



## LEGISLATIVE COUNCIL

2019-20-21-22

FIRST SESSION OF THE FIFTY-SEVENTH PARLIAMENT

# QUESTIONS AND ANSWERS

No. 746

MONDAY 23 MAY 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.

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<b>Publication of Questions</b>	<b>Answer to be lodged by</b>
Q & A No. 732 (Including Question Nos 8750 to 8755)	23 May 2022
Q & A No. 733 (Including Question Nos 8756 to 8763)	24 May 2022
Q & A No. 734 (Including Question Nos 8764 to 8765)	25 May 2022
Q & A No. 735 (Including Question Nos 8766 to 8771)	26 May 2022
Q & A No. 736 (Including Question Nos 8772 to 8786)	27 May 2022
Q & A No. 737 (Including Question Nos 8787 to 8789)	30 May 2022
Q & A No. 738 (Including Question Nos 8790 to 8798)	31 May 2022
Q & A No. 739 (Including Question Nos 8799 to 8800)	1 June 2022
Q & A No. 740 (Including Question Nos 8801 to 8802)	2 June 2022
Q & A No. 741 (Including Question Nos 8803 to 8822)	3 June 2022
Q & A No. 742 (Including Question Nos 8823 to 8824)	6 June 2022
Q & A No. 743 (Including Question Nos 8825 to 8829)	7 June 2022
Q & A No. 744 (Including Question Nos 8830 to 8832)	8 June 2022
Q & A No. 745 (Including Question Nos 8833 to 8840)	9 June 2022
Q & A No. 746 (Including Question Nos 8841 to 8855)	10 June 2022

**2 MAY 2022**

(Paper No. 732)

\* 8750 EDUCATION AND EARLY LEARNING—PHONICS IN READING PROGRAMS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) In the Minister's policy change and welcome push for phonics literacy in schools since 2019, what evidence can the Minister present of a growing number of Government primary schools using phonics in reading programs?
- (2) How many primary schools are using phonics exclusively?
  - (a) How many are not?
- (3) How does the Department of Education gauge the extent of the use of phonics in schools?
- (4) How is the Department of Education enforcing the Minister's insistence on phonics?

Answer—

- (1) In 2021, the Year 1 Phonics Screening Check was made mandatory for all Year 1 public school students. It was completed by 66,385 Year 1 students from 1,615 public schools.

To support the use of phonics in reading programs, an additional on-demand phonics diagnostic assessment was released in May 2021. It is available for use with any student from Kindergarten onwards. By the end of 2021, 947 schools recorded 163,000 lodgements. During Term 1 2022, 701 schools had recorded 141,000 lodgements which is indicative of increasing use.

Phonics teacher resources on the online resources hub have been opened more than 148,000 times. Over 8,000 teachers have completed Effective Reading Phonics professional learning.

- (2) All public schools use phonics, as evidence supports a phonics-first approach. The other crucial components of reading, including fluency, vocabulary, and comprehension, continue to be a critical part of the journey of reading.
- (3) Phonics is mandated in the new K-10 English syllabus. Teachers' completion of Effective Reading: Phonics professional learning, the use of phonics diagnostic assessments, and using online hub resources are also indicators of the use of explicit and systematic phonics instruction in schools. Refer to answer 1.
- (4) It is a syllabus requirement that explicit phonics instruction is taught in every classroom. In addition, under the School Success Model every primary school will be required to have a phonics target.

\* 8751 EDUCATION AND EARLY LEARNING—TEACHER PROFESSIONAL DEVELOPMENT COURSES—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Following the reform of the system, how many teacher professional development courses are now accredited by New South Wales Education Standards Authority (NESA)?
  - (a) Has NESA categorised the courses?
    - (i) If so, how many are in each of these categories?
- (2) Which of these courses offers content in the following subject areas:
  - (a) Critical Race Theory?
  - (b) White privilege?
  - (c) Gender fluidity?
  - (d) Unconscious bias?
  - (e) Black Lives Matter?
  - (f) Genocide of Indigenous Australians?
  - (g) Identity politics?

- (h) Change The Date?
- (i) Post-modernism?
- (j) The theory of social construction?

Answer—

(1) There are 1159 professional development (PD) courses that have been accredited by NESAs as at 4 May 2022. This does not include courses accredited by the government, Catholic, and independent school sectors.

(a) NESAs categorises Accredited PD courses by priority area only.

(i) Number of courses assessed and accredited by NESAs in each priority area:

Delivery and assessment of NSW Curriculum/Early Years Learning Framework	854
Student/child mental health	122
Students/children with disability	131
Aboriginal education and supporting Aboriginal students/children	52

(2) NESAs assesses and accredits PD courses against the [content criteria](#) for each of the following four priority areas:

- delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)
- student/child mental health
- students/children with disability
- Aboriginal education and supporting Aboriginal students/children .

NESAs does not accredit courses in the ‘subject areas’ listed in the question. To be accredited by NESAs, PD course content needs to be delivered in line with NSW syllabus content. Any content in a NSW syllabus could be covered in an Accredited PD course in the ‘delivery and assessment of curriculum’ priority area.

The NSW Human Society and its Environment (HSIE) syllabus includes content on racism. The NSW Visual Arts syllabus includes content on postmodernism.

The list of NESAs accredited PD courses is available on the NESAs website.

\* 8752 PREMIER—WORKPLACE CULTURE WORKSHOPS—The Hon. Mark Latham to ask the Minister for Finance, and Minister for Employee Relations representing the Premier—

(1) How much has the Department of Premier and Cabinet paid for facilitators and consultants implementing the recommendations of the Pru Goward report on ministerial office workplace culture?

(a) Which workshop facilitators have received which payments?

(i) How were they selected?

(2) What benefits did the Premier derive from the session he and other Ministers attended on Thursday 28 April 2022?

(a) How has this improved the running of the Premier's Office?

(3) Is the Premier concerned that these workshops are futile and a waste of taxpayers' money and the time of government officials?

(a) If so, will the Premier now abolish them in the New South Wales public service where workers have had to endure them for many years?

Answer—

I am advised:

(1) DPC has followed the NSW Government Procurement Policy when engaging services.

Further information should be available in DPC's upcoming annual report.

- (2-3) One of the recommendations in the Goward Review, which was accepted, was training for Ministers and their staff on bullying, harassment and sexual misconduct and their legal

\* 8753 CORRECTIONS—CLARENCE CORRECTIONAL FACILITY—The Hon. Tara Moriarty to ask the Minister for Families and Communities, and Minister for Disability Services representing the Minister for Corrections—

- (1) How many staff are employed at the Clarence Correctional Centre as of 2 May 2022, broken down by:
- Total number of people employed?
  - Full-time?
  - Part-time?
  - Casual?
- (2) How many positions remain vacant at the Clarence Correctional Centre as of 2 May 2022, broken down by:
- Total vacant positions?
  - Full-time positions?
  - Part-time positions?
  - Casual positions?
- (3) What was the budget for overtime at the Clarence Correctional Centre in the following years:
- 1 January 2021 to 31 December 2021?
  - 1 January 2022 to 2 May 2022?
- (4) What is the actual amount spent on overtime at the Clarence Correctional Centre in the following years:
- 1 January 2021 to 31 December 2021?
  - 1 January 2022 to 2 May 2022?

Answer—

I am advised:

- (1) The total number of staff employed covers all work streams across the centre for the current inmate population. All figures are expressed as full-time equivalents (FTE):
- 539
  - 448
  - 43
  - 48
- (2) The total vacancies covers all work streams across the centre. The Operator continues to recruit to the maximum inmate capacity of the centre (1700 inmates) to ensure the State has flexible bed options in the far north of NSW. All figures are expressed as full-time equivalents (FTE).
- 82
  - 78
  - 4
  - 0
- (3-4) The information requested is commercial in confidence.

\* 8754 CORRECTIONS—SPIT HOOD USE IN NSW—The Hon. Tara Moriarty to ask the Minister for Families and Communities, and Minister for Disability Services representing the Minister for Corrections—

(1) Are spit hoods used in New South Wales correctional facilities?

Answer—

I am advised:

No.

\* 8755 FAMILIES AND COMMUNITIES—SPIT HOOD USE IN NSW—The Hon. Tara Moriarty to ask the Minister for Families and Communities, and Minister for Disability Services—

(1) Are spit hoods used in New South Wales Juvenile Justice facilities?

Answer—

I am advised:

No, spit hoods are not used in Youth Justice NSW.

### 9 MAY 2022

(Paper No. 737)

\* 8788 HOSPITALITY AND RACING—GRNSW DEVELOPMENT APPLICATION TO MUSWELLBROOK COUNCIL FOR A PROPOSED LARGE SCALE GREYHOUND BOARDING AND TRAINING FACILITY—Ms Abigail Boyd to ask the Minister for Aboriginal Affairs, Minister for the Arts, and Minister for Regional Youth representing the Minister for Lands and Water, and Minister for Hospitality and Racing—

(1) With regards to DA 2021/129 by Greyhound Racing NSW to Muswellbrook Council for a proposed large scale greyhound boarding and training facility at 1949 Martindale Rd, Martindale, is this \$33 million development to be funded by public money, such as through a public grant from the Government?

(a) If not, how will the development be funded?

(2) With regards to the sale of Bylong Park to Greyhound Racing NSW, was this in any way conditional to pre-approval of DA 2021/129?

(a) Was there any other connection between the sale and DA 2021/129?

(3) Was there any community consultation done prior to the proposal being submitted with:

(a) Residents?

(b) Community groups?

(c) Animal welfare organisations?

(4) Is the Minister aware that community residents have voiced extensive concerns about the proposed development?

(5) Will there be any future consultation with the community as the proposal undergoes further consideration?

(6) Why is this proposal not considered to be an integrated development requiring separate planning permission under NSW Planning SEPP 33 Hazardous and Offensive Development?

Answer—

(1) No.

(a) Funding of the proposal is a matter for Greyhound Racing NSW (GRNSW).

(2-5)

- The sale of the property to GRNSW is a commercial matter between GRNSW and the property vendor.

- The determination of the development application for the proposal, as well as community consultation requirements, is a matter for Muswellbrook Shire Council in accordance with local planning controls.
  - It is noted that GRNSW has held several community information sessions about the proposal.
- (6) Questions regarding the application of State Environmental Planning Policy requirements should be directed to the Minister for Planning, the Hon Anthony Roberts MP.

**23 MAY 2022**

(Paper No. 746)

8852 EDUCATION AND EARLY LEARNING—DEPARTMENT OF EDUCATION EXECUTIVE LEVEL STAFF—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Earlier this month at a Department of Education staff 'town hall meeting', did the outgoing Chief People Officer Yvette Cachia introduce Mr Kit Yap as a new member of her executive team by saying that they had worked together previously?
- (a) What was their previous work association?
- (b) How was any perception or reality of favouritism handled in the recruitment process for Mr Yap?
- (2) What is Mr Yap's new position?
- (a) Did the position exist prior to his appointment?
- (b) What recruitment process was used for this position?
- (3) Is the Minister aware of other executive appointments in the Department where the executives have worked together previously?
- (a) If so, what are the details?
- (4) Is the Minister aware of recruitment favouritism at the executive level lowering morale inside the Department especially when workplace mandates have fired or stood down so many staff?
- (a) If so, what are the details?

8853 EDUCATION AND EARLY LEARNING—SCHOLARSHIP FUNDING FOR FEMALE INDIGENOUS STUDENTS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Why did the Hastings Secondary College accept a \$1,000 donation from Mr Darrell Nash in October 2020 as scholarship funding for female Indigenous students and then do nothing with the money, returning it to Mr Nash in May 2022?
- (2) Why did the College fail to act on the agreed purpose of the funding when it knew that:
- (a) In 2020 Mr Nash made the donation because he had just found out at his mother's funeral that he was Indigenous?
- (b) Mr Nash made an enquiry with the school in June 2021 as to which students had received the funding but no action had been taken?
- (c) Mr Nash made a further enquiry in May 2022 as to which students were the beneficiaries, and still nothing had happened?
- (3) Will the school and/or Department apologise to Mr Nash, especially given the two year diversion of his money and in recognition that he has now donated it elsewhere in the Port Macquarie community to support young Indigenous females?

8854 EDUCATION AND EARLY LEARNING—SCHOOL SUBJECT AMBASSADORS—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Which school subject 'Ambassadors' have been appointed by the Department of Education?

- (a) How much payment do they receive?
- (b) In each case, what specialist qualifications and expertise do each of the Ambassadors hold in their anointed subject areas?

8855 EDUCATION AND EARLY LEARNING—STUDENTS WHO IDENTIFY AS FEMALE—The Hon. Mark Latham to ask the Minister for Education and Early Learning—

- (1) Did the careers advisor at Maclean High School send an email to parents of Year 9 students on 12 May 2022 stating that as a part of National Careers Week the school had 15 places "for any student who identifies as female" to attend the Girls in Tech Live Virtual Event taking place in the school library?
  - (a) If so, what does the school mean by students who "identify as female"?
    - (i) Does this mean that a male student who identifies as a female is able to attend the Girls in Tech Live Virtual Event?
- (2) How does allowing boys who identify as girls to participate in programs such as the Girls in Tech Live Virtual Event help increase female representation in science, technology, engineering and mathematics (STEM) careers?
- (3) Why has the term "identifying as female" been used instead of "female student" or "girl", given that:
  - (a) The school's biology textbooks do not allow for the self-identification of gender?
  - (b) The New South Wales Anti-Discrimination Act defines women and girls as of the female sex?
  - (c) The Premier has outlined his disapproval of such terminology?
- (4) What is the Minister doing to ensure that Government schools use accurate terms to describe their male and female students and do not politically promote concepts of gender fluidity?

David Blunt  
Clerk of the Parliament