

## **SCHOOLS — FUNDING**

### *Motion*

**DR A.D. BUTI (Armadale)** [4.01 pm]: I move —

That this house condemns the Liberal–National government for continuing cuts to Western Australian schools, including hundreds of education assistant jobs across the state.

As people in this house know, for about the last year and a bit we have been discussing the issue of education and education spending by the Barnett government. As many of us have articulated and advocated in this house, many schools in Western Australia are under incredible stress and strain because of the budget cuts they have had to experience. I think it would be good if Labor members went into Liberal seats and Liberal members went into Labor seats, because we always seem to have a debate in this place during which Labor members get up and talk about the cuts they are experiencing in their schools, and then we get the Liberal members standing and saying that everything is fine. I am sure pork-barrelling is not happening in Liberal seats with regard to schools. I am sure that is not the case because we are working under a certain model that is supposed to be generic statewide. But I think it would be a good educational process, because I can assure anyone on the other side that if they came out to the electorate of Armadale, they would see for themselves the stresses and strains being experienced by the schools in my electorate. It is not politicians saying this; it is teachers. Teachers are always very wary of articulating a view, especially to a non-government member of this chamber. I think that would be an experience well worth considering, because each time we debate this issue it does not matter what we say, it does not matter what firsthand experiences we relay, the other side will continue to argue that all is well in the education system.

I have no doubt that the Leader of the House, who represents the Minister for Education in this chamber, and the member for Forrestfield, who is a very well respected educationalist—he was deputy principal at one of my schools, and he and I serve on the board of Cecil Andrews Senior High School—will relay to us that there has been an increase in overall funding in education. There may have been an increase in education funding, but many, many more students have to be catered for. Yes, there has been an increase in capital works, but there needs to be more skills built at the primary and high school level. That is the case. But we are talking about the servicing of those schools. It is okay to build the new schools—some fantastic new schools have been built under the current government—but there is no good in building beautiful buildings if they are not properly funded in regards to the servicing of the students.

I think everyone would agree, whether on this side of the chamber or the other, that education is so important at many levels. It is important at a social level, at a cultural level and at an economic level. It is very important at an economic level because the greater the educational level gained by an individual, the greater their chances are of obtaining a better economic future when they move into adulthood. That is on an individual basis, and also on a state basis. There is no doubt that the better educated a society is, the better that society functions at an educational and social level.

Even before we moved to the new student-centred funding model, massive cuts were made by this government. I think we can all remember the performance of the education minister, who I actually get on very well with—I think he is a very pleasant person —

**Mr D.J. Kelly:** Steady on!

**Dr A.D. BUTI:** Steady on—I know; I may be getting a bit too excited here!

But I cannot say that his administration of the education portfolio is something he can be proud of. It was the last budget or the one before when he said there would be no cuts to education, and then he was forced, I think a few days after the budget came down, to announce that there would be significant cuts to the education budget, and then there was the student-centred funding model. This government keeps saying that the student-centred funding model is really its answer to the Gonski model, because the Gonski model also looked at a student-centred funding model and the transfer of some resources from the secondary to the primary school level. But as Professor Teese—who did the review for the state government on education funding—said, he never advocated that increasing primary school funding should be at the expense of high schools. He talked about an increase in overall funding. Although there may be some similarities, the funding that was to be provided under the Gonski model was far greater than anything this government has dished out to the education system. The problem with the student-centred funding model, which I have mentioned previously in debates in this chamber, is that it is too focused on student numbers. It is too sensitive to changes in student numbers. I relayed the story of one of my schools, Westfield Park Primary School, which has roughly a 40 per cent transient student population. Members can imagine that if the student-centred funding model is based on student numbers, there

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only needs to be a slight change in the number of students before or after the census is taken twice a year to have a considerable effect on the budget received by that school.

I want to move on to some specific examples in my electorate. As we know, one of the greatest effects of the cuts to funding in Western Australia has been the effect it has had on not only support services, but also one of the most fundamental roles in a classroom—education assistants. The government keeps telling us all is rosy, there are no problems in the way schools are being administered and that there are sufficient education assistants to cater for the needs of schools. But that is interesting, because Hon Sue Ellery asked a question of the Minister for Education in the other house, which was —

How many education assistants are currently classified as supernumerary in —

- (a) public primary schools; and
- (b) public secondary schools?

Hon Peter Collier, the Minister for Education, responded that in regards to public primary schools, as at 31 March 2015 there were 366 supernumerary education assistant positions, and with regards to public secondary schools there were 99. That is, therefore, around the 500 mark, and that is what Hon Sue Ellery has articulated for a considerable time and has often been rejected by the education minister. Around 500 education assistant positions have been abolished.

**Mr D.J. Kelly:** It's a disgrace.

**Dr A.D. BUTI:** It is an absolute disgrace, member for Bassendean. It is a disgrace on many levels. On one level, it is a disgrace because someone loses their job. That on its own is terrible, but education assistants also play an important role in schools. Why do we have education assistants? We have them for a number of reasons, but one of the most fundamental reasons is, of course, to assist the teacher, and especially to assist the teacher in situations in which there may be students in the classroom who are challenging for a number of reasons; they may have certain disabilities or behavioural problems. Later I will outline how this has affected some of the schools in my electorate.

It is interesting that the government decided to abolish education assistants to the tune of about 500, and that was before the new government policy on redundancies and so forth. These are some of the lowest paid workers in the education system and they often live on small margins. They do not have the luxury of being able to go out and run up an \$8 billion debt, like the state government can. A lot of these people do not have the ability to be able to supplement their income. The government can go and get an \$8 billion loan to ensure that there is milk in the fridge, but a lot of people on lower incomes do not have the ability to do that if they lose their job.

As we know, the government has instigated a new salary policy for the public service. I have here a form letter from the Department of Education about the new arrangements. It reads —

Dear —

The name is blanked out —

The Government recently announced the Targeted Voluntary Separation Scheme for employees who are surplus to requirements. As of the 7 April 2015, you will become surplus to requirement in the Department of Education.

That is interesting because when I go to the schools in my electorate, none of them talks about surplus requirements; none of them is telling me that their education assistants, who will be targeted under this policy, are surplus to requirements. In fact, they are crying out for more education assistants. The letter continues, further along —

I am pleased to be able to formally offer you voluntary severance within the provisions of regulation 6 of the *Public Sector Management (Redeployment and Redundancy) Regulations 1994*.

The Department has a limited number of voluntary severances available and once all offers are accepted, no further offers can be made under this scheme.

It continues —

In considering the attached offer it is important that you:

- understand the terms —

Et cetera, about taxation and superannuation. Further along it continues —

I draw your attention to the new *Public Sector Management (Redeployment and Redundancy) Regulations 2014* which come into operation on 1 May 2015. It is important that you understand how

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the new Regulations may affect you if you choose not to accept this offer, If you have any questions about the new Regulations, please contact —

Et cetera. There are then other directions for employees who may want to take that severance payment. It then enumerates the terms and conditions —

This offer of voluntary severance is subject to you ceasing your employment as a Teacher — Primary —

It also applies to education assistants —

with the Department of Education on 30 June 2015. Following this, you will receive a severance payment —

Et cetera. There is also a restriction on their ability to work back in the public service for a period of time.

On the face of it, this is a so-called voluntary redundancy but, of course, there is a threat there. They either take this and get whatever money they can and hope that they can then get a job somewhere else, or they lose their job further down the track and receive less or no money.

I also have a letter from the Department of Treasury that is marked to the attention of chief executive officers. It reads —

#### **NEW CORRECTIVE MEASURE — PUBLIC SECTOR WORKFORCE RENEWAL**

As part of the 2014-15 Mid-year Review (released today), Cabinet has approved a new corrective measure — the workforce renewal policy, to apply from 1 January 2015.

The policy seeks to achieve significant salary savings over the forward estimates, in light of the substantial budget management challenges facing the State.

Further along it reads —

Savings are to be achieved by harvesting a proportion of the salary (and on-costs) where an employee permanently ceases employment at a public sector body through resignation, retirement, permanent transfer or appointment to a position at another public sector body, or dismissal for a breach of discipline or substandard performance.

Savings will be harvested from agencies' salaries budgets on the basis of *aggregate* separations, providing flexibility to replace some employees who leave on a 'like for like' basis but by doing so, others may not be able to be replaced at all or will need to be replaced with employees at a lower classification or on a part-time basis (see further below).

The following key elements of the policy are highlighted:

- for permanent separations of specified front-line employees (police officers, teachers, nurses, medical practitioners, fire fighters, train drivers and child protection workers), the harvested saving will be 10% of salaries. For all other employees, 40% of salaries will be harvested as a saving;

Forty per cent! To my understanding—I will seek clarification on this from the minister in his response—if a teacher resigns or retires from a school, they can be replaced by a teacher at only 90 per cent of that salary. In response to a question without notice yesterday, the Premier talked about it being from a departmental or whole-of-agency point of view. But if we are dealing with independent public schools that have to control their own budgets, I assume—I do not really know, so I seek clarification from the minister—it would actually be at each school level, not from an agency point of view, because each school has to govern its own budget, and salaries are part of those budgets. Therefore, it will not be so easy for a school to try to comply with this new policy. It would also breach industrial awards or agreements. Schools cannot unilaterally just reduce the payment received by teachers at certain levels. The only way this could be achieved would be if, for instance, a teacher at level 3 earning X amount of dollars was replaced by a teacher who has not yet reached that level 3 standard. Of course, we hope that teachers at all levels have the ability to teach their students, but it would be a shame to have teachers of a certain quality replaced by teachers without the same experience or skills.

**Mr J.H.D. Day:** The general assumption, as I understand it, is that when longer-term, older teachers or other staff retire or resign, they will be replaced by new entrants who may well be very qualified and very capable and very enthusiastic, but are at a lower level on the salary scale.

**Mr D.J. Kelly:** So how does that apply for an education assistant when you've got to save 40 per cent? The difference between the top rate and the bottom rate isn't 40 per cent, minister. The only way you can do it is by actually cutting the number of EAs.

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**Dr A.D. BUTI:** The point there is that education assistants, who do not earn high salaries, will be below the minimum wage after a 40 per cent cut.

**Mr D.J. Kelly:** A 40 per cent cut would take them way below the minimum wage.

**Dr A.D. BUTI:** Way below, so it is a bit of an absurd policy. As the member for Bassendean stated, we would be able to do this only by reducing the numbers, and the same would be the case for teachers.

The State School Teachers' Union of WA released a statement on 4 May about this issue. It reads —

“If the government will only fund wages up to 90%, this equates to approximately \$10.5 million per year for teaching positions, which will have to be cut from school salary budgets across the board.

The problem is: how can this be worked into an independent public school scenario? Further along it states —

“As well as teaching positions, this will affect EAs, cleaners and gardeners. The salary budget for these positions will be cut by 40% every time a person resigns.

It is absurd, but let us say that we are going to cut it by 40 per cent each time someone resigns. Let us say, for example, that Jim is an education assistant who resigns and is replaced by Jacqui at a 40 per cent reduced salary level. If Jacqui resigns, is she then replaced by Jim at 40 per cent less than what Jacqui was earning? Under the government's policy, it is not a 40 per cent reduction based on the original employee's salary, but 40 per cent every time the employee is replaced. I am sure that is not what was meant, but we will seek clarification on that. My understanding is that the salary has to be reduced by 10 per cent for teachers and 40 per cent for EAs every time they are replaced. So when a new person replaces someone, their salary will be 10 per cent less for a teacher or 40 per cent less for an EA, a gardener or a cleaner. Ultimately, a person will be on a zero or a negative salary. A *Four Corners* special report on Monday investigated slave labour in Australia. Soon they might be doing a special show on slave labour in the education system in Western Australia. I know that is probably absurd but, logically, that is what the wording of the policy says, so I seek clarification on that. Whichever way one wants to interpret the policy, the fact is that this new corrective measure will mean reduced staff. It is the only way that budget savings can be made. To make the 40 per cent reduction for EAs, gardeners and cleaners will mean a massive reduction. We have already learnt of a reduction of 500 EAs in an answer to a question from Hon Sue Ellery in the other place, and I presume that was before this corrective measure. Whether or not it was, 500 fewer educational assistants is quite phenomenal.

It is important to bring this down to the coalface because, as I say, members on the other side will say that all is well. We can probably agree that the principals we speak to are super professionals and outstanding, whether their schools are in Liberal or Labor seats. They tend to do what they can with what has been given them, and in some regards that masks the actual effect of the student-centred funding model, but they can be masked only to a certain extent. One of my principals stated that he can just survive this year by a carryover of some revenue from last year, but next year he will be \$160 000 short and he will have no opportunity to gain additional forms of income. A principal from one of the primary schools in a lower socioeconomic area of my electorate states that he is finding it very difficult to appoint additional education assistants to deliver best practice reading programs. He says it is hard for schools in this area because they need to do the heavy lifting as parents often are not engaged in the educational progress of their students. The additional reading programs are paramount to those students having even just a reasonable form of income, and he is unable to appoint the educational assistants to assist with that. Therefore, he will not be able to continue with the necessary—not the optional—reading programs. He also stated that the school has managed this year by using other funds from the budget, but they are now cut to the bone—these are his words—and that the real crunch will come next year. He said that he needs at least \$160 000 next year to fill teaching and EA positions but does not have it, and they are hanging on by their fingernails. These are words from a principal. They are not words that I have dreamt up.

**Mr D.A. Templeman:** Smashed!

**Dr A.D. BUTI:** Yes, smashed.

**Mr D.A. Templeman:** They have been smashed—the words from one principal.

**Dr A.D. BUTI:** Yes. Another principal talked about having to lose a number of programs. A strange thing occurred about two months ago when the Minister for Education announced an increase in funding. There was a pool of funding of around \$40 million—I am not 100 per cent sure —

**Ms A.R. Mitchell:** It was \$45 million.

**Dr A.D. BUTI:** Thank you, member. The schools were obviously very grateful, but they had worked so hard to manage things with the reductions and had gotten rid of staff, and then they received this extra money but in some respects it was too late because they had already set things up for the year. Of course, they will find a way

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to utilise that money, but it just shows the chaotic nature of the administration of this portfolio when principals were told on the last day of the school year last year —

**Mr D.J. Kelly:** After they had already sacked people.

**Dr A.D. BUTI:** That is right. They got the horror budget and had to sack people and then there was this additional money. They were grateful for it but they had let people go, and some of those people could not come back to work into the school system. Another school in my electorate—a school that has faced many challenges—refers to budgetary constraints having made it very difficult for it to employ the EAs it needs for students with special needs. As we know, we had the Schools Plus system for the employment of additional funds for students with special needs. Before we had the student-centred funding model, the administration of the Schools Plus system was very shambolic and difficult to manoeuvre through. We have been told that that funding has not been cut. I do not know whether there is an overall specific funding for Schools Plus, but the fact is that principal after principal, teacher after teacher, and educational assistant after educational assistant is telling me that under the current system many students with special needs are suffering, and it is not only them who are suffering. People think that an educational assistant is employed just to look after a child with a special need. They are employed to allow that special-needs child to attend mainstream education. Sometimes the educational assistant will assist the student with special needs, and at other times the class teacher will attend to the student with special needs and the educational assistant will look after the rest of the class. The educational assistant is there to provide the opportunity for many children with special needs to be included in mainstream education without disrupting the overall flow of the education system. That is the true value of educational assistants. Of course, we have educational assistants in specialised educational support centres. They are absolutely crucial to the functioning and performance of educational support centres.

I will mention another one of my schools, but obviously I will not name this school, unlike the Premier in the last term when he was quite vindictive of—was it the principal of Willetton Senior High School?

**Mr P. Papalia:** In the last Parliament?

**Dr A.D. BUTI:** Yes, in the last Parliament.

**Mr P. Papalia:** He was from John Curtin College of the Arts.

**Dr A.D. BUTI:** He made a statement and the Premier came down heavily on him. I do not think the current minister would do that, and I definitely know that the Leader of the House would not do that. I will not announce these schools but of course people know the schools in my electorate. I sit on the board or the school management committee for at least six of these schools, which is nearly 50 per cent of the schools in my electorate—I also sit on one with the member for Forrestfield—so I have a reasonable idea of what is happening at these schools. The principal of one of my schools—an outstanding principal—is just despairing over the situation confronting her school. She said that the cuts that she has had to manage this year have had a massive impact. The school had to cancel nearly all of its additional programs to assist students with special needs, students who have learning difficulties and students who need some extra assistance. Nearly all its programs have been cut. There is no money to employ someone to run the program for children at risk. That school is very disappointed, as it has really been doing good work. Previously, it was doing outstanding work, but the cuts have placed much bigger demands on the teachers. At that one school there is a student with special needs who needs additional assistance five days a week. The school is funded for an education assistant for one day a week. Of course, the school cannot say to that student or to the parents that they can come in only one day a week; it will try to accommodate the student five days a week. If that student comes in five days a week, they will have no additional help for four days of the week, which will be detrimental to that student and to the rest of the class. A high school in my electorate has told me that the funding cuts have meant that it can run fewer support programs in literacy and numeracy.

I compliment the government on its recent announcements. When cabinet flooded my electorate a few weeks ago, it was actually a very enjoyable experience. It was good to have so many ministers out in the electorate of Armadale and I enjoyed the reception we had later in the evening where I was generously invited to talk. I am very appreciative that that opportunity was given to me. On that afternoon I went to Cecil Andrews Senior High School where the Premier and the honourable Minister for Education, Peter Collier, made an announcement that an additional \$9.4 million would be put into Cecil Andrews Senior High School and Armadale Senior High School. That is for the building of a commercial kitchen at Armadale Senior High School and some science buildings at Cecil Andrews, which is fantastic. I have stated that as long as that commitment is reached, I think it is a very positive sign.

Leader of the House, just off the track a bit but not really, remember one of the questions at the evening function about a local theatre arts centre? The Leader of the House was very honest in his response.

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**Mr J.H.D. Day:** That was the Roleystone theatre group.

**Dr A.D. BUTI:** Yes, Roleystone. The Leader of the House should go there one day; it is really good. Cecil Andrews has a theatre arts specialisation.

**Mrs G.J. Godfrey:** Performing arts.

**Dr A.D. BUTI:** I am sorry—performing arts; I thank the member for Belmont.

**Mr J.H.D. Day:** It is a performing arts centre.

**Dr A.D. BUTI:** Yes—a performing arts centre. With not too much injection of capital funds, that could be improved to be utilised by the school and also the community. I am a great believer that we should utilise our school facilities for the wider community. Anyway, we might want to think about that, but I think it is a definite possibility.

Anyway, that was a great announcement by the government, but I now have to bring things back to being not so positive. Last year, Cecil Andrews Senior High School had a reduction of \$700 000 in funding. I have not checked those figures, but they will be in the school's annual report—\$700 000. Yes, the government gets a tick for announcing the new science buildings and for trying to improve the academic standards of Cecil Andrews Senior High School, but that is very difficult to do when there is a reduction of \$700 000 in the allocation at that school. Cecil Andrews Senior High School, as the Leader of the House would well realise, is in an area that has many challenges. There are many students who need additional assistance. To rip out \$700 000 in one year, on the school's figures—which of course will be verified because they will be in its annual report—is phenomenal. I will be interested to hear the government's response to this motion, but I do not know how it will be able to say that everything is rosy when \$700 000 is being ripped out from one school. May I say that that school does not have a massive student population—it is about 600 or 700 students at the moment or maybe even a bit fewer.

**Mr D.A. Templeman:** Is it a senior high school?

**Dr A.D. BUTI:** Yes, it is a senior high school.

As a result, the school has had to cut teaching positions, it has had to merge head of department positions, it has had to cut Aboriginal language and culture classes, it has no full-time vocational officer, and it desperately needs more teachers—and, once again, it has been cut to the bone. Anyone who has met the principal of that school will know how dynamic she is and that she is 150 per cent committed to the students.

Armada Senior High School is the other school in the area and I want to talk about its education support centre, of which I am also on the board. That centre has about 50 students at the moment; it also has a number of teachers and some educational assistants. It has one toilet to be shared between staff and students. There are 50 students and I am not sure about staff numbers, but there would be at least 10, including educational assistants et cetera. Staff have to share the toilets with students, so there would be about 60 people for one toilet. The school notified the education department about this halfway through last year and nothing has been done. We have to remember that this is an education support centre. There is a student in a wheelchair, there are other students with some mobility issues and, of course, there are some students with intellectual issues. It is absolutely shameful that a school education support centre with at least 60 people—50 students at least and staff—has one toilet to share. The centre has been told that people can share the mainstream school toilets, but the point is that for them to do that is a major navigational exercise and if there is a separate school, it should not be made to share the same toilets as the mainstream school. I have applauded publicly, including in the local press, the government's capital works projects at Armada Senior High School and the Cecil Andrews announcement, but one cannot forget the cut that Cecil Andrews has had in its recurrent funding—a cut to the bone—and I think the issue with the toilet at the education support centre at Armada Senior High School needs to be urgently addressed. There have been cuts. There were cuts in 2013, there were cuts leading into 2014 and there have been cuts under the student-centred funding model. In 2013–14 there was over \$2 million cut from public education in my electorate. That is unbelievable.

**Mr D.A. Templeman:** They keep saying it's not happening.

**Dr A.D. BUTI:** I know. Does the member know why the government says that? It is because overall, it can point to the fact that there is an increase in funding, but that is because there is a need to build more schools, which of course is capital works. Thank goodness the government is at least doing that. The government always says to look at how much money it spends an education compared with that spent in other states, but that is because the cost of education in WA is always more. Why is it more? Look at our land mass; look at our geographical distance and the remote schools et cetera. That is why education costs us more money. Yes, education is challenging. There is no doubt that to be a Minister for Education in Western Australia is a very challenging task, but it is one of the most important tasks. It is an area in which the government cannot cut funding back year

after year. I have had at least two or three principals tell me their schools have been cut to the bone. None of the principals are stating that they are overjoyed that they have had such a massive increase in funding—that is not the case. Of course people on the other side will stand up and do the normal political thing—we do the normal political thing and they do the normal political thing; it is a team game—but I invite any member who would like to come to my electorate without any fanfare or publicity to visit, and I will reciprocate, and let us look at schools. I can assure government members that if they come out to the schools in my electorate, they will receive a story that will not allow them to stand up in this chamber and say that they are from a government that has just increased funding and all is well in the education system. It is so crucial for government members to understand that the government's new policy of teachers having to be replaced with those on a 10 per cent reduced salary level will have a significant effect on the standard of education and teaching in our schools. For education assistants, that reduction will be 40 per cent; it is not possible.

The point is that it is not possible to comply with that under our industrial relations system. The only way to comply with that policy is to reduce the number of teachers and education assistants. The government is stating that when someone in the education system needs to be replaced, the salary available for that position will be reduced by 40 per cent. That will result in a number of education assistants losing their jobs. These people are very committed to their job. They do not do the job just for the money, otherwise they would not do the job. Often that money is incredibly important to their existence, but they do it because they are true professionals. If the government takes those positions away, it will have a damaging effect on those who most need assistance. I do not have the skills to do the economic analysis of the impact of the student-centred funding model—unless I have a year and a half to do it—but I am afraid it is increasing the division between the wealthy and the less wealthy, those in need and those in more need, and those who need less assistance and those who need more assistance. That should not be an ideological decision. Surely, for whatever reason, none of us will benefit if the education system increases wealth and social capital inequality and inequality in community functioning between those who are better off and those who are less better off, because in the end that will affect the state of Western Australia through community cohesion or economic impact.

The ongoing effects of government debt of \$38 billion to \$40 billion will be greater down the road. Members will remember that two years ago, when the government started this massive reduction in educational spending, the secretary of the Western Australian Police Union of Workers said that it would make the job of police officers harder down the track. It is super-important that this continuing reduction in education funding by this government stops and that it rethinks its policy on the corrective measure of reducing the salary of a teacher by 30 per cent and an education assistant by 40 per cent. I will be interested to hear how this policy will work in independent public schools.

**MR D.A. TEMPLEMAN (Mandurah)** [4.43 pm]: I want to make a contribution to this important debate that the opposition and the member for Armadale have brought to this chamber. Once again, it is disappointing that very few members are showing an interest in this debate—maybe I should call a quorum, but I will not.

**Mr J.H.D. Day:** There are more here on the government side.

**Mr D.A. TEMPLEMAN:** I just think it is sad.

**Ms E. Evangel:** It's your members who are missing.

**Mr D.A. TEMPLEMAN:** Is that the member for Perth? Let us start talking about the nervous member for Perth who now knows that she is a target. If the member for Perth thinks she can keep on believing her Premier about what is happening in these schools, she can keep doing it because she is in for a big shock; she is in for a huge rude shock. It is not only in the member for Perth's community, but also in many of her Liberal colleagues' communities that anger is growing about what is occurring in schools throughout Western Australia. The member can put her head in the sand; she can keep doing it. We will not be seeing her after 2017, except as a member of the former members' association of Parliament, if she keeps on doing what she is doing—filing in behind the Premier and listening to everything that he says.

The member for Armadale articulated a very strong message and a clear overview of what has occurred and what is occurring in our schools in Western Australia. Members opposite need to start talking to some of these people, many of whom are on low incomes, who are affected by what the government of the member for Perth is doing to genuine people who have made a great contribution to our school system and are now being thrown on the scrap heap. That is what the member for Perth is supporting; she is supporting many of these people being thrown on the scrap heap. I met with one of them this morning in my electorate office to discuss what has happened to her and the circumstances she now finds herself in. Her name is Stephanie. I asked if I could use her name and she said yes. Stephanie is a 60-year-old woman and she has been an education assistant for a couple of years. She is a designated special education assistant. She works with challenging kids in a primary school and has done so for a couple of years now. She works particularly with children with an autism diagnosis. A number of those children have

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challenging behaviours and need ongoing and consistent support whilst they are at school. People like Stephanie are making a difference to their lives. Stephanie is real, member for Perth; she is a real person and she happens to live in my electorate. EAs who live in the member for Perth's electorate, too, will be faced with the circumstances that Stephanie now finds herself in. Stephanie is one of those education assistants who a couple of weeks ago received the letter that the member for Armadale highlighted in his contribution to this debate tonight. The member for Perth might laugh and scoff and say, "Ha, ha! I don't care. It's not going to affect me." This is affecting real people. It affects real people in my community, in the member's community, and in other communities throughout the state. Stephanie is a 60-year-old woman who said that the experience of receiving this letter and being told, effectively, that she is going to be on the scrap heap unless she signs on to a voluntary severance process is devastating her. She told me this morning when she met with me in my electorate office about the work she does with children in the schools that she has worked in, including the current school that she has been assigned to; but, of course, she is waiting to be told any day that she will no longer be there. Stephanie talked about the specific needs of the kids that she works with and assists teachers with.

The point made by the member for Armadale is very pertinent: the government is removing a number of people who are addressing and working with students who are some of the most vulnerable kids in our schools. When these education assistants go—we know that many of them will go imminently—who will continue to do that ongoing monitoring and supervision and assist those kids as they get, hopefully, the very best support and experience that they can as they go through school? Those tasks will be pushed more and more on to already overloaded teachers. As the member for Armadale said, no more money is in the bucket. The government has already sliced off a number of programs in many schools that are assisting children with special needs, such as those who have specific requirements or support needs, and kids who need more intensive literacy and numeracy support. Many of the programs which existed in schools in 2013 and which were doing the job of supporting kids through some small group work with teachers and EAs are no longer operating. Those programs were operating prior to the cuts by this government and the new funding model being introduced. Many of them are no longer operating in schools in our electorates. For the Minister for Education and the member for Perth to deny that any of this is having any effect is the classic ostrich-in-the-sand mentality.

**Mr J.H.D. Day:** I don't think she did say anything of that kind.

**Mr D.A. TEMPLEMAN:** The member for Perth whips up a few comments every now and then, but she is nervous, and I know why she is. She should be extremely nervous!

**Ms E. Evangel:** Why should I be nervous?

**Mr D.A. TEMPLEMAN:** Because we are going to have a good candidate against the member for Perth—don't you worry about that! The member for Perth is going to be absolutely—I cannot use an unparliamentary term—but I can tell the member now that she should watch out, because she has blindly followed the Premier and his ministers. She has never stood up in this place and questioned anything that this government has done. She followed this government down the path of economic wreckage, and, here we go, the government is going to borrow another \$8 billion to pay its bills. The government will do all of that, but the member for Perth does not ever question it. She follows behind the Premier like a little bunny, agreeing with everything that he says and saying nothing while she knows that she should be standing up for the people in her community, just as I am tonight for my constituents on low incomes like Stephanie. The member for Perth does not give a tinker's cuss about people on low incomes who may suddenly lose their jobs or are threatened with losing their jobs, like 60-year-old Stephanie. The member for Perth does not care because she thinks that by following that guy who is the Premier of the state at the moment that she will be safe. The member for Perth will not be safe because all she does is sit there and nod in agreement with the Premier while she knows he is wrong, and she will not stand up for the people of her electorate. What about the people with low incomes in the electorate of Perth?

**Ms E. Evangel** interjected.

*Point of Order*

**Dr K.D. HAMES:** I have come in from my room to listen to someone direct personal innuendo and abuse at a particular member, which is totally inappropriate.

Several members interjected.

**The ACTING SPEAKER (Lisa Baker):** Excuse me members, I am on my feet. I have put up with a lot of yelling across the chamber because I was hoping that the member on his feet would direct his comments to the Chair, as he should indeed be doing. Members of the house should realise that if they start directing comments to an individual, they will get a reaction. Member for Perth, please do not interject and I ask the member for Mandurah to please direct his comments to the Chair.

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**Ms E. EVANGEL:** I am quietly sitting here doing my work; the member for Mandurah is the one throwing abuse across the room. I am quietly sitting here doing my work.

**The ACTING SPEAKER:** Member, you need to sit and not talk over the member speaking. That is not a point of order. I have made it quite clear what I want to happen. Now we will progress with the debate, please.

*Debate Resumed*

**Mr D.A. TEMPLEMAN:** Stephanie is a 60-year-old woman who got a letter from this government through the Department of Education that tells her she has been selected to be considered for voluntary severance. Quite rightfully, she asked how she was selected. No-one has explained to her how she got on the list, but it is a very pertinent and appropriate question. She asked whether her age—as a 60-year-old woman—had something to do with it. That is a legitimate question to ask. The process was not explained to her at all, or any other, in many respects, victims of this government’s process and policy. Stephanie asked how the selection process was arrived at, who targeted her and why they targeted people like Stephanie, and whether it was age related. She also quite clearly asked this morning what consideration was given to her situation, being 60 years old, because she genuinely does not know what employment prospects face her now that she will, essentially, lose her job. They are legitimate questions to ask. She then asked how people can be treated like this. Looking at how this letter is structured —

**Mr P. Papalia:** It is a threat.

**Mr D.A. TEMPLEMAN:** Of course it is a threat! Look at the second paragraph. It states —

I am able to formally offer you voluntary severance within the provisions of regulation 6 of the *Public Sector Management (Redeployment and Redundancy) Regulations 1994*.

What happens if people do not want to formally accept voluntary severance?

**Dr K.D. Hames:** They do not take it.

**Mr D.A. TEMPLEMAN:** Read the letter. Has the member for Dawesville read the letter that went out to any education assistants in his electorate? I know a number of EAs in the Deputy Premier’s schools who have already lost their jobs because of these cuts. They are too scared to come to the member for Dawesville because they know what this government will do to people who decide to stand up and have a say.

**Dr A.D. Buti** interjected.

**Mr D.A. TEMPLEMAN:** I will take an interjection from my colleague.

**Dr A.D. Buti:** The Premier’s definition of voluntary redundancies is like his definition of Aboriginal communities—either accept what I say, otherwise I will compulsorily acquire your land.

**Mr D.A. TEMPLEMAN:** The Deputy Premier needs to read the letter to see what has gone out to people like Stephanie in my electorate. There are a number of EAs in the Deputy Premier’s electorate who have had these letters too. They are coming to me. I will give the Deputy Premier a copy of the letter and he can read what the government has said and talk to some of the schools in his electorate about the impact that these cuts and redundancies are having and have had on staff. Principals have been put into situations where they have to let go four or five people. In Stephanie’s case, five of her colleagues had to go from that school. Imagine what that does for the morale of those people—not only personally—who have made a contribution to the state, and particularly to the kids that they have supported, many of them for a number of years. Imagine what it does to staff morale, and the position it puts the principal, administration and leadership team within the school. It is a horrific thing that the government has done to them. Some members on that side simply do not think it is an issue. That is the problem. That is the reason I might have singled out one member in particular, but there are a number of members who do not understand. Members opposite should read the letter and understand its implications. Recipients had until 30 April to respond to this letter. The unlucky hundreds were invited to a meeting at the Central Institute of Technology on Royal Street. The letter states —

The Department of Education has invited redeployees (Education Assistants, Cleaners, Gardeners and Canteen Workers) who have been offered a voluntary severance, and not accepted to date, to attend a forum to discuss and clarify the Targeted Voluntary Separation Scheme currently on offer.

Just read the words “currently on offer”; in other words, “sorry”. That meeting was on Wednesday, 22 April, but they were required to make a decision only a week later. Stephanie is a real person in Madora Bay in Mandurah. As an education assistant she is not in a highly paid job. She and her partner are renovating their house. She told me that if she loses her job now and cannot find another job—given the employment market within the Peel region and the cost of travelling to work if she finds work further away—she is asking whether it might mean that they genuinely have to look at selling their house or readjusting their circumstances. Members

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opposite must understand that this is real and it is affecting real people. I really felt for Stephanie this morning when she came to my office where we met for about an hour. She had a range of questions and I talked about the selection process. I asked her whether it was to do with her age. We talked about a report that came out only recently that showed women in the 55–65 age bracket are a particularly vulnerable group in terms of re-employment, and potentially moving into poverty and indeed homelessness. Stephanie says she could be one of those statistics, given what has happened to her, because there is no guarantee that she will find any work, and she relates it back to her age.

I have to tell members now that this is affecting Stephanie's health. She is stressed out. I know that is not uncommon for lots of people now—they are stressed out and they are vulnerable. They feel like they have been thrown on the scrap heap. They feel like the work that they do, and have done, has been undervalued or devalued totally. They feel disrespected. They feel like they have been abused and they feel that they are powerless because the Minister for Education and the Premier keep saying, "Nothing has happened in schools. There have been no cuts, first of all, and schools are going along brilliantly. They are being funded higher than they ever have before." But, as the member for Armadale explained very clearly in his contribution, that is not the real story. I am concerned about Stephanie's health. As she expressed, it is not just about her; it is about the kids that she has been assisting or working with—the kids with special needs and the kids on the autism spectrum. These kids have been supported by education assistants like Stephanie who are making a difference to their lives. She feels for them and she feels for the parents and the teachers. Because of the dilution of influence that education assistants now have, Stephanie said specific times allocated to students are being diluted and spread more thinly across other students in schools. It is happening. She feels also for the parents and the teachers because of course we know that more and more demands will be placed on teachers when they do not have that extra support that education assistants offer.

This is a story about a real person who lives in my electorate. She has made a great contribution to education in Western Australia through the support she has given to kids; in her case, kids who need extra support. We should not treat people like this. This government is treating these people appallingly.

[Member's time extended.]

**Mr D.A. TEMPLEMAN:** It is very easy for members of the opposition to move these motions, but we do not have the numbers. The people who have the numbers are government members, particularly the backbenchers. I may have unfairly singled out one, but I appeal to Liberal backbenchers to start questioning the out-of-control Premier they have as their leader. The budget is out of control. Policy frameworks in a range of portfolio areas are out of control. In the budget next week—on Thursday, 14 May—a number of portfolio areas will again be targeted because this Premier could not get his budget in order and this Treasurer has not been able to get this budget in order. We will be back here in our budget speeches in two weeks' time and then estimates in the week from 9 June, highlighting these things again. Opposition members will get a chance to have their say but we will not have our way because we do not have the numbers. The member for Perth does. She is a member of the government. It is time that all her backbench colleagues stood up for people like Stephanie. Stephanie may not live in the member for Perth's electorate but there are many Stephanies in electorates throughout the state. They deserve to be treated with dignity and respect. They do not deserve to be treated the way that this government is treating them.

**MR J.H.D. DAY (Kalamunda — Minister for Planning)** [5.06 pm]: I will make some comments in response on behalf of the Minister for Education who I represent in this house. Of course the government does not support the motion. The motion does not reflect the reality of what is happening in education in Western Australia. To refer to supposed continuing cuts to WA schools simply does not reflect the truth or the reality. It is valid to have a debate about education issues across Western Australia. There are always plenty of issues and there are plenty of pressures and needs that need to be addressed and met. We need to reflect the reality of what has happened, since this motion focuses on this government—particularly what has happened since the Liberal–National government has been in government.

The amount of funding for education has increased significantly every year that we have been in government. I suspect it has increased every year for as long as anybody can remember. It has gone up generally hundreds of millions of dollars a year since we have been in government. The amount of expenditure in the current financial year is \$4.58 billion. Not very long ago it was in the \$2 billion range. That was when we came into government only six and a half to seven years ago. In fact, the amount of funding has increased by 61 per cent since 2007–08. The amount of additional funding to education is one of the major pressures in the budget. The bill that was being debated in this house earlier today, and will be again later tonight, is the Loan Bill 2015. It will authorise the government to borrow an additional amount of money—up to \$8 billion—to meet the needs of the state. That reflects the situation. At the moment we have the reduced amount of GST allocation and the fact that resources royalties have come down. The fact that we need that bill to be passed also reflects the substantial growth in

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expenditure that the government has faced and is still facing, including in education, since we came into government.

The other major growth areas are in health. I am going back a few years now, but I remember when I was health minister, or concluded being health minister in 2001, the health budget was \$2.3 billion. It is now about \$8.5 billion.

**Dr K.D. Hames:** It is about \$8.2 billion now, up from about \$3.6 billion when we came to government.

**Mr J.H.D. DAY:** It has increased enormously, so when the opposition is complaining about the amount of expenditure that we have and the amount of money we need to borrow—borrowing is not a process we enjoy—it needs to be honest and mindful of where the money is going.

Other major growth pressures in expenditure have been in child protection. Sadly, the amount of funding required has increased enormously. There have also been substantial increases in the area of policing. Less pleasingly, I must say, there has been a significant increase in the amount of expenditure for prisons. But this debate is about education. It has been one of the major cross-pressures that the government has had to face. There have been some changes at the individual school level in this calendar year as a result of the introduction of the new student-centred funding model. That model, as we have debated in here previously, allocates funding based much more on the individual needs of a student and places a stronger emphasis on the early years of schooling. I remind members that the origin of this funding model is from the review undertaken —

**The ACTING SPEAKER (Mr P. Abetz):** Members, there are a lot of conversations going on. Try to take them outside.

**Mr J.H.D. DAY:** The review was undertaken by the University of Melbourne. Professor Richard Teese, who lead the review, commented —

“We did want to see a major rebalancing in which a much greater effort was placed upon the needs of younger children,” ...

“That’s got to be the priority.

“Without setting this priority, large gaps in achievement would continue to carry over into high school, holding back efforts there and weakening opportunities for many children.”

Eighty-two per cent of schools, that is 601 out of 735, are receiving more funding under the new model than they would have received had the model not changed. I also draw attention to the “Report on Government Services 2015” produced by the Productivity Commission that shows Western Australia is expending more per student in the government school system than any other state. In Western Australia, the average amount per student is \$18 875. The next highest is in South Australia at \$16 191, and the lowest per student is \$13 787 in Victoria. As I said, the amount of education expenditure per student in government schools in Western Australia is the highest of any state in Australia.

**Dr A.D. Buti:** You know why, don’t you? It is to do with geographical issues.

**Mr J.H.D. DAY:** Of course that is a factor, but the point I am making is that the government is making a major effort to provide the funding needed in Western Australia. The other important statistic out of the Productivity Commission’s report is that the number of students per non-teaching staff full-time equivalent in Western Australia is actually the lowest. In Western Australia it is 24 per non-teaching staff FTE compared with the next lowest, which is 31 in Tasmania, and the highest ratio is 45.1 students per non-teaching staff in New South Wales. Those figures bear out the point that there are primarily a larger number of education assistants in Western Australian schools. The number has increased from about 4 500 education assistant FTEs in 2004–05 up to about 7 200 in 2014. Over a 10-year period there has been an increase from 4 500 to 7 200.

**Mr D.J. Kelly:** That is so kids with disabilities can attend mainstream schools. Are you indicating putting them back into spectrum schools?

**Mr J.H.D. DAY:** Did I say that? I actually said that the number has increased substantially. There has been a loss of some positions from that very high level, for reasons that I will explain. It is important to realise that there are a number of different types of education assistants, including those who are in the mainstream system who are usually employed in kindergartens, preprimary facilities and junior primary classrooms. Education assistants who address special needs are employed to assist in classrooms with students with special needs to access the curriculum. There are others who assist with braille, obviously in relation to visually impaired students.

**The ACTING SPEAKER:** Member for Warnbro, please keep your voice down or take your conversation outside.

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**Mr J.H.D. DAY:** There is also a group of education assistants who assist with Auslan, who are employed to assist students with hearing disabilities. There are Aboriginal and Islander education officers who are employed to assist Aboriginal students to engage with students, and ethnic assistants are employed to assist in providing English as an additional language to students who need that. As I mentioned, the Productivity Commission's "Report on Government Services 2015" shows that WA government schools have the lowest ratio of students to non-teaching staff of any state in Australia.

There were some changes to resourcing for education assistants in 2014. The allocations were reduced to schools, in some cases, and that resulted in approximately 350 fewer FTE education assistant positions across the state, but as I said, it was from a very high level that has increased substantially over the last 10 years. The reasons for those changes included the fact that there was less of a need for education assistants for students with anaphylaxis problems. Consistent with practices in other states, the Department of Education has introduced a more effective system to support students through the provision of funding for the purchase of emergency adrenaline autoinjector pens and online training materials to ensure that all staff can respond in the event of an emergency. The changes also relate to fewer mainstream education assistants as a result of the alignment of education assistant funding for kindergarten to year 2 students, based on students rather than class size and structure. This change addressed an anomaly whereby classes of 15 students received an education assistant, while classes of 14 previously did not. There was also a reduction of Aboriginal and Islander education officers based on removing a year-level multiplier to ensure an equitable allocation of staff to students, regardless of their year level. The previous allocation of Aboriginal and Islander education officers was based on an outdated formula that provided a different level of funding depending on the year level of the student. This was changed to a fairer model so that Aboriginal students received the same level of support regardless of their year level.

It is important to note that these changes did not affect students who were eligible for a special needs education assistant. All students with a genuine assessed need for an education assistant continue to have access to that support. The overall change in FTEs was achieved over a period of time through the completion of fixed-term contracts, redeploying staff into other positions in their current or nearby schools, and by not replacing education assistants who had retired or resigned. The reduced FTE allocation was offset to a large extent by increases in education assistant positions in areas of high student enrolment growth, or for new students with a disability. My recollection of one aspect of this change is that previously an education assistant had been appointed to assist a particular student in a particular school, but there was an arrangement whereby, when that student left the school, the education assistant stayed at the school whether or not the need was there. Schools did not mind that arrangement; they had an extra staff member who they would not have otherwise had, but it is an unsustainable situation from a funding point of view. As I said, the overall amount of funding for education has increased by 61 per cent since we have been in government, but we do have to ensure that taxpayers' funding, which is finite, is allocated where the needs are greatest. There is debate going on at the moment about the amount of state debt and the fact that there will be a deficit in this year's budget—that has been publicised clearly. The opposition, in the week after next when the budget is debated, will no doubt spend a lot of time criticising the government for the fact that there will be a deficit, and the levels of debt. Clearly, decisions need to be made to actually use taxpayers' funds in a rational and effective way.

I have a couple of other points on education assistants. At the end of March this year, there were 465 supernumerary education assistants awaiting placement. This equates to approximately 270 FTE education assistant positions. Over the last 12 months, 893 new education assistants have been employed. That equates to 514 FTEs. Even though 350 positions were lost over the last year or so, there has actually been an additional 514 FTEs appointed, so that more than balances out the 350, it would clearly seem to me. With the introduction of the new student-centred funding model from 2015, education assistant FTEs are no longer allocated centrally from the department to schools. Principals are responsible for determining how they will spend their one-line budget allocation to provide the very best support for students, as schools themselves—principals in particular—determine the best way to achieve that. There is therefore much greater discretion given to schools now about how they use the funding available to them.

I will address the issue of the student-centred funding model a little further now. Essentially, as I said, the change was made following the report produced by the group led by Professor Richard Teese. That report drew attention to an excessive focus, from a funding point of view, on secondary schools in Western Australia and to insufficient support being provided to primary schools. A rebalancing was therefore required in the way funding was directed.

**Mr P. Papalia:** It also said, "Don't cut funding at the same time as you're changing the model."

**Mr J.H.D. DAY:** Overall, funding has gone up. However, we do not have an infinite amount of money available, as has been discussed in this house today. Obviously, decisions need to be made. There will always be pressures, there will always be choices that have to be made, and there will always be additional needs to be met

one way or another. Having said that, this state government is providing more per student than any other state in Australia. The overall level of resourcing is very substantial and has grown enormously since we have been in government.

**Mr P. Papalia:** Don't quote the report!

**Mr J.H.D. DAY:** I will quote a couple of figures from the Productivity Commission's "Report on Government Services 2015", which I think relates to the current year. It draws attention to the fact that the number of full-time equivalent students per FTE primary teaching staff in Western Australia is equal highest with Queensland, at 15.8. That is out of all the states in Australia. The number compares with the state with the lowest ratio at 14.6, which is Tasmania. In short, Western Australia has a higher number of students per teacher in primary schools, which is very much in contrast with the situation for secondary school students, in that WA has the lowest ratio of students per FTE secondary school teaching staff—that is, 12. The highest ratio is in Tasmania and South Australia, which each have 13.2. Those figures really bear out the argument that there is merit to some extent in rebalancing the amount of funding directed into primary schools compared with the amount directed previously. That change recognises that the early years of education are regarded as essential in a child's development and that they play a major role in determining the success a student will have in their later years of education and also later in life.

Other substantial investments have been made by the government in the time that we have been in office, in not only recurrent funding that I have referred to, but also the area of capital works. One very important example of that is in the child and parent centres. Almost \$49 million has been committed by the government to build, establish and operate 16 child and parent centres at a number of public school sites in communities in need. They offer integrated health, education and parenting services for babies and young children and their parents. It is probably not a very widely known program of the state government, but it is a very important one and puts into effect changes that it is recognised have been needed for many years. I remember this issue being developed quite significantly when I was health minister. It reflects the work done by the Telethon Institute for Child Health Research, previously led by Professor Fiona Stanley in Western Australia. A lot of work has also been done in Canada, where it is recognised that the early years from birth up to five years of age are critical in a child's development, particularly the development of their brain; that they need appropriate support and social interaction; and that parents need appropriate guidance in many cases. Those centres either are being built or have been built. The first 10 centres have been completed at South Hedland Primary School, Carey Park Primary School in Bunbury, Calista Primary School, Challis Early Childhood Education Centre in Armadale, Brookman Primary School in Langford, Westminster Junior Primary School, Roseworth Primary School in Girrawheen, Warriapendi Primary School in Balga, Dudley Park Primary School in Mandurah and Neerabup Primary School in Banksia Grove. A further six centres are planned for completion in the second half of this year. One of those is at East Maddington Primary School, which is in the Kalamunda electorate that I represent. I know that centre is under construction, as I saw it a couple of weeks ago. The other centres are at East Waikiki Primary School, Gosnells Primary School, Mount Lockyer Primary School in Albany, Rangeway Primary School in Geraldton and Wilson Park Primary School in Collie. Those projects are a very important development in the wider education and child development system in Western Australia.

In relation to capital works more broadly in Western Australia, very substantial investment has been made since we have been in government. Almost \$3.5 billion has been spent on public school infrastructure since 2008–09 through to 2013–14. That therefore does not take into account the past 12 months, it would seem. In the 2014–15 budget, the government announced a further \$1.16 billion in capital works, and from 2009 to 2015—this year—the government has opened 28 new primary schools, nine new secondary schools and 13 replacement schools, providing 1 199 new classrooms—almost 1 200—across the state since we have been in government. Between 2016 and 2018, an additional 12 public primary schools and two public secondary schools will open, taking the total number of new schools opened to 51 since 2009 after we came to government. That is a very substantial achievement.

I am pleased that the member for Armadale referred to the decision by the government to allocate \$9.4 million to Armadale Senior High School and Cecil Andrews Senior High School in his electorate. That decision was made at a cabinet meeting in Armadale six weeks or so ago, and was announced by the Premier and the Minister for Education then. As has been recognised for some time, that allocation will address a very major need and will provide substantial improvement in the facilities at both schools.

I return to the issue of the student-centred funding model, in particular to the issue of disability allocations raised by the member for Armadale. There has been no reduction in funding for disability assistance; in fact, an additional \$10 million has been provided for a new educational adjustment allocation. The eligibility criteria have not changed; however, the move from 96 categories of funding to seven levels has resulted in some students receiving

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a higher allocation and some a lower allocation than they received under the old model. This is in addition to the per student base rate, which is provided for each student enrolled. Interim resourcing is able to be provided to support schools while a student without a confirmed diagnosis is on the waitlist or is undergoing an assessment for autism or severe mental disorder category. The new educational adjustment allocation is provided as a flexible allocation for mainstream schools to implement programs and learning support for students with additional learning needs, and is provided to schools based on the proportion of students at the school in the bottom 10 per cent of National Assessment Program — Literacy and Numeracy reading levels. There is therefore in fact substantial assistance being provided for students with disabilities in that respect.

The workforce renewal program has only just come into operation and it is quite early days. The department is still giving attention to the details of how it will be put into effect. As I indicated earlier, it deals with the issue of the substantial expenditure pressures that the state government is facing compared with the revenue it is receiving from various sources, and we need to make some hard decisions sometimes. That policy essentially applies across the whole of government although the education system has been exempted to a large extent, with reductions being applied to only 10 per cent of salaries with regard to the employment of new teachers. No doubt the minister and the department will have more to say about that at a later stage.

As I said, the government certainly does not support this motion; it is not justified. There are pressures in the education system as there are in every area in which the government provides services, but we have substantially grown those services and made a very serious commitment to better resourcing our schools. Our teachers in Western Australia are the highest paid of any in Australia, and this government certainly cannot be criticised for not making a very strong effort to improving the education system in Western Australia. That is reflected by the fact that the number of students in government schools has increased, including in secondary schools; I think I am right in saying that there had been a decline in the number of students in government secondary schools up until recently. That reflects the fact that we are actually making facilities better and providing a pretty good system overall. It is actually quite a dilemma for the government and therefore for taxpayers, because the better we make the government school system, the more people will want to use it, and the more it will cost taxpayers; it has to be funded somehow or other. The opposition needs to take all of that into account when it criticises the government for needing to access funds, whether through borrowings, which, as I said, is not something that we enjoy doing, or through raising taxes or making revenue changes, to fund the needs that the opposition says the state has and that we as the government agree exist. But the opposition cannot have it both ways.

**The SPEAKER:** I give the call to the member for Forrestfield.

**Mr P. Papalia:** Oh, come on!

**The SPEAKER:** Member for Warnbro!

**Mr P. Papalia** interjected.

**The SPEAKER:** Member for Warnbro, I call you to order for the second time. I happened to see the member for Forrestfield.

**MR N.W. MORTON (Forrestfield)** [5.33 pm]: I rise to make a few comments about the motion before the house. I start by saying that I missed the member for Armadale's initial contribution because I was in a meeting.

**Dr A.D. Buti:** I spoke nicely of you!

**Mr N.W. MORTON:** I am always appreciative of that, member for Armadale, and in listening to the member for Kalamunda's comments, I note that the member for Armadale made reference to the announcement about high schools in Armadale. Having been a deputy principal at one of those schools, it was a most pleasing announcement for me, so I congratulate the government on making that announcement. It is great for that part of the world, so I am sure the member for Armadale is happy about that.

With regard to funding, we hear members opposite talking about cuts to education, but they cannot justify talking about cuts when the budget is actually increasing. Since we came to government in 2008, funding for education has increased by around 61 per cent, to \$4.58 billion. Over the same time, student enrolments in public schools have increased by around 12 per cent. If we were to graph those two lines, the gradient on the funding would be far steeper than the gradient on student enrolments, which indicates a significant increase in funding for public schools in Western Australia.

Yes, with the new student-centred funding model, there is a stronger focus on the early years of schooling and, as I have alluded to already, I am a high school-trained teacher and I was a deputy principal in a high school. I understand the high school setting very well, but I —

**Dr A.D. Buti:** And an excellent deputy principal, by all accounts!

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**Mr N.W. MORTON:** I thank the member for Armadale once again! I am blushing!

The fact is that if we can invest more money and more resources into the early years of learning so that our young people are better placed to engage in and contribute to their own learning in later years, I will happily embrace that change. I dealt with a number of students between the ages of 13 and 16 whose learning and behavioural difficulties had hampered their capacity to engage in early learning. One does not have to be a rocket scientist to work out that if kids are disengaged in years 1 to 4, it will not bode well for their learning in later years and, indeed, in the high school setting. That was acknowledged by Professor Teese, as the Leader of the House has already alluded to, and was one of the primary reasons why he proposed this model. We do not shy away from the fact that we are redirecting more funds into early years education; education and learning is a lifelong process. We cannot say that primary school funding exists in separation from high school funding; it is a continuous line of learning and it is all linked. The fact that we are investing more in the early years will assist students in their later years of learning.

I now touch on the issue of education assistants, which is referred to in the motion. The number of education assistants has grown from 4 500 FTE in 2004–05 to 7 200 FTE in 2014. That is a significant increase in education assistant FTEs in the public education system. According to the Productivity Commission's "Report on Government Services 2015", Western Australia is, by far, ahead of any other jurisdiction in student FTE per non-teaching staff FTE within our school system. When I say significant, it is 24—we would want the lowest number we can get in this table—and the next best is Tasmania at 31. A lot of references have been made comparing us with Queensland, but Queensland is at 34.2 while we are at 24. That is a significant commitment by this government to make sure the assistance is there to help kids who are at risk. Of course, it goes without saying that kids who are diagnosed with a disability will never be shunned from accessing support through Schools Plus. That program has not been affected at all and will continue to be funded by the government.

I turn now to some of the achievements within our schools. We have a record number of students enrolled from kindergarten to year 12. In fact, this year there are 293 000 students enrolled in our schools. As the Leader of the House alluded to in his closing comments, that is a strong endorsement from the community of the state of our public schools in Western Australia. Parents are consumers and they vote with their feet, and the fact that we are seeing increasing enrolments in our public school system is an endorsement from the community of the level of education we are delivering to the people of Western Australia, and that is something to be proud of.

Perhaps I harp on about this but it is not lost on me that as a former teacher I can recount a number of similar occasions and examples. The number one and single most important resource that we have in our schools is our teachers. That is why this government recognises them as being important, it is why we made sure that they are the best paid teachers in the country, and it is why we have put one in front of every classroom. Since we came into government in 2008, every student in every classroom in every year has had a qualified teacher put in front of them. That is something that the former Labor government could not achieve. In the scale of ticking boxes and as far as a school is operational, one would have thought that putting a teacher in front of every student in every classroom is probably the number one box to tick at the start of each school year—it certainly is from my point of view. Making sure that a qualified teacher is in front of every one of our young people in our schools is a major achievement. It is something that this government has been able to do year in, year out and was something that the former Labor government failed to do. The 2015 school year has also seen the employment of the most graduate teachers over at least the last decade, with 770 gaining employment in our school system at the start of the year. This is a great achievement. I know from working in schools that we often had "prac" teachers—I do not think that is a politically correct term these days—who would come into the school. I have to say that we came across some very astute and vibrant young people who were looking at forging a career in education. They would come into the school with some really great, bright, new and innovative ideas. We were fortunate enough to pick up some great members of staff through that program and secure their services the following year after they had completed their course. They certainly added a lot to the school community and were very good operators with the kids. There is a lot to be said about young graduate teachers working in our schools. I have already alluded to that fact that teachers in Western Australia are by far the best paid teachers across the country. We recognise them as being crucial and integral to the smooth running of our schools, which is why they are paid so well.

I will talk about capital investment in schools. Obviously, some schools were built 50, 60, or 70 years ago. These schools need to be prioritised for reinvestment into new classrooms and technologies. With a fast-growing population, we must also build new schools to accommodate that growth. By 2018, the government will have built 51 new schools. When we think about that, it is a lot of schools, a lot of classrooms, a lot of teachers and a lot of young people—it is a lot of infrastructure. Indeed, the government has spent \$3.6 billion on capital investment in our schools with another \$1.16 billion set aside in the forward estimates for the next few years for further capital investment. Just on that point, it would be remiss of me if I did not mention some of the capital works programs that

**Extract from Hansard**

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have happened in my electorate of Forreestfield. It was with great pleasure that I was recently joined by the Minister for Education and my colleague in the other place Hon Alyssa Hayden to open the \$5.4 million upgrade to Maida Vale Primary School. It is a fantastic school that is doing some fantastic things. It just gained independent public school status and it has fantastic staff and students. I always say that as a person walks into a school, they can pick up the vibe very quickly as to how that school is operating. I do not know whether that is because of my background, but a person does get the vibe very quickly, and Maida Vale Primary School has such a wonderful vibe about it. Getting back to the capital works, \$5.4 million went into building new classrooms. We went through those classrooms and the kids are buzzing. A couple of weeks back the year 6 students and the student leaders were here at Parliament House for lunch. They are all lucky enough to be in one of the new classrooms that were delivered by this government. It is their final year at the school and they get to experience that, for which they are very thankful. They love those new classrooms that have a lot of great advances with the provision of smartboards and electrical efficiencies, new skylights and things such as that. It is just a wonderful environment in which to learn. Several other things were also provided in that upgrade.

The Darling Range Sports College, which is the only government high school in my electorate, is a fantastic high school. Obviously, it is a sports college. It is unique in that it is the only dedicated sports college in Western Australia where a range of specialist sports programs are offered such as AFL, cricket, athletics, water polo and netball. The school is churning out some amazing young athletes. One young girl, Maddy Inglis, played tennis in the Australian Open in January—she was 15 or 16 years of age. A number of young boys are playing in colts or the like for some of the Western Australian Football League clubs. The baseball program has either just come back from or is going on a tour. The school is well and truly punching above its weight. I am very impressed by what it is doing and its staff are to be commended for what they do. They go to great lengths, often having to run training and programs outside of the normal school hours in the early hours and until late. The dedication of those teachers is to be commended. I think \$3.4 million was invested there for a new year 7 block. It was great seeing it emerge as I drove past it quite regularly. I could see it rising out of the ground. Obviously it came to fruition and, again, the minister joined us late last year with the principal to open that block. Now I drive past it and the year 7s are using it; they look like they have been there forever. It is a great new addition to that school.

East Kenwick Primary School received a \$200 000 investment from the government to create a new stop-and-drop area—that is what I call it—for parents, which has certainly helped ease the congestion at those peak periods of drop-off and pickup. I have seen it in operation and it flows well. It is a great new addition to the school. One of my favourites is Forreestfield Primary School. It has not received the biggest capital investment—it received \$150 000—but it used that to refit a classroom as a commercial kitchen. What it delivers in terms of learning capacity and curriculum choice for the teachers and students in that community is fantastic. It has a very good and well-advanced community kitchen garden at that school, and this investment completed the circle by refitting the classroom as a commercial kitchen. The kids can now grow plants, veggies and herbs et cetera and then harvest them and use them to make meals, try different recipes, and learn about nutrition and diet and all that sort of stuff. They can learn that milk and eggs do not come from containers. Obviously they do not have cows there—I was just coining a phrase—but they can see where some of these things come from and the whole process from go to whoa. The kids are completely engaged and loving that. As I say, it is not the biggest capital spend but what it has delivered for that community is fantastic. They are just some of the capital works programs that this government has delivered upon. It is well and truly committed to capital work for our schools and our growing population, and for people who choose to send their children to public schools, making sure that we are not missing in that space.

I want to talk about reforms in education for a little bit. This Liberal–National government has created many reforms in education. The introduction of the independent public schools initiative has been a real success. The one-size-fits-all approach to schools is disappearing in our state and more autonomy is being delivered to our school principals and communities. This is fantastic and the way it should be. Funnily enough, this model is being adopted by other jurisdictions, and certainly federally, as the way forward for schools and their governments. It was always a bugbear when working in the system—no offence to the department—having to deal with what felt like some archaic things. Sometimes the commonsense got lost in the scheme of things. Certainly the IPS program gives back control to the school community so that it can control its own destiny to a fair degree, which is a good outcome.

[Member's time extended.]

**Mr N.W. MORTON:** Independent public schools represent about 55 per cent of all public schools, which in actual fact is about 70 per cent of total school enrolments.

I will also talk about the student-centred funding model that was introduced this year. It provides a base level of funding for each student enrolled and additional funding for Aboriginality, disability, social disadvantage and

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English as a second language. I think that is to be commended and it is how things should be. It gives funding for all kids and gives top-up funding for kids with extra need. I do not think that can really be argued with.

I think there was a bit of anxiousness in some corners of the community about how the inclusion of year 7s in high school might go. In my last year of teaching, I got a lot of reports from local primary schools about the fact that those kids were a bit older, and I heard anecdotally that schools felt that the kids were ready for high school. Year 7s can now access specialist teachers and teaching facilities, which puts them in the best place to be prepared to deal with the new Australian curriculum. We have spent a lot of money—about \$230 million—on capital works to accommodate year 7s. My wife works in a school near my electorate—it is actually in the member for Kalamunda’s electorate, but enrolments are split between us—and that school had its parent night just the other night. She told me that all she met with were parents of year 7 students and every one of them told her how much their child loved being in high school. It is nice to get that kind of feedback at a grassroots level about those changes.

The last thing I will touch on is child and parent centres, which is probably one of my favourites. There has been about a \$50 million spend on 16 of these centres. Again, having these centres roll out couples nicely with the new focus on funding the early years. These centres help identify and assist young people who, through no fault of their own, may have a hearing difficulty or some other impairment or impediment that stops them from engaging 100 per cent in their own education. If we as a community and a government can assist in that space and provide specialist services so that these kids can be identified early and put in the best possible position to succeed and engage in their own learning, it truly is a fantastic outcome. I do not think there would be too many complaints from either side of the house about that initiative. I think it is an initiative to be commended and applauded by the government, and certainly by the cabinet and the minister. I hope in the future that more of these centres will roll out so that our young people can be identified and assisted with their own education. I conclude my comments there. I have demonstrated that this government is well and truly committed to public education in this state. As a former teacher, I think there is a lot to be proud of about where we are going and what we are doing.

**The SPEAKER:** Member for Warnbro, I will try to right my wrong!

**MR P. PAPALIA (Warnbro)** [5.54 pm]: Thank you, Mr Speaker; I appreciate it!

At the outset I must make the observation that the contribution from the member for Forrestfield illustrates the problem. It was an appalling contribution that consisted entirely of government spin and ignored the content of the motion, which draws the attention of the Parliament to cuts impacting directly on the lives of people such as education assistants right across the state, including in the seat of Forrestfield, where all is not rosy and well in the education department. He did not concentrate on the main issue or respond to some of the specific examples raised by the members for Mandurah and Armadale of people who are losing their jobs under the member’s government as a result of decisions in response to its appalling financial management. This government, having trashed the best set of books in the state’s history and being compelled to try to find savings elsewhere because they cannot be found within its own mismanagement, has chosen to sack education assistants, and the member for Forrestfield comes into this place and talks about how wonderful everything is. This individual has failed to stand and talk about \$8 billion of extra debt being loaded onto the taxpayers of Western Australia. Future generations will pay billions and billions of dollars as a consequence of the mismanagement by the government within which the member for Forrestfield sits, and he cannot be bothered to stand and make a contribution, but he will consume some of the private members’ business time of the opposition, which is trying to raise the issue of the consequences of this. The consequences are clear: education assistants, who perform an essential role and who make a contribution to the education of young people in Western Australia—future generations—and ensure young people are able to make a positive contribution, are losing their jobs because of the government’s mismanagement. The member for Forrestfield cannot stand and speak about \$8 billion worth of debt being thrown onto the shoulders of the taxpayer, but he can come into this place and consume the opposition’s time. That is appalling and disgraceful. I will speak on behalf of the member for Bassendean, who missed out on his opportunity because the member for Forrestfield stood and said nothing—contributed nothing—to this discussion.

**Mr S.K. L’Estrange:** Where’s he gone? Bring him back.

**The SPEAKER:** Member for Churchlands!

**Mr P. PAPALIA:** He had to go to a thing in his electorate. It was private members’ time —

**Mr S.K. L’Estrange** interjected.

**The SPEAKER:** I do not want to hear from you, member for Churchlands. Just carry on, member for Warnbro.

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**Mr P. PAPALIA:** I point out that the member for Churchlands has failed to stand and talk about \$8 billion extra debt being loaded onto the taxpayers of Western Australia—\$8 billion—and he could not be bothered standing up and speaking. It is \$8 billion and I am waiting for him to speak.

**Mr S.K. L'Estrange** interjected.

**The SPEAKER:** Member for Churchlands, I call you to order now for the second time.

**Mr N.W. Morton** interjected.

**The SPEAKER:** Member for Forrestfield, I call you to order for the first time. I will ask members to please restrain themselves for the next four minutes.

**Mr P. PAPALIA:** I was given some information that the member for Bassendean would have liked to have had the opportunity to contribute. It was brought to my attention and I remembered it at the time.

I remember the controversy around changes to regulations governing the public sector and the fear that was held right across the public sector workforce that the Workforce Reform Bill would result in involuntary redundancies. We are in fact seeing that in play right now. That is what is happening. The letter that was read in the chamber by the member for Mandurah indicates how it is being done. People who do not want a redundancy are receiving a letter telling them, “You have been chosen! You have been selected to be the lucky one to receive a voluntary redundancy! Congratulations!” The letter said they would receive above what they otherwise might get; however, if they chose not to accept this voluntary redundancy, they would be subject to the consequences of the Workforce Reform Act and the Public Sector Management (Redeployment and Redundancy) Regulations 2014. We know what that means: they get two weeks’ pay and out the door. What is happening? Education assistants right across the electorates of government members are receiving these letters. Education assistants do not want redundancies; they want to keep their jobs. But they are being told they have this option: they can tick box A and get above what they might otherwise have got in a redundancy, lose their job and take their chances of being redeployed somewhere else, or they can tick box B and not get anything. They know they will get booted out the door regardless, because that is a direct threat. It is happening everywhere. They are going into a room. They are being called in to a briefing—50 or so people in a room all being told the same thing. We heard the member for Mandurah say that people in the workforce who are a little older have obviously been selected to be bullied by this government and sacked. There are other examples. I will shortly talk about one in my electorate; I will give an example there.

The member for Bassendean pointed out that when the Workforce Reform Bill was going through in 2013, the Premier refuted the accusation, the claim or the suggestion that people would be forced into redundancies. The Premier was quoted at the time in a report by ABC news as saying the following —

“The changes in the Workforce Reform bill relate to involuntary redundancy for public servants who cannot be effectively employed,” he said.

“It’s a small number of people, perhaps 100 maybe ultimately up to 200. That will not impact on members of United Voice.”

He specifically said “United Voice”—it will not impact on members of United Voice. Which union are education assistants in? They are in, and represented by, United Voice. Once again, the Premier misled the people of Western Australia and told a direct untruth to the people directly impacted in United Voice. This is critical because the enterprise bargaining agreement upon which these people were employed and under which they work today, states —

No Employee will be required to accept alternative employment in the private sector.

*Sitting suspended from 6.00 to 7.00 pm*

**Mr P. PAPALIA:** Before the dinner break, I was referring to paragraphs 17.3 and 17.4 of the “Education Assistants’ (Government) General Agreement 2013: AG4 2013”. I read paragraph 17.3, which states —

No Employee will be required to accept alternative employment in the private sector.

Paragraph 17.4 reads —

No Employee will be required to accept a redundancy.

Essentially, despite the Premier claiming it was not the intent of the Workforce Reform Bill 2013, the government has given itself the capacity to compel people to take redundancy. As we see now with education assistants across the state, in the electorates of all members opposite as well as those on this side of the house, education assistants are being given no choice. They are, essentially, being given a choice of taking either the

deal that is being offered—a very much worse deal—or, essentially, being compelled to take forced redundancy. That is what they are confronted with. We know that because we are receiving approaches in our offices. I share the member for Mandurah's view that education assistants in the electorates of members opposite believed that they might get a fair hearing and that they would be approached. I think some of them probably are receiving approaches, but they are ignoring the approaches. As occurred with the member for Mandurah, an education assistant in my electorate has approached me. I am attempting to seek assistance on her behalf because I think the treatment dished out to her was appalling. It illustrates the nature of the problem we are confronted with and the spin, by comparison, foisted on the Parliament and the people of Western Australia by people such as the Leader of the House on behalf of the Minister for Education. I understand the Leader of the House did not deliver his own speech; it was nonetheless an appalling speech. It was absolute spin and did not address the specific issue raised regarding the poor treatment of education assistants. The tripe delivered by the member for Forrestfield was a poor echo of that which the minister delivered. By comparison, we have real examples of people who are being affected by this appalling policy. The person who came to see me—I will use her first name in the same fashion as the member for Mandurah used the first name of the constituent who approached him—was Lindsay. I will not say the name of the school but she obviously comes from my electorate.

Here is the stupidity of what is happening in the education system at the moment as a result of the mismanagement of the budget by this government with its inclination to make cuts everywhere in blunt fashion in a desperate bid to try to rein in further growth, without any sensitivity to the impact of those cuts. Debt will grow but the government is seeking to reduce the rate of growth of the debt that it is foisting on the state. Lindsay came to Western Australia in 2010, some years ago. She was attracted to the state because she had a specific skill set as an education assistant. She was trained in education support for students with difficulties and challenges, and beyond that Lindsay is also fluent in Auslan. Interestingly, I have heard members opposite, and in fact the Leader of the House, when he was reading the rubbish that was delivered to him from the Minister for Education, talking about education support centres and children who are suffering from hearing impairment. In this case, my constituent came from Darwin to Western Australia with her partner because she could get a job employing her special skill set as a fluent Auslan education assistant. She also has skills for behaviour management and she is trained to work in the education support environment. Would she not be an attractive individual to retain in our education system even with the appalling treatment being dished out to education assistants across the state?

She was employed at Durham Road School, located in the member for Maylands electorate, an education support school in which intensive support services are provided to often severely disabled children. Sadly, she severely damaged her back lifting a child. She was incapable of being employed there and was, therefore, deemed a redeployee, so she was moved into my electorate. She and her partner bought a house in Secret Harbour, which was a significant outlay and investment for them, to be close to where she works. After having been injured in the workplace in education support and being deemed not capable of working in her specialist area because of her physical incapacity, she is now confronted with an offer of redundancy. We know that she is not being offered a voluntary redundancy. She received a letter that invited her, along with 49 or so other people, to a meeting in the city in which they were given the threat, "Take this offer or you'll never know what you'll get under the new system." The Workplace Reform Bill went through so they will never know what they may get. What they may get may be very little. It could be a few weeks of pay and out the door they go. So they are being told to take this generous redundancy offer, which they do not want, because the alternative is they may get nothing at all. That is not a choice; that is involuntary redundancy.

Lindsay is fluent in sign language and can communicate with deaf children. How many education assistants do we have who are fluent in Auslan? I would speculate that there are not many. I would suggest that they are probably a valuable asset. They are probably someone whom we should consider employing, whether or not they might be employed in a location where they will hurt themselves again lifting children, because they can still employ the skill set that they have. I note that this particular education assistant has a number of other skills, including skills in conflict resolution, or something of that nature, so she is capable of being employed in other roles. She is a trained person with experience. She was attracted to this state because of that skill set and now, through no fault of her own, she has been redeployed, and because she is on the redeployment list, the system has decided to kick her out the door because it can.

The government has trashed the state budget to such an extent that it has no flexibility. It is now imposing blunt instruments in a desperate bid to try to cut growth in expenditure and cut growth in the massive debt that it has imposed on future generations. This is the consequence. This is what the member for Victoria Park was referring to when he said that we are now confronting the consequences of the Premier's profligacy. This is what happens. It comes home; everyone will feel the pain. Sadly, in the current circumstances the pain will be felt the most where we can least afford it. Vulnerable children and their families will suffer, and the community will suffer,

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because they will not get the services because the government is cutting them in a blunt fashion because it is so incompetent at managing the state's finances.

**Dr A.D. BUTI:** Mr Acting Speaker.

**Ms J.M. FREEMAN:** Mr Acting Speaker.

**The ACTING SPEAKER (Mr P. Abetz):** Member for Armadale.

**DR A.D. BUTI (Armadale)** [7.11 pm] — in reply: Thank you, Mr Acting Speaker. As the mover of the motion, I would like to bring this debate —

**Dr K.D. Hames:** You just cut off your own member from speaking.

**Dr A.D. BUTI:** The Acting Speaker gave me the call.

**The ACTING SPEAKER:** The member is cutting off his own member, that is all. If that is his wish, that is fine.

**Dr A.D. BUTI:** I would like to thank members for their contributions to the debate before the house. As usual, we heard the standard government response —

Several members interjected.

**The ACTING SPEAKER:** Order, members! The member for Armadale has the call.

**Dr A.D. BUTI:** We had the usual contribution from the government that everything is okay in education, there are no problems, we have a Rolls-Royce system and all the problems that we hear from constituents at our schools must be a figment of our imagination. That, of course, is not true. We hope that this debate will at least trigger the government to reconsider the way it is administering the education portfolio. We want to put this to the vote.

*Division*

Question put and a division taken, the Acting Speaker (Mr P. Abetz) casting his vote with the noes, with the following result —

Ayes (16)

Dr A.D. Buti  
Mr R.H. Cook  
Ms J. Farrer  
Ms J.M. Freeman

Mr W.J. Johnston  
Mr F.M. Logan  
Mr M. McGowan  
Mr M.P. Murray

Mr P. Papalia  
Mr J.R. Quigley  
Ms M.M. Quirk  
Mrs M.H. Roberts

Mr C.J. Tallentire  
Mr P.B. Watson  
Mr B.S. Wyatt  
Mr D.A. Templeman (*Teller*)

Noes (30)

Mr P. Abetz  
Mr F.A. Alban  
Mr I.C. Blayney  
Mr I.M. Britza  
Mr V.A. Catania  
Mr M.J. Cowper  
Ms M.J. Davies  
Ms W.M. Duncan

Ms E. Evangel  
Mr J.M. Francis  
Mrs G.J. Godfrey  
Mr B.J. Grylls  
Dr K.D. Hames  
Mr C.D. Hatton  
Mr A.P. Jacob  
Dr G.G. Jacobs

Mr S.K. L'Estrange  
Mr R.S. Love  
Mr W.R. Marmion  
Ms L. Mettam  
Mr P.T. Miles  
Ms A.R. Mitchell  
Mr N.W. Morton  
Dr M.D. Nahan

Mr D.C. Nalder  
Mr J. Norberger  
Mr A.J. Simpson  
Mr M.H. Taylor  
Mr T.K. Waldron  
Mr A. Krsticevic (*Teller*)

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Pairs

Ms S.F. McGurk  
Ms L.L. Baker  
Mr D.J. Kelly  
Ms R. Saffioti  
Mr P.C. Tinley

Mr G.M. Castrilli  
Mrs L.M. Harvey  
Mr C.J. Barnett  
Mr J.H.D. Day  
Mr R.F. Johnson

Question thus negatived.