

**How many staff positions does this impact?**

About 400 positions in total.

The Department is the largest public sector employer in the State so you would expect it would make a significant contribution, however it also has specific operational needs and a requirement to provide a high quality education to WA students. More than 90 per cent of the Department's staff are working in schools with students.

**There seems to be a lot of measures that will impact regional students – are you targeting the regions unfairly?**

Fixing the State's finances is a shared responsibility and everyone – government, industry, individuals, families – are all contributing.

I know this is a tough time – I understand that – however we have had to look line by line, program by program, to help fix the mess left by the former Liberal National Government.

Every time the Liberals and Nationals block a budget measure they make this even harder

Their decision to oppose the change to the gold royalty rate means the State missed out in almost \$400 million in revenue – everyone else now has to shoulder more of the burden.

The McGowan Government is committed to education in regional WA

In August I announced 10 Independent Learning Co-ordinators will be allocated to regional public schools from 2018 to supervise and help senior students studying courses through the School of Isolated and Distance Education (SIDE).

Eight Regional Learning Specialists will also work with Year 11 and 12 students at regional schools. They will be based at SIDE and visit schools each term to provide specialist classes for students and extra support for Independent Learning Co-ordinators.

And will be 300 more education assistants and 50 Aboriginal and Islander education officers going back into schools from 2018, many of which are country schools.

**SCHOOLS OF THE AIR**

All Schools of the Air (SOTA) will close from 2019

As at Semester 2, 2017 there are 202 students enrolled at Schools of the Air.

There are five Schools of the Air:

- Carnarvon
- Kalgoorlie
- Kimberley (located in Derby)
- Meekatharra (located in Geraldton)
- Port Hedland.

This service has worked in parallel with the School of Isolated Distance Education (SIDE), which is the major provider of distance education for rural and regional students

All services offered by SOTA can be offered by the School of Distance Education (SIDE) as the major Department provider for Kindergarten to Year 12 students who cannot access mainstream schools.

The Department of Education will work with SOTA staff and students in 2018 to ensure SIDE offers the same services, including the pastoral care services SOTA students receive currently.

We are bringing these services together into a new Institute for E-Learning.

### **Why are the Schools of the Air closing?**

Historically distance education relied on the postal service for the delivery of correspondence materials and HF radio for daily communication between teachers and students.

Due to the limited range of HF radio a number of locations across the State were established for SOTA.

Over the past decade state governments have invested in telecommunications which now enable students, regardless of their location, to have access to 24/7 delivery of the curriculum and daily contact with their teachers

Consequently, the level of duplication that existed under the previous model is no longer required and from 2019 all distance education will be delivered from Perth.

### **How many enrolments are there at SOTA?**

As at Semester 2, 2017 there are 202 students enrolled at Schools of the Air .

SOTA	CURRENT	PROJECTED 2018
Carnarvon	45	36
Kalgoorlie	56	41
Kimberley	35	26
Meekatharra	30	30
Port Hedland	28	29

### **What are the options for School of the Air students?**

Current students will be able to continue their education at a SOTA in 2018.

From 2019 they will be able to enrol at SIDE During 2018, SIDE will be refocused as a K-12 e-learning institute, taking full advantage of advanced technology to deliver high quality distance learning services to students across the state

All the services currently offered by SOTAs, such as camps, home tutor professional support and home visits will continue to be available.

### **What will happen to the School of the Air sites?**

One of the sites is leased by the Department and this will not be renewed Sites owned by the Department will be considered for use for other purposes.

### **What will happen to staff?**

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured

## **CAMP SCHOOL SITES**

Six camp school sites (all except Broome) will close from 2019.

There are seven Camp School sites:

- Broome (remains open)
- Bridgetown
- Dampier
- Geraldton
- Kalgoorlie
- Pemberton
- Point Peron

Schools will have the option of using recreation camps operated by the Department of Local Government, Sport and Cultural Industries. There are also a number of private providers.

### **What are camp schools?**

Camp schools are run by a manager and staff include a registrar, cooks and cleaners.

They are used by public and non-government schools mainly as accommodation for students who are accompanied by their teachers.

Schools have traditionally organised camps for periods of up to a week. However, some camp schools are increasingly being used for single day activities.

Facilities vary from site to site but generally provide dormitory style accommodation, a hall for dining which is then converted into a space for learning and social activities.

In addition to schools, sporting and community groups make use of the camp schools as a cheap accommodation option.

Many schools already run out-of-class activities and arrange for alternative accommodation options (like motels).

### **What will happen to the staff?**

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured.

### **Why are you closing camp school sites?**

Camp schools complement school curriculum but they are not core education business.

While camp schools were once considered popular for students who could experience camp activities in a different setting, the occupancy rates have declined over time.

The facilities are desperately in need of renovation and repair – which the former Liberal National Government failed to do – and would require a significant injection of funding.

The Department of Local Government Sport and Cultural Industries has similar facilities and the Department of Education will work closer with them to ensure students can still access camp experiences at an affordable cost.

Every decision is a tough one, but tough decisions have to be made in the context of the financial mess left by the previous Liberal National Government.

### **Why is Broome the only camp school site to stay open?**

The Broome camp school caters for students from the most remote and isolated Aboriginal communities.

Thirty-two public schools visited the Broome Camp School last year – it is one of the most popular and well used sites.

### **Why are the camp schools closing?**

In addition, while the Department of Education funds camp schools, they also have a significant clientele of non-government school students and the general public.

### **What are the options for schools wishing to take students on camps?**

There are a number of other camp sites that cater for school students, both government and privately operated. Many schools already take advantage of these services.

### **What will happen to the camp school sites?**

Some of the sites are leased by the Department. These will not be renewed. Sites owned by the Department will be considered for use for other purposes.

## **TUART COLLEGE**

Tuart College currently offers programs for compulsory and post-compulsory aged students to complete equivalent Year 11 and Year 12 schooling in an adult environment.

The college also offers a number of programs that provide alternative entry to university.

Tuart College will be repurposed from its current structure from 2019.

Local students enrolled in courses that are due to conclude in 2018 may continue

Local students commencing courses in 2018 that are longer than one year will be redirected to alternative options.

Consultation with students, parents, staff, community, and the board will occur throughout 2018.

The College also accommodates the WA Secondary School Executive Association administration, Graham (Polly) Farmer Foundation head office and the Grief Centre of WA. The Department will work with these organisations when determining Tuart College's new purpose.

It is a legislative requirement for the Minister to lodge a Notice of Closure for Tuart College even though the Department of Education will retain the site.

### **Staff**

There are 36.75 permanent FTE representing 56 staff. There are an additional 6.10 FTE in fixed-term positions representing 20 staff.

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured.

## **Students**

Students enrolled in courses that are due to conclude in 2018 may continue their enrolment

Students intending to commence in courses in 2018 that are longer than one year in duration will be redirected to alternative options in order to have a continuous two year education program.

Some of these students may elect to enrol in a one year course at Tuart College

## **Swimming pool**

The Department of Education will work with the Swimming Club to ensure existing arrangements are maintained for the benefit of the local community

## **Access to University**

Most universities in Western Australia offer bridging or preparation courses to post-compulsory aged students

- Curtin University - UniReady Enabling Program (as well as courses for English Language, Indigenous Tertiary Enabling). Available online or campus.
- ECU offers three different university preparation courses (online or on campus)
- Murdoch University offers a range of alternative pathways including ATAR RISE (can boost a low ATAR score and OnTrack (a free university preparation course) and STAT Preparation Course.
- University of WA – Pathways for Domestic Students – Uway, AccessUWA, Broadway (low ATAR), Mature-Age Access Program.
- Massive Open Online Course (MOOCS)
- Open University – through UNILEARN foundation.

## **Why is Tuart College closing?**

Tuart College caters for students of post-compulsory age. Enrolments have been decreasing in recent years. In addition, the wide range of pathways for students into universities has reduced the need for the number of “second chance” schools

## **What are the options for Tuart College students?**

WA students will be able to enrol at their local senior high school or at North Lake Senior Campus or Cyril Jackson Senior campus

## **CANNING COLLEGE**

Canning College will become a school dedicated to delivering programs to overseas fee-paying students only.

Local students enrolled in courses that are due to conclude in 2018 may continue. Local students commencing courses in 2018 that are longer than one year will be redirected to alternative options.

Clontarf Foundation lease will continue.

## **Access to University**

Most universities in Western Australia offer bridging or preparation courses to post-compulsory aged students.

- Curtin University - UniReady Enabling Program (as well as courses for English Language, Indigenous Tertiary Enabling). Available online or campus.
- ECU offers three different university preparation courses (online or on campus)
- Murdoch University offers a range of alternative pathways including ATAR RISE (can boost a low ATAR score and OnTrack (a free university preparation course) and STAT Preparation Course
- University of WA – Pathways for Domestic Students – Uway, AccessUWA, Broadway (low ATAR), Mature-Age Access Program.
- Massive Open Online Course (MOOCS)
- Open University – through UNILEARN foundation.

## **Staff**

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured.

It is unclear which positions and staffing levels will be affected by the change. This will need to be negotiated with the principal during 2018.

While the college will retain staff to operate as a school for overseas fee-paying students, permanent staff may be impacted by the reduction in program delivery.

## **Students**

The change to delivery will impact local students of both compulsory and post-compulsory age. Local students enrolled in courses that are due to conclude in 2018 may continue. Local students intending to commence in courses in 2018 that are longer than one year in duration will be redirected to alternative options.

Enrolments for overseas fee-paying students will continue as usual at Canning College. The college will also be able to accept compulsory aged overseas fee-paying students who would have previously enrolled at Tuart College.

### **Why is Canning College becoming a dedicated school for overseas fee-paying students?**

Canning College has a strong record of servicing overseas fee-paying students. The college will be able to focus on this cohort. It will also contribute to the State Government's new focus on international education.

### **What are the options for local students attending Canning College?**

All students will be able to continue their education at Canning College in 2018. From 2019 WA students will be able to enrol at their local senior high school, North Lake Senior Campus or Cyril Jackson Senior Campus.

## **LANDSDALE FARM SCHOOL**

Landsdale Farm School will close from 2019 with the intention of finding an alternate provider for this community resource.

The visitor data indicates that the school is now a significant community resource, with general public visitors far outnumbering student visitors. Eighty per cent of visits to the school are by the general public. A small number of students with disability also use the site.

The aim is for the site to remain as a community resource and access for the secondary education support students will be part of the arrangement.

It is intended the organisations based at Landsdale Farm School will remain on site under the new agreement.

#### **Staff**

Permanent FTE	Headcount	Fixed Term FTE	Fixed term head count
6.35	8	5	5

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured

#### **Why is Landsdale Farm School closing?**

Landsdale Farm School was established as a complementary service to support the work of schools with students with disabilities. Over the years the facility has become more focused as a wider community resource. Only a small part of its current work is the Department's core business.

#### **What will happen to the Landsdale Farm School site?**

Schools and the wider community will be able to continue to access Landsdale Farm School in 2018.

The aim is for the site to remain as a community resource and access for the secondary education support students will be part of the arrangement.

### **MOORA RESIDENTIAL COLLEGE**

Moora Residential College will close from 2019.

Consultation will occur throughout 2018, however families may wish to move their child at the start of 2018 or remain at the college and move in 2019.

It is expected the new Yanchep Secondary College opening in 2018 may be a preferred option for families at Moora

#### **Capacity vs placements**

The college has been underutilised for some time.

Capacity	50
2017 placements	32

#### **Staff**

13 permanent FTE & 1 fixed term FTE across both Moora and Northam colleges.

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured

#### **Students**

Alternative boarding options: Families may wish to move their child at start of 2018 or; remain at the college in 2018 and move in 2019.

Department understands the new Yanchep Secondary College opening in 2018 may be a preferred option for families at Moora.

Geraldton, Narrogin & Merredin Colleges have capacity to accept placements in 2018 and beyond.

### **Wasn't there money recently spent on Moora Residential College?**

The previous Liberal-National Government spent more than eight years in government and chose to commit \$8 7 million to Moora Residential College just months before the election.

The college has been underutilised for some time – 32 students attended this year and that is expected to decrease when Yanchep secondary college opens next year.

The decision was made to reallocate the funding to other regional projects that are considered a higher priority.

### **NORTHAM RESIDENTIAL COLLEGE**

Will close from 2019.

Consultation will occur throughout 2018, however families may wish to move their child at the start of 2018 or remain at the college and move in 2019.

Both Northam and Moora colleges have been underutilised for some time.

### **Capacity vs placements**

The college has been underutilised for some time.

Capacity	43
2017 placements	19

### **Staff**

13 permanent FTE & 1 fixed term FTE across both Moora and Northam colleges.

All permanent staff whose positions are abolished will be eligible for the Government's Voluntary Targeted Separation Scheme (VTSS). If they do not want voluntary severances, they will be supported to secure positions in the Department of Education. All fixed-term contracts will be honoured.

### **Enrolment history – Residential Colleges**

College	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Moora	39	36	30	31	29	40	30	28	34	35	32
Northam	48	33	36	39	37	21	19	18	21	24	19

### **AGRICULTURAL EDUCATION PROVISIONS TRUST**

The Department of Education will take an annual 20% dividend from the funds remitted to the Trust by the five colleges (Harvey, Narrogin, Morawa, Cunderdin, Denmark) and Esperance Farm School.

Used for the five agricultural colleges based on their business plans and needs to purchase, often more expensive items like fertiliser and fuel.



The Agricultural Colleges generate an income from selling their produce (eg milk, pork, wheat)

Each Agricultural College retains 60% of the income they generate and 40% is retained by the trust (appointed by the Minister). This generates around \$1-\$1.4 million each year for the Trust which is then distributed to colleges based on their submissions for new equipment

### **BOARDING FEES FOR AGRICULTURAL COLLEGES**

This is subject to the Government's annual fees and charges process. The intention is to increase the fees charged for residential services at the five agricultural colleges to achieve parity with residential colleges from 2019.

The five agricultural colleges and the residential colleges offer almost identical services for students however there has been a significant difference in the residential fees charged.

The increase is an acknowledgement that the costs to provide the service are very similar when comparable enrolments are achieved at both types of colleges.

### **AGRICULTURE AWARENESS PROGRAM FUNDING**

Kiara College and Kelmscott SHS both host metropolitan farm schools

The Agriculture Awareness program teaches primary school students about where food and fibre comes from.

Funding will cease from 2019

There is no impact on the delivery of vocational programs for secondary students at Kiara College or Kelmscott SHS.

### **LEVEL 3 CLASSROOM TEACHERS**

Since 2004 the Department of Education has undertaken an annual application process for L3CT.

Prior to this date it occurred every second year

Between 200-250 teachers apply each year and about 40% (80) are successful in achieving L3CT status.

The application process will be frozen from 2018 to 2020.

For applicants who have banked their portfolios or are competency bankers, the current banking status of their applications will be preserved until the program resumes. At this time, the banking arrangements in Clause 15 of the *School Education Act Employees' (Teachers and Administrators) General Agreement* will be applied. Each applicant will be notified when the Level 3 Classroom Teacher Program resumes. This applies to about 70 teachers.

### **GIFTED AND TALENTED PROGRAM FUNDING**

Allocations to schools hosting gifted and talented programs will be reduced by 25%

Programs for gifted secondary students are located across the metropolitan area, Bunbury, and also delivered online for students in rural schools across the state.

Each school hosting a program is provided with funding which is used for a coordinator and to pay for additional activities and competitions for students.

### **SPECIALLY ORGANISED CLASSES (GIFTED AND TALENTED) AND MUSIC SCHOOL PROGRAM**

Funding for Specially Organised Classes (Gifted and Talented) (SPORG) will reduce from 2019 by 50% and cease in 2020.

Additional funding provides out-of-hours classes using experts from the relevant field of artistic endeavour for selected students.

Funding is allocated on the basis of numbers of identified students in the host school/program.

This will affect:

- John Curtin College of the Arts
- Balcatta SHS
- Kalamunda SHS
- Hampton SHS
- Applecross SHS

Funding for Music Schools will cease in 2019. Churchlands SHS and Perth Modern School affected

### **LOCAL ACCESS TARGETED INITIATIVE FUNDING**

Local Access funding is allocated to district high schools, remote community schools and primary schools with secondary tops that retain Year 11 and 12 students who cannot travel to a nearby senior high school on a daily basis.

The funding enables them to deliver face-to-face Year 11 and 12 courses to those students

Over time funding has been provided where PTA transport to a senior high school is available or where students are enrolled at SIDE rather than receiving face to face deliver at their school.

This creates duplication of funding, where these students attract the SCFM, Local Access and free access to SIDE teachers

From 2019, the Local Access funding will no longer be allocated to students who are within daily bus travel of a senior high school or are enrolled at SIDE (applied on a pro rata basis).

A student studying full-time through SIDE will not attract any Local Access funding. Part-time study through SIDE will attract pro rata funding.

Further details in attached document.

### **VacSwim**

Subject to Government's fees and charges process

Fees will be increased from \$13.50 to \$30 per 10-day program.

Families on concession cards will pay \$20.

*To note: the fee prior to 2004 was \$27.50 for the 10-day program – the Carpenter Government dropped the cost to \$1 a day as the number of students participating had decreased. Over the past 10 years enrolments have remained relatively stable.*

## **PERTH MODERN SCHOOL ADDITIONAL SUPPORT FOR GATE**

Additional funding will not continue.

All students at Perth Modern School are selected for entry through the Gifted and Talented program

The school has been fully academically selective since 2007 and receives funding for each student enrolled

There is no further need for this additional funding which was intended to supplement the additional activities undertaken by these students.

This funding assisted the school during its transition to a fully functioning and highly performing school, however is not fundamental to the program going forward.

## **CHANGES TO THE COMMUNITY KINDERGARTEN THRESHOLD**

Raising the threshold number of enrolments from 10 to 16

Eighteen community kindergartens currently operate under special provisions of the School Education Act 1999.

Each is managed by an incorporated association and, for as long as they have at least 10 enrolments, they attract operational funding and staff from the Department.

*To note: seven kindergartens would anticipate enrolments less than 16 in 2018.*

## **BELMONT CITY COLLEGE DEAF EDUCATION**

To enable all eligible students to be taught in their first language by qualified teaching staff with skills and expertise in Auslan a decision was taken in 2017 to concentrate the services for deaf students at Shenton College Deaf Education Centre.

Prior to this decision, a cap was placed on eligible student enrolment at SCDEC which resulted in unmet demand from students and significant lobbying from parents

As a consequence of this change, and given Belmont is unable to provide critical services and programs (Auslan as an ATAR subject to Year 12), the program currently conducted at Belmont City College will conclude at the end of 2019

All eligible deaf students will be able to enrol at Shenton College Deaf Education Centre, which will provide greater equity for students.

## **AUTISM PROGRAMS**

As a part of the introduction of 16 new specialist autism programs by 2020, the part-time *Accelerated Learning Centre for Autism* program at Heathridge Primary School (only for Kindergarten and Pre-primary students) will no longer be required.

While it will close, a new specialist autism program will run at the school for students from Kindergarten to Year 6 as part of the rollout of the new Specialist Autism Programs in primary and secondary schools. This will provide a seamless primary experience for students

The Early Intensive Intervention Programs for students with Autism are currently located at ten education support centres/schools and cater only for kindergarten and pre-primary students. While a number of these will close, the new Specialist Autism Programs (above at 26) will run at primary schools for Kindergarten to Year 6. These have been planned to be in

close proximity to new programs in secondary schools – providing a seamless K-12 education.

### **YULE BROOK COLLEGE AND BALGA SENIOR HIGH SCHOOLS**

Yule Brook College and Balga Senior High School historically received an additional grant to assist with the particular challenges faced by small secondary schools in the metropolitan area with challenging student profiles and circumstances.

In 2017 the McGowan government introduced the equity allocation to address the needs of small senior high schools.

This means that all schools in these circumstances are treated equally. As a result of the introduction of the equity allocation, Balga SHS will no longer require the additional base funding.

Yule Brook College does not get the equity allocation as it is not a SHS – it finishes at Year 10

### **CURTIN THEATRE**

The grant for the theatre will be reduced by 20%.

When the theatre was first established at John Curtin College it was allocated a grant to run and maintain the theatre.

Since that time funding of schools has been reformed through the SCFM. In addition, the College has developed a more commercially sustainable approach to this asset by generating a funding source through charging for its use by other schools and the broader community.

### **GRAHAM 'POLLY' FARMER FOUNDATION**

In 2017, total value of the *Follow the Dream: Partnerships for Success* program, run by the Foundation, is \$6.6million with the Department contributing \$5.7million.

The Department provides an annual grant to the Foundation of \$240,000 for its administration.

Level of sponsorships has diminished from \$1.1million in 2015 to \$0.8million in 2018 leaving the Department to cover the shortfall in participating schools

The annual grant will be reduced to \$100,000 from 2019. In 2018, the number of co-funded sites has reduced to 11 from 16. The Department cannot continue to underwrite these costs if further industry sponsors withdraw their support.

Fred Chaney AO and Dr Sue Gordon are Foundation Board members. The Department anticipates strong lobbying when funding is reduced.

### **SCHOOL SPORT WA**

Funding will be reduced by 20%

School Sports WA receives a grant from the department to administer and coordinate sporting opportunities and competitions for all school students in WA schools.

### Background

1. The McGowan Government has put in place strategies to get the State's finances back on track.
2. This will be achieved through responsible financial management and fair budget repair measures to deliver sustainable growth and an operating surplus by 2020-21
3. All parts of the community are contributing to this endeavour – government agencies, businesses and industry, and individuals and families.
4. The Department of Education's operating budget for this financial year is \$5 billion. In addition, the Government is investing \$450 million in new schools and facilities as well as upgrades to schools. A number of election commitments have also put staff back into schools where they are needed.
5. All Government departments have been asked to find savings within their existing budgets.
6. The savings required of the Department of Education are \$195 million over the next four years.
7. This is an opportunity to look at how things can be done differently and how changes as a result of technological advancement, for example, can be used to reform areas of education.
8. It is also an opportunity to stop things that continue to be done because they have always been done but do not deliver better outcomes for students.
9. With the need to tighten up due to budget repair, there will be a three key objectives to the changes:
  - More efficient head office and regional offices
  - Sharpened focus on key policy areas including support for Aboriginal students, STEM, languages, and support for students with autism
  - Re-purposing facilities and programs to maximise benefits and cut duplication

<h3>More efficient head office and regional offices</h3>
--

#### Head office

10. The first area is tightening up the central office of the Department. It is important from time to time to go back to make sure that processes and functions in central office are being run as efficiently as possible, therefore keeping the majority of funding on the front line as the priority.
11. This action has been in train since the publication of an "interim" structure in June after the Machinery of Government changes brought the former Department of Education, Department of Education Services and SCASA into one entity.
12. A revised organisation structure for the new Department of Education has been developed and it has been agreed that 127 positions will be abolished from the central office. This means that some functions won't happen in the same way or at all, while others might be undertaken over longer time periods. The department will work with individuals affected. As a first pass, the VTSS has allowed some xx to voluntarily choose to leave and the remaining permanent officers will be redeployed into other positions.

#### Regional offices

13. When the regional offices were established in 2011, elements of the previous districts continued which were not entirely consistent with reforms being

implemented across the system. Just like Head office, it is important from time to time to go back to make sure that processes and functions in regional office are aligned with the system's direction and being run as efficiently as possible. Sharpening the focus on what regional offices do will ensure they are run efficiently and that they line up with other system services and supports for schools. This process will enable regional executive directors to make adjustments to functions that are no longer relevant in the regional structure and is expected to provide savings of \$1.5 million.

**A sharpened focus on key policy areas including support for Aboriginal students, STEM, languages, support for students with autism, school leadership, mental health and use of technology**

**Sharpen and move extra support for Aboriginal students to schools**

14. Following the introduction of the Aboriginal Cultural Standards Framework across WA public schools, the Department recently redirected its Aboriginal support services to focus on improved teaching and learning for Aboriginal students.
15. These new services are provided through Statewide Services at Padbury led by Paulina Motlop and Kevin O'Keefe, our most senior Aboriginal people. This team has begun to provide services and support to schools in all regions across the state.
16. The next complementary step of this approach is to relocate twenty six (26) additional Aboriginal staff from offices to work full time in targeted schools and to strengthen the new Aboriginal teaching and learning team at Padbury with five new staff. This locates additional staff on the front line and means that valuable support resources are as close to students as possible and into schools where they are needed the most. It is consistent with the changes made some years ago for other support services.

**Sharpening the focus on school leadership by introducing the Leadership Institute**

17. A McGowan government election commitment was to boost the supply of quality leaders to regional and remote schools as well as the most challenging schools in the metropolitan region.
18. At the same time, the Department of Education has consulted extensively with principals to develop a comprehensive leadership strategy for public schools, which lines up with the Government's commitment.
19. In 2018 the Institute for Professional Learning will re-form as the Leadership Institute and will implement key professional learning activities from the new leadership strategy to develop emerging talent, target middle leadership, deliver beginning principal preparation programs, enhance the skills of experienced leaders and prioritise country regions and disadvantaged schools for additional support.
20. The Department will also continue to consult with the professional associations and the unions in the implementation of other leadership improvement programs and initiatives, including the Principal Improvement Tool.
21. This exclusive focus on school leadership will mean that some work previously undertaken by the IPL will now be provided by other parts of the Department.
22. Education Business Services will deliver induction and development programs in financial and business management for corporate services managers and Statewide Services will continue to support teacher development and will take responsibility to provide the highly successful Graduate Teacher Induction program and other programs related to teachers and teaching. All current

- resources for this program will be maintained
23. The Institute will remain located in Leederville with 14 FTE dedicated to the leadership component (a reduction of 8 to reflect the more targeted role).

#### **Sharpen curriculum support to phase 3 areas including languages and technology**

24. The *Teacher Development Schools* initiative was introduced to support implementation of phases 1-3 of the Australian Curriculum (WA Curriculum Outline). Given the implementation of phase 1 and 2 has now occurred, the focus for 2018 and 2019 is supporting phase 3, with a specific emphasis on languages and technology. There is less need for support for phase 1 and 2 curriculum areas as they are established, and therefore the number of Teacher Development Schools will be reduced from 58 to 29 commencing in 2018.
25. Statewide Services will focus their attention and resources on supporting phase 3 languages and technology and will maintain coverage of their core areas including literacy and numeracy, and VET.
26. Early childhood interventions including support for AEDC, CPCs and KindiLink will continue and will now have better alignment and coordination with the rest of the curriculum and pedagogical support available at Statewide Services. The Office of Early Childhood will be a directorate with a focus on literacy and numeracy, providing further important impetus and support for explicit teaching and phonics in the early years.

#### **Sharpen services for deaf students by consolidating expertise at Shenton College Deaf Education Centre**

27. To enable all eligible students to be taught in their first language by qualified teaching staff with skills and expertise in Auslan a decision was taken in 2017 to concentrate the services for deaf students at Shenton College Deaf Education Centre. Prior to this decision, a cap was placed on eligible student enrolment at SCDEC which resulted in unmet demand from students and significant lobbying from parents where the child'. As a consequence of this change, and given Belmont is unable to provide critical services and programs (Auslan as an ATAR subject to Year 12), the program currently conducted at Belmont City College will conclude at the end of 2019. All eligible deaf students will be able to enrol at Shenton College Deaf Education Centre, which will provide greater equity for students.

#### **Sharpen services for students with autism with new specialist autism centres**

28. As a part of the introduction of 16 new specialist autism programs by 2020, the part-time *Accelerated Learning Centre for Autism* program at Heathridge Primary School (only for Kindergarten and Pre-primary students) will no longer be required. While it will close, a new specialist autism program will run at the school for students from Kindergarten to Year 6 as part of the rollout of the new Specialist Autism Programs in primary and secondary schools. This will provide a seamless primary experience for students.
29. The Early Intensive Intervention Programs for students with Autism are currently located at ten education support centres/schools and cater only for kindergarten and pre-primary students. While a number of these will close, the new Specialist Autism Programs (above at 26) will run at primary schools for Kindergarten to Year 6. These have been planned to be in close proximity to new programs in secondary schools – providing a seamless K-12 education.
30. Now that the School of Education Needs: Behaviour and Engagement and also the SCFM is fully operational, the separate allocation (exceptional behaviour needs) which was identified to intervene in one off cases with students with

exceptional needs will be reduced and available only for the most extreme individual cases.. Schools are funded through the funding model for all students including those needing additional support and have additional help available to them through the expertise and services of School of Education Needs: Behaviour and Engagement and the school psychology service with its specialist behaviour psychologists.

#### **Sharpen the coordination of programs by Level 3 teachers in the area of mental health**

31. As an election commitment, the Government committed an additional 30 FTE to give 0.1 FTE time to highly regarded educators (level 3 teachers) in 300 schools to coordinate evidence based mental health programs and strategies across their school to develop greater resilience, coping strategies and communication skills in students.
32. This is complemented by an additional 72 FTE to give time to identified level 3 teachers to support and mentor other beginning and less experienced classroom educators within their school.
33. The mental health strategy is due to commence in 2018 and information has already been distributed to all schools inviting them to apply.
34. Over the forward estimates and as an interim budget repair measure, the level 3 teacher process will be conducted biannually and be capped to (are we capping the total i.e. – a total of 1200 or is the cap the annual addition to the total e.g. 50 new each second year?). There are currently 1190 L3 classroom teachers working in schools. This will be a saving of x per year over the forward estimates.

#### **Sharpen and maximise the use of contemporary technology for students studying remotely by introducing the Institute for Online Learning**

35. With the advent of contemporary technologies and WA playing a lead role in the delivery of distance education via ICT, it is timely to develop a new and exciting e-approach to this issue. For students living in remote areas, travelling for extended periods, with medical issues or unable to access key WACE courses, the Department will develop the new Institute for Online Learning. This will mean that all distance learning will be consolidated into the one entity - bringing together the expertise of Schools of the Air and the School of Isolated and Distance Education. The technology is advanced and can deliver 24/7 to anywhere in the world, no longer needing stand alone schools of the air and a separate body at Leederville, each of which has its own separate infrastructure and staffing.
36. The Department's e-learning branch will also be able to strengthen this approach, bringing its successful Connect program into the new Institute. This will enable a reduction of 3 FTE to the e-schooling branch. While the development phase of Connect will be put on hold for the time being, there is much to be done in working with schools to implement the program as it currently stands.
37. The amalgamation of the 6 distance learning schools will occur for 2019 with savings of \$5.6 million generated recurrently for each full year.

#### **Sharpen school review processes by bringing together one process for all public schools**

38. With the advent of the new Department arising from the Machinery of Government changes, a decision has been taken to conduct a single review process for all public schools. The cyclic review will occur every three years and will be comprehensive in nature.



39. This decision allows for a more efficient use of resources and for one standard to be applied to all schools, providing confidence to the WA community of standards in schools regardless of whether they are IPS or not.
40. The new approach will be more efficient, saving \$800,000. (4FTE through VTSS and \$400,000 in contractor fees for the former IPS reviews)

### Re-purposing facilities and programs to maximise benefits and cut duplication

#### Tuart College

41. Tuart College caters for a small number of local compulsory age and repeating Year 11 and 12 students. In 2017 this comprises 56 students. Since Tuart ceased enrolling international fee paying students in 2013 it has struggled to establish a real purpose or a viable student enrolment. For this reason Tuart College will close in 2019. Students who may have attended the college will be able to enrol at their local senior high school or Cyril Jackson Senior College. A study will be undertaken in 2018 to determine the future purpose for this site. The closure will result in savings of \$700,000 in 2018-19 and \$1,400,000 in the following years.

#### Landsdale Farm School

42. This facility has evolved into a popular community resource with a café and other buildings for the use of community groups. It operates 7 days a week and charges for parents to bring young children to interact with the farm animals that are maintained on the property. While it was initially established as a resource for students with disability and some utilisation for that purpose continues, its prime focus is now a community service. This is not core work of the department and could be maximised more appropriately by a community based organisation or a not for profit organisation. For this reason, the department will close the Farm School in January 2019 as a public school entity and work with other interested parties to manage the transition to alternative ownership and governance during 2018. It is expected that this will generate savings of \$260,000 in 2018-19 and \$520,000 in the following years.

#### Camp schools

43. Camp schools were once considered one of the few opportunities for students particularly from disadvantaged backgrounds to experience residential/camp activities in a different geographic setting. The camp schools have varied occupancy levels and are under significant pressure for maintenance work presenting a liability for the Department - they will require a considerable injection of funding to be maintained.
44. Camp schools replicate in part the facilities and activities of Department of Youth Sport and Recreation who have in their own asset group a range of similar facilities. Schools also opt for alternatives to camp schools, giving a broader range of experiences. Non-government schools and community groups use the facilities and staff at a considerably reduced cost.
45. It is planned to close the five department owned camp schools in 2019 and to bring to a close the lease arrangements at the two others in the same year. At the same time, a much closer partnership with Department of Sport and Recreation and other community facilities will be established so that "camp"

experiences remain available at affordable cost. Closing these facilities will result in a saving of \$1,710,000 in 2018-19 and \$3,420,000 in the following years.

#### Local access

- 46 Local Access funding is allocated to district high schools that retain Year 11 and 12 students who cannot travel to a nearby senior high school on a daily basis. The funding enables them to deliver face-to-face Year 11 and 12 courses to those students. Over time funding has been provided where PTA transport to a senior high school is available or where students are enrolled at SIDE rather than receiving face to face deliver at their school. This creates duplication of funding, where these students attract the SCFM, Local Access and free access to SIDE teachers
47. From 2019, Local Access funds will only be allocated to district high schools that
  - are not within daily bus travel of a senior high school, and
  - do not enrol students at SIDE for Year 11 and 12 subjects.
- 48 This strategy is expected to realise savings of more than \$1 million per year of the annual budget of approximately \$3 million (fluctuates according to student enrolments).

#### Community kindergarten threshold

49. Eighteen community kindergartens currently operate under special provisions of the School Education Act 1999. Each is managed by an incorporated association and, for as long as they have at least 10 enrolments, they attract operational funding and staff from the Department.
- 50 The per-capita cost of kindergarten provision at each community kindergarten ranges from approximately \$6,752 when the class size is 20, to \$13,398 when the class size is 10. This compares with the \$5,694 that each Kindergarten student attracts to public schools under the student centred funding model. Anticipated community kindergarten enrolments for 2018 are provided in the table below  
**Note that seven of them anticipate less than 16 enrolments next year.**
51. Based on 2018 enrolment figures, if the threshold number of enrolments required was raised to 16, it would **save approximately \$440,000**. This is the difference between the cost of provision in the seven community kindergartens with less than 16 enrolments, and the cost of provision for their 88 enrollees at a public school

#### Agricultural awareness

52. Kiara College and Kelmscott SHS both host metropolitan farm schools. In addition to delivering vocational certificates for secondary students they each run an Agricultural Awareness Program aimed at teaching primary school students about where food and fibre comes from.
53. Each school receives \$110 000 for an FTE to run the program. The programs attract public and non-government primary school students, as well as children of pre-school age, with public school students the smallest of these three groups. The programs are separate from the farm operations of the schools
54. There have been concerns for some time about the quality of the programs and efforts to support the schools to improve them have had limited success.
55. From 2019 funds for these programs will cease. Schools are able to access these experiences for students through other commercial organisations. This will deliver savings of \$220,000 per year.

#### Canning College

56. The McGowan government is committed to increasing WA's share of the international student fee paying market. To support this commitment Canning College will cater exclusively for international students from 2019. Local compulsory age students who may have enrolled at Canning College will be able to enrol in their local senior high school and those beyond compulsory age will have access to North Lake Senior College.
57. Canning College will enrol only international fee paying students. This will provide a more focused approach to education in Western Australia as the Government seeks to strength its market share. Young Western Australians wanting to graduate from school have the opportunity to attend senior school campuses in the north and south metropolitan areas so will not miss out on their education. Adults wanting to upgrade their school qualifications can access TAFE and other providers. The sharpened focus will result in savings of \$500,000 in 2018-19 and \$1 million for each of the following years.

**Moora and Northam residential facilities**

58. In 2019 the Moora and Northam residential colleges will close. This will assist with minimising fee increases at the other seven residential colleges. Nearby residential colleges at Geraldton, Merredin and Narrogin have significant numbers of spare places for students who may have previously enrolled at these two colleges.
59. Together they currently have 55 students enrolled. Projections indicate no growth in future years. The colleges at Geraldton, Merredin and Narrogin all have ample spare accommodation. It should be noted that if Moora were to remain open, building compliance issues would need to be funded immediately. This will require \$2.5 million. Savings generated by closing these two colleges is expected to be \$1.5 million each year.

<b>Not for narrative – discretionary budget (less contentious and less visible)</b>
---

**Teacher relief for Aboriginal professional learning program**

60. Aboriginal support staff (AIEOs) or Aboriginal language teachers seeking to upgrade their qualifications to teach may undertake a Bachelor of Education course at a university of their choice. Aboriginal support staff have been encouraged to complete the Certificate IV Education Support before enrolling in teaching course at university.
61. The funding has supported course fees and salary relief to schools while participants undertake block study and practicum release.
62. Course fees will need to be self-funded or paid by the individual's school and as AIEOs are not typically relieved when absent, this policy would apply therefore incurring no cost. This will result in savings of \$15,000 in 2018-19 and \$30,000 in each of the following years.

**School-based facilitators relief**

63. Previously, funds have been made available to the Professional Learning Institute to release school based staff including teachers, managers corporate services and school leaders to present and facilitate programs including Level 3 Classroom Teacher, Senior Teacher, Graduate Teacher Modules and a suite of leadership programs. In future, these costs will be folded into the cost recovery model that already exists for schools. This will result in savings of \$50,000 in 2018-19 and \$100,000 in each of the following years.

**Teacher relief for Australian Curriculum support**

64. This allocation funded the release of teachers to assist with the design and provision of support for implementing the Western Australian Curriculum. Implementation of the curriculum is now complete, with phase 3 learning areas being taught in all schools in 2018. Advice and support for public school teachers will continue to be available through Teacher Development Schools and Statewide Services. This will result in savings of \$27,000 in 2018-19 and \$54,000 in each of the following years.

**Reduction to establishment grant 10%**

65. The cash component of the establishment grant provided to new schools is to assist in preparation for commencing operation. The allocation recognises the significant initial resourcing requirements and miscellaneous expenses associated with a new school. This may include, but is not limited to, establishment of curriculum resources, equipment and furnishings for classrooms, administration, cleaning and gardening. New schools may use the establishment funds over a number of years.
66. Currently primary schools receive \$250 000 base + \$500 per capita (projected Local Intake Area (LIA) enrolment figure in third year of operation). The per capita component can be recalculated within the first three years of operation if LIA enrolments exceed original enrolment figures. They are also eligible to receive an additional \$45 000 if a second playground is built.
67. The Secondary Schools Cash Allocation \$500 000 base + \$750 per capita (projected LIA enrolment figure in third year of operation). The per capita component can be recalculated within the first three years of operation if LIA enrolments exceed original enrolment figures.
68. A 10% reduction across both the base and per capita will commence for schools opening in the 2019 school year. (Concerned this will have an impact of schools/students and when announced will be strongly resisted with us finding it hard to justify that every cent is not required in establishing a new school) This

will result in savings of \$330,000 in 2018-19 and \$660,000 in each of the following years.

**Masters of Leadership**

69. Funding has been available since 2012 to pay full or partial fees for up to 50 school leaders to complete a Master of Leadership at UWA. This program accepted its final intake in 2016 with leaders expected to complete the course by the end of 2019. The funding required to support the program will consequently be reduced each year resulting in a saving of \$500,000 per year..

**Non-government disability support underspend**

70. AISWA, CECWA are included on a committee that identifies non-government disability organisations to receive funding to support School aged children and young people . In recent years this budget has been underspent Consequently a saving of \$150,000 will be made commencing in 2018. This has no impact on students, as the funding has not been allocated for service.

**Not for narrative – discretionary budget (more contentious and more visible to interest groups)**

#### **Dividend from Agricultural Trust**

71. The five colleges making up the WA College of Agriculture and the Esperance Farm School each remit annually 40% of the profits from their farm enterprises to the Trust. The Trust is administered by the Combined Agricultural Advisory Committee (CAAC), which is appointed by the Minister.
72. The average Trust income over the past five years is \$1 062 456.
73. The CAAC makes allocations from the Trust to the five colleges of agriculture, Esperance Farm School and the nine smaller farm schools. The funds are used to purchase larger items of farm equipment and infrastructure that could not be purchased from the budgets of individual colleges and farm schools
74. From 2019, the Department will take 20% of farm income remitted to the Trust to offset the costs of running the public school agricultural education system. Based on income from the past five years this will reduce funds available to the CAAC for distribution to around \$800 000 per year. It should be noted that each college also receives a targeted initiative from the department to support the farm operations at the college. This will result in savings of \$110,000 in 2018-19 and \$220,000 in each of the following years.

#### **Academic scholarships**

75. There are two components to these scholarships:
  - The \$3 000 awarded to each SCSA General Exhibition winner (public and non-government schools)
  - \$1 000 for each ATAR and VET dux in public schools
76. The General Exhibition awards will not be available for 2018 Year 12 students. Schools may elect to self-fund or seek sponsorship if they wish to continue providing a \$1 000 prize to their ATAR and/or VET dux as this will also cease in 2018. This will result in saving of \$320,000 each year commencing in 2018-19.

#### **Specially organised classes**

77. Schools hosting a system endorsed Gifted and Talented Secondary Selective Arts program are eligible to receive Specially Organised Classes (Gifted and Talented) (SPORG) funding to provide out-of-hours classes using experts from the relevant field of artistic endeavour for selected students. Only Arts programs and/or years that are not funded from other sources e.g. Part Time Specially Organised Classes (PTSOC) or the School of Instrumental Music (SIM) are eligible for Specially Organised Classes (Gifted and Talented) funding.
78. Funding is allocated on the basis of numbers of identified students in the host school/program. Each program is provided with a base rate plus a per capita amount. Base rates vary according to the selective arts program.
79. By requiring schools to meet their own costs, \$140 000 will be saved in 2018-19, increasing to \$280 000 each financial year from 2019-2020 to 2021-22. The total savings is \$980 000.

#### **Perth Modern additional GATE funding**

80. All students at Perth Modern School are selected for entry through the Gifted and Talented program. The school has been fully academically selective since 2007 and receives funding for each student enrolled. There is no further need for this additional funding which was intended to supplement the additional activities undertaken by these students. It could be considered that this funding was

helpful during the transition to a fully functioning and highly performing school, however is not fundamental to the program going forward. This will result in savings of \$277,000 in 2018-19 and \$554,000 in each of the following years.

#### **Swimming fees**

81. The Department recognises the importance of ensuring that all West Australian children can learn how to swim. In 2019(?) the cost of VacSwim lessons will be \$30.00 for the 10 day program. Families on concession cards will pay \$20.00. The increase in costs will guarantee the future of VacSwim and will result in savings of \$390,000 in 2018-19 and \$780,000 in each of the following years.

#### **Follow the Dream**

82. Follow the Dream is an initiative originally targeted at having more Aboriginal students achieve a WACE. Over time, it has been broadened to include other students that may need additional support to remain engaged in schooling.
83. A grant of \$240,000 is provided to the Polly Farmer Foundation for the administrative and fund raising (sponsorship) components of its work. The department has been advised by Polly Farmer Foundation that their matched sponsorship is being reduced.
84. In 2018-19 the grant to assist with the Foundation's administration will be reduced by \$50,000 to \$190,000, requiring a streamlining of administrative processes and the priority given to spending in schools. This also reflects the reduced level of sponsorship, which is matched by the Department. Funding to schools for the program will not be reduced. Savings of \$50,000 per year will be realised.

#### **Yule Brook and Balga**

85. With the advent of the SCFM, an equitable approach was taken to funding schools with similar characteristics. Yule Brook and Balga Senior High School historically received an additional grant to assist with the particular challenges they faced by small secondary schools in the metropolitan area with challenging student profiles and circumstances. In 2017 the McGowan government introduced the equity allocation to address the needs of these schools. This means that all schools in these circumstances are treated equally. As a result of the introduction of the equity allocation, from 2019 Yule Brook and Balga will no longer require the additional base funding of \$50,000. This brings them into the same arrangements as other similar schools and will generate a saving of \$100,000 per year.

#### **Curtin Theatre**

86. When the theatre was first established at John Curtin College it was allocated a grant to run and maintain the theatre. Since that time funding of schools has been reformed through the SCFM. In addition the College has developed a more commercially sustainable approach to this asset by generating a funding source through charging for its use by other schools and the broader community. From 2018-19 the grant for the theatre will be reduced by \$67,000 (20%). This is consistent with the approach taken by Churchlands Senior High School.

#### **Gifted and talented**

87. Programs for gifted secondary students are located across the metropolitan area, Bunbury, and also delivered online for students in rural schools across the state. Each school hosting a program is provided with funding which is used for a coordinator and to pay for additional activities and competitions for students. From 2018-19 the grant to each school hosting a program will be reduced by 25% which will result in a combined annual saving of \$1,642,000.

### **Attraction and retention**

88. Attracting and retaining qualified teachers was a particular focus with the transition of Year 7 to the first year of secondary schooling in 2015. In addition we need a supply of teachers willing to teach in rural and remote WA, or qualified to teach in areas such as STEM or LOTE. Sharpening our focus on those strategies that work and those that have had little impact or are no longer relevant has realised a saving of \$1,500,000 for a full financial year. (commences 2019 and delivers \$750,000 in 2018-19 financial year).

### **Non-government schools' participation funding**

89. Funding to support non-government schools' work in participation has been available since the school leaving age was raised in 2005. Increasingly the responsibility for supporting students' engagement in Year 11 and 12 has become the responsibility of the school where they are enrolled. In 2019-20 funding to CECWA and AISWA will be reduced by \$36,000.

### **School Sports WA**

90. School Sports WA receives a grant from the department to administer and coordinate sporting opportunities and competitions for all school students in WA schools. The current funding agreement expires on 30 June 2019. From 2019-20 the agreement will be reduced by \$130,000.