

## PUBLIC SECONDARY SCHOOLS

### *Motion*

**DR A.D. BUTI (Armadale)** [4.51 pm]: I move —

That this house condemns the Barnett government's decision to rip yet more money from public secondary schools.

I move this motion as a result of the latest policy decision by the Minister for Education and Barnett government on education funding in relation to the student-centred funding model. As members realise, in 2013 the government announced massive cuts to education to the tune of about \$185 million. In my electorate alone, \$2.1 million was taken out of the education system. The government tried to defend the indefensible by saying that there had been an increase in education funding. As the government and opposition know, that funding increase predominantly went into bricks and mortar. Of course, governments have to fund building additional schools to meet the demands of an increasing population. Building schools is where the funding went; it did not go to servicing schools. Now schools have to cope with further funding cuts. Government members can say what they wish; they can say that the new student-centred funding will be better for schools. The minister stated that almost 85 per cent of Western Australia's 519 public primary schools will receive the same or more funding. That is regarding primary schools, but what about high schools? That is what this motion goes to.

Looking at a table of school funding published in *The Sunday Times* a few weeks back, it is debatable whether primary schools are receiving the funding increase the government says that they are receiving. The government says that it has moved \$45 million from secondary to primary education, but the table in *The Sunday Times* leads one to query whether a lot of primary schools are actually receiving a funding increase. An article in *The West Australian* on 15 August 2014 states —

The WA Primary Principals Association claims programs will be axed and big numbers of primary students worse off under the State Government's student-centred funding model.

Assessments of the funding model have so far deemed primary schools as winners at the expense of secondary schools, with \$45 million to be redistributed from their budgets over the next five years.

But WAPPC president Stephen Breen said he had since been inundated by phone calls and emails from primary school principals who were confused about how much funding their school would receive next year.

Mr Breen described the new model as “a slick public relations exercise” that appeared to be covering up funding cuts.

The article then outlines that the Minister for Education states that 85 per cent of Western Australia's 519 primary schools will receive the same or more funding. That is the situation with primary schools with the head principals' spokesperson complaining. In secondary schools, the situation is even more dire. I think the government is unaware that high school funding is actually at a critical level. I do not think that the government is fully aware of the problems that its new funding model has created. Let me make it clear—the opposition supports the concept and philosophy behind the new student-centred funding model. The model came out of the Teese report. We also agree with an increased focus on primary school and early childhood education. That is understandable, and we agree with that. But we do not agree that money should be taken from the secondary system to increase funding in primary school and early childhood education. The government seeks to say that this new model is the WA version of Gonski. That is a misleading representation of the Gonski funding model, which increased funding at all schools and did not rob Peter to pay Paul. Under the Gonski model, all schools would have received a funding increase. The Gonski model is based on trying to improve equity in our public education system. That is why the parameters of the student-centred funding model seem to be valid, but the problem is that the government has ripped money out of the education system. This year the government ripped out \$185 million, and as a result of its new funding model to operate from 2015, it will rip further money from the system.

If the government thinks that the new system will result in increased funding for most of our schools, I challenge the government to produce the list. Minister Collier should produce the list of secondary and primary schools that will benefit under this system, but he refuses to do so. Principals and teachers I have spoken to say that they are confused by the system—it is made up of smoke and mirrors, it is complex, and they are being told one thing, but on the ground it is another. One senior public servant in the Department of Education said that the new system is not trimming the fat because the system at the moment has been cut down to the bone; the student-centred funding model is that—these are the words of a senior education bureaucrat—we are sucking the marrow out of the education system. Do not worry about trimming the fat to try to make the system more

efficient; we are now beyond that. The system needs resuscitation, and it will only receive that from an increase in funding.

Let us make it clear—what does the student-centred funding model do? Traditionally, each year, government departments receive an allocation of money from Treasury or Treasury approves funding for the Department of Education to a certain degree, and the school received funding based on its school type and the education programs it provided.

We are now moving to another system, which we support in principle. It should be more transparent, which we agree with. Under the student-centred funding model, each student will receive a base amount of funding, and additional funding will be based on student characteristics and school characteristics. The student characteristics relate to Aboriginality, disability, English as a second language and the social distinction or social characteristics of the parents—that is, the level of education and the employability of the parents. It will be interesting to see how the disability characteristic is measured to try to get additional funding, because currently under the Schools Plus system, it is woefully inadequate. I am led to believe that in order to obtain Schools Plus funding for intellectual disability, unless it is a provable disability, the student must have an IQ of 70 or below. That is incredibly low. Many students with an IQ of 75 or even 80 would need assistance. It will be interesting to see how that will be evaluated.

The school characteristics are basically based on the enrolment link—in other words, the number of students at the school and its locality. We would think that, under this system, schools in low socioeconomic areas would be the winners, but that is not the case. It is unbelievable that over \$1 million will be taken away from Cecil Andrews Senior High School in my electorate over the next five years.

**Mr D.J. Kelly:** It's absolutely incredible.

**Dr A.D. BUTI:** The school is in a low socioeconomic area and it has a reasonably high Indigenous population and a number of students with high needs and other social issues, yet over \$1 million will be taken away. Something like \$1.1 million will be taken away from Cecil Andrews Senior High School.

**Mr J.H.D. Day:** Is that cumulative?

**Dr A.D. BUTI:** It may be, but it is a lot of money; it is about \$270 000 a year, and that is on top of the cuts this year. The Minister for Education has lauded this student-centred funding model. We have said that we believe in the philosophy behind it, but the minister has already set up the system to fail. Even though \$185 million will be taken from the system this year, the minister has asked schools to move to a new system from the beginning of next year, with some transitional factors to be considered. Even though schools are battling to survive this year, they will go to a new system whereby many of them will be worse off, and the secondary area will be significantly worse off.

As I have stated, if one looked at the table in *The Sunday Times*, one would have seen the schools that will be worse off. The member for Moore is not in the chamber, even though he was previously, but I will read out something he has written. I will list some of the public secondary schools that will be worse off under the student-centred funding model. Even though the government is transferring money from secondary schools to primary schools, a number of primary schools also will be worse off. Albany Secondary Education Support Centre will be worse off, as will Albany Senior High School, Applecross Senior High School, Armadale Senior High School, Ashdale Secondary College, Australind Senior High School, Balcatta Senior High School, Balga Senior High School and Belmont City College. I presume that the member for Belmont is not supportive of that.

**Mrs G.J. Godfrey:** I'm working on it.

**Dr A.D. BUTI:** She is working on it; that is good. Of course she would not be supportive of the funding cut. Belridge Secondary College and Belridge Education Support Centre will be worse off. How can an education support school be worse off? We have a student-centred funding model that is supposed to be based on student characteristics, one of which is disability, yet these schools will be worse off. It is an absolute crime by this government to have a funding model that will result in special education schools being worse off.

**Mr P. Papalia** interjected.

**Dr A.D. BUTI:** I have some more here, member for Warnbro. The list of schools also includes Boddington District High School, Boyup Brook District High School, Bridgetown High School, Broome Senior High School, Bruce Rock District High School, Bullsbrook College, Bunbury Senior High School, Cape Naturaliste College, Carine Senior High School, Carnarvon Community College, Cecil Andrews Senior High School, Central Midlands Senior High School and Challis Early Childhood Education Centre, which of course is a primary school. That is quite amazing. Challis Early Childhood Education Centre is lauded by this

government and was lauded by the previous government. The minister cannot visit the centre enough times. I think he will go there this Friday to open —

**Mr P. Papalia:** It's the school of choice for photos of the Premier.

**Dr A.D. BUTI:** That is exactly right, member for Warnbro. I think the minister will be there either this Friday or next Friday to open the new parent learning centre, which is a great initiative, but at the same time he is cutting funds from Challis Early Childhood Education Centre. The list of schools also includes Churchlands Senior High School, Clarkson Community High School, Collie Senior High School, Como Secondary College, Corrigin District High School, Darling Range Sports College, Denmark Senior High School, Derby District High School, Dongara District High School, Donnybrook District High School, Duncraig Senior High School, Duncraig Senior High School Education Support Centre, Eastern Hills Senior High School, Eaton Community College, Esperance Senior High School and Exmouth District High School. It is a shame that there are no National Party members in the chamber, because I am sure that they would not be happy with this.

[Quorum formed.]

**Dr A.D. BUTI:** It is great that we have some National Party members in the chamber because I am going through the list of secondary schools that will be worse off under the student-centred funding model. I will continue with the list. The list of schools also includes Fitzroy Valley District High School, Hamilton Senior High School, Hampton Senior High School, Harvey Senior High School, Hedland Senior High School, John Curtin College of the Arts, John Forrest Secondary College, Jurien Bay District High School, Kalamunda Senior High School, Kalbarri District High School, Kalgoorlie–Boulder Community High School, Kambalda West District High School and Karratha Senior High School. Where is the member for Pilbara when we want him? The list of schools also includes Katanning Senior High School; Kelmscott Senior High School; Kent Street Senior High School; Kiara college, which is Lockridge Senior High School, member for Bassendean; Kojonup District High School; Kulin District High School; Kununurra District High School; Lake Grace District High School; Lakeland Senior High School; Leeming Senior High School; Lesmurdie Senior High School, Minister for Planning; Lynwood Senior High School; Manjimup Senior High School; Margaret River Senior High School; Merriden College; Mindarie Senior College; Mirrabooka Senior High School, Madam Acting Speaker (Ms J.M. Freeman); Morley Senior High School; Mount Barker Community College; Mount Lawley Senior High School; Narembeen District High School; Narrogin Senior High School; Newman Senior High School; and Norseman District High School. A lot of these schools are in the Minister for Sport and Recreation's area. The list of schools also includes North Albany Senior High School, North Lake Senior Campus, Northam Senior High School, Northampton District High School, Ocean Reef Senior High School, Pinjarra Senior High School and Rockingham Senior High School.

**Mr D.A. Templeman:** Do we know how much Pinjarra lost?

**Dr A.D. BUTI:** I do not have it at the moment, but it is substantial. I wonder where the member for Murray–Wellington is at the moment.

**Mr M.P. Murray:** The new Independent?

**Dr A.D. BUTI:** He may be.

The list of schools also includes Rockingham Senior High School Education Support Centre, which is another education support centre that will be worse off; Roebourne District High School; Safety Bay Senior High School; Sevenoaks Senior College; Shenton College; and Shenton College Deaf Education Centre. That is appalling—absolutely appalling.

**Mr D.J. Kelly:** So give them the funding they deserve!

**Dr A.D. BUTI:** That is right; they should get the funding they deserve.

There is South Fremantle Senior High School, Southern River College, Swan View Senior High School, Thornlie Senior High School, Tom Price Senior High School, Toodyay District High School, Wagin District High School —

**Mr D.A. Templeman:** Is there a school that hasn't had a cut?

**Dr A.D. BUTI:** That is a very interesting question. There are a couple; I know that might be surprising.

There is also Wanneroo Secondary College, Warnbro Community High School, Warnbro Community High School Education Support Centre, Warwick Senior High School, Wongan Hills District High School, Wyalkatchem District High School, Wyndham District High School, York District High School, and Yule Brook College. I actually missed out some.

The National Party has been flexing its muscles of late about council amalgamations, and I applaud that. We witnessed the unbelievable acting performance yesterday of the member for Pilbara. He might be a great debater, but he is an incredibly poor actor. He put on a deep, Hollywood voice to speak indignantly about how the opposition could dare criticise the government investing \$30 million in a luxury apartment building in Karratha. Where is the National Party's indignation with regard to secondary schools? It is not just the opposition saying this; one of the National Party's own members mentioned it in a media release on the National Party website, titled "National WA conference talks regional education", written by Mr Love, the member for Moore. It reads, in part —

A further motion called on the State Government to ensure funding for small schools be sufficient to ensure students in small regional schools are not disadvantaged was also carried.

Good on the National Party for carrying that at its conference.

**Mr P. Papalia** interjected.

**Dr A.D. BUTI:** That is exactly right. It continues —

Mr Love said while some primary schools had benefitted from the recently announced Student-Centred Funding Model, other schools, in particular district and senior high schools, would see their funding drop in 2015.

"Initial advice from the Department of Education indicates there will be funding losses of more than \$1.3 million —

I repeat: \$1.3 million, but not across the whole state; this is just in his electorate —

at some high schools across the electorate of Moore," Mr Love said.

That is appalling, but he is not Robinson Crusoe, because we are all experiencing this, whether we are a Liberal or National Party member of government or a member of the opposition.

**Mr P. Papalia** interjected.

**Dr A.D. BUTI:** That is right.

We are all experiencing a massive reduction in funding of our schools, particularly our secondary schools. I know that members of the government will stand up and say that the student-centred funding model is what the Teese report recommended. Yes, it did, and we support that. But the Teese report did not recommend cutting money from the secondary schools that, as the education bureaucrats have said, are already stripped to the bone as it is. The government is sucking the marrow out of our education system to put more money into primary schools and early education. Yes, of course there should be more money for and a greater focus on early education, but what about our secondary schools? We have a situation now in which the students in secondary schools have not had the benefit of the increased funding for primary schools that primary school students will presumably have from next year. Instead, they are having money taken away from them. They are, in effect, a lost generation. Our current secondary school students are a lost generation because the government has earmarked primary schools for more funding, as recommended by the Teese report, so it is going to initiate greater funding of the primary school sector by taking money out of the secondary system. That is taking money away from the students who did not benefit from increased primary school funding.

The government really has nowhere to go on this. It cannot say, "Oh, this is just the member for Armadale going on as usual about education and being a doomsday predictor." It is not me; the head of the Western Australian Primary Principals' Association has complained about the system, as has the WA Council of State School Organisations Inc. It has already talked about the problems schools face this year, and now it has major concerns about what is going to happen next year. Those organisations are not the opposition; they would prefer to be complimentary of government, because they would hope that would actually improve things. They are calling it as it is and referring to what is happening on the ground.

I refer now to a media release from WACSSO dated 8 September 2014, headed "Next chapter in sad tale of school funding continues in 2015". It reads —

Schools that submitted school stories outlining their funding losses to WACSSO's 'school funding story book' drive could be in for further budget reductions next year, despite growing student numbers, according to funding estimates and projections.

P&Cs have been sharing their school funding stories with WACSSO in a bid to let the Minister for Education know how his government's cuts were impacting students' education.

WACSSO President Kylie Catto said the stories of this year's cuts, compounded by the changes of the Student-Centred Funding Model next year set a worrying trend for the immediate future of public education in WA.

"What's even worse than seeing those negative figures on a page is hearing the heartfelt stories from on the ground in our schools," she said.

"We have 100 per cent faith in the abilities of our school leaders to soften the blow of diminishing funding on students' educational experience, and we are ever-aware of the increasing role that P&Cs play in providing basic resources for classrooms—but removing in some cases hundreds of thousands of dollars from already stretched school budgets means that something will eventually have to give—and it has."

"We are hearing from schools that have reduced and ceased programs to help with literacy and maths."

"We are hearing from small country schools that have all but stopped excursions —

It is interesting; besides the member for Kalgoorlie, all the other National Party members have left. It continues —

"We are hearing from small country schools that have all but stopped excursions, which are an integral learning experience for isolated students, and situations where more and more year levels are being pushed into one classroom."

Other schools have suffered losses such as:

- Cessation of specialist science class at a Primary School;
- ...
- No money to remove mould from school hall ceiling;
- No more participation in interschool carnivals as school cannot afford bus as transport;

This is atrocious. We are supposed to be the richest state in Australia, yet our schools cannot afford a bus to transport students to a sports carnival. That is appalling. It is appalling that maintenance is no longer occurring at our primary schools and high schools. I was at one of my local schools on Monday for a school council meeting, and part of the ceiling fell in! There is a lack of resources to carry out basic maintenance of schools.

The media release continues —

"Schools are saying they now feel undervalued, that their students' needs are being jeopardised. P&Cs are showing concern that their teachers are under pressure and spending their own money on classroom resources. P&Cs are also feeling more and more pressure to fundraise to pay for basic school resources," Ms Catto said.

Granted, teachers have always taken money from their own resources to pay for things for the classroom, but it is getting worse and it is becoming a necessity for just the basic provision of education. The media release continues —

"Student-Centred funding may be a more equitable model, but we will not see the benefit unless education is prioritised in the State Budget.

That is right; student-centred funding is supposed to be more equitable. That is what we are told, and that is what Teese said. But if that is the case, why are schools in my electorate, which has a lot of lower socioeconomic areas, such as Cecil Andrews Senior High School, having more than \$1 million ripped out of their budgets over the next five years? On top of this year's cuts, they have to cope with a cut next year of \$270 000, and a further \$270 000-odd the year after and the year after that, for five years.

This press release states —

"We acknowledge that the Minister is involved at such high-level decision-making, he may not fully understand the impact of his decisions at school level.

I think that hits it right on the head. The Minister for Education keeps talking about the increased funding of education, but he is not at the ground level. He is not there day in, day out listening to the stories from principals, teachers and parents.

**Mr C.D. Hatton:** Yes, he is. He is out there all the time.

**Dr A.D. BUTI:** If he is there, he is not listening. The fact is that principals and teachers are telling me —  
Several members interjected.

**The ACTING SPEAKER (Ms J.M. Freeman):** Members, the member for Armadale did not invite that. He does not need it. Member for Balcatta and member for Carine, if it happens again, I will call you.

**Dr A.D. BUTI:** It is interesting that I should have interjections. I believe it was not called for, but that is okay. I will tell the members for Balcatta and Carine that principals and teachers are telling me that as a result of next year's student-centred funding model, they will have to get rid of their student service model that they built up over a number of years. They will have to get rid of their pastoral care team. They will have to increase class sizes in areas that had smaller classes because of needy students. They will have to reduce the courses available in years 11 and 12. They will also have to remove the small classes that taught intensive numeracy and literacy. A school representative said in an email —

This mean there can't be a targeted approach for students at risk which is devastating as many students in this area are below the benchmark for literacy and numeracy.

This is what schools are telling me. I am not making this up. Why would they tell me that? Is it because they want to make it up? No. This is reality. The members for Balcatta and Carine can stand and make their contributions whenever they wish. They can tell me there has been an increase in funding to X, Y and Z. Even the Minister for Education has not said that there has been an increase in funding to secondary schools. He said that there has been an increase in funding to primary schools to the tune of \$45 million over five years—which is pretty minimal in any case—but he has not said that there is an increase in funding to secondary schools. This government keeps saying that there is an increase in education funding—yes, to build new schools, which has to be done; we all agree with that—but not for the servicing of schools.

A teacher at another school mentioned to me that they will have to cut the chaplaincy program and the year coordinators rather than have a coordinator for every year level.

**Mr A. Krsticevic:** Which school?

**Dr A.D. BUTI:** I am not going to tell the member for Carine which school because this government has a history of cutting the legs off anyone who provides a message it does not want to hear! The government did it yesterday. It did it to the City of Canning yesterday because Mr Reynolds dared provide a message the government did not want to hear.

**Mr A. Krsticevic:** Rubbish!

**Dr A.D. BUTI:** The Premier today confirmed that Mr Reynolds was sacked.

**Mr A. Krsticevic:** Rubbish!

**Dr A.D. BUTI:** Go and ask the Premier. I remember a couple of years ago the principal of Willetton Senior High School made a negative comment towards some government policy and the Premier made an attack on him. So I will not tell the member. If I tell him, the teacher will receive a discipline request or something from the Department of Education. The member for Carine should visit the schools in his electorate. I am sure that some of the schools I read out are in his electorate; I assume they are. I assume the member knows the schools in his electorate.

**Mr A. Krsticevic:** I hope so!

**Dr A.D. BUTI:** I assume that some of the schools on the list I read out are in the member for Carine's electorate. Ask them how they are coping with the funding cuts. They will tell the member they have to cut programs that they built up over a number of years to help students, particularly students who need additional assistance. How can the government say that this is its equivalent to Gonski and that it is following the Teese model, which seeks to improve equity, when it is cutting programs to students with special needs and students with numeracy and literacy issues? It goes on further. These things that I am hearing are not just from schools and principals in my area. Principals in my area have been very guarded about what they can say. These things have come from parents and citizens associations, and principals and teachers across the metropolitan area. Tomorrow, visit any senior high school and chances are they are going to be battling next year. There are a couple. Roleystone Community College has received an increase in funding, but that is because it goes from kindergarten to year 10. It is a high school and a primary school. As members would have heard from the list that I read out, a lot of district high schools are losing under the student-centred funding model. By all means, let us move to the student-centred funding model—it is probably the way to go—but not by cutting funding.

**Mr D.C. Nalder:** Are you taking interjections or not?

**Dr A.D. BUTI:** Actually, go on. The minister is a nice fellow; I will take his interjection.

**Mr D.C. Nalder:** A high school principal told me that on paper his school is losing \$400 000, but he said that actually it is not. When he did the calculations, a lot of the administrative burden has been taken off, yet the school still gets credit for it. Although it showed a loss, it was actually in front. This is a major high school.

**Dr A.D. BUTI:** Okay; fair enough. It is interesting the minister should say that. Many of the schools I have spoken to say that the only way they will be able to cope with their cuts is to try to apply them to the administrative areas. The minister said that these schools have had their administrative burdens taken away from them. I find that hard to believe because under the student-centred funding model, it is a one-line budget. There is an increase in administrative demand.

**Mr D.J. Kelly:** The whole notion of independent public schools pushes that back.

**Dr A.D. BUTI:** That is exactly right.

**The ACTING SPEAKER:** I did not open up the house to an open debate. The member for Armadale has the call.

**Dr A.D. BUTI:** The minister may get up and speak after. I think I gave him a good hearing.

One school principal stated that his school will have to make some hard decisions next year because of a reduction in funding. I grant that there is still a degree of uncertainty because the education department is using smoke and mirrors in what it is releasing to schools. For instance, this school will have to decide whether it will still have small classes for students with literacy and numeracy problems. It has to decide whether to get rid of more education assistants and Aboriginal education officers. It has to decide whether it has to reduce garden and cleaning time; whether it has to reduce refurbishment of the classroom and library; whether it has to put on hold computer and information and communications technology infrastructure; whether it is able to spend money on books for the library; and whether it can support incursions and excursions. In lower socioeconomic areas—it may not be the situation in the electorate the Minister for Transport represents—kids come to school without the money to go on excursions.

**Mr D.J. Kelly:** It is hard to believe, but it is true.

**Dr A.D. BUTI:** It is hard to believe, but it is the case. Some schools try to bring people in. They call them “incursions”. They try to bring the excursion to the school, but that also costs money. The school can only subsidise to a certain extent. They try to obtain this from some of the discretionary funding they receive through the voluntary contribution scheme but that is always a bit iffy and not reliable.

Roleystone Community College has been a winner out of this. The Minister for Transport said that a principal in his electorate said there is supposed to be a \$400 000 cut but that really there is not because some administrative burden has been taken away. I find that hard to believe. In the independent public school scheme—even if a school is not an IPS—under this one-line budget, there will be greater administrative burdens. I spoke to a school administrator who said she asked the Department of Education, “What am I going to do about the additional tuition I provide to students who need extra numeracy and literacy lessons?” Do members know what the standard line from the education department is? The standard line is, “It is in the budget.” It is a one-line budget, so decisions will have to be made. If small classes are to be continued with, other parts of the school will suffer. There is a weight of evidence, anecdotes and comments. If one goes to schools and observes and speaks to teachers or goes to P&C meetings, one finds a weight of evidence that the student-centred funding model is tearing apart our education systems in secondary high schools. Most of our primary schools are not better off, and it is quite amazing, considering that \$45 million is supposed to be transferred from the secondary schools to primary schools, that they are not better off. There was \$185 million taken out of the education system this year—the minister should not come back with the usual line that an increase in funding has gone into building schools; I am talking about the running of schools. If \$185 million was taken out of schools and another \$45 million out of the secondary system, how could that not impact on schools? It just has to; commonsense would tell us. There was \$185 million taken away one year and then another \$45 million on top of that, and I would say that would be probably even higher if we go to pre-\$185 million level of funding—much higher than that. How can that not affect the running of schools? Why would P&C associations, school administrators, teachers et cetera say that as a result of the student-centred funding model in secondary schools, they have to get rid of pastoral care and the chaplaincy?

This is where it gets really, really depressing. There is an alternative upper school program that is called the secondary support education program, of which I am sure the member for Forrestfield is aware, and that program is geared towards students who are maybe not as academically minded as others or are having problems with the academic stream. It seeks to help those students who may have learning difficulties or other issues stay in the school system and hopefully graduate. One school has told me that as a result of the funding cut, that program for year 12s will be cut. That means that disadvantaged students will leave school earlier; they will not graduate from year 12. How could any government, whether it is on the conservative or progressive side of politics,

condone cutting an alternative education program to try to keep students at school, especially those from disadvantaged areas or who have learning difficulties? It cannot be condoned. This one school—it is not Cecil Andrews Senior High School; it may be doing this, but that is not where I am hearing this story from—will cut the secondary support education program for year 12s because of the government's decision to decrease funding to that school. It is just appalling!

There may be the one odd principal who would like to say what he would like to say, but the Western Australian Council of State School Organisations members is not saying that. Most people in this group are not members of political parties and do not really care whether there is a Liberal or a Labor government. As we all know, most people do not really care whether there is a Liberal or a Labor government.

**Mr P. Papalia:** I do.

**Dr A.D. BUTI:** I know we do; that is why we are all in this house!

Let us be honest—most people really do not care about party politics. They might have a certain philosophy one way or the other, but they are not really that worried; however, they are worried about their students' education. They are the people who are telling us about the damage being inflicted on the education system, particularly the secondary education system that is the focus of the motion before the house on the student-centred funding model. They are the people complaining. Members can get up and say that that is not the case, but it is the case. It has to be asked whether the department, and more importantly the minister, understands how the reduction in funding will affect schools in real terms—in reality. How is it affecting their planning for next year? The challenge for the minister is to step away from his increase in funding rhetoric and publish —

**Mr P. Papalia:** Be honest.

**Dr A.D. BUTI:** And be honest, of course.

The challenge for the minister is to step away from his increase in funding rhetoric and publish a list of schools that will be better off under the new funding model. That is the challenge; he should be able to do that. Let us list the schools that are better off. It is no good just to make a statement in the press that 85 per cent of primary schools will be as well off or better off under the new system. Give us a list of students who would be better off.

There is another issue that needs to be looked at. I am prepared to stand corrected, and I am sure the Minister for Planning, who is the minister for everything nowadays, will be able to correct me. Is he acting minister?

**Mr J.H.D. Day:** I represent the minister.

**Dr A.D. BUTI:** Sorry, he represents the minister.

I am sure the Minister for Planning will be able to correct me.

**Mr D.A. Templeman** interjected.

**Dr A.D. BUTI:** Maybe leader! He will be a leader by tomorrow, I am sure!

We have a student-centred funding model that is based on student numbers. Of course, student numbers at any school will have a particularly important function in determining how much funding will go to that school. That is being calculated after the third week of term 1, I think. After the third week of term 1 next year, the funding that school receives will be determined by how many students it has. Then, there is a re-evaluation done at the end of the third term or at the beginning of the fourth term. It is something along those lines. That is understandable, but the problem is that some schools, particularly in lower socioeconomic areas, have a high transient population of students.

**Mr D.A. Templeman:** That is right—very high. Some schools have 40 per cent.

**Dr A.D. BUTI:** It can be very high.

There is a primary school in my electorate that has a transient student population of 38 per cent to 40 per cent.

**Mr D.A. Templeman:** I have two.

**Dr A.D. BUTI:** That is right.

Of course, that is not the government's fault, but the department needs a system that takes that into account. From my understanding, that will not be taken into account under the funding model, because after the third week the numbers are tallied up and the school receives the funding. There could be an influx in a week's time or two weeks' time. If the member for Mandurah moved from one area to another, there would be a sizeable reduction in the school population because of the number of children in his family! But seriously, that is a really difficult situation. This takes us away from the actual amount of funding, but regarding the method, there has to be some ability for a school to have a top-up if there is an increase in the student population. I am not sure how

that would be done. Maybe after every term there could be an update. I think that issue needs to be taken into consideration.

It is interesting that the minister has praised the public education system for improvements in National Assessment Program — Literacy and Numeracy scores across the board. A lot of that is, of course, in primary schools, but year 9 students also sit NAPLAN assessments. The issue is whether we take funding away. That \$185 million was taken away this year across the board; it was not just from secondary schools. How will it affect student performance? There is no doubt that in education, increased resources allow schools to do additional things they would otherwise not be able to do. I am glad the member for Moore is back. I read out his statement about the motion that was moved at the National Party conference in regards to \$1.3 million being removed from the secondary schools in his electorate, which is disgraceful. At least I applauded the member for Moore for raising that at the conference. It would be good if he could make a contribution to this debate because he cares about his electorate; he made that quite clear last week during the debate on local government council amalgamations. He would understand how important education is to the students and families in his electorate. Earlier I read out the list of secondary schools that will be worse off under the new student-centred funding model. An enormous number of schools in the country and also in the city will be worse off. I applaud the member and hope that he makes a contribution to the debate before the house.

I will wrap up shortly. Before I do so, I ask the government to please not be tricky with the funding numbers. It is irrefutable that money is being taken away from secondary education and given to primary education. They are the words of the government's minister. He said it will have an increased focus on early education and primary school education. We agreed that that is necessary but the government should not tell us that secondary schools will not be affected and that they will have no decrease in funding because he stated that money will be moved from one area to another. The irony of all this is that, according to the table that was published, many primary schools are also worse off. It is absolutely appalling that the government has lauded this system as the equivalent of the Gonski model, which is far from the truth.

**Mr D.J. Kelly:** Dishonest.

**Dr A.D. BUTI:** Yes, it is dishonest. Gonski would have resulted in increased funding in all schools, not a decrease in funding as we have under this system. Where is the equity in a system in which a school such as Cecil Andrews Senior High School will have over \$1 million taken out of its five-year funding commitment from the government? How can it be equitable to take out \$1.3 million from the electorate of Moore? It is not. The government should stand up and tell us the truth and try to justify this funding cut, but it should not tell us that there is no funding cut, because there is. Schools are struggling with their day-to-day functioning. It is appalling to see the number of programs that they will have to cut next year; it is a crime! Schools will have to increase class sizes that were specifically set up to help students who had problems with literacy and numeracy. How could any government support such a move? How could any government support the termination of the secondary support education program?

Earlier we heard outstanding contributions from the member for Kimberley, the Leader of the Opposition and the member for Warnbro on the member for Kimberley's motion. If we continue down this path in our education system, we will have the problems that the president of the WA Police Union referred to last year. The police are the people who will have to deal with the consequences. If the government takes money from the education system, society will suffer down the track and more money will have to be put into corrective services, the criminal justice system, the hospital sector et cetera.

I know that two government members whose views on education I respect will get up and make their point. I understand that we are in a political chamber but they know the value of education; that is why they became teachers. I was a teacher. I value the importance of education. I am sure there are other teachers hanging around the place. How we put money into the education system is fundamental to the future benefit of society, particularly in the public education system—the system that educates most of our students. Often the conservatives will say that the best form of welfare is to give someone a job. I agree. Who would not agree with that? The best way of equipping someone to get a job is to ensure that they have a proper education. How can the government take money away from schools in lower socioeconomic areas—I say that we should not take money from any public education school, full stop—and not expect severe consequences?

A couple of National Party members often like to reflect on their personal biography. I will do it for a minute. I come from a low socioeconomic area. I come from Armadale, although I point out to the member for Collie–Preston that I was originally from Collie. Through education, I was able to increase my opportunities in life. It is very important. We will have a lost generation. That lost generation will not go into the vacuum; it will still be around and that lost generation will have consequences for all of us. As the president of the police union said, the police will be dealing with the mess. I ask the government to not deny that there has been a cut, because

there has been a cut. We applaud the government for the new funding model; it is the way to go but not the way that it is funding that model.

**MS L.L. BAKER (Maylands)** [5.46 pm]: I would like to make a few comments about the high school in my electorate. I am very fortunate to have John Forrest Senior College in my electorate—a school that is 52 years old. Those members who sit in this chamber with schools in their electorates younger than 52 years that have had massive upgrades would understand some of the angst that parents feel when they take their kids to enrol them and see the degraded facilities at John Forrest. I will spend a bit of time specifying exactly what they are. It is not as though this is the first time members of this house have heard me tell this story. Minister Collier; the Speaker, Hon Michael Sutherland; and a member of the upper house managed to traipse into my electorate without informing me, yet again, and visit John Forrest Senior College.

**Mr D.J. Kelly:** Did anyone recognise them?

**Ms L.L. BAKER:** I think so because the principal met them and took them around to see the decrepitude and some of the problems.

**Mr D.A. Templeman:** They thought they were the generals.

**Ms L.L. BAKER:** Yes, in fact, they did. I was a bit disappointed that they did not have a little toolkit bag and a hammer and some nails. It would have been even better if they had come with a bodysuit to collect the asbestos from the trade centre out the back of John Forrest. If members did not know this and if they had not heard this before, it is full of asbestos. This has been a subject of concern for many years.

I am just staggered by the level of bureaucratic nonsense that I have heard from the Minister for Education. I have some letters that the principal, the board and parents have written, very clearly outlining with great specificity some of the issues that they want to draw to the attention of the minister, the Speaker of the house and to someone from the upper house. I will start by going through the concerns. I am on the independent public schools board of John Forrest but this is not information that I have received from that board; it is information that I gained from my P&C connections and other connections within the school. I will read some letters that have been sent to the minister. The first one states —

Thank you for ... Your support in improving our facilities —

I gather that is why the minister arrived on the doorstep with promises to support the school —

to provide the community with an education environment that reflects the 21<sup>st</sup> century ...

There is a bit about the college that I would like to put on *Hansard*. We should remember that John Forrest Secondary College was named after one of our Premiers—John Forrest. John Forrest Secondary College originally started out life as John Forrest Senior High School. As I said, the school is 52 years old and celebrated its fiftieth birthday in 2012. The college is progressive, and pardon me for reading some of the information, but there are some statistics contained in this letter that I would like to commit to *Hansard*, so I want to be clear and correct about them. The letter states —

There are 48 different cultural groups and 40 indigenous students enrolled at John Forrest. The college has ... a diverse range of education programs and achieve excellent results.

I will put some of those on the record —

John Forrest has achieved outstanding results in 2010, 2011 and 2012 being named in the First 50 WACE course examination schools Table and the First 50 Schools VET Achievement Table. The college in the last two years has achieved the highest medium ATAR Score ... in the local area, exceeding Chisholm College and Mount Lawley Senior High School, and State medium ATAR.

It is particularly important that members remember the words “Mount Lawley Senior High School”, because Mount Lawley Senior High School does not have a specialist music and arts program, but, by golly, have members had a look at its new arts centre! It is impressive. One would be forgiven for thinking that that is what the school does and that it has a specialist program around that on its own. John Forrest Secondary College is also a specialist music centre, although it does not have a specialist facility. Kalamunda Senior High School also has had massive money spent on it to upgrade those sorts of facilities, but not John Forrest. The letter continues —

The college has also been awarded the NAB Schools First WA State Impact Award in 2010; the Australian Government Schools Pathway to VET Award in 2011 and the State Excellence in VET Award in 2012.

The college has specialist programs in Music, Tennis, Cricket and Netball ...

The Department of Education expects the enrolments for John Forrest to be 1 023 by 2015. This college is really flying the flag for public education in this state, but it is doing it with facilities that are 52 years old. The staff of

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the college are outstanding. The previous principal Di Turner and current principal Judy Silsbury are outstanding principals. They have eked every cent they can out of the many funding opportunities available, but what they really need is the government to support them and to stop spending money on its members' own electorates and to think about schools that are 52 years old that really need an upgrade.

Classrooms at John Forrest have had to be converted into offices, so there are inadequate administration and learning area faculty facilities. There is no student services facility at John Forrest Secondary College. Classrooms have been converted to provide student service areas and computing laboratories. The school canteen—this is a treat—is in its original state. One would be forgiven for thinking that means icebox freezers could be found there, with the bit of hessian on the front of them and a block of ice in the bottom. I kid members not, the school canteen is in the original state it was in in 1962.

**Mr D.J. Kelly:** It has come back into fashion.

**Ms L.L. BAKER:** That is a good point, member for Bassendean; it is very retro. John Forrest could make a big hit out of its retro canteen. Imagine trying to deal with 1 023 students when there are only 750 students at the moment—come on, you guys, that is just not on! We have a responsibility to public education in this state. The government cannot keep turning its back on this kind of problem in schools. As I said, the curriculum that is delivered includes specialist music, media, drama and visual arts. By the way, this all happens in the gymnasium at the moment, and that is not air-conditioned. The music, arts and sports programs are held in the gymnasium. The school has had to put specially designed transportable air-conditioners in strategic places in the hope, I suspect, that no-one collapses from the heat during summer.

Something that is quite remarkable, but is to be expected in some ways, is that Hon Peter Collier says that he understands that the department has just had a new fabulous trade training centre built and that money has been spent on upgrading the toilets. Let me talk about the toilets at John Forrest first. They were also 1962 vintage! Do members remember what toilets in school blocks were like in 1962? They had been locked up at John Forrest because they were unusable. Finally, with the year 7s coming into town any minute now, the government opened the purse strings enough to upgrade the toilet block so that the toilets could be opened and at least had some more facilities for the kids to use. But they have not done a massive renovation; they are still basically 1962 toilets with a bit of a sheen.

Let us talk about the trade training centre. The Minister for Education claims that this wonderful new training centre is fantastic. Yes, it is fantastic. The skills centre is a result of a fantastic partnership with the Master Plumbers and Gasfitters Association and the Master Painters and Decorators Association. It is an outstanding facility and I was at its opening, but who funded it? The federal government funded it. Not a cracker came out of the WA purse. How dare the Western Australian minister claim that this is a shining new jewel in the crown of John Forrest! It was funded by the federal government in what is the biggest spend on education in this country's history—the Building the Education Revolution funding.

A whole lot of obfuscation around John Forrest is going on between the minister, the Speaker of the house and a member of the upper house. A lot of people are popping in to be seen, to be welcomed and to be shown around the premises. I think I might just pop down and lock them in the canteen or the toilet the next time I know they are there and leave them in there for a day or so to see how they like it!

I want to mention a couple of letters from parents. The first one is addressed to Mr Barnett and Mr Collier, the honourable Premier and the honourable minister, and states —

You have the privilege of being the people's elected representatives. Please listen to the families of WA—our schools need funds.

We send our kids to school to learn, to imagine, create, to invent, to debate, to search & find what they are looking for. As parents, we want them to experience education in a safe, protected & positive environment.

My children go to John Forrest ... the teachers are absolutely fantastic, they care about our kids. They care enough to go to a school that is totally ill-equipped, it needs to come out of the 1950's and into this 21<sup>st</sup> century. It has been a school that has been on a waiting list for goodness knows how long, with other schools from higher socio-economic areas "cue jumping" for the facilities. It is not on!

Your job is to make this happen, not to wait out your retirement.

I think that is a pretty clear message from one parent. A letter from another parent states —

... Minister Collier,

I am the mother of two children, aged 15 and 11. My husband and I were both publicly educated and we have chosen the same for our children ... we firmly believe that involvement with public schools has embedded our family in our local community.

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Our son is a student at John Forrest ... and I am privileged to be a member of the school board. However, I am writing to you in my capacity as a parent, not as a representative of the school board.

John Forrest ... has a proud history of attracting community funding to improve the school facilities and not relying on State Government funding where possible. An example of this is recent support obtained from the Bayswater Community Bank —

It is a wonderful bank.

**Mr D.J. Kelly:** Let's hear it for the Bayswater Community Bank!

**Ms L.L. BAKER:** Yes, let us hear it for the Bayswater Community Bank; it does a remarkable job. The letter continues —

that will allow the school library to be extended.

Again, I was there for the opening of that library. It was a fantastic contribution to our community. The letter continues —

However, the ability of JFSC to attract further community funding is hampered by the poor condition of many of the facilities. An example of this is the canteen which is in its original 1961 condition and is therefore inappropriate for corporate support.

Our daughter will begin her secondary education at JFSC as part of the Year7/Year 8 cohort in 2015.

Although planning is well underway to accommodate the increase ... the College has received no additional funding to help with this. Rooms that are currently offices will be appropriated as classrooms ...

In contrast, Mount Lawley Senior High School has received funding for both a music building refurbishment ... and a new building to accommodate their Year 7 intake. Why —

Has this school —

... been treated so differently by your government?

John Forrest Secondary College desperately needs funding for new building infrastructure, particularly a music facility which would free up the current class rooms used to teach music students for other classes. Having great community spirit and being full of heart can only take us so far. We need better government support.

They are just two of the letters from the parents who support this wonderful school and support it with pride. They send their children to public education. They have watched as this government has ripped money out of the last budget for John Forrest Secondary College. They have watched as it has tried again and smudged the lines between funding cuts and new funding models. They have watched the government pretend that it is not taking half a million dollars out of John Forrest college this year and make it up as though it is all okay. I can tell members opposite that if their children were going to John Forrest Secondary College, they would make sure that these matters were addressed. They would make sure that the students were not eating food in a canteen that was built in 1962, that they had a decent toilet block, that the offices of the staff who look after their children every day were at least in humane condition. Members opposite would make sure that public education was correctly funded in this state, but what have they done? They have done the opposite with our senior colleges. The seven primary schools in my electorate have managed to wear the brunt of the funding cut from last year. They are struggling but coping, not without complaint, but they are doing their best. The government has no mercy in its soul to take this money out of the public high school system and, in particular, to avoid the needs of schools such as John Forrest, which is 52 years old, while it splurges money on the big schools in its members' own electorates. This has got to stop. The public knows what this government is doing; the public is not ignorant. The people who see me in my office, and the parents who talk to me while I am on school premises looking at the conditions the teachers are working in and the students are trying to learn in, know what this government is doing and they will not forget. The government will wear this into the next election and, I hope, into the future.

**MR N.W. MORTON (Forrestfield)** [6.02 pm]: I was listening to this debate fairly respectfully I thought, so I expect the same consideration from members opposite. It is important that in this debate we get the language right. I like the member for Armadale and we obviously have a bit of history, given that I worked for the school in his electorate; I have known him for many years. He is obviously very passionate about his electorate, an attribute of which he should be proud. It is important that we frame the debate in context and with that in mind, there are a few things about the member's comments that I would like to clarify. Firstly, he queried whether a list of schools that would benefit was available. A list was published by the Department of Education on 2 August. I remember that date because it was the day before my birthday. That information is public. In fact, I have a list

of schools in my electorate that will benefit next year under the new funding arrangements. I will not list them all, but it is public information. It is also important to know that we are transferring approximately \$45 million from secondary schools into primary schools over the next five years. However, we must understand that this is not necessarily taking funding from secondary schools but, rather, not increasing funding to secondary schools at the same rate as in previous years. That is different from saying that there are cuts to education funding. In fact, it is very well documented in this place that spending under this Liberal–National government is up 61 per cent since 2008 to \$4.86 billion, and a further \$284 million is provided for in this year’s budget.

I will correct another fact that the member for Armadale espoused in his contribution. He said that the 61 per cent increase was related to capital works, but it is not. There is a difference between recurrent expenditure and capital expenditure. The 61 per cent does not refer to just the capital spend undertaken by this government, which is of course important. With regard to increases, Western Australian enrolments over the same period I referred to have increased by about 12 per cent, so of course there is a need for a further infrastructure spend in Western Australian schools, which is what this government is undertaking to achieve. Just on those increases, I do not have a pretty graph that I can display and lay on the table for the purpose of *Hansard*, so I will do my best to try to describe this. Since 2008 there has been about a 12 per cent increase in student enrolments in government schools. Over the same period, there has been a 61 per cent increase in spending in education. My point is that the gradient for the enrolment increase is fairly gentle compared with the 61 per cent increase in spending, which is a far steeper gradient than the increase in enrolments. My point is that over this period, the Liberal–National government has most definitely committed to spending in public education in Western Australia; I do not think anyone can argue against that. Western Australian schools are the best resourced in the country, our teachers are the highest paid in the country, and we have some of the best public education facilities in the country.

When the Labor Party debates this issue, it makes it sound as though there is a disconnect in education between the early and the later years. Education in Western Australia is a continuous process from a child’s early years to their thirteenth year of education. Members opposite make it sound as though we are ripping the heart out of secondary education and that the world is doomed. It is well researched and reported that it is extremely important that we invest in the early years to make sure that our young people are well skilled to engage in their education and have the skills they need to learn in later years, and that is what this government is focused on. This government is not ripping the heart out of education; we are just realigning and redirecting our focus so that those kids in the early years can benefit from the spending, the funding and the resources they need to make sure that they can engage and learn, become contributing members of society, and have the skills they need when they get to the later years of their formal education.

I do not think that we can continue to have the same formula and approach to education and expect different outcomes, which is a common school of thought; it is nonsensical and counterintuitive. Somewhere along the line someone has to have the courage to say that there may be a better way of doing things, of spending the public money to get a better outcome for young people in Western Australia, which is what this government is trying to achieve. This is a student-centred funding model that is directing funds into the early years. Members do not have to take my word for it. As I alluded to earlier in my small contribution, the research around making sure that we invest correctly and heavily in those early years so that our kids can engage in their education and achieve is well documented.

If the Labor Party is concerned about the levels of spending in education now, I would love to hear what it thinks about the levels of education spending under the previous Labor government, when the Leader of the Opposition was the Minister for Education. I know this period very well, because I was there, and I saw what transpired. I saw the shambolic administration of education in Western Australia under the Leader of the Opposition as Minister for Education. I do not mean to be nasty, but he is widely regarded amongst former colleagues of mine as one of the worst performing education ministers in recent history. There are several factors to that. He would not pay teachers what they deserved. There has been a lot of debate about the payment of teachers and resourcing in schools. With my hand on my heart I can say that the single most important resource in a school is the classroom teacher. People can debate that, but I can say 100 per cent that the single most important resource in a school is a classroom teacher, and a quality classroom teacher can get results out of kids that no-one else can. They can teach a classroom of kids under a gum tree and get good results. I know that is coining a phrase. Obviously, other resources are important, but the single most important resource in our schools is classroom teachers. Having well remunerated classroom teachers and quality educators in front of our kids is the absolute number one priority of a good government. That is what the present government has managed to achieve every year since it was elected, and it is something that the present Leader of the Opposition as Minister for Education could not achieve. He would not remunerate teachers as they deserved, and could not put a teacher in front of every student in Western Australia.

In that period, I would go so far as to say that the curriculum disillusioned a great number of the education fraternity. They were disillusioned with the implementation, the ideas, the associated support resources, the training and, I daresay, with a lot of the philosophy behind it. It is very rich for the Labor Party to come into this place and say that this Liberal–National government is not taking public education seriously in this state. We are most definitely taking it seriously. There are a number of former teachers on this side of the house with real-life experience in the classroom, and I can tell members that we take this extremely seriously. We pay teachers how they should be paid; we are making sure that we are reforming education. As I said earlier, we cannot continue to do the same thing and expect better results. It does not happen, so we need to look at how we do it and reform where we can reform and improve where we can improve and ensure that we are getting the best bang for the buck for Western Australia taxpayers, because it is their money. In time, this new approach to making sure that those resources are available in the early years will pay dividends for the young people of Western Australia. I will draw my remarks to a conclusion and allow the member for Bassendean to make his contribution.

**MR D.J. KELLY (Bassendean)** [6.13 pm]: I understood that I was going to speak before the member for Forrestfield, but I am actually quite glad that I was here to hear his contribution because, quite frankly, we are here trying to defend public education, but what I think we have just heard is a job application to become a member of cabinet. If we ever wanted to hear a local member, instead of defending the schools, stand up and toe the party line, not 100 per cent, but 120 per cent, we have just heard that from the member for Forrestfield.

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

**Mr D.J. KELLY:** Now the member is going to interject on me.

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

**The ACTING SPEAKER (Mr I.M. Britza):** Member for Forrestfield, I reluctantly call you to order for the first time.

**Mr D.J. KELLY:** During his presentation, I asked the member for Forrestfield to tell me which of his schools were going to be better off, and he declined to do so, and now that I am on my feet, he is trying to interject. As I said, what we just heard from the member for Forrestfield was an application to get a job in cabinet.

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

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

**Mr D.J. KELLY:** This government has a paucity of talent in cabinet, and some people on the back bench are just itching to get there. The member for Forrestfield is one of them. We just saw him stand up, and instead of defending his schools, which were taking a hit, he just toed the party line 120 per cent. He tried to say that there have not been any cuts in school funding, and that all this talk about cuts to schools was just a beat-up by the Labor Party. He then spent a little time saying, “What about when the Leader of the Opposition was Minister for Education. He was the worst minister we have ever seen”, et cetera, et cetera. It is just a classic job application for cabinet. This government does not want people in cabinet who will stand up to the Premier when he makes ridiculous decisions like this. The Premier wants ministers who will be prepared to come out of the cabinet room and toe the party line. I wish the member for Forrestfield well. There is a paucity of talent in the cabinet. He will probably take that presentation, put it on a DVD and put it under the Premier’s office door. I wish him well.

What is the truth about what this government is doing to secondary schools in this state? What the government is doing to two high schools in my electorate—Lockridge Senior High School and Hampton Senior High School—is quite devastating. Anyone who has been to those schools, who understands the catchment that those two schools operate in, and who has made an honest assessment of where those schools are at, will know that those schools do not need less money; they need more resources. But what has happened in this term of government? In the first round of education cuts, for which I think the total figure was \$185 million, which the government took away from individual school budgets, the impact on Lockridge Senior High School and Hampton Senior High School was a loss of about \$400 000 from each school. That meant that those two schools had to seriously trim their programs and their staffing levels. Anything that was not absolutely essential, and anything that was not absolutely bolted down, went in that first round of cuts.

The government said that this new student-centred funding model would be introduced and everybody would see the benefits of that. When that was announced, what was the impact on secondary schools in Western Australia? A total of \$45 million was taken from secondary schools and redirected to primary schools. The member for Forrestfield said that we all know how important it is to spend money on the early years. Nobody disagrees with that, but I have not heard too many—in fact I have not heard any—professionals in the education sector say that we should fund that additional expenditure in primary schools by taking it from secondary schools. That was not federal Labor’s plan under the Gonski funding offer, which the state government rejected. I note that some members opposite are saying that this funding model is their version of Gonski. The government is trying to say

to people that they are getting everything they were going to get under Gonski, but the present government is doing it better. They fail to say that under the Gonski proposal no school was going to be worse off, whereas under this government's policy, especially with this round of cuts to individual secondary school budgets, many secondary schools are going to be significantly worse off. The two in my electorate, Lockridge and Hampton, will each lose the maximum of \$250 000 this year, and that will go on into the future, for several more years.

The government has said that it is being cautious about how this is being done by ensuring that there is a cap and that no school will lose more than \$250 000 in the year, and that somehow that makes it fair. That in itself penalises smaller schools such as Lockridge Senior High School and Hampton Senior High School. Both Lockridge and Hampton high schools have budgets of about \$5 million, so a \$250 000 cut is about five per cent of their budgets. A large school such as Shenton College has a budget of about \$15 million, so \$250 000 is less than two per cent of its budget. The idea that the government is somehow being responsible and humane by putting a maximum amount on the cut that a high school will experience penalises schools such as Hampton and Lockridge high schools, because larger schools such as Shenton College experience a smaller percentage cut. A school that has a bigger budget has more room to manoeuvre. Principals at schools with smaller budgets have less room to manoeuvre. The impact on schools in my electorate has been quite dramatic. The staff at both Lockridge and Hampton high schools are despairing of what this government is doing to them. The principals of both schools work extremely hard to ensure the best possible educational opportunities for the students at their school. I have spoken to many staff. I regard them as hardworking staff members, but they are punch-drunk from the cuts that this government has delivered over successive years.

**Mr C.J. Barnett:** Successive years! You've got to be joking! It's the biggest increase in school funding in the state's history.

**Mr D.J. KELLY:** The Premier just interjected and said that it is the biggest increase in education funding the state has seen in years. The Premier constantly talks about the overall education budget, which we know is growing. With a growing population, more schools have to be built to accommodate that population and wage increases each year are factored into enterprise bargaining agreements. We are complaining about the cuts to individual schools within that system. The Premier constantly says that there have been no cuts. I am saying to him—he knows this—that Lockridge and Hampton high schools will see a \$250 000 cut in their budgets this year and I understand they will see similar cuts in years to come. If there are no cuts, why is the Minister for Education saying that the government is guaranteeing that no school will lose more than \$250 000? If there are no cuts to individual school budgets, why is that happening? The Premier does himself a disservice, and he has done it again tonight, when he constantly claims that there are no cuts.

**Mr C.J. Barnett:** I started by meeting with 178 schools and they were ecstatic about what's going on.

**Mr D.J. KELLY:** The Premier has just said that school principals were ecstatic; is that right?

**Mr C.J. Barnett:** Principals and chairmen and chairwomen of school boards, yes—all 178 of them.

**Mr D.J. KELLY:** Chairpersons of school boards and principals were ecstatic, were they, about what is happening?

**Mr C.J. Barnett:** Yes, because it's an exciting time in education. You need to stop knocking our school system; it's a damn good school system.

**Mr D.J. KELLY:** All right. So the Premier's understanding is that principals, deputy principals and school chairs are ecstatic about what this government has done.

**Mr C.J. Barnett:** Because they see the bigger picture of education—unlike you.

**Mr D.J. KELLY:** The Premier really should get out and spend some more time in the real world, because those comments will come back to haunt him.

The Premier has acknowledged that the facilities at Hampton Senior High School are absolutely substandard. There was some press coverage on 27 May this year. Hon Alannah MacTiernan, the federal member for Perth, got some coverage in *The West Australian* when she referred to the toilet facilities at Hampton high school as Third World facilities.

**Mr C.J. Barnett:** They're not up to scratch.

**Mr D.J. KELLY:** Premier, this is opposition time.

**Mr C.J. Barnett:** Do you know when those toilets were closed? They were closed years ago.

**Mr D.J. KELLY:** And they now have to be reopened because year 7 students will be going to Hampton high school next year. Those facilities need to be upgraded.

**Mr C.J. Barnett:** They haven't been used for years.

**Mr D.J. KELLY:** The parents and citizens association works extremely hard, and I pay tribute to Jacqui Otago; she has done extremely well and works her proverbial off to do what she can to assist that school. She and Hon Alannah MacTiernan did a great job of highlighting the substandard facilities at Hampton high school. They want to see action. I spoke to the president of the P&C just last week and I think she was either in the process of writing to, or had just written to, the Minister for Education, Peter Collier, to ask when exactly the minister was going to commit to upgrading the facilities. Because the school got a bit of media publicity, the Premier acknowledged that the facilities were substandard and the minister visited the school and said that he understood. When the press asks the Premier what he thinks of a toilet that looks as though it is well past its use-by date, it is fine to say that it is substandard, but the P&C really needs a minister and a government that will commit to doing something about it. I can tell the Premier that he might think that the media will move on, but the people who send their children to Hampton Senior High School will not forget and the students at Hampton who currently refuse to go to the toilet will not forget, and there are students who do not go to the toilet because the facilities are so bad. The community will not let the Premier forget. He has made noises. His minister has done what I suppose could be called a listening tour and said that something will be done. The P&C wants to know exactly when something will be done. The problems that Hampton Senior High School has with its facilities are well documented. The problems that it has with the first round of cuts have been well documented. I am glad that the Premier came into the chamber to hear that directly. I just hope that he will see fit to take some action.

Of course, the other school in my electorate is Lockridge Senior High School. The staff at the school do a fabulous job of trying to ensure that their students get the best educational opportunities they can. However, their experience under this government in recent years has not been a positive one. We had the debacle when the government decided to build a disability detention centre on the boundary of Lockridge high school at a time when the school was trying to do everything it could to attract students and improve its image. The government made a decision to put a medium-security custodial facility on its boundary. That was a disaster. The only positive that came out of it is that, as is often the case in adversity, communities rise up and come together, and that is what happened with the Lockridge community. The government has now backed down and cancelled the facility that was to be built on the boundary of Lockridge high school. Unfortunately, the government is still going ahead with the facility that is 400 metres down the road from Lockridge Primary School, and the community is still dealing with that, but let us focus on Lockridge Senior High School first. It went through the problem of the proposal for the detention centre to be built on its boundary. Now that that, we hope, has been resolved, it still has the outstanding issue of what will happen with the farm school. Lockridge high school currently has about 20 hectares of land on which it operates the farm school. The school will lose the majority of that land to housing. The Minister for Planning wants to gobble up all that land for housing. The school has said that it needs a minimum of eight hectares for the farm school to remain viable, but it does not want just any old eight hectares. The quality of land across those 20 hectares is variable in its usability for agriculture. It makes sense for the school to keep the best agricultural land so that it can run its farm school. The school has put quite a bit of effort into improving the quality of that land, but it is still in discussions with the Department of Planning about getting the best possible carve-up of that land. The Minister for Planning is in the chamber. I urge him to think about the needs of the farm school. There is no point having a farm school attached to Lockridge Senior High School if in the long run it will not be viable because the government has not given it enough land.

**Mr J.H.D. Day:** From my recollection, eight hectares was agreed to earlier this year. I think I am right in saying that.

**Mr D.J. KELLY:** Eight hectares was agreed to, but where the boundary will be drawn has not been agreed to. The Department of Planning wanted to simply draw a straight line, which meant that the eight hectares the school would get would be some of the worst land rather than the land most suitable for agriculture. Those discussions are still taking place. The school has also been told that it will have to pay rent for that land at market rates. In one sense, I can understand the Department of Planning wanting to get a return on that land. I think that should be resolved by the land being transferred to the Department of Education. It is not satisfactory for the school to continually have to survive on a lease-by-lease arrangement. That is why we got into this problem in the first place. The lease expired on the land, so someone thought: let us do something else with the land; let us build a disability justice centre on that site; and let us turn it into housing. While it is on a lease-by-lease basis, the Lockridge farm school's future will always be in jeopardy. The government should give the school a decent amount of land. Sort out the tenure. Transfer the eight hectares or whatever it is the school needs to the Department of Education so that its future is secure. That is absolutely crucial for Lockridge Senior High School.

In my last 30 seconds I want to commend the school on its decision to change its name to Kiara College. That is a symbol of the school community wanting to move that school forward. It is struggling to do that in an environment in which it is being asked to cut its budget. I commend the school for making that decision. Changing its name to Kiara College is an outstanding decision to take the school into the future.

**MR C.D. HATTON (Balcatta)** [6.32 pm]: About a year ago the member for Armadale rose in the chamber with a motion that used that typical, generic, negative word—cuts, cuts, cuts. I spoke to that motion and then it was adjourned and sat on the notice paper until just last week. Therefore, I enjoy being up here again and speaking to this motion, which is once again a negative motion moved by the opposition; recently that seems to be all we get from the other side. I have been waiting for the opportunity to stand and speak on this motion because since that last chance to talk, the opposition has been knocking the government all the time and scaremongering the public. It is working the unions to the front steps of Parliament in school time with children out there.

**Mr D.J. Kelly:** Shocking!

**Mr C.D. HATTON:** It is pretty darn shocking and people remember those things. The opposition is knocking, knocking, knocking. This week we have seen them knocking heads of departments, commissioners, the Commissioner of Police, the State Solicitor and the Environmental Protection Authority board. This week they continue to knock, knock, knock and show disrespect. They have even made a committee derelict. Committees are usually shown the utmost respect, but the opposition has now gone beyond that and made that derelict. It has worked against the integrity of the committee system.

In the past the Labor opposition has also showed disregard for the most important people behind the reform of the Western Australian education system—that is, Professor Teese and Gonski. We held off on giving control to Canberra. A year later we are doing pretty darn well. We held off on Gonski.

**Mr P. Papalia** interjected.

**Mr C.D. HATTON:** I will clarify: Teese is a professor from Melbourne. In 2010 he reported on the funding system, and Gonski delivered the Gonski report.

**Mr P. Papalia:** Which had nothing to do with the WA funding model.

**Mr C.D. HATTON:** It has everything to do with the funding model. If the member for Warnbro wants to listen, I will tell him about it. If he stays in the chamber, he might learn a bit.

**Mr P. Papalia:** I think I will leave.

**Mr C.D. HATTON:** He probably will leave, because he always does. We may be better off without the member for Warnbro.

In 2005–06 the Labor government did not put any additional funding into schooling; it ran down the funding by seven per cent in one year alone. Since 2007–08 we have increased funding by 55 per cent. We are adding an extra \$300 million to education funding in this year alone, which is seven per cent more than the seven per cent less in one year. Mark me wrong, if you like, but to me that represents 14 per cent better funding in one year, yet opposition members come into this chamber and say that we are not looking after education. Unbelievable! Labor's education funding cuts back in 2005–06 equated to about \$197 million in one year. I am glad the Leader of the Opposition has come in.

**Mr M. McGowan:** You know that's wrong.

**Mr C.D. HATTON:** The Leader of the Opposition can challenge the figures; I am quite happy about that. The Leader of the Opposition did a pretty appalling job—"appalling" was mentioned today by the opposition—while he was the Minister for Education and Training. The member for Forrestfield has stated the outcomes of that ministerial position—not too clever and not too good. We have seen disgraceful displays of opposition members, including the Leader of the Opposition, being thrown out. It is an absolute shame that the opposition can come in here and knock the funding that we have put into our education system. The opposition keeps playing the blame game—blame someone else; blame the Speaker. Members opposite need to take a good hard look at themselves, because in the year since I spoke last on education —

Several members interjected.

**Mr C.D. HATTON:** The member for Warnbro just displayed it. He did not even know who Professor Teese is. He is a professor from Melbourne and in 2010 —

**Mr P. Papalia** interjected.

**Mr C.D. HATTON:** The member for Warnbro was questioning me and I asked him a question back and he did not know.

**Mr P. Papalia:** You were saying Gonski. I was saying to you that the WA funding model that you have enacted has nothing to do with Gonski.

**Mr C.D. HATTON:** It is the Teese reform of the funding. Gonski is what Labor was wanting with the central funding from Canberra.

**Mr P. Papalia:** You said one thing you should not do is cut funding and you are introducing the student-centred funding model. What have you done?

**The ACTING SPEAKER (Mr N.W. Morton):** Member for Balcatta, perhaps you should address your comments through the Chair.

**Mr C.D. HATTON:** I am happy to take interjections; that is fine. All I can say is that the way the opposition acts in this chamber is shame, shame, shame. Shame on the way the opposition puts down the funding the government puts into education. If the opposition wants to do that, keep going. We will keep playing our good policy game and leave the opposition even further behind.

I turn now to education funding. It has been said many times that funding has increased from \$2.8 billion to \$4.4 billion this year—an increase of 55 per cent—yet the opposition keeps saying that we are sucking the marrow out of the education system and stripping it to the bone. The member for Armadale today actually spoke in support of Professor Teese; that is the first positive I have heard from the opposition in the last year. It supports Teese, but it does not support Teese; that just does not make sense. If the opposition understood Teese, it would understand one-line funding. The words the opposition has used today have all been depressing; everything is “appalling”. I actually started to get a bit depressed, and that is very unusual when I am so enthusiastic about the delivery of education in this state.

We did not sign up to the Gonski reform because it was too conditional and the state would have had no control over our local schooling. We did well to hold off. Other states and jurisdictions and, I believe, even other parts of the world, are looking at our model. There were 80 schools profiled and surveyed in the Teese review in 2010, and the findings were that we needed adjustments to the staffing formula. We needed to adjust special-purpose lines of funding. We had too many piecemeal lines of funding, and funding was worked out in a very complex way. There were too many formulas and too many inefficiencies. Principals, in the meantime, were calling out for more flexibility in using funds to target students’ needs.

The Teese report also stated that as the then current model of funding—the one that we are transiting from—was based on schools’ general characteristics, the specific needs of some students were not being reflected in the overall funding for schools. Examples were provided, but Professor Teese observed that by not changing the model, we were allowing these funding differences and distortions to continue. This is a very good point that the member for Armadale would do well to go back and read in *Hansard*. I dispute entirely the figures he cited today. The University of Melbourne review also noted that although all school systems provided more resources for secondary schooling than for primary schooling, across all the states in Australia, the gap between the provision of resources for secondary and primary schooling was greatest in Western Australia, by 38 per cent. The gap, or disparity, in funding in South Australia was only 14 per cent. The productivity report on government services in 2014 showed that Western Australian secondary schools had fewer students per teacher than any other state, and WA public primary schools had more students per teacher than any other state. We had to do something; we had to deliver a better funding mechanism to provide better learning opportunities to students, and for the benefit of the taxpayers of Western Australia—the mums and dads.

Let us look at where some of our increased funding has gone. Yes, we talked today about school infrastructure. Between 2008 and 2010 there has been unbelievable investment by this Liberal–National government: \$1.56 billion in school infrastructure, 33 new schools and 799 new classrooms. The figures cannot be disputed. When the opposition knocks infrastructure, I suppose it would like us to put our expanding population of children out into the schoolyards and teach them in the open. That is really smart. We have to have schools to teach in them. In 2014, seven new public schools were opened. Treendale Primary School is a great new state-of-the-art school down in Australind. The member for Bunbury knows about Treendale; I believe it is just on the edge outside his electorate.

The Liberal–National government has made an education commitment to 75 major capital works projects to be completed during 2014 at a total cost of \$538 million. The opposition says, “But you haven’t funded properly. You’ve cut the funding down.” There was an extra \$300 million in 2014, so that just does not make sense. I think the opposition needs to go back to the whiteboard. In 2013, 36 major projects were completed at a cost of \$423 million. Four new public schools will open next year—three primary schools and one secondary school—and the second stage of Lakelands Primary School is already going ahead.

Let us look now at students and teachers. There are about 284 000 students. The opposition today went through a list of schools that had been disadvantaged, picked out selected schools to use as examples, and probably forgot the other 200 000-plus students around the state who are going to benefit. There is currently a record number of students in Western Australian schools; I guess that is why we have funded greater than seven per

cent in one year. At the start of the school year, do things flow smoothly with good administration and good delivery? Sure they do. Has the opposition mentioned in the chamber that there were no vacancies at the start of this school year? Every class had a qualified teacher this year, yet the opposition says we do not have enough teachers. I think the opposition needs to check its books again.

Under the Labor government between 2005 and 2008, there were significant teacher shortages. The member for Forrestfield knows that well, and I know it well. Teachers back then had low morale, were not being paid well, were not valued enough and had no ownership and no control over where they were going; they have all that now, but they did not have it under the last Labor government. This year, 660 graduate teachers started work, which is 220 more than last year, but according to the opposition, the government is not doing well in education; not at all. The member for Forrestfield talked about how the teacher is the most important dynamic influence on a child, and we are putting those teachers in front of classrooms, putting 700 new classrooms into our school system, and putting schools in place for teachers to teach in. It is pretty clear.

That is actually the largest graduate group in more than a decade. Members opposite, before they go tramping around to their schools with their appallingly negative words, should try to remember that the glass is half-full and teachers in Western Australia are better paid than anywhere else in Australia. After the 2011 agreement with the Liberal–National government, Western Australian teachers' pay has increased by 12 per cent over three years. We supported teachers with the collaborative mode of schooling and with decision-making. We might not be perfect, but compared with the opposition we are very perfect.

**Mr D.A. Templeman:** “Very perfect”?

**Mr P. Papalia:** Soaring rhetoric!

**Mr D.A. Templeman:** Were you an English master?

**Mr C.D. HATTON:** No, I was a jack-of-all-trades, actually.

Several members interjected.

**Mr C.D. HATTON:** In the chair.

**The ACTING SPEAKER:** Members! Member for Mandurah!

**Mr D.A. Templeman:** Sorry, I can't help myself.

**The ACTING SPEAKER:** I will call you to order for the first time. I am listening to the member for Balcatta, member for Mandurah. I want to listen to him in silence.

**Mr C.D. HATTON:** It is absolutely typical. Members opposite pick on one thing in someone else's speech, tickle it up, laugh and giggle, make it sound a little bit stupid and they think they have done their job. That is exactly why they are on that side.

**Dr K.D. Hames:** He is a thespian.

**Mr C.D. HATTON:** He should go back to the school of drama and he might get somewhere.

**Mr D.A. Templeman** interjected.

**Mr C.D. HATTON:** The IPS—excuse me, member.

**The ACTING SPEAKER:** Thank you, members!

**Mr D.A. Templeman** interjected.

**The ACTING SPEAKER:** Member for Mandurah! Member for Balcatta, I have asked you once to direct your comments to the Chair, thank you.

**Mr C.D. HATTON:** I certainly will, Mr Acting Speaker.

We are in the independent public schools era and what a great era it is. We have control of our schools in WA; the principals and teachers have control of their schools. Support structures are being set up with one-line funding and there are magnificent benefits from that. There is additional funding for child and parent support centres that are now opening, and they are vital for disadvantaged communities.

[Member's time extended.]

**Mr C.D. HATTON:** They are vital for parent–child relationships and it is vital to get to children at an early age. We are attracting outstanding principals. The principal trial program has been operating. The opposition probably does not know this because it has not done much investigation into it. We have overhauled the Teacher Registration Act, we have replaced the fleet of public school buses—a \$22 million initiative—and we have commissioned the WA international student forum to encourage collaboration. The Gonski and Teese reports and the IPS system seek to unlock schools to give them freedom. IP schools have had one-line

funding for a couple of years. There are about 400-odd IP schools now and another 170 are due to become IP schools this year or next year. They are being unlocked to deliver the best education with one-line funding, and that will be fully in place next year. They signed an agreement with the Department of Education under which the school board operates, principals and teachers work together with the community and all that leads to more successful public schooling. It is a model that other states in Australia are adopting and, as I said before, even schools overseas are adopting it. These schools have a performance agreement, a business plan, a self-assessment process, an annual school report as normal, and principal professional reviews; and, of course, the education department is there to guide and move them along and, if necessary, to halt progress and say, "Hey listen, let's do it the best way." It is best practice innovation and funding. Despite their independence, IP schools remain compliant with government policy.

As I said earlier, members opposite acted pretty irresponsibly with the strike action. They created unrest among the public. They worked with the union and they disrupted schools, yet they did not need to; they should have moved on a bit. They still have not moved on a year later. Western Australia's education system is the best funded system in Australia, our teachers are the best paid in Australia and our teacher-student ratios are very favourable. Do members know what? The union tried to put out data that was pretty narrow and shallow supported by members on that side of the chamber around the time of the strike. They did an online survey, which is not valid—it lasted for a short time—of school communities or parents and asked their opinions on where they thought education was going. Only 636 teachers of 21 000 in the state responded. The union took the survey data to the steps of Parliament during a rally that was not legal and was certainly distasteful. Only 23 principals out of 800 school principals in Western Australia responded to the survey. Members opposite used that survey. Their figures are really good! Twenty-five parents responded to the survey of 275 000 students and members opposite wanted to use such shallow figures, and unlawful flyers were sent out to students. I had better stop there before I use their words. It was appalling and disgraceful.

The opposition needs to do its research; it needs to get out to schools. Today the member for Armadale told us to get out to schools. Does he think he is the only one who gets out to schools? The only problem is, as I said earlier, that members of the opposition go out to schools, but they are negative. They blow their trumpets but they are always negative. The Premier and Minister Collier have attended many public question and answer forums over the past year. They are prepared to face the public and prosecute a very strong case for this reform. Minister Collier came out to my electorate where I organised for seven or eight school board members to be at the forum. They were invited and they wanted to be there, and it was a positive meeting that went on for 35 or 40 minutes—and members opposite say we are gagging principals. It was a free and open forum. The point is that the principals I have known in my 30-year career of teaching, who are my friends, who have moved through the system, who are my age and who are still in the system because I see them, know they are public servants in the government school system. They are committed to delivering the best of public service to the community. If that public service means they have to budget or change the system to make it better, that is certainly what they will do. They do it. As a matter of fact, I have the utmost respect for the intelligence and integrity of school principals. The opposition in this chamber keeps showing no respect for our education system.

**Mr D.A. Templeman:** Rubbish.

**Mr C.D. HATTON:** It is not rubbish; it is true; members opposite show that all the time.

**Mr D.A. Templeman:** It's rubbish. Give me a chance to have a say.

**Mr C.D. HATTON:** The member can have his chance when I have finished if he gets time; he probably will not have time today. The opposition shows no respect for our education system.

**Mr D.A. Templeman:** What a very rude man you are.

**The ACTING SPEAKER:** Member for Mandurah!

**Mr C.D. HATTON:** They have demonstrated that they have no policy; their approach is the same old, same old. That is why members opposite are still sitting on that side. They think, "She'll be right, just let's plod on, run it down; it's all right". They want to run down our first-class education system just as they did in their previous term when they could not manage electricity. They could not manage construction of the Perth Arena; it had a huge financial blow out. They lost the goodwill of teachers and teachers' morale suffered; they were the lowest paid teachers in Australia. Teachers had little respect for the Labor government. The dysfunction the opposition showed in its previous term of government still shows in opposition, and it showed this week when members on that side, including the Leader of the Opposition, were chucked out of this chamber. What did members opposite do? They attacked the Speaker of the house. They closed down the chamber to talk about it for an hour.

**Mr D.A. Templeman:** No, they didn't.

**Extract from *Hansard***

[ASSEMBLY — Wednesday, 17 September 2014]

p6489b-6509a

Dr Tony Buti; Ms Lisa Baker; Mr Nathan Morton; Mr Dave Kelly; Mr Chris Hatton

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**Mr C.D. HATTON:** Grow up; members opposite are not growing up; they are being left behind. I go back to Gonski and Teese, although I might move on a bit. Members have probably heard enough about Gonski and Teese. The member for Warnbro does not want to hear anymore; he has walked out. He will not listen and that is fine.

**Mr S.K. L'Estrange:** He gave up, member.

**Mr C.D. HATTON:** He gives up all the time. It is good to see the member for Kimberley here. Remember, education funding in Western Australia has increased from \$2.8 billion in —

A member interjected.

**Mr C.D. HATTON:** We have to get the figures straight. I have explained where the money has gone, but members opposite will not listen. Between 2007–08 and 2013–14 the government has spent \$4.4 billion, an increase of 55 per cent in six years. Schools in WA will remain highly regarded across jurisdictions.

Several members interjected.

**THE ACTING SPEAKER:** Members!

**Mr C.D. HATTON:** Teachers will remain well paid under this government.

**Mr D.A. Templeman** interjected.

**The ACTING SPEAKER:** I am not interested at this point in time, member.

Debated adjourned, pursuant to standing orders.