

Estimates and Financial Operations Committee
2018-19 Annual Reports Hearings – Additional Questions

Department of Education

Hon Nick Goiran MLC asked:

1. For the reporting period how many children in WA schools had been charged with harmful sexual behaviours?

Answer:

The protocols were put in place by this government to manage safety arrangements for school students when a young person at that school is charged with harmful sexual behaviours. Prior to this protocol, the previous Liberal-National government had no such arrangements in place.

39 police notifications were received for the reporting period 1 July 2018 to 30 June 2019. Of the 39 police notifications, 31 were received for public school students and eight for non-government school students.

Of those:

- (a) What are their ages;

Answer: Ages at notification were 10, 11, 12, 13, 14, 15, 16, 17 and 18.


- (b) How many went on to be suspended;

Answer: The Protocol is about managing safety arrangements for all school students in Western Australia when a young person attending a school is charged with harmful sexual behaviours. It does not extend to the actions that schools take, inclusive of suspensions and exclusion.

Thirteen public school students have been suspended.

Non-government schools operate under governing bodies independently of government. These schools are not required to report and nor does the Department seek or record information about suspensions of students of non-government schools.

It must be understood that reasons for suspension may not be related to harmful sexual behaviours.

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(c) How many went on to be expelled;

Answer: No students from public schools have been excluded.

Non-government schools operate under governing bodies independently of government. These schools are not required to report, and nor does the Department seek or record, information about exclusions of students of non-government schools.

It must be understood that reasons for exclusion may not be related to harmful sexual behaviours.

(d) How many moved schools;

Answer: Eight.

(e) How many moved to another education setting;

Answer: Three public school students moved to another education setting. No students from non-government schools moved to another education setting.


(f) How many were attending the same school as their alleged victim that the Department is aware of; and

Answer: There were five cases where the alleged identified victim was enrolled in the same school.

A Risk Assessment and Management Plan is put in place reflecting the individual circumstances and arrangements.

(g) How many had since had charges dropped that the Department is aware of?

Answer: This question should be referred to the Attorney General as the Minister responsible for the Department of Justice.

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Estimates and Financial Operations Committee
2018-19 Annual Reports Hearings – Additional Questions

Department of Education

Hon Donna Faragher MLC asked:


1. I refer to page 23, 4th paragraph of the Annual Report:

- (a) Can the Minister provide an outline of the programmes that are currently offered by the Department of Education to support public school principals to improve their health, mental health and general wellbeing?

Answer: Staff health and wellbeing is a priority for the Department of Education. To support the health and wellbeing of principals, the following initiatives have been offered by the Department in 2019.

Individual Support

- Free, confidential, voluntary wellness assessments for school leaders available in all regions, including access to personal health and wellbeing coaching and workshops.
- Health and wellbeing professional learning for school leaders through the Department's Leadership Institute, with a focus on mental health. Examples include Resilience in the Workplace, Verbal Judo for Leaders, and Mental Health Awareness Training.
- Access to.
 - free personal counselling services for principals and their family members through the Department's Employee Assistance Program, which is also available to all Department Staff;
 - the Manager Assistance Program, providing dedicated support for leaders dealing with critical incidents and staff health and wellbeing issues, which is available to all Department staff with line manager responsibilities;
 - response to critical incidents to support school leaders 365 days a year (24 hours a day, seven days a week); and
 - services and support from the Employee Support Bureau, which include occupational safety and health, workers' compensation and employee wellbeing services:
 - Advice and support to school leaders from a central health and safety team;
 - external mediation to assist in conflict resolution
 - rehabilitation assistance and support to staff who have sustained an injury;
 - advice and consultation services to principals or line managers to assist and support staff with an injury or illness;
 - in-house Occupational Physicians providing staff fitness for work assessments; and
 - return to work support for employees with health conditions including mental health

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Professional development programs

- *Mental Health for School and System Leaders* focuses on supporting school leaders to build personal mental health awareness and self-support strategies and develop skills to have mental health/wellness conversations with staff
- *Newly Appointed Principals Program* part of the program focuses on mindset and wellbeing, including themes of: sustaining self and resilience; mental models and positive psychology. The program also includes one-on-one executive leadership coaching and individualised mentoring with an accomplished principal for 12 months
- The *Mind of the Leader* program includes current leadership research; mindfulness, selflessness and compassion practice; and increasing the engagement of teams to improve performance.
- *Resilience in the Workplace* focuses on examining and improving personal practices. It also includes access to the Resilience Diagnostic Tool (with pre and post assessments).

Leadership Support

Principal wellbeing is embedded in all aspects of the *Western Australian Public School Leadership Strategy 2018-2021* rather than being a stand-alone program. Identifying, developing and supporting Principals is the fundamental goal of the strategy. Throughout implementation the Department aims to provide coaching, mentoring and feedback opportunities for Principals, with tailored courses incorporated into performance development opportunities

(b) Are these programmes available to all principals irrespective of location?


Answer: Yes.

(c) What was the total amount of funding allocated to each of these programmes in:

(i) 2017/18

Answer:


2017-18 Program	Amount \$
Wellness assessments and workshops for principals	44 000
Health and wellbeing professional learning	Fee for service
Employee Assistance Program and Manager Assistance Program	794 100

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(ii) 2018/19?

Answer:

2018-19 Program	Amount \$
Wellness assessments and coaching for principals	35 000
Mental Health Awareness Training	233 000
Other health and wellbeing professional learning	Fee for service
Employee Assistance Program and Manager Assistance Program	794 100

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Estimates and Financial Operations Committee
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Department of Education

Hon Donna Faragher MLC asked:

2. I refer to page 30 of the Annual Report which makes reference to the Gifted and Talented Programme being available to selected Western Australian students online and I ask:

- (a) Is the online Gifted and Talented Programme delivered to students through the School of Isolated and Distance Education (SIDE)?

Answer:

No

- (b) If no to (a), how is it delivered?

Answer:

The Gifted and Talented Selective Academic Online program is delivered to students in their local regional high school via online video conference with a Gifted and Talented teacher from either Perth Modern School (Mathematics and Science) or Kelmscott Senior High School (Humanities).

- (c) How many placements are offered each year to students?


Answer:

As the online program runs a virtual class, there is no limit to the number of placements that can be allocated to identified regional students each year.

- (d) How many students were selected to take part in the program and what was their location in:

(i) 2018; and


(ii) 2019?

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Answer:

- (i) The schools at which students were enrolled at the time they applied and accepted entry into the Online program in 2018 are:

School	Number of students
Albany Primary School	1
Albany Senior High School	1
Boddington District High School	1
Bridgetown Primary School	1
Broome Senior High School	1
Bruce Rock District High School	1
Cowaramup Primary School	1
Dunsborough Primary School	1
East Narrogin Primary School	1
Exmouth District High School	3
Fairview Primary School	1
Geographe Primary School	1
Jerramungup District High School	1
Jurien Bay District High School	2
Kalbarri District High School	1
Kingston Primary School	1
Kojonup Primary School	1
Little Grove Primary School	1
Margaret River Primary School	3
Narembeen District High School	1
North Kalgoorlie Primary School	2
Pemberton District High School	2
Rangeway Primary School	1
Roebuck Primary School	2
Tambrey Primary School	1
Tom Price Primary School	1
Total	34

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- (ii) The schools at which students were enrolled at the time they applied and accepted entry into the Online program in 2019 are:

School	Number of students
Baynton West Primary School	1
Bethel Christian School	1
Bruce Rock District High School	1
Busselton Primary School	1
Christmas Island District High School	2
Cocos Islands District High School	1
Denmark Primary School	1
Exmouth District High School	1
Flinders Park Primary School	1
Geraldton Primary School	1
Golden Hill Steiner School	1
Jurien Bay District High School	1
Karratha Senior High School	1
Karridale Primary School	1
Kojonup District High School	2
Mount Barker Community College	1
Mount Manypeaks Primary School	1
Mount Tarcoola Primary School	1
Narrogin Senior High School	1
Northcliffe District High School	1
Pemberton District High School	1
Port Hedland Primary School	1
St Luke's College	1
St Paul's Primary School	1
St Thomas More Primary School	1
Tom Price Primary School	1
Vasse Primary School	2
Wagin District High School	1
TOTAL	31


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Department of Education

Hon Donna Faragher MLC asked:


3. Page 32 of the Annual Report makes reference to Teacher Development Schools and their role in the implementation of the Western Australian Curriculum and I ask:
- (a) Can the Minister provide further detail about the role of these 44 schools in assisting teachers to implement the Curriculum and outline where they are located?

Answer:

Teacher Development Schools provide practical, school-based professional learning for teachers. They are selected on the basis of teacher expertise in particular curriculum areas. Teachers in these schools provide professional support to colleagues across the State through workshops, classroom observation and the sharing of teacher materials and resources. Support is provided both face-to-face and online.

Teacher Development Schools for 2018–19

Primary	Areas of expertise	Education region
Allendale Primary School	English, Mathematics, Early Years	Midwest
Ashdale Primary School	Special Educational Needs (SEN), Digital Technologies	North Metro
Baynton West Primary School	Early Years, Science, Technologies, Engineering and Mathematics (STEM)	Pilbara
Beaumaris Primary School	Early Years, English, Health and Physical Education (HPE)	North Metro
Brookman Primary School	Digital Technologies, STEM	South Metro
Cable Beach Primary School	English, Early Years	Kimberley
Esperance Primary School	Mathematics, STEM	Goldfields
Geographe Primary School	English, STEM	Southwest
Harmony Primary School	Humanities and Social Sciences (HaSS), Digital Technologies	South Metro
Highgate Primary School	English as an Additional Language/Dialect	North Metro

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Primary	Areas of expertise	Education region
Jolimont Primary School	Early Years, Mathematics	North Metro
Kalgoorlie Primary School	Digital Technologies, STEM	Goldfields
Mindarie Primary School	Mathematics, English	North Metro
Pannawonica Primary School	Level 3, STEM, English, Mathematics	Pilbara
Ranford Primary School	The Arts, Design and Technologies	South Metro
School of Isolated and Distance Education	Languages	North Metro
West Leederville Primary School	Design and Technologies, Digital Technologies	North Metro
Baldvis Primary School ¹	German language	South Metro
Bletchley Park Primary School ¹	Indonesian language	South Metro
Brookman Primary School ¹	Aboriginal language (Noongar)	South Metro
East Manjimup Primary School ¹	Indonesian language	Southwest
Greenwood Primary School ¹	Indonesian language	North Metro
Huntingdale Primary School ¹	Italian language	South Metro
Mount Tarcoola Primary School ¹	Indonesian language	Midwest
Parkfield Primary School ¹	Japanese language	Southwest
Yuluma Primary School ¹	Japanese language	North Metro

Secondary	Areas of expertise	Region
Ashdale Secondary College	STEM	North Metro
Comet Bay College	STEM	South Metro
Dowerin District High School	Mathematics, Science	Wheatbelt
John Curtin College of the Arts ²	The Arts and STEM	South Metro
Karratha Senior High School	English, Mathematics	Pilbara
Manjimup Senior High School	HaSS	Southwest
Newton Moore Senior High School	Science	Southwest
Perth Modern School	HPE	North Metro

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Secondary	Areas of expertise	Region
Warnbro Community High School Education Support Centre	SEN	South Metro
Willetton Senior High School	Languages	South Metro

¹ These schools were funded for 2018 only for the first year of compulsory languages

² John Curtin College of the Arts receives two funding amounts because it performs two separate TDS roles. The Arts and STEM The College has been counted twice in the total number of schools receiving funding because it has two TDS teams.

Digital Technologies (DigiTech)	Region
Bunbury Primary School	Southwest
Cecil Andrews College	South Metro
Hampton Senior High School	North Metro
Harrisdale Primary School	South Metro
Merredin College	Wheatbelt
Treendale Primary School	Southwest
Vasse Primary School	Southwest

(b) What was the total amount of funding allocated to support Teacher Development Schools in:

(i) 2018; and


Answer. \$1 738 000

(ii) 2019?

Answer. \$1 540 000

The change in funding is due to Primary Languages Teacher Development Schools being appointed for 2018 only, specifically to support the first year of implementation of the Languages learning area of the Western Australian Curriculum In 2019, languages curriculum support continued through:

- Ketawa – the online Indonesian program for primary school students;
- development of language-specific classroom resources for all public school teachers through the School of Isolated and Distance Education; and
- professional learning for teachers, utilising the expertise of language teachers from selected public schools and the language teacher associations

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**Estimates and Financial Operations Committee
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Department of Education

Hon Donna Faragher MLC asked:

4. I refer to page 33 and the Leap Primary Languages short course available to primary school teachers in public schools and I ask:

(a) What is the duration of this course and who delivers the program?

Answer: Two weeks.

It is delivered by current teachers and experts from the Department of Education's Curriculum Support team

(b) Are there any pre-requisite requirements for teachers who wish to take part in the program?

Answer: Participants must be qualified teachers and must already possess sufficient fluency in their language.

The Leap Primary Languages course equips participants with the curriculum knowledge and skills to teach languages to primary students.

(c) Is a cap placed on the number of placements each year?

Answer: No

(d) If yes to (c), how many placements are offered?

Answer: Not applicable

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Hon Nick Goiran MLC asked:

2. I refer to page no 93 of the Department of Education Annual Report 2018-19 What are the differences between a notification required by the Teacher Registration Act 2012 and complaints
- (a) Is there a difference in the types and severity of issue being reported, or who makes the notification/complaint; and

Answer.

Under the *Teacher Registration Act 2012*, it is mandatory for certain persons and entities to give notice to the Teacher Registration Board, in prescribed situations, involving registered teachers. In particular, obligations are placed on teachers, employers and, where practicable, the Director of Public Prosecutions and the Commissioner of Police, to give notice to the Board where such situations arise.

The way the notice provisions within the Act are prescribed mean that generally, matters involving possible serious misconduct or serious incompetence by teachers are notifiable to the Teacher Registration Board. The most serious matters are those that involve a possible impact on the safety of children. Pursuant to section 42 of the Act, employers of registered teachers are required to notify the Board of any investigation (even if not completed) where the employer believes a teacher has engaged in serious misconduct or has been seriously incompetent, resulting in the teacher:

- being suspended at the educational venue;
- being dismissed from teaching at the educational venue;
- resigning from the educational venue; or
- no longer teaching at, or moved from the educational venue

Complaints made pursuant to section 51(c) of the Act are distinguishable in that they are generally made by members of the public

- (b) Is there a difference as to the degree of urgency or importance placed on the notification/complaint?

Answer

All matters referred to the Board are treated seriously, involve a thorough initial assessment and are referred for investigation once the Board has formulated a complaint based on the information it has received. A risk-based approach is applied and the most serious matters that may involve a possible impact on the safety of children are given the highest priority. From time to time, and where lawful authority is provided under the *Teacher Registration Act 2012*, such matters will trigger the need for the Board to make an interim disciplinary order suspending the registration of a teacher. Such instances arise where the Board is of the opinion that an activity of a registered teacher involves, or will involve, a risk of imminent injury or harm to the physical or mental health of any person, or when a registered teacher has been charged with a sexual offence involving a child

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Department of Education

Hon Nick Goiran MLC asked:

3. I refer to page no. 66 of the Department of Education Annual Report 2018-19. Why are staff who have been issued with an interim negative notice “dismissed for repudiation of their employment contract”?


Answer:

An employee engaged in child-related work is required to hold a Working With Children Card pursuant to the *Working with Children (Criminal Record Checking) Act 2004*.

If an employee is issued with an interim negative notice, that employee can no longer undertake work with children and thereby fulfil the requirements of their employment contract.

In these circumstances the Department dismisses the employee for repudiation of their employment contract.

Section 22 of the Act carries penalties of a fine of up to \$60 000 and five years' imprisonment for non-compliance.

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Hon Nick Goiran MLC asked:

4. I refer to page no. 66 of the Department of Education Annual Report 2018-19. For each of the staff that were the subject of the 8 interim negative notices and 10 negative notices, I ask:


a) how long had they been employed for; and

Answer: 18 notices related to 12 people. The table below provides further information.

Person	Notice/s	Tenure at Department of Education
1	Interim and Negative	22 years
2	Negative	6 months (casual employee)
3	Interim and Negative	4.5 years
4	Interim and Negative	28 years
5	Interim and Negative	6 years
6	Negative	6 months (casual employee)
7	Interim and Negative	29 years
8	Interim	9 months (casual employee)
9	Interim and Negative	23 years
10	Negative	10 years (casual employee)
11	Interim	10 years (casual employee)
12	Negative	11 years (casual employee)

b) what circumstances led to the notices (ie automated alerts, first application for the WWCC, renewal of the WWCC)?

Answer: The Department of Education is not party to the information which leads the Department of Communities to issue interim or negative notices. While some notices may have resulted from a person's first application for a Working with Children Check, the Department of Communities issues a notice based on information received from the Western Australia Police, courts and other sources as part of its ongoing monitoring of individuals in child-related work.

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Department of Education

Hon Nick Goiran MLC asked:

5. I refer to Table 16: Misconduct allegations 2016-17 to 2018-19 on page no. 68 of the Department of Education Annual Report 2018-19, and I ask:

- (a) what criteria is met for child protection allegations to be resolved by 'local management with central oversight' compared to child protection allegations resolved by central management?

Answer:

All misconduct complaints are subject to a formal assessment process. The particular circumstances of each complaint are assessed individually and determinations are made on a case-by-case basis. During the assessment process, many aspects of the complaints are considered, including the:

- nature, credibility and seriousness of the complaint information provided to the Department of Education's Standards and Integrity Directorate (SID);
- past behavioural history of the employee;
- potential risk of harm to students; and
- employee's response to the incident (if known).

Matters assessed as being suitable to be managed by local management, and improvement action by a principal or the education regional office, may include behaviours such as:

- a tap on hand;
- manoeuvres into line by shirt/cardigan;
- showing video or DVD that is not age-appropriate, and
- low-level inappropriate comments.

Matters assessed as suitable for central management may include behaviours such as:

- sexualised and/or violent physical contact made with a student;
- inappropriate sexualised communication to students;
- inappropriate relationship with a student; and
- failure to report matters concerning sexual abuse of children.

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Hon Nick Goiran MLC asked:

6. I refer to page no 95 of the Department of Education Annual Report 2018-19, and I ask:

(a) of the three interim disciplinary orders that were revoked as the teachers concerned were no longer entitled to be registered:

(i) how many of them related to teachers charged with a child sexual offence; and


Answer:

(i) Three.

(ii) what criteria had been satisfied to remove their registration?

Answer.

(ii) The criteria are set out in section 27 of the *Teacher Registration Act 2012*. The circumstances that disentitle a teacher to be registered included where a negative notice or an interim negative notice has been issued under the *Working with Children (Criminal Record Checking) Act 2004*. In each of the three instances, an interim negative notice was subsequently issued by the Department of Communities and their registration was cancelled by the Board as a consequence.

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2018-19 Annual Report hearing – Supplementary Information

Department of Education

Page No. 12

Hon Donna Faragher MLC asked:

A1 Provide a headcount of permanent staff requiring placement as at 30 June 2019.

Answer:

There were 256 employees (headcount) requiring placement at 30 June 2019:

Education assistants	77
Other school support	18
School administrators	19
Teachers	126
Central and Regional Offices	16

Data source: RAMS

A further 53 employees (headcount) required placement but were on leave at 30 June 2019.

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Department of Education

Page No. 12

Hon Donna Faragher MLC asked:

A2 Did the VTSS end in December 2018 or has it continued to 30 June 2019?

Answer: The Department of Education finalised all Government-funded voluntary severances by 31 December 2018.

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**LEGISLATIVE COUNCIL STANDING COMMITTEE ON ESTIMATES AND
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Department of Education

Page No.

Hon Donna Faragher MLC asked:

A3 (a) In regard to the Agricultural College Trust Fund, did the Department look at a range of options in terms of how the funds would be arrived at, whether in fact the department was looking at a cap of \$220 000 annually, or whether a cap was considered by the department?


(b) Whether the options from (a) were ever communicated to anybody?

Answer:

(a)-(b) There has been no change since December 2017.

From 2019, the Department of Education will return an annual 20% dividend from the funds remitted to the Agricultural Education Farms Provision Trust (the Trust). The Western Australian Colleges of Agriculture and the Esperance Farm Training Centre each remit 40% of gross farm revenue to the Trust. The 20% dividend has only been applied to this portion of the revenue, with 92% of gross farm revenue being either retained by the Western Australian Colleges of Agriculture and Esperance Farm Training Centre or distributed from the Trust to up to 14 schools with farm-based programs.

The value of the dividend will vary each year depending on the income generated by the farm operations across the five Western Australian Colleges of Agriculture and the Esperance Senior High School Farm Training Centre. Schools will continue to retain 60% of the income. In establishing the mechanism to apply the dividend, different scenarios were modelled. There has only been one approved approach to apply the 20% dividend to the funds remitted to the Agricultural Education Farms Provision Trust on an annual basis and this was formally communicated to stakeholders in December 2017.

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Department of Education

Page No. 37


Hon Donna Faragher MLC asked:

A4 Provide a breakdown of the range of STEM professional learning programs in place and the number of teachers who accessed them.

Answer:

The below table provides details of STEM professional learning provided by the Department of Education and the number of teachers who participated in the professional learning during 2018–19:

STEM professional learning	Description	Number of teachers
Teachers Can Code	Teachers Can Code professional learning program is delivered by 110 lead teachers who build the skills of their colleagues to incorporate coding in their teaching.	3 950
STEM Learning Project	The Department of Education provides funding to Scitech to develop integrated STEM resources and professional learning.	877
STEM Teacher Development Schools	Teacher Development Schools provide practical support for the teaching and learning of STEM subjects.	2 851
DigiTech Teacher Development Schools	DigiTech Teacher Development Schools provide professional support to teachers and schools specifically for the implementation of the Western Australian Curriculum Digital Technologies.	1 027
Little Scientists	The Little Scientists professional learning program supports early childhood educators to develop STEM learning skills in younger students	270
Teaching additive and multiplicative thinking	Mathematics professional learning for mathematics teachers and curriculum leaders.	317
STEM Enterprise Schools	60 STEM Enterprise Schools develop practices to support learner engagement in STEM. Schools work together to implement approaches that build student pathways from primary to secondary school, and into further study and employment.	377
STEM mentoring program	Twenty STEM mentoring schools are supporting primary and secondary schools to implement whole-school approaches to STEM education and build their STEM education classroom expertise.	62
Innovation partnerships schools	Innovation partnership schools develop promising practices in digital technologies, STEM education, Aboriginal education and secondary engagement.	611

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Page No. 37


Hon Donna Faragher MLC asked:

A5 To be eligible for the science lab in a primary school program, did the criteria include the school having a teacher trained to deliver science?

Answer: Schools were required to provide an overview of their science implementation plan. Many schools included details about teacher professional learning in these plans, including specialist science teachers.

All primary school teachers are expected to have some level of science teaching expertise. Some schools also have teachers who specialise in the teaching of science.

The other criteria considered included how a science laboratory (and resources) would enhance the school's science program, and how the school would measure the effectiveness of the new science laboratory (and resources).


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Department of Education

Page No. 174


Hon Alison Xamon MLC asked:

A6 Provide a breakdown of what is included under the heading “Non-current assets classified as held for sale” on page 174 of the Department’s Annual Report.

Answer:

Non-current assets classified as held for sale include:

- former Shark Bay Primary School;
- former Mount Barker Primary School;
- former Mount Barker Pre-Primary School; and
- Bennett Springs site.

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Page No. 48

Hon Alison Xamon MLC asked:

A7 Provide a breakdown of the number of students suspended due to filming fights.

Answer: Students suspended for filming fights is recorded as an e-breach, a suspension category introduced in 2019.

There are many categories of e-breaches other than filming fights and the specific reasons are not reported separately.

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Department of Education

Page No.

Hon Alison Xamon MLC asked:

A8 Why has there been a drop in the number of students with extreme, complex and challenging behaviours receiving support?

Answer: Cases are prioritised based on the level of complexity and resources are allocated accordingly. Many of the extreme complex and challenging cases require an allocation of resources over a longer period of time. Funding equivalent to an additional 13 FTE was allocated to the school of Special Educational Needs: Behaviour and Engagement for Semester 2, 2019. This additional allocation is ongoing.

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Page No.

Hon Alison Xamon MLC asked:

A9 In relation to requests for additional funding from schools:

a) How many requests for additional funding from schools were not approved?

Answer:

As at 31 October 2019 and for the 2019 school year, four applications had not been approved and three had been referred to other areas for consideration.

b) Would it be possible to get a breakdown of those schools that were refused and referred?

Answer:


Not approved: applications from Bateman Primary School, Leonora District High School, South Ballajura Education Support Centre and Wilson Primary School.

Referred elsewhere: two applications from John Tonkin College and one application from Bullsbrook College.

c) What are the general reasons for refusal?

Answer:

The four applications were not approved based on the assessment that the schools could address the funding request within their existing budgets through a change of approach to resourcing and class structures.

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Page No.

Hon Alison Xamon MLC asked:

A10 Are students who have been assessed by teachers or school psychs as needing intensive language intervention able to access these programs or do they have to have received a formal diagnosis from a specialist?

Answer:

Children referred for a place at a Language Development Centre require an assessment and diagnosis by a speech pathologist through the Department of Health or a private provider.

a) How early can referral potentially occur?

Answer:

Children may be referred for assessment by a speech pathologist as soon as language concerns are identified by parents, educators or health professionals.

b) How early can support occur?


Answer:

Support from Language Development Centres is available from the start of Kindergarten.

c) What is that process or does it require that formal diagnosis?

Answer:

Admission to a Language Development Centre requires a speech pathology assessment and cognitive assessment by a psychologist or medical professional.

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Page No.

Hon Colin Tincknell MLC asked:

A11 How many fee-paying foreign students attended WA public schools during 2017-18, the last reporting period, and how does that compare with previous years?

Answer: For the table below, international fee-paying students are defined as those school-aged students on their own student visas who come to Australia for the express purpose of education.

International fee-paying students enrolled in WA public schools at Semester 2 census				
Year	2015	2016	2017	2018
Number of Students	757	699	726	667

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Page No.

Hon Donna Faragher MLC asked:

A12 How many qualified teacher librarians are in public primary and secondary schools?

- a) provide a breakdown of teacher librarians by qualification.
- b) Does every school have a teacher librarian or library assistant and if not, why not?

Answer (a)-(b) Schools are best placed to make their own staffing decisions, and may allocate librarian duties to members of staff without formal library management qualifications. Teachers or school staff may be taking librarian duties as part of their role.


Schools are becoming increasingly digitised and most use some form of electronic Library Management System (LMS) to support this function.

At 28 November 2019, there are 56 teachers employed under the position of Teacher – Library Services identified in the Human Resource Management Information System (HRMIS). Of these teachers, 10 have listed specific library qualifications in HRMIS. The remaining 46 teachers are confirmed as holding a recognised teaching qualification; however, it is not identified whether they have a specific library major within their teaching degree.

It is important to note that detailed qualification information, in addition to those required for basic teaching validation when teachers are employed, is entered on a voluntary basis through employee self-service. There may be more qualified teacher librarians employed who do not have their specialist qualifications listed.

The 10 teachers who have listed their specific teaching qualification in HRMIS are qualified as follows:

Qualification		No. of staff
Graduate Diploma	Applied Science Teacher Librarian	4
Graduate Diploma	Library and Information Studies	1
Graduate Diploma	Library Studies	1
Graduate Diploma	Teacher Librarian	1
Bachelor	Library Studies	1
Bachelor	Applied Science Library Studies	1
Diploma	Library Studies	1
TOTAL		10

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Hon Colin Tincknell MLC asked:

A13 Is the teacher gender imbalance in schools getting better and what are we doing to make it better?

Answer:


The number of male teachers has increased since 2015.

The Department of Education continues to make efforts to increase the number of males entering the teaching profession.

The Males in Primary program was developed in 2013 to recognise the importance of positive male role models and to raise awareness of primary teaching as a career opportunity for young males. A group of Males in Primary ambassadors were selected and trained to deliver presentations about their careers to male secondary students. The program resources are still available and there is a continuing presence at career expos.

In 2017, the Department produced a video to help schools promote primary teaching to male students. The Males in Primary video features male primary teachers talking about their careers and shows their work in public primary schools. It is available on the Department's Careers website and teachers are encouraged to share it with their students.

Male teacher ambassadors attend public career expos to promote teaching as a career on behalf of the Department. These expos are well attended by school students, university students and members of the public considering a change in career.


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Hon Alison Xamon MLC asked:

A14 In relation to education services for young people in detention, if additional funding is required, is it up to the Department of Corrective Services to top that up?

Answer: The Department of Justice – Corrective Services has responsibility for the provision of education for young people in detention.

The Department of Education supports the provision of education services through a memorandum of understanding with the Department of Justice. In addition to the equivalent of three full-time teachers, the Department of Education provides a per-student allocation twice a year, in February and August. The funds are to support the delivery of education by the Department of Justice – Corrective Services.

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