Our Ref: 34-62175

Mr Mark Warner
Committee Clerk
Standing Committee on Estimates and Financial Operations
Parliament House
WEST PERTH   WA   6000

Dear Mr Warner

I refer to the appearance of the Department of Education before the Estimates and Financial Operations Committee for the 2015-16 Annual Budget Estimates Hearing on Tuesday, 23 June 2015.

As stated in my letter dated Wednesday, 8 July 2015 the Additional Questions No.14 & No. 15 asked by the Honourable Sally Talbot MLC will be submitted on Friday, 7 August.

Please find attached answers to all other Additional Questions and Supplementary Information requested by Legislative Council Members.

Kind regards

Hon Peter Collier MLC
MINISTER FOR EDUCATION

2 4 JUL 2015

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A1: Hon Rick Mazza asked if the Minister could provide a breakdown of the contributions, fees and charges at agricultural colleges and farm schools.

Answer: A breakdown by school for "Fees – Agricultural Colleges" and "Farm School Receipts", from page 270 of the 2015-16 Budget Papers, is provided below for 2014-15 revenue (to 23 June 2015) and the 2015-16 Budget. The line item "Fees – Agricultural Colleges" only includes student residential accommodation fees.

	2014-15 Actual (to 23 June 2015) $	2015-16 Budget $
Fees – Agricultural Colleges		
Western Australian College of Agriculture – Cunderdin	960,305	988,100
Western Australian College of Agriculture – Denmark	703,836	724,300
Western Australian College of Agriculture – Harvey	841,873	866,300
Western Australian College of Agriculture – Morawa	422,593	434,800
Western Australian College of Agriculture – Narrogin	909,097	935,500
Total	**3,837,704**	**3,949,000**
Farm School Receipts		
Esperance Senior High School	92,018	88,100
Western Australian College of Agriculture – Cunderdin	298,690	321,000
Western Australian College of Agriculture – Denmark	199,670	214,700
Western Australian College of Agriculture – Harvey	336,551	352,200
Western Australian College of Agriculture – Morawa	160,483	151,200
Western Australian College of Agriculture – Narrogin	186,950	205,500
Total	**1,274,362**	**1,332,700**

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A2: Hon Sally Talbot asked for the enrolments for Kellerberrin DHS for 2012, 2013, 2014 and 2015.

Answer:

Semester 1 student numbers for Kellerberrin District High School 2012–2015

Year	K	PP	Y01	Y02	Y03	Y04	Y05	Y06	Y07	Y08	Y09	Y10	TOT
2012	22	16	27	19	17	18	16	19	10	5	9	3	181
2013	12	24	18	27	21	19	20	20	21	4	8	10	204
2014	25	13	25	20	28	23	21	20	14	3	3	6	201
2015	14	19	13	22	22	27	22	17	8	11	7	2	184

Tuesday, 23 June 2015

Department of Education

Question No. A3: Hon Adele Farina asked what is being done to address facilities shortcomings at Eaton Community College. For example, there is only one specialist science lab, and the school administration is in the public library, which is shared with the local government authority.

Answer: In order to accommodate the College's student enrolment growth, the following additional transportable facilities have been provided:
- two science;
- one food technology studio;
- one design and technology (woodwork);
- one IT laboratory;
- one staffroom; and
- one Bristol classroom.

The Library has been operating successfully since 2003. If the arrangement with the Shire changes, the Department will ensure that the College is not disadvantaged. The Department is monitoring the student growth at Eaton Community College to ensure that the facilities provided are adequate for the number of students enrolled.

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.

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A4: Hon Martin Aldridge asked for the current status of plans to dispose of or otherwise use the former Katanning Residential College.

Answer: At present, some of the dormitory facilities are being used by students participating in a Clontarf Football Academy program and by Main Roads Western Australia employees.

The Country High School Hostels Authority, in conjunction with the Department of Education, is yet to make a decision regarding the demolition of the buildings. Following further investigation and consultation with the local community, the Department will consider disposal of the property.

Tuesday, 23 June 2015

Department of Education

Question No. A5: Hon Dave Grills asked where is Esperance Senior High School as a priority on the list of schools to receive work with the $15.6 million in the 2015-16 budget?

Answer: The full scope of works to be undertaken as part of the $15.6 million High Priority Safety and Preventative Maintenance Program has not yet been determined.

Tuesday, 23 June 2015

Department of Education

Question No. A6: Hon Ken Travers asked what work has been done on traffic management around Churchlands SHS, especially in light of the new build worth $38 million.

Answer: An assessment of traffic impact around Churchlands Senior High School is underway as part of the planning for the new build. The construction of new teaching facilities at Churchlands Senior High School includes the provision of 137 additional on-site parking bays for staff, visitors, students and parents.

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A8: Hon Alanna Clohesy asked for comprehensive information on isolation rooms, including a literature review of the latest research on the use of the rooms, the Department's policy (of which a copy is to be provided), outcomes from their use, etc.

Answer:

The *School Education Act 1999* and the Department's *Behaviour Management in Schools* policy (copy attached) provide the framework in which restrictive practices, such as protective isolation, may be applied. The policy further provides schools with mandated procedures, which include consideration of the physical environment, planning, assessment, consultation, consent and monitoring. Protective isolation is used when a student poses a significant risk of harm to him or herself, or to others, and other less restrictive practices have been ineffective in calming the student. The Department requires that school principals consult with a range of professionals with appropriate expertise, including school psychologists and external professionals engaged in the care of the student, prior to implementing protective isolation.

Other Western Australian Department of Education policies and programs reinforce these procedures and provide additional support for ethical decision-making and workforce development. These include the *Duty of Care* policy, *Code of Conduct*, Accountable and Ethical Decision Making Training Program and de-escalation training.

The United States Department of Education's *Restraint and Seclusion: Resource Document* (2012) has been identified as one source of guidance about policies, procedures and practices regarding the use of restraint and seclusion (isolation). It identifies 15 principles to guide education systems and schools, including prevention strategies, the use of alternative, less restrictive approaches, staff training, monitoring and reporting, and parent involvement.

It is clear that much of the literature on protective isolation relates to the use or elimination of that strategy in clinical, disability and custodial settings, rather than to its application in school settings. The Australian Psychological Society's (APS) *Evidence-based guidelines to reduce the need for restrictive practices in the disability sector* (2011) is targeted to services for individuals with disability, including those in residential care settings. It advises that a range of factors should be considered before implementing restrictive practices, including person-centred planning, determining an appropriate physical environment, ethical considerations, assessment of the individual concerned, staff and staff training, consultation, consent, and legal frameworks.

The Department's *Behaviour Management in Schools* policy is currently under review, and part of that review process involves the consideration of contemporary research relating to particular aspects of the policy. Protective isolation is one area that has been identified for attention in the immediate future in developing evidence-based guidance for schools. A recent review of other Australian jurisdictions found no evidence-based guidance on protective isolation in any state or territory Education departments.

Department of
Education

BEHAVIOUR MANAGEMENT IN SCHOOLS

EFFECTIVE: 28 JANUARY 2008

VERSION: 1.2 FINAL

Last updated: 9 April 2013

CONTENTS

1 POLICY STATEMENT

The principal is responsible for the creation and maintenance of a safe and positive learning environment and the development of processes for the effective management of student behaviour.

The principal must use approaches which:

- are preventative in nature;
- promote pro-social behaviour, student wellbeing and the development of self discipline;
- focus on early intervention; and
- outline procedures for the management of ongoing or serious misbehaviour.

2 BACKGROUND

The management of student behaviour is encompassed in the teaching and learning process. There is a need to support public schools in creating safe and positive learning environments which:

- promote pro-social behaviour and positive social interactions amongst staff and students;
- provide opportunities for students to learn and practise appropriate social behaviours and self discipline; and
- encourage appropriate and fair sanctions for students who display inappropriate behaviours.

Schools provide a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour. Students need opportunities to develop appropriate behaviours, self control, and resiliency through interactions with teachers and other staff and through the curriculum; and they need to be reinforced consistently in a manner which enhances their understanding of responsible social behaviour.

Principles

The following principles will guide schools in their management of all student behaviour:

- Student wellbeing and the prevention of inappropriate behaviour will be enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes will acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

3 PROCEDURES

3.1 SCHOOL BEHAVIOUR MANAGEMENT PLANNING

Principals will plan for the effective management of student behaviour. This planning must be documented and will outline the approach to the creation of a safe and positive learning environment.

3.1.1 ESSENTIAL ELEMENTS WITHIN SCHOOL BEHAVIOUR MANAGEMENT PLANNING

School behaviour management planning must focus on optimising teaching and learning experiences for all students. It must include both the positive and preventative approaches to managing student behaviour as well as the appropriate use of consequences and sanctions.

The Principal will develop procedures which must contain the following:

- a code of conduct that is developed in consultation with the school community and endorsed by the school council;
- an outline of the rights and responsibilities of the school community;
- a description of the strategies that are in place to establish and maintain a supportive culture and positive learning environment, teach and encourage pro-social behaviour, improve student wellbeing and reinforce positive student behaviour;
- processes to prevent and manage all forms of bullying (see 6.1.2);
- descriptions of the types of behaviours which will be considered a breach or serious breach of discipline that have been determined in collaboration with the school council;
- a description of the range of processes, including appropriate conflict resolution and restorative practices and consequences and sanctions that will apply when student behaviour is disruptive and how these will be applied;

Guideline
Planning should not be prescriptive about these consequences as all behaviours should be considered within the context in which they occur. For example it would not be appropriate for sanctions which prescribe that all students involved in an incident of physical assault to be given an automatic 5 day suspension.

- Details of assistance available to staff, students and parents;

Guideline
This should include a statement about how work is provided to students who have been suspended.

- a summary of the communication strategy that will ensure that all staff, students and members of the school community are aware of and understand the schools behaviour management processes; and
- an outline of the processes in place to ensure the school's behaviour management plan is monitored and reviewed annually.

3.1.2 MANAGEMENT OF STUDENT MOBILE PHONES

Principals must have a strategy for the use of mobile phones as part of their school's behaviour management planning which will include:

- making an order stating that the use of mobile phones by students in classrooms is banned; and

- developing and documenting an appropriate use statement stating the rules regarding the use of mobile phones in the school and the consequences students can expect for inappropriate use.

Principals must clearly and regularly communicate the school's strategy on mobile phone use to students, parents and staff through:

- announcement to classes;
- school assemblies; or
- in a written circular or other school publications.

Guidelines

Mobile phones are increasingly prevalent in schools and many students carry them during the day. While parents provide mobile phones to their children for safety and other reasons, it is necessary that staff and students not be disrupted by mobile phones in classrooms and to maintain good order in public schools.

Principals are able to suspend students found to be involved in recording, distributing or uploading inappropriate images of videos of students, parents or staff on school premise. See section 6.5.1 – Suspension for Breach of School Discipline.

Principals are also entitled to ban the use of mobile phones anywhere on the school site, following community consultation.

3.1.3   PREVENTING AND MANAGING BULLYING

Principals must have a strategy for the prevention and management of bullying as part of their school's behaviour management planning.

This will include:

- the rationale which comprises:
  - o   a statement outlining the school's commitment to prevent and manage bullying; and
  - o   an acknowledgement that everyone in the school community has a responsibility to prevent bullying.
- the Department's whole-school community statement of rights and responsibilities of students, staff, parents and the wider community in relation to bullying in schools.
- the Department's common understandings of bullying issues including:
  - o   the definition of bullying;
  - o   an explanation of the types of bullying;
  - o   the roles of bystanders; and
  - o   the use of terminology.

  appropriate evidence based strategies and procedures to prevent and effectively manage bullying including:
  - o   whole school prevention;
  - o   targeted early intervention; and
  - o   intervention for bullying incidents.

- processes to review and monitor the schools strategy to prevent and manage bullying.

Guideline

For further information see http://www.det.wa.edu.au/behaviourandwellbeing

3.1.4   DOCUMENTED PLANS

School staff will develop a documented plan for an individual student when the student's behaviour is considered to be at a level that is beyond the scope of the school's behaviour management plan, or the school's current management strategies are not effective.

Documented plans to address behaviour must:

- be negotiated between school staff, students and where possible the parents;
- reflect the age and developmental needs of the student and consider the context in which behaviours occur;
- clearly describe the desired behaviour/goals of the student;
- outline both positive and negative consequences required to shape the desired behaviour;
- outline changes required to the learning environment to support the student to modify their behaviour;
- outline other support available to the student and how this can be accessed; and
- contain a review process to assess, change and modify the plan.

3.1.4.1   RISK MANAGEMENT PLANS

School staff will undertake risk management planning where a student's behaviour is considered to present a physical risk to the safety of staff or students. This will be documented and be included in the student's documented plan addressing behaviour.

The risk management plan must include:

- a summary of the student's behaviour and the risk it presents;
- the known antecedents to the behaviour and strategies which de-escalate this behaviour;
- strategies which are in place to support staff to manage the risk and advice as to how staff should access this support;
- an outline of the other resources required to manage the student's behaviour; and
- an outline of the method of communicating this plan to staff.

3.2   MANAGING BREACHES OF SCHOOL DISCIPLINE

Effective school behaviour management plans will include the use of appropriate consequences for breaches of the school's code of conduct. Staff must consider the use of consequences as part of an educative and restorative process. When staff are considering the use of consequences for the management of behaviour the following procedures will apply.

3.2.1   DETAINING STUDENTS AFTER SCHOOL

Guideline
A staff member may detain a student after school as a consequence of a breach of school discipline.

Regardless of the duration of the detention, staff will ensure that detention only takes place when:

- parents have been contacted to inform them of the reasons for, and the duration of, the detention; and
- the parent and the staff member have agreed on the way the student will return to the parent's care following the detention.

If duty of care requirements cannot be met, an alternative sanction needs to be imposed.

Staff must keep records of the use of detention. These will include the date and time of the detention and the length of the detention.

3.2.2 WITHDRAWAL OF STUDENTS FROM SCHOOL ACTIVITIES

Withdrawal of students from school activities is a planned strategy and will involve consultation between the class teacher and the school's administration team.

Guideline
It is distinct from short-term withdrawal, such as removing a student to another class, which may form part of a teacher's classroom management strategies.

Following a breach of school discipline, staff may withdraw a student from:

- any class or classes of instruction;
- recess and lunch breaks, however, alternative breaks must be provided and students must be supervised; and
- identified school activities or programs.

Staff cannot withdraw a student from any class or classes of instruction for more than five consecutive schools days.

The withdrawal of a student from a school activity must be imposed in a timely manner, that is as close to the occurrence of the incident as is possible.

Staff will only consider withdrawal when it:
- is used to provide students exhibiting disruptive behaviour with the opportunity to calm down, and reflect on their own behaviour;
- provides an opportunity to negotiate and plan behaviour management strategies; and
- provides an opportunity for restorative processes to be implemented.

Staff must provide a student withdrawn from classes with opportunities to complete assignments or assessments to fulfil course requirements.

Staff must supervise students to ensure safety and security requirements are met at all times. Decisions about the location, supervision arrangements and the duration of withdrawal must take into account:
- the developmental status of the student; and
- the potential emotional, academic and social impact of such withdrawal on the student.

Staff must inform parents of their child's withdrawal from school activities and keep records regarding this process.

3.3   PROTECTIVE ISOLATION

Guideline
Principals may implement the use of protective isolation to maintain the participation of students with extreme, maladaptive behaviour.

Protective isolation must only be used with the written consent of the Director, Schools.

Principals must only implement protective isolation when it is part of a wider documented plan for students whose behaviour places themselves or others at risk of harm. As such, it is an intervention of limited duration used for harm minimisation and to re-establish behavioural control.

Principals must consider protective isolation from two perspectives, as both a strategy and a physical location.

Protective isolation must be carefully and collaboratively planned with consultation and input from school staff, parents, inter-agency partners involved in the behaviour management of the student and a psychologist with acknowledged expertise in behaviour management.

Guideline
This psychologist may be a member of the district student services team.

Principals will:

- Consult with relevant school staff prior to considering protective isolation to ensure that no other suitable alternatives exist;
- Consult with the manager student services at the district education office to obtain advice about the use of protective isolation for a particular student;
- Obtain written parental approval prior to the use of protective isolation and maintain ongoing consultation with parents for the duration of a plan involving protective isolation;
- Complete the Assessment and Endorsement Checklist (see Appendix E) when establishing and reviewing the use of protective isolation;
- Obtain full written consent for the strategy and location from the director, schools or their delegate (see Appendix F); and
- Involve parents, the school, interagency partners, and district office staff in ongoing and regular reviews of the plan.

Staff will develop a documented plan for a student for whom protective isolation is used which teaches the student:

- how to lower their base level of emotional responsiveness;
- how to predict their own behaviour patterns;
- strategies for self-control, calming and how to remove themselves from situations where their behaviour may escalate;
- the use of alternative behaviours; and
- how to appropriately obtain positive reinforcement.

3.4   USE OF PHYSICAL CONTACT AND RESTRAINT

3.4.1   PHYSICAL CONTACT TO CARE FOR A STUDENT OR TO MAINTAIN ORDER

Guideline
School staff may use physical contact to care for a student or to manage their behaviour. Physical contact with students differs from restraint in that it uses little or no physical force and its purpose is to correct or direct a student.

Staff may use contact to prompt, to give reassurance or to offer support in a variety of situations. Younger students in particular may need reassurance and comfort in certain situations. Staff should be aware that some students find this use of physical contact unwelcome or inappropriate.

Before any form of physical contact is used with a student, staff must consider the:

- age of the student;
- situation in which it is used;
- the purpose of the physical contact; and
- the likely response of the student.

Guideline
When attempting to maintain order it is always preferable for staff to use verbal de-escalation strategies to manage student behaviour. However, it may become necessary for a staff member to use reasonable physical contact to maintain or re-establish order. This may also include situations where teachers are required to defend themselves from physical harm. The application of any form of physical contact towards a student places staff in a vulnerable position.

Staff must only use reasonable physical contact once other less intrusive alternatives have failed.

Guideline
Examples of physical contact include escorting a student by the arm or hand, holding, guiding or shepherding.

Physical contact must not to be used where it is intended to provoke or punish a student or is intended to cause pain, injury or humiliation.

The degree of physical contact must be in proportion to the seriousness of the behaviour or the circumstances it is intended to prevent or manage. The duration of the contact must be the minimum required to achieve the desired result.

Guideline
Physical contact may also be used where it is required to support compliance with a specific behaviour modification.

3.4.2   PHYSICAL RESTRAINT

Guideline
Principals are encouraged to develop an ethos where physical restraint or contact with students, to manage behaviour, will not be necessary.

Staff will only consider the physical restraint of students once other less intrusive alternatives have failed or been deemed to be inappropriate. Physical restraint must only be used if a student is acting in a manner that places at risk the safety of any person or there is a risk of damage to property.

If it becomes necessary in emergency circumstances to use physical restraint, it will only be used with extreme caution. The use of restraint will be in line with the practice promoted by the Department's preferred training providers.

When restraint is used:

- it will be used in such a way as to minimise or prevent harm;
- staff members will maintain communication with the student in an attempt to de-escalate the situation and end the restraint as soon as possible;
- it will stop as soon as staff determine the student is no longer presenting a risk to safety; and
- the principal will provide appropriate support to staff, the student and parents as required after the restraint.

Where staff are required to use restraint on an ongoing basis to manage the behaviour of an individual student, information about the use of restraint must be included in the student's documented plan. This allows schools to assess and minimise the risk associated with restraint.

In this case, staff will document restraint for use as part of a hierarchy of responses, after other less intrusive alternatives have failed or been deemed inappropriate. Planning for the use of restraint as part of a documented plan will be a collaborative process between the principal, the student's parent(s) and other staff as required. The parent will be provided with information to promote their understanding that restraint will be applied in line with the requirements of the *School Education Regulations 2000* and the *Behaviour Management in Schools* policy.

Information to be outlined in the student's documented plan include:

- conditions that will lead to the use of physical restraint;
- situations in which physical restraint is not to be used with a student;
- situations that will result in the removal of other students from the immediate environment;
- staff willingness and ability to use physical restraint as an agreed management strategy;
- assistance to be provided for staff who are involved with physical restraint; and
- advice provided by the district student services team.

3.4.3 DOCUMENTATION

Any incident where physical restraint is used must be recorded by the staff member involved.

Physical contact must also to be documented where a complaint has been made by a student or parent or the student has been hurt.

The principal must:

- be advised as soon as possible on the day of the incident;
- be provided with a written record of the incident no later than the day after the incident; and
- provide the parent with details of the incident as soon as possible.

Guideline
The parent should be contacted on the day of the incident if this possible.

The written record of incidents where physical restraint is used must include:

- location of the incident;
- name of witnesses (staff and/or students);
- incident outline including student's behaviour, what was said, steps taken, degree of force applied, and how applied;
- student's response and outcomes; and
- details of any injury or damage to property.

In all instances of physical restraint the principal will record the incident on the departments online incident notification system. In all instances where the physical contact has been documented the principal will record the incident on the department's online notification system.

3.5   SUSPENSION OF A STUDENT FROM SCHOOL

Guideline
The principal can suspend a student from attendance at school when the administrative team consider they have committed a breach of school discipline.

The maximum period of suspension is five days for a breach of school discipline and 10 days for a serious breach of school discipline.

Periods of suspension must not be imposed consecutively. The suspension must terminate at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days left in a term the student will be suspended from attending school for the remainder of the term but will return to school on the first day of the following term.

Students must return to school immediately following the end of the suspension period. Planning for the student's return and consultation with parents, if required, must be completed during the time the student is suspended. Conditions cannot be placed on a students return to school at the end of the suspension period.

The Principal must not allow a student who is suspended prior to the end of the school day to leave the school grounds until an arrangement to get the student home is agreed to by the principal and the student's parent.

Guideline
The principal may give a student permission to be on school property for specific activites or programs during a period of suspension. A student entering school property without specific permission will be in breach of suspension conditions. In such cases, when the student returns to school at the conclusion of the current suspension, consultation with the parents and student will take place to discuss possible consequences for the breach of suspension conditions. An additional period of suspension can be imposed. Persistent breaches or gross misbehaviour could lead to a recommendation for exclusion.

Consultation with the student and parents is essential when a student has been suspended from school.

Guideline
When required, this consultation will lead to the establishment of an individual behaviour management plan

When a student has been suspended for a total of 10 or more days in one school year, further consultation with parents must take place to review the behaviour management plan for the student and the educational program being provided.

If a student accumulates 20 days suspension in one year, the school is required to involve the district education office as part of a case management approach. The district education office staff member will assist the school, family and relevant agencies to formally review all aspects of the student's situation and jointly develop a documented plan. This plan must be monitored and reviewed.

Information regarding the suspension must be entered into the school's information management system. The nine categories of suspension are outlined in Appendix A. Students are to be recorded as having an authorised absence during the period of suspension.

3.5.1   SUSPENSION FOR BREACH OF SCHOOL DISCIPLINE

If the principal proposes to suspend a student for a breach of school discipline, other than a serious breach of school discipline, the student must be afforded procedural fairness before a decision is made.

The principal must:

- inform the student and their parent (unless the student is an adult student or an independent minor) of the reason for the proposed suspension and the intended duration of the suspension; and
- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to respond. If the principal cannot contact the parent by phone then they must send a letter outlining the intent to suspend and providing the parent with the opportunity to respond (see Appendix B).

If after considering all of the relevant evidence including explanations from the student and their parent, the principal decides that there are sufficient grounds for the student to be suspended, the principal must notify the student and their parent in writing of the suspension (see Appendix C).

Conditions that are attached to a period of suspension must specify:

- any permission granted for the student to attend school during their period of suspension;
- the school response to a student entering school property without specific permission being given by the principal;
- that the parent is responsible for the student during the period of suspension from school; and
- any other specific conditions considered to be necessary by the principal.

3.5.2   SUSPENSION FOR SERIOUS BREACH OF SCHOOL DISCIPLINE

Guideline
The principal is able to suspend a student immediately for a serious breach of school discipline.

As soon as practicable after the suspension takes effect, the student must be afforded procedural fairness. The principal must:

- inform the student and their parent (unless the student is an adult student or an independent minor) in writing (see Appendix D) of the reason for, and the intended duration of, the suspension; and

- provide the student and their parent (unless the student is an adult student or an independent minor) a reasonable opportunity to show that the student should not have been suspended or that the suspension should not continue.

Guideline
If the student and their parent disagree with the suspension imposed, then they may request a review of the decision. Such a request is to be made to the district education office and managed according to the Disputes and Complaints policy. A review does not prevent the period of suspension being imposed or continuing in effect.

3.5.3   EDUCATION INSTRUCTION FOR A STUDENT SUSPENDED FROM SCHOOL

Staff must provide any student who is suspended from school for three or more consecutive school days or has accumulated five days suspension within the year with educational instruction during the period of suspension. Staff must provide a student suspended from school every opportunity to continue with their education program and fulfil course requirements, including the opportunity to complete assignments or assessments conducted during the period of suspension.

Guideline
This does not require school staff to supervise the student during the period of suspension unless the student has specific permission to be on school property.

Staff must inform parents of the education instruction made available and encourage parents to support the completion of these materials.

Guideline
If staff have provided opportunities for course requirements to be completed and the student has not done so then staff may impose sanctions upon the student. The principal may give a student permission to return to school to submit an assignment, or to complete an assessment task in an isolated environment under staff supervision. Alternatively, upon the student's return from suspension they can be allowed to submit assignments or to complete assessment tasks.

3.6   EXCLUSION ORDERS FOR ALL STUDENTS

A principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline when the student's behaviour:

- has threatened the safety of any person on the school premises or participating in an educational program of the school;
- is likely to cause or result in damage to school or personal property; or
- has significantly disrupted the education instruction of other students.

The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite intervention.

4   RELEVANT LEGISLATION OR AUTHORITY

School Education Act 1999 - Sections 89 to 96, 223
School Education Act Regulations 2000 - Regulations 38 to 46

4.1   RELATED DEPARTMENT OF EDUCATION POLICIES

Alternative Education Program

Attendance
Child Protection
Dress Requirements for Students
Duty of Care for Students
Emergency Management
Exclusion Orders
Homework
Records Management
Records Management Manual for School, Campus and College Records
Risk Management
Students at Educational Risk
Students Online

4.2   OTHER RELATED DOCUMENTS

Curriculum Framework

5   DEFINITIONS

5.1   BREACH OF SCHOOL DISCIPLINE

Any act or omission that impairs the good order and proper management of the school.

5.2   BULLYING

When an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

5.3   BYSTANDER

Bullying also involves children who may not be directly involved in the bullying nor are they directly bullied, who are referred to as "bystanders". A bystander is someone who sees the bullying or knows that it is happening to someone else.

5.4   CODE OF CONDUCT

Describes the school community's expectations of student behaviour and management procedures to implement the code. The school council assists with the formulation of the code of conduct, including specific behavioural consequences and serious breaches of discipline that adversely affect or threaten safety. The school dress code does not form part of the code of conduct.

5.5 CONFLICT

Involves a disagreement where one or both party's needs are not being met. It does not involve an abuse of power, even if the parties do not have perceived equal power.

5.6 CYBER BULLYING

This involves the use of information and communication technologies such as e-mail, text messages, instant messaging and websites to engage in the bullying of other individuals or groups. This technology provides an alternative means for verbal, relational and psychological forms of bullying.

5.7 EDUCATION INSTRUCTION

Delivery of appropriate education (programs) both in and beyond the classroom through a variety of contexts including a teacher, computer program etc.

5.8 EDUCATION PROGRAM

An organised set of learning activities designed to enable a student to develop knowledge, understanding, skills and attitudes relevant to the student's individual needs.

5.9 HARASSMENT

Offensive, humiliating, threatening, abusive or intimidating behaviour that is directed at individuals or group/s for either perceived or real attributes. It includes gender, religious, age, race, and sexuality based harassment.

5.10 PARENT

In this policy the term 'parent' will be used for brevity, and also includes 'responsible person' as defined below.

In the *School Education Act 1999*, Part 1, Section 4, Definitions, parent in relation to a child, means a person who at law has responsibility-

a)   for the long-term care, welfare and development of the child; or

b)   for the day to day care, welfare and development of the child

except in Sections 9 (2), 10 (b), 25, 27, 38 (1) and Division 2 Part 2 where it only has the meaning given by paragraph (b).

Section 25 of the *School Education Act 1999* describes the "responsible person", in relation to a student as:

a)   a parent of the student;

b)   in the case of a student who has turned 18 or is a prescribed child, the student; or

c) a person whose details have been provided under Section 16(1) (b) (ii) (11) which states any adult person, not being a parent, who is responsible for the child.

5.11 PHYSICAL BULLYING

This includes repetitive low level hitting, kicking, pinching, pushing, tripping, "ganging up", unwanted physical or sexual touching, and damage to personal property. High levels of physical assault may be classified as violence.

5.12 PHYSICAL CONTACT

When a staff member uses physical touch but not to the level of restraint for the purpose of caring for, correcting or directing a student. In most instances this will involve little or no force.

5.13 PHYSICAL RESTRAINT

When one or more staff members use bodily force, intentionally, to limit a student's freedom of movement against their will.

5.14 PROCEDURAL FAIRNESS

A process that demonstrates procedural fairness is one in which:
- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

5.15 PROTECTIVE ISOLATION

A specific form of student withdrawal that may be considered for use with students whose behaviour places themselves or others at risk of harm. It is a planned intervention that provides the chance for a student to be removed from their regular school environment and be placed into a location, on their own, that is safe for themselves and others.

5.16 PSYCHOLOGICAL BULLYING

This includes repeated stalking, threats or implied threats, unwanted email or text messaging, abusive websites, threatening gestures, manipulation, emotional black-mail, and threats to an individual's reputation and sense of safety.

5.17 RELATIONAL BULLYING

This usually involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group from their social connections, making up or spreading rumours and sharing or threatening to share others personal information.

5.18 RESTORATIVE PRACTICE

The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.

5.19 SCHOOL ACTIVITY

An activity that is organised or managed by a member of the school staff as part of his or her duties.

5.20 SCHOOL COMMUNITY

All members of the school staff – both teaching and non-teaching, all students attending the school and all parents and family members.

5.21 SERIOUS BREACH OF SCHOOL DISCIPLINE

A breach of school discipline that is set out in the school's code of conduct as a serious breach of school discipline; or that adversely affects, or threatens, the safety of a person at the school.

5.22 VERBAL BULLYING

This involves the repeated use of words to hurt or humiliate another individual or group. Verbal bullying includes using put-downs, insulting language, name-calling, swearing, nasty notes and homophobic, racist or sexist comments.

5.23 VIOLENCE

Incidents where a person is intimidated, threatened, physically assaulted or where property is deliberately damaged by another individual. It is an extreme use of force often resulting in injury or destruction. Violence does not necessarily involve an imbalance of power and can be a one-off incident.

5.24 WHOLE SCHOOL APPROACH

A whole school approach is cohesive, collective and collaborative action in and by a school community that has been strategically constructed to improve student learning, behaviour and wellbeing, and the conditions that support these.

Guideline
For procedures related to exclusion orders and school discipline advisory panels see the Exclusion Orders policy.

6   CONTACT INFORMATION

Enquiries should be initially directed to the school or district education office.

For further information please visit http://bswb.det.wa.edu.au/bswb or contact:

Behaviour and Wellbeing Directorate
Department of Education
151 Royal Street, East Perth
(08) 9264 5341

APPENDIX A   CATEGORIES OF SUSPENSION

Category 1:   **Physical assault or intimidation of staff**

Physical intimidation refers to any physically threatening behaviour towards school staff.

Category 2:   **Verbal abuse or harassment of staff**

Verbal abuse or harassment of staff including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 3:   **Physical assault or intimidation of students**

Physical intimidation refers to any physically threatening behaviour towards a student.

Category 4:   **Verbal abuse or harassment of students**

Verbal abuse or harassment of students including offences such as stalking, sexual harassment, sexual innuendo and manipulation.

Category 5:   **Wilful offence against property**

A wilful offence occurs when there is intent to deface or cause damage to property. It also encompasses the act of theft.

Category 6:   **Violation of school Code of Conduct, behaviour management plan, classroom or school rules.**

Category 7:   **Substance misuse**

Incidents involving substances that are not illegal but threaten the good order and proper management of the school. Substances such as cigarettes, alcohol and misuse of prescribed medicines are covered by this category.

Category 8:   **Illegal substance offences**

The substances referred to in this category are those deemed illegal under the Criminal Code.

Category 9:   **Other**

This category is retained for other serious incidents that are not encompassed by the first eight suspension categories.

APPENDIX B   LETTER TO PARENT – INTENT TO SUSPEND

Parent Name
Address
SUBURB

Dear (Parent Name)

I have received information that suggests that your child, (child name), has breached the school's Code of Conduct by behaving in the following manner:

(Describe situation)

As a consequence for this behaviour, a period of suspension from school is being considered.

You are invited to contribute to the decision making process by expressing your views about the alleged behaviour of your child and the recommendation that your child be suspended from school.

Please contact (staff name, phone) by (date and time) to discuss:

- (child name)'s behaviour at school;
- factors that may have contributed to the behaviour;
- the range of possible consequences for the behaviour;
- an ongoing behaviour management plan for (child name)

Principal
(date)

APPENDIX C LETTER TO PARENT - SUSPENSION

Parent name
Address
SUBURB

Dear (Parent Name)

Your child (insert name) has been suspended from attendance at (school). The suspension is a consequence for the following behaviours:

(Describe behaviours)

The period of suspension is from (date) until (date), a total of (N) school days.
(Child name) has now been suspended for (cumulative total) school days this year.

The following conditions apply to this period of suspension:

List, if appropriate include:

- specific permission to enter school property
- educational instruction arrangements

When (child name) returns to school an individual behaviour management plan will be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Please contact (staff name) if you wish to discuss the period of suspension, any conditions imposed, or the management of (child name) behaviour at school.

Principal

(date)

Behaviour Management in Schools
All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public
Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education employees. (cc) BY

APPENDIX D   LETTER TO PARENT - SUSPENSION FOR SERIOUS BREACH OF DISCIPLINE

Parent Name
Address
SUBURB

Dear (Parent Name)

Your child (insert name) has been suspended from attendance at (school) as a consequence of the following behaviours:

(Describe behaviours)

The suspension had to be imposed immediately because the behaviour of your child involved a serious breach of discipline that adversely affected or threatened the safety of others at school.

The period of suspension is from (date) until (date), a total of (N) school days.

You are invited to express your views about the behaviour of your child and the decision to suspend your child. Information you provide may lead to a reconsideration of the decision.

Please contact (staff name, phone) by (date and time) to discuss:

- (child name)'s behaviour at school;
- factors that may have contributed to the behaviour;
- the range of possible consequences for the behaviour.

When (child name) returns to school an individual behaviour management plan will need to be negotiated with (staff name) to determine management strategies and future consequences for behaviour.

Principal
(date)

APPENDIX E PROTECTIVE ISOLATION - CHECKLIST

School: Student: Director Schools: Date:

<u>PLANNING THE STRATEGY</u>
 	
■ Through a case management approach a documented plan to manage behaviour has been developed, agreed to by parents/caregivers and implemented.
■ The documented plan considers:
  o individual needs;
  o student health, medical or disability related factors; and
  o critical social, emotional, and developmental factors in a student's life.
■ The Protective Isolation strategy is one component of a documented plan for a student whose behaviour places themselves or others at risk.
■ Clearly defined and achievable behavioural goals for using Protective Isolation are explicitly stated. Goals are in the interest of the student, rank ordered and sequenced. The frequency and duration of use is negotiated prior to use.
■ Parents are made aware of alternative options to Protective Isolation and the consequences of use or non use of a Protective Isolation strategy.
■ Positive reinforcements are identified and their use planned as part of the Protective Isolation strategy.
■ The decision to use Protective Isolation is made by the principal in consultation and input from parents, inter-agency partners, a school psychologist with expertise in behaviour management and the district manager student services.
■ Protective Isolation use needs to be approved by the district director, schools (or their delegate).	

<u>THE LOCATION</u>
 	
■ A Protective Isolation location is established on a needs basis, to be used in extreme (but planned) circumstances.
■ The physical requirements of a Protective Isolation location are carefully considered and include:
  o the student being monitored at all times;
  o adequate room size;
  o adequate ventilation and illumination;
  o a mechanism by which staff can observe the student at all times;
  o windows with "safety glass";
  o door release mechanisms; and
  o safety of the environment.	

<u>APPLICATION</u> ■ Regular consultation and communication between the school and parents is maintained. Parents are informed each time Protective Isolation is used. Similarly, where possible, the child is involved in the decision making process for the use of Protective Isolation. ■ Physical contact with the student by staff complies with Regulation 38 of the *School Education Regulations 2000*. ■ The student is monitored at all times by an appropriate staff member when in the Protective Isolation facility. If the supervising staff member feels that the student's behaviour escalates to a point where physical or emotional harm may result, the principal will be immediately advised and alternative risk management strategies considered. The student also needs to be able to communicate with staff. ■ Precise records are kept regarding the frequency, duration, reason for and outcomes of Protective Isolation. Behavioural observations are also recorded and meetings documented. Data on Protective Isolation use is analysed.	

APPENDIX F   PROTECTIVE ISOLATION APPROVAL – DIRECTOR, SCHOOLS

PLANNING	NOTES
- Through a case management approach a documented plan to manage behaviour has been developed, agreed to by parents/caregivers and implemented. - The documented plan considers: - individual needs; - student health, medical or disability related factors; and - critical social, emotional, and developmental factors in a student's life. - Clearly defined and achievable behavioural goals for using Protective Isolation are explicitly stated. Goals are in the interest of the student, rank ordered and sequenced. The frequency and duration of use is negotiated prior to use. - Parents have been made aware of alternative options to Protective Isolation and the consequences of use or non use of a Protective Isolation strategy. - Positive reinforcements are identified and their use planned as part of the Protective Isolation strategy. - The decision to use Protective Isolation has been made by the principal in consultation and input from parents, inter-agency partners, a school psychologist with expertise in behaviour management and the district manager student services.	
<u>THE LOCATION</u> - The physical requirements of a Protective Isolation location have been carefully considered and include: - the student being monitored at all times; - adequate room size; - adequate ventilation and illumination; - a mechanism by which staff can observe the student at all times; - windows with "safety glass"; - door release mechanisms; and - safety of the environment.	

I have reviewed the proposed protective isolation facility and plan for
_____(Student Name) and provide endorsement for this to take effect
from _____(Date).

_____   _____

DIRECTOR, SCHOOLS   DATE

APPENDIX G HISTORY OF CHANGES

Effective date	Last update date	Policy version no	TRIM no	Notes
This table will be completed by the Governance Unit.				
28 January 2013	9 April 2013	1.2	D13/0178574	Minor changes noted by Corporate Executive 15 March 2013.

Tuesday, 23 June 2015

Department of Education

Question No. A10: Hon Alanna Clohesy asked for the procedures around the use of isolation rooms.

Answer: The following is an extract from the Department of Education's *Behaviour Management in Schools* policy:

3.3 PROTECTIVE ISOLATION

Guideline
Principals may implement the use of protective isolation to maintain the participation of students with extreme, maladaptive behaviour.

Protective isolation must only be used with the written consent of the Director, Schools.

Principals must only implement protective isolation when it is part of a wider documented plan for students whose behaviour places themselves or others at risk of harm. As such, it is an intervention of limited duration used for harm minimisation and to re-establish behavioural control.

Principals must consider protective isolation from two perspectives, as both a strategy and a physical location.

Protective isolation must be carefully and collaboratively planned with consultation and input from school staff, parents, inter-agency partners involved in the behaviour management of the student and a psychologist with acknowledged expertise in behaviour management.

Guideline
This psychologist may be a member of the district student services team.

Principals will:

- Consult with relevant school staff prior to considering protective isolation to ensure that no other suitable alternatives exist;
- Consult with the manager student services at the district education office to obtain advice about the use of protective isolation for a particular student;
- Obtain written parental approval prior to the use of protective isolation and maintain ongoing consultation with parents for the duration of a plan involving protective isolation;
- Complete the Assessment and Endorsement Checklist (see Appendix E) when establishing and reviewing the use of protective isolation;
- Obtain full written consent for the strategy and location from the director, schools or their delegate (see Appendix F); and
- Involve parents, the school, interagency partners, and district office staff in ongoing and regular reviews of the plan.

Staff will develop a documented plan for a student for whom protective isolation is used which teaches the student:

- how to lower their base level of emotional responsiveness;
- how to predict their own behaviour patterns;
- strategies for self-control, calming and how to remove themselves from situations where their behaviour may escalate;
- the use of alternative behaviours; and
- how to appropriately obtain positive reinforcement.

Appendix E and Appendix F are attached.

Please note that the current policy refers to the former district structure. Equivalent terms under the current regional structure are:
- Director, Schools – Regional Executive Director;
- district student services team – regional student services team;
- district education office – education regional office; and
- district office staff – regional office staff.

APPENDIX E   PROTECTIVE ISOLATION - CHECKLIST

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■ Parents are made aware of alternative options to Protective Isolation and the consequences of use or non use of a Protective Isolation strategy.
■ Positive reinforcements are identified and their use planned as part of the Protective Isolation strategy.
■ The decision to use Protective Isolation is made by the principal in consultation and input from parents, inter-agency partners, a school psychologist with expertise in behaviour management and the district manager student services.
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   o safety of the environment.	

<u>APPLICATION</u> ■ Regular consultation and communication between the school and parents is maintained. Parents are informed each time Protective Isolation is used. Similarly, where possible, the child is involved in the decision making process for the use of Protective Isolation. ■ Physical contact with the student by staff complies with Regulation 38 of the *School Education Regulations 2000*. ■ The student is monitored at all times by an appropriate staff member when in the Protective Isolation facility. If the supervising staff member feels that the student's behaviour escalates to a point where physical or emotional harm may result, the principal will be immediately advised and alternative risk management strategies considered. The student also needs to be able to communicate with staff. ■ Precise records are kept regarding the frequency, duration, reason for and outcomes of Protective Isolation. Behavioural observations are also recorded and meetings documented. Data on Protective Isolation use is analysed.	

APPENDIX F PROTECTIVE ISOLATION APPROVAL - DIRECTOR, SCHOOLS

PLANNING	NOTES
- Through a case management approach a documented plan to manage behaviour has been developed, agreed to by parents/caregivers and implemented. - The documented plan considers: - individual needs; - student health, medical or disability related factors; and - critical social, emotional, and developmental factors in a student's life. - Clearly defined and achievable behavioural goals for using Protective Isolation are explicitly stated. Goals are in the interest of the student, rank ordered and sequenced. The frequency and duration of use is negotiated prior to use. - Parents have been made aware of alternative options to Protective Isolation and the consequences of use or non use of a Protective Isolation strategy. - Positive reinforcements are identified and their use planned as part of the Protective Isolation strategy. - The decision to use Protective Isolation has been made by the principal in consultation and input from parents, inter-agency partners, a school psychologist with expertise in behaviour management and the district manager student services.	
THE LOCATION - The physical requirements of a Protective Isolation location have been carefully considered and include: - the student being monitored at all times; - adequate room size; - adequate ventilation and illumination; - a mechanism by which staff can observe the student at all times; - windows with "safety glass"; - door release mechanisms; and - safety of the environment.	

I have reviewed the proposed protective isolation facility and plan for
_____(Student Name) and provide endorsement for this to take
effect from _____(Date).

_____   _____

DIRECTOR, SCHOOLS   DATE

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A12: Hon Peter Katsambanis asked for a gender breakdown for:

(a) participation rate;

Answer:

2013 participation rates: males 91.5%; females 91.9%.
The 2013 participation rates relate to the 2013-14 Actual in the Budget Papers and are based on the source data available at the time of preparing the Papers. Participation rates, as published in the Department of Education's Annual Report, are revised following the receipt of updated Australian Bureau of Statistics population estimates and other source data.

(b) secondary graduation rate; and

Answer:

2014 secondary graduation rates: males 73.6%; females 88.5%.

(c) apparent retention rate.

Answer:

2014 apparent retention rates: males 85.1%; females 96.2%.

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A13: Hon Peter Katsambanis asked for a gender breakdown for the 13 Teach for Australia associates currently in WA public schools.

Answer: Eight are male and five are female.

Tuesday, 23 June 2015

Department of Education

Question No. A14: Hon Sally Talbot asked for a breakdown of:

(1)   where the $74 million for Trade Training Centres has been spent.

Answer: Ballajura Community College
Belmont City College
Busselton Senior High School
Central Midlands Senior High School
Collie Senior High School
Esperance Senior High School
Geraldton Senior College
Kent Street Senior High School
Leeming Senior High School
Manea Senior College
Manjimup Senior High School
Morley Senior High School
North Albany Senior High School
Northam Senior High School
South Fremantle Senior High School
Tom Price Senior High School
Western Australian College of Agriculture – Cunderdin
Western Australian College of Agriculture – Denmark
Western Australian College of Agriculutre – Morawa
Woodvale Secondary College

(b)   where the expenditure is going to occur to the end of 2015-16, by the five sites.

Answer: Coodanup Community College
Gilmore College, Rockingham Senior High School (Peron Trades Skills Centre)
Halls Creek District High School
Katanning Senior High School
One Arm Point Remote Community School

ESTIMATES AND FINANCIAL OPERATIONS COMMITTEE

QUESTIONS ON NOTICE

Tuesday, 23 June 2015

Department of Education

Question No. A15: Hon Amber-Jade Sanderson asked for the:

(a) numbers of Aboriginal and Islander Education Officers (AIEOs), by headcount and by FTE, for financial years 2014-15 and 2013-14.

Answer:
As at 21 May 2015, there were 558 headcount and 376.22 FTE AIEOs.
As at 22 May 2014, there were 577 headcount and 387.76 FTE AIEOs.

The number of AIEOs remunerated each pay period varies as some employees may be on unpaid leave, and others may have ceased their employment and the recruitment process for their replacement is not yet finalised.

There is no funding specifically allocated to AIEO or any other type of employee in the 2015-16 Budget. Under the SCFM, schools receive per student allocations for all Aboriginal students and an additional Aboriginal allocation is provided to further help address the learning needs of Aboriginal students. Further to this, a social disadvantage allocation is provided for students in the lowest three deciles of social disadvantage. Schools may also receive targeted initiatives funding related to assisting Aboriginal students. These allocations form a component of the overall one-line budget for schools.

Through the one-line budget, Principals have the flexibility to determine the best use of funds and this may include the employment of an AIEO. FTE is no longer allocated to schools for any employee type.

(b) financial savings made as a result of the reduction in the number of AIEOs.

Answer: The funding equivalent of 105 AIEO FTE was not redistributed in the student-centred funding model (SCFM). This represented approximately $4.8 million. However, the total additional funding allocated for Aboriginal students increased from $33 million in 2014 to $43 million in 2015. While decisions regarding employment are made at the school level, it is noted this increase in funding of $10 million is notionally equivalent to 170 AIEO FTE.