

30

Thursday

May
2019

Hon Sue Ellery MLC
Minister for Education and Training

Daily Itinerary

May 2019						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

1:30pm – 2:30pm Northam Education Forum

Venue: 185 Fitzgerald Street, Northam
Adviser: Kris Doherty
Attending with: Darren West
Laurie Graham
Attendees: To be enclosed in day file
Contact: [REDACTED]

2:30pm – 3:00pm Driver: Laurie's Office to Northam TAFE

Driver: [REDACTED]

3:00pm – 4:00pm Event: Northam JSC Launch

Venue: 1 Hutt St, Northam
Adviser: Kris Doherty
Attending with: Laurie Graham MLC & Darren West MLC

4:00pm – 5:30pm Driver: Northam to Residence

Driver: [REDACTED]



ADVICE/BRIEFING

CONTENTIOUS ISSUES IN NORTHAM SCHOOLS

AVONVALE PRIMARY SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

Interagency partnerships

- There is a need for early intervention, shared resourcing and a greater emphasis on attendance across all government agencies

Response of the school

The school administration team continues to work with the Department for Child Protection and Family Support (CPFS), the Western Australia Police Force and the regional office to support students and their long-term pathways and would like to see further agency involvement.

Response of Central Office

The Department has initiated a full review of its approach to attendance, including its policy, support for schools and partnerships with other agencies and providers. The plan of action includes:

1. A cross-agency approach to addressing the complex matter of low student attendance in remote and/or very disadvantaged communities.
2. Development of operational approaches to provide stronger and more targeted support for schools.
3. Updates to policy, procedures and guidance that improve schools' local decision-making to meet their legislated obligations

Professor Jonathan Carapetis, Executive Director, Telethon Kids Institute will co-chair the Review of Public School Attendance Steering Group with the Director General, Department of Education. The following agencies have been requested to participate on the steering group.

- Commissioner for Children and Young People;
- Department of Communities;
- Department of Health;
- Department of Justice;
- Department of Local Government, Sport and Cultural Industries, and
- Western Australia Police Force.

AVONVALE EDUCATION SUPPORT CENTRE

DEVELOPMENTS/CONTENTIOUS ISSUE/S

NDIS service providers demands on the school

- NDIS service providers are requesting access to school rooms during the school day to deliver therapy sessions. Service providers are offering school premises to families for therapist services without consulting the school. Therapy sessions during the school day are causing disruption to both staff and students.

Response of the school

School administration are redirecting NDIS service providers to use alternate locations to minimise disruption to the school day

Response of Central Office

The National Disability Insurance Scheme (NDIS) provides increased choice and control to participants and their families on how disability services and supports are delivered. As a result, principals may receive an increase in requests for NDIS funded therapists to deliver ongoing therapy at school

The principal has discretion to decide whether or not an external service provider can enter the school and how arrangements will be managed for the provider's activity with students, where access is agreed. Decisions should be made on a case-by-case basis considering the individual circumstances of the student or group of students concerned and the wider needs of the school

The delivery of therapy services within schools is planned and documented in partnership with the school and family or carers. In this way all partners have a clear understanding of their roles and can resolve issues collaboratively where they may arise.

At the NDIS Executive Steering Committee (NISC) held on 26 February 2019, members agreed to share or develop NDIS escalation processes for inclusion in Whole-of-Government NDIS Issues Escalation Protocols coordinated by the Department of Communities.

These processes will promote the expedient and effective management of issues that may arise during the rollout of NDIS in Western Australia. Issues will be resolved at the school level where possible and escalated through the appropriate pathway if required

BAKERS HILL PRIMARY SCHOOL

Nil

BOLGART PRIMARY SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

Funding for small Level 3 schools

- Small schools find budgeting difficult due to the small number of enrolments. Schools have the same requirements to maintain school grounds and buildings on a small budget

Response of the school

The school has worked with staff to reduce teaching time and no longer engage specialist teachers for programs. They work with a proactive P&C for fundraising activities and would like to see funding to small Level 3 schools reviewed

Response of Central Office

- The student-centred funding model (SCFM) allocates funds for each student enrolled in a public school with different funding amounts allocated depending on the year level of the student. The SCFM also includes school characteristic funding to ensure that schools are not disadvantaged due to their size or location

- Schools with lower enrolment numbers receive an enrolment-linked base allocation, which is responsive to the differences in school types and promotes equity within the model.
- The per-student, enrolment-linked base and locality allocations, if applicable, all work in conjunction to ensure that all schools (regardless of their location or size) have sufficient funding to meet general operating costs.
- The model also provides targeted funding allocations for schools with eligible students to meet the specific learning needs of Aboriginal students, students facing social disadvantage, students with English as an Additional Language and students with a disability. Additional funding may be provided to specified schools for strategic programs and services.
- The SCFM supports greater local control and decision-making by principals and their school communities in determining how funds are spent. All schools operate with a one-line budget, which provides greater flexibility to develop educational programs and staffing profiles that best suit the needs of the school communities
- Since the implementation of the SCFM in 2015, principals have access to SCFM Principal Advisors to engage in targeted leadership support and training. Raising the capability of school leaders is a priority for the Department and the level of support and training provided in resource management is extensive.
- If any school finds itself in financial difficulty, the Department provides support. Principals are able to access the support of a SCFM Principal Advisors in balancing the one-line budget and if required the Department may provide financial assistance

CUNDERDIN DISTRICT HIGH SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

SCSA reporting, solution for multi-age curriculum

- Many schools in the Wheatbelt have multi-age classrooms. In a classroom with Years 3 to 6, a teacher would be expected to know and cover four years of the science curriculum in one session.

Response of the school

The school continues to meet all reporting requirements and utilise additional staff to meet these requirements

Response of Central Office

The School Curriculum and Standards Authority has a range of resources for teachers of multi-age group classes that exemplify an approach to planning for teaching and learning in a multi-age group classroom. These materials, supported by an instructional video, demonstrate an approach developed by the Authority, and consist of a planning diagram, planning templates and sample teaching and learning plans. In addition, there are a number of resources available to support teachers of multi-age classrooms through Connect resources

DOWERIN DISTRICT HIGH SCHOOL

Nil

GOOLMALLING PRIMARY SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

Support for mental health of students

- Schools are unable support the mental health and wellbeing of students when expertise is limited or is not available at time of need. School Psychology Services have regular staff changeover, which results in lack of continuity in case management.

Response of the school

School administration staff continue to work with School Psychology Services to support their students and require further agency support put into rural schools.

Response of Central Office

Mental health related consultation, assessment, intervention and referral are aspects of the services provided to schools by school psychologists. The Lead School Psychologist provides additional support in the most complex cases, and manages continuity of service when school psychologists change over.

Level 3 Principal workload

- Level 3 principals have a teaching load, manage and lead behaviour management and are required to meet all compliance obligations for the daily operations of the school

Response of the school

School administration staff seek support from colleagues and regional office and would like support for small schools so teaching time is reduced allowing the principal time to meet all compliance obligations for the daily operations of the school.

Response of Central Office

- Level 3 School Administrators undertake face-to-face teaching responsibilities in accordance with their award
- School Administrators with teaching responsibility also receive pro-rata duties-other-than-teaching (DOTT) time. The General Agreement states, "No school administrator will be required to perform an unreasonable or excessive workload during the school year"
- The Leadership Institute has researched and progressed a number of programs to support principals and their wellbeing, including a one day workshop focussing on mental health for school and system leaders
- The SCFM allocates funds for each student enrolled in a public school with different funding amounts allocated depending on the year level of the student
- The funding model also includes school characteristic funding to ensure that schools are not disadvantaged due to their size or location.
- Principals determine how funds are spent with input from the school board, and can make provision from the funding to purchase extra support if needed
- Support is also available to principals to manage their obligations with regard to staffing
- Goomalling Primary School has undertaken one recruitment process since November 2017

MECKERING PRIMARY SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

Funding for small Level 3 schools

- Small schools find budgeting difficult due to the small number of enrolments
Schools have the same requirements to maintain school grounds and buildings on a small budget

Response of the school

The school works with the community and has an active P&C for fundraising, it continues to work within its budget and would like to see funding to small Level 3 schools reviewed.

Response of Central Office

- The SCFM allocates funds for each student enrolled in a public school with different funding amounts allocated depending on the year level of the student. The SCFM also includes school characteristic funding to ensure that schools are not disadvantaged due to their size or location.
- Schools with lower enrolment numbers receive an enrolment-linked base allocation, which is responsive to the differences in school types and promotes equity within the model.
- The per-student, enrolment-linked base and locality allocations, if applicable, all work in conjunction to ensure that all schools (regardless of their location or size) have sufficient funding to meet general operating costs.
- The model also provides targeted funding allocations for schools with eligible students to meet the specific learning needs of Aboriginal students, students facing social disadvantage, students with English as an Additional Language and students with a disability. Additional funding may be provided to specified schools for strategic programs and services.
- The SCFM supports greater local control and decision-making by principals and their school communities in determining how funds are spent. All schools operate with a one-line budget, which provides greater flexibility to develop educational programs and staffing profiles that best suit the needs of the school communities.
- Since the implementation of the SCFM in 2015, principals have access to SCFM Principal Advisors to engage in targeted leadership support and training. Raising the capability of school leaders is a priority for the Department and the level of support and training provided in resource management is extensive.
- If any school finds itself in financial difficulty, the Department provides support. Principals are able to access the support of a SCFM Principal Advisors in balancing the one-line budget and if required the Department may provide financial assistance.

NORTHAM SENIOR HIGH SCHOOL

DEVELOPMENTS/CONTENTIOUS ISSUE/S

Exclusions

- How exclusions are perceived in the community in regard to the school's behaviour expectation and standards

Violence in Schools

- Action for implementation of Violence in Schools Plan and Keeping Our Workplace Safe

Response of the school

There is positive communication with the school community, the administration team is working to change the community perception of the school to a more positive one. The school has implemented a good standing policy, is developing a student services plan, and reviewing the roles and responsibilities of staff and the programs offered.

The Principal is working on a whole school positive behaviour approach to minimising exclusions, violence and maximising keeping the workplace safe.

Response of Central Office

So far this year, four schools have accessed training in de-escalation and positive handling (including restraint) through the Department's trained Team-Teach tutors. Statewide, 365 graduate teachers have also received this training.

The Department has established a cross-agency working group to monitor the implementation of *Let's take a stand together*. This group comprises representatives from the Departments of the Premier and Cabinet, Education, Communities, Justice, Health and Western Australia Police Force.

A survey will be distributed to principals to confirm they have implemented "good standing" requirements. The survey closes on 21 June 2019.

From 18 May to 28 June 2018, 44 workshops were conducted across the State to support every public school implement the *Keeping our workplace safe* (KOWS) training in their local context. In total, 1 915 staff from 789 schools and other education sites attended workshops. Two online workshops were held in July 2018 for schools that were unable to attend the workshops. Principals were reminded at the end of 2018 that their staff who attended the KOWS training are expected to lead KOWS training in their school. The KOWS resource hub provides materials to assist delivery of this training in schools.

NORTHAM PRIMARY SCHOOL

Nil

SACRED HEART CATHOLIC COLLEGE, GOOMALLING

The Department is not aware of any contentious issues.

ST JOSEPH'S SCHOOL, NORTHAM

The Department is not aware of any contentious issues. However, it is noted that the school entered into a boarding arrangement with a previous Minister for Education for access to available places at Northam Residential College for its students. As at Semester 1, 2019 census, two students at the residential college are enrolled at St Joseph's School.

TOODYAY DISTRICT HIGH SCHOOL

Nil

WEST NORTHAM PRIMARY SCHOOL

Nil

WUNDOWIE PRIMARY SCHOOL

Nil

YORK DISTRICT HIGH SCHOOL

Nil



61-15887

Event Brief – Northam Jobs and Skills Centre Launch Event

Confidential

Date and time	Thursday 30 May 2019, 3:00 pm – 4:00 pm Minister to arrive at 2.55 pm and depart by 3 45 pm																														
Driver name and contact details	<i>(to be completed by the Minister's Office)</i>																														
Venue	Northam Jobs and Skills Centre, Central Regional TAFE, Lot 1 Hutt Street, Northam																														
Contact person & mobile phone no.	Ms Perri Jackson Marketing and Publications Officer, Department of Training and Workforce Development Mb [REDACTED]																														
Dress requirements	Business attire																														
Parking	VIP parking will be available for the Minister in the carpark in front of the Jobs and Skills Centre (see attached map)																														
To be met by and exact location	Mr Bill Swetman, Central Regional TAFE Managing Director will meet the Minister at the entrance of the Jobs and Skills Centre.																														
Minister's role	The Minister has been invited to deliver a speech, participate in a media opportunity, and tour the facility led by Mr Bill Swetman Central Regional TAFE Managing Director.																														
Audience	Approximately 50 people including State Training Board members, key community and industry representatives, Central Regional TAFE stakeholders and the media.																														
Speech arrangements	<table border="0"> <tr> <td>Lectern</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td>N/A</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Microphone</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td>N/A</td> <td><input type="checkbox"/></td> </tr> </table>	Lectern	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A	<input type="checkbox"/>	Microphone	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A	<input type="checkbox"/>																
Lectern	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A	<input type="checkbox"/>																									
Microphone	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A	<input type="checkbox"/>																									
Attachments	<table border="0"> <tr> <td>Order of Proceedings</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Briefing note</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Map/other</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td>VIPs/Acknowledgments</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td>N/A <input type="checkbox"/></td> </tr> <tr> <td>Speech:</td> <td>YES</td> <td><input checked="" type="checkbox"/></td> <td>NO</td> <td><input type="checkbox"/></td> <td>N/A <input type="checkbox"/></td> </tr> </table>	Order of Proceedings	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>		Briefing note	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>		Map/other	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>		VIPs/Acknowledgments	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A <input type="checkbox"/>	Speech:	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A <input type="checkbox"/>
Order of Proceedings	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>																											
Briefing note	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>																											
Map/other	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>																											
VIPs/Acknowledgments	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A <input type="checkbox"/>																										
Speech:	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>	N/A <input type="checkbox"/>																										

Order of Proceedings – Northam Jobs and Skills Centre Launch Event

Thursday 30 May 2019

2 45 pm	Guests arrive. Light refreshments to be served
2.55 pm	Minister arrives and is met by Mr Bill Swetman
3 05 pm	MC – Bill Swetman, Managing Director Central Regional TAFE opens the event
3:10 pm	Welcome to country to be conducted by a local Elder, Ms Deborah Moody
3:15 pm	Hon Min Sue Ellery MLC, Minister for Education and Training addresses the audience
3.25 pm	Minister to do a walk-through of the Jobs and Skills Centre
3.30 pm	Media opportunity with the Minister
3:45 pm	Minister departs
4:00 pm	Event concludes

Portfolio: Education and Training

Event: Northam Jobs and Skills Centre Launch Event

Background

- On 16 April 2018, five metropolitan Jobs and Skills Centres (JSCs) opened. Eight regional JSCs are now also operational
- The McGowan Government's *Plan for Jobs* included a commitment to establish TAFE colleges as one-stop shops.
- JSCs provide a single point of contact to assist local community members and businesses with their career, training and employment needs.
- Directions WA is the contracted provider for the JSC service in Northam.
- Directions WA is a community-based organisation that works with clients and organisations to provide successful workforce development outcomes
- A service agreement has been signed and is in effect with Directions WA.

Current situation

- The Minister for Education and Training will officially launch the Northam Jobs and Skills Centre on Thursday 30 May 2019
- The launch event is a media and stakeholder engagement opportunity.
- The event will be attended by approximately 50 people including the Minister for Education and Training, State Training Board members, key community and industry representatives, Central Regional TAFE (CRT) stakeholders and the media.
- Mr Bill Swetman, Managing Director CRT will act as master of ceremonies for the event
- Its operation in Northam's town centre attracts a wide client base, including parents and mature job seekers.
- Outreach services will also be provided via drop-in centres at CRT's Moora and Merredin campuses.
- Aboriginal elder, Ms Deborah Moody, will conduct the Welcome to Country
- The Minister has been requested to
 - provide an address launching the Northam JSC,
 - walk through the Northam JSC facility;
 - do a short piece to camera for the media; and
 - network with stakeholders over a morning tea

Current as: 17/05/2019

Contact Jodie Wallace, A/Executive Director Service Delivery

[REDACTED]

HON SUE ELLERY MLC
MINISTER FOR EDUCATION AND TRAINING
LEADER IN THE LEGISLATIVE COUNCIL



Northam JSC Launch
Thursday 30 May 2019

Information

- Length of Speech – 5-10 minutes

Acknowledgments

- Hon Laurie Graham and Hon Darren West, Members for the Agricultural Region
- Mr Ian Eardley, CEO of Direction
- Mr Paul Tomlinson, Chairman, Directions
- Mr Bill Swetman Managing Director, Central Regional TAFE
- Members of the Central Regional TAFE Governing Council

Speech

- I am pleased to be here today to officially launch the Northam Jobs and Skills Centre.
- This JSC forms part of a network of Centres which have been established Statewide, including Geraldton, Albany, Kalgoorlie, Peel, Broome, Karratha, Northam and in 5 metropolitan locations.
- It integrates the resources of Central Regional TAFE and Directions WA to deliver career, training and employment information and assistance to the Wheatbelt region of Western Australia.
- It will service a wide range of clients, including:
 - Individuals looking for training or to re-train;

- Industry and employers looking for assistance in recruiting or training;
 - Schools and youth service partners;
 - Assisting adults to re-skill – and that's not an insignificant group in our community now;
 - And Aboriginal people – who are key client group and extensive consultation was undertaken to ensure Aboriginal people benefit from the new service.
- It is a one-stop shop for training and career services.

The Northam Model

- The regions are very different to the city, which is why we took our time to consult with each local community and find the right model that will work for each location.
- I know that, here in Northam, discussions centered around the location of the TAFE and Directions office.
- I want to thank Directions and Central Regional TAFE for their efforts in arriving at a model that will best serve this community.

- A key factor in the design of the service model for the Wheatbelt region was that, to be successful, services need to extend outside of Northam and be available to outlying areas.
- So outreach services will also be provided through drop-in Centres at Central Regional TAFE's Moora and Merredin campuses.

Priorities

- Jobs and Skills Centres are a great example of how this Government wants to work more collaboratively to achieve common goals.
- Recently the Premier announced 'Our Priorities' – a set of targets that the McGowan Government will work to achieve.
- This is about the areas that Government particularly want to focus and to work together on.
- There are twelve targets across six priorities:
 - A Stronger Economy by ensuring we are creating jobs and keeping the finances in check;
 - Regional Prosperity by ensuring job creation is also happening across the regions;

- A Liveable Environment by taking action on waste, conservation and planning;
 - A Safer Community by breaking the cycle of youth reoffending and drug use;
 - Aboriginal Wellbeing by reducing overrepresentation of aboriginal people in prison;
 - And a Bright Future by making sure our children are healthy, developmentally on track and have every opportunity into the future.
- I just want to touch on the Aboriginal Wellbeing target for a moment because it is particularly pertinent to the Jobs and Skills service model.
 - As a group of Ministers we thought long and hard about the KPI that we wanted to put in place in regards to Aboriginal wellbeing, because there's a lot to do if we're serious about closing the gap.
 - But ultimately, we listened to Ben Wyatt, who said 'internationally, Western Australia is known, not in a good way, for having really serious overrepresentation of indigenous people – particularly indigenous young people- in our prisons.'

- If we're seriously going to address an issue around indigenous wellbeing going forward, we need to tackle that.
- If you tackle the reasons as to why indigenous people are overrepresented in our jails, you will be tackling education and training, health, poverty, and many other areas. So that's why we picked that one.
- But as important as achieving each of those KPIs is, equally as important to the government is how we achieve this.
- We want to work closely with partners inside and outside Government.
- Be it industry, employers, stakeholders or Government departments working better together, we want to promote a shared responsibility in achieving the targets.
- And Jobs and Skills Centres are a classic example of the way that we want to work.

Early results

- To date, 254 career guidance sessions have been held and 173 resume assistance services have been delivered.

- Nine employability workshops have also been held with employers and three school-based workshops have been run.
- As well as practical support, the service also provides mentoring services to young people in the Wheatbelt.
- These are early days, but these positive outcomes are sure to continue as the Centre becomes more established.

Concluding remarks

- The Northam Jobs and Skills Centre is a positive step in the provision of practical assistance to local business, industry and jobseekers.
- The Centre will enable the take up of the many opportunities created by the future growth and diversification of the Wheatbelt economy.
- I am pleased to officially launch the new Northam Jobs and Skills Centre services.

END