a key part of the budget. It talked about trials in the first couple of years. Where will those trials be located, Ms Harrison?

GEORGINA HARRISSON: Can I please come back to you on notice on those issues? I'm conscious that in the witness list today those witnesses were not included, in terms of the specialisms and detail of the commitment, but we are at work building the team. We launched the new division for early childhood outcomes in the department just last week, if memory serves.

SIMONE WALKER: Two weeks.

GEORGINA HARRISSON: Two weeks ago—they seem quite long weeks at the moment. We are making sure we are setting up for success in the delivery of those budget commitments. I'm very happy to come back to you on notice with where we're up to on those trials.

.....

The Hon. COURTNEY HOUSSOS: Do you have any information about where the trials will be?

GEORGINA HARRISSON: We are still working those issues through—

The Hon. COURTNEY HOUSSOS: Sorry, how they will be determined?

GEORGINA HARRISSON: We are working those issues through, and I'm very happy to come back to you on notice with the parameters we have on the trials and an update of where we're up to.

ANSWER

The NSW Government has announced that a Universal pre-Kindergarten pilot will be run across four locations in NSW during 2023. Expression of Interest applications are now open for early childhood education and care services in Mount Druitt, Kempsey, Nambucca, Wagga Wagga, Bourke, Cobar, and Coonamble.

The 2023 pilot locations were selected to represent metro, inner regional, outer regional, and remote regions. Criteria to determine the selected locations was based on AEDC developmental vulnerability, socio-economic disadvantage, population demographics and early childhood services information.

QUESTION 15, PAGE NO 32

GEORGINA HARRISSON: I can come back to you on notice with the specific position numbers, but this is a significant reform area for us to deliver a significant amount of investment. We are not overdoing it but making sure we have the appropriate resources in place to deliver the outcomes the community wants to see.

The Hon. COURTNEY HOUSSOS: In the new division for early childhood outcomes—is that correct? Am I using the right terminology?

GEORGINA HARRISSON: That's correct.

The Hon. COURTNEY HOUSSOS: How many people will be in there? What are the different levels that they're being paid at?

GEORGINA HARRISSON: Yes, certainly happy to provide you with what we have—with an organisational structure.

ANSWER

The Department of Education's Early Childhood Outcomes Division was established on 30 September 2022 to drive the \$15.9 billion Early Years Commitment as well as existing programs.

The organisational structure is available on the Department's website at <https://education.nsw.gov.au/content/dam/main-education/about-us/our-people-and-structure/media/documents/Department-of-Education-Organisational-Chart.pdf>

There are 408 roles in the Early Childhood Outcomes Division, with 145 full time equivalent staff reassigned from Education and Schools Policy. As at 28 October 2022, there were 165 full time equivalent staff in the Early Childhood Division.

All roles are under the *Government Sector Employment Act 2013*, with remuneration under that framework.

QUESTION 16, PAGE NO 32, 33

The Hon. COURTNEY HOUSSOS: In terms of mapping, we've talked about teacher shortages and had an inquiry into it. Are you aware of how many additional teachers will be required?

GEORGINA HARRISSON: Certainly one of the key elements of this package is an investment in the early childhood workforce, because to increase the provision in the way that we wish to see the provision increased will require additional capacity in the workforce. I also note we are part of a national program around the early childhood workforce. We have invested funding specifically into the development of the workforce in recognition of that. Again, I'm happy to come back to you on notice with the specifics of the numbers there, unless Ms Walker has any of them with her today.

SIMONE WALKER: No, I think it's better if we come back on notice to the Committee on the specifics.

ANSWER

The NSW Government has committed \$281.6 million over four years to attract and retain early childhood education and care teachers and educators. This investment is expected to benefit over 18,000 current and future early childhood teachers and educators.

QUESTION 17, PAGE NO 33

The Hon. COURTNEY HOUSSOS: I understand that when you take questions on notice, you often take big chunks and then provide a response. I'm really interested in a specific question. What will be the first year that the Department of Education will employ a new teacher in order to fulfil this announcement?

GEORGINA HARRISSON: Ms Houssos, if I can make sure we're really clear on that, because that would be within the government provision. As Ms Walker just indicated, the commitment will undoubtedly involve government provision but also additional teachers into the workforce are needed across the full market in the early childhood area. If it is specific to our plans on the government provisions side or whether you're interested more generally in when do we first expect to see growth in the early childhood workforce to meet these demands— can I check we're clear on that?

The Hon. COURTNEY HOUSSOS: I'm very well aware of the skill shortages. I spoke about them in my second reading speech in the House. I understand and I hear from early childhood providers and their advocates all the time about the skill shortages. I understand that the Government's commitment is for the private sector and also for the public sector. I've asked some questions about where the trials will be conducted. I've asked some questions about how they'll be determined. I'm also specifically interested in when will be the first year that the department is planning on employing an additional teacher in order to fulfil this? If it's not planning on employing them then that's fine and that's the answer, but I'm interested in what the answer is.

ANSWER

The introduction of a universal pre-kindergarten year by 2030 is a once in a generation reform being delivered by the NSW Government.

The hiring of early childhood teachers and educators is part of the day-to-day operation of preschool services and will continue as we start universal pre-kindergarten implementation from 2023.

QUESTION 18, PAGE NO 33

The Hon. COURTNEY HOUSSOS: As part of that mapping process, are you aware of how many additional facilities will be built?

GEORGINA HARRISSON: This is ongoing work by the team as we establish it to look at the mix of facilities and the nature of different provision and location. Again, we are in the first six months of an eight-year commitment, so that work is underway.

The Hon. COURTNEY HOUSSOS: If you can tell us at the moment, where we are at today, how many additional facilities are they expecting to be built and what are the factors that will decide where to put those new public facilities?

GEORGINA HARRISSON: Certainly. And I can assure you, Ms Houssos, that the key factor that will determine where those facilities are will be based on the demand within the community for those facilities.

ANSWER

The introduction of a universal pre-kindergarten year by 2030 is a once in a generation reform being delivered by the NSW Government.

The NSW Government has invested and supported the preschool sector to build capacity over the last decade to be in a position where universal pre-kindergarten will be a reality for NSW families.

Universal pre-Kindergarten infrastructure will be delivered through a phased approach. There will be an increase in preschool provision on some school sites where it works for communities and schools. The initial phase of infrastructure investment will consider the level of community need, level of service capacity and site feasibility.

QUESTION 19, PAGE NO 33, 34

The Hon. COURTNEY HOUSSOS: I'm interested to know whether you're looking at any compensation packages. What funding will be provided to private facilities?

GEORGINA HARRISSON: I would not be in a position to give you a definitive answer on that at this stage in the development of the work, but I'm very happy to come back and provide that to you once a decision on that is made with any certainty.

The Hon. COURTNEY HOUSSOS: Can you take that on notice and see if the people in the department who are charged with this have anything more to provide?

GEORGINA HARRISSON: Certainly. Again, I would iterate that we are in about the sixth month of developing an eight-year reform program. I would be very happy to come back to you with what they've got, but I would recognise that we're in the very early stages of that work.

ANSWER

The NSW Government will be supporting a wide range of early childhood education and care providers to deliver its once-in-a-general universal pre-kindergarten year reform, including Department of Education preschools as well as not-for-profit and for-profit providers. There are no current plans to provide "compensation packages" to private providers.

QUESTION 20, PAGE NO 34

The Hon. COURTNEY HOUSSOS: That brings me to my next question. The initial article that announced the program said that at first families will pay, and then it will be free. Have you got a time frame in mind for when that free period will kick in?

GEORGINA HARRISSON: In terms of fees, we are already providing fee-free relief for preschools, in community preschools and government preschools. And now we have a total of \$1.3 billion over four years from 2023 to provide that fee relief for families with children in preschool no matter what service type they attend. We are starting to provide relief to families from next year, no matter their sector. But we are unable to take away all of the fees as yet. So until we have our first trials in place around the pre-kindergarten year—that is when we will be able to address that. I'm happy to come back to you with our current understanding of time lines on notice.

The Hon. COURTNEY HOUSSOS: That would be helpful. And if you could also tell us whether, in the trials, that will be entirely free? I understand the difference between community preschools and preschool programs in long day care centres, and I understand that the Government has finally provided the preschool component for free. Irrespective of where the child attends, I'm interested to know if the trials are actually going to be free in their entirety or whether it's just going to be the preschool program component that is going to be free?

GEORGINA HARRISSON: I'll need to come back to you on notice.

ANSWER

The NSW Government is investing \$1.3 billion over the next four years in the Affordable Preschool Program. From January 2023 parents with a child age 3-5 attending a community or mobile preschool service will be eligible to receive up to \$4,220 and parents with a child age 4-5 attending a long day care preschool program will be eligible to receive up to \$2,110, in addition to their Child Care Subsidy payment.

The first phase of pilots for Universal pre-Kindergarten will roll out from early 2023. Through the pilots, additional support and funding will be available to participating early childhood education and care services and approved providers. Participating families and services will also continue to be eligible for existing State and Commonwealth funding support for preschool.

QUESTION 21, PAGE NO 34, 35

The Hon. COURTNEY HOUSSOS: Sure. Can you tell me how many preschools the New South Wales Government has built since 2011?

GEORGINA HARRISSON: We have had a consistent number of government preschools throughout that time. I believe the number is 100, from the top of my head. We have not increased the number of preschools, that I'm aware of, in that period.

The Hon. COURTNEY HOUSSOS: There is 100 that are currently operating, and there's been no new ones since?

GEORGINA HARRISSON: There are 100 government-operated preschools. There are other preschools operating on some school sites by other providers. Obviously, depending on the needs in the community, there are a variety of preschool provisions in the community beyond the school gate.

The Hon. COURTNEY HOUSSOS: Perhaps, on notice, you can tell us on how many school sites do private have new child care?

GEORGINA HARRISSON: I would say, at this stage, I would not be aware of a school site, off the top of my head, that has a private provision operating on it, but I'm happy to confirm that on notice.

The Hon. COURTNEY HOUSSOS: For private or a not for profit? You just said that there were some school sites.

GEORGINA HARRISSON: I do believe we have some school sites where a community provider is operating on the school site. I'm not aware of a site where there is a private operator operating in a public school setting, but I'm happy to come back to you on notice with the breakdown.

The Hon. COURTNEY HOUSSOS: Yes. Whether it is community, whether it is not for profit, whether it is parent run, whether it is private—if you can provide that on notice. I mean, it was years ago I visited one. I think it was at Queanbeyan South Public School, and they've got a KU, I think, that is adjoining. How many of those new ones have been opened since 2011?

GEORGINA HARRISSON: I'm very happy to come back to you with that on notice.

ANSWER

Please refer to LA QON 8485.

QUESTION 22, PAGE NO 36, 37

LEANNE NIXON: As you indicated, the flag was flown on 16 September without permission, and the principal became aware halfway through the day and took that flag down.

The CHAIR: Who flew the flag and what happened to them? We are talking about discipline at a school. What happened to this person?

LEANNE NIXON: I would have to take that on notice. I don't have that information with me.

ANSWER

On 16 September 2022, following school investigations, it was reported that a student brought a flag to Merewether High School. It was reported to have been seen in the senior area that morning.

The flag was subsequently flown without permission on the school flag pole.

A senior executive member investigated the matter and was unable to confirm who had taken the flag from the senior area and flown it on the school flag pole. As such, no disciplinary consequences were able to be applied.

QUESTION 23, PAGE NO 37

The CHAIR: Further to another set of parental complaints, what was the cost of running the wellbeing festival at Bellinghen High School on 21 October, involving hip-hop dancing, ceramics and camp fire cooking? Not learning how to read and write but hip-hop dancing, ceramics and campfire cooking—what was the cost of the school putting this full day of activity on? You can take that on notice as well.

GEORGINA HARRISSON: Chair, I'm very happy to take that on notice. For the Committee, one of the things we know from the evidence is that students' wellbeing has a direct impact on their capacity to learn. I would also note that we have had a very disrupted year for young people. We have seen increasing challenges with mental health and other issues, and some of this additional activity around schools is exactly aimed at targeting that. I'm very happy to provide the specifics on notice of the Bellinghen day.

ANSWER

The event was funded through an Office for Regional Youth “*Children and Young People Wellbeing Recover Initiative*” grant of \$10,000.

No additional school staffing costs were incurred as a result of the wellbeing activities.

The balance of the funds remaining will be used for future student wellbeing activities yet to be determined.

QUESTION 24, PAGE NO 37

GEORGINA HARRISSON: Certainly, Chair, I can. I visited Bellingen High School last term. I can tell you that is not the attitude of the staff at that school. The staff at that school are actively engaged in strategic support to improve their overall outcomes, and I can tell you that in 2021 year 7 and year 9 students achieved above-average growth in both reading and writing at that school.

The CHAIR: But where is the evidence they can teach wellbeing? It's just a myth, isn't it?

GEORGINA HARRISSON: I'm happy to come back to you on notice on that, Chair. But what I can—

The CHAIR: I read your full thing that you paid for and that Mark Scott commissioned from the Fiona Stanley institute in Perth, and the jury was out. There's no clear evidence.

ANSWER

Research conducted by the Australian Council for Educational Research found evidence that wellbeing programs delivered by trained classroom teachers were effective in impacting student wellbeing outcomes.

The Department of Education has partnered with leading wellbeing and mental health organisations to provide targeted professional learning that builds the skills and knowledge of teaching staff to implement wellbeing strategies within their classrooms.

The Department has not commissioned work from the Fiona Stanley Institute in Perth.

QUESTION 25, PAGE NO 38, 40

The CHAIR: Do Indigenous people need better breeding? You're knowingly allowing a person to work in the school system who said that. They were allowed to resign as a permanent and two days later they were accepted as a casual weeks before the PES inquiry was even completed.

GEORGINA HARRISSON: As I was saying, Chair, certainly, as we have said at these—

The CHAIR: Everyone in this room, if they said that about Indigenous people, would lose their job within a nanosecond. How has this person been allowed to stay?

GEORGINA HARRISSON: As I think we have covered before in these hearings, there is no-one at this table who would support the commentary that has been made here in relation to any part of our community that we are here to serve. We do have staff who, from time to time, make mistakes of judgement. I don't think it is fair to judge a person's whole career on one statement. I do think it is reasonable for us to look and investigate and give them access to fair and due process. That's what our procedures and the guidelines we operate in seek to do: to ensure that we have a fair and due process. But I'm very happy to take the specifics you've raised today in relation to the casual teaching component on notice and come back to you with any further information we have.

The CHAIR: You say, "Don't judge them on one mistake." But wasn't this a deliberative process where the DEL asked the head teachers at this school in the Lithgow region for their outline of what they can do to improve the year 12 results? She says she workshopped this with the other teachers in the faculty and put down "better breeding" in the document. The only lame excuse she's got is that it was the COVID period and there were bushfires. Isn't the basic problem you've got that the PES runs a protection unit for teachers and it's almost impossible to get the sack under the PES unless you're unvaccinated and they don't like you politically or you do a Chris Dawson or you're selling drugs? If you don't sack people for doing this, you basically don't sack anyone. Why isn't the PES staffed by independent reviewers instead of people who have been principals and DELs themselves and are part of the club?

GEORGINA HARRISSON: Certainly you will be aware, and I'm sure the Committee will recall, that we undertook a review of the functions of the Performance and Ethical Standards directorate a few years ago. That review was led by Mr Tedeschi. We had a series of recommendations from that review for how we could strengthen the processes within PES to ensure that we did have some of that independence. That includes now a panel-based decision process in relation to these issues, so it's never down to just one individual. I think it's also important in that area of the organisation that we do have experience of the school context, taking into account not all of the staff do but some do and that means that we have a good understanding of the environment our staff are operating in.

We do have a set of legislative and policy parameters we have to operate within. Those do rely very heavily on the need for fair and due process for our staff. There are at times certainly cases that I would want to see that we could act more swiftly, but it is necessary we go through the process and come out with an action. Often when we go through those investigations, as I understand was the case in this instance, Chair, we find that we hadn't quite understood it as it had occurred at the first opportunity and that actually the chance to gather that evidence and really ensure our staff have access to a fair process internally.

.....

DARYL CURRIE: I was not the decision-maker in this case. The decision-maker took the decision that remedial action was required. I still note that person has not taught in a school since they're retirement.

The CHAIR: Who approved them to be a casual?

DARYL CURRIE: Once again, that's part of the resignation process. It will be ticked whether somebody is approved for casual. It depends then whether we—

The CHAIR: Who did that?

DARYL CURRIE: I'd have to take that on notice.

The CHAIR: Can I find out who did that? We can take it on notice.

DARYL CURRIE: I do note that it would have been done—

The CHAIR: Who approved this person?

DARYL CURRIE: —before the PES action was finalised. This person's name, as you know, was not in the frame until the investigation uncovered who had written it down—not said it, but who had written it down. Before then, as you would be aware—because you were one of the people who brought it up in the first place—erroneously, there was a relieving principal who we were looking at and a principal. This person's name came up after they had resigned. The decision is not for us who ticked it off and whether it remains in place. It was decided that remedial action was appropriate.

ANSWER

The former employee in question retired from their position effective 29 April 2022 before they were aware of the allegations and prior to the conclusion of the investigation.

The decision maker in this matter sustained that the conduct occurred and appropriate remedial action was taken.

The former employee was granted casual approval to teach via normal processes. This was approved by the appropriate School Performance line manager.

The former employee has not been employed as a casual or temporary teacher at any public school in NSW since retiring. Should they be engaged in this capacity in the future, they will be required to comply with the Department's Code of Conduct and other departmental policies.

QUESTION 26, PAGE NO 41

The Hon. COURTNEY HOUSSOS: Thanks very much, Mr Chair. I just wanted to come back to the question about childcare providers who are on school sites. Are you aware that some have been offered only a two-year extension on their leases?

GEORGINA HARRISSON: I would need to come back to you on notice on that issue. Certainly, depending on the nature of procurement that needs to be undertaken, we might extend an existing lease while that is undertaken. But I'm very happy to come back to you on notice to make sure, if that is the case, the reasons as to why are very clear.

The Hon. COURTNEY HOUSSOS: And if you can tell us how many have been offered a two-year extension and how many have been offered a longer extension?

GEORGINA HARRISSON: Yes, very happy to do that.

The Hon. COURTNEY HOUSSOS: And if you can tell us how many of those have been told that their rents would be increased as part of that extension?

GEORGINA HARRISSON: Certainly very happy to come back to you with further details.

ANSWER

The Department of Education recognises the challenges faced by the sector, due to the COVID-19 pandemic and other disruptions due to natural disasters, and aims to continue to support providers with the viability of their services. As such, the Department is offering a conditional two year extension to all out of school hours care, canteen and uniform operators.

The Department is also offering a conditional extension for all preschools and long day care services until 31 December 2024, with not for profits eligible for a further extension to 31 December 2027.

The extension is at the Department's discretion and will be informed in consultation with schools and school communities.

QUESTION 27, PAGE NO 42

The Hon. COURTNEY HOUSSOS: I asked a question on notice. I was told there was 35 parent-run—

ANTHONY MANNING: Yes, 38 is the number that sticks in my head.

The Hon. COURTNEY HOUSSOS: Can you provide us with the list of those parent-run services on notice?

ANTHONY MANNING: Yes. To reiterate, we're working with those and offering them an ability to become incorporated into the P&C so that they can continue to operate. Again, we're doing it in line with when their leases would expire and we'd need to retender those. Some of those are four or five years away.

ANSWER

There are 35 parent-run services that have been impacted by the Out of School Hours Care (OSHC) provider category review. For existing OSHC licences that expire before 30 June 2025, these licences may be extended to 30 June 2025, or will have up until the expiry of their licence agreement to transition to the Parents and Citizens Association (P&C) and become a Category A provider.

QUESTION 28, PAGE NO 43

The Hon. COURTNEY HOUSSOS: As at today, how many schools in round two have been told?

ANTHONY MANNING: I have to take that on notice. The only communication we've had with schools for round two are the ones that have been successful in being included within the round one process. I don't think we've issued any notices to anybody saying they haven't been successful. I can come back to you on notice with that.

The Hon. COURTNEY HOUSSOS: Can you tell me how many are successful in round two as at today?

ANTHONY MANNING: I can't tell you off the top of my head, but I can take it on notice. I think it's in the order of 60 or 70 schools have been able to be added.

The Hon. COURTNEY HOUSSOS: Excellent. If you can provide us with the number and the names of those schools, that would be great.

ANTHONY MANNING: So 92 schools have been approved for delivery.

The Hon. COURTNEY HOUSSOS: So 90 schools under round two?

ANTHONY MANNING: Ninety-two.

The Hon. COURTNEY HOUSSOS: Under round two?

ANTHONY MANNING: Yes. I'm happy to give you the list of the names of all those schools.

The Hon. COURTNEY HOUSSOS: On notice?

ANTHONY MANNING: On notice.

ANSWER

As at 31 October 2022, there are 92 schools from Round 2 included in the Cooler Classrooms Program. Please see answer to question 43 in the transcript for Budget Estimates 23 August 2022 hearing for a list of these schools.

QUESTION 29, PAGE NO 43, 44

GEORGINA HARRISSON: On 16 September—I think that's the right date—we, yes, had our leadership group together.

The Hon. COURTNEY HOUSSOS: How many people attended that planning day?

GEORGINA HARRISSON: I will need to come back to you with a specific number on notice, but it was all of our PSSE1 and above.

The Hon. COURTNEY HOUSSOS: Where was it held?

GEORGINA HARRISSON: It was held at Sydney Olympic Park.

The Hon. COURTNEY HOUSSOS: What was the cost of the day, including catering?

GEORGINA HARRISSON: Very happy to provide the details of that on notice.

The Hon. COURTNEY HOUSSOS: Can you provide us with a breakdown of the costs. Who was the speaker?

GEORGINA HARRISSON: We had a number of speakers. We had Dylan Alcott as a speaker. He had to join us by a video link due to attending the Queen's funeral. We had a number of speakers. I'm happy to provide you the breakdown and details of costs.

The Hon. COURTNEY HOUSSOS: My time is going to expire. Will you provide a copy on notice of the day's agenda?

GEORGINA HARRISSON: Certainly. What I would like to say is, obviously following COVID and the spread of leaders and staff across the system, I certainly made a decision. I thought it was very important for our leadership group to come together and to make sure that when we are developing our strategic plan, the leaders of the organisation are absolutely at the heart of the development of that plan. I would also note the need as an executive team sat here for us to build a strong and collaborative culture. I am very conscious, as I am sure you would have seen in other parts of the sector, for people who join an organisation during that period of working from home it has been really important to make sure we are connecting people with their colleagues and building that connection. Some of the day was on the strategic plan, and some of it was very much on building those connections and shared agenda and collaboration and culture that we want to see through the department.

ANSWER

Following two years of COVID-19 lockdown and the shift to remote working, all Department PSSE leaders were invited to come together for the first time for face-to-face strategic planning, collaboration and re-connection. The event involved 353 participants at Sydney Olympic Park on 16 September 2022. The cost for the full day of leadership development was \$313,622.85, including venue hire, catering and event management. This equated to \$888.45 per participant which is less than or comparable to other leadership courses.

The agenda for the day was:

- *Acknowledgement of Country*
- *Getting to know each other*
- *Our experiences*
- *Context and vision*
- *Our strategy*

- *'You Can't Ask That' exercise*
- *Public Sector Vision: Secretary of NSW Department of Premier and Cabinet
Michael Coutts-Trotter*
- *Pre-recorded conversation between Chris Lamb and Australian of the Year
Dylan Alcott*

QUESTION 30, PAGE NO 43, 44

The Hon. COURTNEY HOUSSOS: Have you got a draft copy of the strategic plan?

GEORGINA HARRISSON: Our strategic plan is public. We are currently working on refreshing our strategic plan. The first strategic plan ran to the end of 2023. We have started the process to develop the new strategic plan. We are doing that with our leaders. We will be doing that with our staff during the first half of next year with the aim of having a strategic plan in place from mid-2023 for the next period.

The Hon. COURTNEY HOUSSOS: When do you anticipate you will circulate the first draft?

GEORGINA HARRISSON: We are currently working on—I will need to come back to you on the specifics of the timing.

The Hon. COURTNEY HOUSSOS: If you can tell us when you are anticipating it will be first circulated.

GEORGINA HARRISSON: Certainly. As I said, we want to build this in consultation with our staff across the education system. We want to make sure that we are capturing obviously the full reach of our responsibilities, particularly given the shift in focus in early childhood, as well as our responsibilities in the skills area for life-long learning. So that is the focus of our work at the moment. But I am very happy to come back to you. I think it is more likely we would be saying we are going out with principals and questions for discussion with our staff in the early half of the year, but happy to come back with the specifics on notice.

ANSWER

It is anticipated that the first draft of the future strategic plan will be shared with staff, students and school communities in Term 2, 2023.

QUESTION 31, PAGE NO 44

The Hon. COURTNEY HOUSSOS: Mr Graham, can you provide me on notice a breakdown of percentage of disadvantaged kids in year 7 next year for each selective high school?

MARTIN GRAHAM: We won't have that data until after the final offers have been accepted, which will be around March next year.

The Hon. COURTNEY HOUSSOS: Have you got it for this year?

MARTIN GRAHAM: We can give it to you for this year. We can locate that.

The Hon. COURTNEY HOUSSOS: If you can give us a breakdown. I understand it will change next year with the new weightings, but if you can tell us what it is for this current year.

ANSWER

Prior to the introduction of the equity placement model in 2022 for Year 7 selective high school placements in 2023, limited information was collected at a school level on the disadvantage or equity status of students applying for Year 7 entry into selective high schools.

System wide data is available and the current proportion of disadvantaged student groups (equity groups) in all year groups in selective high schools is shown in the table below.

Equity Group	Current proportion placed in selective high schools (2022)
Students from low socio-educational advantage backgrounds	20.8%
Aboriginal students	1.6%
Students from rural and remote locations	3.9%
Gifted learners with disability	5.6%

QUESTION 32, PAGE NO 45

The CHAIR: On notice, can you give me an assessment of Paul Sibson and the Kiwi "heroes", and why he is allowed to use Denham Court Public School next Wednesday to sell his wares—

GEORGINA HARRISSON: I am very happy to come back to you on that.

The CHAIR: —and make good coin, with no evidence that he is ever going to achieve anything?

ANSWER

Denham Court Public School uses Linc Ed Hero as the preferred communication platform between the school and the school parents. Linc Ed Hero was chosen because it includes student goal setting, linked directly to syllabus outcomes, and shares student learning and achievement information between school and home.

Mr Paul Sibson is the founder of Linc Ed Hero. Denham Court Public School hosted a meeting, after school hours on 2 November 2022 with other interested schools.

QUESTION 33, PAGE NO 46

The CHAIR: What about alternative teacher education?

GEORGINA HARRISSON: With that program, we're commissioning the training from a university for that mid-career program.

The CHAIR: Which university?

GEORGINA HARRISSON: I'll need to ask Mr Lamb for the details on that. I may need to come back to you on notice.

The CHAIR: Take that on notice.

ANSWER

The Mid-Career Transition to Teach program supports those with significant prior experience, including academics, high-performing professionals, and subject-matter experts to complete a Master of Teaching (Secondary) or a Bachelor of Education (Secondary) and enter a career in secondary teaching. Participants will be given the opportunity to be employed at a school part-time as a paraprofessional while completing their teaching qualification.

The program partners with Charles Sturt University and the University of Newcastle to deliver the Bachelor of Education (Secondary) in Technological and Applied Studies (TAS) subject areas.

In addition, to deliver the Master of Teaching (Secondary) in Mathematics, Science and Technological and Applied Studies (TAS) subject areas, the program partners with Charles Sturt University, the University of Newcastle, the University of Sydney, and Macquarie University.

QUESTION 34, PAGE NO 47

The CHAIR: How many of those practicum hubs do you run?

MURAT DIZDAR: I'll take it on notice, because I definitely know that we've been expanding them. I was going to say about 20 of them, but let's take it on notice. They're in geography with a group of schools, and I think they are doing wonderful things.

ANSWER

In 2022, there are 20 Hub schools, including Hubs that specifically focus on areas of workforce need: rural schools; Mathematics; Science; Technological and Applied Studies; primary mathematics; and in a School for Specific Purposes. A virtual rural Hub is also being piloted at Portland Central School. This virtual Hub is supported by teachers outside of the school through the Rural Learning Exchange team and the Teacher Education Partnerships team.

Hub	Workforce need focus	University Partner
Armidale Secondary College	Mathematics/Science	University of New England
Broken Hill Hub*	Rural Network	Macquarie University
Cambridge Park High School	General secondary	Western Sydney University
Campsie Public School	General primary	University of Sydney
Condell Park Public School	General primary	Western Sydney University
Glenwood High School	Technology and Applied Studies	Australian Catholic University Charles Sturt University Southern Cross University
**Finigan School of Distance Education	Rural Network	University of Canberra
Hastings Public School	General primary	Charles Sturt University
Inner Sydney High School	General secondary	University of Technology Sydney
Karonga SSP	School for Specific Purposes	Australian Catholic University University of New England University of Wollongong
Kensington Public School	General primary	University of New South Wales
Macquarie Fields High School	Mathematics/Science	University of Sydney University of Technology Sydney
Meadowbank Educational Precinct (Meadowbank Public School Marsden High School)	K-12 Education and Employment precinct	Macquarie University
Nemingha Public School (Tamworth)	General primary	University of New England
New Lambton Public School	General primary	University of Newcastle
Nowra Connected Community (Nowra East Public School Shoalhaven High School)	Connected communities	University of Wollongong
Parramatta Public School	Primary mathematics	University of Sydney University of Technology Sydney
Sir Joseph Banks High School	General secondary	University of New South Wales
Strathfield South Public School	General primary	Australian Catholic University

* Broken Hill Hub includes: Broken Hill High School, Willyama High School, Broken Hill North Public School, Broken Hill Public School, Railway Town Public School, Alma Public School, Morgan Street Public School and School of the Air.

*** Finigan School of Distance Education includes: Bungendore Public School, Braidwood Central School, Captains Flat Public School, Collector Public School, Gundaroo Public School, Jerrabomberra Public School, Queanbeyan Public School, Queanbeyan High School, Queanbeyan East Public School, Queanbeyan South Public School, Queanbeyan West Public School, Sutton Public School and Tirriwirri public School.*