

Chairman; Mr Ben Wyatt; Dr Elizabeth Constable; Ms Rita Saffioti; Mr Peter Abetz; Mr Martin Whitely; Mr B.S. Wyatt; Mr Frank Alban; Ms Janine Freeman; Mr Paul Papalia; Mr Andrew Waddell; Mr David Templeman; Mr Tony Simpson

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**Division 35: Education, \$3 926 611 000 —**

Mr M.W. Sutherland, Chairman.

Dr E. Constable, Minister for Education.

Ms S. O'Neill, Director General.

Mr J. Leaf, Deputy Director General, Finance and Administration.

Mr D. Axworthy, Deputy Director General of Schools.

Mr C. Gillam, Executive Director, Workforce.

Mr B. Roach, Deputy Chief Finance Officer.

Mr J.F. Fischer, Acting Executive Director, Infrastructure.

Mr L.R. Hale, Acting Executive Director, Statewide Planning and Delivery.

Mr G. Metcalf, Acting Executive Director, Office of Early Childhood Development and Learning.

Ms J. Healy, Acting Executive Director, Statewide Services.

Mr M. Trifunovic, Director, Facilities Program Delivery.

Mr J. Lee, Acting Chief of Staff, Office of the Minister for Education.

Miss A. Walker, Principal Policy Adviser, Office of the Minister for Education.

**The CHAIRMAN:** This estimates committee will be reported by Hansard staff. The daily proof Hansard will be published at 9.00 am tomorrow.

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. This is the prime focus of the committee. Although there is scope for members to examine many matters, questions need to be clearly related to a page number, item, program, or amount within the volumes. For example, members are free to pursue performance indicators that are included in the *Budget Statements* while there remains a clear link between the questions and the estimates.

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 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 she 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 committee clerk by Friday, 10 June 2011, so that members may read it before the report and third reading stages. If the supplementary information cannot be provided within that time, written advice is required of the day by which the information will be made available. Details in relation to supplementary information have been provided to both members and advisers, and accordingly I ask the minister to cooperate with those requirements. 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 with the Clerk's office. Only supplementary information that the minister agrees to provide will be sought by Friday, 10 June 2011.

It will greatly assist Hansard if, when referring to the program statements volumes or the consolidated account estimates, members give the page number, items, program and amount in preface to their question.

I now ask the minister to introduce her advisers to the committee.

[Witnesses introduced.]

**The CHAIRMAN:** The first question is from the member for Victoria Park.

**Mr B.S. WYATT:** I refer the minister to page 399 "Capital Appropriations". The 2010–11 budget allocated \$889.9 million but apparently there will be an underspend of some \$420 million. Why is there such a significant underspend in capital appropriations; and how much of the \$660 million allocation for 2011–12 is a rollover of that underspend for the current financial year?

**Dr E. CONSTABLE:** I thank the member for Victoria Park for his question. When we look at actual expenditure under that item there does appear to be a large amount of money unspent. I understand that a large

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portion of that difference is due to projects that have been delayed, but I am also assured that the finishing time for those projects will be on time. There have been delays up-front, but they are now on track to be finished on time. I will give the member some examples. The commonwealth government created delays in the Building the Education Revolution program, which pushed out the completion of BER projects worth \$168 million. A number of significant schools are nearing completion. Dongara District High School, Governor Stirling Senior High School, Ashdale Secondary College, Atwell College, Karratha Senior High School and Kununurra District High School are all underway. I understand the difference in the figures is because of the slow start, but the finish will be on time for those projects.

**Mr B.S. WYATT:** Can the minister confirm how much of the \$427 million that was not spent in 2010–11 has been recashflowed into 2011–12? If, as the minister stated, that is due to projects being delayed, then that \$427 million has been recashflowed into next year.

**Dr E. CONSTABLE:** It is not just projects that have been delayed, it is also the BER program, because the commonwealth government delayed projects. The member might remember that the commonwealth government delayed projects, which pushed the completion of projects out. For us that has resulted in an underspend of \$168.6 million of commonwealth funds for BER projects whose completion was pushed out by the commonwealth.

**Mr B.S. WYATT:** Therefore, of that \$889 million, \$168 million is delayed BER spending —

**Dr E. CONSTABLE:** Delayed by the commonwealth.

**Mr B.S. WYATT:** — so of that \$660 million in the 2011–12 financial year, how much of that is simply the \$420 million delay in spending?

**Dr E. CONSTABLE:** Mr Leaf.

**Mr J. Leaf:** In 2010–11 the budget included \$424.9 million for Building the Education Revolution projects. The actual estimated expenditure in 2010–11 is \$295 436 000. That is a variation in this current year of \$129 484 000. Of course, a considerable amount of that funding was carried forward into future years at the request of the commonwealth government through negotiation with all states around spreading the cash flow over a moderately longer period of time.

**Ms R. SAFFIOTI:** Mr Leaf said \$129 million of the 2010–11 underspend was BER. The minister just said it was \$168 million.

**Mr J. Leaf:** The \$168.6 the minister referred to is how much is left to complete on the BER program in total. Of that, about \$129 484 000 is the amount carried forward from the underspend in 2010–11. In 2011–12 there remains to spend in total \$168.6 million on Building the Education Revolution and then the program will be finished completely.

**Mr B.S. WYATT:** Through the minister to your adviser: of the \$660.5 million capital appropriation on page 399 for the 2011–12 financial year, how much is delayed money, whether it is federal or state, from 2010–11 year and how much is new appropriation for the 2011–12 year?

[9.10 am]

**Dr E. CONSTABLE:** We believe that the calculation is \$350 million, but we will try to get the member the exact number.

**Mr B.S. WYATT:** Is the minister answering the question now, or can the answer be provided as supplementary information?

**Dr E. CONSTABLE:** If the member is happy with supplementary information, we will get the member the exact figure.

**Mr B.S. WYATT:** I am happy with supplementary information. Is Mr Leaf clear on my question?

**Mr J. Leaf:** I am; we will come back with a precise number.

**Mr B.S. WYATT:** I seek information on what was delayed and how much of that \$660 million carried over from 2010–11.

[*Supplementary Information No B40.*]

**Mr P. ABETZ:** I refer to page 403 of the *Budget Statements*. The third paragraph in the asset investment program section mentions an allocation, and states —

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... the program includes \$100.5 million for the state government's Royalties for Regions — Regional Infrastructure and Headworks Fund to fund priority projects at regional schools across the State.

Could the minister indicate which schools will receive that funding and what it will be spent on?

**Dr E. CONSTABLE:** An amount of \$100.5 million of royalties for regions funding has been brought into the capital works program for education. That funding covers 13 schools that over the next three years will have significant upgrades and new facilities. If we look around the state at the district high schools in particular, we see that many facilities in country areas and regional areas do not reflect the sort of changes that we have seen in schools or the sort of facilities needed to provide modern school programs. I will give the member some examples. Some upgrades will be completed in 2012, some in 2013 and some in 2014. For instance, there is appropriation of \$7 million for Carnarvon Senior High School, with planning to commence in 2012 and completion in 2014. That appropriation will provide a new library, cafe and textile room and refurbishment of the technology areas in the school. In a number of these upgrades we are trying to ensure the availability of technology, science, home economics and vocational education and training subjects that students might wish to take, so that regional students have the same opportunities as students in other places. These facilities will be provided to ensure that quality education is provided as close to home for as many of our country students as it can be. As the member would know, the history of the state is that many young people leave home to board and go elsewhere to school. The asset investment program tries to bring these facilities up to a modern standard.

Esperance Primary School is the only primary school involved in this program of 13 schools. Esperance Primary School will have a complete replacement to the value of \$10 million to be completed by the middle of next year. I will give the member a few more examples. Denmark High School will receive \$7 million for works, including a new library, to be completed by 2012. Given the circumstances in a number of fairly small country areas, some of these facilities will be shared facilities. The library will be a shared facility with the community so that we get the best value out of it. A new materials technology facility and a science laboratory will also be built at Denmark High School. Katanning Senior High School will receive \$2 million for an administration and student services area upgrade, to be completed by the middle of 2013. Derby District High School will receive a six-classroom block, a new home economics studio, a new science lab and performing arts and music facilities.

These upgrades mean that a number of regional schools will have the sort of performing arts and music facilities which we see in newer schools in the city and which have not been part of country high schools in the past to any great extent. Without going into too much detail of those upgrades, Broome Senior High School will receive a \$10 million upgrade. The member for the Kimberley has talked about an upgrade for Broome Senior High School for some time, so I am sure that that will be very welcome. That upgrade will cover performing arts, media, staff and student areas. Pinjarra Senior High School's new materials and home economics area upgrade will be completed in 2013. I visited that school and it certainly needs some work done in its technology areas. Hedland Senior High School will receive a \$6 million contribution for a fairly major upgrade, including major refurbishments and some new areas.

**The CHAIRMAN:** Can the minister please keep her answers short?

**Dr E. CONSTABLE:** I will quickly finish my answer. Collie Senior High School will receive a \$3 million upgrade. The member for Collie–Preston has been pressing for work to be done on his school, so I am sure he will be pleased about that. Karratha Senior High School will receive \$9.5 million. That is part of the major rebuild of Karratha Senior High School at the TAFE site, which was started under the previous government. Therefore, a lot of shared facilities will also be on that site. Merredin Senior High School will receive \$6 million; Northam Senior High School, \$10 million; and Narrogin Senior High School, \$7 million.

**Mr B.S. WYATT:** Who decided which schools will receive money allocated from the royalties for regions fund? Was it the Department of Education through the minister or the Department of Regional Development and Lands through Brendon Grylls?

**Dr E. CONSTABLE:** The Department of Education through me.

**Mr B.S. WYATT:** Did the Department of Education make the decision on which schools receive royalties for regions funds?

**Dr E. CONSTABLE:** It was the Department of Education's job to look at country schools to see which ones were in need. The department came up with a list, which was then discussed with the Department of Regional Development and Lands. That list is basically exactly the same as the list here. There was a little bit of tweaking with the amounts of money and so on, but it is basically the same list.

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**Mr B.S. WYATT:** Some regional schools receive royalties for regions money and some receive Department of Education money. How does the minister decide which schools receive what from which bucket? Is there a policy or procedure or is it up to Brendon Grylls?

**Dr E. CONSTABLE:** At the moment we have a very active statewide planning unit, because we need to look at how we deliver education through technology and so on so that we deliver in the bush as best we can. The Department of Education sets the priorities through the statewide planning unit.

**Mr B.S. WYATT:** Is that unit within the Department of Education?

**Dr E. CONSTABLE:** Yes. Statewide planning of schools and delivery of education within the department always involves planning and looking at demographic changes. That area is constantly changing and moving; it is a very interesting part of the department. The decisions were made from that statewide planning.

**Mr B.S. WYATT:** Is it simply a matter of that unit deciding whether the funding comes from the Department of Education or from royalties for regions?

**Dr E. CONSTABLE:** That unit does all the research and has discussions with the director general and others at the corporate executive and then with me. Once the department has some recommendations, it comes to me with those recommendations. We go through that process and then make the decision.

**Mr B.S. WYATT:** Will we have another \$100 million next year for regional schools from royalties for regions?

**Dr E. CONSTABLE:** No, this is \$100.5 million over three years. Some of the projects will be completed in 2012, some in 2013 and some in 2014. This money will be spent over that time.

**Mr B.S. WYATT:** I can see that the statewide planning unit decides which schools get priority.

**Dr E. CONSTABLE:** No, the unit makes recommendations to the director general.

**Mr B.S. WYATT:** Does the unit recommend which schools get priority or get funding?

**Dr E. CONSTABLE:** Yes.

**Mr B.S. WYATT:** How does the minister decide where the money comes from?

**Dr E. CONSTABLE:** The statewide planning unit does not recommend funding.

**Mr B.S. WYATT:** Who recommends which schools are entitled to regional development funding and which schools are entitled to Department of Education funding?

**Dr E. CONSTABLE:** I ask Ms O'Neill to elaborate on that.

[9.20 am]

**Ms S. O'Neill:** As the minister suggests, the department undertakes demographic planning and future planning where there is a need for new schools, maintenance, and upgrades et cetera. That is a continuous process. That is quite separate from the money that is available to undertake those activities. The process involves a range of recommendations being put to the minister. In discussions with the minister as part of the budget process, we consider what funding is available and the sources of that funding. It happened that this year, we would have our own budget consideration and then some availability of royalties for regions money. In discussions with the Minister for Education and the Minister for Regional Development about the total plan, we consider what money will be distributed across the total.

**Mr B.S. WYATT:** Is the delivery of royalties for regions spending the minister's responsibility or does the Department of Regional Development and Lands deliver it?

**Dr E. CONSTABLE:** It gets appropriated through them to us.

**Mr B.S. WYATT:** Ultimately it is the Department of Education that does it?

**Dr E. CONSTABLE:** Yes, together with Building Management and Works of course, who are involved in those projects.

**Ms R. SAFFIOTI:** My question relates to "Structural Realignment of the Department of Education Budget" on page 399 of the *Budget Statements*. There are some varied reports about what the figure of \$361.6 million over five years includes. Could we get a breakdown of exactly how much is going to each item under that heading?

**Dr E. CONSTABLE:** The structural realignment of the education budget for 2010–11 and 2011–12 is the result of pressures on the education budget, which is not surprising. With 771 schools, 250 000 students and over 40 000 employees, it is not surprising we would have pressures on this budget. The pressures are mainly, quite

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interestingly, things like Government Regional Officers' Housing, increased insurance costs, and funding for children with special needs. The percentage increase each year of students with special needs receiving Schools Plus is something like seven per cent. It is not surprising we have those pressures.

The unavoidable cost pressures include \$14.2 million for school utilities. The cost of utilities, as we all know, has gone up. There is \$38.8 million for growth in insurance expenditure risk cover—Workers' Compensation insurance, of course—and \$15.4 million in additional accommodation costs for teacher housing. One of the big pressures always, as members know, in staffing our schools in rural and remote areas is making sure we can attract people to go there. It is very difficult to employ people in places like Karratha unless housing is subsidised. There is an enormous expense for us in those subsidies. It is something that was done by previous governments and will continue to be done to make sure we properly staff our schools. There is \$20.2 million to provide additional resources to schools for growth in special-needs student enrolments, and \$1.6 million for the implementation of the very successful independent public schools initiative. When we look at the successes so far of independent public schools—I am sure it is an issue that will come up later—for an extra \$1.6 million on that budget, which is a very small budget indeed, it has been done extremely well by the department.

**Ms R. SAFFIOTI:** The minister gave us a breakdown of \$14.2 million, \$39.8 million, \$15.4 million, \$20.2 million and \$1.6 million—what year was that for?

**Mr B.S. WYATT:** That is not \$361 million either.

**Mr J. Leaf:** I did not quite hear the question.

**Ms R. SAFFIOTI:** I asked about the \$361.3 million additional funding over the five years for the structural realignment and a breakdown of where that funding was going.

**Mr B.S. WYATT:** That was for 2010–11, was it?

**Dr E. CONSTABLE:** I think 2011–12.

**Mr J. Leaf:** Those figures were for specific items over the forward estimates. The total amount is disclosed in the budget estimates itself for the annual amounts of the total realignment. It is on page 399 under "Major Spending Changes". That cannot be a question because it is there. In 2011–12 the total realignment is \$149.083 million.

**Ms R. SAFFIOTI:** Maybe we are at cross-purposes here. We are looking at the total additional funding under structural realignment, which I understand is \$361.3 million over the forward estimates. The minister read out some items that maybe were the unavoidable cost pressures. There must be other things that comprise that \$361 million.

**Dr E. CONSTABLE:** I just gave the figures for 2011–12.

**Mr B.S. WYATT:** We are after a breakdown of the whole \$361 million.

**Dr E. CONSTABLE:** I can provide the 2010–11 numbers.

**Mr B.S. WYATT:** That was what the minister just gave us, was it not?

**Dr E. CONSTABLE:** No; I provided the 2011–12 numbers.

**Ms R. SAFFIOTI:** I do not think they add up to \$149 million.

**Mr B.S. WYATT:** They are less than \$100 million.

**Dr E. CONSTABLE:** I am sorry; I thought it was for 2011–12 because that was the number at the top of the list. Those amounts for those items are across the forward estimates.

**Ms R. SAFFIOTI:** I think they were the unavoidable cost pressures, but there must be other elements that comprise that \$361 million; that is how I understand it.

**Dr E. CONSTABLE:** I have a chart here that shows the numbers for 2010–11, 2011–12 and 2012–13, if the member would like me to go through those.

**Mr B.S. WYATT:** If they are the numbers on page 399 of the budget, the minister does not need to go through those, as I have them. We want to know what has been spent. For example, page 104 of budget paper No 3 refers to the teachers' enterprise bargaining agreement. How much of that is going on anticipated costs in the teachers' EBA? That \$361 million figure must have been arrived at by some process, I would have thought.

**Dr E. CONSTABLE:** Yes. I will ask the director general to answer.

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**Ms S. O'Neill:** The numbers in the budget papers, if I can make sure we are talking about the same thing: in terms of structural realignment, there is \$103 million for the 2010–11 estimated actual and \$149 million for the 2011–12 budget estimate. The minister referred to the breakdown of the structural realignment components. They are the same components over each year in the forward estimates, because we do not stop and start, for example. The minister talked about growth in education assistants. That will be the same in each year—not the same amount, but the component will be across each of the years. In 2011–12 the components the minister referred to, for example independent public schools, will exist in 2012–13 and 2013–14. The components the minister read out are not the cost pressures. Obviously they are reflective of the cost pressures, but they are the components of the structural realignment—for example independent public schools. The structural realignment covers the increased cost of risk cover and increased cost of utilities et cetera. The components the minister read out are the components of the structural realignment. The 2011–12 total of that was \$149 million, as represented in the papers. The total against each of those structural realignment components in 2012–13 is, as in the budget papers for 2012–13, \$70.879 million. They are the components of the structural realignment.

**Ms R. SAFFIOTI:** What was read out before was \$14.2 million, \$39.8 million, \$15.4 million, \$20.2 million and \$1.6 million—those figures were for what year?

**Ms S. O'Neill:** The 2011–12 year.

**Dr E. CONSTABLE:** It was 2011–12.

**Ms R. SAFFIOTI:** On a quick analysis, that does not add up to \$149 million.

**Ms S. O'Neill:** I will go through it line by line to add up. There was a realignment of general expenditure —

**Ms R. SAFFIOTI:** Sorry, can we clarify that? In the budget papers it says that part of that money was for the teachers' EBA—is that right or wrong?

**Ms S. O'Neill:** A component of the structural realignment is for ongoing wages growth. Given that we are coming out of the current EBA and teachers have recently received an increase, there is a component in the structural realignment for wages growth. That being said, EBA negotiations are underway as we speak. The current arrangement does not conclude until 7 July. There are continuing negotiations obviously between us and the State School Teachers' Union of WA, and us and the government and Treasury, around the component for wages growth.

[9.30 am]

**Ms R. SAFFIOTI:** Sure. But these budget papers say that there is money for the teachers' EBA. I am not making it up. Can we go through the 2011–12 numbers again, because I want to try to nail this? It is \$14.2 million for school utilities.

**Ms S. O'Neill:** I will start from the top. We are talking about 2011–12 here: realignment of general expenditure, \$45.057 million; independent public schools, \$1.597 million; risk cover insurance increases, \$38.615 million; increase in utilities, \$14.114 million; increased cost of education assistants, \$20.061 million; increase in GROH, \$15.390 million; and general provision for wages growth, \$14.249 million. That makes a total of \$149.083 million.

**Ms R. SAFFIOTI:** No disrespect, but that was not the list that we were given before.

**Dr E. CONSTABLE:** I had some of the major items on the list that I had. I did not have this full chart.

**Ms R. SAFFIOTI:** Okay. That is for 2011–12. The minister is saying that those items flow through the forward years. There are pretty much similar numbers throughout the forward years. But why in 2014–15 does it drop away so much, if those items have been carried through the forward years?

**Ms S. O'Neill:** Some of the figures do change over the forward estimates, because they are exactly that—forward estimates. We are continuing, with our demographics, to look at student growth, for example. Also, for example, the number of education assistants fluctuates from year to year. There are forecasting demographics about the number of students with disabilities. Hence the forward estimates are based on some of those projections. So, the numbers are not necessarily flatlined. They vary from year to year. We are, as we speak, continuing work on our demographics, and some of that will continue to be negotiated with Treasury for the forward estimates.

**Ms R. SAFFIOTI:** In relation to the EBA component, Ms O'Neill said \$15.4 million for 2011–12. What are the forward estimates figures for the EBA component?

**Dr E. CONSTABLE:** I will ask Ms O'Neill to answer that question.

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**Ms S. O'Neill:** Just to clarify, I did not give a component for the 2010–11 wages.

**Ms R. SAFFIOTI:** No; 2011–12.

**Ms S. O'Neill:** For 2011–12, it is \$14.249 million. But that is not only the EBA.

**Ms R. SAFFIOTI:** It is general wages growth; I understand.

**Ms S. O'Neill:** What was the rest of the question?

**Ms R. SAFFIOTI:** What is the component across the forward estimates?

**Dr E. CONSTABLE:** We need to underline that this is just a forward estimate, and no more than that.

**Mr B.S. WYATT:** Did Colin Barnett just walk into the room?

**Dr E. CONSTABLE:** That is what they are. They are forward estimates. The member knows as well as I do that things can change.

**Mr B.S. WYATT:** Does that mean the royalties for regions spending across the forward estimates is just rubbish, minister?

**Dr E. CONSTABLE:** The only thing that we are voting on today —

**Mr B.S. WYATT:** Then why did the minister just spend 20 minutes answering the member for Southern River's question about royalties for regions going to Katanning and Collie, and they are all across the forward estimates?

**Dr E. CONSTABLE:** I will ask Ms O'Neill to answer the member's question.

**Ms S. O'Neill:** In 2012–13, the estimate represented for the wages growth—being general wages—component is \$29.496 million. As the minister indicated, negotiations are still underway. So that is an estimate. But the negotiations with the union, and therefore the government, will produce whatever number at the end of the day that produces.

**Ms R. SAFFIOTI:** What is the figure for 2013–14?

**Ms S. O'Neill:** For 2013–14, it is \$50.955 million. For the final year, 2014–15, it is \$52.611 million.

**Ms R. SAFFIOTI:** I want to go back to the utilities charge, the figure of \$14.2 million. Am I to take it that that is because of the increase in electricity prices?

**Dr E. CONSTABLE:** Generally speaking, that is true.

**Ms R. SAFFIOTI:** Is it a similar figure across the forward estimates—that \$14.2 million?

**Dr E. CONSTABLE:** I will ask Mr Leaf to answer that question.

**Mr J. Leaf:** In putting together our cost and demand pressures for this year's budget cycle, we took a number of issues that we regarded as being somewhat outside the control of the Department of Education in managing expenditure, and utilities was, indeed, one of those. The government agreed to fund for two years that increase in utilities, but sought the Department of Education to come back in the next budget year with opportunities for, I guess, achieving efficiencies in utilities management. The utilities increase includes not only the general cost of water and power, but also added significant additional floor space from the Building the Education Revolution program, and that obviously requires utilities spending. So part of the reason that we need to revisit that in future budget years is to get a clearer picture of our total spend when we have completed all of that major building works program.

**Ms R. SAFFIOTI:** So that is about \$30 million over the next two years—that is, about \$14 million in each financial year—for utilities?

**Mr J. Leaf:** For utilities, we have \$6.375 million in 2010–11, and \$14.114 million in 2011–12.

**Ms R. SAFFIOTI:** So, you have some for this financial year, too?

**Mr J. Leaf:** Yes.

**Ms R. SAFFIOTI:** In relation to the efficiency dividend that was applied to the Department of Education as part of the initial budget, how much of that for 2011–12 has been met, because that does impact on the structural alignment issue? I think that for 2011–12 it was estimated that \$92.7 million would be delivered through the efficiency dividend. Does the minister have any information about how much of that has been met by the Department of Education?

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**Dr E. CONSTABLE:** The efficiency dividend does not appear in the budget papers any more, so I am not exactly sure what the member's question is.

**Ms R. SAFFIOTI:** The question is: money was deducted from the budget of the Department of Education in the first year of government of about \$90 million per annum. We are now in the third year of the budget, and money has been injected back, called a structural realignment. One could say that the structural realignment is basically just reinjecting the efficiency dividend into the budget.

**Dr E. CONSTABLE:** Go on. What is the question?

**Ms R. SAFFIOTI:** Is it?

**Dr E. CONSTABLE:** I will ask Mr Leaf to answer this question.

**Mr J. Leaf:** The three per cent efficiency dividend last appeared in the budget estimates papers in, I believe, 2009–10. We actually ceased to manage our expenditure in line with the targets set more than two years ago. The structural realignment was based upon a complete revisiting, from the bottom line up, around where our cost and demand pressures are. So what the member has had provided to her through the minister and the director general is a breakdown of where our current cost pressures and demands are in the education business, which has moved on since the efficiency dividend numbers were first struck. As the member knows, that was referred to colloquially as a three per cent salami slice. The work that we did several years ago is now history; and, to be frank, we have actually expressed those views both verbally and in writing. So we simply do not have the information available because we are not tracking it any more.

[9.40 am]

**Ms R. SAFFIOTI:** Sure. To the minister: the Treasurer stood last week and said that 90 per cent of the efficiency dividend was being delivered. I am not sure; does the Department of Education provide information to the Treasurer so that he can make that claim?

**Dr E. CONSTABLE:** I do not know how the Treasurer came to that conclusion. I presume he has —

**Ms R. SAFFIOTI:** Obviously, he —

**Dr E. CONSTABLE:** — advice right across government to come to such a conclusion.

**Ms R. SAFFIOTI:** Pardon?

**Dr E. CONSTABLE:** It is historical information.

**Ms R. SAFFIOTI:** No; I think he is saying that 90 per cent of the efficiency dividend over the budget and the forward estimates was being delivered. However, the minister is saying that the Department of Education no longer reports on that issue.

**Dr E. CONSTABLE:** I do not know how the Treasurer came to that number. I am sure it is historical information that he has gone back through, with the help of Treasury, to come to the conclusion that 90 per cent is being delivered.

**Mr B.S. WYATT:** Without speaking to the Department of Education!

**Ms R. SAFFIOTI:** One of the biggest departments! Okay.

**Dr E. CONSTABLE:** I think that it is really important to remember, when we are discussing this, just what the expenses and cost pressures are in education. When we look at the percentage spent on salaries, on schools and on resources for schools, we are up into the 90 per cents. Salaries are 70 per cent, and then up to 95 per cent of the entire expenditure in education is on children in schools, salaries of staff, resources and schools. So it leaves very little in the budget to find a three per cent efficiency dividend. I make no excuses —

**Mr B.S. WYATT:** You should tell that to the Treasurer, not to us, minister.

**Ms R. SAFFIOTI:** Yes; I mean that money —

**Dr E. CONSTABLE:** Members opposite have raised the issue. I am giving them an explanation.

**Mr B.S. WYATT:** That is a discussion for cabinet, minister, and —

**Ms R. SAFFIOTI:** I am raising the issue that the —

**The CHAIRMAN:** We are not going to get involved in a cross-chamber exchange. Member for Bassendean.

Chairman; Mr Ben Wyatt; Dr Elizabeth Constable; Ms Rita Saffioti; Mr Peter Abetz; Mr Martin Whitely; Mr B.S. Wyatt; Mr Frank Alban; Ms Janine Freeman; Mr Paul Papalia; Mr Andrew Waddell; Mr David Templeman; Mr Tony Simpson

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**Mr M.P. WHITELY:** I refer to the chart at the top of page 403, and the line item “Employees (Full Time Equivalents)”. The budget for 2010–11 was for approximately 10 700 FTEs, down approximately 900 from the previous year’s actual figure. However, the estimated actual for 2010–11 is about 1 000 more than the budgeted figure. Can the minister explain the difference? Can she also explain, referring to 2011–12, the cut of 300 positions?

**Dr E. CONSTABLE:** I am not exactly sure which line the member is referring to; is the member referring to the “Secondary Education” chart?

**Mr M.P. WHITELY:** Yes; and the line item “Employees (Full Time Equivalents)”.

**Dr E. CONSTABLE:** These numbers are calculated. They include not only teachers, but all employees. If the member also looks at the full-time equivalent chart for “Primary Education”, he will see that together the total comes to, I think, around 32 000. I will ask Mr Leaf and Mr Roach to give the member a more technical breakdown of this in a moment, but it is an estimate of FTEs across the whole department. There will be a percentage of people from the central office and from the regional offices. It is a percentage of all employees. It does not represent only teachers.

**Mr M.P. WHITELY:** My question is: why is it so wrong?

**Dr E. CONSTABLE:** I will ask —

**Mr M.P. WHITELY:** The estimate was decreased by 800-odd and the actual was —

**Dr E. CONSTABLE:** I will ask Mr Leaf to talk about the technical aspect of apportioning these FTEs in this way.

**Mr J. Leaf:** Every year, when we look at casting the budget split between the two service outputs of primary and secondary education, we look at our projections for student enrolments. At the time we do the budget, those figures are not known. When we estimated the 2010–11 budget for secondary students, we were anticipating a more significant reduction in the enrolments in secondary schools. As members would appreciate, there has been some change in enrolments in year 8 in our public secondary schools as some students have moved to private sector schools. When we constructed the secondary school number—the member is quite right; there was a significant reduction—that number of 10 680, when added to the 21 953 primary FTEs, gave the FTE total of 33 426 indicated at item (c) in the income statement at page 410. When we set that number and divided between the primary and secondary components, we were looking at broad estimates of enrolments. It is not altogether a science; to some extent, it requires quite a significant amount of prediction. We freely recognise now that with regard to the 10 680, we were overconservative in the predicted reductions in enrolments in secondary education, and the actual estimated number is now 11 646. I would like to stress that the calculations are complex. When we allocate numbers to primary and secondary schools, we must take into account that district high schools have both primary and secondary students. We have to allocate not only the teachers and the education assistants, which are specific, but also a share of the principal, the deputy principal, the cleaner, the gardener and the registrar. We also then in head office allocate a share of every person who works within the department, within shared services, including part of my time, part of the director general’s time —

**Mr M.P. WHITELY:** All of those things are not as sensitive to student numbers as are actual teachers. I am struggling to understand the volatility—that the department could get it so wrong. The explanation that I am hearing is that student numbers were not as the department expected. Therefore, what was the expected number of students at secondary level and what was the number in terms of actuals? I would have thought that it would have to be a massive—about 20 per cent—error to get that sort of movement.

**Dr E. CONSTABLE:** I defer to Mr Leaf.

**Mr J. Leaf:** I think that the use of the word “error” is quite misleading. I freely acknowledge that when we prepare these estimates for the budget, we are looking, at the time, at information that is ahead of the census numbers—by how many months, I do not know. We are saying that we got that estimate incorrect.

**Mr M.P. WHITELY:** Incorrect; wrong—it does not really matter!

**Dr E. CONSTABLE:** I will add that for 2009–10, training department figures are included as well, because for four months of that year the —

**Mr M.P. WHITELY:** I read that footnote, but the minister would have known that that was going to happen at the time the budget was prepared.

**Dr E. CONSTABLE:** But Training was still a part of Education at that time, so it had to be a part of the Education estimates.

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**Mr M.P. WHITELY:** But the minister would have known that at the time the budget was prepared. I would like from the minister, perhaps as supplementary information, the estimate of secondary students. The minister has said that the major explanation is that the department underestimated the number of students who stayed; it thought more would leave. So I would like to have the information about the estimate of secondary students and the actual number of secondary students. More importantly, what explains the difference between the actual for 2010–11 and the decrease of just under 300 for 2011–12? Why is there going to be a decrease in 2011–12?

**Dr E. CONSTABLE:** Again, I think that is tied to the very complicated way this is worked out, and also to a drop in student numbers. We have estimated that there will be a drop in student numbers in secondary schools next year, while we have an increase in the number of primary students.

**Mr M.P. WHITELY:** Could we have that information as well—that is, the estimated secondary number?

**Dr E. CONSTABLE:** I can ask the director general to give a breakdown of that.

**Ms S. O'Neill:** For the 2011 full-time equivalent students, taken from first semester data for this year, we had a reduction in the number of secondary students of 1 168. In fact, for 2011, we had quite a reduction in the number of secondary students overall, remembering that —

**Mr M.P. WHITELY:** What number are there overall? I am sorry; I am just trying to get an idea of the proportion.

**Ms S. O'Neill:** Okay—for 2011. Obviously, the number changes from day to day, but as of the census, this year we have 76 270 secondary students. The year before, 2010, there were 77 438. We have to consider the cohort difference, with the half cohort going through secondary school, which actually makes quite a big difference. In one year we will have half of a cohort—this year it is in year 9—or it may be slightly more than half a cohort. In the time period that we are considering, we need to consider the half cohort. The estimate would have been for around half a cohort. Over time we have discovered that there might be slightly more than half not in schools during that cohort period. Therefore, there is an overall reduction in the number of secondary students during the time in question. A large part of that can be quantified as a result of the half cohort.

[9.50 am]

**Mr M.P. WHITELY:** What was the estimate figure for 2010–11? We have been told that the actual figure was 76 270 students; what was the estimate?

**Ms S. O'Neill:** Just so I am clear, for 2011, this year, the actual is 76 270.

**Mr M.P. WHITELY:** I have that figure; what was the estimate?

**Ms S. O'Neill:** I do not have a concrete figure for the estimate, but we would have thought that the forecast would have been much the same, taking into consideration the half cohort. Our forecast would be for slightly less growth, taking into account half of the general cohort. Let us take year 8 in 2010 as an example. A full cohort for year 8 is historically about 16 500 students. In 2010 that number dropped to 9 100 and was restored this year to just over 16 000 students. Our forecasts based on full cohorts are generally fairly stable. We know that over the years there has been a decline in secondary students, and when that half cohort is also taken into account, a forecast takes in roughly half of a general cohort. Mr Leaf has already indicated that the estimate did not land exactly where we thought it would. We took into consideration the normal things we would take into consideration and the number landed slightly differently from where we thought it would; there is volatility in student numbers.

**Mr M.P. WHITELY:** My question is: what was the estimate for 2011? What I have distilled from all this is that there were not as many secondary school students as expected. I know the actual number of students this year and I know what it was the year before, but I do not know what the estimate was for 2011. I am trying to make sense of why the number could be so out. The other question that has still not been answered, to my mind, unless I have misheard, is why there is a decrease in full-time equivalent staff numbers between 2011 and 2012 in the estimated actual result and the budgeted result. Why is there another planned reduction of 251 staff?

**Mr J. Leaf:** First, I am more than happy to provide the information the member is asking for on specific estimates in years gone by, but we move on from estimates to look at actual figures when we get census results. For example, year 8 student enrolments in 2010 totalled 9 188. That number compared with year 8 enrolments in 2009 of 16 666 students. The 2010 figure is the half cohort moving through. The number of year 8 students this year has gone back up to 16 115 students. We have also experienced improved retention for years 11 and 12 —

**Mr M.P. WHITELY:** I feel we are going around in circles. Could we perhaps get the information that I requested, which was the estimate for 2011?

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**Dr E. CONSTABLE:** The estimated number of secondary students?

**Mr M.P. WHITELY:** The estimated number for 2011 —

**Dr E. CONSTABLE:** Secondary students?

**Mr M.P. WHITELY:** Yes, the estimated number of secondary students for 2011. I have the actual number.

**Dr E. CONSTABLE:** For this school year?

**Mr M.P. WHITELY:** Yes, the financial year that is just finishing.

**Dr E. CONSTABLE:** The figures do not relate to financial years, they relate to school years.

**Mr M.P. WHITELY:** Sorry; the academic year that is finishing. We know that the actual number of secondary students is 76 270; what was the estimated number?

**Dr E. CONSTABLE:** Can I just be clear? The member said “the academic year just finishing”. We are only in the second term.

**Mr M.P. WHITELY:** Sorry; I was wrong. We have been told that the actual number of secondary students for the 2011 academic year is 76 270. I want to know what the estimate was.

**Dr E. CONSTABLE:** What we estimated?

**Mr M.P. WHITELY:** Yes.

**Dr E. CONSTABLE:** We have to bear in mind that that estimate was made for the budget in February 2010. Therefore, the estimate was made before we had received the census results for 2010.

**Mr M.P. WHITELY:** That is the challenge; that is what the department has to do every year. I understand that.

**Dr E. CONSTABLE:** I just want the member to bear in mind that there is some art in this as well as technology. It is a very complicating factor in our budget. It might seem easy to the member, but it is complicating.

**Mr M.P. WHITELY:** But there is a massive difference in numbers that has not yet been explained, and that is what I am asking for an explanation of.

**Dr E. CONSTABLE:** The supplementary information we will give the member is that estimated number of students for this year.

**Mr M.P. WHITELY:** I have still not heard an answer about why there will be 251 fewer —

**Dr E. CONSTABLE:** Can I clarify what the member is asking for? Does he want staff FTE numbers or student numbers, because they are different.

**Mr M.P. WHITELY:** No; the staff FTE numbers. There is a fall in FTE numbers from an actual figure for 2010–11 of 11 646 to a budget target for 2011–12 of 11 395. What is the reason for that? Why is there a decrease of 251 FTEs?

**Dr E. CONSTABLE:** Is the member referring to teachers when he says “251 FTEs”?

**Mr M.P. WHITELY:** Yes.

**Dr E. CONSTABLE:** That figure does not refer to 251 teachers.

**Mr M.P. WHITELY:** It refers to 251 full-time equivalent employees.

**Dr E. CONSTABLE:** Yes, employees. Mr Leaf explained that that number covers employees in the whole department, not just teachers.

**Mr M.P. WHITELY:** I understand that, but why is that number decreasing?

**Dr E. CONSTABLE:** The main reason is that student enrolments are down.

**The CHAIRMAN:** I understand that there will be some supplementary information given; is that correct?

**Dr E. CONSTABLE:** We are not clear about what the member is asking for, because he has spoken about a number of things.

**Mr B.S. WYATT:** The supplementary information relates to the student estimates.

**Mr M.P. WHITELY:** There are two different issues.

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**The CHAIRMAN:** We have understood that some supplementary information is to be provided; let us clear that up before we move on to anything else.

**Dr E. CONSTABLE:** I will say what I think the requested information is, and the member can tell me whether I am right. Does the member want an estimate of the secondary school student enrolments for the school year 2011?

**Mr M.P. WHITELEY:** Yes.

**Dr E. CONSTABLE:** The estimate that the figures were based on.

**Mr M.P. WHITELEY:** Yes.

[*Supplementary Information No B41.*]

**Dr E. CONSTABLE:** Now we move to the issue of the 251 FTEs the member talked about. As Mr Leaf said, we have to bear in mind that that figure is calculated in a very complex way because it covers the entire department. A little bit of every person working in Royal Street will be included in those FTE figures. They do not relate just to teachers; they relate to everyone employed, and there are 41 000 people employed in the department.

**Mr M.P. WHITELEY:** I understand that; the figure is for FTEs.

**Dr E. CONSTABLE:** The drop of 251 FTEs is, in the main, related to a drop in student numbers at the secondary level.

**Mr M.P. WHITELEY:** If that is the explanation, can I have that same information for this year's budget as well. What is the estimated number of students for the 2012 academic year as well?

**Dr E. CONSTABLE:** For 2012?

**Mr M.P. WHITELEY:** Yes, for both 2011 and 2012.

**The CHAIRMAN:** I thought that the figures did not relate to a financial year, but rather an academic year. Does the member perhaps want some idea of what student numbers will be in 2012? Is that the question?

**Dr E. CONSTABLE:** I understand the question; the member is now asking for the estimated number of students for this school year and the estimated number of students for 2012.

**Mr M.P. WHITELEY:** Yes, because the minister has explained that there has been a decrease in student numbers.

**The CHAIRMAN:** That supplementary information will be about estimated student numbers for the year 2012.

[*Supplementary Information No B42.*]

**Mr F.A. ALBAN:** I refer to page 400 of the *Budget Statements* under "Significant Issues Impacting the Agency", and the last dot point on independent public schools. It is an initiative that has been well received in my electorate. Can the minister advise on the response to the call for expressions of interest in the third intake of independent public schools? Can the minister please provide an update on the experience of the schools in the first and second uptakes? Can the minister also provide information about the promised independent evaluation of IPSs?

**Dr E. CONSTABLE:** We all realise that, up to this point, the number of schools that have put up their hands to be part of this independent public schools initiative has been quite remarkable. In the first year, when we called for expressions of interest, there were 104 applications. A small number were chosen—just 34.

[10.00 am]

**Mr B.S. WYATT:** Chairman, I take a point of order. The Chairman's earlier instructions were to keep to the point. I am aware the minister has already spoken about this by way of ministerial statement a week or two ago. Before she reads off all the figures and facts again, perhaps she could quickly give her view on how the IPS initiative has gone. I daresay we know, but she does not need to read the numbers, because she did that two weeks ago in a brief ministerial statement.

**The CHAIRMAN:** I do not think I can add anything further. Can the minister just keep it as brief as possible.

**Dr E. CONSTABLE:** It is a very big subject, Mr Chairman.

**The CHAIRMAN:** I know, minister. We are all very interested in it.

**Dr E. CONSTABLE:** I know you are very interested in it, Mr Chairman.

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**The CHAIRMAN:** I am very interested.

**Dr E. CONSTABLE:** There were 196 applications for the third intake, which will be looked at by an independent group. Those that are deemed ready to be independent schools will be selected by that group of people. What we can conclude from this is that we know that independent public school status is highly sought after. I think the crux of the success of independent public schools is their voluntary nature. I think that if a system tried to impose autonomy, empowerment and flexibility of this sort on every school, it would not be a success. It is the voluntary nature of it that is extremely important.

Part of the member's question was to ask me about the experience of the schools in the first two intakes. To this point we have had an internal qualitative review of the first 34 schools to look at those schools and to get responses from principals in particular but also the school communities about how successful that has been and the sorts of comments that we might take on board in the future. Next year each school has a delivery and performance agreement that is signed by the principal, the chair of the school council or the school board and the director general. Those are three-year agreements. Those reviews for the first 34 schools will finish at the end of next year.

**Mr B.S. WYATT:** Is that \$1.8 million a supplementary allocation for the review? Is that what that is?

**Dr E. CONSTABLE:** No, that was not for review. That was just for independent schools in general. These reviews will be done by the Department of Education Services, looking at those delivery and performance agreements and, with the principals, reviewing the schools, and the goals that were set to see the extent to which each one of those schools has reached those goals. There is a third layer to evaluation. The first layer is the anecdotal case study review that has taken place for the first 34 schools. The second layer of review is the review through the Department of Education Services. Bear in mind that that is the department that reviews and registers and makes recommendations to me about registering non-government schools, so that is an area they are very practised in. The third layer of evaluation will be an independent review of IPS. I understand the tender documents for that are being prepared at the current time. We are looking to make sure we review this thoroughly at all possible levels—at the individual school level as well as across the initiative.

**Mr B.S. WYATT:** What is the time frame for the independent review?

**Dr E. CONSTABLE:** I will ask the director general to elaborate on that in a moment. As I understand it, the tender documents for that are being prepared at the moment.

[Ms L.L. Baker took the chair.]

**Ms S. O'Neill:** It is planned for that evaluation to run across the two-year period, 2012–13 inclusive. Within the tender we will give consideration to whether we ask for the option for an extension for a more longitudinal arrangement. The purpose of the evaluation obviously is to look at the effectiveness and efficiency of the independent public schools as they are participating and the impact they are having on the broader education system. The evaluation will look at a range of areas including how the independent public schools are demonstrating greater flexibility and autonomy—in other words, how they are using the choice; how that affects the efficiency and effectiveness of the schools; the position of accountability; and the impact that independent public schools have on school boards. So it is quite broad-ranging. That evaluation proposal is with procurement as we speak.

**Ms J.M. FREEMAN:** Koondoola is one of those independent schools. Can the minister confirm that the integrated services centre at Koondoola will continue operating for the next 12 months and that there is funding for it into the future?

**Dr E. CONSTABLE:** The funding for the integrated service centre, as I understand it, is through the Department of Health, not through the Department of Education. It is on the school site, is it not?

**Ms J.M. FREEMAN:** Yes.

**Dr E. CONSTABLE:** So it is not within these budget papers.

**Ms J.M. FREEMAN:** In relation to the school site, is it the minister's understanding that the funding will continue?

**Dr E. CONSTABLE:** It is not part of what we are doing. That is a question for the Minister for Health.

**Ms J.M. FREEMAN:** I have asked the question of the Minister for Health, and he has confirmed that, from his point of view, that is continuing. I suppose I just want to know —

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**Dr E. CONSTABLE:** I would hope that would be the case, because there are two integrated service centres—one at Parkwood and one at Koondoola—which have been very successful and provide those range of services for people who have recently arrived.

**Ms J.M. FREEMAN:** Yes, but is it the minister's understanding that it will continue?

**Dr E. CONSTABLE:** I would it to continue; I would hope so.

**Mr B.S. WYATT:** Minister, the last dot point on page 403 under "New High Schools" states that construction will also continue on the \$63.0 million replacement of Governor Stirling Senior High School. At page 407 there is \$30 million allocated for Banksia Grove and \$30 million for Byford and an amount of \$92.5 million for as yet unnamed new high schools. In respect of Governor Stirling Senior High School specifically, is that going to be from years 7–12, or years 8–12? In respect of the \$92 million for unnamed new high schools, are they all years 8–12, 7–12 or a mixture?

**Dr E. CONSTABLE:** I will ask Milan Trifunovic to elaborate on Governor Stirling Senior High School. I understand it is being built as a year 8–12 school, as are the others.

**Mr M. Trifunovic:** That is correct. Governor Stirling Senior High School is being constructed, and it will be a year 8–12 school, yes.

**Mr B.S. WYATT:** Through the minister, in respect of the \$92.5 million allocation for unnamed high schools, has that funding been calculated on all those schools being year 8–12 schools?

**Dr E. CONSTABLE:** Is the member asking me the question?

**Mr B.S. WYATT:** I said through you, minister.

**Dr E. CONSTABLE:** So far it is unallocated, so decisions about whether they are years 8–12, 6–12 or 7–12 would not have been made.

**Mr B.S. WYATT:** There is an allocation of \$92.5 million. That must be arrived at by some process.

**Dr E. CONSTABLE:** It is a general amount of money. A decision about the configuration of those schools will be made —

**Mr B.S. WYATT:** Okay; \$30 million for Banksia Grove—is that a year 7–12 school or a year 8–12 school?

**Dr E. CONSTABLE:** It is a year 8–12 school, as I understand.

**Mr B.S. WYATT:** Is Byford the same?

**Dr E. CONSTABLE:** Yes.

**Mr B.S. WYATT:** Has any money been allocated to any of the specific year 7–12 schools?

**Dr E. CONSTABLE:** Not that I am aware of, no; they are all year 8–12 schools.

**Ms R. SAFFIOTI:** My question relates to page 404 and the dot point entitled "Miscellaneous Programs" and the expenditure of \$40 million over two years for capital maintenance at priority schools. Could we get a breakdown of how much was spent in 2010–11 for maintenance and how much was forecast for maintenance over the budget years and forward years?

**Dr E. CONSTABLE:** Can the member repeat the question?

**Ms R. SAFFIOTI:** How much was actually dedicated to maintenance in 2010–11 and how much was forecast, excluding the \$40 million for 2011–12 and the forward years in the forward estimates?

**Dr E. CONSTABLE:** Yes, I will get that information for you. For 2010–11 the total amount, including \$5.3 million of BER National School Pride money, was \$75 673 000 as at 19 April, so we do not have the full financial year. As at 19 April this year, the total amount that had been spent was \$75 673 000. Of that, \$5 336 000 was BER funding. A total of \$70 million had been spent by April. Obviously that number will grow throughout the financial year. As well as that, there was concrete cancer work, power supply upgrades, roof replacements, air conditioning replacements, gas heater replacements, toilet replacements, other school facilities and preventive maintenance, which was an extra \$20 million on top of that \$75 million.

[10.10 am]

**Ms R. SAFFIOTI:** The second part of that question was: how much is budgeted for in 2011–12 and the forward estimates, excluding or including the \$40 million, whatever the minister has on hand?

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**Dr E. CONSTABLE:** I am not sure whether the chart I have excludes that. I will ask Mr Leaf to interpret this chart for the member.

**Mr J. Leaf:** I think the question was: how much of the preventive maintenance money that has been allocated was spent in 2010–11? Some of that is always classed as preventive maintenance. That is what the minister has read out. The new money does not begin until 2011–12. There is an allocation of \$15 million in 2011–12 and \$25 million in 2012–13.

**Ms R. SAFFIOTI:** Is that preventive maintenance?

**Mr J. Leaf:** This is new money allocated for additional preventive maintenance on top of the program that the minister read out.

**Ms R. SAFFIOTI:** Does the minister have figures on how much the existing program was budgeted for in 2011–12 and the forward estimates?

**Mr J. Leaf:** In the budget estimates themselves, we have not thoroughly worked out how we want to spend that new money. What we have in the budget estimates is contained within a line “Infrastructure power upgrades”, which is certainly where we will spend some of those funds. There is \$7.5 million. The other significant area in which we identified a real pressing need was roof replacements. We have a further \$7.5 million in 2011–12. In 2012–13, those amounts go up, so the infrastructure power upgrades are \$12.5 million and the roof replacement program is \$12.5 million. That is the breakdown as it stands in the budget estimates. We have some latitude to spend money where we think it is most appropriate, and it could be outside of power upgrades or roof replacement.

**Ms R. SAFFIOTI:** The question related to how much was going to be spent regardless of the \$40 million. In relation to the existing program—the existing maintenance—how much was budgeted for in the 2011–12 budget year and the forward estimates?

**Dr E. CONSTABLE:** Is the member asking about preventive maintenance only?

**Ms R. SAFFIOTI:** No. For example, the minister described a \$75 million program in 2010–11, including \$5.8 million in BER. What is the comparable figure in the budget for the budget year and the forward estimates?

**Dr E. CONSTABLE:** The figure for the budget year includes maintenance from recurrent funds and minor works, school grant maintenance and a BER component. For 2010–11, the total I have is \$97 037 000, \$10 million of which is National School Pride money. Then we go to the other things that I read out, which include the concrete cancer repairs and so on, which is \$33 million. The total across those two sections of maintenance and minor works is \$126 million, and this year it was \$90 million. Does that help answer the member’s question?

**Ms R. SAFFIOTI:** Does \$126 million relate to 2010–11?

**Dr E. CONSTABLE:** That is the forecast for 2010–11. As I said, the figures I had were up to April. The forecast for 2010–11 is \$126 million, and if we go forward to the totals in 2011–12, it is \$168 million.

**Mr B.S. WYATT:** What does that include?

**Dr E. CONSTABLE:** It includes all those things that I have indicated.

**Mr B.S. WYATT:** And the extra spending of \$40 million?

**Dr E. CONSTABLE:** I assume that the extra spending of \$40 million is in that as well because that will be spent on concrete cancer and roof replacements.

**Ms R. SAFFIOTI:** How much commonwealth money is included in that 2011–12 figure?

**Dr E. CONSTABLE:** A total of \$6.6 million.

**Ms R. SAFFIOTI:** Does the minister have the figures for 2012–13, 2013–14 and 2014–15?

**Dr E. CONSTABLE:** Yes, I do. They are very much estimates; there is no BER funding in this. The figures are \$79.6 million for the maintenance work, without anything from the BER funding, and at this stage \$57 million for concrete cancer and so on, bearing in mind that by then the \$40 million would have been spent. They are very much estimates. This is one thing we know we have to continue to rejig.

**Ms R. SAFFIOTI:** Just to clarify, it is \$79.6 million in 2012–13 and around \$50 million in 2013–14.

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**Dr E. CONSTABLE:** No; the total is \$79 million for maintenance in 2012–13 and the same figure runs through 2013–14 and 2014–15; and then there are minor works, which includes concrete cancer repairs and power upgrades, which is another amount.

**Ms R. SAFFIOTI:** How much is that?

**Dr E. CONSTABLE:** For 2012–13?

**Ms R. SAFFIOTI:** Yes.

**Dr E. CONSTABLE:** It is \$57 million. They are quite small amounts after that—\$29.9 million and \$28.9 million. We should bear in mind that the programs for concrete cancer and so on will have worked their way through the budget by then and I am sure there will be other areas such as toilet upgrades. New things come in all the time.

**Ms R. SAFFIOTI:** In relation to the \$40 million that is being spent over the next two years—the additional money—the budget paper notes that it will be spent on priority schools. Does the minister have a list of those schools, or could we get it by way of supplementary information?

**Dr E. CONSTABLE:** I do not have it with me now. I understand from Mr Fischer that the analysis of the Building Commission assessments that I tabled some weeks ago will set the priorities for where the priority schools are. That is being worked through at the moment.

**Ms R. SAFFIOTI:** Can that be provided by way of supplementary information?

**Dr E. CONSTABLE:** The work is still being done so there is no list at this point. Perhaps I could undertake to table that list when it is available.

**The CHAIRMAN:** The member may want to put that question on notice.

**Mr B.S. WYATT:** If the minister is going to table that document in Parliament, I will wait for the tabling of it.

**Mr P. ABETZ:** I refer to the fifth dot point on page 404 of the *Budget Statements*. Amongst other things, I note there is an allocation of \$4 million for electronic whiteboards. I recently visited a school in which they were being used and I was quite impressed with the technology. Could the minister advise on the educational benefits of providing these whiteboards or are they just a fad? Also, for teachers who, like me, are not that techno savvy, is training provided for teachers to use them?

**Dr E. CONSTABLE:** This \$4 million over four years has my fingerprints on it. I think I have made 350 school visits since I became minister. One of the things that has struck me as being quite revolutionary in classrooms is the use of electronic whiteboards. All our new schools have them and all the BER buildings have them. They are a very important tool for teaching and learning. I am sure the member has walked into a classroom and seen a group of children sitting on the floor with the teacher working on some project on the electronic whiteboard. I think they are really important. Many schools have used funds from their school grants, as they are able to do, to purchase electronic whiteboards but some schools do not have them in every classroom. I thought it was important to have a project over the next four years to help schools purchase those electronic whiteboards for the very purpose for which they are designed, which I think the member has seen, as I have, in schools.

I am sure some training in the use of these electronic whiteboards is given. In fact, I could give an example of the extension of the use of the electronic whiteboard. We have a cluster of independent public schools in the Mid West—in Coorow, Perenjori and Three Springs—and another IPS school at Beaumaris Primary School in the northern suburbs of Perth in which the teachers communicate with each other through their computers using their whiteboards. There are a number of spin-offs from having those whiteboards in classrooms. I understand that the department does run some training in this area. I would like to ask Mr Metcalf, a principal, to elaborate on the worth of having these in classrooms.

[10.20 am]

**Mr G. Metcalf:** My current school is Roseworth Primary School, where we have fitted out the entire school with electronic whiteboards from kindergarten all the way through to year 7. The application of whiteboards is entirely across the curriculum, so we can have our kindergarten children sign themselves in in the morning. It is drag-and-touch technology, so children can go to the screen, drag their names and they are linked to our information system. It gives the school a log-in point for the children. With an interactive world, we have the use of internet and technologies, and every child has an opportunity to interact with these in the classroom, children can communicate with each other, teachers can highlight text and they can draw from the entire web to add to their curriculum program. In the tender process, when the school accepts a tender, training is a part of that tender

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so the school can call the company that has provided the equipment. There is ongoing support and they will come out and offer professional learning for staff, and as teachers progress through the IT world—as we know, some are at the beginning and some are at the end—we can do structured professional learning for people. It is very much like using a laptop or a computer, and once they have keyboarding skills, they are right, and the rest of it is drag-and-touch technology operating within two screens. As I said, our children from kindergarten on use this technology on a daily basis. It is pretty much that if we do not have them in classrooms, parents would like to have them, kids want to use them and staff are keen to increase their skills. It is a natural progression from where we have come from in teaching in the information technology world.

**Dr E. CONSTABLE:** To summarise, it provides so many more opportunities for collaboration in the classroom, and problem solving and discussion. We see a lot more discussion in those small groups of children working together like that and it increases student engagement and motivation. I understand a lot of research has been done in Britain on the positive aspects of whiteboards that has come up with some very positive results in student learning.

**Mr M.P. WHITELY:** I have a very specific question. I refer the minister to page 399 under “Major spending changes”. The very last line refers to voluntary separation for education assistants and allocates \$3.2 million in 2011–12 and in all the out years. Can the minister specify how many education assistants will be required to accept voluntary redundancy to make these savings? Are any particular areas targeted for redundancy; and if so, what are they?

**Dr E. CONSTABLE:** No one is required to take voluntary redundancy. That is a contradiction in terms obviously.

**Mr B.S. WYATT:** How many do you need to get the \$3.2 million in savings?

**Dr E. CONSTABLE:** The number that has been targeted is around about 150. Because it is an amount of money, it depends on the level that person is at. I understand education assistants working with disabled students, for instance, are generally at a higher level than some other ed assistants because of the skills they have needed to develop. It is an amount of money. The notional number is 150 FTEs, but it could be fewer than that if the whole package is taken up by ed assistants.

**Mr B.S. WYATT:** As a follow-up to that, will the minister target particular areas in offering those redundancies?

**Dr E. CONSTABLE:** We have a surplus of education assistants, strange as it might seem. I will get the director general to elaborate on this in a moment. After education assistants have been employed for two years, they automatically become permanent. We end up with a situation, for instance, in regional areas in particular, where a child with a disability in a primary school requires an ed assistant—quite properly so, through Schools Plus—and if that child leaves that town or moves on, then the ed assistant is permanent and remains at the school. It may be that in a small area that ed assistant cannot be redeployed at a reasonable distance from where they live so, in a sense, that person becomes supernumerary to the needs of the school. I understand when schools are amalgamated they often get this situation. As has happened in a number of instances, for instance, when Hainsworth and Montrose primary schools were amalgamated under the previous government and the new school was opened—I think last year—there were about 20 supernumerary ed assistants, and over time they were redeployed. It does happen that we get supernumeraries, in particular in rural areas.

**Ms S. O’Neill:** The voluntary separation offer closes and needs to be finalised by 29 September. As the minister said, it is 150 education assistants or thereabouts. We have various categories of education assistants. In the first instance, we will consider—it is only the department’s recommendation that goes to the Public Sector Commissioner—and give analysis to supernumerary education assistants. In that, we have various categories of education assistants, including those for disabled students, junior primary education assistants and in the same category we have Aboriginal and Islander education officers and ethnic assistants. We have a full range of people to whom we can give consideration for voluntary separation. The minister is quite right and in the first instance we will look at those who are supernumerary. It is quite a complex task, because we have some education assistants who may work three days a week, but are only surplus for one day a week. That happens, for example, with a child with education support needs who from one year to the next may require a different amount of support. The assistant may be in one year required four days a week and in the next year required three days a week, so the supernumerary component is not a full FTE. We are in the middle of that process right now, with people indicating to us, those who are surplus to need at the moment, their willingness or interest in a voluntary separation scheme. That being said, obviously it is a complex endeavour because at the same time we have increased numbers of students with disabilities. That does not necessarily convert to whole FTEs, so there

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is a fluctuation in the fractional amount of time that education assistants work. In the next month or so we have to finalise some recommendations for the voluntary separation offer.

**Mr B.S. WYATT:** Has any consideration been given to removing the right to permanency after two years?

**Dr E. CONSTABLE:** Not that I am aware. That is an industrial matter, and perhaps the director general can comment.

**Ms S. O'Neill:** That is not policy or legislation that we set. We are governed under the industrial legislation set by other departments, so the matter of permanency is not one that we can decide on one way or another.

**Mr F.A. ALBAN:** I refer again to the fifth dot on page 404, referring to playground equipment for schools. It is only a small budget allocation, but a great initiative. My electorate has many primary schools situated in lower socioeconomic areas such as Herne Hill and Gidgegannup in the hills. What are the criteria for the allocation of this funding, and is there a priority list for these schools that is available already?

[10.30 am]

**Dr E. CONSTABLE:** This is another one of those small parts of this budget that has my fingerprints on it as well. I was in Broome sometime last year and I had a discussion with members of a school community about some very old playground equipment. I am particularly keen to give older schools, particularly schools where parents do not have a lot of resources available to them to raise funds, the opportunity to have their playground equipment upgraded. If we look at our new schools or some of the Building the Education Revolution buildings, particularly in the early childhood area, we see that some really, really good modern equipment is available. We will provide \$2 million over four years to assist primary schools with replacing playground equipment. I am not sure whether the criteria has been worked out, but my view is that this funding is particularly for older schools in low socioeconomic areas that have not had the capacity to replace older equipment as many other schools have been able to do. These schools need safe playground equipment. We need to promote healthy lifestyles and activity in our young children. As we all know, almost every day an article in the newspaper refers to children who are inactive or obese. Therefore, it is very important to make playground equipment available to students. Modern playground equipment is much better than the old rusty metal equipment that we can see in older schools.

I acknowledge the P&C at Broome Primary School for drawing this issue to my attention. I listened and translated their needs into this funding. I am sure there is not a list, but criteria will be developed so that schools can apply in much the same way as they apply for other upgrades, but with low socioeconomic status schools as the prime targets.

**Mr B.S. WYATT:** How many schools does the minister expect will take advantage of the \$2 million?

**Dr E. CONSTABLE:** The funding is over four years, \$500 million a year —

**Mr B.S. WYATT:** It is \$500 000 a year.

**Dr E. CONSTABLE:** It depends what the schools ask for. I imagine that sometimes there would be partnerships with schools providing some and this fund providing some, but I understand \$15 000 to \$20 000 buys a fairly nice selection of playground equipment. I see quite a few schools benefiting from this over the four years.

**Mr B.S. WYATT:** I refer to Indigenous education on page 401 of the *Budget Statements*. Why has the position of the Director of Aboriginal Education been made obsolete?

**Dr E. CONSTABLE:** As minister I have no part to play in the appointment or otherwise of members of the department —

**Mr B.S. WYATT:** Not very much. I am not interested in the minister's role; I am interested in why. If the minister cannot answer, I dare say that the director general can answer.

**Dr E. CONSTABLE:** Just let me finish. Calm down and let me finish.

**Mr B.S. WYATT:** I am very calm, but I have had this answer from the minister in question time and I prefer to hear from the director general.

**Dr E. CONSTABLE:** The member has asked me the question.

**Mr B.S. WYATT:** Yes, I know what sort of answer the minister will give: "I had nothing to do with it. I had no idea." So why not flick it to the person who made the decision?

**Dr E. CONSTABLE:** No, I had not finished. I was mid-sentence and the member interrupted me. Can we start again and can the member calm down?

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**Mr B.S. WYATT:** Come on, it is an important issue.

**Mr P. PAPALIA:** The minister cannot dodge it.

**Dr E. CONSTABLE:** I can see that the member is getting really worked up about this.

**Mr B.S. WYATT:** Funnily enough, I am.

**The CHAIRMAN:** Minister and member, this is not an occasion for a toing and froing across the floor. Is the minister clear about the question asked? Would she like the question repeated?

**Dr E. CONSTABLE:** I would like the question repeated.

**Mr B.S. WYATT:** Why has the Department of Education made the position of the Director of Aboriginal Education obsolete?

**Dr E. CONSTABLE:** The member understands that there has been a major restructuring of the department with the regionalisation of our schools across the state. Through that restructure a number of positions have been restructured in this area of Aboriginal education, which is an area in which I have taken a great interest.

**Mr B.S. WYATT:** But the minister has made no decisions, apparently.

**The CHAIRMAN:** Is that a further question, member?

**Mr B.S. WYATT:** No, I am quoting what she said before.

**Dr E. CONSTABLE:** What is the question now, member?

**Mr B.S. WYATT:** It is the same question. Is the minister confused again? Should I ask it again?

**Dr E. CONSTABLE:** I am not the least bit confused.

**The CHAIRMAN:** Is there a further question?

**Mr B.S. WYATT:** It is the same question.

**Dr E. CONSTABLE:** I ask the director general to give the member detail of this, because these decisions are made by the director general, not by me. Two people now work within the higher levels of the department in the area of Aboriginal education. I ask the director general to elaborate.

**Ms S. O'Neill:** A range of changes have been made to the structure of the central office and a number of director positions abolished as a result. One of the positions is the former Director of Aboriginal Education position. I might add that the contract period of that position came to a conclusion the day before yesterday and so the position no longer exists in the organisational structure.

We are undertaking our management and oversight of Aboriginal education functions in a different way. We will maintain the delivery of Aboriginal education delivery programs as they exist now through a similar structure of a directorate, but through a branch. We have introduced a fresh approach to Aboriginal education innovation by appointing, temporarily in the first instance, an Assistant Executive Director of Aboriginal Education Innovation, which is at a higher level than we have had in the department for some time. Further to that, we introduced an executive principal position for a senior Aboriginal leader in the department to bring hands-on, concrete school leadership experience to our new approach to Aboriginal education. Recently, Weston Jackson, principal of Millars Well Primary School in Karratha, joined our team to lead the new Aboriginal education plan released by the minister and, specifically, the Aboriginal education network schools initiative through which schools will have the opportunity to access a greater range of flexibility to do different things in Aboriginal education. It is well documented that, although modest, we are continuing to make improvements in the area of Aboriginal education. However, we know the gap remains significant. While we continue to do the same things in the same ways year in and year out, we will not get the quantum of change that we not only have signed up to but that we also believe is absolutely necessary for young people into the future.

Coming back to the original question, yes, the position came to the end of its contract period. Yes, the position has been abolished along with a number of other director positions in the central office. We are very keen to move educators from the central office into schools and that has been part of the restructure. We have also minimised the amount of administration and management levels in the office, which has been a criticism of the central office for some time.

**Mr B.S. WYATT:** Where is the Assistant Executive Director of Aboriginal Education Innovation position based?

**Dr E. CONSTABLE:** As I understand, that position is based in the central office.

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**Mr B.S. WYATT:** The position is not based in schools.

**Ms S. O'Neill:** That position is located in our school innovation and reform unit, which is directly related to innovation and school improvement at school level. The position sits in the central office, but both that position and the executive principal position are about schools and will spend the greater proportion of their time in schools.

**Mr B.S. WYATT:** The director general said that the assistant executive director has already been appointed on a temporary basis. Who has been appointed and when will the position be made permanent? I assume there will have to be some form of advertising. Will the Aboriginal executive principal also maintain his role as principal of their school in Karratha; and, if so, what resources are allocated to that position?

**Dr E. CONSTABLE:** To answer the second part of the question, an acting principal will be in that school until the end of the year. I refer the first part of the question to the director general.

**Ms S. O'Neill:** I think the member asked who has been appointed Assistant Executive Director of Aboriginal Education. The person in that position in an acting capacity is Ms Janine Milton, who has good experience through her former work as not only a director of schools but also a principal in her own right and curriculum leader in regional and remote areas working specifically with Aboriginal students. Ms Milton has been appointed for a six-month period. Under the public sector standards we are able to “tap on the shoulder” for six months and then the job will be advertised. We intend to advertise that position, which is initially for three years, for the life of the Aboriginal plan that the minister announced the other day. We intend to do that in the very near future. The other position, the executive principal position, the minister is quite right: Mr Jackson will maintain it. He will be seconded from his school in Karratha. As is often the case in these situations, he will work with us until the end of the year in central office but primarily out in schools. At that point he will return to his school.

[10.40 am]

**Mr B.S. WYATT:** And resources for that role, which was part of my question?

**Dr E. CONSTABLE:** What was the question?

**Mr B.S. WYATT:** The resources allocated to the Aboriginal executive principal?

**Ms S. O'Neill:** If I could clarify: resources in what way?

**Mr B.S. WYATT:** Travel—I assume the department wants that principal to spend a fair bit of time in regional schools.

**Ms S. O'Neill:** That position, like all of our positions on a senior executive basis, will be given a small allocation to ensure they are able to undertake their duties, including travel; stationery; accommodation, if needed; attending conferences, if that is absolutely needed; and a car. General costs to undertake the role will be provided to that position, and any other position in the department that needs it.

**Ms R. SAFFIOTI:** My question relates to accommodation expenditure. I refer to the “Income Statement” on page 410, specifically “Other expenses”. In relation to the Hale House move, 40 staff moved out. Where are they now and what are the long-term arrangements for those staff?

**Dr E. CONSTABLE:** I am not sure where the number 40 comes from.

**Ms R. SAFFIOTI:** The Premier said it.

**Dr E. CONSTABLE:** It is more than that—it is about 100.

**Ms R. SAFFIOTI:** A hundred staff?

**Dr E. CONSTABLE:** A hundred staff. They are in accommodation at Beechboro until the end of the year. The member may be aware that Padbury Senior High School is closing. The numbers at Padbury got down to 296. The decision was made to close that school given the best education for children cannot be provided in a school that small. Staff will be located at Padbury Senior High School, which is in a really good location and also has very, very good buildings. That will bring together under one roof not only the Hale House people but also people from other locations. There is almost an equal number of people at central office who will move to Padbury, to provide direct services to schools. Altogether, there will be about 300 people, in all sorts of areas, including early childhood; literacy and numeracy; English as a second language, and dialect; behaviour management; student disability, including deaf and hard-of-hearing; speech and language development; curriculum; and vocational education. They will all be based there, bringing together all services provided to schools. It is a home base for visiting teachers as well. Many of those people will be out in schools at any one

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time. They will be working together. For the first time we are bringing all those services under one roof. This is part of our reform to put services closer to schools and more available to schools.

**Ms R. SAFFIOTI:** What is the cost of upgrading Padbury? Is there a cost in upgrading to accommodate 100 staff?

**Dr E. CONSTABLE:** I understand it is estimated at about \$2.5 million.

**Ms R. SAFFIOTI:** In relation to central office, the minister noted that some people will move out of central office and go to Padbury, and also of course the Department of Training and Workforce Development is moving out. What will happen to the vacant space in central office?

**Dr E. CONSTABLE:** It is quite a complicated answer. I will ask Mr Leaf, the deputy director general, to answer that. There are approximately 400 people in another location, in Bennett Street. They are part of our shared services and other support to the department. Some planning is underway to see who will move into Royal Street. Again, we will bring as much of the department under one roof as we can, rather than having people spread around different locations. It will be more efficient and effective in running the administration of the department. I will ask Mr Leaf to give the detail.

**Mr J. Leaf:** At Bennett Street at the moment there are 444 full-time equivalents, the majority of whom are engaged in the Education and Training Shared Services Centre. We have not made a decision about exactly what we will do with that component of staff. Also at Bennett Street there are 22 FTEs in financial support services, 22 FTEs in audit and risk management, 20 FTEs in the employee support bureau and 40 FTEs who support information technology services to schools. We intend to move those people progressively into Royal Street. Just over 100 FTEs will move in. We will still have some remaining space in Royal Street following that change. At the moment we do not want to make a decision because, depending on the future of shared services across the whole of government, that could have an impact on our shared services centre. It also depends on our future relationship in providing services to the Department of Training and Workforce Development, and the colleges. As yet there has been no decision. We are waiting to see what the future is.

**Ms R. SAFFIOTI:** In relation to 100 staff in Hale House, how much notification was the Department of Education given to vacate that building?

**Dr E. CONSTABLE:** It has been planned for some time. It was not short notice. We had been planning Hale House anyway. Aside from any other uses of Hale House that were planned, we want to see these services together under one roof to provide a more coordinated service to schools. It has been in our discussions for quite some time.

**Ms R. SAFFIOTI:** Would the minister agree the timing was rushed?

**Dr E. CONSTABLE:** No, it was not. I do not think the planning and timing of it was rushed. I will ask Mr Axworthy, deputy director general, to answer the detail of the question.

**Mr D. Axworthy:** Our tenure at Hale House has been tenuous, shall we say, for a number of years. We have known that we would need to move out of Hale House at any time. Two years ago, we commenced a process of re-evaluation of how we deliver services, particularly services to children with sensory disabilities—that is, hearing and vision—and the other services at Hale House for children with intellectual disabilities, and autism. We wanted a longer term educational plan for these children before we talked about locations and design structures. For some time the staff at Hale House had been involved in helping to develop a plan and came to the conclusion that co-location was the ideal way to move forward, particularly for the early intervention programs involving parents with children who do not have just one disability, they may have several disabilities. Parents spend extra time taking their children to experts at different locations. We developed a plan some time last year to locate the services together. The issue then was to find a suitable location and a budget for us to do those things. As it became more noticeable that student numbers at Padbury Senior High School were declining and it was likely that Padbury would close at some stage, we earmarked Padbury as the site we wished our services to go to.

**Ms R. SAFFIOTI:** Ideally that would have been a move at the end of 2011 to Padbury, rather than an interim move to Beechboro?

**Mr D. Axworthy:** There was always going to be a staged process for this. As it happens, we still have our Cottesloe School for Deaf and Hearing Impaired Children. It was always going to be a timing thing involving moving people from one site to another.

[10.50 am]

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**Ms R. SAFFIOTI:** I refer to a briefing note that we obtained. It is a briefing note from Treasury, or Building Management and Works. The briefing note was to advise the then Minister for Finance—it was in February this year—that the Department of Education had advised that its proposal was to relocate the current occupants to existing accommodation in a metropolitan high school; and that, as this could not occur until the end of 2011, funding would be required to lease a premise for up to 12 months. From that, I understand that it would have been ideal to have been in Hale House until the end of 2011.

**Dr E. CONSTABLE:** If I can just comment, with the move to Beechboro, that was accommodation that the department had anyway, so there was no extra cost in that, other than for the move. We were paying rent there anyway, so it was not a great additional cost to move there temporarily.

**Ms R. SAFFIOTI:** What was the time period between when the decision was made about moving people out of Hale House, or the announcement about moving people out of Hale House, and when they left?

**Dr E. CONSTABLE:** I do not have the answer to that, member.

**Ms R. SAFFIOTI:** Could we be given that by way of supplementary information?

**Dr E. CONSTABLE:** Yes, we can give that by way of supplementary information.

**The CHAIRMAN:** Can the minister please clarify what information she will be providing, and I can allocate a number to it?

**Dr E. CONSTABLE:** The member wants to know —

**Ms R. SAFFIOTI:** The time between when the staff were informed that they had to leave, and when they left.

**Dr E. CONSTABLE:** That is a different question from the one the member asked. The member is now asking when the decision was made public that the Department of Education employees working in Hale House would be moving.

**Ms R. SAFFIOTI:** Yes, and when they moved.

**Dr E. CONSTABLE:** And when they moved; so, two dates—when the staff were advised, and when the public announcement was made?

**Ms R. SAFFIOTI:** Were they at different times?

**Dr E. CONSTABLE:** I do not know.

**Ms R. SAFFIOTI:** Does the minister want to provide all three dates?

**Dr E. CONSTABLE:** Okay. We will provide all three dates—when the staff were advised, when the announcement was made, and when they moved.

**The CHAIRMAN:** For the benefit of *Hansard*, I think we should have a more succinct version of that on the public record.

**Dr E. CONSTABLE:** The member wants to know when the Department of Education employees working in Hale House were informed that they would be leaving Hale House and moving out of Hale House; then she wants to know the date on which that was publicly announced; and then she wants to know the date on which they actually left Hale House.

**The CHAIRMAN:** Terrific. Thank you very much, minister.

[*Supplementary Information No B43.*]

*Meeting suspended from 10.52 to 11.03 am*

[Mr J.M. Francis took the chair.]

**The CHAIRMAN:** Member for Victoria Park.

**Mr B.S. WYATT:** I refer to page 401, the fourth dot point, headed “Services to Students”. There is no specific line item in the budget for Schools Plus. What is the total expected budget for Schools Plus in the 2011–12 financial year?

**Dr E. CONSTABLE:** We do not have a discrete budget for Schools Plus.

**Mr B.S. WYATT:** No, but there must be an expected —

**Dr E. CONSTABLE:** I am told by Mr Roach that it is around \$200 million.

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**Mr B.S. WYATT:** How many students applied for Schools Plus funding in the academic year 2010?

**Dr E. CONSTABLE:** In the academic year 2010, the number of children who received Schools Plus—I do not have the number of applications —

**Mr B.S. WYATT:** I have that from the annual report. How many applied?

**Dr E. CONSTABLE:** I do not have the number of applications for Schools Plus. Mr Axworthy has those figures, so I will pass over to him.

**Mr D. Axworthy:** If the question was how many applied, I am sorry, we do not have that information here, but we can provide it as a supplementary. I can tell the member how many students have been deemed eligible and how many are currently on the Schools Plus books.

**Mr B.S. WYATT:** With respect to that supplementary, what I am keen to know is: how many students applied for Schools Plus funding in the academic year 2010?

**Dr E. CONSTABLE:** So, as a supplementary: how many students applied in the academic year 2010?

**Mr B.S. WYATT:** Yes. I will put this question on that supplementary as well: how many students have applied so far in the 2011 academic year?

**Dr E. CONSTABLE:** Is that up to 1 June or 31 May?

**Mr B.S. WYATT:** The most recent figures.

**Dr E. CONSTABLE:** That might be quite hard. Let us set a date.

**Mr B.S. WYATT:** Let us say at the end of May.

**Dr E. CONSTABLE:** If we can do that in a week, we will.

**Mr B.S. WYATT:** Okay.

**Dr E. CONSTABLE:** It is just that that is very recent information. Therefore, the supplementary is the number of applications for Schools Plus during the school year 2010 and the number so far, and we will put a date on what that is, for this —

**Mr B.S. WYATT:** For 2011.

**Dr E. CONSTABLE:** Yes—for 2011. Of course, children do not apply.

**Mr B.S. WYATT:** No; but applications on behalf of children.

**Dr E. CONSTABLE:** Applications on behalf of children.

**The CHAIRMAN:** I am sorry, member for Victoria Park, but can I deal with this one?

**Mr B.S. WYATT:** Sorry?

**The CHAIRMAN:** Can I allocate a supplementary information number?

**Mr B.S. WYATT:** Yes, thank you.

*[Supplementary Information No B44.]*

**Mr B.S. WYATT:** I move to my final question on this matter. I dare say the minister may have this information here. The expected budget for Schools Plus in 2011 is about \$200 million. To get to the figure of \$200 million, there must be an assessment of how many students the department is expecting to fund in 2011.

**Dr E. CONSTABLE:** I can give the member the answer to his question.

Eight groups for disability are included, and for this year, year 2010, the number was 7 675. I am sorry, that figure includes other children—it is 7 185.

**Mr B.S. WYATT:** I am sorry—7 185?

**Dr E. CONSTABLE:** Yes—7 185.

**Mr B.S. WYATT:** For 2010? Is that figure for 2010?

**Dr E. CONSTABLE:** I do not have a date on that. I am advised that Schools Plus provides targeted funding to public schools. It is current; the figure 7 185 is current.

**Mr B.S. WYATT:** For what year? Is that the assessment for —

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**Dr E. CONSTABLE:** As at this time it is 7 185. Of course, during the school year that number would change. And they all get varying amounts of assistance so we cannot do a direct calculation.

**Mr B.S. WYATT:** I understand that.

**Ms R. SAFFIOTI:** I refer to page 401 and the third dot point “Behaviour and Attendance”. My question is about school-based police officers. Although an election promise, I understand that the reinstatement of school-based police officers is not happening. My question is: will that happen?

**Dr E. CONSTABLE:** There are no school-based police officers, but there are a number of activities and discussions around that space and I will ask the director general to speak about that. However, the member needs to keep in mind that even if there were school-based police officers, they would not be a part of this budget; they would be a part of the police budget.

**Ms R. SAFFIOTI:** Yes. However, it was promised, as part of the better behaviour in public schools election commitment, to reinstate school-based police officers. I will wait to hear from the director general.

**Dr E. CONSTABLE:** I will ask the director general to elaborate.

**Ms S. O’Neill:** The relationship that we have with police, particularly in the area of behaviour, is that a police sergeant has been seconded to the role of police schools safety liaison officer. The police officer, who is located in central office, liaises with schools and regions to support initiatives that prevent and manage violence in schools. In addition to that, we have been working with WA Police on a number of major initiatives, including the keeping our workplace safe strategy, the Crime Stoppers in school pilot and a program for internet safety. We have been working alongside Crime Stoppers, police from the major crime division and regional police officers. We piloted the Crime Stoppers in schools initiative with police in two schools, Kinross College and Southern River College, and this program certainly increased students’ awareness of the Crime Stoppers initiative and fostered better relationships between WA police and school students. Further to that, we have been working with the police and citizens youth clubs, along with the police, and we are looking at being in partnership with the PCYC to develop programs that assist those students, young people in particular, who are disaffected and are at risk of offending, or have indeed offended. We have some of these already in place; therefore we are building on good practice. Although we do not have school-based police officers in place, the Commissioner of Police and I have worked together on the PCYC initiative, as have police officers, over the past 12 months, to develop a partnership plan and look at how we will be able to make greater use of PCYC centres. Police officers will be working with students and some already do. Just recently we have looked at, with the police, how we can best maximise the use of the PCYC in a school-related initiative, that although not based in schools, will provide the same sort of programs and support that school-based police officers previously provided through the PCYC.

[11.10 am]

**Ms R. SAFFIOTI:** That police officer working from the central office is mentioned in last year’s annual report from the Department of Education. Has funding been allocated in 2011–12 to continue that role?

**Ms S. O’Neill:** Yes, that secondment continues.

**Ms R. SAFFIOTI:** In relation to the government’s election commitment to reinstate school-based police officers, has the government abandoned that commitment?

**Dr E. CONSTABLE:** That commitment was made through policing. More recently we have looked at the sorts of things that the director general has just outlined—partnerships with police that are appropriate rather than a blanket notion that police officers should be in schools. I do not see too much benefit in having police officers in schools; I would rather see police officers working with targeted groups of students who may be at risk of offending or maybe have offended, and working on particular programs in schools such as those that the director general has outlined. In the end, that will be far more valuable to help at-risk students than simply having police in schools providing a policing type of activity, which I see, quite frankly, as quite negative.

**Ms R. SAFFIOTI:** The minister’s view sounds perfectly reasonable, but has the government abandoned —

**Dr E. CONSTABLE:** I have not been involved in any discussions that suggest that the government has abandoned that commitment, because that commitment is part of the police portfolio; it is not part of education. However, we have been working as closely as we can with police in order to develop some of these programs—trailing the ideas—to see what will work best with students at risk. I am most interested in helping kids who are at risk; I want to see them complete school and have an opportunity. If working with the Commissioner of Police, the Minister for Police and PCYCs will help those kids, we should be doing it.

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**Ms R. SAFFIOTI:** Those are all valid comments, but is anyone in government actively pursuing this election commitment?

**Dr E. CONSTABLE:** I have not been involved in any discussions about that commitment in recent times.

**Ms R. SAFFIOTI:** I have a particular issue in relation to Ballajura Community College, about which I have written to the Ministers for Education and Police a number of times. In the Minister for Police's reply in 2009, he wrote that the Commissioner of Police would meet with the Minister for Education to discuss the proposal of school-based police officers. Has the minister met with the commissioner?

**Dr E. CONSTABLE:** I have probably had three discussions with the commissioner over the past couple of years about the relationship between education and WA Police that covered topics along the lines of those mentioned a moment ago—ways in which we can work together to support young people at risk. Those ideas have been translated into the sorts of programs and pilot programs we are testing out, which the director general has commented on.

**Ms R. SAFFIOTI:** Therefore, the minister does not support the election commitment to reintroduce school-based police officers.

**Dr E. CONSTABLE:** I support ensuring that young people who are at risk have the best opportunities. Can the member show me a line in this division that says anything about this matter? It is not part of—

**Mr B.S. WYATT:** Come on! The minister has been answering this question for ten minutes; she cannot fall back on that now.

**The CHAIRMAN:** Thank you members!

**Dr E. CONSTABLE:** I have given my point of view on how we should proceed; I think that is good enough.

**Ms R. SAFFIOTI:** This is the estimates committee, and this is a major election commitment from the government of which the Minister for Education is a part. It was a major election commitment of the education portfolio. There is a section in the *Budget Statements* that addresses behaviour and attendance. From all perspectives, my question is a legitimate one. I ask again: does the minister support school-based police officers?

**Dr E. CONSTABLE:** There is no funding in this budget for them.

**Ms R. SAFFIOTI:** But does the minister support them?

**Dr E. CONSTABLE:** I support a strong relationship between education—

**Ms R. SAFFIOTI:** Is the minister saying that she does not support the government's election commitment?

**The CHAIRMAN:** This debate is going around in circles; we will move on.

**Mr F.A. ALBAN:** I refer to page 403 of the Budget Statements, "Asset Investment Program", and the third last dot point addressing the provision of air conditioning for schools. Has the policy been amended so that all new public schools, both under construction, but also in the future, will have air conditioning as standard; and, can schools choose to install refrigerated air conditioning if they undertake to cover the extra costs?

**Dr E. CONSTABLE:** I thank the member for the question about air cooling. I point out that there are two parts to this answer. There is the air cooling of the Building the Education Revolution program buildings and I compliment those in the department who have been involved in the BER program. As we know from the national report, it has been executed extremely well and in many cases under budget. It has been executed so well that some funds are left over from projects done up until about February this year. When we found those available funds—I think they totalled \$23 million—we applied to the commonwealth government to use them to air cool all of those BER buildings. I think I am correct in saying that we hope to have all of those buildings air cooled by the end of this calendar year; therefore, those buildings will be ready for next year.

At the same time, we have looked at the air cooling of schools in general. As the member knows, the process of air conditioning and air cooling in schools goes back to the 1970s when it first happened. Schools in various parts of the state have gradually become air conditioned or air cooled. Not surprisingly, with the heat we had last summer, there was a lot of discussion about the air cooling of schools. It was something we were looking at anyway; we were trying to see if we could move that air-cooling zone closer to the coast so that in the next two years there will be air cooling of all schools up to a line that approximates the freeway. There will be a few schools air cooled on the other side of the freeway. The total amount being spent in the next two years will be \$23 million from the BER program and \$22 million from the state government's project. The \$22 million will be spent over two years and the \$23 million will be spent by the end of this year. I understand that that will push to capacity the supply and the installation of that air cooling. We cannot do any more than that in that time. In the

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following two years, the rest of the schools through to the coast will be air cooled. Therefore, all schools will be air cooled. Geraldton, parts of the Mid West and parts of the south of the state are also included in that plan. I think the member asked me about —

**Mr F.A. ALBAN:** Ongoing schools; new construction —

**Dr E. CONSTABLE:** All newly constructed schools will have air cooling as part of their construction brief.

**Mr F.A. ALBAN:** I have already asked this, but I will mention it again. I have been asked by some schools whether it is possible for them to choose refrigerated air conditioning in parts of their schools if they provide the funding required for it.

**Dr E. CONSTABLE:** At this stage, there is no facility to do that because we are concerned about the ongoing costs of the utility; that is an expense that would be borne out of school grants. We believe that evaporative air cooling is very efficient in most classrooms because in classrooms windows and doors are often open; therefore, evaporative air cooling is more appropriate for those schools. At this stage there is no facility for schools to be able to do that. If there are special individual cases, I am sure there could be discussion about those. The recurrent cost is the problem.

[11.20 am]

**The CHAIRMAN:** If members may allow me, I might undertake my right as the Chairman to ask a further question on this issue. It is great news, but when I see the weather reports, the hottest part of Perth in summer and the coldest part in winter is always in Jandakot in my electorate. In the middle of winter it is always the coldest part of Perth, and it is always the hottest part in summer. My electorate faces the extremes of seasons. I am happy that most of the schools in my electorate have received heating and cooling in round one. Can the minister alleviate the concerns and the criticisms of some members on the way that the schools were selected and the order in which they were done? I am confident they were done on a scientific basis.

**Dr E. CONSTABLE:** Are we are just talking about the metropolitan area now, Chair?

**The CHAIRMAN:** Yes.

**Dr E. CONSTABLE:** The idea was just to move that line towards the coast. So the line, the relative strain index that is calculated by the Bureau of Meteorology, indicated that that is the way it should go—just move towards the west. When we looked at the number of schools involved, an easy line on the map was the freeway in the metropolitan area. We then looked at that line on the map—I will get one of the officers to elaborate if necessary—and we saw that there might have been schools that were very close together. Schools on the western side of the freeway were included as well, because it would not have made sense to have two schools very close to each other but one was air cooled and not the other. That was taken into account as well. That has covered everything that needs to be covered.

**Mr B.S. WYATT:** A letter the minister received from Senator Chris Evans on 4 January stated —

As you may be aware, the BER Guidelines do not prevent Education Authorities allowing School Communities to provide the necessary funding for the installation of air cooling in BER buildings.

It is a pity this issue was not thought about previously. The air conditioning would have been installed when the premises were built.

**Dr E. CONSTABLE:** If I could just I comment on that —

**Mr B.S. WYATT:** The minister can comment when I have got my question out. Can parents and citizens associations that have raised the money for air conditioning themselves—there are plenty of them—seek through this program to install the air conditioning, whether it is pursuant to the minister's guidelines, and seek reimbursement from the government through this particular policy?

**Dr E. CONSTABLE:** On the first question relating to Senator Evans, let me point out that originally the rules for BER buildings were that they were to be built according to local policies and state government policies. That is exactly what happened. It was after the savings were made that we were then able to apply to the commonwealth to use those funds.

**Mr B.S. WYATT:** The point I make is that, if it was thought about before, the policy could have been changed—or the minister—and the air conditioning could have been installed as each BER building was constructed.

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**Dr E. CONSTABLE:** The policy was according to the air cooling zones, which were the air cooling zones that were left in place from the previous government. The member could have changed it when he was in government.

**Mr B.S. WYATT:** But there was no BER funding then, the minister may realise. The minister could have just done it. Never before has there been that sort of spending.

**Dr E. CONSTABLE:** It is not possible to just do it, member. He is being very simplistic.

**Mr B.S. WYATT:** The minister has just done it recently.

**The CHAIRMAN:** The member for Victoria Park will get all the opportunity to ask all the questions he wants. I just ask that he does not talk over the top of the minister when she is answering questions.

**Dr E. CONSTABLE:** Member, the change in the air cooling zone requires a lot of research and a lot of thought.

**Mr B.S. WYATT:** It is moving it to the coast, is it not?

**Dr E. CONSTABLE:** I understand that when Labor was in government between 2001 and 2008, the air cooling zones were reviewed and the policy did not change.

**Mr B.S. WYATT:** We certainly would not have missed out on having the commonwealth fund it as they were being built.

**The CHAIRMAN:** Did the member for Victoria Park not hear a word I said?

**Dr E. CONSTABLE:** I understand that the commonwealth did fund some buildings over that time, and air conditioning was not put in—air cooling was not put in either. There does not need to be BER funding to have the commonwealth fund buildings.

**Mr B.S. WYATT:** What about my question about reimbursing P&Cs that have already raised money for air conditioning?

**Dr E. CONSTABLE:** I think the short answer to that is yes, but I will ask Mr Trifunovic to elaborate for us.

**Mr M. Trifunovic:** Can I just say that previously installed air cooling into BER buildings will be reimbursed. That is in the process of being arranged now.

**Dr E. CONSTABLE:** I am not sure that that was the question. Did the member say in the future or those that have spent the money already?

**Mr B.S. WYATT:** Those that either have spent it or are spending that money.

**Dr E. CONSTABLE:** I thought the member said in the future, originally.

**Mr B.S. WYATT:** One final question, minister: The e-newsletter that recently went out from Hon Michael Mischin states on the issue of air conditioning —

This decision by Mr Barnett will make sure all new schools are air conditioned and that existing schools are fitted with air-conditioning before next summer.

Have I somehow got the minister's policy wrong? This is a four-year policy.

**Dr E. CONSTABLE:** The air cooling program is over the next four years.

**Mr B.S. WYATT:** Right; I thought he had that wrong.

**Mr A.J. WADDELL:** I refer to the third dot point, entitled "Behaviour and Attendance", on page 401 of budget paper No 2. The minister put out a press release on 23 May entitled "Campaign to boost school attendance focuses on the positives, not punishment". In that press release the minister indicated that there is a \$450 000 campaign, which will include a grassroots campaign as well as an advertising program in 10 metropolitan schools to boost attendance. How much will be spent on the advertising campaign, and how much will be spent on the actual grassroots recognition program within the 10 schools?

**Dr E. CONSTABLE:** I will just get that information. The advertising campaign is television, radio, cinemas and buses. There is a lot of very good research done targeting the sort of TV programs the children and parents watch and so on. It was very carefully researched. I think the member is running together more than one thing—the advertising campaign and the other things we are doing, which the member mentioned.

**Mr A.J. WADDELL:** Yes—the grassroots recognition program. I would not think there would be much change out of \$450 000 if the advertising is going to television, radio, buses and cinemas.

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**Dr E. CONSTABLE:** I will get this checked for the member, but it is my understanding that the advertising campaign itself is \$450 000. There are other funds being spent on other aspects of the campaign. This all comes out of a report written by the Auditor General in which he recommended that there be a campaign of this sort to alert parents and students about matters of attendance. It was a straight recommendation from him to do this. There are other aspects of that campaign as well. I will ask Mr Axworthy to elaborate on other details of that campaign. I think that is what was mentioned in the media release—some of the other things that are happening as well.

**Mr D. Axworthy:** The campaign in its total has a number of aspects, including the publicity campaign that we have just spoken about. At the grassroots level, it is a campaign of talking to parents, involving communities around their school and looking at things so that we get the message out that it is important that children attend school every day, that they do not take days off and that every day off is a day that they are not benefiting from schooling. The total package of programs that was announced last year exceeds \$6 million over the course of this program to benefit children and to see that they attend school regularly. A large amount of this is being committed not through the public media campaigns but at the grassroots level, with local P&Cs and local community groups joining with local shopping centres to run campaigns that reinforce the message that children should be at school during school time.

[11.30 am]

**Dr E. CONSTABLE:** I have picked up a couple of interesting things in my discussions with schools that I think are worth mentioning as they are quite worrying. There are a number of reasons why children do not go to school: they may be ill or there may be family reasons. The children who are being targeted are obviously kids who should be at school but are not going to school; that is, they are truanting. It is a small part of attendance but a very important part for us to get a handle on. We usually think of truanting as the cause of non-attendance but a couple of new causes have come to my attention lately that I suppose we could relate to parents' way of life. For instance, it is not unusual for children of fly in, fly out workers to take time off when their parent who is a fly in, fly out worker is at home. The impact on the lives of those people is such that they want to be with their kids or they want to go fishing for a few days so they take their kids. That is a new area of non-attendance that we have to deal with, and we have to work with those parents. I am particularly concerned about that happening with children in primary school and lower primary—those early years when children learn to read.

The other group of parents who are taking their kids out of schools are parents buying low fares to travel to places such as Bali during school time. I have raised this issue with a number of principals to try to get at least an anecdotal handle on it because I think we should be looking at it more deeply. In one school the principal said that one family of children was taken out of school three times during school term to go on such holidays. I can see why it is tempting to families. They want to have a family holiday and the fares are not expensive, so they think that a couple of weeks will not hurt their kids but if they do that regularly, it adds up to a large chunk of a child's school life. Six weeks a year is a lot of time off. We have some major issues to look at.

**Mr A.J. WADDELL:** I think I have both categories in my electorate—the fly in, fly out workers and the occasional holidays—given that my electorate has a large concentration of fly in, fly out workers. That is of considerable concern to me. I would be interested in a little more detail, particularly how much of this \$6 million that has been outlined has been allocated to each of the 10 schools listed in the original press release? Perhaps the minister could provide that by way of supplementary information if it is a bit difficult to get now.

**Dr E. CONSTABLE:** I think the member is talking about the attendance improvement measure schools. Forty were identified last year, and I think 10 of them were mentioned in the media release. We will see whether we have information on the amount of money budgeted for the AIM schools.

**Mr D.A. TEMPLEMAN:** While the minister's advisers are looking for that information, can I ask a follow-up question?

**Dr E. CONSTABLE:** Certainly.

**Mr D.A. TEMPLEMAN:** When was the last time a parent was formally charged under the act for their child not attending school?

**Dr E. CONSTABLE:** It has not happened in my time as minister. It is a very rare occurrence. Steps are taken to work with parents before they are charged. I am sorry; the last time a parent was charged was last year. It happens so infrequently that I could not remember the last time it happened. A lot of steps are taken to work with parents before we get to that point. I am concerned from time to time when I receive letters from a grandparent worried that their grandchild is not attending school and we discover there are all sorts of reasons for that. It is

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very rare to find occurrences of children not going to school at all. The director general may like to come to that in a moment.

Going back to the earlier question, the total funding to AIM schools in the school year 2011 is \$2 027 096. Last year almost exactly the same amount of money was provided; in the school year, it was \$2 058 246. The schools were chosen because of low attendance, so schools could use those funds in the way they saw fit to increase attendance. We have seen some good increases in the number of attendances.

**Mr B.S. WYATT:** To follow up, the minister's media release states —

The \$450,000 campaign includes advertising and a grassroots recognition program in 10 metropolitan secondary schools to boost attendance.

Does that grassroots recognition program in the 10 metropolitan secondary schools fall within that allocation of just over \$2 million?

**Dr E. CONSTABLE:** This was just for the AIM schools, and they are AIM schools.

**Mr B.S. WYATT:** What will each of those 10 secondary metropolitan schools receive to implement the grassroots recognition program?

**Dr E. CONSTABLE:** I do not have the list of those 10 schools. I have an entire list of schools. If the member can mention a couple of names, I will give him some examples.

**Mr B.S. WYATT:** This is from the minister's media release.

**Dr E. CONSTABLE:** I do not have the media release in front of me.

**Mr B.S. WYATT:** The minister can provide those figures by way of supplementary information. The schools include Swan View Senior High School, Gilmore College, Belmont City College —

**Dr E. CONSTABLE:** Gilmore College received \$140 420 last year and \$95 450 this year.

**Mr B.S. WYATT:** Can the minister provide those figures for those 10 schools by way of supplementary information so that we are not sitting here for the next 10 minutes going through figures?

**Dr E. CONSTABLE:** I would be happy to read them to the member.

**Mr B.S. WYATT:** Is the minister happy to provide that information if she has the figures?

**Dr E. CONSTABLE:** Yes, of course. I will provide information on how much funding the 10 schools mentioned in the media release received towards the attendance program.

[*Supplementary Information No B45.*]

**Dr E. CONSTABLE:** I ask the director general to clarify the answer given to the question asked by the member for Mandurah. In fact, two parents were prosecuted in 2010.

**Ms S. O'Neill:** In 2010 two parents were prosecuted for failing to ensure that their children met the requirements of school attendance under the legislation. It was the first time that action had been taken since the legislation came into effect in 1999. We also initiated six responsible parenting agreements relating to student attendance.

**Mr D.A. TEMPLEMAN:** I understand that there is a process and I understand that that is the best way of working through it rather than clogging the courts. Given that we have such a rampant problem with non-attendance, particularly in some of our high schools, surely the trend would be towards perhaps following a more stringent process for having some of these parents front up. When I first moved to the Peel in the 1980s, the truant officers, as they were known then, would be at the court with a parent quite regularly saying, "Your kid isn't going to school and you are responsible." I am all for working with parents but if we have a tsunami of parents abdicating their responsibility, why are we not pursuing more of them?

**Dr E. CONSTABLE:** I am not sure about the member's comment that we have a rampant problem because we are gradually improving attendance. The efforts that we are taking are improving attendance. There are some serious attendance problems, and that is why we have recognised it by providing funds to the AIM schools. At the same time, the overall attendance rate is very gradually starting to turn after a fall during the past few years. We see an improvement not only generally across the state, but also in Aboriginal children's attendance. It is small but we are starting to see it move in the right direction. On the other part of the member's question, we have to put in place a series of steps before we get to prosecution. We might be able to assume, at least in some of those cases, that going through those steps gets kids back to school, and we prosecute in only a very few cases. We are required to go through those steps; we cannot just leap in and prosecute. When non-attendance is drawn to the department's attention, we have to go through all those steps.

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[11.40 am]

**Mr D.A. TEMPLEMAN:** We know that last year there were two prosecutions. Since 1999, when legislation was enacted, how many formal court proceedings have we had?

**Ms S. O'Neill:** Two.

**Mr D.A. TEMPLEMAN:** Is that since 1999?

**Ms S. O'Neill:** Yes, that is right.

**Mr D.A. TEMPLEMAN:** I find that remarkable.

**Dr E. CONSTABLE:** The member needs to hear the background to understand it.

**Ms S. O'Neill:** To get to the point of prosecution, which is outlined as a strategy of last resort, schools work tirelessly to keep at school the few students who are not attending regularly. They undertake a range of initiatives, including in some country areas—although not only country areas—picking the kids up themselves. Schools are very committed to ensuring that students are in schools. They work very closely with parents, as they are required to do. Many of the students we are talking about have a range of issues in their lives, and non-attendance is a manifestation of those issues. They are very often involved with school psychologists, counsellors and other care agencies apart from our own and, very often, so are the parents. In some cases, of course, the parents are not involved at all, so schools work directly with parents. We have school attendance agreements with parents. With the Department of Health, we run the positive parenting program courses to supplement what we are doing in this space. We translate all of the material into languages for the full range of people who are impacted. An enormous amount of effort goes into getting students into school and making sure they are attending for the time required by the legislation. Certainly, prosecution is available to us, but when we prepare the cases for prosecution we are required to outline the full range of strategies we have put in place to achieve better student attendance. It is the case that we have taken some measures with some families to achieve better attendance and their attendance has improved. For a time it does improve, but it might go back into a cycle and we start the process again. It is simplistic to suggest that prosecution is the only mechanism available to us. There have been some fairly high-profile cases, as we saw last year, on this issue.

**Mr D.A. TEMPLEMAN:** But only two in 13 years have been prosecuted. I put it to the director general, through the minister, or perhaps to the minister, that that figure of two is low, given that we know—I accept that the department, teachers, support staff and student services are working absolutely wonderfully in doing all the hard work—that we have a major problem with truancy or lack of school attendance in a number of schools. I believe that that is particularly a problem in secondary schools, but not always. Nevertheless, the minister is telling me that under the legislation we have only got to the courts two successful prosecutions in that 12 years. I find that remarkable. Minister, do not worry; I am not a rampant right wing, big stick advocate, but I find it remarkable that only two cases have appeared before the courts.

**The CHAIRMAN:** I ask the member to come to his question.

**Mr D.A. TEMPLEMAN:** I do not want to identify the schools because that is not going to help. I am aware that some schools in my electorate have 70 per cent non-attendance, which is under the 90 per cent target. We have to come back to parent responsibility in this matter. I am asking: when does it get to the point that the department goes down the line of formally charging a parent under the act for their child's non-attendance?

**Dr E. CONSTABLE:** I will get the director general to give the member the detail in a moment. It is also remarkable that two prosecutions happened under this government, and there were none under a Labor government. We need to look at the process we go through, which might be what the member is asking. Given it is fairly long process involving a number of steps, it seems to me that students who are being managed in that way would be attending school for a while, as the director general said a moment ago, and then maybe they slip back, and we start the process again. We do not continue the process if we get them back to school. It is hard to get to the point of prosecution, from what the director general has been telling us, but I ask her to comment.

**Mr D.A. TEMPLEMAN:** I will not ask any more questions on it.

**Dr E. CONSTABLE:** It is a very important issue.

**Ms S. O'Neill:** Obviously, there are students whose attendance is insufficient for their progress in school. That is well established. It is true to say that over some years we have not pursued, necessarily, a prosecution right until the end point, because it is punitive, and as we engage with those families, a lot of the relationships and the developments in the attendance with those families is productive along the way. That is not to say it continues to be entirely productive towards the end. Some of the problems we have are engaging with the families and

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finding the responsible parent. As the member already indicated, we are trying to work with particular families to take much greater responsibility for attendance. We are responsible for dealing with the kids when they get to school, so it has to be a shared undertaking. As a final measure with prosecution, over many years we have tried to work with families, because the families that are being prosecuted are the families that can least afford to pay the fine. It is not a huge fine. It may assist in that student coming back to school; it may not, as well. A recent high-profile case has resulted in one of the children from the family being more engaged, and the other not so engaged, with one student considering leaving school altogether. From the education department's perspective, we have drawn a line in the sand, I guess, over the past few years and we are doing exactly what the member is asking us to do and pursuing the cases much more vigorously than ever before since 1999. Hence, there have been two prosecutions in the last year and none previously. We are in furious agreement with the member: where a prosecution is necessary and where we can demonstrate that we have exhausted every other avenue available to us—as we are required to do; otherwise it does not proceed—we are doing that now.

**Mr A.J. SIMPSON:** I refer the minister to page 403 of the *Budget Statements*, and the line showing a total of \$849.9 million to improve infrastructure for public schools throughout the state. I am excited to see in the budget that the new West Byford primary school is in line to start building and will be open in 2013, and also the first stage of the Byford high school, which is great for my community. Can the minister update us on other achievements of the government in infrastructure build?

**Dr E. CONSTABLE:** Was the member's question about the \$68.7 million?

**Mr A.J. SIMPSON:** I refer the minister to the first line of the asset investment program on page 403 of the *Budget Statements*, "... improving infrastructure for public schools throughout the state".

**Dr E. CONSTABLE:** We had a discussion earlier about the capital expenditure for 2011–12, which is \$849 million. This relates primarily to improving infrastructure in schools throughout the state. There is always an ongoing need for new schools. In the metropolitan area, when we look to the northern suburbs, the Wanneroo area particularly, we find an enormous need to build new schools. In fact, a number of primary schools there are now full, so there is a need to build. Pearsall will be one of the new primary schools. There is enormous pressure in the member for Darling Range's area in the southern part of the city. I have been down there with the member and seen the developments, and when driving around it is obvious that we will need to build new schools there. I am pleased that the member is pleased with Byford West because I think that it will take pressure off Marri Grove, which I visited with the member. All these schools—Baynton West in Karratha, East Dalyellup, Pearsall and Byford West—will be open for the beginning of 2013. Those four schools will cost \$65.7 million. Through our statewide planning, we are constantly looking at developments in demographics to see where those new schools will be needed. A new primary school is being built at the new developments at East Dalyellup in the member for Collie–Preston's electorate. The second stage of the high school is also underway. Ashdale and Atwell are also underway in the northern and southern parts of the metropolitan area respectively. We have a constant need to monitor population growth and where the developments are being built, to ensure we are ahead of the game to provide schools for children living in those new areas.

[11.50 am]

**Mr B.S. WYATT:** The first bullet point on page 400 of the *Budget Statements* states —

Integrated children's service centres being located at or near schools servicing identified low socio-economic communities.

I note the Premier's comments in *The West Australian* in December last year —

Schools will get big increases in resources to add nurses and dental clinicians, daycare and kindergarten classes for children as young as three to their services.

...

... the next Budget would include money for capital works to begin turning schools into parenting hubs.

What is the total amount in the education budget for resources to add nurses and dental clinicians, day care and kindergarten classes? How much money has been allocated for capital works to begin turning those schools into parenting hubs?

**Dr E. CONSTABLE:** Could the member repeat those things that he just listed?

**Mr B.S. WYATT:** The article states —

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... resources to add nurses and dental clinicians, daycare and kindergarten classes for children as young as three ...

...

Mr Barnett said the next Budget would include money for capital works to begin turning schools into parenting hubs.

How much money has been allocated to do those things?

**Dr E. CONSTABLE:** I cannot comment on dental clinics and nurses in schools because that is part of the Department of Health budget and the figures do not appear here. I do not have those figures.

**Mr B.S. WYATT:** I presume there would have to be some consultation with the minister about this process.

**Dr E. CONSTABLE:** There may well be, but it is not in this budget, so I cannot comment on it.

**Mr B.S. WYATT:** What about the capital works?

**Dr E. CONSTABLE:** A number of different terms are being used. The Premier talked about integrated children services.

**Mr B.S. WYATT:** He said “include money for capital works to begin turning schools into parenting hubs”. How much money is in the budget for capital works to do that?

**Dr E. CONSTABLE:** A number of centres are planned and some will be finished this year. The children and family centres will be located in five locations with particularly high enrolment of Aboriginal children. I will give the member the dates that the centres are being built. The children and family centre at Halls Creek is being built and will be completed in September–October. The Fitzroy Crossing centre is scheduled for completion in January next year. The Kununurra centre will be built by December 2012, slightly away from the school, but on the same block. Centres in Roebourne and in the old education district of Swan will be built by December 2013.

I understand that 16 schools have a range of integrated services. We are looking at those schools to see what they are doing, and doing well, for our future planning. I ask Mr Metcalf to comment on that. Roseworth Primary School is one of those schools. Challis Early Childhood Education Centre is also often quoted as doing a wonderful job. Wyndham Park Primary School and Neerigen Brook Primary School —

**Mr B.S. WYATT:** I am aware of those. The question is: how much money in the 2011–12 budget will go into which schools to create parenting hubs? I quoted the Premier’s own words; there must be money here somewhere.

**Dr E. CONSTABLE:** The money that the member is talking about will be spread across a number of portfolios —

**Mr B.S. WYATT:** To turn a school into a parenting hub must involve education capital works. How much money is in the budget for that?

**Dr E. CONSTABLE:** The member should let me finish my answer before he interrupts again. We already have 16 schools with the sorts of services the member is talking about. We are building the children and family centres. Another four centres, which include childcare services, are being built in low socioeconomic status areas.

**Mr B.S. WYATT:** Which schools is the minister referring to?

**Dr E. CONSTABLE:** I will get those names for the member in a moment. While all that is happening and a number of schools have dental clinics and child health nurses, we are in a planning phase. There is no money in this budget specifically —

**Mr B.S. WYATT:** When the Premier said the next budget would include —

**The CHAIRMAN:** Member for Victoria Park!

**Dr E. CONSTABLE:** I have not finished my sentence. I see to the end of this year as the planning phase —

**Mr B.S. WYATT:** Does the minister mean to the end of 2011–12?

**Dr E. CONSTABLE:** I see to the end of this school year as a planning phase so that we can then move into the next stage of what we want to do. A lot is happening now and has happened. We want to see what is good about it before we commit funds to the next area. The early learning and childcare centre at Tambrey Primary School in Karratha has opened on the school site. On the drawing board we also have early learning and childcare

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centres at Ashdale, Warriapendi and Port Hedland. All those early learning and childcare centres are being planned along with the children and family centres. Altogether nine centres associated with schools —

**Mr B.S. WYATT:** Are those centres on school sites and turning schools into parenting hubs?

**Dr E. CONSTABLE:** What does the member mean by “parenting hubs”?

**Mr B.S. WYATT:** I am quoting the Premier when he said the 2011–12 budget would include “money for capital works to turn schools into parenting hubs”. How much money has been allocated for that capital works? Someone must know.

**Dr E. CONSTABLE:** No specific amount of money —

**Mr B.S. WYATT:** Thank you.

**Dr E. CONSTABLE:** The member should let me finish my answer. Nine centres on school grounds are in the planning or building phase that cover that age range from birth onwards, including child care and integrated services. I will ask Mr Metcalf to talk about the integrated services at Roseworth Primary School.

**Mr G. Metcalf:** When Roseworth Primary School was constructed—the building program finished last year—part of the services on that site included a dental clinic, the provision of a child health nurse and six additional officers inside the school to cater for cross-services for the school to collaborate with its local community. That brought into the school non-government agencies and services from within the local community that could add to the education program. My particular school was part of a significant building program to add integrated services into the school. That allowed us to use the program for 0–3 programs and to draw a number of agencies into the school to help the school.

Challis Primary School is also an integrated services site, and a number of other schools are using existing facilities to bring services into the school. We are looking at how those facilities work in the school, because this needs to work at a very community-based level. We cannot put a model into each school and tell them that that is how the community will interact. It is up to the school to grow that service. We are getting some exhibition models of what works really well in the communities and putting that up to say that if we progress this model, this is the best way to move forward in a community consultative fashion.

[12.00 noon]

**Dr E. CONSTABLE:** The member for Victoria Park asked a question about money in the budget. In this budget, approximately \$9.8 million in total will be spent on the five child and family centres and the early learning and child care centres.

**Mr B.S. WYATT:** Capital works?

**Dr E. CONSTABLE:** Capital works to build those centres.

**Mr P. PAPALIA:** I have a further question relating to integrated children services, particularly in low-socioeconomic communities. It also links to the dot point on the next page headed “Behaviour and Attendance”. Until recently, schools in low-socioeconomic communities, like schools in my electorate of Wambro, could tap into a program operated by the family intensive team. Prior to that, it was called an intensive supervision program. It dealt with the most difficult children. It linked a range of services that predominantly supported difficult children and their families. That program has been cut by this government. Firstly, how does the minister justify cutting that program, which was the only system to provide integrated services and support to schools faced with the most difficult children? Secondly, was the education department consulted prior to that program being cancelled?

[Mr M.W. Sutherland took the chair.]

**Dr E. CONSTABLE:** Could the member give me the name of the program again, because I do not think it is in Education.

**Mr P. PAPALIA:** The name was changed just before it was cancelled. It was called the family intensive team. The Department of Corrective Services operated the program. It worked with the Department of Education, WA Police and non-government agencies, and focused on the most difficult children and their families. It was a 24/7 support mechanism. The program was used in my electorate. It was highly valued by schools in my electorate, and now it is not available.

**Dr E. CONSTABLE:** It is not part of the education budget so I cannot comment on the cutting of it or what might have replaced it. What has been highlighted by the member is something that is really important to look at

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in the services we already have in the 16 schools I previously mentioned. In order for these services to work well, they have to be across agencies and across departments.

**Mr P. PAPALIA:** That is what this did. It employed multi-systemic therapy. It was the only system in the country that used this mechanism. It did all of the things the minister spoke about. This government cut it last year within Corrective Services but the education department used to benefit from it.

**Dr E. CONSTABLE:** Only the Department of Corrective Services can comment on that. I cannot comment on —

**Mr P. PAPALIA:** So, the education department was not consulted prior to it being cut?

**Dr E. CONSTABLE:** I will ask the director general to comment.

**Ms S. O'Neill:** I am not aware that we were consulted.

**Mr P. PAPALIA:** If the minister is looking for a program to utilise, she might consider re-establishing the family intensive team and maybe even placing it within the auspices of Education rather than Corrective Services, who did not value it as highly as some of the schools in my electorate did.

**Dr E. CONSTABLE:** I take the member's comments on board. The member also mentioned the dot point relating to behaviour and attendance. With our behaviour and attendance programs, of course we are working across agencies as well, particularly with the Department for Child Protection, but also with Corrective Services, juvenile justice, Communities, and probably others as well. There was money for this across a number of years in the 2010–11 Education Services budget—which we may or may not get to—that is, funding for curriculum and re-engagement schools for disengaged students. We want to keep those students in the system. They are independent schools, but the government is supporting them with extra funds so students who need one-on-one attention might enrol in a CARE school. There are a number of places in CARE schools for government school students if that seems to be the right place for them.

**Mr P. PAPALIA:** The approach is good but it will not replicate the work of the family intensive team. As I say, if the minister is looking for a system to fill the gap created by that system being cut by corrective services, I suggest the minister look at it for the education department.

**Dr E. CONSTABLE:** I understand the comments the member is making, but we have strong partnerships with those other agencies in many of the things we are doing around the issues the member talks about. I think we are agreeing.

I have a point of order. This is one of four divisions; we have one hour to go. I am not sure what members wish to do.

**The CHAIRMAN:** I was told by the previous Chairman that they did not want to deal with division —

**Mr B.S. WYATT:** It probably depends how the next half-hour goes.

**The CHAIRMAN:** We will carry on as is. Does anybody need a break?

**Dr E. CONSTABLE:** We had a break.

**The CHAIRMAN:** I do not want any accidents happening in this chamber!

**Mr A.J. WADDELL:** I refer to the dot point on page 415 relating to reviews of independent public schools. Does the government have any plans, within this review, to expand the capacity of independent schools to move into the “select” categories? As the minister would know, I have a specific interest in gifted education. Is there any feasibility within the IPS program for a school to declare itself as a select school for a particular —

**The CHAIRMAN:** The member is dealing with division 36.

**Mr A.J. WADDELL:** Am I in the wrong division? My apologies.

**Dr E. CONSTABLE:** I could not find the page. I was wondering what the member was talking about.

**The CHAIRMAN:** We will move on to the member for Victoria Park.

**Mr B.S. WYATT:** I refer to the fourth bullet point headed “Services to Students” on page 401, particularly “programs, services and funding models to support students with disabilities”. Does the Department of Education still accept the Disability Services Commission diagnosis of “vulnerable” for children who may have global developmental delay as a criterion for allocating additional education assistance?

**Dr E. CONSTABLE:** I will ask Mr Axworthy to answer the question.

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**Mr D. Axworthy:** Yes, we do. Global developmental delay is a category, yes.

**Mr B.S. WYATT:** When the DSC categorises a student as vulnerable, that attracts assistance support, does it not?

**Mr D. Axworthy:** The category “global developmental delay” is in fact a basket category that takes children who are young, usually, before the full diagnosis of other things can be shown and properly diagnosed. Yes, we use that as a category for young children who are not meeting their developmental milestones, as it were.

**Mr B.S. WYATT:** Correct me if I am wrong, but as this relates to kids under six years of age, my understanding is that DSC in some cases will not yet make a diagnosis of global developmental delay but it will categorise a child as “vulnerable”. More often than not those children categorised by DSC as “vulnerable” go on to be categorised “global developmental delay”. Those children diagnosed as vulnerable currently attract funding for education assistance. Is that still the case in the 2011–12 budget?

**Mr D. Axworthy:** Yes. There has been no change to the categorisation we use.

**Mr B.S. WYATT:** Can the minister provide the resources required within the allocated budget figure? How much of the 2011–12 figure is for those children? I am happy to take this by way of supplementary information.

**Mr D. Axworthy:** Yes, we will be able to, in the sense of the percentage of cases we have.

**Mr B.S. WYATT:** I want to know how many children the department expects to be diagnosed as vulnerable and what the approximate resource allocation is.

**Dr E. CONSTABLE:** We will get that to the member by way of supplementary information.

*[Supplementary Information No B46.]*

**The CHAIRMAN:** Do we know exactly what is required?

**Mr B.S. WYATT:** How many children in the 2011–12 budget has the department estimated will receive funding for the diagnosis of “vulnerable” and what is the estimated allocation in the 2011–12 budget for the resources allocated to those children.

[12.10 pm]

**Dr E. CONSTABLE:** The term that we use is “global developmental delay”, which includes the children the member is talking about.

**Mr B.S. WYATT:** Yes; which includes children diagnosed as “vulnerable”.

**Dr E. CONSTABLE:** No. It is global developmental delay. Within that, there would be children—it looks as though the member is using a DSC term and definition—who would be vulnerable.

**Mr B.S. WYATT:** Yes, so long as it includes that category of children that DSC categorises as vulnerable and that, as Mr Axworthy said, currently attracts education support.

**Dr E. CONSTABLE:** We will make sure the answer clarifies that for the member.

**Mr P. ABETZ:** I refer to the fourth dot point on page 401. This question follows on to some extent from the question asked by the member for Victoria Park. Can the minister advise how students with particular needs, such as disability, and also English as a second language—I have a lot of those children in my electorate of Southern River—and how children who are gifted, are supported in public schools? Some extra funding for this area was made available as a result of the Education and Health Standing Committee inquiry into English as a second language for children of 457 visa holders. Can the minister give some indication of how that is progressing? I am also interested in how children with disabilities are supported in private schools, because I also have a number of private schools in my electorate. Can the minister comment on how that works?

**Dr E. CONSTABLE:** To start with the last part of the member’s question, that is part of another division. That comes under Department of Education Services. I will start with English as a second language. The member mentioned that in the last budget there was new funding for that. Funding for students with English as a second language will continue in this budget. That funding is used in at least two obvious ways. One is when students are placed in a centre for intensive English; the other is when funding goes directly to schools, to be used for students with English as a second language.

There is a diverse range of services for students with disabilities. Those services come under statewide specialist services. They are the services that will be provided at the Padbury site from next year. That includes a range of services, such as the Centre for Inclusive Schooling. Hospital School Services will not be at Padbury; they will

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still be, of course, at Princess Margaret Hospital for Children. The Vision Education Service and the WA Institute for Deaf Education will be at Padbury, along with other services, and will be working directly with schools.

School Psychology Services of course provides a specialist service as well. Until quite recently, school psychologists had as their home base their district office. With the regionalisation, school psychologists will now either be based and have their home within a particular large high school, where they might be a full-time psychologist, or they will be based in a school and deal with a network or cluster of schools from that school base. That is part of the service as well.

The member asked also about gifted children. Again, there is a range of possibilities for gifted children. At the high school level, as members would know, under the former government, Perth Modern School became a selective high school; again, as it had been previously. The first group of students is in year 12 this year at that school. Those students are selected when they are in year 6—as they are selected for the other programs in our senior high schools—to go into Perth Modern in year 8. There are 103 specialist programs across the high schools. That represents 57 of our senior high schools. But they are not all for academically gifted students. There are 17 schools that have a gifted and talented program. That includes Bunbury. I announced quite recently that we would have a gifted and talented academic stream in Bunbury. This is the first time that a school outside the metropolitan area has had a gifted and talented stream. That will start in 2013, because students in this year's year 6 are being selected for that program. That will add greatly to the offerings in that area. It will mean that students who live in Collie and in Busselton will be able to bus to that program. It will serve quite a wide area. I think the Bunbury program is a good addition to what we are doing in that space.

In the primary area, the standard program has been the primary extension and challenge program, known as PEAC. I know the member for Forrestfield's views on PEAC. I think it is time, as does he—I have been talking about this now for some time as minister, and the member knows my interest in this area—that we look very carefully at how we can provide for very bright academic students in primary schools. I think we can learn quite a lot from the other jurisdictions. We can learn particularly from New South Wales, which, ever since I was a little girl growing up there, has had opportunity schools and opportunity classes—that is an interesting term to use—for children who are academically bright. I am not saying we are going to do that in Western Australia, but it is the sort of model that we could be looking at. In other models, the school has an extension teacher. Just as we have teachers who help students who are struggling with numeracy and literacy, they have an extension teacher who works with smaller groups, or across grade groups, of gifted children. We are looking at a range of things to see how we can increase the offerings at the primary school level.

**Mr B.S. WYATT:** The minister referred to school psychologists. How many of the 50 new psychologists that were part of the Liberal Party's election platform have been employed up until now?

**Dr E. CONSTABLE:** The last time I was told, it was 45.

**Mr B.S. WYATT:** Is that employed?

**Dr E. CONSTABLE:** Yes, employed. So, we are ahead of what the schedule was originally, because it was going to be 50 over four years, and, in less than two and a half years, we have 45. That is really good news for schools that need those supports.

**Mr B.S. WYATT:** How many of those school psychologists are provisionally registered?

**Dr E. CONSTABLE:** We will take as a supplementary the number of provisionally registered school psychologists.

**Mr B.S. WYATT:** And as a percentage of the entire complement of school psychologists, please.

**Dr E. CONSTABLE:** Yes.

*[Supplementary Information No B47.]*

**Dr E. CONSTABLE:** Before we go on, apparently there is a new registration process. I will ask Mr Axworthy to give the member some information about that.

**Mr B.S. WYATT:** I know; and that may pose a problem with the Psychology Board of Australia.

**Mr D. Axworthy:** We have moved from a Western Australian to a whole-of-Australia registration process. But everything that we are doing is compliant with the requirement that new graduates from university who join us as psychologists be provisionally registered. So, there are no problems for us.

**Mr B.S. WYATT:** Are there any provisionally registered psychologists who are working less than 0.47 FTE, which is the requirement from the Psychology Board of Australia?

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**Mr D. Axworthy:** We are ensuring that we are meeting the requirements so that all our employees will be able to be registered at the end of their period of employment.

**Mr B.S. WYATT:** Did that require an extra allocation of money and resources?

**Mr D. Axworthy:** No. We have managed that from within our existing budget. There is nothing in this budget that is an extra allocation for that.

**Ms R. SAFFIOTI:** In relation to the 45 new psychologists who have been employed, in FTE terms, are they all full time? What is the FTE equivalent of those 45 psychologists?

**Dr E. CONSTABLE:** It is 45 FTE.

**Mr F.A. ALBAN:** I refer to the sixth dot point on page 401 headed “Growth, Student Demographics”, which explains that the combination of population growth and urban sprawl are contributing to the pressure to build new schools, and to replace, refurbish and maintain existing schools.

It very much describes City of Swan areas such as West Swan and Ellenbrook, and anticipates growth in Bullsbrook and Gidgegannup to double in the immediate future. Will the minister advise on the broadening student demographic and what it means for public education?

[12.20 pm]

**Dr E. CONSTABLE:** Thank you for the question, member.

In 2011, 261 624 full-time students are enrolled in government schools and we expect that number to grow to a projected number in 2021—I do not know how we get such an exact number—of 309 447, which is pretty exact for a projection. Obviously, we see a growing number of students and a growing level of diversity amongst our school population. Part of that growth can be attributed to the growth in the mining industry; therefore, we will see growth in the major regional towns that support mining. Interestingly, Directions 2031 shows increasing densities around transit hubs such as Stirling, and north of my electorate in the area around Innaloo—where a large number of people will be housed in quite different types of housing to what we have now—as well as at other hubs in the inner suburbs. Growing the population in those suburbs will make a difference to how we deliver education and to the sorts of schools that we will have. We have opened three new schools this year and we will open four new primary schools in each of 2012 and 2013.

I talked about the pressures of population growth in certain areas just a moment ago. I refer also to the regional areas; part of that growth will be in Mandurah—there will be a new school at Meadow Springs—as well as at Karratha and Dalyellup. We are also seeing pressures outside the metropolitan area. New secondary schools will be built at Butler, Baldivis and Byford over the next few years. We have to cater for a changing demographic, not only in size, but also education area; that is, we are seeing a huge growth in the demand for early childhood, kindergarten and preprimary education. In trying to understand that increase in demand, the only answer we have come up with is that the baby bonus has made a difference to the birth rate. There does not seem to be any other explanation for it. Of course, all our kindergarten-age children are guaranteed, through universal access, a kindergarten year, and we are increasing kindergarten offerings to three-year-olds, particularly where there are high numbers of Aboriginal students. That is another interesting thing we are looking at. I think we need to do some more work around gifted and talented education. One of the areas that I know many members will be noticing in their schools is the changing demographic for English as a second language. The increase in the number of children who do not speak English and who come with their parents to live in Australia is changing how we manage what we do in our schools.

**Mr B.S. WYATT:** Minister, who is on the dyslexia working group, how often does it meet, and has it made any recommendations to the department?

**Dr E. CONSTABLE:** I am not sure which working group the member is referring to.

**Mr B.S. WYATT:** The dyslexia working group.

**The CHAIRMAN:** What page in the *Budget Statements* is the member referring to?

**Mr B.S. WYATT:** The fourth dot point on page 401, headed “Services to Students”.

**Dr E. CONSTABLE:** I will ask Mr Axworthy to comment. If we do not have that information, we will get it to the member by way of supplementary information.

**Mr D. Axworthy:** I will have to provide that as supplementary information. There are a number of working groups —

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**Mr B.S. WYATT:** I want to know who are the members of the dyslexia working group, how often it meets, and any recommendations it has provided to the Department of Education.

**Dr E. CONSTABLE:** We need some more clarification, member, about the dyslexia working group. Different agencies have such groups.

**Mr B.S. WYATT:** The one that the minister established.

**Dr E. CONSTABLE:** I have not established a —

**Mr B.S. WYATT:** I am just referring to correspondence that the minister has written in the past.

**Dr E. CONSTABLE:** We probably have —

**Mr B.S. WYATT:** Or any staff members from the Department of Education on that working group and when they meet and whether any recommendations have been provided to the Department of Education from that working group.

**Dr E. CONSTABLE:** I will ask the director general to comment so that we can be sure to get what the member is asking for.

**Ms S. O'Neill:** Officers in our department could be on a range of dyslexia working groups. We have our own working groups on various disability areas and sometimes they serve on Disability Services Commission groups. I am wondering whether the member is referring to a specific dyslexia working group.

**Mr B.S. WYATT:** I will refer to a letter from the minister dated 21 October 2010 and addressed to Mr Paul Omodei, in which she states —

An intra Department working group is being established, to provide future recommendations on policy and planning on how the Department can best meet the needs of students with dyslexia into the future.

And in another letter, the minister states —

I have been informed that the Dyslexia Working Group, established to make recommendations to the Department on how to best meet the needs of students with dyslexia, is considering the *Independent review of the teaching of early reading 2006*.

**Ms S. O'Neill:** There is more than one dyslexia working group. We could provide detail about the working groups our people are on. There is more than one interagency working group and we could provide details of the different groups and our membership on them.

**Mr B.S. WYATT:** And when they meet and any recommendations made to the department.

**Dr E. CONSTABLE:** We will do our best.

[*Supplementary Information No B48.*]

**Dr E. CONSTABLE:** Point of order, Mr Chair. We now have less than 35 minutes and three other divisions. I think that the member for Victoria Park wanted to reassess at half past twelve.

**Mr B.S. WYATT:** We will finish with that division and go to the next—education services.

**Dr E. CONSTABLE:** I ask if the member has questions about country hostels, whether we can, for the convenience of the director general, do that division first.

**Mr B.S. WYATT:** Yes, that is fine. We will do country hostels first.

**The appropriation was recommended.**