

# Assessment Panel Decision Making Framework

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100 Public Preschools Site Selection

## Version History

Version	Date	Author	Description of Changes
1.0	12 September 2023	Jess O'Neill, Delivery Team, Service Excellence Directorate	Initial Draft
1.1	19 September 2023	Poppy Brown, Director, Delivery, Service Excellence Directorate	Revised document approach to reduce amount of information on ToR (as covered in existing document)
1.2	22 September 2023	Joshua Berg, Delivery Team Service Excellence Directorate	Updated document to reflect Director feedback.
1.3	4 October 2023	Joshua Berg, Delivery Team Service Excellence Directorate	Updated document to reflect IER and Probity Advisor feedback.
1.4	16 October 2023	Joshua Berg, Delivery Team Service Excellence Directorate	Update criteria to reflect feedback from School Performance, CEYPL, Learning Improvement
2.0	17 October 2023	Joshua Berg, Delivery Team Service Excellence Directorate	Update criteria to reflect ECO Steer Co feedback
3.0	30 October 2023	Poppy Brown, Director, Delivery, Service Excellence Directorate	Updated document to reflect SINSW Chief Executive feedback
4.0	9 November 2023	Joshua Berg, Delivery Team Service Excellence Directorate	Updated document to reflect ECE Sub-Executive feedback
5.0	15 January 2024	Sarah Hurcombe, Executive Director Service Excellence, ECO	Inclusion of addendum to reflect second Panel Assessment Site Selection Methodology

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# 1 Executive Summary

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## 1.1 Introduction

This framework details a comprehensive decision-making process for establishing 100 public preschools on department primary school sites, aligning with the NSW Government's commitment to enhancing access to high-quality preschool education. It prioritises transparency, accountability, and ethical standards throughout the site selection process.

This framework introduces the program's core outcome: expanding preschool access, particularly in underserved areas of socio-economic need. It emphasises the government's commitment to preventing the displacement of ACCOs and the goal of improving public preschool accessibility.

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## 1.2 Terms of Reference - Summary

This framework operates in conjunction with the **100 Public Preschools Site Selection Assessment Panel Terms of Reference 2023/2024** to form the key governance documents guiding the selection and operation of the Assessment Panel. This document outlines the function, composition and responsibilities of all parties involved in the decision-making process.

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## 1.3 Decision-Making Process

The framework defines a comprehensive decision-making process, encompassing data-driven prioritisation, infrastructure feasibility analysis, and local intelligence and insights. Well-defined assessment criteria promote a holistic evaluation process, guiding the selection of suitable preschool sites.

This process involves:

- Individual review, assessment and recommendations by panel members (preliminary assessment)
- Assessment panel discussions
- Preparation of a final assessment report

## 2 Introduction

The NSW Government has made an election commitment to build 100 new Department of Education operated preschools on public primary school sites by 2027 to boost access to high-quality preschool for children and families across the State. The government has also made an election commitment that every new build school will also include a co-located preschool. These ten preschools will form part of the total of 100 new preschools to be built by 2027.

The provision of preschools will be targeted to areas of greatest educational need, where there is an undersupply of preschool places for children.

The approved budget to deliver the build component of the 100 preschools election commitment is \$552 million.

The department is committed to supporting a sustainable and thriving sector made up of diverse service types to meet the needs of children and families across the State. The selection of sites for 100 preschools will avoid displacing existing Aboriginal Community Controlled Organisations (ACCOs) and Aboriginal Child and Family Centres (ACFCs).

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### 2.1 Document Purpose

This document is designed to provide guidance to key stakeholders involved in the decision-making process for the establishment of 100 public preschools on department primary school sites. It aims to facilitate informed decision-making and enable the creation of 100 public preschools.

This document holds a detailed framework for evaluating department primary schools to determine their suitability for an onsite department preschool, including the decision-making process, methodology, and criteria for selecting the optimal sites for the 100 public preschools.

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### 2.2 Governance Model

The 100 Public Preschools Site Selection governance model aims to separate key functions. Defining and separating roles and responsibilities in a decision-making process enables a system of checks and balances that minimises the potential for conflicts of interest, corruption, or undue influence. This separation upholds the integrity of the decision-making process but also enhances transparency, accountability, and promotes public trust and confidence in the department's process and programs.

The basis of the governance model which underpins the decision-making process for the 100 public preschools recommendations is the Assessment Panel, which is supported by an Independent Expert Reviewer (IER) and overseen by a Probity Advisor.

This governance model is supported by:

- the department's Enterprise Governance Practice Standard Requirements for a Governance Group
- the department's governance principles: accountability, transparency/openness, integrity, stewardship, efficiency, leadership
- existing standard governance and probity practices within other directorates in the department.

## 3 Terms of Reference – Summary

The **100 Public Preschools Site Selection Assessment Panel Terms of Reference 2023/2024 (ToR)** explains the functions and responsibilities of the Assessment Panel. It outlines the Assessment Panel's composition, detailing the roles and responsibilities of its members and delineates the crucial support mechanisms to ensuring a robust and transparent selection process for the preschool sites.

This is a separate document which, alongside this decision making framework, comprises the key governance documents guiding the 100 Preschools program assessment panel.

Below summarises key information from the ToR.

### 3.1 Assessment panel

#### 3.1.1 Functions and Scope

The Assessment Panel's key functions are:

- Conducting a comprehensive evaluation of the prioritised schools in accordance with the process outlined in this document.
- Recommending a list of 90 sites suitable for a preschool build which, when combined with the 10 newbuild school sites already announced, can be built within the total budget envelope of \$552m, along with the Assessment Panel's reasons and basis for its decisions on this list.
- Identifying schools with a need for a preschool but deemed unsuitable for a preschool build, for further consideration of alternative preschool solutions by the department.

#### 3.1.2 Composition and membership

<b>Assessment Panel Membership</b>	<b>Independent Chair (Non-Voting)</b> <ul style="list-style-type: none"> <li>• Independent Expert Reviewer</li> </ul>
	<b>Department Members (Voting Members):</b> <ul style="list-style-type: none"> <li>• Deputy Secretary, Early Childhood Outcomes (ECO)</li> <li>• Chief Executive, School Infrastructure NSW (SINSW)</li> <li>• Deputy Secretary, School Performance (North)*</li> <li>• Deputy Secretary, School Performance (South)*</li> <li>• Executive Director, Curriculum and Reform (Person with Management and Control for Public Preschools)</li> </ul>
	<b>Independent Member (Voting Member):</b> <ul style="list-style-type: none"> <li>• Independent senior Aboriginal and Torres Strait Islander representative (Brendan Thomas, Deputy Secretary, Transforming Aboriginal Outcomes, Department of Communities and Justice)</li> </ul>
	<b>Advisory Department Members (Non-Voting Members):</b> <ul style="list-style-type: none"> <li>• Group Executive Director Operations, SINSW</li> </ul>

- Executive Director, Service Excellence, ECO
- Director Delivery, Service Excellence ECO
- Director, Universal Preschool, SINSW

\* Deputy Secretary School Performance (North) and (South) to be merged into new role (Deputy Secretary, Public Schools). Panel responsibilities will transfer to equivalent of these roles.

The Assessment Panel is also overseen by a Probity Advisor.

A detailed explanation of the roles and responsibilities of the Assessment Panel, Independent Expert Reviewer, and Probity Advisor and their relationships are outlined in Appendix B of the ToR.

### 3.2 Compliance

The Assessment Panel members, guests, Project Team, the Secretariat, the Independent Expert Reviewer and the Probity Advisor are required to maintain high standards of conduct throughout their involvement in the site selection process. This includes adhering to the department’s code of conduct and conflicts of interest declaration and management process.

The Assessment Panel will also provide a report to the Secretary, Department of Education within one week of making its recommendations for up to 100 sites for preschool construction, along with justifications for each selection. This will include new build schools already identified as sites suitable for a co-located preschool build.

## 4 Decision making process

### 4.1 Site Selection Summary



### 4.2 Data Driven Prioritisation Methodology

To initiate the selection process, the SINSW and ECO project teams and data teams reviewed an extensive dataset at SA2 level encompassing:

- Socio-economic data, using the **SEIFA** dataset (the Australian Bureau of Statistics Socio-Economics Indexes for Areas)
- **AEDC** (Australian Early Development Census) data results, and

- demand and supply data (using the System Stewardship Model)

for all 1,670 existing department primary schools.

These data sets were chosen as they collectively provide a more holistic view of each primary school's context.

The SEIFA dataset was chosen because it provides critical insights into the socio-economic conditions of various geographic regions. The inclusion of AEDC data offered valuable information regarding the developmental status of children when they start school and helped identify areas where preschools may have a significant impact on children's readiness for school. The utilisation of the System Stewardship Model helped identify areas where there may be higher need for additional preschools supply.

This process identified 174 Prioritised Schools.

### 4.2.1 Connected Communities Schools

Connected Communities are part of the department's Connected Communities Strategy, designed to provide targeted support for Aboriginal and Torres Strait Islander students and communities.

Thirteen Connected Communities schools that are currently without a preschool have been identified by the department as strategic priorities for a preschool. These sites are not part of the Prioritised Schools group and have not undergone the data-driven prioritisation methodology, however, if selected to receive a preschool, they will contribute to meeting the department's Closing the Gap commitments and its Connected Communities Strategy objectives.

These 13 schools will still be subject to the evaluation process in steps 4.3 – 4.8 outlined below.

### 4.2.2 Election Commitment Schools

The government has made an Election Commitment that every new school build will also include a co-located preschool. The scope of the 100 preschools to be built by 2027 includes ten new builds announced by the Premier and Deputy Premier in September 2023.

As these schools are part of the Election Commitment and their selection aligns with the broader strategic objective of the 100 Preschools Program in addressing educational needs and community demands, they are not required to undergo the same evaluation process as the Prioritised Schools.

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## 4.3 Infrastructure Feasibility Analysis

Since July 2023 SINSW was responsible for conducting due diligence assessments of the Prioritised Schools and Connected Communities Schools sites to evaluate their suitability for accommodating a preschool facility. Key factors to be considered in these due diligence assessments include the known physical condition of the site (at the time), available infrastructure and land, accessibility, impact to biodiversity, disruption to school operations and any potential statutory planning constraints, including potential approvals hurdles, and construction challenges or limitations identified by SINSW.

The process to plan and order the rollout of infrastructure due diligence for the 187 schools (174 Prioritised schools and 13 Connected Communities Schools) is:

**Step 1 Desktop complexity assessment:** the 187 schools are initially ranked as low, medium, high, very high, and extremely high in terms of the complexity of planning and building a preschool onsite. This assessment considers potential footprint/play space, major projected bushfire constraints, flooding zones, and biodiversity issues (amongst other factors). The low, medium and high complexity sites are separated from the other sites to move to the next step of the due diligence process (Step 2a). Very high and extremely high complexity sites are moved to Step 2b.



**Step 2a Further testing (low, medium, high complexity sites):** These prioritised sites are reviewed and ranked for further testing on the potential for introducing a preschool footprint (building plus play space) and more detailed due diligence assessments, The sites were also re-reviewed to see if they needed to be re-ranked for very or extremely high complexity as further information was made available.

**Step 2b Very high and extremely high complexity sites only:** The very high and extremely high complexity sites will not be considered for further testing as they do not meet the threshold assessment criteria for consideration.

The build complexity rankings for the 187 schools will be provided to the Assessment Panel for consideration alongside other data outlined in this document as part of the decision making process.

Further due diligence tests must be undertaken as the process progresses in order to confirm site conditions and ensure buildability.

## 4.4 Local Intelligence and Insights

Through consultation and analysis, the ECO and SINSW project teams will prepare:

- consultation data and insights from key stakeholders regarding the need/demand for a preschool at each site, the community desirability of establishing preschools at each site, cultural relevance, and equity concerns to cater to diverse populations and communities.
- information on the impact of other concurrent infrastructure projects on the eligible 187 school sites, including the construction of 50 preschools on non-government school sites, and the impact on existing ECEC service providers nearby to school sites.

Extensive local consultation with school principals and department Directors of Educational Leadership (DELs), local and state Aboriginal Education Consultative Groups (AECGs), and early childhood service providers including ACFCs and ACCOs that provide ECEC services will be collated to support the selection of 100 preschools by the Assessment Panel.

## 4.5 Other supporting data

Other relevant data will be summarised for the panel to support decision making including local population data for equity cohorts such as Aboriginal and Torres Strait Islander population, refugee settlement and NDIS participation.

## 4.6 Assessment Criteria

There are three sets of criteria that are applied to the school sites under consideration:

1. Threshold factors (refer section 4.6.1);
2. Quantitative Assessment Criteria (refer section 4.6.2); and
3. Post Assessment Review (refer section 4.8.3).

### 4.6.1 Threshold Factors

For a Prioritised School or Connected Communities school to be considered for a preschool build, it must pass the below screening questions. If a school site returns a “yes” response to any threshold question, it will be removed from consideration.

#	Criteria	Factors include	Data/Insights source
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1	Relative complexity of issues for the construction of a preschool on site	<ul style="list-style-type: none"> <li>School sites with a SINSW complexity rating of 'very high' or 'extremely high' will be removed from consideration.</li> </ul>	<ul style="list-style-type: none"> <li>SINSW due diligence site assessments</li> <li>SINSW costing estimates based on build size and complexity</li> </ul>
2	Would the building of a preschool on this school site displace an ACCO	<ul style="list-style-type: none"> <li>School sites which would displace an ACCO will be removed from consideration.</li> </ul>	<ul style="list-style-type: none"> <li>Insights gathered through ECEC consultation</li> </ul>
3	Would the demand be too small to justify a preschool build? If Yes, is the school site too isolated to be 'grouped' with other small school?	<ul style="list-style-type: none"> <li>School sites with less than 20 kindergarten enrolments which are not located near other possible sites will be removed from consideration.</li> <li>School sites with less than 20 kindergarten enrolments which can be grouped will be reviewed and a cluster lead will be identified. This lead will proceed for consideration.</li> </ul>	<ul style="list-style-type: none"> <li>School Enrolment Data</li> <li>DEL/Principal Consultation</li> <li>Build Complexity</li> <li>Geographic information</li> </ul>

## 4.6.2 Quantitative Assessment Criteria

Following a site meeting the threshold requirements, the below criteria will be applied for consideration.

Criteria/description	Weighting	Sub criteria	Description	Factors Include	Data supporting decision	Sub Criteria Weighting
<b>Educational Need</b>  To what extent does the site address the educational need in the area?	62.5%	Socio-economic Disadvantage	To what extent does the site increase access to preschool for children experiencing greater socio-economic disadvantage?	<ul style="list-style-type: none"> <li>Level of socio-economic disadvantage</li> <li># of Children from refugee background enrolments</li> <li>Access and inclusion of multicultural children</li> </ul>	<ul style="list-style-type: none"> <li>SEIFA</li> <li>Local DEL/Principal insights</li> <li>Other supporting data where available e.g., internal consultation with Multicultural Childrens Strategy.</li> <li>Consultations with ECEC Services</li> </ul>	30%
		Developmental vulnerability	To what extent does the site increase access to preschool for children who are developmentally vulnerable?	<ul style="list-style-type: none"> <li>% of Children who have developmental vulnerability</li> </ul>	<ul style="list-style-type: none"> <li>AEDC</li> <li>Local DEL/Principal insights</li> <li>Consultations with ECEC Services</li> </ul>	30%
		Access	To what extent does the site provide access to preschool in areas where there is insufficient supply of preschool programs?	<ul style="list-style-type: none"> <li>Level of predicted demand is greater than supply</li> </ul>	<ul style="list-style-type: none"> <li>Forecast population growth (census data, growth corridor planning)</li> <li>School enrolment data (internal)</li> <li>Local DEL/Principal insights</li> </ul>	40%
<b>Community Impact</b>  To what extent does the site impact the community?	37.5%	Local Services	To what extent would a new preschool build negatively impact existing local ECEC services?	<ul style="list-style-type: none"> <li>Enrolment data and waitlist data of local services</li> <li>Location of local ECEC services and distance from school</li> <li>Existing provision of ECEC services in the local area by ACCOs</li> <li>Existing/Planned provision of ACFCs in the local area</li> <li>Government and Department commitment to not displace ACCOs or ACFCs</li> </ul>	<ul style="list-style-type: none"> <li>Current provision of preschool programs in SA2 area (ECO data)</li> <li>Local enrolment data from ECEC services</li> <li>Workforce supply mapping where available</li> <li>Local data and insights from ECEC services</li> </ul>	25%

Community Investment	To what extent would a new preschool impact the outcomes sought through other funding provided to support ECEC services in the local community	<ul style="list-style-type: none"> <li>Existing funding delivered to local ECEC services.</li> <li>Future/expected local investment for ECEC sector</li> </ul>	<ul style="list-style-type: none"> <li>Capital Works Investment</li> </ul>	25%
Statewide service	To what extent would the preschool build support a geographic spread of department preschools across NSW?	<ul style="list-style-type: none"> <li>Current locations new co-located preschools.</li> <li>Location of existing department preschools.</li> <li>Location and proximity of other prioritised sites.</li> <li>Service of regional, remote and rural areas</li> </ul>	<ul style="list-style-type: none"> <li>Existing department preschool locations</li> <li>Locations for 10 new co-located preschools (part of election commitment)</li> <li>ECO Data and Analytics Dashboard</li> <li>DEL consultations</li> </ul>	25%
Aboriginal and Torres Strait Islander community	To what extent would a new preschool positively support the local Aboriginal and Torres Strait Islander children and community?	<ul style="list-style-type: none"> <li>Availability of preschool programs in areas with high proportion of Aboriginal and Torres Strait Islander children</li> <li>Connected Community schools with no existing preschool.</li> <li>Existing provision of ECEC services in the local area by ACCOs and Aboriginal Child and Family Centres</li> <li>School connection and trust within local Aboriginal and Torres Strait Islander community</li> <li>Current cultural competency to support Aboriginal and Torres Strait Islander children and integrate family, community, and culture</li> </ul>	<ul style="list-style-type: none"> <li>Consultation with state, regional and local AECG and other key community groups</li> <li>Connected Communities schools' insights</li> <li>% Aboriginal and Torres Strait Islander population/school enrolments (census data)</li> <li>ACCO consultation</li> <li>Consultations with ECEC Services</li> </ul>	25%

## 4.7 Project Team assessment

The Project Team will collate the information from the Infrastructure Feasibility Analysis (section 4.3) and the Local Intelligence and Insights (section 4.4) into a recommendations report for the Assessment Panel. This involves coding of qualitative response data into quantitative measures and rankings. To reduce the risk of internal bias, the following mitigation process is followed:

1. One person from the Project Team ranks all answers to one question in each of the consultation data sets.
2. Once coded, another Project Team member will assess the ranking and either agrees with the first assessor's rationale or raise concerns/ discusses the coding with the original assessor.
3. If both assessors can't reach an agreement, it is discussed more broadly with the Project team (if required, escalated to the Project Team Manager and Director).
4. Once coded and ranked, all data will be reassessed by the Data and Analytics team.

Noting, the ranking matrix is as follows for all responses: 5 = Very High, 4 = High, 3 = Moderate, 2 = Low and 1 = Very Low.

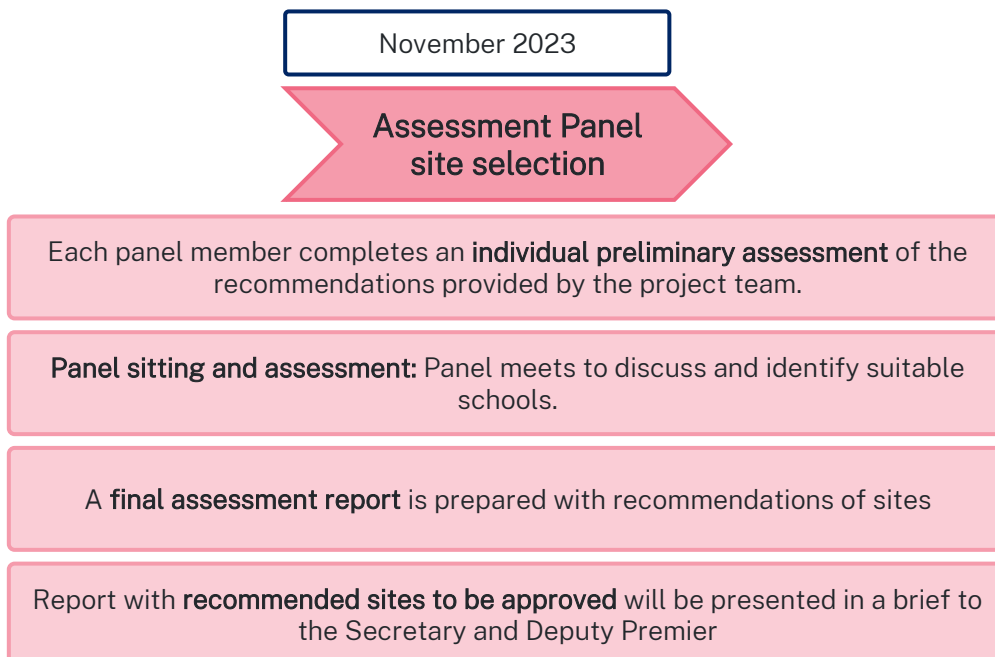
The Project Team assessment will also review compliance to the threshold criteria, with only those schools that meet both threshold criteria proceeding to assessment against the Quantitative Assessment Criteria.

The Prioritised Schools assessments will be reviewed by the project Executive Directors and Directors of both ECO and SINSW teams and will be presented to the Assessment Panel ranked from highest to lowest as part of a set of recommendations.

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## 4.8 Assessment Panel site selection –

### 4.8.1 Site selection Overview



## 4.8.2 Individual preliminary Assessment: Individual Panel Member Review

Each panel member will individually review the recommendations from the project team which include an evaluation of the Prioritised Schools against the Assessment Criteria (and information provided to support the Factors and Data) and assess the suitability of Prioritised Schools for a preschool build.

The Project Teams recommendations are for guidance only, with the Panel then responsible for their own assessment and preparing their opinions on the recommendations provided on which sites are suitable for a preschool build and which sites are suitable for an alternative solution. Each panel member will document their individual assessments and reasonings. This documentation will support transparency during panel sittings.

When evaluating the recommendations provided panel members should consider a systematic and objective approach to ensure a fair and well-balanced assessment. This would include the following approaches to the review:

- i. Panel members should be aware of their potential biases and remain impartial throughout the evaluation process to ensure a fair assessment.
- ii. Panel members will thoroughly familiarise themselves with each criterion, its factors, and the summary of data and insights provided to support each criterion. Familiarisation with this information will support the panel members in making objective evaluations. The same level of scrutiny must be applied to each criterion, ensuring an equitable evaluation.

## 4.8.3 Panel Sittings, Panel Assessment and Recommendations

Panel members will meet on 6 December 2023 to discuss their individual recommendations and reasons for suitability, and amendments to the initial recommendations and rankings provided by the Project Team and the associated justification for these. This assessment will include the Panel collaboratively identifying and recommending:

- 90 school sites suitable for a preschool build. within the approved budget envelope of \$552m for a total of 100 sites including 10 newbuild sites.
- Schools with an educational and community need for a preschool but aren't suitable for a preschool build.

The IER will independently chair these meetings.

In alignment with the individual panel member assessment of the recommendations provided by the project team, panel members should use a systematic and objective approach to ensure a fair and well-balanced assessment, supported and facilitated by the independent chair. This would include:

- i. Engagement in group discussions during panel sittings to share insights and perspectives. Peer review can help identify any unintentional biases and encourage a broader view of the criteria.
  - ii. Relying on evidence and data to support assessments. Panel members should use the summary of data points and insights gathered during consultations that were provided to them to back their evaluations.
  - iii. Recognise that some criteria may have interdependencies and consider the cumulative impact of certain factors on the overall suitability of a site.
  - iv. Revisit evaluations where necessary. An iterative approach allows panel members to reconsider their assessments based on the collective insights and feedback received during the panel sittings.
  - v. Seek input and take feedback from experts and advisors as needed during panel sittings. Such expertise and impartial viewpoints can help validate assessments and ensure a robust decision-making process.

As noted above in section 5, the Probity Advisor will also be present during Assessment Panel meetings, providing their input and oversight during the panel sittings to ensure an objective and rigorous decision-making process.

**Post-Assessment review**

After the Panel has identified the recommended sites, the Panel will need to complete a post assessment review to confirm the final list meets two key criteria:

1. **Do the recommended sites, in combination, meet the election commitment?.**
2. **Does the total cost of building preschools on the 100 sites fit within the \$552m budget envelope (90 recommended sites plus 10 new build sites already announced)?**

If the list of sites does not meet either of the two criteria the Panel must re-review the list of recommended sites and make changes to ensure that these two final criteria are met.

**4.8.3.1 Tranche 2**

A second tranche of 42 schools with either ‘low’ or ‘moderate’ assessed infrastructure complexity have been identified as possible additional sites for consideration, if 90 schools are not able to be selected from the original schools identified.

The table below sets out the criteria applied to identify schools for consideration in Tranche 2:

Criteria	Tranche 1	Tranche 2
<b>SEIFA</b>	Deciles 1-5	Deciles 1-8
<b>AEDC</b>	% Vulnerable in 2 or more domains is greater than 10%	% Vulnerable in 2 or more domains is greater than 7%
<b>Net Demand</b>	Net Demand of 40 and above in the SA2 (Projected demand less current supply of preschools in the SA2 area of over 40 children indicating a further preschool is required)	Net Demand of -39 and above in the SA2 (Projected demand less current supply of preschools in the SA2 area is either mild under/oversupply which needs to be further validated within the local area of the school through consultation to determine whether demand for a preschool exists as there may be variation in net demand within the SA2).
<b>2023 Kindergarten enrolment</b>	20+ kindergarten enrolment is a threshold criteria to be applied during the assessment process and any small schools will be further considered for a single preschool servicing a group of schools.	To avoid selecting schools in Tranche 2 which are likely to be too small for a preschool build, schools with a kindergarten enrolment of less than 20 children will be removed from further consideration at this stage
<b>Other</b>	No onsite preschool or long day care	No change
<b>Additional schools</b>	Connected Communities	Schools recommended during consultation due to local insights providing further detail as to the

		distribution of demand within an SA2 area.
<b>Infrastructure complexity rating</b>	Rating will be reviewed as part of assessment process	To ensure Tranche 2 schools are viable options for a feasible, lower cost build, all additional sites identified without either a 'Low' or 'Moderate' build complexity will be removed from further consideration.
<b>Number of schools identified</b>	187	42

#### 4.8.4 Final Assessment Report and Approval

Once the above question is confirmed, the Assessment Panel will prepare its final assessment report with its recommendations of up to 90 school sites suitable for a preschool build, within the approved budget envelope, and recommendations on schools which exhibit a socioeconomic need for a preschool but are not suitable for a preschool build. The remaining 10 sites have already been determined as they are new build schools which will receive a co-located preschool under the government’s election commitment.

The Assessment Panel will provide its final report to the IER and Probity Advisor to review. The Probity Advisor and IER will each prepare a report to the Secretary and Deputy Premier reviewing the decision making process and whether the Panel has adhered to the Decision Making framework and Terms of Reference when undertaking their duties.

The final assessment report, alongside the IER and Probity Advisor’s independent report, will be provided to the ECO Deputy Secretary for inclusion in a brief to the Secretary and Deputy Premier. The Deputy Premier will review the final assessment report and decide whether to approve the list of recommended sites as the remaining 90 schools for the 100 public preschools program or seek clarification on any points in order to be able to make a decision.



## NSW Department of Education – Early Childhood Outcomes

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## Assessment Panel Decision Making Framework (DOC23/1807314)

### Addendum: Second Panel Assessment Site Selection Methodology

The 100 Public Preschools Assessment Panel (the Panel) is reconvening in January 2024 to identify the remaining schools to be recommended to the Deputy Premier and Secretary for approval under the 100 public preschools election commitment.

- The first 10 new public preschool sites were announced by the Deputy Premier and Premier in September 2023
- 75 additional sites were recommended to the Deputy Premier for approval in December 2023
- An additional four school sites undergoing major upgrades have been identified for consideration by the Deputy Premier under the election commitment to provide co-located schools for new schools.

To meet the 100 public preschools commitment a total of 11 schools needs to be recommended by the Panel.

To support the selection of the final group of school sites, the Deputy Secretary, Early Childhood Outcomes approved for the project team to review two categories of schools for the Panel to consider:

- **Tranche 3:** The project team is to conduct a third tranche to identify schools for Panel consideration by applying the approved site selection methodology against the department's updated ECEC System Stewardship supply and demand data (recently reviewed by IPART). Schools identified must meet the required levels of need (SEIFA score of 1-5 and AEDC score of 10% or greater) and have low infrastructure complexity to enable build costs to remain within the overall project budget envelope, and meet the site selection threshold criteria (as detailed in the *Decision Making Framework*).
- **Reassessment of previously considered schools:** In addition, the project team are to undertake a re-review of schools from Tranche 1 and 2 not previously recommended by the Panel. This was determined given the substantial due diligence already completed previously for these schools and access to the new supply and demand data (IPART review) that was not available during the first round of assessment. The 152 schools from Tranches 1 and 2 not recommended by the Panel are to be first assessed to ensure they met an appropriate infrastructure complexity level and would not displace an ACCO. Data and insights already collected relating to these schools will be re-reviewed by the project team in addition to additional data including additional consultation with DELs.

The project team will then provide recommendations to the Panel for endorsement.

## Endorsed by

Name and role	Electronic signature or other record of endorsement	Date
Sarah Hurcombe, Executive Director Service Excellence, ECO	<i>By email</i>	15/1/24
Paul Towers, Group Executive Director, Operations, School Infrastructure NSW	<i>By email</i>	15/1/24