



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2021-2022 Supplementary Questions

Portfolio Committee No. 3 – Education

EDUCATION AND EARLY LEARNING

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Answers to questions numbered 1-263 due by: 29 March 2022
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Budget Estimates secretariat
Phone 9230 2112
BudgetEstimates@parliament.nsw.gov.au

EDUCATION AND EARLY LEARNING

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

New primary school in Edmondson Park

1. Have early works on the site of the new primary school in Edmondson Park been completed?
2. When will construction of the new primary school in Edmondson Park begin?
3. What is the total value of construction works?
4. Have construction works been fully funded?
 - (a) If not, how much has been allocated to date?
 - (b) When will the remaining funds be allocated?
5. How long is construction expected to take?
6. When will the new primary school be open?
7. When will enrolment applications be open?
8. What will the school be named?
9. What will be the catchment area for the school?

Edmondson Park High School

10. When will a public high school be built in Edmondson Park?
11. Where will the new high school in Edmondson Park be located?
12. In relation to the School Infrastructure website listing the funding year as 2018/19 for a “New high school in Edmondson Park:
 - (a) How much money was allocated to the project in 2018/19?
 - (b) How much of the allocation was spent?
 - (c) What was the money spent on?
13. Why does the School Infrastructure website say the new high school in Edmondson Park was announced as part of the 2021/22 Budget but lists the funding year as 2018/19?
14. Was the announcement of a new high school in Edmondson Park in the 2021/22 Budget actually a re-announcement of a project started in 2018/19?

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

Denham Court Public School

16. What investigations did the Department or School Infrastructure NSW carry out in relation to the need for a school bus service to service Denham Court Public School before the school opened in 2021?
- (a) What was the outcome of those investigations?
17. What investigations has the Department or School Infrastructure NSW carried out in relation to the need for a school bus service to service Denham Court Public School after the school opened in 2021?
- (a) What was the outcome of those investigations?
18. How has the Department or School Infrastructure NSW liaised with Transport for NSW in relation to a school bus service from Edmondson Park to Denham Court Public School?
- (a) What was the outcome of those discussions?
19. Has the Department or School Infrastructure NSW requested a school bus service from Edmondson Park to Denham Court Public School?
- (a) If not, why not?
 - (b) If so, what was the response from Transport for NSW?

School Sport Unit

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

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

School Swimming and Water Safety program

23. How many schools were registered:
- (a) In the 2019-20 season?
 - (b) In the 2020-21 season?
 - (c) In the 2021-22 season to date?
 - (d) Are expected in the 2021-22 season?
24. How many registered schools are:
- (a) Public Schools?
 - (b) Catholic Schools?
 - (c) Independent Schools?
25. How many swim staff were registered as at 4 March 2022?
26. Given that participating schools are required to meet pool entry and transport costs, how many schools' involvement in the program is limited by the capacity of buses to transport students to pools?
27. What non-financial assistance is provided by the Department to assist schools procure transport to schools?
28. What is the budget in 2021/22 to support the program?
29. Are the numbers of students, or schools, who participate in the program capped?
- (a) If so, what are the caps?
30. Has any proposal been received by the government to expand the School Swimming and Water Safety Program to include both primary and secondary school children?
- (a) If yes, what consideration has been given to the proposal?

- (b) If no, has the government previously considered expanding the program?
- (c) Is the government inclined to expand the program?

Cooler Classrooms

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

HSC Supervision Payments

32. How many 2021 HSC supervisors are residents of the Swansea electorate?
33. How many 2021 HSC supervisors from the Swansea electorate are yet to be paid for supervising the HSC between 14 November and 3 December 2021?
34. What date will all of the 2021 HSC supervisors from the Swansea electorate be paid?
35. What date will all NSW 2021 HSC supervisors payments be completed?

School counsellors

36. How many schools have not had their counsellor allocation met during the whole year over the following years:
- (a) 2018
 - (b) 2019
 - (c) 2020
 - (d) 2021
 - (e) 2022
37. Could you please provide a list of NSW schools that currently only have access to school counsellor services virtually as at March 2022, broken down by school, state electorate of school and number of enrolments at each school?

SLSO's

38. 2021 Department of Education statistics show that large numbers of school support staff remain in temporary positions. For example, the figures show that approximately 64.3% of School Learning Support Officers (SLSOs) were employed on a temporary basis, this is up from 61.57% in 2017. This equates to over 9 thousand employees, 86.38% of which are women and many have been employed on a temporary basis for over 10 years (some up to 20 years). Why has the NSW Government left so many SLSO's in temporary positions, without offering permanent roles?
39. Can you confirm that the funding for SLOS's has been reduced for the 2022 school year in SSP schools and Special Units across schools in NSW?
 - (a) If this is so what are the reasons and what basis has this occurred?
40. Can the Secretary advise how many SLSO positions have been cut and why Long Term Temporary staff were not redeployed to another vacant SLSO role or receive a Severance payment?
41. The Education Department conducted a transition of identified suitable SLSO's into the new classification during term 4 2021. This included permanent and some Long term temporary SLSO's. Can the Secretary advise how many SLSO's who satisfied the criteria were transferred into the new SLSO classification?
42. How many are permanent or temporary SLSO SHS?
43. Will there be another phase of the SLSO SHS transition process in term 1 2022?
 - (a) If so how many positions need to be filled either by existing suitable SLSO's?
44. Will there need to be external recruitment where a need has been established for more SLSO SHS in SSP Schools or other specialist units?
45. In relation to the 2019 SASS Award, as the SLSO SHS role will perform all Health Support duties will the Health Support Allowance become redundant?
46. In the event of an SLSO SHS unplanned absence, how will the department cover this absence?
 - (a) SLSO's who are not trained and in receipt of the allowance are not qualified to do these duties. Is this not a safety risk for affected students and SLSO's?
47. What contingencies has the department put in place to cover the risk of not employing enough SLSO SHS staff to meet the needs of Students requiring Health Support daily as prescribed in their Health Support plans?
48. What additional Staff funding was made available for all school categories for term 1 2022?

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

Disability enrolments

50. How many enrolments of children with disability have been enrolled in mainstream schools in 2021?
51. How many enrolments of children with disability have there been in Schools for Specific Purposes (SSPs) in 2021?
52. What is the Government's projection of numbers of students with disability that will be enrolled in mainstream schools over the next 10 years?
53. What is the Government's projection for numbers of students with disability that will be enrolled in SSPs schools over the next 10 years?

Sir Eric Woodward School

54. Will the Government commit to the permanent ongoing provision of a registered nurse at Sir Eric Woodward School and other Schools for Specific Purposes where there are students with high physical support needs which cannot be provided by existing staff?
55. Can the department confirm whether it has already decided to remove the RN role at SEW at the end of 2022?
56. Can the department confirm reports that the School Staff have been advised that the RN role will be removed at the end of 2022?
57. Is this decision despite the review not having been finalised as of 15 February 2021?
58. Will the department provide a copy of the review report including Health Advice as to Student Complex Medical needs and the reasons for either maintaining or removing the RN role to Community stakeholders at Sir Eric Woodward School?

Incidents on school grounds

59. Could you please provide a list of the number of injury incidents on NSW school grounds in 2020 and 2021 respectively, broken down by school, state electorate of school, the number of enrolments at each school and including whether any incident lead to hospitalisation or death?
60. Could you please provide a breakdown of the number of violent incidents that occurred on NSW school grounds in 2020 and 2021 respectively, broken down by school and state electorate of each school?
61. How many violent incidents have been logged with the Department of Education's incident hotline from schools over 2021?

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

School funding

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

Demountables

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

School infrastructure

65. In 2018, your Government committed to major upgrades for Randwick Boys and Girls High Schools. To date, not a single cent has been spent on these schools and the upgrades are still in the Planning stage on the School Infrastructure website. Why is the Government neglecting public education in Sydney's East?
66. Community consultation conducted by your government in 2018 revealed that there is overwhelming support for a new coeducational high school in the east. Is your government listening to the community when it comes to public education?

OSHC

67. In December 2021 the Government announced that many parent and community controlled OSHC programs would be forced to compete in the open market against private and for profit providers for tenders to deliver services. More recently the Government announced a \$500 voucher scheme to subsidise OSHC fees for parents returning to work with scheme administration the responsibility of centres.
- (a) How much of the budget of \$150 million allocated to the vouchers has been spent?
 - (b) What proportion of expenditure is in private/for profit centres (adjusted against their share of the market)?
 - (c) What proportion of tenders awarded for OSHC services were won by parent controlled and not for profit providers?
 - (d) How does this compare with the proportion of private/parent controlled and not for profit providers prior to the award of tenders?
68. Is the NSW Government favouring private and for profit providers of OSHC care when there is overwhelming evidence that community and not for profit providers deliver higher quality services measured against most the AQF and AQS?

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

Domestic violence prevention

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

SRS

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

WWCC

76. Has the Department of Education raised concerns with the Office of the Children's Guardian regarding delays with the processing of Working With Children Check applications and renewals for pre-service teachers, current teachers and school staff?
77. How many school staff and teachers has the Department of Education placed on suspension without pay because of delays with Working With Children Check renewals, broken down by month over the past 12 months?
78. Has the Department provided staff with extensions for more than 30 days when staff are still awaiting WWCC renewals?
- (a) If not, why not?

Teacher vaccinations

79. How many teachers who have not provided proof of COVID vaccination are still being paid by the Department of Education?
80. What is the total cost of salaries paid to Department of Education employees who have not provided proof of COVID vaccination since the vaccination requirement came into effect?
81. How many teachers who have not provided proof of vaccination have had their employment terminated by the Department of Education?
82. How many NSW teachers have not provided proof of vaccination, broken down by primary, secondary and sector?

Teacher supply

83. How many ex-academics have been recruited into teaching roles with the NSW Department of Education since April 2021?
84. How much did the PWC report titled 'Using ex-academics to fill the teacher supply gap' cost?

Roof Renewal Program

85. Could you please provide a list of the projects that have been approved so far under the Roof Renewal Program, broken down by project, school location of each project and the state electorate of each school?
86. How much has been spent on the Roof Renewal Program as at March 2022?

Eastern Suburbs Co-Educational High School

87. Does the Government intend to build a co-educational high school on the site of Randwick Girls' and Randwick Boys' High Schools?
 - (a) If so, what work has been done to create a co-educational campus, for years 11 and 12, on the site of Randwick Girls' and Randwick Boys' High Schools?
88. Has an announcement already been made on a co-educational High School in the Eastern Suburbs?
 - (a) If so, when was this announcement made?
 - (b) If so, where was this announcement made?
89. What planning has been done to evaluate the feasibility of opening a co-educational school on this site?
90. What work has been done to evaluate the demand for a co-educational high school in the Eastern Suburbs?

91. What work has been done to evaluate the impact of a new, co-educational high school on Randwick Boys' and Randwick Girls' High Schools?
92. What work has been done to develop a whole of district infrastructure and transition plan for public schools in the Eastern Suburbs?
93. What consultation was completed with the NSW Teacher's Federation?

Upgrades to Randwick Girls' and Boys' High Schools

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

Out of Area Enrolments, Eastern Suburbs Public High Schools

95. What is the postcode data for the residential addresses of students attending Randwick Girls' High School in:
 - (a) 2020?
 - (b) 2021?
 - (c) 2022?
96. What is the postcode data for the residential addresses of students attending Randwick Boys' High School in:
 - (a) 2020?

- (b) 2021?
 - (c) 2022?
97. What is the postcode data for the residential addresses of students attending Rose Bay Secondary College in:
- (a) 2020?
 - (b) 2021?
 - (c) 2022?
98. What is the postcode data for the residential addresses of students attending South Sydney High School in:
- (a) 2020?
 - (b) 2021?
 - (c) 2022?

Teacher Losses in Eastern Suburbs Schools

99. It was revealed in Budget Estimates that 15 teachers from Rainbow Street Public and 13 Teachers from South Coogee Public have left the profession in the last year. How many teachers have left the profession from the following schools since January 2020?
- (a) Waverley Public School?
 - (b) Bronte Public School?
 - (c) Clovelly Public School?
 - (d) Randwick Public School?
 - (e) Rainbow Street Public School?
 - (f) Coogee Public School?
 - (g) South Coogee Public School?
 - (h) Kensington Public School?
 - (i) Rose Bay Secondary College?
 - (j) Randwick Girls' High School?
 - (k) Randwick Boys' High School?
 - (l) South Sydney High School?

Annual reports

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

ITEM	2022	2023	2024
Expenses excluding losses			
Employee Related expenses			
Salaries and Wages (including annual leave)			
Superannuation - defined benefit plans			
Superannuation - defined contribution plans			
Extended/Long service leave			
Workers' compensation insurance			
Payroll Tax and Fringe Benefits Tax			
Redundancy Payments			
Other			
Operating expenses			
Auditor's remuneration:			
audit of the financial statements			
Cleaning			
Consultants			
Other contractors			
Expenses relating to short-term leases and leases of low-value assets			
Internet and Telephone			
Insurance			
Maintenance			
Minor stores, provisions, plant and computing			
Operating lease rental expense:			
minimum lease payments			
Postage			
Printing			
School operating expenses			
Assisted School Travel expenses			
Training and development expenses			
Demountable building services			
Travelling and sustenance			
Utilities and water charges			
Other			
Depreciation and amortisation			
Grants and subsidies			
Government sector			
Grants to cluster agencies			
Other			
Non-Government sector			

Non-government schools per capita payments			
Interest subsidies			
Supervisor Subsidies			
Other			
Other sector			
Early Childhood Education and Care			
Skilled and employable workforce			
Conservatoriums and music centres			
Links to Learning program			
Other			
Finance Costs			
Other expenses			
Total expenses including losses			
Revenue			
Appropriation			
Sale of goods and services			
Sale of goods and services from contracts with customers			
Interest revenue			
Grants and other contributions			
Acceptance by the Crown Entity of employee benefits and other liabilities			
Other revenue			
Total Revenue			
Operating Result			
Gains/(Losses) on disposal			
Other gains/(losses)			
Net Result			
TOTAL COMPREHENSIVE INCOME			

Bottled water in schools

101. Regarding the use of bottled water in schools, can you confirm:

- (a) If your department considered or implemented any alternative solutions to the problem of schools having to buy bottled water for water supply, and if so what are these solutions?
- (b) If your department has conducted trials to reduce or remove the use of bottled water in schools? If yes,
 - i. In which schools were these trials conducted?

- ii. What trial was conducted in these schools?
- iii. How much did the trials cost, per school?

Early Childhood Learning Grants

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

Early Childhood funding

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

- (c) Family day care
- (d) In-home care
- (e) Local government pre-schools
- (f) Community pre-schools
- (g) For-profit centre based day care pre-schools
- (h) Not-for-profit centre based day care pre-schools
- (i) Government school pre-school
- (j) Non-government school pre-school

Early Childhood enrolments and employment

105. Can you provide, as of March 1 2022, how many NSW children are using the following services:
- (a) Centre-based Day Care
 - (b) Family day care
 - (c) Outside school hours care
 - (d) In-home care
106. Can you provide, as of March 1 2022, how many NSW children are using the following preschool services:
- (a) Government Preschool
 - (b) Non-government, by:
 - i. Community pre-school
 - ii. Private for-profit
 - iii. Independent schools
 - iv. Catholic schools
 - v. Total non-government
 - (c) Multiple pre-schools
 - (d) Preschool program within a centre-based day care, by:
 - i. Government
 - ii. Non-government

iii. Multiple centre based day care

iv. Total

(e) Children across more than one provider type

(f) Total children enrolled in a preschool program

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

(a) 2018

(b) 2019

(c) 2020

(d) 2021

(e) 2022, as of 1 March

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

(a) 2018

(b) 2019

(c) 2020

(d) 2021

(e) 2022, as of 1 March

EDUCATION AND EARLY LEARNING

Questions from the Hon Mark Latham MLC

109. Who wrote the Department's Risk and Compliance (Mandates) document, how often has it been updated and why wasn't it the subject of consultation with staff?
110. How many employees have lodged adverse reaction (vaccination) claims with the Department as a product of Mandates and how have these been handled in terms of compensation, liability and insurance?
111. How many unvaccinated corporate staff were forced to take leave and not allowed to work after November 2021, only to be told in February or March 2022 that this decision had been reversed and they could work from home?
 - (a) What was the reason for the initial decision and then the reversal?
112. How many student teachers have been refused placement in NSW schools in 2022 due to their vaccination status?
113. How does the Department explain the loss of over 10,000 accredited NSW teachers in 2021?
114. How many teacher resignations has the Department received since 1 January 2021? What were the three leading reasons for these resignations?
115. How has the Department administered its vaccination mandates for
 - (a) casual and
 - (b) temporary teachers?
116. How many (a) casual and (b) temporary teachers were advised by the Department that, due to vaccination status, they were no longer eligible to teach in NSW government schools?
117. Why did Ms Cachia fail to come back to the Committee at the 2 March PC3 hearing with the numbers in Supplementary Question 8 above, as she promised she would (ref.: page 24 of Transcript)?
118. How many temporary teaching contracts have not been renewed by the Department in response to the November 2021 vaccination mandate?
119. By the best estimate available to the Department, how many (a) casual and (b) temporary teachers have not returned to teaching, having dropped out of the profession, as a consequence of the long Sydney and NSW 2021 Lockdowns and period of home learning?
120. In the Department's workforce records:

- (a) how many casual teachers were,
 - i. teaching and in NSW Government schools, and
 - ii. available for deployment in NSW Government schools?
 - (b) how many temporary teachers were,
 - i. teaching in NSW Government schools, and
 - ii. available for deployment in NSW Government schools?
 - (c) Please provide the information in answer to (a) and (b) above broken down for the following periods:
 - i. 1 March 2020,
 - ii. 1 March 2021,
 - iii. 1 December 2021, and
 - iv. 1 March 2022?
121. How many letters did the Department Secretary send out in February 2022 notifying people of a cyber-attack on Departmental data in July 2021 with “the potential to be used for identity theft and other scams”?
- (a) Why did it take 9 months for the Secretary to act and notify the victims?
122. Did the Secretary write of how “we are making you aware of the incident so you can take appropriate precautions and access our support services”?
- (a) What use was this 9 months after the hacking of personal information?
123. Why are the standards of the Education Department so low that a school principal (most likely at Kandos High School) who called for “better breeding” of HSC students is allowed to stay as an employee of the Department for at least 2 weeks after discovery of the comments?
124. In the records of NESAs and the Department, how many matters lodged on the Chanel Contos website have been:
- (a) investigated and proven to constitute wrongdoing in NSW schools,
 - (b) never investigated as the complaint was anonymous, and
 - (c) investigated but no wrongdoing could be established?
125. To NESAs: what is the evidence base by which the sexual consent curriculum has been changed?
- (a) Is it solely via anonymous claims on the Contos website?

126. What independent evaluation of its open-plan classroom program has the Department undertaken, assessing impact on student learning outcomes?
- (a) What did this show?
127. Are media reports correct that “toddlers and preschoolers will learn about non-binary gender identity and become champions of reconciliation and sustainability under a proposed new curriculum for early learning”?
128. What are the proposed changes in the new Early Childhood Learning curriculum?
129. If the Department is now embracing “student and parental engagement” why has it failed to create a system of exit interviews to find out why parents and students leave certain schools?
130. How many unisex toilet blocks has the Department built since 1 January 2019, at which schools and at what cost?
131. Why are unisex toilets regarded as an act of ‘inclusion’?
132. Which of the toilet blocks in Supplementary Question 22 above have had to have their doors replaced for female privacy reasons, at which schools and at what cost?
133. Since 2011, how many acts of sexual assault have been reported in the toilets of NSW government
- (a) primary schools, and
- (b) high schools?
134. Other than Cromer High School, which NSW schools have reduced their operating hours this year? What are the details?
135. Which NSW schools have:
- (a) cut courses
- (b) abolished certain classes
- (c) amalgamated classes
- (d) told classes to read for themselves and
- (e) left students without normal supervision this year in response to teacher shortages?
- What are the details?
136. Arising from the Audit Report into the tutoring catch-up scheme, who is the scheme meant to serve (since the policy advice underpinning it has changed), and what evidence is there that underperforming students are the beneficiaries of the program?

137. Is the Minister aware that the tutoring scheme is aggravating staff shortages in Term One, given the way in which it is directing would-be teachers to consider tutoring roles rather than filling in-class vacancies?
138. If the evidence supporting small-group tuition is due to its efficacy in face-to-face settings, what evidence did the government rely on in continuing the tutoring program while students returned to at-home learning during the 2020 Delta wave?
139. Of the recommendations accepted by the Government of the PC3 ‘Measurement and Outcome-Based Funding’ report (February 2020), which have now been implemented?
- (a) Which have not been implemented, and why?
140. What lessons has the Government learnt from the Minto public housing redevelopment and subsequent improvements in results at Minto Public School?
141. In the MPI debate on the School Excellence Policy and SIP targets in the Legislative Council on 24 February, Minister Mitchell spoke of “blended SIP targets” and how “no two schools are the same”. How many:
- (a) different types of targets and
- (b) over what duration, have schools around the State adopted?
- (c) How can academic performance between schools be compared under this random system?
142. Minister and Dept. Secretary, can you please read the following email from an ex-teacher in Western NSW about her experience with the PES:
- “After having received my formal termination notice from Mr Daryl Currie, without having an interview as previously stipulated, my principal called him insisting I be given an interview as this was the process outlined.*
- “Daryl then emailed me offering me an interview stating an ‘administrative oversight’*
- “I had the interview, in attendance was my principal, Daryl Currie and myself.*
- “There were minor technical difficulties but other than that the interview went terribly, Daryl interrupted and prevented me from speaking which took up the remainder of my allocated time. He was lecturing me stating that what I was saying was invalid and then he said that time was up and left the meeting. I felt very attacked and berated.*
- “Several things he said were blatantly false/ inaccurate.*
- “The meeting was recorded, and upon review he must have realised how poorly the interview reflected upon himself so he then offered me another interview. He stated that If I were to take up the offer I would need to speak within certain parameters in which he would subjectively decide if what I was saying fit those parameters.*
- “I did not take up the interview as I did not want to give him reason to void the 1st recording. I outlined that these parameters were not part of the original guidelines regarding the interview and in effect he was moving the goalposts.*
- “I asked for a copy of the recording, he offered a transcript – which I’m not sure is normal procedure. A transcript would in no way reflect the true tone of the interview. Daryl has every reason to keep that recording buried.”*

- (a) How can you justify this incompetent and cruel treatment of teachers by the head of PES?
- (b) Will there be an independent review of the PES handling of the Vaccination Mandates and sacking/standing-down of teachers?
- (c) Will you re-examine the circumstances (including the recording of the first interview) of this teacher and offer her reinstatement to the job she loved?
- (d) Why would anyone want to be a teacher in NSW when they are treated this way?

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

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

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

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

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

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

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

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

- “1. Over-representation of specific cultural groups in suspensions and expulsions*
- “2. Making judgements about a person’s abilities or preferences based on their language, religion or cultural backgrounds*
- “3. Not acknowledging the cultural, linguistic or religious diversity among the school community.*
- “4. Dis-regarding the cultural capital students bring to their learning.”*

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

School Infrastructure NSW

145. In relation to School Infrastructure NSW far-horizon projections which are currently based on 2019 population data:
- (a) How many new school constructions or upgraded school sites have surpassed their enrolment ceilings since 2017?
 - (b) How many new school constructions or upgraded school sites are still under their enrolment ceilings since 2017?
 - (c) How many new school constructions or upgraded school sites are running over budget?
 - (d) How many new school constructions or upgraded school sites ran over budget in:
 - i. 2021,
 - ii. 2020, and
 - iii. 2019?
 - (e) How many new school constructions or upgraded school sites ran under budget in:
 - i. 2021,
 - ii. 2020, and
 - iii. 2019?
 - (f) Is the comparison of the above data not prima facie evidence of a failure of data analysis and planning?
146. Where is the SINSW plan of priorities over a ten-year timeframe, that fits within a ten-year capital planning limit and would create more certainty about meeting growth demands, and which was requested by the NSW Auditor General?
147. What has been done to improve the quality of data on cost benchmarks that underpin the annual ten-year Capital Investment Plan and updates to the School Assets Strategic Plan?

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

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

149. In relation to flexible hours and timetables:

- (a) When did the first SINSW begin work on flexible hours and timetables?
- (b) What schools are already embracing flexible hours and timetables?

School Excellence Framework

150. Why is there no Excellence Framework for the NSW Education bureaucracy similar to the one used by schools?

- (a) If an Excellence Framework for the NSW Education bureaucracy did exist, where would the Secretary currently assess the Departments bureaucracy developing, sustaining or excelling?
 - i. If so, why?

151. How many schools have failed external validation in:

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

The Numbers of Directors in Educational Leadership

152. How has the dramatic increase in the bureaucracy been funded?

- (a) Are the funds from the Gonski Review?

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

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

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

- (e) 2017?

Staffing

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

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

Do these statistics reveal a crisis in school leadership?

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

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

Do these statistics reveal a crisis in school leadership?

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

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

Do these statistics reveal a crisis in school leadership?

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

- (a) 2021,

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

Do these statistics reveal a crisis in school leadership?

159. Why are 30% to 35% of top graduates from the top universities offered employment in private and Catholic schools before the public system?
- (a) Is it because of the slowness of the Department?
160. What percentage of University students from UTS, University of Sydney, University of NSW, University of Western Sydney, and Macquarie University took up early offers from private and Catholic schools in:
- (a) 2019,
 - (b) 2020, and
 - (c) 2021?
161. Has the Staffing Methodology Review been completed?
- (a) Is the Review likely to provide increased Teacher Relief (still operating at the levels of the 1980s but with overwhelming expectations beyond lesson planning)?
 - (b) What progress has been made on updating the Merit Selection Criteria?
 - (c) What progress has been made on including psychometric tests and emotional intelligence testing in Merit Selection?
 - (d) Are any private companies involved in implementing psychometric tests and emotional intelligence testing for staff recruitment in:
 - i. 2020,
 - ii. 2021, or
 - iii. 2022?
 - (e) What is the budget for the external companies referred to in Supplementary Question 17(d)?
162. What are the actual countries of origin and numbers of overseas teachers in NSW schools since 2019?

163. How many highly skilled teachers were poached by Victoria, South Australia, the Australian Capital Territory, Queensland, or other states or by New Zealand, the United Kingdom or Canada in:
- (a) 2020,
 - (b) 2021, and
 - (c) 2022?
164. How many teachers, who were originally educate and trained in NSW but have sought placement outside of NSW, have returned to NSW to teach in 2021 and 2022?

Faststream

165. How many of the 50 staff had not been previously identified as staff with leadership potential?
166. What is the cost for one year of Faststream Implementation?
167. What is the cost for ten years of Faststream Implementation?
168. What is the anticipated withdrawal rate over ten years for Faststream?

Mid-Career Teachers Programme

169. How many applications did this programme receive in 2021 to 2022?
- (a) What would be the threshold number of applicants below which the programme could be considered a failure?

Unsatisfactory Teachers

170. Is the Minister aware of studies that suggest the proportion of incompetent teachers in NSW is approximately 5 to 15%?
- (a) What is the actual dismissal rate for incompetent teachers in NSW?
171. What is the NSW Department of Education definition of teacher underperformance under the Department's current policies?
- (a) If no such definition exists, how is underperformance identified and assessed?
 - (b) What are the guidelines under which teacher underperformance is managed during Covid?
 - i. Will procedures be enhanced so that these guidelines are effective during any interruption (such as floor or fire) in regular schooling?
 - (c) How many teachers, Principals, SASS and system executives were placed on Improvement Programmes during online learning in:

- i. 2021 and
 - ii. 2022.
- (d) Was the Performance and Development Framework, referred to by the Auditor General, intended to be used for teacher development?
- i. Is the emphasis now on changing to accountability?

172. What is being done to redress the imbalance of male teachers, given that in NSW schools in 2017:

- (a) Only 17% of primary teachers were male, and
- (b) Only 39% of secondary teachers were male.

NESA

173. What is the cost of funding the HSC annually?

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

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

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

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

176. In relation to home-schooling:

- (a) What funding is being arranged for home schooling, given that:
 - i. The cost of educating a child in the mainstream system is over \$13,000, and
 - ii. There has been a 30% increase in the number of home-schooled students in NSW, rising from 7,032 in 2020 to approximately 9,000 presently, and

- iii. Where a parents who home-school receive no funding for their children, and indeed must often forego a second income as one parent must be the teacher.
 - (b) How many home-school students have disabilities?
 - i. What information is available as to the nature of those disabilities?
177. In a time of Covid staffing crisis, what is the average length of time to obtain provisional approval for final year teaching students?
178. What is the \$100 teacher accreditation fee used for?
179. How many staff have been placed on Improvement Programmes?
180. In relation to the reduction of teachers' administrative and extra-curricular activities, for the purposes of freeing up teachers' time during the school day:
- (a) How many hours have NESAs saved since 2020-2022?
 - (b) What administrative tasks have been cut in the period 2020-2022?
 - (c) Have any new administrative tasks been added by NESAs?
 - (d) What, if any, powers do NESAs have to implement any of these over the sectors?
181. Is the Minister aware that information from the Australian Curriculum Assessment and Reporting Authority indicates:
- (a) The gap between the high and low socio-educational groups widened between 2019 and 2021?
 - (b) The reading achievement gap between boys and girls in secondary schools is widening?
 - (c) The gap between girls and boys is wider in secondary school when it comes to writing outcomes?
 - (d) Students from major cities outperformed students from regional areas in numeracy, reading and writing?
 - (e) The gap between numeracy and reading has gradually widened between 2016 and 2021 for most year levels.
182. Can the trends identified in Supplementary Question 37 above be attributed to the impact of the Covid pandemic, or are they part of a longer term national trend unrelated to the pandemic and its lockdowns?

183. With only 477 teachers certified as “Highly Accomplished” and 232 teachers certified as “Lead” teachers under the Highly Accomplished and Lead Teacher initiative, does the Minister believe that:
- (a) The initiative can be described as a success?
 - (b) The initiative has an embedded sustainable role in a school?
 - (c) The initiative can in fact undermine the Head Teacher, Deputy Principal and Principal pathways?
184. How many retired teachers or principals returned to service in 2022 who were not in the system already?
185. What is the teacher rate of absence due to Covid in 2022?
186. What is the student rate of absence due to Covid in 2022?
187. Were briefings prepared and plans drafted for Premier Perrottet for a much earlier release to school communities in 2022, only to be rejected because of ideology?
188. In relation to the KPMG advice concerning the NSW Department of Education’s back-to-school plan, that was to look at different approaches for hotspot areas, the vaccination rates that could trigger a return and which year groups should come back first:
- (a) What was the cost of the KPMG’s work on the Department’s plan?
 - (b) Did any of the KPMG staff, who were involved in the provision of advice and drafting the plan, have any educational experience?
 - i. If so, how many had educational experience and what was the nature of that experience?
 - (c) How many of the plan’s recommendations were implemented?
 - (d) Is the plan publically available?
 - i. Where is it published?

Details on Consultancy Engagements

189. Can the Minister provide the following information for all contracts for goods and services entered into between the Department and the private sector, where those contracts were valued under \$150,000:
- (a) Total spent on all contracts combined, and
 - (b) The companies contracted.

New Behaviour Strategy

190. Where is the Department up to in the implementation of the:
- (a) Restrictive Practices Framework,
 - (b) Inclusion Policy, and
 - (c) Behaviour Strategy?
191. In relation to the Behaviour Paraprofessional:
- (a) What is this role's description and what does it entail?
 - (b) What are the position's required qualifications to deal with challenging student behaviour?
192. Considering the impact of the industrial award changes for SLSOs and the significant wage increases for 2020, is it true that costs are being absorbed at a school level resulting in effective decrease in student support?
193. What, if any, are the training qualifications required to become an SLSO, given the SLSO is to support the neediest of students?
194. Why has the new suspension policy removed the terms "misbehaviour and disobedience"?
195. What, if any, are the Department's specific Principal Wellbeing programmes?
196. What is the proposed Department Staff Wellbeing Plan by CESE?
197. Given that Deputy Secretary South indicated that his Performance Directorate struggles with using the new platform, can the Minister maintain that the new Staff Noticeboard is an improvement to "SchoolBiz"?
198. In relation to the 1,300 Assistant Principal, Curriculum and Instruction positions which have been created, with release and recruitment to be completed by 2023:
- (a) What training and support will they receive?
 - (b) What is the quality and quantity of applicants in rural and remote areas?
 - (c) Are fractional positions difficult to staff?

AECG

199. How many hours are staff required to spend on the following mandatory training programmes:
- (a) Mandatory training or teaching and school-based staff:
 - i. Aboriginal Cultural Education training,
 - ii. Anaphylaxis e-learning,

- iii. Anti-racism policy training,
- iv. Child Protection,
- v. Code of Conduct,
- vi. Fraud and Corruption Control,
- vii. Cyber Security NSW Essential training,
- viii. Data Breach Preparedness,
- ix. E-Emergency Care,
- x. Work Health and Safety

(b) Mandatory training for schools:

- i. Fraud and Corruption Control (NR33012),
- ii. Code of Conduct Online (NR27345),
- iii. First Aid,
- iv. Data Breach Response Plan – Reporting Data Breaches (NRG12326),
- v. Anti-racism policy training (NR30069),
- vi. Child Protection Update (NR33207),
- vii. Cyber Security NSW Essentials training (NRG14190),
- viii. WHHS Induction for Employees (NR33383),

(c) Mandatory training for specific roles:

- i. Administration of Medication,
- ii. Anti-racism Contact officer (ACRO),
- iii. Chemical Safety in Schools,
- iv. Cyber Security NSW Essentials Plus training,
- v. Data Breach Preparedness for Data Owners,
- vi. Disability Standards for Education Leaders,
- vii. Health Support in Schools training.

200. What and how many staff have completed the mandatory training concerning the identification of antisocial and extremist behaviour.

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

Parental Consent, Implementation of SoSAFE Training Module

201. In relation to the implementation of the SoSAFE training module at the Arranounbai Special School:

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

Covid Guidelines

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

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

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

205. Why are teachers with approved exemptions forced to take their own leave when during normal misconduct procedures they are paid and given alternate duties?
206. How many teachers have had incorrect payments made within the last four months?
207. Why are NSW teachers who made their own medical choices being labelled as guilty of “misconduct”?
 - (a) Why is such a pejorative and stigmatising term being used to describe the exercise of a personal health choice?
208. Why are teachers in NSW immediately terminated for their own personal health choices, even those on leave?
 - (a) What accounts for the harshness of this approach in NSSW, which is the most severe compared to all other states?
209. How will the Department of Education be able to fill APCI positions to enhance literacy and numeracy across the state with teacher shortages caused by current policy?
210. How will the Department of Education be able to provide teachers with targeted professional learning and growth opportunities, when there are not enough additional teachers to cover classes to do this?
211. How will the Department of Education be able to cover classes in winter when there are significant class absences?
212. Why have Department of Education employees not been allowed to apply for leave without pay as per normal procedure?
213. How many teachers:
 - (a) Are currently working in school with approved exemptions, and
 - (b) Have not been allowed to return to their place of employment due to PES investigations, all the while also having approved exceptions?
214. Why has the vaccination mandate continued when a number of medical professionals have stated that vaccination is not stopping the transmission of Covid, in particular its Omicron variant?
215. Has the Department of Education considered the educational impact of dismissing so many teachers with expertise across various roles and specialist knowledge?

EDUCATION AND EARLY LEARNING

Questions from Mr David Shoebridge MLC

Randwick High School

216. When is the funding allocated to the Randwick Girls and Boys schools intended to be spent?
217. What will be covered by the deep dive into the co-ed survey referred to in the hearing?

Out of School Hours Care

218. How many parent-run Out of School Hours Care (OSHC) services will be affected by changes to the OSHC Provider Categories made in December by the department of education? If so, how many?
219. What considerations has the government made to support not-for-profit, community organisations with limited tendering experience in continuing to participate in service-provision under the proposed changes?
220. What are the government's plans to engage with service providers affected by these changes?
221. What steps were taken to consult with service providers prior to the change in the policy?
222. Is the government aware that quality ratings at for-profit OSHC centres nationally are 12 percent below those for other providers, and that for-profit providers are responsible for almost three quarters of the 12,000 enforcement actions taken since 2015 nationally?

Early Childhood Education

223. What are the government's plans to review the dangerous "under the roof" approach to measuring educator to child ratios around Australia, regardless of the childcare centre's room configuration, which results in poorer supervision and safety standards?
224. How does the minister for education and Early Childhood Learning consider changes to the policy will impact the quality of OSHC services across NSW, including service availability, the number educator to child ratios, costs of services, and childcare centres' level of accountability and engagement with parents and community?
225. Will the government provide more information on the background behind this decision and why the Provider Categories were reviewed? What did the legal advice specifically advise in relation to the department's obligations to meet Administrative Law and ICAC's "Direct Negotiations: Guidelines for managing risk" guidelines?

Positive Behaviour for Learning

226. The Department of Education have endorsed Positive Behaviour for Learning (PBL) and introduced 36 Behaviour Specialists over the last few years. What is the data that demonstrates a link between PBL and reduced school suspensions and other exclusions?
227. What research and work does DET rely on in endorsing this approach?

COED schools

228. What are you doing to ensure there are co-Ed public school options for high school students in NSW?
229. How many students of high school are currently don't have this option?
230. In 2017/18 budget funding was allocated to Randwick Boys and Randwick Girls school for much needed upgrades, nothing however has happened with this budget allocation. When are these works going to commence?

Case numbers in classrooms and schools

231. How many covid cases have there been within schools in NSW since the first day of term 1?
232. How many transmissions are estimated to have happened within schools?

Scripture Classes

233. What steps are being taken to make publicly available scripture and ethics participation data as recommended in (a) the Rawlinson Report (1980), (b) the 2011 Review of SEE, and (c) the 2015 to '16 ARTD Review of scripture?
234. What does the NSW Department of Education do to monitor schools' religion and ethics webpage content to ensure information is as required and to ensure links are active and therefore direct parents to relevant material ?

Inspectorate

235. How many 'N' awards were issued for the years 2019, 2020 and 2021?
236. How many 'N' awards were issued for children with a disability for the years 2019, 2020 and 2021?
237. How many 'N' awards were issued for First Nations children for the years 2019, 2020 and 2021?
238. 'What is the status of plans to create an independent Inspectorate for NSW?

Children with a disability and abuse

239. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children.
- (a) the number of,

- (b) the details of
 - (c) outcomes of 7a
240. Could the Department of Education provide in regard to all abuse complaints made against staff in the last 3 years in regards the treatment of children with a disability.
- (a) the number of,
 - (b) the details of
 - (c) outcomes of 7a
241. How many child protection complaints against a staff member must be made before a full investigation of said staff member is initiated?
242. In 2020, there was significant concern over the most vulnerable children (Indigenous and those with a disability) being disproportionately excluded. Has any change been implemented to understand why such bias appear apparent?
243. How many legal actions have been taken against/involved staff and schools in regard the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021)?
244. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, what penalties or sanctions were there for any staff involved?
245. What number of, and percentage of legal cases has the Department settled with confidentiality agreements where the parties cannot talk about the case? Legal actions made involve allegations originating from years before and my not be not just involve discrimination.
246. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?
247. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?
248. How many NSW primary mainstream schools are fully inclusive for children with a disability?
249. How many NSW secondary mainstream schools are fully inclusive for children with a disability?
250. How many SSP schools have a full curriculum for children with a disability?
251. When will the Department provide and publish an actual statement and definition of what 'Inclusion' in schools is?

252. How many children with a disability initially applied for enrolment in their local mainstream school in 2020/2021?
253. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a mainstream school as part of a mainstream class?
254. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a mainstream school as part of a support class?
255. How many children with a disability, who initially applied for enrolment in a mainstream school in 2020/2021 were actually enrolled in a SSP?
256. How many children with a disability, who have been in a SSP, have transferred to mainstream class in a mainstream school in 2020/2021?
257. How many Distance Education spaces are specifically to support children with a disability?
258. What is the percentage growth of Distance Education provision in NSW?

Home schooling

259. How many children have been registered for home schooling in 2021, in 2020 and 2019?
260. What percentage of these have been listed as choosing to do so because of
 - (a) Bullying
 - (b) Disability
 - (c) Abuse

Staff training

261. How many staff (and percentage of total staff) have undertaken face-to-face disability training?
262. How many Principals (and percentage of total staff) have undertaken face-to-face disability training?
263. How many principals (and percentage of total staff) have undertaken face-to-face training in legal requirements for child protection and abuse allegation?

EDUCATION AND EARLY LEARNING

Questions from the Hon Mark Banasiak MLC

PES

264. How many open investigations does PES have?
265. How many current investigations are investigating Principals?
266. How many investigations were conducted investigating Principals in 2021?2020?2019?2018?2017?
267. How many current investigations are investigating Teachers?
268. How many investigations were conducted investigating Teachers in 2021?2020?2019?2018?2017?
269. How many Principals were dismissed in 2021?2020?2019?2018?2017?
270. How many Principals' accreditation were revoked due to an investigation in 2021?2020?2019?2018?2017?
271. How many Principals were placed on the DO NOT EMPLOY LIST in 2021?2020?2019?2018?2017?
272. How many Teachers were dismissed in 2021?2020?2019?2018?2017?
273. How many Teachers' accreditation were revoked due to an investigation in 2021?2020?2019?2018?2017?
274. How many Teachers were placed on the DO NOT EMPLOY LIST in 2021?2020?2019?2018?2017?
275. How many DOE staff are currently on the DO NOT EMPLOY LIST?

Staffing

276. How many current teacher vacancies are there?
277. How many substantive Principal positions are vacant?
278. How many School based staff were dismissed due to non-compliance of the vaccine mandate?
279. How many school based staff resigned due to non-compliance of the vaccine mandate?
280. How many Principals are currently on Workers Compensation?
281. How many Principals are currently on Sick Leave?
282. How many Principals are currently on Extended Leave?
283. How many Teachers are currently on Workers Compensation?
284. How many Teachers are currently on Sick Leave?
285. How many Teachers are currently on Extended Leave?
286. How many consultants does the department currently employ?
287. How many consultants were employed in 2021?2020?2019?2018?2017?
288. How many retired Teachers and Principals did the department contact to help fill the teacher shortage?
289. How many retired Teachers and Principals have returned to help fill the teacher shortage?

IER

290. The DOE hired 36 Behavioural Specialists in 2021. Given the IER is being implemented in Term 2, 2022, what duties and tasks have these specialists been performing in the last year?
291. What is the remuneration of these 36 behavioural specialists?

Enrolment

292. What is the total enrolment for High school in 2022?
293. What is the total enrolment for primary schools in 2022?
294. What was the total enrolment 2021, 2020, 2019, 2018, 2017, 2016 for high schools?
295. What was the total enrolment 2021, 2020, 2019, 2018, 2017, 2016 for Primary Schools?
296. How many students have transferred to non-government schools in 2022?
297. How many families have opted for home schooling in 2022?

Class size/supervision

298. How many current collapsed classes across all government schools?
299. What is the current Teacher to student ratio in high schools?
300. What is the current Teacher to student ratio in primary schools?
301. How many non-teaching staff have taken on the role of supervision of students?
302. How many Principal School Leadership (PSL's) have been requested to return to school and are supervising classes?

Teaching experience of DOE organisational chart

303. How many staff members on the DOE Organisational chart have teaching experience?
304. What is the mean, average, minimum and maximum teaching experience of those staff members listed on the DOE organisational chart?

Walgett Community College

305. What are the current attendance rates for Walgett Community college for 2019, 2020 and 2021 by year group?

Inspectorate

306. '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?
307. 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?
308. 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"?

Legal

309. What are the number of exclusions (including a breakdown by year group) of all children in NSW DoE schools in 2019, 2020 and in 2021?
310. What are the number of exclusions (including a breakdown by year group) of all children with a disability in NSW DoE schools in 2019, 2020 and in 2021?
311. What are the number of exclusions (including a breakdown by year group) of all children identified as being Indigenous in NSW DoE schools in 2019, 2020 and in 2021?
312. What are the number of exclusions (including a breakdown by year group) of all children identified as being ESL in NSW DoE schools in 2019, 2020 and in 2021?
313. In 2020, there was significant concern over the most vulnerable children (Indigenous and those with a disability) being disproportionately excluded. Has any change been implemented to understand why such bias appear apparent?
314. How many legal actions have been taken against/involved staff and schools in regard the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021)? Legal actions made involve allegations originating from years before and my not be not just involve discrimination.
315. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff were reprimanded?
316. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff were transferred away from children with a disability?
317. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff were removed from posts?
318. Of those legal actions involving against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021) where the department paid out settlements or discontinuations, involving complaints about staff, how many staff had no action taken against them?
319. How much money has the Government of NSW, on behalf of the NSW Department of Education, had to pay in court costs, in settlement and in discontinuation agreements in regard to legal action against staff and schools for the treatment of children with a disability in NSW public schools in the last four years (2018, 2019, 2020 and 2021)?
320. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?
321. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?
322. How many NSW primary mainstream schools are fully inclusive for children with a disability (meaning children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit/class specifically for children with a disability)?
323. How many NSW secondary mainstream schools are fully inclusive for children with a disability (meaning children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit/class specifically for children with a disability)?
324. How many SSP schools have a full curriculum for children with a disability?