

Chair; Ms Libby Mettam; Mr Paul Papalia; Mr Sean L'Estrange; Mrs Jessica Stojkovski; Mr Peter Rundle; Mr Yaz Mubarakai; Mrs Liza Harvey; Ms Cassandra Rowe

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**Division 23: Education, \$4 863 514 000 —**

Ms J.M. Freeman, Chair.

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

Ms L. Rodgers, Director General.

Ms J. McGrath, Deputy Director General, Education Business Services.

Mr S. Baxter, Deputy Director General, Schools.

Mr J. Fischer, Executive Director, Infrastructure.

Mr L. Hale, Executive Director, Statewide Services.

Mr J. Peckitt, Executive Director, Finance and Commercial Services.

Mr D. Stewart, Executive Director, Workforce.

Miss A. Ramm, Executive Director, Strategy, Policy and Governance.

Ms J. Healy, Executive Director, Curriculum, Assessment and Strategic Policy.

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

Mr M. Clery, Assistant Executive Director, Statewide Services.

[Witnesses introduced.]

**The CHAIR:** Good morning, everyone; welcome this morning. I acknowledge the traditional owners of the land on which we meet, the Whadjuk people of the Noongar nation, elders past and present.

This estimates committee will be reported by Hansard. The daily proof *Hansard* will be available the following day. It is the intention of the Chair to ensure that as many questions as possible are asked and answered and that both questions and answers are short and to the point. 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 a service is the responsibility of more than one minister, a minister shall be examined only in relation to their portfolio responsibilities.

The minister may agree to provide supplementary information to the committee rather than asking that the question be put on notice for the next sitting week. I ask the minister to clearly indicate what supplementary information he agrees to provide and I will then allocate a reference number. If supplementary information is to be provided, I seek the minister's cooperation in ensuring that it is delivered to the principal clerk by Friday, 31 May 2019. I caution members that if a minister asks that a matter be put on notice, it is up to the member to lodge the question on notice through the online questions system.

I give the call to the member for Vasse.

**Ms L. METTAM:** I refer to footnote (b) under the table titled "Income Statement" on page 324 of the *Budget Statements*, which shows the number of full-time equivalents for 2017–18 actual, 2018–19 estimated actual and 2019–20 budget estimate, at 38 836, 39 150 and 39 591 respectively. Given the FTE numbers have grown every year since the McGowan government came to power and are forecast to grow next year, could the minister please explain how many employees from the department accepted the government's voluntary redundancy scheme and at what cost?

**Mr P. PAPALIA:** I am not sure that the voluntary targeted separation scheme is listed. It is certainly not in the footnote the member is referring to. If the member's question was about FTEs, that would be fine, as it would refer to this footnote, but I do not see the VTSS amount in that footnote. Is there another line with the VTSS amount in it that the member can refer to?

**Ms L. METTAM:** We are talking about full-time equivalents. Surely that relates specifically to people employed on a full-time basis. It looks as if the minister's advisers have some information to assist with his answer.

**Mr P. PAPALIA:** The member has to ask questions about the budget.

**The CHAIR:** Minister, the standing orders state that although a line item must be shown, they allow for questions of a general nature.

**Mr P. PAPALIA:** What does the standing order specifically say, Chair?

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**The CHAIR:** I can give that to the minister. I will get it for him now. Do we want to have another question and we can come back to the member for Vasse if we want to?

**Mr P. PAPALIA:** If members could think of one that is in the budget, it would be good.

**Mr S.K. L'ESTRANGE:** While the member for Vasse is reviewing the question and the minister representing the Minister for Education reviews the standing orders, maybe I can ask an interim question that relates to the Inner City College. The minister would be well aware of the Inner City College. I refer to point 3 on page 318 of budget paper No 2, volume 1. What are the current projections for student population for the Inner City College from 2020–25?

**Mr P. PAPALIA:** I have not got projections, I have enrolments. The actual enrolments for 2020 are 564 and 884 in 2021, and the projection for 2022 is 1 203.

**Mr S.K. L'ESTRANGE:** What are they out to in 2025?

**Mr P. PAPALIA:** The school is still open for enrolments, so those numbers could change. Did the member ask for the numbers for 2025?

**Mr S.K. L'ESTRANGE:** That is correct.

**Mr P. PAPALIA:** The figure for 2023 is 1 533, for 2024 it is 1 843 and for 2025 it is 1 856.

**Mr S.K. L'ESTRANGE:** I thank the minister. What is the capacity of that school for 2025?

**Mr P. PAPALIA:** Initially, for next year, it is 1 000 and for 2021 it is 1 000. It subsequently grows to 2 000.

**Mr S.K. L'ESTRANGE:** Does the capacity plateau at 2 000? Does it not go higher than 2 000?

**Mr P. PAPALIA:** Yes.

**Mr S.K. L'ESTRANGE:** Have these projections factored in any increase in dwellings in the school's catchment area due to major housing developments such as Subi East?

[9.10 am]

**Mr P. PAPALIA:** Not at this stage.

**Mr S.K. L'ESTRANGE:** Just to confirm, has the minister not factored in the increased number of dwellings for that area? I will accept that as the answer. Given that planning is an important aspect of any government and that when we plan infrastructure we have to do it in coordination with other agencies, I would therefore expect that when we build a school in an area, if concurrent with a plan to increase dwelling numbers in the area, that there will be some communication between the agencies to ensure that the school being built can house the people in the area. If it is at 2 000 students, I am guessing it can. Therefore, what about the students in catchment areas that may have to be changed because of that increase in the number of dwellings? If this school cannot accommodate more than 2 000 students, what will be the impact on boundaries of schools such as Churchlands Senior High School or Shenton College?

**Mr P. PAPALIA:** The member is asking me to speculate on projections half a decade away in one particular catchment. All school catchments are constantly assessed with regard to changes in population. This is the process that the agency normally undertakes, and it did it when the member was in government. At the moment, the department has clearly projected for growth out to 2 000. If the population grows beyond that or there is an anticipated growth substantially beyond that, it will have to adjust either the capacity of the school or the catchments.

**Mr S.K. L'ESTRANGE:** I am not looking a decade out in actual fact, minister, because, correct me if I am wrong, I understand the school opens in 2020. Is that correct?

**Mr P. PAPALIA:** Yes.

**Mr S.K. L'ESTRANGE:** That is the first intake.

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

**Mr S.K. L'ESTRANGE:** It will then be five years until it is a full school, because it will then go from year 8 to year 12, so it will take until 2025 until the school is at its capacity of 2 000 students. I do not think it is an unfair question to ask: if there is an increase in the number of dwellings in the school's catchment area, how will that impact the two other western suburbs schools, Shenton College and Churchlands Senior High School? By the way, Churchlands Senior High School is currently at over 3 000 students and Shenton College has over 2 400 students and increasing—correct me if I am wrong. Those catchment areas will be supported by the new Inner City College, but if the Inner City College reaches capacity at 2 000, how will we address capacity at Churchlands Senior High School and Shenton College?

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**Mr P. PAPALIA:** This might be a novel thing for the member's electorate, but in my electorate, which is a growing outer suburbs seat, it is not unusual to have schools grow rapidly and demand for more schools to appear that was not evident half a decade ago. That is a normal thing in the electorate of Warnbro and in suburbs such as Baldivis. I have watched high schools be built in a very quick time as necessary to meet demand, and the assessment is constantly being done because sometimes projections are not accurate. I can tell the member that when he was in government, some of the projections his government had for population were completely inaccurate. Population growth projections were anticipating a continuation of the boom, which I know the previous government had hoped would continue, because it spent like it was going to happen. But the reality is that we have to assess and constantly analyse the situation and adjust the plan as necessary. Right now there is a capacity for 1 000 students growing to 2 000, and the time the member is talking about is half a decade away.

**Mr S.K. L'ESTRANGE:** The projections from the department are saying that the school will reach a capacity of 1 856 students by 2025. That is pretty close to capacity. If the school was to get an extra 150 students, then it would be at capacity, and it is not hard to get an extra 150 students. All I am saying is that there is a possibility that it will reach capacity almost by its completion date, and therefore the possibility that Churchlands and Shenton will continue to expand their populations will require another school in the western suburbs. That is my assumption. Can the minister confirm that, based on that need, the City Beach high school site is obviously an option for a fourth western suburbs high school, should that need arise? As the minister pointed out, it is often a good idea to think strategically ahead so that we are prepared for change, whether we need to trigger that change. It is good to be prepared. Can the minister confirm that the City Beach high school site, which is owned by the government and will be vacated once the international school moves to Doubleview, will be retained for education purposes should a fourth western suburbs high school be needed?

**Mr P. PAPALIA:** I already explained that there is excess capacity across all the schools in 2025 as projected, but it is a projection and it will be subject to analysis as we go forward and get closer to those dates. We can determine whether the projected population growth is realised. We can determine whether there is going to be anticipated greater capacity required, in which case we can adjust our plans, which is done right across the state. It is done all the time in the outer metropolitan growth suburbs. It is not unusual. I know that some of the areas that the member represents may find this is a new phenomenon, but it is not.

**Mr S.K. L'ESTRANGE:** I remind the minister that, as a government minister, he represents the people in those suburbs. He is the government.

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

**Mr S.K. L'ESTRANGE:** He has an obligation to represent all Western Australians, not just those Western Australians who sit in the government's Labor seats. On behalf of Western Australians, I take umbrage at the fact that the minister seems to be politicising this along party political lines, when it is a right of every child to be educated, should their parents so wish, in a government school. I am putting it to the minister that the government has state government-owned land for a high school in City Beach. My question was simple; it did not require any overt analysis. Will the government retain that site for education purposes into the future should it be required?

**Mr P. PAPALIA:** Maybe.

**The CHAIR:** We have been on this for 10 minutes. I will move back to the member for Vasse. Minister, there is actually no requirement in the standing orders to give a line item. The standing orders state —

The estimates committees will examine the bills and proposed expenditure contained in the Estimates and report on proposed expenditure by the Parliament and government departments and agencies funded from the Consolidated Fund.

The provision of a line item has happened as practice to assist the minister. Standing order 113 also states —

**Quarrels not permitted**

**113.** The Speaker and the Assembly will interfere to prevent the prosecution of any quarrel between members arising out of debates or proceedings in the Assembly.

It is my intention not to have ongoing quarrels here between the parties. Member for Vasse, if you want to put your question, the minister can answer the question any way he sees fit. The minister just needs to answer the question, not quarrel over when the question can be asked.

**Ms L. METTAM:** I have found a line item. My question relates to page 312 and the last line item of the table, "Voluntary Targeted Severance Scheme". Can the minister explain the 2018–19 estimated actual amount, as well as the estimated amount for 2021–22, and why the other years have no allocations?

[9.20 am]

**Extract from *Hansard***

[ASSEMBLY ESTIMATES COMMITTEE B — Tuesday, 21 May 2019]

p94c-114a

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**Mr P. PAPALIA:** Part of the 2018–19 estimated actual table indicates what was projected as the cost of the number of severances that were offered. Subsequently, the figure for 2021–22 is a re-cashflow of some savings because a smaller number of offers than hoped were taken. The number of acceptances of the voluntary targeted severance scheme was 355. However, that cost was lower than projected. That is why the second column is a re-cashflow.

**Ms L. METTAM:** What positions were they? I am happy to receive that as supplementary information.

**Mr P. PAPALIA:** Yes, I will take that question as supplementary information.

**The CHAIR:** Minister, can you clarify for *Hansard* what you will provide?

**Mr P. PAPALIA:** The question relates to page 312 of budget paper No 2, the voluntary targeted severance scheme line. I will confirm where all 355 individuals were employed at the time of their acceptance of the voluntary targeted severance scheme offer.

[*Supplementary Information No B1.*]

**Ms L. METTAM:** The McGowan government had a clear mantra that senior executive service positions would be cut by 20 per cent. How many SES positions did the department have at March 2017 and how many currently exist? Again, I am happy to take that as supplementary information.

**Mr P. PAPALIA:** I think it might be better if we take it as supplementary information. With regard to the voluntary targeted severance scheme line in the table on page 312, I undertake to provide the number of senior executive service positions in the department in 2017 and the current number.

[*Supplementary Information No B2.*]

**Mrs J.M.C. STOJKOVSKI:** I refer to point 9 under “Significant Issues Impacting the Agency” on page 313 of budget paper No 2, volume 1. One of the most frequently raised education issues in my electorate is the need for more funding for students with disability. It is an issue raised with me by both parents and teachers. What can the government do to support those students in particular?

**Mr P. PAPALIA:** This is an issue that every member of Parliament is keen to address and is concerned about. Schools are doing a great job. They provide the best opportunities for all students. Children with disabilities need extra support in the classroom. An amount of \$40 million is allocated for students with disability in public schools to help address learning needs of Western Australian students. I attended the Chamber of Commerce of Western Australia breakfast the day after the budget, at which the Premier introduced the Treasurer and they talked about the budget and took questions from a big audience of about 500 people. At the end of questions and the normal focus on general economy-type activities, the chief executive officer of the chamber of commerce took a moment to thank the Treasurer personally. He has two disabled children at school. He said that it is not something that will get great traction in the business world or across the wider community, but that as a parent of children with disabilities, it was something he wanted to personally congratulate and thank the department and the government for. It is a significant contribution and it is not something that anyone would have had leverage in campaigning, unlike miners campaigning against gold royalties for instance. It is gratifying to see that the good management of the budget has enabled additional funding to be dedicated to supporting disabled students. This brings the total amount of funding in 2019 for students with eligible disability to \$326.8 million. It is recognised that in 2018 the number of students receiving the individual disability allocation increased from 9 642 to 11 237. The autism spectrum disorder and almost every increasing catchment of that disorder looks to be a large cause of that growth in eligible children, and it is good that we are able to allocate additional funding.

**Mr P.J. RUNDLE:** I refer to page 313 of budget paper No 2, volume 1. Point 13 states that an investment of \$452.8 million will be spent in 2019–20 to deliver new schools and expand existing ones and also provide upgrades to existing schools in an ageing asset portfolio. How does the Department of Education assess and prioritise what works will occur and when?

**Mr P. PAPALIA:** I will ask the head of infrastructure, Mr John Fischer, to respond to that.

**Mr J. Fischer:** I presume the member is referring to the upgrade program such as the administration and toilet upgrades. Is he seeking advice on those?

**The CHAIR:** Does the member for Roe want to clarify that?

**Mr P.J. RUNDLE:** I find it difficult to pinpoint the likes of Hedland Senior High School, where I believe \$1.23 million worth of repair and maintenance work is being done; however, I cannot locate that in the budget. I am trying to isolate where that is and how that is prioritised.

**Mr P. PAPALIA:** This is a different question.

**The CHAIR:** Thank you, minister, for directing the Chair. Again, you can answer the question however you want to answer it.

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**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Tuesday, 21 May 2019]

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**Mr P. PAPALIA:** That is right, but this is a different question. I asked Mr Fischer to respond, but this is a different question.

**The CHAIR:** You can respond to it; it always comes through you, minister.

[9.30 am]

**Mr P. PAPALIA:** Is the question: where is the money for the Hedland Senior High School?

**Mr P.J. RUNDLE:** Yes; that is right.

**Mr P. PAPALIA:** Is the question: what money has been allocated and whereabouts in the budget is it?

**Mr P.J. RUNDLE:** Yes, that is what I am leading to.

**Mr P. PAPALIA:** Mr Fischer.

**Mr J. Fischer:** The improvements or maintenance work in Hedland have been funded from the recurrent program this year, with \$18 million allocated. That work was determined by reviewing the building condition assessment survey that had been undertaken, plus through discussions with our building managers in the various regions. That identified the work that was to be undertaken on Hedland. The member referred to \$1.2 million. That is from the 2017–18 recurrent program.

**Mr P.J. RUNDLE:** Minister, a \$10 million shortfall was identified as part of the Hedland restructure or maintenance program. Has there been any identification of that as part of this \$453 million?

**Mr P. PAPALIA:** As I understand it, the member is referring to a claim of an amount of money. I am not sure where it was reported, but it was by people in Port Hedland. It was not by the department, as I understand it. It does its own analysis of infrastructure cost projections. That amount of money does not necessarily represent what the department determines is needed for the school.

**Mr P.J. RUNDLE:** I will go back to my original question, which is: how is a priority project such as that identified—or not identified—compared with, say, the new cafeteria at Bunbury Senior High School? How is the decision made?

**Mr P. PAPALIA:** It is expenditure prioritisation. It is like any infrastructure budget; for capital investment the department determines a list of priorities and allocates funding accordingly. The member knows that Hedland high school has received millions of dollars in additional support through additional full-time equivalent positions and additional deputy principals. Immediately upon taking office, Labor made a significant response to the challenge that it inherited from the former government. That initial response was much more about safety and capacity to deliver education at the school than about the capital works. Capital works will be addressed, but the school has received a lot of attention, as the member knows.

**Mr S.K. L'ESTRANGE:** Some of the \$452.8 million has been allocated to upgrades to existing schools. A number of inner suburban schools in Perth are between 50 and 100 years old, as the minister knows. The former government committed to a new administration block at one of the schools in my electorate, Wembley Downs Primary School. Can the minister give us a table of these upgrades and the amount being allocated so that we can see which schools are being provided upgrades? That way, if we can see that some of the schools are not, local members—Labor, Liberal, Nationals or whatever—can say that they have noticed an item is not on the government's list and ask whether the government is aware of the problem. Can the minister give us a table of those upgrades to existing schools?

**Mr P. PAPALIA:** The types of thing that the member is referring to are listed as administrative upgrades in the budget. They have a global allocation, as is normal. As is the prerogative of government and the department, they will be announced when the government and the department choose.

**Mr S.K. L'ESTRANGE:** All we are asking for is a table of the planned upgrades. I do not see those as big government announcements. They are quite simply upgrades, such as upgrades to toilets or admin blocks. I do not think it is a big political question. It is merely so that we can see a table that shows what has been allocated to upgrades of inner suburban government schools in Western Australia. That is all.

**Mr P. PAPALIA:** It is not as though this is any great new change to process. The analysis of prioritisation of upgrades is being undertaken. The process is underway now. If the member wants to put a question on notice asking for all the projected administrative upgrades right across the state—there are 812 schools in the state—he can put it on notice and he will get a response.

**Mr S.K. L'ESTRANGE:** Let me be more specific then. What is the government doing about upgrading the administration facilities at Wembley Downs Primary School?

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**Mr P. PAPALIA:** I ask the member to put the question on notice. As part of the process, the department is analysing all administrative upgrade requirements, and there are a lot of schools. The member asking about a specific one right now does not make it any easier, because there are 812 schools and the funding is allocated globally. As the member indicated, it is for a lot of smaller-scale projects, so at this stage I do not think it is fair to ask that.

**The CHAIR:** We have been on this question for 10 minutes.

**Mr S.K. L'ESTRANGE:** The minister is saying that it is too hard to list 812 schools and what upgrades will occur at each, if any. I put it to the minister that just one of these budget papers is 300 and something pages long. There are thousands of lines in that.

**The CHAIR:** What is the question, member?

**Mr S.K. L'ESTRANGE:** The question is: can the minister please provide a table of the infrastructure upgrade requirements of those 812 schools?

**Mr P. PAPALIA:** In the event that a health and safety risk is identified, it is allocated immediate priority and those tasks are responded to immediately. With respect to all the administrative upgrades, there are 812 schools. I think that the member is just being unreasonable. The member's government never did it. It is not a new response. It is not unreasonable of the government and the department to say, "Be reasonable, put it on notice and in due course the member may get that list or he may not." It may not be possible to compile, or justified to put the effort into compiling, a list of small-scale administrative allocations for 812 schools, just so that the member can determine in advance whether he agrees with them.

**Mr P.J. RUNDLE:** I feel the same. I would like a table of what further maintenance is being done at schools, so I would appreciate it if that could be supplied. Also, does this figure include some of the "Election Commitments—Investing in School Infrastructure" and "Other Asset Investment Projects" listed on pages 318 and 319?

[9.40 am]

**Mr P. PAPALIA:** The capital works for investment in schools are listed on page 321. Government commitments are met in the budget, and they are listed in the capital works investment. With respect to the other question the member asked, he should not join the member for Churchlands in asking questions that are not reasonable. This is reasonable. To identify significant capital investments on page 321, yes we are meeting our election commitments.

**Mr S.K. L'ESTRANGE:** Just on that —

**The CHAIR:** I have to move on. We have had 13 minutes on the same question. We are going to move on.

**Mr S.K. L'ESTRANGE:** There is a perimeter fence in the budget.

**Mr Y. MUBARAKAI:** I refer to page 311 of volume 1 of the *Budget Statements* and the table "Spending Changes", specifically the line item "Growth Funding—Revisions to Student Enrolment and Cost Growth Forecast". My electorate of Jandakot continues to be one of the fastest growing electorates in the state, and as a result schools in my area are facing growing enrolments, putting them close to capacity. What can be done to help ease this pressure?

**Mr P. PAPALIA:** As I indicated earlier, outer metropolitan growth suburbs are used to schools reaching capacity and used to the challenges associated with finding additional accommodation, and fortunately we are able to allocate funding to build schools as necessary to meet the demand. The member knows that we have opened a new school in his electorate and we have announced a second new school, and that is because we are able to plan effectively and we are responsibly managing the budget, which enables us to allocate proper funding to education. There is \$452.8 million to be spent in 2019–20 to build new schools and expand existing ones to meet student enrolment growth across the state. That includes an allocation of \$21 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 in growth and infill areas, unlike our predecessors. In respect of what the member for Churchlands said earlier, that is a process that the previous government did not employ—working across government—mostly because most of its ministers did not talk to each other. The Minister for Planning is working with a number of different agencies on all manner of new initiatives such as Metronet, ensuring that roads, schools and things like the Water Corporation's requirements —

**Mr S.K. L'ESTRANGE:** It is the member for Jandakot's question, minister, so do not look at me.

**Mr P. PAPALIA:** I am answering the member for Churchlands because he was interested in a similar subject.

**Mr S.K. L'ESTRANGE:** The minister is politicising the process.

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**The CHAIR:** Member—stop! I get to give the call, so you might want to behave.

**Mr P. PAPALIA:** A good process is in place. The Minister for Planning is working with the Minister for Education and Training, and other agencies as well, and that is a good thing, because, as I observed earlier, it is essential to anticipate future requirements and build them into the planning process, including where we put schools and what capacity they have.

**Mrs L.M. HARVEY:** I refer to the table at the top of page 324 of the *Budget Statements*. The line item for employee benefits shows an estimated actual of \$3.9 billion. The 2019–20 budget estimate is \$3.899 billion, and the 2020–21 amount is \$3.983 billion. However, note (b) underneath that table reads —

The full-time equivalents for 2017–18 Actual, 2018–19 Estimated Actual and 2019–20 Budget Estimate are 38,836, 39,150 and 39,591 respectively

I am curious to know how, if there is an increase in full-time equivalents, there is a decrease in employee benefits in the same year.

**Mr P. PAPALIA:** Apparently, the negative growth in the 2019–20 budget is a result of the implementation of a new accounting standard, Australian Accounting Standards Board 16, that has an impact right across the budget. This replaces the existing Government Regional Officers' Housing component of the line item for employee benefits with an interest expense and depreciation expense line item, which fall under a different expenditure type—the finance and interest cost, depreciation and amortisation category. It is an accounting change.

**Mrs L.M. HARVEY:** How do we get depreciation and interest costs under employee benefits?

**Mr P. PAPALIA:** It is the way they are being employed. It is the GROH expenses. Those expenses in the employee benefits line item have been replaced with interest expense and depreciation expense line items.

**Mrs L.M. HARVEY:** What is the value of the depreciation and the interest expense for each of the years 2018–19 and 2019–20?

**Mr P. PAPALIA:** It is \$65 million.

**Ms C.M. ROWE:** I refer to the asset investment program on page 318 of the *Budget Statements*. There are a number of ageing schools, particularly in my electorate—for example, both Belmont and Carlisle Primary Schools are more than 100 years old. Given their age, the schools face fairly significant maintenance issues. I note that Belmont Primary School received funding to have plaster glass ceilings replaced. What other support is there for schools such as these?

**Mr P. PAPALIA:** The funding for maintenance in the older schools—we have already heard from the member for Churchlands that he has discovered that there are old schools around the state —

**The CHAIR:** Members—even I am getting it.

**Mr P. PAPALIA:** Okay; sorry.

The funding is provided through a general maintenance allocation in the recurrent funding of approximately \$120 million for 2019–20. The allocation is used to address faults, ongoing maintenance and minor works. An additional \$13.2 million has been allocated in this year's budget for targeted preventive maintenance. In the 2019–20 budget, this includes \$5.7 million for plaster glass ceilings, \$5 million for roof replacement and \$2.5 million for school alarm upgrades. The funding in the budget follows an announcement in April by the Minister for Education and Training of an \$18 million investment for additional maintenance in almost 300 public schools. Works to be funded at schools around the state include painting, rectifying trip hazards in pathways and other areas, removing old heating and cooling systems, fixing roofs and ceilings and addressing problems with water bores. We also invest in other programs for administrative upgrades, toilet upgrades, covered assembly areas and libraries that improve the overall functionality and condition of our schools. If the member wants a list of those allocations, she should put it on notice, because we are talking about a lot of schools.

[9.50 am]

**Mr P.J. RUNDLE:** I refer to page 313 and paragraph 8 on the wellbeing, resilience, emotional regulation and behaviour of children and young people. This is about at-risk students and a pilot program of alternative learning settings for the most violent students. How is that support being provided to schools to deal with those most violent students?

**Mr P. PAPALIA:** I might ask the director general to respond.

**Ms L. Rodgers:** We have had a good response to those alternative learning environments. They are now set up. I have had 36 requests for exclusion, and 24 students have been excluded. All the alternative learning centres are now up and running. Somebody will tell me exactly how many students we have in those alternative learning

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settings, which have access to special staff. The students will be there for possibly a term or longer in order to get them back into mainstream education.

**Mr P.J. RUNDLE:** Is a dollar figure attached to the program?

**Ms L. Rodgers:** It is \$2.6 million.

**Mr P. PAPALIA:** That is for 2019.

**Mr P.J. RUNDLE:** In light of the recent incident at Eaton Community College, is a program in place to support staff and principals as well?

**Ms L. Rodgers:** Undoubtedly. Teachers and principals have policies and procedures to follow. We have put in place additional professional learning for teachers to access, which they have been doing. The member will have heard about the Team-Teach program, which many teachers have undertaken. Of course, that was the case at Eaton Community College. All graduate teachers are now trained in protective restraint to support them in dealing with difficult behaviour at school.

**Mr P.J. RUNDLE:** Is a dollar figure attached to the staff and principal training?

**Ms L. Rodgers:** It is \$3.3 million.

**Mr P. PAPALIA:** To clarify, that is the global allocation for those sorts of tasks. In this budget year, \$200 000 has been allocated to improved training and support for principals and teachers to address the issues that the member has raised.

**Mrs L.M. HARVEY:** I refer to these alternative learning centres. Can the minister tell me how many centres there are, where they are, and how many students they can accommodate at any given time?

**Mr P. PAPALIA:** The director general will respond.

**Ms L. Rodgers:** The pilot program, which is part of the 10-point action plan, has three alternative learning centres. Each centre is staffed with three teaching staff and support staff and provides access to psychs. I am sure someone will pass me a piece of paper indicating the number of students currently at those alternative learning settings. The member will appreciate that the number changes on a day-to-day basis as we integrate students back into school.

**Mrs L.M. HARVEY:** My question was more about the capacity of each centre than the present number of students.

**The CHAIR:** Through the minister to the director general.

**Mr P. PAPALIA:** Yes, I will let the director general respond.

**Ms L. Rodgers:** The capacity of each centre is 10 students. The total number of students is 30.

**Mrs L.M. HARVEY:** We asked a question on notice about these centres. The response referred to other options that are available to students who might qualify for these centres; that alternatives are in place to manage students with these behaviours. Can the minister please advise what some of those other options are?

**Mr P. PAPALIA:** The member is asking about a question on notice and, as she knows, I am not the minister; I am the minister representing the minister. The director general does not recall the question on notice to which the member is referring. Can the member tell me exactly what the response was to the question on notice?

**Mrs L.M. HARVEY:** When we asked a question about this pilot program, the minister responded that it is not the only option available for students with behaviour problems and that there are other programs within schools and other options to manage students with these behaviour problems. I am interested in what those programs might be and where they are available across the state.

**Mr P. PAPALIA:** I thank the member for the question. The types of things the response referred to were the additional range of management practices that schools have for challenging students who exhibit behaviour of this nature. Depending on their age and location, it might be appropriate that they attend TAFE rather than high school. A care school may be an option for them. It may be possible to shift them from one school to another, because it may be that a specific environment or the personalities of the teaching faculty at one school might be more suited to a student than at another. I have experienced that and the member doubtless has too—that is, students being shifted to another school, even within the same suburb. It sometimes works out for them and they stop that behaviour. I am aware of a range of other programs or initiatives. Because principals have a greater degree of flexibility to manage responses in their schools, they seek out programs and advice. I am aware that at Warnbro Primary School, a very innovative principal has sought support and advice from the University of Western Australia, which provided guidance on management of children of this nature to try to avoid having to send them to the high-end response that has been put in place. We need that high-end response, but there are a whole range of other options. I do not think they could all be listed because all schools can, to some extent, initiate different responses. For example,

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meditation was used at Warnbro. The kids meditated in the mornings to assist with behaviour management and enhance their learning outcomes. There are a range of different responses, but some that I have been given to respond with are that schools can shift the student to TAFE rather than high school, put them into a care school, or look at another public school as an option.

[10.00 am]

**Mrs L.M. HARVEY:** Further on this theme, does the minister have data on the number of assaults that have been recorded against teachers and students for the 2017 and 2018 years?

**Mr P. PAPALIA:** Yes. What was the member asking specifically?

**Mrs L.M. HARVEY:** I am seeking the number of assaults recorded against both teachers and students for 2017, 2018 and the year to date.

**Mr P. PAPALIA:** I do not think I have that. I have a list of the type and nature of incidents that have occurred, including being hit by a moving object; falls, slips and trips of a person; body stress and mental stress; hitting objects with a part of the body; and heat radiation and electricity. These are all injuries. That relates to workers' compensation. It is not really what the member is after.

We have some data relating to the number of suspensions and what they have been attributed to for 2017 and 2018. There are two columns. One is physical aggression towards staff, which is probably one of the things that the member is talking about. In 2017, there were 2 242 suspensions and in 2018 there were 2 127 suspensions in that category. There is data for abuse, threats, harassment or intimidation of staff. That is not related to when somebody has been hit, but threat and abuse-type activity, or they have been reported. In 2017, there were 6 209 suspensions related to that sort of behaviour, and in 2018, there were 6 608 suspensions.

The member was asking about students. In 2017, there were 9 339 suspensions relating to physical aggression towards students, and in 2018, there were 9 108 suspensions. With respect to students, there is a category for abuse, threats, harassment or intimidation of students. There is the one with the teachers, which I spoke about, and also one for students. There were 3 105 of those suspensions in 2017 and 3 790 in 2018. There is no data for this year to date or anything like that in those categories. That is the information that I have. It relates to the number of suspensions as a result of that behaviour.

**Mrs L.M. HARVEY:** Further to that, obviously some students might be represented in those stats multiple times. Does the minister have data on the number of individuals who have been suspended or just the total number of suspensions?

**Mr P. PAPALIA:** I will provide that as supplementary information because I do not think we have it here.

**The CHAIR:** Can the minister be clear about what he is answering?

**Mr P. PAPALIA:** I undertake to provide the member with the number of individuals who have been suspended for the four categories of physical aggression towards staff; abuse, threats, harassment or intimidation of staff; physical aggression towards students; and abuse, threats, harassment or intimidation of students for 2017 and 2018.

[*Supplementary Information No B3.*]

**Mr S.K. L'ESTRANGE:** I refer to page 311 of budget paper No 2, volume 1. There is a table at the bottom headed "Spending Changes". I refer to the third last line item, "Growth Funding—Revisions to Student Enrolment and Cost Growth Forecast". Can the minister please explain what is driving the increase in this additional funding? How many additional students are being funded by the department each year, and in what areas or school zones are we seeing this growth?

**Mr P. PAPALIA:** I may not have an answer for everything that the member just asked. The revised midyear review projections for student enrolment growth and education costs include an upward revision to student enrolment estimates for government schools following the semester 2, 2018 student enrolment census. Since the introduction of the student-centred funding model, the department has used the Accessibility/Remoteness Index of Australia values to inform the calculation of the locality allocation. That index is produced by the Australian Bureau of Statistics and updated every five years following the census of population and housing. The index will change over time as the size of population centres changes and road networks are improved. The adjustment reflects the financial impact of the updated index on the student-centred funding model, necessitating an increase to its expenditure limit and appropriation of \$2.9 million over the period 2018–19 to 2022–23. The \$40 million that we were talking about earlier, with allocation for disabilities, is part of the change, reflecting an increase in the overall student population with an eligible disability. The rest relates to the growth in the number of students. The number of additional students in 2019–20 is forecast to be 5 268; in 2020–21, 6 749; in 2021–22, 6 938; and in 2022–23, 7 017.

**Mr S.K. L'ESTRANGE:** Further to that, the minister is acknowledging that there is a significant increase in student enrolments, which is causing an increase of almost \$20 million each year for those three years in the revised

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student enrolment and cost growth forecast. Can the minister provide a table that includes all the schools with forecast population figures, and can he split that table into primary and secondary schools?

**Mr P. PAPALIA:** There are 812 public schools. If the member could put that on notice, that might be a reasonable response.

**Mr S.K. L'ESTRANGE:** Linking to that growth in funding, I am still on that line item, but I also refer to page 114 of budget paper No 3. It states that recurrent funding for government schools has been revised down by \$43.5 million. Why does budget paper No 3 have a reduction in funding while budget paper No 2 has this increase in funding?

[10.10 am]

**Mr P. PAPALIA:** Is the member asking another question?

**Mr S.K. L'ESTRANGE:** No; it is a follow-on question. I am trying to work out —

**Mr P. PAPALIA:** The member referred to a different page of the budget papers so I assume it is a different question.

**Mr S.K. L'ESTRANGE:** It is a different page but it does relate to this line item. I am still referring to the line item —

**Mr P. PAPALIA:** What is the page number in budget paper No 3?

**Mr S.K. L'ESTRANGE:** It is page 114 of budget paper No 3 under recurrent funding. It says it has been revised down by \$43.5 million.

**Mr P. PAPALIA:** The table on page 114 of budget paper No 3 relies on information or data since the *Government Mid-year Financial Projections Statement* and the line item in budget paper No 2 relies on data since the last budget including the midyear review. It refers to a longer period.

**Mr S.K. L'ESTRANGE:** It is three volumes but it is the same budget, so why does one part of the budget revise it down by \$43.5 million and another part have it going up? Which part is correct?

**Mr P. PAPALIA:** It is not that extraordinary. Budget paper No 3 refers to the period since the midyear review and budget paper No 2 refers to the period since the last budget. Obviously, there were some allocations between the last budget and the midyear review that are not incorporated in the table the member referred to in budget paper No 3. The two items refer to two different numbers, and that is why they are different.

**Mrs L.M. HARVEY:** I refer to page 315 of budget paper No 2 and the explanation of significant movements. Paragraph 2 refers to the Western Australian Certificate of Education achievement rate. I want a bit more information from the minister on the new third stream to matriculation, whereby students can now do Australian tertiary admission rank courses, vocational education and training or general courses to achieve their WACE. Is there a budget allocation for managing the change in the certification of these students? Is there an estimation of how many students the department expects will take up that third pathway?

**Mr P. PAPALIA:** I will ask the director general to answer that, please.

**Ms L. Rodgers:** To put it in some degree of context, the primary aim, of course, at the end of schooling is to achieve the Western Australian Certificate of Education. Ordinarily, we have had two particular pathways—an ATAR pathway and a VET pathway. We found that, in effect, this has disadvantaged some students because they are almost forced into taking a VET course that they would not normally have taken. Many of those students are already undertaking general courses in their schools, but in order to take a general course, they would have to have done a VET course to get their WACE. Our goal is to ensure that they get their WACE. There is no additional allocation of funding to operationalise the general courses because, indeed, students are already taking general courses anyway. We have afforded the opportunity to maintain the standard and for students to get their WACE through that course.

The second question was about the forecast number of students who may take those general courses. We do not have a number to hand.

**Mr P. PAPALIA:** Does the member want that as supplementary information?

**Mrs L.M. HARVEY:** If there is any more information available on the third pathway, it is an area that we are very interested in finding out about.

**Mr P. PAPALIA:** I am informed that the selection process for children to determine whether they will pursue that pathway is underway now. The department anticipates it will know the numbers at the end of August. The member referred to year 10 students. The department will have a better indication in August, so I do not think we will be able to provide that as supplementary information in the time frame. It could be a question on notice or a question to ask the minister later.

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**Mrs L.M. HARVEY:** I have a further question on the third pathway. Obviously, students who take the ATAR pathway are looking towards university education. Generally, students who take the VET pathway are looking towards a TAFE pathway. What is the pathway post-school for students with WACE and graduation in subjects at the general level? Where will they go?

**Mr P. PAPALIA:** There are many alternative entry pathways now for not only university but also any of the other potential destinations, such as TAFE. Students will be able to enter all those; they will just have to go via a different method. So rather than going directly, they might have to do bridging training, additional courses or achieve other certificates or the like to get themselves to the point at which they can enrol in whatever pathway they want. It does not really prevent them.

I think the intent of the third pathway is to ensure that there is a more robust curriculum for those children who are not enrolled in VET and are also not pursuing ATAR. We want to give them something more than just showing up and not doing much. Understanding that I am not the minister, I am trying to answer the question to the best of my ability. In the past, a lot of these students would have undertaken a VET course by necessity, and not one that they necessarily aspired to achieve or pursue, so understandably they were not necessarily motivated to do well in that pathway. This will provide those students who do not identify a pathway that they really aspire to pursue, either in VET or ATAR, with a third option that is still robust and has obligations around achievement and study, and will provide them with the opportunity to develop the discipline necessary to pursue either of those pathways later. At the time, students may not want to pursue those pathways and this will give them a third option; otherwise, they would just attend courses and not necessarily be the ones who are achieving because they are not really motivated.

**Mrs L.M. HARVEY:** Has this third pathway been established in response to complaints from students or has it been driven by the School Curriculum and Standards Authority? Why is it there and who has been consulted prior to developing the third pathway?

**Mr P. PAPALIA:** I am informed that it has mostly come from the leadership within schools—principals identifying that they had students almost obliged to choose a course they did not want to do, which was having a negative impact on them and the other students in the courses. They wanted an alternative that provided a better outcome. There was also a very significant range of consultation that sought advice from different interested parties and stakeholders. I think this information was given in response to question without notice 398 in the other place from Hon Donna Faragher to the minister on 7 May. It listed all the consultations, so I will not go through them again, but the information was pretty extensive.

[10.20 am]

**Mr S.K. L'ESTRANGE:** What is the impact of introducing this third stream on staffing and resourcing at schools?

**Mr P. PAPALIA:** I am informed that it does not have an impact, because those general courses are currently being delivered. This gives a stream for students to choose that pathway formally rather than doing the same subjects, I guess, through some other pathway.

**Mr S.K. L'ESTRANGE:** Maybe the director general will be able to assist with an answer to this question. I am trying to understand something. A teacher's workload is often set by the number of students who demand certain subjects, so I guess there will be a minimum viable number of students for that class for the teacher to be allocated that period and school day to deliver that lesson. If a third stream is created and a number of students move out of the vocational education and training and Australian tertiary admission rank classes and go into the third stream, it will impact on the number of students able to sit those VET or ATAR classes, and if that number goes below a certain threshold, the class might not go ahead. Has there been any analysis of the impact of this third stream on student options in their school in the future?

**Mr P. PAPALIA:** I am informed that there will not be an impact. The feedback from the schools is that it will not have an impact in the manner that the member referred to. As I said, substantial consultation was undertaken, and principals, all manner of industry representatives, student bodies and the like are on the list provided in answer to the question I referred to earlier. They support this response. The intention is to enhance the offering for those students—that is, those compelled to choose a pathway that they did not really want to. By doing that we will get a better response in some of the other pathways that those students would otherwise have had to pursue. I am also informed that part of the problem was that because the alternatives were only ATAR or VET, VET options were almost being identified as a means of providing numbers and opportunity. VET providers were providing courses that were not necessarily of a high calibre or of good quality but that achieved the objective of having bums on seats. As a consequence, some of those VET providers collapsed over time, which had a negative impact on students. This will provide a pathway that does not oblige students who at that time do not really aspire to doing a VET course; it gives them a more educationally robust pathway.

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**Mr S.K. L'ESTRANGE:** I will finish with this. If it is not an ATAR or VET course, it therefore does not drive into the TAFE or university sector; it is just a continuation of education. Is the government just going to run this program for a couple of years and then review its success? At what point will the government look at it and assess whether it has worked and whether we have ended up with children leaving school who cannot go anywhere? How is the government making sure that students selecting that pathway, which may be easier and therefore more popular for them because they are not that motivated, are looked after if it does not get them anywhere later? Does the minister see what I am saying?

**Mr P. PAPALIA:** If the member stops talking, I can answer him.

**Mr S.K. L'ESTRANGE:** That is very impolite.

**Mr P. PAPALIA:** The first point the member made —

**Mr S.K. L'ESTRANGE:** I am actually asking a pretty decent question about student welfare and the minister is belittling the question.

**The CHAIR:** Member!

**Mr P. PAPALIA:** Things have changed, member. I am just saying that if the member stops talking, I can answer him.

**Mr S.K. L'ESTRANGE:** That is very childish.

**Mr P. PAPALIA:** The first observation the member made is wrong.

**Mr S.K. L'ESTRANGE:** What if it is not?

**The CHAIR:** Member, let the minister speak.

**Mr P. PAPALIA:** It is wrong. A person can go to university without doing ATAR. There are other pathways to get to university. There are pathways to get to VET other than doing it at high school. At a later stage, a person can go through bridging programs or alternative entry points to get into either of those pathways. Just because students take a different pathway in high school does not mean they are not able to pursue either of those outcomes, so the member's observation and the premise of his question is wrong. That is why I was waiting for him to stop talking—so I could answer him. I am sure this will be assessed, but I might ask the director general to give the member an answer to that part of the question.

**Ms L. Rodgers:** The way we will assess it is by monitoring the number of students who leave with a Western Australian Certificate of Education and their pathways into work or further study. We have seen an increase in the number of students who have walked out with a Western Australian Certificate of Education and we expect that to continue.

**Mrs L.M. HARVEY:** Obviously this will impact on the number of VET programs in schools, because students who were taking them up will now be doing something else. Is it possible to get some information about the VET programs being offered in schools and the number of students enrolled in those programs at this point in time?

**Mr P. PAPALIA:** That information may take a bit of time to gather, so it may not be available inside the time frame for supplementary information.

**Mrs L.M. HARVEY:** I would have thought that that information would just be in a table the minister would have.

**Mr P. PAPALIA:** The question will have to be taken on notice, because, as we heard earlier, students are still enrolling. The department is still in the process of determining how many students will be following this pathway. I assume the member is talking about the impact and all that sort of thing. What was the member specifically asking for—the number of VET students?

[10.30 am]

**Mrs L.M. HARVEY:** I am a little more interested in understanding and receiving a list of the VET programs that are being offered in schools, and the number of students who were enrolled in those programs for 2017, 2018 and 2019, so that in the future we can get an idea of how many students have transitioned.

**Mr P. PAPALIA:** How many have shifted, yes.

**Mrs L.M. HARVEY:** As a former training minister, I know that often the problem is the type of programs that are being offered.

**Mr P. PAPALIA:** We will have to include this in any answer that we provide. I can give the member year 11 and year 12 student participation in VET student numbers for 2017–18.

**The CHAIR:** As supplementary information?

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**Mr P. PAPALIA:** I can give what I just said to the member right now. The total number of VET students for years 11 and 12 in 2017 was 25 628, and in 2018, as at 3 September, it was 25 154. That information is a little dated and obviously not complete. We can undertake to provide the member projections for 2019 and the member can compare them. The thing to remember, which I will place in *Hansard*, is that there are other factors involved in the potential fluctuation in the number of VET students, because some of the providers collapse and, as a consequence, students are removed from that program. That sort of thing can happen; it is not just that we have initiated this new pathway. That will give the member an indication. I think it would be possible. We can probably ask whether we can get the number of years 11 and 12 VET students and give that to the member as a table so that she has year 11 and year 12 numbers for 2017, 2018 and projected for 2019. I think that could be done.

**The CHAIR:** Is that supplementary information?

**Mr P. PAPALIA:** Yes. I undertake to provide the member with a table of the number of both year 11 and year 12 public school students—I only have public school students—participating in VET courses in 2017 and 2018, and the projection for 2019.

[*Supplementary Information No B4.*]

**Mrs L.M. HARVEY:** I refer to the table “Service Summary” on page 314. Last year the service summary was broken down into six categories: Public Primary Education; Public Secondary Education; Regulation, Review, Funding and Policy Advice; Curriculum Development, Evaluation and Support; Student Assessment and Certification; and Establishment, Operation and Maintenance of Residential Colleges. We are now down to four service summaries. I seek some clarification on the breakdowns and what value is being allocated to student assessment and certification, and to curriculum development, evaluation and support over the forward estimates.

**Mr P. PAPALIA:** It is about labelling, more than anything. I will read out an explanation. Obviously, the two services related to public school education are retained. Service 1, “Public Primary Education”, and service 2, “Public Secondary Education”, are retained. The service for the residential colleges, which was service 6, has been incorporated into new services 2 and 3 to reflect the services provided to public secondary school and non-government school students. That is just how it is structured in the budget paper; it is not a removal of funding or anything of that nature. The service for the former Department of Education Services has been retained and has become service 3, which is “Regulation and Non-Government Sector Assistance”. Service 3 also recognises the support provided to non-government schools and students outside administered funding through cross-sectoral education and grants and subsidies programs. The two School Curriculum and Standards Authority-related services have been replaced with a single service that better reflects the department’s role in supporting the standards authority. That is service 4, “Support to the School Curriculum and Standards Authority”.

**Mrs L.M. HARVEY:** Service summary 3 has \$90.7 million allocated for 2019–20 then \$83.1 million for 2020–21. Is it possible to get a breakdown of how that is being distributed with the residential colleges, curriculum development et cetera? It looks as though those service areas have just been collapsed under one heading. We are trying to understand where the allocation is for the residential colleges, curriculum support and those other areas.

**Mr P. PAPALIA:** I am trying to find out whether it is in another place, because I am not as familiar with it as I am sure the minister is.

**Mrs L.M. HARVEY:** It is what we are trying to find out too.

**Mr P. PAPALIA:** I can get the member a supplementary response. Is the member asking how much has been allocated for the operation and maintenance of residential colleges? Is that what the member is interested in?

**Mrs L.M. HARVEY:** Also, regarding service summary 3, a breakdown of the allocations to the specific areas that I understand it would be allocated to, such as the residential colleges, curriculum support or whatever it might be.

**Mr P. PAPALIA:** I undertake to provide supplementary information to the member of a breakdown of funding allocated to service 3 on page 314 of the service summary budget table.

[*Supplementary Information No B5.*]

**Mr P.J. RUNDLE:** I again refer to item 13 on page 313 and the investment of \$452.8 million in upgrades to existing schools and the ageing asset portfolio. How much of that additional money in 2019–20 will be spent on asbestos removal?

[10.40 am]

**Mr P. PAPALIA:** I am informed that asbestos removal is part of the recurrent budget; it is not in the capital. It is not part of the money to which the member refers. An amount of \$3 million has been allocated.

**Mr P.J. RUNDLE:** Does the minister have a list of schools in which asbestos removal has been identified?

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**Mr P. PAPALIA:** Not all the high-priority tasks have been identified yet. There is asbestos throughout the community in different forms, some of which is high risk and some of which is low risk. Naturally, the high risk is receiving priority attention. Right now, not all schools that will be funded for asbestos removal have been identified—the schools have been identified, but not where the funding is going. The order of priority for the riskier presence of asbestos is not yet complete. I will provide the member with a list of schools to which funding has been allocated for the removal of asbestos.

[*Supplementary Information No B6.*]

**Mr P.J. RUNDLE:** What resourcing is given to address the safety concerns in remediation works within the department?

**Mr P. PAPALIA:** A task is underway to identify the risk of asbestos throughout the infrastructure in the department. That has resulted in an asbestos management plan to ensure appropriate and timely management of any asbestos-related matter. All public schools have a site-specific asbestos-containing-materials register that forms an integral part of the department's asbestos management plan. That register documents the location and condition of all known and suspected material identified through inspections, and contains details of major removal. It is updated through a formal audit process that occurs at intervals as recommended by an independent assessor, but not exceeding three years. When we remove asbestos, obviously the contractors must comply with all their obligations under WorkSafe. There is a constant process of management and addressing of high-risk asbestos. The funding for asbestos removal in 2018–19 was \$3 million and there is another \$3 million in 2019–20.

**Mr P.J. RUNDLE:** What FTE resources have been put into it within the department?

**Mr P. PAPALIA:** I do not think they are isolated to asbestos. They are the same people who do all the infrastructure risk mitigation and management. Those people are conducting that task. Obviously when they conduct removal of asbestos, they get appropriately qualified contractors to complete that task. The asbestos funding is not funding an FTE in infrastructure or the management process. This is additional funding specifically for that removal. The people who are identifying and prioritising the need for the removal and the task are funded separately. They are part of the normal practice of management of infrastructure.

**Mr P.J. RUNDLE:** At how many schools, and at which schools, have the remediation works been completed so far?

**Mr P. PAPALIA:** That information will be incorporated in the list I provide the member as supplementary information.

**Mr S.K. L'ESTRANGE:** I refer to page 311 of budget paper No 2, volume 1. I notice that "Item 127 Capital Appropriation", under "Capital" in the top table has fallen from \$343 million in 2019–20 to \$173 million in 2020–21, and it drops further to \$130 million in 2021–22. Can the minister explain the reason for those reductions?

**Mr P. PAPALIA:** I am informed that the way the appropriation process works is that as we progress through the forward estimates, additional money comes onto the capital appropriations; it is part of the normal planning process. I do not have last year's figures, but I assume that something similar would have been present last year and it changes as it gets to the greater appropriation. Ultimately, the amount of money allocated remains. Normally it ends up around \$400 million a year.

**Mr S.K. L'ESTRANGE:** Further to that answer, the forward estimates drop significantly over that period. Do they take into account all of the new works and the election commitments in this budget?

**Mr P. PAPALIA:** Yes.

**Mrs L.M. HARVEY:** I refer to employee benefits on page 324. I know there was some conversation earlier about redundancies. I was not here for that, but I hope the minister can bear with me. I am interested to know how many senior executives service positions the department expects to advertise and fill over the next 12 months.

[10.50 am]

**Mr P. PAPALIA:** What did we undertake to provide earlier?

**The CHAIR:** The ones that had already gone.

**Mr P. PAPALIA:** We said that we would undertake to supply the number of SES positions in the department in previous years and the current year. That probably answers the question.

**Mrs L.M. HARVEY:** I have a couple of further questions about full-time equivalent positions. I know that there was a push last year to convert some of the non-permanent staff into permanent positions. I am interested to know how many contract staff have been converted to permanent FTEs for 2017–18 and the year to date, and the levels of those positions.

**Mr P. PAPALIA:** I will see whether I can have that information provided to me. I think that is a really important initiative. To convert many people who have been temporary for so long into permanency is a significant objective

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for the government and really valuable. Since beginning to shift people as a matter of policy, we completed a review of 10 404 fixed-term and casual staff employees under the School Education Act 1999 and of those, 408 employees have been converted to permanency. A review of 1 375 fixed-term and casual public service and ministerial office employees was also conducted; they were public servants within the Department of Education and the ministerial office who are not subject to the education act. A review of 1 375 of those positions occurred and 47 had been converted as at 18 March. A review of the remaining fixed-term and casual employees commenced in April and that process has not yet been completed. In addition, 2 600 education assistant positions were reviewed and 1 000 of those were converted. That was done in advance of the other numbers that I have indicated.

**Mrs L.M. HARVEY:** While we are on that, how many contract staff are utilised by the department in both departmental positions and teaching and education assistant positions?

**Mr P. PAPALIA:** I will see whether we have that. I undertake to provide the member with the number of people within both school and departmental positions who are contracted and what those positions are.

[*Supplementary Information No B7.*]

**Mr P.J. RUNDLE:** I refer to the sixth line item on page 312, which is NAPLAN Online. I note the \$671 000 in 2018–19 increases to \$1.435 million in 2019–20. Can the minister outline what the increase has resulted from?

**Mr P. PAPALIA:** The spending changes provide the funding to cover cost pressures resulting from the delay in the national implementation of NAPLAN Online. As a consequence of the delay, the School Curriculum and Standards Authority was given approval to redirect part of the internal savings identified in the planning production of the online plan in 2017. Then there were national delays. A phased rollout of online NAPLAN assessments did not commence until 2018 and full implementation is scheduled for 2020. That is a bit of an optimistic view, in my opinion, post this year's results. But as a result of the delay to implementation, achieving the forecast internal savings has not been possible and SCSA is required to administer both online and paper-based assessments in 2019 as part of the transitional process. A total of \$2.106 million across 2018–19 and 2019–20 has been provided to assist the Department of Education to meet its costs associated with the transition. The level of savings in the forward estimates will be reassessed following a review of the main 2019 NAPLAN test when the majority of the schools will have transitioned to the online testing—providing it works. That was my comment at the end.

**Mr P.J. RUNDLE:** In light of recent activities, is the minister confident that not allocating money in the forward estimates is the appropriate way to go, considering the IT situation and the breakdown that we had?

**Mr P. PAPALIA:** It is a fair observation. The federal government's rollout of NAPLAN Online testing has been a bit of a shambles. I do not think that we could say anything else. Whether we should be confident that the federal government will get its act together next year is a good question. I am sure that the department and the minister will be watching closely. I am sure that the state minister is looking forward to meeting the new federal Minister for Education, whoever they may be, and finding out their plans and whether they will address the issues that were identified this year. I heard the state minister make a very forceful and clear statement regarding the online testing and the obligations of the federal government at the time that the problems were encountered this year. I am very confident that she will keep after the federal government to get its act together.

**Mr P.J. RUNDLE:** Does the minister think that it is appropriate to have some money in the forward estimates? Obviously, we cannot control the federal government situation, but perhaps through looking at our IT connectivity, and internet scenarios within especially our regional schools and so on, we could address some of that within the state education system.

[11.00 am]

**Mr P. PAPALIA:** I think a lot of questions will be asked of the Morrison government, now that it has been re-elected, about its funding of education. It was about \$80 million behind the commitments made by the opposition on education funding. Clearly, if an initiative change is being imposed upon the states by the federal government, with consequent cost demands, we would expect the federal government to meet those cost demands. I would expect that the minister will be pursuing that question with the new federal education minister. It is understandable why it is not in this budget. We were hoping that it would have worked this year, and that would have resolved the matter so that it would not need further funding allocations.

**Mr S.K. L'ESTRANGE:** I refer to page 327 of volume 1 of the *Budget Statements*. In the table at the bottom of the page there is a line item for students at risk. I noticed that the funding for that line item has flatlined at \$1.273 million. How much has been appropriated for the costs associated with coordination and implementation of multi-agency protocols for education options for young people charged with harmful sexual behaviours?

**Mr P. PAPALIA:** I will see whether we can find the answer to Hon Nick Goiran's question. It is not something that I know off the top of my head.

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The answer is none. The funding for multi-agency protocols for education options for young people charged with harmful sexual behaviours—that is the issue the member's question is focused on—is being met from within the global allocation. No funding has been diverted from at-risk kids.

**Mr S.K. L'ESTRANGE:** Is part of the funding allocation for ensuring that any perpetrators of harmful sexual behaviours do not attend the same school as their victim?

**Mr P. PAPALIA:** The member in the upper house, Hon Nick Goiran, should ask this question of the Minister for Education and Training, which he does regularly anyway, so he can go back and ask that. It is not a question for the budget, to be put to the minister representing the Minister for Education and Training.

**Mr S.K. L'ESTRANGE:** Maybe we could get some guidance, through the minister, from the senior public servants present about how this funding helps support both giving those options for people who are charged with harmful sexual behaviours while at the same time making sure that they are not at the same school as any victims.

**Mr P. PAPALIA:** Member, as I said, this is a question more appropriately put to the Minister for Education by the member in the other place who wants to ask the question. He asks it almost weekly anyway. He can ask that of the minister. It is a question she has answered many times. It is, in my view, an irresponsible and in many ways offensive question. It is not helping the community. It does not help children in schools, children at risk or the victims of sexual offending. It is a philosophical, extreme and intentionally irresponsible pursuit of the member in the other place, and I am not going to answer that question in this place.

**Mrs L.M. HARVEY:** I refer to the heading "Public Primary Education" on page 316 of the *Budget Statements*. My understanding is that, under the National School Reform Agreement the commonwealth had provided increased funding of \$50 million for 2018–19 and 2019–20. However, the total cost of the service has increased by only \$40 million between the 2018–19 budget year and the 2019–20 budget year. Where can the \$10 million shortfall in that federal funding be found?

**Mr P. PAPALIA:** Can the member ask the question again, with reference to the funding from the federal government? I am not sure whether that is accurate, and I am not sure where the member is getting it from.

**Mrs L.M. HARVEY:** My understanding is that an agreement was signed—the National School Reform Agreement—and that it came with \$50 million worth of federal funding. Our expectation was that we would see that reflected in the state budget this year.

**Mr P. PAPALIA:** I am informed that, as with so many other funding announcements from the federal government that were made during the election campaign, it will probably be 2022–23 before that money becomes a reality.

**Mrs L.M. HARVEY:** I thought an agreement had been signed. Is the minister saying that no agreement has actually been signed for that funding, and it is just an election commitment?

**Mr P. PAPALIA:** The National School Reform Agreement has been signed, but the funding, as with so many of the announcements made by the Morrison government in the lead-up to the election, is way in the future.

**Mrs L.M. HARVEY:** When is the first year that that funding will kick in?

**Mr P. PAPALIA:** Obviously, there is funding currently, and there is funding into the future, but the additional money to which the member refers, which was announced as part of the election campaign, will be in 2022–23.

**Mrs L.M. HARVEY:** Further to that, what is the value of the commonwealth contribution to the total cost of services for 2018–19 and 2019–20 under this summary?

**Mr P. PAPALIA:** I refer the member to page 324 of budget paper No 2. In the table at the top of the page, under the heading "Income", is the line item for quality schools funding.

**Mr P.J. RUNDLE:** I refer to the table on page 312 of budget paper No 2, specifically the line item "Upgrade and Maintenance Costs to Tuart College for Western Australian Football Commission Accommodation". Can the minister enlighten us about what that upgrade and maintenance is all about?

**Mr P. PAPALIA:** I will ask Mr Fischer to provide the answer to that one.

[11.10 am]

**Mr J. Fischer:** Some works are being undertaken to accommodate the decision to relocate the West Australian Football Commission to Tuart College. We had anticipated that we would recover all the costs to manage the facility through the lease fee. Because of the arrangement with the footie commission, the funding shown here represents its contribution towards maintenance and running that facility—cleaning, gardens, security et cetera.

**Mr P.J. RUNDLE:** I question why it is in the Department of Education budget. Tuart College is the department's asset, but there is a grey area about why the renovations for the West Australian Football Commission are part of the education budget.

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**Mr P. PAPALIA:** The department only leases it to the commission. As the owner of the property, it has to provide maintenance for the building. Once the commission occupies it, it will be responsible for onsite management, running costs, basic minor works and future changes to the fit-out.

**Mr P.J. RUNDLE:** How long does the department foresee that the commission will be at Tuart College? Is there a set time frame?

**Mr P. PAPALIA:** It has been suggested to me that I ask the member to refer that to the Minister for Sport and Recreation. I think that is probably appropriate. I do not know, and I do not think this department would know.

**Mr P.J. RUNDLE:** I understand that it will possibly be five or six years before the commission moves back to the Subiaco oval precinct. Does the Department of Education have any plans for Tuart College after that?

**Mr P. PAPALIA:** Not at the moment, but it will obviously be addressed closer to the time and when knowledge of the shift is more solid.

**Mrs L.M. HARVEY:** I refer to my previous question. I am a little bit confused by the minister's answer. Page 316, under "Explanation of Significant Movements", states —

The increase in income from the 2018–19 Estimated Actual to the 2019–20 Budget Target is primarily due to Western Australia signing the National School Reform Agreement, resulting in additional Commonwealth funding.

My question was: what is the quantum of the additional federal funding as a result of signing that agreement? The minister said that that agreement would not kick in until the 2021–22 budget year, but the budget papers say that the government received it this year. What is the value of the funding reflected in that explanatory note in the budget papers?

**Mr P. PAPALIA:** My observation about when the additional money—the money the member referred to in her initial question —

**Mrs L.M. HARVEY:** I was referring to this note.

**Mr P. PAPALIA:** I was responding to that. The member said that the government had received an extra \$50 million, I think it was, in the announcement by the federal government and asked why the money went backwards. As I understand it, the explanation is that the additional \$50 million, or whatever it was, that the member referred to initially will come in 2022–23. There is funding from the federal government right now for the National School Reform Agreement, and that continues. As always, money is allocated to Western Australia from the federal government, which is pooled with our money and dispersed in education.

**Mrs L.M. HARVEY:** I understand that, but the second note under "Explanation of Significant Movements" makes reference to an increase in income as a result of that funding. A value is obviously attached to that increase in income. I want to know what that value is for the existing year and for next year. It is noted that it has happened. I want to know what the value of it is.

**Mr P. PAPALIA:** We directed the member to the table on page 324. The detail of the funding is the line item "Quality Schools Funding" in that table. If the member wants any detail, it is on that line.

**Mr S.K. L'ESTRANGE:** I refer to the line item "Item 56 Net amount appropriated to deliver services" on page 311. Noting the passion our shadow Minister for Education and Training has for environmental science and education, I want to know whether the department can give an indication of the future of the Herdsman Lake Wildlife Centre and how that will be funded in the future.

**Mr P. PAPALIA:** Where on this page is the member talking about?

**Mr S.K. L'ESTRANGE:** I am talking about line item "Item 56 Net amount appropriated to deliver services". One service the department currently delivers is through the Herdsman Lake environmental education centre. Can the minister outline what the department and the minister is doing to ensure the viability of that centre over the forward estimates?

**Mr P. PAPALIA:** The member probably knows more about it than I do. He could ask the minister for more detail about plans for the education centre. As I understand it, a teacher is provided—a part-FTE—but the organisation funds that teacher, not the Department of Education. The Department of Biodiversity, Conservation and Attractions contributes \$40 000 to the organisation. I do not know the detail of that. It would be best to ask that minister.

**Mr P.J. RUNDLE:** I refer to paragraph 31 on page 319, which states —

Construction continues for the final stage of the amalgamation of Carnarvon Community College (\$26.6 million).

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The minister will remember that last year there was a capital reduction of \$10 million for Carnarvon Community College. We had some scepticism about whether the \$10 million saving on a project of that size could be achieved. Has the reduction been achieved, or will it be achieved?

**Mr P. PAPALIA:** Yes.

**Mr P.J. RUNDLE:** Can the minister enlighten me about when the completed college is predicted to open?

[11.20 am]

**Mr P. PAPALIA:** I am told it will open in July.

**Mrs L.M. HARVEY:** I refer the minister to page 324, and the line item, "Quality Schools Funding". I note that there is a jump in funding of \$86.5 million in the 2019–20 budget estimates, \$99.1 million for the next year, \$96 million for the year after that, and \$99 million for the year after that. Can the minister please give me a breakdown of how those increases will be allocated between public primary education and public secondary education?

**Mr P. PAPALIA:** I do not have the breakdown of primary and secondary schools. If the member wants to ask for that as a supplementary, I will undertake to provide the information. Does the member want that?

**Mrs L.M. HARVEY:** I just have a further question. Earlier I referred to the second note on page 316, which says that the increase in funding was primarily due to Western Australia signing the National School Reform Agreement. The increase in the budget estimate was \$23 million from 2018–19, referring to that note, and then \$39 million in 2019–20. The minister said that that was reflective of the quality schools funding, except the value of that increase was \$86.5 million this financial year and \$91.9 million next financial year. I would appreciate a further explanation of the minister's response, because the increase this financial year is \$23 million, yet the minister's answer, referring me to the quality schools funding, was \$86.5 million. I want to know where the additional \$53 million is going.

**Mr P. PAPALIA:** The quality schools funding incorporates state and federal funding. It is not a federal government increase. The member indicated whatever the quantum was from the federal government. The additional funding comes from our state budget.

**Mrs L.M. HARVEY:** That is what I am trying to get to. I wanted a breakdown.

**Mr P. PAPALIA:** The member was complaining that we were spending significantly more on schools than the federal government is giving us funding for.

**Mrs L.M. HARVEY:** No, I am asking for the quantum of the federal funding for each of those years. The minister referred me to the quality schools funding, but he is now telling me that that is a mix of commonwealth and state funding.

**Mr P. PAPALIA:** I am told that it is \$80 million. I do not have it broken down into primary and secondary. That is why I was asking whether the member wants that broken down.

**Mrs L.M. HARVEY:** Could the minister give me a breakdown of the state and the commonwealth contribution to the increases in funding for those years?

**Mr P. PAPALIA:** The state's contribution is the increase minus the \$80 million. As part of the answer to the question about primary and secondary funding under the quality schools funding, we can also get a breakdown of the quantum of funding contributed by the federal government—the rest is state, obviously—and have that broken down into primary and secondary.

**Mrs L.M. HARVEY:** Could we get that information for the out years of 2019–20 through to 2022–23?

**Mr P. PAPALIA:** I do not think we can do that because we do not know enrolments into the future. We can provide the member with information for this year.

[*Supplementary Information No B8.*]

**The CHAIR:** Members, I just note the time. We have been on division 23 for almost two and a half hours and we finish at 1.00 pm. If you want to give yourselves time for division 24, you might want to think about breaking. I would like a break.

**Mr P. PAPALIA:** Can I ask for a toilet break, and that way we all get one?

**The CHAIR:** No, the member for Roe has another question. He tells me that it is his last question.

**Mr P.J. RUNDLE:** I refer to note 45 on page 320 relating to transportable classrooms. I note that \$6.1 million has been allocated for the construction of transportable classrooms. I am sure the minister will remember my distress at us losing the Katanning Senior High School transportable classrooms, which were absorbed into the metropolitan area. Have all the transportables that will be taken from the regions been taken? Is that program complete?

**Extract from Hansard**

[ASSEMBLY ESTIMATES COMMITTEE B — Tuesday, 21 May 2019]

p94c-114a

Chair; Ms Libby Mettam; Mr Paul Papalia; Mr Sean L'Estrange; Mrs Jessica Stojkovski; Mr Peter Rundle; Mr Yaz Mubarakai; Mrs Liza Harvey; Ms Cassandra Rowe

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**Mr P. PAPALIA:** I have also witnessed this in my electorate. There is a constant process of analysis when determining the need for the additional capacity that temporary classrooms represents. They have to go wherever the need is higher. If the demand drops in one school and there is already capacity in a built environment to accommodate students, they are not retained as extra space; they go to where they are required. As a result of the shifting population and changing demographics, schools all over the state require additional accommodation at short notice. It is not something that is static.

**Mr P.J. RUNDLE:** I hear what the minister is saying about the variation in student numbers et cetera. Does the minister see this as a continuing program rather than focusing on bricks and mortar?

**Mr P. PAPALIA:** Yes. We have seen pretty significant shifts in the population in short time frames, in some cases almost completely contrary to predictions of population growth, for instance. This is an efficient way of meeting the demands in the near term. There are plans in place and allocation of funding in a structured way for bricks and mortar-type school additions, but this enables rapidly changing demand to be met through shifting the demountables around. The modern ones are air cooled and equipped to provide a comfortable and well-resourced educational environment. They can be shifted around and moved far more rapidly than we can build a school. That program will continue. It provides the flexibility that is necessary. The population changes. Probably more than any other state, Western Australia is subject to the vagaries of the peaks and troughs of the commodity sector and the demand for workers who come or leave as necessary. We are trying to flatten that out with a whole lot of initiatives around diversifying the economy, but we are still vulnerable to people moving around the state or moving from interstate or overseas and placing demand on the system at short notice, and that demand must be met.

[11.30 am]

**Ms L. METTAM:** I refer to the table “Spending Changes” on page 312 of budget paper No 2, volume 1, and the line item “Government Regional Officer Housing” under the heading “Other”. Why is there a reduction in funding for Government Regional Officers’ Housing across every year of the forward estimates?

**Mr P. PAPALIA:** I am informed that the greatest contributing factor is the change in the cost of housing in the regions. The lower cost of housing means that not as much money is required for Government Regional Officers’ Housing as in the past. It is not fewer houses; it is the lower cost of housing.

**Ms L. METTAM:** It is the slump in house prices. What are the individual costs that have to be built into that allocation? What is the relative value of those GROH properties?

**Mr P. PAPALIA:** The revised allocation for GROH is \$63.367 million for 2019–20 and it goes up. The projections are that it will be \$65 million in 2020–21 and \$66.5 million in 2021–22.

The member probably wants to know how many properties that funds. There were 2 154 properties allocated to the department for GROH in 2017–18.

**Ms L. METTAM:** Can the minister confirm that the same number of properties will be supported going forward?

**Mr P. PAPALIA:** An increase in GROH, to house additional staff, has been budgeted for over the forward estimates.

*Meeting suspended from 11.33 to 11.40 am*

**Ms L. METTAM:** I would just like to follow up on the question I asked earlier about the Government Regional Officers’ Housing budget. By way of supplementary information, can we get a breakdown of the number of properties and the number of employees who will benefit now and into the forward estimates, and a breakdown of how the calculations were made?

**Mr P. PAPALIA:** I said earlier that there were around 2 154 properties allocated by GROH to the department in 2017–18. We can provide the figures for 2018–19, if the member would like that provided as supplementary information.

**Ms L. METTAM:** Yes, please. Can that be for forward estimates as well?

**Mr P. PAPALIA:** It will be only a forecast; it may change for all the reasons we discussed.

**Ms L. METTAM:** What is projected, yes. That is understood.

**Mr P. PAPALIA:** I undertake to provide the member with the number of properties allocated by GROH to the department in 2018–19 and the projections for the forward estimates by region.

[*Supplementary Information No B9.*]

**Mrs L.M. HARVEY:** I refer to page 323 of the *Budget Statements* and the line item “Transportable Classrooms—Additional Program 2020”, which has an allocation of \$6.1 million. Note 45 on page 324 states that this is to assist in meeting normal temporary short to medium-term fluctuations in enrolments; however, it is an additional

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program. Could the minister please detail which schools are expected to have those transportable classrooms and how many transportables there will be for each school location?

**Mr P. PAPALIA:** They have not yet been allocated; I cannot give the member that answer. However, we can say that the \$6.1 million of funding that the member has identified is in addition to the \$4.6 million allocated annually and into the future. There will be an additional 55 demountable and transportable classrooms as a consequence of that additional spend. They will be ready for the 2020 school year, but I do not yet know where they are going.

**Mrs L.M. HARVEY:** Obviously, there is projected growth and the department understands where student enrolments are predicted to be coming from. Does the minister have no idea where those demountable classrooms are going? How has the figure for additional demountables been come up with if there is no understanding of how many are needed?

**Mr P. PAPALIA:** There is a global projection for growth in student numbers and they have to be accommodated. One means of accommodating them at short notice when populations move is to use transportable classrooms. There is obviously an additional demand in the near term. We still do our infrastructure investment to build additional schools, classrooms and the like over time, but this is to meet a near-term requirement for additional accommodation. I am also informed that in 2017–18, there was \$10 million as well. This happens: as there is increased demand, additional money is allocated for this program. The other side of this that is we do not want to overinvest anywhere that the population then shifts from. That has happened before and we have been left with infrastructure that is under-utilised. The good thing about these transportable classrooms is that they can be moved around. Apparently, in late August, there is an annual process, so we will be more informed then about where these additional buildings will go.

**Mrs L.M. HARVEY:** I have another question. I refer to note 18 on page 318 of the *Budget Statements*, which states —

The \$12 million Investing in Science program continues, allowing 200 primary schools to convert existing classrooms to science laboratories.

Could the minister provide a list of the additional 200 primary schools that will now be part of that program and give us an update of where these conversions are up to?

**Mr P. PAPALIA:** I am informed that information has already been announced. It is in the public domain. This program is two years old, so it is underway. There have been 99 done and another 101 have been announced and their locations are public knowledge. It is a wonderful program.

**Mrs L.M. HARVEY:** I refer to the science, technology, engineering and mathematics program. I understand there is a shortage of science teachers at the moment. I would like some advice about how we are going in recruiting science teachers to be in front of these classrooms and in these converted laboratories.

**Mr P. PAPALIA:** I am informed that the challenge with regard to science teachers is national—it is being experienced everywhere—but every one of our classrooms has a teacher in front of it.

**Mrs L.M. HARVEY:** I have a new question. I refer to the outcomes and key effectiveness indicators listed on page 315 of the *Budget Statements*. There have been some changes to the key effectiveness indicators listed in the table. I want some clarification about some of those changes. The proportion of students finishing year 12 without completing their Western Australian Certificate of Education is at 20 per cent. I want some information about what is being done to address that shortfall of 20 per cent of students not completing their certificate.

[11.50 am]

**Mr P. PAPALIA:** The first observation to make is that that is a good thing because we have grown to 80 per cent completion and we were not at that before. It is a good thing. The other thing to note, as we discussed earlier, is the intention to create a general pathway for the Western Australian Certificate of Education. In the past, people who would not have been motivated to complete vocational education and training as their desired path were compelled to do so. Now we have an alternative for them that provides a more rigorous and robust pathway that will encourage the completion of WACE. That is a good initiative. It has not changed the standards and I hope in all likelihood it will result in greater numbers completing WACE.

**Mrs L.M. HARVEY:** I go back to the classrooms that have been converted to science laboratories. That is obviously taking a classroom out of capacity in those schools. If we are converting a classroom into a science lab, what is the program for replacing that capacity of the classroom that is now being used for a different purpose?

**Mr P. PAPALIA:** The conversion of the classroom does not prevent it from being used for non-science-type subjects, but it enables the pursuit of science and is an additional effort to lift the number of science, technology, engineering and mathematics students who ultimately pass through the system, to encourage children to view science as an attractive pathway and field of study. The other thing to note with the rollout of the science

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classrooms is that the schools that were prioritised had additional classrooms that enabled a rapid conversion to science classes. It is not a bad thing. In the end, I do not think anyone would criticise the state for this; it is a good thing. It means that in primary schools we will elevate the desirability of the pursuit of science as a field of endeavour in a way that has never been done before. It will encourage students earlier in their education journey to view it as an interesting and attractive pathway, which is then more likely to encourage them to pursue science in secondary school. Ultimately, that will fill the pipeline and the STEM graduates that we need will come out at the other end. We see in every portfolio, in every field of endeavour that requires engineers, technicians and qualified scientists, that people are demanding greater effort by state governments and state education systems. This is a great initiative.

**Mrs L.M. HARVEY:** The minister will get no criticism from me; I just want to see more women and girls taking up STEM.

I refer to page 311 and the line item “Response to the Methamphetamine Action Plan Taskforce Report—School Drug Education Program”. There is an allocation over four years for that program. I want to find out a little more about that. Does that funding come from the consolidated account or from the road trauma trust fund?

**Mr P. PAPALIA:** The spending change to which the member refers reflects funding from the Mental Health Commission. It has come from that budget, not from Education. Alcohol and other drug education is a component of the mandated Western Australian curriculum health and physical education syllabus for preprimary to year 10 students in all schools. The Mental Health Commission is the lead agency for the methamphetamine action plan. It has the funding, which came through the Department of Health, not the Department of Education.

**Mrs L.M. HARVEY:** How many full-time equivalents are expected to be employed to deliver that content? Will it be delivered by consultants, or is that money to train teachers to deliver the content? I am curious to know whether it is going to be outsourced to drug and alcohol specialists.

**Mr P. PAPALIA:** It is not going towards FTEs; it is going towards the resources, content delivery, and additional training for the people who are already delivering that type of training or education. It is not going to new people; it is for content.

**Mrs L.M. HARVEY:** One of the issues that has been raised with me about School Drug Education and Road Aware is that the teachers will often receive training for it and they will have the resources, but they really need a commitment by the school to ensure that those resources are then delivered to the children in the classroom. What kind of key performance indicators and management regimes does the department have to ensure that the content is delivered and meaningfully taken up by the children who are receiving the content?

**Mr P. PAPALIA:** I will ask the director general to respond.

**Ms L. Rodgers:** All schools are required to implement the Australian curriculum. This content will be implemented through health and physical education. Over 700 schools are using our reporting to parents program. We are monitoring the schools’ implementation of their curriculum through reporting to parents. In terms of the impact on students, we have no direct measure of how much additional information the students have learnt and what their resulting behaviour has been, but of course we would like to see over time, through the health statistics, fewer students taking methamphetamine.

**Mrs L.M. HARVEY:** So there has been no real change. Is this just another module under the SDERA umbrella and there has been no real change to the way SDERA is currently operating?

**Mr P. PAPALIA:** It is significantly more, member.

**Mrs L.M. HARVEY:** I understand there is additional funding.

**Mr P. PAPALIA:** No, there is significantly more content. There is support for parents, and training and professional learning for teachers that they did not get before, and an intervention program. I will have the director general explain it.

**Ms L. Rodgers:** That money will be funding the development of drug fact sheets for parents, which are being translated into 17 different languages; there is an expanded prevention program around methamphetamine for years 10, 11 and 12 that will link into current syllabus material—I have spoken about the inclusive curriculum material that is being developed; there is an early intervention program, which is a wraparound program for teachers, student services and those supporting students regarding pastoral care that they can access; there are a number of workshops for staff and indeed parents, supporting them around drug awareness and methamphetamine; and, finally, support has been developed for schools to use in order to get a whole wraparound service regarding methamphetamine in school environments.

**The appropriation was recommended.**

[12 noon]

**Extract from *Hansard***

[ASSEMBLY ESTIMATES COMMITTEE B — Tuesday, 21 May 2019]

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Chair; Ms Libby Mettam; Mr Paul Papalia; Mr Sean L'Estrange; Mrs Jessica Stojkovski; Mr Peter Rundle; Mr Yaz Mubarakai; Mrs Liza Harvey; Ms Cassandra Rowe

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