

EDUCATION PORTFOLIO

Motion

HON DONNA FARAGHER (East Metropolitan) [10.07 am] — without notice: I move —

That this house —

- (a) recognises the total mishandling by the McGowan government of the education portfolio and its poorly thought-out and rushed decisions that continue to cause immense hurt and distress across Western Australia; and
- (b) calls on the McGowan government to reassure parents of children in public schools that there will be no further cuts to the education portfolio.

As can be seen, this motion is in two parts. The first part reflects the opposition’s view that, since coming to power, the government has made a series of errors and misjudgements across the education portfolio, characterised by various misjudgements and poorly thought-out decisions, all of which have led to enormous anger, distress and hurt for many Western Australians. Part (b) of the motion is almost identical to part of a motion moved in this house in 2014 by Hon Sue Ellery against the then government. Given the nature of the discussion today, I thought the minister needed to be reminded of this in the hope that she might actually take heed of her own remarks, and therefore reassure parents and, indeed, everyone, that there will be no further cuts to the education portfolio.

The Labor Party prides itself on viewing itself as the greatest supporter of public education. According to its “fresh approach for WA” mantra, and I quote from the then Leader of the Opposition, Mark McGowan —

WA Labor supports public education and believes that every child deserves a quality education, no matter where they live.

We will invest in education and create the best learning environment for our students.

I’m determined to make education a priority and ensure students receive the support they need to give them the best possible start to life.

The so-called champions of public education, based on their current record, seem intent on making decisions that do not enhance educational opportunities in both regional WA and metropolitan Perth. It would be very easy to pull together a speech that focuses only on the outrageous cuts that the government pulled out of the hat in late December when it thought nobody was looking. The sad reality is that these cuts form part of a culmination of bad decisions and missteps that characterise this very government and this portfolio. It would also be very easy to blame just the Minister for Education and Training for all these bad decisions. Yes, she is the minister responsible; she is the minister accountable. But do you know what? The minister is not the only one to blame in this case. The simple fact is that all those decisions, which I will detail in a moment, did not just get signed off by the minister at her desk in Dumas House. All those decisions were obviously approved by the Labor cabinet; and, if not by the Labor cabinet, by its Expenditure Review Committee, or whatever it wants to call it. All these bad decisions could have been halted before they left the cabinet room and became public. They could have been stopped by other cabinet ministers, but, most importantly, they could have been stopped by the man at the top, the Premier, yet he has stood by and done nothing—zip, zero, nothing.

The first bad decision of this government was of course its failed attempt to move Perth Modern School to a high-rise building in Northbridge. That went down really well! Through this election commitment, this government made a problem when there was not one. The previous government had put forward a sensible strategy to deal with overcrowding in western suburbs schools, but the then Labor opposition apparently knew better. Without consultation or understanding its impact, it released its flawed Education Central policy during the election campaign. It is fair to say that it was met with alarm, frustration and anger immediately, most particularly by the Perth Modern community. Did that cause the Labor Party to step back and reflect and think, “Is this a good idea”? No; apparently, it had a mandate. It was happening—no ifs, no buts. Ultimately, as we know, the minister finally reversed that decision when the pressure became too great, through petitions, rallies, letters and talkback radio. People power had its say. Was that the end of this sorry saga? Absolutely not! The minister has never ever been able to clearly articulate why the previous government’s approach, which was based on Department of Education’s advice, was wrong. She has instead pressed ahead with a school development in Subiaco, when all the while a new school, which had already been budgeted for and was shovel ready, could have been under construction at the former City Beach Senior High School site.

I move to the other outrageous cuts that were announced last December via press release by the Minister for Education and Training. As I said yesterday, the minister clearly thought that she would be able to avoid parliamentary, press and public scrutiny by announcing these poorly thought out and rushed decisions with less than two days to go in the school year, when the last of the school graduations were underway and Parliament had

Extract from Hansard

[COUNCIL — Thursday, 15 March 2018]

p782e-794a

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon Samantha Rowe; Hon Tjorn Sibma

gone into summer recess. That was her first mistake. As I said yesterday, the groundswell of angst about these cuts was immediate. It was severe and intense. It was seen most visibly through the minister's decision to axe the Schools of the Air. How could the minister and this government think that closing the Schools of the Air was a bright idea? It defies belief. But it did not stop there. When the minister was a shadow minister, we heard her time and again talk in this place about how she supports the gifted and talented programs, yet she was prepared to cut its funding by 25 per cent. Thankfully, both those decisions were reversed, but she is still closing Tuart and Canning Colleges to WA students—colleges that have literally turned people's lives around and given them a second chance in their education and training journey. Were they given any warning? No, they were given no warning at all. I am told that at one of the colleges—I can only presume that this happened with both—everyone, and I mean everyone, found out about the college's fate via a letter that was emailed at the same time the minister released her press statement. How outrageous and appalling. How can that be a way to treat people? And all of this just before Christmas? It is not just the teachers and support staff; it is also the students. One correspondent wrote a letter to me, and I bet the minister has had a few letters as well. It states —

Adult students wanting to return to education in a truly adult environment have been left high and dry by this government.

I could not have said it better myself.

There are, of course, the other regional cuts, which I focused on in my contribution to the debate yesterday. Moora Residential College will close, the agricultural college education trust is being skimmed and who knows what is happening with the camp schools. Funding for the Landsdale Farm School will cease and my colleague Hon Tjorn Sibma is very keen to say a few words about that fantastic farm school; I will leave that up to him.

I want to spend a minute on the Herdsman Lake Wildlife Centre, and I reckon the Greens will be interested in this one in particular. When it comes to penny pinching, this one fits the bill. The government is taking away \$165 000 that goes towards one teacher and one administration assistant. Is \$165 000 really going to fix the budget? Is it really going to make any difference? No, it is not. I have had the pleasure of visiting this centre on a few occasions; indeed, one was just a month or so ago. This centre is fantastic. Each year it supports thousands of school students and their teachers to learn more about the environment, sustainability and Aboriginal culture and its history. The president of the WA Gould League, Kevin Kenneally, said this about the decision —

There was no discussion before the funding cut decision was made by the State Government last month. The funding provided through the Department of Education covers the salaries and costs for one teacher/centre manager and one administrative support person. All other funding to operate, maintain and run the wildlife centre is raised by fee-for-services from visiting school groups.

The WA Gould League could not raise student fees to a level that would cover the salaries.

Education Minister Sue Ellery has said her department will assist exploring partnerships with industry to support areas that have been affected by the finding cuts. But this raises the question: why would industry or other organisations fund facilities the Government does not deem worthy of support?

The partnership between Department of Education and the Gould League is a unique model of effective out-sourcing of specialist service provision.

The Gould League equips teachers to integrate science and sustainability as well as Aboriginal culture and history into their classroom activities.

It connects students with the natural world and allows them to appreciate the value of their environment. It empowers the community to live more sustainably.

Since 2002, more than 113,000 students have participated in school-based programs through the centre. All programs are curriculum-based, comprising both environmental education units and indigenous education services consistent with current Education Department curriculum standards.

An average of 6500 students participate in Gould League programs each year. Last year, there was a strong engagement of almost 2000 students in the Aboriginal education program.

Given the Government has reversed its decision on Schools of the Air because Premier Mark McGowan said it didn't listen to the community, why not reverse the decision on funding for the Herdsman Lake Wildlife Centre?

...

Extract from Hansard

[COUNCIL — Thursday, 15 March 2018]

p782e-794a

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon Samantha Rowe; Hon Tjorn Sibma

All the work that has gone into this centre in the past 34 years would be lost if the WA Gould League and wildlife centre were to close. If that were to happen we would never get it back again and the biggest losers would be the children. We cannot allow this to happen.

It has taken over 80 years to build up the WA Gould League and more than 30 years to build up this wildlife centre. The simple fact is that without that funding and the continued relationship with the Department of Education, the centre will struggle. The biggest fear for Kevin and everyone who supports this centre is that it will inevitably close. If it goes, it will be gone forever. Is that the legacy that this minister wants? I do not think the minister wants that legacy in this portfolio, but that is what it will be. All I can say of the remaining cuts is that the minister says that the cuts that she reversed in January—which was very welcome indeed—were rushed decisions.

Equally, it can be argued that all the remaining cuts were rushed decisions and for that reason they should be reversed. Sadly, the litany of missteps and poor decisions in this critical portfolio has not stopped there. The minister is making policy changes, which I would say are unnecessary, to the highly successful independent public school system that was established under the former Liberal–National government. It is a fantastic program, which is working incredibly well. It does not need the changes that the minister is making and, I expect, will make more of. That is what everyone is expecting. We know that 188 positions have been abolished within the central and regional offices of the Department of Education. One change that has been met with particular alarm is the decision to abolish 36 Aboriginal education regional consultant, manager and coordinator positions within Aboriginal education teams. These staff provided direct on-ground support to schools, teachers and families across the state. If that is not enough, I will remind the house of a little paragraph in the minister’s December press statement. It stated —

The department will continue to review programs and some grants previously provided to external organisations will be reduced or cease.

I can only presume from that little pearler that more cuts are to come. If that is the case, we can only presume, based on previous form, that they will be announced without consultation, discussion or the government listening. Even now, the government does not seem to have grasped the concept that when it comes to education, it needs to consult before it makes a decision. It needs to listen. Just this week I asked the minister in this place why she did not consult the Moora community prior to making the decision in December last year to close Moora Residential College. Her response was —

The announcements that we made in December gave everybody ... 12 months’ notice of the decisions that we were making. We did not go out and consult ahead of that.

I put it to the minister that making an ill thought out, rushed decision and then giving people 12 months to get over it is not consultation. I repeat—it is not.

In closing, I implore the minister to listen, to consult, and to understand the consequences of the decisions that she continues to make. I also ask her to talk to the people of Western Australia and the parents of children in public schools and reassure them, as she asked the former government to do, that there will not be any further funding cuts. Based on the minister’s press statement of last year, I have to say that they will definitely still be coming, but I hope that she will reflect and change her view.

I will end with some statements that the minister made in an interview published in *The West Australian* of 2 January this year titled, “Perth Mod lesson not learnt”. That is a good headline! It states —

Asked what she would have done differently this year, Ms Ellery conceded the Perth Modern School issue could have been better handled.

“We probably could have listened to that a bit earlier but in the end I think we got a really good outcome,” ...

It was a really good outcome for Perth Modern School, but just remember those words—“a really good outcome”. The article continues —

“And I wish I wasn’t causing the level of distress and anxiety that we are around the most recent round of savings.

“School of the Air is getting all the attention but there are some other savings that are causing people some angst as well.”

Yes, the savings and decisions are causing angst—a lot of angst—in rural and regional WA and in metropolitan Perth. I ask the minister to learn from her mistakes, to consult before making bad decisions, and to listen when she gets it manifestly wrong. She should do what she did when she reversed the decision on Perth Modern School—that is, listen. If she listens, Western Australia’s public education system may just get, in the minister’s very own words, “a really good outcome”. I ask the house to support the motion.

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

HON SUE ELLERY (South Metropolitan — Minister for Education and Training) [10.24 am]: It is nice to see the Liberal Party and my formal opposition member playing a bit of catch-up. Yesterday the opposition spokesperson on education stopped short of her 45 minutes. She used about 20 minutes. Today she could not even do 20 minutes on what she said was a pretty important matter.

Hon Donna Faragher: You know that I read the list wrong. You know that.

Hon SUE ELLERY: The member should have checked. She should have had 45 minutes worth of material, I would suggest, from her comments from today. It is good that the opposition is playing catch-up. I appreciate it playing catch-up.

Hon Peter Collier: Can I have her three minutes added onto mine?

Hon SUE ELLERY: Hon Peter Collier will have to ask the President that.

It is good that the opposition is playing catch-up. I appreciate it. There is a context, which I set out yesterday, to these comments and these issues—that is, the state of the finances that the former government left the new government to deal with. I set that out in significant detail yesterday, but I will do it again today because members of the opposition need to understand that there are consequences when they wreck the finances. I will respond to some issues that members opposite raised that might be new today, but I ask members to look at the comments that I made yesterday. I addressed these comments yesterday in much greater detail and I had more time yesterday than I will have today.

I think the debate from the other side is happening in a vacuum. Members opposite are pretending that they did not leave us with the worst set of books since the Second World War. They are pretending that they did not set up a dual Treasury, dual budget process. They did not accept responsibility for how they managed the finances when they were in government. They are pretending that the fact that they did that and left us with huge debt and deficit means that we should not be able to make decisions and to adjust our budgets to get the state's finances back in order. Members opposite are pretending that there are no consequences.

I will touch on a couple of things. Firstly, let us talk about the savings measures that were put in place when the opposition was in government. In its last budget it booked \$137 million of further savings measures for education, including things such as the agency expenditure review, which it put in place itself. In its last budget the former government booked \$137 million in savings to be harvested out of the Department of Education. That was built into its last budget. That members opposite are pure and did nothing that was in any way going to have any impact on education is a joke. If members opposite had won the election and were standing here, by this point they would have implemented at least another \$137 million of savings in education. That is what they put in their last budget and what they would have done.

Hon Peter Collier: No, we wouldn't. That's not true.

Hon SUE ELLERY: Hon Peter Collier has acknowledged one thing—that we should never have trusted the former government's budget papers at all. He has demonstrated once again that the former government's budget papers were meaningless because it had no control over the budget and was making decisions that had absolutely no standing. As the now Leader of the Opposition has just acknowledged, even when it was putting into place measures to address the fact that its budget process was completely out of control, it had no intention of following through with them. That is why we are in the mess that we are in! It is because of the approach the former government took to completely mismanage the state's finances. It is astonishing!

Hon Alannah MacTiernan: During a time of record revenue.

Hon SUE ELLERY: That is a really important point! I have that down in my notes as well. At the time that record levels of revenue were coming into the state's coffers, the former government still could not get it right. It is not surprising to me all that people on the Liberal side are questioning the role that the Liberal Party is playing, or the lack of role they see the Liberal Party playing, in the campaign to draw attention to some of these savings measures, which, yet again, I am happy to put on the record, I regret having to make and I wish I was not in this position. That is why there are grumblings in the background about the lack of a campaign from the Liberal Party. It knows that if it had won the election, there would have been \$137 million worth of cuts to education—that was in its budget.

Let us talk about what the Liberal Party had done before that \$137 million worth of cuts. In 2014, over 600 teaching positions and 110 Aboriginal and Islander education officers were cut. There were also cuts to the number of education assistants. An additional \$10.5 million was cut from school staffing budgets through not replacing retiring or resigning staff at their full salary component. I cannot remember the name of the program, the workforce—it was a so-called budget measure that was put in place to reduce staffing costs. The sum of

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

\$200 million was cut directly from public school budgets in 2014. A further \$45 million was taken from secondary school budgets in 2016, as well as 150 central and regional office positions. In the last *Report on Government Services* in 2015, which covered the Liberal Party's period in government, WA public schools experienced the largest reduction in total government real recurrent expenditure per full-time equivalent student in Australia. The state government's real recurrent expenditure per student FTE in WA schools in 2015–16 was at its lowest point since 2006–07. The Liberal Party does not come to this debate with clean hands. It is not surprising to me that it is not as loud as its National Party friends. It is not surprising to me at all. They have more gall than Liberal members, that is for sure, because they were sitting at the cabinet table when these decisions were made. There is no doubt they have more gall, but perhaps Liberal members have a finer sense of what hypocrisy actually means. Perhaps they have a finer sense than they do about what it actually means. Maybe that is why the Liberal Party has not been at the forefront of the campaigning.

I want to turn quickly to some of the things that we are doing. I touched on these yesterday. I am conscious that this is opposition motion time and I do not want to take up all of it given what I put on the record yesterday during debate on the motion moved by the National Party. The essence behind our election commitments in a sense was this: to put more one-on-one support into classrooms. We have done that in a number of ways. We also wanted to modernise our schools, and we have done that. A good example of that is the science labs in primary schools to enable our students to take full advantage of the opportunities of the future and to see our state reach its full potential. There was the announcement about putting 300 more education assistants into classrooms and targeting where they go in kindy through to year 2, and in those schools with the lowest socioeconomic status. The first 100 of those has been allocated—49 per cent of those into regional and rural WA schools in kindy to year 2. To prepare our students to take on the jobs of the future, we are putting authentic learning environments in place when it comes to science. We stop, I think, at 200 schools. I refer to a school at which science was being taught by a teacher taking a plastic tub full of science resources out of the storeroom into the wet area, or back into the standard classroom, to teach science. We are helping them to create exciting learning environments by having lab environments in schools. I have to say one of the greatest moments of joy was the school where we went to make that announcement. The science teacher did not know we were announcing that her school was one of those to get a science lab. She thought we were there to do something else. When we made the announcement in her classroom, she burst into tears because she was so excited about the fact that she was getting a science lab because that was her passion. She was doing a fantastic job in the facilities that she had. But the notion —

[Interruption.]

The PRESIDENT: Order! If the member cannot turn that off, I think he might walk it outside and fix it. I remind members that when they bring a range of platforms into the chamber, they should always check to make sure the sound is off before coming in. I will not take the Barry House approach to confiscate!

Hon SUE ELLERY: Thank you, Madam President. Thank you for not taking your predecessor's approach.

Creating an authentic learning environment in science labs is really important. I want to acknowledge the science teacher at Rostrata Primary School, Richard Johnson, who showed me his science lab after he had won, I think back in 2013, the Prime Minister's science teacher of the year award. With his winnings, he created a science lab at Rostrata Primary School and did a fantastic job. That is what led to that policy.

We also know that level 3 classroom teachers make a difference. They are leaders in how to teach in class. We made an election commitment, so we have started to roll out an additional 120 —

Hon Donna Faragher: You were going to put them on hold.

Hon SUE ELLERY: No. I was never going to get rid of them.

Hon Peter Collier: You were going to put them on hold.

Hon SUE ELLERY: The announcement was about how many more we brought into the system. I was never going to get rid of them—never.

Hon Donna Faragher: You were going to put applications on hold, minister; you know that.

Hon SUE ELLERY: It was into how many additional we created as opposed to —

Hon Donna Faragher: You know that!

Hon SUE ELLERY: I know what the announcement was because I made it! It was not to get rid of them.

In any event, we have proceeded with that. In addition to that, if members go into any school, they will be told this: every single day, teachers and educators have to deal with the fact that more and more children are turning up to school with low to medium mental health issues—some at the extreme—anxiety and the like. Teachers are finding it hard to concentrate on doing the teaching bit of their job. They are not mental health professionals.

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

One of the really good announcements that we have made, and are in the process of rolling out, is putting in place a system that enables those schools that are part of the program to take a teacher out of the classroom to be that school's coordinator for the evidence-based mental health program that that school chooses to participate in. There is a designated leader in the school to ensure that the program they choose, which is evidence based and delivered by professional organisations, does so. Their role is to coordinate that within their school and to ensure their school has a plan and a system in place to deal with those issues. That is so teachers can get on with teaching and that we put in place another source of support for those students who are turning up not ready to learn because there is a whole lot of other stuff going on in their lives and in their minds. I am hopeful that that will start to make a difference in that area.

Regional Western Australia of course is going to benefit from additional Aboriginal and Islander education officers in classrooms. Independent learning coordinators: for those students in years 11 and 12 who are doing their subjects through the School of Isolated and Distance Education, they will get more one-on-one support. That is in 10 regional secondary schools. On top of that, regional learning specialists will go into regional and rural schools to assist them to really focus on intensive learning around the year 11 and 12 courses, in acknowledgement of the fact that sometimes the smallness of the school means they cannot offer the broad course options that others have and they do not necessarily have the specialist teachers that are available in metropolitan Perth. That is just part of the programs that we are doing.

I touched on this very briefly in my comments yesterday: we also know that one of the most frustrating things, particularly for parents in P&Cs, is when they see a particular project in a school that they want to raise money for. People know that they can get the work done at price X. Of course they go through the centralised procurement process and price X has a premium added to it of about 50 per cent. What should cost \$15 000 to \$20 000 is now costing up to \$45 000. Direct to market, which is different from the system that the previous government had in place, will enable those schools to spend up to \$20 000 on minor works, capital works and repairs on projects by using local procurement processes to cut out that kind of premium that gets put on the fact that people think government schools have an endless bucket of money. I know that that is going to go make a difference, particularly in rural and regional WA where schools will be able to use local contractors. Of course, there are probity measures around it to make sure that schools do the checks. As I said yesterday, they will not be able to use their dodgy brother-in-law who has lost his plumber's licence. I know that that will make a difference because it will enable schools to make decisions about how to better spend their money.

HON PETER COLLIER (North Metropolitan — Leader of the Opposition) [10.40 am]: I have a great deal of pleasure in making some comments in support of the motion moved by Hon Donna Faragher. After 12 months in office, I am staggered that members opposite as a government are still focused entirely on us; they seem to spend 90 per cent of their time talking about us and the state's finances. They have just had their one-year anniversary of being in government and while they were sipping champagne down at the Perth Convention and Exhibition Centre with the corporate sector and scoffing on sirloins, they forgot about the students at Moora Residential College. After 12 months —

Hon Sue Ellery interjected.

Hon PETER COLLIER: I am not taking interjections. I have nine minutes.

After 12 months, one would have thought that the government might have done a bit of reflection; it is always good to do a bit of reflection on anniversaries. I like this compare and contrast with Education; I really do. Let us have a look at what we inherited when we came to government. We inherited a basket case of an education system. When the Bolsheviks handed over power to us in 2008, what did they give us? They gave us under-resourced schools right across the state and the lowest paid teachers in the nation. They also gave us 264 classrooms without teachers: "We've got this great set of books, but we're going to pay our teachers lower than any other teachers in the nation." The students who did not have a teacher did not matter, the curriculum was a mess and the experiment with outcomes-based education was a joke, yet members opposite come in here with their self-righteous indignation about us. Let me tell members opposite what we handed over to them. We handed over the highest resourced schools in the nation. Yes, we spent money on our schools and I make no apology for that. There was a 70.3 per cent increase in school funding and a 16 per cent increase in student numbers. Was that wrong? No, it is not, because the previous Labor government underfunded our schools. We put a teacher in front of every classroom every single year that we were in power. We had the highest paid teachers and the highest resourced schools in the nation and we put a teacher in front of every classroom. We built 56 schools and we got some credibility behind our curriculum. We signed up to the national curriculum, but we had the capacity to adopt and adapt. I did that as the chair of the national committee. I did that personally. We also put some credibility into graduation rates and the Australian tertiary admission rank. Every student that comes out of a WA school now has an ATAR, a certificate II and a minimum literacy and numeracy standard. We were the first in the nation to implement that reform and it was applauded right across the nation as a positive step forward. That is what we did.

Extract from Hansard

[COUNCIL — Thursday, 15 March 2018]

p782e-794a

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon Samantha Rowe; Hon Tjorn Sibma

We built 21 child and parent centres for early intervention and 38 Aboriginal kindergartens. Yes, we spent a lot of money on education—more than members opposite have ever dreamt of doing—with a 70.3 per cent increase in funding. Yes, we stopped the increase in 2014 because we had to tighten our belt. We increased the education budget by only \$300 million but we still retained the great credibility of having the best resourced schools in the nation. The minister is quite correct about that. What did members opposite do? They said that they understood and would make sure that we tightened our belt. That did not happen at all; rather, members opposite went ballistic. They are embarrassing.

Beyond that, in 2015 we added another \$46 million for primary school students, another \$46 million for special needs students and another \$18 million for chaplaincy programs. We added a classroom refreshment program of \$13 million and a high maintenance program of \$102 million. We yet again further increased spending on our Western Australian schools. The notion advanced by members opposite that our schools were napalmed like some Third World country is rubbish. They should look at their own track record and come back and say that we have the highest resourced schools in the nation. That is what they have to do. We have the best National Assessment Program — Literacy and Numeracy results in the nation. What about the stuff about education assistants? Give me a break! The only reason that the Minister for Education and Training is interested in EAs is that they all belong to United Voice. I will give a bit of perspective about this. In 2008, there were 5 457 EAs in our schools. When we left office, there was 7 561 EAs, which is a 38.5 per cent increase in EAs. A further 16 per cent increase meant that we had more education assistants in Western Australian schools than did any other state in the nation. Members opposite bleat that we have run our schools dry of EAs, but that is abject garbage. We put more EAs in our classrooms than ever before. We paid teachers the highest that they have been paid and we funded schools more than they had ever been funded before, yet there is bleating from members opposite. We gifted members opposite a Rolls-Royce education system—an absolute Rolls-Royce education system. We gifted them on every front. Members should look at the NAPLAN results when we were in office. We had the best improvement of any state in the nation. Look at the numbers that came to our public schools. At last, more and more students came back into the public education system because they loved the magnificent IPS system.

Let us have a look at what happened over the last year because, as I said, it is important to do a bit of reflection after 12 months in office as opposed to all the backslapping and high-fiving that members opposite have been doing. They should reflect on where they have come from. We are all a product of the decisions that we make in life, but when the minister makes decisions, those decisions impact on others so her decisions are very important. Let us look at the decisions made by the Minister for Education and Training. She made the decision to retain independent public schools. She watered them down, which I am not happy about, but it was a great decision because it is a great policy because I introduced it. The second decision was to retain senior secondary, which was also a great decision because it was our policy. She made the decision to retain the student-centred funding model. That was a great decision because it was our policy. She made the decision to retain the national curriculum with capacity to adopt and adapt. That was our decision. Yes, she has made some very, very good decisions but she also made some other decisions.

The very first decision she made even before she was the Minister for Education and Training—let us not talk about Kitchener Park—was to relocate Perth Modern School to a high-rise building in St Georges Terrace or wherever it was over in Northbridge. That was her decision. She did not discuss it with anyone. Members opposite got elected to office and said they were doing it whether we liked it or not. That is what she was like with whomever she met: “We’re doing it anyway.” Of course, as we watched the community erupt in furore, she had to change her decision. She had to change her decision, but she did not make changes to any of the decisions that we made. In October last year, they decided to make sure there was no lead in our schools. The night before school started, the Minister for Education and Training said that nine schools could not open. What did she do? Rather than take responsibility for that, she threw the director general and the department under a bus. As the minister, she should have taken it on the chin. She is the minister and she made the decision.

These funding-cut decisions are low-hanging fruit to members opposite. Schools of the Air and Moora Residential College do not mean anything to them—but they do mean something, because those decisions affect people. The minister and the minister alone makes these decision. I had to make the same decisions when I was minister. The exact same education cuts that were put in front of the minister were put in front of me when I was minister, but I said no. When I took over, minister, they said 4 000 teachers had to go, but I spat the chewy. The minister can ask her director general. They said 4 000 teachers and I said, “Not on your life; it’s not going to happen”. The cuts I faced in 2013 were massive. I spat the chewy and said, “No way on God’s earth are you going to do that.” We retained staff at the current level within the enterprise bargaining agreement arrangements. Ministers make the decisions. The minister opposite made the decisions on Moora, SOTA and the farm school. She made all those decisions because she sees them as low-hanging fruit. The minister should not backslap, high-five herself and tweet, which she does a lot. Minister, you can tweet with all your stuff. I noticed your tweet and photo at your knees-up last Saturday with the Telstra board. There was no tweeting about Moora. It was more important to sip

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

champagne with the Telstra board! Think about this. Make some decisions that are right. At the moment, the minister's track record on her own decisions is 100 per cent wrong. The only thing the minister has got right is retaining the policies that we introduced.

HON ALISON XAMON (North Metropolitan) [10.49 am]: I rise to make some comments on this motion. I have not yet had the opportunity to speak on the regional education funding cuts and I hope to do that in great detail next week if I am lucky enough to get the call. Therefore, I will focus now on some key areas that will not be captured in my contribution to that motion.

I recognise that this state is in a bad financial position. There has been enough independent assessment of that position for us to recognise that we need to make some expenditure cuts. That is one of the reasons that the Greens have been supportive of looking at alternative means of raising revenue, such as a gold levy. Of course, I do not think there should be a direct correlation between whether a gold levy is approved by this Parliament and whether we have expenditure cuts. Having said that, I believe that public education should be one of the core businesses of government. I am strongly of the view that education, health, suicide prevention, child protection and measures to improve the integrity of government should be quarantined from expenditure cuts. I recognise that some good decisions have been made in the education portfolio under not only this government but also the previous government. However, some pretty bad decisions have also been made by both sides. One of the reasons that poor decision-making is continuing to occur in the education portfolio is the government's lack of appropriate consultation with the community about the long-term impact of these expenditure cuts. I am concerned that the Department of Education has had to bear the significant brunt of the 3 000 public service positions that have been cut across government. I am concerned also about the loss of royalties for regions funding for areas such as the boarding away from home allowance. It should be no surprise that people are distressed and angry about these cuts in the education portfolio. This area should be given specific attention and quarantined from any expenditure cuts.

I have only a short time to speak on this motion, so I will speak specifically about Tuart College and Canning College. From next year, Tuart College will be repurposed and will no longer take student enrolments, and Canning College will deliver programs only to overseas fee-paying students. That is a very bad decision and it has not been given the attention it deserves. It will be to the detriment of future generations of Western Australian students who need alternative pathways to university. The Minister for Education and Training has said that universities are starting to embrace alternative pathways to university; therefore, the programs offered at Canning and Tuart Colleges are not necessary. However, what has been fundamentally misunderstood is that students who need alternative pathways to university are only part of the cohort of people who for decades have been going through those colleges. These colleges have played a critical role in providing diverse curriculum pathways to university for students who, because of family breakdown, mental breakdown or physical issues—whatever the circumstances—have not been able to complete year 12. The colleges also offer Australian tertiary admission rank courses, certificate IV university access courses, diploma courses and other special tertiary admission courses. Curtin University is currently funding its own university enabling course, which is run out of Canning College. Importantly, both colleges offer full-time and part-time options to enable adult students to complete year 12. It is difficult to see how many students will be able to make it to university without access to the pathways that are offered by these colleges. The government needs to make clear what strategies, if any, will be available for these students. I am concerned that, effectively, no new options will be available for these students. Members in this place would know that I am an extremely strong supporter of our TAFE system. However, I do not believe that in the current funding environment, TAFE is equipped to take up the slack. We know that the TAFE system is in a funding crisis. Therefore, any suggestion that TAFE will prove to be the answer is deeply misguided.

I turn now to the decision that from next year, Canning College will deliver courses only to overseas fee-paying students. I want to make it clear that I do not have a problem with strengthening international education enrolments. It is an important role, and it brings significant income and social benefit to Western Australia. However, I have a problem when this is done to the detriment of Western Australian students. There is no evidence to demonstrate that either local or international students will benefit from this decision. As I understand it, one of the attractions of Canning College for international students is the opportunity to undertake education in conjunction with local intake students and have hands-on experiences, form friendships and relationships, learn about Australian culture, and, importantly, improve their language skills. I would argue very strongly that denying local students entry to Canning College will not make it more attractive to international students. That begs the question: why was this decision made, and on what evidence was it based?

I now want to make some quick comments about Herdsman Lake Wildlife Centre. One of my sons is going to that centre with his school tomorrow, as it turns out. I have mentioned the minister's decision to remove funding from areas that are not considered to be core business of the Department of Education. This cut in funding might help improve the department's bottom line, but it will not benefit the community more broadly. This is a real example of a false economy. A number of the grants that have previously been provided to external organisations have been

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

reduced or have ceased. I am waiting to get the full list of those grants, because that information has been coming out in dribs and drabs. We know that funding for Herdsman Lake Wildlife Centre and Canning River Eco Education Centre has been cut. The amount of money that these centres require to continue their operations is peanuts. These centres have been providing important environmental education and experiences for students around the state for a long time. The tiny amount of money that these centres have been receiving has given them the capacity to facilitate a large and amazing volunteer base. It is therefore a false economy to take away this tiny amount of money, which is effectively being used to facilitate a large cohort of people who are delivering a service for free. We are talking about funding that covers just one teacher and one administrative support person. All the other operating funding is raised by charging visiting schools a fee for service. It is a poor decision to take away that funding. Since 2002, WA Gould League has had over 111 000 students participate in school-based programs and an average of 6 500 students participate in its programs annually. They are curriculum based and they comprise both environmental education units and Aboriginal education services. These are the sorts of programs that we should be continuing to fund. I am waiting to get more information about what other areas of funding have been cut, because I think there is still a lot more to be said in this space.

HON COLIN TINCKNELL (South West) [11.00 am]: I want to speak briefly on this motion today, but I will talk more about this during the disallowance debate next week. There are just a few things I want to talk about. All of us are pretty upset with the current education situation. I would really like to see the education minister and the Premier put an end to this current fiasco going on with education in this state. One Nation and members of the crossbench are frustrated with what is going on because we do not believe the budget repair strategy, as they say, is a proper reason for doing this. The government is targeting the wrong areas.

I will talk about a few statistics. The government is talking about \$64 million in savings. In the scheme of the state budget, it really is very little. It is not going to make a difference to the budget, but it would make a massive difference to people in regional areas and to education in general. The withdrawal of essential services severely impacts families and communities throughout the regions, as well as those in the metropolitan area. There are impacts everywhere, including on schools such as the Landsdale Farm School. Basically, Labor is once again breaking another election promise, because these cuts are going to cost in the region of about 170 jobs in the education sector. The government says that it has created other jobs, but it is getting rid of about 170 jobs with these cuts it is making right now. The WA public did not elect this government to push through policies on the fly without real consultation. The public would have expected this government to consult better than it has done. That is disappointing, because in the scheme of things the savings are really quite petty.

I want to concentrate on one area of the proposed budget repair cuts that is seldom mentioned and that is VacSwim. I am really concerned that this could lead to an increase in the number of drownings, which is another reason that the government must abandon its fee increases for VacSwim classes. Figures released recently by Surf Life Saving Australia have revealed that there has been an increase of 60 per cent in the number of drownings at WA beaches this summer compared with the number in the last two years. There were only five deaths last year and three the year before that, so a 60 per cent rise when we are only three months into the year is quite disturbing. Every effort needs to be made to encourage parents to teach their children how to swim, and VacSwim is an important part of that. When the cost for those 10 lessons is increased from \$13.50 a child to \$30, a lot of people will not be able to afford it. VacSwim has played an important part in the process of children learning how to swim. Country children are vulnerable to the lure of water. They do not have the same exposure to beaches as metropolitan children have, and that side of it is very important as well. The amount of revenue raised in the name of budget repair through these increased VacSwim fees will be minimal in the scheme of things and the government really should walk away from this increase.

There are another six or seven areas that I will talk about later on, including the Moora Residential College. I want to raise some facts about Moora and what needs to happen there. I turn to the taking of 20 per cent from the agricultural education provisions trust. It really worries me that these colleges will not be able to maintain themselves in the future because any profits they make will be pinched. It says in the document that I am reading that it is 20 per cent or half of the profits and I would like to know which it is. There will be a reduction in the boarding away from home allowance and the shutdown of the six camp schools and, as I mentioned before, the Landsdale Farm School—and the list goes on. As I mentioned, I will have only a brief discussion today.

Yesterday we heard the Leader of the House blame the previous government a lot. This motion is having a crack at the current government. The people in the crossbenches have had enough of that. We have had 12 months of this. We really do not want to know about the past government. We really are now concerned with the current government and what it can do to improve the debt situation of this state, but not at the expense of the children of WA.

HON SAMANTHA ROWE (East Metropolitan — Parliamentary Secretary) [11.06 am]: I thank Hon Donna Faragher for moving this motion, the first part of which recognises the total mishandling by the McGowan government of the education portfolio and its poorly thought out and rushed decisions that continue to

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

cause immense hurt and distress across Western Australia. I cannot recognise that, but what I can recognise is a total mishandling by the former Liberal–National government of this state’s finances and the fact that it continues to cause immense hurt and distress across Western Australia. We have heard that members opposite do not like to hear the facts of what they did when they were in government, but the truth is that we will continue to talk about it, because we find ourselves in this situation due to their lack of responsibility and care with the state’s finances. So, yes, we will talk about it and we will continue to talk about it, because not one of the members on the opposite side, as far as I am aware, has admitted or taken responsibility for, or even apologised for, the fact that the former government lost forty thousand million dollars and the current government is now left to make some really difficult decisions. It makes it incredibly hard —

Several members interjected.

The ACTING PRESIDENT: Members! Hon Samantha Rowe has the call.

Hon SAMANTHA ROWE: Thank you, Mr Acting President.

Coming into government and being left with this set of books makes it hard. So, yes, across a range of portfolios we have had to make some decisions that we probably did not want to have to make; we have had to do that. We have to take responsibility and deal with what we have been left with. Recently, we had the Langouant report and the inquiry into the former government’s reckless spending of the finances. I will not labour that point, but I want to make a few brief remarks about it before I go into the education portfolio; it is important as it gives context for where we are at right now. One of the decisions that the former government made was for a \$4.8 billion contract with Serco for management of Fiona Stanley Hospital, which was signed without a business case even being prepared. This has been described as startling and astounding. There were repeated warnings from bureaucrats, particularly in Treasury, about where WA’s finances were heading, but they were ignored. There was the \$1.5 million sponsorship of Western Force, agreed to on the eve of the state election, and months before the team was axed from the Super Rugby competition. What the former government did to the state’s finances is pretty much unforgivable, and not one member opposite that I am aware of has had the guts to apologise or admit what they did as part of that government.

Hon Colin Tincknell: We won’t be apologising.

Hon SAMANTHA ROWE: With all due respect, the member was not here, so that is fine.

Because of the difficult situation we find ourselves in, some difficult decisions have been made in the education portfolio. However, as the Minister for Education and Training has already outlined in her contributions this morning and yesterday during motions on notice, we are still investing in education and training in this state, because we understand how important it is to make sure that children are given the opportunity for a good education, which will then, hopefully, lead to good, sound employment. Those investments include delivering on our commitment to put 300 more education assistants into classrooms over the next three years. We made that commitment during the election campaign, and we will be honouring it. Nearly half those education assistants will be in regional and rural Western Australia, because we understand how important it is for children to get that one-on-one support. Supporting education in the regions is important, which is why 49 per cent of the education assistants will be based in regional Western Australia.

We understand that it is important that we prepare our children with the best possible education that will lead to the jobs of the future, which is why we are investing \$17 million to convert primary school classrooms into science rooms. There will be 200 across Western Australia. We all know, and I think even members opposite understand, how important science, technology, engineering and mathematics are to the future of our children. We need to invest in science and maths and make sure that young children are studying those subjects at an early age, and we need to encourage young girls to study science and maths. Whether we like it or not, we are being told that that is where the jobs of the future will be. We need to make sure that we are doing what we can in education to assist students to take up those subjects. I am proud of some of the achievements and investments that we are making in the education portfolio. As the Minister for Education and Training has already touched on, another initiative that is being welcomed across the state is the election commitment to direct to market, which is getting value for money by allowing public schools the capacity to carry out minor works around their buildings to the value of \$20 000, including painting, electricity work, and a range of other things. Hopefully, this will allow schools to get value for money and get some of those things done around their buildings in a timely manner. We are doing a lot in the education portfolio.

I admit that we have had to make some difficult decisions, but that is because of what we have been dealt. I will not stop standing in this chamber and saying to members opposite that we are in this situation because the previous government was reckless and lost forty thousand million dollars. I will not stop doing that, and I will continue to champion what we are doing in the education portfolio, because we are doing really good things.

Several members interjected.

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

The ACTING PRESIDENT: Order, members. Hon Samantha Rowe.

Hon SAMANTHA ROWE: Thank you, Mr Acting President.

We did have to reverse some decisions. We did that, and the minister copped that on the chin. She stood up and said that we did make some mistakes. She took responsibility; she owned it and reversed it. That is what she did; she took responsibility, and that is what good ministers and good governments do. Mr Acting President, I thank you for the opportunity to make my contribution. There have been relatively few interjections today, which is quite unlike Thursday mornings, but it is really important —

Hon Simon O'Brien: I was out of the chamber on urgent parliamentary business.

Hon SAMANTHA ROWE: I wondered where Hon Simon O'Brien was. Normally there is a much more colourful interaction.

Several members interjected.

The ACTING PRESIDENT: Thank you, members. I urge you not to encourage them, Hon Samantha Rowe.

Hon SAMANTHA ROWE: I will not. I did not realise Hon Simon O'Brien had come back in.

We are doing a lot in education, and we are doing a lot in the training space as well. Again, that was left in a diabolical state by the former minister. There was a 500 per cent increase in TAFE fees. That is a whole other area we could go into if we wanted to talk about training, but today is about education, so I will not delve into what went wrong in the TAFE system under the former government. I am sure that we will get an opportunity to do that at a later stage.

HON TJORN SIBMA (North Metropolitan) [11.16 am]: I rise to make a contribution to this debate and applaud my friend and colleague Hon Donna Faragher for moving the motion in the terms that she did. This debate has centred on decision-making, and I think decision-making is worthy of some interrogation. I want to draw the attention of members to the media statement that the minister released on 13 December 2017. I like the format of government media releases because they put the important stuff right at the front. I refer members to the second dot point, from which I quote.

Hon Dr Sally Talbot: That makes it easier for you.

Hon TJORN SIBMA: No, I am a literate person, so thank you very much for that interjection, unnecessary as it is. The dot point reads, in part —

- Department of Education budget analysed line by line ...

That infers—no, it does not infer; it explicitly states—that the cuts made by the minister are the outcome of a lengthy, arduous, deliberative process. That claim is worth testing via a freedom of information request to determine how much time the minister allocated in her diary to determining this outcome. That would be interesting, because many of the proposed savings measures appear very common to members on this side. I do not think the minister is the first minister to have offered them up.

Nevertheless, I thank the minister for the courtesy of extending me a briefing on the decision to cease funding to the Landsdale Farm School. I note that I had to write to her twice, but I did succeed in securing that briefing. I was advised via email and at that briefing that the decision to cease funding to the Landsdale Farm School at the end of this year will apparently result in \$1.3 million of savings. That claim is worthy of some verification, but effectively the department and now the minister claim that \$1.3 million will be saved over the course of two and a half years through ceasing government funding for that school. If the minister is to be believed and we are to accept the fact that this decision was made after program-by-program, line-by-line analysis, it is worth comparing government expenditure on other lines. I particularly refer to a number of line items we can identify out of the Local Projects, Local Jobs program. Just to put things into context, we have to make decisions, and decisions are made at some opportunity cost. I note that \$352 000 has gone to resurface basketball courts in the Premier's electorate; \$120 000 has been committed to RTRFM to assist with the production of programs; \$200 000 has been found for the urban grant fund, for tree planting presumably in urban areas; \$100 000 has gone to probably the best and highest standard tennis club in Western Australia, the Alexander Park Tennis Club in the member for Mount Lawley's electorate; and \$100 000 has been gifted or granted—it is an indeterminate financial transaction—to the Australian Arab Association to purchase a coffee van, in the member for Gosnells' electorate.

Hon Jim Chown: A what?

Hon TJORN SIBMA: A coffee van! There is a YouTube video on it, so I refer members to that; they can search for that. An amount of \$100 000 has been found for the Golden Mile Loopline Railway Society to buy a loopline train. That is one of the few grants or gifts that has gone outside of a Labor electorate, so I am not reflecting on that. What I am saying is that there is money available, and it is being distributed to a number of organisations and groups

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon
Samantha Rowe; Hon Tjorn Sibma

without much justification. The list goes on. There is a school-related grant, with an amount of \$224 000 found for shade sails for Harrisdale Primary School. These must be made of gold. For gossamer fabric, that is extraordinary. An amount of \$150 000 has been found to provide lighting for a football oval in the member for Kwinana's electorate. This equates to \$1.346 million.

Hon Darren West: Are you suggesting we should not do any of that?

Hon TJORN SIBMA: I am not reflecting on the quality of any of these projects, but the whole justification is flawed. This is not about budget relief; this is about funding election commitments.

Hon Darren West: Correct.

Hon TJORN SIBMA: Hon Darren West agrees!

Several members interjected.

Hon TJORN SIBMA: I hope Hansard picked that up!

Hon Darren West: They are election commitments and we honoured them.

Hon TJORN SIBMA: These cuts are there to fund Labor election commitments; they are not about budget relief. I thank Hon Darren West for that interjection.

Hon Darren West: We honoured them.

Hon TJORN SIBMA: I am glad he has confirmed it, because the public understands this to be the case.

Hon Darren West: Are you suggesting we should not?

Hon TJORN SIBMA: When the minister came out and addressed the people from Moora Residential College the other day and said, "We are engaged in budget relief", she was booed. People know it. The government is selling them a lie. They know this is not about budget relief. This is about moving money around. This is not about savings, is it? It is not. The member just admitted it.

Hon Darren West: Are you suggesting that we not honour them? Is that what you are suggesting?

Hon TJORN SIBMA: Keep going! I will give up my time to the honourable member!

The ACTING PRESIDENT: Members!

Hon TJORN SIBMA: The honourable member is the opposition's secret weapon!

The ACTING PRESIDENT (Hon Dr Steve Thomas): Hon Tjorn Sibma, it is not usual to debate the Chair. I advise you very strongly to not do that. Hon Darren West, your interjections are also disorderly. I advise you to cease them fairly quickly. It may be the first week back after Christmas, but I can tell you that the grinch is firmly in the chair! Hon Tjorn Sibma has the call.

Hon TJORN SIBMA: Thank you, Mr Acting President, for that guidance. It was instructive as always, and I will abide by it.

The point is this: the justification utilised by the government for making these cuts is not upheld; it is undermined by the government's own member. If this is not about savings, it is about something else. I think it comes at the expense of people. Yesterday I was detained on urgent parliamentary business, but I did happen to hear the minister make reference, on her own accord, to the Landsdale Farm School and some other justifications for ceasing funding to that facility at the end of this year. The justification seems to be centred on patronage; that is, who goes to it. I will quote from the uncorrected transcript. The minister said —

It has something like 60 000 visitors a year. Most of those are adult community members. About 11 000 are from schools. Half of those school numbers are kids with an intellectual or physical disability.

Hon Peter Collier then asked —

So they don't matter?

The minister replied —

Of course they matter; they are a highly valuable community asset. My point is that of the 58 000 visitors, nearly 60 000 are adults.

I do not know how one gets 60 000 adults out of 58 000 visitors, but the minister was on her feet. I will refer to, and will later table, the annual report of the Landsdale Farm School, which includes data on visitors. Last year, 3 420 education support students; 2 220 mainstream students; 99 TAFE students; 3 322 teachers, support teachers and education assistants; and 2 137 people from disability groups attended that facility. Yes, that facility is open

Extract from Hansard

[COUNCIL — Thursday, 15 March 2018]

p782e-794a

Hon Donna Faragher; Hon Sue Ellery; Hon Peter Collier; Hon Alison Xamon; Hon Colin Tincknell; Hon Samantha Rowe; Hon Tjorn Sibma

across the weekend and it takes weekend visitors, but nowhere in this annual report is there evidence to support the minister's claim that the majority of those visitors are adults. That is worth questioning. The whole point is that the Landsdale Farm School serves a special niche role in education support. It is a facility unlike any other. That facility is special to the 3 420 education support students who visited last year. It is important to their teachers. It is important to their parents. Their cherished facility is now mired in a degree of uncertainty, which is completely unbecoming.

I will focus on one small aspect in the time available. The minister has sought to transfer the operations of this facility to a not-for-profit service provider. The first attempt was to the City of Wanneroo. I was advised of this on 15 December. When I rang the City of Wanneroo on 15 February—two months later—it had not had a single overture or approach for consultation, other than a letter that said, "We'd like to talk to you." If this is how the transfer of this facility is going to run, I will look very closely at the minister's professional competence in preserving a vital community asset into the future.

Motion lapsed, pursuant to standing orders.

[Emergency evacuation alarm system activated.]

Sitting suspended from 11.27 to 11.46 am