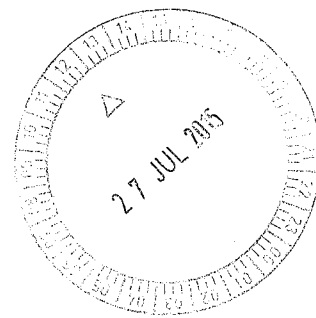


ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE



Tuesday, 23 June 2015

Department of Education

Question No. 1: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 258 "Spending Changes (table)," line item Revision to Student Enrolment Growth Funding, and I ask,

(1) The \$22million reduction in growth funding across each of the out years in the forward estimates, how is that explained?

Answer: Actual enrolments in Semester 1, 2015 were 1,781 students fewer than originally funded in the Department's budget settings, which equates to a budget reduction of \$22 million over a full calendar year.

(2) On the issue of predictions in student enrolment please provide current planning predictions for student enrolment in financial years:

- (a) 2015/16;*
- (b) 2016/17;*
- (c) 2017/18; and*
- (d) 2018/19?*

Answer:

Enrolment projections for financial years 2015-16 to 2018-19			
Financial Year (FY)	Students in FY (average)	Semester 2 (1 st half of FY)	Semester 1 (2 nd half of FY)
(a) 2015-16 (projected)	295,700	291,720	299,680
(b) 2016-17 (projected)	302,490	298,430	306,550
(c) 2017-18 (projected)	309,110	305,330	312,900
(d) 2018-19 (projected)	315,590	311,690	319,500

The second column in the table above presents projected student enrolments in Western Australian public schools for the 2015-16 to 2018-19 financial years. Enrolments per financial year are calculated as the average of the relevant Semester 1 and Semester 2 projections which are shown in the last two columns of the table.

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Projected enrolments are based on historical enrolment figures, trends and the Department of Treasury's Western Australian population projections. They are used for broad planning purposes and are current as at Semester 1, 2015. Actual enrolments will differ from these projections. All projections have been rounded to the nearest 10 students.

Part of the actual and projected increase in enrolments in 2015 is due to it being the first year of full Kindergarten to Year 12 cohorts, after the half cohort finished Year 12 in 2014.

All figures:

- represent full-time students, not full-time equivalence (FTE);
- treat Kindergarten students as full-time; and
- include students at community kindergartens.

And in calendar years:

(e) 2016;

(f) 2017;

(g) 2018; and

(h) 2019?

Answer:

Enrolment projections for calendar years 2016 to 2019			
Calendar Year		Semester 1	Semester 2
(e)	2016 (projected)	299,680	298,430
(f)	2017 (projected)	306,550	305,330
(g)	2018 (projected)	312,900	311,690
(h)	2019 (projected)	319,500	318,300

The table above presents projected student enrolments in Western Australian public schools by semester for the 2016 to 2019 calendar years. The same caveats apply to these projections as to those in the response to questions (a) to (d).

(3) Please provide breakdown of those predictions within each education department region?

Answer: Student enrolment forecasts for 2016 are not yet available at region or school levels. They are currently only available at the State level.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 2: Hon Amber-Jade Sanderson MLC asked –

I refer to Budget Paper 2 Volume 1 page 258 "Funding, Staffing and Structural Reforms", line item refers to SCFM, and pages 260 and 261, Services 1 & 2, and I ask;

(a) What is the total amount out of Service 1 (Primary) and Service 2 (Secondary) allocated through the Student Centred Funding Model?

Answer: Funds are distributed to schools throughout the year through gateway payments. As at 2 July 2015, the total allocation of funding to schools through the Student Centred Funding Model are:

- primary: \$1,615,757,252;
- secondary: \$1,021,829,740; and
- schools enrolling both primary and secondary students: \$451,030,871.

Please note that disability allocations for individual students depend on eligibility and where the students are enrolled, so further adjustments for disabilities will be made throughout the year.

The following facilities/schools providing specialist services have been allocated \$63,009,446:

- Schools of Special Educational Needs;
- Instrumental Music School Services;
- Camp Schools;
- Landsdale Farm School;
- Behaviour Centres; and
- Schools of Isolated and Distance Education.

These figures will not reconcile with those in the budget papers, as the budget papers report on the total cost of education services, which includes expenditure not allocated to schools; for example, centrally managed school expenditure such as maintenance and minor works, depreciation expense, school salaries paid centrally, ICT services to schools, Central Office running costs and insurance.

(b) There was a preliminary allocation for the 2015 school year which was topped up by a \$46.5m from the "reserve" budget?

Answer: \$46.5 million was added to the Student-Centred Funding Model for operational budgets. The additional funding reflects the outcome of the finalised student census for Semester 1, as well as funds from the Student-Centred Funding Model's reserve budget.

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 3: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 259, "Service Summary," line item Student-centred funding model, and I ask,

I refer to the answer to Parliamentary question (c717) that 13 schools have asked the Department for Education to review their funding under the Student-Centred Funding Model;

(1) What is the nature of the complaints to the budget review committee?

Answer: The Department of Education's School Budget Review Committee has not received complaints, but rather applications from schools for a review of their funding based on:

- support to balance their one-line budgets;
- significant enrolment growth;
- support to run overflow kindergarten classes; or
- system-wide programs.

(2) Have any of the 13 complaints to the budget review committee been resolved? If so, how were they resolved?

Answer: The School Budget Review Committee did not receive complaints, but rather applications for a review of funding from the 13 schools that were listed in the response to C717 (659 in Hansard); these have been resolved. Additional funding has been provided to each of the schools.

School
Brookman Primary School
Broome North Primary School
Como Secondary College
Dalyellup College
Girrawheen Senior High School
Golden Bay Primary School
Moorditj Noongar Community College
O'Connor Education Support Centre
Perth Modern School
Tom Price Senior High School
Tuart Rise Primary School
Westminster Primary School
Yule Brook College

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 4: Hon Alanna Clohesy MLC asked –

I refer to Budget Paper 2 Volume 1 page 257, "Spending Changes", line item Maintenance in schools, and I ask,

(1) The Building Condition Assessment Report said there was \$135million of maintenance. How much of this back log has been cleared so far?

Answer: The 2013 Building Condition Assessment Report indicated that there was \$135 million of identified maintenance ranging from high priority to low priority items in schools at a point in time. It is not possible at present to indicate the extent to which this level of identified maintenance has been reduced. This information will become available following the next Building Condition Assessment, which is scheduled to be undertaken during the second half of 2016. It is anticipated that \$125 million will be spent on maintenance in schools in 2015-16.

(2) What plans are there to change the way the Assessment is done every two years?

Answer: There are no current plans to change the way the assessment is undertaken every three years.


(3) How many schools opt to manage their own faults?

Answer: At present, 159 schools opt to manage their own breakdown repairs/faults. These schools are allocated funding as a Targeted Initiative in the Student-Centred Funding Model to enable them to fund breakdown repairs up to a value of \$1,500. The allocation for each school is based on historical data. Breakdown repairs that cost more than \$1,500 continue to be funded centrally.

(4) What are the guidelines in place for how they do that, please table a copy?

Answer: Information is available to schools on the Department of Education's intranet under "Finance for Schools – Schools Resourcing – Faults and Utilities – Faults". Attached are copies of the application form for schools to manage their own faults and a resource allocation information sheet.

Public / Internet

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Department of
Education

REQUEST FOR PUBLIC SCHOOLS TO MANAGE OWN FAULTS

D15/0090564

STEP 1: (School) Complete Step 1 ONLY initially

(RETURN BY 1 NOVEMBER)

SCHOOL NAME:	
SCHOOL CODE:	
SCHOOL TELEPHONE:	

☐ We wish to consider this option. Please provide our faults baseline.

PRINCIPAL NAME:	
PREFERRED CONTACT:	
DATE:	

STEP 2: (SCHOOLS RESOURCING AND SUPPORT)

FAULTS BASELINE:	\$
------------------	----

STEP 3: (SCHOOL) – *Do not sign until accepting Faults Baseline*

- ☐ We accept the above baseline and request to manage our own faults (until the school notifies Schools Resourcing and Support to cease management). All faults invoices will be paid by the school.
- ☐ We would like to have the above baseline reconsidered.
- ☐ We **DO NOT** wish to manage our own faults.

STEP 4: AUTHORISATION

PRINCIPAL NAME:	
PRINCIPAL SIGNATURE:	
DATE:	

PLEASE FORWARD TO SCHOOLS RESOURCING AND SUPPORT DIRECTORATE
Schools.resourcing@education.wa.edu.au

Licensed for NEALS



Public / Internet

28/7/15

Faults Management Grant

School Grant Cash	School Grant Salary	Special Purpose Payment Cash	Special Purpose Payment Salary	FTE	IPS SFSA
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Purpose

The Faults Management Grant is provided to those schools that have chosen to participate in the Faults Management Program. Schools are allocated funding to "manage their own faults". A fault or reactive maintenance is the result of a sudden failure or breakdown which may have resulted from wilful acts or natural breakdown. All public schools may opt to participate in this program. Independent Public Schools participating in the program also have the flexibility to choose their own contractors when rectifying a fault.

Information on how to join the program can be found on the [Finance for Schools](#) website.

Expenditure guidelines

Faults Management Program funding is applicable for breakdown repairs under \$1500 (excluding GST).

A Faults Management Program Manual – IPS is available on the [Finance for Schools](#) website.

Reporting

Nil

Duration of program/funding

Schools can opt in or out of the Faults Management Program.

Applications to join the program are available on the Finance for Schools website and are required to be completed and submitted by 1 November for the following year.

Schools wishing to opt out of the program are required to provide notification (email/letter) signed by the principal and forwarded to Schools Resourcing and Support prior to the end of November in order to withdraw from the coming year. Advice received after the commencement of a new faults year cannot be actioned until the following year.

Policy reference

None

Eligibility

All Schools

Allocation of funds

A faults baseline allocation is determined using historical data and school context information. This includes the last three years of faults repair work registered through the Building Management and Works (BMW) one call centre.

The baseline is reconciled each year against BMW faults expenditure and school based expenditure (IPS) to identify any over baseline expenditure. Once assessed a safety net payment may be approved to meet this over expenditure. Approved safety net payments are paid in the following April gateway.

Payment details

An annual baseline allocation is paid as a cash special purpose grant through the school grant system. This is paid in two equal gateway instalments. 50% in February or April and 50% in July.

Chart of accounts advice**Revenue**

C20xx - Create a revenue account in the C2000 Department of Education (DOE) Grants range. Refer to the current School chart of Accounts to ensure that an account that has been allocated as mandatory is not used in error.

Expenditure**Public Schools**

D16xx - Create an expenditure account in the D1600 Repairs and Maintenance range. Refer to the current School chart of Accounts to ensure that an account that has been allocated as mandatory is not used in error.

Independent Public Schools

D1695 – Faults Management – BMW (IPS Only): To be used by IPS for recording expenditure incurred for faults management paid to BMW

D1696 – Faults Management – Other Contractors (IPS Only): To be used by IPS for recording expenditure incurred for faults management paid to contractors other than BMW.

Contact

Schools Resourcing and Support
Resourcing Officer (School Sites)
9264 5062

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 5: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 257, "Appropriations, Expenses and Cash Assets," line item Capital Works, and I ask;

Of the capital works funding how much is carry over from underspend last year (and what projects were not done as a result), what is genuinely new money?

Answer: The Capital Appropriation in 2015-16 of \$196.63 million on page 257 of Budget Paper 2 Volume 1 represents the State Government appropriation of funds to deliver ongoing projects that are included in Works in Progress and New Works. This amount is the budgeted State Government investment in projects that span a number of years before the project becomes part of Completed Works.

The Capital Appropriation may include timing differences from year to year, as the progress or long-term delivery of capital works can vary between financial years. No projects were deferred.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 6: Hon Amber-Jade Sanderson MLC asked –

I refer to Budget Paper 2 Volume 1 page 258, "Significant Issues Impacting the Agency", line item Student-centred funding model, and I ask;

(1) Under the new funding model how much is currently in the model's reserve account?

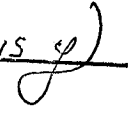
Answer:

The reserve budget allocation for 2015-16 has not been finalised.

(2) What rate of indexation is applied to the 2016 SCFM school budgets?

Answer: SCFM rates for 2016 are yet to be finalised.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 7: Hon Alanna Clohesy MLC asked –

I refer to Budget Paper 2 Volume 1 page 257, "Spending Changes", line item ICT savings and reform, and I ask,

Please detail where these savings will be found at schools?

Answer: Savings will be found by reviewing contracts with ICT service providers to determine what efficiencies can be achieved through negotiation, while ensuring maintenance of service to schools. Savings will also be found through adjustments to Central and Regional Office operational budgets.

Public / Internet

28/1/15 *cf*

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 8: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 263, "Work in progress", and I ask;

Are any of these delayed? If so which ones?

Answer: The redevelopment of Applecross Senior High School was anticipated to be completed by mid-2015. It is now planned for completion for the end of 2015.

Public / Internet

28/17/15 g.j

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 9: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 263, "Work in progress", line item Land Acquisition and I ask;

What land are you purchasing in 2015/16 and for what purpose?

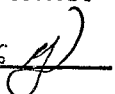
Answer: The Department of Education anticipates purchasing the whole or a portion of the following sites in 2015-16:

- Baldivis South High School site;
- Ellenbrook North (Aveley) High School site;
- Lakelands High School site; and
- Hammond Park High School site.

In addition, the Department of Education anticipates purchasing additional land for the Western Australian College of Agriculture – Cunderdin.

Note that land for future primary schools is generally provided free of charge as part of the planning process for new developments and is not funded from the land acquisition program.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 10: Hon Sue Ellery MLC asked –

I refer to Budget Paper 2 Volume 1 page 264, "New Works", line item New Primary Schools and I ask;

(1) What is the \$300 000 for Interim schools for in 2015/16 and 2016/17?

Answer: The budget item provides for the creation of off-site annexes (usually transportable classrooms) at schools under enrolment pressure.

(2) What will the \$56 million buy for new schools in 2017?

Answer: Four new primary schools at Alkimos (South West), Baldivis (North), Byford (South West) and Landsdale (East). These new schools will be delivered under a Public Private Partnership model.

(3) What will the \$206.8 million deliver in respect to the number of new primary schools between 2018 and 2021?

Answer: The funding provides for the delivery of four new primary schools each year between 2018 and 2021. The location of these new schools is yet to be determined.

Public / Internet

28 1715 mgj

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 11: Hon Dr Sally Talbot asked –

Given that the Department of Education's submission to the Blaxell Inquiry revealed that only 20% of schools were using the Protective Behaviours program that complied with the recommended requirement of the Gordon Inquiry;

(1) What percentage of schools are now using the Protective Behaviours program that was recommended?

Answer: All public schools implement preventive curriculum. This is required by the Department of Education's *Child Protection* policy. The Department does not collect information about the number of schools using the Protective Behaviours program, as it is only one of the programs schools can choose to use.

(2) What percentage of schools are using their own mechanisms to deliver a preventative curriculum;

Answer: The Department does not require schools to report the particular programs used to deliver a preventive curriculum.

(3) Has any funding been allocated in the Budget for the Department to conduct Recommendation Four of the Blaxell report "That the Department of Education undertake a review of how their schools deliver the preventative curriculum to ensure that it meets the need as identified in the Gordon Inquiry and that it assess whether there is any need for a more prescriptive requirement (in line with the Protective Behaviours program that the Department has already developed)?

Answer: The Department has undertaken a review of how schools deliver preventive curriculum. The Blaxell Inquiry noted that the Department's Protective Behaviours program was already well established in some schools. Following the release of the Inquiry report, additional funding of \$195,606 for 2013-14 was approved to implement a new project to further assist schools to introduce whole-school approaches to protective behaviours.

The funding was used to:

- further develop the online Kindergarten to Year 10 Protective Behaviours teacher and student resources, including alignment with the Australian Curriculum;
- revise the existing online and face-to-face Protective Behaviours professional learning; and
- develop a train-the-trainer package for use by external providers.

Public / Internet

28/17/15 *g*

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 12: Hon Dr Sally Talbot asked –

(1) How much did schools collect before the end of each term for non-core subject in;

- a. Term 1, 2013*
- b. Term 2, 2013*
- c. Term 3, 2013*
- d. Term 4, 2013*
- e. Term 1, 2014*
- f. Term 2, 2014*
- g. Term 3, 2014*
- h. Term 4, 2014*
- i. Term 1, 2015*

(2) How much, in percentage and dollar terms, did debt collectors collect on behalf the schools and Education Department in;

- a. Term 1, 2013*
- b. Term 2, 2013*
- c. Term 3, 2013*
- d. Term 4, 2013*
- e. Term 1, 2014*
- f. Term 2, 2014*
- g. Term 3, 2014*
- h. Term 4, 2014*
- i. Term 1, 2015*

(3) What was the cost of this collection to the Department and schools?

Answer: The Department of Education does not collect this level of detailed information from schools. Providing a response to this question would require an unreasonable use of Department resources.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 13: Hon Dr Sally Talbot asked –

(1) What percentage of parents paid the voluntary fee to primary schools in 2014?

Answer: The average collection rate of the voluntary contribution in primary schools in 2014 was 59%. The average collection rate is the number of students whose parents/guardians have paid compared to the number of students in the school.

(2) What percentage of parents paid the voluntary fee to secondary schools in 2014?

Answer: The average collection rate of the voluntary contribution in secondary schools in 2014 was 53.7%. The average collection rate is the number of students whose parents/guardians have paid compared to the number of students in the school.

(3) What percentage of parents paid the voluntary fee to primary school in 2015?

Answer: The information is not available. It is not collected from schools until Term 1, 2016.

(4) What percentage of parents paid the voluntary fee for secondary schools in 2015?

Answer: The information is not available. It is not collected from schools until Term 1, 2016.

Public / Internet

28.12.15 (g)

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 16: Hon Adele Farina MLC asked –

When will funding be provided for construction of Eaton Community College Stage 2?

Answer: There are no plans for a second stage at Eaton Community College. Any additional works at Eaton Community College will be considered along with other priorities when future capital works programs are compiled.

The current permanent and temporary specialist buildings provided at Eaton Community College can accommodate up to 882 students. Eaton Community College currently has 522 students enrolled.

Public / Internet

28/7/15 (y)

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

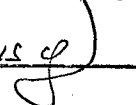
Question No. 17: Hon Adele Farina MLC asked –

- (a) Will the Department confirm that Stage 2 plans exist for Eaton Community College?*
- (b) When will the school community be consulted in relation to the Stage 2 plans?*
- (c) Will the Minister provide me with a copy of the Stage 2 plans?*
- (d) If no, why not?*

Answer: (a)-(d) There are no current plans for any additional work at Eaton Community College. The Department of Education considers the facilities adequate for the student enrolment at the school.

The current permanent and temporary specialist buildings provided at Eaton Community College can accommodate up to 882 students. Eaton Community College currently has 522 students enrolled.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 18: Hon Adele Farina MLC asked –

What funding has been allocated in the 2015/16 Budget for Eaton Community College to construct much needed facilities, in particular;

- a. purpose built science labs?*
- b. purpose built design and technology rooms?*
- c. purpose built student services area?*
- d. purpose built staff room that accommodates all staff?*
- e. purpose built entrance and reception area?*
- f. administration area that meets the school's needs?*

Answer: (a) – (f) The 2015-16 Budget does not include additional funding for works at Eaton Community College. The current permanent and temporary specialist buildings provided at Eaton Community College can accommodate up to 882 students. Eaton Community College currently has 522 students enrolled.

(a), (b), (c), (d) In order to accommodate Eaton Community College's student enrolment, the following additional transportable facilities have already been provided:

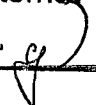
- two Science;
- one Food Technology studio;
- one Design and Technology (Woodwork);
- one IT laboratory;
- one staffroom; and
- one Bristol classroom.

The standard of a transportable classroom is no different to that of a permanent classroom – the only difference is that a transportable classroom can be deconstructed when it is no longer needed. Every transportable classroom is air-cooled and equipped, providing a comfortable and well-resourced learning space for students.

(e) When the Eaton Community College plans were developed initially, the co-locating of the library and administration together was fully supported and a collaborative relationship between the community and the College was encouraged. This was considered a favourable outcome by the College and the Shire of Dardanup. The design provided a public entry and another dedicated entry for staff and students from within the College, which met the College's needs.

(f) The current administration area is within the benchmark requirements to meet the needs of the College with an enrolment of 522 students.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 19: Hon Adele Farina MLC asked –

In relation to 18a to 18f, if funding is not provided in the 2015/16 Budget, when can funding be expected for these important and overdue works?

Answer: As the current accommodation meets the needs of the existing student population, no funding has been allocated for any additional work at Eaton Community College.

The current permanent and temporary specialist buildings provided at Eaton Community College can accommodate up to 882 students. Eaton Community College currently has 522 students enrolled.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

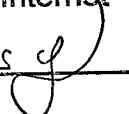
Department of Education

Question No. 20: Hon Adele Farina MLC asked –

Will the Minister undertake to provide funding to fix the shortfalls with the retrofit of dividing walls that has resulted in these walls finishing a foot or so short of the ceiling?

Answer: Eaton Community College was designed as a middle school with an open-plan approach to learning spaces. Funding allocated through the *Building the Education Revolution* program enabled certain spaces to be separated with walls. The College agreed and opted to have five classrooms installed with divisional walls not to full height instead of two classrooms with walls to full height.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 21: Hon Adele Farina MLC asked –

(a) Is the Department aware that the Shire of Dardanup intends to build a purpose built Shire Library?

(b) Has the Department had any discussions with the Shire of Dardanup to determine whether the Shire intends to terminate its agreement with the Department in relation to the joint Eaton College Community College/Shire of Dardanup Library (30%/70%) and what was the outcome of those discussions?

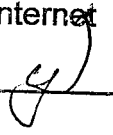
(c) Is it the intention of the Shire of Dardanup to terminate the agreement in relation to the joint Library?

Answer: (a) – (c) While no formal advice has been received by the Department of Education, it is understood that officers from the Shire of Dardanup have had preliminary discussions with Mr Alan Brown, Principal, Eaton Community College, regarding a possible purpose-built Shire library.

(d) Will the Department give a guarantee that, in the event the Shire of Dardanup does terminate the agreement and withdraws its resources from the joint Library, the Department will ensure the school has the funding to replace any resources withdrawn, including funding for books and other resources and for a Librarian?

Answer: The Department will ensure that the College is not disadvantaged if the Shire decides to terminate the Licence Agreement. The School Community Librarian and a Librarian Officer are currently employed by the Department.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 22: Hon Adele Farina asked –

(a) Will funding be provided in the 2015/16 Budget for the improvement of the Bunbury Senior High School canteen and surrounding area?

Answer: The 2015-16 Budget does not include funding for canteen improvements at Bunbury Senior High School.

(b) If yes, how much?

Answer: Not applicable.

(c) If funding is not available in the 2015/16 Budget, when will funding be made available?

Answer: A feasibility study for the canteen at Bunbury Senior High School has been undertaken. Funding for this project will be considered along with other priorities when future capital works programs are compiled.

Public / Internet

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 23: Hon Adele Farina asked –

(a) Will funding be provided in the 2015/16 Budget to address the concrete cancer problems at Bunbury Senior High School?

Answer: The 2015-16 Budget does not include funding for the remediation of concrete cancer at Bunbury Senior High School. However, arrangements are being made to investigate the extent of the concrete cancer and provide an indicative cost to remediate for budgeting purposes.

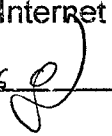
(b) If yes, how much?

Answer: Not applicable.

(c) If funding is not available in the 2015/16 Budget, when will funding be made available?

Answer: Funding will be considered along with other priorities when future capital works programs are compiled.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

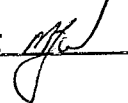
Question No. 24: Hon Adele Farina asked –

In 2015, additional funding was made available to the Dardanup Primary School together with other schools with less than 200 students, over and above the student centred funding model of about \$100,000. Will this funding be made available on a recurrent basis?

Answer: No additional funding was provided to Dardanup Primary School over and above the Student-Centred Funding Model.

As part of the SCFM, schools received an enrolment-linked base allocation. Dardanup Primary School's allocation was \$378,691. This allocation is provided to schools to ensure that there is sufficient funding to meet their industrial requirements, legal obligations and to provide and appropriate curriculum. This is an ongoing allocation.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 25: Hon Adele Farina asked –

Due to the lack of funding provided under the student centred funding model for schools of less than 200 students, Dardanup Primary School has a number of split classes, specifically kindy/pre-school, years 3/4, years 4/5 and years 5/6. The school community are particularly concerned about the split kindy/pre-school class given the importance of the early years and the lack of funding for Education Assistants. Will the Minister consider establishing a policy position not to permit kindy/pre-school split classes and to adequately fund school to ensure this is not necessary?

Answer:

As part of the Student Centred Funding Model, schools received an enrolment-linked base allocation. Dardanup Primary School's allocation was \$378,691. This allocation is provided to schools to ensure that there is sufficient funding to meet their industrial requirements, legal obligations and to provide and appropriate curriculum.

Principals now operate with a one-line budget, which provides them with the flexibility to develop an educational and staffing profile that best meets the needs of the school community. In consultation with their staff and school board/council, schools make their own decisions in relation to programs, the configuration of classes and the deployment of education assistants, based on their local contexts.

Schools are advised to consult with local families when deciding on the configuration of classes. They consider numerous factors in arriving at these decisions. Split classes have been a feature of public and non-government schools for many years, and some schools actively choose to run split 'multi-age' classes due to research that points to the benefits of such an approach.

Each kindergarten-aged child enrolled in a school attracts a funding allocation.

The Principal, Dardanup Primary School has advised:

- the decision to create a Kindergarten/Pre-primary class was a local one;
- the number of students in the Kindergarten/Pre-primary class is in line with those recommended in the *School Education Act Employees' (Teachers and Administrators) General Agreement 2014*; and
- National Quality Standard staffing requirements have been met, with a qualified teacher and full-time education assistant allocated to the class.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 26: Hon Adele Farina asked –

Which schools in the South West region run playgroups/play cafe and which of these are funded through the single line-item funding provided by the Department to the school?

Answer: Schools in the Southwest Education Region that run playgroups/play cafés are:

Adam Road Primary School	Harvey Primary School
Allanson Primary School	Kingston Primary School
Amaroo Primary School	Kirup Primary School
Augusta Primary School	Maidens Park Primary School
Boyanup Primary School	Mount Barker Community College
Boyup Brook District High School	Mount Lockyer Primary School
Bridgetown Primary School	Mount Manypeaks Primary School
Brunswick Junction Primary School	Parkfield Primary School
Bunbury Primary School	Pemberton District High School
Busselton Primary School	Picton Primary School
Carey Park Primary School	River Valley Primary School
Clifton Park Primary School	South Bunbury Primary School
Cooinda Primary School	Tambellup Primary School
Cranbrook Primary School	Treendale Primary School
Donnybrook District High School	Vasse Primary School
Fairview Primary School	Walpole Primary School
Geographe Education Support Centre	Wellstead Primary School
Glen Huon Primary School	Wilson Park Primary School
Greenbushes Primary School	Yarloop Primary School

No playgroups/play cafes are funded directly through the one-line budget. The Student-Centred Funding Model funds enrolled students from Kindergarten onwards. The budget enables schools to determine how to use their funding to deliver the best education for all enrolled students.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 27: Hon Adele Farina asked –

(a) How much funding will be made available in the 2015/16 Budget to address IT issues at Dardanup Primary School?

Answer: Funding is not allocated specifically to address IT issues. Dardanup Primary School receives its funding as a dollar amount through its one-line budget. The school principal determines the portion of the school budget that can be spent on addressing local IT issues.

(b) If there is no funding in the 2015/16 Budget, when will funding be made available to address IT issues at the school?

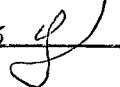
Answer: Dardanup Primary School, along with a number of other schools, is being considered for inclusion in a group of schools that will receive centrally funded upgrades to their network infrastructure during 2015-16. Inclusion in this group depends upon the funding available and a range of factors used to identify those schools with the greatest need.

(c) The Integris IT program at Dardanup Primary School is about 4 versions behind the version being used by the Department and other schools, how does this happen? Why isn't there a system in place to upgrade programs at all public schools when the Department does an upgrade to ensure everyone is using the same version of the program?

Answer: The version of the Integris IT program (software) installed on the administration server at Dardanup Primary School is the current version released to all schools as part of the Department's software upgrade process during Term 2, 2015. The Department has in place a software upgrade deployment process to release and confirm the successful release of the Integris software to all public schools using the Integris software.

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ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

ADDITIONAL QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. 28: Hon Adele Farina asked –

(a) Is funding for level 3 teacher time and DOT time incorporated into the student centred funding model?

Answer: Duties other than teaching (DOTT) time is incorporated in the Student-Centred Funding Model (SCFM). The additional 0.1 FTE for each Level 3 Classroom Teacher (L3CT) ceased at the end of 2013 and therefore is not incorporated in the model.

(b) If yes, how much funding is incorporated into the model?

Answer: The amount of DOTT time is prescribed in the Teachers' Award. The SCFM ensures schools are able to meet all industrial obligations, including the provision of DOTT time.

(c) If no to (a), do public schools have discretion whether or not to fund DOT and level 3 teacher time?

Answer: DOTT time is prescribed in the Teachers' Award and discretion is not an option. Up to the end of 2013, the Department of Education had provided extra allocation time of 0.1 FTE for each L3CT to support other teachers. This allocation was not mandated in the industrial instrument and ceased at the end of 2013.

(d) If yes to (c), will this not result in a whittling down of teacher entitlements and inconsistency between public schools?

Answer: Not applicable.

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