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QUESTIONS AND ANSWERS

No. 733

TUESDAY 3 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.

Publication of Questions	Answer to be lodged by
Q & A No. 721 (Including Question Nos 8632 to 8673)	3 May 2022
Q & A No. 722 (Including Question Nos 8674 to 8686)	4 May 2022
Q & A No. 723 (Including Question Nos 8687 to 8703)	5 May 2022
Q & A No. 724 (Including Question Nos 8704 to 8707)	10 May 2022
Q & A No. 725 (Including Question Nos 8708 to 8715)	11 May 2022
Q & A No. 726 (Including Question Nos 8716 to 8726)	12 May 2022
Q & A No. 727 (Including Question Nos 8727 to 8730)	13 May 2022
Q & A No. 728 (Including Question Nos 8731 to 8738)	17 May 2022
Q & A No. 729 (Including Question Nos 8739 to 8742)	18 May 2022
Q & A No. 730 (Including Question Nos 8743 to 8744)	19 May 2022
Q & A No. 731 (Including Question Nos 8745 to 8749)	20 May 2022
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

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?

Answer—

I am advised of the following:

- (1) Anecdotal information conferred to the Executive Principal indicated that students completed the Tell Them from Me Surveys one-on-one with an SLSO/Relieving AP.
- (2) Some students, including those with either lower literacy levels or who present with English as an Additional Language or Dialect (EALD), may need further explanations to better understand some Tell Them From Me questions.
 - (a) Students can be assisted in answering questions as long as the integrity of the survey is maintained. Where students need adult assistance in understanding some questions, staff are cognisant that they should not influence or lead students in their responses.

* 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?

Answer—

All NSW public schools follow the Department of Education’s policies for suspensions and re-engagement with schooling. As part of education delivery and to support student wellbeing, each school contextualises the application of a behaviour and disciplinary policy to meet the needs of their students. In 2020, the Executive Principal developed and followed a targeted response to suspensions at the primary school leading to a reduction in the number of suspensions.

As part of this targeted response, an engagement centre was established in the primary school to bolster student participation and reduce the need for suspensions by supporting students with the development of social skills, and a more positive approach to learning.

Through consultation and drawing on trauma informed practices the high school has introduced a well-being hub and learning centre. The primary focus is on flexible delivery of education for vulnerable students who access these programs to mitigate the risk of suspension and pro-actively engage them in their education.

* 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?

Answer—

Walgett Community College Primary School is well resourced and is staffed by qualified teachers and other para-professionals. The Department is committed to providing all students in the Walgett area with a high-quality education delivered in their local school.

Permanent and temporary employees have access to a range of leave provisions, in accordance with the relevant Award. Leave requests are assessed and approved by the school principal. Where a permanent staff member is absent on leave, the principal engages appropriate casual or temporary staff to backfill the position. On some occasions, there may be insufficient temporary or casual staff to fully cover leave, in these cases, the principal makes appropriate local decisions to manage the operation of the school.

* 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?

Answer—

As for all NSW public schools, staffing requirements in Connected Communities schools are managed and implemented in accordance with the Department of Education's accepted policies, procedures and industrial agreements.

Executive Principals in Connected Communities schools have the flexibility to fill each position in their school through a suite of recruitment options, including but not limited to central recruitment lists, graduate appointments, teacher transfer or via advertisement. A number of Connected Communities schools also attract significant rural and remote incentives, which includes a suite of financial and professional benefits for both permanent and casual teachers.

Executive Principals are supported by dedicated resources in the School Workforce directorate for all recruitment needs. A range of targeted measures to support recruitment and retention at Connected Communities schools have been developed which include additional permanent classroom teacher positions across all Connected Communities schools to support inbuilt relief.

In addition, the Connected Communities 'Joining the Dots' initiative provides critical support to Connected Communities schools in the form of casual teacher relief.

* 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 Harrison 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 Harrison provide?

Answer—

I am advised that over the course of two weeks in March 2022, Mr Train sent 16 emails to the "SecretaryOffice" email account.

Given the subject matter of the emails and consistent with standard practice and procedure, after an initial acknowledgement and advice on the appropriate approach and process to follow, the emails were referred to the responsible functional unit within the Department for attention and appropriate action.

* 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?

Answer—

I am advised:

- (1) Mr Dizdar undertook a school visit and met with Mr Train, Executive Principal at the time, on 11 May 2021 with the Director Educational Leadership, Mr Luke Ballard.
- (2) At their meeting on 11 May 2021, Mr Dizdar does not recall Mr Train disclosing that students at Walgett Community College - Primary Campus were being assisted by school staff in completing their NAPLAN tests. He does recall Mr Train discussing some matters that Mr Train had experienced during the course of his educational leadership.
- (3) Mr Dizdar does not recall being given a document, titled ‘Sample Scenarios’ on his site visit with Mr Train, accompanied by Mr Luke Ballard.
 - (a) As above on this visit and subsequently Mr Train did not raise any allegation or provide any material information as to NAPLAN cheating at the school. Should this, or any other issue of concern have been raised as an allegation, Mr Dizdar would have immediately referred the matter the Departments Professional and Ethical Standards Directorate.

It is worthwhile to note that section 8:6:11 Reading aloud to students of the ACARA National Protocols for Test Administration (of NAPLAN) and related Principal’s Handbook states:

The Literacy demands of the test should not exclude a student from accessing the numeracy tests; however, it is not intended that a test administrator leads the class through the numeracy test, question by question, unless the literacy standard of the whole class is a barrier to access. Test administrators are permitted to:

- Read the writing stimulus
- Read the text in numeracy questions
- Read numbers and symbols when these are embedded in text in numeracy questions
- Read the test instructions
- Read the practice questions.

* 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?

Answer—

The NSW Department of Education's Performance and Development Framework (PDF) was jointly developed by the NSW Teachers' Federation and Department as part of the Terms of Settlement for the Salaries and Conditions Award.

This framework, which was endorsed by both the Primary Principal's Association and the Secondary Principal's Council, outlines agreed processes for observation of classroom teaching and leadership practices, including that such observations may be undertaken by a teacher's supervisor. Under the framework, observation processes are to be negotiated in a collegial, mutually respectful manner, undertaken by an agreed colleague, and documented.

In line with the existing framework, the Executive Principal of Walgett Community College Primary School, was required to ensure any observation and the details of how it would be performed were negotiated and agreed to by all parties prior to being able to observe classroom practices.

- * 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?

Answer—

I am advised on 7 March 2022 an email from Mr Train was sent to the "SecretaryOffice" email account with a cc to a number of recipients including the Deputy Secretary generic email account. This email included an attachment titled "sample scenarios".

A subsequent follow up with the Department's Professional and Ethical Standards Directorate (PES) validated Mr Dizdar's understanding of the context of Mr Train's hypothetical scenarios.

PES confirmed that on 8 June 2021, they engaged in an on-line site visit planning session with Mr Adam Batchelor, Executive Principal Walgett Community College Secondary Campus, Mr Nathaniel Train, Executive Principal, Walgett Community College Primary Campus, Ms Margaret Mulcahy, Director Educational Leadership and Mr Luke Ballard, Director Educational Leadership. In an email sent on 9 June 2021, Mr Train attached the same sample scenarios as being contextual foundation material so that PES could develop material for the primary staff to unpack the key elements relating to the functions of the PES directorate. PES has confirmed that no direct claims, allegations or material evidence in relation to these hypothetical scenarios were provided by Mr Train seeking investigation.

Departmental Executive officers work consistently and proactively to provide every reasonable and practicable assistance to Walgett Community College. This includes on the ground visits, close and regular communication, and strategic support from the school's Director Educational Leadership, as well as targeted assistance from the relevant school support services. In response to the complex history and ongoing challenges at Walgett, senior executives from the Department work assiduously with a whole of government regional steering committee. The committee's primary objective is to improve health social, and economic outcomes with employment opportunities and improved student outcomes as key drivers.

* 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?

Answer—

- (1) Yes, in the Situational Analysis document produced by the then Executive Principal Mr Train.
- (2) Having non-classroom-based teachers/leaders observe and supervise the NAPLAN testing process allows norms and protocols to be upheld. Supervision or 'moderation' is a method undertaken by all public schools across NSW to ensure transparency and rigour with NAPLAN testing.

'Moderators' have been consistently used at Walgett Community College Primary School (WCCPS) as a measure to ensure NAPLAN protocols are followed. In 2021, 'moderation' at WCCPS took the form of an Assistant Principal Curriculum Delivery and the Deputy Principal - Instructional Leader rotating across Stage two and Stage three classrooms to supervise for consistency student completion of the NAPLAN test.

Protocols of the testing may include the organisation of sufficient physical resources, the appropriate adherence to time boundaries, adjustments for students with a disability and the reading of the NAPLAN maths test where the literacy standard of the whole class is a barrier to access.

- (3) In response to Mr Latham's question at Budget Estimates, Mr Dizdar replied that he rejected the premise and that if the Chair could provide any evidence of the Departmental workforce doing the wrong thing then that information would be valued. Mr Dizdar added that this is a practice that will not be tolerated in any public school. Mr Dizdar did so as there have never been an allegation raised with him of NAPLAN cheating at Walgett Community College and he would immediately refer any such allegation to the Professional and Ethical Standards division if he were provided with such a claim and any supporting evidence.

* 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?

Answer—

The NSW Government is committed to ensuring every primary school child in NSW has access to before and after school care.

As at 20 April 2022, there are 755 public primary schools that do not offer After School Care onsite. However, since 2019, there has been a net increase of 165 services on Government school sites, which has created an additional 15,350 places.

As onsite After School Care is not a viable option for every school, parents and carers of students at these schools that require After School Care are provided with available options at nearby after school care services.

* 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?

Answer—

Parents are discouraged from purchasing air purifiers for use in schools because the Department of Education has already installed appropriately specified air purifiers where required.

This action was taken following an audit of ventilation requirements in 2021 with appropriate measures implemented by the department. In addition, air purifiers have been provided to all Principals to deploy at their discretion.

* 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?

Answer—

These records are not held by the department.

* 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?

Answer—

The NSW Government is committed to ensuring every primary school child in NSW has access to before and after school care.

As at 20 April 2022, there are 810 public primary schools that do not offer Before School Care onsite. Since 2019, there has been a net increase of 165 services on Government school sites, which has created an additional 15,350 places.

As onsite Before School Care is not a viable option for every school, parents and carers of students at these schools that require Before School Care are provided with available options at nearby before school care services.

Where a BASC service is not viable, and there is no local service, alternative care solutions are being prioritised for these schools.

* 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?

Answer—

A change to redesignate several streets from the Blacktown South Public School intake area to the Shelley Public School intake area was approved in 2021.

This change appeared on NSW Public School Finder in December 2021 for implementation in 2022. The NSW Public School Finder can be viewed on the Department of Education's website.

* 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?

Answer—

Temporary accommodation of a child care centre within the footprint of the Budawang School site has impacted construction. In order to allow continued operation of the child care centre, construction of the new school will be staged.

Further information regarding these arrangements can be found on the School Infrastructure NSW website at: https://www.schoolinfrastructure.nsw.gov.au/content/dam/infrastructure/projects/budawang-ssp/2022/apr/Budawang_School_relocation_-_Project_update_-_April_2022.pdf.

Progress on the project will be communicated to the school community through regular project updates. Further information is also available via the project page at <https://www.schoolinfrastructure.nsw.gov.au/projects/b/budawang-school-relocation.html>

* 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?

Answer—

The Budawang SSP project has been master planned to allow for the future educational use of the rest 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?

Answer—

While the Budawang SSP project has been masterplanned, future development of the remainder of the Milton site would be subject to a separate development assessment.

* 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)?

Answer—

Following the Department of Education's purchase of the former Shoalhaven Anglican School site on Croobyar Road, Milton, this location was considered the most suitable for the relocated Budawang 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?

Answer—

The Department of Education is aware that Colo High School has been affected by recent weather events and mould has been detected.

The Department has a rigorous system in place which uses independent specialists to manage mould and ensure the safety of school communities.

Professional cleaning is undertaken by contracted cleaners to rectify mould issues in schools as they arise and reported to the Department to ensure mould situations are controlled.

The Department has been working hard to ensure the Colo High School facilities are safe for occupancy so that school operations can return to normal as soon as possible.

* 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?

Answer—

Students in Years 7-10 who live in Pyrmont fall within the intake area for Sydney Secondary College - Balmain campus. While the Sydney Secondary College network is currently able to accommodate student demand in the short to medium term, the future needs of secondary students in the Pyrmont area are being considered as part of the Department of Education's longer-term planning.

* 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?

Answer—

The Department of Education undertakes hazardous material remediation where necessary as part of its capital works projects, planned maintenance, and emergency and urgent repairs.

When the presence of hazardous materials is reported, immediate action is taken by the Department to protect public health, including isolating the area and engaging a licensed contractor to investigate, monitor and remediate the site to SafeWork NSW safety standards.

The Department of Education maintains school Asbestos Registers which contain information about the existence and location of any known or presumed asbestos-containing materials on school sites, based on advice from qualified hygienists.

Asbestos Registers have been publicly available since 2008 and are updated annually.

* 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?

Answer—

The health, safety and wellbeing of students and staff is the Department of Education's top priority.

The Department continues to work with the school Principal and school community of The Rivers Secondary College, Richmond River High Campus, in relation to the flood damage sustained by the school. This includes engaging the relevant professionals to remediate the damage and determine the future scope of works.

The Department will continue to provide regular updates to the Principal and school community, and will provide further information on the proposed scope of works, as appropriate.

* 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?

Answer—

The local School Infrastructure NSW office has inspected the two carparks inside the grounds of Londonderry Public School and has not identified any faults. Both carparks are asphalted, line marked and in good condition. A re-surfacing project was completed in one carpark in 2021.

* 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?

Answer—

Work to address the white ant damage identified at Londonderry Public School has been approved as an Essential Urgent Repair and the local School Infrastructure NSW office has asked the maintenance contractor to proceed as a high priority. The completion date will depend on availability of contractors.

* 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?

Answer—

Yes – see answer to LC QoN 8655.

* 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?

Answer—

Work to address water damage identified at Londonderry Public School has been approved as an Essential Urgent Repair and the local School Infrastructure NSW office has asked the maintenance contractor to proceed as a high priority. The completion date will depend on availability of contractors.

* 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?

Answer—

Four offers were declined.

* 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?

Answer—

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

* 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?

Answer—

All 10.

* 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?

Answer—

The Department of Education has not investigated or considered this change of status.

* 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?

Answer—

The Department of Education has considered several sites for the new public primary school in Westmead and is currently undergoing due diligence and concept design for a preferred site. The preferred site is currently subject to commercial in confidence constraints. A public announcement will be made when a final site for the new school is determined.

* 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?

Answer—

In 2021, Colo High School was not forced to close on any day because of rain related damage to the school.

However, localised flooding, bridge and road closures impacting bus access occurred making the school non-operational for five days (22 to 26 March 2021). At this time, students engaged in online learning.

* 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?

Answer—

- (1)

- (a) \$839,122.

- (b) \$474,680.

* 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?

Answer—

- (1) 18, including the Manager and 1 Support Officer.
 - (a) Predominantly Sydney metropolitan with some staff residing regionally.
- (2)
 - (a) 2021-22 - 135 Metropolitan, 41 Regional, Total 176
 - (b) 2020-21 - 67 Metropolitan, 68 Regional, Total 135
 - (c) 2019-20 - 70 Metropolitan, 38 Regional, Total 108
- (3) Question answered in 2(a), (b) and (c).

* 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?

Answer—

The table below shows how many students were supported in 2020 and 2021 across the categories of disability, and how much Integration Funding Support (IFS) was allocated:

Disability	# of students	2020		2021	
		# of students	IFS Amount pa (\$)	# of students	IFS Amount pa (\$)
Autism	6,261	134,431,157	7,279	156,898,865	
Hearing	189	3,424,361	190	3,729,925	
Intellectual Moderate	805	25,827,992	724	24,098,526	
Intellectual Severe	74	4,790,176	63	4,154,983	
Mental Health	3,503	54,431,912	4,237	66,930,868	
Physical Moderate	1,436	28,048,036	1,471	29,076,911	
Physical Severe	225	11,837,037	223	12,130,651	

Vision	199	3,855,529	183	3,693,132
Total	12,692	266,646,200	14,370	300,713,861

Note: the numbers of students shown based on the disability category for which they are funded. However, students may have more than one disability.

* 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?

Answer—

Funding allocations are routinely published by the Department of Education with information on School Budget Allocation Reports (SBAR) and the Resource Allocation Model (RAM) publicly available on the Department's website and published on the Centre for Education Statistics and Evaluation (CESE) website. School annual reports also provided relevant information.

The RAM includes a low level adjustment for disability loading which is included in the total figure.

* 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?

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- (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?

Answer—

These figures include all students identified as receiving adjustments due to disability in NSW public schools, including students receiving support within Quality Differentiated Teaching Practice.

- (a) The number of students identified as receiving adjustments due to disability in NSW public schools in metropolitan areas was:
- (i) 110,140 in 2019;
 - (ii) 117,538 in 2020;
 - (iii) 126,654 in 2021.
- (b) The number of students identified as receiving adjustments due to disability in NSW public schools in regional areas was:
- (i) 52,072 in 2019;
 - (ii) 53,498 in 2020.
 - (iii) 54,998 in 2021.
- (c) The number of students identified as receiving adjustments due to disability in NSW public schools in rural areas was:
- (i) 1,411 in 2019;
 - (ii) 1,321 in 2020;
 - (iii) 1,372 in 2021.
- (d) Proportion of students identified as receiving adjustments due to disability as a proportion of total school population was
- (i) 18.3% in metropolitan schools, 25.9% in regional schools and 35.6% in remote schools in 2019.
 - (ii) 19.3% in metropolitan schools, 26.9% in regional schools and 33.6% in remote schools in 2020.
 - (iii) 21.0% in metropolitan schools, 28.1% in regional schools and 36.2% in remote schools in 2021
- (e)
- (i) All teachers differentiate their teaching to support student need. The number of students receiving specialist support within Quality Differentiated Teaching Practice was 34,637 in 2019, 36,841 in 2020 and 38,327 in 2021.
 - (ii) The number of students receiving Supplementary adjustments was 84,455 in 2019, 87,703 in 2020 and 94,405 in 2021.

- (iii) The number of students receiving Substantial adjustments was 28,085 in 2019, 30,066 in 2020 and 31,224 in 2021.
- (iv) The number of students receiving Extensive adjustments was 16,446 in 2019, 17,747 in 2020 and 19,068 in 2021.
- (f) As an attachment on the Parliament's website.

13 APRIL 2022

(Paper No. 722)

* 8685 ENVIRONMENT AND HERITAGE—EPA - OIL SPILL AT KURNELL—The Hon. Courtney Houssos to ask the Minister for Aboriginal Affairs, Minister for the Arts, and Minister for Regional Youth representing the Minister for Environment and Heritage—

- (1) What investigations and any action have been taken regarding the spillage of hydrocarbons and/or other contaminated floodwater from Ampol's facility at Kurnell on the evening/early morning of 6/7 April 2022?
- (2) Do residents both on and around Elourea Road near Greenhills face any ongoing health and environmental risks from the spillage of hydrocarbons and/or other contaminated floodwater that occurred at Ampol's facility in Kurnell on the evening/early morning of 6/7 April 2022?
- (3) What steps are being taken to ensure that there is no repeat of the spillage of hydrocarbons and/or other contaminated floodwater that occurred at Ampol's facility in Kurnell on the evening/early morning of 6/7 April 2022?

Answer—

I am advised:

- (1) Ampol, under legal direction from the Environment Protection Authority (EPA), undertook immediate clean-up of the polluted water. Ampol has assessed the extent of the spill and its impact on surrounding land. Ampol is undertaking clean-up of the impacted soils and grass on road verges in several streets in Kurnell near its fuel terminal. Clean-up of the affected areas should be complete by early May 2022.
- (2) No.
- (3) The EPA is investigating the causes of the incident and may take regulatory action if warranted. Ampol has been required to review and upgrade its stormwater management system to guard against any repeat of this incident.

3 MAY 2022

(Paper No. 733)

8756 CORRECTIONS—EQUIPS DOMESTIC ABUSE PROGRAM EVALUATION—The Hon. Tara Moriarty to ask the Minister for Families and Communities, and Minister for Disability Services representing the Minister for Corrections—

- (1) When was the last evaluation undertaken into the EQUIPS Domestic Abuse Program?
- (2) Have there been any changes to the outcomes of the EQUIPS Domestic Abuse Program since the review conducted by BOCSAR in 2018, which found that there was 'no evidence of a treatment effect for those who start DVEQUIPS within 12 months of referral compared with those offenders who were referred but did not start'?
- (3) How is the Government measuring the success of the DVEQUIPS Program?
- (4) Has the Government undertaken an evaluation into the effectiveness of the DVEQUIPS Program's allowance of 20 two-hour sessions (40 hours) for each participant?

8757 METROPOLITAN ROADS—PEDESTRIAN CONDITIONS—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) What actions will the Minister take in response to the numerous requests by residents of Riverside Gardens Retirement Village at North Richmond, to increase the time allotted at the traffic lights for pedestrians to safely cross the Bells Line of Road, Grose Vale Road and Terrace Road?
- (2) Specifically, will the Minister ensure that:
 - (a) The time of the orange arrow for traffic turning into the Bells Line of Road is lengthened?
 - (b) There is a longer interval between the red turn arrow from Grose Vale Road showing and the green left turn arrow from Terrace Road being activated?
 - (c) The amount of time pedestrians are given to cross the intersection is lengthened?
 - (d) A sign saying 'right turn, watch for pedestrians' is erected on the corner of Grose Vale Road?
- (3) As many residents of Riverside Gardens Retirement Village at North Richmond have also expressed concerns about egress by foot and by vehicle from the site onto Beaumont Avenue when visiting Panthers North Richmond, will the Minister ensure that:
 - (a) Speed signage is erected at the exit of Hanna Park, and also Norfolk Place?
 - (b) A traffic island or pedestrian refuge is installed?
 - (c) A pedestrian crossing is put in from Riverside Gardens' driveway to Penrith Panthers Richmond?

8758 REGIONAL TRANSPORT AND ROADS—PEDESTRIAN CONDITIONS—The Hon. Peter Primrose to ask the Minister for Regional Transport and Roads—

- (1) What actions will the Minister take in response to the numerous requests by residents of Riverside Gardens Retirement Village at North Richmond, to increase the time allotted at the traffic lights for pedestrians to safely cross the Bells Line of Road, Grose Vale Road and Terrace Road?
- (2) Specifically, will the Minister ensure that:
 - (a) The time of the orange arrow for traffic turning into the Bells Line of Road is lengthened?
 - (b) There is a longer interval between the red turn arrow from Grose Vale Road showing and the green left turn arrow from Terrace Road being activated?
 - (c) The amount of time pedestrians are given to cross the intersection is lengthened?
 - (d) A sign saying 'right turn, watch for pedestrians' is erected on the corner of Grose Vale Road?
- (3) As many residents of Riverside Gardens Retirement Village at North Richmond have also expressed concerns about egress by foot and by vehicle from the site onto Beaumont Avenue when visiting Panthers North Richmond, will the Minister ensure that:
 - (a) Speed signage is erected at the exit of Hanna Park, and also Norfolk Place?
 - (b) A traffic island or pedestrian refuge is installed?
 - (c) A pedestrian crossing is put in from Riverside Gardens' driveway to Penrith Panthers Richmond?

8759 EDUCATION AND EARLY LEARNING—DALGETY PUBLIC SCHOOL—The Hon. Tara Moriarty to ask the Minister for Education and Early Learning—

- (1) What is the current enrolment at Dalgety Public School?
- (2) Will the school remain open?

8760 EDUCATION AND EARLY LEARNING—JERRABOMBERRA HIGH SCHOOL—The Hon. Tara Moriarty to ask the Minister for Education and Early Learning—

- (1) What is the current designated enrolment area for the proposed Jerrabomberra High School?

8761 EDUCATION AND EARLY LEARNING—JERRABOMBERRA PRIMARY SCHOOL—The Hon. Tara Moriarty to ask the Minister for Education and Early Learning—

- (1) What is the current designated enrolment area for Jerrabomberra Primary School?
- (2) What is the proposed enrolment area for the 2023 school year?

8762 EDUCATION AND EARLY LEARNING—SCHOOL ZONE FOR SOUTH JERRABOMBERRA AND TRALEE—The Hon. Tara Moriarty to ask the Minister for Education and Early Learning—

- (1) What is the current school zone for Tralee (South Jerrabomberra):
 - (a) High School?
 - (b) Primary School?
- (2) What is the proposed school zone for Tralee (South Jerrabomberra):
 - (a) High School?
 - (b) Primary School?

8763 EMERGENCY SERVICES AND RESILIENCE—DISASTER RELIEF GRANT FOR INDIVIDUALS—The Hon. Rod Roberts to ask the Minister for Regional Transport and Roads representing the Minister for Emergency Services and Resilience, and Minister for Flood Recovery—

- (1) As of 30 April 2022 under the ‘Disaster Relief Grant for Individuals’ fund:
 - (a) How many applications have been received for the:
 - (i) Essential household contents grants?
 - (ii) Structural grants?
 - (b) How many of the applications have been paid for the:
 - (i) Essential household contents grants?
 - (ii) Structural grants?
 - (c) What is the total amount of money paid out for the:
 - (i) Essential household contents grants?
 - (ii) Structural grants?
 - (d) How many applications are outstanding for the:
 - (i) Essential household contents grants?
 - (ii) Structural grants?

David Blunt
Clerk of the Parliament