



LEGISLATIVE COUNCIL

**QUESTIONS
AND
ANSWERS**

No. 270

TUESDAY 9 JUNE 2020

(The Questions and Answers Paper published every Tuesday of each week will contain, by number and title, all unanswered questions, together with questions to which answers have been received on the previous sitting and any new questions. On subsequent days, new questions are printed, as are questions to which answers were received the previous day. Consequently the full text of any question will be printed only twice: when notice is given; and, when answered.)

Notice given on date shown

Publication of Questions	Answer to be lodged by
Q & A No. 255 (Including Question Nos 1417 to 1437)	08 June 2020
Q & A No. 256 (Including Question Nos 1427 to 1442)	09 June 2020
Q & A No. 257 (Including Question Nos 1443 to 1444)	10 June 2020
Q & A No. 258 (Questions—Nil)	-
Q & A No. 259 (Including Question Nos 1445 to 1454)	12 June 2020
Q & A No. 260 (Including Question Nos 1455 to 1466)	15 June 2020
Q & A No. 261 (Including Question Nos 1467 to 1473)	16 June 2020
Q & A No. 262 (Including Question Nos 1474 to 1487)	17 June 2020
Q & A No. 263 (Including Question Nos 1488 to 1492)	18 June 2020
Q & A No. 264 (Questions—Nil)	-
Q & A No. 265 (Including Question Nos 1493 to 1496)	22 June 2020
Q & A No. 266 (Including Question Nos 1497 to 1501)	23 June 2020
Q & A No. 267 (Including Question Nos 1502 to 1515)	24 June 2020
Q & A No. 268 (Questions—Nil)	-
Q & A No. 269 (Including Question Nos 1516 to 1527)	26 June 2020
Q & A No. 270 (Including Question Nos 1528 to 1532)	30 June 2020

18 MAY 2020

(Paper No. 255)

*1417 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—BUSHFIRE CHARITY FUNDING—Mr Shoebridge asked the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—

- (1) What is the total amount per charity that has so far been distributed following the 2019/2020 bushfires?
- (2) What is the total amount per charity that remains to be distributed following the 2019/2020 bushfires?
- (3) What steps is the Government taking to assist charities in delivering financial assistance to fire-affected communities?

Answer—

I am advised:

- (1) Information on the expenditure by charities can be found on their websites or in their Annual Information Statement and annual financial reports.
- (2) Individual charities are responsible for making decisions about their expenditure. The NSW Government has however, advised charities that donated funds must flow to communities as a matter of urgency to support those who have lost their homes and livelihoods and to facilitate urgent recovery efforts.
- (3) The state recovery governance arrangements are used to coordinate with charities providing financial assistance. Working groups have been established with partner organisations with the purpose of sharing information about public appeals, to highlight areas or groups in need and to encourage a coordinated approach to distributing charitable funds.

*1418 TREASURER—ICARE PROCUREMENT—Mr Mookhey asked the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—

- (1) What are the names of businesses who undertook printing for Insurance and Care NSW (icare) in financial years 2017/18 and 2018/19?
 - (a) What was the value of the printing awarded to each business?
- (2) What are the names of businesses who are undertaking printing for icare in the financial year 2019/20 to date?
 - (a) What is the value of the printing awarded to each business?
- (3) Has icare procured any goods and/or services from IVE Group Limited in financial years 2017/18 or 2018/19?
 - (a) If so, what goods and/or services were procured?
 - (b) What were the value of the goods and/or services procured?

Answer—

For the answer to Question 1, including 1a, please see attached table, please see the table of information provided by the Minister to the Legislative Council Procedure Office, which is available upon request.

icare's 2019/2020 financial year reports have yet to be finalised.

Please see attached table for information relating to IVE Group. The services provided by IVE Group Limited to icare and other relevant Authorities is managed under a 'legacy' contract that was transitioned to icare from Safety, Return to Work and Support under Section 3, Schedule 4, Part 2, Division 1 of the State Insurance and Care Governance Act 2015. This permitted icare, on its establishment, to transition current (at the time) contracts to icare and its relevant Authorities.

The contract with IVE Group Limited was maintained during icare's 'build' phase, which included the relocation of policy management and underwriting services from the managing Scheme agents to icare, where a significant increase in communications from icare was necessary. Transitioning this service in-

house saved the Workers Compensation Nominal Insurer approximately \$110 million in Scheme agent remuneration in the 2017/18 financial year.

***1419 EDUCATION AND EARLY CHILDHOOD LEARNING—GROW YOUR MIND PROGRAM STAFF QUALIFICATIONS—Mr Latham asked the Minister for Education and Early Childhood Learning—**

- (1) Has the NSW Education Standards Authority (NESA) accredited a teacher wellbeing program from the 'Grow Your Mind' company?
 - (a) If so, what are the details?
- (2) What 'Grow Your Mind' staff qualifications and expertise did NESA base this decision on, beyond those listed in published Grow Your Mind staff profiles, referring to the following qualifications:
 - (a) Alice Peel with a "background in public health, positive psychology and mindfulness"?
 - (b) Kristina Freeman, "a passionate acupuncturist" with a "background in Chinese Medicine and Health Science"?
 - (c) Jane Hunt "having babysat in her teens and nannied through her twenties" and having a "Diploma in Visual Communications and Graphic Design"?
 - (d) Lisa Taylor, a "podcast producer" who once taught "primary ethics at her son's school"?
 - (e) Annabelle Bailey, a former primary school teacher?
 - (f) Emma Clohesy, described as "the Playdough Lady" with expertise in playdough play with her own children?
- (3) Did NESA check the academic and professional qualifications of these people to be teaching wellbeing and "mental health education"?
 - (a) If so, what did these checks show?

Answer—

1. The two hour 'Teacher and Student Wellbeing' course offered by Grow your Mind Pty Ltd is accredited by NESA at the Proficient Teacher career stage until 2023.

a. Grow your Mind offers resources to parents and teachers in the area of mental health but offers the one 'Teacher and Student Wellbeing' course was accredited by NESA in 2018. At that time, the company's application submitted by the CEO, Ms Alice Peel was assessed as meeting the endorsement criteria specified by the Endorsement of Professional Development Providers and Courses Policy. These endorsement criteria were:

- i. The provider is a bona fide provider.
- ii. The course content is relevant to one or more of the standard descriptors at any one career stage of the Australian Professional Standards for Teachers.
- iii. Processes are in place to assure the quality of the people used to deliver courses.
- iv. Policies and/or procedures are in place to provide quality assurance, including continuous improvement and evaluation of courses.
- v. Administrative and record management systems in place are current, accurate and secure.
- vi. Marketing and advertising of professional development products and services are both appropriate and ethical.
- vii. Statutory requirements that affect the provision of professional development must be met (eg Workplace Health & Safety, Privacy Act, Anti-discrimination).
- viii. Insurance cover to conduct professional development activities is current.
- ix. Where a partnership exists, a written agreement is in place noting that the endorsed provider is responsible for maintaining the endorsement criteria.

Grow your Mind's application indicated that it utilised a wellbeing model developed by American psychologist Professor Martin Seligman who specialises in the area of Positive Psychology. The application indicated that teachers would be provided with information and existing research on the importance of maintaining mental and emotional well-being, managing stress and building positive relationships for both teachers and students.

2. The NESA policy for course endorsement in 2018 required a provider to attest that they possessed and could present evidence if called upon that demonstrates that criteria (iii) to (ix) above were met. Grow

your Mind's application indicated that the presenter of this course was Ms Alice Peel, a qualified and experienced primary school teacher with a background in the area of Positive Psychology. A check by NESA staff confirmed that Ms Peel was an accredited teacher. Information provided on Grow Your Mind's website indicated that Alice Peel also held a Masters in International Public Health. The remaining staff listed were not indicated as being presenters of the course.

3. Staff on the current Grow your Mind website, Ms Kristina Freeman, Ms Jane Hunt, Ms Lisa Taylor, Ms Annabelle Bailey and Ms Emma Clohesy were not mentioned in the application as delivering the 'Teacher and Student Wellbeing' course.

*1420 EDUCATION AND EARLY CHILDHOOD LEARNING—NSW DEPARTMENT OF EDUCATION'S INCLUSION POLICY FOR CONSULTANTS—Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) Does the Department of Education's inclusion policy extend to the employment practices of consultants working in Government schools?
- (2) Are consultant bodies checked to ensure they do not deliberately discriminate against classes of people in their employment practices, with such discrimination determining who enters schools and works with students, thereby setting a bad example of discrimination and exclusion?

Answer—

1 and 2.

The Department of Education's Diversity and Inclusion Strategy 2018-2022 and Workforce Diversity Policy does not extend to external consultants as they are not employees of the Department and therefore employment practices do not apply. However, the Department's Statement of Business Ethics and the NSW Government Supplier Code of Conduct apply to consultants when engaged by the Department of Education.

The Whole of Government Supplier Code of Conduct outlines a minimum set of expectations and behaviours for doing business with NSW Government. A copy of the document can be found at <https://buy.nsw.gov.au/policy-library/policies/suppliercode-of-conduct>.

The Department's Statement of Business Ethics reinforces the principles specified in the Supplier Code of Conduct, includes practical guidelines and states that suppliers have to comply with applicable legal obligations and NSW Procurement guidelines. A copy of the Statement can be found on the Department's website at <https://education.nsw.gov.au/content/dam/main-education/about-us/supplying-tous/media/documents/statement-of-business-ethics.pdf>.

*1421 EDUCATION AND EARLY CHILDHOOD LEARNING—PROVIDERS OF WELLBEING AND MENTAL HEALTH SERVICES IN NSW SCHOOLS—Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) Which external providers to Government schools have been contracted by schools to provide wellbeing and mental health services?

Answer—

In line with the Department of Education's Commercial Arrangements-School Based Activities Policy, schools are able to engage the services of suppliers directly, to meet the educational and wellbeing needs of their students, up to a limit of \$10,000. The context of each school is unique and schools across NSW may choose to engage with a range of providers to support the wellbeing of their students.

Where the commercial arrangement involves state wide activity and/or the agreement exceeds \$10,000, the Business Systems directorate is consulted to approve any proposed arrangements with external providers on behalf of the Department.

The Department has established contingent psychology services through prequalified providers to deliver psychology services in schools. The prequalified providers are: Beam, CentaCare NENW, Marathon Health, Max Solutions, Ministry of Mind, Royal Far West, Your Town, Family Services Illawarra, and Act for kids.

The Department also partners with leading mental health organisations to deliver best practice in prevention and early intervention, mental health and wellbeing support for students across the State.

These partnerships include Macquarie University- Cool kids, University of Wollongong- Project Air for Schools, Headspace, Black Dog Institute, Smiling Mind and Batyr.

*1422 EDUCATION AND EARLY CHILDHOOD LEARNING—STRATEGIC DIRECTIONS OF SCHOOL PLANS TERMINOLOGY—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) Further to the Minister's answer to Question 1053, in the Strategic Directions of School Plans, how many NSW government schools mention the following terms:

- (a) Well-being?
- (b) Mental health?
- (c) Student happiness?
- (d) Mindfulness?
- (e) Growth mindset?
- (f) Emotional regulation?
- (g) Emotional intelligence?
- (h) Child welfare?

Answer—

Every NSW public school strives to achieve the best academic outcomes for their students. This can include a strategic and planned approach to support the wellbeing of all students so they can connect, succeed, thrive and learn.

Schools use a range of terminology in their strategic plans that state a school's commitment to achieving academic growth and excellence for all students.

As at October 2018 there were 220 schools who used the terms 'well-being', 'mental health', 'student happiness', 'mindfulness', 'growth mindset', 'emotional regulation', 'emotional intelligence' and/or 'child welfare' in the Strategic Directions of their School plans.

*1423 EDUCATION AND EARLY CHILDHOOD LEARNING—TRANSITION FROM HOME BASED LEARNING TO SCHOOLS DURING COVID-19—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) What instructions have been issued to government schools, as they catch up from the home schooling period, to return to the basic elements of the curriculum for the remainder of the school year?

- (a) When were the instructions issued by the Education Department?
- (b) In detail, what do they say?

Answer—

(1) On 15 May 2020, the Department of Education updated the Curriculum planning and programming, assessing and reporting to parents K-12 policy, in response to the COVID19 pandemic. The policy details how schools plan curriculum and teaching programs including assessment and reporting to parents, consistent with NSW Education Standards Authority (NESA) advice. NESA has given principals and school sectors the authority to decide which syllabus outcomes and content they teach and assess for Kindergarten to Year 10 in 2020. The educational program of each school therefore does not need to address all outcomes or all content of the syllabuses, but instead can streamline syllabuses, putting greater emphasis on numeracy and literacy. The return to full-time face to face learning guidelines (the guidelines), updated for staff on 19 May 2020, provide schools with advice regarding the return of all students to campus.

- (a) The guidelines were last updated 19 May 2020.
- (b) In summary, the guidelines state that:
 - (i) Schools are safe and should be open for full time face to face learning.
 - (ii) Schools must continue delivering the NESA approved curriculum.
 - (iii) All students must attend school unless unwell, and that attendance should be marked. If parents believe that a school is unsafe for their child due to them being immunosuppressed or having other complicating factors they must provide a doctor's certificate.

- (iv) Reporting should occur for Semester 1, but with changes in line with the alterations to the Commonwealth requirements.
- (v) All staff should return to school unless they fall into one of the following categories in line with AHPPC guidelines:
 - people aged 70 years and over
 - all people with compromised immune systems
 - people aged 65 years and over only with chronic medical conditions
 - Aboriginal and Torres Strait Islander people over the age of 50 with chronic medical conditions.
- (vi) Schools should maintain enhanced hygiene and cleaning procedures.
- (vii) Social distancing is not required in a school environment as per the AHPCC guidelines.
- (viii) School assemblies should not be conducted unless there is no other option to deliver critical communications. If conducted they should be short, sharp and preferably outside.
- (ix) School sporting activities will recommence in stages. In this first stage schools can recommence activities where there is no contact with others.
- (x) Schools can recommence the use of external sporting grounds where they are available.

***1424 EDUCATION AND EARLY CHILDHOOD LEARNING—WORKING WITH CHILDREN CHECKS—**Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) Are all the New South Wales services providing activities for children under the Active Kids program subject to Working With Children checks?
 - (a) If so, what are the details?

Answer—

The Active Kids program is a NSW Government initiative facilitated by the Office of Sport. Therefore, the NSW Department of Education is not involved in the screening processes for the program.

The Department is responsible for verifying the Working With Children Checks of all employees, specified volunteers and contractors engaged in child-related employment with the NSW Department of Education.

Any questions relating to the Active Kids program should be directed to Mr Geoff Lee MP, Minister for Skills and Tertiary Education, and Acting Minister for Sport, Multiculturalism, Seniors and Veterans or Mr Victor Dominello MP, Minister for Customer Service.

***1425 EDUCATION AND EARLY CHILDHOOD LEARNING—ASSESSMENT OF WELL-BEING AND MENTAL HEALTH PROGRAM EFFICACY—**Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) Given the substantial emphasis in government schools on student "well-being" and mental health programs:
 - (a) How does the Department measure success in these domains, other than students and parents answering self-reported survey forms?
 - (b) In 2018 and 2019, how many New South Wales school students were assessed as clinically mentally ill, broken down by year groups and the condition with which they were diagnosed?
 - (c) Other than in trying to make students feel happy, how does the Department's programs try to prevent mental health problems?
 - (i) How is success in this domain measured?
 - (d) According to departmental records, research and objectives, what causes mental health problems in students?
 - (e) According to departmental records, research and objectives, how can mental health problems in students be fixed?

Answer—

- (1)
 - (a) The Department has worked with the Black Dog Institute, NSW Health and the University of

Wollongong to formally evaluate programs implemented in partnership with them.

- (b) The Department does not centrally aggregate data on clinical diagnoses of students' mental health conditions. Information regarding clinical diagnoses of student mental health conditions is stored securely in individual student counselling records. Student counselling records are protected under the Health Records and Information Privacy Act 2002. It is important to note that the primary focus of a number of mental health programs in schools is prevention, enabling students to build resilience and help seeking behaviours.
- (c) There is international evidence indicating the impact of student mental health on whole of life outcomes. The Department invests in providing school staff and students with access to best practice, evidence-based mental health programs. These programs have independent, peer reviewed evidence for increasing positive mental health outcomes and/or reducing negative outcomes such as suicidal thoughts and behaviours. The Department also works closely with partners such as NSW Health and the NSW Mental Health Commission to implement programs designed to:
 - These programs are designed to have outcomes for students that impact life trajectories. The results of peer reviewed longitudinal and epidemiological studies inform the Department's decisions regarding which programs to implement.
 - Increase mental health literacy and help-seeking behaviours in children and young people
 - Respond to indicators of emerging mental health issues such as conduct problems in very young students
 - Equip school staff to notice and respond to complex behaviours in students, including those who self-harm
 - Educate teenagers and their teachers about ways to increase and maintain mental fitness and resilience, including practising mindfulness, regular exercise and sleep, and connecting with others.
- (d) The Department does not hold records or conduct research into the causes of mental health problems in students.
- (e) While the Department does not hold records or conduct research into how mental health problems in students can be solved, it does base decisions regarding support for student mental health on independent, peer reviewed evidence.
 - These programs are designed to have outcomes for students that impact life trajectories. The results of peer reviewed longitudinal and epidemiological studies inform the Department's decisions regarding which programs to implement.

***1426 EDUCATION AND EARLY CHILDHOOD LEARNING—CASUAL TEACHER'S ROLES DURING COVID-19—Mr Latham asked the Minister for Education and Early Childhood Learning—**

- (1) Since the beginning of the Coronavirus contagion, what have been the arrangements for the payment of casual teachers in New South Wales government schools?
- (2) How were the calculations for payment in question 1 above made?
- (3) What has been the cost of the special arrangements in question 1 above?
- (4) What work have casual teachers been expected to perform as part of these special payment arrangements?

Answer—

- (1) In response to the COVID-19 pandemic, the Department of Education committed to providing eligible casual teachers a minimum guaranteed weekly engagement of 1-2 days work during Term 2, 2020. To be eligible, casual staff must have had regular employment during Term 1, 2020, and be available to support on-campus operations in Term 2, 2020.
- (2) These casual teachers are paid their normal rate of pay and are required to submit a timesheet to record their work hours.
- (3) The projected cost of the initiative is approximately \$60.8 million and has been funded through a reallocation of funding.
- (4) Casual teachers have been expected to continue to complete their regular duties, as well as support schools with the delivery of on campus and at home learning.

19 MAY 2020

(Paper No. 256)

*1427 PLANNING AND PUBLIC SPACES—CONSERVING DEPARTMENTAL FUNDS DURING RECESSION—Mr Latham asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—

- (1) In this deep recession for New South Wales, has the Minister instructed the Secretary of the Department of Planning, Industry and Environment, Jim Betts, to abandon his policies for Diversity and Inclusion, the LGBTIQ Network, Rainbow Waratah, Mardi Gras cakes and celebrations etc, and concentrate solely on economic development and job creation?

Answer—

No. The Secretary of the Department of Planning, Industry and Environment (the Department) has an important dual role serving the people of New South Wales by developing well-connected communities, preserving our environment, supporting our industries and contributing to a strong economy, as well as, being the custodian of the Department, its agencies and the more than 11,000 people who work within it.

In the first of his two roles, the Secretary and I have been working in lock-step to unlock the planning system's potential to support the NSW economy and create jobs. Within the Department, the Secretary has spearheaded the NSW Government's planning response to the COVID-19 pandemic with the Planning System Acceleration Program, which will cut red tape and fast-track planning processes to keep people in jobs and the construction industry moving.

The Planning System Acceleration Program is a multi-faceted reform and fast-tracking program that will:

- Create opportunities for more than 30,000 construction jobs in the next six months;
- Fast-track assessments of State significant developments, rezonings and development applications, with more decisions to be made by the Minister if required;
- Support councils and planning panels to fast-track local and regionally significant DAs;
- Introduce a 'one stop shop' for industry to progress projects that may be 'stuck in the system';
- Clear the current backlog of cases stuck in the Land & Environment Court with additional Acting Commissioners; and
- Invest \$70 million to co-fund vital new community infrastructure in North West Sydney including roads, drainage and public parks to unlock plans for the construction of thousands of new houses.

In April, the NSW Government announced the first tranche of projects to be fast-tracked under the Planning System Acceleration Program. A decision for each of the 24 projects was reached within four weeks of the tranche commencing. Of the 24 projects, 23 were approved and will deliver more than 10,000 jobs and \$7.7 billion in economic benefit for our state. During the same period, the Department continued its 'business as usual' work and approved 42 projects worth \$2.4 billion, creating opportunities for 4,600 jobs and 399 new homes.

The Secretary has also been instrumental in establishing the 'one stop shop' within the office of the Secretary. The one stop shop is a central escalation point in government to resolve issues that are preventing the timely determination of projects. It will also identify and implement necessary system improvements. The one stop shop is a tool available to both the industry and different levels of government to help usher projects through the system to a point of determination.

In a recent letter from the heads of the Urban Taskforce, the Housing Industry Association, the Urban Development Institute of Australia, the Property Council of Australia and other peak industry bodies to myself and the Treasurer, they wrote: "As an industry, we support the work of Jim Betts and support the direction that OPIE is now heading in." There has been no stronger advocate than the Secretary for unlocking the potential of the planning system to aid the State's recovery, facilitate economic development and create jobs.

In the second of his two roles, the Secretary has been active on all fronts in making the Department a positive place to work for everyone. Developing a positive workplace culture is important to encouraging productivity from our teams.

Recently during the COVID-19 pandemic, the Black Dog Institute estimated that between 25 to 33 per cent of the community will be experiencing high levels of worry and anxiety based on similar pandemics.¹ With the vast majority of the Department working from home during this time and very little

face-to-face interaction between staff, an engaging and supportive workplace is necessary to help staff remain positive about their work, as well as, productive.

The cultural statement of the Department seeks to protect and improve the social inclusion and cohesion and acknowledges that in its workplace it values 'collaboration, humility, accountability, kindness and reflect[s] the diversity of our communities.'

I would agree that during this time, when there is a lot of uncertainty and anxiety in our community on a variety of issues, these goals - of collaboration, humility, accountability, kindness and reflecting the diversity of our communities - are those worth striving for.

*1428 TREASURER—CONSERVING DEPARTMENTAL FUNDS DURING RECESSION—Mr Latham asked the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—

- (1) In this deep recession for New South Wales, has the Treasurer instructed the Head of Treasury to abandon departmental policies for Diversity and Inclusion, the LGBTIQ Network, Rainbow Waratah, Mardi Gras cakes and celebrations etc, and concentrate solely on economic growth and job creation?

Answer—

The NSW Government is working to focus public expenditure on job creation and economic growth, targeting expenditure at policies that will yield the greatest economic benefit for the people of NSW, such as the proposal for a 12 month pause on pay rises for politicians, staffers and public servants.

This policy, which was voted down by Labor and cross-bench MPs (including One Nation) in the NSW Legislative Council, would have enabled around \$3 billion in government expenditure to be redirected to projects that support the creation of up to 20,000 jobs, following the loss of more than 220,000 jobs in NSW in April 2020 alone.

The Government will continue to look for additional opportunities to ensure taxpayer funds are used to support the state's economic recovery and create jobs for the people of NSW at this challenging time, and we welcome the support of the non-government Members of Parliament in that effort.

18 MAY 2020

(Paper No. 255)

*1429 HEALTH AND MEDICAL RESEARCH—COVID-19 CASES ORIGINATING ON PUBLIC TRANSPORT—Mr Latham asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Health and Medical Research—

- (1) Since the beginning of the Coronavirus contagion in New South Wales how many infections, in commuter to commuter transmission, have been identified as originating on the following public transport:
- (a) Buses?
 - (b) Ferries?
 - (c) Trains?

Answer—

- (1) (a c)

I am advised NSW Health does not have evidence of identified commuter to commuter transmission in cases to date.

In the future, the COVIDSafe app may be able to assist with identifying possible commuter to commuter transmission.

NSW Health recognises the potential for transmission connected with public transport and continues to reinforce the importance of social distancing and hygiene practices, as well as not using public transport if unwell with relevant symptoms.

*1430 TRANSPORT AND ROADS—COVID-19 CASES ORIGINATING ON PUBLIC TRANSPORT—Mr Latham asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

(1) Since the beginning of the Coronavirus contagion in New South Wales how many infections, in commuter to commuter transmission, have been identified as originating on the following public transport:

- (a) Buses?
- (b) Ferries?
- (c) Trains?

Answer—

I am advised:

This is a matter for the Minister for Health and Medical Research.

*1431 EDUCATION AND EARLY CHILDHOOD LEARNING—COVID-19 ROUTINE HEALTH SCREENING FOR SCHOOL STUDENTS—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) Why are Government schools not undertaking temperature testing of students entering school premises at the beginning of every day?

Answer—

With the return of full on-campus learning since Monday 25 May 2020, all activities and operations in NSW public schools are being conducted in line with guidelines and advice from the Australian Health Protection Principal Committee (AHPPC) and NSW Health, as applicable.

The advice of the AHPPC on reducing the potential risk of COVID-19 transmission in schools is clear. Schools do not need to conduct wide-scale temperature checking of students as there is limited evidence to demonstrate the value of such checks.

Temperature monitors have been incorporated into first aid kits to assist staff providing first aid or emergency care response. If a student presents as unwell or reports to having a high temperature, their temperature can be checked as part of the first aid response whilst arrangements are made for them to be collected by a parent or carer.

*1432 TRANSPORT AND ROADS—CYCLING INFRASTRUCTURE IN RESPONSE TO COVID-19 TRANSPORT IMPACT—Mr Latham asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

(1) In response to the Coronavirus impact on transport in New South Wales, is the Government planning additional investments in cycleways?

- (a) How will this assist people in Western and South-Western Sydney to get to work?

Answer—

I am advised:

In response to the coronavirus pandemic, the NSW Government is working with councils to establish temporary initiatives throughout Greater Sydney including Western Sydney to give the community more options to safely walk, cycle and commute to work. In May 2020 the NSW Government announced an initial series of new pop-up cycleways in key commuter areas and temporary 40 km/h speed zones in the City of Sydney Local Government Area to improve safety and reduce crowding on public transport. The NSW Government will monitor these pop-up solutions and work with other councils across Sydney to identify hot spots where we can place temporary measures to ensure customers can safely distance themselves. You may be assured that there are a number of other pop-up cycleways in development, including in Greater Western Sydney. You may be assured that the NSW Government will update the community on these initiatives in due course.

More people than ever are walking or cycling to work or for leisure and fitness. The NSW Government continues to encourage people to walk and cycle as part of their everyday commute. We recognise that not only does it help relieve pressure on our roads and public transport system, but walking and cycling

are healthy, active ways of travelling. By continuing to invest in the construction of new separated paths and infrastructure, we help keep people safe while encouraging more individuals to take up these modes of travel.

Thanks to the NSW Government's strong economic management, approximately \$600 million will be invested into walking and cycling infrastructure over the next four years. This will bring the NSW Government's total investment to around \$1 billion - the largest commitment in the State's history.

The NSW Government is focused on cycling projects in line with the Future Transport 2056 strategy. This strategy identifies the NSW Government's 40-year vision for transport planning to meet the demands of the predicted population growth in NSW. It prioritises the delivery of connected cycling networks within 10 kilometres of metropolitan city centres by 2026, and within five kilometres of strategic centres by 2036.

As part of the NSW Government's new \$15 million Streets as Shared Spaces program, councils will be able to apply for grants of up to \$100,000 for immediate temporary projects, such as widening footpaths and cycle links. Grants of up to \$1 million for medium-term pilot projects, such as extra crossing points, wider kerbs and trialling lower speed limits, will also be available. Please visit www.dpie.nsw.gov.au/streets for more information.

*1433 TREASURER—FINANCIAL ASSISTANCE FOR INTERNATIONAL STUDENTS—Mr Latham asked the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—

(1) In the Government's \$20 million policy of financial assistance for international students announced by Mr Michael Pratt on 15 May 2020:

- (a) What means testing arrangements apply given that international students in Australia are from a middle class background, supported by the ample resources of their parents?
- (b) Why is this a New South Wales responsibility and not that of the Commonwealth, given that immigration is a Federal power and higher education in Australia is federally funded?

Answer—

This assistance is in the form of temporary crisis accommodation and increased support for the International Student Legal Service NSW. Crisis accommodation will be limited to international student visa holders in genuine need.

Applicants will be means tested by Service NSW, with applicants required to provide proof of identity, evidence of eviction or risk of facing imminent eviction, evidence of being laid off employment, and evidence of having less than \$1,500 in savings and no other avenues of support.

This assistance is being provided via Study NSW. It is important to understand the distinction between international education and immigration. The majority of international students in Australia return to their home country after their studies. Each jurisdiction across Australia has an entity equivalent to Study NSW whose role is to support and enhance the experience of international students.

By doing so, the Berejiklian-Barilaro Government supports the long-term sustainability of the sector, the 95,000 jobs it supports across NSW and the long-term benefits international education derives to the NSW economy as a multi-billion dollar industry.

*1434 EDUCATION AND EARLY CHILDHOOD LEARNING—GROW YOUR MIND PROGRAM STAFF QUALIFICATIONS—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) Further to the Minister's Answer to Question 1379, why has the Grow Your Mind Program been allowed into 60 New South Wales government schools to teach, according to the Program, "mental health education", when its own publications list its staff qualifications as follows:

- (a) Alice Peel with a "background in public health, positive psychology and mindfulness";
- (b) Kristina Freeman, "a passionate acupuncturist" with a "background in Chinese Medicine and Health Science";
- (c) Jane Hunt "having babysat in her teens (and) nannied through her twenties" and having a "Diploma in Visual Communications and Graphic Design";
- (d) Lisa Taylor, a "podcast producer" who once taught "primary ethics at her sons' school";
- (e) Annabelle Bailey, a former primary school teacher; and

- (f) Emma Clohesy, described as "the Playdough Lady" with expertise in playdough play with her own children?
- (2) According to Departmental records, what formal qualifications and experience do these people have in the field of mental health?

Answer—

- (1) The Department of Education has identified only one Grow Your Mind facilitator who has worked with teachers in four public primary schools.
- (2) According to Departmental records, the facilitator is a fully qualified, accredited Primary teacher.

*1435 COUNTER TERRORISM AND CORRECTIONS—COVID-19 - MINISTERIAL PAROLE DECISIONS—Mr Latham asked the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

- (1) Under the extraordinary powers granted to the Corrections Commissioner under the COVID-19 Legislation Amendment (Emergency Measures) Bill 2020, 2.5 Crimes (Administration of Sentences) Act 1999 No 93, what parole orders have been made from 11 May 2020 to 18 May 2020?
- (2) For which inmates were these orders made?
- (3) What reasons were there for the orders?
- (4) How is parole supervision being administered?
- (5) For what crime was each paroled inmate originally convicted?
- (a) How long was their sentence?

Answer—

- (1) Nil.

*1436 PLANNING AND PUBLIC SPACES—COVID-19 - MINISTERIAL DECISIONS—Mr Latham asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—

- (1) Under the extraordinary powers granted to the Minister under the COVID-19 Legislation Amendment (Emergency Measures) Bill 2020, 2.8 Environmental Planning and Assessment Act 1979 No 203, what Ministerial orders have been made between 11 May 2020 and 18 May 2020?
- (a) For what purpose was each order made?
- (b) What are the relevant details for each order?

Answer—

I am advised:

Please refer to my answer to Question on Notice 1397.

*1437 TRANSPORT AND ROADS—ASBESTOS LITIGATION—Mr Buttigieg asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

- (1) Can the Minister provide all figures in respect of current and former employees of Transport for NSW, Sydney Trains, NSW Trains Link, State Transit, Sydney Ferries, RailCorp, Sydney Metro and any related former entity, who are known to have:
- (a) Engaged or had parties representing them engage in litigation against or made any claim against any of the above entities in relation to the contraction of asbestos related diseases?
- (b) Engaged or had parties representing them engage in litigation against or made any claim against any of the above entities in relation to becoming deceased as a result of an asbestos related disease?

Answer—

I am advised:

a. Between 1951 and the NSW Liberals and Nationals Government coming to office in 2011, there were 183 asbestos-related injuries within NSW transport agencies. Since 2011 there have been two asbestos-related injuries, one within the former Roads and Maritime Services and one within the State Transit Authority of New South Wales.

b. This information is not available.

19 MAY 2020

(Paper No. 256)

*1438 EDUCATION AND EARLY CHILDHOOD LEARNING—NEW SCHOOL ON NORTHBOURNE DRIVE IN MARSDEN PARK—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Why has the new school on Northbourne Drive, Marsden Park been changed to now feature a temporary demountable school, before the construction of the permanent school due to open early 2021?
- (2) Why is the final school design markedly different from the early concept designs released publicly in January 2019?
- (3) Were the school site plans changed because of the need to accommodate the temporary school?
- (4) Did the school construction works begin in 2019 as originally planned?
 - (a) If not, why not?
- (5) When will the temporary school on Northbourne Drive, Marsden Park open to students in years K-6?
- (6) When will the permanent school works for the school on Northbourne Drive, Marsden Park be completed and open to students in years K-6?
- (7) The permanent school was due to be completed by early 2021. Will this still be the case?
- (8) Why is it that the permanent school cannot be built and open by early 2021 as originally planned?
- (9) The school site plans include reference to a portion of the school site on Beale St and Bolwarra Drive, 3641m² in size, which is to be "reserved for alternate use". Could the Minister confirm what the mentioned alternate use is?
 - (a) Can the Minister confirm whether this land will be kept in reserve for potential future expansion of the school?
- (10) The school will cater for up to 1000 students. What will the capacity of the permanent hall that has been designed as part of the plans be?

Answer—

- (1) A temporary school was included as an option in the State Significant Development Application (SSDA). The SSDA was lodged in October 2019.
- (2) The current design makes best use of the site in line with feedback from stakeholders and endorsement by the Project Reference Group (PRG).
- (3) No, the school site plans were changed to ensure the optimal outcome for students and staff.
- (4) No. Construction of infrastructure for the school site and surrounding areas, including roads, stormwater drainage and other essential services was not completed by the developer until September 2019. The Department of Education had to wait for these works to be completed before lodging the SSDA.
- (5) Early 2021
- (6) Mid-2021
- (7) The new school is due for completion mid-2021. The pop-up school will be operational for the students in the area who wish to enrol in the new school.
- (8) The land which was to be provided to the Department by the developer under a Voluntary Planning Agreement (VPA) was not completed within the required time frame for the school to be built and opened in early 2021. See further context in the answer to Question 4.

- (9) The Department maintains ownership of the parcel of land at Beale Street and Bolwarra Drive and may use it for future expansion if required.
- (10) The school has been designed to accommodate 1000 students and all ancillary spaces including the hall have been sized in accordance with the Department's Educational Facilities Standards and Guidelines.

*1439 EDUCATION AND EARLY CHILDHOOD LEARNING—MARSDEN PARK PUBLIC SCHOOL—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Can the Minister confirm by how many students Marsden Park Public School is currently over its enrolment cap by?
 - (a) By what percentage is Marsden Park Public School currently over its cap by?
- (2) What percentage of students at Marsden Park Public School are currently in demountable classrooms?

Answer—

- (1) Due to unique and rapid population growth in the area, the existing Marsden Park Public School has reached enrolment and infrastructure capacity. A project to deliver a new primary school in Marsden Park is currently underway to cater to increasing enrolment demand in the local area. The new school is due for completion in mid-2021 and will accommodate up to 1,000 students. To relieve enrolment pressure at Marsden Park Public School, a proportion of students currently enrolled will be redistributed to the new school under the new catchment boundaries.
- (2) Demountables continue to be used to manage short to medium term enrolment demand. Each school timetables classes based on operational requirements and these are not dictated by whether a classroom is permanent or demountable. The Department of Education regularly replaces demountables with permanent facilities through the Government's investment in school capital works.

*1440 REGIONAL TRANSPORT AND ROADS—WOMBELYAN CAVES ROAD—Mr Veitch asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Regional Transport and Roads—

- (1) What is the maximum amount Wingecarribee Shire Council can receive from the Disaster Recovery Funding Arrangements to repair Wombelyan Caves Road?
- (2) How much funding from the Regional Road Block Grant program was or will be allocated to Wingecarribee Shire Council to repair Wombelyan Caves Road in:
 - (a) 2019/2020?
 - (b) 2020/2021?
 - (c) 2021/2022?
- (3) How much funding from the Regional Road Block Grant program was or will be allocated to Upper Lachlan Shire to repair Wombelyan Caves Road in:
 - (a) 2019/2020?
 - (b) 2020/2021?
 - (c) 2021/2022?
- (4) How much funding from the REPAIRS program was or will be allocated to Wingecarribee Shire Council to repair Wombelyan Caves Road in:
 - (a) 2019/2020?
 - (b) 2020/2021?
 - (c) 2021/2022?
- (5) How much funding from the REPAIRS program was or will be allocated to Upper Lachlan Shire to repair Wombelyan Caves Road in:
 - (a) 2019/2020?
 - (b) 2020/2021?
 - (c) 2021/2022?

Answer—

I am advised:

1. Disaster Recovery Funding Arrangements is provided by the Office of Emergency Management to councils via Transport for NSW. Disaster recovery funding covers the full cost of restoring the road to its original condition after damage from natural disasters, such as floods or bushfires.

2. and 3. Under the Regional Road Block Grant program, councils are required to report at a total level so it is not possible to determine expenditure on individual regional roads.

a. In 2019/2020, Wingecaribee Shire Council received \$1,340,000 and Upper Lachlan Shire Council received \$1,725,000 under the Regional Road Block Grant Program. b. – c. Funding amounts for 2020/2021 and 2021/2022 have not yet been approved for the Regional Road Block Grant Program.

4. and 5.

a. and b. None.

c. Funding for 2021/2022 Regional Roads REPAIR program has not yet been finalised.

*1441 REGIONAL TRANSPORT AND ROADS—GOCUP ROAD TRAFFIC LIGHTS—Mr Veitch asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Regional Transport and Roads—

(1) In the 2017 state budget \$500,000 was allocated for an investigation into safety improvements at the Gocup Road and Snowy Mountains Highway intersection:

- (a) On what date was the investigation completed?
- (b) Who conducted the investigation?
- (c) Were the findings made public?
- (d) Are they still available?

(2) On 4 February 2019 the Tumut and Adelong Times reported that \$1.8 million had been allocated for traffic light installation at the intersection of the Snowy Mountains Highway and Capper Street:

- (a) Was this announcement a result of the initial safety investigation?
- (b) Was the \$500,000 allocated in the 2017 part of the \$1.8 million allocated to the traffic light project?
- (c) How much would it cost to install the traffic lights?
- (d) What planning work was undertaken?
- (e) On what date was it decided to not install traffic lights at the intersection?
- (f) How much funding had been spent on safety improvements including planning on this date?
- (g) What is the difference in cost between the traffic light project and the current plan to upgrading line marking and signs, and install medians, kerbs and a safety barrier?

(3) On what date did the community engagement strategy relating to the safety improvements begin?

- (a) In what format was the community engagement strategy undertaken?
- (b) Was the community engagement strategy affected by COVID-19?
- (c) Were any complaints received about the community engagement strategy?
- (d) Was any polling undertaken about the communities preferred safety improvements for the intersection?

Answer—

I am advised:

1.

a. Preliminary investigations were completed in mid-2018.

b. Transport for NSW

c. No

d. n/a

2.

a. to e. The initial safety investigation identified upgrade options for the intersection, including traffic lights. As a result of these investigations, a proposal was put forward under the Transport-administered Safer Roads program for funding. \$1.8 million was allocated for upgrades at the intersection. This funding was in addition to the \$500,000 allocated to the 2017 safety investigation. After funding was secured, the project team investigated the feasibility of the options identified in the safety investigation. In late 2019, they determined that installing traffic lights at the intersection would require significant property acquisitions and take up to two years, which was not considered feasible with the allocated funding or appropriate from the view of achieving more immediate road safety benefits. Traffic lights were estimated to cost as much as \$8.4 million to install, a significant proportion of which was property acquisition and utility relocation. As such, the current proposal was developed to realise the significant safety benefits at the intersection in the short-term, within the funding and site constraints.

f. Around \$325,000

g. Around \$7 million

3. Community engagement started 24 April 2020.

a. Notification letters were sent to all households in Tumut on 27 April 2020. A media release was issued 24 April 2020. A social media post appeared from 4 to 7 May, and another from 11 to 17 May. An advertisement was placed in the Tumut & Adelong Times on 5 May.

b. No

c. No

d. Transport for NSW addressed a Snowy Valleys Council meeting on 28 November 2019 to provide an overview of the proposed upgrade of the intersection.

*1442 REGIONAL TRANSPORT AND ROADS—REGIONAL ROAD BLOCK GRANT FUNDING—Mr Veitch asked the Minister for Mental Health, Regional Youth and Women representing the Minister for Regional Transport and Roads—

(1) When was the funding formula that is used to determine the road component for Rural Councils when they apply for Regional Road Block Grant funding last reviewed or updated?

(2) Will the Independent Panel chaired by Ms Wendy Machin review the Regional Road Block Grant funding program?

(a) Or the funding formula used by rural councils?

Answer—

I am advised:

The Road Classification Review and Transfer will provide an opportunity to ensure roads around the state are appropriately classified and funded.

The Independent Panel chaired by Ms Wendy Machin is responsible for making recommendations to the NSW Government in relation to the road classification framework, and the election commitment to transfer up to 15,000 kilometres of regional classified roads from local council to state management.

The Independent Panel will soon commence consultation with councils and other key stakeholders, providing extensive opportunity for comment and feedback.

(Paper No. 257)

- 1443 ATTORNEY GENERAL—COGNITIVE IMPAIRMENT DIVERSION PROGRAM—Ms Moriarty to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—
- 1444 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—EXTENDED CARE—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—

22 MAY 2020

(Paper No. 259)

- 1445 EDUCATION AND EARLY CHILDHOOD LEARNING—BEGINNING TEACHERS SUPPORT FUNDING POLICY—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1446 EDUCATION AND EARLY CHILDHOOD LEARNING—PROFESSIONAL DEVELOPMENT COURSES RUN BY THE DEPARTMENT OF EDUCATION—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1447 JOBS, INVESTMENT, TOURISM AND WESTERN SYDNEY—SPORT TOURISM VISITOR SPEND—Mr Veitch to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Jobs, Investment, Tourism and Western Sydney—
- 1448 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—BUSHFIRE MAKE SAFE AND CLEANUP PROGRAM—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1449 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—AUSTRALIAN PORTABLE CAMPING PODS—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1450 EDUCATION AND EARLY CHILDHOOD LEARNING—EXTERNAL PROVIDERS OF MENTAL HEALTH AND WELL-BEING PROGRAMS IN SCHOOLS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1451 ENERGY AND ENVIRONMENT—LAND CLEARING REMEDIATION ORDER COMPLIANCE—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1452 EDUCATION AND EARLY CHILDHOOD LEARNING—EVALUATION OF WELL-BEING AND MENTAL HEALTH EDUCATION SCHOOL PROGRAMS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1453 ENERGY AND ENVIRONMENT—AUSTRALIAN ENERGY MARKET OPERATOR POWER TO TURN OFF HOUSEHOLD SOLAR—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1454 TRANSPORT AND ROADS—MOBILE PHONE USAGE OFFENCES ON NSW ROADS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

25 MAY 2020

(Paper No. 260)

- 1455 SKILLS AND TERTIARY EDUCATION—INTERNATIONAL STUDENTS AND THE TRAVEL BAN—Revd Mr Nile to ask the Minister for Education and Early Childhood Learning representing the Minister for Skills and Tertiary Education—
- 1456 POLICE AND EMERGENCY SERVICES—MUSEUM FIREARM PERMIT HOLDERS—Mr Borsak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1457 EDUCATION AND EARLY CHILDHOOD LEARNING—NEW PRIMARY SCHOOL IN WESTMEAD—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1458 EDUCATION AND EARLY CHILDHOOD LEARNING—NEW PRIMARY SCHOOL IN MURRUMBATEMAN—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1459 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL LANDS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1460 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOLS WITHOUT ENROLMENT CAPS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1461 EDUCATION AND EARLY CHILDHOOD LEARNING—PHONICS CHECK TRIAL—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1462 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—FOSTER CARER RECRUITMENT—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—
- 1463 POLICE AND EMERGENCY SERVICES—BELONG TO CLASS OF PERSON UNDER FIREARMS ACT 2016—Mr Borsak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1464 WATER, PROPERTY AND HOUSING—ABORIGINAL WATER UNIT—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1465 PLANNING AND PUBLIC SPACES—COVID-19 - MINISTERIAL DECISIONS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- 1466 COUNTER TERRORISM AND CORRECTIONS—COVID-19 - MINISTERIAL PAROLE DECISIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

26 MAY 2020

(Paper No. 261)

- 1467 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—FORESTRY YIELDS—Mr Field to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1468 POLICE AND EMERGENCY SERVICES—NSW FIREARMS REGISTRY INTERNAL REVIEW APPLICATIONS—Mr Borsak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1469 ENERGY AND ENVIRONMENT—NET ZERO PLAN - TRANSPORT JOBS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1470 ENERGY AND ENVIRONMENT—NET ZERO PLAN - AGRICULTURAL JOBS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1471 REGIONAL TRANSPORT AND ROADS—WAGGA ROADS—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Regional Transport and Roads—
- 1472 REGIONAL TRANSPORT AND ROADS—VARIABLE SPEED LIMIT SIGNS ON THE NEWELL HIGHWAY—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Regional Transport and Roads—
- 1473 BETTER REGULATION AND INNOVATION—SAFEWORK NSW—Mr Primrose to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Better Regulation and Innovation—

27 MAY 2020

(Paper No. 262)

- 1474 EDUCATION AND EARLY CHILDHOOD LEARNING—EMPLOYMENT OF SCHOOL COUNSELLORS—Ms Moriarty to ask the Minister for Education and Early Childhood Learning—
- 1475 POLICE AND EMERGENCY SERVICES—FIREARM LICENCES AND PERMITS—Mr Borsak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1476 POLICE AND EMERGENCY SERVICES—FIREARM LICENCE APPLICATIONS—Mr Borsak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1477 FINANCE AND SMALL BUSINESS—PROVISION OF MEDICAL EQUIPMENT AND HYGIENE PRODUCTS—Mr Veitch to ask the Minister for Finance and Small Business, Vice-President of the Executive Council—
- 1478 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—YOUNG UNIVERSITY—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—

- 1479 POLICE AND EMERGENCY SERVICES—POLICE CALL-OUTS FOR DOMESTIC VIOLENCE—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1480 EDUCATION AND EARLY CHILDHOOD LEARNING—SOCIO-ECONOMIC DISADVANTAGE FUNDING REPORTING—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1481 ATTORNEY GENERAL—UNREPORTED DOMESTIC VIOLENCE IN NEW SOUTH WALES—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—
- 1482 EDUCATION AND EARLY CHILDHOOD LEARNING—ASSESSMENT OF STUDENT EQUITY GROUPS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1483 EDUCATION AND EARLY CHILDHOOD LEARNING—EMOTIONAL INTELLIGENCE ASSESSMENTS IN NEW SOUTH WALES TEACHERS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1484 EDUCATION AND EARLY CHILDHOOD LEARNING—EQUITY AND SOCIO-ECONOMIC FUNDING AND WELLBEING PROGRAM FUNDING—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1485 EDUCATION AND EARLY CHILDHOOD LEARNING—EQUITY FUNDING USAGE AND REPORTING AT CASULA PUBLIC SCHOOL—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1486 EDUCATION AND EARLY CHILDHOOD LEARNING—FINANCIAL REPORTING BY AND MERIT SELECTION OF PRINCIPALS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1487 EDUCATION AND EARLY CHILDHOOD LEARNING—OVERUTILISATION OF TEACHING ASSISTANTS—Mr Latham to ask the Minister for Education and Early Childhood Learning—

28 MAY 2020

(Paper No. 263)

- 1488 EDUCATION AND EARLY CHILDHOOD LEARNING—START STRONG CAPITAL WORKS GRANTS—Mr Primrose to ask the Minister for Education and Early Childhood Learning—
- 1489 EDUCATION AND EARLY CHILDHOOD LEARNING—BASC RENTAL SUBSIDY SCHEME—Mr Primrose to ask the Minister for Education and Early Childhood Learning—
- 1490 EDUCATION AND EARLY CHILDHOOD LEARNING—START STRONG CAPITAL WORKS GRANTS—Mr Primrose to ask the Minister for Education and Early Childhood Learning—
- 1491 EDUCATION AND EARLY CHILDHOOD LEARNING—EQUITY FUNDING USAGE AND REPORTING AT KELOSO HIGH CAMPUS—Mr Latham to ask the Minister for Education and Early Childhood Learning—

- 1492 EDUCATION AND EARLY CHILDHOOD LEARNING—STRATEGIC DIRECTIONS OF SCHOOL PLANS—Mr Latham to ask the Minister for Education and Early Childhood Learning—

1 JUNE 2020

(Paper No. 265)

- 1493 AGRICULTURE AND WESTERN NEW SOUTH WALES—USE OF BABOONS FOR RESEARCH PURPOSES—Ms Boyd to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Agriculture and Western New South Wales—
- 1494 LOCAL GOVERNMENT—DOG BREEDING COMPLAINTS RECEIVED BY THE DEPARTMENT OF PRIMARY INDUSTRIES AND PREDECESSORS TO THIS AGENCY—Ms Boyd to ask the Minister for Education and Early Childhood Learning representing the Minister for Local Government—
- 1495 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—SPECIAL ACTIVATION PRECINCTS—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1496 COUNTER TERRORISM AND CORRECTIONS—COVID-19 - MINISTERIAL PAROLE DECISIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

2 JUNE 2020

(Paper No. 266)

- 1497 EDUCATION AND EARLY CHILDHOOD LEARNING—HEALTHY CANTEENS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1498 ENERGY AND ENVIRONMENT—CLEANING UP OUR ACT - REDIRECTING THE FUTURE OF PLASTIC IN NEW SOUTH WALES—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1499 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—COMMISSIONED PROGRAMS EXPIRING—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—
- 1500 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—COMMUNITIES JUSTICE—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—
- 1501 POLICE AND EMERGENCY SERVICES—REGIONAL SMALL POLICE STATION PROGRAM—Mr Buttigieg to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

3 JUNE 2020

(Paper No. 267)

- 1502 AGRICULTURE AND WESTERN NEW SOUTH WALES—SHOALHAVEN ZOO—Ms Hurst to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Agriculture and Western New South Wales—
- 1503 EDUCATION AND EARLY CHILDHOOD LEARNING—REVIEW OF CONFUCIUS INSTITUTES IN PRIVATE SCHOOLS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1504 EDUCATION AND EARLY CHILDHOOD LEARNING—CONFUCIUS CLASSROOMS IN PRIVATE SCHOOLS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1505 EDUCATION AND EARLY CHILDHOOD LEARNING—UNIVERSITY CONFUCIUS INSTITUTE PERSONNEL IN SCHOOLS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1506 EDUCATION AND EARLY CHILDHOOD LEARNING—DEPARTMENT FUNDING OF CONFUCIUS CLASSROOM TEACHERS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1507 EDUCATION AND EARLY CHILDHOOD LEARNING—DEPARTMENT FUNDING OF CONFUCIUS CLASSROOMS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1508 EDUCATION AND EARLY CHILDHOOD LEARNING—CONFUCIUS INSTITUTE LOCATION CONSIDERATIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1509 EDUCATION AND EARLY CHILDHOOD LEARNING—FOREIGN GOVERNMENT INFLUENCE REVIEW SECURITY CONSIDERATIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1510 EDUCATION AND EARLY CHILDHOOD LEARNING—FOREIGN GOVERNMENT INFLUENCE REVIEW CONSULTATION PROCESS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1511 EDUCATION AND EARLY CHILDHOOD LEARNING—CONFUCIUS INSTITUTE ESTABLISHMENT—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1512 EDUCATION AND EARLY CHILDHOOD LEARNING—GROW YOUR MIND SCHOOL PROGRAM—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1513 POLICE AND EMERGENCY SERVICES—REVIEW OF POLICE CONDUCT—Mr Banasiak to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1514 TRANSPORT AND ROADS—WESTMEAD METRO STATION—Ms Boyd to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—
- 1515 POLICE AND EMERGENCY SERVICES—PROTEST GROUPS IN NEW SOUTH WALES—Rev'd Mr Nile to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

5 JUNE 2020

(Paper No. 269)

- 1516 EDUCATION AND EARLY CHILDHOOD LEARNING—TECHNOLOGICAL LITERACY OF NEW SOUTH WALES STUDENTS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1517 WATER, PROPERTY AND HOUSING—TALUS RESERVE IN WILLOUGHBY—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1518 LOCAL GOVERNMENT—COOTAMUNDRA GUNDAGAI COUNCIL DEMERGER PROPOSAL—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Minister for Local Government—
- 1519 HEALTH AND MEDICAL RESEARCH—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Health and Medical Research—
- 1520 TRANSPORT AND ROADS—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—
- 1521 PLANNING AND PUBLIC SPACES—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- 1522 PREMIER—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Premier—
- 1523 CUSTOMER SERVICE—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Customer Service—
- 1524 EDUCATION AND EARLY CHILDHOOD LEARNING—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1525 TREASURER—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1526 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1527 ATTORNEY GENERAL—DIVERSITY AND INCLUSION MATTERS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—

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- 1528 FINANCE AND SMALL BUSINESS—BUSINESSES PROVIDING MEDICAL AND HYGIENE EQUIPMENT—Mr Veitch to ask the Minister for Finance and Small Business, Vice-President of the Executive Council—
- (1) How many businesses, by local government, registered to provide medical equipment and hygiene products following the Government's call on 1 April 2020?
 - (a) How many businesses by local government area were contacted about their registration and expression of interest in supplying medical equipment and hygiene products?
 - (b) How many businesses by local government area were considered to have a suitable proposal?
 - (c) How many businesses by local government area have been offered supply agreements or contracts?
 - (i) How many have entered into supply agreements and contracts as a result of their registration with the Government?
 - (d) Can the Minister provide a list of the product types being supplied across the procurement panel, state-wide?
- 1529 POLICE AND EMERGENCY SERVICES—GOVERNMENT APPROVAL FOR BLACK LIVES MATTER PROTEST—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- (1) What involvement did members of the Executive Government have in the issuing of a police permit for the Black Lives Matter (BLM) protest in Sydney on 6 June 2020?
 - (a) What are the details?
- 1530 PREMIER—ROLE OF PREMIER IN APPROVING BLACK LIVES MATTER PROTEST—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Premier—
- (1) What involvement did the Premier have in the issuing of a police permit for the Black Lives Matter (BLM) protest in Sydney on 6 June 2020?
- 1531 EDUCATION AND EARLY CHILDHOOD LEARNING—COVID-19—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- (1) What procedures are in place to notify parents if there is a case of COVID-19 infection at a school?
 - (2) Was there any coordination with private, independent or Catholic schools in the transition to online and remote learning?
 - (3) How many teachers have contracted COVID-19?
 - (4) How many different schools who have contracted COVID-19 work at?
- 1532 EDUCATION AND EARLY CHILDHOOD LEARNING—REMOTE LEARNING—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- (1) When did testing begin for online systems in New South Wales?
 - (2) Specifically what is the cleaning regime for New South Wales schools now for overnight and "intraday" cleaning?
 - (a) How is it different to what was occurring pre-COVID-19?
 - (3) Were any new online learning platforms put in place for the remote learning period?
 - (a) Can the Minister outline the tender process and criteria for these?

David Blunt
Clerk of the Parliaments

Authorised by the Parliament of New South Wales