

Carmel Tebbutt MP

Minister for Education and Training



New South Wales
Government

1 November 2005

Ms Tanya Bosch
Director
Budget Estimates
Parliament of New South Wales
Macquarie Street
SYDNEY NSW 2000

Dear Ms Bosch *Tanya*

Attached are answers to Questions taken on Notice during the Budget Estimates Hearing of the Department of Education and Training held on Wednesday, 21 September, 2005.

I would be grateful if you could arrange for these to be published in the next Legislative Assembly Question and Answer Paper.

Yours sincerely

A handwritten signature in blue ink, reading 'Carmel Tebbutt'.

Carmel Tebbutt MP
Minister for Education and Training

QUESTION ON NOTICE

LEGISLATIVE COUNCIL

LOCAL SELECTION IN RELATION TO PROMOTION POSITIONS

On 21 September 2005 the Hon Robyn Parker MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (1):

The Hon Robyn Parker MLC to the Minister
for Education and Training –

Will you table a copy of the agreement between the between the Department of Education and the New South Wales Teachers Federation that prevents local selection in promotion positions?

Answer:

There is no such agreement.



Carmel Tebbutt MP

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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

STAFF EMPLOYED NOT BASED IN SCHOOLS

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (2): The Hon Catherine Cusack MLC to the Minister for Education and Training –

How many people does your Department employ who are not based in schools?

Answer:

As at 30 June 2004, the Department employed 5,381 FTE staff in areas other than schools, TAFE, the Adult Migrant English Service and the National Art School.

In 2004, Ministerial Council of Education, Employment, Training and Youth Affairs published information that demonstrated that the NSW Department of Education & Training had the lowest level of expenditure per capita on administration of all jurisdictions.

The Department employed 14,170 FTE staff in TAFE, the Adult Migrant English Service and the National Art School.



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HEAD OFFICE ESTABLISHMENT

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (3):

The Hon Catherine Cusack MLC to the
Minister for Education and Training –

Can you tell me the current staff establishment of the head office of the Department of Education?

Answer:

The Department of Education and Training State Office establishment was 2837 at 30 June 2005.



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TOTAL STAFF EMPLOYED

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (4):

The Hon Catherine Cusack MLC to the
Minister for Education and Training, –

How many people do you employ in total?

Answer:

As at 30 June 2005, the Department employed a total of 90,938 FTE staff.



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NUMBER OF SCHOOL TEACHERS

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (5):

The Hon Catherine Cusack MLC to the
Minister for Education and Training, –

What is the FTE of school teachers?

Answer:

As at 30 June 2005, there were 57,184 FTE teachers employed in NSW Government schools on a permanent, temporary or casual basis. This figure includes temporary and casual teachers replacing teachers on paid leave.



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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

PER CAPITA PAYMENTS TO PRIVATE SCHOOLS

On 21 September 2005 Ms Lee Rhiannon MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (6):

Ms Lee Rhiannon MLC to the Minister for Education and Training –

Per capita payments to private schools, can the Minister list the factors that are included in calculating the cost of educating a child in a public education as applied in section 21 of the Education Act to improve per capita grants for private schools?

Answer:

Attached at Tab A is a listing of items that are included in the per capita regimen calculations.



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TAB A

The regimen strategy recognises the inclusion of major cost items such as:

- Salary costs (including Teachers, Counsellors; Ancillary Staff, etc)
- Cleaning costs
- Insurances
- Superannuation costs (Commonwealth Guarantee Levy)
- Stores, Printing, Stationery and Equipment Costs
- Telephone and Postage Costs
- Cash Grants to Government Schools
- Fuel and Electricity
- Water and Sanitation Costs
- Administration On-Cost

QUESTION ON NOTICE

LEGISLATIVE COUNCIL

PER CAPITA PAYMENTS TO PRIVATE SCHOOLS

On 21 September 2005 Ms Lee Rhiannon MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (7): Ms Lee Rhiannon MLC to the Minister for Education and Training –

What was the amount in respect of payments for 2004 please?

Answer:

For the 2004 calendar year an amount of \$538.4 million was paid in per capita allowances.



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TUTORIAL VOUCHER INITIATIVE

On 21 September 2005 Ms Lee Rhiannon MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question No. (8):

Ms Lee Rhiannon MLC to the Minister for Education and Training –

Minister, I wish to take up a question to do with debt and the tutorial voucher initiative. How many people within DET are involved in developing and administering TVI for New South Wales?

Answer:

The following Department of Education and Training staff have been seconded, with salary costs met through the initiative, to assist with the implementation of the Tutorial Voucher Initiative in New South Wales:

- one Deployed (primary) Principal located in State Office to coordinate operations across the state;
- one Regional TVI Coordinator in each of the ten Regions. Four of these coordinators have been seconded on part-time basis only; and
- one Clerical Support Officer in each region to assist in administrative duties. All regions have employed a Clerical Support Officer on a part time capacity.

All costs associated with the delivery of the initiative in New South Wales are met by the Commonwealth Department of Education, Science and Training under a formal agreement.



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**SUPPORT FOR NEW TEACHERS
AND INCENTIVES TO ATTRACT AND RETAIN TEACHERS**

On 21 September 2005, the Hon Dr G K M Moyes MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (9):

The Hon Dr G K M Moyes MLC to the
Minister for Education and Training –

Can I ask Mr Cappie Wood to in more detail in a written form, the range of strategies in place to support new teachers?

Answer:

The Department of Education and Training recognises the importance of supporting and retaining quality teachers and has developed and implemented a number of initiatives to support teachers especially in the beginning years of teaching. These initiatives include induction programs, mentoring and professional development support.

The Department also provides a broad range of incentives to ensure that schools in rural and remote areas are staffed with quality teachers.

Support for new teachers

The Government has committed \$36 million annually to schools for teacher professional learning.

Schools in more remote rural areas of NSW receive an annual per capita allocation of \$1,000 per teacher to support teacher professional learning compared with metropolitan schools which receive an annual per capita allocation of \$600 per teacher.

The Department's *Professional Learning Policy Induction Guidelines for newly appointed teachers* support schools in planning and implementing induction programs. Under the *Professional Learning Policy*, all schools have funding to support the implementation of induction programs. Supporting beginning teachers is a priority for use of this funding.

Newly appointed Aboriginal and Torres Strait Islander teachers are supported in the same way as all new teachers but receive additional support through

mentoring, a newly appointed ATSI teachers' conference, and personalised support through regular telephone contact from Aboriginal policy officers.

Institute of Teachers and new scheme teachers

The NSW Institute of Teachers was established to advance the status of the profession and assure parents and the community of the quality of teachers in NSW schools.

All new scheme teachers (those first employed in NSW after 1 October 2004 or those returning to teaching after a break of five years) are required to be accredited at the level of Professional Competence in accordance with the *NSW Institute of Teachers Act 2004*.

To support teachers, supervising teachers, principals and school education directors in complying with NSWIT requirements, the Department has published the *Policy on the Mandatory Accreditation of New Scheme Teachers in NSW Government Schools* and *Procedures for Mandatory Accreditation of New Scheme Teachers at Professional Competence* following consultation with principals' groups, the Institute and the NSW Teachers Federation.

As part of a coordinated implementation strategy, the Department has delivered briefings to principals and school education directors, regularly produces information bulletins for principals, and provides support to principals and executive staff through local-level training in supporting and assessing new scheme teachers in terms of the Professional Competence standards.

The Institute's *Teacher Accreditation Manual* has been distributed to government schools to support the accreditation of new scheme teachers and to provide information on the *Professional Teaching Standards*. Application of the Standards will sustain and stimulate teachers in their professional practice and support quality learning opportunities for all students.

Teacher Mentor Program

While mentoring is one of the strategies used to support all teachers as part of induction programs, the Department has also developed a specific Teacher Mentor Program. A new program for 2005-2006 has been developed based on an evaluation of the pilot program in 2003-2004.

A budget of \$5.12m has been allocated to the Teacher Mentor Program for 2005.

In 2005, 58 teacher mentors are supporting newly appointed teachers in 90 schools across the state with significant patterns of permanent and temporary new teacher appointments.

Teacher mentors work with new teachers to establish good classroom

routines to maximise students' learning time; vary their teaching methods to meet the needs of individual students; and manage classroom discipline.

Teacher mentors are working in schools to support new teachers in meeting the standard of Professional Competence required by the Institute of Teachers. This process assists teachers to develop and refine their teaching practice and knowledge to a clear standard and reassures the community of the quality of teachers in government schools.

Feedback about the program from teacher mentors and principals is very positive. Teacher mentors and principals report that the program is having a significant impact on retaining new teachers in government schools. Principals also report that teacher mentors are an outstanding source of support for all teachers in the school in relation to the implementation of the Institute of Teachers requirements.

Incentives to attract and retain teachers

The Department is committed to attracting quality teachers to public education and has developed and implemented a range of strategies to attract and retain quality teachers for all locations and areas in NSW. These strategies include:

- *Salary packaging* – salary packaging allows for salary arrangements to be tailored to teachers' particular circumstances and includes a comprehensive range of benefits including superannuation, novated car leases and purchase of laptop computers;
- *Flexible employment* – the Department provides family friendly flexible work conditions (for example, maternity leave, parental leave, family and community service leave and part-time work) to help staff balance work and family responsibilities;
- *Generous leave provisions* – teachers receive four weeks statutory annual leave and are not required to attend school during student vacation times;
- *Deferred Salary Scheme* – the Deferred Salary Scheme provides permanent school teachers with the opportunity for a year away from teaching for professional renewal and development;
- *Incentives for rural teachers* – the Department wants the best teachers for its country schools and offers a range of attractive incentives including:
 - relocation assistance and accommodation subsidies for teachers appointed and transferred to isolated schools;
 - priority for transfer following the minimum service period;

- additional training and development of four days for 8-point and 6-point incentive schools and one day for remote 4-point incentive schools;
 - compassionate transfer status for teaching partners of teachers appointed to and moving out of some isolated schools;
 - a rental subsidy for teachers which from 21 July 2003 was substantially increased to 90 per cent for remote locations (8 transfer point schools) and to 70 per cent for 6 transfer point schools;
 - an annual teacher retention allowance of \$5,000 gross. This was piloted in 20 difficult to staff schools in 2002 and was expanded in 2004 to the 20 remaining most difficult to staff (8 transfer point) schools for teachers who meet the service requirement;
- *Career support and career advancement* – the Department offers a range of training and development opportunities for teachers including teacher exchanges, leadership and management courses and courses accredited by universities. Teachers can also retrain in an area that requires more teachers.



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NEW MAINTENANCE CONTRACTS

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on General Purpose Standing Committee No 1 Question and Answer Paper.

Question (10):

The Hon Catherine Cusack MLC to the Minister for Education and Training –

What is the cost of the Department of Commerce supervising the (Asset Management) contracts?

Can you give a percentage cost or a dollar cost?

Answer:

The Department of Education and Training is currently negotiating with the Department of Commerce to finalise a fee proposal to manage the new Asset Maintenance Contracts.

Until these negotiations are complete a dollar or percentage cost can not be provided.



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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

NON-SCHOOL DEPARTMENT OFFICES AIR CONDITIONING

On 21 September 2005 the Hon Robyn Parker MLC placed the following question on the General Purpose Committee No 1 Question and Answer Paper.

Questions (11&12):

The Hon Robyn Parker MLC to the Minister for Education and Training –

How many non-school based departmental offices and premises are not air conditioned?

Could you also provide where they are as well, the location of those, if there are any, there may not be?

Answer:

The owned offices are mainly surplus classrooms converted to office space, and in some cases are former residences, in operating school and TAFE college grounds. The Department's Air Cooling Policy prioritises the air cooling of teaching spaces over non-school based departmental offices and premises.



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QUESTION ON NOTICE

LEGISLATIVE COUNCIL

AIR CONDITIONING IN SCHOOLS

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Questions (13&14):

The Hon Catherine Cusack MLC to the
Minister for Education and Training –

Which schools within the 30 degree zone have not yet been air conditioned in accordance with Departmental policy and have they installed their own air conditioning?

Answer:

When the Department's Air Cooling policy was amended to include schools located in areas that experience a mean maximum January temperature between 33° Celsius and 30° Celsius, the program targeted air cooling in "hotspot" areas in schools. The Department continues to air cool spaces that are prioritised on a local basis in order to maximise the benefits of air cooling permanent spaces in schools across this zone.

All schools located in the zone that experiences a mean maximum January temperature between 33° Celsius and 30° Celsius have some air cooling in buildings at the school.



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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

LOAN REPAYMENTS – INNER CITY SCHOOLS REDEVELOPMENT

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Questions (15, 16&17):

The Hon Catherine Cusack MLC to the
Minister for Education and Training –

Can you indicate what the interest on the total loan has been in that 2004-05 year?

Can you tell us what the assets are that have been sold to repay that \$100 million loan?

What is the amount that you have budgeted this year for repayment of that loan?

Answer:

The answer provided in the Legislative Council on 18 October 2005 referred to Inner City Schools Redevelopment Loans.

The Department has estimated a \$58.8 million repayment of the Treasury loan in the 2005/06 financial year.



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MARKET STREET LEASE – RENT

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question (18&19): The Hon Catherine Cusack MLC to the Minister for Education and Training –

Is the department still paying rent on its Market Street premises?

What rent are you paying?

Answer:

The Department of Education and Training currently occupies leased accommodation at 55 Market Street, Sydney.

The rent paid by the Department amounts to \$685,664 per annum for the 1.5 floors occupied by the Department in Market Street.



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TAMWORTH WEST PUBLIC SCHOOL

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question (20&21):

The Hon Catherine Cusack MLC to the
Minister for Education and Training –

In relation to those representations you have received from the local member, can you tell us what representations they are?

Can you advise where the school facilities review is up to in Tamworth?
Can there be a specific answer this year in relation to that review?

Answer:

The answer provided in the Legislative Council on 22 March, 2005 referred to ongoing discussions with the Member for Tamworth, in relation to the educational needs of the Tamworth community.

A Facilities Review was conducted at Tamworth West Public School in 2003. The school Principal provided comments on the Draft Report in October 2003, for inclusion in the Final Facilities Review Report.

This report forms a part of a broader review of Educational Delivery in Tamworth.



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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

SCHOOL SECURITY FENCING

On 21 September 2005 the Hon Robyn Parker MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Questions (22&23):

The Hon Robyn Parker MLC to the Minister for Education and Training –

Can you explain why there is a million dollar apparent difference between what Bob Carr promised and what has been allocated?

Could you tell us what schools have received security fencing this year [2004/05 and 2005/06] and how much has actually been spent this year on security fencing?

Answer:

The Government's Safer Schools Plan committed to fencing an additional 200 schools by 2007, at a cost of \$20 million.

40 schools were fenced during the 2004/2005 financial year at a cost of \$5.654 million.

During 2005/2006, 39 schools will be fenced at an estimated cost of \$6 million. This program was announced by the Premier on 28 September 2005.

Details are available on the Department of Education and Training's website.



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QUESTION ON NOTICE**LEGISLATIVE COUNCIL**

SCHOOL CANTEENS

On 21 September 2005 the Ms Lee Rhiannon placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question No. (24):

Ms Lee Rhiannon to the Minister for
Education and Training –

How many schools still have not adopted the mandatory guidelines on healthy eating which were, I understand, supposed to apply to all schools from term one this year?

Answer:

Information collected by school region at the end of the second school term indicated that, on a state wide basis, approximately 75 per cent of government schools had implemented the NSW Healthy School Canteen Strategy. Action continues to support the remaining schools, many of which have made significant progress to complete the necessary changes.



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MEADOWBANK EDUCATION TRUST (MET) SCHOOLS

On 21 September 2005 Ms Lee Rhiannon MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question No. (25):

Ms Lee Rhiannon MLC to the Minister for Education and Training –

Are you satisfied that the MET schools, run by the exclusive brethren, are conforming to their curriculum obligations in respect to information technology?

Answer:

The Meadowbank Education Trust (MET) School is a registered and accredited non-government school. The MET School's main campus is located in Meadowbank and it has 12 other campuses, chiefly located in regional NSW.

All registered non-government schools in NSW, including the MET School, are required to have an educational program based on, and taught in accordance with, the outcomes of the Board of Studies syllabuses. Information and Communication Technologies (ICT) content is embedded in Board of Studies syllabuses.

The MET School's current period of registration expires at the end of 2005 and the School is currently being assessed for renewal of its registration and accreditation from 2006. Board of Studies Inspectors are in the process of visiting the School's campuses and assessing submitted documentation to ensure that the School continues to meet all the requirements of registration and accreditation, including the curriculum outcomes and content related to ICT.

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QUESTION ON NOTICE

LEGISLATIVE COUNCIL

TAFE SKILLS AUDIT

On 21 September 2005, the Hon Robyn Parker MLC placed the following question on the General Purpose Committee No1 Question and Answer Paper.

Question No. (26):

The Hon Robyn Parker MLC to the Minister
for Education and Training –

Can you tell me has New South Wales TAFE undertaken an audit of skills shortage data gathering to assist in your meeting current training needs?

Answer:

TAFE NSW constantly reviews skill shortages and assesses the extent of any deficiencies so as to direct special program funding.



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TAFE STAFFING OPERATING COSTS

On 21 September 2005 the Hon Robyn Parker MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (27): The Hon. Robyn Parker MLC to the Minister for Education and Training, –

What current percentage of New South Wales TAFE operating costs is associated with staff employment? Has this increased over time, and if so, is it associated with increased productivity, such things as better training, more contact hours, increased employment?

Answer:

The 2004/2005 financial statements for TAFE NSW show that employee related expenses comprise 73.7 per cent of total expenses.

Over the four year period from 2000/2001 there has been a 1.8 per cent increase in salaries as a percentage of total expenses to 73.7 per cent.

During the calendar year period (2000 to 2004) enrolments increased by 10.2 per cent while ASCH moved upwards by 7.0 per cent.



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TAFE STAFFING

On 21 September 2005 the Hon Catherine Cusack MLC placed the following question on the General Purpose Standing Committee No 1 Question and Answer Paper.

Question No. (28): The Hon Catherine Cusack MLC to the Minister for Education and Training –

What was the total number of (TAFE) positions transferred to the Department of Education and Training?

Answer:

The total number of positions transferred was 348.



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