



LEGISLATIVE COUNCIL

**QUESTIONS  
AND  
ANSWERS**

No. 342

THURSDAY 17 SEPTEMBER 2020

(The Questions and Answers Paper published on 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. 327 (Including Question Nos 1941 to 1951)	17 September 2020
Q & A No. 328 (Including Question Nos 1952 to 1987)	18 September 2020
Q & A No. 329 (Including Question Nos 1988 to 2000)	21 September 2020
Q & A No. 330 (Including Question Nos 2001 to 2012)	22 September 2020
Q & A No. 331 (Including Question Nos 2013 to 2065)	23 September 2020
Q & A No. 332 (Including Question Nos 2066 to 2072)	24 September 2020
Q & A No. 333 (Including Question Nos 2073 to 2094)	25 September 2020
Q & A No. 334 (Including Question Nos 2095 to 2098)	28 September 2020
Q & A No. 335 (Including Question Nos 2099 to 2112)	29 September 2020
Q & A No. 336 (Including Question Nos 2113 to 2114)	30 September 2020
Q & A No. 337 (Including Question Nos 2115 to 2138)	01 October 2020
Q & A No. 338 (Including Question Nos 2139 to 2154)	02 October 2020
Q & A No. 339 (Including Question Nos 2155 to 2186)	05 October 2020
Q & A No. 340 (Including Question Nos 2187 to 2187)	06 October 2020
Q & A No. 341 (Including Question Nos 2188 to 2192)	07 October 2020
Q & A No. 342 (Including Question Nos 2193 to 2201)	08 October 2020

**27 AUGUST 2020**

(Paper No. 327)

\*1941 EDUCATION AND EARLY CHILDHOOD LEARNING—MINUS18 INVOLVEMENT WITH SCHOOLS—Mr Latham asked the Minister for Education and Early Childhood Learning—

- (1) On their website, Minus18 state they have delivered workshops in schools for over nine years, to over 10,000 students and teachers around Australia:
- (a) Can the Minister confirm if any New South Wales schools have had involvement with Minus18, including workshops, professional development courses, presentations, guest speakers or usage of material?
- (i) If so, how many schools?
- (ii) If so, what are the names of the schools?
- (iii) If so, how much has been spent in the last three years?

Answer—

Individual schools and principals are best placed to make decisions about ways to support the diversity of their populations, in consultation with the school community and relevant Department policies and procedures. As such, the Department of Education does not collect this data centrally.

\*1942 ENERGY AND ENVIRONMENT—GUULA NGURRA—Mrs Houssos asked 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 Minister for Energy and Environment—

- (1) Prior to the gazettal of the Guula Ngurra 'koala country' National Park, how many koalas were:
- (a) Known to inhabit the area?
- (b) Estimated to inhabit the area?

Answer—

I am advised that:

- (1)
- (a) The NSW Bionet includes 22 records of koalas in the area now gazetted as Guula Ngurra National Park.
- (b) A detailed assessment of the area has been conducted and approximately 50 per cent of the property contains high quality koala habitat. The new reserve also provides an important habitat connection between the Blue Mountains National Park and Morton National Park koala populations. The park sits within the 'Southern Highlands Link', which supports an estimated koala population of 1000 individuals. Koala density in the area is estimated to be one koala per 100 - 150 hectares. The area of Guula Ngurra National Park is 3357 hectares.

\*1944 ENERGY AND ENVIRONMENT—GUULA NGURRA—Mrs Houssos asked 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 Minister for Energy and Environment—

- (1) Has the Government funded any additional permanent staff within the National Parks and Wildlife Service to manage or maintain the Guula Ngurra National Park?
- (a) If so, how many full-time equivalent (FTE) permanent staff?
- (i) In what roles have those staff been employed?

Answer—

I am advised that:

- (1) Yes.
- (a) One ongoing full-time equivalent (FTE) and one temporary FTE for up to three years to support park establishment.

(i) Assistant Project Officer and a Field Officer.

\*1945 EDUCATION AND EARLY CHILDHOOD LEARNING—SCHOOL ASSET MANAGEMENT PLAN—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Can the Minister outline the reason why the enrolment capacity of Public Schools order for papers returned nil documents?
- (2) Can the Minister outline the reason why the Department of Agency Assets order for papers returned nil documents?
- (3) When was the most recent version of the School Assets Strategic Plan Published?
  - (a) What is this document now known as?

Answer—

- (1) A nil return was provided following a search of the Department of Education's records which found there were no existing documents that fit the scope of the request.
- (2) The Strategic Asset Management Plan and Asset Management Plan requested are NSW Treasury requirements from 1 November 2020. Preliminary drafts are in preparation.
- (3) The School Asset Strategic Plan Update was considered by Cabinet in May 2020. The document is Cabinet-in-Confidence and is not publicly available.

\*1946 EDUCATION AND EARLY CHILDHOOD LEARNING—REMOTE LEARNING ELECTRONIC DEVICES—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Was there a formal application process for accessing the additional devices purchased by the Department during remote learning?
- (2) How many New South Wales Public Schools applied for electronic devices to send home with their students during the remote learning period?
- (3) Can the Minister outline the application process New South Wales Public Schools needed to fulfil before the School was given the electronic devices from the Department?
- (4) Can the Minister outline any other process New South Wales Public Schools needed to follow before receiving the devices from the Department of Education?
- (5) What criteria did New South Wales Public Schools need to meet in order to receive electronic devices from the Department of Education?
- (6) How did the department of Education measure the need of one School over the need of another School?
- (7) What guidelines did the department of Education issue to New South Wales Public Schools when deciding which students were in the greatest need?
- (8) Were any guidelines provided to Schools on how many electronic devices could be provided to students from the same family?

Answer—

Learning from home has taken many forms including on line learning, and offline learning (such as providing students with printed learning packs and resources).

Schools planned their learning from home packages based on what access students had to devices and internet. Some schools provided completely offline packages while others used a mixed approach.

Schools were asked to work with their school community to identify and determine the needs of their students to best enable access to appropriate equipment, and support remote learning from home, utilising their own school devices and/or requesting additional support from a centralised pool of devices.

Many students have their own devices, and schools across the State have devices on hand to loan out to those who do not have access to their own.

\*1947 EDUCATION AND EARLY CHILDHOOD LEARNING—SECOND WAVE—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Has the Minister's department begun preparations to improve remote learning, such as obtaining additional laptops or other devices, if there is a second COVID wave in New South Wales?
- (2) Does the Minister have plans to purchase any additional laptops, or other devices, in the event of a second wave causing a lockdown?

Answer—

The Department of Education maintains the capacity to meet further demand if necessary. A combination of the items have already been provided to schools and stock still held centrally will be distributed as required.

\*1948 EDUCATION AND EARLY CHILDHOOD LEARNING—CATCH UP—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Now that assessments have been made and reports have been provided to parents about students' progress during remote learning, what information is being centrally collated by the Department about students' progress?
- (2) What plans does the Minister have in place to "catch up" students who fell behind during remote learning?

Answer—

- (1) Schools provided feedback to parents on individual student's progress and achievement of the learning provided both at school and at home with guidance to move learning forward. Information from the Check in assessments, an optional online reading and numeracy assessment for students in Years 3, 5 and 9, is available to schools in the Department of Education's assessment and information tools, including Scout and PLAN2. This information will help teachers identify areas of student progress that need additional focus. It will also assist the Department in the development of targeted professional learning and support for schools.
- (2) Following the return to face to face learning on 25 May 2020, the Department has been supporting teachers to assess the effects of the disruption on student learning, to identify learning gaps and adjust the curriculum and support accordingly to support students who have fallen behind during remote learning. The Department is continuing to support schools through the provision of resources, advice and professional learning which enable teachers to meet individual student learning needs.

\*1949 EDUCATION AND EARLY CHILDHOOD LEARNING—CHECK IN ASSESSMENT—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) How many New South Wales schools did not meet the technical requirements for the "Check in Assessment" for Years Three, Five and Nine?
- (2) How many New South Wales Public Schools opted in to the "Check in Assessment" for:
  - (a) Year Three?
  - (b) Year Five?
  - (c) Year Nine
- (3) Which New South Wales Public Schools opted in to the "Check in Assessment" for:
  - (a) Year Three?
  - (b) Year Five?
  - (c) Year Nine
- (4) How many New South Wales Public Schools were automatically included in the Year Three "Check in Assessment" because they had already opted into the Year Five "Check in Assessment"?
- (5) Were any extra devices provided to New South Wales Public Schools to participate in the "Check in Assessment" for Year Three, Five and Nine?
- (6) How many New South Wales Public or High School students who receive integrated funding support participated in the "Check in Assessment"?
- (7) How many New South Wales Public or High School students who receive integrated funding support

participated in the "Check in Assessment"?

- (8) Does the Department have any plans to access the knowledge of students who receive extra learning support following the remote learning period?

Answer—

- (1) The Department of Education is not aware of any school being unable to meet the technical requirements of the Check-in assessments for Years 3, 5 and 9.
- (2)
- (a) Year 3 = 1,448 primary schools, 58 Central/community schools and 15 Schools for Specific Purposes with Year 3 enrolments. Total of 1,521 schools.
  - (b) Year 5 = 1,423 primary schools, 58 Central/community schools and 15 Schools for Specific Purposes with Year 5 enrolments. Total of 1,496 schools
  - (c) Year 9 = 287 secondary schools, 58 Central/community schools and 15 Schools for Specific Purposes with Year 9 enrolments. Total of 360 schools
- (3) The list of schools is not available publicly, to prevent participating schools being ranked as a result of the Check in assessments, in possible breach of s1 BA of the Education Act. The Check in assessment is an optional online assessment tool that schools may choose to use to supplement existing practices to identify how students are progressing in literacy and numeracy. It was a school-based decision to opt in to the assessments as they are intended to support internal decision making about priorities for learning and teaching targeted to student needs.
- (4) A total of 1,496 schools with Year 3 enrolments were automatically included for the Year 3 Check-in assessment because they had opted in for Year 5. Participation is a school decision. Schools were automatically included to save them administration time. Schools still have the flexibility to make decisions about student participation.
- (5) No additional devices were provided to schools participating in the Check in assessment for Years 3, 5 and 9, and none were requested.
- (6) 1,613 NSW schools participating in the Check in assessment have students who receive integrated funding support.
- (7) Refer to 6.
- (8) The Check in assessments can supplement existing school practices to identify how students are performing in reading and numeracy, and help teachers tailor their teaching more specifically to meet individual student needs.

\*1950 EDUCATION AND EARLY CHILDHOOD LEARNING—THERMOMETER TESTING IN SCHOOLS—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) Given the ongoing cases of COVID-19, will the Minister now institute temperature testing for students in New South Wales public schools?
- (2) What is the Department of Education doing to protect students' data provided to third party platforms during remote learning?

Answer—

- (1) NSW public schools are safe and clean. There are comprehensive infection control procedures in place and schools will continue to implement hygiene effective measures to prevent the spread of COVID-19. The Australian Health Protection Principal Committee guidelines do not recommend temperature screening of students, staff or visitors to school sites. Advice published by NSW Health on 14 August 2020, in response to the recent cases of COVID-19 in school communities did not include or recommend temperature screening in schools. Temperature monitors are available in schools to support first aid responses or emergency care to students who present as unwell with reported symptoms of illness, including fever. Any student displaying symptoms is excluded from school activities and arrangements made for parents or care givers to collect the student from school. Students are required to return a negative COVID-19 test result prior to returning to school.
- (2) The Department of Education provides a safe technology environment on its network and teaches students how to use technology through good digital citizenship practices. Protection of student privacy through technical and commercial means has been an integral component of online learning

since its introduction in the Department. As the protection mechanisms scale with demand, their fundamentals did not change during the learning from home period.

\*1951 EDUCATION AND EARLY CHILDHOOD LEARNING—HSC STUDENTS—Mrs Houssos asked the Minister for Education and Early Childhood Learning—

- (1) What contingency plans has the Department put in place for Higher School Certificate (HSC) exams?
  - (a) Will those plans be shared with students and their families before HSC exams commence?
- (2) What allowances are being made to HSC students who test positive or are awaiting test results to COVID-19 before or on the day of their exam, given that the New South Wales Education Standards Authority (NESA) requests medical evidence generally on the day of the exam for any misadventure or illness application?

Answer—

- (1) NESA and the Department are working together on the development of contingency plans to support students and schools through the HSC. NESA has developed guidelines, in consultation with school sectors and NSW Health, for all NSW schools. These guidelines ask schools to develop comprehensive plans that prioritise:
  - rapid exam venue cleaning,
  - identification of potential alternative standby venues,
  - development of exam day protocols; and
  - recruitment of additional exam supervisors.

NESA has developed guidelines for various scenarios for written examinations where students are affected by COVID-19, including where a positive case is identified within a school and how the exams may continue for students who are not required to isolate. Other scenarios include focusing on identifying students with COVID-19 symptoms prior to and during exams, and exam conduct in the event of a positive COVID-19 case.

The Department's contingency plans include a limit on student numbers to 75 students per exam room, limiting HSC student interaction with the rest of the school, and prioritising cleaning for exam venues. These plans also include information on how to best manage potential disruptions to specific HSC exam centres during the examination period. The Department is working to ensure that all NSW government school examination venues have appropriate infection control, physical distancing and personal hygiene protocols to protect the health and safety of students and staff, and that regular cleaning of examination venues is able to take place.

a) As with other school activities, principals are responsible for ensuring that the HSC written exams in their school are conducted in line with the Australian Health Protection Principal Committee and NSW Health advice. The guidelines advise principals of the need to develop an HSC contingency plan now, which includes communication protocols with NESA and to students, parents and carers.

2. Students who are diagnosed with COVID-19, have symptoms of COVID-19, or are required to self-isolate will be covered by NESA's existing illness/misadventure process. Students who are unable to attend an exam due to a COVID-19 diagnosis or COVID-19 symptoms will need to show evidence.

**31 AUGUST 2020**

(Paper No. 329)

\*1996 FINANCE AND SMALL BUSINESS—QUARANTINE SECURITY CONTRACTS—Ms Jackson asked the Minister for Finance and Small Business—

- (1) Please provide a list of the security companies who have (or had) security contracts with the NSW Government for hotel quarantine?

Answer—

Licensed private security contractors are engaged under established NSW Government procurement procedures to provide specific services under the supervision of NSW Police, who are responsible for the operational management of hotel quarantine.

These licensed private security contractors are subject to regular audits, ensuring full compliance with performance requirements.

The licensed private security contractors engaged for this purpose are:

- ACES Group;
- Glad Group;
- ISEC;
- Reddawn;
- Secure Events and Assets;
- Southern Cross Group;
- Synergy Protection Agency; and
- Unified Security.

#### 17 SEPTEMBER 2020

(Paper No. 342)

- 2193 EDUCATION AND EARLY CHILDHOOD LEARNING—SUPPLY CHAIN ORIGIN OF SCHOOL UNIFORMS—Mr Searle to ask the Minister for Education and Early Childhood Learning—
- (1) Will the Government develop a preferred supply listing to resources for schools and principals where a criteria for inclusion in the list includes adequate policies, due diligence and processes to address slavery-like labour practices and child labour?
- 2194 HEALTH AND MEDICAL RESEARCH—PROCUREMENT OF RUBBER GLOVES—Mr Searle to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Health and Medical Research—
- (1) What steps is the government taking to ensure that the rubber gloves it procures are not the result of slave-like labour?
- (2) How is the government working with suppliers to improve their practices and reduce the risk of modern slavery?
- 2195 REGIONAL NEW SOUTH WALES, INDUSTRY AND TRADE—USE OF BACKPACKERS AND LABOUR HIRE—Mr Searle to ask the Minister for Education and Early Childhood Learning representing the Deputy Premier, Minister for Regional New South Wales, Industry and Trade—
- (1) Did a 15 September 2020 report by the Australian Broadcasting Network (ABC), "There are no human rights here" raised the issue of the tens of thousands of young backpackers being channelled onto Australian farms, where many become cheap labour and some are sexually harassed and some even end up in forced labour or slavery like conditions?
- (2) Did the report further outlined how the use of labour hire agents are a part of the system of exploitation?
- (a) What is the Government doing to ensure the safety of these young people working in New South Wales regional and rural communities?
- (b) In the absence of progress towards a National Labour Hire Licencing Scheme, will the Government reconsider a New South Wales state-based licencing scheme of labour hire agents as has been done in Victoria and Queensland?

- 2196 TRANSPORT AND ROADS—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch 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 Minister for Transport and Roads—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?
- 2197 REGIONAL TRANSPORT AND ROADS—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch 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 Minister for Regional Transport and Roads—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?
- 2198 WATER, PROPERTY AND HOUSING—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Water, Property and Housing—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?
- 2199 AGRICULTURE AND WESTERN NEW SOUTH WALES—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Agriculture and Western New South Wales—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?
- 2200 ENERGY AND ENVIRONMENT—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch 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 Minister for Energy and Environment—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?
- 2201 PLANNING AND PUBLIC SPACES—EXPENDITURE ON WEEDS AND PEST ERADICATION—Mr Veitch to ask the Minister for Mental Health, Regional Youth and Women representing the Minister for Planning and Public Spaces—
- (1) Can the Minister provide expenditure on weeds eradication for the 2018/2019 and 2019/2020 budgets?
  - (2) Can the Minister provide expenditure on pest eradication for the 2018/2019 and 2019/2020 budgets?

David Blunt  
Clerk of the Parliaments

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Authorised by the Parliament of New South Wales