

**STANDING COMMITTEE ON  
ESTIMATES AND FINANCIAL OPERATIONS**

**INQUIRY INTO THE REMOVAL OF SENIOR SCHOOL  
ALLOCATION FUNDING FOR YEAR 11 AND 12 COURSES  
AT DISTRICT HIGH SCHOOLS**

**TRANSCRIPT OF EVIDENCE  
TAKEN AT JURIEN BAY  
FRIDAY, 11 JUNE 2010**

**SESSION TWO**

**Members**

**Hon Giz Watson (Chair)  
Hon Philip Gardiner (Deputy Chair)  
Hon Liz Behjat  
Hon Ken Travers  
Hon Ljiljanna Ravlich**

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**Hearing commenced at 11.07 am****GEILES, MR TREVLIN****Principal, Jurien Bay District High School,  
sworn and examined:**

**The CHAIR:** Welcome, on behalf of the committee, to this morning's meeting. Before we begin, I am required to ask you to either take an oath or an affirmation.

[Witness took the oath.]

**The CHAIR:** You will have signed a document entitled "Information for Witnesses". Have you read and understood this document?

**Mr Geiles:** Yes, I have.

**The CHAIR:** The proceedings this morning are being recorded by Hansard. A transcript of your evidence will be provided to you. To assist Hansard, please be aware of the microphone and talk directly into it. I remind you that your transcript will become a matter for the public record. If for some reason you wish to make a confidential statement during this morning's proceedings, you should request that the evidence be taken in closed session. If the committee grants your request, then the media and public in attendance will be excluded from the hearing. Please note that until such time as the transcript of your public evidence is finalised, it should not be made public. This prohibition does not, however, prevent you from discussing your public evidence generally once you leave the hearing.

Thank you for coming this morning. As you are aware, we are inquiring into the government's decision to cease to provide senior school allocation funding for year 11 and 12 courses at the 21 district high schools, including Jurien Bay. So, Mr Geiles, I ask whether you would like to make an opening statement.

**Mr Geiles:** If I can, please. Firstly, I take the opportunity to thank the standing committee for the opportunity to represent the Jurien Bay District High School community on the important issue of retaining the senior school allocation for the provision of the senior schooling program at the school. In my submission I outlined that not only has our school been providing an educational service for senior school for over a decade, the program itself has been recognised at various levels. We were the state finalist in the prestigious 2009 VET in schools award and we were the first district high school to reach the finalist category in the award's long history. We have a current year 12 student being awarded the state gold medal and who has competed in the national competition in Brisbane in May this year in the 2009–10 WorldSkills competition. Furthermore, our school was requested by the then participation directorate of the Department of Education and Training, I believe in 2006, to present to other district high schools as an example of best practice for senior schooling delivery in a district high school context at the participation forum.

The introduction of vocational education and training provided many, many exciting opportunities for schools to cater for the almost 70 per cent of students who do not pursue a tertiary entrance score. This has and will continue to be the target group of our school. The legislative changes to the school leaving age provided yet another platform, I guess, for innovation and obligation in terms of provision for senior school students. I have spent the majority of my teaching career serving rural communities and I do so because I have a firm belief in equity in access in education. When I say "access" it must involve both the school of choice and equity in funding. I am concerned with a potential model where a student who enrolls in a senior high school attracts additional funding in terms of staffing compared with what the same student would attract in a district high school.

District high schools deal with thin markets and small numbers. Although Jurien Bay District High School's population would rival some rural senior high schools, when you deal with thin markets, through my experience, there is certainly no reduction in work complexity when dealing with senior school students and the associated requirements, including Curriculum Council mandates and suitable pathway counselling for students. Many of these responsibilities are borne amongst a few staff at a district high school rather than the staffing structures that exist in a senior high school context. The senior schooling allocation certainly does more than provide FTEs for curriculum offerings; it also assists with the associated operational responsibilities in the complex world of senior schooling.

Some families from this town access education for their children in schools away from the local community. This is a choice and for some a costly choice. Some families, however, will not or cannot support their children to access schooling anywhere but at the local school. There is a whole range of social and cultural factors that actually come into their decision-making process. There is, as you would no doubt be aware, a correlation between the socio-economic level of families and those who are unable or unwilling to send students away for their schooling. It would be misleading to suggest that the removal of the senior schooling education will affect only secondary and senior school students at Jurien Bay District High School. I have anecdotal information from parents of year 5 and 6 students who are seriously reconsidering their options in terms of where they live from their real concerns that the removal of the senior school allocation has the potential to dilute the senior schooling program in its current form.

I am advised, like the previous speaker, that Jurien Bay is planned to be a subregional centre in coming years. The shire has done a range of studies about the impact analysis from the opening of the Indian Ocean Drive later this year and all show levels of growth demanding a range of services and infrastructure in the town. The provision of an educational service with resourcing that ensures a level of equity between district high schools and senior high schools is pivotal to the growth of any community. There is sufficient information to indicate that there are negative effects to a community when there is a reduced capacity for educational provision.

I firmly believe that Jurien Bay District High School has a unique position in terms of geographical location and projections of growth, and with our successful and longstanding history of educational provision in the area of senior school for there to be consideration to possibly maintain the senior schooling allocation.

**The CHAIR:** Thank you very much. I might start with a few questions and ask other members to indicate if they want to follow up. Formally for the record, the committee understands that the school is not receiving a senior school allocation for years 11 and 12 for this year. Is that correct?

**Mr Geiles:** That is not correct. The senior school allocation is being received for year 12s this year as a transitional arrangement for the removal for 2011.

**The CHAIR:** But not year 11?

**Mr Geiles:** We do not get the senior school allocation for year 11 students.

**The CHAIR:** How much money were you receiving each year in senior school allocation funding and can you please provide a breakdown for each of the funding years since the program was initiated? If you do not have that now, perhaps we will ask you to provide it.

**Mr Geiles:** I could not give you a dollar amount but I can give you the senior schooling allocation, which is being taken off the senior school allocation resource, the SSAC chart, which is the staffing calculator that schools work with. In 2010 we have some 24 students. That was using census data. We currently have 22 students. We have 0.96 FTEs allocated this year. As I said, that is for year 12s only. Last year we had 25 students and the senior school allocation was 1.5 FTEs. For the previous year for year 11 students, it was 0.8 FTEs. I can only go back to the previous year, 2007, where there were nine students and we had a 0.64 FTE allocation.

**The CHAIR:** Is that for years 11 and 12?

**Mr Geiles:** That is the interim senior schooling allocation as outlined in the SSAC report.

**Hon LIZ BEHJAT:** What was the allocation for 2007?

**Mr Geiles:** It was 0.64.

**Hon LJILJANNA RAVLICH:** Did anyone explain the basis on which this formula was put together? When you had 22 students, you received an allocation of 0.96 FTEs, which is just short of one FTE, and then when you got an additional three students, you actually popped up to 1.5 FTEs.

**Mr Geiles:** The FTE that I quoted this year is only for the year 12 students. We are only getting resourced for the year 12 students.

**Hon LJILJANNA RAVLICH:** That would explain the difference.

**Mr Geiles:** My understanding is that the above formula allocation allocates approximately 0.08 FTEs to each VET student.

**The CHAIR:** Could you tell the committee for what purpose the school was using that senior school allocation funding?

**Mr Geiles:** Would you like me to outline a bit of the course profile?

**The CHAIR:** Yes, that would be great.

**Mr Geiles:** The school engages in a multimodal approach to the provision of senior schooling. We run courses of study. We have two lines where that occurs. We have visual arts or materials technology, where students can actually make a choice. We also have phys. ed studies and a SIDE option. Students engage in workplace learning. There are two maths courses of study on offer and there are two English courses of study on offer. We also engage TAFE, both Geraldton and Northam, through the use of profile hours and ETPP funding to offer cert 2 qualifications in general construction and aquaculture. We also engage in an auspicing arrangement with TAFE to deliver a cert 2 in business and IT. That is essentially when teachers actually deliver the program through recognition of prior learning because they are qualified in the area and the TAFE quality assures the assessment processes.

**The CHAIR:** Could you give us a bit more detail on the impact of the removal of the senior school allowance?

**Mr Geiles:** From an operational perspective, we have had to combine a lot of our courses of study. For example, in the area of design and technology, the old manual arts, there are now two courses of study occurring in the one class, which is done for an operational reason. In the past, particularly when those numbers were higher last year, we could separate the 11s and 12s in their courses of study. The reduction has had an impact on us having to combine years 11 and 12 because we made a decision at the end of last year to maintain a level of breadth of curriculum offerings, as was done previously.

**The CHAIR:** Prior to the introduction of the senior school allocation funding, did Jurien Bay District High School offer year 11 and 12 courses to students or was it primarily for kindergarten to year 10?

**Mr Geiles:** My understanding is that a year 11 and 12 program was offered in the late 1990s, and it was done in consultation with the community in terms of addressing the educational needs for those students who did not have the resources or the parents made a choice to choose their local school for years 11 and 12. There were various programs that were used at that particular time. It has always had a vocational education flavour.

**The CHAIR:** When the senior school allocation funding was initially provided, what was your understanding of what it was specifically allocated for?

**Mr Geiles:** It was there to support schools with the raising of the school leaving age and the realisation of the increased enrolments that schools were anticipated to get, when students were required to engage at school or a training program until the end of the year that they turned 17. It was a support mechanism for schools with that reality.

**The CHAIR:** When that allocation was initiated, did you have an understanding that the funding was transitional; and, if so, transitional to when, knowing that it would ultimately be terminated?

**Mr Geiles:** If you look at the nomenclature of “transitional”, I cannot say with certainty that the term “transition” was used, but certainly in the SSAC chart, I have been able to track back since 2007 that the term “interim” was used. In 2006 I cannot say with certainty whether “interim” was used because other terms like “special projects” were used in the SSAC chart. Certainly from 2007 the term “interim” was attached to the above formula for the senior school allocation.

**The CHAIR:** Would you have any correspondence going back that far that might give some indication of whether there was clarity around what transitional or interim meant?

**Mr Geiles:** I could not say with certainty.

**Hon LIZ BEHJAT:** Where did the term “interim” come from?

**Mr Geiles:** That is in the SSAC charts, which are the school staffing resourcing charts.

**Hon LIZ BEHJAT:** Can we get a copy of that from 2007? Do you have a copy available?

**Mr Geiles:** I do not have a copy now.

**Hon LIZ BEHJAT:** Can you provide it to the committee?

**Mr Geiles:** Yes.

*[Supplementary Information No A1.]*

[11.16 am]

**Hon LJILJANNA RAVLICH:** While we are on the SSAC chart, I imagine the SSAC chart would have student numbers and the allocation of FTEs and any additionality on top of that. I understand that you have been at the school for only three years.

**Mr Geiles:** I have been the principal at the school from 2005 to 2006 and then I was away for 2007 and half of 2008. I have been there since.

**Hon LJILJANNA RAVLICH:** I am wondering whether we could have the SSAC data for 2005 onwards. We will take that on notice. If you do have it, could you provide it to the committee?

**Mr Geiles:** There are some operational difficulties prior to 2006. I will certainly be able to get it from 2006. I requested it from the department just recently. The online system that we use had cut-off dates. I had to get the 2006 and 2007 data to be processed by the centre. If you would like me to ask them to process the 2005 data, I could do that.

**Hon LJILJANNA RAVLICH:** That would be excellent. I will explain why. We want to see some trend data on student numbers and consequential allocation of funding. That would assist us to achieve that trend data.

**Mr Geiles:** That is from 2005 to this year?

**Hon LJILJANNA RAVLICH:** Yes, thank you. While we are on this, I am wondering whether you as the principal have given much thought to future population projections based on the fact that we have the new coastal highway and based on some of the planning decisions that have recently been made by the Department of Planning. I notice in your submission that you have an anticipated trebling of the school population.

**Mr Geiles:** No, not the school population—the town’s population. That was the information that was provided at the recent community forums.

**Hon LJILJANNA RAVLICH:** I am wondering whether you have done any work as the principal to see what the flowthrough of that will be in terms of your school numbers over the next few years and then into the longer term.

**Mr Geiles:** I have not at this stage because there is no certainty with regards to the demographic that will actually be coming to the town as a result of the opening of Indian Ocean Drive. I get information from feeder schools in terms of the year 7 cohort that is coming into the school but that is a form of projection. We need further clarity on the type of demographic that will be attracted to the town. I am not saying that the school population will treble by 2010. My understanding from the information that was provided is that the town's population was going to treble in the next decade.

**Hon LJILJANNA RAVLICH:** My own experience would be that there would be a very strong correlation in terms of flowthrough. You mentioned earlier, for example, thin markets and the difficulty of providing a rich curriculum in thin markets and the fact that you have to compete with all these other external forces. In your professional view, can you see a time within the next 10 years where perhaps you are not only offering VET to your students but also a more comprehensive program where students could study at the school to tertiary entrance in the more traditional areas?

**Mr Geiles:** In answer to that question, it will simply be supposition because for that to occur, I would envisage a reclassification of the school status. If you are talking about a comprehensive delivery of tertiary entrance courses, I would assume that you are talking about a face-to-face delivery.

**Hon LJILJANNA RAVLICH:** Can do. It does not have to be. We are in a modern world.

**Mr Geiles:** In 10 years the intent will always try to be to offer as broad a curriculum that we can offer within the resource constraints at the school. As an aspirational target, if there is growth in the community and the community chooses the local school, we would offer a curriculum that is aligned with staff expertise and availability of resources and also, where possible, student needs.

**Hon LJILJANNA RAVLICH:** Can I just ask you finally why the school is geared up just to the VET in years 11 and 12?

**Mr Geiles:** It is a question of critical mass. We have students studying tertiary-related courses through SIDE. The connections that we have had with business through a very strong workplace learning program, which has been oversubscribed by businesses, were a significant driver historically in terms of the course provision at the school.

**Hon LJILJANNA RAVLICH:** Do those who study through SIDE study through SIDE at the school or do they study off campus?

**Mr Geiles:** They study on campus. We do limit the number of SIDE courses because we offer a range of other courses.

**Hon LJILJANNA RAVLICH:** Will you be asked to pay for the SIDE courses? Have you heard of that possibility?

**Mr Geiles:** My understanding is that that proposition has been presented to senior high schools. It has not been presented to district high schools at this stage.

**Hon LIZ BEHJAT:** You said that there are 24 students in 2010?

**Mr Geiles:** There are 24 students on the census. The figures I quoted were the information on the SSAC chart. We currently have 22 students enrolled—eight in year 11 and 14 in year 12.

**Hon LIZ BEHJAT:** Out of those 22 students, how many are undertaking TER through SIDE?

**Mr Geiles:** None of them but a small number of students actually take on an additional course, such as geography.

**Hon LIZ BEHJAT:** Just one subject in case they want to do TER later on?

**Mr Geiles:** Yes.

**Hon LIZ BEHJAT:** How many are doing that?

**Mr Geiles:** Approximately two students are doing the TER courses.

**Hon LIZ BEHJAT:** How many students completed year 10 at the school and then left the district in years 11 and 12 to go to a senior high school to do TER subjects?

**Mr Geiles:** I could not tell you with certainty.

**Hon LIZ BEHJAT:** Do you have a guesstimate?

**Mr Geiles:** I would be reluctant to guess in this forum. I could not tell you with certainty.

**Hon LIZ BEHJAT:** How many year 10 students did you have in 2008?

**Mr Geiles:** I do not have that information on me now.

**The CHAIR:** I might just chip in there with a supplementary question as it is similar. Could you tell us how many students are currently enrolled in years 8, 9 and 10 respectively? Do you have that to hand?

**Mr Geiles:** I actually focused on the information for years 11 and 12.

**The CHAIR:** If you would prefer, you can provide it to us later.

**Mr Geiles:** The information that I will be providing you from the SSAC charts will give you that.

**Hon LJILJANNA RAVLICH:** Is the SSAC information publicly available if we wanted to compare your SSAC data with somebody else's?

[11.26 am]

**Mr Geiles:** I guess the purpose for the SSAC information is purely resourcing. Student enrolments are certainly available online through Schools Online et cetera.

**Hon PHILIP GARDINER:** Just for my purposes, what does SSAC stand for, please?

**Mr Geiles:** I knew someone would ask me that!

**Hon PHILIP GARDINER:** No, it is just that I am ignorant!

**Mr Geiles:** School —

**Hon PHILIP GARDINER:** Sorry, I did not mean to put you on the spot.

**Mr Geiles:** It is double-S A C, but it is a resourcing —

**Hon PHILIP GARDINER:** It is a resource, so it is FTEs for students?

**Mr Geiles:** Essentially, what you have are student numbers with weightings and various multipliers that gives you your final FTE with above formula allocations included.

**Hon PHILIP GARDINER:** Thank you. I was aware that multipliers were applied. I just want to make sure that I understand what you said before. There are 22 students who you have enrolled in year 11 and year 12 at the school now, but you said there were 24, so that means —

**Mr Geiles:** There were 24 through the census data initially.

**Hon PHILIP GARDINER:** But when you say 24 through the census data that means two have fallen off the table somewhere?

**Mr Geiles:** Hmm.

**Hon PHILIP GARDINER:** Okay. Are you aware of those students? Do we know who they are? Are they residing in the Jurien catchment area for —

**Mr Geiles:** No. We are very pleased with our engagement program, with the number of students who actually engage with the school. We have a couple of students who are involved with the

participation coordinators to increase engagement. I mean, the problem with school numbers is they are always fluid, so you cannot necessarily compare one number with the next et cetera. We were going to get more year 12s this year, but I know of at least two who actually got apprenticeships, with a possible third. There are two students who were in year 11 at the school who went to a senior high school during this year.

**Hon PHILIP GARDINER:** The implication of the question that I asked is that if there are students who have kind of gone out of the school system somehow but where numbers are being used to make a decision of the kind that is being talked about here, then it could understate the value for Jurien by not having those students in the numbers. Therefore, we need to capture all those to make sure that the numbers are the best which allow the resources and the economies of scale to work for you.

**Mr Geiles:** Yes, I understand that, but at the end of the day the way the schools are resourced is that we actually submit projected numbers and then there are various census processes that occur during the year to moderate any effects of drift et cetera.

**Hon PHILIP GARDINER:** Okay. With the reduction of the senior school allocation, you talked a little about it, what compromises have you had to make in the delivery of the service to the students at the school as a result of the reduction for year 11 already?

**Mr Geiles:** The combining of courses is a significant resource consideration. So, essentially, if you have two courses that are running and you simply combine, you are reducing, I guess, the demand of the resource by 50 per cent. I guess that is a reality that we have had to actually combine years 11 and 12 in a number of our areas, which, when we had similar numbers last year, we were able to, more often than not, actually offer year 11 separate from year 12.

We wanted to make sure that a level of breadth of curriculum could be offered, given the various timing issues in terms of when this change was actually announced. We wanted to actually commit to providing a level of choice for the community, so the combination of courses of study for years 11 and 12 is a significant effect in terms of having to save resources as a result of the reduced allocation. Future erosion of the senior school allocation will have an impact on the breadth of courses that could be offered and an increasing reliance on SIDE. I understand that SIDE has a combination of both face to face and online, but it also requires a skill set of students to actually operate in that type of environment. Cert 2 qualifications for district high schools would be challenged in terms of an erosion of the senior school allocation. We would not be able to offer the range that we are now.

There are other ongoing effects in terms of capacity for career counselling because, as I said before, the senior school allocation is not only curriculum offering but assists and supports other operational matters in the area of senior schooling. There is a question of workforce issues. I have had a couple of experienced staff who indicate that they really do engage in the senior school program and it also provides a level of competitiveness for them in an increasingly competitive world for transfers and merit select et cetera. So the capacity to retain experienced staff to engage with senior schooling may be affected in the future.

**Hon PHILIP GARDINER:** Just one final question on this: you said before that they use the word “interim” and your understanding that there is an interim nature to the senior school allocation, but when you talk about the compromises you just talked about, that suggests to me that they are all recurrent expenditures, which means it is hard for me to—I am just intrigued. If it was meant to be interim, it does not kind of follow through when you have continuing students coming through that the recurrent—it still requires that same interim funding to carry out the service to give the delivery. Have I got that right?

**Mr Geiles:** I am not quite sure if I understand that —



**Hon PHILIP GARDINER:** The question I am really asking is: if this was meant to be interim and there is a recurrent need, where is the interim nature of it? Why would it have been defined as interim in the first place?

**Mr Geiles:** I could not answer that question. I guess “interim” has an implication that there will be an end date, but I could not answer that question.

**The CHAIR:** I might just pick up on that question. You have mentioned a couple of times that it was understood it was interim, but did you have any indication or understanding of an end date, or was it just a term that was used that it was interim but not definitely that it would finish in 2010 or any particular time?

**Mr Geiles:** The only information that I received in terms of the senior schooling allocation being transitioned out as of 2011 was the information that was provided by the deputy director general at the end of last year.

**The CHAIR:** Late last year, yes.

**Hon LJILJANNA RAVLICH:** Just as a follow on from that, I wonder, Mr Geiles, would it be possible, because you would have been the principal at the school at the time when the increase in the school leaving age —

**Mr Geiles:** Yes.

**Hon LJILJANNA RAVLICH:** You would have received correspondence either from the district director or, alternatively, from central office in relation to the increase in school leaving age changes. Somewhere along the line you would have been provided with correspondence in relation to the senior school allocation and the purpose of that funding. I just wonder whether you might be so good as to go back into the archives—I am sure that you have a very good filing system at your school—and pull out those relevant pieces of correspondence and if we can have them handed to the committee that would be great.

*[Supplementary Information No A2.]*

**Mr Geiles:** I am sorry, that is the date for—that is purely in relation to the purpose of the senior school allocation; is that correct?

**Hon LJILJANNA RAVLICH:** Yes. You can give us whatever you have on the increase in the school leaving age but we will home in on that particular area. I want to ask—I do not know whether you have canvassed this, I think you might have—about the consultation that you had with the —

[11.36 am]

**The CHAIR:** Liz did raise that.

**Hon LJILJANNA RAVLICH:** At any time, and even subsequent to the notification of the changes to the senior school allocation funding, have you been asked by the department for your feedback about how this change would directly impact on your ability to offer the breadth of courses and, indeed, the impact on the local students and of course the broader school community?

**Mr Geiles:** Are you saying in an official consultative capacity?

**Hon LJILJANNA RAVLICH:** Yes, in an official consultative capacity either at the district office level or at the central level?

**Mr Geiles:** Myself, no.

**Hon PHILIP GARDINER:** Was there no discussion between the district officer and you as principal of what this might mean for the school if it was being considered?

**Mr Geiles:** Certainly, I was provided information to indicate that, at the end of last year —

**Hon PHILIP GARDINER:** Was that the December letter, do you mean?

**Mr Geiles:** Yes, there was a letter I think dated 11 December. I guess I, as principal, was informed regarding the changes of the senior school allocation. Prior to that there were, I guess, conversations from the district office to indicate there was a review about the resourcing of years 11 and 12 and district high schools and that the school would be receiving information from the department regarding the extent of the implications of the review.

**Hon PHILIP GARDINER:** Apart from that was there no consultation saying what impact this would have on your teaching delivery or on the integration with the town and district and the VET programs?

**Mr Geiles:** Not in a consultative capacity, no.

**Hon LJILJANNA RAVLICH:** Just as a general comment, can you give us some information about how this increase in school leaving age initiative has impacted on the student population? In other words, are these students that are now coming back to do their VET courses or their SIDE course in the schools, are they the sorts of students that perhaps might have left the system in the past and become lost, if you like, in the bigger world? Are they coping with the challenges of the change in offerings you are providing at the school, and is the outcome a positive outcome or is it a bit so, so?

**Mr Geiles:** I think if we get any student engaged, it is a positive outcome for any school, particularly in the area of senior schooling. I believe that it is incumbent on a school to provide a relevant course profile to support students in their future employment needs et cetera. I do not have the numbers now in a comparative context, but the raising of the school leaving age did impact on what was anticipated in terms of a number of students actually returning to school. Some of these students required some support from participation officers et cetera to increase engagement.

I am trying to think of the actual question because there were a couple of questions in there and I want to make sure I answer them.

**Hon LJILJANNA RAVLICH:** Basically, are you finding you are getting back students that would have ordinarily been lost to the system and, given that on some occasions they are the harder end of the student market, are they coping with the range of courses you are offering?

**Mr Geiles:** Are they engaged? Yes. Do they attend? Yes. Are they working towards certain qualifications? Are they embracing the opportunities that are provided? Yes, they are. I guess data with regard to WAIS completion would further that.

**Hon LJILJANNA RAVLICH:** On the issue about the alternatives to Jurien Bay. Do you lose students to Moora Senior High School? .

**Mr Geiles:** I cannot give you a definitive answer in terms of the number of students but anecdotally I do not believe there are many students who choose Moora for a senior high school alternative, for a host of reasons. I guess, yes the closest senior high school is Central Midlands Senior High School.

**Hon LJILJANNA RAVLICH:** They go to board? .

**Mr Geiles:** I believe there is a St James residential facility there. I am not quite sure about the bedding capacity et cetera. There is not an existing bus service. The distance from the town centre from Jurien Bay to Moora is about 130 kilometres. It is about a 75 to 80 minute vehicle drive. We have to be mindful that a number of our students travel in from Leeman and Cervantes. Any bus service from Jurien Bay to Moora would need to consider the travel time that already exists for those students, but there is not currently a bus run.

**Hon LJILJANNA RAVLICH:** Are you aware that should you want a bus run, all have you to do is ask for one and the PTA would give you one?

**Mr Geiles:** Yes, but there are some policy requirements with regards to travel and guidelines that would have to be complied with.

**The CHAIR:** In your initial opening statement I think you raised the issue of a discrepancy between the funding for senior high school and district high school students. Can you give a bit more detail on what that is?

**Mr Geiles:** I am extrapolating this information because we are discussing now the senior school allocation in district high schools. I belong to a professional association, the District High School Administrator's Association, which has been engaged in a number of discussions regarding the equity of the senior school allocation in a district high school. I only received this information through the association so I have not received it from the department personnel per se. We have information that the senior school allocation in the senior high school may well be looked at.

**The CHAIR:** When you said you received that information —

**Mr Geiles:** Through the president.

**The CHAIR:** Of the district high school association?

**Mr Geiles:** Yes. You would have the submission that was presented by the president of the association. He actually talks about that issue there.

**Hon PHILIP GARDINER:** With the district high school administration body, I would have thought that could have been a natural body for consultation with the department about the kind of issue we are talking about here. Was the consultation process between that association and the education department not open?

**Mr Geiles:** My understanding is that there were discussions, the content of those discussions I could not say with certainty because I was not there, but I know that members of the executive had conversations with various department personnel. But I guess the flavour was that there was going to be a review of the resourcing of senior school students in district high schools.

**Hon PHILIP GARDINER:** I have observed in the submissions we have that each of the district high school principals recognise the unique role that is being played in years 11 and 12, so I would have thought that that unique role would have reflected the district concerns as well in the communication with the department if they were conducting a review.

**Mr Geiles:** All I can say is that I am aware that the discussions have occurred as have myriad issues the association picks up with the department. But I cannot say what are the detail of those conversations.

**The CHAIR:** Is it the intention of the school to continue to offer year 11 and 12 options at the school?

**Mr Geiles:** We intend to serve our community. I guess we will provide a course offering within the resources that are provided. Obviously, we will be up-front about that. There could be a comparative context—questions of comparing the previous course structure with a proposed new structure. Where we are permitted and have the resourcing we intend to provide some form of senior school program for the community.

**The CHAIR:** Thank you. We conclude this hearing. I indicate to members and members of the public that we will take a five minute break and start again just after quarter to 12. Thank you very much, Mr Geiles.

**Hearing concluded at 11.47 am**