

**Budget Estimates 2023-24 Hearing – 1 November 2023****Transcript Questions**

Minister for Skills, TAFE and Tertiary Education

**TITLE:** TAFE NSW Student Management System**QUESTION 1, PAGE NO 9****The CHAIR:** Nothing has changed, so why are we now delayed another year?**STEPHEN BRADY:** What we've done is two things. One is we've progressively released, taken the learnings from each release and built those into the program so that, as we go, we're improving the functionality and the capability of the system. It's not the case that we just release one and then go for the next release and the next release. It's a process of learning, getting the feedback from the users and building that into the following release.**The CHAIR:** But, again, all the—**STEPHEN BRADY:** Sorry, one more piece. The original student management system was a very narrow definition. What we have done is then said, "Actually, to make that work we need to add in curriculum management and we need to do work around our website." So what we are actually releasing is more of an ecosystem that will actually support the organisation. So it's not right to compare the original 2017 project to what we are doing now. What we've actually done is look at what we need to support our large organisation, with all the complexity of the different types of courses, the different types of students we support in different locations and the different funding streams, to be able to do that successfully.**The CHAIR:** Okay, but in 2017, when was the project scheduled to be completed?**STEPHEN BRADY:** On that narrower phase, or that narrower scope, I would say that it was actually— let me just find the details. Given that I wasn't around, I might have to come back to you, Ms Boyd, with the answer to that.**ANSWER**

For Release 3.1 of the original SMS Project the agreed scheduled completion date was 27 March 2020. The agreement was terminated on 30 September 2019 and the project was transitioned to TAFE NSW.

**TITLE:** TAFE NSW Land Audit**QUESTION 2, PAGE NO 20, 52-53****p.20****The Hon. TANIA MIHAILUK:** In your submission, how many hectares of TAFE land have you said will be deemed possible for the purposes of what the Premier has asked for—that is, housing development?**STEPHEN BRADY:** I'll have to take that question on notice. I don't have that detail.**The Hon. TANIA MIHAILUK:** The Department of Education very easily answered this question for me last week. You don't have that available?**STEPHEN BRADY:** I don't have that with me. I'll take that question on notice.

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**The Hon. TANIA MIHAILUK:** You will take that on notice. When did you complete that land audit review?

**STEPHEN BRADY:** We've complied with it. At the same time, there's a whole-of-government process.

**The Hon. TANIA MIHAILUK:** You'll have to take on notice when you completed it?

**STEPHEN BRADY:** Yes.

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**The Hon. TANIA MIHAILUK:** I'd like to know for what kind of work they were relied upon, as well, and the financial burden in relation to relying on those consultants. Can I just go back to the 156 operating sites of TAFE. The Minister wouldn't rule out earlier any of those sites potentially being used for housing. Can I have an indication of how many of those sites that have been proposed to the land audit that possibly are part of the 156 operating sites of TAFE—specifically how many in regional, rural New South Wales, if you have offered up any campuses that are in regional, rural New South Wales for potentially being utilised as part of this land audit. Could you please specify? If you can't right now, put it on notice.

**STEPHEN BRADY:** We'll take it on notice. Thank you.

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**The Hon. TANIA MIHAILUK:** I know, but can we be very clear that none of the land that was proposed for this land audit involved any existing campuses? Is Mr Dizdar suggesting—

**STEPHEN BRADY:** I didn't say anything like that. I've said I'll take it on notice.

**The Hon. TANIA MIHAILUK:** You guys need to talk. As I understand it from what the Minister said earlier, I do think you are considering or there has been some consideration of some of those campuses, potentially, as vacant for the purposes of this land audit. It wasn't clear that that was ruled out, and that the existing campuses are not being considered for the purposes of what the Premier's asked.

**STEPHEN BRADY:** I think we've taken the question on notice.

**ANSWER**

This work is being led by the Minister for Lands and Property for consideration by the Government. TAFE NSW is contributing to the government land audit to identify potentially vacant government land. TAFE NSW has provided information to the relevant agencies to enable a thorough audit to take place.

The details of the TAFE NSW submission are Cabinet-in-Confidence.

**TITLE:** Oracle costs

**QUESTION 3, PAGE NO 22**

**The CHAIR:** If the Oracle program is—you said the final phase will be completed by October 2024. Are there then ongoing costs, after that, that we'll also be paying Oracle or someone else for?

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**STEPHEN BRADY:** There is a licensing—as with any software system, there is an ongoing cost. We are using a cloud-based version of PeopleSoft Campus, which is the Oracle product. So, yes, there are licensing costs.

**The CHAIR:** How much is that going to cost us over the next—

**STEPHEN BRADY:** I'll have to take that question on notice, Ms Boyd, and come back to you with an answer.

**ANSWER**

Ongoing licensing costs for Oracle PeopleSoft are currently \$1.067 million per year. Support costs also paid to Oracle for PeopleSoft support are currently \$639,000 per year. TAFE NSW will continue to pay licence and support costs on an ongoing basis.

**TITLE:** TAFE NSW Cyber Academy

**QUESTION 4, PAGE NO 23, 58****p.23**

**The CHAIR:** That's all right. I'm very impressed you brought the latest ones. People are getting onto my line of questioning. Can I ask you then about the TAFE Cyber Academy?

**STEPHEN BRADY:** The partnership with Deloitte for the delivery of training?

**The CHAIR:** Yes, what does that partnership with Deloitte look like? What are the terms of that partnership?

**STEPHEN BRADY:** That's an excellent question. Can I come back to you with the detail on that?

**The CHAIR:** That would be very useful, thank you.

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**STEPHEN BRADY:** Chair, I do have that information you requested earlier, if you'd like?

**The CHAIR:** In relation to?

**STEPHEN BRADY:** Deloitte. The Cyber Academy is a joint initiative between Deloitte, TAFE NSW and the University of Wollongong to meet the critical skills gaps in cyber. TAFE NSW delivers the Diploma of IT (Cyber) to trainees who also enrol in a degree with the University of Wollongong. Deloitte identifies employers for trainees in the program and also acts as an employer. TAFE NSW takes no payment from Deloitte. The Cyber Academy is a relationship where we are really focused on people who are learning and earning at the same time. They're working for an employer. We're providing training for them, and we're uplifting capability and trying to expand the pool of cyber security experts. The pilot commenced this year and has 25 enrolments in the academy. We're expecting the completion rate will be around 80 per cent, which is great. The actual delivery is funded under the Smart and Skilled program.

**The CHAIR:** Take a step back. This began this year?

**STEPHEN BRADY:** It did. That's correct.

**The CHAIR:** Was this Deloitte's idea or TAFE's idea?

**STEPHEN BRADY:** I'd have to take that on notice, but I think Deloitte may have identified the gap that we all see in cyber security and the insufficient ability. I think it

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was something that was identified by them but then worked up between them, the University of Wollongong and ourselves.

**ANSWER**

QUESTION 4, PAGE NO 23

The Cyber Academy terms of partnership incorporate an Australian Skills Quality Authority (ASQA) approved third party agreement for marketing and recruitment services executed by Deloitte and the University of Wollongong. Deloitte promotes the program to industry and employs some of the Cyber Academy trainees.

QUESTION 4, PAGE NO 58

The Cyber Academy was established in response to the critical skills shortage in cyber. The initiative was led by consultation between the University of Wollongong, Deloitte, and TAFE NSW; and the University of Wollongong provides training under an articulation agreement between TAFE NSW and the University of Wollongong.

**TITLE:** Contingent Labour - Positions

**QUESTION 5, PAGE NO 23**

**The CHAIR:** That would be very useful, thank you. What is the spend for the 2022-23 financial year on contingent labour?

**STEPHEN BRADY:** \$56.3 million.

**The CHAIR:** And what does that roughly equate to in terms of numbers of positions?

**STEPHEN BRADY:** Again, I'd have to come back to you with a calculation.

**ANSWER**

TAFE NSW incurred \$56.3 million in the 2022-23 fiscal year for contingent labour.

\$44.9 million is attributed to the strategic use of approximately 465 contractor FTEs who supported various operational needs, including short-term administrative staff, teacher support staff and course developers to support a spike in enrolment numbers as well as additional short-term technical skills in ICT operations.

\$11.5 million was spent (variable cost relative to capital expenditure funding year to year) on project management external resources for the direct management and supervision of capital projects throughout the state.

This strategic approach to contingent labour aligns with TAFE NSW goals of delivering quality education and services to our students while maintaining fiscal responsibility and operational flexibility and efficiency.

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**TITLE:** Contingent Labour - Consulting Firms**QUESTION 6, PAGE NO 23****The CHAIR:** Are any of those contingent labour hires people from consulting firms?**STEPHEN BRADY:** I might just direct that question to my Chief People Officer. Julie?**JULIE TICKLE:** Could you just ask the question again, please, Ms Boyd?**The CHAIR:** The question is that of the numbers of people sitting within TAFE that are classified as contingent labour, how many of them are consulting firm employees?**JULIE TICKLE:** Generally, we wouldn't use consulting firm employees. I don't have that in front of me, so we can take it on notice, but the contingent labour is generally people who enrol our students in peak enrolment times—we have a lot of contingent labour in IT, and recruitment, as the managing director said. It would be unusual, but I don't have it in front of me, so we can take it on notice and confirm.**ANSWER**

TAFE NSW does not use consultant employees as contingent labour. Consultants and their employees are typically engaged for their strategic advice and specialised expertise on specific projects, while contingent labour is used to fulfill operational needs, providing a flexible and scalable workforce for routine tasks. An example of scaling up the workforce with contingent labour is for administrative processes related to high volume enrolments - tasks include responding to customer enquiries via multiple channels, processing applications, enrolments, withdrawals, refunds and payments.

Consultants engaged by TAFE NSW are reported in the publicly available Annual Reports. Contingent labour is typically reported under “contractors” in the publicly available Annual Reports.

**TITLE:** HAYS recruitment contract**QUESTION 7, PAGE NO 23****The CHAIR:** Thank you. I'm just looking at a contract on eTendering with Hays recruitment. This is a contract to manage peak recruitment demands, so this is effectively a contingent labour contract. It's a three-year contract, signed in August, and it's for \$7.37 million. How much of that is going through Hays in the form of a payment to the actual person doing the work and how much is to Hays for their part of that service?**JULIE TICKLE:** I'd have to take it on notice, because I don't have the breakdown, but that is certainly one of the examples that the managing director referred to. We have peak recruitment times, particularly when it's a new semester, so we need to recruit new teachers. We've also used Hays to upskill and upscale—that is the better word—our recruitment for our Paid to Learn Program. We've put a number of teachers

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through our Paid to Learn Program, which I'm happy to provide detail on later or now if you'd like it. It's certainly something that we've had: more people, short-term, doing recruiting, so the majority of that contract is for the actual people who are doing the recruiting. But I'm happy to take on notice the breakdown.

**ANSWER**

TAFE NSW engaged Hays to undertake services including psych assessments, interview scribing and other routine recruitment services. The contract does not specify rates paid to the actual person.

Hays are a preferred supplier under the Procurement NSW's SCM0007-Prequalification Scheme: Contingent Workforce.

**TITLE: FUTURE ECONOMY FUND**

**QUESTION 8 PAGE NO 28**

**The Hon. WES FANG:** Minister, have the targets for the Future Economy Fund been altered?

**Mr STEVE WHAN:** The Future Economy Fund—can I, first of all, say that I'm very pleased that you've moved on to something that is vaguely in line with my portfolio.

**The Hon. WES FANG:** Minister, I aim to surprise, can I tell you. I'm a man full of mystery.

**Mr STEVE WHAN:** I will ask the secretary if he wants to comment on the Future Economy Fund.

**The Hon. WES FANG:** Is that because you don't know, Minister?

**MURAT DIZDAR:** We'll get Ms Read to—she's got carriage of it.

**CHLOE READ:** The Future Economy Fund doesn't sit within this portfolio, so we might need to take that on notice and seek some advice on the management of the fund overall.

**ANSWER**

The information requested does not fall under the responsibility of the Minister for Skills, TAFE and Tertiary Education. Please refer this question to the Minister for Industry and Trade.

**TITLE: TAFE NSW teacher location**

**QUESTION 9, PAGE NO 29**

**The CHAIR:** How many TAFE teachers are currently being impacted, in terms of not teaching at the campuses that they were originally teaching at?

**STEPHEN BRADY:** I will have to take that on notice, but I would say that, from our perspective, I think we've managed to maintain service delivery. Teachers are being employed and students are being taught, whether they're delivering from their home campus or whether they're doing it from one of the other campuses. The campuses are between 20 and 30 minutes apart, so it's not too bad.

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**ANSWER**

As mentioned during the hearing, the TAFE NSW Lismore campus was extensively damaged by the flooding events of early 2022 and remains non-operational. For teachers and students who were attending the Lismore campus service delivery was re-established relatively quickly within the region. Teaching continues to be conducted from TAFE NSW Wollongbar and Ballina campuses, and from short-term leased space at Southern Cross University (SCU) Lismore campus.

72 teachers were primarily associated with TAFE NSW Lismore location. However, it's worth noting that even during normal operations many of our teachers have the flexibility to work from multiple sites based on the nature of their roles and the needs of our programs. As a result, the exact number of teachers impacted by the disruption at Lismore at any given time may vary. Our focus remains on ensuring that our educators are able to effectively contribute to the learning experience across our various locations while maintaining a high standard of education.

**TITLE:** TAFE Fee Free - course areas**QUESTION 10, PAGE NO 30**

**The CHAIR:** How many places are fee-free, on your latest numbers? What sort of percentage are we talking about?

**STEPHEN BRADY:** One moment please.

**Mr STEVE WHAN:** The figure I've got for the fee-free is—we get \$319 million as a joint New South Wales and Commonwealth commitment for TAFE fee-free, and the figure I've got, from 1 January 2023 to 30 June 2023 is 105,526 enrolments and 99,201 commencements. We've got some breakdowns for all of those.

**STEPHEN BRADY:** Yes, happy to, thanks, Minister. There's some interesting data. Of those learners, 67 per cent are in current employment, 66 are female, and 44 per cent of those learners are studying online through TAFE Digital, so strong demand. I think I had some information on course areas, but I may need to come back to you. Particularly, we are seeing strong demand in the technology and business services areas. Those certificate III courses are project management, business services and technology, predominantly.

**ANSWER**

Approx 115,000 fee free enrolments commenced in 2023, representing 46 per cent of commencing enrolments.

**TITLE:** TAFE NSW teacher - shortages in course areas and locations**QUESTION 11, PAGE NO 41, 42**

**The Hon. TANIA MIHAILUK:** Have you got specific vacant positions in certain teacher positions for certain courses?

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**Mr STEVE WHAN:** Yes, we certainly would, and I'll hand that to the managing director to answer that.

**The Hon. TANIA MIHAILUK:** Yes, the managing director might know that.

**Mr STEVE WHAN:** We certainly do, because we are short in a number of areas and that's why there is a number of those—

**The Hon. TANIA MIHAILUK:** Sorry to interrupt you, Minister, but does that also equate to particular regional TAFEs? I'd like to get a list of where the vacancies exist by course and also by location. Perhaps the managing director might be able—

**Mr STEVE WHAN:** I'll hand that over to the manager. That sounds like something you might have to take on notice.

**The Hon. TANIA MIHAILUK:** Yes, I'd expect that on notice.

**STEPHEN BRADY:** We'll have to take that detail on notice.

**ANSWER**

Refer to response to Supplementary Question 118.

**TITLE:** Regional TAFE NSW enrolment figures

**QUESTION 12, PAGE NO 42**

**The Hon. TANIA MIHAILUK:** If you could put on notice that question I have about the regional TAFEs and the enrolment figures there—

**Mr STEVE WHAN:** Sure.

**ANSWER**

Due to the contestable market in which TAFE NSW operates, it does not publicly provide a breakdown of enrolment numbers by campus.

**TITLE:** VET REVIEW PANEL REMUNERATION

**QUESTION 13 PAGE NO 48**

**The Hon. RACHEL MERTON:** What are the remuneration arrangements, if any, for members of the review panel?

**MURAT DIZDAR:** I don't have the figures in front of me. I'm happy to take it on notice, but it's in line with government review panel remuneration guidelines.

**The Hon. RACHEL MERTON:** So they are paid positions?

**MURAT DIZDAR:** They are paid positions, yes. I'm happy to come back on notice if that's okay, Ms Merton.

**ANSWER**

Appointment of the Review Panel is not a Ministerial appointment and therefore sits outside the process of the Classification and Remuneration Framework for NSW Government Boards and Committees.



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<https://www.psc.nsw.gov.au/legislation-and-policy/nsw-government-boards-and-committees>

However, remuneration arrangements are in line with the Framework and consistent with how the department has engaged panel members for other Government review processes.

**TITLE: VET REVIEW PANEL COST**

**QUESTION 14 PAGE NO 49**

**The Hon. RACHEL MERTON:** What will be the cost to the taxpayer of the VET Review?

**CHLOE READ:** We'll need to take that on notice, I think.

**MURAT DIZDAR:** We took on notice the remuneration for the panel members.

**The Hon. RACHEL MERTON:** You've taken the remuneration of the review panel on notice.

**MURAT DIZDAR:** Yes, I'm just seeing if I've got that figure as well. We may, Ms Merton, have to take that one on notice as well, if that's okay.

**ANSWER**

A maximum of \$2.2 million is budgeted for the total operating expenditure of the VET Review project, including VET Review Panel remuneration, specialist policy advice, and face-to-face stakeholder consultations across the state.

It is expected that there will be an underspend on this project with unspent funds being returned.

**TITLE: Student debt**

**QUESTION 15, PAGE NO 49, 50, 51**

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**The CHAIR:** Can you tell me how much student debt is currently outstanding?

**STEPHEN BRADY:** I'll have to take that question on notice, sorry.

**p.50**

**The CHAIR:** What was the quantum of the arrangement with Revenue NSW in relation to debt collection?

**STEPHEN BRADY:** I will have to take that on notice as well. Revenue charges a fee per item, but I will have to come back to you and give you exactly what that is.

**p.50**

**The CHAIR:** How much, or what sort of percentage, do you think would end up in that final category, requiring debt collection from ARMA?

**STEPHEN BRADY:** I will have to take that on notice.

**The CHAIR:** The contract with ARMA is a three-year one for just over \$4.5 million. That would imply that we would have at least \$1.5 million worth of debt we're collecting at that point per year.

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**STEPHEN BRADY:** I would have to come back to you for details. I don't know that it would relate to the amount of debt collection. That may well be the fee.

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**p.50-51**

**The CHAIR:** Have you got some more information there?

**STEPHEN BRADY:** I do. Student debt as at the end of September was \$12 million.

**The CHAIR:** Can you perhaps come back on notice, then, as to how much of that \$12 million will be expected to be recouped in that third stage of the process, and how much would be through Revenue NSW?

**STEPHEN BRADY:** Will do.

**ANSWER****Can you tell me how much student debt is currently outstanding?**

- Total Outstanding Receivables as at End of Month (EOM) October 2023 was \$11.5 million of which \$3.9 million was outstanding greater than 90 days.

**What was the quantum of the arrangement with Revenue NSW in relation to debt collection?**

- Revenue NSW are currently managing student debt collection activity against 2,691 accounts (\$3.6 million) on behalf of TAFE NSW across all debt aging brackets.
- The Revenue NSW pricing model adopts a cost recoverable fee for service approach in performing the agreed collection activity at a unit price per student referred.
- The total Revenue NSW costs associated with administering the required collection activity in the past 12 months was \$462,811.23.

**How much, or what sort of percentage, do you think would end up in that final category, requiring debt collection from ARMA?**

- The Life to Date percentage of students called back from Revenue NSW and referred to ARMA Tier 2 is 12.6% of the 70,416 total students referred to Revenue NSW between November 2020 and November 2022. 8,896 students have been referred to ARMA for final stage collection action since ARMA Tier 2 was introduced in June 2023.
- Total Open debt currently being managed by ARMA across all debt categories is 8,475 files representing \$8.2 million.

**Have you got some more information there? Can you perhaps come back on notice, then, as to how much of that \$12 million will be expected to be recouped in that third stage of the process, and how much would be through Revenue NSW?**

- Of the \$12.3 million total receivables as at 30 September 2023, the current forecast anticipates that \$5.9 million is expected to be referred to Revenue NSW. Based on the Life to Date Recovery Rate of 81%, of the anticipated \$5.9 million we would expect \$4.8 million recovered by Revenue NSW.
- Of the anticipated \$1.1 million balance expected to be referred to ARMA Tier 2, we anticipate a further \$443,000 in recovery by ARMA based on the Life to Date Recovery Rate of 39%.

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- This forecast assumes no changes to the current collection environment or student payment behaviour and is based using the life to date recovery rate from both Revenue NSW and ARMA.

**TITLE:** Consultants

**QUESTION 16, PAGE NO 52**

**The Hon. TANIA MIHAILUK:** If you've used them since March this year, could you list to me, provide on notice, how many consultants you've relied upon since March of this year.

**STEPHEN BRADY:** Yes. Very happy to.

**The Hon. TANIA MIHAILUK:** I'd like to know for what kind of work they were relied upon, as well, and the financial burden in relation to relying on those consultants.

**ANSWER**

From March 2023, two consultancy engagements were undertaken, both focused on management services.

- Nous Group Pty Ltd was engaged in April 2023, for a total of \$220,000, to conduct market analysis, assessing TAFE NSW's commercial potential in non-government funded segments.
- Astrolabe Group was engaged in March 2023 for a total of \$59,000, to complete strategic financial options modelling for a Specialist Advanced Training Centre (SATC) at Bradfield city centre.

**TITLE:** Bankstown Council

**QUESTION 17, PAGE NO 53**

**The Hon. TANIA MIHAILUK:** I'll put that on notice, if there's any communications from Canterbury Bankstown council in relation to Bankstown TAFE.

**STEPHEN BRADY:** Certainly.

**ANSWER**

I am advised that throughout 2023, there has been no communication from the Canterbury Bankstown Council to TAFE NSW regarding the TAFE NSW Bankstown campus.

**TITLE:** Contracts on E-Tender

**QUESTION 18, PAGE NO 53,54**

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**The CHAIR:** This is the bit where I ask you random questions about different contractors. There's an award notice from 10 May 2023, for pest control, with Kelly Outsourcing, for \$10 million over two years. Can you tell me about that one? It's a lot of money.

**STEPHEN BRADY:** I'll ask Mr Woods to give you any detail he might be able to provide. We do have 156 campuses, over 1,780 buildings. There's a lot of pest control required to ensure that they're habitable and suitable for delivery.

**The CHAIR:** I'm curious as to how that compares, as well. It talks here about it being about contingent labour rather than it being an outsourcing.

**STEPHEN BRADY:** We might need to take that on notice and come back with the details.

**PATRICK WOODS:** I'm not aware of that detail. Certainly, we can take it on notice and get back to you

**The CHAIR:** Thank you. Another random one in this period of time. There's one here that actually dates back to 25 August 2014, but it still sits on eTender because of its contract duration. This is a contract with SAP Australia for the supply of customer billing software. It was entered into on 23 June 2014. It's specified to end on 23 June 9999. Is that an error? When does that end? Any ideas?

**STEPHEN BRADY:** I think we'd have to try and source that detail for you. Obviously, it's part of our SAP system. It's a critical part of just managing our finances.

**The CHAIR:** Thank you. I do like to pick up on these things, because the eTender is just riddled with errors. Have you had a chance to look at or to get further details on that Deloitte issue we were talking about earlier, with the Deloitte Cyber Academy?

**STEPHEN BRADY:** We haven't had any feedback yet.

**The CHAIR:** Okay. Maybe I'll come back to you. If there's any chance you can get some more information about that, I'll come back to you.

**ANSWER**

Award notice from 10 May 2023 with Kelly Outsourcing Group for \$10million had an incorrect commodity code assigned. It has since been updated to reflect the correct commodity code which is 99900127 - Recruitment services including contingent labour. The contract covers TAFE NSW enterprise-wide contingent labour recruitment and management services.

The SAP contract is a mandatory whole of government contract for Enterprise Resource Planning (ERP) systems and facilitates agencies to contract perpetual licences. The contract was initially established in 2008 for a period of 15 years and was recently extended for an additional one-year period with a revised expiry date of March 2024. TAFE NSW has updated the eTender disclosure expiry date to reflect this revised expiry of March 2024.

**TITLE:** TAFE NSW vacant buildings

**QUESTION 19, PAGE NO 57**

**The Hon. RACHEL MERTON:** How many TAFE buildings are no longer being used by TAFE NSW and where might they be located, in terms of vacant buildings?

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**STEPHEN BRADY:** I'll have to take that on notice and come back to you, thank you, Madam Deputy Chair.

**ANSWER**

TAFE NSW continuously reviews the utilisation of all buildings. A portion of these buildings are currently leased, some are not used to save operational expenditure where not currently required for service delivery, while others are deemed unfit for occupation. Some buildings may potentially be leased in the future, whereas others are of minimal size.

TAFE NSW is currently not using 44 buildings (excluding service and utilities buildings) in the following locations:

Region	No. Buildings
North	7
South	13
West	19
Sydney	3
Western Sydney	2

**TITLE: BANKSTOWN SENIOR COLLEGE****QUESTION 20 PAGE NO 62**

**MURAT DIZDAR:** Sorry, Ms Merton, can you just repeat your question for me?

**The Hon. RACHEL MERTON:** My question was how many students are enrolled at the Bankstown Senior College? Do we have any knowledge about what skills or training may be provided for there?

**MURAT DIZDAR:** Bankstown Senior College is a secondary school in our system. It's a fantastic school that I have visited a number of times. Quite a unique context—it's a four-day and one-day operation, so we do the education provision within four days and allow our students to then be in work, TAFE and further education. It's one of our only settings that has enrolments of adults as well, who are trying to complete the HSC. It's a very successful provision. By way of student numbers, last time I visited—I can get you the exact student numbers on notice—it was around 450 students. But let me get you the exact number. It's a fantastic education provision.

**ANSWER**

As of 14 November 2023, the number of students enrolled in Bankstown Senior College is 583. This figure includes 147 students enrolled within the Intensive English Centre attached to the college.

Bankstown Senior College offers a broad curriculum to meet the needs of its diverse student enrolment, many of whom are adults. The College offers a number of Vocational Education and Training (VET) courses which students undertake as part of their study for the Higher School Certificate (HSC). These VET courses include.

- Business Services

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- Construction
- Hospitality
- Information and Digital Technology
- Retail Services
- Screen and Media
- Workplace Skills

In addition, the College supports the development of skills and training through enabling student participation in Traineeships and Apprenticeships.

**TITLE: REGIONAL TERTIARY TRAINING INITIATIVES****QUESTION 21 PAGE NO 64**

**The Hon. WES FANG:** Does the budget contain any other tertiary training initiatives for the benefit of residents of regional New South Wales?

**CHLOE READ:** Do you mean including vocational education?

**The Hon. WES FANG:** Any other tertiary training such as the Country Universities Centres. Excluding the skills sector—that is, TAFE and the like—what does the budget have to assist rural and regional kids to study at home?

**CHLOE READ:** To go to university?

**The Hon. WES FANG:** Yes.

**CHLOE READ:** I might take that on notice. I don't have specific information to rural and regional to do with just the higher education sector, as opposed to more broadly across vocational.

**The Hon. WES FANG:** I just want to make sure that there's more than just over \$1 million for rural and regional kids to be able to attend tertiary training. I hope that we've done a bit more than that for them.

**CHLOE READ:** Normally, funding for higher education—so university education in particular—

**The Hon. WES FANG:** I understand it's Federal, yes.

**CHLOE READ:** —is the proviso of the Commonwealth Government, and so we—

**The Hon. WES FANG:** However, the previous Government had been very strong in ensuring that things like CUCs were supported, and so I want to see that the current Labor Government isn't just focusing its attention on metropolitan areas but is also focusing some attention on the rural and regional areas, as the previous Government did.

**CHLOE READ:** I understand. We might need to gather some information about specific scholarships and things because, obviously, different departments will also fund different pieces.

**The Hon. WES FANG:** That would be fantastic. Yes, that's great.

**CHLOE READ:** We'll take that on notice and see what we can come back to you with.

**The Hon. WES FANG:** Mr Dizdar, you look like you want to say something.

**MURAT DIZDAR:** I was just going to say it's really important for us, because—

**The Hon. WES FANG:** I agree. We're on a unity ticket, Mr Dizdar—who'd have thought?

**MURAT DIZDAR:** —getting better outcomes for regional and remote across the whole life cycle of education is a strong focus, so I was just going to say let's come back to you with the detail.

**ANSWER**

The NSW Government provides various university scholarships that support regional tertiary pathways including:

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The NSW Health 2024 Rural Undergraduate Scholarships provide financial support to people from rural NSW who are starting their first year of a Bachelor of Nursing or Bachelor of Midwifery degree and who intend to practice in a rural location as a registered nurse or midwife upon the completion of their study. More information is available at: <https://www.health.nsw.gov.au/nursing/scholarship/Pages/rural-undergrad.aspx>

The Department of Education Teach Rural Scholarship provides financial support for HSC and university students looking to teach in rural and remote NSW public schools. The Scholarship includes financial support, course contribution fees, an appointment allowance and a permanent position in a rural or remote NSW public school following successful completion of studies. Scholars may also be eligible for a weekly practicum allowance. More information is available at: <https://education.nsw.gov.au/teach-nsw/get-paid-to-study/teach-rural-scholarship>

Other department initiatives supporting transitions and pathways to tertiary education in the regions include:

The Regional Industry Education Partnerships Program (RIEP) connects employers with schools to support student career development. RIEP has provided over 70,000 opportunities for regional and remote students to connect directly with employers (since mid-2021).

Targeted RIEP projects such as Agriculture Camps, Girls Can Too, and Early Childhood Educators of the Future have seen students transition directly into part-time employment, school-based apprenticeships and traineeships, and full-time apprenticeships and traineeships. RIEP works with industry to promote all tertiary pathways, including vocational education and training and higher education.

The Educational Pathways Program (EPP) supports students that face challenges in accessing trained careers education advisers to plan for successful school completion and access to relevant post-school pathways.

The EPP gives relevant additional support and resources to students in regional, rural and remote areas facilitating connections for students with Country Universities Centres.

Since 2017, \$16 million has been invested in the Country Universities Centre (CUC) program to establish ten centres across regional NSW. Nine of these centres have opened, with the last due to open in Mudgee in semester 1 2024.

\$1,096,000 remains to be expended over the 2023-24 and 2024-25 financial years as part of this grant.

The department has also provided CUC with funding to keep centres operational. This included \$762,500 in financial year 2022-23, with \$1,130,000 budgeted for financial year 2023-24.

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**TITLE: GRADUATE VISA HOLDERS****QUESTION 22 PAGE NO 65**

**The Hon. WES FANG:** Fair call, just don't give me a timeout. Will you continue New South Wales' support for the temporary graduate visa holders who have graduated from a regional educational institution, have lived in regional Australia on their first TGV and are eligible for a second TGV?

**MURAT DIZDAR:** That's quite specific, the visa classes, and I don't want to get it wrong. I think it'd be safer if I take it on notice and come back to you, unless Ms Read's got the details.

**The Hon. WES FANG:** Given the number of acronyms, I think it's safer too.

**CHLOE READ:** And I think migration sits with—I want to say either the Cabinet Office or the department of industry.

**The Hon. WES FANG:** Yes, it's very confusing with all these machinery-of-government changes.

**CHLOE READ:** Yes, so we don't directly hold responsibility for migration from a New South Wales perspective.

**MURAT DIZDAR:** But we're happy to chase the answer on notice. We're happy to do that.

**CHLOE READ:** Yes, we can take that on notice and come back to you with advice on where that lives.

**The Hon. WES FANG:** Broadly speaking, are we supportive of regional trainees staying and doing further training?

**MURAT DIZDAR:** Like I was saying earlier, it's a real focus. I'm really proud of our recent public schools plan that we released, and one of the pillars we called out is the equity pillar. We want to make a difference for regional and remote students. Twenty-five per cent of our enrolments are in regional and remote, and I don't sit comfortably with where the outcomes are, as secretary, alongside Aboriginal outcomes and students with disability. We called out the equity pillar as being of prime importance to move the dial. That goes from the school gates, whether it's to TAFE or other providers or to tertiary—how we make sure that we can remove the barriers, broaden the horizons and get better completion rates. I know that it's a focus when I chat with Mr Brady. I know it's a focus when I chat with Mr Martin in NESAs. I know that having gone to EMM—Education Ministers Meetings—it's a focus nationally as well.

**The Hon. WES FANG:** Given your strong focus on that, do you think it's fair to say that you would see that as a real KPI for you having achieved in your role?

**MURAT DIZDAR:** I've publicly put it out there on the public education plan for the next four years to make a difference on the equity front for our learners of concern.

**The Hon. WES FANG:** And the outcomes?

**MURAT DIZDAR:** I spoke to this on the education committee as well—that was last week, Mr Fang—where we're working with schools. Actually, we started that this week, and by the end of term 1 we'll have improvement measures for each school across a range of areas that recognise their context.

**The Hon. WES FANG:** Excellent. You might be able to take this one on notice as well. International graduates who have studied and lived in category 3 may be eligible for an additional two years on a second temporary graduate visa. That provides an additional incentive for international students to study at regional



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institutions and live in regional areas post-study, boosting diversity and prosperity in regional New South Wales.

Can you tell me how many students are eligible for those incentives since 1 April 2023?

**MURAT DIZDAR:** That's very specific again, Mr Fang.

**ANSWER**

The information requested does not fall under the responsibility of the Minister for Skills, TAFE and Tertiary Education. Please refer this question to the Minister for Industry and Trade.

**TITLE:** Students with disability

**QUESTION 23, PAGE NO 68**

**The CHAIR:** Do you keep the numbers for students of disability by type of disability—specifically, whether we have separate numbers for students with intellectual disability versus those with mobility needs?

**STEPHEN BRADY:** I don't have a breakdown. I do have categories, but—

**JANET SCHORER:** We would have some of that information we can provide on notice, but to the extent that people disclose.

**The CHAIR:** Yes. I just wonder if that figure that you gave before, the 45,000—if that is people who have identified the need for an adjustment, or whether that is people with disability more generally.

**JANET SCHORER:** It is probably a mix of both: people who identify or people who have indicated that they need some level of support. But we can provide the detail of that, happily, on notice.

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**The CHAIR:** Thank you. Just looking at the last however many years—what have I got here? About seven years of annual reports for TAFE NSW. The additional number of yearly enrolments by learners with a disability is declining every year. I think 56,000 was probably the highest that I can see in the recent past, in 2016-17. Then it consistently declined, to get to 45,000 in 2021-22. Why is that?

**STEPHEN BRADY:** That's a great question. I wasn't aware of that trend. We certainly have been providing, as I say, supports. We've got a disability inclusion action plan, which we've completed the first iteration of. We're just about to release a second disability inclusion action plan. We've established an employee resource group for our disabled staff members. So we're making a lot of effort to make sure that we're being as inclusive as we can and to provide the supports we can. But I think we'd have to take that on notice and see what we can find that's driving those numbers.

**The CHAIR:** Yes. Maybe if you could provide more detail in the breakdown. Maybe it's a percentage-of-total-students issue. Maybe it's got something to do with—I'm just looking at the figures. I was going to say COVID, but it starts declining before COVID. If you could come back to me with any additional info, that would be really useful.

**ANSWER**

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Type of Disability is identified by students at the time of enrolment and is captured under Disability Type Identifier (as per national AVETMISS data collection requirements).

In 2022, enrolments by students with a disability accounted for 11 per cent of total enrolments and 4 per cent of these identifying as disabled indicated intellectual disability type.

**TITLE: SMART AND SKILLED - STUDENTS WITH DISABILITY****QUESTION 24 PAGE NO 68**

**The CHAIR:** ..... How much money does Smart and Skilled receive in relation to training for students with disability? Do you have any breakdown of that funding and where it goes?

**STEPHEN BRADY:** I don't.

**CHLOE READ:** We do, as those who run the Smart and Skilled program. We don't receive funding for students with a disability. We give it out in the form of loadings, largely. In 2022-23, \$11,350,000 and change was those loadings to different providers. Then I would just add that also Smart and Skilled is a particular piece of delivery that we commissioned. We also have adult and community education providers. I don't have a breakdown of funding, but, in 2022-23, 21 per cent of training from those providers was to students or learners with a disability. There's some other provision there, alongside TAFE and alongside Smart and Skilled.

**The CHAIR:** Are you able to tell me how many students with a disability access Smart and Skilled, what that \$11 million equates to?

**CHLOE READ:** On notice, yes. I don't have that number.

**ANSWER**

There were 13,620 students with disability that commenced Smart & Skilled training in 2022-23.

**TITLE: Nous contract****QUESTION 25, PAGE NO 69, 70, 71****p.69**

**The CHAIR:** I understand. Thank you. Can we just turn to something completely different. There's a Nous contract that was entered into—it was published on 13 October 2023. But it's for 17 April to 30 June, so just a two-month or less than two-month contract—a six-week contract. This is for the TAFE NSW operating model, for \$770,000. Can someone tell me what we got for \$770,000 from Nous?

**JULIE TICKLE:** Yes, I can. That contract was to review and recalibrate our operating model. I think a lot of people, when we talk operating model, think restructure and job losses, but that's not actually what it looks at. It looks at a number of components, including the way that we're organised, our capabilities that we need now and in the future, our leadership and what our leadership make-up is, our processes, our governance. That's what the Nous Group supported us to do. The operating model is usually recalibrated by organisations around every three years. That's good HR practice, to look at the way you operate. With the emerging

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needs of the sector changing, the new skills areas that we can see emerging, it was a really good time to look at our operating model. That's what that contract covered.

**The CHAIR:** Thank you. Are we spending three-quarters of \$1 million every three years on something like this?

**JULIE TICKLE:** No, not at all. We recalibrate and look at the operating model in good practice every three years. I can't say that we do it regularly every three years. It's good practice to do so. But, no, we wouldn't spend \$700,000 every three years. It's just that, with everything happening in the sector, that's the decision that was taken on this occasion.

**The CHAIR:** Can you just talk me through what you actually get for that. How many people were working from Nous for those six weeks?

**JULIE TICKLE:** I'd certainly be able to do that on notice, but I don't have it in front of me.

**The CHAIR:** We've had similar—not this much; this is quite a large value. But we've had in our consulting inquiry, when we've looked into other departments and agencies, a couple of hundred thousand dollars being spent on strategy days and operating reviews, and it's been very interesting to see exactly what you get for that money. But it strikes me that, for six weeks of work, \$770,000 to do something that's, obviously, important but perhaps not necessarily what the public would be expecting we'd spend three-quarters of \$1 million on—can you give me any other sort of detail as to why it was quite this expensive?

**JULIE TICKLE:** Certainly, on notice we can provide the amount of people that worked on it and what the agreement was with Nous and what services they provided. I think it's worth remembering the context of the emerging sector that we're in, in terms of VET and in terms of skills. Making sure that we're organised in the way to best support the skills needs of the State is really important. We've talked before about the teacher shortages we have, and making sure that we are putting our organisation in the best place to do that was the reason that we started with that work. I think the other thing to remember about operating model is that we don't necessarily have that resource all the time. We don't spend a lot of money on having people that do organisational design, operating model reviews regularly. It is a specialist service. On this occasion, that's why we went for Nous.

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**The CHAIR:** —shown to the Minister? There's no requirement for a brief and an expenditure of—no. Understood. It wasn't uploaded to eTender until, it looks like, almost six months after. Is there any reason why it was so slow to be notified on eTender?

**JULIE TICKLE:** I don't know the answer to that, I'm sorry. I'm not sure why it would take so long to go onto eTender. I can find out, if it's helpful. But, no, I don't have any answer for that.

**The CHAIR:** If you could. That's quite a long period of time for that kind of thing. It would be very helpful if I could understand why that was.

**JULIE TICKLE:** Sure.

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**The CHAIR:** Sorry, just one thing that I forgot on the one we were talking about a moment ago in relation to Nous—the \$770,000 one. It was described on eTender that the tender method was an open tender, but the bit about the evaluation criteria

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and what basis it was granted isn't given here. It's not disclosed. Are you able to come back on notice and tell me who else participated in that tender process and, on the evaluation criteria, why Nous was the one to get it?

**STEPHEN BRADY:** Certainly

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**p.71**

**The CHAIR:** Do you think that complies with the definition of what a consultant is for the purposes of the New South Wales guidelines, though? This is a piece of work that is short term, not something that's designed to—it's not an outsourcing of services. It's not a contractor of the kind—somebody who is coming in to fill in for a bit. This looks very much like what other agencies are describing as a consulting spend. Why has this not been put in?

**STEPHEN BRADY:** I think the intention here is we have an internal team that was working on the work. What this team from Nous did is come in and supplement the internal team.

**JULIE TICKLE:** Yes, that's correct. We use the same definitions as other agencies. In that case, it was supplementary support for—

**The CHAIR:** So it was paying for personnel—\$770,000 for personnel, not for advice?

**JULIE TICKLE:** The people that provided the advice were additional to the people that we have—a very small team—looking at it. When you asked before how many people were working on it and we took it on notice, that's where I think there might be some detail that would be of interest.

**The CHAIR:** I look forward to seeing that.

**ANSWER**

The disclosure of this contract was delayed due to an oversight in the process used by the Procurement team to identify disclosable contracts. This oversight was identified in October 2023 and the contract was immediately disclosed. The process used to identify contracts for disclosure has since been reviewed and updated to avoid potential recurrence of this issue.

Nous was selected following a competitive tender process involving three suppliers; Nous, Deloitte and Ben Delta. These suppliers were selected from the NSW Government Professional and Management Services Scheme (SCM0005) to provide a proposal. The evaluation criteria focused on:

- Experience of proposed resources;
- Demonstration of having undertaken similar work,
- Proposed methodology; and
- Price.

Proposals were assessed against the criteria by a tender evaluation team and Nous demonstrated the best overall value for money.

Nous had a core team of eight people working with TAFE NSW directly, and a project team in the background supporting this organisational design work. The deliverables included a project plan, stakeholder consultation plan, risk management plan,

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detailed change impact analysis for processes, technology and people, organisation design within financial thresholds, capacity model designs and relevant artefacts including position descriptions, Stage 1 and 2 deliverables, and final design and change management plan.

**TITLE:** TAFE NSW Cyber Academy - Student numbers

**QUESTION 26, PAGE NO 70**

**The CHAIR:** It's normally a month. Just coming back to that Deloitte contract, I want to understand one more bit about it. I'm looking at a media release from 31 May this year, where the previous Minister is talking about—he tables the annual reports of the universities in Parliament and then notes several important collaborations and initiatives underway, including the Deloitte Cyber Academy, which is designed to apparently fast track 1,200 careers. Is that 1,200 annually? Do you know what that 1,200 student figure is, given we only have 25 at the moment, you were saying?

**STEPHEN BRADY:** I would have to take that on notice. I am not aware of that number.

**ANSWER**

The pilot program currently has 25 students to allow for the refinement of the offering in consultation with industry. The size of future intakes will depend primarily on Deloitte sourcing suitable work placements for the trainees.

**TITLE:** TAFE CYBER ACADEMY - COLLABORATION AND INNOVATION FUND

**QUESTION 27 PAGE NO 70**

**The CHAIR:** And it says it gets seed funding from the New South Wales Government's Collaboration and Innovation Fund. Is that the same funding you were talking about earlier or is this a different amount?

**CHLOE READ:** That's funding from the department. The Collaboration and Innovation Fund is a small budget that, at the time, was given to—there's a whole set of criteria—but essentially projects where universities are collaborating with others to deliver things, basically. It would have been through the university involvement in the cyber academy. It will have been, from memory, \$100,000 or \$200,000, but I'll need to take the figure on notice.

**The CHAIR:** That would be useful to understand. Presumably it went to the university rather than to one of the other partners in—

**CHLOE READ:** Yes, I would have thought so, but I'll double-check and confirm.

**ANSWER**

In 2021, the Department of Education awarded the University of Wollongong a competitive grant of \$500,000 to seed fund the development of the Cyber Academy. The funding was administered under the first round of the Collaboration and Innovation Fund. The University of Wollongong is leading the project and delivering it in collaboration with TAFE NSW and Deloitte.

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The Collaboration and Innovation Fund provides seed funding or co-investment to NSW university-led projects that align the NSW Higher Education Strategy 2021-2025 and the department's Strategic Plan.

**TITLE:** TAFE BUDGET – NON GOVERNMENT

**QUESTION 28, PAGE NO 71**

**The Hon. RACHEL MERTON:** What proportion of the TAFE NSW budget will be comprised of funding sourced from NGOs for the budget period 2023 to 2024 and for the budget period 2023 to 2027?

**STEPHEN BRADY:** From NGOs? So how much funding does TAFE receive from NGOs?

**The Hon. RACHEL MERTON:** Yes.

**STEPHEN BRADY:** I'm not clear that we get—our streams of funding tend to be from the department. They come from the Commonwealth, and they come from delivery for private sector organisations, where we deliver training commercially. We have international streams of revenue from delivery of training internationally. I'm not aware of us having a substantial NGO funding stream, but I'm happy to take that question on notice and come back to you.

**The Hon. RACHEL MERTON:** Like you mentioned, it would be capturing some of those examples that you just listed.

**STEPHEN BRADY:** Are you referring to any non-government funding stream?

**The Hon. RACHEL MERTON:** Yes, correct.

**STEPHEN BRADY:** Okay. I thought you meant an NGO in the classic terms.

**The Hon. RACHEL MERTON:** No, sorry, non-government—yes.

**STEPHEN BRADY:** I don't have that suite with me. Do you mind if we take that on notice and come back to you?

**The Hon. RACHEL MERTON:** Yes, that's okay. Further to that, I guess I was just wanting to know what projects are receiving such funding like this.

**STEPHEN BRADY:** I've mentioned already the Australian migrant education program, which is our largest single contract, which comes from the Commonwealth. We're delivering some programs for other government agencies. We have a very successful program with the Department of Communities and Justice, which has been an ongoing program, delivering training for some of their staff. We have been doing some training for Service NSW and some other parts of the Department of Customer Service. We have a very good relationship with the Building Commissioner, delivering training into his specific area of responsibility—for instance, training for white cards et cetera. Then we do a range of other training for commercial organisations. I would have to come back to you with the detail.

**ANSWER**

Refer to response to Supplementary Question 5.

**TITLE:** TAFE NSW staff wages

**QUESTION 29, PAGE NO Page No**

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**The Hon. RACHEL MERTON:** What proportion of the operating budget for TAFE NSW is now applied to staff wages? I appreciate you've mentioned about the increase through Treasury, but in terms of the operating budget now applied to staff wages—

**STEPHEN BRADY:** For FY24?

**The Hon. RACHEL MERTON:** Yes, please.

**STEPHEN BRADY:** The employee-related expenses for FY24 are \$1,362,847,000.

**The Hon. RACHEL MERTON:** What proportion of the operating—

**STEPHEN BRADY:** I will just get my calculator out.

**The Hon. RACHEL MERTON:** That's okay. We can look at the figure when you—

**STEPHEN BRADY:** Thank you.

**ANSWER**

As per the 2023-24 Budget Papers, employee related expenses (\$1.3638 billion) represent 67.5% of the total TAFE NSW Budget for FY24 (\$2.0197 billion)

**TITLE: SUPPORT FOR SECTOR IN TRANSITION**

**QUESTION 30 PAGE NO 77, 78**

**The CHAIR:** Thank you. That's very useful. You mentioned before that Qantas, when they laid off— what was the arrangement that you were referring to there?

**STEPHEN BRADY:** It preceded my time. I'm not sure we've got anyone who can directly answer your question, actually! We might have to come back to you with the detail.

**CHLOE READ:** Sorry. I remembered it as an example, which was obviously unhelpful.

**The CHAIR:** Sorry, it was an example. When Qantas laid off—

**CHLOE READ:** Just of the way that TAFE supported a particular sector in transition with reskilling and just with—

**The CHAIR:** It would be interesting to find out more about that. If no-one can tell me now—

**STEPHEN BRADY:** We're happy to come back on notice.

**The CHAIR:** Yes. Was it an arrangement with Qantas? Did Qantas help out with the funding for—

**STEPHEN BRADY:** I know we certainly placed a lot of Qantas staff into places like Service NSW et cetera because the needs there were going up when Qantas was going down, so there was an opportunity to work across government to place some of those people.

**The CHAIR:** Okay. That is interesting. I'd love to see more details.

**ANSWER**

In May 2021 TAFE NSW provided information on the Mature Aged Workers Scholarship (MAWS) to former Qantas employees. 57 former Qantas employees registered their interest in studying at TAFE NSW. 59% of these employees confirmed their interest and as part of their eligibility and scholarship, were provided career and vocational counselling services free of charge.