

PAPER 1

THE SCHOOL COUNSELLING WORKFORCE IN NSW GOVERNMENT SCHOOLS

Introduction

This paper describes the current school counselling service within the Department of Education and Communities (the Department) and addresses the following aspects.

1. The current school counselling service
2. Roles within the school counselling service
3. The allocation of school counsellor positions to regions and schools
4. Current school counsellor qualifications
5. Professional accreditation
6. Profile of the school counsellor workforce
7. Workforce plan
8. Retraining, sponsorship and employment strategies.

While many officers in the Department support the welfare of students in a number of ways, school counsellors have a specific counselling role.

Historic context

A school based guidance service for secondary pupils was established in New South Wales in the mid 1930s when a teacher from each of two local Sydney high schools was freed from part of their teaching duties to 'collate information about individual pupils' (Metropolitan East Region of Education, Guidance Newsletter October 1985). Some studies were also initiated including an investigation into 'the incidence and causes of failure in the first year of high school'.

In 1935, Dr H S Wyndham, then Research Officer of the NSW Education Department, appointed three 'educational' counsellors. These counsellors were graduate teachers in secondary schools, teaching part-time and engaging in guidance activities for the remainder of the working week. It is reported they gave advice to primary and secondary school principals concerning scholastic, behavioural or vocational problems. Their main function however, was to administer IQ tests in primary schools and to facilitate the transfer of children from primary to secondary schools. By 1947 there were 27 school counsellors. A training scheme was initiated and teachers were seconded for one year as vocational testers and trainee counsellors.

In 1940 the NSW Education Department appointed careers advisers to all post primary schools. In 1962 vocational testing in schools became the responsibility of the then Department of Labour and Industry but educational assessment stayed the focus of the counselling service. Specialist counsellors were appointed to deal with 'emotionally disturbed and visually handicapped' children. There was a focus on delivering counselling services across the state. By the 1970s the Division of Guidance and Special Education was established as a functional directorate. Determining eligibility for special education facilities and supports became a major function.

From the 1980s there was an increasing focus on mental health. Universities were involved in providing educational psychology courses and a more formalised approach with NSW Health evolved through the School-Link Initiative.

1 *The current school counselling service*

The school counselling service provides a counselling and psychological assessment service to students in NSW government schools.

School counsellors work through the school welfare and learning support teams to improve student welfare and learning outcomes.

The school counselling service is part of the regional student services team and is professionally supported by regional student support coordinators, student counselling and welfare. Each region has a number of counselling teams led by a district guidance officer, and these teams service a regionally determined group of schools.

All school students from pre-school to Year 12 in the NSW government school system are able to access the school counselling service.

The current school counsellor role includes individual and group counselling for students, assessing students' learning and behaviour, advising schools on identifying and addressing the needs of students with disabilities and learning difficulties, and assisting parents or carers to make informed decisions about their child's education. School counsellors also liaise with other agencies concerned with the well-being of students.

2 Roles within the school counselling service

2.1 School Counsellors

School counsellors complement and enhance the work of teachers by strengthening schools' student welfare provisions and providing counselling and psychological assessment of students with specific needs. They are remunerated at the level of classroom teacher.

School counsellors are appointed to a 'centre' school and are administratively responsible to that principal. School counsellors may provide counselling services to other schools in their defined district guidance officer districts, or may provide specialised counselling support within the region. Where they provide a service to schools other than their centre, they are responsible to those schools' respective principals for service planning and delivery.

School counsellors:

- provide counselling to students, individually and in groups, including appropriate short term therapeutic interventions undertaken within the scope of their training, experience and supervision;
- work in consultation with the principal, school executive, staff and regional student support services to improve student learning and wellbeing outcomes and implement departmental priorities;
- work collaboratively with learning support teams, parents and caregivers, and other agencies, to develop appropriate school based support for students;
- carry out cognitive, social, emotional and behavioural assessment of students referred by the learning support team, report the results of assessments and interventions to parents and teachers, and collaborate to improve learning and wellbeing outcomes;
- contribute to the social, emotional, and academic development of students by participating in student welfare committees;
- contribute to the development of and planning for students with special needs by assisting review committees in the design and or delivery of educational plans;
- respond, as part of a team, to schools experiencing emergencies;
- provide long-suspension reports to principals with recommendations for future management;
- assist and support parents and caregivers in addressing the social, emotional, and educational development of their children; and
- refer students and/or their families and caregivers to other agencies that will support the development of student health and wellbeing outcomes.

2.2 District Guidance Officers

District guidance officers are experienced school counsellors who are remunerated at the level of head teacher and appointed to a 'centre' school where they are a member of staff and administratively responsible to the principal.

District guidance officers coordinate services and professionally supervise a team of school counsellors who provide services to a defined group of schools. They work closely with the regional student services team and their school counselling team to assist schools to improve student learning and welfare outcomes and implement departmental priorities.

District guidance officers provide school counselling services to schools within their district for approximately half their allocated time. For the remainder they are responsible to the student support coordinator, student counselling and welfare, for the efficient and effective delivery of school counselling services to the schools in their district.

District guidance officers:

- supervise, in collaboration with principals, the training and development of school counsellors and the maintenance of relevant skills;
- assist, in collaboration with student support coordinators, student counselling and welfare, school counsellors to enhance the social, emotional and academic development of students at a school level, and develop appropriate case plans for students with special needs at an individual level;
- assist school counsellors to manage complex cases;
- coordinate the provision of counselling services to schools experiencing emergencies;
- confirm that students meet departmental disability criteria;
- participate, as required, in regional committees concerned with provision of student services;
- establish and maintain effective liaison with other government or non-government agencies concerned with the health and welfare of students, and disseminate such information as appropriate to school counsellors;
- provide advice to senior officers concerning the distribution of school counselling services and the allocation of school counsellor time to schools;
- participate in state office activities, e.g. school counsellor trainee selection panels, as required and with regional approval.

2.3 Regional Office Personnel

Student support coordinators, student counselling and welfare are experienced school counsellors who are required to be registered psychologists and are appointed at the principal education officer level to each of the regions throughout the state.

Student support coordinators, student counselling and welfare:

- provide leadership, management and coordination of student welfare initiatives and the student counselling service across the region;
- work with the student support coordinator, disability programs, to develop, manage, and maintain regional student support services;
- provide professional supervision of district guidance officers;
- coordinate support for beginning school counsellors;
- support the introduction of new psychological test materials and coordinate their implementation;
- support regional responses to emergencies;
- coordinate regional behaviour, attendance and discipline services;
- liaise and consult with the Student Welfare Directorate (Student Counselling) and other relevant state office directorates, government departments, parents and external agencies as required.

2.4 State Office Personnel

The Student Counselling Unit is part of the Student Welfare Directorate and provides policy and procedural support to the school counselling service across the state. The Student Counselling Unit comprises:

- **Manager, Student Counselling**
This role provides leadership for the Department's student counselling programs and manages a range of student counselling initiatives and services. An essential requirement of this role is that the occupant must be a registered psychologist.
- **Principal Psychologist**
This role provides leadership in policy development and resource support in the provision of psychological services to students, including assessment and related intervention in the areas of mental health and developmental delay/disorder. An

essential requirement of this role is that the occupant must be a registered psychologist.

- Psychological Services Officer (two)
Psychological Services Officers are experienced school counsellors who are appointed at the level of senior education officer to provide strategic advice and support to regions and schools in the provision of clinical/psychological services. This includes mental health assessment, intervention, ongoing support and monitoring, and psychological assessment, ongoing support and monitoring in the area of developmental delay/disorder. These officers are also required to be registered psychologists.

The Manager, Student Counselling reports to the Director, Student Welfare.

3 The allocation of school counsellor positions to regions and schools

School counsellor positions are allocated to regions on the basis of need, taking into account student enrolments, students with a disability who have significant support needs, and disadvantage indicators. The criteria used for allocation to regions are regularly reviewed by the Director, Student Welfare.

Currently the indicators of need for allocation to regions are:

- actual current year enrolment data (70%);
- number of school communities (5%);
- banded disadvantage data (15%); and
- number of students receiving support from a disability program (10%).

A regional committee, with secondary and primary principal representation, allocates school counsellor time to individual schools.

Table 1: Allocation of school counsellors across regions

REGION	General School Counsellors	School Counsellors (Intensive English Centre) and (Hearing)	Total School Counsellors	District Guidance Officers	TOTAL School Counsellors and District Guidance Officers
Hunter/Central Coast	96.6	0	96.6	16	112.6
Illawarra/South East	63.5	0.6	64.1	11	75.1
New England	24	0	24	5	29
North Coast	65.1	0	65.1	12	77.1
North Sydney	62.3	2.6	64.9	9	73.9
Riverina	32.5	0	32.5	7	39.5
South West Sydney	116.7	6.8	123.5	19	142.5
Sydney	69.5	3.4	72.9	12	84.9
Western NSW	43.5	0	43.5	9	52.5
Western Sydney	89.3	1.4	90.7	13	103.7
TOTALS	663.0	14.8	677.8	113	790.8

Source: Student Welfare Directorate (Student Counselling) allocation data 2011

There are 790.8 full-time equivalent (FTE) school counsellors and district guidance officers allocated, representing an average allocation of one school counsellor to approximately 1,030 students across the ten school regions. The distribution of these positions across the ten school regions is summarised in Table 1. 92% of this workforce is employed in a full-time capacity.

In addition, as at 1 March 2011, there were 72.5 FTE school counsellors who undertake roles to cover school counsellor leave. This includes sponsored teachers undertaking school counsellor retraining programs whilst appointed as school counsellors-in-training.

This makes a total of 863.3 FTE school counsellors (890 headcount) as at 1 March 2011.

4 Current school counsellor qualifications

There are a number of requirements for becoming eligible for appointment as a school counsellor in NSW government schools.

School counsellors must have:

- completed training as either a primary or secondary teacher;
- a current approval to teach with the Department;
- the equivalent of two years of full-time successful teaching experience;
- undertaken a psychology major approved by the Australian Psychology Accreditation Council (APAC) at the level required by universities for entry into postgraduate study in psychology;
- demonstrated, at interview with the Department, successful teaching experience and personal, professional and academic suitability to work as a school counsellor;
- cleared probity checks to work with students in a school setting;
- completed a Department or APAC approved postgraduate school counsellor training program which includes psychological assessment of school-aged students, child and adolescent psychology and a Department approved professional experience (practicum) in schools; and
- eligibility for registration (full or provisional) as a psychologist in Australia.

Table 2: Steps to becoming eligible for appointment as a school counsellor in NSW government schools

Teachers who have a psychology major as a part of their undergraduate degree	
Requirement	Duration
1. Pre-service teacher training (including an approved psychology major)	4 years
2. Successful teaching experience following teacher training	2 years
3. Demonstration of personal, professional and academic suitability to work as a school counsellor at interview	
4. School counsellor training program (full-time or part-time program)	2 years
<i>Typical minimum number of years (including pre-service teacher training) to become eligible for appointment as a school counsellor</i>	<i>8 years</i>
Teachers who do not have a psychology major as a part of their undergraduate degree	
Requirement	Duration
1. Pre-service teacher training (without an approved psychology major)	4 years
2. Complete prerequisite psychology major (full-time load)	3 years
3. Successful teaching experience following teacher training	2 years
4. Demonstration of personal, professional and academic suitability to work as a school counsellor at interview	
5. School counsellor training program (full-time or part-time program)	2 years
<i>Typical minimum number of years (including pre-service teacher training) to become eligible for appointment as a school counsellor</i>	<i>9*-11 years</i>

*assumes steps 2 and 3 are completed concurrently

5 Professional accreditation

5.1 Accreditation as a new scheme teacher

While school counsellors are employed under the *Teaching Service Act 1980*, if they are a new scheme teacher¹ they are not required to be accredited with the NSW Institute of Teachers (the Institute). If they return to a teaching role they would undertake accreditation with the Institute at that time.

5.2 Accreditation as a psychologist

Eligibility for employment as a school counsellor has required eligibility for registration as a psychologist since the early 1990s. The NSW Psychologists Registration Board was the agency responsible for registration and accreditation as a psychologist in NSW until July 1, 2010.

To be eligible for registration as a psychologist in Australia, individuals must now meet the standards set by the Australian Health Practitioner Regulation Agency (AHPRA), which became the national agency responsible for the registration and accreditation of ten health professions in Australia, including psychologists, on July 1 2010. Within AHPRA, the Psychology Board of Australia (PBA) has responsibility for registering psychologists, approving accreditation standards, and accrediting courses of study.

The courses of study required for registration with the Board are:

- a) an accredited Master's degree; or
- b) a five year accredited sequence of study followed by a one year Board approved internship; or
- c) a four year accredited sequence of study followed by a two year Board approved internship; or
- d) a qualification that in the Board's opinion is substantially equivalent to either (a), (b) or (c).

In addition to the completion of an approved qualification, the Board may require the passing of an examination prior to accepting an application for general registration. Maintaining registration as a psychologist with the Psychology Board of Australia requires school counsellors to participate in continuing professional development, peer consultation and support. This ensures that they continue to maintain, enhance and extend their knowledge, skills and practice for the work they do.

Current departmental retraining programs meet the criteria set out in (c). The Psychology Board of Australia (PBA) has indicated that it will review these requirements in 2013 and could make changes to the level of study required for registration. The Psychology Board of Australia (PBA) is also currently defining what areas of work must be undertaken by psychologists. Any change in these requirements could impact directly on the training required to be a school counsellor.

¹ New scheme teachers are teachers (either permanent, casual or temporary) who have never been employed to teach in NSW schools before 1 October, 2004 or not been employed as a teacher in NSW schools at any time during the last five years.

6 Profile of the school counsellor workforce

6.1 Age profile of school counsellors

At 1 March 2011 the average age of the school counsellor workforce was 49.2 years, compared with 46.0 years for all permanent teachers. The median age for school counsellors is 52.0 years and for all teachers is 47.7 years. Part of the reason for the difference in average ages is that most school counsellors have completed a number of years teaching and further postgraduate studies before moving into school counsellor positions.

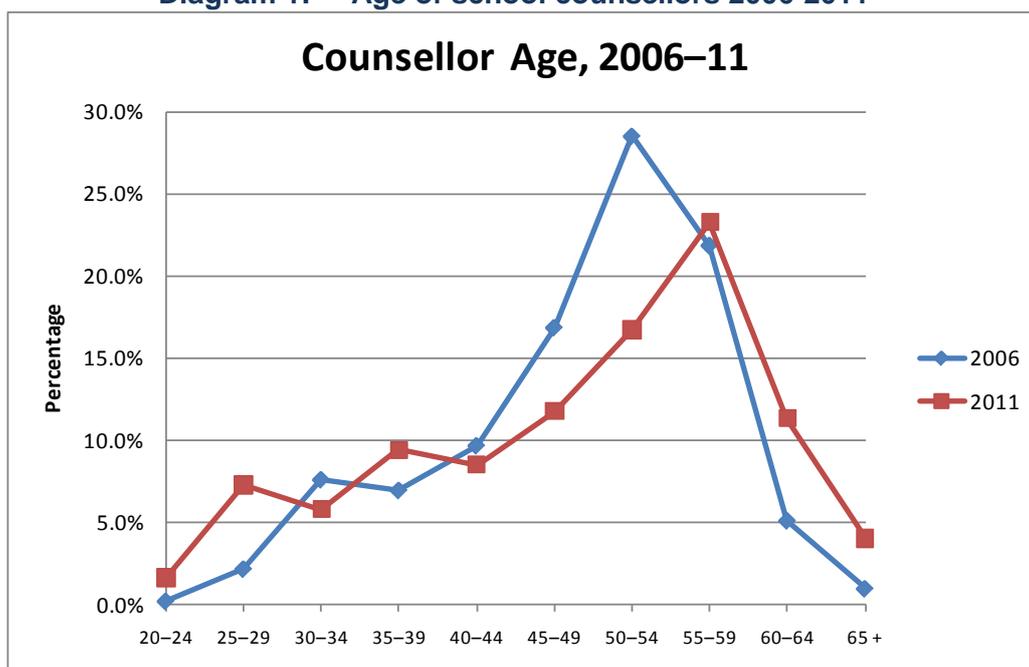
Table 3 summarises the numbers of school counsellors by age in the school counsellor workforce in March 2011. Diagram 1 summarises the percentages of school counsellors by age in the school counselling service in 2006 and 2011.

Table 3: Age of school counsellor workforce and the teaching workforce, 2011

Age	School counsellor	All teachers
20–24	15	745
25–29	65	3941
30–34	52	5182
35–39	84	5835
40–44	76	5873
45–49	105	5611
50–54	149	9826
55–59	207	9055
60–64	101	2307
65+	36	532

Source: Personnel System 1 March 2011

Diagram 1: Age of school counsellors 2006-2011



Source: Personnel System 1 March 2006 and 2011

In 2011 15% of the school counsellor workforce was under 35 years of age, an increase from 10% in 2006.

Recruitment of younger school counsellors has increased due to the Department's employment strategies. In 2010, approximately 45.9% of school counsellor recruitments were aged 20–24 years, compared with 17.7% for all teacher recruitments. The corresponding figures for teacher recruitments aged 25–29 years and 30–34 years show school counsellor recruitments in similar proportions to all teacher recruitments.

In part this is due to the employment of recent graduates with approved teacher education and postgraduate qualifications in psychology. (Refer to Section 7 for further information on the *Graduate Employment Program*).

At 1 March 2011, 32% of the school counsellor workforce was over the notional retirement age of 55 for females and 60 for males. A further 20% will reach notional retirement age in the five years 2012–17.

While these figures show the maximum number of school counsellors who will retire if all retire at the notional retirement age, in practice many school counsellors work beyond this age. Therefore these retirement figures are very conservative and should be regarded as such.

6.2 Gender profile of school counsellors

As at 1 March 2011, 89% of the permanent school counsellor workforce is female. The proportion of female school counsellors is similar to the proportion of female permanent primary school teachers (83% in March 2011) but greater than that of permanent female secondary teachers (59% in March 2011).

7 Workforce plan

7.1 Workforce planning methodology and workforce projections

The Department, through its workforce planning processes, implements strategies to ensure an adequate supply of high quality school counsellors. To support the staffing of schools and ensure an adequate supply of school counsellors, the Department undertakes a comprehensive workforce planning process.

In common with a number of workforce planning models, the Department uses a mathematical flow model to make projections of school counsellor supply and demand over a seven year period.

The workforce plan for school counsellors includes both the projected need for permanently appointed school counsellors, and the projected need for temporary school counsellors employed to cover the leave of permanent school counsellors.

The combination of all supply and demand factors results in an indication of trends rather than exact numerical values of surplus or shortage. The projected trends are compared with actual data and the planning methodology is reviewed regularly. The difference between supply and demand gives the net surplus or shortage of school counsellors and provides an indication of needs.

Planning projections are used to:

- provide advice of changing trends for school counsellor demand and supply in government schools;
- identify current and potential shortfall;
- develop strategies to address these areas.

7.2 Supply of school counsellors

The major source of supply of school counsellors is existing teachers retraining as school counsellors by completing further studies in psychology and school counselling.

Other sources of supply are employment of recent graduates qualified in teaching and psychology, employment of qualified school counsellors from interstate and overseas from the employment list, and school counsellors returning from non-school based positions.

Retraining and sponsorship strategies are further elaborated in section 9.

An overview of the steps a teacher retraining typically undertakes is outlined in Table 2.

The Department's projections of school counsellor supply and demand for the period to 2018 indicate that if the Department retrains additional teachers (to those already undertaking programs) to become school counsellors at a rate of approximately 23 a year, demand will be met.

This assumes a continuation of the current model for the provision of school counselling services.

7.3 Demand factors that affect the supply of school counsellors

Demand factors influencing the need for school counsellors include:

- separations (retirements, medical retirements, resignations, deaths and terminations);
- secondments to non-school based positions;
- appointment to executive positions; and
- providing coverage for school counsellor leave.

A school counsellor vacancy created either through separation, secondment or promotion is generally filled by appointing a school counsellor-in-training who has completed training or appointing a qualified school counsellor from the employment list to the substantive vacancy.

It is the Department's practice to cover school counsellor leave to ensure schools receive their school counsellor allocation. Leave for school counsellors is provided by school counsellors-in-training or casual school counsellors, noting that the available pool of casual school counsellors is very small.

The majority of school counsellors-in-training (in the metropolitan area) are appointed to positions (mainly in South Western and Western Sydney regions) specifically to cover leave. There are not sufficient numbers of school counsellor-in-training to cover leave in many rural locations.

Currently covering school counsellor leave is presenting challenges for most regions including Hunter/Central Coast Region, South Western Sydney Region, Western Sydney Region, Illawarra/South East Region, North Coast Region and Western NSW Region.

School counsellors-in-training are allocated to teams on the basis of anticipated leave. Because of the fluctuating nature of leave and the challenge of accurately predicting the anticipated amount of leave, it is difficult to exactly match a school counsellor-in-training or casual school counsellor against leave. If a school counsellor-in-training or casual school counsellor is not available on the exact day of the leave, the allocation of school counsellor service for the school may be aggregated and provided as a block of time rather than individual days.

Covering leave in rural locations is more complex because of the smaller pool of school counsellors available to work in rural areas.

Capacity to cover leave can be further compounded when school counsellors are called upon to deal with emergent issues and/or critical incidents.

To address the need for school counsellors in rural locations the Department:

- recruits teachers to retrain as school counsellors while working as school counsellors-in-training in rural locations; and
- sponsors recent graduates with approved teacher education qualifications and an approved undergraduate major in psychology to gain two years of teaching experience prior to completing the part-time school counsellor retraining program.

7.4 Strategies to address projections

The Department has, for many years, addressed projected need for school counsellors through implementation of a range of strategies to attract and retain school counsellors. These strategies are described in Section 8.

Active promotion of school counselling as a career through the *teach.NSW* campaign and proactive recruitment has seen an increase in the numbers of teachers recruited into school counsellor programs over the past five years. In 2011, 47 teachers have been recruited into training programs, up from 33 in 2006 and representing the largest cohort size since 2005.

Current strategies to increase the number of younger school counsellors include the introduction of the *Graduate Employment Program* and the *Graduate Training Program*. The *Graduate Employment Program* employs recent graduates with approved teacher education and postgraduate qualifications in psychology. Graduates employed through this program are mainly graduates from the University of Sydney. This program has resulted in

the employment of 46 new school counsellors in Western and South Western Sydney since 2007.

The *Graduate Training Program* sponsors recent graduates with approved teacher education qualifications and an approved undergraduate major in psychology to gain two years of teaching experience prior to completing either the full-time or the part-time school counsellor retraining program.

The recent expansion of this program to include metropolitan sponsorships has the potential to increase the supply of school counsellors in the medium term. Sponsored teachers in this program are younger and potentially more mobile than retrained teachers and many have expressed an interest in working in rural NSW.

More details about the *Graduate Employment Program* and the *Graduate Training Program* can be found at Table 4.

The Department will continue to offer graduate employment sponsorships, and retraining programs in school counselling will be ongoing.

8 Retraining, sponsorship and employment strategies

The Department, through its workforce planning processes, implements strategies to ensure an adequate supply of school counsellors. Retraining is a long established program implemented by the Department to provide qualified teachers with further training in psychology and school counselling. The Department also implements school counsellor sponsorship and employment programs.

An overview of school counsellor programs follows. Table 4 provides a summary of these programs.

Retraining Programs

Two programs in school counsellor retraining are offered:

- Full-time School Counsellor Retraining
- Part-time School Counsellor Retraining.

Full-time School Counsellor Retraining

This program sponsors teachers to undertake retraining through one year of full-time study and one year of part-time study. Participants commence work as full-time school counsellors-in-training at the beginning of the part-time year in areas of staffing need in Western and South Western Sydney.

Part-time School Counsellor Retraining

This program sponsors teachers to undertake two years of part-time distance study while working as school counsellors-in-training. Participants work for three days per week and receive study release for up to two days per week for two years. During retraining trainees are appointed to school counsellor-in-training positions in areas of staffing need in non-coastal rural NSW.

These retraining programs are delivered by universities which have been awarded contracts after a competitive tendering process. This tender process has ensured that the retraining programs are designed to meet the Department's employment needs and effectively prepare school counsellors to meet these needs.

Representatives from the Department's Student Welfare Directorate (Student Counselling) provide extensive input to the planning of retraining programs offered by the Department and also provide support for implementing the retraining programs.

In every case, completion of the retraining program leads to a fully recognised university academic award recognised by the Australian Psychology Accreditation Council (APAC) for eligibility for registration (full or provisional) as a psychologist in Australia.

Sponsorship Programs

The Department provides sponsorship to eligible teachers to complete their pre-requisite studies in psychology before entering one of the above mentioned retraining programs.

The Department also sponsors recent graduates with approved teacher education qualifications and an approved undergraduate major in psychology to gain two years of teaching experience prior to completing either the full-time or the part-time school counsellor retraining program (*Graduate Training Program*).

Employment

A more recent recruitment strategy is the *Graduate Employment Program*, which targets graduates from the Bachelor of Education (Secondary)/ Bachelor of Arts (Psychology) and the Bachelor of Education (Secondary)/ Bachelor of Science (Psychology) at the University

of Sydney for employment as school counsellors. This combined HECS funded degree is an innovative course providing full pre-service teacher and school counsellor training.

Once employed, graduates participate in an orientation program of two terms in length. The orientation program includes workshop sessions on the Department's policy and procedures organised jointly by the Staffing Services Directorate (Retraining) and the Student Welfare Directorate (Student Counselling). This is followed by substantial experience in schools working with experienced school counsellors and relevant school personnel.

Table 4: School counsellor programs

PROGRAM	PROGRAM DESCRIPTION	2011 DELIVERY
Full-time Retraining (Metropolitan areas)	This program sponsors teachers to undertake retraining through one year of full-time study and one year of part-time study. Participants commence work as full-time school counsellors-in-training at the beginning of the part-time year in areas of staffing need in western and south western Sydney.	This program is currently delivered through the University of Wollongong .
Part-time Retraining (Rural areas)	This program sponsors teachers to undertake two years of part-time distance study while working as school counsellors-in-training. Participants work for three days per week and receive study release for up to two days per week for two years. During retraining trainees are appointed to school counsellor-in-training positions in areas of staffing need in non-coastal rural NSW.	This program is currently delivered through the University of Wollongong .
Graduate Training Program	This program sponsors recent graduates with approved teacher education qualifications and an approved undergraduate major in psychology to gain two years of teaching experience prior to completing either the full-time or the part-time school counsellor retraining program (above).	Teacher education qualifications and an approved undergraduate major in psychology can be completed at any university.
Graduate Employment Program Metropolitan/Rural	This program employs recent graduates with approved teacher education and postgraduate qualifications in psychology. Graduates complete an orientation program of two terms prior to permanent appointment as a school counsellor in areas of staffing need in western and south western Sydney or non-coastal rural NSW.	Graduates employed through this program are mainly graduates from the University of Sydney .
Psychology Sponsorship	This program sponsors teachers to complete a psychology major in one or two years as a prerequisite to entry into either the part-time or full-time school counsellor retraining program.	Participants in this program may complete undergraduate psychology at any university in NSW with accreditation by the Australian Psychology Accreditation Council.
Employment of qualified school counsellors	Employment of already qualified and experienced school counsellors is managed by Human Resources with input and orientation from Student Welfare Directorate (Student Counselling).	

Source: Staffing Services Directorate (Retraining)

8.1 Numbers of school counsellors in programs

The number of teachers entering school counsellor retraining, employment and sponsorship programs 1998-2011 is shown in Table 5.

It should be noted that in 2003 the Department introduced the *School Counsellor Intern Program* as a one-off initiative to address an immediate need for school counsellors. In this program, 19 registered psychologists were recruited and undertook an intensive program of study in primary education, including professional experience placements in primary schools, whilst working as school counsellor interns in schools. This one off initiative was not continued as graduate employment programs have been developed since that time.

Table 5: Numbers entering school counsellor programs 1998-2011

YEAR	FULL-TIME RETRAINING	PART-TIME RETRAINING	GRADUATE TRAINING	GRADUATE EMPLOYMENT	INTERN	TOTAL
1998	22	14				36
1999	19	12				31
2000	26	14				40
2001	20	18				38
2002	20	13				33
2003	30	23	4		19	76
2004	28	11	5			44
2005	26	13	9			48
2006	21	12				33
2007	24	6		4		34
2008	18	7		15		40
2009	14	11		9		34
2010	21	9		14		44
2011	24	11	8	4		47

Source: Staffing Services Directorate (Retraining)