

Division 24: Training and Workforce Development, \$340 294 000 —

Mr S.J. Price, Chair.

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

Ms A. Driscoll, Director General.

Ms K. Ho, Executive Director, Policy, Planning and Innovation.

Mr R. Brown, Executive Director, Service Resource Management.

Mr G. Thompson, Executive Director, Corporate.

Ms J. Wallace, Acting Executive Director, Service Delivery.

Ms G. Husk, Director, Finance.

Ms M. Stanley, Director, Training Regulation.

[Witnesses introduced.]

The CHAIR: 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 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 page 328 of budget paper No 2, volume 1, and the table "Spending Changes". Under the heading "Other", in the line item "Revision to International Student Training Activity Estimates", going forward, the table shows a reduced activity. Can the minister explain that reduced activity? What is the reduced number of students in the forward estimates?

Mr P. PAPALIA: Could the member for Vasse repeat the question?

Ms L. METTAM: Can we have clarification on whether there has been a growth or a reduction in student numbers going forward and an explanation of the reduced activity that relates to those figures?

Mr P. PAPALIA: It reflects a decline in international students attending TAFE colleges. It may have something to do with the 500 per cent fee increase that the member for Scarborough introduced a couple of years ago; I do not know. What I do know is that the government is very focused on growing the number of international students across all sectors—not only secondary or TAFE, but also universities. We have recently developed and published a strategy led by a renewed invigorated StudyPerth board with an additional budget that is focused on growing the number of international students from some of our key markets in particular, and TAFE will be a potential source of growth in our international student sector. There is obviously huge capacity. A consequence of those massive cost imposts is that the scale of uptake by local students has gone down, which means that there is capacity in our TAFE sector.

Ms L. METTAM: How many students are we looking at?

Mr P. PAPALIA: Higher education sector data shows enrolment growth for February 2018. It indicated a 15 per cent growth for WA, so it is an early indication that our strategy is starting to have an impact and things are starting to work. As I said, we have the international education strategy and the StudyPerth action plan that has been released. There is going to be much more significant focus on growing the number of international students across the various parts of education, not just vocational education and training. I think that has a great potential to significantly grow the number of international students. We have capacity, we offer high quality, we have a lot to sell, and there is great demand for a lot of the courses that we provide in our region in particular. If we implement the strategy, it will result in good outcomes.

[12.10 pm]

Extract from Hansard

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

p114b-120a

Chair; Ms Libby Mettam; Mr Paul Papalia; Mrs Liza Harvey; Mr Peter Rundle; Mrs Jessica Stojkovski; Mr Yaz Mubarakai

Ms L. METTAM: If there has been an increase in the number of students—I understand the minister is talking about higher education—why are we seeing a reduction in student activity? Can the minister provide the student numbers from 2017?

Mr P. PAPALIA: Does the member understand that this is the Department of Training and Workforce Development, not the university department?

Ms L. METTAM: Correct. The minister was referring to university numbers.

Mr P. PAPALIA: Quite obviously, I gave the member the answer. I think that the 500 per cent increase in TAFE fees had an impact on all TAFE students, not only international ones. If the member is looking for a cause for the reduction in the number of international students coming to study in our TAFE sector, that would be the obvious one. We are addressing it. We have implemented a strategy and an action plan. There are good signs in the tertiary sector. I do not anticipate any more challenges that will not be met by our plans in growing our TAFE international student enrolments.

Ms L. METTAM: Does the graduate list that the government announced more recently address these falls that we are seeing in the vocational education and training sector? Can we get a breakdown of the projected losses that we are likely to see in international students studying in the lucrative sector of international education?

Mr P. PAPALIA: What is the member's question about this division?

Ms L. METTAM: I am referring to the minister's response. The minister talked about one of the great initiatives that the government has introduced, and part of that was the graduate list. How will that tackle the reduced activity in the international VET sector?

The CHAIR: Can the member identify which particular part of the section she is referring to?

Ms L. METTAM: Can I have a breakdown of the number of international students or the reduced activity in students going forward in the VET sector to account for the falls in activity that we are seeing in this table?

Mr P. PAPALIA: I am not sure that I understand what the member is getting at.

Mrs L.M. HARVEY: To explain, we are referring to paragraph 4 on page 329.

The CHAIR: Would the minister like to respond?

Mr P. PAPALIA: I am happy for the member to clarify what is going on.

Mrs L.M. HARVEY: Paragraph 4 on page 329 states —

To boost international education and support the State International Education Strategy, a new graduate migration stream has been added to the State Nominated Migration program to assist in attracting international students to Western Australia.

The minister is talking about the strategy and how he expects it to attract more international students, yet the budget shows a revision for international student training activity of \$9.2 million in 2019–20 and then increasing to \$10.76 million in 2020–21 and \$12.2 million in 2021–22, before it tapers to \$11.5 million in 2022–23. That is indicative of a reduction in international student activity, which is contrary to what the minister has just said about the government's strategy having increased numbers. We want an explanation for this revision and the number of international student enrolments that it reflects.

Mr P. PAPALIA: A decline in international student numbers in the sector commenced before we took office. The projections now accommodate that decline and project growth, but it is at a reduced rate. It is a more realistic rate based on where the reduction in numbers came to. As I said before, that is only one part of the plan. The paragraph to which the member referred outlines just one part of the plan to grow international student numbers. I can tell members that probably the single biggest thing any state can do—we will do it—is to achieve direct flights from the big source markets. I have talked to educators, education providers and people who do migration for education purposes in China and India and I have asked them what is the single biggest thing that we can do to encourage growth in international students, and they all say to get direct flights. In the case of India, it is to get a direct flight from India. In the case of China, it is to get more direct flights. We have stated publicly that we intend to get a direct flight from Shanghai. We would like to get the flight from Guangzhou up to seven days a week and we are focused on getting a direct flight from India.

Our biggest source of international students in Western Australia is India; our second biggest is China. That is not to say that we are not looking for other markets. The Minister for Asian Engagement recently visited Vietnam, which is a significant potential source of international students. He told me, again, that they view the single biggest thing we are able to contribute is to encourage a direct flight to our state from the country in question. That is already a big priority for government. We will pursue that. The international education strategy involves a lot of marketing and enhancing the attractiveness of Western Australia as a destination for students. We have seen the

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Governor host events at Government House. In the citizenship and multicultural interests portfolio, I have been trying to encourage our communities here in Western Australia to engage with the education sector to provide additional support and ensure that the attractiveness of our state is marketed to the places that those communities come from. We have great support from the Indian Society of Western Australia and the Chung Wah Association. All the different community groups are joining the efforts of the government and the education sector to grow international student numbers.

Mrs L.M. HARVEY: Minister, obviously the revisions in activity reflect a revision to the expected number of enrolments. Is it possible to have supplied, by way of supplementary information, the value of those revisions with respect to enrolments? I can see the director general is nodding.

Mr P. PAPALIA: The director general may be nodding, but I am trying to work out what the member is asking. What does the member specifically want?

Mrs L.M. HARVEY: I want to know how many students.

Mr P. PAPALIA: The member said “value”. What does that mean? Is she talking about the dollar-value cost of the reduction or the revision in numbers or revenue or net return to the department?

Mrs L.M. HARVEY: If I can explain, I think I am being pretty clear. Figures in the budget estimate for 2019–20 show a revision of —

Mr P. PAPALIA: Where is the member talking about now? There are no figures on the page I am looking at, which is page 329.

Mrs L.M. HARVEY: It is page 328, minister. I refer to “Spending Changes” and specifically to the line item “Revision to International Student Training Activity Estimates”, which has figures for 2018–19 through to 2022–23. Those values are a reflection of student enrolment and activity. Can we, by way of supplementary information, have the number of students that are reflected in these revisions in activity, for each of the years?

[12.20 pm]

Mr P. PAPALIA: We do not actually need to. I direct the member to page 340 of the *Budget Statements*. In the table “Total Cost of Services”, under the heading “Income” is the line item for international student course fees, which gives a projection of fees as a consequence of the numbers in the other table. They are growing.

Mrs L.M. HARVEY: How many students is that—is it 10, 20 or 100 students who are not expected to enrol? I just want to know the numbers.

Mr P. PAPALIA: The numbers are growing. I am not sure what the member is trying to ask. If the member looks at that table on page 340, she will see that the line item for international student course fees shows an increase over the forward estimates.

Mrs L.M. HARVEY: I will ask a question on notice of the minister. We will get another question up.

Mr P.J. RUNDLE: I refer to the third dot point on page 6 of budget paper No 3, which states that \$4.5 million has been allocated to implement the StudyPerth international education action plan, and encourage growth in Western Australia’s international education market. What was the tendering process for funding StudyPerth to attract overseas students?

Mr P. PAPALIA: That is an allocation from a different department, but I can talk about it. The money mentioned in that dot point comes from the Department of Jobs, Tourism, Science and Innovation budget.

Mr P.J. RUNDLE: It still reflects bringing international students to the TAFE sector.

Mr P. PAPALIA: I am sorry, but I do not think I can talk about it. It is not part of this department. When we get to the division for the Department of Jobs, Tourism, Science and Innovation, the member should ask about what is happening with that specific amount.

Mr P.J. RUNDLE: I will come back with another question in a minute.

Ms L. METTAM: I refer to page 328, the table “Spending Changes”, and the line item “Employer Incentive Scheme and Additional Apprenticeship and Traineeship Training Places”. I note that over \$4 million has been spent so far. What has been the activity and the take-up to date in this area? When will the government expect to meet the target number of apprentices?

Mr P. PAPALIA: The \$4 million allocation that the member is talking about is for establishing the structure. The employer incentive scheme will be introduced on 1 July this year, to make it more affordable for employers to take on apprentices and trainees. The scheme will be funded by changes to the payroll tax legislation, and will extend incentive payments to small businesses that are ineligible for payroll tax exemptions. That is a great thing for small business. Funding of up to \$110 million across the forward estimates is available over four years after signing up to the National Partnership on the Skilling Australians Fund.

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Ms L. METTAM: I note that part of the funds that were invested in this scheme came from the removal of the payroll tax exemptions. That was the first tranche of changes, as a result of the changes that were made last year, of just over \$100 million, as I understand it. Will all the savings that were made to the payroll tax exemption last year be reinvested into the incentives for new trainees?

Mr P. PAPALIA: I think we are actually getting into something that the Treasurer should be asked, because the member is talking about what happens with the global amount of revenue as a consequence of that change. I can talk about what happens with this money, but whatever else there is, and where that has gone, is probably not part of this division. I have some advice from the director general that she anticipates that the \$109 million, as a consequence of the payroll tax change, will be spent on the incentive scheme and the administration of that.

Ms L. METTAM: Can the minister explain how the incentives for regional workers as part of this scheme will work? I understand there are additional incentives for the regions.

Mr P. PAPALIA: I am informed that there is a 20 per cent loading for the Kimberley and Pilbara regions, and elsewhere in the regions it is 10 per cent. The north gets an additional incentive.

Mrs J.M.C. STOJKOVSKI: I refer to page 329 of the *Budget Statements*. Paragraph 3 on this page refers to a pilot program for the allied health and social assistance sectors. I also note that a National Disability Insurance Scheme training facility will be built at Joondalup campus, just up the road from my electorate of Kingsley. Can the minister explain what strategies the government has in place to ensure that the state has the skills required to roll out the NDIS?

Mr P. PAPALIA: There are two issues here—the enterprise training program and the new facility. The ETP will be introduced in July to support the training of existing workers and enterprises to assist them in responding to contemporary business challenges, including structural adjustment, innovation technology, productivity, business growth and emerging industries. Initially, the ETP will operate as a pilot, focusing on the social assistance and allied health sector in supporting the rollout of the NDIS.

[12.30 pm]

The program contributes towards training targets in the National Partnership on the Skilling Australians Fund and supports the recommendations contained in the WA State Training Board's social assistance and allied health workforce strategy. The budget for the pilot program is \$3.8 million, of which \$3 million is funding from the national partnership, and \$0.8 million is from existing funds. A proportion of the funding will be quarantined to encourage regional enterprises to participate. Enterprises will partner with eligible registered training organisations to make an application to the department for funding to support training for existing employees. A focus of the enterprise training program is to support enterprises to upskill their workforce. A maximum of \$200 000 per enterprise, or \$300 000 for a consortium, will be available.

Regarding training facilities at Joondalup, we have funded a \$1.85 million refurbishment of the campus's allied health and social assistance training areas. That will assist Western Australia in meeting the skilled workforce needs of the NDIS rollout.

Mr P.J. RUNDLE: I refer to page 334 of the budget papers, service 5, "Apprenticeship and Traineeship Administration and Regulation", and the first line item in the table, "Total Cost of Service". Why is the apprenticeship and traineeship administration resource allocation decreasing when the government has a targeted increase of 20 000 apprenticeships and traineeships over the next four years?

Mr P. PAPALIA: I am informed that it is because a new system has been implemented that provides online training and services. As a result, costs have been reduced because it is more efficient and requires fewer resources to deliver it. It is an online mechanism and trainees are able to access it remotely at their will. It has resulted in a cost saving.

Mr P.J. RUNDLE: It appears to me that regulation is decreasing. I would have thought that regulation would be increasing. Can the minister explain that to me?

Mr P. PAPALIA: That has not shifted. The regulation element of the cost has not changed. The administrative process associated with delivery has changed because online services are less costly.

Mr P.J. RUNDLE: Further to the member for Vasse's question, what is the government doing to encourage agricultural businesses to train and employ local young people to take up jobs in regional areas?

The CHAIR: Before the minister answers that, is there a particular section the member can link that question to?

Mr P.J. RUNDLE: It is related to the "Total Cost of Service".

The CHAIR: It is very broad, so the minister probably does not have to answer it, but he can.

Mr P. PAPALIA: The question is kind of broad. The member would have heard the government's announcement that it will do regional market reviews to determine what workforce training is required in different regions,

because assuming that they are identical will not necessarily meet demand or encourage take-up of training if the training provided is not appropriate for the region. A regional market review is being undertaken to ensure that the training offered in regions is fit for purpose for the demand in that region and is therefore more likely to attract students, who will want to be looking for employment, hopefully, without leaving wherever they are located; for example, Katanning. Ideally, we would like them to be able to get the training they need and employment in their local region, to avoid the shift from the regions that we have witnessed so frequently in recent times.

We are also implementing the vocational education and training regional partnerships program, which aims to provide an opportunity for regional TAFEs to invest in new and innovative long-term partnerships to create training and job opportunities. The VET regional partnerships program is under development. We are talking with the three regional TAFE colleges now. Pilot programs are being explored to inform the design and implementation of the program. It is proposed that the pilots will support current state government initiatives in the regions, including the Pilbara Collaboration Charter and the Collie and Bunbury economic development plan. Regarding Pilbara Collaboration, the Department of Training and Workforce Development and North Regional TAFE is working with the Chamber of Minerals and Energy to progress employment, education and training priorities. The partnership between industry and North Regional TAFE will focus on training and employment opportunities in the Pilbara region. Early indications are that resource companies are training more trade apprentices locally, which is a good thing.

Other examples are that North Regional TAFE is working with local Aboriginal Yawuru people in the Kimberley to develop a local supply of juvenile barramundi for the Kimberley agricultural development zone. This program will provide sustainable economic benefits to the local community, with ongoing commercial demand for the product. Central Regional TAFE has a partnership with AFGRI Equipment to undertake its training through the TAFE's Moora campus, which will also become the central training facility for AFGRI's apprenticeship and automotive sales traineeship programs. Central Regional TAFE has a partnership coordinated through the Batavia Coast Maritime Institute with a number of local government agencies and businesses addressing local biodiversity and conservation issues. The partnership has resulted in strong employment outcomes and further study pathways for participating students. The partnership won the industry collaboration award at both the WA Training Awards 2018 and the 2018 Australian Training Awards. South Metropolitan TAFE has a pilot program with North Metropolitan TAFE to align academic practices and the delivery of a number of qualifications for successful applicants across other qualifications, which will minimise duplication of effort across the TAFE sector.

The objectives are to improve services and align with the needs of the regions. There are a number of different initiatives, but I think the labour market reviews will be the most significant contribution. If the department can get a deep knowledge of projected demand in particular regions and meet it through the delivery of courses that are attractive to students, those regions will end up retaining students and growing the numbers of people in the regions with qualifications.

Mrs L.M. HARVEY: I refer to “Jobs and Skills Centre Services” on pages 332 and 333 of budget paper No 2. I notice the number of FTEs will drop from 20 in 2017–18 to seven in 2019–20. I understand that there was a range of jobs and skills centres across the state and they have now been collapsed and focused into the TAFEs. Could the minister please provide me with a list of where those jobs and skills centres are? Does the government expect to see a further decline from the seven FTEs that are predicted for this year?

[12.40 pm]

Mr P. PAPALIA: The FTEs are not evaporating; they are being transferred to TAFEs as opposed to being administered by the department. That process is ongoing. It has resulted in a reduction over time. That is why the numbers have gone down. The FTEs have not been removed; they have just been allocated to different homes effectively. What was the other part of the member's question?

Mrs L.M. HARVEY: There used to be Aboriginal workforce development centres and Department of Training and Workforce Development jobs and skills centres. They have now been collapsed into the jobs and skills centre program of this government. Can the minister provide me with a list of locations for the jobs and skills centres that are currently in existence and also a list of the Aboriginal workplace training centres?

Mr P. PAPALIA: The first observation to make is that the career centres and Aboriginal workforce development centres have been co-located in the jobs and skills centres. It is just a co-location. The services are still effectively there but it is a one-stop shop. The five metropolitan jobs and skills centres are located on the TAFE campuses in Northbridge, Joondalup, Balga, Thornlie and Rockingham. In regional WA, they are provided through partnerships between TAFE colleges and contracted private providers. They are in the Peel region, Kalgoorlie, Albany, Bunbury, Broome, Karratha and Northam, and Geraldton from the beginning of this year.

Ms L. METTAM: I refer to page 344 and the heading “South Metropolitan TAFE”, specifically the line item “Asset Replacement Program” under “Works in Progress”. Why has the budget for asset replacement at this TAFE

been cut so drastically going forward, given that Australian Bureau of Statistics figures show that the south west is the fastest growing region outside greater Perth?

Mr P. PAPALIA: It is a bit difficult to provide that information. The presence of officials from TAFE was not requested. Normally an agency is asked to be present. We do not have the TAFE people here. The detail that the member wants is not the responsibility of this department. The member can put that question on notice to the minister.

The CHAIR: Ask another question, member for Vasse.

Ms L. METTAM: I will refer to a question we were pursuing earlier on page 328 relating to reduced international student training activity. I seek as supplementary information the student numbers from 2017 that relate to that line item. I am after the number of international students studying at TAFE from 2017 that relate to the line item, “Revision to International Student Training Activity Estimates”.

Mr P. PAPALIA: For which year does the member require that information?

Ms L. METTAM: I am referring to the line item “Revision to International Student Training Activity Estimates”. The figures indicate projected reduced activity of international students.

Mr P. PAPALIA: To be clear, it is a reduction in the rate of growth. As I indicated when we looked at the other page, the revenue from fees is going up. The rate of growth of numbers has been revised. It is not as high as anticipated.

Ms L. METTAM: Could we have a breakdown of those student numbers since 2017?

Mr P. PAPALIA: I can get those for the member. As supplementary information, I will undertake to provide to the member the number of international students studying at TAFE for each year from 2017 to the current year, with projections for the forward estimates.

[Supplementary Information No B10.]

Mr Y. MUBARAKAI: I refer to page 329 of budget paper No 2, volume 1, paragraph 5. I recently noticed the announcement of a new TAFE defence industry campus at Henderson, which is near my electorate of Jandakot. I have had some interest from constituents about what training will be delivered at that campus.

Mr P. PAPALIA: It is a fantastic initiative that upgrades training facilities for trainees and apprentices in the defence sector, and co-locates at Henderson with the maritime defence industry and many other players in the defence sector. It is a great initiative.

It will start in term 2 with approximately 229 fabrication apprentices, and an initial 125 new apprentices will start in semester 2 of 2019. We are co-locating a workforce development office that will project demand in the defence sector and look to provide training that specifically meets the demands of not only that industry, but also the industries that tend to steal trained people from the sector, so we will look to ensure that we meet that demand in advance.

[12.50 pm]

Mrs L.M. HARVEY: I refer to page 335 of budget paper No 2 and service 7, “Recruitment and Management of International Students”. It was anticipated that the income from international student activity would be \$35.926 million for the 2018–19 budget, but the 2018–19 estimated actual income has been revised down to \$28.42 million. I refer the minister to note 2, which states —

Income decreases between the 2018–19 Budget and the 2018–19 Estimated Actual primarily due to lower than anticipated levels of international student training activity.

Could the minister please advise whether international student numbers are going up or going down, because the budget papers indicate a significant reduction in income from these students, so either training has become significantly cheaper or fewer people are taking up international student training places?

Mr P. PAPALIA: The forecast fees from students rise in the future. I indicated to the member that she look at page 340 —

Mrs L.M. HARVEY: Why does page 335 state that there are “lower than anticipated levels of international student training activity”?

The CHAIR: Member for Scarborough, can the minister answer the question first and then you can have a further question.

Mr P. PAPALIA: That is the current year for the estimated actual. The difference between the estimated actual last year and the current year is a decline, and that is what note 2 refers to. If the member looks at page 314, as indicated earlier, she will see that there are projections for growth, because we are implementing a plan and we anticipate growth.

Extract from Hansard

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

p114b-120a

Chair; Ms Libby Mettam; Mr Paul Papalia; Mrs Liza Harvey; Mr Peter Rundle; Mrs Jessica Stojkovski; Mr Yaz Mubarakai

Mr P.J. RUNDLE: I refer to page 340 and the section halfway down the page headed “Income from State Government”, specifically the line item “Royalties for Regions Fund: Regional Community Services Fund”. Can the minister explain the large increase from \$3.6 million in 2017–18 to \$46.7 million in 2019–20?

Mr P. PAPALIA: That is largely due to the cost of vocational education and training regional subsidies being met by the royalties for regions program, which, to me, sounds like an excellent use of royalties for regions funds.

Mr P.J. RUNDLE: Is this part of the developing scenario of substituting royalties for regions funding as part of consolidated revenue rather than normal budget revenue?

Mr P. PAPALIA: It is providing a subsidy for VET in the regions from royalties for regions. To me, that sounds like an excellent use of royalties for regions funding. It is like using royalties for regions to fund roads in the regions, which I find extraordinary that the previous government did not do in the past. I understand that people will scratch their heads wondering why subsidies for VET in the regions were not met through royalties for regions in the past, because it is a beautiful use of that funding. To ensure that we get good regional outcomes, students in the regions receive a subsidy, training is provided in the regions, and we get beneficial outcomes for the regions from royalties for regions. That is what I, and everyone in Western Australia, thought the scheme would be used for. People did not think it would be used for some of the strange things that used to go on under the previous government. If the member is asking whether royalties for regions is being used to subsidise regional VET subsidies, the answer is yes, and that is a good thing.

Mrs L.M. HARVEY: I refer to the service summary on page 330, which is broken down into several different sections. I notice that there is a significant decline across all the sections in income returned to the Department of Training and Workforce Development. The consistent explanation is that it is —

... due to a reduction in own-source revenue not linked to a specific service and allocated across services.

Can the minister explain that? It looks like it might be some sort of accounting change —

Mr P. PAPALIA: Is that page 330?

Mrs L.M. HARVEY: An example is on page 332, under the heading, “Development of Vocational Education and Training Policy and Programs”. The department’s income offset has declined from \$311 000 in 2017–18 —

Mr P. PAPALIA: Sorry, which line item is that? Is it the line item “Less Income”?

Mrs L.M. HARVEY: Yes. There is a consistent footnote for all these tables that says that it is —

... due to a reduction in own-source revenue not linked to a specific service and allocated across services.

I would like the minister to explain why the department’s capacity to bring in income has been reduced across every service summary.

Mr P. PAPALIA: I might take that as a supplementary question because the detail in the explanation of why those numbers—they are pretty small numbers—have dropped sounds a little complex. I think the department can give the member supplementary information. I agree to provide the member with an explanation of the reduction in allocations across the forward estimates for the line item “Less Income”, under the heading “Development of Vocational Education and Training Policy and Programs” on page 332 of budget paper No 2.

Mrs L.M. HARVEY: An explanation of footnote (a) would be sufficient.

Mr P. PAPALIA: In that case, I undertake to provide to the member an explanation of footnote (a) to the table under the heading “Development of Vocational Education and Training Policy and Programs” on page 332.

[*Supplementary Information No B11.*]

The appropriation was recommended.

Meeting suspended from 1.00 to 2.00 pm