

BUDGET ESTIMATES 2021-2022

Portfolio Committee No. 3 – Education

Hearing: Wednesday 2 March 2022

Questions Taken on Notice

QUESTION 1, PAGE NO - 2, 3

The Hon. SARAH MITCHELL: I am happy to provide that number from the secretary. It is more than 170 across the three sectors. I believe it might be 179 but I will get the secretary to confirm that number.

GEORGINA HARRISSON: We have 179 government schools closed today due to the flooding. There are a number of other Catholic and independent schools that are impacted and we are just working with those sectors around that information. We will be able to provide some further information on those sectors later on through the day.

The Hon. COURTNEY HOUSSOS: Great. If you could on notice provide us, by the time we get the details back, of the extent of the damage to those school sites—

The Hon. SARAH MITCHELL: Just on that, obviously at the moment for a lot of those school communities they are unable to be reached because of the floodwaters. There are a number of issues at play. We know some of those schools need to be closed because the roads are cut and you cannot get there, and we do not envisage that there is necessarily damage to the schools. But of course, there are other schools that are in the middle of the floodwaters. I have been speaking to a few principals up there who know that they have lost quite a bit at their school. Once it is safe to be able to get on and assess the damage that is obviously what Mr Manning and his team will do. But again, I am happy to provide as much information as we can to the Committee.

The Hon. COURTNEY HOUSSOS: On notice will be—

GEORGINA HARRISSON: Ms Houssos, it is 130 government schools, 28 independent and 21 Catholic schools, as far as we are aware at the moment. We also have a number of schools operating as evacuation centres in some communities that are impacted, so obviously there is disruption in those schools as well.

ANSWER

506 NSW public schools were non-operational for a period of time due to storm, flood and adverse weather during the period between 22 February and 10 March 2022. A total of 146,100 students are enrolled in those schools.

As at 25 March, all affected schools have resumed operation with the exception of the Longneck Lagoon Environmental Education Centre.

QUESTION 2, PAGE NO - 3

The Hon. COURTNEY HOUSSOS: Minister, are you aware that the Department of Education did make a submission to the Fair Work Commission about the impact on the education system?

The Hon. SARAH MITCHELL: I am aware of that now but, as I said, I am happy for the secretary to provide information in relation to what that process undertook. I was not made aware of that until very recently, in fact.

The Hon. COURTNEY HOUSSOS: When were you made aware of that?

The Hon. SARAH MITCHELL: I will have to check. I will take that on notice.

The Hon. COURTNEY HOUSSOS: It was after the network was shut down?

The Hon. SARAH MITCHELL: Yes.

The Hon. COURTNEY HOUSSOS: Okay. You were not aware when the affidavit was lodged?

The Hon. SARAH MITCHELL: No, that was not brought to my attention. But again, I am happy for the secretary to provide more comment on that.

ANSWER

A copy of the information provided to the Crown Solicitors Office was provided to the Minister's office following the shutdown of the network, on 1 March 2022.

QUESTION 3, PAGE NO - 5, 6

The Hon. COURTNEY HOUSSOS: Ms Harrison, were you made aware of the shutdown of the network prior to it occurring?

GEORGINA HARRISSON: I think these matters, as the Minister has indicated, have been well canvassed in other agencies. We were not made aware of the decision late on Sunday night that there would be a day's disruption.

The Hon. COURTNEY HOUSSOS: Were you officially advised?

GEORGINA HARRISSON: I would need to go back and check my records because I think everyone was made aware in the morning when they saw the news. Whether or not I also received a formal notification, I will need to go and check.

The Hon. COURTNEY HOUSSOS: If you are able to let us know today, that would be useful because this is something that is very significant. There were 55,500 students who travelled on the train network on the Monday previous. Obviously there were no students who travelled on the train network that next Monday. The fact that the Department of Education was not alerted at all is significant, so if you can check your records that would be great.

ANSWER

The Department of Education was made aware of the network shutdown through the media reporting on the Monday morning of the event. No formal notification was provided

On 17 February 2022, the Crown Solicitors office requested that the Department provide an affidavit in relation to the NSW Government's application in the Fair Work Commission proceedings.

The affidavit was to outline the potential impacts a proposed period (21 February – 7 March 2022) of full train stoppages might have on the education system.

On 18 February 2022, the Group Deputy Secretary executed her affidavit for use in the proceedings.

On the evening of 19 February 2022, the Department was advised that the matter had been settled with the Rail, Tram, and Bus Union.

On Monday at 12.54 pm, 21 February 2022, after the shutdown of the network occurred, the Crown Solicitor's Office advised the Department via the Group Deputy Secretary that the settlement was no longer agreed and the matter was to be the subject of a further hearing in the Fair Work Commission.

QUESTION 4, PAGE NO - 6, 7, 8

The Hon. COURTNEY HOUSSOS: Ms Harrisson, what preparations were made internally after this affidavit was taken that showed the significant effects it would have on students, and what alerts did you make? You obviously did not escalate it to the Minister. Did you make any preparations internally?

GEORGINA HARRISSON: All of our schools, especially after the last two years, are ready to change the nature of their operations when they are required to do so. There is full provision for learning-at-home materials available through the department and available through our teachers. Our schools, particularly at the moment, are on alert for how and when they might need to make that transition. I had confidence that our schools were and are ready to respond if that was required. Ms Walker can probably provide you with some further information.

The Hon. SARAH MITCHELL: If I could just add too, Ms Houssos, again, we are not talking about a two-week shutdown that eventuated. I think it is important that the Committee is clear here. With respect, a lot of your questions are based on a hypothetical of a two-week shutdown that did not occur. The reality is, as the secretary said, our schools are very agile. They are flexible; they know how to respond if there are disruptions. I also know on the particular Monday when we did see the most disruption, we did have a slight dip in attendance but it was not of a huge level. There were obviously some students where it was challenging for them to get to school who did rely on the train network. But, again, hypothesising in this Committee about an area that frankly is not the responsibility of the Department of Education needs to be put on the record. I am happy to provide the attendance rates for that day on notice, but you are asking a line of questioning about a hypothetical scenario that did not actually eventuate. I think that needs to be clear.

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The Hon. COURTNEY HOUSSOS: Ms Walker, what preparations did you make or did the department make?

SIMONE WALKER: There was no indication in any of the conversations that I had that anything was definite or certain. This was a negotiated process and we were providing information. There were no discussions between myself and Transport about the inevitability or the certainty of anything happening.

The Hon. COURTNEY HOUSSOS: You are saying that this was purely a hypothetical exercise and that there were no practical impacts. You did not think that you needed to escalate it to the Minister's attention, even though an event that you said could cause significant harm to the mental health and to the wellbeing of our students may eventuate. You made no preparations as a result of it. You did not escalate it to the Minister. You just thought that this was purely a hypothetical exercise.

SIMONE WALKER: What we were really clear about is that operationally we can turn very quickly to learning from home. That has been the experience in the past. It really was an industrial negotiation that we were not a party to other than giving advice. As I understand, many departments gave advice about the impact of any action over the period. Again, it was one day. Attendance rates maybe dropped a couple of percentage points, but we can come back on that.

The Hon. COURTNEY HOUSSOS: If you can take that on notice.

SIMONE WALKER: Absolutely. Minimal impact is how I would describe it.

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SIMONE WALKER: Absolutely, I stand by the affidavit. In the context of the information that was required of me, which was what would be the ongoing effects for students, that is what I have described in my affidavit and I stand by that.

The Hon. ANTHONY D'ADAM: You have clearly done some analysis of the impact on students because you just mentioned, Minister, that it was only 1 per cent or 2 per cent. Are you able to provide to the Committee the data of absences for the Monday prior to the industrial stoppage—

The Hon. SARAH MITCHELL: We have been collecting attendance data.

The Hon. ANTHONY D'ADAM: —and the data for that day?

The Hon. SARAH MITCHELL: Sure. As I said, it was only a few per cent. I had said I would take that on notice. We are of course collecting attendance data regularly as we are returning to school each day, in fact knowing what the numbers are. There is a range of reasons, particularly at the moment, why students are not at school, particularly in relation to COVID and those who might need to be at home because they have COVID or they are a close contact. We are following the numbers quite closely. I invite the Committee to be aware of that when they look at the attendance numbers. But we are happy to provide what the attendance was on that particular day and also the Monday the week before for the Committee.

ANSWER

	Monday 07 February 2022	Monday 14 February 2022	Monday 21 February 2022
Staff numbers on site – state-wide			
School Teaching Staff	92%	91%	91%
Non-teaching Staff	89%	89%	89%
Students on site – state-wide			
All students K-12	87%	86%	84%
Primary (K-6)	90%	89%	87%
Secondary (7-12)	84%	83%	80%
Schools for Specific Purposes (K-12)	74%	73%	73%
Students on site – by School Performance Directorate			
Rural North	83%	80%	80%
Regional North & West	83%	81%	80%
Regional North	87%	85%	83%
Metropolitan North	91%	90%	88%
Metropolitan South	89%	89%	85%
Metropolitan South & West	88%	87%	85%
Regional South	86%	85%	84%
Rural South & West	86%	84%	83%

Data notes:

Numbers of staff and students on school site is taken from the 11am Daily Attendance Collection app. This takes operational reports from schools that are submitted each morning. These reports indicate the number of students physically on site at the time of data entry, this data might vary from the finalised official attendance rates published elsewhere.

QUESTION 5, PAGE NO - 8

The Hon. MARK BANASIAK: Walgett high school—can we have from the beginning of 2019 till now the number of police attendances at that school?

The Hon. SARAH MITCHELL: I will ask the secretary to respond to that.

GEORGINA HARRISSON: I think we will need to take the very specifics of that question on notice in relation to Walgett. Mr Dizdar will have further information in relation to the school, and if that is your focus of questioning, we might ask him to come up to the table if he may.

The Hon. MARK BANASIAK: If he has it to hand, otherwise I do not want to drag him up if he is only going to take it on notice.

The Hon. SARAH MITCHELL: We will have to take that one on notice.

The CHAIR: Mr Dizdar, do you have the information to hand?

MURAT DIZDAR: Sorry? The number of—

The CHAIR: Do you have the information to hand?

MURAT DIZDAR: No, we will have to take that on notice.

The Hon. MARK BANASIAK: I know that it is not only police attendances but there is a school safety notification that sometimes happens with it. Can I also get the school safety notifications as well for the same period?

The Hon. SARAH MITCHELL: Sure. Yes. Sorry, that was from the beginning of 2019?

The Hon. MARK BANASIAK: Yes, let us say 2019 till now, given that obviously there has been some disruption to school with COVID.

ANSWER

The Department of Education has an obligation to maintain the privacy and confidentiality of all staff and students and does not release incident data by school. Releasing data by school may enable the identification of staff or students in schools that could be harmful to those involved and damage the reputation of schools. It could also act as a disincentive to the future reporting of incidents.

QUESTION 6, PAGE NO - 9

The Hon. MARK BANASIAK: Sure. That is why I asked for an ETA because I did not want to have to keep bothering you every five minutes with it. One more issue from my colleague Roy Butler. On the number of disabled children travelling to Gunnedah school, we did, I think with your help, Minister, organise a bus for them, but now the support worker who has to travel on the bus has resigned, which obviously means that it is not really feasible for some of those kids to be on the bus and travel by bus. We were wondering whether it could be fast-tracked in getting a new support worker

The Hon. SARAH MITCHELL: I am really happy to look at that. As you said, my office met with Mr Butler last week to talk about that. Obviously living in Gunnedah, it is an area I know well and a lot of families do travel for their children to come to GS Kidd school in Gunnedah, which is a great SSP. But because of the specifics of that worker resigning and what happens now operationally, we are happy to take that on notice and, as I said, continue to talk to Mr Butler about what opportunities there are available. I do not know if the secretary wants to add anything.

GEORGINA HARRISSON: I have nothing to add on that specific. But, obviously, if we have disruptions to those transport networks, we do look very quickly to try and fill those vacancies. I am very happy to come back with some further information on that.

ANSWER

The Assisted School Travel Program fast-tracked the probity and other checks required to recruit an Assisted Travel Support Officer to accompany a Narrabri student on the drive between her home and G S Kidd Memorial School in Gunnedah. The three other Narrabri students in the vehicle do not require an Assisted Travel Support Officer.

Transport began for the student on 14 March 2022, supported by her Assisted Travel Support Officer.

QUESTION 7, PAGE NO - 9

The Hon. MARK BANASIAK: From the organisational chart—I have a copy of 19 June 2021 one and also the one from 23 August—I notice 13 new executive directors have been appointed and four new directors in various renaming or rebranding of positions. What is the total cost of remuneration of the new organisational chart as it stands now?

GEORGINA HARRISSON: I would need to take that on notice on the specifics of the salaries of the individuals concerned. I would say to the Committee that we have sought to realign our organisation around the priorities of schools and receipt of our services. Overall, we have sought to reallocate resources within. Although you may see new positions, there will also have been potentially other positions that are no longer there. I would appreciate the opportunity to provide you with the details of that whole picture on notice, if I may.

ANSWER

Details on the number and remuneration of Public Service Senior Executive officers are published in the Department of Education's Annual Report.

QUESTION 8, PAGE NO - 9

The Hon. MARK BANASIAK: Yes, I would appreciate that. On a more sensitive matter, Minister, I am aware from some concerns raised to me by local constituents that at Shell Cove Public School there have been three instances involving child protection issues, all three of which have ended up in litigation and all three have named the principal as a concern. Why is that principal still in that position if there are three cases involving litigation?

The Hon. SARAH MITCHELL: I will ask the secretary to respond to that one, Mr Banasiak.

The CHAIR: Has it been referred to the PES?

The Hon. MARK BANASIAK: That was going to be one of my follow-up questions. On notice can you include that?

GEORGINA HARRISSON: Yes, absolutely.

The Hon. MARK BANASIAK: And also include what involvement the director of educational leadership had in supporting that principal?

ANSWER

While it is inappropriate to discuss specific cases, the Department of Education is aware of the matter and appropriate action has been taken.

QUESTION 9, PAGE NO - 10

The Hon. MARK BANASIAK: How many investigators does PES employ currently?
YVETTE CACHIA: I will take that on notice, unless Mr Currie has the exact number to hand.

The CHAIR: We have the director of PES.

The Hon. ANTHONY D'ADAM: He should know.

GEORGINA HARRISSON: We will get Mr Currie up to the table, if we may.

YVETTE CACHIA: If it is going to be specific numbers.

DARYL CURRIE: I will take that on notice simply because we have just had a recruitment process finalised in the last week or so, so I want to get accurate numbers to you.

The Hon. MARK BANASIAK: While you are taking that on notice, you might want to take on notice how many deployed deputy principals are also currently working in PES, because I would imagine some of them may have been part of that recruitment process?

DARYL CURRIE: Not this particular recruitment process, but the previous one, yes, and they are working in EPML. But I will take that on notice.

ANSWER

As at 11 March 2022, the Professional and Ethical Standards Directorate employs 42 Investigators and 21 Principal Investigators. There are currently 11 vacant Investigator positions. This does not include temporary investigators undertaking investigations in relation to non-compliance with COVID-19 vaccination requirements.

As at 11 March 2022, there are 25 deployed Deputy Principals in the Professional and Ethical Standards Directorate.

QUESTION 10, PAGE NO - 13, 26

The Hon. ANTHONY D'ADAM: I just want to come back to the flooding and the impact on students. Are you able to advise how many students are affected by the flooding?

GEORGINA HARRISSON: Let me take that on notice. I can advise the Committee we have updated figures on the number of schools. It does, sadly, continue to rise and so we do now have 139 government schools non-operational due to floods, 32 independent schools and 21 Catholic schools, a total of 192. The number of students is running into the thousands at this point. So there are a large number of students impacted.

The Hon. ANTHONY D'ADAM: I appreciate that you can take this on notice but, given the community interest, I wonder whether you might be able to bring those figures back as soon as possible of student impact.

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The Hon. COURTNEY HOUSSOS: Ms Harrison, do you have the updated figures on the student numbers affected by the floods?

GEORGINA HARRISSON: Because the situation is changing, if I may, I will take that on notice when we have got the figure for the day because it is moving consistently at the moment.

ANSWER

As of 14 March 2022, 506 NSW public schools were non-operational for a period of time due to storm, flood and adverse weather during the period between 22 February and 10 March 2022. A total of 146,100 students are enrolled in those schools.

QUESTION 11, PAGE NO - 15, 16

The Hon. ANTHONY D'ADAM: Can I ask about the status of the strategy that has come out of the round table? That is not a public document, is it?

The Hon. SARAH MITCHELL: Not at this stage, I do not believe. I am happy to ask the secretary.

GEORGINA HARRISSON: Sorry, I did not quite hear the question, Mr D'Adam.

The Hon. SARAH MITCHELL: It was about the work we are doing with Health and the round table in terms of the whole-of-government approach.

GEORGINA HARRISSON: It is a whole-of-government approach. We are obviously collectively concerned about the impact of vaping on communities and on our young people. I will ask Ms Owen to provide some details. I believe she is the representative in relation to that.

RUTH OWEN: Thank you. No, the report is not available just yet. Just to reaffirm what the Minister and secretary were saying, the round table specifically focused on collaborative work with Health on making really clear to the community and to our students, in particular, the dangers of vaping. We have been working on communications that we will be sharing with our schools and communities to address some of the specific issues you just raised, Mr D'Adam.

The Hon. ANTHONY D'ADAM: Minister, you said it is not exclusively a public education problem. I wonder how the approach to vaping that has been taken in schools intersects with your new behaviour policy.

The Hon. SARAH MITCHELL: I do not understand the premise of your question.

The Hon. ANTHONY D'ADAM: Under the new behaviour policy there is a limit on the number of suspensions that can be administered to a child. Is that correct?

The Hon. SARAH MITCHELL: Under the new behaviour strategy, which is out now and will start to be implemented next year for kindergarten, year 1 and year 2 students, it is five days with the opportunity to extend in conversations with the DEL, and from year 3 to year 10 there is a 10-day suspension policy. Again, it is not unusual that we would have guidelines or days in terms of suspensions that are available.

The Hon. ANTHONY D'ADAM: Is it fair to say that if you find a repeat offender on vaping the option for suspension will not be available?

GEORGINA HARRISSON: Vaping is a cause for suspension. Because cigarettes and e-cigarettes are banned on school sites, vaping remains an issue that a suspension may be provided for within the guidelines. As the Minister has indicated, the number of days have changed but the sense that you can still suspend young people for inappropriate behaviour on school sites remains. That is the intersection of the policy.

The Hon. COURTNEY HOUSSOS: Ms Owen, you just talked about reports that are available. Can we save ourselves the trouble of an SO 52? Can you just commit to providing those on notice?

GEORGINA HARRISSON: Ms Houssos, if I may, it is not our report to be able to make that commitment to provide it; it is a roundtable report of whole-of-government approach. But I am happy to go and check that and see if there are plans to publish that and make that proactively available for the Committee.

The Hon. COURTNEY HOUSSOS: Thank you very much.

ANSWER

This question should be referred to the Hon Brad Hazzard MP, Minister for Health.

QUESTION 12, PAGE NO - 17

ANTHONY MANNING: The commitment, I think, was originally around the high-NOx heaters, and all the high-NOx heaters were dealt with, either removed or converted to low. From an unflued gas heater perspective, advice is provided to schools around ventilation to ensure that classrooms are properly ventilated in the use of those heaters. As the Minister has said, they are serviced on a very regular basis across the fleet to make sure that they are operating efficiently. On that basis, the advice that we received was that they were safe to be in operation, and we continue to work with schools to make sure that ventilation is provided to support those heaters.

The Hon. COURTNEY HOUSSOS: Can you table that advice?

ANTHONY MANNING: Sure. Absolutely we can. It was a report done some years ago.

The Hon. COURTNEY HOUSSOS: NSW Health currently warns about the dangers of unflued gas heaters, saying that people most susceptible to the health effects include those with heart disease, infants, unborn babies and the elderly, and that breathing in high levels of nitrogen oxide can cause irritation of the respiratory tract and shortness of breath.

ANTHONY MANNING: And the guidance that we issue to all schools is that the rooms need to be ventilated as part of the use of those heaters.

The Hon. COURTNEY HOUSSOS: That means they need to open the windows while they have the heaters on? Is that correct?

Mr DAVID SHOEBRIDGE: They work against each other, don't they, opening windows and turning the heater on?

ANTHONY MANNING: Having ventilation in a space is important regardless of the weather outside. It is about oxygen levels in rooms and a whole range of other things. The advice that has been provided to schools is that unflued heaters are fine to use and schools are provided advice in making sure that the rooms are ventilated as part of that use.

The Hon. COURTNEY HOUSSOS: Mr Manning, you have just undertaken to table the advice that the heaters are safe. Can you also—

The Hon. SARAH MITCHELL: I believe there might be publicly available reports in relation to these issues as well, Ms Houssos. But we are happy to take on notice what you are asking.

The Hon. COURTNEY HOUSSOS: Okay. Can you provide the advice that it is the basis for your decision that these are safe? Can you also provide the advice saying that the Government would only remove high-Nox-filled heaters?

The Hon. SARAH MITCHELL: We can take that on notice.

ANTHONY MANNING: We will take that on notice.

ANSWER

Unflued gas heaters continue to operate safely in many school classrooms and are inspected annually to ensure they meet minimum performance requirements. The heaters will be removed when they reach the end of their useful life and alternative forms of heating will be installed in place.

In 2009, Public Works Advisory was commissioned to replace, or convert, hi-NOx heaters to low-NOx. More than 4,000 heaters were converted or removed during this process.

A heater replacement program was also established to replace a number of unflued gas heaters in schools in the coldest parts of the State, with over 300 unflued gas heaters replaced with flued gas heaters in approximately 102 schools.

The Department anticipates more than 3,000 unflued gas heaters will be replaced as a result of the NSW Government's \$500 million Cooler Classrooms Program.

NSW Health provides publicly available advice on how to avoid or reduce exposure to air pollutants from an unflued gas heater through regular maintenance and by following the correct usage procedures including ensuring adequate ventilation.

The Department of Education advises schools it is essential that cross ventilation is provided when using unflued gas heaters, as is the case for use of many air-conditioning systems.

Use of a mechanical ventilation systems should always consider the provision of fresh air into the space to ensure sufficient indoor air quality. Cross ventilation can be achieved by opening a minimum of two windows at least 50mm.

QUESTION 13, PAGE NO - 17, 18, 19, 26

The Hon. COURTNEY HOUSSOS: Okay. You talked about Cooler Classrooms, Minister. How many of the round one Cooler Classrooms projects have been completed?

The Hon. SARAH MITCHELL: Let me find just my note; Mr Manning might have it to hand. Can I say, while I do that, obviously this is a significant investment of \$500 million to upgrade the heating and cooling across hundreds of schools. I know that the rollout is certainly on track, but Mr Manning might have the updated figures in terms of Cooler Classrooms.

ANTHONY MANNING: I will take the exact number as of today on notice. Of the 959 schools, 912 have either had systems installed or are in the process of installing them. As of the end of November last year, more than 5,000 learning spaces—

The Hon. COURTNEY HOUSSOS: Sorry, Mr Manning, you talked about nine hundred and—

The Hon. SARAH MITCHELL: Nine hundred and fifty-nine schools have been approved.

The Hon. COURTNEY HOUSSOS: Okay. I am asking specifically about round one. How many in round one have been completed?

ANTHONY MANNING: So round one was—is 959 schools. The commitment as more than 900 schools and 959 schools were selected, of which 912 have either had the work done or we are in the process of installing systems at the moment. I can get an up-to-date list of exactly how many rooms and how many schools on notice.

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The Hon. SARAH MITCHELL: Obviously if there is other work underway, as you would appreciate, Ms Houssos, it makes sense to line things up and do them at the same time. That is my understanding as well. But I am happy, as I said, to provide those updated figures as of today to you on notice. Obviously there is a lot of work underway and things are being completed at a rate of knots, which is great.

The Hon. COURTNEY HOUSSOS: I do not think anyone would characterise Cooler Classrooms as at a rate of knots.

The Hon. SARAH MITCHELL: I disagree.

Mr DAVID SHOEBRIDGE: Maybe a tangle.

The Hon. COURTNEY HOUSSOS: Can I ask whether any of the round two Cooler Classrooms projects have commenced?

The Hon. SARAH MITCHELL: Any of the what, sorry?

The Hon. COURTNEY HOUSSOS: Round two, the 15 schools in round two, have any of those commenced?

ANTHONY MANNING: I will have to take that on notice, those 15 schools.

The Hon. COURTNEY HOUSSOS: Is it safe to assume that none of them has been completed yet?

The Hon. SARAH MITCHELL: He said we would take that on notice.

ANTHONY MANNING: No, I would not say it is safe to assume that at all. Let me take that on notice.

The Hon. COURTNEY HOUSSOS: Okay. Were there any schools in the first round that did not have air conditioning installed because they already had it?

ANTHONY MANNING: There were a number of schools that were assessed where parts of the school already had air conditioning and therefore it did not need to be air-conditioned.

The Hon. COURTNEY HOUSSOS: So of those 959 schools—

ANTHONY MANNING: Again, I will take that on notice in terms of the numbers.

The Hon. SARAH MITCHELL: As you would recall, Ms Houssos, in the first round schools that had a mean maximum temperature above a certain amount were automatically included. When the department did the work, there were a number of them that were assessed as already having fit-for-purpose air conditioning in those eligible spaces. That is that number, but happy to take the specifics on notice.

The Hon. COURTNEY HOUSSOS: On notice, can you tell me the number of schools and the names of those schools that were excluded, please?

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The Hon. COURTNEY HOUSSOS: So let's come back to Cooler Classrooms. How many round two projects have been commenced, Mr Manning?

The Hon. SARAH MITCHELL: I think Mr Manning took that on notice in the earlier line of questioning, Ms Houssos.

The Hon. COURTNEY HOUSSOS: Okay. Sorry, then I need to get to the next question, which is how many have been completed?

ANTHONY MANNING: I will take that on notice.

The Hon. SARAH MITCHELL: I think we took that on notice in the last round too.

The Hon. COURTNEY HOUSSOS: Can you tell us when all of the round two schools will be completed?

ANTHONY MANNING: No, I will have to take that on notice as well.

ANSWER

See answer to QUESTION 19, PAGE NO – 28.

QUESTION 14, PAGE NO - 19, 26

Mr DAVID SHOEBRIDGE: It is those last glooming days. Minister, you were asked some questions about unflued gas heaters.

The Hon. SARAH MITCHELL: Yes.

Mr DAVID SHOEBRIDGE: Can you provide on notice how many unflued gas heaters there remain in New South Wales public schools and which schools have them?

The Hon. SARAH MITCHELL: That is fine. We can take that on notice.

The Hon. COURTNEY HOUSSOS: At this stage—and I appreciate that you are going to take that on notice. Minister, will you now provide us on notice a list with the names of the 1,200 schools with unflued gas heaters?

The Hon. SARAH MITCHELL: I said I would take that on notice. I think Mr Shoebridge asked for a list of the schools and we said that we would do that, in his questioning.

The Hon. ANTHONY D'ADAM: Didn't you take that on notice in the last estimates?

The Hon. COURTNEY HOUSSOS: They took the number; they did not provide us with the list.

The Hon. ANTHONY D'ADAM: They did not provide the list. You have been asked that question—

The Hon. COURTNEY HOUSSOS: Yes, I want the names.

The Hon. SARAH MITCHELL: I don't think we were asked for the list. But we will take that on notice. We said we would take it on notice.

The Hon. SCOTT FARLOW: Now they are providing you the list. Be grateful

ANSWER

Please see the attached list at Tab A.

QUESTION 15, PAGE NO - 19, 21, 22, 45

Mr DAVID SHOEBRIDGE: The Rural Access Gap Program was a \$334 million commitment. How much of the \$334 million has been spent?

The Hon. SARAH MITCHELL: Thank you for the question. We might take on notice the exact figure.

Mr DAVID SHOEBRIDGE: Alright.

The Hon. SARAH MITCHELL: But I know that we have had significant upgrades underway to more than 1,000 schools and also devices for teachers' and for students' updated learning.

Mr DAVID SHOEBRIDGE: Alright. We will come to some of that.

The Hon. SARAH MITCHELL: In terms of the spend to date, we might take that on notice, unless Mr Withey has it to hand.

DAVID WITHEY: We will have to take that on notice.

Mr DAVID SHOEBRIDGE: When did the chief information officer sack the project team, and how many in the project team were sacked who were responsible for the delivery of the Rural Access Gap?

DAVID WITHEY: I reject the characterisation of that question. We had a number—

Mr DAVID SHOEBRIDGE: Well, removed their employment in the Rural Access Gap Program then. Call it what you like.

DAVID WITHEY: We had a number of resources who were at the department on a contract basis. Some of those contracts were not renewed, as is often the case when contracts come to an end, or the department decides that they want to bring in some slightly different resources. I would have to take the exact timing of those decisions on notice.

Mr DAVID SHOEBRIDGE: Roughly when? You are on top of this, Mr Withey.

Roughly when?

DAVID WITHEY: I would have to take that question on notice.

Mr DAVID SHOEBRIDGE: Was it last week? Was it the last fortnight?

DAVID WITHEY: It was not last week. It was last year.

Mr DAVID SHOEBRIDGE: Towards the end of last year?

DAVID WITHEY: Last year

.....

DAVID WITHEY: If I may, I do not recall the exact month. It was in the second half of last year. I will get that information and provide it later in this conversation, but again I just want to clarify that the Rural Access Gap project team were not sacked. The director, who was a contractor, had his contract expire and we did not renew it.

Mr DAVID SHOEBRIDGE: To get a handle on this, Mr Withey, why do you not provide us with the PricewaterhouseCoopers' sanitisation review that pointed out problem after problem after problem and table that with the Committee? Then we will be able to get the date and find out what happened. Will you table that, Mr Withey?

GEORGINA HARRISSON: Mr Shoebridge, if I may, I think we started some questions before you joined the Committee about the realignments and new structures in the department.

Mr DAVID SHOEBRIDGE: No, no.

GEORGINA HARRISSON: We have already agreed to take some of those items on notice.

Mr DAVID SHOEBRIDGE: That was not my question, Ms Harrisson; that is your answer to a different question. Mr Withey, give us the sanitisation review.

The Hon. WES FANG: I am going to have to raise another point of order. While I appreciate the robust nature of estimates, I think what we need to do is ask a question and allow the witnesses to answer, primarily because Hansard will have no chance to actually record what is occurring.

Mr DAVID SHOEBRIDGE: I am happy to address that.

The CHAIR: As Chair, I do try to get one speaker at a time, but I can never understand why, just because there has been some realignment, people cannot answer questions.

Mr DAVID SHOEBRIDGE: I 100 per cent agree with Mr Wes Fang. I asked Mr Withey a question and Ms Harrison is running interference and I would like Mr Withey to answer. So I put the question.

The CHAIR: Yes, next question to Mr Withey, please.

Mr DAVID SHOEBRIDGE: Will you table the PwC's sanitisation review into the mess that is the Rural Access Gap program?

DAVID WITHEY: I do not recognise the work that you are talking about as a sanitisation review. In line with the approach to most significant capital projects we run regular check-ins and assessments and health checks on the projects. I am very happy to take what we can provide on notice and come back to the Committee with what we can provide in terms of specific documentation.

Mr DAVID SHOEBRIDGE: Tell me what you call PricewaterhouseCooper's review into this program. What do you call it?

DAVID WITHEY: A health check.

Mr DAVID SHOEBRIDGE: I called it a sanitisation review; you call it a health check. It showed it was very unhealthy, did it not?

DAVID WITHEY: I think, as with most health checks, it is to come in and look at potential issues with the running of the program—

Mr DAVID SHOEBRIDGE: No, the best health check is that you are healthy—you go and get a health check and you are healthy. This did not say it was healthy, though, did it, Mr Withey? This said that the patient had serious problems.

DAVID WITHEY: A number of issues were raised in the health check report and in line with approaches to many significant capital projects we have then mitigated the issues that have been raised and we are now on track with the completion of all of the recommendations of that health check report and the project is in a healthy state.

Mr DAVID SHOEBRIDGE: How long after the health check report came in was the project team sacked?

DAVID WITHEY: Again, the project team was not sacked.

Mr DAVID SHOEBRIDGE: How did they cease to do the work they were doing and have to find another job after the sanitisation or health review was done?

DAVID WITHEY: Again, the entire team was not sacked. The director of the Rural Access Gap had his contract come to an end and he exited the department at that point.

Mr DAVID SHOEBRIDGE: How many were sacked—

DAVID WITHEY: I would have to take the specific interval between those two dates on notice; I would not want to provide incorrect numbers of days, but I am very happy to come back to the Committee with that further information.

.....

Mr DAVID SHOEBRIDGE: Minister, will you provide the PricewaterhouseCoopers health report about the way in which the Rural Access Gap fund had been operating? Will you provide that or do we need another SO52?

GEORGINA HARRISSON: I think, as Mr Withey indicated in his earlier answer, health checks are part of the standard government processes when we are undertaking large-scale investment in capital projects. I think he also indicated that, as a result of that health check, we have responded to every single one of the recommendations and addressed those appropriately within the organisation. I am happy to provide what I can in relation to that report on notice, but I would also ask that the Committee accept our update report in relation to the activity that we have put in place since that report to remediate the issues that it may raise.

ANSWER

The Rural Access Gap is a \$365.8 million investment by the NSW Government to improve the digital efficacy of over 1000 regional and rural NSW public schools. The expected spend through to the end of this financial year is \$205.4 million.

PricewaterhouseCoopers (PWC) was engaged by the Department in July 2021 to conduct an independent Hygiene Review of the Rural Access Gap program.

The Chief Information Officer has not terminated the employment of any Rural Access Gap program staff. The RAG Program Office Director's contract expired on 31 May 2021 and was not renewed.

QUESTION 16, PAGE NO - 24, 25

YVETTE CACHIA:..... To help you, Chair, to step through those numbers: As at 21 February 3,959 employees were referred PES. Obviously some of those people were on leave and some had not vax attested yet, so there are a range of issues there. Some 2,593 cases have been closed, as the Minister stated there. Many of those are compliant. We regularly keep track of those numbers as they go in to vax attest those people having shown that they are compliant with the public health order by indicating that they have had two doses of COVID-19 vaccination. Some of those have happened after 8 November and we have obviously had them in the investigation process as part of that. We have had 1,300 employees become compliant during that investigation process and 334 employees have chosen to separate from the department, but that may not be a consequence of them being terminated. They may make a decision that they do not want to be vaccinated despite us reaching out and working with them, and despite speaking to their healthcare professional. They make the decision they do not want to become compliant with the public health order and they choose to separate from the department.

The CHAIR: And casuals—

The Hon. ANTHONY D'ADAM: Can I just ask how many were teachers, of those—

YVETTE CACHIA: Sorry, Mr D'Adam, I did not hear you?

The Hon. ANTHONY D'ADAM: —334 voluntary separations? Of the 334 voluntary separations, how many were teachers?

YVETTE CACHIA: I will take that on notice and come back to you. But if you look at the percentage of workforce that was open cases, it is 1.2 per cent of teachers, and closed cases by type, 125.

The CHAIR: And casuals?

YVETTE CACHIA: I will have to take that on notice unless—

DARYL CURRIE: We would have to take that on notice for pure numbers. Casuals were not referred to PES for investigation. It was a different mechanism.

The CHAIR: Yes, but letters have gone out to these casuals. My office was informed by an official at one stage—I am not saying that we have a document on this, but there was certainly a phone call to say there were 13,000 separation letters that went out.

YVETTE CACHIA: We would characterise it, Chair, as not a separation letter. We would characterise it as a letter informing staff—whether they are casual, temporary or permanent—about the fact that there is a public health order and these are the requirements we need you to comply with. The onus, as you know, in a public health order is on the individual. If I am working in a school, the onus is on me to become compliant with that. I think as the employer it is the right thing to do to let our workforce know, whether they are casual, temporary or permanent, that this order is in place. It is there to protect our students and staff. The vast majority of our staff have become compliant. It has made our schools safer. I think it is the right thing to do to be letting casuals know what the process is—

The CHAIR: If the casuals have not provided their vaccination evidence, what is the next letter?

YVETTE CACHIA: Well, I think let us talk—

The CHAIR: And how many of those went out? I think that is—

YVETTE CACHIA: I can take the number—

The CHAIR: —the data that I am looking for.

YVETTE CACHIA: Chair, certainly, and we will get you that data. I will take that—

The CHAIR: So you have not got that available to you now?

YVETTE CACHIA: I will have to look through my notes. But I can give it to you today, Chair—

The CHAIR: You will take that on notice. And temps, either contracts cancelled or not renewed for the same reason?

YVETTE CACHIA: As I said, the numbers I will give to the Committee today, in terms of taking those on notice. I should be able to get those very quickly. But yes, absolutely we have told casuals, temporaries and permanent staff that these are the compliance requirements. Those temporary and permanent staff have gone into a process whereby we will work with them to see whether the noncompliance can be remedied and then there will be a process to move those on. Obviously there is an appeals process and there is also a process through Fair Work where people can take those matters to Fair Work if they so wish, like any employee right.

ANSWER

As at 17 March 2022 of those matters referred to the Professional and Ethical Standards Directorate:

- 1526 permanent employees have become compliant
- 401 permanent employees have separated from their employment including 269 teachers, and 16 school executives and principals.
- 690 temporary contracts have been terminated
- 266 permanent employees have been dismissed.

Please refer to the answer to supplementary question 115.

QUESTION 17, PAGE NO - 25

The CHAIR: Just finally, redacted, can you provide copies of these letters where people were told of their rights of appeal to the IRC or the Fair Work Ombudsman?

YVETTE CACHIA: What we can do, Chair, is give you copies of letters that have gone to staff outlining the compliance of the PHO and the—

The CHAIR: No, that is not what I am asking. If you are sacking people—

YVETTE CACHIA: Chair, the same—I can, Chair—

The CHAIR: —instead of referring them off to two useless unions who will do nothing for them—

YVETTE CACHIA: Chair?

The CHAIR: —where are the letters, redacted—

YVETTE CACHIA: Yes, Mr Latham, I can give you the—

The CHAIR: —that tell them their rights of appeal under the industrial relations laws of the State and the Commonwealth?

YVETTE CACHIA: I understand. I—

The CHAIR: Because people have said they have never seen them.

YVETTE CACHIA: Alright.

The CHAIR: Let us clear that up by producing the redacted letters.

ANSWER

Communication with employees subject to allegations of misconduct in relation to non-compliance with COVID-19 vaccination requirements occurs at numerous points throughout the investigation.

Specifically, employees receive the following formal letters:

- letter of allegation;
- preliminary decision letter; and
- final decision letter.

Attached are redacted examples of these letters.

Communication throughout the investigation process refers to the 'Management of Conduct Related to Non-compliance with COVID-19 Vaccination Requirements Guidelines' which detail appeal rights.

QUESTION 18, PAGE NO - 27

The Hon. COURTNEY HOUSSOS: Do you do a business case for every single school upgrade?

ANTHONY MANNING: Anything over \$10 million requires a business case from Treasury. For anything below that we would put a short-form document together.

The Hon. COURTNEY HOUSSOS: Who did the business cases for round one of the Cooler Classrooms Program

ANTHONY MANNING: I would have to take that on notice. I could not tell you which consultants we engaged. There is often a range of consultants, depending on the work. So some would be providing us with technical advice, some would be providing us with economic and financial advice in terms of cost-benefit analysis, and others would be involved in the project management and the collation and the development of the document itself, because business cases can be quite complex documents.

ANSWER

The reference to a business case for Round 1 is incorrect. The business case relates to Tranche 1 of the Cooler Classrooms Program, which has been reviewed by Infrastructure NSW, a summary of which is publicly available on the Infrastructure NSW website <https://www.infrastructure.nsw.gov.au/media/2630/insw-business-case-evaluation-summary-cooler-classrooms-program.pdf>.

The Tranche 1 business case supported delivery of the program to the schools prioritised based on the mean maximum January temperature and allowed further due diligence to take place on schools with a lower mean maximum January temperature.

The Tranche 1 business cases were prepared by:

- Deloitte Touche Tohmatsu
- Donnelly Simpson Cleary
- O'Connor Marsden Associates
- Paxon
- Steensen Varming
- Turner Townsend

QUESTION 19, PAGE NO - 28

The Hon. COURTNEY HOUSSOS: Minister, the contract to complete the work—the evaluation of the round two business cases—concluded on 23 December 2020, and yet you did not announce the successful applicants until October 2021. What was the cause for the delay?

ANTHONY MANNING: No, we have to take that on notice. I have not got that detail with me.

The Hon. COURTNEY HOUSSOS: What was the cause of the delay? If Deloitte had finished the business cases, what took 10 months to determine that only 15 schools were going to be successful out of 447? It had taken you months to turn around the announcement for the 959 schools in the first tranche, 447 schools were left in the lurch for nearly three years, and then your department sat on it for a further 10 months after the business cases had been concluded.

The Hon. SARAH MITCHELL: As I said, we will take on notice the time frames. My understanding is that there were processes in terms of the approvals that were given, but I am happy to take that on notice and provide some more advice to the Committee.

GEORGINA HARRISSON: Yes. The business case is one part of the process. Obviously, then further work is required and that is undertaken. I am very happy to provide, as the Minister has indicated, some of that information you have requested on notice.

ANSWER

The Cooler Classrooms Program is a five year, \$500 million commitment to deliver sustainable air conditioning and fresh air ventilation at more than 900 schools.

This program is not as simple as installing a regular air conditioning unit that you can purchase off the shelf at your local hardware store. A due diligence process must be undertaken which includes on-site inspections and detailed scoping of works, assessment of electrical capacity and any potential heritage factors.

The systems are being designed for each individual school, allowing them to keep the temperature and running costs low.

As of February 2022, a total of 912 of the 959 schools in the Cooler Classrooms Program have either had air conditioning systems installed or are part way through delivery. This includes more than 600 schools that were automatically eligible as they experience a mean maximum January temperature of 30 degrees Celsius and above.

Of the schools with a mean maximum January temperature of 30 degrees and above, works are complete at 303 schools. 130 schools were deemed to have fit-for-purpose systems and are therefore marked as ‘completed - no scope’. 114 schools are in delivery, 42 were at tender, 19 were in design and 3 are on hold pending the finalisation of scope for a major upgrade at the school.

Schools that experience a mean maximum January temperature below 30 degrees Celsius were invited to apply for funding through the Cooler Classrooms Program. A total of 329 schools have had applications approved, including 52 schools that applied to Round 2.

In this category, works are complete at 131 schools, including six that applied to Round 2, with a further 31 schools marked as “completed – no scope”. 88 schools are in delivery, 16 schools were at tender, 19 schools were in design, work had not yet started at 37 schools and 7 are on hold pending finalisation of scope for a major upgrade at the school.

Of the total of 959 schools approved for delivery, all works are complete at 453 schools including 19 sealed schools. 161 schools were deemed to have fit-for-purpose systems taking the total number of schools with completed works to 614 of the 959 approved for delivery.

Through the Cooler Classrooms Program, air conditioning systems have been installed in 5,570 learning spaces and 382 libraries.

QUESTION 20, PAGE NO - 28, 29

The Hon. COURTNEY HOUSSOS: Mr Manning, what does being assessed as "no scope" under the program mean?

ANTHONY MANNING: I would have to check exactly on that, but it could well be that the school already has—if we are talking about the Cooler Classrooms program?

The Hon. COURTNEY HOUSSOS: Yes.

ANTHONY MANNING: It could be that the school already has fully air-conditioned classrooms and therefore there is nothing from the Cooler Classrooms scope to be added.

The Hon. COURTNEY HOUSSOS: Okay—if you can provide that on notice. How many schools in total have been assessed as having no scope under the Cooler Classrooms program?

ANTHONY MANNING: I think, in a previous question you asked earlier, we agreed to take that on notice to actually understand how many, if you remember, of the 959 schools actually did not need a great deal of work at them.

The Hon. COURTNEY HOUSSOS: So that would be the schools that were assessed as having no scope?

ANTHONY MANNING: Yes, absolutely.

The Hon. COURTNEY HOUSSOS: Okay, so I have already asked—

ANTHONY MANNING: You have already asked that.

The Hon. COURTNEY HOUSSOS: Right. Can you provide a list of those schools on notice?

ANTHONY MANNING: Yes, we can.

The Hon. SARAH MITCHELL: Yes, sure.

The Hon. COURTNEY HOUSSOS: The actual schools—not just the number, the actual names of the schools?

ANTHONY MANNING: Yes.

The Hon. COURTNEY HOUSSOS: Great. You have told me that there are 912 schools that have been completed. Can you provide on notice how many teaching spaces have been upgraded and how many also are yet to be completed?

ANTHONY MANNING: Yes. As of the end of November last year there were 5,219 learning spaces and 367 libraries that had had air conditioning—

The Hon. COURTNEY HOUSSOS: Sorry, can you say that for me again? There were 5,219 and?

ANTHONY MANNING: And 367 libraries that had had systems installed. I will get an update for that on notice.

The Hon. SARAH MITCHELL: Yes, because that is from the end of last year, those figures, but we will get a new, updated number.

The Hon. COURTNEY HOUSSOS: That is November, yes. But you are going to provide me with the updated list?

The Hon. SARAH MITCHELL: Yes.

The Hon. COURTNEY HOUSSOS: Are there any schools where no air conditioning has been installed been included in the program's numbers?

The Hon. SARAH MITCHELL: Sorry, I do not understand your question.

The Hon. COURTNEY HOUSSOS: Are there schools that have been included in the number of schools in the program that have had no air conditioning installed?

ANTHONY MANNING: Again, I will have to take that on notice because some or part of the school may already have air conditioning and therefore does not need it. I will take the question on notice.

The Hon. SARAH MITCHELL: That goes back to the earlier comments I made, Ms Houssos, that some schools were automatically eligible because of the temperature in their community. We did take that on notice in the earlier session.

The Hon. COURTNEY HOUSSOS: But we have established that those are the schools that would have been assessed as "no scope", is that correct?

The Hon. SARAH MITCHELL: Yes.

ANTHONY MANNING: That would be the right interpretation, yes. I will confirm that on notice as you have asked.

ANSWER

As at 28 February 2022, 5,570 learning spaces and 382 libraries, including 19 sealed schools, have had air-conditioning systems installed under the Cooler Classrooms Program.

A total of 303 schools with a mean maximum January temperature of 30 degrees Celsius and above and 131 schools of below 30 degrees Celsius have been completed.

The below list of 161 schools have been assessed as having fit for purpose air-conditioning systems in all eligible learning spaces and libraries.

Schools that have been assessed as 'no scope' are those that already have air-conditioning systems in all eligible learning spaces and libraries.

School name	Electorate
Ashford Central School	Northern Tablelands
Ashtonfield Public School	Maitland
Ballimore Public School	Dubbo
Bangalow Public School	Ballina
Bankstown Public School	Bankstown
Baryulgil Public School	Clarence
Beelbangera Public School	Murray
Berrima Public School	Goulburn
Beverly Hills Public School	Kogarah
Binya Public School	Cootamundra
Blakebrook Public School	Lismore
Blandford Public School	Upper Hunter
Booligal Public School	Murray
Boree Creek Public School	Albury
Borenore Public School	Orange
Bourke-Walgett School of Distance Education	Barwon
Branxton Public School	Cessnock
Brewongle Environmental Education Centre	Hawkesbury
Briar Road Public School	Campbelltown
Bribbaree Public School	Cootamundra
Broke Public School	Cessnock
Brungle Public School	Wagga Wagga
Bullarah Public School	Northern Tablelands
Bullimbal School	Tamworth
Bunnaloo Public School	Murray
Burrumbuttock Public School	Albury
Caniaba Public School	Lismore

School name	Electorate
Canley Heights Public School	Fairfield
Cardiff High School	Charlestown
Cardiff North Public School	Wallsend
Cargo Public School	Orange
Carinda Public School	Barwon
Carrathool Public School	Murray
Cascade Environmental Education Centre	Oxley
Casino Public School	Clarence
Cassilis Public School	Upper Hunter
Castlereagh Public School	Londonderry
Casuarina School	Riverstone
Cattai Public School	Hawkesbury
Cecil Hills Public School	Mulgoa
Cessnock Public School	Cessnock
Clare Public School	Murray
Claremont Meadows Public School	Londonderry
Conargo Public School	Murray
Coonamble Public School	Barwon
Copmanhurst Public School	Clarence
Coutts Crossing Public School	Clarence
Crestwood High School	Baulkham Hills
Croppa Creek Public School	Northern Tablelands
Darlington Point Public School	Murray
Doubtful Creek Public School	Lismore
Euabalong West Public School	Barwon
Euchareena Public School	Dubbo
Eumungerie Public School	Dubbo
Eurongilly Public School	Cootamundra
Fairfax Public School	Barwon
Fernhill High School	Mulgoa
G S Kidd Memorial School	Tamworth
Gadara School	Wagga Wagga
Garah Public School	Northern Tablelands
Garden Suburb Public School	Charlestown
Georges River College Oatley Senior Campus	Oatley
Gillieston Public School	Maitland
Glen Alice Public School	Bathurst
Glenmore Park Public School	Mulgoa
Goolma Public School	Dubbo
Goonengerry Public School	Ballina
Granville South Public School	Granville
Halinda SSP	Londonderry
Hobartville Public School	Hawkesbury
Holman Place School	Cootamundra
Holmwood Public School	Cootamundra
Humula Public School	Wagga Wagga
Hunter River Community School	Maitland
Hunters Hill High School	Lane Cove
Iona Public School	Port Stephens
Jerrys Plains Public School	Upper Hunter
Jiggi Public School	Lismore
Kalinda School	Murray
Kandeer School	Albury
Kapooka Public School	Wagga Wagga
Karonga School	Epping

School name	Electorate
Kentlyn Public School	Campbelltown
Kingstown Public School	Northern Tablelands
Kingswood Park Public School	Penrith
Kingswood South Public School	Penrith
Kurrajong East Public School	Hawkesbury
Kurrambee School	Londonderry
Larnook Public School	Lismore
Lethbridge Park Public School	Londonderry
Lincoln School	Dubbo
Lochinvar Public School	Maitland
Lue Public School	Dubbo
Madang Avenue Public School	Londonderry
Mandurama Public School	Bathurst
Manifold Public School	Clarence
Marra Creek Public School	Barwon
Marrar Public School	Cootamundra
Marsden Park Public School	Riverstone
Martindale Public School	Upper Hunter
Martins Creek Public School	Upper Hunter
Matong Public School	Cootamundra
Matraville Public School	Maroubra
Mayrung Public School	Murray
Milbrodale Public School	Cessnock
Mingoola Public School	Lismore
Moree East Public School	Northern Tablelands
Moss Vale High School	Goulburn
Mount Pleasant Public School	Upper Hunter
Mount Riverview Public School	Blue Mountains
Mulgoa Public School	Mulgoa
Naradhan Public School	Cootamundra
Niland School	Mount Druitt
Nillo Infants School	Maitland
North Star Public School	Northern Tablelands
Northern Beaches Secondary College Freshwater Snr	Manly
Orama Public School	Oxley
Palinyewah Public School	Murray
Parramatta East Public School	Parramatta
Parry School	Tamworth
Paterson Public School	Upper Hunter
Penrith Lakes Environmental Education Centre	Penrith
Peterborough School	Shellharbour
Pitt Town Public School	Hawkesbury
Pomona Public School	Murray
Quakers Hill Public School	Blacktown
Rappville Public School	Clarence
Red Hill Environmental Education Centre	Dubbo
Richmond High School	Hawkesbury
Richmond Public School	Hawkesbury
Rukenvale Public School	Lismore
Rye Park Public School	Goulburn
Savernake Public School	Albury
School of the Air	Barwon
Seaforth Public School	Manly
Stanford Merthyr Infants School	Cessnock
Surveyors Creek Public School	Mulgoa

School name	Electorate
Swansea Public School	Swansea
Talbingo Public School	Wagga Wagga
Tallimba Public School	Cootamundra
Tarro Public School	Wallsend
Tenambit Public School	Maitland
The Risk Public School	Lismore
Tibooburra Outback Public School	Barwon
Tocumwal Public School	Murray
Tooraweenah Public School	Barwon
Tulloona Public School	Northern Tablelands
Tumbarumba Public School	Albury
Ulan Public School	Upper Hunter
Walgett Community College - Primary School	Barwon
Warrumbungle National Park Environmental Ed Centre	Barwon
Wee Jasper Public School	Goulburn
Weethalle Public School	Cootamundra
Westlawn Public School	Clarence
Weston Public School	Cessnock
Wewak Street School	Albury
Wilberforce Public School	Hawkesbury
Willmot Public School	Londonderry
Wollar Public School	Upper Hunter
Wyrallah Public School	Lismore
Yetman Public School	Northern Tablelands

QUESTION 21, PAGE NO - 31

The Hon. ANTHONY D'ADAM: Coming back to the question around how schools are going to fund these additional equity programs, can I ask about equity funding. In an answer to supplementary questions on notice on the School Budget Allocation Report, you indicated that in 2021 there was \$1 billion in equity funding. That figure remains the same in 2022. Can you explain why that has not escalated to take into account inflation increases?

GEORGINA HARRISSON: The needs-based funding model is based on a set of formulas that are driven by student numbers in particular loadings within the school funding allocation model. That is a needs-based model. It looks at issues such as equity. It looks at issues such as low-level disability, and it is based on a student requirement. I am happy to provide you with some further details on notice.

The Hon. ANTHONY D'ADAM: You are saying that that need is not increasing with inflation. Those costs do not need to be escalated?

GEORGINA HARRISSON: I am really happy to take the details of those programs on notice, but they are driven by the student need and it starts at the needs of the student. That is where we base the calculations from, and I will be able to provide you with some further detail of that on notice.

ANSWER

NSW public schools received over \$1 billion in equity loadings in 2022. Equity funding is provided as a mix of staffing and flexible funding. Escalation has been applied for 2022 equity loadings.

QUESTION 22, PAGE NO - 31, 32, 43

The Hon. MARK BANASIAK: Minister, I asked a question in late November about the Network of Inquiry and Innovation, and you came back with an answer where part of it said that the Network of Inquiry and Innovation are international research leaders who have a longstanding professional relationship with the NSW Department of Education. My question was specifically about the New South Wales version, not the organisation that is funded by the Canadian Ministry of Education. What is the relationship with the New South Wales version of the Network of Inquiry and Innovation?

GEORGINA HARRISSON: I will need to take that on notice, I am sorry.

The Hon. MARK BANASIAK: Okay. Can you also perhaps take on notice how they are funded and whether they are funded through the Department of Education?

GEORGINA HARRISSON: I am happy to take that on notice also.

The Hon. MARK BANASIAK: Did the five principals from Middleton Grange Public School, Sackville Street Public School, Lurnea Public School, Glenmore Park Public School and St Helens Park Public School who are seemingly leading this organisation complete a secondary employment declaration?

GEORGINA HARRISSON: I am happy to take your line of questioning on this matter on notice, yes.

The Hon. MARK BANASIAK: Sure. I am not too sure whether Mr Martin might be able to help with this, but, given that they seem to be providing professional learning, are they actually registered with NESAs as an approved provider?

PAUL MARTIN: I will take that on notice, but I should be able to get you the information reasonably quickly.

The Hon. MARK BANASIAK: Sure, thank you. Given that it seems they are collecting money from professional learning, which obviously the schools will be charging, does it concern you, Minister, that this Network of Inquiry and Innovation NSW does not actually exist in terms of Fair Trading or having an ABN number?

The Hon. SARAH MITCHELL: I think as the secretary said, Mr Banasiak, we will take these questions on notice and get some more information and we are happy to come back to you in relation to those issues.

The Hon. MARK BANASIAK: Can I just go back to my questions on the Network of Inquiry and Innovation. The second part of your answer said:

Schools make decisions regarding attendance at professional learning events after considering the overall professional learning funds

In providing advice to the Minister to give that answer, what investigations did you make at a school level to respond to my question? You also say:

There is no evidence that teachers have been mandated to attend professional learning sessions hosted by NOII organisers.

What investigations did you do, particularly at these five schools, to ascertain whether there was any evidence?

GEORGINA HARRISSON: I think we have indicated we will take the questions in relation to this matter on notice and very happy to add that to the questions that we come back to you on.

The Hon. MARK BANASIAK: Okay. Additionally, the Aboriginal Education Network is also partnered with this Network of Inquiry and Innovation. They also are not a registered organisation. So, on notice, perhaps you can include what their standing is with the department?

GEORGINA HARRISSON: I am very happy to provide that. May I just ask that we are careful about any assertions that are made prior to us having the full facts in relation to those institutions. I am conscious that when we do that in these forums, at times it has a significant impact on organisations that turn out to be valid and operating appropriately. So I do just want to make sure we have the time to assess the question you have asked us and come back on notice with the details.

ANSWER

There are no professional development courses offered by the Network of Inquiry and Innovation that are accredited by the NSW Education Standards Authority.

The Department of Education's initial engagement with the Network of Inquiry and Innovation commenced in 2011, when Dr Judy Halbert and Dr Linda Kaser were approached by the Department to work with schools on inquiry-based learning approaches to support school improvement. The professional relationship with both researchers continues to the present day.

The Network of Inquiry and Innovation is a learning community. Schools use professional learning funds provided by the Department to attend events which pay for keynote speakers, and the hire of venues.

The five principals lead the Network of Inquiry and Innovation NSW learning community in their role as employees of the Department. They are not undertaking secondary employment. The Network of Inquiry and Innovation NSW promotes collaboration and collective efficacy, and prioritises a shared responsibility to grow systemic leadership and learning opportunities for teachers, executive staff and principals.

There is no requirement for the teachers involved in the Network of Inquiry and Innovation to have an ABN number.

All money received and expended by the Network of Inquiry and Innovation organisers is held at Glenmore Park Public School. Funds are subject to audit in line with the Department's mandatory requirements.

The five principals have been interviewed by senior officers within the Department and it has been confirmed that the Network of Inquiry and Innovation NSW learning community is a voluntary, professional learning opportunity for all schools who wish to participate.

In relation to the Aboriginal Education Network, this is a team of educational leaders that work in partnership with the Network of Inquiry and Innovation learning community and is committed to the achievement of the Premier's Priorities and improved outcomes for Aboriginal people.

QUESTION 23, PAGE NO - 33, 34

The Hon. SARAH MITCHELL: Yes, that is right. That is something that we are offering the opportunity for our schools to take part in. It is probably not dissimilar to things like the Premier's Reading Challenge that is on at the moment—open this week. Everyone sign your kids up and get them reading books. It is a great thing. The concept behind that is very similar. There is a separate package for primary school and then there is a high school one. My recollection is that in primary schools it is about the responsibilities and the costs of owning a pet and what you would need to do to go through that. I apologise to the mums and dads who then have lots of requests for puppies after doing that program. But it is about teaching young kids in a context that they understand about those financial responsibilities. In a high school setting, I think it might be about purchasing a car—is my recollection—but it is the same concept. That is open to schools to take part in. I do not know whether the secretary or anyone else wants to add any more information.

GEORGINA HARRISSON: I think that you covered that exceptionally well. We are looking forward to running the pilot and seeing how it goes in our schools, and evaluating it and looking at how we spread the benefits of that program.

Ms ABIGAIL BOYD: How long is the pilot period?

GEORGINA HARRISSON: Can I take the specifics of that on notice?

ANSWER

The Financial Literacy challenge pilot ran from Week 4, Term 4 2021 (25 October 2021) until Week 11, Term 4 (16 December 2021). More than 6,500 students from 192 schools participated in the challenge.

We are still analysing the pilot data to make relevant adjustments to future teaching and learning activities as part of the challenge.

The pilot demonstrated there is strong appetite for NSW curriculum-centric, student facing, financial literacy education resources in classrooms.

QUESTION 24, PAGE NO - 34

The CHAIR: Can I get an answer to the question that was not answered? Ms Cachia, have you got those categories available? A member of Parliament, myself, asked for them last year. You would expect that these category numbers would be known to the department.

GEORGINA HARRISSON: Chair, some of the categories you have referenced are not necessarily the same categories we would group the data under. We are very happy to provide you with—

The CHAIR: They are the ones you announced: retired teachers coming back, student teachers, corporate volunteers, overseas. You announced all these categories.

GEORGINA HARRISSON: Those specifics, particularly the retired teachers and those corporate staff, are part of our COVID support programs. We can definitely provide you with the details in relation to the additional teachers who have been made available to support schools through staffing shortages if there are COVID outbreaks. But that is probably separate from the strategy.

The Hon. SARAH MITCHELL: That is right. In terms of the different questions that you asked, Chair, it was a combination of that COVID contingency that we said we had—our workforce on standby. I would say respectfully that there were concerns about teachers being unwell, themselves having COVID and then not being able to be at school. So there is that issue. There is also the teacher supply issue, which is part of our Teacher Supply Strategy, which is where we were looking at things like mid-career and overseas. In your question, there were a couple of different staffing mechanisms, so that is why we tried to be honest about that in the answer. But, as I said, we are happy to provide you some more specifics.

The CHAIR: There was no answer. You cannot be honest about a non-answer. There was no attempt to answer it.

GEORGINA HARRISSON: We are very happy to answer the question.

The CHAIR: What is this?

GEORGINA HARRISSON: I will focus on those programs that we have in place to support the Teacher Supply Strategy, separate from the COVID contingency that we have referred to. We have had over 2,800 expressions of interest from interstate and overseas teachers interested in coming to work in New South Wales. The FASTstream program is underway, and we have had good uptake and interest in our mid-career program, which is also about to start, and Ms Cachia will have the details. In relation to that COVID contingency, we are also happy to provide you with the details of the different categories, the number of retired teachers and principals who have returned, and the number of corporate staff available. We will get back to you on notice, if we may.

ANSWER

Under the COVID Contingency, as at 14 March 2022, the Department has the following staff on a casual basis as a result of COVID-19 shortages:

Item	Number Engaged
Retired teachers	402 additional recently retired principals and teachers have conducted a paid teaching placement in 2022.

Student teachers	1,799 initial teacher education (ITE) students have been granted interim casual teaching approval and have been advised to register a profile on ClassCover.
Corporate staff with teaching accreditation	524 non-school based teaching staff (NSBTS) and Principals, School Leadership (PSL) are available to support classrooms immediately.
Other volunteers	Nil.
Foreign teachers (Recruitment Beyond NSW)	Recruitment Beyond NSW commenced recruitment in November 2021 and is ongoing.
Casuals converting into permanent	Nil.
Other sources	Nil.

QUESTION 25, PAGE NO - 38, 39

The Hon. ANTHONY D'ADAM: Minister, can I draw your attention to the answer in 7777 at question 2, particularly the answer in (e)? The question was: For each of the following years, how many teachers who held accreditation in the preceding years cease to hold accreditation—

The Hon. SARAH MITCHELL: Sorry, can you just repeat that?

The Hon. ANTHONY D'ADAM: This is question 2. The question was: For each of the following years, how many teachers who held accreditation in the preceding years cease to hold accreditation in each of the respective years? You returned an answer that not only dealt with the question of how many lost accreditation, but also added supplementary information to try and make the numbers look a bit better, it seems.

The Hon. SARAH MITCHELL: That is not correct.

The Hon. ANTHONY D'ADAM: You say for 2021 that 32,808 new teachers were accredited but that is not true, is it? We know from the answers in 7969 that in fact of the 12—that answer of 32,808 is a product of adding together those who got conditional accreditation in 2021 and those who got provisional accreditation in 2021.

PAUL MARTIN: That is correct

The Hon. ANTHONY D'ADAM: That is right. So you have added those together. In fact, because of the answer in 7969, we know that of that number—that 32,000—9,199 of them held conditional accreditation in the previous years, so they are not new teachers. And 16,789 held provisional accreditation in the previous years, so they are not new teachers either. So that is actually not a correct answer, is it, Minister?

PAUL MARTIN: I would argue that it is a correct answer. I am happy to take all of the specific questions on notice, including the adding or subtracting of the previous year's provisional to the following year's proficient—

The Hon. ANTHONY D'ADAM: Perhaps, Mr Martin, you might also—

The CHAIR: Let Mr Martin finish please.

PAUL MARTIN: When the question is about the number of teachers accredited it means the numbers of teachers accredited at particular levels. It is possible that within a year a teacher could go from provisional to proficient or conditional to provisional to proficient. But they are three acts of accreditation, and they are separate acts of accreditation.

ANSWER

The answer provided was correct. There were 32,808 new teachers accredited as of 30 June 2021, referencing the total number of teachers with provisional or conditional accreditation. These teachers are considered new teachers as they have not yet achieved the Proficient Teacher level of accreditation. As the member has noted, the response also breaks down the number of teachers at each accreditation level.

QUESTION 26, PAGE NO - 39

The Hon. COURTNEY HOUSSOS: Minister, can you provide on notice how many high schools do not have qualified maths teachers, and a list of those high schools?

The Hon. SARAH MITCHELL: I will ask the secretary to comment in relation to that.

GEORGINA HARRISSON: Firstly, in terms of the premise of your question, all of the teachers operating in New South Wales schools are qualified teachers. If your question is specific to the specialism within that—

The Hon. COURTNEY HOUSSOS: Yes.

GEORGINA HARRISSON: I would be happy to take that on notice and see what information we have available centrally to provide.

The Hon. COURTNEY HOUSSOS: How many of those do not have a specialised maths teacher teaching in the junior years?

GEORGINA HARRISSON: Again, I will take that on notice.

The Hon. COURTNEY HOUSSOS: Sorry, not how many of those. How many high schools do not have a specialised maths teacher teaching the junior years?

GEORGINA HARRISSON: I am happy to take that on notice. We do provide support to those teaching out of field—as we would refer to them in the department—through a variety of mechanisms, including head teachers within schools and a variety of resources and supports that are made available. But I am very happy to provide the numbers on notice.

ANSWER

All teachers employed in NSW public schools are qualified to teach.

School timetables are constructed at a local level, and schools develop their timetables based on the experience and availability of teachers. NSW also provides teachers the opportunity to develop further skills and expertise in a subject through experience in teaching those other subjects. The Department of Education does not centrally store all school timetables and is therefore unable to advise how many schools do not have specialised maths teachers teaching junior years.

However, we estimate of the teachers teaching Maths 7-10 in NSW schools, approximately 22.6% are teaching out of field. While for Maths Years 11-12, this is approximately 6%. This is broadly in line with the figures quoted in the recent Australian Teaching Workforce Dataset NSW report.

The Department is undertaking a number of initiatives to increase the number of maths teachers, including targeted teacher training in high-demand subject areas, and new accelerated pathways to encourage academics, professionals and subject matter experts into teaching, including for STEM subjects.

QUESTION 27, PAGE NO - 39, 40, 41

The Hon. COURTNEY HOUSSOS: Thank you. Minister, you attended the site of the long-promised Googong public school on Friday 28 January. Is that correct?

The Hon. SARAH MITCHELL: I am assuming it was that day. Yes, I have been there recently. I will take your word for it that it was the twenty-eighth.

The Hon. COURTNEY HOUSSOS: Did you use taxpayer funds for that trip?

The Hon. SARAH MITCHELL: Yes—actually, no. Let me take that on notice.

The Hon. COURTNEY HOUSSOS: Were there any other announcements at the school on that day?

The Hon. COURTNEY HOUSSOS: Who attended the sod turning?

The Hon. SARAH MITCHELL: I will take that on notice. There were a range of department officials there and members of the community, so I will take that on notice.

The Hon. COURTNEY HOUSSOS: Who issued the invitations?

The Hon. SARAH MITCHELL: What invitations?

The Hon. COURTNEY HOUSSOS: The invitations to the sod turning.

The Hon. SARAH MITCHELL: We put out a media alert to say that we would be there to do the sod turn.

The Hon. COURTNEY HOUSSOS: Can you provide on notice when that media alert was sent out?

The Hon. SARAH MITCHELL: Sure.

The Hon. COURTNEY HOUSSOS: Are you aware that The Nationals candidate was inviting people to this as well?

The Hon. SARAH MITCHELL: I am aware that The Nationals candidate was there at that event and members of the community also attended as well.

The Hon. SCOTT FARLOW: The member for Monaro.

The Hon. SARAH MITCHELL: Actually, now the member for Monaro. Good point. She is newly elected as of yesterday.

The Hon. COURTNEY HOUSSOS: She was The Nationals candidate at the time. That is an important distinction to make. She was issuing invitations to the event. Were the Googong Residents' Association invited?

The Hon. SARAH MITCHELL: My understanding is that The Nationals candidate at the time and the now member for Monaro, Nichole Overall, did put on her social media that I would be there that day. Members of the community did attend. I did meet a couple of parents who were part of that association. They came and had a chat to me afterwards and we had a conversation about how the school project was going. They spoke to some of the departmental staff that were there as well.

The Hon. COURTNEY HOUSSOS: Did the Googong Residents' Association receive an invitation from the department?

The Hon. SARAH MITCHELL: I doubt it, but I will take that on notice. With respect, Ms Houssos, the media alert publicly lets people know where you are going to be and what you are there to do. That was issued out publicly.

.....

The Hon. COURTNEY HOUSSOS: Is it appropriate then that a Nationals candidate is issuing invites on your behalf, if this is an official Government announcement?

The Hon. SARAH MITCHELL: As I said, the local candidate, now member for Monaro, let the community know that I was going to be there.

The Hon. COURTNEY HOUSSOS: Minister, did anyone from your office talk to Nichole Overall about the event?

The Hon. SARAH MITCHELL: I would have to take that on notice.

The Hon. COURTNEY HOUSSOS: Did anyone from your department speak to Nichole Overall about the event?

The Hon. SARAH MITCHELL: Not that I am aware—there were members of the department at the sod turn. I cannot guarantee that they did not have a conversation, as they did with other members of the community, which is exactly what Ms Overall is—was then and is now the member for Monaro.

The Hon. COURTNEY HOUSSOS: When was the brief requested for the event from the department?

The Hon. SARAH MITCHELL: I will take that on notice. My recollection is that we had very recently, prior to that event, had the planning approval given, and so we wanted to go down and share with the community that construction was due to start and it was getting underway. We know it is an important project for the Googong community, and we wanted to share that news and celebrate that sod turn with them as soon as we were able to, Ms Houssos.

ANSWER

On 28 January 2022, I attend the Googong Public School sod turning event in my capacity as the NSW Minister for Education and Early Learning. All travel was done within Ministerial travel guidelines and entitlements.

A media alert for the public event was issued by my office.

QUESTION 28, PAGE NO - 42

The Hon. COURTNEY HOUSSOS: Did you support the branding of National Party logos on a project to announce Cooler Classrooms in Myall Lakes?

The Hon. SARAH MITCHELL: I am not familiar with what you are referring to, Ms Houssos. I would have to take that on notice.

ANSWER

Questions regarding the use of member entitlements should be referred to the Department of Parliamentary Services.

QUESTION 29, PAGE NO - 43

The Hon. MARK BANASIAK: You would probably have to take this on notice, but gathering data on complaints, for the last three years how many complaints were made against principals by staff?

GEORGINA HARRISSON: Depending on the nature of those complaints, there is an important distinction here between complaints and conduct issues and where those were handled. I am very happy to take the specifics of that on notice.

The Hon. MARK BANASIAK: I am happy for you to—

GEORGINA HARRISSON: To divide them up?

The Hon. MARK BANASIAK: —decipher complaints versus conduct, how many complaints were made against principals by parents for the same time period and in general how many complaints were made in total by parents.

GEORGINA HARRISSON: I am very happy to take those questions on notice and provide them back to you.

The Hon. MARK BANASIAK: Thank you.

ANSWER

The data below reflects complaints received through the Department's central digital complaint channels (online complaint form and Feedback Assist widget) and complaints received and managed locally by Directors Educational Leadership.

The data excludes details of complaints made directly to, and resolved by, schools at the local level.

Description	2019	2020	2021
Number of complaints against principals by staff	2	6	19
Number of complaints against principals by parents and carers	3	98	162
Total number of complaints received about schools	3,320	4,286	6,088

The increase in the number of complaints received from 2019 to 2021 can be attributed to the introduction of the department's online complaint form and an increased awareness, and use of, the department's online feedback channels over time.

The increase in the number of complaints in 2020 and 2021 can also be partially attributed to COVID-19 and, specifically, community members' concerns about student and staff safety, learning from home, and the impact of restrictions implemented in response to the pandemic. Parents and carers had limited direct access to schools over this period, which may have also contributed to the increase over this period.

QUESTION 30, PAGE NO - 43, 44, 45

Mr DAVID SHOEBRIDGE: Once the PR had finished and the photos had moved on, you then put 20 demountable classrooms onto Northbourne Public School. How much did that circus cost?

The Hon. SARAH MITCHELL: Well, I might ask whether the secretary or Mr Manning wants to provide some specifics in relation to Northbourne. I do not agree with the premise of your question that it was a circus. The pop-up school was needed while we were finishing construction—

Mr DAVID SHOEBRIDGE: How much did it cost?

The Hon. SARAH MITCHELL: Let me finish my answer. The pop-up school was needed while we were completing construction. Obviously if there is a need for demountables with population growth in the students, that is what they would have been put in place for, but Mr Manning might be able to provide some more detail.

Mr DAVID SHOEBRIDGE: Minister, this was not one demountable or 10 demountables; it was 20 demountables.

The Hon. SARAH MITCHELL: As I said—

Mr DAVID SHOEBRIDGE: Let me finish. The PR happened—

The CHAIR: Mr Manning has the floor. Mr Shoebridge, before you proceed, Mr Manning just has—

The Hon. SARAH MITCHELL: It is not PR, David.

The CHAIR: Sorry?

The Hon. SARAH MITCHELL: Sorry, Chair.

The CHAIR: Mr Manning was going to provide a brief answer, is that right?

Mr DAVID SHOEBRIDGE: Tell me how much.

ANTHONY MANNING: I do not have that information with me here. We will take that on notice.

Mr DAVID SHOEBRIDGE: That was very helpful, Minister.

The Hon. SARAH MITCHELL: My understanding—

Mr DAVID SHOEBRIDGE: How do you defend that? How do you defend that? You go down and you say, "We've got this new permanent school." You spend heaven knows, you cannot tell us how much, scrubbing away the demountable pop-up—

The Hon. SARAH MITCHELL: No, no—

Mr DAVID SHOEBRIDGE: Let me finish. Then in a few months you whack down 20 new demountables. You cannot tell us how much it cost, but how do you defend that?

The Hon. SARAH MITCHELL: Can I say, firstly, Mr Shoebridge, I would appreciate being spoken to in a respectful manner. The advice I have is that part of that pop-up school, some of those demountable buildings, did remain on site. My understanding is that that cost was within the project budget, but, like I said, we are happy to take the specifics available on notice and provide you with more information in relation to that issue.

Mr DAVID SHOEBRIDGE: How do you defend it, other than on PR grounds—a huge amount of money scrubbing the demountables?

The Hon. SARAH MITCHELL: That is not right, Mr Shoebridge.

Mr DAVID SHOEBRIDGE: The photos are taken and then you whack 20 back in afterwards. How do you defend that?

The Hon. SARAH MITCHELL: As I said, Mr Manning may—

The Hon. SCOTT FARLOW: Point of order: The honourable member just asked the Minister the same question that he had already been provided an answer to. I would ask that he move on.

The CHAIR: I think the answer was taken on notice.

The Hon. SARAH MITCHELL: Do you want to add anything, Anthony?

ANTHONY MANNING: Yes, I think one thing we will also take on notice is that I am not 100 per cent sure of the assertion that the pop-up school was fully removed and then brought back. My understanding of the situation was that the pop-up school was scaled back to the size that we needed as part of that process, so I will take on notice the assertion that we had a school, we removed it and then we put it back after. I think actually it was always there and it was scaled back to what we needed as part of the opening of the school. I will take the facts on notice and come back to you for sure.

Mr DAVID SHOEBRIDGE: If you could provide the media release that you issued at the time in that answer on notice, that would be helpful.

The Hon. SARAH MITCHELL: The media release would be publicly available; you could probably go to that, David.

ANSWER

The cost of the temporary school at Northbourne Public School was catered for within the project budget.

The temporary school was scaled back once the new school opened as students were able to start using the new permanent facilities with demountables used to accommodate growth in enrolment demand.

The Department of Education works closely with schools across the State to ensure enrolment needs are met. This will continue to occur, particularly for schools in communities experiencing high levels of growth.

School Infrastructure NSW projects are being planned and delivered to help cater for current and future population growth.

QUESTION 31, PAGE NO - 48

The CHAIR: You have given no consideration to girls playing sport and how they can be bruised and bashed out of the sport and give it up because they have got to compete against a 16-year-old biological male? You have given no consideration to that? These are real-life issues.

The Hon. SARAH MITCHELL: As I said, with respect, these are matters, as you have rightly said in your question, that are being canvassed at a Federal level—looking at sporting codes outside the school settings, as well. I am happy to defer to the secretary if she is aware of these issues in our public schools.

GEORGINA HARRISSON: Firstly, as I think we have canvassed at this Committee before, at New South Wales public schools we support individual students and their individual needs, and we do so in the context of the whole community. This is not a widespread issue across our system. I would acknowledge that where it is an issue, it reflects a whole set of personal circumstances that can pose challenges to families, individuals and the whole community. Our schools manage these issues sensitively at a local level at this stage. Based on what we see across the system, it is not something that has warranted further investigation for a statewide policy—although we are very happy to take further information on notice and come back to you, Chair.

ANSWER

Existing Sport and Physical Activity policies and associated sport safety guidelines give effect to the Government's commitment to the right of all students to safely participate in school sports. Schools manage these issues on a case by case basis in line with the policies.

QUESTION 32, PAGE NO - 49

The Hon. COURTNEY HOUSSOS: Has the State significant development application been lodged yet?

The Hon. SARAH MITCHELL: Let me check, I might have that here. Not yet but shortly, is my understanding.

The Hon. COURTNEY HOUSSOS: You did promise with the then Premier last year that construction would commence last year.

The Hon. SARAH MITCHELL: I do not believe that is correct.

The Hon. COURTNEY HOUSSOS: I can give you the Camden-Narellan Advertiser article, if you like. Has construction commenced on the new support unit that was promised for Moruya High School?

The Hon. SARAH MITCHELL: Mr Manning, do you have that information?

ANTHONY MANNING: I do not have that information.

GEORGINA HARRISSON: We will see if we have that for you this afternoon.

The Hon. COURTNEY HOUSSOS: That would be great. It was supposed to begin in mid-2021.

The Hon. SARAH MITCHELL: Sure. We will take that on notice in terms of where that particular project is up to.

GEORGINA HARRISSON: Ms Houssos, if I may, obviously we had some disruptions to construction in mid-2021. There was a period, you will appreciate, during last year's lockdown where construction ceased on a number of projects. I will ask that we take that on notice but that context is understood in our answer.

ANSWER

Comments by the then Premier the Hon Gladys Berejiklian specified that construction of the new primary school in Gregory Hills was anticipated to commence by the end of 2022. This is consistent with comments made by the Minister for Education and Early Learning. However, construction commencement is subject to the relevant processes and approvals. The statutory planning process is progressing and will seek formal planning approval to proceed with delivery of the project.

The planning phase for the construction of new purpose built support unit facilities at Moruya High School has been completed. The construction contract will be awarded subject to relevant approvals and the completion of a successful tender process.

The progress of individual projects is communicated to school communities through regular project updates. Further information is available on the School Infrastructure NSW website at <https://www.schoolinfrastructure.nsw.gov.au/projects/m/moruya-high-school-support-unit.html>.

QUESTION 33, PAGE NO - 49

The Hon. MARK BANASIAK: Just quickly, I will pick up on questions from Mr D'Adam regarding teachers leaving the profession. I will give just a couple of examples.

Rainbow Street Public School lost 15 teachers at the end of last year. They walked out of the profession. That school has an enrolment of about 360 students. South Coogee Public School lost 13 teachers as well in the same year. That is concerning. As someone who has been in the system and knowing what the average turnover is from year to year, that is concerning. Does it concern you, Minister, that you are having that much of a turnover at the primary school level?

The Hon. SARAH MITCHELL: What I would like to do, Mr Banasiak, is take that specific detail and those numbers on notice and find some more information in terms of whether those were staff that transferred to other schools, and what the vacancy rate currently is at those schools as well. Again, I think context in these debates is important, so I would like to have the opportunity to get more specific information about those two school that you have raised.

ANSWER

Rainbow Street Public School has an enrolment of 480 students.

Department records do not support the statement that 15 teachers left Rainbow Street Public School in 2021. Currently 11 substantive teachers are on leave – five are on maternity leave from 2020; four are undertaking casual work in other regions of NSW and overseas; one is relieving in a leadership position; and one is on leave without pay. All 11 teachers remain substantive to Rainbow St Public School and the Department of Education.

South Coogee Public School has an enrolment of 512 students.

Department records do not support the statement that 13 teachers left South Coogee Public School in 2021. Seven substantive teachers are not at the school this year – two are on leave pending retirement; two are on temporary secondments; one is on leave; one has moved to another school; and one relocated to another state. Those teachers on leave remain substantive to South Coogee Public School and the Department of Education.

QUESTION 34, PAGE NO - 49, 50

The Hon. MARK BANASIAK: On notice, can I quickly pick up on retirement?

YVETTE CACHIA: Sure.

The Hon. MARK BANASIAK: How much of that retirement is forced medical retirement—of that 2.1 per cent—and how much of it is of their own volition?

YVETTE CACHIA: We will come back to you with that number. But it is exceedingly small.

ANSWER

The overall retirement rate of 2.1% in 2020, is made up of a medical retirement rate of 0.11% medical retirements, and 1.99% retiring of their own volition.

QUESTION 35, PAGE NO - 52

The Hon. COURTNEY HOUSSOS: How many before- and after-school care centres are actually up and running as at today's date?

GEORGINA HARRISSON: I would not have that information to date, as you will appreciate, as the registrations only went live for providers on 9 February, but I am happy to provide you with the data as of today on notice because I do not have that with me today.

The Hon. COURTNEY HOUSSOS: Mr Manning, you said that there is only a small number of providers who are struggling. Do you have any information there?

ANTHONY MANNING: No, we do not. The briefing I got from my team was at the beginning of this week. We can provide that on notice.

The Hon. COURTNEY HOUSSOS: Can you see if there is any way that you can come back to us today with a rough idea of how many? Let me ask you this question: Can you come back today and see if there are any centres that are currently offering vouchers and taking vouchers from parents as at today?

GEORGINA HARRISSON: I will repeat that parents were able to access the vouchers on Monday this week and it is only Wednesday. It is, therefore, unlikely that they are being used at this time. But it is possible, so I am very happy to come back on notice with that detail.

The Hon. COURTNEY HOUSSOS: If you can come to us today, come back to us today.

GEORGINA HARRISSON: We will certainly try, but I want to make sure we take it on notice if we are unable to.

ANSWER

As at 9 March 2022, there were 1,780 services offering 134,184 places for children across the whole sector.

Registration for the BASC Voucher Program opened to providers on 9 February 2022, via Service NSW. Families can claim the voucher from Service NSW between 28 February and 30 September 2022.

As at 15 March 2022, 742 providers have registered for the BASC Voucher Program and 87,294 families have applied and claimed a total of 119,037 vouchers for their children. Over 29,946 vouchers have been redeemed.

The Department will continue to work with providers and families to support them during their participation in the BASC Voucher Program.

QUESTION 36, PAGE NO - 52

ANTHONY MANNING: Last time we spoke, if you remember, we were working around Leppington Town Centre. We are working with both Landcom and the Greater Sydney Commission in partnership with council to look at the civic centre design. We are still working through that process now. We have not made enough progress to narrow that down because that process has taken a little bit longer than we would like it to, but we continue to work with Landcom, the Greater Sydney Commission and council to get the civic centre fixed and then we will know what the school location can be in relation to the civic centre. We still see enormous value in the school being very proximate to the railway station because a lot of the kids will come that way to the school, so we need to make sure that the civic centre design is right in order for the school to fit into that process.

The Hon. COURTNEY HOUSSOS: Are you still working with five sites, Mr Manning?

ANTHONY MANNING: As I say, until the civic centre design is finished, yes, there are five sites under consideration. But it is not really possible for us to narrow it down any further than that because we may pick a site and then find the civic centre design changes and that site is no longer appropriate.

The Hon. COURTNEY HOUSSOS: Do you have a time frame for when the civic centre will be done?

ANTHONY MANNING: We hope that by the middle of this year that will be resolved.

The Hon. COURTNEY HOUSSOS: By the middle of this year you are looking at having a site?

ANTHONY MANNING: Yes. But the civic centre design should be finished and then we will have a very clear direction around the site that works best for us.

The Hon. COURTNEY HOUSSOS: Can you tell me on notice how much money has been spent so far on that project?

ANTHONY MANNING: I am happy to take it on notice, yes.

ANSWER

Funding allocations for all major projects, including the new selective high school in South West Sydney, are published in NSW Budget Paper 3 – Infrastructure Statement. This includes the estimated expenditure of \$4.2 million in the 2021-22 financial year. This information is publicly available at <https://www.budget.nsw.gov.au/sites/default/files/2021-06/Budget%20Paper%20No.%203%20-%20Infrastructure%20Statement%20-%20Budget%202021-22.pdf>.

During this stage of the project, the funding typically supports planning works and the development of a business case. Approval of the business case allows progression through design phases of the project and ultimately to construction of the new school. An estimated total cost of the project is commercial in confidence to ensure a competitive tender process for the main works construction contract. It will be published once a contract has been awarded.

A detailed timeline for the delivery of the project will be confirmed as planning progresses. Project updates will continue to be provided via the School Infrastructure NSW website at: <https://www.schoolinfrastructure.nsw.gov.au/>.

QUESTION 37, PAGE NO - 53

The Hon. COURTNEY HOUSSOS: Can you provide me with a list on notice of the schools that those vacancies are at?

GEORGINA HARRISSON: For clarity, they are permanent vacancies. There will be additional vacancies from short term, leave and other arrangements, but that is the data we have on current vacancies.

The Hon. COURTNEY HOUSSOS: Do you have a figure for how many of those additional vacancies there are?

GEORGINA HARRISSON: They are not counted in the system as vacancies as they are people taking leave, so it is harder for us to pull that data from our system. But I am happy to have a look and see what is possible.

The Hon. COURTNEY HOUSSOS: Do you have a current breakdown for the ratio of students to school counsellors in New South Wales schools?

GEORGINA HARRISSON: As the Committee would be aware, the Government committed to make sure that every high school had access to a full-time equivalent counsellor. We do not measure it in the sense of ratios to students, but we could certainly calculate one and provide it on notice.

ANSWER

All NSW public schools receive a school counselling service allocation. There are currently 1,240 full-time equivalent (FTE) substantive, school counselling positions based in public schools across NSW.

As at 4 March 2022, 1,154.9 FTE substantive positions were filled and 85.1 FTE are vacant (permanent roles currently unfilled). Recruitment action for vacant positions is ongoing, and local arrangements are in place to provide these schools with access to counselling services while positions are being recruited.

We do not hold centrally details of temporary vacancies, for example where counsellors are taking leave.

Students and families have told us that they want access to a variety of wellbeing services and resources, which is why we provide an extensive network of 2,041 specialist wellbeing roles that support our schools. As at 15 March 2022, the approximate ratio of specialist wellbeing staff to students is 1:402.

School Counselling allocations are not based on the ratio of student enrolments only, but on a range of factors, ensuring that small schools do not miss out on support. Factors include student enrolment data and indicators of need such as students impacted additional learning and support needs, disadvantage and location.

Vacancies fluctuate regularly, so it should be noted that this data is only accurate as at 4 March 2022. Base schools where there is a vacant counselling position are shown in the table below:

School Name	Position FTE
Bourke High School	0.5
Coonamble High School	0.4
Shoalhaven High School	0.2

School Name	Position FTE
Walgett Community College - High School	1
Menindee Central School	1
Lethbridge Park Public School	1
Cambridge Gardens Public School	1
Jordan Springs Public School	1
Turramurra High School	0.4
Hornsby South Public School	1
Chifley College Mount Druitt Campus	1
Willoughby Girls High School	1
St Ives North Public School	1
Crawford Public School	1
Northern Beaches Secondary College Mackellar Girls Campus	1
Baulkham Hills North Public School	1
Crestwood Public School	1
John Palmer Public School	1
Chester Hill High School	1
Yudi Gunyi School	1
Chullora Public School	1
Greenacre Public School	1
Girraween Public School	1
Arncliffe West Infants School	1
Blakehurst Public School	1
Holroyd School	1
Prairiewood High School	1
Blackwell Public School	1
Cabratta Public School	1
Fairvale High School	1
Glenfield Park School	1
Busby West Public School	1
Glenmore Park High School	1
Kearns Public School	1
Callaghan College Wallsend Campus	1
Edgeworth Public School	1
Toronto High School	1
Blayney High School	1
Blayney Public School	1
Oberon High School	1
Toormina Public School	1
Hastings Secondary College, Port Macquarie Campus	0.6
Kandos High School	1
Buninyong Public School	1
Dubbo College Delroy Campus	1
Trangie Central School	1
Mudgee Public School	1
Taree West Public School	1
King Street Public School	1

School Name	Position FTE
Batemans Bay High School	1
Rosemeadow Public School	1
Murrumburrah High School	1
Armidale Secondary College	1
Sandon Public School	1
Uralla Central School	1
Moree Public School	1
Southern Cross Public School	0.6
Gunnedah High School	1
Inverell High School	0.4
Warialda High School	1
Warialda Public School	1
Glen Innes High School	1
Tenterfield High School	1
The Sir Henry Parkes Memorial Public School	0.5
Kyogle High School	1
Coonabarabran High School	1
Tumbarumba High School	1
Cowra Public School	1
Cowra Public School	1
Forbes High School	1
Mulyan Public School	1
Barham High School	1
Deniliquin South Public School	0.5
Griffith East Public School	1
Griffith North Public School	1
Griffith Public School	1
Murrumbidgee Regional High School	1
Tumut High School	1
Corowa High School	1
Corowa High School	1
Parkes High School	1
Parkes High School	1
Yanco Agricultural High School	1
Molong Central School	1
Cootamundra High School	1
The Henry Lawson High School	1
Young High School	1
Koorlingal High School	1
North Wagga Public School	1
West Wyalong Public School	1
TOTAL	85.1

QUESTION 38, PAGE NO - 53

The Hon. COURTNEY HOUSSOS: I wanted to ask about the COVID recovery projects. These are the projects where schools have to provide some of the funding. Where should I be directing those questions to, Ms Harrison?

GEORGINA HARRISSON: They will be with Mr Manning, but I am happy to support him.

The Hon. COURTNEY HOUSSOS: Are you able to provide a list of those projects with the breakdown of how much the school is contributing and how much the department is contributing on notice?

GEORGINA HARRISSON: Yes. This program was put in place to help schools fund some of those minor infrastructure works that they wanted to on the ground but with support from the department. As I understand it, it was a matched funding process, but as we kicked that off we have looked at various options to meet the school needs. Mr Manning will be able to provide some further information on that.

ANTHONY MANNING: Yes. I am happy to report there are about 1,500 projects across 1,300 schools and the school contribution varies between 20 per cent to 50 per cent of the value of the project with the State

making up the rest. Of those 1,500, almost a third have been completed, another third are in construction and commenced, and the rest are in planning and at tender.

The Hon. COURTNEY HOUSSOS: Could you on notice provide me with a list of the schools of those projects and then the proportion of funding for each of those schools of what is being provided by the department and what is being provided by—

ANTHONY MANNING: Some schools will have multiple projects.

The Hon. COURTNEY HOUSSOS: That is fine. If you can, would you provide a breakdown by project rather than by school. I think if you are providing me with a list by project, then it is going to include the school name as well—let's say, for clarity's sake, the project, the school and the proportion of funding that is being received and then the suburb that it is in.

ANTHONY MANNING: Sure.

ANSWER

The Metro Renewal Program and Regional Renewal Program are active programs being delivered by the Department of Education.

The finalised list of projects approved for funding under the Metro Renewal Program and Regional Renewal Program will be available at the conclusion of the program.

QUESTION 39, PAGE NO - 54

The Hon. ANTHONY D'ADAM: Can I just ask about the progress of the recruitment? Are you able to advise the Committee of how many have been recruited into those AP positions?

GEORGINA HARRISSON: Certainly, and I think in this morning's hearing you heard from Ms Cachia where she referenced that the number of recruitment activity that we undertake every year is in the thousands given the scale of our system, but we do have the specifics on that. I will ask Ms Owen to provide them to you.

RUTH OWEN: Thank you. The AP curriculum and instructional leader roles are being recruited in a number of phases. Phase one was to recruit for this term, term one, to aim to have 1,160 leaders in 790 schools. Seventy-nine per cent of those roles are already filled; the others are already within process. That is 921 roles already filled. Phase two is for term two this year, where we will recruit a further 340 roles in 290 schools. Phase three is for term one next year, and that will be for a further 775 roles in 680 schools.

The Hon. ANTHONY D'ADAM: Of the schools that have had their roles substantively filled, how many of those roles—if you have got the information available, that is great, if not, take it on notice—were filled by the former occupant of the Early Action for Success DP positions?

GEORGINA HARRISSON: I am very happy to take the specifics of that on notice. I think it is worth the Committee being aware that the Early Action for Success roles at DP level were always temporary in the system. What we have done is replaced those with ongoing roles in relation to an assistant principal for curriculum to provide that instructional leadership for all primary schools.

The Hon. ANTHONY D'ADAM: Yes, thank you. Ms Owen, do you have that number?

GEORGINA HARRISSON: I think I indicated we would take that on notice, Mr D'Adam.

ANSWER

Of the 921 Assistant Principal, Curriculum and Instruction positions filled as at 22 February 2022, 369 were filled by former occupants of Early Action for Success instructional leadership positions. 335 out of these 369 positions were filled by Instructional leaders who had previously been temporarily appointed at Deputy Principal level.

QUESTION 40, PAGE NO - 55

The Hon. COURTNEY HOUSSOS: On notice, can you tell us how many of those temporary staff were converted to permanent positions in that window?

GEORGINA HARRISSON: I am very happy to do that. I think it is important to note that the reasons we have temporary teachers in our system are wide and varied. They are not automatically a bad thing. If we have someone going on maternity leave, for example, for a period of time, it would be expected that that is a shorter-term contract cover for someone else's permanent position. I do not quite agree with some of the painting of the picture around our temporary teachers and the way they are put forward because it is slightly different between casuals and temps.

ANSWER

The opportunity to appoint eligible temporary teachers to a permanent vacancy is available to all schools, when the principal is exercising a 'local choice' recruitment option, as outlined within the Staffing Agreement between the Department and the NSW Teachers Federation.

A total of 263 eligible temporary teachers gained a full-time teaching appointment to a permanent vacancy as a result of the special provision for 1 point schools available in 2021.

QUESTION 41, PAGE NO - 56

The Hon. MARK BANASIAK: I turn to your decision to include booster vaccinations. I note that you sent out a circular to all staff at the start of this term. How many staff at this point in time have registered that they have had a booster vaccination, and what time frames are you giving them before you issue further letters alleging misconduct?

GEORGINA HARRISSON: Firstly, we are in a period of consultation with our staff around those boosters, and we will complete that in due course. Of course, we will continue to advise our staff that being fully vaccinated, which the Health advice now indicates includes a third dose to be fully vaccinated, is the best thing that they can do. So that is what we are doing. We are updating our vax attest system to capture that data. Once it is available, I will be very happy to share it with you.

The CHAIR: Ms Harrisson, you need to provide an answer. What proportion of the staff have the booster?

GEORGINA HARRISSON: We are currently in the process of updating the IT system that was built to capture this information to include the additional vaccine. Once that has gone live and we are able to capture that data, I will very happily provide it to the Committee.

The CHAIR: You say you will do a booster mandate without knowing how many staff have the booster?

GEORGINA HARRISSON: As I have indicated, and we have been open with our staff about this, we are updating the vax attest system that will allow them to meet the requirements.

The CHAIR: You have no idea?

GEORGINA HARRISSON: At that point we will be able to report back to you on the data. Obviously, as I am sure people in the Committee who have been through the process will appreciate, there are a number of variables in terms of timing in relation to the booster, not least when you have the second shot. If you then add into that whether or not you have had COVID in a period of time, it is a personal time line as much as anything. So we are very conscious of that in the way that we are engaging with our workforce on that issue.

ANSWER

Please see answer to LC QON 8197.

QUESTION 42, PAGE NO - 57

PAUL MARTIN: In relation to homeschooling, I will just clarify that homeschooling or home education as opposed to learning from home is regarded very differently by the people who apply for homeschooling. We currently have exactly 8,995. So nearly 9,000 students were registered as at 31 December 2021.

Ms ABIGAIL BOYD: Is that a decrease?

PAUL MARTIN: No. It is an increase on the previous year, which was 6,700-odd.

Ms ABIGAIL BOYD: Is that then a consistent increase in those registered numbers?

PAUL MARTIN: It has increased sequentially over years but still slightly larger from 2019-20 to 2020-21, but these are very small numbers of students in comparison.

Ms ABIGAIL BOYD: Within that group, though, what percentage of those are children with a disability, or other special needs, that they feel perhaps cannot be taken care of within the public education system?

PAUL MARTIN: People who elect to homeschool do not have to provide the reasons for that, so we do not have complete figures in relation to the reasons for homeschooling, which may go to, as you say, special education needs et cetera. I am happy to take that on notice to provide whatever information we have.

ANSWER

When parents apply to register their child for home schooling, it is optional to provide a reason for applying for home schooling registration.

Data regarding the reasons for families selecting home schooling is published on the NESAs website.

QUESTION 43, PAGE NO - 57

Ms ABIGAIL BOYD: Secretary, back to the point you were making, my office has been contacted by a number of parents who were very concerned about the return to school before children had been fully *vaccinated because they have children who were at risk* of COVID. What percentage or how many people are still learning from home because of the concern over COVID? Do you have any figures that show us that?

GEORGINA HARRISSON: What we have are our attendance rates from the start of term. They are currently sitting—and I will provide the very specifics on notice—at around 87 per cent, which is within a kind of margin of error for what we would expect to see across the system as a whole. We also have had in place throughout the return to school time and case management support for those students, so the thing I can assure the Committee about is that we know who every single one of the students is at a case level who has not returned and why. In the older years of high school some of those are to do with very complex family circumstances where families are making choices about employment and balancing the needs for that in their household. A range of reasons are at play. What we do know is we are making the environments as safe as we can in the context of COVID. For the vast majority of students—sadly, not for all students—COVID is a very mild illness.

Ms ABIGAIL BOYD: What percentage then is people with a disability?

GEORGINA HARRISSON: I will come back to you on notice if I can from that casework team who have been following up with individual families and making sure we know where they are. We have made sure we know where every student is and that they are accounted for and we know that they are safe.

ANSWER

Our school attendance data is unable to demonstrate how many students are learning from home specifically due to COVID related reasons.

Students can continue to learn from home for valid medical reasons provided they have supplied specialist medical advice to the school in support of the request.

QUESTION 44, PAGE NO - 62, 63

The Hon. ANTHONY D'ADAM: I am going to ask you again: Is there any explicit advice to staff that if they contract COVID, they should lodge a workers compensation claim?

YVETTE CACHIA: I am not sure that the characterisation of saying "you should lodge" would be the way that we have phrased it. I am happy to take that on notice and come back to give you the exact—

The Hon. ANTHONY D'ADAM: If they have COVID, they must self-isolate.

YVETTE CACHIA: Yes.

The Hon. ANTHONY D'ADAM: They must be away from the workplace.

YVETTE CACHIA: Yes.

The Hon. ANTHONY D'ADAM: Why are you not advising those staff to lodge a workers compensation claim?

YVETTE CACHIA: That is because there is a difference between taking sick leave for a case of COVID that you may have, where you have minor symptoms for three days, and lodging a workers compensation claim, which would be—

The Hon. ANTHONY D'ADAM: It is still lost time from injury. It is still lost time from injury, is it not?

The Hon. WES FANG: Point of order: I have been listening intently, and I appreciate that Mr D'Adam has limited time. However, I think for Hansard and also the witnesses, procedural fairness is that we need to allow them to finish their answer before we continue. The constant interjecting is really difficult.

The CHAIR: Ms Cachia, have you finished your answer?

YVETTE CACHIA: I will just add something. Thank you, Chair. To round out the answer, I suppose I would say that our teachers are in regular contact with their line managers. That might be a head teacher or a principal. I know that if a person who contracts COVID as an employee suffers some sort of ongoing need for medical treatment, they would absolutely make a workers compensation claim and that would be assessed by the workers compensation insurer.

The Hon. ANTHONY D'ADAM: It is a lost-time injury, is it not, Ms Cachia? It is a lost-time injury. If they contract COVID, they cannot come to the workplace. They must— that is lost time.

YVETTE CACHIA: It is—

The Hon. ANTHONY D'ADAM: Yes.

YVETTE CACHIA: —for which sick leave is payable.

GEORGINA HARRISSON: Mr D'Adam, it would be normal in most workers compensation claims where someone initially takes sick leave for that to be the case while their work health and safety claim is considered. Individuals make the choice about whether to make a work health and safety claim. We provide information transparently to our staff about how they may do that. If they choose that avenue, then, yes, of course that will be considered through the work health and safety process.

The Hon. ANTHONY D'ADAM: I suppose my question then is: Why are you not proactively advising staff that this should be the process? I mean, you are requiring line managers, principals, to advise when they have staff off with COVID. They are reporting that to the department, are they not?

GEORGINA HARRISSON: They are, yes.

The Hon. ANTHONY D'ADAM: So why are you not then, as part of that process, advising staff that they should be accessing workers comp?

GEORGINA HARRISSON: I would like to take on notice the specifics of the advice we are providing to staff through that process. It is reported to the work health and safety directorate. As I have indicated, it would be normal for any member of staff to take sick leave in the first instance if they chose to then put in a work health and safety claim. That would be assessed and go through those normal processes. But I am happy to come back to you on notice with the advice provided to staff on these matters.

The Hon. ANTHONY D'ADAM: Okay. Thank you.

ANSWER

The Department of Education has established response protocols for COVID-19 published within its COVID-19 school operational support guidance for schools.

Specific actions to take when there is a confirmed COVID-19 case reported to a school are outlined within this guidance, including actions to take when a staff member tests positive to COVID-19.

Workplace incidents and injuries, including COVID-19 related illnesses, must be reported to the Department's Incident Report and Support Hotline on 1800 811 523. Staff reporting injuries to the Hotline are provided with assistance and support, including advice regarding workers compensation. The Department will immediately notify its Fund Manager, Allianz, of work-related injuries or illness which require medical treatment or time off work. Liability for each workers compensation case is assessed on a case by case basis by the Department's Fund Manager.

The Department has a dedicated team of injury management specialists who provide return to work support to staff, working in partnership with the Fund Manager to ensure employees receive medical treatment, entitlements and weekly benefits in line with relevant legislation.

QUESTION 45, PAGE NO - 64, 65

The Hon. COURTNEY HOUSSOS: I want to come to one of the key policies designed to address the teacher shortages. Is a program called Recruitment Beyond NSW?

GEORGINA HARRISSON: Yes, that is correct.

The Hon. COURTNEY HOUSSOS: Are you able to tell me how many teachers were recruited under this initiative in 2021 and 2022?

GEORGINA HARRISSON: The Committee would appreciate that the teaching supply strategy was launched—and I will take the specific date on notice—around September last year. We have had 2,800 expressions of interest from interstate and international teachers at this stage and we are working through those applications and interest at this time. Ms Cachia might have some further details on those for you.

YVETTE CACHIA: Obviously we are very focused on getting 500 of those in terms of STEM, but we currently have NESA looking at and reviewing the accreditation of 100 of those applicants, so we are working through those 2,800 now.

The Hon. COURTNEY HOUSSOS: NESA is reviewing the accreditation of 100?

YVETTE CACHIA: Yes.

The Hon. COURTNEY HOUSSOS: So that means that none of them are working in schools yet?

GEORGINA HARRISSON: I think, as I indicated, Ms Houssos, the strategy itself was launched in around September last year. It is only just March. We have already had 2,800 expressions of interest. We have moved 100 of those into the next stage of the process. Obviously, with people coming interstate and internationally, we want to make sure that they meet the accreditation requirements and standards of the New South Wales teaching profession. That is underway for the first 100 of those as we work our way through the 2,800 expressions of interest.

The Hon. COURTNEY HOUSSOS: Will the program be eligible for teachers from overseas that are already in New South Wales?

GEORGINA HARRISSON: Teachers from overseas who are already in New South Wales, if they are not already teaching, we are of course interested in recruiting. Whether or not we would classify it as being part of this program or not I will need to take on notice; it will depend on their current visa arrangements and whether there might be very specific requirements around individuals on that.

The Hon. COURTNEY HOUSSOS: How many of the overseas teachers in the initial 100 and also in the 2,800 are from New Zealand, and how many are from the UK?

GEORGINA HARRISSON: I will need to take that on notice. I can certainly provide you on notice with a breakdown by the State or country. We are obviously looking interstate as well as internationally. I am very happy to provide that on notice.

ANSWER

NESA granted conditional/provisional accreditation to a total of 2,424 teachers based on an assessment of their overseas qualifications during the period 1 January 2019 to 23 March 2022.

Recruitment Beyond NSW commenced recruitment in November 2021. Visa applications for international teachers take time and are administered by Department of Home Affairs.

The program is open to teachers from overseas that are already in New South Wales if they meet the eligibility criteria for the program.

As at 11 March 2022, 2,976 expressions of interest were received (18 from New Zealand and 307 from the United Kingdom). 139 were shortlisted (1 from New Zealand and 3 from the United Kingdom). NESA is working with these teachers to ensure they have the appropriate qualifications to receive NSW accreditation.

The table below outlines the country of origin of the applicants that have expressed interest in the program.

Table 1 (total EO's)

Country	Number of Applicants
Fiji	1202
India	336
United Kingdom	307
USA	238
South Africa	184
Zimbabwe	201
Canada	97
Nigeria	58
Pakistan	45
Ireland	43
UAE	31
Philippines	30
Ghana	19
Kenya	19
New Zealand	18
China	12
Egypt	8
Botswana	7
Sri Lanka	8
Bahrain	6
Namibia	7
Jamaica	5
Malaysia	6
Qatar	5
Singapore	5
Thailand	7
Colombia	4
Germany	4
Hong Kong	4
Tanzania	4
Cameroon	3
Indonesia	4
Oman	3
Sudan	3
Brazil	2
Cook Islands	2
Greece	2
Iraq	2

Jordan	2
Lebanon	2
Maldives	2
Netherlands	2
Portugal	2
Spain	2
Turkey	2
Uzbekistan	2
Bangladesh	1
Bolivia	1
Costa Rica	1
El Salvador	1
Finland	1
France	1
Japan	1
Mauritius	1
Mexico	1
Myanmar	1
Nicaragua	1
Poland	1
Romania	1
Rwanda	1
Sierra Leone	1
Sweden	1
Uganda	1
Vietnam	1
Zambia	1
Total	2976

Table 2. This table outlines the country of origin for applicants currently shortlisted.

Country	Applicants
Australia	13
Bangladesh	1
Fiji	44
Ghana	6
India	15
Kenya	1
Malaysia	2
Mexico	1
Maldives	1
Nepal	1
New Zealand	1
Nigeria	2
Philippines	9
Singapore	2
South Africa	8
Turkey	1
United Kingdom	3
Zimbabwe	28
Total	139

QUESTION 46, PAGE NO - 65, 66, 67

The Hon. COURTNEY HOUSSOS: That would be great, thank you. I want to come to the issue of Bungendore High School. I understand that the process of compulsorily acquiring the land has already begun. Is that correct?

ANTHONY MANNING: Yes, that is correct.

The Hon. COURTNEY HOUSSOS: You understand that there is overwhelming community opposition?

GEORGINA HARRISSON: We have been engaged with the community in Bungendore on these issues. There are parts of the community that are opposed to the current site and have a preferred alternative site. Obviously we are making decisions based on where we think is the best suitable site to build a school and will continue to work in collaboration with the community around those decisions.

The Hon. COURTNEY HOUSSOS: Is it true that the Department of Planning entered into negotiations to acquire a larger and more suitable site elsewhere?

GEORGINA HARRISSON: I will ask Mr Manning to provide some details on this.

ANTHONY MANNING: Not that I am aware of, no.

The Hon. COURTNEY HOUSSOS: Can you tell me what the capacity of the school will be when it opens? I think it is projected for 2026. Is that correct?

ANTHONY MANNING: I do not have that information on me, but we will take that on notice.

The Hon. COURTNEY HOUSSOS: Okay, if you can tell me the projected capacity when it opens and will it have any potential for increasing?

GEORGINA HARRISSON: I think we will be able to provide you with some detail at this stage on the projected population of students, but obviously until we have a site identified and have gone into the design for that site it will be a bit difficult for us to talk about projected capacity of that school. We want to make sure we are meeting the population demands now and into the future, noting that those might change over time. I am very happy to come back to you with details on that.

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The Hon. COURTNEY HOUSSOS: Can you tell me on notice how much has been spent on it already?

GEORGINA HARRISSON: We will be able to give you some project costs in relation to Bungendore on notice, yes.

The Hon. COURTNEY HOUSSOS: And what the consultation process has been with the local community—if you can provide a summary of what the key dates have been. GEORGINA HARRISSON: Certainly, and I wonder if I might ask Mr Dizdar because I believe he has been involved in some of those community consultations in the last week or so, possibly two weeks.

MURAT DIZDAR: I recently went and briefed, alongside my infrastructure colleagues, the council. There are new council members there.

The Hon. COURTNEY HOUSSOS: Who voted against it?

MURAT DIZDAR: From my understanding of the meeting, there are some council members that are supportive of the project and its location. I indicated to the council that, from an operational sense, we will be commencing with years 7 and 8. I think there was a unified message that I got from the council that they are looking forward to high school education provision in their community and, like you indicate, some of that is contested by some members of the community, which Ms Harrisson has also indicated. But there is a universal sentiment that a secondary provision in their

locality will be really welcome. We were able to clarify a number of pieces of misinformation that may unfortunately have circulated in the community.

The Hon. COURTNEY HOUSSOS: With respect, Mr Dizdar, I think council has a position that they are opposed to that particular site.

The CHAIR: We will have to take that to the next round.

Mr DAVID SHOEBRIDGE: Mr Dizdar, the Minister said that the Tarago site was ruled out because of its proximity to the Bungendore recycling centre. Was that actually the reason?

MURAT DIZDAR: Again, my infrastructure colleagues are better placed to answer, but we ran through a very detailed time line and analysis for the council at the meeting that I referred to.

Mr DAVID SHOEBRIDGE: I was asking specifically about why the Tarago Road site, which would have not seen the same kind of community opposition, was ruled out. Was it, as the Minister said, because it was near the Bungendore recycling centre? If you cannot help—

ANTHONY MANNING: I am happy to answer that. There were a number of issues with the site that did not lend itself to a school, not least the fact that it is not a serviced site both for water and sewerage. It also floods. It has some significant environmental issues and, as you say, it is in close proximity to a waste transfer station, which I think a number of members of the community would have an issue with if we decided to put a school there.

Mr DAVID SHOEBRIDGE: What is the current budget for the site? Last time I saw it was \$34 million. That is likely to be over-capacity when it opens. What is the current budget?

GEORGINA HARRISSON: I think we have already taken that question on notice when it was asked by Ms Houssos, Mr Shoebridge, so we are very happy to come back to you on notice.

Mr DAVID SHOEBRIDGE: Is it still \$34 million though?

ANTHONY MANNING: Is that the project or the site?

Mr DAVID SHOEBRIDGE: That is for the site acquisition, I think.

GEORGINA HARRISSON: As I have indicated, I am very happy to come back with project costs on notice.

ANTHONY MANNING: Yes, I think we will clarify. That sounds like a lot of money for a site in Bungendore.

ANSWER

The new high school in Bungendore will provide accommodation for approximately 450 students and is being masterplanned to allow for future expansion. The school will be operational in 2023.

NSW Budget Paper 3 – Infrastructure Statement provides detail on the expenditure related to all school building projects. In relation to the project to deliver a new high school in Bungendore, BP3 indicates approximately \$2 million had been spent to 30 June 2021 with a further allocation of \$34 million to be spent in the 2021-22 financial year. An estimated total cost (ETC) is commercial in confidence and will be published once a competitive tender process for the construction contract has concluded and the contract awarded.

The Department of Education has consulted widely and listened to community feedback. This has assisted in refinement and enhancement of the State Significant

Development application for the project.

Since August 2020, the Department has published nine Project or Planning Updates, three Frequently Asked Questions, two Works Notifications (soil testing) and a Traffic Assessment Summary (23 March 2021).

Consultation with the community has included a Virtual Information Session (20-25 September 2021), a fly-through showing an artist impression of the proposed school (September 2021), five in-person community engagement and information sessions, held between September 2020 and May 2021, and two online community surveys in 2020, with one conducted during August 2020, and the other accessible from a community hub which was held in Bungendore in September 2020.

Coverage of project communications has been shared on social media and Project Updates and Works Notification have also been distributed to the local community via letterboxing.

Consultation has also included members of the NSW Aboriginal Education Consultative Group (AECG) with site visits with AECG representatives and the design team being held on 7 April 2021 and 2 June 2021.

Information regarding the project will continue to be communicated to school and local communities as it becomes available through regular updates on the School Infrastructure project webpage.

QUESTION 47, PAGE NO - 67, 68

Mr DAVID SHOEBRIDGE: I am referring to the most recent survey of Randwick girls' and Randwick boys' parents. Some 67 per cent wanted a co-ed option. Do you disagree with that data, Mr Dizdar?

MURAT DIZDAR: It was one of the pieces of data that came out. When we did a deeper dive with the data, Mr Shoebridge, and looked at prospective enrolments, there was not a clear sentiment expressed around the changing of the type of provision in the area.

Mr DAVID SHOEBRIDGE: So you get two-thirds of parents wanting a co-ed school option and you manage to analyse that data with such detail that you decide not to provide a co-ed school option? That is genius data analysis.

MURAT DIZDAR: I am trying to answer your question and trying to give it the fulsome respect that it does deserve. We do not just take the one figure on its own. We then did a deeper dive around the entire survey and what we found was that there was not a clear-cut position. There was division in the community around wanting co-ed provision or single-sex provision. There was strong representation by stakeholders, as well as through the survey, that the single-sex provision was important in the area.

Mr DAVID SHOEBRIDGE: If you could, Mr Dizdar, on notice could you provide all of those other

data points that meant that the overwhelming majority wish from parents has not been implemented? Can you

provide that on notice, Mr Dizdar?

MURAT DIZDAR: Mr Shoebridge, we did put out a public report at the time.

Mr DAVID SHOEBRIDGE: Can you provide a link to that?

MURAT DIZDAR: We are happy to do that.

ANSWER

Detailed planning, in consultation with principals and communities, is currently being finalised for upgrades to Randwick Boys and Girls High Schools. The respective upgrades address priority areas of amenity and education provision, supporting student learning, equity, and opportunity. Together with a range of high school settings in Sydney's East, Randwick Boys and Girls High Schools provide high quality education options for parents/carers.

The project was announced for early planning in the 2018/19 NSW Budget with funding allocated in the 2021/22 NSW Budget to progress to delivery. An allocation of \$5 million has been made for the 2021/22 financial year, detailed in NSW Budget Paper 3 – Infrastructure Statement. An estimated total cost will be made available at the conclusion of a competitive construction tender and a contract has been awarded.

Information on the consultation, including the public feedback document, regarding Randwick Boys High School transitioning to a coeducational high school is on the Department of Education website at <https://education.nsw.gov.au/public-schools/going-to-a-public-school/high-school/randwick-boys-high-school>.

Community consultation was based on an online survey, a dedicated email address that invited public comment, conversations through 40 information booths across the

Eastern Suburbs, and submissions from a range of key stakeholder groups. A comprehensive analysis drew upon qualitative and quantitative data.

While the online survey provided support for Randwick Boys High School transitioning to a co-educational setting, the views of families, students and staff who would be most directly impacted by the decision, did not provide clear support for a change. The community spoke very strongly about the need to retain the choice of a single-sex public high school for boys in the Eastern Suburbs. Randwick Boys High School is the only comprehensive public boys school in the area, a view clearly expressed during the consultation period.

The Department continues to assess the provision of single sex and co-educational settings.

QUESTION 48, PAGE NO – 68, 69

PAUL MARTIN: As I have indicated, Mr Shoebridge, we have initiated conversations with the Universities Admissions Centre to discuss the matter of HSC and IB mapping.

Mr DAVID SHOEBRIDGE: Mr Martin, I am not saying—I know you are not responsible for that final outcome. But in terms of being advocates for those 55,000 HSC students, I want to make sure you are in there testing what went wrong and being advocates for fixing this gross unfairness. I am not saying it is your fault, but it is surely your collective job to fix it.

PAUL MARTIN: I think I have answered the question, Mr Shoebridge.

The CHAIR: Mr Shoebridge—

Mr DAVID SHOEBRIDGE: You have said you will get some data. What does that mean?

GEORGINA HARRISSON: If I may, Chair, I think Mr Martin has also indicated that he has met and is meeting with the vice-chancellors and with UAC on these issues. He is of course advocating for our students in New South Wales and for those that sit the HSC.

Mr DAVID SHOEBRIDGE: Can you give us an idea of what they think went wrong? What do they think went wrong?

PAUL MARTIN: I am not going to get into a technical discussion this afternoon. But I am quite happy to provide on notice when I have had the proper conversations with UAC. If the word "advocate" on behalf of HSC and New South Wales students is the word that you would like me to use, that is what we are doing in these conversations with UAC.

ANSWER

The NSW Education Standards Authority (NESA) does not determine how the ATAR or UAC rank is calculated, nor what is included within the calculations.

NESA discussions with UAC are ongoing, and an update will be available in coming weeks.

QUESTION 49, PAGE NO – 69, 70

The CHAIR: Okay, thank you. I raise the case sent to me of a teacher at Carramar Public School in the Fairfield district. She told her principal she was always intending to get vaccinated and was waiting for Novavax, but she was stood down and told by the principal to get out of the school. Then when she tried to clear her personal effects she was refused access to the school—before or after school, or on the weekend—and a box of her personal effects was left on the footpath outside the gate for her to collect. She was further told that if she set foot in the school they would call the police. In the status of teaching how can people be treated this way?

GEORGINA HARRISSON: Chair, if I may, I am not aware of that specific case. As I think we have indicated consistently, we are happy to take any specifics of that case on notice. What I can say about the way we have approached the situation is that Novavax was not available as an approved vaccine in Australia until recently. As soon as it was approved, we contacted everybody who had not yet been vaccinated in our system and indicated to them that Novavax was now available to them as an option and that, should they wish to avail themselves of that vaccine, we would be willing to give them the time to do so and complete that. I will see if Ms Cachia has any details on the case, but I certainly have not been informed of it directly.

YVETTE CACHIA: Secretary, I do not have specific knowledge of that case, but I would like that individual—if you could encourage her, Chair—to be in touch with me because I would like to talk to her and hopefully resolve the situation.

ANSWER

Employees who are non-compliant with COVID-19 vaccination requirements are allowed on school sites to collect their personal belongings by agreement with the Principal. An appointment outside of school hours is required. The employee must wear a mask, remain socially distanced and be accompanied by the Principal or their appointed representative at all times.

It is inappropriate to provide further detail on individual matters.

QUESTION 50, PAGE NO - 71

The CHAIR: But the code of conduct did not apply. Can I raise a specific case that requires investigation? He has given me permission to use his name. Jeff Chaseling, a PDHPE teacher at Lake Illawarra High School, has been on sick leave since 1 November last year. He has uploaded his medical contraindication form as per guideline 8.4 and he says that he is being done over unfairly. Can I get a report on what has happened in his circumstances? He has provided me with a lot of correspondence that looks like it checks out. There you go losing a teacher down at Lake Illawarra.

GEORGINA HARRISSON: Very happy to provide that on notice. If I can clarify the numbers, Chair, it has been a total of 200 staff across the department who have been exited as a result of this process.

ANSWER

It is inappropriate to discuss individual matters.

Contracting COVID-19 after 8 November 2021 does not mitigate or remove the allegations of misconduct associated with a staff member who was required to be fully vaccinated by 8 November 2021.

An employee subject to investigation who intends to be fully vaccinated and has provided proof of receiving a first vaccination will have their investigation put on hold. If the employee subsequently contracts COVID-19, their circumstance will be individually assessed.

QUESTION 51, PAGE NO - 72

The Hon. ANTHONY D'ADAM: First of all, on notice, can I ask for, for the period from 1 July 2021 the number of teachers who have had confirmed COVID cases; the number who accessed sick leave; the number who made workers compensation claims; the number of days sick leave taken for COVID, the total number of days; the same, the total lost time due to injury on account of COVID; and also any advice provided on directions to staff who have COVID?

GEORGINA HARRISSON: Certainly. I can confirm from your earlier line of questioning, Mr D'Adam, that we are transparent with our staff about their opportunity to access WorkCover. It is included in the guidance on our intranet website for our staff in relation to those cases. I am very happy to take those specifics on notice.

ANSWER

The Department does not collect data on COVID-19 case numbers, as this data is held by NSW Health. NSW Health releases daily data for the State.

It is not possible to determine COVID related sick leave. Where an individual takes sick leave, the only further detail they are asked to provide is the general reason for the leave request, the options being illness/injury, carer's leave, or worker's compensation. There is no requirement to provide details of the ailment when the leave reason is illness/injury.

Staff also have the option to apply for special leave if they are ill from COVID or required to comply with isolation protocols. Special leave is recorded in the system under the 'Special Leave' leave category with the reason 'Departmental Determined'. The special leave reason 'Departmental Determined' also covers other types of leave, such as bushfire emergencies. As such, leave due solely due to COVID is not accurately captured.

All cases of COVID-19 relating to staff must be reported to the Incident Notification and Response Hotline. Staff are advised they can lodge a workers compensation claim which will be assessed by the Department's Fund Manager, Allianz.

For the 2021/22 Fund Year, eight teachers have sought workers compensation arising from COVID-19 infection. Of this number, seven teachers had accepted workers compensation claims and the claim of one teacher was denied by the Fund Manager. The total lost time due to injury for these seven employees is 53 days.

QUESTION 52, PAGE NO - 72, 73

The Hon. ANTHONY D'ADAM: Can I turn to the COVID Intensive Learning Support Program? Where are we up to in terms of evaluating that program?

GEORGINA HARRISSON: Thank you for the question. The program started in 2020 and I am pleased to say it was not overly disrupted by the lockdowns of last year.

The vast majority of schools were able to maintain their COVID Intensive Learning Support throughout the lockdown period through the use of technology. I will ask Ms Owen to provide some specific details in relation to the evaluation.

RUTH OWEN: Thanks, secretary. The interim evaluation was completed at the end of last year, alongside—I think you are aware we also had the—

The Hon. ANTHONY D'ADAM: Was the interim evaluation an internal evaluation process?

RUTH OWEN: Internal evaluation conducted by our CESE colleagues.

The Hon. ANTHONY D'ADAM: Is the report on that in the public domain?

GEORGINA HARRISSON: I think Ms Owen has indicated it was internal. I am very happy to go away and check whether we are able to provide that on notice or whether it was prepared for Cabinet consideration as part of broader discussions around education policy, but I am very happy to go and have a look and see if that is available. I do not think there is anything in it that we would be concerned about, so I am sure we will be able to provide it on notice

ANSWER

The interim evaluation of the COVID Intensive Learning Support Program was finalised on 22 November 2021. The interim evaluation report containing the preliminary program findings will be published in Term 2, 2022, along with the 2021 Check-In Assessment data.

QUESTION 53, PAGE NO - 74

The Hon. ANTHONY D'ADAM: There was a story in relation to the issue with classes. It suggested that there had been some direction from the senior leadership of the department around speaking to the media or raising issues around staff shortages. I want to ask Mr Currie about whether you have any current cases investigating staff for breaches of the code of around engagement with the media.

DARYL CURRIE: I would have to take that on notice and get back to you with current cases. I do not know the stage of any particular case at any particular time.

ANSWER

The Professional and Ethical Standards Directorate does not have any current matters regarding employee engagement with the media.

Expectations of staff in relation to their engagement with the media are clearly detailed in the Code of Conduct.

The Code articulates that employees 'have a right to participate in political and community activities and to pursue personal interests provided they do so in a private capacity and do not allow a conflict of interest to arise with their role in the Department'. The Code also details that employees who are spokespeople for professional associations or unions, can make public comments about education and training matters. It must be clear that those comments represent the views of the association or union and not the Department.

The Department's Social Media policy also articulates standards that are to apply when an employee uses social media for work or personal use. Where there is a clear and close connection with the Department, the employee must follow relevant department policies, including the Code of Conduct, and must make sure that their personal online activities do not interfere with the performance of their job.

The Department does not monitor employee's engagement with the media, however from time to time, matters are referred to PES if a reporting individual believes that there has been an infringement of the Department's Social Media Policy.

QUESTION 54, PAGE NO - 75

The Hon. COURTNEY HOUSSOS: Under the Teacher Supply Strategy I think there is a paper called "Recruiting Academics".

GEORGINA HARRISSON: We have recruited some academics, and certainly those from universities and final year students, into the COVID ILSP. The mid-career entry program is the program where we would be seeking to attract people with significant prior knowledge, such as someone from the higher education sector, to make the transition and conversion into teaching. I would need to come back to you with the specifics of how many of those applications were from the universities sector and how many were successful. I am very happy to come back to you with that detail.

ANSWER

The Mid-Career Transition to Teaching Program received 33 applications from teaching academics. Of the 33, 10 teaching academics have been offered placements on the program to begin in 2022.

QUESTION 55, PAGE NO - 75

The Hon. COURTNEY HOUSSOS: That would be very helpful. I want to ask about Captains Flat preschool. I understand the department recently facilitated its move because it had high levels of lead in the soil on the site where they were operating previously. But there are some issues with their new site. They do not have any sun sails for shade and they do not have sufficient drainage, so the site floods whenever there is some rain— which is particularly pertinent at the moment.

Concerningly, they also do not have flyscreens, so they cannot open windows for ventilation. This is particularly a safety concern about kids climbing out. Given the current situation, that is very concerning in terms of ventilation. They have been told to rely on air conditioning all the time. I am happy if you want to take this on notice, but are you able to provide any further details on that?

GEORGINA HARRISSON: I am very happy to take the details of that service on notice. There is a grants program that those services can apply for to support the upgrade of their infrastructure in relation to this, but let us take the specifics on notice in relation to that preschool and come back to you.

ANSWER

The health, safety and wellbeing of students is the Department of Education's top priority.

Projects are underway to provide a shade sail and additional drainage at the privately-run Captains Flat Community Preschool.

A demountable facility was supplied for the relocation of the preschool. The facility is a standard demountable setup and is in line with the current Educational Facilities Standards and Guidelines.

QUESTION 56, PAGE NO - 76, 77, 82

Ms ABIGAIL BOYD: Continuing on with that line of questioning, I understand there were questions about suspensions and exclusions earlier. I do know the policy has recently changed et cetera. Has anyone asked already for the latest numbers on suspensions? If I could have the latest numbers on suspensions, expulsions and broken up with percentages of those who are children with disability as well as children who are First Nations individuals, and also a breakdown by gender. That would be really helpful, either now or on notice.

The Hon. COURTNEY HOUSSOS: And a breakdown by year.

Ms ABIGAIL BOYD: And a breakdown by year, thank you.

GEORGINA HARRISSON: Ms Owen, I believe, has that data and has that available to share with you now.

Ms ABIGAIL BOYD: Fabulous

RUTH OWEN: I do not have the gender breakdowns. I will make sure that we can take that on notice if we have got that. But looking at the calendar year 2021, let us just be clear because we count different things for different purposes. So you are asking for the number suspensions or the number of students?

Ms ABIGAIL BOYD: Yes, the number of suspensions.

RUTH OWEN: Number of suspensions, okay. The number of suspensions that occurred in the calendar year 2021 was 57,682 of which the number of students with disability was 30,423, which is 53 per cent.

The Hon. COURTNEY HOUSSOS: How many students were suspended?

RUTH OWEN: Do you want me to finish this answer and come back to that one?

Ms ABIGAIL BOYD: Yes, please. RUTH OWEN: So let us just go through the suspensions data and then I will come back to students. I have got both sets. So, going again with all students in 2021, 57,682 of which 30,423 were students with a disability. Again, of that overall total, a number of those students who were identifying as Aboriginal students is 17,173, which is a 30 per cent proportion of that number. Is there another breakdown?

Ms ABIGAIL BOYD: I think you said you would have to come back on gender and if we could have that by number of students as well.

RUTH OWEN: Again, I know Ms Houssos asked by year. That is quite a lot of numbers to read out so it is probably easier to give the data.

The Hon. COURTNEY HOUSSOS: Yes.

Ms ABIGAIL BOYD: That would be great, thank you.

RUTH OWEN: If you want the overall headline numbers by students for Ms Houssos, again looking at the 2021 calendar year the number of students suspended during that calendar year was 33,870. Of that number, 15,462 were students with a disability, which is 46 per cent, and 8,713 were students identifying as Aboriginal students, which is 26 per cent of the overall total. We can provide you that with year by stage.

Ms ABIGAIL BOYD: Thank you. And in terms of trend from previous years?

GEORGINA HARRISSON: I think it is worth noting in 2021, obviously we had a very disrupted school year with large parts of Sydney and Greater Sydney in extended lockdown, which will have impacted on the number of suspensions in the year. So we would expect those results—it would be hard to call a trend for 2021.

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The Hon. COURTNEY HOUSSOS: Fantastic. Thank you very much, Mr Dizdar. Ms Owen, I think this is best directed to you. Can you give me the number of students who were formally expelled under the age of 17 in 2021?

RUTH OWEN: I will take that one on notice, Ms Houssos.

The Hon. COURTNEY HOUSSOS: Can you provide me with the numbers then for the year for 2020, 2019 and 2018?

RUTH OWEN: Yes.

The Hon. COURTNEY HOUSSOS: We will then go for the same data as we did from suspensions— so it will be for the school year, by gender, if they have disabilities and if they are First Nations peoples, please.

RUTH OWEN: For expulsions?

The Hon. COURTNEY HOUSSOS: Yes.

RUTH OWEN: Yes, I will provide what we can. Thank you.

ANSWER

Suspension and expulsion data is available at:

<https://data.cese.nsw.gov.au/data/dataset/suspensions-and-expulsions-in-nsw-government-schools>.

QUESTION 57, PAGE NO - 79, 80

The CHAIR: All I can suggest is that there must be a lot of people in the system who do not have children who suffered dreadfully during this inhumane beyond belief period. But why did the PES charge with misconduct a department employee who was part of the anti-lockdown protest in Sydney in his own time? It was in his own time and had nothing to do with the schools.

GEORGINA HARRISSON: I will ask Mr Currie to provide some detail in relation to that matter, as far as he is able to.

DARYL CURRIE: In terms of your question, we have said this a few times. We do not charge people with misconduct; we actually put allegations of misconduct to them to answer.

The CHAIR: Semantics.

DARYL CURRIE: In terms of the lockdown protests, people referred to us were actually given allegations of misconduct because of a couple of reasons. The main reason was that, as public servants, they were not actually complying with the public health order.

The CHAIR: Oh, for Christ's sake.

DARYL CURRIE: Therefore—

The CHAIR: For Christ's sake.

DARYL CURRIE: —they were possibly bringing the department into disrepute. So we had an obligation under the code of conduct to actually put allegations to them so they could answer that.

The CHAIR: Why would anyone work for this department? You cannot in your own time go out and protest against something fundamentally wrong—this lockdown—because it infringes a public health order. Most of us should have been charged for breaching public health orders. I am sure every single person in this room, in some way, breached those draconian public health orders. What have you done to this person who protested in his own time? Is he still with the department or is he out too?

DARYL CURRIE: I will have to take that on notice.

GEORGINA HARRISSON: If you could provide the specifics to us, Chair, we would be very happy to take that on notice.

ANSWER

The Department of Education's Code of Conduct states employees have a 'right to participate in political and community activities and to pursue personal interests provided they do so in a private capacity and do not allow a conflict of interest to arise with their role in the department'.

It is important to retain public confidence in public education and ensure the Department remains apolitical and professional. When considering whether to investigate an allegation that an employee attended a political event, a number of issues are considered including the conduct of the employee at the event, whether the event is lawful and any risk that the employee's attendance and behaviour may bring the Department into disrepute.

QUESTION 58, PAGE NO - 81, 82

The Hon. COURTNEY HOUSSOS: Ms Harrisson, my colleague asked some questions about teachers with COVID. Are you able to tell us how many teachers had COVID in term one?

GEORGINA HARRISSON: I do believe we indicated we would take those figures on notice.

The Hon. COURTNEY HOUSSOS: But he asked for a longer time period, so just term one.

GEORGINA HARRISSON: You would like specifically term one?

The Hon. COURTNEY HOUSSOS: Do you know how many classes in schools were closed due to COVID in term one?

GEORGINA HARRISSON: I might ask Mr Dizdar if he has those numbers with him. I would just say that it is obviously a bit like the flooding conversation we had earlier: a moving feast in some respects. It has been very minimal, the disruption, overall. I think some of the commentary before the term started indicated that we may not—that things were going to be dire. That has not been the case at all. We have been in a very positive position. We have taken more decisions to move to remote learning in relation to some of our schools for students with additional needs, due to the nature of the cohort that they are serving and the need to ensure there are those extra protections, but I will ask Mr Dizdar to provide that detail.

MURAT DIZDAR: The pleasing news, Ms Houssos, has been that every school has been open since the start of the term. I am putting the floods aside; I am talking to COVID.

The Hon. COURTNEY HOUSSOS: I understand.

MURAT DIZDAR: We have had instances, small number, where we have had schools communicate with their parent community where a particular cohort or a particular class may have engaged in a period of learning from home. That has been based on advice and work with us with our health safety directorate. We have had instances where you might have had half a class of students, for example, with COVID. So it makes sense to have them learning from home.

The Hon. COURTNEY HOUSSOS: Sorry, Mr Dizdar, I just have limited time. Can you tell me how many of those classes there were in term one? I am happy if you need to take it on notice.

MURAT DIZDAR: We had a very small number of schools where that has come into play, and we are happy to take the number on notice and give that to you.

The Hon. COURTNEY HOUSSOS: Yes, if you can tell me the number of classes at the number of schools.

MURAT DIZDAR: What I think we will do is take it on notice and give you what we can.

The Hon. COURTNEY HOUSSOS: Of course.

MURAT DIZDAR: We can definitely tell you the number of schools, which has been very, very small in a system of 2,200 schools. If we have the information, we can give you the particular cohort at that school as well.

ANSWER

As of 10 March 2022, 41 schools have had 47 classes and/or 29 cohorts impacted.

The Department does not collect data on COVID-19 case numbers, as this data is held by NSW Health. NSW Health releases daily data for the State.

QUESTION 59, PAGE NO - 83

The Hon. COURTNEY HOUSSOS: Let me just move on to a different area. I wanted to ask about how many new permanent positions you are planning on hiring, Ms Harrison, in this financial year.

GEORGINA HARRISSON: Just to be clear, permanent teaching positions we are looking to hire?

The Hon. COURTNEY HOUSSOS: Yes, that is correct—permanent teaching.

GEORGINA HARRISSON: I will ask Ms Cachia to provide the specifics if we have them. I would note that some of the programs we have talked today have obviously increased the demand for permanent positions, including the assistant principals for the curriculum, literacy and numeracy support, and those positions supporting the implementation of the new inclusive education reform package. I will ask Ms Cachia if we have those details with us.

YVETTE CACHIA: Thanks for the question, Ms Houssos. Some of that question I will need to take on notice, but in terms of staffing we do not actually say that we will have this number and that number. What we would do is look at the overall supply and demand levers, so as a position becomes vacant, obviously that position is declared vacant and then it is filled. Last year, I think I mentioned to the Committee earlier today, the recruitment team filled 6,400 roles across the system. I think 785 of those were new entrants to the system. I can certainly take on notice the breakdown of the supply strategy and the indicative numbers that we are looking to recruit there.

ANSWER

To date, more than 1,100 permanent vacancies have been filled in 2022. In 2021, the Department filled over 6,400 permanent teaching positions, and since 2017, the Department has appointed more than 26,000 teachers to permanent vacancies.

QUESTION 60, PAGE NO - 83, 84

The Hon. COURTNEY HOUSSOS: I am interested—and perhaps you will want to take this on notice—in the new teaching positions, for example, at new schools that are going to be opening. If you can give me a breakdown of those by school, how many teachers you are looking at hiring at those schools and then how much you are projecting that that will cost for the next financial year?

GEORGINA HARRISSON: Just so we are clear, Ms Houssos, you would like the number of permanent staffing vacancies forecast for our new build schools?

The Hon. COURTNEY HOUSSOS: Yes.

YVETTE CACHIA: Given enrolment.

GEORGINA HARRISSON: Given our expected enrolments?

The Hon. COURTNEY HOUSSOS: Yes, that is right, and also how much you are expecting to pay each of those, so what is the unit cost? What are you expecting—

YVETTE CACHIA: So type of employment?

The Hon. COURTNEY HOUSSOS: Yes, that is right, and tell me how much you are going to be budgeting for each of those positions.

GEORGINA HARRISSON: Yes.

ANSWER

Staffing entitlement projections are undertaken for all schools, based on the anticipated enrolments for the school in the opening year.

Teachers and school support staff are paid under their respective awards at the prevailing temporary, permanent or casual rate for the year in which they are engaged. As for all schools, staffing budget is based on standard costs, inclusive of oncosts.

Until anticipated enrolment figures are provided around August 2022, it is not possible to determine the complete entitlement for new schools commencing operation in 2023.

Staffing entitlement for new schools opening 2022 and base entitlement for schools opening in 2023 are below:

Opening year	School	2022 entitlement (FTE)
2022	Porters Creek Public School	9.766
		2023 base entitlement (FTE)*
2023	New high school in Bungendore	9.5
2023	Centre of Excellence in agricultural education	2
2023	New primary school in Edmondson Park	7
2023	New primary school in Epping	3.5
2023	Googong Public School	8
2023	New high school in Jerrabomberra	9.5

2023	New primary school in Mulgoa Rise/Glenmore Park	4.5
2023	Murrumbateman Public School	5.5
2023	New school in the Liverpool electorate	6

QUESTION 61, PAGE NO - 84

The Hon. COURTNEY HOUSSOS: I am going to pass you a page out of the budget papers which I do not expect you to have with you. It references the Department of Education. There are two highlighted sections and I am interested in the second highlighted section on page 6-177. It says:

Department of Education, which was \$116 million lower than the 2020-21 Budget estimate, due to reduced contractor expenses and deferral of expenditure for existing programs.

I can understand the deferral of expenditure might have been around capital works that were delayed because of the shutdown in construction. What were the reduced contractor expenses?

GEORGINA HARRISSON: I will ask Mr Withey if he has the specifics on that. Contractor expenses will refer to the total expenditure, I would expect, of contractors across the department, but I will let Mr Withey come up to the table and provide some detail on that. As he gets his papers in order, he might just need a second.

DAVID WITHEY: Thanks for the question, Ms Houssos. I am not sure I have anything to add to that at the moment. As the secretary has suggested, that was I think related to a reduction in the number and amount of contractors we were using given the lockdown, but we might have to take any additional details on notice to the extent that we can provide it.

The Hon. COURTNEY HOUSSOS: Yes, if you could provide an explanation on notice. If you turn the page over, it says there was a "major reprofiling of grant expenses in 2020-21", which included lower than forecast expenditures, and that was \$395 million in the Department of Education. Can you provide any insight on that one, Mr Withey?

DAVID WITHEY: Same answer on that one, Ms Houssos. I will have to take the detail and the breakdown on notice.

ANSWER

Other operating expenses are lower primarily due to changes in the profile of contractor expenses and carry forward of programs into future years as a result of the COVID-19 pandemic. Further detail will be published in the Department's Annual Report in May 2022.

The Department normally provides grant funding to organisations in parallel with the timing of the associated programs being delivered. Due to the COVID-19 pandemic, many of the programs delivered by the grant recipients have been delayed mainly relating to Early Childhood Education and Care and Skilled and employable workforce sectors. As such, the Department has delayed payments of grants and subsidies.

QUESTION 62, PAGE NO - 84

The Hon. ANTHONY D'ADAM: I want to ask about mandatory training. Can I just confirm that teachers are required to do child protection mandatory training?

GEORGINA HARRISSON: They are, yes.

The Hon. ANTHONY D'ADAM: Corruption prevention mandatory training?

GEORGINA HARRISSON: I believe so, yes. I believe that is on the list. I think we will have a full list here for you, Mr D'Adam.

The Hon. ANTHONY D'ADAM: Data security mandatory training?

GEORGINA HARRISSON: Ms Cachia can get the full list of mandatory training requirements for you.

YVETTE CACHIA: I do not have the list on me.

The Hon. ANTHONY D'ADAM: That is okay, you can take the rest on notice.

YVETTE CACHIA: Certainly, but I believe that is one of them, yes.

ANSWER

Please see answer to supplementary question 199.

QUESTION 63, PAGE NO - 86

GEORGINA HARRISSON: If I could add to my answer, Mr D'Adam, teachers have quite a lot of flexibility throughout the year in the way they use their paid time. There is paid time during the school holidays also available to teachers. Under the award arrangements teachers have—and I will check on notice that this is correct—four weeks' paid annual leave. The rest of the holiday period is a flexible time where their hours are not mandated in the way that they are during the very timetabled nature of the rest of their year. But there is also time that is paid during the school holidays to recognise the fact that our teachers do some of that work during the school year in a more intensive way, given the nature of their employment.

ANSWER

In lieu of the provisions under the *Annual Holidays Act*, permanent full-time teachers are granted four calendar weeks annual leave per school year which is taken during student vacation periods. Permanent full-time teachers in the Western Vacation Division are granted five calendar weeks annual leave per school year.

Unless otherwise required by the Department of Education, teachers receive vacation pay, but are not required to attend their workplaces, during the remaining non-term week(s) of the student vacation periods.

QUESTION 64, PAGE NO – 86, 87

The Hon. ANTHONY D'ADAM: I am going to move on. There has been a decline in enrolments in public schools vis-a-vis the other sectors. Can I ask whether the department does analysis of the prospective enrolments within a catchment that might possibly enrol in schools? Is there analysis looking at ABS data, for example, of how many school-aged children there are in a catchment and how many of those end up in a public school?

GEORGINA HARRISSON: As part of our planning for our infrastructure—I think we have canvassed at this Committee previously the various data sources that we now use to look at the demands for public schools across the State. In terms of the current enrolments for this year, our school census is not yet complete.

The Hon. ANTHONY D'ADAM: Ms Harrisson, I have limited time. I just want to know whether you do that analysis.

GEORGINA HARRISSON: As I indicated in my answer, Mr D'Adam, yes, as part of our planning for the school infrastructure needs for public education, we look at a variety of data sources to ascertain and project the demands and needs of public schools in particular areas.

The Hon. ANTHONY D'ADAM: Can I then ask on notice for you to provide the capture analysis for all schools in New South Wales?

GEORGINA HARRISSON: Sorry, could you repeat the question?

The Hon. ANTHONY D'ADAM: For each catchment area, the capture analysis for each school.

GEORGINA HARRISSON: I am certainly happy to go away and look at what we have available in a form that we can share in relation to this. We have a number of modelling programs that will be difficult to provide on notice. But I am happy to provide to you on notice any information we can that goes to the issues you raise.

ANSWER

The Department of Education works with the NSW Government, other government agencies, local councils and the private sector to monitor population and development trends. This helps to deliver educational infrastructure to meet NSW's school enrolment needs.

We use two types of student projections: school enrolment projections and student intake area projections.

Enrolment projections estimate the number of students expected to enrol at each school in NSW over the next five years and are produced using expected kindergarten enrolments, progression rates of students into the next year at their school and expected year 7 enrolments.

A range of data sources are also used to inform our projections, including Medicare data (via Services Australia). This helps us predict how many future students there will be and where they will live, by postcode.

For the population projections and student intake area projections the NSW Government uses an agreed set of population projections called the common planning assumptions across all agencies. This helps the NSW Government to plan consistently for the people of NSW. These estimates predict the number of students

likely to live in NSW in five year intervals, giving us a longer-term view of school infrastructure needs. These projections help us to understand where those students are likely to live, across metro, regional and rural NSW.

In addition to the NSW Government's Common Planning Assumptions, the Department of Education utilises the Sydney Housing Supply Forecast and Population Projections provided by the Department of Planning and Environment and Australian Census data.

QUESTION 65, PAGE NO - 87

The Hon. ANTHONY D'ADAM: I wanted to ask about the application of the Work Health and Safety Act to children. I have asked this before. There was an application or a request by some parents at an inner west high school to be represented on the work health and safety committee. Are you aware of that, Ms Cachia?

YVETTE CACHIA: No, I am not, Mr D'Adam.

The Hon. ANTHONY D'ADAM: You are not aware of that?

YVETTE CACHIA: No. When did that occur?

The Hon. ANTHONY D'ADAM: Last year—

GEORGINA HARRISSON: That would be a local work health and safety committee I believe, Mr D'Adam. If we could take that on notice, I would need to understand whether that request was made to a school-based work health and safety committee, which I expect our schools to hold—

The Hon. ANTHONY D'ADAM: The request was declined. My question is, in the absence of a representation on a work health and safety consultative structure, how do you consult on the work health and safety implications of school decisions on children?

GEORGINA HARRISSON: I am very happy to take on notice the specifics of the question you have raised in relation to the school in particular. If you would like to provide us with details of that case we would be very happy to follow up, and also to provide you on notice with the way that we work through our work health and safety committee structures through the department.

ANSWER

To ensure compliance with the *Work Health and Safety Act 2011 (NSW)* all schools, and principals as 'person conducting a business or undertaking' (PCBU), are required to do all that is reasonably practicable to consult with workers on health and safety matters. One option available to schools is the creation of a Work Health and Safety committee consisting of employees of the workplace, set up in consultation with employees.

There is no statutory requirement to consult with non-workers.

The health and safety of staff and students is of paramount importance to the Department of Education. Schools have a range of student representative groups in place, and also provide a range of formal and informal mechanisms for stakeholder feedback from students and parents including in relation to health and safety measures.

QUESTION 66, PAGE NO - 88, 89

DAVID WITHEY: If I might just clarify a point on those numbers, Mr Shoebridge, just to be clear about the setting of that target: We calculated that target using an OECD TALIS survey in 2018, which suggested that teachers spend 4.1 hours a week on general administrative tasks. Over the course of a 40-week school year, that equates to 168 hours. In the calculation of the target, we rounded that up to 40 hours to set ourselves a stretch target. I just wanted to clarify that point for you.

Mr DAVID SHOEBRIDGE: So it is not even based on New South Wales figures? You have picked an OECD figure. That has got Turkey, Greece—

DAVID WITHEY: No, this was teachers in Australia.

Mr DAVID SHOEBRIDGE: How did the OECD collect that data?

DAVID WITHEY: I would have to take that on notice.

GEORGINA HARRISSON: It is a survey of teachers, Mr Shoebridge.

Mr DAVID SHOEBRIDGE: You are telling me that you did not ask your own teachers but you relied on OECD survey?

GEORGINA HARRISSON: Mr Shoebridge, you will appreciate the irony that we would not hear— we obviously did not want to go out and ask further questions of our staff that they had already been asked and answered. We used data that has been provided to an international body that reflects the workload of teachers in Australia to set ourselves an ambitious but important and achievable target in relation to increasing the amount of time our teachers can spend doing what they do best.

Mr DAVID SHOEBRIDGE: That is a 40-hour reduction by the end of this year, is that right?

GEORGINA HARRISSON: That is our target, yes.

Mr DAVID SHOEBRIDGE: In the three years before that, your previous action plan managed to reduce it by 10 hours in total after three years of effort, is that right?

GEORGINA HARRISSON: I will ask Mr Withey to clarify the numbers on teachers. I would say to the Committee that our focus in the first phase of this action plan has been on the workload of our leadership cohort in schools. We have now turned our attention to those issues impacting our teachers. I will ask Mr Withey to clarify the—

Mr DAVID SHOEBRIDGE: I have made the mistake of reading your action plan and taking figures directly from the action plan, but it could be wrong, Mr Withey.

DAVID WITHEY: No, the numbers are correct. As Ms Harrisson says, the focus between 2018 and 2020 was largely on principals and school-based non-teaching staff. For principals, we validated 105 hours of savings a year and for school-based non-teaching staff, we validated 25 hours of timesaving during that time. As you said, for teachers during that period it was 10 hours, but that was before we turned our attention to teachers more squarely.

Mr DAVID SHOEBRIDGE: Are you on track?

DAVID WITHEY: Yes.

Mr DAVID SHOEBRIDGE: How much have you reduced it so far?

DAVID WITHEY: We have taken that 10 hours that we saved between 2018 and 2020 and set that aside, so we have reset the target. The target is 40 hours from 2021. We are on track. We estimate that we have saved 29 hours in 2021, leaving 11 hours to come over the course of this year.

Mr DAVID SHOEBRIDGE: Perhaps on notice you can provide me with what you have done and how you have come up with the 29 hours?

DAVID WITHEY: I am very happy to talk to that now, Mr Shoebridge.

Mr DAVID SHOEBRIDGE: No, I would much rather—

GEORGINA HARRISSON: Chair, if I may, in terms of procedural fairness, I believe we are entitled to answer the question if we are able to. We have been asked a question—

Mr DAVID SHOEBRIDGE: Chair, through you—

GEORGINA HARRISSON: —and we have the answer here. We would like to provide it.

The CHAIR: Thank you, secretary. Mr Shoebridge?

Mr DAVID SHOEBRIDGE: We have limited time. We are able to allocate as questioners the time that we would like devoted to this matter. I am very happy to have the detail provided on notice

ANSWER

The 29 hours is made up of a range of initiatives that were delivered in 2021, including:

- Streamlined internal communications with the introduction of Staff Noticeboard
- Reading and Numeracy resources hub supporting teachers and school leaders to locate quality resources and reducing planning time
- Check In assessments for select years in primary and secondary schools to support the assessment of students and streamlining data collection, analysis and reporting
- Improvements to Mandatory Training (Phase 1) reduces the time spent completing mandatory training, while not compromising on established learning outcomes
- Supporting School Audit Compliance which introduced a new system to increase the level of audit compliance in the areas of child protection mandatory training, attendance monitoring, Working With Children Check (WWCC) screening processes and Health and Safety compliance.

QUESTION 67, PAGE NO - 92

The CHAIR: Could I just refer the secretary to a document that came out of the Hon. Courtney Houssos' SO52 on the School Excellence Policy. It was an early paper on the targets update. At page 5 it presented suggested uplift for schools measured off the family occupation and education index, and showed that some 320 schools in New South Wales were performing below that index prediction. Is there an update on that data, which in this document is from May 2019?

GEORGINA HARRISSON: I am very happy to provide an update on the data on notice, if I may, Chair. The way the targets were set for our schools and the analysis that underpinned them—for us, it was really important that it was fair and equitable for our schools. We identified schools that are statistically similar to other schools and looked at their performance relative to one another. Regional settings with particular socio-economic and population make-up would be compared to other schools like them so that we could get a real sense of the performance span across our system in those domains. We then set targets in relation to that. Certainly, we refer to it as FOEI, but it is a socio-economic indicator, and that was one of the inputs into that process. Mr Dizdar may have some updates available.

The CHAIR: Are you still using FOEI?

GEORGINA HARRISSON: FOEI is a well-known, well-respected measure that is used across education to look at educational disadvantage.

The CHAIR: Can we get an update on this data on page 5? Back then, there was one school performing at 30 per cent below its FOEI prediction, 29 at 20 per cent below and 290 at 10 per cent below. Can we get an update on that data for 2022, because this is from May 2019?

GEORGINA HARRISSON: Absolutely.

The CHAIR: You can take that on notice, thanks.

GEORGINA HARRISSON: I am very happy to.

ANSWER

The page referenced in the question shows the distribution of eligible schools across certain groupings. These groupings were based on the difference between how schools performed in 2017/18 and how they were predicted to perform based on 2017/18 FOEI scores. Groupings were based on 10 percentage point ranges (e.g. schools that fall in the '0% difference compared to predicted values' group, performed within +/- 5 percentage points of their prediction).

Tables 1 to 4 below show the distribution of eligible schools based on 2021 preliminary NAPLAN data. 2022 NAPLAN data will not be available until August 2022. The groupings in these tables were based on the differences between how schools performed in 2021 and how they were predicted to perform based on the 2020/21 FOEI scores. The original equation used to predict 2017/18 NAPLAN scores from 2017/18 FOEI scores was used to make predictions for schools in 2021.

Of the 1,385 eligible primary schools, 899 achieved above expectations in reading and 657 achieve above expectation in numeracy.

A number of schools that performed below expectations are receiving guided and strategic support under the School Success Model.

Table 1. NAPLAN Reading top two Bands – primary schools		
Difference from prediction	N	%
-30pp	1	0.07
-20pp	33	2.39
-10pp	201	14.55
0pp	566	40.98
10pp	439	31.79
20pp	110	7.97
30pp	22	1.59
40pp	9	0.65
Note: Schools with less than 10 valid Band scores in the relevant domain were excluded.		

Table 2. NAPLAN Numeracy top two Bands – primary schools		
Difference from prediction	N	%
-30pp	3	0.22
-20pp	45	3.27
-10pp	332	24.11
0pp	619	44.95
10pp	279	20.26
20pp	79	5.74
30pp	14	1.02
40pp	6	0.44
Note: Schools with less than 10 valid Band scores in the relevant domain were excluded.		

Table 3. NAPLAN Reading top two Bands – secondary schools		
Difference from prediction	N	%
-30pp	1	0.24
-20pp	16	3.83
-10pp	88	21.05
0pp	245	58.61
10pp	44	10.53
20pp	5	1.2
30pp	16	3.83
40pp	3	0.72
Note: Schools with less than 10 valid Band scores in the relevant domain were excluded.		

Table 4. NAPLAN Numeracy top two Bands – secondary schools		
Difference from prediction	N	%
-40pp	4	1.01
-30pp	8	2.02
-20pp	35	8.84
-10pp	137	34.6
0pp	183	46.21
10pp	22	5.56
20pp	5	1.26
30pp	1	0.25
40pp	1	0.25
Note: Schools with less than 10 valid Band scores in the relevant domain and fully selective schools were excluded.		

QUESTION 68, PAGE NO - 93

The Hon. COURTNEY HOUSSOS: I wanted to ask about the asset sales. Mr Withey, are you on track to meet the \$90 million target?

DAVID WITHEY: Yes.

The Hon. COURTNEY HOUSSOS: So there will be \$90 million of asset sales achieved in the Department of Education this year?

DAVID WITHEY: The \$90 million asset sales was a Cabinet decision that has been passed on to the cluster. The \$90 million is a cluster target rather than a departmental target. We are on track.

The Hon. COURTNEY HOUSSOS: Okay. Can you please provide on notice a list of the sites that have been sold already?

GEORGINA HARRISSON: I am happy to provide that and also happy to provide information on the amounts of investments in assets we have also made.

The Hon. COURTNEY HOUSSOS: Sure.

.....

The Hon. COURTNEY HOUSSOS: Mr Withey, can you provide on notice, as at today's date, how much money of that \$90 million has actually been received?

DAVID WITHEY: Received by the department and—

The Hon. COURTNEY HOUSSOS: How much of the \$90 million has actually been sold as at today's date?

ANSWER

Information regarding land sales of, or above, \$5 million is made available at the end of each financial year, providing sales did not occur by public auction or tender.

QUESTION 69, PAGE NO - 93

The Hon. COURTNEY HOUSSOS: Can you confirm that the Mollymook site will no longer be sold off? Is that correct?

GEORGINA HARRISSON: I will need to take the specifics of that site on notice. I do not have that detail with me today. Mr Manning may well have it.

ANTHONY MANNING: Just on that one, we undertook, at last, that we would enter a consultation process. That is happening now. We have yet to complete that process to understand the Mollymook site.

The Hon. COURTNEY HOUSSOS: Okay. Are you able to provide a list on notice of the sites that have been declared surplus to the Department of Education's needs?

GEORGINA HARRISSON: I am certainly happy to take on notice, firstly, whether we have that type of list in existence. We obviously do the analysis underpinning any decision to divest an asset. Often it will be because we have an alternative asset investment in mind that would be better suited to our needs.

ANSWER

Information regarding land sales of, or above, \$5 million is made available at the end of each financial year, providing sales did not occur by public auction or tender. As such, information pertaining to FY 2021-22 is not yet publicly available.

QUESTION 70, PAGE NO - 93, 94

The Hon. MARK BANASIAK: Given that incidents reported to the Incident Report and Support Hotline do not actually achieve a notification summary being sent to the person to validate for accuracy, how can these reports be utilised in litigation?

GEORGINA HARRISSON: So I am clear on your question, you were referring to reports to our instant hotline regarding work health and safety incidents?

The Hon. MARK BANASIAK: Yes.

GEORGINA HARRISSON: Obviously we receive those incidents from school principals or from people who have been involved in incidents. I will ask Ms Cachia if we have some further information on that.

The Hon. MARK BANASIAK: They are not actually validated for accuracy. The person who makes the report does not get a summary after the phone call where they can crosscheck that it has been received accurately. My concern is how can those incidents be relied on in litigation or in any sort of process where it has been tested if there is not a validity check or an accuracy check?

GEORGINA HARRISSON: What I will do to assist the Committee is provide details on notice of the process that is undertaken internally in relation to those reports, what happens when they are notified and what we do with them from there. I am very happy to provide the detail of that process on notice.

The Hon. MARK BANASIAK: On notice, can you also provide for the past three years how often those incident reports or summaries have been contested by the person who gave it?

GEORGINA HARRISSON: I am very happy to look into that, Mr Banasiak, and see what we can provide.

The Hon. ANTHONY D'ADAM: Can you also provide the context around what triggers an incident notification? Can you provide some details about what triggers an incident notification?

GEORGINA HARRISSON: Certainly, we can share the guidance that we have around that. There are clear policies and procedures in place that require people under work health and safety legislation to report incidents. I am very happy to provide the details of that on notice, Mr D'Adam.

ANSWER

In line with the Department of Education's Incident Report Policy, the details of the incident are logged onto the reporting system used by the Health, Safety and Staff Wellbeing Directorate. A summary of the incident is then distributed via email to other areas within the Department to facilitate a co-ordinated and effective response which includes providing support to the school or workplace.

In line with the Incident Report Policy, information is recorded at point of call based on what is communicated by the person who is notifying the incident. As per the internal procedures within Health, Safety and Staff Wellbeing Directorate, the information is then read out to the person reporting the incident for confirmation and correction of any details. If at a later point, information is received indicating the information recorded as per the incident notification is incorrect, this is then corrected with a notation added.

There is no central recording system within Health, Safety and Staff Wellbeing Directorate of the number of requests received by staff that the summary provided as

part of their incident notification is incorrect or the information has been misrepresented.

An incident notification is triggered by any unplanned event resulting in an injury to any person or having the potential to significantly affect the health, safety and wellbeing of employees, students or other individuals at schools and workplaces. The Incident Notification and Response Procedures contain a list of incident types. These include:

- incidents reported to NSW Police, where emergency services have attended the workplace, or where the workplace, or part of it, has been evacuated;
- events that are not related to a workplace activity, but which may impact on students, staff, a school community or workplace (non-workplace incidents); and
- incidents that cause major disruption, impact the effective operation of a workplace or attract significant negative media attention.

Attachment to Question 14

School Name

Abermain Public School
Adamstown Public School
Adelong Public School
Airds High School
Albion Park High School
Albion Park Rail Public School
Albury High School
Albury North Public School
Albury Public School
Alfords Point Public School
Allambie Heights Public School
Alma Public School
Alstonville High School
Ambarvale High School
Ambarvale Public School
Anna Bay Public School
Annandale North Public School
Annandale Public School
Arcadia Public School
Ardlethan Central School
Ariah Park Central School
Arncliffe Public School
Arncliffe West Infants School
Arranounbai School
Artarmon Public School
Ashbury Public School
Ashcroft High School
Ashcroft Public School
Ashfield Boys High School
Ashfield Public School
Ashmont Public School
Asquith Boys High School
Asquith Girls High School
Asquith Public School
Athelstane Public School
Attunga Public School
Auburn Girls High School
Auburn North Public School
Auburn Public School
Auburn West Public School
Austinmer Public School
Austral Public School
Australia Street Infants School
Avalon Public School
Avoca Beach Public School
Balarang Public School
Bald Face Public School
Balgowlah Heights Public School
Balgowlah North Public School
Balmain Public School
Balranald Central School
Banks Public School
Banksia Road Public School
Banksmeadow Public School
Bankstown Girls High School
Bankstown Public School
Bankstown Senior College
Bankstown West Public School

Banora Point High School
Baradine Central School
Barellan Central School
Bargo Public School
Barham Public School
Barmedman Public School
Barnier Public School
Barnsley Public School
Barooga Public School
Barraba Central School
Barrack Heights Public School
Bass High School
Bass Hill Public School
Batemans Bay High School
Batemans Bay Public School
Bathurst Public School
Bathurst South Public School
Bathurst West Public School
Beacon Hill Public School
Beaumont Hills Public School
Beaumont Road Public School
Beckom Public School
Bedgerabong Public School
Beecroft Public School
Beelbangera Public School
Bega High School
Bega Valley Public School
Bellambi Public School
Bellata Public School
Bellbird Public School
Bellevue Hill Public School
Bellingen High School
Belmont High School
Belmont North Public School
Belmont Public School
Belmore Boys High School
Belmore South Public School
Ben Venue Public School
Bendemeer Public School
Bennett Road Public School
Berala Public School
Berinba Public School
Berkeley Public School
Berkeley West Public School
Berowra Public School
Berrigan Public School
Berrima Public School
Bert Oldfield Public School
Beverly Hills Girls High School
Beverly Hills North Public School
Bexley North Public School
Bexley Public School
Bidwill Public School
Bigga Public School
Bilgola Plateau Public School
Bilpin Public School
Binalong Public School
Bingara Central School
Binnaway Central School

Biraban Public School
Birchgrove Public School
Birrong Boys High School
Birrong Girls High School
Birrong Public School
Blackheath Public School
Blacktown Boys High School
Blacktown Girls High School
Blacktown North Public School
Blacktown South Public School
Blacktown West Public School
Blackwell Public School
Blakehurst High School
Blakehurst Public School
Blaxcell Street Public School
Blaxland East Public School
Blaxland High School
Blaxland Public School
Bligh Park Public School
Blue Haven Public School
Bodalla Public School
Bogan Gate Public School
Bogangar Public School
Boggabilla Central School
Boggabri Public School
Bonalbo Central School
Bondi Beach Public School
Bondi Public School
Bonnet Bay Public School
Bonnyrigg Heights Public School
Bonnyrigg High School
Booral Public School
Boorowa Central School
Boronia Park Public School
Bossley Park High School
Bossley Park Public School
Bourke High School
Bourke Street Public School
Bowning Public School
Bowraville Central School
Braddock Public School
Bradfordville Public School
Braidwood Central School
Branxton Public School
Bridge Road School
Brighton-Le-Sands Public School
Brisbane Water Secondary College Umina Campus
Brisbane Water Secondary College Woy Woy Campus
Brisbania Public School
Brocklesby Public School
Broderick Gillawarna School
Broken Hill High School
Broken Hill North Public School
Bronte Public School
Brooke Avenue Public School
Brookvale Public School
Broulee Public School
Bulahdelah Central School
Bulli High School

Bundanoon Public School
Bundarra Central School
Buninyong Public School
Bunnaloo Public School
Burke Ward Public School
Burnside Public School
Buronga Public School
Burraneer Bay Public School
Burren Junction Public School
Burrumbuttock Public School
Burwood Girls High School
Burwood Public School
Busby Public School
Buxton Public School
Cabramatta High School
Cabramatta Public School
Cabramatta West Public School
Callaghan College Jesmond Senior Campus
Callaghan College Wallsend Campus
Callaghan College Waratah Campus
Callala Public School
Cambewarra Public School
Cambridge Gardens Public School
Cambridge Park High School
Cambridge Park Public School
Camden Haven High School
Camden High School
Camden Public School
Camden South Public School
Cammeray Public School
Cammeraygal High School
Campbell House School
Campbellfield Public School
Campbelltown North Public School
Campbelltown Performing Arts High School
Campbelltown Public School
Campsie Public School
Candelo Public School
Canley Heights Public School
Canley Vale High School
Canley Vale Public School
Canowindra High School
Canowindra Public School
Canterbury Boys High School
Canterbury Girls High School
Canterbury Public School
Canterbury South Public School
Caragabal Public School
Cardiff High School
Cardiff South Public School
Carenne School
Caringbah North Public School
Caringbah Public School
Carlton Public School
Carlton South Public School
Caroline Chisholm School
Carramar Public School
Carrington Public School
Cassilis Public School

Castle Cove Public School
Castle Hill High School
Castle Hill Public School
Casula High School
Casula Public School
Cecil Hills High School
Cecil Hills Public School
Centennial Park School
Cessnock East Public School
Cessnock High School
Cessnock Public School
Cessnock West Public School
Chalmers Road School
Chandler Public School
Charlestown East Public School
Charlestown Public School
Chatham High School
Chatswood High School
Chatswood Public School
Cheltenham Girls High School
Cherrybrook Technology High School
Chertsey Primary School
Chester Hill High School
Chester Hill North Public School
Chester Hill Public School
Chifley College Bidwill Campus
Chifley College Dunheved Campus
Chifley College Senior Campus
Chifley College Shalvey Campus
Chifley Public School
Chipping Norton Public School
Chittaway Bay Public School
Chullora Public School
Clairgate Public School
Claremont Meadows Public School
Clarence Town Public School
Claymore Public School
Clemton Park Public School
Clovelly Public School
Coal Point Public School
Cobar High School
Cobar Public School
Cobargo Public School
Cobbitty Public School
Coleambally Central School
Coledale Public School
Collarenebri Central School
Collaroy Plateau Public School
Colo High School
Colo Vale Public School
Colyton High School
Colyton Public School
Comleroy Road Public School
Como Public School
Como West Public School
Concord High School
Concord Public School
Concord West Public School
Condell Park High School

Condell Park Public School
Condobolin High School
Condobolin Public School
Coniston Public School
Connells Point Public School
Coogee Public School
Coolah Central School
Coolamon Central School
Coomealla High School
Coonabarabran High School
Coonabarabran Public School
Coonamble High School
Coonamble Public School
Cootamundra High School
Cootamundra Public School
Coraki Public School
Coreen School
Corowa High School
Corowa Public School
Corrimal East Public School
Corrimal High School
Cowra High School
Cowra Public School
Cranebrook High School
Crawford Public School
Crescent Head Public School
Crestwood High School
Crestwood Public School
Cringila Public School
Cromer Public School
Cronulla High School
Cronulla Public School
Cronulla South Public School
Croppa Creek Public School
Crown Street Public School
Croydon Park Public School
Croydon Public School
Cudal Public School
Cudgegong Valley Public School
Culburra Public School
Culcairn Public School
Cumberland High School
Cumnock Public School
Curlewis Public School
Currabubula Public School
Curran Public School
Currans Hill Public School
Dalmeny Public School
Dapto High School
Darcy Road Public School
Dareton Public School
Darlinghurst Public School
Darlington Point Public School
Darlington Public School
Davidson High School
Dawson Public School
Dee Why Public School
Deniliquin High School
Deniliquin North Public School

Deniliquin South Public School
Denison College of Secondary Education (Bathurst)
Denistone East Public School
Denman Public School
Dobroyd Point Public School
Doonside Public School
Doonside Technology High School
Dorrigo High School
Dorrigo Public School
Double Bay Public School
Drummond Memorial Public School
Dubbo College Delroy Campus
Dubbo College Senior Campus
Dubbo College South Campus
Dubbo North Public School
Dubbo Public School
Dubbo South Public School
Dubbo West Public School
Dudley Public School
Dulwich High School of Visual Arts and Design
Dulwich Hill Public School
Dundas Public School
Dungog High School
Dungog Public School
Dungowan Public School
E A Southee Public School
Eagle Vale High School
Earlwood Public School
East Hills Boys High School
East Hills Girls Technology High School
East Hills Public School
Eastern Creek Public School
Eastlakes Public School
Eastwood Heights Public School
Eastwood Public School
Ebenezer Public School
Eden Marine High School
Eden Public School
Edensor Park Public School
Edgeware School
Edgeworth Public School
Edward Public School
Eglinton Public School
Elanora Heights Public School
Elderslie High School
Eleebana Public School
Elernmore Vale Public School
Elizabeth Macarthur High School
Ellerston Public School
Ellison Public School
Emmaville Central School
Empire Bay Public School
Emu Heights Public School
Emu Plains Public School
Endeavour Sports High School
Enfield Public School
Engadine High School
Engadine Public School
Engadine West Public School

Epping Heights Public School
Epping North Public School
Epping Public School
Epping West Public School
Ermington Public School
Ermington West Public School
Erskine Park High School
Erskineville Public School
Eschol Park Public School
Eugowra Public School
Euston Public School
Evans High School
Evans River Community School
Fairfield Heights Public School
Fairfield High School
Fairfield West Public School
Fairvale Public School
Fairy Meadow Public School
Falls Creek Public School
Farrer Memorial Agricultural High School
Figtree High School
Figtree Public School
Finley High School
Finley Public School
Fisher Road School
Five Islands Secondary College
Flinders Public School
Floraville Public School
Forbes High School
Forbes North Public School
Forbes Public School
Forest Hill Public School
Forestville Public School
Forster Public School
Frank Partridge VC Public School
Franklin Public School
Freemans Reach Public School
Frenchs Forest Public School
Galston High School
Ganmain Public School
Georges Hall Public School
Georges River College Hurstville Boys Campus
Georges River College Peakhurst Campus
Georges River College Penshurst Girls Campus
Gerogery Public School
Gerringong Public School
Gilgandra High School
Gilgandra Public School
Girraween High School
Gladesville Public School
Glebe Public School
Glen Innes High School
Glenbrook Public School
Glendale East Public School
Glendale Technology High School
Glendenning Public School
Glendore Public School
Glenfield Park School
Glenfield Public School

Glenmore Park High School
Glenmore Park Public School
Glenmore Road Public School
Glenorie Public School
Glenroy Public School
Glenvale School
Glossodia Public School
Gloucester High School
Gloucester Public School
Gol Gol Public School
Goolgowi Public School
Gooloogong Public School
Gordon East Public School
Gordon West Public School
Gorokan High School
Gorokan Public School
Gosford East Public School
Gosford High School
Goulburn High School
Goulburn North Public School
Goulburn Public School
Goulburn South Public School
Goulburn West Public School
Governor Philip King Public School
Granville Boys High School
Granville East Public School
Granville Public School
Granville South Creative and Performing Arts High
Granville South Public School
Gravesend Public School
Great Lakes College Senior Campus
Great Lakes College Tuncurry Campus
Green Valley Public School
Greenacre Public School
Greenethorpe Public School
Greenway Park Public School
Greenwell Point Public School
Grenfell Public School
Greystanes High School
Griffith East Public School
Griffith North Public School
Griffith Public School
Grose View Public School
Guildford Public School
Guildford West Public School
Gulgong High School
Gulgong Public School
Gundagai High School
Gundagai Public School
Gundagai South Public School
Gunnedah Public School
Gunnedah South Public School
Gunning Public School
GyMEA Bay Public School
GyMEA Technology High School
Haberfield Public School
Hallidays Point Public School
Hambledon Public School
Hamilton Public School

Hamilton South Public School
Hammondville Public School
Hampden Park Public School
Hannans Road Public School
Hanwood Public School
Harbord Public School
Harcourt Public School
Harrington Park Public School
Hassall Grove Public School
Hastings Secondary College Westport Campus
Hawkesbury High School
Hay War Memorial High School
Hazelbrook Public School
Heathcote East Public School
Heathcote High School
Heathcote Public School
Heaton Public School
Hebersham Public School
Heckenberg Public School
Helensburgh Public School
Henry Fulton Public School
Henry Kendall High School
Henty Public School
Hermidale Public School
Highlands School
Hillston Central School
Hilltop Road Public School
Hinton Public School
Hobartville Public School
Holbrook Public School
Holgate Public School
Holsworthy High School
Holsworthy Public School
Homebush Boys High School
Homebush Public School
HopeTown School
Hornsby Girls High School
Hornsby Heights Public School
Hornsby North Public School
Hornsby South Public School
Horsley Park Public School
Howlong Public School
Hoxton Park High School
Hoxton Park Public School
Hunter River High School
Hunter School of Performing Arts
Hunters Hill High School
Hurlstone Agricultural High School
Hurstville Public School
Hurstville South Public School
Illaroo Road Public School
Illawarra Sports High School
Illawong Public School
Ingleburn High School
Ingleburn Public School
Inverell Public School
Irrawang High School
Islington Public School
Ivanhoe Central School

J J Cahill Memorial High School
James Busby High School
James Cook Boys Technology High School
James Erskine Public School
James Fallon High School
James Meehan High School
Jamison High School
Jannali East Public School
Jannali Public School
Jasper Road Public School
Jerilderie Public School
Jesmond Public School
Jewells Primary School
Jindabyne Central School
Jindera Public School
John Purchase Public School
John Warby Public School
Jugiong Public School
Junee High School
Junee North Public School
Junee Public School
Kahibah Public School
Kambora Public School
Kanahooka High School
Kandos High School
Kandos Public School
Kangaroo Valley Public School
Kanwal Public School
Kareela Public School
Kariong Public School
Karningul School
Katoomba High School
Katoomba Public School
Kegworth Public School
Keira High School
Kellyville High School
Kellyville Public School
Kelso Public School
Kemblawarra Public School
Kemps Creek Public School
Kempsey High School
Kendall Public School
Kensington Public School
Kent Road Public School
Kiama High School
Kiama Public School
Killara Public School
Killarney Heights High School
Kincumber High School
Kincumber Public School
King Park Public School
King Street Public School
Kings Langley Public School
Kingsgrove High School
Kingsgrove North High School
Kingsgrove Public School
Kingswood High School
Kingswood Public School
Kirrawee High School

Kirrawee Public School
Kogarah High School
Kogarah Public School
Koorawatha Public School
Koorringal High School
Koorringal Public School
Kootingal Public School
Kotara School
Kotara South Public School
Ku-ring-gai High School
Kurmond Public School
Kurrajong Public School
Kurri Kurri High School
Kurri Kurri Public School
Ladysmith Public School
Laguna Street Public School
Lake Albert Public School
Lake Cargelligo Central School
Lake Illawarra High School
Lake Illawarra South Public School
Lake Macquarie High School
Lake Munmorah High School
Lake Munmorah Public School
Lake Wyangan Public School
Lakemba Public School
Lalor Park Public School
Lambton High School
Lambton Public School
Lane Cove West Public School
Lansvale Public School
Lapstone Public School
Lavington East Public School
Lavington Public School
Lawson Public School
Leeton High School
Leonay Public School
Les Powell School
Leumeah High School
Leumeah Public School
Leura Public School
Lewisham Public School
Lidcombe Public School
Lightning Ridge Central School
Lilli Pilli Public School
Lindfield East Public School
Lindfield Public School
Lithgow High School
Liverpool Boys High School
Liverpool Girls High School
Liverpool Public School
Liverpool West Public School
Lochinvar Public School
Loftus Public School
Londonderry Public School
Lovesdale Public School
Lucas Heights Community School
Lue Public School
Lugarno Public School
Lurnea High School

Lynwood Park Public School
Macarthur Girls High School
Macintyre High School
Macksville High School
Maclean High School
Maclean Public School
Macquarie Fields High School
Macquarie Fields Public School
Madang Avenue Public School
Mainsbridge School
Maitland East Public School
Maitland Grossmann High School
Maitland High School
Malabar Public School
Mandurama Public School
Manildra Public School
Manilla Central School
Manly Village Public School
Manly West Public School
Mannering Park Public School
Marayong Heights Public School
Marayong Public School
Marayong South Public School
Maroubra Bay Public School
Marrickville High School
Marrickville West Public School
Marsden High School
Marsden Road Public School
Marton Public School
Marulan Public School
Mary Brooksbank School
Maryland Public School
Mascot Public School
Matong Public School
Matrville Public School
Matrville Soldiers Settlement Public School
Matrville Sports High School
Matthew Pearce Public School
Mawarra Public School
Mayfield West Public School
McCallums Hill Public School
Meadowbank Public School
Medowie Public School
Melrose Park Public School
Melville High School
Menai High School
Menai Public School
Mendooran Central School
Menindee Central School
Merewether High School
Merimbula Public School
Merriwa Central School
Merrylands East Public School
Merrylands High School
Merrylands Public School
Metella Road Public School
Mian School
Middleton Public School
Milbrodale Public School

Miller Public School
Miller Technology High School
Millfield Public School
Milperra Public School
Milton Public School
Minchinbury Public School
Minerva School
Minnamurra Public School
Minto Public School
Miranda North Public School
Miranda Public School
Mitchell High School
Moama Public School
Model Farms High School
Molong Central School
Mona Vale Public School
Monteagle Public School
Moonbi Public School
Moorebank High School
Moorefield Girls High School
Moree Secondary College Carol Avenue Campus
Morgan Street Public School
Morisset High School
Morpeth Public School
Mortlake Public School
Moruya High School
Moruya Public School
Mosman High School
Mosman Public School
Moss Vale High School
Moss Vale Public School
Moulamein Public School
Mount Annan High School
Mount Annan Public School
Mount Austin High School
Mount Austin Public School
Mount Colah Public School
Mount Druitt Public School
Mount Hutton Public School
Mount Lewis Infants School
Mount Ousley Public School
Mount Pritchard East Public School
Mount Riverview Public School
Mount St Thomas Public School
Mount Victoria Public School
Mount View High School
Mount Warrigal Public School
Mudgee High School
Mudgee Public School
Muirfield High School
Mulgoa Public School
Mullaley Public School
Mullaway Public School
Mulwala Public School
Mulyan Public School
Mumbil Public School
Murray Farm Public School
Murringo Public School
Murrumbidgee Regional High School

Murrumburrah High School
Murrumburrah Public School
Murrurundi Public School
Muswellbrook High School
Nabiac Public School
Nana Glen Public School
Naradhan Public School
Narara Public School
Narara Valley High School
Nareena Hills Public School
Narellan Public School
Narellan Vale Public School
Narooma High School
Narooma Public School
Narrabeen Lakes Public School
Narrabeen North Public School
Narrabeen Sports High School
Narrabri High School
Narrabri Public School
Narrabri West Public School
Narrandera East Infants School
Narrandera High School
Narrandera Public School
Narraweena Public School
Narromine High School
Narromine Public School
Narwee Public School
Nemingha Public School
Nepean Creative and Performing Arts High School
Newbridge Heights Public School
Newcastle East Public School
Newcastle High School
Newcastle Junior School
Newcastle Middle School
Newington Public School
Newling Public School
Newport Public School
Newtown High School of Performing Arts
Newtown Public School
Nicholson Street Public School
Nillo Infants School
Normanhurst Boys High School
Normanhurst Public School
Normanhurst West Public School
North Nowra Public School
North Rocks Public School
North Ryde Public School
North Star Public School
North Sydney Boys High School
North Sydney Girls High School
North Wagga Public School
Northbridge Public School
Northern Beaches Secondary College Balgowlah Boys
Northern Beaches Secondary College Cromer Campus
Northern Beaches Secondary College Mackellar Girls
Northern Beaches Secondary College Manly Campus
Northlakes High School
Northlakes Public School
Northmead Creative and Performing Arts High School

Northmead Public School
Noumea Public School
Nowra East Public School
Nowra High School
Nowra Public School
Nulkaba Public School
Nuwarra Public School
Nyngan High School
Nyngan Public School
Oak Flats Public School
Oakdale Public School
Oakhill Drive Public School
Oakville Public School
Oatlands Public School
Oatley Public School
Oatley West Public School
Ocean Shores Public School
Orana Heights Public School
Orara High School
Ourimbah Public School
Oxley High School
Oxley Park Public School
Oxley Vale Public School
Oyster Bay Public School
Paddington Public School
Padstow Heights Public School
Padstow North Public School
Padstow Park Public School
Pagewood Public School
Pallamallawa Public School
Pambula Public School
Panania North Public School
Panania Public School
Para Meadows School
Parkes High School
Parkes Public School
Parklea Public School
Parkview Public School
Parramatta High School
Parramatta North Public School
Parramatta West Public School
Passfield Park School
Paxton Public School
Peak Hill Central School
Peakhurst South Public School
Peakhurst West Public School
Peel High School
Pelaw Main Public School
Pendle Hill High School
Pendle Hill Public School
Pennant Hills Public School
Penrith High School
Penrith Public School
Picnic Point High School
Picton High School
Picton Public School
Pittwater High School
Pleasant Hills Public School
Plumpton High School

Plumpton Public School
Plunkett Street Public School
Port Hacking High School
Port Kembla Public School
Prairievale Public School
Prairiewood High School
Prestons Public School
Primbee Public School
Punchbowl Boys High School
Punchbowl Public School
Putney Public School
Pymble Public School
Quaama Public School
Quakers Hill East Public School
Quakers Hill High School
Quakers Hill Public School
Quandialla Public School
Quirindi High School
Quirindi Public School
Rainbow Street Public School
Ramsgate Public School
Rand Public School
Randwick Boys High School
Randwick Girls High School
Randwick Public School
Rankins Springs Public School
Rathmines Public School
Raymond Terrace Public School
Red Hill Public School
Regentville Public School
Revesby Public School
Revesby South Public School
Richmond High School
Riverside Girls High School
Riverstone High School
Riverstone Public School
Riverwood Public School
Robert Townson High School
Rocky River Public School
Rooty Hill High School
Rooty Hill Public School
Rose Bay Public School
Rose Bay Secondary College
Rosehill Public School
Roselea Public School
Rosemeadow Public School
Roseville Public School
Ross Hill Public School
Rozelle Public School
Ruse Public School
Russell Vale Public School
Rutherford Public School
Rutherford Technology High School
Rydalmere East Public School
Rydalmere Public School
Ryde East Public School
Ryde Public School
Ryde Secondary College
Rylstone Public School

Sackville Street Public School
Sadleir Public School
Samuel Gilbert Public School
Samuel Terry Public School
Sanctuary Point Public School
Sandon Public School
Sandy Beach Public School
Sans Souci Public School
Sarah Redfern High School
Sarah Redfern Public School
Seaforth Public School
Seaham Public School
Sefton High School
Seven Hills High School
Seven Hills Public School
Seven Hills West Public School
Shalvey Public School
Shellharbour Public School
Sherwood Grange Public School
Shoal Bay Public School
Shoalhaven Heads Public School
Shoalhaven High School
Shortland Public School
Singleton Heights Public School
Singleton High School
Sir Joseph Banks High School
Smiths Hill High School
Soldiers Point Public School
Somerton Public School
South Coogee Public School
South Sydney High School
South Wagga Public School
Spring Ridge Public School
Springwood High School
Springwood Public School
St Andrews Public School
St Clair High School
St Clair Public School
St George Girls High School
St George School
St Georges Basin Public School
St Helens Park Public School
St Ives High School
St Ives North Public School
St Johns Park High School
St Johns Park Public School
St Marys North Public School
St Marys Public School
St Marys Senior High School
St Marys South Public School
Stockton Public School
Stratford Public School
Strathfield Girls High School
Strathfield North Public School
Strathfield South High School
Stroud Public School
Stuart Town Public School
Sturt Public School
Summer Hill Public School

Sunshine Bay Public School
Surveyors Creek Public School
Sussex Inlet Public School
Sutherland North Public School
Sutherland Public School
Swansea High School
Swansea Public School
Sydney Boys High School
Sydney Girls High School
Sydney Secondary College Balmain Campus
Sydney Secondary College Blackwattle Bay Campus
Sydney Technical High School
Sylvania Heights Public School
Sylvania High School
Sylvania Public School
Tallimba Public School
Tamworth Public School
Tamworth West Public School
Tanilba Bay Public School
Taree High School
Taree Public School
Taren Point Public School
Tarrawanna Public School
Tarro Public School
Tathra Public School
Telarah Public School
Telopea Public School
Temora High School
Temora Public School
Temora West Public School
Tenambit Public School
Tenterfield High School
Teralba Public School
Terrigal High School
Terrigal Public School
Tharawal Public School
The Beach School
The Entrance Public School
The Grange Public School
The Henry Lawson High School
The Hills Sports High School
The Jannali High School
The Junction Public School
The Meadows Public School
The Oaks Public School
The Rivers Sec College Richmond River High Campus
The Rivers Secondary College Kadina High Campus
The Rock Central School
Thirlmere Public School
Thirroul Public School
Thomas Acres Public School
Thornleigh West Public School
Thornton Public School
Thurgoona Public School
Tighes Hill Public School
Tingha Public School
Tocumwal Public School
Tomaree High School
Tomaree Public School

Tomerong Public School
Tooleybuc Central School
Toomelah Public School
Toongabbie East Public School
Toongabbie Public School
Tooraweenah Public School
Toormina High School
Toormina Public School
Toronto High School
Tottenham Central School
Toukley Public School
Tower Street Public School
Towradgi Public School
Trangie Central School
Trundle Central School
Truscott Street Public School
Tuggerah Lakes Secondary College Berkeley Vale
Tuggerah Lakes Secondary College The Entrance
Tuggerah Lakes Secondary College Tumby Umbi
Tuggerah Public School
Tuggerawong Public School
Tullamore Central School
Tullibigeal Central School
Tumut High School
Tumut Public School
Tuncurry Public School
Turrumurra North Public School
Turvey Park Public School
Tyalla Public School
Ulladulla High School
Ulladulla Public School
Unanderra Public School
Ungarie Central School
Uralla Central School
Urana Public School
Uranquinty Public School
Urbenville Public School
Valentine Public School
Valley View Public School
Vardys Road Public School
Vaucluse Public School
Villawood East Public School
Vincentia High School
Vincentia Public School
Vineyard Public School
Wadalba Community School
Wagga Wagga High School
Wagga Wagga Public School
Wahroonga Public School
Waitara Public School
Walbundrie Public School
Walgett Community College - High School
Wallacia Public School
Wallendbeen Public School
Wallsend Public School
Walters Road Public School
Wamberal Public School
Wamoon Public School
Waniora Public School

Waratah Public School
Warialda High School
Warialda Public School
Warilla High School
Warilla Public School
Warners Bay High School
Warners Bay Public School
Warrawee Public School
Warrawong High School
Warrawong Public School
Warren Central School
Warrimoo Public School
Warwick Farm Public School
Wattawa Heights Public School
Wattle Grove Public School
Wauchope High School
Wauchope Public School
Waverley Public School
Wee Waa High School
Wee Waa Public School
Weethalle Public School
Wellington High School
Wellington Public School
Wentworth Falls Public School
Wentworth Public School
Wentworthville Public School
Werrington County Public School
Werrington Public School
Werris Creek Public School
West Pennant Hills Public School
West Pymble Public School
West Wyalong High School
West Wyalong Public School
Westdale Public School
Westfields Sports High School
Westmead Public School
Weston Public School
Whitebridge High School
Whitton-Murrumbidgee Public School
Widemere Public School
Wilberforce Public School
Wilcannia Central School
Wiley Park Girls High School
Wiley Park Public School
Wilkins Public School
Willans Hill School
William Dean Public School
William Stimson Public School
Willmot Public School
Willoughby Girls High School
Willow Tree Public School
Windang Public School
Windsor High School
Windsor Park Public School
Windsor Public School
Windsor South Public School
Wingham Brush Public School
Wingham High School
Wingham Public School

Winmalee High School
Winmalee Public School
Winston Heights Public School
Wiripaang Public School
Wollondilly Public School
Wollongong High School of the Performing Arts
Wollongong Public School
Wollongong West Public School
Wolumla Public School
Wombat Public School
Wongarbon Public School
Woodberry Public School
Woodland Road Public School
Woodport Public School
Woodstock Public School
Wooglemai Environmental Education Centre
Woolgoolga High School
Woollahra Public School
Woolomin Public School
Woolooware High School
Woolooware Public School
Woonona High School
Woy Woy South Public School
Wyangala Dam Public School
Wyndham College (Nirimba Education Precinct)
Wyong Public School
Yanco Public School
Yarrowitch Public School
Yass High School
Yass Public School
Yates Avenue Public School
Yennora Public School
Yeoval Central School
Yerong Creek Public School
Yetman Public School
York Public School
Young High School
Young North Public School
Young Public School
Yowie Bay Public School
Yudi Gunyi School