

SCHOOL CURRICULUM AND STANDARDS AUTHORITY AMENDMENT BILL 2017

Third Reading

MR P. PAPALIA (Warnbro — Minister for Tourism) [12.35 pm]: I move —

That the bill be now read a third time.

MRS L.M. HARVEY (Scarborough — Deputy Leader of the Opposition) [12.36 pm]: I rise to speak on the School Curriculum and Standards Authority Amendment Bill 2017. We enjoyed the debate on this legislation in the chamber last night and uncovered that the bill might need a little bit more work. I was very pleased to see the government agree to accept the amendment put forward by Hon Donna Faragher in the other place for regulations being introduced to allow Parliament to be informed of the parameters and rules that will direct the board of SCSA on the release of identified and de-identified data about our schoolchildren. This legislation will enable SCSA, as an authority, to release data about our children. In certain circumstances that could include their names, ages, and addresses; or details about their parents, such as their educational achievements, occupations or criminal history. Indeed, if this state had privacy legislation, the data may have been able to be released under a different mechanism. In the absence of privacy legislation, we needed to have an amendment to the School Curriculum and Standards Authority Act.

The ACTING SPEAKER: Members, can we keep the noise down in the chamber, please?

Mrs L.M. HARVEY: Thank you, Mr Acting Speaker. That was very distracting.

We talked about that in the second reading debate and during consideration in detail. The opposition uncovered that the reason for the urgency of this legislation and for the bill being brought to this place without much opportunity for the opposition to apprise ourselves of it is an impending deadline; that is, next year our students will be participating in NAPLAN Online. Of our 1 051 schools, 200 are ready to participate. I would say that the 800 or so other schools will have a fairly big job ahead of them, especially schools in regions such as the member for Vasse's electorate, which have problems with internet capacity. Indeed, in some schools in my electorate, if more than one class is working on the computer system at any one time, pretty much the rest of the school cannot access the system. NAPLAN Online will create some significant challenges for a large number of our schools. That is why we anticipate that only 200 of our 1 051 schools in this state will participate in the testing in that fashion next year.

On 8 November, we received notification of this legislation coming to Parliament and 13 days later we are debating it in this chamber because the minister, for whatever reason, did not bring the legislation forward in sufficient time for it to sit and go through the normal parliamentary processes to allow us to scrutinise the bill thoroughly. In the time frame, only Hon Donna Faragher and I were available for a briefing on the legislation, which put the opposition at a significant disadvantage when scrutinising this legislation. It needed scrutiny because a major part of the legislation—the bulk of it—enables the release of identifiable data on our children. I would say that a lot of parents are completely unaware that this legislation has been introduced and that as a result of this legislation passing through both houses of Parliament, the School Curriculum and Standards Authority will be able to decide to release identifiable data about children without parents' consent. Should a research institute want to do a broad population study on, say, the year 3 cohort across the whole state, this legislation will enable a researcher to ask the board of SCSA to decide whether to release data that could include students' names, dates of birth, addresses, the educational qualifications of their parents and the criminal history of family members. A range of very private information could be released to researchers in the interests of improving the wellbeing of our students and educational outcomes or understanding why educational achievement for certain cohorts of students sits where it sits.

It is very unusual to make urgent a bill that enables the release of that sort of very sensitive information. We on the opposition benches do not appreciate the criticism that we received from some government members for protesting the urgency motion for this legislation. It is sensitive information. It is a new step. Nothing in this bill requires the board of the School Curriculum and Standards Authority even to inform parents that their child's data has been released. We are told that it may be prescribed in the regulations that SCSA is required, for example, to notify parents, but, as I said in my second reading contribution, I have children who went through the schooling system and I received requests from universities for my children to participate in studies. As a parent, I was informed of the purpose of the study and the type of data needed. I have signed consent forms and agreed to the release of data in certain circumstances, but for other research projects I have said, "No, I do not want my child's information to flow through to that research project." But I had the choice. I am the parent, I am the guardian of my child's information and I was able to make that decision.

Once this legislation passes through Parliament, the board does not necessarily need to consult me about releasing data on my children. I find that somewhat concerning. I am sure that many parents out there would also be somewhat concerned if they were aware of this legislation. As we discussed, the minister who brought the

legislation to this Parliament has given an undertaking to the opposition that he will find some additional information, which I hope he will provide in his third reading speech, on how some of this data is currently used. We found out during the consideration in detail stage that we think that the Australian Curriculum, Assessment and Reporting Authority, which collects all the National Assessment Program — Literacy and Numeracy information, has a policy on protecting the names of children. We know that ACARA releases data for research projects and efforts, but I am not sure whether parents are even aware of that. Certainly, in pursuing this legislation through Parliament, we found that the representative of government introducing the legislation could not tell us whether there are policies and procedures for the maintenance and release of data held by ACARA.

Hopefully, when the legislation goes through the other place, the minister will give an assurance about how the personal and private data of our children currently held by ACARA will be protected. A lot is riding on the regulations. The regulations are going to prescribe the parameters that will guide the board on the release of data and whether the release of that data fits the criteria that sits within the legislation to release data. I hope that the regulations will also require SCSA to inform parents. It may not be able to necessarily contact every individual parent about some broad population studies, but at least schools should be able to issue a notification to inform parents that the board of SCSA has agreed to release information about all year 3 students, in the example I used before, so that at least parents know that their children's data is being mined and used for research purposes.

We talked a bit about the dangers of releasing this sort of data, and much was also said about the introduction of the National Assessment Program — Literacy and Numeracy. When NAPLAN testing was first introduced, the data was supposed to be used for the improvement of the academic achievement of and outcomes for individual students. It was to be a nationwide testing regime that would show how our students compared with the average across each state and across the whole country. Now there has been a complete 180-degree turn in the use of that data. We were told at the time NAPLAN was introduced that there were not going to be any league tables and comparisons between states, schools were not going to be competing against each other on NAPLAN results, and we certainly did not expect children in the NAPLAN years—years 3, 5 and 7—to be spending pretty much the first term of those years studying NAPLAN tests. But that is what we are seeing now as a result of NAPLAN testing. What started out as a very good idea for collecting data has now taken a 180-degree turn and it is changing the way we educate our children. We now see league tables appearing, and schools that are doing well in NAPLAN results are advertising that fact and are trying to get parents and additional students to come to those schools. Funding is being linked to NAPLAN results. School boards are now obsessed with NAPLAN results because their funding is tied to improvements in NAPLAN testing. The system has become distorted. When this legislation goes through, SCSA will be able, without any parental consent at all, to release the data being collected through this educational process for research. Once the Parliament of Western Australia takes this step, it will be interesting to see what that data is used for 15 years from now because we have seen NAPLAN data used completely differently from what was intended when NAPLAN testing was introduced.

The other provision that I believe will need amending when the bill goes through the other place is the requirement for the minister to report to Parliament on what data has been released, for what purpose and for what period of time. This Parliament should understand how the private data of 123 000 primary school students in Western Australia will be used, when it will be released, under what circumstances and for what purpose it will be released, and the outcome of the research project and whether the research project fulfils the commitment and intent of the legislation that has allowed the release of that data. Data can be used for all sorts of purposes. The risk is that once data is released, notwithstanding a \$10 000 fine, it can be passed on to third parties. Data is valuable. Many parents are concerned; if data on the educational achievements and health status of their children is released, will insurance companies somehow be able to access that data further down the track? We do not know. What happens if that released data goes to companies that can then use it for a commercial purpose? That is why parents become quite concerned about the ability for data on their children and family to be released. Yes, there is a lot of data out there. With the advent of social media, we do not have any control over a lot of the information that flows out about us as individuals. To enable the board of the School Curriculum and Standards Authority to release information without even requiring the consent of parents is a big step.

The opposition hopes that the legislation will fulfil its purpose; we hope the data will be used for egalitarian purposes, and that it is used and interpreted to the benefit of future children in Western Australia. We urge the minister to bring forth an amendment to require the minister to report on when the data has been released and for what purpose, and also when the data has been returned and destroyed, so that we can have some confidence that this data is not going to be held inappropriately and that when it is released, it will be used in an appropriate fashion.

We support the legislation. It is unfortunate that it was rushed through this place, with only 13 days for the opposition to do its research and be briefed on it, but that is what we have and it will now pass to the Legislative Council and, hopefully, an additional amendment will be brought forward by the minister in the other place to make sure that there is some ministerial reporting responsibility to this Parliament with regard to the release of data on our children.

MR T.J. HEALY (Southern River) [12.51 pm]: I rise to make a contribution to the third reading debate on the School Curriculum and Standards Authority Amendment Bill 2017, which amends the School Curriculum and Standards Authority Act 1997. In my contribution I will refer to the bill and its effects, and what it seeks to do. I will refer to my views about NAPLAN and standardised testing, and what I would seek to further contribute to actually change and improve children and young people's literacy, numeracy and wholesome citizenship and personal skills.

As has been discussed, the bill is quite mechanical and administrative. It gives us the ability to move towards the NAPLAN Online model in 2018. Collecting 120 000-plus permissions or direct disclosures from parents and families is not logistically feasible; nor is it a good use of educators' time. This bill will allow us to focus on that. The disclosure of student data by SCSA for student registration for NAPLAN Online is an essential part of this, and as we have mentioned, the wording in the current act about what SCSA can do prevents us from doing that.

As an educator in Gosnells and Southern River for some years, it has been my experience that standardised testing does not improve the quality of someone's education. It does not make someone read or count better, but it does put a significant amount of stress on both students and educators and takes away class time. I endorse what the minister said: there is a role for testing; I certainly concur with that. What I would like to say—these are my views as an educator and elected representative, and not those of the government—is that I do not seek for us to move completely away and go it alone, because there is a role for testing. There is a role for classroom teachers, within their educational department—be that humanities, maths or STEM—to assess and work out how their students are going. Can they read at a level we are comfortable with? I have a variety of schools in my electorate. I am very lucky to represent schools in Canning Vale, Huntingdale, Southern River and Gosnells and they are on a spectrum. My schools in Canning Vale, on the whole, do a lot better. My schools in Gosnells, on the whole, do a lot poorer. Do they need to be compared nationally with how like schools in different states are going? For members who are not aware, like schools mean that they try to compare schools of a similar socioeconomic demographic and factors, such as whether the school is in a metropolitan or regional area, and other factors that affect students' education. It seeks to make a comparison, but all those things can certainly take place within the school. Trying to move some resources into things such as increasing the number of education assistants, reducing class sizes, getting more laptops and getting more infrastructure into schools will make a big difference in improving the literacy and numeracy of children and in spending time in class to make sure that students become good people. During my contribution to the second reading debate, I mentioned some of the great things that schools are doing to encourage and foster students to become good people. I would love to see more of those things being done, as we also ensure that the literacy and numeracy standards of students are at a high level.

Within this chamber, there is quite a significant education caucus. I mentioned the members for Kalamunda, Wanneroo, Midland, Armadale and Mandurah, and the members for Churchlands, Warren-Blackwood and Cottesloe as former chalkies. A significant chunk of people here have taught in classrooms, but that does not mean that we are of the view that we know all that we can about this matter. A majority of people in this chamber are also parents. A majority of people here have children who are students within the education system and who go through the stresses of year 3, year 5, year 7 and year 9. The member for Dawesville sat his year 5 NAPLAN test only four years ago! He is a key member who has been a part of this and it is important that we are aware of that!

Again, these are my views as a dad. My daughter is only 16 months old. I look forward to her entering the education system. I look forward to her being part of a school that makes sure she has a wholesome education and that she learns how to read and write, to be a good citizen and things like that. That is really important. I was a high school teacher. My whole family are teachers. The rest of my family are primary school teachers. I was the failure who went into high school teaching. My family deals with the year 3s and year 5s. I dealt with so many students in my English class who, in year 7 and year 9, did not want to attend school. They did not want to do any of the exercises or work in the first term leading up to NAPLAN because they were used to failing. Their families were used to getting the written communication that said, "You are below the standard." The students could read and write at probably a good level, but in a national benchmark, they were told, "No; you're not good enough." That did not help them. I dealt with students in year 7 and year 9, as well as those in years 10, 11 and 12 who had that flow-on effect into the Online Literacy and Numeracy Assessment. I dealt with students who were crushed, I suppose. They did not want to go into NAPLAN week. The way our school did it was that periods 1 and 2 were blocked off and a section of the school was blocked off. Students went in, sat with their pencils and went through a very rigorous, tough circumstance. It was difficult to inspire my kids by saying why they should do NAPLAN. A significant amount of time was taken away from my teaching to deal with the flow-on effects. I would often say to my students, "This test doesn't mean anything, in some aspects. You are a good person. You will continue to learn and continue to aspire regardless of how this test goes. This is a requirement I have to do as your teacher. You have to sit this." I often have to say to my students to help inspire them, especially in a low socioeconomic school, "This does not sum up who you are. This test does not tell you whether you can be a lawyer, a person of merit, in the future. This should not crush your spirit and passion at this stage", because no test can measure someone's worth; no test can do that.

I am conscious that My School and NAPLAN websites also acknowledge this. They state that standardised testing does not improve any student's reading, writing or numeracy. It is about assessing data to find gaps in the system and ways to improve it. We now overtest and overanalyse all these things. I would not call it a NAPLAN industry, but one of the other members referred in their second reading contribution to preparation resources—extra tutors that are sometimes employed, class time taken away, administrative time and extra student services such as those in most schools I have worked in, school psychologists, nurses and pastoral carers. There is significant overflow. Imagine if those resources were included in some more pastoral care resources and others. I do not need a standardised test to tell me literacy and numeracy levels generally. By looking at the postcode of the suburb my school is in and by looking at other factors, I can clearly identify that.

I encourage investment in education; it can transform and improve. Over some time, federal Labor has given thousands of MacBooks and millions of dollars for building new classrooms, new gyms, assembly areas and critical infrastructure. The McGowan government, with the wonderful Sue Ellery at our head, is investing in education.

Mr J.E. McGrath: Como Secondary College when you're doing your list.

Mr T.J. HEALY: Is it included in that?

Mr J.E. McGrath: It needs some help, yes.

Mr T.J. HEALY: Okay, I am certainly happy to recommend that.

Mr J.E. McGrath: Thanks very much.

Ms L. Mettam: Dunsborough also.

Mr T.J. HEALY: I remember that Dunsborough is being funded in this budget; there is a big chunk of funding. I did not bring my list; I should have brought it.

Ms L. Mettam interjected.

Mr T.J. HEALY: It is in the budget papers now. When funds go into those schools is when we see change and improvements. I remember applying to be a relief teacher at Como Secondary College. From memory, that was the only time I have been to Como. It is a good school, yet an old school, from the same era—I have not been to Dunsborough High School —

Ms L. Mettam: Primary School.

Mr T.J. HEALY: I do apologise—the same cookie-cutter school as mine, built in the 1970s, when I think the Department of Education paid, I think, an architect and said, "Build me 50 schools", and they are all exactly the same. I imagine that if my schools, Southern River College and Huntingdale Primary School, are all falling apart, Como Secondary College could possibly be also.

Several members interjected.

Mr T.J. HEALY: I will say that Sue Ellery is a fantastic Minister for Education and Training, who is doing good work to restore access and equity to schools. She is doing her best to address those inequities. I commend the many educators and teachers —

Mr C.J. Barnett: Why didn't your government re-establish inclusion rights to children with disabilities?

Mr P. Papalia: It's a third reading.

Mr C.J. Barnett: Why didn't you do that in government? You weren't here.

Point of Order

Mr P. PAPALIA: This is a third reading debate. I do not think it is appropriate to have interjections from the member for Cottesloe on people making their third reading contribution. It is not a debate right now. This is the third reading conclusion of the debate.

Mr T.J. HEALY: I am happy to take that interjection.

The DEPUTY SPEAKER: First of all, can you just calm down. There is no point of order. The member for Southern River, please go ahead, if you wish to take the interjection.

Debate Resumed

Mr T.J. HEALY: I am happy to. I acknowledge that, as a former education minister, there are probably a number aspects of education the member for Cottesloe will know more about than I do. I fully support inclusion rights. My sister became a disability specialist teacher when she went into primary school teaching. I think the member for Cottesloe might agree that on the aspect of inclusion, we do not get political and say that it is a Labor thing or a Liberal thing. I believe it is something all governments try to achieve.

Mr C.J. Barnett: We did it—we actually did it.

Mr T.J. HEALY: I will take the member for Cottesloe at his word. If the member for Cottesloe made good strides towards inclusion —

Mr C.J. Barnett: We did it.

Mr T.J. HEALY: — I will say thank you, and congratulations.

Mr C.J. Barnett: He's having a crack at me.

The DEPUTY SPEAKER: Member for Cottesloe!

Mr T.J. HEALY: I am not having a crack. I am not being sarcastic.

I commend the many teachers and educators, student assistants and admin teams who contribute to building school communities.

I refer again to the second reading speech by the Minister for Tourism. The minister said —

Educational outcomes are affected by factors beyond what the education system can influence, such as social and environmental circumstance, and the culture of their home learning environments.

Incredible teachers and educators are working with students from diverse backgrounds. I will soon be meeting with several fine teachers to discuss NAPLAN and how we can help our students. I would like to mention in particular Natasha Clark, Daisy Farley, Mike Filer, Sasha Lytas and Ryan Walker, who are commendable and very strong educators in their area.

What are the solutions, and what is the government's contribution to this area? When we increase funding for students in low socioeconomic areas, when we increase funding for education assistants and programs, when we increase funding for schools rather than cut funding for schools, when we build new schools and new facilities, and when we rebuild old schools, that influx of funding and infrastructure produces massive change.

I did my teaching prac at what was then known as Kwinana Senior High School. I remember that the building was literally falling down around us. The former government redeveloped that school and changed the name to Gilmore College. Gilmore College and the suburb of Kwinana still have significant issues. However, there was a significant influx of capital and infrastructure for the redevelopment of that school. In all our communities, we have to deal with methamphetamine and other drug use, poverty, and homelessness. All those factors have an incredible impact on students' literacy and numeracy.

I look forward to being part of a government that funds and builds schools, that employs and inspires educators and education assistants, and that is making significant progress in dealing with the issues of meth, poverty and disadvantage. I commend the bill to the house.

MR P. PAPALIA (Warnbro — Minister for Tourism) [1.07 pm] — in reply: I thank members from all sides who made a contribution to the third reading debate on the School Curriculum and Standards Authority Amendment Bill 2017. I said last night, and I repeat today, that it is always uplifting to participate in or witness debates in this house that are focused on education, because even though there may be a bit of gentle badgering or criticism from both sides, it confirms the respect and importance that all members of this Parliament, regardless of their political persuasion, attach to the value of providing equality of opportunity for all students in our state to achieve the best possible education outcomes. That is what happened last night, and it has continued today.

With respect to the specific contributions and the questioning that was undertaken, I say at the outset that the Deputy Leader of the Opposition repeated her criticism today about the fact that this bill has been declared an urgent bill. As I indicated last night, it is not and never was the intention that the debate would be rushed or that, in some manner, the opportunity for the opposition to assess and criticise the bill would be truncated or restricted. Indeed, as those who remained in the chamber can attest to, there was every opportunity last night for contributions during the second reading debate. We had contributions from the members for Scarborough, Kalamunda, Southern River, Dawesville, Thornlie, Vasse, Wanneroo, Cottesloe, Baldivis and Geraldton. There were a significant number of speakers, all of whom had the opportunity to speak for as long as they wished, and there were no restrictions on their ability to contribute. Indeed, the member for Scarborough herself, who intimated that we were perhaps restricting or rushing the debate in some manner, did not use her entire 60-minute entitlement in her response to the bill, but spoke for only 43 minutes, which was fine. A significant amount of that contribution was a little repetitive. The nature of the other criticisms of the bill were legitimate and reasonable. I do not necessarily agree with them, but there was ample opportunity for them to be put. The criticism or suggestion that somehow things were being rushed and there was some denial of democracy through declaring this bill urgent was simply not borne out by the experience, because everyone made their contributions last night. There were plenty of them and they were all of high value and high quality—considered and mostly reasonable.

Then we had consideration in detail of the eight clauses of this bill. It is not a massive bill. Despite the suggestion that 13 days or two weeks is not enough time to assess and analyse an eight-clause bill, I would assert otherwise. Were it put to me in opposition that I would have only 13 days to prepare for a debate around an eight-clause bill, I reckon I could have done it standing on my head, and spoken for the full hour. It is an experience, I know, going from government into opposition. I have done that, and I know that at the outset we have to develop the capacity, skill and determination to prepare ourselves. Going from, as I have not done, having all the resources of a ministerial office to opposition, and not having those, might be quite confronting, and that might make 13 days seem like a short time to study eight clauses. I do not concede that argument, despite it having been put several times today. I do not feel that it carries water.

Putting aside that point, there is still ample opportunity for the opposition to address any concerns it has about this bill in the other place. Indeed, that is probably the better place to do it, because both the Minister for Education and Training and the shadow minister sit in that house. They have already engaged, in a collegiate manner, in the preparation of this bill to date. As has been mentioned, they have worked together to amend the bill to satisfy the concerns of the shadow minister. The amendment I moved during the consideration in detail stage was entirely to address the concerns of the shadow minister, despite the fact that, when the amendment was moved, some members of this place on the other side found it to be a concern. Their major concern was that the minister of the day would not be the responsible authority, but instead determination of when information would be released for research would be provided for in regulations. That was the request of the opposition for the modification of this bill, and yet there was inconsistency on the other side of the chamber. There is obviously a breakdown in communication there, and not necessarily a united response to the bill, although I welcome the fact that the Deputy Leader of the Opposition indicated that the opposition will be supporting the bill.

I trust that that will be the case when it gets to the upper house. We did, as she indicated during consideration in detail, identify some concern on the other side of the chamber that it would be good to know more about how parents would be notified of the release of either blocks or tranches of data. That is a reasonable thing. The problem is that the regulations that will dictate all the detail around control, management and release of this information have not yet been drafted. Clearly, I was not able to respond to those questions, but that is a normal practice. Obviously, the agency needs to wait until the School Curriculum and Standards Authority Amendment Bill is passed so that it can determine what the regulations should reflect. One amendment has already been made in this place, at the request of the opposition, so there may be other changes. It is not possible for the agency to prepare the regulations in advance. It was able to indicate that criteria will determine the release of information for the purposes of research. That criteria includes that disclosure must be reasonably necessary; that disclosure requires personal information about an individual whose identity is apparent or can be reasonably ascertained, for instance; and that it is impractical to obtain consent from individuals contained in the information released, which refers to large-scale studies that require extensive information and where it is impractical to obtain consent. Each application will be addressed individually and the structure around which parents might be informed will potentially be addressed in the upper house. Again, I stress that the regulations are not yet available.

The other issue that the Deputy Leader of the Opposition raised was the suggestion that it would be a good thing for an annual report to be made to Parliament on the nature and extent of the information released annually. Although that seemed like a reasonable thing to me, I only represent the minister. I sought advice from the minister's advisers and the government and agency advisers last night to the effect that they will address that in the debate in the other place. I am sure that the Minister for Education and Training will respond to that observation. It seems like a reasonable thing. It is entirely up to her whether she states how or where it will be done or if she will do it. I undertook to pass that on to the minister and I am quite happy to have done so.

I will close by saying that the intent of this amendment was always to address a process that was recognised as being needed in the fiscal year 2013–14 under the previous government. The Curriculum Council Amendment Regulations 2012 had some failures. It failed to authorise the release of information as necessary for NAPLAN Online testing. It was a process that began under the previous government to work towards facilitating the release of data from online testing. That process began under the previous government but did not conclude in time for the commencement of online testing this year. It is now necessary. All jurisdictions in the country have agreed that they will commence using online testing next year, as the Deputy Leader of the Opposition indicated. Around 200 schools will use online testing next year and the objective is to have all schools using online testing in 2019. This legislation is necessary. It must be passed to enable that to occur and to meet the time frames set for achieving those objectives. The additional intent of releasing information for the purposes of research is commendable. I do not think anyone would suggest that it is not a good thing to share information across portfolios and areas of responsibility of government to get better outcomes for early intervention with young people, better education and health and other outcomes. I think most people would consider that to be a valuable thing. Yes, to some extent there is always a risk that data security will be breached, but that is just as true of the national authority with NAPLAN data as it is with agencies in this state. We already release large amounts of detailed information with

Extract from *Hansard*

[ASSEMBLY — Wednesday, 22 November 2017]

p5915b-5921a

Mr Paul Papalia; Mrs Liza Harvey; Mr Terry Healy

links to individual identities in the health department in the field of health research. In effect, this is just an expansion of that process. It will enable cross-referencing between research in fields that are clearly linked. That cooperation and cross-referencing will clearly enable better and greater interventions to improve outcomes for our children. I think the vast majority of people recognise that that potential benefit outweighs the risk, although we have to mitigate risk wherever possible. That undertaking was made by the agency on behalf of the minister. Clearly, the minister in the other place will address that matter as well.

Question put and passed.

Bill read a third time and transmitted to the Council.