



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

**BUDGET ESTIMATES 2021-2022
Supplementary Questions**

Portfolio Committee No. 3 – Education

EDUCATION AND EARLY CHILDHOOD LEARNING

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EDUCATION AND EARLY CHILDHOOD LEARNING

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

Water at NSW schools

1. Are you aware of any NSW schools buying bottled water, because of the lack of a safe water connection to the school?

(a) If so, please list the schools and the measures the government will take to rectify this program?

The safety and wellbeing of students and staff is of the utmost importance. The Department of Education provides support to individual schools as required to ensure access to potable water.

Bottled water may be supplied to schools for a range of reasons and based on the individual circumstances of that school or the local community. In some instances the provision of bottled water is temporary.

A list of schools that purchase bottled water is provided in Table 1.

Table 1. Schools that supply bottled water, as at 17 November 2021.

School Name
Bendemeer Public School
Bongongo Public School
Booligal Public School
Bullarah Public School
Capertee Public School
Carinda Public School
Carrathool Public School
Carroll Public School
Crossmaglen Public School
Delegate Public School
Enngonia Public School
Geurie Public School
Girilambone Public School
Glen Alice Public School
Glenquarry Public School
Goolma Public School
Hampton Public School
Hermidale Public School
Ilford Public School
Iona Public School
Louth Public School
Lowesdale Public School
Lue Public School
Marra Creek Public School
Megalong Public School
Mungindi Central School

School Name
Nangus Public School
Naradhan Public School
Neville Public School
Penrose Public School
Pomona Public School
Rankins Springs Public School
Rockley Public School
Rocky River Public School
Rosewood Public School
Stuart Town Public School
Tambar Springs Public School
Tarago Public School
Tirranna Public School
Tooraweenah Public School
Trunkey Public School
Walbundrie Public School
Wanaaring Public School
Wee Jasper Public School
Weilmoringle Public School
Wyangala Dam Public School

Rural and Regional NSW

2. Could you please provide a list of the teacher housing stock the Government currently owns, broken down by its asset condition?

This question should be referred to the Hon. Melinda Pavey MP, Minister for Water, Property and Housing, as the Minister responsible for this matter.

3. What work is the government doing to provide an agricultural school education option for female students in North Western NSW?

All schools in NSW are able to offer agricultural education opportunities through the provision of subjects with syllabuses developed by the NSW Educational Standards Authority (NESA). Agriculture was added as a compulsory unit in the year 7-8 technology syllabus at the end of 2018. It consists of two components: Agriculture (food and fibre production), and Food Technologies.

In late 2019, the NSW Government announced a new model of agricultural education. The model will see the delivery of a new, purpose built Centre of Excellence in Agricultural Education offering students across NSW access to world class agricultural and science, technology, engineering and mathematics (STEM) facilities. Short term residential accommodation is also proposed to enable the centre to be accessed by rural, regional and overseas students and teaching professionals.

The location of schools offering Agricultural Technology 7 - 10, Agriculture Stage 6 and Primary Industries curriculum framework are distributed throughout NSW, including larger centres and smaller towns within the North West of the state. These locations provide female students with opportunities to study agricultural courses.

4. Will the NSW Government be entering into an agreement/national code with the Commonwealth regarding travel rules for boarding students?

The NSW Government endorsed the national code regarding travel rules for boarding schools on 17 September 2021.

5. Have any university campuses in NSW ceased providing teaching courses in 2019, 2020 or 2021?

(a) If so, can you please list the courses, universities and the strategies the NSW Government is taking to ensure there isn't gaps in the provision of teacher education?

The NSW Education Standards Authority (NESA) accredits initial teacher education courses offered by all NSW teacher education universities and other higher education providers. Providers often replace existing courses with newly developed ones with different course titles and structures. This is often because of internal institutional decision-making, higher education regulation or funding, and innovation in course design.

The following three NSW teacher education courses have ceased since 2019:

- Charles Sturt University - *Bachelor of Outdoor Education, Secondary* which had its last intake in 2020.
- University of Technology Sydney – *Bachelor of Arts/Bachelor of Education (K–12)* which had its last intake 2020.
- University of Technology Sydney – *Bachelor of Languages and Cultures/Bachelor of Education (Primary)* which had its last intake in 2021.

The above courses have produced small numbers of graduates over the last few years.

Inspectorate

6. 'Measurement and outcome-based funding in New South Wales schools' Inquiry, particularly the recommendation to "establishing a School Inspectorate as an independent unit undertaking regular inspections of classroom practices, teacher quality and school management". To ensure that education systems are transparent and do not self-investigate, will the minister commit to the creation of an independent Inspectorate for NSW?

Recommendations relating to the establishment of an independent school inspectorate arising from the Parliamentary Committee inquiry into measurement and outcome-based funding in NSW schools were noted. In its response, the Government stated that inspectorate functions were performed independently by NESA.

NESA inspection functions have been improved to focusing on teaching and learning. Departmental oversight has been increased through enhanced school planning and public reporting, external validation through the School Excellence Framework, stronger performance and development processes for principals and teachers, and significantly enhanced system level public reporting.

7. To what degree does the Minister agree in conjunction with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, that such an inspectorate should be based more upon the Scottish ‘Education Scotland’ model of Inspectorate that is collegial and supportive, rather than the English Ofsted model?

See response for Question 6.

8. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “That the Government ensure that school inspectors (if established) are truly independent with a singular focus on improving classroom performance and accountability. They should also be a point of data collection on teacher quality across the government system”?

See response for Question 6.

Home schooling

9. To what degree does the Minister agree with the recommendations of the ‘Measurement and outcome-based funding in New South Wales schools’ Inquiry, particularly the recommendation “That the Department of Education require its schools to seek to conduct exit interviews of parents when students leave a school”?

See response for Question 6.

10. How many children have been registered for home schooling in 2021, broken down by LGA of home residence?

NESA publishes data annually on their website, including the geographical distribution of children registered for home schooling in NSW. The latest report with geographical data as at December 2020 can be found at

[https://educationstandards.nsw.edu.au/wps/wcm/connect/426e1f11-5752-4c1c-bdcc-68b880c0e0b3/home-schooling-data-reports-relating-to-2020-march-2021.pdf?MOD=AJPERES&CVID=.](https://educationstandards.nsw.edu.au/wps/wcm/connect/426e1f11-5752-4c1c-bdcc-68b880c0e0b3/home-schooling-data-reports-relating-to-2020-march-2021.pdf?MOD=AJPERES&CVID=)

As at 31 October 2021, there were 8,981 children registered for home schooling and the geographical distribution is:

Region	Registered children
Broken Hill	43
Canberra Region	288
Central Coast	795
Central West	34
Hunter Region	1099
Mid North Coast	301
Murray Region	174
New England	334
Northern Rivers / North Coast	631
Riverina	203
South Coast	836

Region	Registered children
Sydney East (Inc CBD)	91
Sydney North	353
Sydney South	211
Sydney West	2874
Western Plains	714
Total	8981

11. What percentage of these have been listed as choosing to do so because of:

- (a) Bullying**
- (b) Disability**
- (c) Abuse**

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.

Of the approximately 74% of parents who provided a reason for home schooling:

- (a) 1.2% of parents identified bullying as the reason
- (b) 25.8% of parents identified special learning needs as the reason.
- (c) NESA does not record 'abuse' as a category of reason for applying for home schooling registration.

12. What funding, if any, goes towards the education of children who are home schooled?

The NSW Education Standards Authority is responsible for home schooling registration, as outlined in the *Guidelines for Home Schooling in NSW*.

Families electing to home school are responsible for meeting registration requirements, including in relation to resourcing.

13. What happens to the funding that children did have, who then move to home schooling?

Budget allocations to the Department of Education for government schooling are provided annually, according to variables such as student enrolments. Changes are not made throughout the year if any of these variables change.

14. Given increases in children who are home schooled, what is the Department doing to stem this tide away from the Department and is it recognising there are failings for many children (especially those with a disability)?

The Education Act 1990 allows parents to choose to educate their children at home. Data captured by NESA records a recent decline in the percentage of home school registrations attributed to special educational needs of the child.

The Department of Education continues to work with parents/carers and disability and education experts to personalise support so that every student is engaged and learning to their fullest capability.

For most students, this means attending their local school with individualised support, noting that more than 85% of students with disability currently learn in mainstream classrooms in mainstream public schools. For some students, it may also mean attending more than one learning environment during their education. All education programs in place for a student with disability need to be regularly reviewed with the student and their parents/carers to determine its ongoing appropriateness.

The Department is making significant progress in strengthening support for its workforce to improve the education of students with disability and equip teachers to meet their needs. The Department is rolling out professional development to deepen workforce capability and build inclusive educational culture.

The NSW Government is setting out a new approach to behaviour management in classrooms, to create supportive and inclusive learning environments for all staff and students. The approach is based on international evidence of best practice and feedback from stakeholders to include greater emphasis on prevention, early intervention and teaching students' new ways to manage their own behaviour. The Department is working to better enable schools to support all students, especially those with additional learning and support needs.

This includes the in-school-support provided by the school counselling service, student support officers and wellbeing nurses who have, in the past 6 months, delivered outreach support to students.

Over the past two years, the Department has been working with mental health partners to prevent mental ill-health and undertake early and intervention to address student anxiety. These evidence-based packages have built the capacity of school staff to better support students' mental health, resilience and wellbeing.

OOSH Election Commitment

15. How much of the 2019 election commitment to allocate \$120 million to expand access to before and after school care (BASC) for public primary school children across NSW has been spent to date?

In July 2019, the NSW Government committed \$120 million to improving access to before and after school care (BASC).

As at 30 September 2021, the program is two years into the four year commitment, and out of the total \$120 million program budget, approximately \$53.2 million has been spent.

16. How much of the money spent on expanding access to OSHC Services in public schools has been allocated to sites:

- (a) Where a School Based Parent managed or P&C managed OSHC presently operates?**
- (b) Where a for-profit OSHC currently operates?**

As at 30 September 2021, the BASC Program has spent approximately \$53.2 million on expanding access to Out of School Hours Care services in NSW public schools.

The priority of the NSW Government is to provide BASC to every child who needs a place. Therefore the BASC Program is unable to report on the expenditure per provider category as we report at a program level only.

17. How much of the money spent specifically on increasing physical space available to OOSH Services in public schools has been allocated to sites:

- (a) Where a parent managed or P&C managed OOSH presently operates?**
- (b) Where a for-profit OOSH currently operates?**

As at 30 September 2021, the BASC Program has spent approximately \$40 million on manufacturing and delivering Out of School Hours Care Hubs, and about \$1.3 million for capital works grant programs for NSW public schools.

The priority of the NSW Government is to provide BASC to every child who needs a place. The BASC Program is currently unable to report on the expenditure per provider category as we report at a program level only.

18. Of the 'OOSH Hubs' that have been established or have had funding committed, how many have been allocated to sites:

- (a) Where a parent managed or P&C managed OOSH presently operates?**
- (b) Where a for-profit OOSH currently operates?**

As at 30 September 2021, the BASC Program has spent approximately \$40 million on manufacturing and delivering Out of School Hours Care Hubs to NSW public school sites.

The priority of the NSW Government is to provide BASC to every child who needs a place. The BASC Program is currently unable to report on the expenditure per provider category as we report at a program level only.

Category A - Parent-managed Services

19. In the Sharing of School Facilities Policy and Procedures the Department has long publicised that "Category A groups [P&C Associations and Not for Profit parent-managed Incorporated Associations] are the preferred providers of outside school hours care (OSHC) services and are not required to tender for appointment as a new service provider." Is it still the case that these groups are the preferred providers of OSHC services?

- (a) What steps has the Department taken to support Category A Providers in furtherance of this stated preference?**
- (b) What portion of Services in NSW are operated by Category A Providers?**
 - i. How does this compare to 5 years ago?**
 - ii. 10 years ago?**
- (c) Why has a draft policy been written that removes the protection from tender for Category A Providers?**
- (d) Why are some employees of the Department communicating to Services that this draft policy has been or will shortly be implemented?**
 - i. Has the Minister given formal approval or indicated her informal approval?**

- (e) At least one Category A Service has been put out for tender as a result of this change in policy. Has the Department or the Minister's office been made aware of this?**
- (f) Given that Category A services pay a lower License Fee than other providers, would you agree that there is an disincentive at some level of the Department of Education (whether it be at the level of the School, or other area such as School Infrastructure) to secure more lucrative licence agreements, such as those of category B or C?**

Currently, Category A providers are able to propose/renew an Outside School Hours Care (OSHC) service without a tender.

The Department is reviewing OSHC licence arrangements in light of a review of licence categories which is nearing finalisation.

The Department's priority is to select the provider that best meets the needs of the school, students and community. In doing so, the Department is required to ensure it meets its obligation under the tenets of Administrative Law and the Independent Commission Against Corruption's guidelines around direct negotiation with external parties.

Information regarding the number of services in each provider category is commercial-in-confidence.

Procedural Fairness for OOSH Services

- 20. Do you agree that the Department has an obligation to inform Services of alleged or suspected breaches of their Licence Agreement, in order to permit opportunity for remediation?**

Any alleged or suspected licence agreement breaches are communicated to services by the Department of Education or referred to relevant bodies for further investigation.

- 21. Is the Minister or Department aware of any parent managed Services that have had adverse action taken against them, including non-renewal of License, for alleged or insinuated breaches that have not been communicated to them?**

This information is commercial-in-confidence.

Any alleged or suspected licence agreement breaches are communicated to services by the Department of Education or referred to relevant bodies for further investigation.

- 22. If this was to occur, do you agree that this is in breach of the Department's obligation of procedural fairness towards the Services in question?**

Any alleged or suspected licence agreement breaches are communicated to services by the Department of Education or referred to relevant bodies for further investigation.

National Quality Framework

- 23. Noting the recent publicity in the Early Childhood sector regarding the volume of compliance notices, breaches or other failures under the National Quality Framework, and quality ratings below a 'Meeting the NQF' level, in for-profit Early Childhood Services, has the Minister or the Department performed any**

analysis into the quality of care and the cost to parents of care according to Service category (under the Community Use of School Facilities Guide) and/or provider type?

As at 23 November 2021, the vast majority of approved NSW Out of School Hours Care (OSHC) services have an overall rating of 'Meeting the National Quality Standard' and above, according to the Australian Children's Education and Care Quality Authority data.

Data on costs for parents is collected by the Australian Government, and is not available to the Department of Education.

24. Where the licence agreement to operate an OSHC Service on a public school site is put to tender, is it appropriate that part of the selection criteria is that a Provider is willing to apply for a formal space waiver as part of the selection criteria for a winning tender bid?

There is no requirement that a provider must be willing to apply for a formal space waiver as part of the selection criteria for a winning tender bid.

25. Do you agree that the quality and safety of care is being compromised in order to deliver on the election promise that every primary school child in NSW will have access to before and after school care?

No. Every service that is contracted by the Department of Education to provide before and after school care as part of the election commitment has to apply to the NSW Regulatory Authority for approval to operate. The safety, health and wellbeing of children in education and care services is of paramount importance to the NSW Regulatory Authority.

Each service approval application is assessed on the merits of the application. In granting a service approval, the Regulatory Authority must be satisfied that the service, if permitted to operate, would ensure the safety, health and wellbeing of children, and will meet the requirements of the National Law, the National Regulations and the National Quality Standards.

In exercising its functions with respect to service approvals, the Regulatory Authority applies thorough and stringent processes, having regard to the objectives and guiding principles of the National Law, including to:

- ensure the safety, health and wellbeing of children attending education and care services;
- improve the educational and developmental outcomes for children attending education and care services; and
- promote continuous improvement in the provision of quality education and care services.

Once a service is approved, the Regulatory Authority undertakes a monitoring role to ensure the service complies with its obligations regarding safety and quality under the *Children's (Education and Care Services) National Law* and Education and Care Services National Regulations.

Audit of OOSH Categories

- 26. Why did the Department conduct an audit of the Categories of Out of School Hours Care Services?**
- (a) Did it not keep records of Categories or were there indications that their records were incorrect?**
 - (b) Has this audit concluded?**
 - (c) If so, why have the results not been communicated to Services for response and right of reply if necessary?**
 - (d) Why were services not sent the same set of questions as part of the audit process?**

A review was undertaken to ensure that provider categories have been correctly identified in existing Out of School Hours Care Licence agreements. The review will be finalised in December 2021.

Questions were based on information available, including Department of Education records, the category agreed by the provider and the Department in a signed agreement, and also publicly available information.

- 27. Is the Minister aware that some Services have only been asked to evidence their status against one set of criteria without mention of which category that criteria pertains to?**
- (a) Do you agree that this is deliberately misleading Services to answer that they are a particular Category?**

No. Questions were based on information available, including Department records, the category agreed by the provider and the Department in a signed agreement and also publicly available information.

- 28. Are you aware that some Services have been put out to tender following a finding of the audit of which they have not been aware nor permitted right of reply?**

No services have been put to tender following the findings of the review. OSHC licence arrangements with Category B and C providers must go to tender on the expiry of their current licence.

- 29. Was this audit and/or proposed change of Sharing of School Facilities policy pre-empted by submissions from commercial for-profit providers of OSHC services?**

No.

- 30. Is there a push by the Minister or the Department to corporatise the OSHC sector, away from its historical not-for-profit and parent-managed approach?**

No.

Enrolment projections

31. What are the department's most recent projections for total public school enrolments in each of the following years:

- (a) 2022
- (b) 2023
- (c) 2024
- (d) 2025
- (e) 2026
- (f) 2027
- (g) 2028
- (h) 2029
- (i) 2030
- (j) 2031

(a) 2022 – 838,248

(b) 2023 – 843,727

(c) 2024 – 847,267

(d) 2025 – 848,255

(e-j) Enrolment projections are available to 2025. To ensure it is working from the most accurate data, School Infrastructure NSW prepares far-horizon projections currently based on 2019 population data. Enrolment forecasts will be prepared when the latest population data is finalised.

Out of area teaching

32. The Department of Education reported internally last year that rates of out of field teaching are unacceptably high in maths (22% of subject hours years 7-10), science (16%), history (19%), English (18%) and geography (50%). Can you provide 2021 figures on the proportion of subject hours taught out of field in:

- (a) Maths years 7-10 and 11-12
- (b) Science years 7-10 and 11-12
- (c) History
- (d) English
- (e) Geography
- (f) Special Education
- (g) Technological and Applied Studies

2021 estimates of the proportion of subjects taught out-of-field are in line with the figures mentioned for 2020.

33. The government claimed in the Teacher Supply Strategy that out of field rates are lower than the national average. What are the NSW figures that support that assertion in maths and science?

- (a) What does the government view as an acceptable level of out of area teaching?
- (b) What changes to the proportion of out of area teaching in NSW will the teacher supply strategy deliver?

The Department's estimate for out-of-field teaching is based on school entered timetable data compared to teacher subject competencies. Competencies are taken from the

Personnel system and are derived from the teacher's pattern of study at university – essentially their major or minor which determines the secondary subjects they can deliver.

National out-of-field data used for the comparison is derived from the Australian Council for Educational Research's (ACER) Out-of-field teaching in Australian secondary schools 2016 publication. This report specifically compares each state's out-of-field teachers for 7-10 cohorts. NSW has the lowest percentage of out-of-field teachers at 21%.

There is a specific data point for 7-10 maths published in the report which shows that, nationally, 29% of 7-10 maths teachers are out-of-field. The NSW Department out-of-field estimate for 7-10 maths is 22%.

The NSW Government is committed to boosting the supply of teachers with the right subject qualifications in the right locations to meet students' needs. That is why one of the three key priorities under the Teacher Supply Strategy is to encourage more teachers to train in high-need and specialist areas. The Strategy will deliver 3,700 teachers with the right subject qualifications placed in locations of need over the next 10 years. The Centre for Education Statistics and Evaluation will lead overall evaluation of the Strategy, including impact on out-of-field teaching.

34. The department's internal briefings last year reported on CESE research conducted on the impacts of out of area teaching on the HSC results of students. Can you provide a copy of that research to the committee?

The research referenced was a preliminary and initial assessment of the impact of out of field teaching on HSC. The proportion of out of field teaching at the HSC level is generally lower than observed in other years.

This work is preliminary, technical and exploratory in nature. It is intended to be used internally, as not all results will be statistically significant.

Special education

35. The Department of Education reported in June last year that 35% of special education teachers were out of field. What is the current proportion of out of field teachers in this area and what does the government view as an acceptable level of out of area teaching for students with disabilities?

Out of field teaching is defined as the instance where an accredited teacher does not hold a university major or minor in the subject they teach. As of 2021, the Department of Education estimates that 32% of staff teaching special education are out of field.

The NSW Government has made significant progress in strengthening support for its workforce to improve the education of students with disability and equip teachers to meet their needs.

Since 2019, more than 250 scholarships in inclusive education have been offered to support teachers to strengthen their ability and expertise in supporting our students with disability. Scholarships are available for three qualifications: a masters of inclusive or special education, a masters of hearing and vision, and a graduate certificate in special or

inclusive education. The Department will be making over 150 offers for scholars to start their studies in 2022.

A suite of specialist professional development and training to deepen workforce capacity and build inclusive educational culture is also being rolled out in schools. For example, the NSW Government has mandated all principals and school leaders to complete a Disability Standards for Education Leaders training. As at May 2021, 95.3 per cent of school leaders have completed this training.

Mid career entry program

36. What are the forecasts for the number of professionals that will be brought in each of the following years as part of the mid career entry program:

- (a) 2022**
- (b) 2023**
- (c) 2024**
- (d) 2025**
- (e) 2026**
- (f) 2027**
- (g) 2028**
- (h) 2029**
- (i) 2030**
- (j) 2031**

At scale, the program will enable all eligible mid-career teachers to come through the appropriate pathway.

37. What is the estimated cost of the program in 2022 and 2023?

The estimated cost of the program for 2021/2022 is \$2.65 million and the estimated cost for 2022/2023 is \$4.2 million.

38. Which institution or institutions will deliver the post graduate education to those in the mid career entry program?

A competitive selection process is underway to select one or more Initial Teacher Education providers to design and deliver an employment-based Master of Teaching program.

39. Has Commonwealth Higher Education funding been secured for this program?

No, to support students Initial Teacher Education providers will need to provide their existing Commonwealth Supported Places to participants undertaking the program. Participants will also have access to a range of financial supports including access to current scholarships on offer by the Department of Education.

40. How long will the participants spend studying before they begin teaching?

The final design of the program will be determined through the current competitive process with Initial Teacher Education providers, and the time spent studying will vary depending on candidate's prior experience.

Teacher Supply Strategy

41. Out of the \$125 million committed to the teacher supply strategy how much is budgeted for:

- (a) Marketing and TV advertising**
- (b) The mid career entry program**
- (c) Recruiting STEM teachers from other states and countries**
- (d) Scholarship programs**
- (e) Other initiatives (please specify the total for each)**

- (a) \$5m is budgeted for marketing and advertising in the Teacher Supply Strategy to 2024/25.
- (b) \$17.88m is budgeted for Mid Career Program to 2024/25.
- (c) \$15m is budgeted for Recruitment Beyond NSW to 2024/25.
- (d) \$28.86m is budgeted for scholarship programs inclusive of:
 - Inclusive Education Scholarships
 - Retraining Scholarships
 - Teach.Rural Scholarships.
- (e) Approximately \$63m is budgeted for all other initiatives (i.e. excluding (b), (c), and (d) above) inclusive of additional implementation costs and improvements. Funding for specific initiatives is being refined as initiatives are scoped and implemented.

42. What proportion of the \$125m will be spent in:

- (a) 2021/22**
- (b) 2022/23**
- (c) 2023/24**
- (d) 2024/25**

- (a) In 2021/22, \$17.3m is budgeted.
- (b) In 2022/23, \$40.6m is budgeted.
- (c) In 2023/24, \$32.3m is budgeted.
- (d) In 2024/25, \$34.4m is budgeted.

43. The Teacher Supply Strategy says 3,700 additional teachers will be delivered over 10 years with the right subject qualifications in locations of need. How many of those teachers will be secondary teachers and how many will be primary teachers?

- (a) Of the secondary teachers how many will be in maths, science, English, geography, history, special education and Technical and Applied Studies?**
- (b) Over which years will the 3,700 be delivered?**
- (c) How many will be delivered each year?**

The Teacher Supply Strategy was informed by modelling that demonstrated adequate current and forecast supply of primary school teachers and teachers qualified in English, geography and history.

As such, the Strategy focuses more significantly on secondary teachers and teachers qualified in maths, science, technological and applied studies (TAS) and specialist education. It is anticipated that approximately 70% of the additional teachers delivered as part of the Strategy will be in these areas.

The Strategy will deliver an additional 3,700 teachers by 2031.

44. Given the forecast growth in enrolments in public schools, why is the government predicting it will need less additional teachers in 10 years (3,700) than it is promising to deliver in the 2019 to 2023 period (4,600)?

The Teacher Supply Strategy aims to provide an additional 3,700 teachers with the right subject qualifications in the right locations. This is over and above both existing supply and teachers already forecast to complete a teaching qualification and register for employment with the Department of Education.

The 2019 commitment to deliver an additional 4,600 teachers over four years is based on the forecast increase in students over the 2019-2023 timeframe, and does not take into consideration existing or future supply of teachers wishing to take up employment with the department. We are now into year two of this commitment, and have delivered an additional 3,478 teachers

45. What research has been carried out to establish the level of interest of non-teaching staff becoming qualified teachers?

The Department of Education drew on evidence from paraprofessional to teacher programs operating in other jurisdictions. For example, California had a paraprofessional to teacher program from 1995 to 2008, which trained 2,200 teachers.

STEM

46. How did the government determine the target of recruiting 500 STEM teachers from other states and around the world?

The Teacher Supply Strategy, including the Recruitment Beyond NSW target, is underpinned by wide-ranging quantitative and qualitative research, including:

- workforce supply and demand modelling;
- evidence of what works best in addressing supply challenges; and,
- teacher supply initiatives from other education systems in Australia and abroad.

47. What international research has been conducted to show that during a worldwide STEM teacher shortage that NSW will be successful in recruiting STEM teachers?

(a) Can you provide a copy to the committee of any research conducted?

The Recruitment Beyond NSW initiative has been modelled on successful international teacher recruitment campaigns conducted by other jurisdictions.

Anecdotal evidence has also indicated that teachers from interstate and overseas are interested in returning home to NSW, especially during the COVID-19 pandemic.

48. The government is predicting it will be able to recruit 500 STEM teachers from other states and countries in five years. How many STEM teachers is the government planning to recruit in:

(a) 2022

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

The Recruitment Beyond NSW program is a short-term initiative under the Teacher Supply Strategy and will operate for three years. The Department will recruit over 500 teachers by 2024.

Teaching degrees

49. How many students commenced an ITE course in 2020 and 2021 in NSW?

The Australian Government's Department of Education, Skills and Employment (DESE) collects and publishes data from NSW higher education providers on the number of students commencing initial teacher education programs. Data for 2020 and 2021 commencements are not publicly available at this stage.

50. How many students completed an ITE course in 2020 and 2021 in NSW?

The Australian Government's Department of Education, Skills and Employment (DESE) collects and publishes data from NSW higher education providers on the number of students completing initial teacher education programs. Data for 2020 and 2021 completions are not publicly available at this stage.

51. Are the forecasts for how many teachers will be required in the teacher supply strategy predicated on the reversal of the rapid decline in teacher commencements and completions that has occurred in NSW since 2014?

While the data collected by the Department of Education as an input to this modelling shows a downward trend, the forecasts of how many teachers will be required are not predicated on a reversal of the current trends; rather the actual/forecasted commencements and completions are a component of the modelling we undertake.

Our best-practice modelling builds in a number of factors that impact both demand and supply, including but not limited to:

- expected kindergarten enrolments
- class progression rates
- expected year 7 enrolments
- current teaching demand
- school level information including teacher subject codes, class information
- information on where people live, along with the areas in which they would like to teach
- turnover rates and related demographics, in particular retirements and ages
- information gathered directly from NSW universities on initial teacher education commencement and completion rates
- information on how many ITE completions will register with the Department for employment.

52. Does the minister agree with your department's conclusions that one of the main reasons that commencements in teaching degrees are down by 29% is

that “other career options are more attractive and salaries more competitive, particularly for high achievers”?

There are a range of complex factors to consider in the attraction and retention of teachers in our public schools. That is why the Teacher Supply Strategy focuses on a portfolio of initiatives that address a range of different driving factors.

53. Does the minister agree with your department’s conclusion that “on average, teacher pay has been falling relative to the pay in other professions since the late 1980s and this makes it a less attractive profession for high achieving students”?

NSW public school teacher salaries are competitive with those offered by other state education systems. The NSW Government also offers attractive leave conditions and a range of other financial incentives to teachers.

Teach MathsNow

54. Of the six industry professionals who received teach.MathsNow scholarships and commenced study in 2020 how many are still in the program?

During 2020, 5 scholars withdrew from study, citing a number of reasons including changes in circumstances during the COVID-19 pandemic.

Feedback from 2020 candidates informed changes to strengthen the program in 2021, which included a focus on providing greater flexibility and support for scholars to increase the attractiveness of the program as well as retention rates.

The Department also strengthened pre-induction and induction support for pre-service teachers, including teach.MathsNOW scholars, and beginning teachers to support engagement, retention and capability building.

In addition, the Department’s internal Digital Experience and Design team were engaged to improve the experience for teach.MathsNOW candidates prior to applications opening for 2021.

55. Of the 17 industry professionals who received teach.MathsNow scholarships and commenced study this year how many are still in the program?

Of the 17 industry professionals who received teach.MathsNow scholarships and commenced study this year, 13 are still in the program.

To further strengthen the program in 2022, the Department will be launching a dedicated relationship management strategy, involving a ‘high touch’ experience, with more personalised contact for high demand scholars.

Additional marketing activity is also planned for 2022 which will be focused on reaching a wider group of industry professionals who may be considering a career change.

Sponsorships

56. How many teachers started retraining via sponsorship programs in maths, science and engineering studies in 2020 and 2021?

In 2021, nine teachers commenced retraining in maths, science and engineering studies through the Teach and Learn (High Demand Subject Areas) Scholarship.

In 2020, nine teachers commenced retraining through the STEM Scholarships for Mathematics and Science, and three teachers commenced retraining through the Sponsored Training Education Program (STEP Scholarships).

The Teach and Learn Scholarship was introduced from 2020, replacing STEP and STEM, with the first cohort commencing in 2021. The new scholarship offers financial benefits more closely aligned to the cost of teachers undertaking additional post graduate studies and includes additional support while studying and completing practicum. The program eligibility has been extended to include temporary teachers.

The Teach and Learn Scholarships are available to teachers undertaking studies in high demand subject areas or specialist teaching areas, with an enhanced package including:

- up to \$20,000 per year of full time study for a maximum of two years (increase from \$10,000 from previous program)
- \$500 per week during practicum
- study leave provisions.

Alphacrucis College – teacher training

57. How much funding is being provided to Alphacrucis College in 2021-22?

The 2021-22 State Budget allocated \$2.9 million for Alphacrucis College over two years. The allocation for 2021-22 totals \$1.44 million.

58. What evidence base did the government use to support funding the Alphacrucis College model?

The Government is interested in exploring new and innovative models to bring more capacity to our system in VET and Initial Teacher Education training.

Alphacrucis College is already operating a hub model in regional NSW, which supports clusters of schools to partner with tertiary providers and local industry. It focuses on delivering high quality vocational education and training (VET), Initial Teacher Education (ITE), and Post-Graduate degrees, shifting the learning onsite at schools, rather than in a traditional university campus setting.

The Alphacrucis Hub Model will help address workforce needs in hard to staff schools, and provide quality training to regional and rural communities.

59. How many teachers are going to be trained in the hub in 2022?

The program will support 10 students in 2022 to begin their initial teacher education training at a new hub located in Wilcannia Forbes. The funding will also partially subsidise an additional 10 students to begin their initial teacher education training at the existing St Philip's Christian College hub.

Vacancies

60. What is the current total number of unfilled vacancies in NSW public schools by operational directorate?

Vacancies exhibit seasonality as schools endeavour to permanently fill roles for the commencement of the school on Day 1, Term 1. This means that the number of vacant positions through to mid Term 4 rises each year.

Unfilled vacancies are defined as positions in a school's entitlement that do not have a permanent substantive occupant. These vacancies can be established or unestablished positions which are yet to be declared for recruitment and have not been placed on hold.

Operational Directorate	Unfilled Vacancy (FTE) as at 15 November 2021
Connected Communities	0
Metropolitan North	61.88
Metropolitan South	151.229
Metropolitan South & West	149.68
Regional North	228.914
Regional North & West	68.317
Regional South	194.95
Rural North	127.58
Rural South and West	162.54
Total	1,145.08

61. What is the current total number of unfilled vacancies in NSW public schools by subject area?

As part of the staffing process, principals are required to assess the requirements of the role when it is vacated or created. Through this process the principal determines the type of teachers required and notifies, or declares, these positions to recruitment which seeks to fill the role with the type of teacher requested.

As a result, unfilled vacancies are by definition being reviewed and the Department is unable to provide a count of teachers by subject until these positions are declared vacant.

The Department regularly monitors unfilled vacancies as part of its compliance activities and regularly follows up with schools that have unfilled vacancies.

RAM funding

62. What is the total amount of funding for the 4 RAM equity loadings for 2022?

In 2022, \$1B will be provided to NSW public schools through the four equity loadings.

63. How much is budgeted for the socio-economic background loading in 2022?

- How many students is it estimated it will cover in 2022?
- How many schools are estimated to receive this loading in 2022?
- What is the mean funding amount per school?

In 2022, the socio-economic background loading budget is \$451.9M.

- (a) it is estimated to cover 410,000 students
- (b) it is estimated that 2,189 schools will receive this loading
- (c) the mean funding amount per school is \$206,000

64. How much is budgeted for the low level adjustment for disability loading in 2022?

- (a) How many students is it estimated it will cover in 2022?**
- (b) How many schools are estimated to receive this loading in 2022?**
- (c) What is the mean funding amount per school?**

In 2022, the low level adjustment for disability loading budget is \$305.8M.

- (a) it is estimated to cover 95,000 students
- (b) it is estimated that 2,076 schools will receive this loading
- (c) the mean funding amount per school is \$147,000

65. How much is budgeted for the English language proficiency loading in 2022?

- (a) How many students is it estimated it will cover in 2022?**
- (b) How many schools are estimated to receive this loading in 2022?**
- (c) What is the mean funding amount per school?**

In 2022, the English language proficiency loading budget is \$163.5M.

- (a) it is estimated to cover 197,000 students
- (b) it is estimated that 1,581 schools will receive this loading
- (c) the mean funding amount per school is \$103,000

RAM electorate totals

66. What is the total amount of RAM equity funding for schools in each state electorate for 2022?

- (a) What is the total for 2021 for each state electorate?**

The following table shows the total amount of RAM equity funding provided to NSW government schools in each state electorate for both 2021 and 2022.

Electorate	2021 – RAM Equity Funding (\$)	2022 - RAM Equity Funding (\$)
Albury	12,379,482	12,893,680
Auburn	16,335,775	17,032,186
Ballina	6,776,057	6,836,703
Balmain	3,183,903	3,249,900
Bankstown	25,046,018	25,942,606
Barwon	32,048,775	32,923,731
Bathurst	12,996,340	13,618,111
Baulkham Hills	5,049,369	4,932,096
Bega	10,146,742	10,317,538
Blacktown	14,983,372	15,952,446
Blue Mountains	3,879,631	3,928,781
Cabramatta	21,368,030	22,352,030
Camden	12,666,170	12,321,994

Electorate	2021 – RAM Equity Funding (\$)	2022 - RAM Equity Funding (\$)
Campbelltown	20,889,868	21,205,363
Canterbury	8,246,980	8,232,923
Castle Hill	5,829,434	5,823,832
Cessnock	18,613,558	19,028,302
Charlestown	7,914,053	8,225,051
Clarence	15,973,081	16,267,978
Coffs Harbour	13,178,144	13,552,719
Coogee	2,318,965	2,221,242
Cootamundra	14,357,122	14,692,096
Cronulla	2,830,170	2,835,620
Davidson	4,239,001	4,088,771
Drummoyne	2,833,589	2,695,835
Dubbo	22,626,611	23,799,128
East Hills	11,428,791	11,592,409
Epping	6,618,557	6,455,639
Fairfield	28,090,078	29,325,120
Gosford	7,681,971	7,620,793
Goulburn	8,647,586	9,034,801
Granville	18,191,450	18,351,316
Hawkesbury	8,498,935	8,697,445
Heathcote	3,112,587	3,193,799
Heffron	3,772,555	3,995,158
Holsworthy	13,604,554	14,281,715
Hornsby	4,079,088	3,852,522
Keira	7,831,647	7,942,844
Kiama	7,486,685	7,702,385
Kogarah	8,390,482	8,601,448
Ku-ring-gai	3,669,756	3,218,056
Lake Macquarie	9,454,910	9,609,407
Lakemba	15,817,806	16,807,150
Lane Cove	3,636,491	3,300,325
Lismore	12,451,373	12,596,966
Liverpool	31,137,104	33,714,996
Londonderry	25,935,161	26,577,422
Macquarie Fields	17,626,703	18,503,821
Maitland	15,749,285	16,268,713
Manly	2,748,237	2,795,033
Maroubra	3,883,879	3,945,366
Miranda	5,067,660	4,934,939
Monaro	6,853,044	6,877,333
Mount Drutt	24,738,967	25,409,275
Mulgoa	10,399,097	10,776,920
Murray	16,346,401	16,673,158
Myall Lakes	15,159,186	15,436,772
Newcastle	5,592,040	5,576,936

Electorate	2021 – RAM Equity Funding (\$)	2022 - RAM Equity Funding (\$)
Newtown	1,947,689	1,861,811
North Shore	1,997,537	2,078,663
Northern Tablelands	21,628,689	23,511,127
Oatley	6,498,371	6,263,323
Orange	15,598,756	16,250,106
Oxley	16,712,710	16,898,100
Parramatta	10,293,779	9,933,231
Penrith	12,191,997	12,464,746
Pittwater	2,063,045	1,991,501
Port Macquarie	7,498,062	7,616,421
Port Stephens	11,894,434	12,069,138
Prospect	13,902,505	15,581,091
Riverstone	10,107,118	9,715,147
Rockdale	5,297,997	5,147,169
Ryde	6,285,586	5,385,918
Seven Hills	7,926,037	7,898,460
Shellharbour	14,080,874	14,588,989
South Coast	12,630,494	12,672,269
Strathfield	8,757,628	7,987,953
Summer Hill	3,907,527	3,793,066
Swansea	10,292,993	10,375,458
Sydney	1,308,266	1,423,628
Tamworth	21,272,595	22,077,481
Terrigal	3,704,245	3,695,291
The Entrance	8,862,548	8,803,029
Tweed	6,326,967	6,148,281
Upper Hunter	16,971,525	17,398,472
Vaucluse	1,893,958	1,721,728
Wagga Wagga	14,557,339	15,613,309
Wakehurst	3,735,877	3,600,728
Wallsend	10,728,390	10,975,370
Willoughby	3,769,525	3,057,679
Wollondilly	7,046,814	7,337,684
Wollongong	11,103,918	11,295,782
Wyong	13,354,467	13,740,094
Grand Total	1,006,562,565	1,029,612,887

SBAR

67. What is the School Budget Allocation Report (SBAR) total funding for 2022?

- (a) What was the SBAR total in 2021?**
- (b) What was the SBAR total in 2020?**
- (c) What was the SBAR total in 2019?**

The total School Budget Allocation Report (SBAR) funding for 2022 is \$10.4 billion.

- a) the SBAR total in 2021 was \$10.1 billion.

- b) the SBAR total in 2020 was \$9.8 billion.
- c) the SBAR total in 2019 was \$9.3 billion.

68. In the School Budget Allocation Report how much total equity, base and targeted funding was delivered in 2021?

(a) What are the allocations for total equity, base and targeted funding for 2022?

In 2021, the School Budget Allocation Report (SBAR) delivered a total of:

- \$1 billion in equity funding.
 - \$8.8 billion in base funding.
 - \$237 million in targeted funding. Please note, targeted funding may not be confirmed when the SBAR is released in October each year and will be updated within the adjusted School Budget Allocation Report released at the end of March or via budget adjustments throughout the year.
- a) In 2022, the total allocations are:
- \$1 billion in equity funding.
 - \$9.1 billion in base funding.
 - \$269 million in targeted funding. Please note, figure is subject to change and may be updated in the adjusted 2022 SBAR or via budget adjustments in 2022.

Faststream

69. Please list the names of the 50 schools that will have a Faststream participant in 2022?

There are 49 schools hosting a FASTstream participant in 2022 as Picnic Point High School will receive two participants.

- Asquith Girls High School
- Bega High School
- Beverly Hills Girls High School
- Bowral Public School
- Brisbane Water Secondary College Woy Woy Campus
- Bulli High School
- Buronga Public School
- Burwood Girls High School
- Calare Public School
- Callaghan College Waratah Campus
- Casino Public School
- Cecil Hills High School
- Chifley College Bidwill Campus
- Condobolin Public School
- Cooma North Public School
- Cooma Public School
- Coonamble Public School
- Cudgegong Valley Public School
- Dareton Public School
- Dawson Public School
- Forbes North Public School

- Gerringong Public School
- Gol Gol Public School
- Goulburn High School
- Hamilton North Public School
- Hampden Park Public School
- Hastings Secondary College, Port Macquarie Campus
- Irrawang Public School
- James Fallon High School
- Jamison High School
- Kearsley Public School
- Keiraville Public School
- Kincumber Public School
- Macarthur Girls High School
- Maitland Public School
- Moree Public School
- Mount Terry Public School
- Narranga Public School
- Newcastle Middle School
- Orange Public School
- Picnic Point High School – two participants
- The Junction Public School
- Tomaree High School
- Vincentia High School
- Wakehurst Public School
- Wallsend South Public School
- Willoughby Girls High School
- Woy Woy South Public School
- Wyrallah Road Public School.

Hurlstone Agricultural High School

70. In relation to State Significant Development 22877506 (Hurlstone Agricultural High School – Boarding Facility and Farm Hub Upgrade):

- (a) Has the proponent responded to the “Request for additional information” issued by the Department of Planning, Industry & Environment on 16 July 2021?**
 - i. If so, when was the additional information provided to the Department?**
 - ii. If not, why not?**
 - iii. If not, when will the additional information be submitted?**
- (b) Has the Department of Primary Industries been consulted on the proposed layout of the Farm Hub?**
 - i. If not, why not?**
 - ii. If so, what feedback has been provided?**
- (c) What changes were made to layout of the Farm Hub in response to feedback from the Department of Primary Industries in its submission on the Draft Glenfield Place Strategy?**

- (d) Will all of the recommended mitigation measures detailed in the report titled “Hurlstone Agricultural High School Environmental Assessment May 2021” be included in the design of the Farm Hub?**
 - i. What mitigation measures will not be adopted and why?**
 - ii. What mitigation measures will be adopted?**
- (e) What mitigation measures will be put in place to deal with the specific concerns raised by the Department of Primary Industries in its submission on the Draft Glenfield Place Strategy in relation to:**
 - i. Noise;**
 - ii. Odour;**
 - iii. The close proximity of the piggery to Roy Watts Road which is the main access road for the school;**
 - iv. The co-location of pigs and poultry and potential biosecurity issues arising from this arrangement; and**
 - v. The operational use of the facilities and the management of animal waste products to avoid contamination and biosecurity risks.**
- (f) Has work started on preparing an Environmental Impact Statement [EIS]?**
 - i. If not, when will the EIS be prepared?**
 - ii. If so, when will EIS be finalised and lodged?**
- (g) What is the timeframe to deliver the upgrade to the boarding facility and Farm Hub?**

- (a) The Department of Planning, Industry and Environment (DPIE) has advised School Infrastructure NSW (SINSW) that the proposed upgrade to Hurlstone Agricultural High School does not meet the threshold criteria for a State Significant Development. This is due to the majority of the value of the works being for the boarding accommodation upgrade which is ancillary to the educational use in the planning legislation. SINSW is pursuing an alternative planning pathway via a Development Application (DA) with Campbelltown City Council.
- (b) SINSW has reviewed the Department of Primary Industries (DPI) submission during previous consultation. SINSW will continue to consult DPI as the final masterplan and concept designs are developed.
- (c) & (d) SINSW is reviewing and updating the original Masterplan Farm Layout following feedback from previous consultation. SINSW is working closely with the school leadership team, before engaging DPI.
- (e) These items have been highlighted during the Council pre-DA briefing and will be addressed during design development and preparation of the DA and in consultation with DPI and the Schools Animal Care and Ethics Committee (SACEC).
- (f) No. The agreed planning pathway is via a Council DA.
- (g) A delivery program will be developed once the DA is approved and a construction contractor is appointed. Progress will be shared with the school and the local community.

Newcastle Education Campus

71. Why has the project been renamed to ‘Newcastle Education Campus’ from ‘Newcastle Education Precinct’?

Newcastle Education Campus will include an upgrade to Newcastle High School with expanded community facilities to cater for enrolment demand and master planning for a new primary school.

A campus refers to a primary and high school co-located on the same site.

72. The project was announced in June 2018 and the business case was submitted to Treasury 12 months overdue; what is the current timeline for this project?

(a) On what date was the business case submitted to Treasury?

A Strategic Business Case was submitted to NSW Treasury in May 2021. The Final Business Case will be submitted to NSW Treasury in late 2021. Details on a timeline for the project will be established following approval of the Final Business Case.

Further updates and information relating to the project will be communicated via the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/>.

73. \$5.6 million was committed to the Newcastle Education Campus in this year’s Budget to “commence works”; how is this money being spent?

(a) How much has been spent to date?

(b) What works have been completed to date using these funds?

(c) Is it common for \$5.6 million to be committed to a project while the business case is still under consideration?

The NSW Government is increasing its investment in public education infrastructure, with funding for new and upgraded school projects announced as part of the NSW 2021/22 Budget. This includes a new Education Campus in Newcastle.

\$5.633 million has been allocated to the Newcastle Education Campus in the 2021/2022 NSW Budget. This funding supports preparatory planning works pending approval of the Final Business Case by NSW Treasury.

Refer to answer to question 72.

74. A number of heritage buildings at Newcastle High School had damage identified in 2017; what actions has the department undertaken to repair this damage?

(a) Have all repair works been completed?

i. If not, why not?

The Department of Education has a well-defined maintenance strategy that ensures all statutory and preventive maintenance is completed as the first priority to ensure our schools are safe and compliant. Heritage assets at schools are maintained and repaired as per heritage requirements.

At Newcastle High School, since 2017 Block A has received a roof replacement, internal and external paint, and replacement carpet to numerous rooms on the first floor. Painting has also been completed in Block C.

Sydney Olympic Park High School

75. Why is Sydney Olympic Park High School being constructed in two stages?

- (a) Will students be on-site for the construction of Stage Two?**
- (b) How long will construction of Stage Two take?**
- (c) Will the sporting field that is part of the Peninsula Park but forms the playing space requirements for Stage Two have any fencing?**
- (d) What is the shortfall in teacher parking spaces once Stage Two is completed?**

The 2021-22 NSW Budget includes funding for Stage 2 of the Sydney Olympic Park new high school project, delivering additional teaching spaces and specialist curriculum facilities, increasing the number of students to be accommodated from more than 800 to approximately 1,500. The State Significant Development (SSD) application for the new high school seeks planning consent for both these stages of the school. A construction program will be finalised once planning approval has been received and a construction contractor engaged.

The proposed adjoining playing field, comprising approximately 8,800sqm, will be subject to a Joint Use Arrangement and available for public use outside school hours. The playing field design continues to be developed in consultation with Council and Transport for NSW and is part of a separate approval process.

The arrangement for parking is integrated with the playing field and is subject to a Joint Use Agreement. Parking is to be provided to support both stages, with 30 off-street car parking spaces proposed to be available for staff use during school hours.

The Department of Education encourages active ways to get to school. The location of the school is in a high density residential area, meaning that the school population will find it easier to walk to school than to drive. From the outset, the selection of the site for the new high school has been based on sustainable travel.

76. Has funding been allocated for Stage Two?

- (a) If not, when will funding be allocated for Stage Two?**

Yes. The 2021-22 NSW Budget includes funding for Stage 2 of the Sydney Olympic Park new high school project, delivering additional teaching spaces and specialist curriculum facilities.

Wentworth Point Public School Stage Two

77. Are any demountables proposed for Wentworth Point Public School?

- (a) If so, how many?**
- (b) Are any of these demountables double storey?**
- (c) How much playing space will be taken by demountables?**
- (d) What alternative playing space is being made available to Wentworth Point Public School?**

In order to meet forecast enrolments at Wentworth Point Public School in 2022, four demountables are proposed for installation, two of which are two-storey.

Play space per student is 14.98m², and the use of two-storey demountables will limit the impact on available play space.

The 2021/22 NSW Budget including funding for Stage 2 of Wentworth Point Public School. The project is currently in the planning phase and will include the provision of additional, permanent teaching spaces to meet growing enrolment demand in the area and replacement of demountables.

Further information and updates will continue to be provided as the project progresses on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/projects/w/wentworth-point-public-school-upgrade---stage-2.html>.

Questions from the Hon Mark Latham MLC

78. For each of the past 5 financial years how much has the Department of Education and its schools spent on:

- (a) Respectful Relationships?**
- (b) Lovebites program?**

Respectful relationships and consent is taught as mandatory learning through Personal Development, Health and Physical Education (PDHPE) for students in Kindergarten to Year 10, and Life Ready for students in Years 11 and/or 12. There are a range of programs offered through external organisations, such as Love Bites, to deliver the curriculum.

Lovebites is not currently funded by the Department of Education. School principals, in consultation with teachers and the school community, make their own decisions on whether to offer external programs based on the suitability of the materials or programs and the availability of school resources. The Department of Education does not collect or maintain information about school funding or usage of programs delivered by external organisations.

The Quality Assurance (QA) of external wellbeing programs forms part of the Department's strategy to drive an improved wellbeing service delivery model for all schools that is built on a student-centred approach that acknowledges and respects local context. Under the School Success Model, there is a shared responsibility by schools and the system for student outcomes.

The development on an accessible, easy to use and evidence-based online resource for schools for wellbeing programs developed and/or delivered by external providers is on track. This resource will provide school staff with the confidence that the quality assured programs meet the Department's rigorous standards for evidence base.

External providers who meet the requirements will be able to submit an Expression of Interest during Term 1, 2022 to have their wellbeing programs reviewed under the newly developed External Wellbeing Programs QA Framework.

In addition, the Department is building in increased engagement of students and parents to test the views of end users, in particular in relation to consent materials.