



LEGISLATIVE COUNCIL

**QUESTIONS
AND
ANSWERS**

No. 465

FRIDAY 26 MARCH 2021

(The Questions and Answers Paper published on 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. 450 (Including Question Nos 5101 to 5106)	26 March 2021
Q & A No. 451 (Including Question Nos 5107 to 5121)	29 March 2021
Q & A No. 452 (Including Question Nos 5122 to 5123)	30 March 2021
Q & A No. 453 (Including Question Nos 5124 to 5124)	31 March 2021
Q & A No. 454 (Including Question Nos 5125 to 5126)	01 April 2021
Q & A No. 455 (Including Question Nos 5127 to 5135)	02 April 2021
Q & A No. 456 (Including Question Nos 5136 to 5141)	05 April 2021
Q & A No. 457 (Including Question Nos 5142 to 5142)	06 April 2021
Q & A No. 458 (Including Question Nos 5143 to 5147)	07 April 2021
Q & A No. 459 (Including Question Nos 5148 to 5150)	08 April 2021
Q & A No. 460 (Including Question Nos 5151 to 5152)	09 April 2021
Q & A No. 461 (Including Question Nos 5153 to 5178)	12 April 2021
Q & A No. 462 (Including Question Nos 5179 to 5180)	13 April 2021
Q & A No. 463 (Including Question Nos 5181 to 5190)	14 April 2021
Q & A No. 464 (Including Question Nos 5191 to 5241)	15 April 2021
Q & A No. 465 (Including Question Nos 5242 to 5256)	16 April 2021

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(Paper No. 450)

*5101 EDUCATION AND EARLY CHILDHOOD LEARNING—PUBLIC SERVICE SENIOR EXECUTIVES REMUNERATION AND REDUNDANCIES—Mr Mookhey asked the Minister for Education and Early Childhood Learning—

In the Department of Education:

- (1) How many public service senior executive (PSSE) redundancies were made in the 2020-21 financial year? Please provide a break-down by PSSE band.
- (2) What was the total pre-tax amount paid in redundancies, including redundancy payments and accrued entitlements, to PSSE staff in 2020-21 financial year? Please provide a total for each PSSE band.
- (3) What was the mean total remuneration package for each PSSE band as at 1 September 2020?
- (4) What was the mean total remuneration package for each PSSE band as at 1 March 2021?

Answer—

On 21 September 2020, the Department of Education transitioned to a new structure that places school improvement and skills reform at the centre and provides greater clarity of ownership and accountability for senior leaders.

A rigorous and independent selection and placement process was designed and implemented to place executives into roles in the new structure. Seventeen Public Service Senior Executives (PSSE) Band 2 and Band 1 staff were deemed not suitable for a role in the new structure and their employment was terminated, consistent with the relevant provisions of the Government Sector Employment Act 2013.

In addition to these terminations, three Deputy Secretaries (Band 3) were terminated in July 2020 prior to the above process while an interim structure was put in place. Four additional terminations occurred during the period 2020/21 (three Band 2 and one Band 1).

(1) For the 2020-21 financial year to 5 March 2021, a total of 24 Public Service Senior Executives were terminated under section 41 of the Government Sector Employment Act 2013. This includes one Band 2 role that was terminated during probation under section 41 of the Government Sector Employment Act 2013 which was characterised as a resignation by agreement between the parties and referenced as such by the Chief People Officer during the Budget Estimates hearing on March 2021.

Band 1 13

Band 2 8

Band 3 3

Total 24

(2) For the 2020-21 financial year to 5 March 2021, the total pre-tax amount paid on termination to PSSE employees, consisting of compensation for termination under Regulation 39 of the GSE Regulations and accrued leave entitlements, was \$7,239,950 (rounded to nearest dollar).

Band Compensation for termination Total Paid Total

(compensation + accrued entitlements)

Band 1 \$2,084,552 \$3,052,615 13

Band 2 \$1,613,772 \$2,768,109 8

Band 3 \$996,427 \$1,419,226 3

Grand Total \$4,694,751 \$7,239,950 24

(3) The mean total remuneration package for each PSSE band as at 1 September 2020.

Band Mean-Midpoint of Range

Band 1 \$237,688

Band 2 \$307,312

Band 3 \$409,461

Band 4 \$524,851

(4) The mean total remuneration package for each PSSE band as at 1 March 2021.

Band Mean-Midpoint of Range

Band 1 \$236,435

Band 2 \$310,780

Band 3 \$405,701

Band 4 \$524,851

*5102 EDUCATION AND EARLY CHILDHOOD LEARNING—HOME SCHOOLING—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Does the Minister support the recommendations of the 'Measurement and outcome-based funding in New South Wales schools' Inquiry, in particular the recommendation "That the Department of Education require its schools to seek to conduct exit interviews of parents when students leave a school"?
- (2) How many children have been registered for home schooling in 2020?
- (3) What percentage of these have been listed as choosing to do so because of:
 - (a) Bullying
 - (b) Disability
 - (c) abuse
- (4) What funding, if any, goes towards the education of children who are home schooled?
- (5) What happens to the funding that children did have, who then move to home schooling?
- (6) Given the significant increases in children who are home schooled, what is the Department doing to stem this tide away from the Department and is it recognising there are systemic failings for many children, including those with a disability?

Answer—

(1) The NSW Government supported Recommendation 20 in its initial response in August 2020.

Schools are expected to complete a student exit survey, in the Department of Education's enrolment and registration number (ERN) database, to collect information on each student's intended destination and reasons for leaving a school.

The Principal Role Description describes the responsibilities of NSW public school principals, including consulting with parents and collaborating with the wider community on significant decisions.

Principals are encouraged to meet with families who choose to leave a school to better understand that decision with an improvement lens. The Department welcomes families to share their experience either directly to schools, online via Feedback Assist, or in writing. Parents are also able to provide feedback across a number of survey opportunities and formats, including the Tell Them From Me Survey.

The Department is considering ways to strengthen this requirement and the use of this data without adding to the administrative burden of principals.

(2) As at 31 December 2020, there were 7,032 children registered for home schooling.

(3) Of the 80 per cent of parents who provided a reason for home schooling:

- a) 0.15 per cent of parents identified bullying as the reason.
- b) 20.82 per cent of parents identified special learning needs as the reason.
- c) NESA does not record 'abuse' as a category of reason for applying for home schooling registration.

(4) The Department does not provide any funding for home schooling.

(5) Budget allocations to the Department for public schooling are provided annually, according to variables such as student enrolments.

(6) The Department remains committed to providing students with an education that best meets their individual needs and supports them with learning to their fullest capability. The importance of parental choice regarding the type of education provided to their child is also acknowledged.

Students may be eligible for specialist services, including support classes and specialist support staff. A local panel assesses access to these services after the local school submits an Access Request application.

Distance education is provided as a safety-net provision when all other support provisions have been exhausted and the suitability of the home learning environment can be established.

The Disability Strategy is working to improve outcomes for students with disability in every public school across NSW. In 2020, the Department implemented key Disability Strategy initiatives, and has now delivered more than two-thirds of the immediate focus areas.

Important achievements in 2020 include:

- The release of the Inclusive Education Statement for students with disability with six principles of inclusive practice to continue to strengthen inclusion in every public school.
- 160 teachers received an Inclusive Practice in Education scholarship to enrol in a master's degree in inclusive/special education, growing the number of teachers with this expertise.
- All school leaders must now complete Disability Standards for Education training. This ensures staff understand their legal obligations to make sure students with a disability can access and participate in education on the same basis as students without disability.
- 16 successful Innovation Program trials involving 30 government schools and two preschools are trialling innovative approaches to improve the learning and wellbeing of students with disability.
- Families and carers can now access a new online hub to make it easier for them to find the advice and information they need to support their child through their education journey.

*5103 EDUCATION AND EARLY CHILDHOOD LEARNING—TEACH PROGRAMS—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

(1) How many teach scholarships are available for:

- (a) Rural experience program
- (b) Teach and learn scholarship
- (c) Inclusive Practice in education?

(2) How many applications have you had for the following scholarship programs in 2019, 2020 and 2021?

- (a) Rural experience program
- (b) Teach and learn scholarship
- (c) Inclusive Practice in education?

Answer—

The request asked for data across three programs, one of which was listed as Rural Experience Program. The Rural Experience Program is not a scholarship.

(1) Available scholarship places

2019 2020 2021

Rural Experience Program N/A. This is not a scholarship program.

Teach and Learn Scholarship

(includes rolling program) N/A N/A Up to 80

Inclusive Practice in

Education Scholarship N/A Up to 200 Up to 150

(2) Applications received

2019 2020 2021

Rural Experience Program N/A. This is not a scholarship program.

Teach and Learn Scholarship N/A N/A 128 as at 9/03/2021

Inclusive Practice in

Education Scholarship N/A 329 289

*5104 EDUCATION AND EARLY CHILDHOOD LEARNING—DEPARTMENT OF EDUCATION RESTRUCTURE—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

(1) What was the cost of the most recent Department of Education restructure?

- (2) How much of this money was spent on payment to external consultants (not already employed by the NSW government) to carry out this restructure?
- (3) How much was spent on paying out redundancies and other such payments or packages for departmental employees as a result of this restructure?

Answer—

As the Secretary outlined in Budget Estimates on 3 March 2021 the Department of Education is one of the largest organisations in the country as far as staffing and budget is concerned. It is the largest education system in the Southern Hemisphere. It last had a major restructuring in 2012.

As with all large-scale transformation projects, there were costs incurred through the execution. The cost of the restructure as at March 2021 is \$8,092,759. This amount includes \$6,215,981 in Public Service Senior Executive (PSSE) termination payments. The total amount of expense as at March 2021 for external consultants as part of the restructure is approximately \$1.2 million. The total cost of terminations paid to 20 Departmental employees as a result of the restructure was \$6,215,981. This includes 17 PSSE terminated as part of the placement process plus three deputy secretaries prior to this process. This figure consists of compensation for termination of employment of 38 weeks in accordance with Regulation 39 of the GSE Regulations, and accrued leave entitlements.

*5105 EDUCATION AND EARLY CHILDHOOD LEARNING—DISABILITY STUDENT SUPPORT—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) How many NSW public school students have a hearing impairment?
 - (a) How many NSW public school students who have hearing loss currently have access to an itinerant hearing teacher?
- (2) Do you collect data on the number of students in NSW who have dyslexia or other learning difficulties?
 - (a) If so, do these students qualify for equity loadings?
 - (b) What other support are these students offered?
- (3) How many NSW public schools currently access the specialised allied provider scheme? Please provide a figure broken down by school funded and parent funded.
- (4) How many NSW public school students accessed the specialised allied health provider scheme in 2019, 2020 and 2021 so far? Please provide a list of the allied health professionals that can be accessed as part of the provider scheme.

Answer—

The Department of Education recognises how important it is to work with students with disability, and their families, to understand the types of supports and adjustments they need so they can engage in learning and improve each year.

- (1) The Department does not collect specific data centrally about the number of students who have a hearing impairment.
 - (a) There are currently 1,599 students in NSW public schools being supported by Itinerant Support Teachers Hearing.
- (2) The Department does not collect specific data centrally about students with dyslexia or other learning difficulties.
 - (a) Funding is provided to schools through equity loadings to meet the additional learning needs of all students and reduce the impact of disadvantage on student outcomes. Equity resource allocations support all students with additional learning needs without the need for a diagnosis, including students with dyslexia.
 - (b) The type of support provided for each student reflects their personal learning needs and is identified in consultation with teachers and school staff, the student where appropriate, and their parents or carers. To support students with dyslexia, teachers will work with students, their parents and other professionals e.g. speech pathologists, to assess the needs of students and identify adjustments to meet these needs. The impact of the adjustments is monitored and reviewed over time and changes are made when required.

- (3) The Specialist Allied Health Provider Scheme is a prequalified panel of allied health providers that schools can access to purchase services using their own budget. Neither schools nor parents are specifically funded to use the Scheme. Schools are not required to report when they access the Scheme and providers engaged under the Scheme report quarterly.
- (4) The Specialist Allied Health Provider Scheme is not accessed directly by NSW public school students. Schools can access the Scheme to purchase support for a range of purposes including supporting individual students, groups of students, the whole school or for professional development and training of staff. The Specialised Allied Health Provider Scheme commenced in June 2020. In the second half of 2020, 23 NSW public schools accessed the Scheme. 2021 data is not yet available. It is not possible to list the individual professionals who can be accessed under the Scheme as providers are engaged by organisation. Following is a list of the 90 provider organisations currently approved to provide services under the Scheme:
- A Growing Understanding Pty Ltd
 - Ability Focus Occupational Therapy Pty Ltd
 - Ability Options Limited
 - Active OT for Kids Pty Ltd
 - All Abilities Therapy and Support Services
 - All Together Therapy
 - Allied Health Partnerships
 - Anala Pty Ltd
 - Andrea Cooper Speech Pathology
 - Assessments Australia
 - Augmentia Health
 - Autism Advisory and Support Service
 - Autism Spectrum Australia (Aspect)
 - Beam Wellbeing Pty Ltd
 - Better Rehabilitation
 - Beyond Boundaries Rehab Pty Ltd
 - Bridges for Learning
 - Busy Bees Speech Pathology Services
 - Care Squared
 - Centacare Port Macquarie - St Agnes' Care & Lifestyle
 - Central Coast Occupational Therapy
 - Cerebral Palsy Alliance
 - Child First Therapy
 - Clever Bees Paediatric Occupational Therapy
 - Coastwide Therapy Services
 - Coffs Kids In Motion
 - Community Links Wellbeing
 - CompleteOT
 - Early Links
 - Early Links Inclusion Support Service
 - Early Start Speech Pathology
 - EarlyEd
 - Empower Therapy Solutions
 - Everyday Independence
 - Excel Occupational Therapy
 - Explore and Soar
 - Family Connections Sydney
 - Firefly Therapy Services
 - Firstchance
 - Giant Steps Sydney
 - Grace Children's Therapy
 - Harmony Speech Pathology
 - Harpers Health

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- Hb Rehab
 - Head 2 Toe Pty Ltd
 - Hunter Prelude Early Intervention Centre
 - Inner West Paediatrics Pty Ltd
 - Inspire Ability Pty Ltd
 - MoveAbout Therapy Services
 - Jigsaw Autism Services
 - Jumbunna Community Preschool and Early Intervention Centre Jump Start Occupational Therapy
 - Kickstart Kids Therapy
 - Kids InMotion
 - Learning Links
 - Learning, Doing, Living
 - Lifestart Co-operative Ltd
 - LiveBig
 - Marathon Health
 - Illawarra Allied Health Services
 - The Shrink Company
 - National Occupational Therapy
 - NJOT
 - Northcott Disability Services
 - Occupational Therapy Helping children Outreach OT
 - Plumtree Children's Services
 - Promote Abilities Therapy
 - Qualia Occupational Therapy for Children Reach Speech Pathology
 - Real Therapy Solutions
 - Red Frog for Families
 - Rural OT Step by Step
 - Sal Consulting
 - Samaritans Foundation
 - Sensational Start Occupational Therapy Pty Ltd Sheila Salunke Speech Pathology Services Skills for Kids
 - Spot4You and Spot4Kids
 - Stepping Stones Physiotherapy
 - Stepping Stones Therapy for Children
 - The Benevolent Society
 - The Disability Physio
 - The ORS Group
 - The Rainbow Clinic
 - Therapy Connect Australia
 - Therapy Consultancy Services
 - Therapy Matters
 - Umbo
 - Vision Australia

*5106 EDUCATION AND EARLY CHILDHOOD LEARNING—CLASSROOM FURNITURE—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) How many NSW Public schools currently use modular furniture in the classroom?
- (2) Are you aware of any NSW Public Schools who don't have enough desks and/or chairs for every student?
 - (a) If so, how many?

Answer—

All NSW public schools are provided with appropriate furniture to _meet the needs of students and staff. There are channels through which a school can raise concerns should they arise. Any concerns that are raised are dealt with promptly to ensure the needs of students and staff are met as a priority.

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5242 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—GROWING LOCAL ECONOMIES FUND—Mr Buttigieg to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

- (1) Which applicants who were unsuccessful in seeking funding from the Growing Local Economies Fund? Please provide the:
 - (a) Name of applicant
 - (b) Funds requested
 - (c) Project(s) funds would have been used for
 - (d) Date expression of interest was lodged
 - (e) Date business case was lodged
 - (f) Date of refusal
 - (g) Reason for refusal

5243 EDUCATION AND EARLY CHILDHOOD LEARNING—PROPOSED PRIMARY SCHOOL IN WESTMEAD—Mr D'Adam to ask the Minister for Finance and Small Business—

- (1) On what date did the New South Wales Government initiate the planning phase for the 'new primary school in Westmead' project currently listed on the school infrastructure.nsw.gov.au web domain?
- (2) What planning decisions has the New South Wales Government made in relation to the proposed 'new primary school in Westmead'?
- (3) Has the New South Wales Government determined a cut-off date by which the planning phase for the 'new primary school in Westmead' must be completed?
- (4) What is the projected completion date for the proposed 'new primary school in Westmead'?
- (5) Has a site for the proposed 'new primary school in Westmead' been identified?
- (6) How much has been expended on the planning stage of this project as of 26 March 2021?

5244 BETTER REGULATION AND INNOVATION—LAND BALLOT REGULATION—Mr D'Adam to ask the Minister for Finance and Small Business representing the Minister for Better Regulation and Innovation—

- (1) What regulatory or other protections are in place to protect prospective buyers participating in land ballots conducted by developers ?

5245 CUSTOMER SERVICE—CYBERSECURITY—Mrs Houssos to ask the Minister for Finance and Small Business representing the Minister for Customer Service—

- (1) What NSW Government departments or agencies play a role in the state's cybersecurity?
 - (a) What role do they play?
- (2) What part of cybersecurity is Resilience NSW involved in providing?

5246 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—CYBERSECURITY—Mrs Houssos to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—

- (1) What NSW Government departments or agencies play a role in the state's cybersecurity?
 - (a) What role do they play?

- (2) What part of cybersecurity is Resilience NSW involved in providing?
- 5247 TREASURER—FIRST HOME BUYERS—Mrs Houssos to ask the Minister for Finance and Small Business representing the Treasurer—
- (1) For every financial year since 2011-12 to current, what are the number and percentage of property purchases (or stamp duty transactions) who were first home buyers?
 - (2) For every financial year since 2011-12 to current, what are the number and total dollar value, of stamp duty exemptions provided to first home buyers?
 - (3) For every financial year since 2011-12 to current, what are the number and total dollar value, of first home buyer grants provided to first home buyers?
- 5248 FINANCE AND SMALL BUSINESS—FIRST HOME BUYERS—Mrs Houssos to ask the Minister for Finance and Small Business—
- (1) For every financial year since 2011-12 to current, what are the number and percentage of property purchases (or stamp duty transactions) who were first home buyers?
 - (2) For every financial year since 2011-12 to current, what are the number and total dollar value, of stamp duty exemptions provided to first home buyers?
 - (3) For every financial year since 2011-12 to current, what are the number and total dollar value, of first home buyer grants provided to first home buyers?
- 5249 TREASURER—CBD HOTEL VOUCHERS—Mrs Houssos to ask the Minister for Finance and Small Business representing the Treasurer—
- (1) Regarding the announcement of \$100 vouchers for CBD accommodation, what are:
 - (a) The total expected number of vouchers to be issued?
 - (b) The total expected number of accommodation stays to be generated?
 - (c) The total expected number of accommodation providers who will benefit?
 - (d) The total number of people who will take up a voucher?
 - (e) The scheme opening and closing dates?
 - (f) The total budget allocation to the scheme?
 - (2) Will a similar scheme be developed for accommodation providers outside the Sydney CBD?
 - (a) If not, why not?
- 5250 JOBS, INVESTMENT, TOURISM AND WESTERN SYDNEY—CBD HOTEL VOUCHERS—Mrs Houssos to ask the Minister for Finance and Small Business representing the Minister for Jobs, Investment, Tourism and Western Sydney—
- (1) Regarding the announcement of \$100 vouchers for CBD accommodation, what are:
 - (a) The total expected number of vouchers to be issued?
 - (b) The total expected number of accommodation stays to be generated?
 - (c) The total expected number of accommodation providers who will benefit?
 - (d) The total number of people who will take up a voucher?
 - (e) The scheme opening and closing dates?
 - (f) The total budget allocation to the scheme?
 - (2) Will a similar scheme be developed for accommodation providers outside the Sydney CBD?
 - (a) If not, why not?
- 5251 PUBLIC SERVICE AND EMPLOYEE RELATIONS, ABORIGINAL AFFAIRS, AND THE ARTS—WESTCONNEX RESIDUAL LAND DISPOSAL—Mrs Houssos to ask the Leader of the Government in the Legislative Council, Special Minister of State, Minister for the Public Service and Employee Relations, Aboriginal Affairs, and the Arts, Vice-President of the Executive Council—

- (1) What is the status of Westconnex Residual Site 2: Underwood Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (2) What is the status of Westconnex Residual Site 3: Ismay Avenue?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (3) What is the status of Westconnex Residual Site 6: Sydney Street?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (4) What is the status of Westconnex Residual Site 8: Concord Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (5) What is the status of Westconnex Residual Site 12a: Parramatta Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (6) What is the status of Westconnex Residual Site 12b: Parramatta Road
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?

5252 JOBS, INVESTMENT, TOURISM AND WESTERN SYDNEY—WESTCONNEX RESIDUAL LAND DISPOSAL—Mrs Houssos to ask the Minister for Finance and Small Business representing the Minister for Jobs, Investment, Tourism and Western Sydney—

- (1) What is the status of Westconnex Residual Site 2: Underwood Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (2) What is the status of Westconnex Residual Site 3: Ismay Avenue?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (3) What is the status of Westconnex Residual Site 6: Sydney Street?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (4) What is the status of Westconnex Residual Site 8: Concord Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?
 - (c) When will it be decided?
- (5) What is the status of Westconnex Residual Site 12a: Parramatta Road?
 - (a) Is it still undecided?
 - (b) Is disposal still recommended?

- (c) When will it be decided?
- (6) What is the status of Westconnex Residual Site 12b: Parramatta Road
- (a) Is it still undecided?
- (b) Is disposal still recommended?
- (c) When will it be decided?
- 5253 EDUCATION AND EARLY CHILDHOOD LEARNING—RESOURCES INVESTMENT—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning—
- (1) What resources are being put into developing new programs in schools that realistically and transparently discuss Domestic and Family Violence (DFV), healthy relationships and consent (in line with the primary prevention priority of the National Plan to Reduce Violence Against Women and their Children (NPVAW))?
- 5254 SKILLS AND TERTIARY EDUCATION—PREVENTING VIOLENCE—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Minister for Skills and Tertiary Education, and Minister for Sport, Multiculturalism, Seniors and Veterans—
- (1) What is the NSW Government doing to fund and support primary prevention initiatives in TAFEs, colleges and universities to address the underlying gendered drivers of sexual, domestic and family violence as identified in the Change the Story: A shared framework for the primary prevention of violence against women and their children in Australia (Our Watch, 2015)?
- 5255 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—OLNEY STATE FOREST—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- (1) Why has the Forestry Corporation suspended logging in Olney State Forests Compartments 49 – 52?
- (2) Under what circumstances would logging resume?
- 5256 AGRICULTURE AND WESTERN NEW SOUTH WALES—STARDUST CIRCUS—Ms Hurst to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Agriculture and Western New South Wales—
- (1) According to DPI records, is Stardust Circus still exhibiting lions and monkeys as part of their travelling circus shows?
- (2) If these animals are no longer being used in Stardust Circus shows, please advise where they are living and who is responsible for their care?
- (3) If these animals were to be sold to a third party, would DPI have to be notified?

David Blunt
Clerk of the Parliaments