

Mrs Liza Harvey; Mr Paul Papalia; Ms Libby Mettam; Mr Peter Rundle; Chair; Mr Chris Tallentire; Mr John McGrath; Mr Yaz Mubarakai; Mr Matthew Hughes

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**Division 26: Education, \$5 013 410 000 —**

Ms J.M. Freeman, Chair.

Mr P. Papalia, Minister for Tourism representing the Minister for Education and Training.

Ms L. Rodgers, Director General.

Mr S. Baxter, Deputy Director General, Schools.

Mr J. Peckitt, Deputy Director General, Education Business Services.

Ms K. Properjohn, Executive Director, Statewide Services.

Mr J. Fischer, Executive Director, Infrastructure.

Ms P. Beamish Burton, Executive Director, Finance and Commercial Services.

Mr J. Bell, Executive Director, Strategy and Policy.

Mr A. Blagaich, Executive Director, School Curriculum and Standards.

Mr D. Stewart, Executive Director, Workforce.

Ms M. Sands, Executive Director, Recovery Coordination.

Ms. F. Hunt, Executive Director, Professional Standards and Conduct.

[Witnesses introduced.]

**The CHAIR:** This estimates committee will be reported by Hansard. The daily proof *Hansard* will be available tomorrow. The Chair will ensure that as many questions as possible are asked and that both questions and answers are short and to the point. If an adviser needs to answer from the lectern, will they please state their name prior to their answer. The estimates committee's consideration of the estimates will be restricted to discussion of those items for which a vote of money is proposed in the consolidated account. Questions must be clearly related to a page number, item, program or amount in the current division. Members should give these details in preface to their question. If a division or service is the responsibility of more than one minister, a minister shall only be examined in relation to their portfolio responsibilities.

The minister may agree to provide supplementary information to the committee, and I ask the minister to clearly indicate what supplementary information will be provided. I will then allocate a reference number. Supplementary information should be provided to the principal clerk by Friday, 30 October 2020. I caution members that if a minister asks that a matter be put on notice, it is up to the member to lodge that through the online questions system.

**Mrs L.M. HARVEY:** Minister, I refer to page 386 and the psychology services grant in the table under "Expenses". Obviously, the psychology services grant is one of the programs being offered. Can the minister give a breakdown of the number of school psychologists that are funded through this grant, and what is the spread of those between public and private sector schools?

**Mr P. PAPALIA:** Okay.

**Mrs L.M. HARVEY:** It is \$4.605 million.

**Mr P. PAPALIA:** Yes. The line item to which the member refers is for non-government schools. There is no change in the funding for those schools as the levels of funding provided under current service level agreements are due to continue under new agreements effective until 2020–21. Was the member's question on the breakdown?

**Mrs L.M. HARVEY:** Yes, my question was on the breakdown between the Catholic and other schools with respect to the psychology services grant, and also how many psychologists are funded through that program, and if it is at all possible to get a list of the schools that are receiving assistance through that program, that would be really helpful.

[5.10 pm]

**Mr P. PAPALIA:** Because they are not government, we do not have the granular breakdown of which schools are in the different sectors, but we do have a percentage. Funding has been allocated in accordance with student numbers. Catholic schools receive 53 per cent and other independent schools receive 47 per cent. That results in \$2.419 million being allocated to Catholic education and \$2.186 million being allocated to independent schools for 2018–19, and it looks as though, as I indicated earlier, that is unchanged. What was the member's question on the state schools?

**Mrs L.M. HARVEY:** I presume that there is matching funding within the Department of Education budget. What is the value of the psychology services program to the government-funded schools?

**Mr P. PAPALIA:** That is embedded, so that is why the member cannot see it; it is not this line.

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**Mrs L.M. HARVEY:** Yes.

**Mr P. PAPALIA:** But it is the highest number of school psychs that has ever been supported. In 2019, it was 355.7 FTE; in 2020, it is 362.71.

**Mrs L.M. HARVEY:** Is there a value attached to those?

**Mr P. PAPALIA:** The cost associated with the psychs is embedded in the overall budget, but that is the number of psychs that are funded. No, I cannot give that information.

**Mrs L.M. HARVEY:** There is not actually a line item attached to the amount?

**Mr P. PAPALIA:** No, it is embedded within the department's funding.

**Mrs L.M. HARVEY:** With it being embedded within the department's funding, are those psychologists funded from the individual school's allocation, or is there a separate bucket that the department provides to the schools on top of their single budget allocation?

**Mr P. PAPALIA:** It comprises a central allocation, but, in addition to that, individual schools can choose to fund additional psych services, and some do. The overarching observation is that it is the biggest number of school psychs in history by a significant number. If we look retrospectively at funding for school psychs in the public sector, the numbers were substantially lower. For example, we currently have 362.7 FTE. In 2012, there were 277.2. It is a really serious increase, and it has increased every year.

**Mrs L.M. HARVEY:** Further to those psychologists, my understanding—correct me if I am wrong—is that a unit within the Department of Education comprises a group of psychologists who can be deployed to schools for particular circumstances such as suicides and that sort of thing.

**Mr P. PAPALIA:** Yes, in times of trauma.

**Mrs L.M. HARVEY:** Yes, and trauma. Does that group have a name? People call it the “flying squad”, but obviously it does actually have a name within the department. I would like to understand the number of psychologists that are in that program, and how schools get access to that program.

**Mr P. PAPALIA:** The team to which the member refers is the statewide School Psychology Service. It provides support not only in the event of a traumatic incident, but also for disabilities, and other advice and support services.

**Mrs L.M. HARVEY:** Just to clarify further, I am trying to understand this. I know that schools sort of band together and employ a psychologist between them to support their students. I want to know whether those psychologists who are employed by the schools are called in to form part of this unit if required, or if there is a separate unit that is dedicated to specific incidents in schools?

**Mr P. PAPALIA:** I am informed that it is a team. It is an asset and a resource that can be called upon. The member is probably familiar with incidents herself. When there was quite a horrific car crash incident at Comet Bay College, the college had its own psych and drew on other psychs who were appropriately trained. It was a combination.

**Mrs L.M. HARVEY:** This is probably my final question on this; I expect others have questions that they want to ask, and I am not going to hog all the time. Minister, how many psychologists are employed as part of that group, and are all positions filled at the moment?

**Mr P. PAPALIA:** I am going to have to ask the member to put that question on notice. The advisers here do not have the answer.

**Mrs L.M. HARVEY:** Is there any way we could have that information provided by way of supplementary information? That would give the minister a two-week time frame to provide it. Parliament will prorogue before questions on notice can be answered.

**Mr P. PAPALIA:** Yes, I guess so. I undertake to provide to the member the number of psychologists in the statewide School Psychology Service.

[*Supplementary Information No B14.*]

**Ms L. METTAM:** I refer to page 382, line item “National School Chaplaincy Program”. That has been a valued program in my community, and I notice that it is only funded until 2021–22. Can the minister explain why there is no funding beyond this period, and can we expect this program to then cease?

**Mr P. PAPALIA:** As I am getting the answer, I can tell the member that that is a Labor program that was initiated by Kim Beazley Senior, I believe, and the Beazley family have a great sense of ownership over that initiative. We have been very supportive of it throughout our term of government. At a time when nationwide school chaplaincy was under some degree of pressure on the eastern seaboard, we defended and supported it. As the member is probably aware, it is part-funded by the federal government as well.

**Ms L. METTAM:** Yes.

**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Wednesday, 21 October 2020]

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[5.20 pm]

**Mr P. PAPALIA:** At the moment, there is no intention at all to cease school chaplaincy. That line item is just the federal government funding. The state government also funds it. This government has always supported and will continue to support school chaplaincy. I will make the observation, though, that in Western Australia, our chaplains do not proselytise. They are not there to recruit people to specific religions or religious beliefs. They provide a great asset to individual schools in terms of mentoring support to both students and the teacher body.

**Ms L. METTAM:** That is why we like it.

**Mr P. PAPALIA:** That is right, and everyone in Western Australia understands that. There is some controversy on the eastern seaboard because that is not the case. Historically, on the eastern seaboard, school chaplains have gone into schools and attempted to convert people to a particular religious view. That is specifically not what they do in Western Australia. It is a commendable service that is wholeheartedly supported by the McGowan government and has been since before we were in office, and there is no intention of it being under any threat.

**Mrs L.M. HARVEY:** Minister, just a little bit further on the mental health support programs offered by the department, at page 369, the fifth dot point specifically refers to —

... improve positive mental health in schools ... further expand training to staff through the Gate Keeper Suicide Prevention and Youth Mental Health First Aid programs.

I understand that this has been an area of focus for the department. I would appreciate a breakdown of the existing health support and programs that are being offered to schools, and, if possible, an indicator of the schools that are availing themselves of the programs that the department has developed.

**Mr P. PAPALIA:** I can imagine that providing details of the specific programs that are available will not be that challenging, but breaking it down to every single school and which schools are adopting which programs is going to have to be a question on notice. There are over 800 schools.

**Mrs L.M. HARVEY:** I am not expecting a list of all the schools, just an indicator of the percentage buy-in of the schools into the programs, if that is available.

**Mr P. PAPALIA:** With the response to suicide and self-harm, all school staff and agencies interacting with youth at risk of suicidal behaviour can access Gatekeeper suicide prevention training. The Department of Education employs two FTE school psychologists to coordinate and deliver the program, which is funded by the Mental Health Commission. The school response to suicide and self-harm in schools involves strengthening interagency partnerships to support public and non-government schools and young people, and the Gatekeeper suicide prevention training, coordination, delivery and support across the three education systems or sectors. In 2019–20, the school response program trained 620 participants in Gatekeeper suicide prevention workshops, including 318 department staff. For the coordination and delivery of teen mental health first aid, in 2019–20, 2 963 students from 26 statewide public and non-government schools completed the teen mental health first aid course. The school response program also activates the interagency communication process to facilitate support for vulnerable students upon the verification of a suspected suicide of a young person. It oversees formalisation of a suicide postvention feedback and learning process to enable continuous improvement of service coordination when responding to a suspected suicide in schools across the systems or sectors. It is responsible for updating and embedding the “School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury”. The Gatekeeper suicide prevention training is for professionals or paraprofessionals whose roles bring them into regular contact with people at risk of suicide. Teen mental health first aid training increases awareness, reduces stigma and encourages help-seeking in year 10, 11 and 12 students. Schools require 10 per cent of their staff to be trained in youth mental health first aid to be eligible to access teen mental health first aid training.

**Mrs L.M. HARVEY:** The minister said that there were 620 participants, including 318 from the department. Were the departmental staff teachers in schools? I am just trying to work out if this training is available to all teachers or if this is a specific Department of Education public school initiative.

**Mr P. PAPALIA:** Sorry; what was the last bit of the question?

**Mrs L.M. HARVEY:** The minister said that there were 620 participants, including 318 from the department. I want to know if the program and this training is available to non-government schools as well as government schools, and if that variance reflects that.

**Mr P. PAPALIA:** It is across the entire spectrum, so public, independent and Catholic schools.

**Mrs L.M. HARVEY:** Okay. My understanding is that the Mental Health Commission provides the program; is that right? Does the commission then collaborate with the education department to provide that program to all of the school sector, or does the school sector access it through the Mental Health Commission?

**Extract from Hansard**

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**Mr P. PAPALIA:** As I said at the start, two FTE school psychs coordinate delivery of the program, which is funded by the Mental Health Commission.

**Mrs L.M. HARVEY:** I have a final question on this issue. Obviously, they are the two key programs. I am interested to know whether other mental health support or training programs are offered to teachers to generally assist with the health and wellbeing of students. Obviously, primary schools and high schools need different approaches. I am just interested to know what mental health programs are available to our kids via their schools.

[5.30 pm]

**Mr P. PAPALIA:** Those are the two programs that are targeted at students, but schools also have access to the positive parenting program, or Triple P, which is a comprehensive multilevel parent training program that provides universal and targeted parenting support. That is support for parents more broadly. Also, the government made an election commitment to provide additional resources for mental health in schools, and 300 schools have been provided with the equivalent of 0.1 FTE level 3 classroom teachers to implement a coordinated whole-school approach to mental health. Participating schools have been provided with access to professional learning, which is through the Gatekeeper suicide prevention and youth mental health first aid programs, and access to evidence-based mental health and social and emotional learning programs and resources. I will give the member a little more information about the extent of the reach of those two programs. By the end of 2019, 97 per cent of the 300 participating schools had undertaken either or both of the Gatekeeper suicide prevention and youth mental health first aid professional learning programs.

**Mrs L.M. HARVEY:** With the interruptions to schooling due to COVID, what has the participation rate been for training for teachers in this area this year? Obviously, they have had a lot to do and lots of responsibilities thrust upon them. I just want to get an understanding of whether we have fallen behind and whether some catch-up is needed.

**Mr P. PAPALIA:** We need to remember that education in Western Australia did not really stop. In Western Australia, we kept our schools open. There was a short period before the Easter school holidays when, for a moment—probably less than four days—people were told, “If you can keep your kids at home, do.” On return from the school holidays in April, within a week, the schools were back at 93 per cent attendance, as I recall. That is from my memory. At that time, Victoria, for instance, was at about three per cent attendance, and New South Wales and Queensland had pretty low numbers as well, and for many weeks if not months afterwards, those states were staging return to school in different weird combinations of primary and secondary and different classes and different return rates. But Western Australia led the way in ensuring that our schools remained largely open therefore enabling people to keep their kids in school and parents to go to work. In term 2, when we probably would have expected the greatest impact, there was only one teacher-only day. The Western Australian Department of Education’s response was extraordinary, actually, and we should be really proud of and thankful for what it achieved, because that is a big contributor to our economy being so strong compared with those states that are trailing us.

**Mrs L.M. HARVEY:** Has there been any interruption to the training for these programs? I know that the department and schools, notwithstanding that they were open, have still had to gear up with COVID safety plans, COVID cleaning programs and all those sorts of things. It is not a trick question; I just want to understand whether the training of those teachers has continued or there is a backlog that might need to be caught up?

**Mr P. PAPALIA:** The member should remember that, as I was informed earlier on, our election commitment targeted 300 schools, and at the end of 2019, 97 per cent of them had completed the training. We are talking about a very small number of non-completion. I am informed that continuity was maintained throughout this time, but most of the people in those schools had been trained prior to COVID.

**Mrs L.M. HARVEY:** That is terrific; well done to everyone involved. With ongoing training that might be required, obviously these programs get updated quite regularly. Is there funding in the budget for an ongoing retraining commitment with respect to the implementation of these programs?

**Mr P. PAPALIA:** We have the two FTE psychs in the department dedicated to delivering those services and that training, and they are funded. That has not changed. They were the people who delivered the programs in the first place.

**Mrs L.M. HARVEY:** Yes. Is that training delivered as part of the professional development days that teachers have within schools, or do the teachers need to go offsite to receive it?

**Mr P. PAPALIA:** It is a bit of a combination, so, yes, they do both.

**Mr P.J. RUNDLE:** My question is on page 381 and the income statement table, under the heading “Total Income”. I refer specifically to the agricultural education farms provision trust fund and the 20 per cent dividend that the Department of Education takes from that fund.

**Mr P. PAPALIA:** Which line is the member referring to?

**Mr P.J. RUNDLE:** It is under “Other revenue”.

**Extract from Hansard**

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**Mr P. PAPALIA:** In the income statement table?

**Mr P.J. RUNDLE:** Yes.

**Mr P. PAPALIA:** Where is “Other revenue”? Oh, down the bottom—“Income from state government”.

**Mr P.J. RUNDLE:** Yes, that is it. I am asking about the agricultural education farms provision trust fund and the 20 per cent dividend that the Department of Education takes from that fund. What was the total figure taken out for the period July 2019 to June 2020?

**Mr P. PAPALIA:** I am sorry; the matter that the member is referring to is not covered by that line item. That line item is \$0.9 million approved to cover expenses held over to pay the Insurance Commission of Western Australia with respect to civil legal claims through the court system on childhood sexual abuse alleged to have occurred or related to activities of any government school or former country high school authority, so it is not the matter the member is referring to.

**Mr P.J. RUNDLE:** Can the minister pinpoint where that figure appears in this budget? It does not appear to be listed.

**Mr P. PAPALIA:** The problem the member has is that he has to identify what part of the budget he is referring to.

**Mr P.J. RUNDLE:** That is why I referred to “Other revenue”.

**Mr P. PAPALIA:** Yes, but that “Other revenue” refers specifically to money that has been allocated for potential civil action and the consequences of those civil actions, not to what the member is talking about.

**The CHAIR:** Do you want to come back to it, member for Roe?

**Mr P.J. RUNDLE:** I think I might have to.

**The CHAIR:** Okay. Member for Thornlie.

**Mr C.J. TALLENTIRE:** Thank you, Chair. I refer to page 370, and the thirteenth point, which mentions the Aboriginal girls engagement program. I must say that there is an ambiguity about that term that I am uneasy with. In my electorate, there is a Clontarf Academy at Yule Brook College, and it does a fantastic job with the young men. I know it has made a huge difference in our community. Can the minister please provide further information on this program—perhaps we could call it the “helping Aboriginal girls stay at school” program—and how it could support female Aboriginal students?

[5.40 pm]

**Mr P. PAPALIA:** Sure. I thank the member for the question and for his interest in this matter. School attendance is the single most important factor in a student’s success at school. We know from research that if a student does not feel safe and supported at school, their risk of disengagement increases, which leads to non-attendance. A number of outstanding service providers are working in our schools every day to keep kids engaged and at school. Their approach and supports vary based on the cohort they work with in order to provide targeted support. In 2019–20, the Department of Education provided funding to Glass Jar Australia, SHINE Inspire Achieve Belong, the Wirrpanda Foundation and Ricky Grace’s girls academy. I know that organisation; Ricky is great and it is a brilliant program. It is Role Models and Leaders Australia Girls Academy; I did not read the entire name of the program. Ricky Grace runs the marketing around “What about the girls?”, which is a fair cop. It is a fair observation. That organisation delivers programs for young Aboriginal women in schools. The 2020–21 budget provides an extra \$11.6 million over four years for engagement programs for young Aboriginal women, which includes \$1.5 million in 2020–21. Maybe they will call it “young Aboriginal women” in the future; it might make the member less uncomfortable.

**Mr C.J. TALLENTIRE:** Yes, rather than an engagement program!

**Mr P. PAPALIA:** Yes. The funding will go towards a variety of programs that encourage health and wellbeing, post-school pathways to employment, developing leadership skills and celebrating connection to traditions and culture. The Department of Education is undertaking a procurement process to appoint a panel of service providers for engagement programs for young Aboriginal women. The panel arrangements will improve the number of programs available for students and ensure continuity of service. I think that is probably enough for the member.

**Mrs L.M. HARVEY:** I agree; let us call it the “girls empowerment program”. Minister, is it possible to get a rundown of the towns and schools that the programs are being delivered into?

**Mr P. PAPALIA:** Where they are located? I am sure that is something that could be achieved.

**The CHAIR:** To Balga?

**Mrs L.M. HARVEY:** Yes, and Girrawheen!

**Extract from Hansard**

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**Mr P. PAPALIA:** Hang on, I might have over-committed. We do not have it here, but I do not think that is any great challenge. I undertake to provide to the member by way of supplementary information the school locations, or the town or community locations —

**Mrs L.M. HARVEY:** The school locations would be fantastic, because that is probably a bit easier.

**Mr P. PAPALIA:** The school locations of the following programs: Glass Jar Australia, SHINE Inspire Achieve Belong, the Wirrpana Foundation and Ricky Grace’s Role Models And Leaders Australia Girls Academy.

[*Supplementary Information No B15.*]

**Mrs L.M. HARVEY:** Thank you. Minister, I refer to page 377, under “Miscellaneous”, which is a heading about halfway down the page, line item “High Priority Maintenance and Minor Works Program Capital Component”. I am asking this on behalf of one of my colleagues. An incident occurred last month at Hillarys Primary School whereby several students were hit by ceiling panels that fell from a classroom roof. Can the minister confirm that the repairs to the ceiling of Hillarys Primary School will be included in that high priority maintenance program?

**Mr P. PAPALIA:** I am really happy to talk about the high-priority maintenance program, because this is an extraordinary initiative the likes of which the Western Australian education system has never seen. The scale of the investment coupled with the recovery package is the single biggest investment in infrastructure and maintenance that has ever been undertaken. It is extraordinary. I can return to that in a moment.

To answer the member’s question about Hillarys Primary School, the ceilings in block A and the staffroom were replaced and the block C ceilings were remediated during the October school holidays. I am told that more work has been identified and is being investigated as a matter of urgency. The block in which it was thought there is still work to be done was immediately isolated, and the work has already been funded through the recurrent maintenance budget, so it does not need that additional maintenance blitz money. That aside, I do want to talk about that. The maintenance blitz comprises \$200 million, so every single public school across Western Australia has received additional funding. I can attest, as the member will no doubt know as she has some new schools in her electorate, that even the newer schools got a boost of maintenance money out of that blitz. By virtue of it being controlled by individual principals, that will create 3 150 WA jobs, including 1 890 in metropolitan Perth and 1 260 in regional WA, all undoubtedly going to subcontractors and small businesses in local communities. This was before COVID; this was when it was needed as a boost to the economy. The member will be aware that subsequently there has been an announcement of an enormous recovery package of \$492.2 million for 63 public schools across WA over the next four years, which continues that measure. We are essentially seeing an extraordinary pipeline of work for small businesses right across Western Australia, and we are seeing a massive uplift in the state of our school infrastructure right across the state. It is an incredible contribution, and I am very proud that that has been possible, not just at this time, but at any time. It is extraordinary.

**Ms L. METTAM:** I have a question on the high-priority maintenance and minor works program.

**Mr P. PAPALIA:** The maintenance blitz?

**Ms L. METTAM:** The minister’s maintenance blitz, yes.

**Mr P. PAPALIA:** The biggest maintenance blitz in the history of Western Australia—that one?

**Ms L. METTAM:** Yes.

**Mr P. PAPALIA:** Okay.

**Ms L. METTAM:** I note that Derby District High School recently had some unfortunate press and a lot of community pressure around the need for new toilet, shower and laundry facilities. I assume that was funded as part of this program?

**Mr P. PAPALIA:** I know the report to which the member refers. The project to replace the toilet, shower and laundry facilities for secondary students has been funded, but not as part of the blitz. That is another contribution in addition to the \$200 million blitz. An amount of \$900 000—that is not insignificant—has been dedicated to that task.

**Ms L. METTAM:** While we are on that topic, the minister would be aware that the school is in a state of disrepair. As I understand it, there is an issue with the condition of Derby District High School. What plans does the Minister for Education have to make further improvements to Derby District High School?

[5.50 pm]

**Mr P. PAPALIA:** The minister is all over this; as the member for Vasse knows, she has already announced the biggest maintenance blitz in history for education infrastructure in Western Australian. That \$200 million saw money go to every single school, including Derby, so in September 2019 they were allocated a further \$1.3 million as part of the maintenance blitz stimulus package, including that amount I just told you about, the school’s primary wing getting additional funding, and a secondary building also receiving additional money. That school did receive in

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previous years, not too far in the past, some \$15 million in infrastructure upgrades, so I have no doubt that the most sensitive, the most critical, infrastructure upgrade requirements were featured in that story at that school and that, as the member knows, has been rectified, or is funded for rectification.

**Ms L. METTAM:** Is a report on the condition of the buildings generally at that school publicly available, or is that possible to be tabled as supplementary information?

**Mr P. PAPALIA:** What does the member mean?

**Ms L. METTAM:** I imagine, in response to the issues that were raised by the community and by the media —

**Mr P. PAPALIA:** They are getting \$900 000 to rectify it, and I am assuming that that \$900 000 has been costed, so they know.

**Ms L. METTAM:** The minister is talking about funds to fix or provide a toilet, shower and laundry facilities. What has been highlighted by the community is that there are significant issues with the state of the school. In response to the minister's suggestion that the Minister for Education and Training is all over it, I suggest that the minister had to respond after some pretty negative media about this particular school. The question I am asking is: is there a report or is something available that the minister can table, whether by supplementary information, that can confirm that the state of the Derby high school is now up to standard?

**Mr P. PAPALIA:** If the member wants to put it on notice, I will see if there is one.

**Ms L. METTAM:** We actually cannot put it on notice because we can only seek that the minister provide that information by supplementary information. I do not think we are able to put questions on notice.

**Mrs L.M. HARVEY:** Questions on notice is closed because the submission time has passed.

**The CHAIR:** Members, just so you know, you can still put them in, and ministers may answer them before the required time, but the required time obviously goes after the period of time. But you can still put them in. I have just been instructed —

**Mr P. PAPALIA:** That is right. The standing orders are the standing orders, so whether the member does it or not is up to her. It is the bit relevant to them.

I am informed that the school has its infrastructure condition reports, or the element of that. This is a really massive document for all the schools, but a component of it refers to that school, so it has it. If the member wants to get it, she could ask the school, but the school has it.

**Ms L. METTAM:** Are we able to request that from the school? Is that possible? Is that a direction of the minister? Is he suggesting the opposition ask the school for the information?

**Mr P. PAPALIA:** I am just saying that if the member wants it from me, she can put it on notice, but there might be another avenue for her if she is concerned that they are not adequately supported.

**The CHAIR:** Shall we move on? Further question.

**Ms L. METTAM:** I am just wondering whether the minister can provide the information as supplementary information?

**Mr P. PAPALIA:** No. I said put it on notice.

**Mr P.J. RUNDLE:** I refer to page 375, "Secondary Schools", line item 14. This is in regard to Hedland Senior High School. Considering its infrastructure works, can I also congratulate John Fischer on his public service medal earlier this year. Well done, John! Minister, Hedland Senior High School is listed with \$15 million worth of upgrades, and in the notes it says the construction of new sports hall is listed as having commenced and due to open in 2021. What has happened to the following upgrades and construction commitments, which were listed on the 5 June 2020 media statement, including staff facilities, four general learning classrooms, STEM facilities, IT labs et cetera.

**Mr P. PAPALIA:** Yes, I remember that massive investment that was put into that school. I will just get some advice.

**Mr P.J. RUNDLE:** Now we seem to have contained it to two areas, a sports hall and student accommodation.

**Mr P. PAPALIA:** I am pretty certain the school has seen more investment than any time in its history since the buildings were put up, but I will just get some advice.

I remember when that happened and that commitment. It was extraordinary that we inherited such a disaster from the previous government. I remember the significant contribution that was required to address some serious issues that appeared to have escaped the local mayor when the member for Roe was in government. It suddenly became apparent to him when we were in government. That aside, part of it has been completed. The remainder will be completed at the time that the sports hall is completed in 2021.

**Extract from Hansard**

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**Mr P.J. RUNDLE:** So the four general learning classrooms, the STEM facilities, the IT labs, the home economics lab, the ed support centre et cetera.

**Mr P. PAPALIA:** Does the member want to know which bits?

**Mr P.J. RUNDLE:** They were a part of the 5 June press release from the Minister for Education and Training.

**Mr P. PAPALIA:** From 5 June, when?

**Mr P.J. RUNDLE:** It is 2020; but they are not included in this budget.

**Mr P. PAPALIA:** That is not that long ago.

**Mr P.J. RUNDLE:** That is right.

**Mr P. PAPALIA:** What is the member saying?

**Mr P.J. RUNDLE:** I am saying that only the sports hall and student accommodation are included as part of this budget. Just \$15 million is listed, and they are the only two items listed, so the question is: what is happening to the four classrooms et cetera?

**Mr P. PAPALIA:** Yes. The four classrooms, general learning areas, are in the sports hall package, so they are part of that package.

**Mr P.J. RUNDLE:** They are part of that package?

**Mr P. PAPALIA:** Yes; and they will be completed in 2021. It is a lot of work. It was not that long ago.

**Mr P.J. RUNDLE:** It is just not detailed at all in the budget, that is all.

**Mr P. PAPALIA:** Yes.

**Mr P.J. RUNDLE:** Is the \$15 million funding from the government or is this part of the BHP royalty deal?

**The CHAIR:** Given the time I will vacate the chair until 7.00 pm. Thank you very much, people.

*Meeting suspended from 6.00 to 7.00 pm*

**The CHAIR:** Members, we are still dealing with division 26. The Member for Roe is still asking questions of the minister, I gather.

**Mr P.J. RUNDLE:** Thanks, Madam Chair. I partially asked a question just before we suspended. Is the \$15 million that I pointed out part of the BHP royalty—

**The CHAIR:** Can you just give us a page reference considering we have had a break?

**Mr P.J. RUNDLE:** That was page 375, “Secondary Schools”, line item 14.

**Mr P. PAPALIA:** I recall your question being something about the money from, I am assuming consolidated or some sourced from BHP or something? Is that what you said?

**Mr P.J. RUNDLE:** That is correct—part of royalties.

**Mr P. PAPALIA:** It is all taxpayers’ money. Regardless of where it was sourced, it is taxpayers’ money and when it was delivered to the school, it was taxpayers’ money.

**Mr P.J. RUNDLE:** What I am really asking is what was the source of the money, the BHP royalty —

**Mr P. PAPALIA:** I know the agrarian socialists like to break the budget up into fragmented —

**The CHAIR:** Minister, it is early on in the evening.

**Mr P. PAPALIA:** I am allowed to answer the questions, Chair.

**The CHAIR:** I think you are flattering the member.

**Mr P. PAPALIA:** Okay, sorry—yes, good point. No, but I know the Nationals WA, like to break the budget up into unmanageable thousands of components, and we never know with the Liberals and Nationals who is in charge of what bit of the budget. They make claims. We are about to enter an election campaign where they will make their own promises and duplicate each other. If we added them all up, they would bankrupt the state again. We have just taken a long time to partially repair the damage that they inflicted last time round.

**Ms L. METTAM:** The government would want to shut down Moora college.

**The CHAIR:** Member!

**Mr P. PAPALIA:** Can I say, there is a budget, and the money in the budget is taxpayers’ money.

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**Mr P.J. RUNDLE:** Minister, Hardie House is listed in the media statement.

**Mr P. PAPALIA:** Pardon?

**Mr P.J. RUNDLE:** Hardie House is listed in the media statement of the minister.

**The CHAIR:** Is it somewhere in the budget?

**Mr P. PAPALIA:** Is the member referring to a new question?

**Mr P.J. RUNDLE:** I refer to part of my previous question which was relating to the media statement.

**The CHAIR:** Line item and page, and member for Vasse, you are next.

**Mr P.J. RUNDLE:** Number 14, page 375, relating to the fact that Hardie House is part of the upgrades and construction. It is \$1 million to \$1.5 million, according to the estimated tender. Does that mean that the remaining —

**The CHAIR:** Is that linked to Hedland Senior High School?

**Mr P.J. RUNDLE:** Yes, Hedland Senior High School—Hardie House is part of that. Is the remaining \$13.5 million for only the sports hall, or have we got an allocation for four general learning classrooms?

**Mr P. PAPALIA:** Member, I have already answered that. Part of the package that will be delivered with the sports hall will be the four general learning areas, and it will be delivered in 2021.

**Mr P.J. RUNDLE:** It will be 2021. Is the minister comfortable that that the whole suite will all be delivered?

**Mr P. PAPALIA:** Yes. So there will not be any need for the member's candidate to make any commitments on it because we will have already done it.

**Ms L. METTAM:** Yes. I refer to page 376 where a commitment is listed at item 34, under the WA recovery plan, where there is the funding for the Roebourne District High School, \$42 million. Is the minister aware that the member for the Pilbara is purported to have stated that the improvement to —

**The CHAIR:** Member, we are really dealing with the budget, not hearsay.

**Mr P. PAPALIA:** It is not question time. The member has to be accurate and reflect the budget. She has to ask a question about the budget.

**The CHAIR:** You can interrogate the budget allocations; you cannot allege —

**Mr P. PAPALIA:** The member cannot make up stuff like she normally does.

**Ms L. METTAM:** What is wrong with you?

**The CHAIR:** Normal standing orders apply. Have you got some question about that other question?

**Ms L. METTAM:** Yes, I do have a question about this.

Minister, I refer to the investment stated for Roebourne District High School. Will this have any impact on the investment in this high school. Is there likely to be any impact on the future operations at the school in Wickham?

**Mr P. PAPALIA:** Wickham?

**Ms L. METTAM:** Yes.

**Mr P. PAPALIA:** Look, member, I am not sure I understand the question. The member is asking about, a commitment to the infrastructure at Roebourne high school—a massive \$42 million commitment. Wickham is not mentioned there. I know it is located down the road, but where is it relevant to this line?

**The CHAIR:** Member for Vasse, would you like to clarify that for the minister?

**Ms L. METTAM:** What I seek to clarify is that some concern has been raised in the community that the upgrade, while supported, may have an impact on the future of the Wickham high school. I would just like to know whether there is likely to be any impact there?

**The CHAIR:** So, member, what you are asking the minister is whether there is an impact on the viability of the Wickham school; is that correct?

**Ms L. METTAM:** Yes, as a result of that —

**Mr P. PAPALIA:** The member is referring to some hearsay, gossip or whatever in the community. I do not think that is relevant for the budget process. If the member has a specific line in the budget to which she is referring and there is a relevant question, I am fine to answer it. But the gossip down the corner shop about some school is not really relevant for estimates.

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**Mr J.E. McGRATH:** If there are two schools and one is having a lot of money spent on it, it could have an impact on the other school, and I would have thought the department might have something to say about that.

**Mr P. PAPALIA:** The interesting thing, now that the member, has raised it, is that it is not one school that is getting money spent on it. It is the most significant maintenance commitment, infrastructure commitment to the education department. The member was not here earlier on, so I will be able to reflect on what is actually being done by the government. It is in two tranches. It is the biggest investment in school infrastructure in the history of Western Australia. We are talking about a maintenance blitz, pre-COVID of \$200 million. Every single school received a component. The member for South Perth's schools got more than mine, but every single school got a share of that \$200 million blitz. Beyond that, the COVID recovery package is \$492.2 million for 63 public schools across WA over the next four years, an extraordinary commitment. The suggestion that somehow some unnamed source of gossip is something that I should be responding to in respect of one particular school listed here that is receiving \$42 million, I do not agree is a relevant matter. I think it is not relevant. If the member for Vasse can quote someone—a specific source that is credible, is reasonable and is asking about a matter of concern—that would be fine, but that is not what is happening.

**Ms L. METTAM:** I am stating that they were public comments made by the member for Pilbara.

**The CHAIR:** Member, we need to talk about how the allocation of funds impacts on the programs nominated in the budget. So to the extent that you are asking that, the minister should be able to answer it. Quotes from third parties is not useful.

**Mr P. PAPALIA:** Alleged quotes.

**Mr Y. MUBARAKAI:** Minister, I refer to the fourth paragraph on page 374 regarding the new primary schools. As the minister is aware Harrisdale and its surrounding suburbs have seen a continuous amount of exponential growth. I am pleased that North Harrisdale primary will open in 2021. Would the minister please give us an update on what is being done to ease the current pressure that is on the schools in the area?

**Mr J.E. McGRATH:** That is a dorothy dixer.

[7.10 pm]

**Mr P. PAPALIA:** We can actually do that.

**Mr J.E. McGRATH:** Really?

**Mr P. PAPALIA:** That is a good question, member, relevant to budget item 4 on page 374. It is a good opportunity to talk about the multiple new schools in the member's area, one of the fastest growing parts of the state. The government is focused on delivering education infrastructure, including new schools where they are most needed, including in the member's electorate. North Harrisdale will become the third school the McGowan government has opened in the Jandakot electorate since we came into government in 2017. Last year the Minister for Education and Training announced another one set to open in Treeby in 2022. It is amazing how fast that place is growing. As the member has indicated, new schools are important for growing suburbs, so I am pleased to know that the member's community is excited for their new school. The member also asked what we are doing to ease enrolment pressures in the area. This a consistent theme with respect to questions about infrastructure. It is extraordinary that opposition members have the gall to confront this matter, but we inherited an incredible amount of neglect with regard to proper planning in the significant area, and possibly why there was such a massive swing when the member won his seat.

**The CHAIR:** Minister, I think —

**Mr J.E. McGRATH:** No; please!

**Ms L. METTAM:** Hot air—come on!

**The CHAIR:** As they say in *Dragnet*, “Just the facts, ma'am”.

**Ms L. METTAM:** He does not want any questions from us.

**Mr P. PAPALIA:** Seriously! The government has invested \$466.2 million in 2020–21 to build new schools and expand existing ones to meet the student enrolment across the state. That includes an allocation of \$28 million in this budget for the acquisition of land for new primary schools. That funding will allow the Department of Education to acquire sites for new schools earlier and ensure they are ready for development when a new school is needed. We are also committed to reviewing the planning methodology for new schools and the Minister for Education and Training and the Minister for Planning and their respective agencies have been working together to identify a better model for predicting the need for new schools and growth and infill in areas like the member's.

**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Wednesday, 21 October 2020]  
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**Mr M. HUGHES:** I refer to item 15 on page 370, “Significant Issues Impacting the Agency”. We have touched on some of this. I am referring to the \$489.3 million outlined for capital projects across Western Australia. In doing so I just have to make a comment about two schools in my electorate.

**Mr P. PAPALIA:** Go for it, I would appreciate that.

**Mr M. HUGHES:** Lesmurdie Primary School, 100 years old this year—it is much like Port Hedland—and Kalamunda Senior High School, which has its sixtieth. Can the minister provide me with an information update as to how this investment will benefit students across the state, including those in Kalamunda?

**Mr P. PAPALIA:** Thanks, member. It is another part of this incredible investment. It is really important that some of these older schools receive some much needed care and attention. In September 2019, the member will remember the Premier and Minister for Education and Training announced about a \$200 million maintenance blitz. The member’s electorate got more than mine—\$2.5 million in funding. That included \$399 237 for Kalamunda Primary School and \$583 267 for Gooseberry Hill Primary School. On top of that, post-COVID, we have had the incredible contribution with the recovery plan—\$5.5 billion across all manner of fields of endeavour across the state. In education, there is \$489.3 million in capital projects across WA schools over the forward estimates. The Minister for Education and Training, I am told, visited Lesmurdie Primary School on 12 August and said that they were thrilled to be receiving a school rebuild at \$15.2 million. Lesmurdie Primary School was built in 1920 and this year, as the member for Kalamunda said, it celebrates 100 years. The funding will deliver a new primary school for 370 students on the same site and will include new general and specialist classrooms, administration, recreational and play areas, covered assembly space and car parking. Kalamunda Senior High School is also receiving an \$18.3 million refurbishment as well as new purpose built facilities for both Kalamunda Senior High School as well as the Kalamunda Secondary Education Support Centre. The new build includes—is that the school that Rita Saffioti went to? The new build includes new classrooms, new library, information technology and laboratory, as well as the conversion of existing classrooms into new visual arts studios. The minister has made many visits to Kalamunda over the last three and a half years with the member, and it is great to see such strong advocacy for his community after years of neglect under his predecessors. The government is committed to providing high-quality education facilities for students across WA regardless of where they live.

**Mr P.J. RUNDLE:** I refer to halfway down page 377 under “Land Acquisition: General”. Minister, I refer to the future land acquisition planning for agricultural colleges. What is the plan for future expansion or acquisition of surrounding land to improve the agricultural college footprint?

**The CHAIR:** Member, is there any indication that that line item includes that?

**Mr P. PAPALIA:** That is what I am checking.

**Mr P.J. RUNDLE:** Well, this would be the only scenario that—as I understand it.

**The CHAIR:** So you are asking the minister does it include that? Yes.

**Mr P. PAPALIA:** Yes. I can advise that no component of the money reflected in that line item to the purchase of agricultural land.

**Mr P.J. RUNDLE:** Related to this, there is land next door to the Western Australian College of Agriculture, Narrogin, which is available. Has the department got a plan or a fund to actually access this type of opportunity to make sure that the agricultural colleges are still viable?

**Mr P. PAPALIA:** I think what the member is talking about is something beyond specific annual budget allocation in the event that there is no money in this line item allocated to purchasing of land for that purchase. I suggest that if the member is talking about policy, longer horizon planning, he might want to put it on notice.

**Mr P.J. RUNDLE:** I can refer to page 233 under the —

**The CHAIR:** In which case it is not a further question, because you have gone to another line item.

**Mr P.J. RUNDLE:** I said investment program, if you like, in budget paper No 3.

**Mr P. PAPALIA:** Budget paper No 3?

**Mr P.J. RUNDLE:** Yes. This is part of the asset investment program of education on the top line where it says “Education” under the asset investment program and the amount of \$456.2 million. I am trying to get to whether there any is opportunity under that particular investment program when opportunities like this arise?

[7.20 pm]

**Mr P. PAPALIA:** I think that is a component of the aforementioned biggest investment in education infrastructure in history by this government, or the biggest investment in history by any government. There has already been the \$200 million maintenance blitz for every school. I got a component of that. But beyond that there is a \$492 million

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allocation to 63 public schools across WA over the next three years. So that is the line that the member is referring to, I think.

**Mr P.J. RUNDLE:** I think the minister is just adding to it, Madam Chair.

**Mr P. PAPALIA:** That is it. I am just saying I think it is not really what the member is suggesting. This line is about that other investment that I have already referred to, which does not incorporate a purchase of land near Narrogin.

**Mr P.J. RUNDLE:** That is right. As opportunities arise with farmland —

**Mr P. PAPALIA:** I think the member is speculating about what might be future policy, and I suggest he put that one on notice.

**Mr P.J. RUNDLE:** It is not future policy; it is there and available. But I will leave it at that, Madam Chair, and I put my name on the list.

**The CHAIR:** Questions on notice would be your best bet, member. Member for Thornlie?

**Mr C.J. TALLENTIRE:** Thank you, Chair. I am referring to page 379 and the continuation of new works. The question really relates to education support in schools, and I refer to the new funding for education support facilities at Lakeland Senior High School and Canning Vale College. A very common issue raised with me by constituents is the need for support for students with disability. Can the minister advise how the government is supporting these students and their schools?

**Mr P. PAPALIA:** I can find the Lakeland one. Is Canning Vale on a different page or something?

**Mr C.J. TALLENTIRE:** No; it is on page 379, and it is fairly alphabetical.

**Mr P. PAPALIA:** Yes, I can see it, sorry.

**Mr C.J. TALLENTIRE:** There is \$3.9 million for Canning Vale College education support, and \$5.4 million for Lakeland Senior High School education support.

**Mr P. PAPALIA:** I thank the member. It is an issue that has been raised by parents and teachers everywhere. The schools are doing a great job to cater to needs of all their students, including children with disabilities, who require extra classroom support. In the 2020–21 budget, we have provided, as the member said, \$3.9 million to Canning Vale College, and \$5.5 million for Lakeland Senior High School. These facilities will be ready for the 2022 school year and will provide new teaching blocks with general and education support classrooms, associated storerooms and facilities, and an independent living skills classroom. With the growth in population in the southern corridor, Leeming Senior High School Education Support Centre has come under increasing enrolment pressure. These two new facilities will provide modern and inspiring facilities for all students, regardless of their needs. Through the WA recovery plan we have also invested \$2.5 million for an education support facility at Pine View Primary School in south Baldivis, which the local member is very happy about. The member for Baldivis has been arguing for that for some time. He is celebrating that he has been delivered the funding. The government provides supplementary funding for students with disability through the individual disability allocation and educational adjustment allocation. At 30 June 2020, the total amount of individual disability allocations delivered to schools was \$355.4 million, up from \$332.8 million the year before. These allocations allow schools to target their resources so that students with disability can receive the classroom support they need to succeed. Supporting students with a disability and equipping schools with the resources they need to ensure success is a key priority for the government, and definitely front of mind for the minister.

**Ms L. METTAM:** I refer to page 233, under the “Asset Investment Program” —

**The CHAIR:** So that is a different volume?

**Ms L. METTAM:** Yes, budget paper No 3, page 233, under the “Asset Investment Program”. In terms of supporting the asset investment program for the Department of Education, can the minister guarantee that the McGowan government will not be revisiting the —

**The CHAIR:** No, member; I do not think that is a proper question. It needs to be factual.

**Ms L. METTAM:** Why not?

**Mr P. PAPALIA:** It is estimates, not question time.

**The CHAIR:** It is about the content of the budget and how that money is going to be applied. It is not about seeking guarantees from someone who is in fact not the actual minister.

**Ms L. METTAM:** Okay.

**Mr P. PAPALIA:** The member has to refer to a page and a line item, and refer the question to that specific point related to the budget.

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**Ms L. METTAM:** Okay.

**The CHAIR:** If you want to ask a further question, put it a different way.

**Ms L. METTAM:** I will ask a different question.

**The CHAIR:** You will have to go on the list then. Member for South Perth.

**Mr J.E. McGRATH:** Minister, I am referring to budget paper No 2.

**The CHAIR:** Sorry, is there a problem, member?

**Ms L. METTAM:** Yes, there is a problem.

**The CHAIR:** Member for South Perth.

**Mr J.E. McGRATH:** Page 379, under “Additions and Improvements to Secondary Schools”. It is interesting that the minister flagged earlier that I might raise this, so I am not going to disappoint him. Regarding Como Secondary College, I met with the school council about 12 months ago and they had a wish list of things that needed to be done at this school. It is a 51-year-old school; it is growing and it has 900-odd students. Its wish list was \$26 million: \$12.5 million for a new performing arts centre; \$4.5 million for a new administration block; and, \$9 million for a new classroom block. The administration block has probably been there since the day it was built. While the \$1 million is appreciated by the president of the school council as a start—\$400 000 in this budget and \$600 000 in forward estimates—can the minister identify what this \$1 million will be spent on? Is the department able to tell us where this money will be spent?

**Mr P. PAPALIA:** I will see whether I can do that. The member is referring to two components. Is one part of the maintenance blitz and one part of the big investment across the 63 schools?

**Mr J.E. McGRATH:** No; I think the \$1 million was flagged earlier, in the first announcement.

**Mr P. PAPALIA:** As part of the maintenance blitz?

**Mr J.E. McGRATH:** Yes, I think so.

**Mr P. PAPALIA:** I have a bit of detail around what that money is for. Is this part of the \$200 million maintenance blitz? No, it is not part of the maintenance blitz; it is part of the recovery package. The member did very well to get some; not every school got some in the recovery package. Some 63 schools across the state shared in that. I am told it is refurbishment to specialist classrooms, including materials, technology and textiles. Specialist classrooms in its performing arts area will also be refurbished. I remember the member asking about it in his grievance.

**Mr J.E. McGRATH:** No; it was in my speech on the budget.

**Mr P. PAPALIA:** We talked about it and the member did reflect on the fact that those were elements of what they had hoped for, but obviously they had an aspiration for a greater amount of money. Not every school got money in that allocation in that package.

**Mr J.E. McGRATH:** There has been some talk about one day possibly amalgamating Kent Street Senior High School and Como Secondary College. When the department makes these decisions on spending money on schools like Como Secondary College, does it also look at the future, the demographic and the size of the catchment area? Como sits alongside Kent Street, which I notice has been given no funding. I am not sure whether it needs it because it is not in my electorate anymore. They are two old and well-known schools in fairly close proximity. Obviously, the department would have forward planning for the future for all our schools and how they are going to sit as the population and the density changes in certain areas, especially in some of the older areas where these schools were built many, many years ago. Some of them are bursting at the seams.

**Mr P. PAPALIA:** Was the member involved in any consultation around those schools?

**Mr J.E. McGRATH:** There was some talk with the Treasurer, the member for Victoria Park.

**Mr P. PAPALIA:** Kent Street is in his electorate, is it?

**Mr J.E. McGRATH:** Kent Street is in his, and both he and I looked at a possible amalgamation of two schools and building a new school.

[7.30 pm]

**Mr P. PAPALIA:** I am informed there was very wideranging consultation around the two schools, and that is still under consideration. The feedback has been received. It was a significant consultation and it is under consideration. I have not been informed about the specific detail of that consultation or the feedback. I think the department is aware of those matters that the member has raised in terms of two older schools and potentially consideration around future growth and the like.

**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Wednesday, 21 October 2020]

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**Mr J.E. McGRATH:** There was also some consideration in the time of the previous government, and the minister at the time was looking at the possibility of turning Como Secondary College into a K–12 school and including Curtin Primary School, which is a little primary school on a very valuable piece of land. Most people were quite acceptable of that, even though Curtin Primary School would have liked to go across to Como Secondary College and turn it into a K–12 school. Does the department like K–12 schools?

**Mr P. PAPALIA:** It has some K–12 schools, but I am informed that that was not part of this consultation.

**Mr J.E. McGRATH:** No, it was separate.

**Mr P. PAPALIA:** It aims to try to reduce transition disruption. That is an objective and an aim, but that particular option was not part of that conversation.

**Mr J.E. McGRATH:** It was not proceeded with.

**Mr P. PAPALIA:** It was not part of the consultation, that I am aware of.

**Mr P.J. RUNDLE:** My question relates to page 368, and the third line from the top under “New Initiatives” is “DETECT COVID-19 Schools Study”. Considering that \$1.1 million has already been spent in the 2019–20 year, are there any interim results; and, if not, when will the public be seeing the results of this study?

**Mr P. PAPALIA:** What was the question again? Sorry; I was just reading the briefing.

**Mr P.J. RUNDLE:** Considering that \$1.1 million has already been spent in the previous financial year, are there any interim results; and, if not, when will the public see the results of this study?

**Mr P. PAPALIA:** When it is completed. The entire study is not yet completed, but a module was completed in September. No cases of COVID were detected through the testing that was conducted. There are elements of the study that involve doing a baseline wellbeing survey across metropolitan and regional areas. Analysis is being undertaken by the consultants, the Telethon Kids Institute. There has been a very big reach with the survey across parents providing consent, and a very significant number of eligible students have attempted the survey, but the whole study has not yet been completed. When it is completed, the minister is planning to release the results.

**Mr P.J. RUNDLE:** Could the minister just briefly quantify what was asked in the survey?

**Mr P. PAPALIA:** On 1 May 2020, the DETECT COVID-19 schools study was announced. Staff and students from 79 public schools, education support settings and residential facilities were participating in a research study partnership with the Telethon Kids Institute and the Department of Health to track the impact of COVID in schools. The aim of the study was to provide greater certainty around the COVID situation in WA schools and an understanding of the impact the pandemic has had on student wellbeing and mental health. The study includes swab testing a random sample of students and staff at each participating school and a wellbeing survey.

**Mr P.J. RUNDLE:** Is there a predicted time frame for the release of the results, considering that we are now four months after the end of the —

**Mr P. PAPALIA:** The key result is that there has been no COVID detected, quite obviously. We have had a fantastic result in Western Australia, having managed to have more than six months of no community transmission. All our schools and all the parents of children in those schools have benefited as a consequence of the efforts by the government to keep WA safe and strong. Undeniably, there is no community transmission in WA. There has been demonstrably no COVID cases in schools. That is the primary indication from the study to date. Obviously, there are other elements of the study that incorporated the assessment of mental health and the like and those impacts. Those are the sorts of things that are being undertaken now in terms of the continued study. When that is complete, the minister will release it.

People anywhere else in Australia right now, certainly those in any other state, would not have had as good an outcome in terms of mental health for students in a pandemic. That is undeniable, because our schools were the least impacted. As I said earlier on, we did not really shut. For a very small period of time, people were advised that if they could keep their children at home, they should. That was in the order of four days, before the April school holidays. Immediately post the school holidays, we asked them to come back, and in very quick time people demonstrated the confidence they had in the system and in our state’s protections and sent their kids back to school. Some of the outrageous claims made by high-profile commentators at the time were proven to be completely baseless.

**Mr P.J. RUNDLE:** Certainly, I congratulate the director general and the deputy director general on their handling of COVID in our school system and on giving confidence to a lot of our principals.

[7.40 pm]

**Mr P. PAPALIA:** I congratulate all the team, and that includes all our executives and also all the public servants right across the state. There is no one department that has contributed to this outcome; it has been an incredible achievement. We have to remember also in those early days, when there were really heartfelt and widespread concerns

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around the potential extent of the threat, the whole of government—I am talking about the whole of the bureaucracy; all the public servants in WA—was thrown at the effort of supporting, sustaining and protecting the people of WA against the COVID threat. A lot of that was about keeping people comfortable and informing them. I am going to make an observation. I do feel right now that this clear decision by the Liberal Party of WA, not the Nationals, to pursue the Premier in an outrageous and unfounded fashion is undermining —

**Ms L. METTAM:** What budget paper is that? What line item is that?

**The CHAIR:** Minister!

**Mr P. PAPALIA:** I am answering the member's question.

**Mr P.J. RUNDLE:** I have not even asked my question yet.

**The CHAIR:** Minister!

**Mr P. PAPALIA:** It is undermining the confidence of the Western Australian community.

**The CHAIR:** Minister!

**Mr P.J. RUNDLE:** I have not even asked my question yet, Madam Chair.

**Mr P. PAPALIA:** One of the pillars of public health is confidence in the public health system and confidence in the decision-making.

**The CHAIR:** Minister! I hoped I would not have to use that. Minister, I remind you that according to standing order 78, answers need to be relevant. I have given you a bit of leeway, but when I call you to order, I would be grateful if you could at least give me the courtesy of listening. Now, would you like to complete your answer?

**Mr P.J. RUNDLE:** Madam Chair, I have not actually asked the question. The minister started making a speech before I asked my question.

**Mr P. PAPALIA:** Chair, I would like to refer to the nature of the studies about the mental health impact of COVID on students in our education system and their parents. Undeniably, what is being done by the Western Australian Liberal Party at the moment is undermining that mental health. That is a dangerous step, and I am disappointed in the members of the Liberal Party. I have great respect for people in the parliamentary party, but I think they made a bad decision, because when they undermine confidence in public health decisions for base political purposes, they undermine our ability to respond to the threat. It requires confidence in the wider public in the decision-making process and our initiatives.

**The CHAIR:** I will ask the member to repeat his question.

**Mr P.J. RUNDLE:** I have not even got to ask it yet, Madam Chair.

**The CHAIR:** Do that, please.

**Mr P.J. RUNDLE:** What provisions are in place should there unfortunately be a second wave? That is my question.

**The CHAIR:** That is a bit broader and it covers a number of departments.

**Mr P.J. RUNDLE:** It is pursuant to this study, which has not been released.

**Mr P. PAPALIA:** Okay —

**The CHAIR:** Member, the question deals with a specific DETECT COVID schools study.

**Mr P.J. RUNDLE:** I think it is more precise than the minister's answer, Madam Chair.

**The CHAIR:** The minister has said that the final results are under evaluation. I do not think there is anything more he can usefully add. Member for Jandakot, have you got a further question on that?

**Ms L. METTAM:** Can I have a further question on this topic?

**The CHAIR:** The member for Jandakot got my attention first, so he has a further question, and then you can have a further question.

**Mr Y. MUBARAKAI:** I refer to page 389 of volume 1 of budget paper No 2.

**Ms L. METTAM:** Stick to the question.

**Mr Y. MUBARAKAI:** It is regarding COVID. I am just asking a further question.

**The CHAIR:** I have just done a ruling on that. We are dealing with that specific line item, so you can ask it down the track.

**Mr Y. MUBARAKAI:** I will then. Thank you, Chair.

**The CHAIR:** Have you a further question on that particular study, member for Vasse? Go for it.

**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Wednesday, 21 October 2020]

p335b-355a

Mrs Liza Harvey; Mr Paul Papalia; Ms Libby Mettam; Mr Peter Rundle; Chair; Mr Chris Tallentire; Mr John McGrath; Mr Yaz Mubarakai; Mr Matthew Hughes

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**Ms L. METTAM:** When will the evaluated study be made public, and can the minister confirm that it will be made public?

**Mr P. PAPALIA:** I have said already that when it is completed, it will be made public by the minister.

**Ms L. METTAM:** Is that next year? Is it this year?

**Mr P. PAPALIA:** It is probably early next year, understanding that the initial phase focused on determining whether we had COVID in our education system, and it confirmed that we did not, along with a lot of other testing in the community and a lot of other measures to determine whether we had community transmission, which are ongoing. There is an ongoing testing regime. There have been some ridiculous claims by people like Mathias Cormann and the member for Dawesville regarding Western Australia's preparation for —

**The CHAIR:** The question was —

**Mr P. PAPALIA:** This is specifically responding to the question about —

**Ms L. METTAM:** No; the minister answered it.

**The CHAIR:** No. The question was: when is it going to be released and when will it be public?

**Mr P. PAPALIA:** I have told her.

**The CHAIR:** All right. If you have answered the question, we will move on.

**Mr P. PAPALIA:** Good.

**The CHAIR:** Member for Vasse, you have a different question on a different matter.

**Ms L. METTAM:** I refer to page 374 and “Asset Investment Program”. I note that it says that in 2020–21 \$456.2 million will be spent on capital works in education. Out of the \$456 million, how much has the commonwealth provided? Can we get a breakdown of the state and commonwealth contributions for that year in forward estimates?

**Mr Y. MUBARAKAI:** That is a good question.

**Mr P. PAPALIA:** Yes, it is a great question. With regard to the biggest capital investment in our education system in the history of Western Australia, the lion's share—the vast majority—of the money being invested is from the Western Australian state government, and there is a commonwealth grant of \$12.79 million.

**Mr P.J. RUNDLE:** I refer to page 369 and paragraph 9, which refers to demand for online resources and the like. What upgrades are being made to ensure that regional students have access to online technologies? Obviously, this would have come to the fore during the COVID situation.

**Mr P. PAPALIA:** Yes, for the four days when they were not at school.

**Mr P.J. RUNDLE:** There was a period of two or three weeks when the schools had to prepare.

**Mr P. PAPALIA:** It was in the non-government sector. Yes, they had to prepare.

**Mr P.J. RUNDLE:** I know about the non-governments, but I am talking about when the preparation levels were set up in case it had to go on for another term et cetera.

**Mr P. PAPALIA:** The Department of Education funds bandwidth services for all public schools, with bandwidth representing around 20 per cent of the total ICT budget. Demand for online content and cloud services in schools continues to increase each year—regardless of the pandemic; it was happening before then—putting constant pressure on bandwidth and related budget items. Bandwidth is a finite resource, with varying availability costs and constraints across the state. The department started a project in 2019 to increase bandwidth at over 650 schools, and that was completed in September this year. Available bandwidth has tripled in more than 500 schools, and a further 18 schools will be upgraded by the end of 2020. ICT helps schools to manage and monitor their bandwidth consumption locally. It is an ongoing investment.

**Mr P.J. RUNDLE:** Can the minister tell me what is being done to enhance last-mile connectivity? Is the department involved in any way?

**Mr P. PAPALIA:** The federal government finally funding an NBN that might be useful is probably going to have an impact.

**The CHAIR:** Can you just repeat your question?

**Mr P.J. RUNDLE:** What is being done to enhance last-mile connectivity? We have heard about bandwidth et cetera.

**The CHAIR:** That is fine; we heard the question.

[7.50 pm]

**Mr P. PAPALIA:** My glib answer may be quite accurate. As the member knows, last-mile connectivity is reliant upon the potential changes to federal government policy around the NBN. Like everybody else, we were delivered

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an inadequate service with the Turnbull government's response on the NBN, No, it was Abbott with Turnbull as the architect, I think. The federal government has conceded now that that is not going to work, so the education department is reliant on local services—what service is available.

**Mr P.J. RUNDLE:** Now that the government has reinstated the Schools of the Air, I wonder whether the minister could explain to me how School of Isolated and Distance Education will be used in a better way to improve both the Schools of the Air and potential connectivity and online resources for our regional students?

**Mr P. PAPALIA:** SIDE became a registered training organisation in 2020. Students can access a number of vocational education and training certificates through SIDE—certificate I in skills for vocational pathways, certificate II in skills for work and vocational pathways, certificate II in information, digital media and technology, and certificate II in business. The range of vocational education and training certificates offered by SIDE will increase in future years. There has also been a number of things delivered in this part of the system, including 98 online professional learning sessions have been delivered, 2 834 participants completed professional learning, 1 242 support calls were resolved, and 279 new connect support community discussion posts were registered. On connections, with Cisco Webex, 19 online professional learning sessions were delivered, 1 136 participants completed professional learning, 74 support calls were resolved, and 47 new Webex support community connect discussion posts were made. With regard to Microsoft Office 365 and Teams, 85 online professional learning sessions were delivered, 2 557 participants completed professional learning, and 65 support calls were resolved. I am informed that lessons have been learned from the COVID environment and the response, and they will be informing additional effort for supporting isolated or regional students.

Also as part of our election commitments, the member would recall that independent learning coordinators were appointed at 10 regional schools and a regional learning specialist team was established with the intention of increasing the likelihood that students will remain at their local schools and achieve optimal outcomes from their education. Feedback from the schools suggests that both components of the quality education in the regions initiative, which was our election commitment, are valued by students and teachers. A 2020 review by the public school accountability team confirmed the implementation of the independent learning coordinators has enhanced the effectiveness of the schooling experience for students and enabled the study of a broader range of School of Isolated and Distance Education courses. The reports are that it is improving.

**Ms L. METTAM:** I refer to the table of outcomes and key effectiveness indicators on page 371. I note that the 2019–20 actuals did not meet the—

**Mr P. PAPALIA:** Which line is the member talking about?

**Ms L. METTAM:** It is the table of outcomes and key effectiveness indicators on page 371.

**Mr P. PAPALIA:** That is the whole table.

**Ms L. METTAM:** Yes. It refers to, for example, year 9 public school students achieving proficiency in numeracy and year 5 public school students achieving proficiency in numeracy. There are a number of areas in which the actuals did not meet the budget parameters across those NAPLAN areas. Can the minister explain why?

**Mr P. PAPALIA:** I think it is a consequence of ambition and setting the target high, meaning that what was achieved exceeded what had been achieved in the past but did not quite make the target. Although the Department of Education achieved only four of its objectives around those key effectiveness indicators, representing 36 per cent of its 11 key effectiveness indicators for 2019, those results in all the key effectiveness indicators were the highest or second highest since 2016. It is good to set a target, and I would endorse aspiring for a greater achievement, but that does not mean that because the department did not achieve that target, it has failed; in fact, it has significantly improved the outcomes over the last four years.

**Ms L. METTAM:** Do we know how these results fit in with the results in other states?

**Mr P. PAPALIA:** We have a changed target for proficiency., The eight new NAPLAN indicators are not comparable with the results for the national minimum standard NAPLAN indicators that were replaced in 2018–19; it has changed. To achieve proficiency, students here must meet higher standards of reading and numeracy than the national minimum standards reported under the department's old outcomes-based management framework. The proficiency standards were set by the department based on provisional work conducted nationally. proficiency standards represent challenging but reasonable reading and numeracy achievement expectations for a typical student in year 3, 5, 7 or 9. Proficiency standards represent better indicators of, the quality of students' learning than national minimum standards reported under the department's old structure. As I said earlier, aspiring for a greater achievement and not quite getting to that is still a better outcome than in 2016. We have improved our performance.

[8.00 pm]

**Mr J.E. McGRATH:** It is good to see the Leader of the Opposition arrive for first her first stint on the committee, as a former Minister for Training and Workforce Development. I have a general question about the significant

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issues impacting the agency referred to on page 369. Paragraph 4 states that engagement and educational outcomes for Aboriginal students remain disproportionately low in comparison with those of non-Aboriginal students. It goes on to state that embedding Aboriginal histories, cultures and languages in classroom practice is also a priority, which I agree with. I think we need to learn more about Aboriginal history when we are young children. It also states that the department will continue to support aspirant Aboriginal leaders to identify their career and leadership goals. I am interested in this because I have quite a few Aboriginal students in my electorate, and I also have the Clontarf Aboriginal College, which is mentioned —

**Mr P. PAPALIA:** We are very fortunate to have that.

**Mr J.E. McGRATH:** Yes, it is a good college, and it is mentioned in paragraph 13 in relation to the Aboriginal girls engagement program. This is a big issue in society. We need to advance Aboriginal kids. We need them to be educated and we need them to take on leadership roles in society. How does the minister think we are travelling in this regard, especially with regard to what was mentioned in paragraph 4?

**Mr P. PAPALIA:** I appreciate the member's interest in this matter. The Aboriginal cultural standards framework, which is referred to in that paragraph, continues to inform the work of all department staff in the research, design, implementation and evaluation of services, policies and programs for Aboriginal students, and supports schools to promote reconciliation by embedding Aboriginal histories, cultures and languages into classroom practice. The department provides professional learning, advice and guidance to schools across the state to create culturally safe, welcoming and engaging learning environments for Aboriginal students; to develop their understanding about culturally responsive approaches that recognise the strengths of Aboriginal students; and to ensure that the efforts of all staff are informed by the framework. The department delivered 101 workshops to 4 506 school leaders, teachers and Aboriginal and Islander education officers between 1 July 2019 and 30 June this year.

The Prime Minister's "Closing the Gap Report 2020" was tabled in Parliament in February 2020. The member asked about how we are going. Of the four Closing the Gap education targets across public and non-government schools, Western Australia is achieving the 2025 target of 95 per cent of Aboriginal four-year-olds in early childhood education. We are already achieving that. The attendance target to halve the gap by 2018 was not met. From memory, I do not think it was met anywhere in the country. There was improved performance of Aboriginal students between 2008 and 2018 in reading and numeracy at years 3, 5, 7 and 9. However, Western Australia met only the year 9 numeracy 2018 Closing the Gap target. The year 12 attainment target for 2020 is on track for WA. Actually, that is pretty good, depending on what the target is. In March 2019, a formal partnership agreement on Closing the Gap established the Joint Council on Closing the Gap to ensure equal participation and shared decision-making between Aboriginal people and governments. The new National Agreement on Closing the Gap was launched by the Prime Minister and the Minister for Indigenous Australians on 30 July 2020. The new agreement reflects an important shift in the way that governments work by encompassing shared decision-making around policies and programs that aim to strengthen life outcomes for Aboriginal and Torres Strait Islander people. The agreement is an ambitious 10-year commitment by the national coalition of Aboriginal and Torres Strait Islander peak organisations, the commonwealth government, all state and territory governments and the Australian Local Government Association to improve the life outcomes of Aboriginal and Torres Strait Islander citizens. There are five targets relating to education in the new agreement: early childhood education enrolments, on-entry developmental readiness, year 12 certification, tertiary qualifications, and engagement in employment, education or training. Additionally, there is an Aboriginal languages target that has implications for schools. Each jurisdiction will develop implementation plans to support achievement of the agreements, objectives and outcomes. It is intended that WA's Closing the Gap implementation plan will be tailored to local contexts and developed in collaboration with Aboriginal Western Australians. In WA, this work is being led by the Department of the Premier and Cabinet working with the Closing the Gap senior officers group and Aboriginal Western Australians.

I might have some more.

**Mr J.E. McGRATH:** Just quickly, because I know there are other questions to be asked, but it appears there is still a lot of work to be done.

**Mr P. PAPALIA:** Yes. There is work to be done everywhere. I have some other results that I think give reason for optimism. The 2019 NAPLAN results were the best ever for Aboriginal public school students. For year 3 reading and writing, the mean score percentage achieved national minimum standards; for year 5 writing, the mean score percentage achieved national minimum standards; and for year 9 numeracy, the mean score percentage achieved national minimum standards and was the second best ever after 2018. In all those categories, students achieved the best results ever. That is not pretending that it will be the outcome that we want.

**Mr J.E. McGRATH:** Is truancy still an issue among Aboriginal students?

**Mr P. PAPALIA:** Yes. I am trying to make sense of the tables. Attendance rates for Aboriginal and non-Aboriginal students have decreased slightly in the last two years. The decrease in the public school semester 1 attendance in 2019

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was caused, at least in part, by the early onset of the flu season, which usually does not substantially affect schools until semester 2. The 2019–20 annual report details all the attendance rates. It is comprehensive. It covers all the different years and looks at attendance in different categories: regular, 90 to 100 per cent at risk; indicated, 80 to 90 per cent at risk; moderate, 60 to 80 per cent at risk; and severe, less than 60 per cent. If the member wants to look at the annual report, that is available. The answer to the member's question is yes.

**Mr M. HUGHES:** Further to that, I refer to the fourth paragraph on page 369, which refers to the Kimberley Schools Project. Do we have any data yet, pointing to the effectiveness of the Kimberley Schools Project and improving engagement in educational outcomes for target students? I have a particular interest in this.

[8.10 pm]

**Mr P. PAPALIA:** When was it running for? When did it commence?

**Mr M. HUGHES:** It had a late start but it is up and running.

**Mr P. PAPALIA:** Was the member's question: do we have any results?

**Mr M. HUGHES:** Does the minister have any data about the effectiveness of the Kimberley Schools Project actually improving student outcomes and engagement?

**Mr P. PAPALIA:** The Kimberley Schools Project uses a range of assessments that track student progress throughout the year. End of year results in 2019 indicated that students in project schools made sound progress in all assessments. These include the dynamic indicators of basic early literacy skills, which monitor individual student progress and determine lesson content and are administered by kindergarten to year 2 classroom teachers twice per term. Participating schools are requested to complete the progressive achievement tests, reading, and the South Australian spelling test at the end of each year. However, there were inconsistent completion rates in 2019. The South Australian spelling test results indicated that year 1 students were matching Australian averages in nine of 13 age ranges, and year 2 students were matching Australian averages in nine of 12 age ranges. Program coordinators undertake a range of assessments with kindergarten to year 2 students in terms 1 and 4 each year. Sixty-two per cent of year 2 students were able to read 90 to 100 Fry high-frequency words correctly at the end of 2019. The member knows what I am talking about, does he not? In the letter sound test, 54 per cent of preprimary students, 71 per cent of year 1 students and 82 per cent of year 2 students were in the average to above average percentile range. The Yopp–Singer test of phoneme segmentation indicated 27 per cent of kindergarten students, 73 per cent of preprimary students, 80 per cent of year 1 students and 91 per cent of year 2 students could segment individual phonemes.

**Mrs L.M. HARVEY:** Is this in the annual report?

**Mr P. PAPALIA:** No, I am just reading out the results of this program that the member was talking about. It provides a summary of the tests used in the Kimberley Schools Project and the frequency of administration, as well as assessment descriptions. If the member wanted a greater insight into the results of that program, noting that he has specialist knowledge and interest—or anyone else, as well—I urge him to seek a briefing via the minister.

**Mr M. HUGHES:** Okay. I will do that.

**Mr P.J. RUNDLE:** My question relates to the fifth paragraph on page 369 of budget paper No 2, which relates to the behaviour of children and issues that may impact on the safety of students and staff in schools. What are the numbers of suspensions and expulsions or, as I now understand it, exclusions, statewide for this school year?

**Mr P. PAPALIA:** A total of 16 149 students have been suspended and 39 722 suspensions were recorded. That would reflect our determination, in recent times, to be far more robust in response to antisocial and inappropriate behaviour. As the minister has stated many times, there will be a lot less tolerance of some of the behaviour that had been accepted in the past when these measures were not being implemented. It is expected that we will now get more suspensions and individuals suspended than in the past.

**Mr P.J. RUNDLE:** The minister gave one figure of 16 000.

**Mr P. PAPALIA:** That is the individual students being suspended. The other figure is the number of suspensions. Obviously, individuals can get suspended more than once.

**Mr P.J. RUNDLE:** And the exclusions?

**Mr P. PAPALIA:** The number of recommendations for exclusions have dramatically increased in recent times because of our policy. As a result, the number of students being excluded has also increased. In 2019, there were 82 recommendations for exclusions and, of those, 65 were excluded.

**Mr P.J. RUNDLE:** Those figures are for 2019. Do we have figures for the 2020 school year?

**Mr P. PAPALIA:** As at 16 October, there were 54 exclusions.

**Mr P.J. RUNDLE:** For this financial year?

**Extract from Hansard**

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**Mr P. PAPALIA:** It looks as though it is on target to be similar to the number for last year.

**Mr P.J. RUNDLE:** Is the minister implying that these rates have improved in comparison with last year? I suppose he is saying that we have had an increase in the number of suspensions and exclusions since the minister's 10-point plan came into effect?

**Mr P. PAPALIA:** The minister stated publicly and clearly that she would be much tougher on antisocial and violent behaviour, in particular, and that is being implemented.

**Mr P.J. RUNDLE:** Can the minister give the numbers of both staff and students who have been threatened or been on the receiving end of physical violence in schools statewide?

**The CHAIR:** That is a very broad question. It may well be better to be taken on notice.

**Mr P.J. RUNDLE:** Could I receive that as supplementary information?

**The CHAIR:** Why can it not go on notice, member?

**Mr P. PAPALIA:** I suggest the member put it on notice. It is a comprehensive, very large dataset.

**Mr P.J. RUNDLE:** Will the minister undertake to provide that before the end of the parliamentary sitting?

**Mr P. PAPALIA:** No. I just asked the member to put it on notice.

**The CHAIR:** Member, it is your obligation to put the question on notice. The minister then has a certain time frame within which he has to answer.

**Mrs L.M. HARVEY:** My question refers to the total cost of services on page 367. I am interested in the approved specialist sporting programs, being the soccer programs. I understand that those programs are at Darling Range Sports College, John Curtin College of the Arts, Lynwood Senior High School, Safety Bay Senior High School and Woodvale Secondary College. Is actually a funding allocation to the schools for those programs?

**Mr P. PAPALIA:** Sorry; could the member repeat the question. I was just finding the page.

**Mrs L.M. HARVEY:** There is no specific line item for the actual specialist sporting program. The line item is in the table on page 367, under total cost of services for the 2020–21 budget, at \$5.466 million.

[8.20 pm]

**Mr P. PAPALIA:** What is the question again?

**Mrs L.M. HARVEY:** What is the value of the funding to the five high schools that offer the specialist soccer programs, being Darling Range, John Curtin, Lynwood, Safety Bay and Woodvale? Will the soccer programs in those schools continue beyond 2024? I understand that one of those schools is winding up its program.

**Mr P. PAPALIA:** Is the member a fan?

**Mrs L.M. HARVEY:** I have been contacted by a constituent who is a bit upset about one of the schools closing its program.

**Mr P. PAPALIA:** I will try to find out. I will undertake to answer that by way of supplementary information. I do not think that is too onerous. Is the member talking about four schools?

**Mrs L.M. HARVEY:** There are five schools—Darling Range, John Curtin, Lynwood, Safety Bay and Woodvale.

**Mr P. PAPALIA:** I undertake to confirm whether the funding for the soccer programs at Darling Range, John Curtin, Lynwood, Safety Bay and Woodvale will continue.

**Mrs L.M. HARVEY:** Yes, and if any of the programs are winding up; and, if so, why?

**Mr P. PAPALIA:** Yes, and if any of the programs are ending, what is the justification, if that is the case.

**The CHAIR:** That is the converse of whether they are continuing. The minister is right.

**Mr P. PAPALIA:** That is true.

[*Supplementary Information No B16.*]

**The CHAIR:** I give the call to the member for Roe.

**Mr P.J. RUNDLE:** I refer to the total cost of services on page 381. My question is pursuant to the budget allocation for agricultural education.

**The CHAIR:** Whereabouts on page 381?

**Mr P.J. RUNDLE:** I am referring to the line item “Supplies and services” under “Cost of Services” and “Expenses”. I am looking for the budget allocation for agricultural education. I am really looking for the amount of funding allocated to the re-established directorate of agricultural education, which I am very pleased about.

**The CHAIR:** Minister, I do not know whether it is contained there but you can give it a go.

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**Mr P. PAPALIA:** That is going to be difficult because the overall allocation is not separated from the budget. I will see whether I can find something. What is the member actually asking?

**Mr P.J. RUNDLE:** How much funding is allocated to the re-established directorate of agricultural education.

**Mr P. PAPALIA:** It is one FTE as far as the directorate goes. The budget resourcing is just part of the global allocation. It is not something we can isolate and say that amount is dedicated to agriculture.

**Mr P.J. RUNDLE:** Can the minister explain why the directorate has been re-established, given that it was removed in 2017? As I said, I am very much in favour of it; I think it is a great initiative. I would like an explanation of what prompted the re-establishment.

**Mr P. PAPALIA:** Does the member want to join in celebrating the fact that it has been re-established?

**The CHAIR:** Moving forward, member.

**Mr P.J. RUNDLE:** I will let the minister answer.

**Mr P. PAPALIA:** I do not know. I am not the minister. I am informed it is not actually a directorate in the terms that the member is referring to. An agricultural support team will be established. It will have a different structure and will be a different initiative. It will obviously support agricultural education but it will not re-establish the directorate. The member should write to the minister and ask her. If I suggest that the member puts the question on notice, he will say that he will not get the answer in time; if he wrote to the minister, he might.

I can say that the objectives of that team are to ensure that education links into opportunities with the government jobs and skills package. The intention is to ensure that there is a greater focus on getting young people jobs in the agricultural sector as a consequence of that training.

**Mr P.J. RUNDLE:** Will at least one FTE in the education department also be working with the PRIMED project, which is part of the DPIRD/education department program, I gather, over the next three years?

**Mr P. PAPALIA:** With respect to the member's observation that one FTE will be involved, by way of comparison or perhaps providing some insight, for the entire defence sector, we have a workforce development team of two that was established under the Department of Training and Workforce Development. They look at not just defence, but also the demand for similar skill sets across other sectors, such as resources, mining and offshore oil and gas. That is actually a significant contribution. If an individual has the skill sets to identify job opportunities and ensure the end result of a job through the training and delivery of the training targets, that is a significant contribution.

PRIMED is a collaborative project between the Department of Primary Industries and Regional Development as the lead agency, the Department of Education and the Department of Training and Workforce Development. They are collaborating on that project. It aims to provide secondary students with a better understanding of primary industries, inform secondary students about opportunities to meet their career aspirations in the range of primary industries, particularly in professional roles, and improve delivery of primary industries-related curriculum through teacher professional learning and industry-aligned teaching resources. The three agencies have each committed resources to deliver the project jointly and in partnership with industry. Over the five-year period, the government's investment in the project through each agency's contribution is almost \$5.3 million. The Department of Education's commitment is over \$2 million. As I indicated earlier, one FTE is quite significant. As the requirements for agricultural education are developed and more collaboration is worked out with the ag colleges, that FTE number will grow. Yes, it is integrated with PRIMED.

[8.30 pm]

**Mr P.J. RUNDLE:** To wrap that up, will the department be tracking the progress of the PRIMED collaboration, if you like and any results?

**Mr P. PAPALIA:** Yes. I commend PRIMED for doing this. This is similar to the activity that we are conducting in other sectors, to ensure that the training that we are delivering is pragmatic and practical and that the outcome is jobs for the people being given the training. It is about integrating the activity of the government and the education department and other departments with industry to find a result at the end for the individuals, the students, because of course we have to measure whether what we are doing works.

**Ms L.M. HARVEY:** I refer the minister to page 377, which lists new primary schools and other builds. I want to get an understanding of the variance in the values attached to these builds. Alkimos (Shorehaven) Primary School is estimated to cost \$26.395 million and Caversham Valley Primary School is estimated to cost \$17.3 million. I wanted to get an understanding of the difference in capacity of those schools. Will they each have the same facilities with respect to science labs, STEM and art facilities et cetera?

**Mr P. PAPALIA:** We will check.

**The CHAIR:** Member, is that in the table "Works in Progress"?

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**Ms L.M. HARVEY:** Yes, it is.

**Mr P. PAPALIA:** It is under “New Primary Schools”. Those schools will have different capacities. What was the first one the member asked about?

**Ms L.M. HARVEY:** The first one is Alkimos (Shorehaven) Primary School.

**Mr P. PAPALIA:** Shorehaven is being built for 650 students, with three specialist rooms. Caversham Valley Primary School is being constructed to accommodate 430 students, with two specialist rooms.

**Ms L.M. HARVEY:** What are specialist rooms?

**Mr P. PAPALIA:** I assumed the member was talking about the science rooms.

**Ms L.M. HARVEY:** Are they the science rooms, for STEM?

**Mr P. PAPALIA:** They are specialist rooms.

**Ms L.M. HARVEY:** I will beg the indulgence of the committee and ask about two more schools, while we are on assets and rebuilds. Could I get the same confirmation with respect to Alkimos College? The fifth line from the top of page 378 shows a commitment of \$48.4 million. The other one I want to know about is Willetton Senior High School—a \$12.5 million commitment for upgrades. The note is not specific about what will be provided there.

**Mr P. PAPALIA:** Where is that?

**Ms L.M. HARVEY:** Willetton Senior High School is at the bottom of page 379.

**Mr P. PAPALIA:** Okay. What was the member’s question with regard to those schools? Does she want to know their capacity?

[8.40 pm]

**Ms L.M. HARVEY:** I would like an understanding of the capacity of Alkimos College and what the build is making provision for.

**Mr P. PAPALIA:** I am informed that it is a new classroom block.

**Ms L.M. HARVEY:** Does the minister know how many students that will be for? I know that there are capacity constraints at both Willetton and Rossmoyne. I am trying to get an understanding of the capacity extension. Mike Nahan is not here; I am asking that question on his behalf.

**Mr P. PAPALIA:** Yes, okay.

**Ms L.M. HARVEY:** They are his two babies!

**Mr P. PAPALIA:** The Alkimos College line item is cash flow for stage 1. Stage 1 will be built to accommodate 750.

**Ms L.M. HARVEY:** Is that going to be from year 7 to year 12, or year 7 to 10?

**Mr P. PAPALIA:** If it is stage 1, I am assuming it is. It is a new school, so they start off in year 7 and they work their way up, so it will be like that, I imagine.

**Ms L.M. HARVEY:** Excuse my ignorance: is that 750 year 7s in the first intake, or will that be full capacity, potentially?

**Mr P. PAPALIA:** I will check. Bob Hawke College was built with a greater capacity than just the year 7s. There are normally around 200 a year for a normal average school.

**Ms L.M. HARVEY:** I know that was the case for John Curtin College of the Arts.

**Mr P. PAPALIA:** Yes, so we will just check, but I am assuming they do not build for just year 7. They build for up to year 10 and beyond that; or even a small school, going to year 12, and then growing after that; but I will check. So, the new classroom block—for Mike Nahan!—is for 300 students. We can also confirm that the 750—the normal number of year 7s is a couple of hundred—is going to be over three years’ worth —

**Mr P.J. RUNDLE:** Is that for Alkimos?

**Mr P. PAPALIA:** Yes, for Alkimos. They are anticipating something like 175 year 7s in the first year, so they are exceeding demand for the first five years, probably.

**Ms L.M. HARVEY:** On behalf of my good friend Mike Nahan, are there capacity constraints at Rossmoyne Senior High School, with a view to looking to have some expansion at that school in the near future?

**Mr P. PAPALIA:** That is not actually listed, is it?

**Ms L.M. HARVEY:** It is not listed, but it is in the context of Willetton Senior High School. The two schools sort of balance between each other.

**Extract from *Hansard***

[ASSEMBLY ESTIMATES COMMITTEE B — Wednesday, 21 October 2020]

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Mrs Liza Harvey; Mr Paul Papalia; Ms Libby Mettam; Mr Peter Rundle; Chair; Mr Chris Tallentire; Mr John McGrath; Mr Yaz Mubarakai; Mr Matthew Hughes

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**Mr P. PAPALIA:** With regard to Rossmoyne, there is assessment being done on future growth at the moment. There is work being done on demand.

**Ms L.M. HARVEY:** Okay. Thank you so much for all your help.

**The appropriation was recommended.**