



LEGISLATIVE COUNCIL

**QUESTIONS  
AND  
ANSWERS**

No. 295

TUESDAY 14 JULY 2020

(The Questions and Answers Paper published every Tuesday of each week will contain, by number and title, all unanswered questions, together with questions to which answers have been received on the previous sitting and any new questions. On subsequent days, new questions are printed, as are questions to which answers were received the previous day. Consequently the full text of any question will be printed only twice: when notice is given; and, when answered.)

Notice given on date shown

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<b>Publication of Questions</b>	<b>Answer to be lodged by</b>
Q & A No. 280 (Including Question Nos 1578 to 1583)	14 July 2020
Q & A No. 281 (Including Question Nos 1584 to 1590)	15 July 2020
Q & A No. 282 (Including Question Nos 1591 to 1593)	16 July 2020
Q & A No. 283 (Including Question Nos 1594 to 1604)	17 July 2020
Q & A No. 284 (Including Question Nos 1605 to 1621)	20 July 2020
Q & A No. 285 (Including Question Nos 1622 to 1624)	21 July 2020
Q & A No. 286 (Including Question Nos 1625 to 1629)	22 July 2020
Q & A No. 287 (Including Question Nos 1630 to 1633)	23 July 2020
Q & A No. 288 (Including Question Nos 1634 to 1636)	24 July 2020
Q & A No. 289 (Including Question Nos 1637 to 1647)	27 July 2020
Q & A No. 290 (Including Question Nos 1648 to 1649)	28 July 2020
Q & A No. 291 (Including Question Nos 1650 to 1661)	29 July 2020
Q & A No. 292 (Including Question Nos 1662 to 1666)	30 July 2020
Q & A No. 293 (Including Question Nos 1667 to 1681)	31 July 2020
Q & A No. 294 (Including Question Nos 1682 to 1688)	03 August 2020
Q & A No. 295 (Including Question Nos 1689 to 1691)	04 August 2020

**23 JUNE 2020**

(Paper No. 280)

\*1578 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL COUNSELLING—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) At how many New South Wales public schools was telephone counselling offered during the remote learning period?
- (2) At how many New South Wales public schools was online counselling offered during the remote learning period?

Answer—

- (1) Telephone counselling was offered at all NSW public schools during the learning from home period, which began in March 2020.
- (2) In April 2020, the Department of Education procured a short-term contract for a dedicated telepsychology videoconferencing platform. All school counselling staff had access to this platform and were able to offer online counselling as well as telephone counselling from the beginning of Term 2, 2020.

\*1579 EDUCATION AND EARLY CHILDHOOD LEARNING—ENROLLMENT FIGURES—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) As at 23 June 2020, how many students are enrolled at New South Wales public schools?

Answer—

As at 23 June 2020, there were 816,902 enrolled students in NSW public schools.

\*1580 EDUCATION AND EARLY CHILDHOOD LEARNING—COMMITTEE—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) What is the name of the committee that the Minister referenced in her evidence to the Public Accountability Committee (p.16) of "people from the independent, Catholic and government schools sector, and our teachers"?
  - (a) Has it met yet?
  - (b) How often does it plan to meet?
  - (c) Do they have a scheduled date to issue a formal report to the Minister?

Answer—

A cross cluster advisory panel and call for submissions to inform a Key Learnings review were invited on 15 June 2020. This review aims to reflect on the experience of rapidly responding to the COVID-19 pandemic and to identify learnings.

The Department of Education's review committee is outlined in a table in the possession of the Legislative Council Procedure Office and is available upon request.

The cross cluster advisory panel is described in a table which is held in the possession of the Legislative Council Procedure Office and is available upon request.

The review team will liaise with the cross cluster advisory panel to facilitate their input into the review, which will include the opportunity to:

- Make a submission
- Review the draft report
- Provide formal response to accompany the report to the Minister.

The terms of reference focuses particular attention to the three key objectives of the COVID-19 response:

1. Keeping schools clean and safe
2. Continuity of education
3. Equitable access.

In relation to each of the focus areas, the review seeks to identify:

- What worked well in the response to COVID-19?
- What did we learn through the response (both innovations and gaps)?
- How can we leverage any of those learnings as we move back into the "new normal" of living with COVID-19?

This review is intended to be an initial review to identify immediate lessons that can be applied to areas of future strategic development. This is not an implementation review, as the response is still ongoing.

The review will result in a report, identifying key learnings and opportunities, to be provided to the Government by 1 August 2020. Existing departmental staff are coordinating and drafting the review and therefore all costs associated with the review will be met by the Department.

In addition, calls for submissions from teachers across the education sector was launched on 15 June 2020. The Department is looking to capture a number of case studies of innovative practice that can be shared.

Specifically, compelling examples of:

- new teaching practices which significantly improved learning outcomes for students.
- student-led initiatives which had great learning outcomes.
- initiatives to support equitable access to high-quality education throughout COVID-19.
- students who thrived in the different learning environments, and how that's been maintained with the return to face to face learning.
- partnerships between families and schools that supported improved learning outcomes for students.

Submissions are open to teachers from both government and non-government schools, and the learnings will be shared and distributed through the Key Learnings review cross cluster advisory panel.

\*1581 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOLS REPLACING FAMILIES FOR VALUES AND CHARACTER DEVELOPMENT—Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) In the Masters Curriculum Review adopted by the Government, what evidence is there to support the assertion at page 4 of the final report that families are no longer the leading institution for "inculcating values and developing character" in children, and schools now need "to give priority to students' social and emotional development and often to their physical and mental safety, health and wellbeing"?

Answer—

The full quote on page 4 of the NSW Curriculum Review, reads 'With the decline of other institutions - sometimes including families - that once played a lead role in inculcating values and developing character, schools have found it increasingly necessary to give priority to students' social and emotional development, and often to their physical and mental safety, health and wellbeing.'

The NSW Curriculum Review was prepared independently by Professor Geoff Masters for the government. It is based on the professional expertise and research of the author.

\*1582 EDUCATION AND EARLY CHILDHOOD LEARNING—MASTERS CURRICULUM REVIEW – DISABILITY STATISTICS—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) Is the statement in the Masters Curriculum Review that "Students with disability make up approximately 20 per cent of the NSW school student population" accurate?

(a) If so, what disability categories apply in breaking down this gross number?

Answer—

This data is collected and reported by the Australian Curriculum and Reporting Authority (ACARA). Data collected in 2019 as part of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) reports that 19.5% of all NSW students receive an educational adjustment due to disability. The following disability categories are recorded: physical; cognitive; sensory; social-emotional.

\*1583 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL COURSE OPTIONS IN PUPPETRY, LEATHER AND WEARABLE ART—Mr Latham asked the Minister for Education and Early Childhood Learning—

(1) In the current school year, how many New South Wales high schools provide elective course options in:

(a) Puppetry?

(b) Leather and wearable art?

Answer—

(1) In 2020, the number of New South Wales high schools which are endorsed to offer elective course options in Puppetry, Leather and Wearable Art are:

(a) Puppetry - 1 school

(b) Leather - 1 school

(c) Wearable art - 1 school

Of these schools, 1 is currently providing Leather as an elective option. All three courses are School Developed Board Endorsed Courses (SDBEC). There are 255 SDBECs. Some of these courses are offered at Stage 5 and Stage 6, for 1 unit (100 hours) or 2 units (200 hours).

Enrolment numbers in different SDBECs fluctuates considerably year on year. In responding to the NSW Curriculum Review, the NSW Government has decided that many SDBECs divert valuable teaching time away from core learning areas.

Consequently, the government has committed to reducing the number of SDBECs by 20% by 2021.

**24 JUNE 2020**

(Paper No. 281)

1584 EDUCATION AND EARLY CHILDHOOD LEARNING—MASTERS CURRICULUM REVIEW—Mr Latham to ask the Minister for Education and Early Childhood Learning—

1585 EDUCATION AND EARLY CHILDHOOD LEARNING—PRE-FABRICATED SCHOOLS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

1586 BETTER REGULATION AND INNOVATION—SILICOSIS—Mr Mookhey to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Better Regulation and Innovation—

- 1587 TREASURER—SILICOSIS—Mr Mookhey to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1588 BETTER REGULATION AND INNOVATION—FAIR TRADING ACT FINES AND NOTICES—Mr Primrose to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Better Regulation and Innovation—
- 1589 BETTER REGULATION AND INNOVATION—FAIR TRADING ACT FINES AND NOTICES—Mr Primrose to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Better Regulation and Innovation—
- 1590 EDUCATION AND EARLY CHILDHOOD LEARNING—ROLE AND PURPOSE OF ENGLISH TEXTUAL CONCEPTS—Mr Latham to ask the Minister for Education and Early Childhood Learning—

**25 JUNE 2020**

(Paper No. 282)

- 1591 POLICE AND EMERGENCY SERVICES—POLICE COVID MEASURES—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1592 AGRICULTURE AND WESTERN NEW SOUTH WALES—HOWLEY PARK EAST AND GLADESVILLE BRIDGE MARINA—Mr Shoebridge to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Agriculture and Western New South Wales—
- 1593 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL CONSTRUCTION IN SOUTH-WEST SYDNEY—Mr Latham to ask the Minister for Education and Early Childhood Learning—

**26 JUNE 2020**

(Paper No. 283)

- 1594 EDUCATION AND EARLY CHILDHOOD LEARNING—ACTIVE LOBBYING GROUPS AS NESA PROVIDERS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1596 ATTORNEY GENERAL—BOND UNIVERSITY AND ANTI-DISCRIMINATION NSW—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—
- 1597 PLANNING AND PUBLIC SPACES—CONSERVING DEPARTMENTAL FUNDS DURING RECESSION—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- 1598 ATTORNEY GENERAL—ANTI-DISCRIMINATION NSW—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—
- 1599 ATTORNEY GENERAL—ANTI-DISCRIMINATION NSW—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—

\*1600 CUSTOMER SERVICE—WORKING WITH CHILDREN CHECKS—Mr Latham asked the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Customer Service—

(1) Are all the New South Wales services providing activities for children under the Active Kids program subject to Working With Children checks?

(a) What are the details?

Answer—

This question is a matter for the Minister for Sport.

1601 SKILLS AND TERTIARY EDUCATION—WORKING WITH CHILDREN CHECKS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Skills and Tertiary Education—

1602 ENERGY AND ENVIRONMENT—LOGGING APPROVALS FOLLOWING PRIORITY PLANT AND ANIMAL LISTINGS—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—

1603 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—FIREWOOD YIELDS IN EDEN AND SOUTHERN RFA—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—

1604 POLICE AND EMERGENCY SERVICES—MENTAL HEALTH—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

**29 JUNE 2020**

(Paper No. 284)

1605 SPORT, MULTICULTURALISM, SENIORS AND VETERANS—WORKING WITH CHILDREN CHECKS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Sport, Multiculturalism, Seniors and Veterans—

1606 BETTER REGULATION AND INNOVATION—RETIREMENT VILLAGE—Mr Veitch to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Better Regulation and Innovation—

1607 EDUCATION AND EARLY CHILDHOOD LEARNING—ENROLMENT CAPS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

1608 EDUCATION AND EARLY CHILDHOOD LEARNING—SUPPORT FOR FOSTER CHILDREN IN NSW EDUCATION SYSTEM—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

1610 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL CAMPS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

1611 EDUCATION AND EARLY CHILDHOOD LEARNING—NON-ESSENTIAL ADULTS ON NSW SCHOOL GROUNDS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

- 1612 EDUCATION AND EARLY CHILDHOOD LEARNING—MT DRUITT TUTORIAL CENTRE—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1613 EDUCATION AND EARLY CHILDHOOD LEARNING—NESA OVERSIGHT OF TEACHER PROFESSIONAL DEVELOPMENT—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1614 EDUCATION AND EARLY CHILDHOOD LEARNING—KINGSWOOD HIGH SCHOOL—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1615 EDUCATION AND EARLY CHILDHOOD LEARNING—DEMOUNTABLES AND STUDENT CAPACITY—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1616 EDUCATION AND EARLY CHILDHOOD LEARNING—HSC SUBJECT ENROLMENT—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1617 EDUCATION AND EARLY CHILDHOOD LEARNING—ASSAULTS IN SCHOOLS—Mr D'Adam to ask the Minister for Education and Early Childhood Learning—
- 1618 EDUCATION AND EARLY CHILDHOOD LEARNING—PERSONAL LEARNING AND SUPPORT PLANS—Mr D'Adam to ask the Minister for Education and Early Childhood Learning—
- 1619 TRANSPORT AND ROADS—HILLSBOROUGH ROAD—Mr D'Adam to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—
- 1620 EDUCATION AND EARLY CHILDHOOD LEARNING—PRINCIPAL APPOINTMENT METHOD—Mr D'Adam to ask the Minister for Education and Early Childhood Learning—
- 1621 COUNTER TERRORISM AND CORRECTIONS—COVID-19 MINISTERIAL PAROLE DECISIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

**30 JUNE 2020**

(Paper No. 285)

- 1622 PLANNING AND PUBLIC SPACES—WILLOUGHBY COUNCIL—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- 1623 ENERGY AND ENVIRONMENT—GOVERNMENT PURCHASE OF NARRIARRA STATION—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Energy and Environment—
- 1624 POLICE AND EMERGENCY SERVICES—REGIONAL SMALL POLICE STATION PROGRAM—Mr Buttigieg to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

**1 JULY 2020**

(Paper No. 286)



- 1625 MENTAL HEALTH, REGIONAL YOUTH AND WOMEN—REGIONAL YOUTH TASKFORCE—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women—
- 1626 SKILLS AND TERTIARY EDUCATION—INTERNATIONAL STUDENTS—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Minister for Skills and Tertiary Education—
- 1627 LOCAL GOVERNMENT—SNOWEY VALLEYS—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Minister for Local Government—
- 1628 EDUCATION AND EARLY CHILDHOOD LEARNING—HYGIENE SUPPLIES—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1629 EDUCATION AND EARLY CHILDHOOD LEARNING—ASBESTOS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

**2 JULY 2020**

(Paper No. 287)

- 1630 POLICE AND EMERGENCY SERVICES—POLICE CONDUCT—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1631 LOCAL GOVERNMENT—ARMIDALE REGIONAL COUNCIL COMPLAINTS—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Minister for Local Government—
- 1632 HEALTH AND MEDICAL RESEARCH—TWEED HOSPITAL CAR PARKING—Mr Primrose to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Health and Medical Research—
- 1633 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—REASONS FOR DCJ CASE CLOSURE—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—

**3 JULY 2020**

(Paper No. 288)

- 1634 TRANSPORT AND ROADS—DELIVERY OF ON-DEMAND COMMUTER BUS SERVICES—Ms Boyd to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—
- 1635 TRANSPORT AND ROADS—16 REGIONAL CITIES PROGRAM—Ms Boyd to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—
- 1636 TRANSPORT AND ROADS—CANTEBURY BOWLING AND COMMUNITY CLUB—Ms Boyd to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

**6 JULY 2020**

(Paper No. 289)

- 1637 COUNTER TERRORISM AND CORRECTIONS—COVID TESTS—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—
- 1638 COUNTER TERRORISM AND CORRECTIONS—AUDIO VISUAL AND VISITS—Mr Shoebridge to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—
- 1639 EDUCATION AND EARLY CHILDHOOD LEARNING—CURRICULUM DEVELOPMENT—Mr D'Adam to ask the Minister for Education and Early Childhood Learning—
- 1640 COUNTER TERRORISM AND CORRECTIONS—COVID-19 MINISTERIAL PAROLE DECISIONS—Mr Latham to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—
- 1641 EDUCATION AND EARLY CHILDHOOD LEARNING—UNSPENT FUNDS IN NSW GOVERNMENT SCHOOL BANK ACCOUNTS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1642 EDUCATION AND EARLY CHILDHOOD LEARNING—PAT TESTING FOR COVID19 HOME SCHOOLING PERIOD—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1643 TREASURER—ICARE - THE BRIDGE INTERNATIONAL—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1644 TREASURER—ICARE - PERCEPTIVE—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1645 TREASURER—IVE GROUP—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1646 TREASURER—GAVIN PEARCE—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1647 TREASURER—CAP GEMINI—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—

**7 JULY 2020**

(Paper No. 290)

- 1648 TREASURER—ICARE—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1649 EDUCATION AND EARLY CHILDHOOD LEARNING—COMPLETE LIST OF TRAINING PROGRAMS ON MYPL—Mr Latham to ask the Minister for Education and Early Childhood Learning—

**8 JULY 2020**

(Paper No. 291)

- 1650 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—DISASTER ASSISTANCE GUIDELINES—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1651 EDUCATION AND EARLY CHILDHOOD LEARNING—PRINCIPAL PERFORMANCE—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1652 EDUCATION AND EARLY CHILDHOOD LEARNING—LANGUAGES—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1653 EDUCATION AND EARLY CHILDHOOD LEARNING—BILINGUAL SCHOOLS—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1654 EDUCATION AND EARLY CHILDHOOD LEARNING—COOLER CLASSROOMS PROGRAM—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1655 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL INFRASTRUCTURE NSW—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1656 FAMILIES, COMMUNITIES AND DISABILITY SERVICES—TENANT EXPERIENCE DASHBOARD—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Minister for Families, Communities and Disability Services—
- 1657 WATER, PROPERTY AND HOUSING—RESPONSIVE MATRIX STATE-WIDE—Ms Sharpe to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1658 WATER, PROPERTY AND HOUSING—RESPONSIVE MATRIX HUNTER—Ms Sharpe to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1659 POLICE AND EMERGENCY SERVICES—OFFICERS EXPERIENCE WITH DFV—Ms Sharpe to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1660 ATTORNEY GENERAL—LOCAL MAGISTRATES WITH DFV SPECIALTY—Ms Sharpe to ask the Minister for Education and Early Childhood Learning representing the Attorney General, and Minister for the Prevention of Domestic Violence—
- 1661 POLICE AND EMERGENCY SERVICES—EMBEDDING DFC TRAINING FOR LOCAL POLICE—Ms Sharpe to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

**9 JULY 2020**

(Paper No. 292)

- 1662 SKILLS AND TERTIARY EDUCATION—COUNTRY UNIVERSITIES YOUNG—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Minister for Skills and Tertiary Education—
- 1663 EDUCATION AND EARLY CHILDHOOD LEARNING—‘WHAT WORKS BEST’ CESE DOCUMENT—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1664 EDUCATION AND EARLY CHILDHOOD LEARNING—DEPARTMENT ACTIONS TO IMPROVE POORLY PERFORMING TEACHERS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1665 EDUCATION AND EARLY CHILDHOOD LEARNING—NSW CURRICULUM REVIEW FINAL REPORT - PRINCIPAL PERFORMANCE—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1666 POLICE AND EMERGENCY SERVICES—POLICE CALL-OUTS FOR DOMESTIC VIOLENCE—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—

**10 JULY 2020**

(Paper No. 293)

- 1667 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—TECHVOUCHERS PROGRAM—Mr Veitch to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- 1668 PLANNING AND PUBLIC SPACES—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- 1669 HEALTH AND MEDICAL RESEARCH—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Health and Medical Research—
- 1670 EDUCATION AND EARLY CHILDHOOD LEARNING—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1671 TREASURER—COST OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS - 1—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Treasurer—
- 1672 PREMIER—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Premier—
- 1673 TRANSPORT AND ROADS—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Transport and Roads—

- 1674 JOBS, INVESTMENT, TOURISM AND WESTERN SYDNEY—COSTS OF IMPLEMENTING CONSTRUCTION INDUSTRY CULTURAL STANDARDS—Mr Latham to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Jobs, Investment, Tourism and Western Sydney—
- 1676 EDUCATION AND EARLY CHILDHOOD LEARNING—IPHONES—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1677 EDUCATION AND EARLY CHILDHOOD LEARNING—COST OF DEVICES—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—
- 1679 WATER, PROPERTY AND HOUSING—HAMILTON SOUTH COMMUNITY HALL—Mr Primrose to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1680 WATER, PROPERTY AND HOUSING—NATIONAL RESOURCES COMMISSION AND BARWON-DARLING WATER SHARING PLAN—Mr Primrose to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- 1681 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL PLANNING—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

**13 JULY 2020**

(Paper No. 294)

- 1682 POLICE AND EMERGENCY SERVICES—OPERATION TABARCA—Mr Shoebridge to ask the Minister for Finance and Small Business, Vice-President of the Executive Council representing the Minister for Police and Emergency Services—
- 1683 EDUCATION AND EARLY CHILDHOOD LEARNING—NESA STAFF WORKING ON CURRICULUM DEVELOPMENT—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1684 PREMIER—DAMAGING EFFECTS OF ROLLING LOCKDOWNS ON NSW ECONOMY—Mr Latham to ask the Leader of the Government in the Legislative Council, Special Minister of State, Minister for the Public Service and Employee Relations, Aboriginal Affairs and the Arts, Vice-President of the Executive Council representing the Premier—
- 1685 EDUCATION AND EARLY CHILDHOOD LEARNING—INTRODUCTION OF PROGRESSION POINTS AND UNTIMED SYLLABUSES—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1686 EDUCATION AND EARLY CHILDHOOD LEARNING—FOCUS GROUPS USED FOR MASTERS NSW CURRICULUM REVIEW—Mr Latham to ask the Minister for Education and Early Childhood Learning—
- 1687 EDUCATION AND EARLY CHILDHOOD LEARNING—IMPLEMENTATION OF MASTERS NSW CURRICULUM REVIEW—Mr Latham to ask the Minister for Education and Early Childhood Learning—

- 1688 PLANNING AND PUBLIC SPACES—PENINSULA PARK WENTWORTH POINT—Mr D'Adam to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—

**14 JULY 2020**

(Paper No. 295)

- 1689 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL PLANNING—Mrs Houssos to ask the Minister for Education and Early Childhood Learning—

- (1) What are the current projections for how many new public primary and secondary schools will be built between now and 2031?
  - (a) What is the total projected capacity?
- (2) The Education Department agreed to the Auditor General's 2017 recommendation to publish detailed information on the status of assets, current and projected school enrolments and planned school projects, where is each part of that information?

- 1690 COUNTER TERRORISM AND CORRECTIONS—PROFESSIONAL AND FAMILY VISITS FOR PRISONERS—Ms Jackson to ask the Minister for Education and Early Childhood Learning representing the Minister for Counter Terrorism and Corrections—

Can the Minister provide the time-frame and details for the return of professional and family visits for prisoners in New South Wales?

- 1691 PLANNING AND PUBLIC SPACES—HOWLEY PARK EAST AND GLADESVILLE BRIDGE MARINA—Mr Shoebridge to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—

- (1) What public consultation was undertaken before a licence was granted in 2018 to Gladesville Bridge Marina to use public land in East Howley Park as driveway access, parking and waste facility ("the Land")?
- (2) What consideration was given to returning the public foreshore land to public access at the time the licence was granted in 2018?
- (3) How much is the Government receiving in return for the licence for the Land?
  - (a) What is this return based on?
- (4) When was a licence or lease first granted in respect of the Land to Gladesville Bridge marina in respect of the Land?
- (5) How much did the Government receive for a licence or lease when it was first granted in respect of the Land (this occurred many years before 2018)?
- (6) Is there a plan of management for the Land?
- (7) Is the current development on the Land approved development for the purposes of the Environmental Planning and Assessment Act 1979?
  - (a) Was it approved by the Government?
- (8) Is the licence or lease consistent with the plan of management for the Land?
- (9) Who made the decision to grant and or extend the licence to the Marina in respect of the Land?

David Blunt  
Clerk of the Parliaments

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Authorised by the Parliament of New South Wales