



## LEGISLATIVE COUNCIL

2019-20-21-22

FIRST SESSION OF THE FIFTY-SEVENTH PARLIAMENT

# QUESTIONS AND ANSWERS

No. 685

MONDAY 21 FEBRUARY 2022

(The Questions and Answers Paper published on Monday to Friday of each week will contain, by number and title, all questions to which answers have been received the previous day and any new questions asked that 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.

<b>Publication of Questions</b>	<b>Answer to be lodged by</b>
Q & A No. 670 (Including Question Nos 8138 to 8172)	21 February 2022
Q & A No. 671 (Including Question Nos 8173 to 8182)	22 February 2022
Q & A No. 672 (Including Question Nos 8183 to 8187)	23 February 2022
Q & A No. 673 (Including Question Nos 8188 to 8197)	24 February 2022
Q & A No. 674 (Including Question Nos 8198 to 8223)	25 February 2022
Q & A No. 675 (Including Question Nos 8224 to 8228)	28 February 2022
Q & A No. 676 (Including Question Nos 8229 to 8253)	1 March 2022
Q & A No. 677 (Including Question Nos 8254 to 8262)	2 March 2022
Q & A No. 678 (Including Question Nos 8263 to 8297)	3 March 2022
Q & A No. 679 (Including Question Nos 8298 to 8300)	4 March 2022
Q & A No. 680 (Including Question Nos 8301 to 8310)	7 March 2022
Q & A No. 681 (Including Question Nos 8311 to 8316)	8 March 2022
Q & A No. 682 (Including Question Nos 8317 to 8321)	9 March 2022
Q & A No. 683 (Including Question Nos 8322 to 8322)	10 March 2022
Q & A No. 684 (Including Question Nos 8323 to 8325)	11 March 2022
Q & A No. 685 (Questions—Nil)	-

**31 JANUARY 2022**

(Paper No. 670)

\* 8139 EDUCATION AND EARLY LEARNING—AIR PURIFIERS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the Minister please provide a list of each school that has had air purifiers delivered?
- (a) Broken down by:
- (i) The number of purifiers per school?
- (ii) The dates of delivery to each school?

Answer—

The vast majority of spaces in schools are adequately ventilated through natural and mechanically assisted ventilation.

In 2021, the NSW Government announced a \$100 million investment in an air quality assurance program. The program has several components including the installation of automatic fresh air ventilation systems. Already, 2,000 spaces across 352 schools have been confirmed to receive these systems.

The program also supported the repair or replacement of windows, fans and exhaust systems identified through the comprehensive audit of 150,000 spaces across 2,200 NSW public schools. This work has supported the delivery of sufficient natural ventilation in classrooms which experts have identified as the most effective method to minimise the risk of COVID-19 transmission.

19,000 air purifiers were also procured with 2,000 purifiers distributed to spaces identified through the comprehensive audit as requiring additional mechanical ventilation. A further 2,000 air purifiers were supplied to support HSC exams and 2,000 air purifiers were issued to support primary schools before Day 1 Term 1 2022. In addition, 10,000 air purifiers are currently being deployed across NSW schools. These air purifiers are intended as a complementary measure, as the Department has already taken steps to ensure each school has sufficient ventilation.

\* 8140 EDUCATION AND EARLY LEARNING—ATAR RESULTS 2015 TO 2021—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many students (by raw number and percentage of total HSC recipients) received an ATAR between 30.00 and 50.00 in the following HSC years:
- (a) 2015?
- (b) 2016?
- (c) 2017?
- (d) 2018?
- (e) 2019?
- (f) 2020?
- (g) 2021?

Answer—

The NSW Education Standards Authority (NESA) does not hold ATAR data.

The ATAR is calculated solely for use by universities to rank and select school leavers for admission to university. The Universities Admissions Centre (UAC) Pty Ltd manages the manages selection processes for the universities. Information about the ATAR is available from the UAC website.

\* 8141 EDUCATION AND EARLY LEARNING—ATAR RESULTS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many students (by raw number and percentage of total HSC recipients) received an ATAR below 30.00 in the following HSC years:

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

Answer—

The NSW Education Standards Authority (NESA) does not hold ATAR data.

The ATAR is calculated solely for use by universities to rank and select school leavers for admission to university. The Universities Admissions Centre (UAC) Pty Ltd manages the selection processes for the universities. Information about the ATAR is available from the UAC website.

\* 8142 EDUCATION AND EARLY LEARNING—BATHURST WEST PUBLIC SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Bathurst West Public School can the Minister please advise:
  - (a) How many times were classes merged in 2021?
  - (b) How many permanent positions are currently unfilled?

Answer—

In 2021, there were 69 instances when classes were merged at Bathurst West Public School. Merged classes do not mean students miss out on learning.

As at 10 February the school has 2.6 FTE permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
  - (a) The answer to Question on Notice 8142 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
  - (b) As at 10 February the school has 2.6 FTE permanent vacancies. All positions are filled in a temporary capacity.

\* 8143 EDUCATION AND EARLY LEARNING—BEFORE AND AFTER SCHOOL CARE VOUCHERS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Regarding the \$500 per child before and after school care vouchers scheme, will you please detail how many children are expected to benefit from these vouchers?

Answer—

Every child attending a NSW primary school is eligible to receive one voucher.

\* 8144 EDUCATION AND EARLY LEARNING—CANOBOLAS RURAL TECHNOLOGY HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Canobolas Rural Technology High School can the Minister please advise:
  - (a) How many instances of minimal supervision were there in 2021?
  - (b) How many times were classes merged in 2021?

- (c) How many permanent positions are currently unfilled?

Answer—

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students. In 2021, minimal supervision has occurred on 536 occasions at Canobolas Rural Technology High School. Classes were merged 313 times. As at 10 February 2022 the school has five permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8144 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February 2022 the school has five permanent vacancies. All positions are filled in a temporary capacity.

\* 8145 EDUCATION AND EARLY LEARNING—CHATSWOOD HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Chatswood High School can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
- (b) How many times were classes merged in 2021?
- (c) How many permanent positions are currently unfilled?

Answer—

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

In 2021, there were four instances of minimal supervision and one merged class at Chatswood High School.

As at 10 February 2022 the school has 1.8 FTE permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8145 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February 2022 the school has 1.8 FTE permanent vacancies. All positions are filled in a temporary capacity.

\* 8146 EDUCATION AND EARLY LEARNING—CHESTER HILL HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Chester Hill High School can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
- (b) How many times were classes merged in 2021?
- (c) How many permanent positions are currently unfilled?

Answer—

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

In 2021, there were 150 instances of minimal supervision at Chester Hill High School, mostly senior classes in the library or senior study centre. Classes were merged 37 times in 2021.

As at 10 February, the school has nine permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8146 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February, the school has nine permanent vacancies. All positions are filled in a temporary capacity.

\* 8147 EDUCATION AND EARLY LEARNING—COVID INTENSIVE LEARNING PROGRAM—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) With regards to the COVID intensive learning program please advise:

- (a) How many full time equivalent (FTE) qualified teachers were employed as part of the program as at December 2021?
- (b) How many FTE Student Support Officers (SLSO) were employed as part of the program as at December 2021?
- (c) How many FTE students were employed as part of the program as at December 2021?
- (d) How many FTE academics were employed as part of the program as at December 2021?
- (e) How many FTE allied health professions were employed as part of the program as at December 2021?

Answer—

(1)

- (a) 5,344 (FTE) qualified teachers were employed as part of the program as at December 2021.
- (b) 1,162 (FTE) School Learning Support Officers were employed as part of the program as at December 2021.
- (c-d) Teacher education students and academics are included in a wider non-differentiated category known as educators non-teacher. The total number of educators non-teacher employed as part of the program as at December 2021 is 1,274.
- (e) Data on the number of Allied Health professionals employed as part of the program as at December 2021 is not available.

\* 8148 EDUCATION AND EARLY LEARNING—DUVAL HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Will the Minister commit to enhanced maintenance of the Duval High School site, given concerns about the site becoming overgrown and damaged whilst vacant?

Answer—

The former Duval High School site will continue to be monitored and maintained by the Department of Education.

\* 8149 EDUCATION AND EARLY LEARNING—GREAT LAKES COLLEGE FORSTER CAMPUS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Great Lakes College Forster campus can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
- (b) How many times were classes merged in 2021?

Answer—

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

In 2021, there were 119 instances of minimal supervision and 374 instances where classes were merged at Great Lakes College, Forster Campus.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
- (a-b) The answer to Question on Notice 8149 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.

\* 8150 EDUCATION AND EARLY LEARNING—GUNNEDAH HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Gunnedah High School can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
- (b) How many times were classes merged in 2021?
- (c) How many permanent positions are currently unfilled?

Answer—

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

There have been 105 instances of minimal supervision and 66 instances where classes have been merged.

As at 10 February 2022 the school has six permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
- (a-b) The answer to Question on Notice 8150 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February, the school has six permanent vacancies. All positions are filled in a temporary capacity.

\* 8151 EDUCATION AND EARLY LEARNING—HOLROYD SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Holroyd School, can the Minister please advise how many times were classes merged in 2021?

Answer—

Merged classes do not mean students miss out on learning.

On occasions when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students. In 2021, classes were merged 73 times at Holroyd School.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

The answer to Question on Notice 8151 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.

\* 8152 EDUCATION AND EARLY LEARNING—MARY BROOKSBANK SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) With regards to Mary Brooksbank School can the Minister please advise how many times were classes merged in 2021?

Answer—

Merged classes do not mean students miss out on learning.

On occasions when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students. In 2021, students were merged into other classes on 131 occasions at Mary Brooksbank School.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

The answer to Question on Notice 8152 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.

\* 8153 EDUCATION AND EARLY LEARNING—MOUNT AUSTIN HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) With regards to Mount Austin High School can the Minister please advise:

(a) How many instances of minimal supervision were there in 2021?

(b) How many times were classes merged in 2021?

(c) How many permanent positions are currently unfilled?

Answer—

In 2021, there were no instances of minimal supervision at Mount Austin High School. Classes were merged 19 times.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February 2022 the school has nine permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

(a-b) The answer to Question on Notice 8153 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.



- (c) As at 10 February, the school has nine permanent vacancies. All positions are filled in a temporary capacity.

\* 8154 EDUCATION AND EARLY LEARNING—MURRUMBIDGEE REGIONAL HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) With regards to Murrumbidgee Regional High School can the Minister please advise:

- (a) How many instances of minimal supervision were there in 2021?  
 (b) How many times were classes merged in 2021?  
 (c) How many permanent positions are currently unfilled?

Answer—

In 2021, minimal supervision occurred 698 times at Murrumbidgee Regional High School. Classes have been merged 251 times.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February 2022 the school has seven permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8154 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February, the school has seven permanent vacancies. All positions are filled in a temporary capacity.

\* 8155 EDUCATION AND EARLY LEARNING—NARRABRI HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) With regards to Narrabri High School can the Minister please advise:

- (a) How many instances of minimal supervision were there in 2021?  
 (b) How many times were classes merged in 2021?  
 (c) How many permanent positions are currently unfilled?

Answer—

In 2021, there were 77 instances of minimal supervision and 257 occasions when classes have been merged.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February 2022 the school has three permanent vacancies. All positions are being filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8155 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.

- (c) As at 10 February, the school has three permanent vacancies. All positions are filled in a temporary capacity.

\* 8156 EDUCATION AND EARLY LEARNING—NORTHERN BEACHES SECONDARY COLLEGE CROMER CAMPUS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Northern Beaches Secondary College Cromer Campus can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
  - (b) How many times were classes merged in 2021?
  - (c) How many permanent positions are currently unfilled?

Answer—

In 2021, there were 29 instances of minimal supervision at Cromer Campus. Classes have been merged 61 times.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February 2022 the school has four permanent vacancies. These are currently filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
- (a-b) The answer to Question on Notice 8156 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
  - (c) As at 10 February, the school has four permanent vacancies. These are currently filled in a temporary capacity.

\* 8157 EDUCATION AND EARLY LEARNING—ORARA HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Orara High School can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
  - (b) How many times were classes merged in 2021?
  - (c) How many permanent positions are currently unfilled?

Answer—

In 2021, there were 299 instances of lessons with minimal supervision and 165 times when classes were merged at Orara High School.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February the school had 6.6 permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
- (a-b) The answer to Question on Notice 8157 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from

a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.

- (c) As at 10 February, the school had 6.6 permanent vacancies. All positions are filled in a temporary capacity.

\* 8158 EDUCATION AND EARLY LEARNING—PLUMPTON HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Plumpton High School can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
- (b) How many times were classes merged in 2021?
- (c) How many permanent positions are currently unfilled?

Answer—

In 2021, there were four instances where minimal supervision was provided at Plumpton High School. There were 14 instances when classes were merged at Plumpton High School in 2021, meaning that students were combined with another class.

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minute, classes are merged to ensure continuity of education for students.

As at 10 February the school has eight permanent vacancies. All positions are filled in a temporary capacity.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

- (1)
- (a-b) The answer to Question on Notice 8158 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February, the school has eight permanent vacancies. All positions are filled in a temporary capacity.

\* 8159 EDUCATION AND EARLY LEARNING—PUNCHBOWL PUBLIC SCHOOL UPGRADE - PLANNING—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When was the Punchbowl Public School SEARS request first submitted?
- (a) Why was this withdrawn by School Infrastructure NSW instead of progressing the project?

Answer—

- (1) June 2019.
- (2) The SEARS request was withdrawn to allow further planning to take place to refine the project scope to align with the approved budget. The community will be updated as the project progresses.

\* 8160 EDUCATION AND EARLY LEARNING—PUNCHBOWL PUBLIC SCHOOL UPGRADE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Why has the Punchbowl Public School upgrade been delayed?

Answer—

Updates on the project will continue to be communicated to the school community through project updates and information made available on the School Infrastructure NSW website at

<https://www.schoolinfrastructure.nsw.gov.au/projects/p/Punchbowl-Public-School-upgrade.html>.

\* 8161 EDUCATION AND EARLY LEARNING—RAPID ANTIGEN TESTS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the Minister please provide a list of each school and the amount of Rapid Antigen Tests they each received by 31 January 2022?

Answer—

Approximately 8.2 million rapid antigen test (RAT) kits were distributed to 3000-plus government and non-government schools as well as to early childhood centres by 31 January 2022.

The Department of Education has distributed the appropriate number of RAT kits to supply enrolled students and staff at each school.

\* 8162 EDUCATION AND EARLY LEARNING—RECRUITMENT BEYOND NSW STEM INITIATIVE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to the Recruitment Beyond NSW Science, technology, engineering and mathematics (STEM) initiative please advise:

- (a) How many STEM teachers were recruited from interstate for the start of school year 2022?  
(b) How many STEM teachers were recruited from overseas for the start of school year 2022?

Answer—

Advertisements for the Recruitment Beyond NSW program commenced in late November 2021. Data on program applications and recruitment will be available in the six-month Teacher Supply Strategy Progress Report, due to be released by April 2022.

\* 8163 EDUCATION AND EARLY LEARNING—ROOF REPLACEMENT PROGRAM CONCORD HIGH—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Given the serious issues with leaking roofs at Concord High School, has Concord High School been approved for funding under the Roof Replacement program?  
(a) If not, why not?

Answer—

Any emerging issues raised by a school are reviewed to ensure that the safety of students and staff is prioritised.

The roof of Building C (science block) was replaced as part of the 2020/21 Metro Roof Renewal program.

\* 8164 EDUCATION AND EARLY LEARNING—ROOF REPLACEMENT PROGRAM—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Could the Minister please provide a list of the schools awarded funding under the Roof Replacement program thus far?  
(a) Broken down by:  
(i) School?  
(ii) State electorate?  
(iii) The amount of funding awarded to each school?

Answer—

The Roof Replacement Program is an active program being delivered by the Department of Education.

The finalised list of projects will be available at the conclusion of the Program.

\* 8165 EDUCATION AND EARLY LEARNING—SCHOOLS WITH CATCHMENT BOUNDARY CHANGES—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Could the Minister please provide of list of all public schools which have had their catchment boundaries reduced in size since March 2019?

- (a) Broken down by:
- (i) School?
  - (ii) Date of boundary change per school?
  - (iii) Enrolments at time of boundary change per school?
  - (iv) Current enrolments per school?

Answer—

School intake areas are continuously monitored and regularly reviewed to manage school enrolment demand and to ensure optimal school utilisation.

Details of school enrolment intake areas can be found on the School Finder website at <https://schoolfinder.education.nsw.gov.au/>.

- \* 8166 EDUCATION AND EARLY LEARNING—SEVEN HILLS HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many teacher vacancies are currently at Seven Hills High School for 2022?
- (a) How many of these are for maths teachers?

Answer—

As at 8 February 2022 there are currently five permanent positions vacant and subject to recruitment action across various faculties at the school. These permanent vacancies and five additional temporary vacancies related to approved leave are all currently filled with temporary teachers or covered by school executive staff to ensure consistency of learning for students.

There are three positions in Mathematics currently being filled by temporary teachers. One is a permanent position currently progressing through a merit selection process and pending an outcome, and the other two positions are related to approved leave.

- \* 8167 EDUCATION AND EARLY LEARNING—VENTILATION SYSTEMS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the Minister please provide a list of each school that had their ventilation systems adjusted or improved as a part of COVID safety measures by 31 January 2022?

Answer—

In 2021, the NSW Government announced a \$100 million investment in an air quality assurance program. The program has several components including the installation of automatic fresh air ventilation systems. Already, 2,000 spaces across 352 schools have been confirmed to receive these systems.

The program also supported the repair or replacement of windows, fans and exhaust systems identified through the comprehensive audit of 150,000 spaces across 2,200 NSW public schools. This work has supported the delivery of sufficient natural ventilation in classrooms which experts have identified as the most effective method to minimise the risk of COVID-19 transmission.

19,000 air purifiers were also procured with 2,000 purifiers distributed to spaces identified through the comprehensive audit as requiring additional mechanical ventilation. A further 2,000 air purifiers were supplied to support HSC exams and 2,000 air purifiers were issued to support primary schools before Day 1 Term 1 2022. In addition, 10,000 air purifiers are currently being deployed across NSW schools. These air purifiers are intended as a complementary measure, as the Department has already taken steps to ensure each school has sufficient ventilation.

- \* 8168 EDUCATION AND EARLY LEARNING—WALGETT COMMUNITY COLLEGE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) With regards to Walgett Community College can the Minister please advise:
- (a) How many instances of minimal supervision were there in 2021?
  - (b) How many times were classes merged in 2021?

- (c) How many permanent positions are currently unfilled?

Answer—

In Walgett Community College, High School minimal supervision has not occurred under the current executive leadership. There were five instances of minimal supervision at Walgett Community College, Primary School in 2021.

There were 44 instances when classes were merged at Walgett Community College, High School. There were seven instances when classes were merged at Walgett Community College, Primary School

Minimal supervision or merged classes do not mean students miss out on learning. Sometimes when casual teachers are unable to be sourced at the last minutes, classes are merged to ensure continuity of education for students.

As at 10 February 2022 the High School has ten permanent vacancies. All positions are filled in a temporary capacity. The Primary School has three permanent vacancies. Two of these positions are filled in a temporary capacity and one position is to be advertised.

*On Tuesday 23 August 2022, the Minister provided the following additional answer:*

(1)

- (a-b) The answer to Question on Notice 8168 cannot be relied upon with any certainty. It is not possible for the Department to confirm the accuracy of the numbers previously provided to the member. There is no central system for the Department to capture this information from a school or a number of schools in a uniform or consistent way. Schools do not have a single definition for the terms “minimal supervision” or “merged class”.
- (c) As at 10 February 2022 the High School has ten permanent vacancies. All positions are filled in a temporary capacity. The Primary School has three permanent vacancies. Two of these positions are filled in a temporary capacity and one position is to be advertised.

\* 8169 EDUCATION AND EARLY LEARNING—DUVAL HIGH SCHOOL MASTERPLAN—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When will a masterplan for the future of the Duval High School site be released?

Answer—

A determination is yet to be made about the future use of the former Duval High School site.

\* 8170 HEALTH—STAFF IN COVID WARDS—The Hon. Courtney Houssos to ask the Minister for Women, Minister for Regional Health, and Minister for Mental Health representing the Minister for Health—

- (1) Are immuno-compromised healthcare workers exempt from working in COVID wards?
- (a) If not, when did that policy come into place?
- (b) If so, how is that communicated?

Answer—

NSW Health agencies consult with vulnerable workers as defined by the Australian Health Protection Principal Committee (AHPPC) as part of a risk management process which provides advice for people at greater risk of severe illness from COVID-19.

\* 8171 METROPOLITAN ROADS—ROADS—The Hon. Peter Primrose to ask the Minister for Metropolitan Roads, and Minister for Women's Safety and the Prevention of Domestic and Sexual Violence—

- (1) Which specific agency has the authority to approve a pedestrian refuge island on:
- (a) A road classified as “State”?
- (b) A road classified as “Regional”?
- (c) A road classified as under the care and control of a “Local Government Area”?
- (2) Which specific agency has the authority to approve a round-a-bout on:

- (a) A road classified as “State”?
- (b) A road classified as “Regional”?
- (c) A road classified as under the care and control of a “Local Government Area”?
- (3) Which specific agency has the authority to approve a speed hump or chicane on:
  - (a) A road classified as “State”?
  - (b) A road classified as “Regional”?
  - (c) A road classified as under the care and control of a “Local Government Area”?

Answer—

I am advised:

- (1-3) In accordance with the Roads Act 1993, prescribed 'Roads Authorities' have the mandate to approve works on NSW roads, broadly these mandates are as follows:
  - (a) Transport for NSW has the authority to approve a pedestrian refuge island, round-a-bout, speed hump or chicane on a State road.
  - (b) Local Councils have the authority to approve a pedestrian refuge island, round-a-bout, speed hump or chicane on a regional road within their Local Government Area, where they are the Road Authority, and subject to referral of the proposal to the Local Traffic Committee.
  - (c) Local Councils have the authority to approve a pedestrian refuge island, round-a-bout, speed hump or chicane on a local road within their Local Government Area, where they are the Road Authority, and subject to referral of the proposal to the Local Traffic Committee.

\* 8172 EDUCATION AND EARLY LEARNING—NEW PRIMARY SCHOOL IN TALLAWONG—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Can the Minister confirm whether the new Tallawong precinct primary school will be completed by March 2023?

Answer—

Please see the response to LC QON 7952.

## 1 FEBRUARY 2022

(Paper No. 671)

\* 8174 AGRICULTURE—ANIMAL RESEARCH—The Hon. Emma Hurst to ask the Minister for Regional Transport and Roads representing the Minister for Agriculture, and Minister for Western New South Wales—

- (1) These questions relate to document b(072) titled “Production Animal Pathology for NSW Field Veterinarians course”, which was produced in response to an order for papers made on 12 May 2021 relating to animals used in research. The document discloses that “3 of the 12 sheep were used in another research project being conducted on the same day involving the delivery of an inhalant” and “The sheep inhalation project carried out on the same day at [privileged] using 3 of the sheep that were then used in the course, also appears to have been done without AEC approval...” In respect to this “sheep inhalation” project, can the Minister please advise:
  - (a) What research was being conducted on the sheep?
    - (i) What was the nature of the research being conducted on the sheep?
    - (ii) What substances were being tested on the sheep?
    - (iii) What was the purpose of the research?
    - (iv) What are the dates the research was conducted?

- (b) Can the Minister please confirm that the institutions involved in the unauthorised research were the University of Sydney, the Australian Nuclear Science and Technology Organisation and/or Charles Sturt University?
- (c) Have proceedings been commenced, or penalties imposed, against any of the institutions involved with this sheep inhalation research that was conducted without animal ethics approval?
- (i) If so, please provide details?
- (ii) If not, why not?

Answer—

(1)

- (a) The research is described on page 3 of privileged document (b)117 that was produced on 12 October 2021 in response to Standing Order 52 Animal Research (1185).
- (i) The research is described on page 3 of privileged document (b)117 that was produced on 12 October 2021 in response to Standing Order 52 Animal Research (1185).
- (ii) The research is described on page 3 of privileged document (b)117 that was produced on 12 October 2021 in response to Standing Order 52 Animal Research (1185).
- (iii) The research is described on page 3 within privileged document (b)117 that was produced on 12 October 2021 in response to Standing Order 52 Animal Research (1185).
- (iv) 13 November 2017.
- (b) The institutions involved are identified on page 6 of privileged document (b)072 that was produced on 2 June 2021 in response to Standing Order 52 Animal Research (1185).
- (c)
- (ii) No. *The Animal Research Act 1985* does not provide an offence against an institution for this conduct. However, the relevant institutions did take action to prevent similar incidents occurring in the future.

\* 8175 ARTS—SYDNEY FESTIVAL—The Hon. Mark Latham to ask the Minister for Aboriginal Affairs, Minister for the Arts, and Minister for Regional Youth—

- (1) What were the attendances for each of the events of the Sydney Festival for the following years:
- (a) 2020?
- (b) 2021?
- (c) 2022?
- (2) How much did the Government spend on the Sydney Festival in each of the following years:
- (a) 2020?
- (b) 2021?
- (c) 2022?

Answer—

(1)

- (a) 2020 total attendance number reported in the Sydney Festival's Annual Review was 394,818
- (b) 2021 total attendance number reported in the Sydney Festival's Annual Review was 160,806
- (c) 2022 attendance numbers are not yet available.

(2)

- (a) In 2020, the NSW Government, through Create NSW, provided \$5,089,940 in core operational funding to the Sydney Festival, and \$750,000 in Covid-19 Rescue and Restart



funding. The NSW Government's Investment in Sydney Festival via its tourism and major events agency Destination NSW is commercial in confidence.

- (b) In 2021, the NSW Government, through Create NSW, provided \$5,089,940 in core operational funding to the Sydney Festival. The NSW Government's Investment in Sydney Festival via its tourism and major events agency Destination NSW is commercial in confidence.
- (c) In 2022, the NSW Government, through Create NSW, provided \$5,089,940 in core operational funding to the Sydney Festival. The NSW Government's Investment in Sydney Festival via its tourism and major events agency Destination NSW is commercial in confidence.

\* 8182 CUSTOMER SERVICE AND DIGITAL GOVERNMENT—ALLOCATION OF MEDIA BUDGETS FOR COMMUNICATIONS—The Hon. Mark Latham to ask the Minister for Finance, and Minister for Employee Relations representing the Minister for Customer Service and Digital Government—

- (1) Does the Government have a minimum requirement of 7.5 per cent in the allocation of media budgets for communications with culturally and linguistically diverse (CALD) and Aboriginal audiences?
- (2) How is this provision implemented for the promotion of free Government vouchers?
- (3) Which agencies have failed to meet the requirement?
  - (a) How is this assessed?

Answer—

- (1) Yes, there is a policy requirement for all government campaigns using paid advertising to spend a minimum of 7.5 per cent of the total campaign media budget on media and/or non-media activities for communications with culturally and linguistically diverse (CALD) and Aboriginal audiences.
- (2) The Department of Customer Service campaigns promoting NSW Government vouchers have a minimum of 7.5 per cent allocation for media budgets for communications with culturally and linguistically diverse (CALD) and Aboriginal audiences.
- (3) Each agency's approach for communicating to CALD and Aboriginal audiences for their campaigns is reviewed as part of the advertising Peer Review process, managed by the Department of Customer Service (DCS). Where an agency clearly demonstrates to DCS that the target audience for a campaign does not include CALD or Aboriginal communities or will be most effectively reached without specific CALD or Aboriginal media and communications, they may not meet the policy.
  - (a) During the peer review process DCS reviews detailed documentation about the campaign issue and objectives including target audience data and research and media strategy and plans to assess an agency's response to the CALD and Aboriginal media policy.

**21 FEBRUARY 2022**

(Paper No. 685)

Nil Questions submitted.

David Blunt  
Clerk of the Parliament