



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2022-2023 Supplementary Questions

Portfolio Committee No. 3 – Education

Education and Early Learning

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EDUCATION AND EARLY LEARNING

Questions from the Hon. Mark Latham MLC

Complaints Involving Staff and Schools

1. In consideration of the fact that:
 - (a) The Department could not, due to privacy concerns, provide information at Budget Estimates in 2021 and early 2022 with respect to all abuse complaints made against staff in the last three years in regards the treatment of children, but
 - (b) The Department did provide information of a similar nature at Budget Estimates in 2020 in a manner that did not allow the identification of individuals, and
 - (c) Information of this nature was obtainable through FOI requests in the periods 2013 to 2020, Could the Department of Education provide, in a manner that takes into consideration privacy concerns, details in relation to all abuse complaints made against staff in the last three years concerning the treatment of children with a disability, specifically with respect to:
 - i. the number of complaints,
 - ii. the details of those complaints, and
 - iii. outcomes of those complaints.
2. In the event that information is not provided in response to Supplementary Question 1 above, can it be reasonably assumed that:
 - (a) Instances of staff assaulting children with a disability have occurred in the last three years,
 - (b) Instances of said assaults are on the rise, and
 - (c) No action has been taken against the perpetrators of the assaults other than a warning (as revealed in 2020 Budget Estimates)?
3. Furthermore, in the event that information is not provided in response to Supplementary Question 1 above:
 - (a) How can it be claimed that the Department of Education is being transparent with respect to the treatment of children with a disability under its care, and their potential abuse?
 - (b) Is this not grounds to establish a parliamentary Inquiry into the treatment of children with a disability in NSW Education (just as required in 2017)?

- (c) What lessons have the Department and Minister learned, especially in light of the Royal Commission, into these very issues?

Data on Exclusions

4. In consideration of the fact that data provided last year by the Department is incomplete, inconsistent and contradictory to what was provided previously:
- (a) What are the number of exclusions (including a breakdown by year group) of all children in Department of Education schools in:
- i. 2020,
 - ii. 2021 and
 - iii. 2022?
- (b) What are the number of exclusions (including a breakdown by year group) of all children with a disability in Department of Education schools in:
- i. 2020,
 - ii. 2021 and
 - iii. 2022?
- (c) What are the number of exclusions (including a breakdown by year group) of all children identified as being Indigenous in Department of Education schools:
- i. 2020,
 - ii. 2021 and
 - iii. 2022?
- (d) What are the number of exclusions (including a breakdown by year group) of all children identified as being “English as a Second Language” in Department of Education schools in:
- i. 2020,
 - ii. 2021 and
 - iii. 2022?

5. Noting that in 2020 there was significant concern over the most vulnerable children being disproportionately excluded (namely, Indigenous students and those with a disability), what steps have been taken to understand this apparent bias?

Legal Actions

6. In relation to legal actions that have been taken against or involved staff and public schools in regard the treatment of children with a disability:
- (a) How many legal actions (whether instigated, or ongoing from previous years, and not solely limited to matters of discrimination) were there in:
 - i. 2019,
 - ii. 2020,
 - iii. 2021, and
 - iv. 2022?
 - (b) In relation to the legal actions listed in response to Supplementary Question 6(a)(i)-(iv), how many of them did the Department of Education pay out settlements or discontinuations in:
 - i. 2019,
 - ii. 2020,
 - iii. 2021, and
 - iv. 2022?
 - (c) Of those legal actions listed in response to Supplementary Question 6(a)(i)-(iv), how many staff:
 - i. Were reprimanded,
 - ii. Were transferred away from children with a disability
 - iii. Were removed from their posts, and
 - iv. Had no action taken against them
 - (d) Of those legal actions listed in response to Supplementary Question 6(a)(i)-(iv):
 - i. How many of those did the Department request confidentiality agreements for?

- ii. How many of these confidentiality agreements effectively prevent parties from talking about their case?
 - iii. How does the use of confidentiality agreements fit in their claim that the Department of Education is being transparent?
- (e) What have been the legal costs incurred by the taxpayer in relation to these legal actions listed in response to Supplementary Question 6(a)(i)-(iv), including:
- i. Court, litigation and all preparation for litigation, and
 - ii. The drafting and execution and giving effect to settlements and discontinuation agreements.
7. In consideration of the fact that EDConnect have warned that they were in dispute with Energy Australia: why were schools directed to notify Legal Services if they were contacted by Energy Australia?

Support Units and Inclusivity

8. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?
9. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?
10. How many NSW primary and secondary mainstream schools are fully inclusive for children with a disability (meaning: children with a disability are equal, engaged members of a mainstream class not segregated by area or staff and there is no support unit or class specifically for children with a disability)?

School Violence

11. Is the Minister aware that on 11 August 2022, an altercation during a sporting event between students of Walgett High and Moree High resulted in injuries being sustained by one student and the police having to be called on another?
- (a) How many students were involved in this altercation?
 - (b) Was this the first altercation of its kind at either of the two schools, or at events involving those two schools?

- (c) Are there any school records that document a history of violent behaviour on part of the students involved in the altercation of 11 August?
 - (d) What other disciplinary actions have been taken against students involved in the altercation?
12. In relation to the student who was dealt with by attending police:
- (a) Was that student charged with any offense?
 - (b) If so, what was that offence?
 - (c) If not, what was the outcome of his arrest?
 - (d) Whether or not charges have been laid against the offending student, what other disciplinary actions has the student faced from the school?
13. In respect of the student who was injured during the altercation:
- (a) What was the nature of the injuries sustained?
 - (b) How was the injured student treated immediately after the injury came to the school staff's notice?
 - (c) Has the student returned to the school?
 - i. If not, why not?
14. What steps has the school undertaken to ensure that the events of 11 August are not repeated?

Department of Education Annual Report Data

15. In consideration of the fact that:
- (a) The Minister is on record with the following comments:
 - i. In the Sydney Morning Herald of 6 December 2020 the Minister stated that “the targets will require Department Executives to take more responsibility for school outcomes”, and
 - ii. The Minister further stated that “failure to meet targets will trigger Department intervention, such as looking at whether teaching practices and learning programs reflect evidence-based best practice, to explore whether a school’s unspent additional funding might better be used”,
 - (b) NAPLAN data shows:

- i. That only 55.9% of NSW public school students achieved expected growth in reading and numeracy. This is 10.5 percentage points below the target of 66.4%.
- ii. That the proportion of NSW public school students above the national minimum standard for reading and numeracy is at an average of 79.1% which is 8.8 percentage points below the 2022 target.

Will the Minister and Secretary therefore trigger interventions into Departmental Executives or is accountability only for schools?

NESA Streamlined Process to Apply for Highly Accomplished and Lead Teacher Accreditation

16. Can the Minister please provide information with respect to the following:

- (a) How many hours and minutes will NESA save teachers using the streamlined process to apply for Highly Accomplished and Lead Teacher accreditation in NSW?
- (b) Why are the costs per attempt for teachers at Highly Accomplished and Lead Teacher accreditation in NSW so outrageously high? *This Supplementary Question 16(b) refers to the data contained in the immediately following table:*

Module	Cost for Highly Accomplished Accreditation	Cost for Lead Teacher Accreditation
1	\$ 245	\$ 275
2	\$ 180	\$ 220
3	\$ 180	\$ 220
Total cost:	\$ 605	\$ 715

- (c) What measures have been taken to minimise the administrative burden for Highly Accomplished and Lead Teacher levels of accreditation?
- (d) Why are there costs at all in light of the fact that NESA is using Gonski money and teachers' \$100.00 fees to fund itself?
- (e) In light of the fact that there are only 274 teachers accredited at Highly Accomplished and Lead Teacher levels in independent, Catholic and departmental schools, what strategies

have been implemented or are planned for the purpose of increasing this number to at least 2,500 by 2025?

- (f) In light of the comments made by NESAs in the Budget Estimates report to the Parliamentary Committee in the Questions on Notice state that in March of 2021, namely:

NESA is actively working with stakeholders to increase cohorts of teachers to achieve HALT [Highly Accomplished and Lead Teacher] accreditation. A revised HALT Policy has been developed which will improve the process and aims to increase the number of NSW teachers successfully gaining accreditation at HALT.

Was that 2021 policy scrapped and a new policy framework developed in May of 2022 after the teacher round table meeting, or was the meeting with teachers just implementing the 2021 policy and their views were used for the purposes of a media announcement?

- (g) How will NESAs spend the \$1,787,500.00 in fees generated by these 2,500 teachers?

- (h) In consideration of the fact that:

- i. When asked in Supplementary Questions for Budget Estimates “To what extent has NESAs contributed to this untenable pressure with an overly complex and bureaucratic accreditation process?” The reply given was “The premise of this question is incorrect” and,
- ii. In May 2022, the Minister announced measures to simplify the overly complex and bureaucratic accreditation.

Can the Minister explain the disconnect between the earlier answer provided in Budget Estimates and the subsequent announcement?

17. Why were only 180 Highly Accomplished and Lead Teacher Preliminary Assessments undertaken across Departmental, Catholic and Independent schools in 2020 to 2021?
18. Why were only 149 Highly Accomplished and Lead Teacher applications started Assessments undertaken across Departmental, Catholic and independent schools in 2020 to 2021?
19. Considering the fact that in the 2020-21 reporting year, only 6 teachers were accredited as Lead Teacher, 26 teachers were accredited as Highly Accomplished Teacher, and 39 Highly Accomplished and Lead Teacher applications were considered by the Moderating and Consistency Committee undertaken across departmental, Catholic and Independent schools: Is this by any measure a major policy failing?

20. Why is principal validation of Teacher Identified Professional Development no longer required, and TAAs must only refer to a teacher's Professional Development Progress Report when making a maintenance decision?
21. Given that that number of teachers whose accreditation was revoked for misconduct under s24 and/or 25A of the *Teacher Accreditation Act* 2004 during 2020 to 2021 was only 39:
- (a) Why is this data inconsistent with just the Department of Education's misconduct data, let alone Catholic and Independent sectors?
 - (b) Or can these teachers just transfer sectors?

NESA Consultancies

22. In consideration of the fact that NESA engaged the following consultancies 2021:
- (a) Denstat Solutions for Professional learning framework for accredited teachers Report,
 - (b) Symplicit for User research to inform the development of the new digital curriculum platform
 - (c) Ernst and Young for both Assessment and Roadmap for portfolio and program management uplift and Operating model report and organisation design services to support Curriculum Reform delivery Reports
 - (d) Can the Minister outline:
 - (e) How much contracting with the above consultancies listed in Supplementary Question 22(a) to (c) cost the taxpayer in that year?
 - (f) And furthermore, can the Minister explain:
 - (g) Why did NESA feel it necessary to incur this cost on what should be core NESA work, especially with an increased workforce?
 - (h) What is the professional background of those three consultancies in relation to education, pedagogy and training?
 - (i) What consultancies has NESA engaged in 2022?
 - i. What is the projected cost of engaging these consultancies, if any?

Literacy and Numeracy Precursor Trials

23. What schools are involved in the Literacy and Numeracy Precursor trial to develop a new tool which will help map students who have not attained the skills against the early levels of the Literacy and Numeracy progressions?

LANTITE

24. In consideration of the fact that final year initial teacher education students have to pass the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) before their final professional experience placement:
- (a) What is the cost per attempt?
 - (b) Where do those fees go?
 - (c) Which private companies administer the tests?
 - (d) Are the private companies referred to above Australian based?
 - i. If not, what country is their parent company incorporated in?
 - (e) What percentage of final year University students failed the Literacy Initial Teacher Education Students (LANTITE) on first attempt in the years:
 - i. 2019,
 - ii. 2020 and
 - iii. 2021?
 - (f) What percentage of final year University students failed the Numeracy Test for Initial Teacher Education Students (LANTITE) on first attempt in the years:
 - i. 2019,
 - ii. 2020 and
 - iii. 2021?
 - (g) What percentage of final year University students failed both tests on first attempt in the years:
 - i. 2019,
 - ii. 2020 and
 - iii. 2021?
 - (h) What percentage of final year University students never pass the tests in the years:

- i. 2019,
- ii. 2020 and
- iii. 2021?

(i) What do the figures in response to this Supplementary Question 24(a) and (e) to (h) above say about the quality of a university education when final year students cannot pass basic Literacy and Numeracy tests?

25. In consideration of the fact that NESAs school registration in the 2020 to 2021 period inspection program included only 8 government schools, selected randomly, and 20 in the 2019 to 2020 period out of 2,228 government schools,

- (a) How can this be seriously considered quality assurance or system monitoring?
- (b) Of the 20 schools noted above, is the whole school program evaluated, like in the independent system, or limited to two or three focus areas?
- (c) Why is there such a different approach compared to other sectors?

26. In consideration of the fact that NESAs has established a new Learning Management System for NSW K-2 teachers to support planning, familiarisation and trialling of the English and Mathematics syllabuses in their local school contexts throughout 2022, what research evidence does NESAs rely on to suggest online learning changes teaching practices in the most optimal way?

Higher School Certificate

27. What are the costs relating to:

- (a) The 5,796 HSC markers?
- (b) The 81 supervisors of marking?
- (c) The printing of 15,000,000 examination pages, especially since 88% of courses are marked totally or partially on screen?

28. In consideration of the fact that in 2020, 693 of students otherwise eligible for the HSC did not meet the HSC minimum standard, and that these students have up to five years after starting their first HSC course to demonstrate the HSC minimum standard: to date how many have demonstrated the HSC minimum standard?

29. In consideration of the fact that disability provisions are practical arrangements designed to help students with a disability verified by functional evidence, and that government schools have the overwhelming numbers of students with disabilities: what are the numbers of special consideration applications by all sectors since 2015?
30. In relation to the involvement of online technologies in education:
- (a) What consultation, if any, occurred, with key stakeholders, and on what dates, prior to the media announcement regarding the HSC moving online?
 - (b) What year will it begin implementation?
 - (c) Will laptop typing become part of the formal curriculum?
 - i. If so, when?
 - (d) Will instructional technology and digital pedagogy training in pre-service teacher education be increased?
 - (e) What will be the online examination security protocols? Including, proper authentication, to ensure that the right candidate is appearing for the exam in a secure environment without any malpractices?

International Baccalaureate

31. Is the Minister aware of claims that, while HSC students' final results are scaled, International Baccalaureate students' results are not, and that this means the number of maximum ATARs for HSC students is effectively capped at 0.05% of their population age cohort, resulting in adverse impacts on gifted students?
- (a) Does the Minister share these concerns, and are they factually substantiated according to the Minister's own knowledge?
 - (b) What public schools provide the International Baccalaureate option?
 - (c) What is being done to overcome the gaming of the system through scaling?
 - (d) Why is the International Baccalaureate universally available and why cannot it be removed as an option?

NAPLAN

32. Given that the test is mid-March from 2023, when will NAPLAN results become available to communities to access school and student summary reports on the online assessment?

Capital Works Experience

33. What is the consultation process and publication date for the “Capital Works Experience: A Guide for Schools”, which is undergoing significant review?

Early Childhood Spaces

34. With 900 schools currently being visited for information gathering to expand physical assets and to add buildings onsite, what is the budget 2022-23 for such a massive undertaking?

Restrictive Practices Changes

35. In relation to “restrictive practices changes”:
- (a) Does this mean the removal of gate, fences, locks on rooms and time out rooms?
 - (b) What are the estimated costs of changes to restrictive practices?
 - (c) Will schools pay for these extensive modifications?
 - (d) What are the security and crime-prevention implications of this?
 - (e) Are these changes intended to be guidelines, policy or a state-wide directive?

Number of Corporate Staff in 2022

36. Considering the fact that in an email of 28 June 2022, the Secretary stated that teacher sick days are up to approximately 150,000 on the same period pre-Covid in 2019, which in total is approximately 430,000 days of sick leave:
- (a) How many Deputy Secretaries taught classes and for how long in 2022?
 - (b) How many Executive Directors taught classes and for how long in 2022?
 - (c) How many Directors taught classes and for how long in 2022?
 - (d) How many PEOs taught classes and for how long in 2022?
 - (e) How many CEOs taught classes and for how long in 2022?
 - (f) How many SEO 2s taught classes and for how long in 2022?
 - (g) How many Principal School Leadership taught classes and for how long in 2022?

- (h) How many of the above corporate staff could not teach because they were not accredited teachers?

Expenditure Executive Secretaries, Executive Directors and Directors

37. Can the Minister provide a list showing the numbers and growth of Deputy Secretaries and Executive Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

38. What are the total annual salary cost of all Deputy Secretaries and Executive Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

39. Can the Minister provide a list showing the number of Directors and Directors Educational Leadership or equivalent positions (such as Cluster Directors) for the years:

- (a) 2015,

- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

40. What are the total annual salary costs of all the Directors for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

41. How many members of staff in senior management identify as having a disability for the years:

- (a) 2015,
- (b) 2016,
- (c) 2017,
- (d) 2018,
- (e) 2019,
- (f) 2020,
- (g) 2021, and
- (h) 2022?

42. In consideration of the fact that the growth in Corporate Services FTE has primarily been in temporary staff due to the nature of many initiatives being time-limited and therefore finitely funded (as stated in Estimates 2021):
- (a) What initiatives, if any, have ceased in 2021 and 2022?
 - (b) Why are Executive numbers still high?
 - (c) What proportion of temporary staff and corporate staff have returned to schools?

Selective High School and OC Tests

43. Is the minister aware of the fact that a NSW Selective Highschool test was postponed in March, with parents of students who were due to sit the test reported learning of the change twenty-four hours before through private Facebook groups or from communications made by the school hours before receiving an official email from the Department: Is this effective communication?
44. What was the total cost of the Cambridge University (UK) design and marking of the 2022 Selective High School test?
45. What was the total cost of individual schools mailing boxes of tests to England?
46. Did the Selective High School test design go to tender?
47. Why was the design and marking not possible through NSW or Australian institutions or departments?
48. Will the online OC and Selective Schools test process for 2023 go to public tender?
49. What was the public consultation process surrounding the move to online Selective High School and OC testing?
- (a) What year will it be implemented?
50. How will economically vulnerable communities such as low socio-economic, rural, remote and Aboriginal students:
- (a) Be provided with technology upskilling?
 - (b) Be supported to overcome the gaps in basic IT resources of families and schools?
51. How will students with learning adjustments and disabilities be accommodated?

Aboriginal Education

52. Given the Aboriginal Outcomes and Partnerships Directorate reinvigoration of the Aboriginal Educational Office role:
- (a) What professional learning and type of learning have Aboriginal Education Officers had in the years:
- i. 2012,
 - ii. 2013,
 - iii. 2014,
 - iv. 2015,
 - v. 2016,
 - vi. 2017,
 - vii. 2018,
 - viii. 2019,
 - ix. 2020,
 - x. 2021, and
 - xi. 2022?
- (b) How much funding have schools received with regard to the professional learning and type of learning listed in the answer to Supplementary Question 52(a) in the years:
- i. 2019,
 - ii. 2020,
 - iii. 2021, and
 - iv. 2022?
- ...for the expansion of:
- v. Aboriginal Languages?
 - vi. “Culture Nests”?
 - vii. Rural and remote pre-schools?
- (c) Which Executive Director had to intervene with Principals being defamed in an AECG meeting?

(d) With the additional funding, staffing and numerous intervention programs, why have Aboriginal students in Year 10 in 2021 fallen to 66.5%, from 72.2% in 2019 (pre-Covid) and from 76.4% in 2014?

53. In consideration of the fact that NESA announced the renaming of the NESA Boardroom to the Ngara room in September 2020 (following Metropolitan Local Aboriginal Land Council in-principle approval):

(a) What were the total costs involved in purchasing reconciliation artworks by Aboriginal artist Danielle Mate for the Ngara room?

(b) Why were no-cost student created works removed?

Connected Communities

54. Which “connected communities” schools will focus on allowing students to “achieve life-long success, not necessarily the top NAPLAN 2 bands” given that the CESE (2020) report stated that “there is little evidence to suggest that Connected Communities has a positive effect on Year 5 or Year 9 NAPLAN outcomes”?

Universal Practice Hub

55. Who comprised the independent panel to review and quality assure the resources of the Universal Practice Hub?

Assisted Principal Curriculum Implementation:

56. Why are only permanently appointed staff in Assisted Principal Curriculum Implementation, and not casual or temporary, able to receive training or induction in this role, even when it has been confirmed that they are working in this role for the year?

57. In consideration of the fact that Assisted Principal Curriculum Implementation travel expenses primarily affects small schools in rural and remote communities who are now having to find more money in their budgets, why are schools and not the Department paying for these expenses from each school they work at?

58. Why are schools being told to join their part-time positions together to attract better quality applicants to these small part-time allocations?

59. In consideration of the fact that:

- (a) At the end of 2021, teaching Principals were told they could take up the Assisted Principal Curriculum Implementation, but needed Director Educational Leadership approval, but
- (b) In 2022 small schools are not able to take up this option to use their Assisted Principal Curriculum Implementation allocation flexibly, so the Principal can take on this instructional leader role in their school, and then back fill their classroom teacher role with a temporary employee.

Can the Minister explain this policy reversal?

Student & Parent Experience Directorate

60. In reference to the creation of the new Student & Parent Experience Directorate, which is intended to deal with Student/Parent Complaints that cannot be managed at a school level:
- (a) Is this not the role statement of Director Educational Leadership?
 - (b) What will be the recruitment numbers of the new directorate?
 - (c) Can the Minister provide a breakdown of the budget for the Student & Parent Experience Directorate for 2022-2023?
 - (d) What different powers will it have which are not already held by the Directors Educational Leadership or the Departmental Conduct Directorate?

Employee Performance Management Unit

61. With the news that the Employee Performance Management Unit (EPMI) project is continuing, why do Principals appear not to be able to carry out effective performance management of teachers and SASS, like every other government or private sector organization?
- (a) What is the FTE of EPMI project?
 - (b) To what extent are the complex and cumbersome performance management policies the real issue?
 - (c) What percentage of performance management programs are the subject of complaints against Principals, thus slowing the process and questioning the willingness of Principals to engage in the process ever again?
 - (d) To what extent is the NSW Teachers Federation carrying out a protection racket?
 - (e) To what extent is it a lack of principal and school executive training in performance management of teachers and SASS to blame?

- (f) What will be the recurrent funding costs for EPMI in the years:
 - i. 2022,
 - ii. 2023 and
 - iii. 2024?
- (g) Did not the evaluation of EPMI by CESE reveal that only 24% of cases referred were resolved without an improvement plan, necessitating principals to do their job anyway?

62. In reference to the statement made by Mr. Stuart Robert on or about 17 March 2022, that independent schools do not accept “dud teachers” and that the “bottom 10% of teachers [are] dragging the chain” into the public system where they are allegedly protected from being fired:

- (a) Has the Minister or Secretary at any point received advice from the Department regarding:
 - i. Principals hiring or firing teachers?
 - ii. Address the issue of the “protection racket” of “dud teachers”?
 - iii. Performance contacts for principals, executives and teachers?
 - iv. Numbers of underperforming teachers from independent schools moving to the Department?

Department of Education Teacher Supply Strategy

63. How many teachers were recruited beyond NSW, whether interstate or internationally, in the following years:

- (a) 2020,
- (b) 2021 and
- (c) 2022?

64. Why has the volume of applications dramatically fallen from 210 in 2021 to just 70 in 2022 to accelerate careers of high-performing teachers through FASTstream?

65. How many additional casual teachers were sent to rural and remote schools where they are needed most in the years:

- (a) 2020,
- (b) 2021 and
- (c) 2022?

66. How many accelerated mid-career teachers are in classrooms from the years:
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?
67. How many retrained School Learning Support Officers are now teachers for the years:
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?
68. How many metropolitan teachers completed the Rural Experience Program to encourage placement in a rural school in the years:
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?
69. How many experienced and qualified STEM teachers have been recruited from outside the NSW system to fill critical STEM roles, including in rural and remote schools in the years:
- (a) 2020,
 - (b) 2021 and
 - (c) 2022?
70. Since the NSW Teacher Supply strategy includes evidence-based measures and innovative pilot programs with built-in evaluation, where are these publicly available?
71. In reference to the media release from the NSW Teachers Federation dated 27 February 2022, which stated that:

Senior Department of Education officials are now attempting to censor principals from advising parents on the severity and the impact of the teacher shortage on students' learning.

Can the Minister and Secretary provide the advice Principals were given regarding staffing shortages in the years:

- (a) 2021 and
- (b) 2022?

72. What information has the Minister and Secretary been given, which warns that:
- (a) The teacher shortage was particularly acute in regional or remote parts of the state, where out-of-field teaching is as high as one-in-five?
 - (b) The teacher shortage was particularly acute in low-socio economic areas?
 - (c) The teacher shortage was particularly acute in Science, Mathematics and Technology subjects?
73. Is the Minister or Secretary aware of the Australian Institute for Teaching and School Leadership research that found one in three teachers under 30 and almost 40% of teachers aged between 30 and 39 intend to leave the profession in the next decade? What is the Ministers response to these findings?
74. What is the annual number of Expression of Interest vacancies published in SchoolBiz and Noticeboard for teachers and corporate staff in the years:
- (a) 2018,
 - (b) 2019,
 - (c) 2020,
 - (d) 2021, and
 - (e) 1 October 2022?
75. In response to Supplementary Question 155, the following is recorded:
- The average number of applicants per advertised principal position is slightly higher in 2021 than in 2017 for major cities of Australia, Outer Regional Australia and Remote Australia.*
- Why did the Department elect to use national data not NSW data, when it is easily available *via* the merit selection process?
76. Can the Minister provide information in tabulated format which shows what are the average number of applications for the following positions:
- (a) Principal,
 - (b) Deputy Principal,
 - (c) Head Teacher, and
 - (d) Assistant Principal

Broken down in:

- (e) Metropolitan,
- (f) Rural and remote areas in NSW,

And further broken down for the following years:

- (g) 2017,
- (h) 2018,
- (i) 2019,
- (j) 2020, and
- (k) 2021?

Consolidated Schools Schedule Task

77. Given the “National Teacher Workforce Characteristics Report NSW 2021” stated 75% of teachers say the workload is too high, please provide a list of all Consolidated School Schedule tasks for the years:

- (a) 2018,
- (b) 2019,
- (c) 2020,
- (d) 2021 and
- (e) 2022.

Staffing and Covid

78. Is the Minister aware:

- (a) That students at Queanbeyan High School were told to only attend face-to-face classes on campus three days per week, as the school in southern NSW grapples with a shortage of teachers?
- (b) That the situation in Supplementary Question 78(a) was caused, as described in the text of an email sent to parents:

Due to the number of teachers on leave in addition to the permanent positions we have been unable to fill, we are moving to mixed-mode delivery operations.

Accordingly, can the Minister explain:

- (c) What contingency measures has the Department considered if there is a continued usage of mixed-mode delivery operations in schools due to staffing issues?
- (d) How many schools have used mixed-mode delivery in 2022 due to permanent positions being unfilled?
- (e) What was the practical difference between alternative school operations at Cherrybrook Technology High School (which temporarily reverted to learning from home on Friday 18 March and Monday 21 March) and Canobolas Rural Technology High School and a school closure with the school severely impacted by COVID19?
- (f) How many public, Catholic and independent high schools have used alternative school operations in 2022 due to COVID?
- (g) How many public, Catholic and independent primary schools have used alternative school operations in 2022 due to COVID?
- (h) How many Early Childhood Centres have closed for periods in 2022 due to COVID?
- (i) How many Early Childhood Centres have closed for periods in 2022 due to Covid?

Covid-19 Task Force and Covid Executive Teams

- 79. Are the Department's Covid-19 Task Force and Covid Executive Teams still meeting?
- 80. At the meetings of the Department's Covid-19 Task Force and Covid Executive Teams since the beginning of the pandemic:
 - (a) How many times was NSW Health advice ignored or altered to fit the views of senior executives or the Minister? What are the details?
 - (b) Which communications and/or media staff attended these meetings and on which occasions?
 - (c) On which occasions were communications and/or media strategies discussed and why?
 - (d) On which occasions were decisions delayed to minimise the impact on the Minister? What are the details?

- (e) On which occasions were comments made in online meetings about the need to withhold information from the public and media?
 - i. What are the details of those comments?

Ideology in Schools

- 81. Have Department staff been told to “add your pronouns to your email signature” for 2022 “Wear It Purple Day”?
 - (a) If so, why?
 - (b) Doesn’t this pronoun variability stunt promote the concept of gender fluidity, which is against NSW Govt policy in schools?
- 82. Given that the Department does not have a policy for the display or use of political propaganda in classrooms, is it possible for schools to display in classrooms:
 - (a) Party political material at election time?
 - (b) Posters attacking the NSW Police?
 - (c) Material attacking people on the basis of their:
 - i. Skin colour?
 - ii. Religious affiliation, conviction or belief?
 - (d) Protests about “toxic men” or “toxic masculinity”?
 - (e) Nazi symbols and historical artefacts?
 - (f) Black Lives Matter recruitment material?

EDUCATION AND EARLY LEARNING

Questions from the Hon. Mark Banasiak, MLC

Wee Waa

83. The Wee Waa Highschool has been closed due to health issues for Staff, Students and School visitors, with the cause of the illnesses of staff and students at Wee High School yet to be revealed, when will the final report from the independent health study that was due in February be released publicly?
84. Given that parents reported that students were warned as early as 2012 by school management to not to go to certain areas of the school because of health concerns. What exact date did school management first report the problem as a concern to the Department?

EDUCATION AND EARLY LEARNING

Questions from the Hon. Mark Buttigieg MLC *(on behalf of the Opposition)*

School fencing

85. Why was access to school grounds across the Central Coast restricted during the school holidays, when inclement weather would not have prevented families from using undercover COLA and playground facilities?
86. Will the Government consider expanding hours of opening school grounds for recreational use by the community, including allowing use of undercover facilities during inclement weather?
87. What is the Government doing to ensure year-round access to school playgrounds at schools which receive upgraded high fencing, where previously communities have had year-round access to the school playground?

Temporary employment

88. Can you provide the Term 1 2022 statistics for each classification of School Administrative and Support staff employed within NSW Schools, including General Assistants and broken down by Permanent Full time, Part time, Long term temporary and Short term temporary staff?
89. Why are approximately 64.3% of School Learning Support Officers (SLSOs) employed on a temporary basis, up from 61.57% in 2017?
90. What action has the government taken to reduce the casualisation of SLSO positions?
91. Can you confirm that the funding for SLSO's has been reduced for the 2022 school year in SSP schools and Special Units across schools in NSW?
 - (a) and if so why?
92. How many SLSO positions have been cut in 2022?
 - (a) And why were Long Term Temporary staff not redeployed to another vacant SLSO role or receive a severance payment?

SLSO – Student Health Support

93. How many SLSO's who satisfied the SHS criteria were transferred into the new SLSO classification, how many are permanent and how many are temporary?
94. Will there be another phase of the SLSO SHS transition?
 - (a) If so, how many positions will be filled either by existing suitable SLSO's or will there need to be external recruitment?
95. What contingencies has the department put in place to cover the risk of not employing enough SLSO SHS staff to meet the needs of Students requiring Health Support daily as prescribed in their Health Support plans?

Enrolments – students with a disability

96. How many enrolments of children with disability have there been in mainstream schools in 2021?
97. How many enrolments of children with disability have there been in Schools for Specific Purposes (SSPs) in 2021?
98. What is the Government's projection of numbers of students with disability that will be enrolled in mainstream schools over the next 10 years?
99. What is the Government's projection for numbers of students with disability that will be enrolled in SSPs schools over the next 10 years?

Violence

100. How many violent incidents have been logged with the Department of Education's incident hotline from schools over the last 12 months?
101. How many violent incidents have been logged with the Department of Education's incident hotline from SLSOs over the last 12 months?

Gregory Hills & Gledswood Hills school planning

102. Has the Government secured a site for a future high school in either Gregory Hills or Gledswood Hills?
103. If the Government has not secured a site, won't the same infrastructure capacity issues faced at Gledswood Hills Public School now be repeated as these students move into high school?

104. Shouldn't proper school infrastructure planning for Gregory Hills and Gledswood Hills, which will have a combined enrolment capacity of 2,000 primary school students, include securing a site for a future high school?

School cleaning

105. What is the current status of the Government's plans to reduce school cleaning hours across the state?
106. Pre-COVID, for which schools specifically had it been determined that school cleaning hours would be reduced?
107. Which schools were informed of that decision?
108. What was the consultation process that was undertaken and its timeline?
109. Are you able to confirm the Government's budget allocation per financial year, for NSW school cleaning additional to the Whole of Government contract 2019, since the COVID outbreak, including current forward estimates?
110. Are you able to confirm the Government's budget allocation per financial year, for NSW school cleaning additional to the Whole of Government contract 2019, since the COVID outbreak in relation to each of the nine Whole of Government contract regions, i.e. Southern NSW, Western NSW, North Coast; Hunter/Central Coast; Northern Sydney; Western Sydney; South Western Sydney; Sydney; and Sydney CBD?

Early childhood workforce

111. Given the Government's Early Years policy documents refer to a commitment to invest in the NSW Early Childhood Education workforce, but provides no timeframe, or plan to achieve it, will you provide confirmed details of this commitment to date?
112. What are the further details of the commitment to "Provide early childhood teacher supports, including supplements, for employers who demonstrate best practice workforce strategies"?
113. What are the allocated budget breakdown figures for how much of the \$281.6m committed to the workforce will go towards these supports and supplements to employers and other recipients?

114. What budget modelling and timeframe planning has been done on the NSW Government's ability to deliver on the 10-year announcement for early years education without a more substantial investment in the workforce?

School Resource Standard (SRS)

115. What is the NSW Government's current SRS funding budget for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

116. What is the NSW Government's current projected share of SRS funding for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

117. What is the current 100% SRS funding projection for the following years?

- (a) 2023
- (b) 2024
- (c) 2025
- (d) 2026
- (e) 2027

Projected enrolments

118. How many NSW public school enrolments are projected for 2023, broken down by primary and high school?

119. How many NSW public school enrolments are currently in NSW public schools, broken down by primary and high school?

120. Could you please provide current enrolment projections for the following years:

(a) 2023

(b) 2024

(c) 2025

(d) 2026

(e) 2027

Merged classes

121. Given the Government says it now can't collect data on merged classes, what is the Department's rough estimate of the number of merged classes occurring in NSW schools over the calendar year?

122. Given the Government says it now can't collect data on instances of minimal supervision in schools, what is the Department's rough estimate of the number of minimal supervision instances occurring in NSW schools over the calendar year?

123. Given community concern about merged classes and minimal supervision, do you accept that merged classes and minimal supervision has an overall negative impact on the learning of NSW students?

Pendle Hill High School

124. The capture rate for Pendle Hill High School was listed at only 15% in briefing DOC20/401294. What is the current 2022 capture rate for the school?

Liverpool Boys and Girls High Schools

125. Given the Liverpool Boys & Girls High School upgrades is listed as an 'alternate' building contractor pathway in the 2022-23 SINSW Delivery Strategy, can you rule out any for-profit retail or mixed use precincts being built on these existing public school sites?

SINSW Delivery Strategy

126. Is the 2022-23 SINSW Delivery Strategy on track, in line with timeframes outlined in the 2021-22 SINSW Delivery Strategy?

Macquarie Park Education Campus/Precinct

127. Has the Government acquired the former Peter Board High School site, as promised in 2018?

128. Is the Government still in an exclusivity agreement to acquire the former Peter Board High School site and if so, will you commit to executing it?

129. Is the government considering the option of a high-rise school located within Baptist Care Macquarie Park redevelopment at 157 Balaclava Rd, Macquarie Park?

Rydalmere Education Campus

130. Can you confirm if a site has been chosen for the Rydalmere Education Campus, following four years of planning?

(a) If so, which site?

Wee Waa High School

131. Will the new Wee Waa High School be completed by Late 2022 as planned?

132. When will the report on the health investigation of Wee Waa High School be publicly revealed?

Westmead Education Precinct

133. Has a site been chosen for the primary and high schools that will form Westmead Education Precinct?

(a) If not, when will this be finalised?

134. Is the government still committed to building these two schools?

School ovals

135. Can the Government rule out using any school ovals that are not either on site or directly adjacent to school sites?

136. What is the Government's response to concerns that the lack of an on-site oval acts as a disincentive for students to keep active during school breaks and before and after school?
137. Will an oval be located on or directly adjacent to the site of the South West Sydney Selective High School?
- (a) If not, how far away in metres is the likely oval that students will access?

Pop-up demountable schools

138. Will the cost of the pop-up demountable school at Nangamay Public School in Mulgoa Rise be contained within the approved new primary school for Mulgoa Rise project budget?
139. Will the cost of the pop-up demountable school for Bungendore High School be contained within the approved Bungendore High School project budget?
140. Will the cost of the pop-up demountable school for Jerrabomberra High School be contained within the approved Jerrabomberra High School project budget?
141. Is the government concerned about the additional costs borne by taxpayers for temporary facilities, as a result of delays with building permanent facilities?

Birrong Boys & Girls High School

142. Given there has now been two budget allocations for upgrades to Birrong Boys & Girls High Schools?
- (a) What was the total square metre footprint for the proposed upgrades of the original plans for these schools?
- (b) Have the original plans drawn up for these upgrades now been downgraded and reduced?
- (c) If so, what is the current square metre footprint of the revised plans?
- (d) How many buildings, classrooms and staff facilities have been reduced from the original plan to the proposed plans?
- (e) How much has been spent so far on planning?
143. What was the original budgeted total expenditure for upgrades to Birrong Boys and Girls High Schools?
- (a) If these plans have now been revised, what is the revised budgeted total expenditure?

144. Did the Department of Education inform Birrong Boys and Birrong Girls High School to expect a projected enrolment of approximately 2,000 students due to future growth in their catchment?
- (a) If so, what are these enrolment projections based on?
 - (b) And was this advice received from Planning NSW?

Upgrade to Randwick Boys High School and Randwick Girls High School

145. In August 2022 NSW Department of Education – School Infrastructure released the *Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack*. How much total funding has been allocated for all the works outlined in this pack?
- (a) The works outlined in the Information Pack are minor infrastructure works – what happened to the major works promised by the Government?
 - (b) The Information Pack states that works will be delivered over a staged two-year period – have the stages of the rollout been finalised?
 - i. If so, are they publicly available?
 - (c) The 2021 *Final Business Case Randwick Boys High School and Randwick Girls High School – Upgrade Projects* outlines a more extensive scope of works and \$59.88M of required funding, why does the 2022 Information Pack not include the works and funding outlined in the Business Case?
 - (d) Why are the following works from the 2021 Final Business Case excluded from the list of work in the 2022 Information Pack:
 - i. Improved access and egress (including improved compliance with the Disability Discrimination Act (DDA) and installation of a lift within each school)?
 - ii. Upgraded services and equipment to improve fire resistance and fire safety measures?
 - iii. A new substation for each school?
 - iv. Air conditioning installation for each school?
 - v. STEM Learning Spaces for each school?
 - vi. Provision of new Senior Learning units to both high schools?
 - (e) Were any community stakeholders consulted about the exclusion of the 2021 Final Business Case works from the announced works in the 2022 Information Pack?

146. In the Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack it is stated that “consultation with department stakeholders” led to the decision to not reclassify Randwick Boys High School and Randwick Girls High School into a co-educational facility; who were the Department stakeholders?
- (a) Was this decision ever outlined in a report or formal advice?
 - i. If so, what was the name of the report or document and was it ever made publicly available?
 - ii. Were any community stakeholders invited to contribute to this consultation process?
147. In the *Upgrade to Randwick Boys High School and Randwick Girls High School Information Pack* it is stated that “The Asset Management Unit will prioritise works that may be able to be delivered by Day 1 Term 1 2023”: who gave the instruction to the Asset Management Unit that works deliverable by that date must be prioritised?
- (a) Was there any communication from anyone within the Asset Management Unit that outlined issues with prioritising works that are deliverable by Day 1 Term 1 2023?
148. A recent tour of Randwick Boys by the Member for Coogee revealed that there are numerous broken blue flume heaters:
- (a) What is the minister doing to address this safety risk for students and staff?
 - (b) Why has nothing been done so far despite numerous complaints?

Third-party contractors or consultancies

149. For every agency, department, or state-owned corporation within your portfolio, please provide the following:
- (a) A list of all third-party contractor or consultancies engaged in communications services, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
 - (b) A list of all third-party contractor or consultancies engaged in PR services, including:

- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (c) A list of all third-party contractor or consultancies engaged in marketing services, including:
- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (d) A list of all third-party contractor or consultancies engaged in Government relations or lobbying services, including:
- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (e) A list of all third-party contractor or consultancies engaged in industry or peak body membership, including:
- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (f) A list of all third-party contractor or consultancies engaged in policy or strategy development, including:
- i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid

- (g) A list of all third-party contractor or consultancies engaged in project management, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (h) A list of all third-party contractor or consultancies engaged in accounting and audit, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (i) A list of all third-party contractor or consultancies engaged in legal services, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid
- (j) A list of all third-party contractor or consultancies engaged in any other services, including:
 - i. Contractor name,
 - ii. Contractor ABN,
 - iii. Service provided,
 - iv. Total cost paid

Disability Employment

150. What is the percentage and number of employees who currently identify as having a disability employed by:
- (a) NSW Department of Education
 - (b) NSW Education Standards Authority

151. What is the percentage and number of senior managers who currently identify as having a disability employed by:
- (a) NSW Department of Education
 - (b) NSW Education Standards Authority

Gosford High School

152. How many students from outside the Central Coast attend Gosford selective High School?
153. Was Gosford High School selective school designed for students from the Central Coast or students from Sydney?

NSW Teachers

154. How many teachers currently employed by NSW Department of Education hold a conversion qualification Graduate Diploma in Education Conversion?
155. What is the retention rate of teachers in the first five years?
156. What was the average time for the Department of Education to process a new teacher's application to be contractually engaged with a school they have not worked at previously, transitioning from casual to temporary, part-time or full-time roles?

NSW School Graduates

157. What is the total number of Bachelor of Education and Diploma in Education graduates within NSW in 2021 who have been employed in public schools and the total number employed by non-government schools?

EDUCATION AND EARLY LEARNING

Questions from Ms Abigail Boyd MLC

Children with disability

158. In 2020, the Department of Education (DoE) identified that there was significant concern over Indigenous children and children with disability being disproportionately excluded in schools. Has any change been implemented to date, to understand why such bias is apparent and to address this concern?
159. How many legal actions have been taken against staff and schools in regard to the treatment of children with a disability in NSW public schools in the last four years?
- i. Of the legal actions that resulted in the DoE paying out settlements or discontinuations: how many staff were reprimanded?
 - ii. how many staff were transferred away from children with a disability?
 - iii. how many staff were removed from working in a school?
 - iv. how many staff had no action taken against them?
 - v. how many cases involving complaints about staff did the DoE request confidentiality agreements for?
160. How much money has the DoE paid in court costs, settlement and discontinuation agreements, in regard to legal action against staff and schools for the treatment of children with a disability in public schools, in the last four years?
161. How many legal cases has the DoE settled with confidentiality agreements where one or more parties cannot talk about the case?
162. How many primary mainstream schools in NSW have a separate 'support unit' for children with a disability?
163. How many secondary mainstream schools in NSW have a separate 'support unit' for children with a disability?
164. How many primary mainstream schools in NSW are fully inclusive for children with a disability (meaning that children with a disability are included within a mainstream class which is not segregated by area of staff, and there is no support unit or class specifically designated for children with disability)?

165. How many secondary mainstream schools in NSW are fully inclusive for children with a disability (meaning that children with a disability are included within a mainstream class which is not segregated by area of staff, and there is no support unit or class specifically designated for children with disability)?
166. How many Schools for Specific Purposes (SSP) schools have a full curriculum for children with a disability?
167. Has the DoE provided and published an actual statement and definition of what ‘inclusion’ in schools is, to inform the Inclusion Policy?
- (a) If yes, does it align with the UNHCR definition that Australia is a signatory to?
 - (b) If no, does the DoE intend to do so in the future?
168. Considering the impacts of Covid-19, will the DoE change its policy to allow children with a disability to choose distance and or remote learning as an option rather than being forced to home school?
169. How many new SSP schools or support units for children with a disability are planned to be built?
170. What is the average cost for an SSP unit, per student with disability?
- (a) What is the average cost for mainstream school inclusion, per student with disability?
171. What research evidence does the DoE have to support the continued use of segregated schools settings for children with a disability?
172. Does the DoE believe that segregated SSP schools for children with a disability improve educational outcomes for children with a disability, compared to mainstream inclusion?
- (a) Can you provide research evidence for this?

Home schooling

173. How many children have been registered for home schooling in 2022?
- (a) What percentage of these have been listed as choosing to do so because of:
 - i. Bullying
 - ii. Disability
 - iii. Abuse
 - (b) What other reasons were given?

Period products in public schools

174. According to the Minister for Education and Early Learning, the period products program was expected to begin the installation of dispensers in early Term 3, 2022. What is the progress of this program to date?
175. When will the dispensers be fully rolled out to all public schools in the program?

Synthetic turfs

176. What investigations has the Department or School Infrastructure NSW carried out in relation to:
- (a) the human health impacts generated from synthetic surfacing; artificial grass, soft fall, synthetic turf, relevant to heat stress?
 - i. What was the outcome of those investigations?
 - (b) the human health impacts generated from synthetic surfacing relevant to heat illness?
 - i. What was the outcome of those investigations?
 - (c) the human health impacts generated from synthetic surfacing relevant to volatile gas (VOCs) emissions?
 - i. What was the outcome of those investigations?
 - (d) the human health impacts generated from synthetic surfacing relevant to chemical emission such as PAHS, PFAS and PFOS?
 - i. What was the outcome of those investigations?
 - (e) the human health impacts generated from synthetic surfacing relevant to chemical emission such as Bisphenol A?
 - i. What was the outcome of those investigations?
177. Synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials have been recorded at reaching surface temperatures in excess of 90°C and maintain similar such temperatures when even shaded. Considering that at this temperature these surfaces pose significant health risks to human health, can the Minister provide the reasoning for the continued use and installation of synthetic surfacing within schools, educational institutions and early learning facilities given the evident health risks posed?
178. Is the Minister aware of the legal actions and implications currently being undertaken to educational facilities overseas, Jordan McNair vs Maryland University, San Diego Unified School

District vs Keep Turf Safe, with regards to the human health impacts derived from synthetic surfacing?

(a) How does the Minister intend to address the potential ramifications of legal actions against educational facilities within NSW given the health risks generated from synthetic surfacing?

179. What investigations has the Department or School Infrastructure NSW carried out in relation to the human health impacts; heat stress/illness/mortality, VOCs, PFAS, PFOS, PAH, leachates, to name but a few, generated from synthetic surfacing; synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials, relevant to heat stress.

(a) What was the outcome of those investigations?

(b) Can the Minister provide the reporting of these investigations?

(c) If no investigation has occurred, how does the Minister intend to address the heat stress impacts derived from synthetic surfacing into the future given the extreme surface temperatures recorded upon this surface?

180. Can the Minister provide the reporting utilised by the Department or NSW School Infrastructure relevant to the Australian Standards for product safety, manufacture, construction standards, installation, use and maintenance for synthetic surfacing materials; synthetic turf, artificial grass, soft fall and other polypropylene ground covering materials, utilised within educational facilities and early childcare facilities?

181. Is the Minister aware that a toddler's feet were burnt while playing outside in a Perth child care centre in 2020, with the centre being found liable, and that the girl required medical treatment following the incident because the burns were caused when the girl touched artificial turf or rubber soft fall?

(a) What investigations has the Department or School Infrastructure NSW undertaken relevant to the extreme surface temperatures generated by synthetic surfacing and soft fall utilised within Early learning facilities throughout NSW?

182. Is the Minister aware that Nido Early School, based in the QV1 building on St Georges Terrace in Perth, was fined \$15,000 after an emergency fire drill conducted at 2.30pm in 2019 resulted in three toddlers receiving second-degree burns to their feet?

(a) How does the Minister intend to ensure that in times of an emergency that children within early childcare and education facilities in NSW are to be provided safe egress throughout these facilities, given the extreme surface temperatures generated by synthetic surfacing?

- (b) How does the Minister intend to ensure that early learning facilities in NSW are indemnified against legal action in cases such as this?
183. What protocols or procedures has the Minister put in place to ensure that early childcare and education facilities and practitioners can guarantee the health and safety of the attendees of these facilities, given the extreme surface temperatures experienced on synthetic surfacing utilised within these facilities?
184. Can the Minister or Dept of school Infrastructure please provide the Australian Standards (AS) and National Construction codes (NCC) or Australian Building code/s (BCA) that are utilised by early childcare and education facilities relevant to the installation of synthetic surfacing within these facilities?
- (a) If the Minister or Dept of school Infrastructure can NOT provide the appropriate Australian Standard or building code, can the Minister outline how early childcare and education facilities can ensure that the synthetic surfacing they utilise is safe and ensures the long term health and safety of attendees at these facilities?
185. What independent safety product testing (IDSPT), and by whom, is the Minister or NSW School Infrastructure able to provide, that has been undertaken relevant to synthetic surfacing (astro turf, soft fall, rubber crumb and synthetic turf or other such polypropylene ground covering material) utilised within early childcare and education facilities?
186. Given the microplastic and nanoplastic pollution generated from synthetic turf, what studies has the Minister or NSW School Infrastructure undertaken to investigate the mitigation of this pollution within Education and Early Childcare facilities?
187. Can the Minister or NSW Department of School Infrastructure provide the reporting undertaken and utilised by NSW Department of School Infrastructure or the Minister that provides financial assistance and guidelines to NSW education and early childcare facilities with regards to the long term (25 and 50 years as provided by Western Australian Government reporting) cost benefits or financial ramifications that apply to the installation, upkeep and maintenance of synthetic turf compared to natural grass?