



LEGISLATIVE COUNCIL

2019-20-21-22

FIRST SESSION OF THE FIFTY-SEVENTH PARLIAMENT

QUESTIONS AND ANSWERS

No. 721

TUESDAY 12 APRIL 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.

Publication of Questions	Answer to be lodged by
Q & A No. 706 (Including Question Nos 8501 to 8540)	12 April 2022
Q & A No. 707 (Including Question Nos 8541 to 8575)	13 April 2022
Q & A No. 708 (Including Question Nos 8576 to 8583)	14 April 2022
Q & A No. 709 (Questions—Nil)	-
Q & A No. 710 (Including Question Nos 8584 to 8587)	18 April 2022
Q & A No. 711 (Including Question Nos 8588 to 8590)	19 April 2022
Q & A No. 712 (Including Question Nos 8591 to 8597)	20 April 2022
Q & A No. 713 (Including Question Nos 8598 to 8600)	21 April 2022
Q & A No. 714 (Including Question Nos 8601 to 8603)	22 April 2022
Q & A No. 715 (Including Question Nos 8604 to 8610)	25 April 2022
Q & A No. 716 (Including Question Nos 8611 to 8618)	26 April 2022
Q & A No. 717 (Including Question Nos 8619 to 8619)	27 April 2022
Q & A No. 718 (Including Question Nos 8620 to 8624)	28 April 2022
Q & A No. 719 (Including Question Nos 8625 to 8628)	29 April 2022
Q & A No. 720 (Including Question Nos 8629 to 8631)	2 May 2022
Q & A No. 721 (Including Question Nos 8632 to 8673)	3 May 2022

22 MARCH 2022

(Paper No. 706)

* 8503 AGRICULTURE—ABORIGINAL REVIEW OF PENALTIES AND PROSECUTIONS—The Hon. Mick Veitch to ask the Minister for Regional Transport and Roads representing the Minister for Agriculture, and Minister for Western New South Wales—

- (1) As a result of the Director General of Primary Industries' review of penalties and prosecutions taken against Aboriginal people for offences under the Fisheries Management Act 2009, stemming from a recent motion passed by the Legislative Council:
- (a) How many penalty infringement notices were reviewed?
 - (b) How many penalty infringement notices were:
 - (i) Waived?
 - (ii) Withdrawn?
 - (c) What was the total monetary value of penalty infringement notices:
 - (i) Waived?
 - (ii) Withdrawn?
 - (d) How many prosecution actions were reviewed?
 - (e) How many prosecution actions were withdrawn or did not proceed?

Answer—

- (1)
- (a) Three penalty infringement notices – all issued to one person – legal advice from Crown Solicitors has been sought and is pending regarding this persons Native Title claims.
 - (b)
 - (i) Nil.
 - (ii) Nil.
 - (c)
 - (i) Nil.
 - (iii) Nil.
 - (d) 27.
 - (e) Nil.

* 8504 HEALTH—COVID TESTING FACILITY LEUMEAH RAILWAY STATION—The Hon. Mark Latham to ask the Minister for Women, Minister for Regional Health, and Minister for Mental Health representing the Minister for Health—

- (1) With increased commuter use in March, why has the COVID-19 testing facility on the northern side of the Leumeah railway station car park been configured in a way that leaves a thousand parking spaces vacant each day when the remainder of the car park (approximately 400 spaces) is full and overflowing for commuters?
- (2) When will this space revert to its normal use accommodating commuter car parking?

Answer—

- (1-2) I am advised that the clinic referred to by the Member is privately operated and located on Council-owned property. Further information is best sought from Campbelltown City Council.

* 8506 FAMILIES AND COMMUNITIES—CHILD ABUSE CRISIS—The Hon. Mark Latham to ask the Minister for Families and Communities, and Minister for Disability Services—

- (1) What action has:
 - (a) the Children’s Guardian taken regarding the child abuse crisis in Bourke, Wilcannia and Toomelah, where government officials work on the assumption that every Indigenous child over the age of 5 has been sexually assaulted?
 - (b) the Children’s Advocate taken regarding the child abuse crisis in Bourke, Wilcannia and Toomelah, where government officials work on the assumption that every Indigenous child over the age of 5 has been sexually assaulted?
- (2) When did the:
 - (a) Children’s Guardian last visit these three towns to address the crisis?
 - (b) Children's Advocate last visit these three towns to address the crisis?

Answer—

I am advised:

In NSW there are many oversight and regulatory mechanisms that function to prioritise the safety and wellbeing of children. These include the functions provided by the Office of the Children’s Guardian (OCG), Advocate for Children and Young People (ACYP) and NSW Ombudsman, as well as the Early Childhood Education Directorate in the NSW Department of Education and the NDIS Quality and Safeguards Commission.

ACYP is an independent statutory office reporting to the NSW Parliament through the Parliamentary Joint Committee on Children and Young People.

Further information about the oversight and regulatory mechanisms aimed at protecting children and young people is available at https://ocg.nsw.gov.au/sites/default/files/2022-01/FS_CSS_RegulatoryOversight.pdf.

The Advocate for Children and Young People regularly travels across NSW to hear directly from children and young people in both metropolitan and regional areas about the issues that are important to them. For example, the Advocate visited the towns of Bourke and Walgett in February 2022.

* 8507 EDUCATION AND EARLY LEARNING—HIGH SCHOOL AT WENTWORTH POINT—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the High School at Wentworth Point be built in two stages, or will both stages be built together?

Answer—

Please refer to answer for LC QON 8396.

* 8508 EDUCATION AND EARLY LEARNING—HIGH SCHOOL AT WENTWORTH POINT OPENING—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the new high school be opened to all years 7-12 in its first year of operation, or will some years miss out?

Answer—

The year groups in place at school opening are to be determined and typically take place around 6-12 months before the new school opens. This is to ensure the community is well informed in advance of enrolment periods and so the school can prepare for anticipated student numbers.

It is typical in the context of new high schools to stagger the introduction of year groups so as ensure the continuity of education for students of existing schools as well as manage subject offerings in Years 9, 10, 11 and 12.

All students will continue to be supported at their local high school.

* 8509 EDUCATION AND EARLY LEARNING—STUDENTS REPEATING GRADES—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Could you please provide a list of the number of students who are repeating a grade in New South Wales government schools for the following years:

(a) 2015 for each of the following school grades :

- (i) Kindergarten?
- (ii) Year one?
- (iii) Year two?
- (iv) Year three?
- (v) Year four?
- (vi) Year five?
- (vii) Year six?
- (viii) Year seven?
- (ix) Year eight?
- (x) Year nine?
- (xi) Year ten?
- (xii) Year eleven?
- (xiii) Year twelve?

(b) 2016 for each of the following school grades :

- (i) Kindergarten?
- (ii) Year one?
- (iii) Year two?
- (iv) Year three?
- (v) Year four?
- (vi) Year five?
- (vii) Year six?
- (viii) Year seven?
- (ix) Year eight?
- (x) Year nine?
- (xi) Year ten?
- (xii) Year eleven?
- (xiii) Year twelve?

(c) 2017 for each of the following school grades :

- (i) Kindergarten?
- (ii) Year one?
- (iii) Year two?
- (iv) Year three?
- (v) Year four?
- (vi) Year five?

- (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?
- (d) 2018 for each of the following school grades :
- (i) Kindergarten?
 - (ii) Year one?
 - (iii) Year two?
 - (iv) Year three?
 - (v) Year four?
 - (vi) Year five?
 - (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?
- (e) 2019 for each of the following school grades :
- (i) Kindergarten?
 - (ii) Year one?
 - (iii) Year two?
 - (iv) Year three?
 - (v) Year four?
 - (vi) Year five?
 - (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?
- (f) 2020 for each of the following school grades :
- (i) Kindergarten?
 - (ii) Year one?
 - (iii) Year two?

- (iv) Year three?
 - (v) Year four?
 - (vi) Year five?
 - (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?
- (g) 2021 for each of the following school grades :
- (i) Kindergarten?
 - (ii) Year one?
 - (iii) Year two?
 - (iv) Year three?
 - (v) Year four?
 - (vi) Year five?
 - (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?
- (h) 2022 for each of the following school grades :
- (i) Kindergarten?
 - (ii) Year one?
 - (iii) Year two?
 - (iv) Year three?
 - (v) Year four?
 - (vi) Year five?
 - (vii) Year six?
 - (viii) Year seven?
 - (ix) Year eight?
 - (x) Year nine?
 - (xi) Year ten?
 - (xii) Year eleven?
 - (xiii) Year twelve?

Answer—

Please see the answer as an attachment on the [Parliament's website](#).

* 8510 EDUCATION AND EARLY LEARNING—STUDENTS REPEATING GRADES DUE TO COVID—
The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Has COVID-19 has had an impact on the number of families who have chosen to have their child repeat a school grade?

Answer—

No. Based on data provided for LC QON 8509 on students repeating between 2015-2021, there appears to be no impact on the number of students repeating a school grade. The percentage of repeaters in 2021 are in line with or lower than comparable data from previous years.

* 8511 EDUCATION AND EARLY LEARNING—BIRALEE CHILDCARE IN BANKSTOWN—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Is Birralee Childcare in Bankstown Hospital, a childcare service for a government run childcare centre?
(a) If so, why is it closing?

Answer—

- (1) Birralee Childcare Centre is located on the corner of Eldridge Road and Gallipoli Street, Bankstown, as part of Bankstown Hospital operated by approved provider South Western Sydney Local Health District.
(a) On 25 March 2022, an officer of the Department of Education contacted the nominated supervisor of the service and was advised that the provider is looking at permanently closing the service due to viability reasons. They advised of potentially closing by end of July 2022, however, the date has not yet been confirmed. They are working closely with families to find alternative places with neighbouring services.

* 8512 EDUCATION AND EARLY LEARNING—CHILDCARE SERVICE IN BANKSTOWN HOSPITAL—
The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will a replacement childcare service be arranged for staff at Bankstown Hospital?

Answer—

The approved provider South Western Sydney Local Health District, has advised it is not looking at a replacement for the childcare service at Bankstown Hospital. Further information regarding decisions being made by the service should be directed to the Ministry of Health.

* 8513 EDUCATION AND EARLY LEARNING—MURWILLUMBAH EDUCATION CAMPUS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Did any section of the proposed building footprints of Murwillumbah Education Campus become inundated during the recent floods in Northern New South Wales?

Answer—

No.

* 8514 EDUCATION AND EARLY LEARNING—CURRENT WOLLUMBIN HIGH SCHOOL SITE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the government recommit to keeping the entirety of the Wollumbin High School site in government ownership?

Answer—

The commitment to retain the Murwillumbah East Public School, Murwillumbah Public School and Wollumbin High School sites for community use has been made clear. The Department of Education will consult with Tweed Shire Council and the local community, in accordance with NSW Government requirements, on the future use for the sites.

* 8515 EDUCATION AND EARLY LEARNING—CURRENT MURWILLUMBAH HIGH SCHOOL SITE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the government recommit to keeping the entirety of the Murwillumbah Public School site in government ownership?

Answer—

The Department of Education will consult with Tweed Shire Council and the local community, in accordance with NSW Government requirements, on the future use for the Murwillumbah East Public School, Murwillumbah Public School and Wollumbin High School sites.

* 8516 EDUCATION AND EARLY LEARNING—INCOMPLETE PROJECTS - SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Have the following projects been completed:
- (a) Galungara Public School Stage 1?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (b) Ashtonfield Public School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (c) Brooke Avenue Public School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (d) Croydon Public School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (e) Dapto Public School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (f) Mainsbridge School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (g) Passfield Park School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (h) Picton High School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (i) Porters Creek Public School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
 - (j) Samuel Gilbert Public School?

- (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
- (k) Alexandria Park Community School?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?
- (l) Lindfield Learning Village Stage 2?
 - (i) If so, why is it listed as "in progress" on the School Infrastructure NSW website projects map?

Answer—

The Department of Education regularly updates the School Infrastructure NSW website and provides project updates, works notifications and information packs to school communities and local residents to ensure they are kept up-to-date on the major project.

Delivery of major upgrades at operational schools is complex and School Infrastructure NSW aims to minimise disruption to schools which may require works to be undertaken at a time that is appropriate for the school.

The COVID-19 pandemic, the pause on construction activity and severe weather events have also significantly impacted the timelines of projects.

- (a) Galungara Public School project was completed for Day 1, Term 1 2021 with some minor works outstanding that cannot be undertaken until an adjacent development has completed public road works and dedicated those public roads to the Council.
- (b) The main buildings for the upgrade at Ashtonfield Public School were ready for use in July 2021. Resurfacing of the school oval was impacted by inclement weather and COVID. These works were completed in February 2022.
- (c) The upgrade at Brooke Avenue Public School delivering new and improved facilities to support the growing student community is now complete.
- (d) Croydon Public School upgrade is now complete and the new learning spaces are ready to use. The removal of temporary classrooms and final landscaping work in those areas has also now been completed after the new permanent facilities were completed.
- (e) Dapto Public School main works were completed in October 2021 however the external works were impacted by inclement weather and COVID. These works were completed in February 2022.
- (f) Mainsbridge School moved into the new facilities at the start of the 2021 school year. As a result of inclement weather, final work to the school oval and minor external areas will now be completed in April 2022.
- (g) Passfield Park School upgrade was completed in January 2022.
- (h) Picton High School moved into the new school buildings from Term 2, 2021. External landscaping and the sports oval were completed in 2022. Relocation of a pedestrian crossing next to the schools will be completed once Council approval is received.
- (i) Porters Creek Public School was open for students for Day 1, Term 1 2022. The construction of further play space, a sports field and some roadworks are being completed in April 2022 due to COVID impacts and inclement weather delaying the works.
- (j) Samuel Gilbert Public School staff and students moved into the new learning spaces in Term 4, 2021. Completion of the new hall and landscaping have been impacted by inclement weather and COVID. They are due to be delivered shortly.
- (k) Alexandria Park Community School Phase 2 was open for students from Day 1 Term 1 2022. The outdoor sports field and sports court are to be delivered in 2022. This project was impacted by inclement weather and COVID.

- (l) Lindfield Learning Village is fully operational and a right hand turn bay on the Pacific Highway near the school will be completed shortly.

* 8517 EDUCATION AND EARLY LEARNING—PROJECT BUDGETS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many major School Infrastructure NSW projects have gone over-budget since 1 Jan 2019, broken down by project and the additional project costs incurred over each budget?

Answer—

Expenditure on all major projects is outlined in NSW Budget Paper 3 – Infrastructure Statement and published in the Department of Education’s Annual Report. In 2021-2022 NSW Budget Paper 3 this in detail is available from Page 8 of Chapter 5 and in the 2020 Annual Report this detail is provided in Table 41, commencing on page 133.

* 8518 EDUCATION AND EARLY LEARNING—BIRRONG BOYS AND GIRLS HIGH SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the procurement for a building contractor for the Birrong Boys and Girls High Schools project still begin in Early 2022, as promised in the Schools Infrastructure NSW (SINSW) Delivery Strategy?

Answer—

Tender documents for procurement of Project Managers, Cost Managers, Architects and Engineers to support delivery of upgrades to Birrong Boys and Girls High Schools have been released in accordance with the School Infrastructure NSW (SINSW) Delivery Strategy.

Next steps typically include project design, obtaining relevant planning approvals and procurement for a building contractor.

Information, including project timeframes, will be made publicly available on the School Infrastructure NSW project webpage via <https://www.schoolinfrastructure.nsw.gov.au/projects/b/Birrong-Boys-HS-and-Birrong-Girls-HS-upgrade.html>.

* 8519 EDUCATION AND EARLY LEARNING—MANLY VILLAGE PUBLIC SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the procurement for a building contractor for the Manly Village Public School project still begin in Early 2022, as promised in the Schools Infrastructure NSW (SINSW) Delivery Strategy?

Answer—

The NSW Government is investing \$7.9 billion over the next four years, continuing its program to deliver 215 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

To support delivery of this historic school building program, there are more than 150 tender opportunities across multiple disciplines due to be released in 2022. These opportunities were published in the School Infrastructure NSW 2021-22 Delivery Strategy, released to market in October 2021.

Consistent with the Delivery Strategy, consultants including an architect and a heritage consultant to support delivery of an upgrade at Manly Village Public School have been appointed to further develop the masterplan and design of the project.

Procurement of a contractor for the early works contract has been completed, with the project currently forecast to commence in mid 2022, and procurement for the main works to commence in mid-2022.

* 8520 EDUCATION AND EARLY LEARNING—LIVERPOOL BOYS AND GIRLS HIGH SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When will the promised upgrades of Liverpool Boys and Girls High Schools begin construction, given these projects were announced in 2018 and still have not begun?

Answer—

Early planning works for upgrades to Liverpool Boys and Girls High Schools were announced in the 2018/19 NSW Budget.

The 2021/22 NSW Budget saw a further 44 new and upgraded school projects funded, increasing the investment in public education infrastructure to \$7.9 billion over the next four years. This allocation included funding to progress to delivery of the project at Liverpool Boys and Girls High Schools.

Updates will be shared with the local community as they become available and can also be accessed on the School Infrastructure NSW website at www.schoolinfrastructure.nsw.gov.au.

* 8521 EDUCATION AND EARLY LEARNING—LEPPINGTON - SELECTIVE HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Can the Minister confirm that, given the current timeline of the Selective High School project in Leppington, no construction work will be able to begin this year?

Answer—

The NSW Government is in the planning stages for a new selective high school in South West Sydney including the site selection process. A timeline for delivery will be confirmed as planning progresses.

Information is published via individual project pages, at the appropriate time on the School Infrastructure NSW website at

<https://www.schoolinfrastructure.nsw.gov.au/projects/n/new-selective-high-school-in-south-west-sydney-.html>

* 8522 EDUCATION AND EARLY LEARNING—MAIN ARM PUBLIC SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Will Main Arm Public School be rebuilt with permanent facilities?

Answer—

Main Arm Upper Public School was significantly damaged during the recent flooding events in the Northern Rivers. The school has sustained structural damage to some buildings and power has been affected. There are also biohazardous materials present, including mould and contaminants in mud transported by the floodwater.

The Department of Education is working closely with the Main Arm Upper Public School community to ensure continuity of learning for students during this challenging time. Students of Main Arm Upper Public School are currently being accommodated at Durrumbul Public School while the relevant professionals are engaged to remediate flood damage and determine the future scope of works

The NSW Government is committed to repairing the facilities at Main Arm Upper Public School. Temporary accommodation arrangements are underway to return students to the site, and work is progressing on the provision of permanent education infrastructure.

The Department of Education will continue to provide information and updates to the school and local community.

* 8523 EDUCATION AND EARLY LEARNING—CASUAL TEACHERS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) How many full-time equivalent permanent, temporary and casual teachers were there in New South Wales public schools on 30 June 2012 and 30 June 2021?

Answer—

Employment Type	Census FTE 2012	Census FTE 2021
Casual	5,729	4,557
Temporary	12,549	21,366
Permanent	43,387	44,356

Total	61,664*	70,279
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* Note FTE is calculated as a fractional figure so due to rounding the total may differ slightly from the sum of the individual employment type figures.

* 8524 EDUCATION AND EARLY LEARNING—TEMPORARY TO PERMANENT—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many teachers transferred from temporary teaching positions to permanent teaching positions in:
- (a) 2020?
 - (b) 2021?

Answer—

- (1)
- (a) 15
 - (b) 278

* 8525 EDUCATION AND EARLY LEARNING—UNFILLED PERMANENT TEACHING POSITIONS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Following on from the written answer to question number 8252, please provide the following data on unfilled permanent teaching positions on 17 February 2022:
- (a) the number of vacant positions in each school on that date?
 - (b) the number of vacant positions in each state electorate on that date?

Answer—

Please see the answer as an attachment on the Parliament's website.

* 8526 EDUCATION AND EARLY LEARNING—SCHOOLS WITH HIGH AMOUNT OF VACANT POSITIONS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) For each school with 20 per cent or more permanent positions vacant on 17 February 2022, please provide the following:
- (a) school name?
 - (b) state electorate?
 - (c) vacancy for full-time equivalent?
 - (d) entitlement for full-time equivalent?
 - (e) vacancies as a proportion of the entitlement?

Answer—

Please see the answer as an attachment on the Parliament's website.

* 8527 EDUCATION AND EARLY LEARNING—INITIAL TEACHER EDUCATION—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) From the Department's census of New South Wales universities, how many commencements of initial teacher education degrees were there in 2020 and 2021 in the following:
- (a) Primary?
 - (b) Secondary?
 - (c) Science?

- (d) Technology and Applied Studies?
- (e) Maths?

Answer—

Data collected from universities are based on the previous completed calendar year. 2021 data will be available later this year.

For 2020:

- (a) 3,803
- (b) 3,750
- (c) 500
- (d) 300
- (e) 345

Source: Initial Teacher Education Data Collection

* 8528 EDUCATION AND EARLY LEARNING—TEACH.MATHSNOW SCHOLARSHIPS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many industry professionals who were recipients of teach.MathsNow scholarships are currently teaching in New South Wales public schools?

Answer—

Of the 23 industry professionals who received a teach.MathsNOW scholarship and commenced study in 2020 or 2021, five scholars have completed their study and commenced their appointment as a permanent mathematics teacher in a NSW public school.

* 8529 EDUCATION AND EARLY LEARNING—ENROLMENT PROJECTIONS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) What are the current projections for student enrolments in public schools for each year from 2023 to 2030?

Answer—

As per the response to Budget Estimates, November 2021 Supplementary Question 31.

The current projections for student enrolments in public schools are as follows:

- (1) 2023 – 843,727
- (2) 2024 – 847,267
- (3) 2025 – 848,255

Enrolment projections are available to 2025. To ensure it is working from the most accurate data, School Infrastructure NSW prepares far-horizon projections currently based on 2019 population data. Enrolment forecasts will be prepared when the latest population data is finalised.

* 8530 EDUCATION AND EARLY LEARNING—TEACHER SEPARATIONS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many teachers separated from the Department of Education in:
 - (a) 2019?
 - (b) 2020?
 - (c) 2021?

Answer—

- (1)
- (a) 2,173
 - (b) 2,406
 - (c) 2,425

* 8531 EDUCATION AND EARLY LEARNING—NAPLAN—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many New South Wales public high schools and central schools had average NAPLAN results which declined between 2019 and 2021, broken down by the following NAPLAN categories:
- (a) Year 7 Numeracy?
 - (b) Year 7 Writing?
 - (c) Year 7 Reading?
 - (d) Year 7 Spelling?
 - (e) Year 7 Grammar?
 - (f) Year 9 Numeracy?
 - (g) Year 9 Writing?
 - (h) Year 9 Reading?
 - (i) Year 9 Spelling?
 - (j) Year 9 Grammar?

Answer—

Please see the answer as an attachment on the Parliament's website.

* 8532 EDUCATION AND EARLY LEARNING—HIGH SCHOOLS IN NSW—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many public high schools and central schools are there currently in New South Wales?

Answer—

There are currently 402 public secondary schools and 67 central and community schools in NSW.

This information is published by the Department of Education's Centre for Education Statistics and Evaluation (CESE) and is publicly available at

<https://data.cese.nsw.gov.au/data/dataset/nsw-public-schools-master-dataset>

* 8533 EDUCATION AND EARLY LEARNING—NAPLAN PARTICIPATION - LOW—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Please provide a list of schools which had below 90 percent participation in NAPLAN in 2021, broken down by school, state electorate and participation percentage?

Answer—

There were 113 schools that had less than 90 percent participation in NAPLAN in 2021. Please see TAB A – 'Schools with Participation < 90' tab for a full list of schools. Note this is the overall NAPLAN participation rate as reported by ACARA on the MySchool website. See the TAB A 'Notes' tab for more details.

- * 8534 EDUCATION AND EARLY LEARNING—NAPLAN PARTICIPATION - HIGH—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Please provide a list of schools which had above 95 percent participation in NAPLAN in 2021, broken down by school, state electorate and participation percentage?

Answer—

There were 1,378 schools that had above 95 percent participation in NAPLAN in 2021. Please see TAB A – ‘Schools with Participation > 95’ tab for a full list of schools. Note this is the overall NAPLAN participation rate as reported by ACARA on the MySchool website. See the TAB A ‘Notes’ tab for more details.

- * 8535 EDUCATION AND EARLY LEARNING—NAPLAN RESULTS AND PARTICIPATION—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Is there any indication that schools with higher average NAPLAN results tend to have higher NAPLAN participation rates for their students?

Answer—

There is a weak positive correlation between NAPLAN participation and mean scores. However, it should not be concluded that higher average NAPLAN results are driven by higher NAPLAN participation. One of the reasons for this correlation could be that selective schools have both high participation and higher average NAPLAN results.

Correlation between overall NAPLAN participation and mean scores

Domain	Year 3	Year 5	Year 7	Year 9
Reading	0.1489	0.1489	0.3208	0.2817
Numeracy	0.1712	0.1619	0.3313	0.2894

- * 8536 EDUCATION AND EARLY LEARNING—AMBASSADOR SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Did any ambassador schools see their average NAPLAN results decline between 2019 and 2021?
 (a) If so, which schools?

Answer—

Ambassador Schools were selected based on their performance across a range of areas (NAPLAN Top 2 Bands and Expected Growth, HSC Top 2 Bands, and Attendance) as compared to similar schools.

The data series of NAPLAN Top 2 Bands and Expected Growth 2019 and 2021 show all Ambassador Schools continue to perform above the benchmark set by similar schools.

- * 8537 EDUCATION AND EARLY LEARNING—FORT STREET PUBLIC SCHOOL UPGRADE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) How does the Government explain the significant cost increases associated with the Fort Street Public School upgrade?

Answer—

Given the heritage and site access complexities of the project to deliver an upgrade at Fort Street Public School and to ensure student and staff safety during construction, the decision was made to temporarily relocate the school during construction. This was not factored into the initial cost of the upgrade. Costs to support the relocation were appropriated from existing contingency in the NSW Government’s school building program.

This information was provided to the NSW Auditor-General as part of the Delivering school infrastructure report and published in the final report. As the report indicates, an assurance review of the project’s Strategic Business Case identified that a generic risk management approach was taken for this complex

project and recommended reviewing and further evaluating the specific risks associated with the complexity of the project. The Department of Education is committed to continuous improvement and the assurance review provided valuable learnings that have informed the development of subsequent business cases.

The upgrade is on track to be delivered within the revised project budget.

* 8538 EDUCATION AND EARLY LEARNING—FORT STREET PUBLIC SCHOOL UPGRADE - BUSINESS CASE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Who conducted the business case for the Fort Street Public School upgrade?

Answer—

(1) The business case was prepared and approved by School Infrastructure NSW, in accordance with NSW Treasury's Guidelines for Capital Business Cases TPP18-06.

* 8539 EDUCATION AND EARLY LEARNING—FORT STREET PUBLIC SCHOOL - BUSINESS CASE COST—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) How much was paid for the Fort Street Public School upgrade business case?

Answer—

(1) Costs associated with the production of the business case are incorporated within the approved project budget.

* 8540 EDUCATION AND EARLY LEARNING—FORT STREET PUBLIC SCHOOL - COSTS RECOUPED—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

(1) Given the significant issues associated with the Fort Street Public School upgrade business case that were identified by the Auditor General, has the Government recouped any of the money paid to the company who authored of the business case?

Answer—

See answers to Qs 8537 and 8538.

23 MARCH 2022

(Paper No. 707)

* 8549 TREASURER—BUDGET ESTIMATES HEARINGS—The Hon. Peter Primrose to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

(1) In relation to each of your portfolios, since May 2019, have any of the following received training or similar instruction in relation to dealing with questions asked by Members in New South Wales Budget Estimates Hearings:

(a) Staff in your Ministerial Office:

(i) If so, what specific topics were covered?

(ii) Who provided this training or instruction, and at what cost?

(iii) How many people received this training or instruction?

(b) Senior Executives in your agencies:

(i) If so, what specific topics were covered?

(ii) Who provided this training or instruction, and at what cost?

(iii) How many people received this training or instruction?

Answer—

Individuals appearing at annual Budget Estimates hearings routinely prepare in advance of appearing and giving evidence to ensure they can best assist the committees with their inquiries, and are aware of their rights and obligations as witnesses.

* 8554 PREMIER—BUDGET ESTIMATES HEARINGS—The Hon. Peter Primrose to ask the Minister for Finance, and Minister for Employee Relations representing the Premier—

- (1) Since May 2019, have any of the following received training or similar instruction in relation to dealing with questions asked by Members in New South Wales Budget Estimates Hearings:
 - (a) Staff in your Ministerial Office:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?
 - (b) Senior Executives in your agencies:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?

Answer—

Individuals appearing at annual Budget Estimates hearings routinely prepare in advance of appearing and giving evidence to ensure they can best assist the committees with their inquiries, and are aware of their rights and obligations as witnesses.

* 8559 INFRASTRUCTURE—BUDGET ESTIMATES HEARINGS—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 representing the Minister for Infrastructure, Minister for Cities, and Minister for Active Transport—

- (1) In relation to each of your portfolios, since May 2019, have any of the following received training or similar instruction in relation to dealing with questions asked by Members in New South Wales Budget Estimates Hearings:
 - (a) Staff in your Ministerial Office:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?
 - (b) Senior Executives in your agencies:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?

Answer—

I am advised

Individual witnesses appearing at Budget Estimates hearings routinely prepare in advance of appearing and giving evidence to ensure they can best assist the committees with their inquiries, and are aware of their rights and obligations as witnesses.

* 8560 CUSTOMER SERVICE AND DIGITAL GOVERNMENT—BUDGET ESTIMATES HEARINGS—The Hon. Peter Primrose to ask the Minister for Finance, and Minister for Employee Relations representing the Minister for Customer Service and Digital Government—

- (1) Since May 2019, have any of the following received training or similar instruction in relation to dealing with questions asked by Members in New South Wales Budget Estimates Hearings:
 - (a) Staff in your Ministerial Office:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?
 - (b) Senior Executives in your agencies:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?

Answer—

Individuals appearing at annual Budget Estimates hearings routinely prepare in advance of appearing and giving evidence to ensure they can best assist the committees with their inquiries, and are aware of their rights and obligations as witnesses.

* 8567 REGIONAL TRANSPORT AND ROADS—BUDGET ESTIMATES HEARINGS—The Hon. Peter Primrose to ask the Minister for Regional Transport and Roads—

- (1) In relation to each of your portfolios, since May 2019, have any of the following received training or similar instruction in relation to dealing with questions asked by Members in New South Wales Budget Estimates Hearings:
 - (a) Staff in your Ministerial Office:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?
 - (b) Senior Executives in your agencies:
 - (i) If so, what specific topics were covered?
 - (ii) Who provided this training or instruction, and at what cost?
 - (iii) How many people received this training or instruction?

Answer—

I am advised

Individuals appearing at annual Budget Estimates hearings routinely prepare in advance of appearing and giving evidence to ensure they can best assist the committees with their inquiries, and are aware of their rights and obligations as witnesses.

24 MARCH 2022

(Paper No. 708)

* 8580 CUSTOMER SERVICE AND DIGITAL GOVERNMENT—ICARE HOME BUILDING COMPENSATION FUND (HBCF) THRESHOLD—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Minister for Customer Service and Digital Government—

- (1) Why has the Government not reviewed the iCare HBCF threshold payout of \$340,000 in the last 10 years?
- (2) Why does the relevant legislation (Home Building Act 1989 S102(3)) and regulations (Home Building Regulation 2014 Clause 45) refer to the \$340,000 iCare HBCF threshold as a ‘minimum’, yet iCareHBCF applies the \$340,000 as a ‘maximum’ payout?
- (3) Are individuals currently required to lodge a claim with the NSW Civil and Administrative Tribunal (NCAT) at their own cost to trigger their iCare HBCF policy?
- (4) Does the iCare HBCF payout account for legal fees incurred from triggering the policy?
- (5) Is the State Insurance Regulatory Agency currently conducting a review into the threshold?
 - (a) If so, when is this due to be completed?

Answer—

- (1) NSW Fair Trading conducted a review of the Home Building Compensation Fund across 2015-16, which considered the insured amount, among other matters.
- (2) The amount of cover offered by a contract of insurance is the maximum a person is entitled to claim. Insurers, including icare HBCF, are not obliged to offer contracts of insurance providing cover of an amount greater than the statutory minimum.
- (3) A beneficiary is entitled to claim for an insured loss, if any of the following four ‘trigger’ events has occurred to the contractor in whose name the work was insured, of which only one requires an action to have been taken in a court or tribunal:
 - insolvency,
 - disappearance,
 - death, or
 - licence suspension for failing to comply with a money order made by a court or the NSW Civil and Administrative Tribunal in favour of the beneficiary.
- (4) Yes. Where an individual cannot recover compensation from the contractor (because of the ‘trigger’ events specified in Question 3), the legislation requires that an insurance contract must indemnify a beneficiary for any legal or other reasonable costs incurred in seeking to recover compensation from the contractor for the loss or damage or in taking action to rectify the loss or damage. The \$340,000 amount a person may claim is inclusive of those ‘legal or other reasonable costs’, if applicable.
- (5) SIRA is preparing a discussion paper which will consider reforms to the home building compensation scheme including whether the insured amount remains appropriate, among other matters.
 - (a) Timing for completion of the review is dependent on release of the discussion paper and consideration of responses received. It is anticipated that the State Insurance Regulatory Authority will provide feedback to Government later this year.

12 APRIL 2022

(Paper No. 721)

8632 EDUCATION AND EARLY LEARNING—TELL THEM FROM ME SURVEYS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did the Situational Analysis produced for Walgett Community College Primary School in 2020 state that the Executive Principal believed that, “students completed Tell Them From Me (TTFM) surveys one-on-one with an SLSO/Relieving AP”?
- (2) Why did students need this kind of assistance/direction in filling out the surveys?
 - (a) Shouldn't the TTFM survey be independent, reflecting the views of students without teacher direction?

8633 EDUCATION AND EARLY LEARNING—WALGETT COMMUNITY COLLEGE SUSPENSION ROOMS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did parents at Walgett Community College in October 2020 request the creation of a ‘suspension room’ at the school so that “they don’t have their kids at home”?
- (2) How did the school respond to this request?
- (3) Are ‘suspension rooms’ part of the schools behaviour and disciplinary policy?

8634 EDUCATION AND EARLY LEARNING—ABSENT STAFF AT WALGETT COMMUNITY COLLEGE—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) What is the Minister doing to overcome the staff absenteeism problem at Walgett Community College?
- (2) In 2020 did the primary school have:
 - (a) Teachers absent for 44, 29.5, 28.5, 27.5, 23 and 21 days?
 - (b) School Learning Support Officer Teacher's absent for 70, 42, 36.5, 28.5, 24 (two), 23.5 and 23 days?
 - (c) Aboriginal Education Officer absent for 44 days?
- (3) How can the school function and provide an education for students with this level of absenteeism?

8635 EDUCATION AND EARLY LEARNING—CONNECTED COMMUNITIES SCHOOLS PROGRAM—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Does the Connected Communities schools program have a human resources strategy?
 - (a) If so:
 - (i) What are its main components?
 - (ii) How does the strategy recruit high-quality, experienced, resilient teachers to schools like Walgett Community College?

8636 EDUCATION AND EARLY LEARNING—EXECUTIVE PRINCIPAL OF WALGETT COMMUNITY COLLEGE PRIMARY SCHOOL—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) How many emails did the Department Secretary Ms Harrisson receive from Nathaniel Train, the Executive Principal of Walgett Community College Primary School, outlining problems at the school and the need for assistance during his tenure?
 - (a) How many of these emails did the Secretary respond to in substance, not including acknowledgements of receipt?
 - (b) What assistance did Ms Harrisson provide?

8637 EDUCATION AND EARLY LEARNING—NAPLAN RESULTS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did the Deputy Secretary Murat Dizdar visit and meet with Nathaniel Train, Executive Principal of Walgett Community College Primary School on 11 May 2021?
- (2) Did Mr Train outline to Mr Dizdar the problem of students being assisted by school staff in completing their NAPLAN tests, in effect, cheating on the test?
 - (a) How did Mr Dizdar respond?
- (3) Was Mr Dizdar given a document headed ‘Sample Scenarios’ which, among other issues, outlined the problem of assessment processes being “compromised by teachers and School Learning Support Officer Teacher's (SLSO) providing assistance to students”, with an example of Year 3 NAPLAN result “anomalies” that included “a student who can’t read scoring 34/36 in their Numeracy Test”, with no other “school testing that supports this data”
 - (a) How did Mr Dizdar respond to the problem of NAPLAN cheating at the school?

8638 EDUCATION AND EARLY LEARNING—PERMISSION TO SIT-IN AND OBSERVE CLASSROOM PRACTICE—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Why did the Executive Principal of Walgett Community College Primary School need to undertake a staff vote in late 2020 to gain permission to sit-in and observe classroom practice by teachers?
- (2) Why isn’t this an automatic right of a principal in a Government school, given the importance of feedback about classroom practice as a way of constantly improving teacher quality and student results?

8639 EDUCATION AND EARLY LEARNING—WALGETT COMMUNITY COLLEGE PRIMARY SCHOOL ASSISTANCE—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did the Department of Education Secretary receive email correspondence from Nathaniel Train, Executive Principal of Walgett Community College Primary School with an attachment of “Sample Scenarios” outlining problems and challenges at the school?
 - (a) When was the email received?
- (2) Did the Deputy Secretary Murat Dizdar receive email correspondence from Nathaniel Train, Executive Principal of Walgett Community College Primary School with an attachment of “Sample Scenarios” outlining problems and challenges at the school?
 - (a) When was the email received?
- (3) How did the Departmental Executive officers respond to assist the school?

8640 EDUCATION AND EARLY LEARNING—WALGETT COMMUNITY COLLEGE PRIMARY SCHOOL MODERATION STRATEGIES—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did the Situational Analysis produced for Walgett Community College Primary School in 2020 state that, "For all future NAPLAN testing, a moderator will be present to ensure protocols are followed so that data can be considered to be a valid representation of student ability. Moderation and strategies to ensure that internal testing is also conducted appropriately will also be established"?
- (2) Have the moderators been introduced for NAPLAN at the school to prevent teachers from assisting students with the test?
 - (a) Why was this necessary?
- (3) Why did Deputy Secretary Murat Dizdar tell Portfolio Committee No. 3 at a Budget Estimates hearing on 4 April 2022 that he was unaware of a NAPLAN cheating problem at the school?

8641 EDUCATION AND EARLY LEARNING—AFTER SCHOOL CARE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many public primary schools currently don't offer after school care on site?
- 8642 EDUCATION AND EARLY LEARNING—AIR PURIFIERS IN CLASSROOMS REVIEW—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Has the Department of Education considered reviewing its decision to not allow parents who wish to pay for air purifiers for their child's classroom to provide them to their child's school?
- 8643 EDUCATION AND EARLY LEARNING—AIR PURIFIERS IN CLASSROOMS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) How many requests from parents to buy and place air purifiers in public school classrooms have been declined by the Department of Education in the following years:
- (a) 2021?
- (b) 2022?
- 8644 EDUCATION AND EARLY LEARNING—BEFORE SCHOOL CARE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) How many public primary schools currently don't offer before school care on site?
- 8645 EDUCATION AND EARLY LEARNING—BLACKTOWN SOUTH AND SHELLEY PUBLIC SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Why has the Department not reduced the catchment of Blacktown South Public School, given it is overcapacity with a large number of demountables, and increased the catchment of Shelley Public School, which is currently under capacity?
- 8646 EDUCATION AND EARLY LEARNING—BUDAWANG SSP CONSTRUCTION—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Why has there been a delay in construction of the Budawang School for Specific Purposes (SSP) commencing?
- (a) Is it because there are site issues?
- 8647 EDUCATION AND EARLY LEARNING—BUDAWANG SSP FUTURE USES—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Can the Minister confirm that the design of the new Budawang School for Specific Purposes (SSP) won't prevent the possible future development of a high school or senior campus on the remainder of the Milton site?
- 8648 EDUCATION AND EARLY LEARNING—BUDAWANG SSP TRAFFIC—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Did the Department of Education work with Transport for NSW to consider the impact of a possible future student population on the remainder of the Milton school site, and the associated traffic, when designing the new Budawang School for Specific Purposes (SSP) for the same site?
- 8649 EDUCATION AND EARLY LEARNING—BUDAWANG SSP—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) Did the Department of Education consider the Mollymook site for the relocation of Budawang School for Specific Purposes (SSP)?
- 8650 EDUCATION AND EARLY LEARNING—COLO HIGH SCHOOL FACILITIES—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—
- (1) What facility upgrades will the Government commit to at Colo High School, to prevent students from missing out on face-to-face learning because of inadequate school infrastructure?

8651 EDUCATION AND EARLY LEARNING—EDUCATION ACCESS IN PYRMONT—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Will the Department of Education work to improve public high school access for students living in Pyrmont, particularly for students in year 7-10?

8652 EDUCATION AND EARLY LEARNING—FRIABLE ASBESTOS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many public schools currently have friable asbestos present on site?

8653 EDUCATION AND EARLY LEARNING—LISMORE HIGH SCHOOLS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Given the flood risk at The Rivers Secondary College, Richmond River High Campus, is the Government considering building a new high school at the Lismore High campus to co-locate both campuses on land with less flood risk?

8654 EDUCATION AND EARLY LEARNING—LONDONDERRY PUBLIC SCHOOL CARPARK—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When will the carpark at Londonderry Public School be repaired?

8655 EDUCATION AND EARLY LEARNING—LONDONDERRY PUBLIC SCHOOL CLASSROOM DAMAGE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When will the white ant damage at Londonderry Public School be repaired?

8656 EDUCATION AND EARLY LEARNING—LONDONDERRY PUBLIC SCHOOL UNUSABLE CLASSROOM—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Is it true one classroom is currently unusable because of unrepaired white ant damage?

8657 EDUCATION AND EARLY LEARNING—LONDONDERRY PUBLIC SCHOOL WATER DAMAGE—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) When will the water damage at Londonderry Public School be repaired?

8658 EDUCATION AND EARLY LEARNING—MID-CAREER ENTRY PROGRAM—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many mid-career entry program offers were made that were not accepted?

8659 EDUCATION AND EARLY LEARNING—PLAYSPACE RATIO—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Could the Minister please provide a list of the schools which are currently below the 10 square metres of playspace per student recommended under the Education Facilities Standards and Guidelines?

(a) Broken down by:

- (i) School name?
- (ii) Electorate?
- (iii) Enrolments?
- (iv) Current playspace ratio per student at each school?

8660 EDUCATION AND EARLY LEARNING—RECRUITING ACADEMICS—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many of the 10 offers made to academics under the mid-career entry program have been accepted?

8661 EDUCATION AND EARLY LEARNING—SYDNEY SECONDARY COLLEGE BLACKWATTLE BAY—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) Has the Department of Education considered making Sydney Secondary College, Blackwattle Bay a 7-12 campus?
 - (a) If not, will the Department now consider it?

8662 EDUCATION AND EARLY LEARNING—WESTMEAD PRIMARY SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) How many sites are still under consideration for the new Westmead primary school which was first promised in 2018?

8663 EDUCATION AND EARLY LEARNING—COLO HIGH SCHOOL—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) For how many days has the Colo High School campus been forced to close in 2021 because of rain related damage to the school?

8664 EDUCATION AND EARLY LEARNING—VANDALISM—The Hon. Courtney Houssos to ask the Minister for Education and Early Learning—

- (1) What was the cost of vandalism at schools in the following financial years:
 - (a) 2020-21?
 - (b) 2021-22?

8665 ENERGY—DISCOUNTED ENERGY EFFICIENT LIGHTING PROGRAM—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

- (1) How many households have applied for upgrades under the Discounted Energy Efficient Lighting program?
 - (a) How many households have received an upgrade?
- (2) How much has been spent on the program to date?

8666 ENERGY—ENERGY ACCOUNTS PAYMENTS ASSISTANCE SCHEME—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

- (1) How many Energy Accounts Payments Assistance (EAPA) vouchers were claimed in 2020-21?
 - (a) By Local Government Area?
- (2) What was the total value spent on EAPA vouchers?
- (3) How many customers claimed two vouchers?

8667 ENERGY—ENERGY REBATES—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

- (1) What is the uptake rate of the Family Energy Rebate for 2020-21:
 - (a) By Local Government Area (LGA)?
 - (b) By State electoral district?
- (2) What is the uptake rate of Seniors Energy Rebate for 2020-21:
 - (a) By Local Government Area (LGA)?
 - (b) By State electoral district?

8668 ENERGY—NSW GOVERNMENT SAVINGS FINDER PROGRAM—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

- (1) For each year since 2019:
 - (a) How much has been spent on advertising campaigns for available concessions, rebates and cost of living assistance measures?
 - (b) How much has been spent on advertising campaigns for energy and utilities concessions, rebates and assistance measures?

8669 ENERGY—SOLAR FOR LOW INCOME HOUSEHOLDS—The Hon. Courtney Houssos to ask the Minister for Finance, and Minister for Employee Relations representing the Treasurer, and Minister for Energy—

- (1) How much has the Solar for Low Income Households program spent for each of the following years:
 - (a) 2019?
 - (b) 2020?
 - (c) 2021?
 - (d) 2022 to date?
- (2) How many solar systems have been installed for each of the following years:
 - (a) 2019?
 - (b) 2020?
 - (c) 2021?
 - (d) 2022 to date?
- (3) How many solar systems have been installed in each Local Government Area?

8670 FAIR TRADING—INSPECTIONS OF REAL ESTATE LICENSES—The Hon. Courtney Houssos to ask the Minister for Regional Transport and Roads representing the Minister for Small Business, and Minister for Fair Trading—

- (1) How many Fair Trading inspectors in New South Wales are conducting inspections of real estate licenses?
 - (a) Where are these inspectors located?
- (2) How many license inspections were conducted in the following financial years:
 - (a) 2021-22
 - (b) 2020-21
 - (c) 2019-20?
- (3) Can the Minister provide a breakdown of whether these inspections occurred in regional or metropolitan New South Wales?

8671 EDUCATION AND EARLY LEARNING—INTEGRATION FUNDING SUPPORT—The Hon. Anthony D'Adam to ask the Minister for Education and Early Learning—

- (1) Regarding Integration Funding Support (IFS) for students with disabilities:
 - (a) How many students were supported with IFS in 2020 for each of the following:
 - (i) Autism?
 - (ii) Hearing?
 - (iii) Moderate intellectual disability?
 - (iv) Severe intellectual disability?

- (v) Mental health?
 - (vi) Moderate physical disability?
 - (vii) Severe physical disability?
 - (viii) Vision?
- (b) How many students were supported with IFS in 2021 for each of the following:
- (i) Autism?
 - (ii) Hearing?
 - (iii) Moderate intellectual disability?
 - (iv) Severe intellectual disability?
 - (v) Mental health?
 - (vi) Moderate physical disability?
 - (vii) Severe physical disability?
 - (viii) Vision?
- (c) For each of the following categories what was the total funding allocation for IFS in 2020:
- (i) Autism?
 - (ii) Hearing?
 - (iii) Moderate intellectual disability?
 - (iv) Severe intellectual disability?
 - (v) Mental health?
 - (vi) Moderate physical disability?
 - (vii) Severe physical disability?
 - (viii) Vision?
- (d) For each of the following categories what was the total funding allocation for IFS in 2021:
- (i) Autism?
 - (ii) Hearing?
 - (iii) Moderate intellectual disability?
 - (iv) Severe intellectual disability?
 - (v) Mental health?
 - (vi) Moderate physical disability?
 - (vii) Severe physical disability?
 - (viii) Vision?
- (e) What is the total funding allocation for IFS in the following years:
- (i) 2020?
 - (ii) 2021?

8672 EDUCATION AND EARLY LEARNING—LOW LEVEL ADJUSTMENT FOR DISABILITY FUNDING—The Hon. Anthony D'Adam to ask the Minister for Education and Early Learning—

- (1) What was the Low Level Adjustment for Disability funding allocation for each public school in the following years:
- (a) 2019?

- (b) 2020?
- (c) 2021?

8673 EDUCATION AND EARLY LEARNING—NATIONALLY CONSISTENT COLLECTION OF DATA ON STUDENTS WITH DISABILITY—The Hon. Anthony D'Adam to ask the Minister for Education and Early Learning—

- (1) In regards to the Nationally Consistent Collection of data on students with disability:
 - (a) How many students in Public Schools were identified in the collection as being in metropolitan schools for each of the following years:
 - (i) 2019?
 - (ii) 2020?
 - (iii) 2021?
 - (b) How many students in Public Schools were identified in the collection as being in rural schools for each of the following years:
 - (i) 2019?
 - (ii) 2020?
 - (iii) 2021?
 - (c) How many students in Public Schools were identified in the collection as being in remote schools for each of the following years:
 - (i) 2019?
 - (ii) 2020?
 - (iii) 2021?
 - (d) In relation to each geographical category in (1) (a-c) what proportion do these students represent of the total school population for the category for each of the following years:
 - (i) 2019?
 - (ii) 2020?
 - (iii) 2021?
 - (e) Of the students in Public Schools that were identified in the collection how many were identified as receiving:
 - (i) Quality Differentiated Teaching Practice?
 - (ii) Supplementary adjustments?
 - (iii) Substantial adjustments?
 - (iv) Extensive adjustments?
 - (f) In relation to the data in (1) (e) please provide a breakdown on the basis of the following geographic categories:
 - (i) Metropolitan schools?
 - (ii) Rural schools?
 - (iii) Remote schools?

David Blunt
Clerk of the Parliament