

WACSSO Inc.
POSITION PAPER
STATE ELECTION 2017

Supporting parents
Supporting public schools



The Western Australian
Council of State School
Organisations Inc.

PO BOX 6295, EAST PERTH, WA, 6892 | p: 9264 4000 | e: info@wacssso.wa.edu.au

WACSSO.WA.EDU.AU

We are the peak body representing parents of public school children in Western Australia, working towards influencing the direction of public education for the benefit of students.

Introduction

This document sets the position of WACSSO on key issues pertinent to education in WA. On the 11th of March 2017, Western Australia will hold its State Government election. The election period provides an important opportunity for the Western Australian Council of State School Organisations Inc. (WACSSO) and its affiliates to advocate their position on key issues to political candidates, members and parties.

The issues listed in this position paper are:

- 1. School Funding, Resourcing and Support**
 - 1.1. School maintenance
 - 1.2. Support for all school staff
 - 1.3. Student centred funding model
- 2. School populations**
- 3. Wellbeing and support**
 - 3.1. Support for students with disability
 - 3.2. Mental health and allied health services
 - 3.3. Gifted and talented education
- 4. Safety**
 - 4.1. School safety
 - 4.2. Road safety
- 5. Independent Public Schools**
 - 5.1. School council/board training
- 6. Community Engagement**
 - 6.1. Parental Engagement
 - 6.2. Improved strategies for VET work placements
- 7. School fees, contributions and charges**
- 8. Information Communication Technology**
 - 8.1. Online NAPLAN
 - 8.2. Improved Internet bandwidth and speeds
 - 8.3. Bring your own device

WACSSO encourages P&Cs to use this position paper as an advocacy aid within their local electorates on education issues relevant to their school community.

1. School Funding, Resourcing and Support

1.1 School maintenance

In recent years, outstanding building and facilities maintenance has reached a tipping point. Some issues include unusable toilet facilities, asbestos containing materials and a primary school ceiling collapse causing huge concern. In 2015, the maintenance backlog was calculated at \$135 million and, though 2015-16's maintenance spend was estimated at \$125 million, we know that most of these funds were allocated to regular maintenance and not outstanding issues, with an estimated \$23 million to be spent on addressing the backlog.

In June 2016, the Minister for Education conceded during a budget estimates hearing that the state was behind in delivering maintenance to decades old schools experiencing severely suboptimal conditions. Specifically in the central metropolitan area and northern suburbs, issues have emerged with schools being filled beyond capacity. When schools are built they are designed to cater for an optimal capacity. Whilst there can be some leeway, with schools using innovative solutions to cope with a rise in population, facilities and utilities are simply not intended for such significant increases of student numbers.

WACSSO affiliates have been reporting a number of maintenance shortfalls that must be addressed in order to provide for the comfort and safety of students and staff, as well as offer a sound learning environment. For example, we have heard concerns surrounding the need for facilities upgrades – especially toilet facilities, undercover areas, canteens, and specialised classrooms (e.g. music, dance, art, science). Drop-off zones are another area of concern. They are particularly essential for ensuring children leave and arrive at school safely, and to relieve traffic congestion around schools that weren't designed to cater for inflated populations.

WACSSO regularly raises this topic with both the Minister and the Director General as we are concerned that maintenance issues will continue to grow. There are neither sufficient funds nor an effective program in place to rapidly and significantly address the concerns, which is a matter of angst for school communities.

Position

WACSSO calls for:

- the development of an effective maintenance plan that will address the current backlog within an acceptable timeframe;
- the State Government to fund the maintenance backlog in order to ensure that all government school students and staff have access to comfortable, sanitary and safe learning environments that are adequate in all aspects; this includes quality (including size) of buildings, grounds, facilities and equipment; and
- ongoing maintenance programs to be developed and implemented which will address the pressure of aging facilities and population growth facing government schools.

1.2 Support for all school staff

WACSSO recognises optimal staffing levels and professional development for all teachers, support staff and, in certain cases, other members of the school community as prerequisites for educational success. Further, the quality of any school is closely related to the quality of its teachers; their skills, energy and enthusiasm, imagination, professionalism, tolerance, sensitivity and perceptiveness, and affinity with young people. This

quality is supported by a number of factors, factors which are suffering under the current level of funding and resourcing of our schools. For instance, optimal staffing levels, additional assistance and reduced teaching load for first year teachers, plus ongoing and fully supported professional development.

Since 2013, the WA government education sector has been subject to significant shifts in staffing and budget allocations. In 2014 alone, more than \$200 million was removed directly from government school budgets and a further \$45 million from secondary school budgets in 2015. While we recognise that the total education budget has increased, this amount has not kept pace with the rate of student population growth. Other significant reductions include:

- 150 central and regional office positions;
- 200 redundancies across the sector in 2015;
- 110 Aboriginal and Islander Education Officers in 2014; and
- an average reduction in expenditure per student of \$714 per year.ⁱ

During this lean funding period, the student to staff ratio has risen from 14.5 to 15.5. While government school populations are swelling, school staff numbers and support has continued to be axed. Despite several new schools being commissioned to deal with the epidemic, school communities have experienced little relief in the way of staff support.

Position

WACSSO calls for:

- optimal staffing levels;
- appropriate and effective professional development for teachers and other staff as well as, in certain cases, other members of the school community; and
- systemic, departmental support for schools and school leaders to ensure efficient school management.

1.3 Student-centred funding model

At the beginning of 2015, WACSSO welcomed the Minister for Education's announcement that an additional \$46.5 million would be injected into the Student-centred funding model (SCFM) to boost the per-student amount, plus allocations for enrolment number, locality, aboriginality, social disadvantage, disability and English as an additional language. Initially, WACSSO received no negative feedback from parents about the SCFM or one-line budget. Despite this positive step, socioeconomic disadvantage remains a key influence on educational opportunity at every stage of learning and development. Funding is just one element in addressing the negative impact of socioeconomic disadvantage on student outcomes.ⁱⁱ For the SCFM to be effective, the State Government needs to fund education to a level that mitigates the need for parental fees, charges and contributions and teacher contributions.

Following the inaugural School Community Contributions and Funding Survey collated by WACSSO, we found that in 2014 P&C Associations donated in excess of an estimated \$15 million to schools in funds and resources. On average P&C volunteers donate 70.5 hours per week, the equivalent of almost two full time jobs. These figures were projected to increase yearly.

The results of WACSSO's survey clearly showed a significant increase in the level of financial support provided to schools by P&Cs for items historically supplied through government funding. Items such as basic literacy and numeracy resources, ICT, outdoor shade provision and even furniture and general maintenance.

The State Government claims that WA schools are the best funded in the country. It is our firm position that schools should be funded to the point that parents are not relied upon to supplement core learning materials. However, we know that schools that receive low rates of voluntary contributions have limited capacity to provide additional programs, equipment and resources to enrich student's educational experiences. As the SCFM has no reliance on receiving contributions and charges we should not be seeing the further types of inequities between our government schools.

Unsurprisingly, it's not only parents who are supplementing our WA schools. There is a widespread understanding that teachers are contributing their own personal funds for classroom resources. Information gained through a Freedom of Information request lodged in November 2015 revealed the dollar amount claims for 'other work related expenses,' including classroom resources; stationery; and items used for teaching (this did not include travel; accommodation; uniform; laundry etc.). WA Primary School teachers in the 2014 financial year claimed an average of \$1,397 each. WA High School teachers claimed \$1,291. The cumulative total of claims by teachers in the education industry in Western Australia in the year ending 30 June 2014 was \$64,793,658.00. The general feeling is that this is a gross underestimation due to not all teachers making claims or having knowledge of what items are eligible to claim, and not keeping receipts.

On top of these funding inefficiencies, an analysis of information from 2009-2014 (published on the ACARA My School website) revealed that while government schools have seen their budgets reduced and their student/staff ratios increase, non-government schools continue to receive increased funding. The analysis also pointed out a significant drop of 10.6 percent in State Government funding for government schools (\$1388 per student) between 2009 and 2014. In this period, Catholic School funding was up 8.3 percent and Independent schools by 12 percent.

		WA Government recurrent funding per student (2014 dollars)						Net change 2009-14 (2014 dollars)	% Change 2009-14 (2014 dollars)
		2009	2010	2011	2012	2013	2014		
All	All locations	\$9,510	\$9,260	\$9,250	\$9,336	\$9,084	\$8,799	-\$711	-7.5%
	Metropolitan	\$8,375	\$8,250	\$8,254	\$8,314	\$8,070	\$7,846	-\$529	-6.3%
	Provincial	\$10,543	\$10,178	\$10,163	\$10,295	\$10,074	\$9,826	-\$717	-6.8%
	Remote	\$16,951	\$15,920	\$15,981	\$16,254	\$15,962	\$15,113	-\$1,837	-10.8%
	Very Remote	\$20,210	\$19,080	\$19,067	\$19,351	\$19,212	\$18,559	-\$1,650	-8.2%
Government	All locations	\$13,077	\$12,586	\$12,552	\$12,496	\$12,136	\$11,690	-\$1,388	-10.6%
	Metropolitan	\$11,771	\$11,448	\$11,415	\$11,303	\$10,939	\$10,564	-\$1,207	-10.3%
	Provincial	\$13,992	\$13,392	\$13,413	\$13,458	\$13,135	\$12,753	-\$1,239	-8.9%
	Remote	\$19,404	\$18,056	\$18,233	\$18,543	\$18,119	\$17,185	-\$2,218	-11.4%
	Very Remote	\$23,301	\$21,828	\$21,600	\$22,087	\$22,005	\$21,274	-\$2,026	-8.7%
Catholic	All locations	\$2,875	\$3,071	\$3,075	\$3,114	\$3,146	\$3,113	\$238	8.3%
	Metropolitan	\$2,852	\$3,054	\$3,051	\$3,095	\$3,141	\$3,099	\$247	8.7%
	Provincial	\$2,895	\$3,080	\$3,087	\$3,089	\$3,090	\$3,081	\$186	6.4%
	Remote	\$2,733	\$2,898	\$2,926	\$3,090	\$3,025	\$3,044	\$311	11.4%
	Very Remote	\$3,970	\$4,139	\$4,435	\$4,361	\$4,314	\$4,358	\$388	9.8%
Independent	All locations	\$2,473	\$2,609	\$2,671	\$2,757	\$2,741	\$2,770	\$296	12.0%
	Metropolitan	\$2,425	\$2,541	\$2,590	\$2,684	\$2,687	\$2,713	\$288	11.9%
	Provincial	\$2,542	\$2,722	\$2,819	\$2,917	\$2,832	\$2,859	\$316	12.4%
	Remote	\$2,555	\$3,782	\$3,438	\$3,443	\$3,176	\$3,238	\$683	26.7%
	Very Remote	\$5,513	\$6,321	\$7,273	\$6,249	\$5,842	\$6,113	\$600	10.9%

Table one: Western Australian government recurrent funding to all schools, 2009-2014.

Source: Bernie Shepherd, 2016. *Western Australian Schools 2009-2015: What the My School website tells us.*ⁱⁱⁱ

Federal funding for WA schools is under scrutiny. A recent article published in *The Australian* highlighted “wild inequalities” across Australia’s states and territories under the Gonski model. The article revealed WA schools (across sectors) have been receiving an average of \$694,135 per annum, which equates to approximately \$134,000 less than the national average. Currently, WA schools receive the lowest amount of federal funding in the nation. WACSSO has always been of the position that the Federal Government honours its initial funding commitment for schools, based on the recommendations of the Gonski Review. No further agreements should be made between state and federal governments until a more transparent, equitable solution is reached.

WACSSO supports a Student-centred funding model; a one-line budget that links school funding with student need. However, the State Government needs to inject more funds for it to reach its full potential.

Position

WACSSO calls for:

- State Government to fund education to a level that mitigates the need for parental fees, charges and contributions;
- additional funds to be invested in order to cover core learning activities and outstanding maintenance, so that P&C funding can be utilised effectively in other areas;
- a governance strategy to be implemented around how principals allocate funding provided on a needs-basis, i.e. for particular students, such as those with a disability or English as an Additional Language or Dialect;
- transparent and detailed information to be provided to parents so they can be informed how targeted funding for students is being directed to their needs;
- a review into how the Student-centred funding model is accounting for economies of scale, as small and mid-sized schools must be able to offer their students an equitable level of education; and
- an increase in the level of funding provided to schools for the purchase of stationery and material to address the shortfall currently picked up by teachers, especially in addressing the needs of students from low socioeconomic backgrounds.

2. School populations

Overcrowding is a continual issue facing our WA government schools with populations expanding faster than our facilities can develop. For instance, according to ABS data, government school populations in Western Australia have experienced an increase of just over 13.8% between 2010 and 2015. Another factor contributing to the swelling of secondary schools is the transition of Year 7 from primary to secondary in 2015. The move resulted in shifts in the number of students across those levels and the consequential changes to the counts of each school type required to meet the changing need.

Such a significant surge must be supported by equally significant action across all fronts, starting with, but not limited to, the introduction of new and expanded schools. A step in the right direction when the 2015 the State Treasurer’s budget allocated \$191 million over four years for new and expanded schools. School expansion often comes at the expense of specialty spaces, for example, music, art, drama and science classrooms. When allocating funds for school expansion, all planning must consider the preservation and construction of specialty spaces.

Throughout the state, issues have emerged with schools being filled beyond capacity. The Department of Education attributes this growth to the success of the government education system and a significant growth

in demand for secondary student places. As a result of the government education system catering for more and more students, there has been an increase on the reliance of transportable classrooms as populations outgrow existing facilities – Churchlands Senior High School now holds a state record of 42. New schools are needed in the outer-growth corridors of Perth, such as Joondalup and the Southern River region. These areas require accurate population projections in order to account for future need.

Conversely, there are a number of schools in the state that are afflicted by shrinking populations, particularly regional and secondary. More funding is needed to support schools with low student populations in providing optimal education opportunities for all students. Where low student population is an issue, schools sometimes struggle to provide the most basic of ATAR programs. This has numerous flow on effects, which extend beyond the most obvious (educational disadvantage of the individual) and into the disadvantage of the local community, a negative feedback loop which results in increasingly dire circumstances. Outcomes include students being sent away for schooling which means an age gap in local populations, an inclination to move out of the region post-secondary school and an overall declining trend in regional populations. By strengthening regional education, particularly secondary, the local community is also strengthened.

Position

WACSSO calls for:

- greater transparency in the planning and communication of school population projections;
- new schools to have funds committed to ensure optimal levels of school resourcing at inception and in line with projected growth;
- the State Government to fund the development of specialty spaces so that students have access to a diverse and optimal education.

3. Wellbeing and support

3.1. Support for students with disability

As of March 2016, a notable 46,462 students in WA government schools require extra support due to disability, that's 17.3 percent of all government school students. However, only 10.4 percent are receiving the extra help they need.^{iv} WACSSO continues to advocate for increased State Government investment in supporting all students with disability on the basis of need by honouring the initial funding commitment for schools, established by the recommendations of the Gonski Review in 2013.

In August 2016, the Minister for Education announced increased support for students with disability, declaring Abilities Based Learning Education Western Australia (ABLEWA) resources would be available to all Western Australian schools following successful trials in 124 schools throughout the state. The ABLEWA program uses curriculum materials and an assessment tool (ABLES) to enhance the resources available to teachers in order to support the teaching and learning of students with disability and additional learning needs.

In accordance with WACSSO Policy 3.3.3 'Disability', WACSSO maintains that classroom and school arrangements should ensure all people with disabilities (including students and their family members) can fully participate in all educational and school-related activities. There needs to be greater monitoring of practices in schools where students with disability attend in order to ensure their needs are being appropriately met. This includes measuring student outcomes to enable focussed evaluation of teaching

methods. By measuring student outcomes the Department of Education will be able to better design and implement programs for students with disability.

Furthermore, WACSSO sees a need for the State Government to ensure appropriately trained and adequately resourced educational assistants are being employed. We are concerned that current minimum standards (or lack thereof) are negatively impacting educational and social outcomes of students with need. For example, there are no minimum qualifications in Auslan proficiency required for Educational Interpreters (EIs) in Western Australian classrooms. Furthermore, schools are the only State Government settings where interpreters are employed without holding a formal qualification from the National Accreditation Authority for Translators Interpreters (NAATI). EIs in WA schools should be required to hold this qualification and existing EIs should be supported to work towards the NAATI qualification to ensure all Deaf children in WA have access to a quality education. The State Government needs to support educational assistants and interpreters in their upskilling to improve educational outcomes for students with disability.

Position

WACSSO calls for:

- State Government to make an increased funding commitment to ensure that students with disability and special educational needs are adequately supported through a wide range of programs and services in schools across the state;
- increased transparency in the allocation of need-based funding;
- appropriately trained and adequately resourced educational assistants be provided, ensuring that students with disabilities receive an excellent education enabling them to achieve to the best of their individual potential;
- a change to the Job Description Form for Education Interpreter that lists NAATI accreditation as an essential criteria; and
- a commitment to upskilling EAs and EIs to enable improved educational outcomes.

3.2. Mental health and allied health services

In line with WACSSO Policy 3.9.2 'Health Care,' WACSSO's position is that proper health care is essential to improving all students' educational outcomes. This requires integrated, coordinated health services to combine and work towards preventing and correcting health problems, including physical and mental health, and that all students should have access to a Health Service staffed by a full time Community Health Nurse.

A number of schools are struggling to support their school communities in the provision of welfare needs; particularly those with a high population of students experiencing increased and complex societal issues, for example those with English as an additional language or dialect or coming from low socioeconomic areas. The lack of welfare and health services within schools places high levels of stress on teachers and other students.

Student welfare services are diverse and in need of increased support in order to cater for the spectrum of needs facing all WA students, parents and school staff. There is currently a funding deficiency for welfare services that cover the wellbeing of the school community.

Position

WACSSO calls for:

- State Government to increase funding for mental and allied health services, ensuring that all school communities have access to an array of support systems;
- better promotion of, and access to, allied and mental health services for students in government schools; and
- greater collaboration between schools; community and service providers to improve service delivery.

3.3. Gifted and talented education

In accordance with WACSSO Policy 5.6 'Education for Gifted and Talented students', the State Government should provide resources and opportunities to stretch all students, including those who are gifted and/or talented. Furthermore, the school curriculum, classroom programs and, where necessary, targeted strategies should enable outstanding abilities to emerge and be identified, at any age, and for all students.

It's important to recognise that students with exceptional ability are individuals, with their own unique strengths and weaknesses. A student may be considered exceptional in some areas, but may require additional support in others. It's important to recognise that students may require support with behavioural, social, physical/sensory or specific learning difficulties. Direct intervention is particularly critical for these students because giftedness may only emerge when the appropriate opportunities are provided. All opportunities must be seized to enrich student learning in order to stop underachievement amongst the most able students.^v

Gifted and Talented programs are offered at 17 select government secondary schools, where teachers with specialist knowledge are employed to develop student talents and help them reach their full potential. Places are limited in these programs because they offer rich learning environments that are challenging and stimulating, resulting in strong demand and competitive entry. Therefore, the State Government needs to ensure parity between opportunities offered to students at selective schools and opportunities offered to students with exceptional ability throughout the government school system, ensuring that all are nurtured and challenged.

Position

WACSSO supports a targeted focus of identifying and catering for students with exceptional ability and ensuring that their learning needs are met. The government school sector must ensure that:

- extracurricular programs for students with exceptional ability are readily accessible;
- specialist provisions and extension are integrated into daily class time;
- where extracurricular programs are offered, this must not be the sole extent of support for students with exceptional ability; and
- schools are properly equipped, and teachers are supported and resourced to develop all students across the full educational spectrum.

4. Safety

4.1. School safety

The Department of Education's safety and welfare policies support and maintain the safety and wellbeing of all staff and students in their learning and working environments. WACSSO acknowledges the positive implementation of risk management strategies designed to actively respond to potentially catastrophic situations (particularly environmental). However, concerning reports of violence, assault and behavioural issues have arisen over the past year. Students, parents and schools need preventative strategies, meaningful intervention and support when dealing with societal and environmental issues which result in poor behaviour. There needs to be more emphasis on long term solutions to ensure the safety of all members of the school community.

Teaching students the right way to behave is a shared responsibility. A 2014 Auditor General report, *Behaviour Management in Schools*, acknowledges that while schools are part of the solution, they cannot address all the contributing factors to student behaviour without the cooperation of parents, government and the broader community.^{vi} Because the causes of extreme behaviours are often complex and relate to factors outside of school (family dysfunction, mental health issues, poverty and poorly-developed social skills), management requires a collaborative approach. This includes cooperation from parents and carers, support from other government agencies and the education system.^{vii}

Parents have an expectation that when their child goes to school they will be emotionally and physically safe and secure in their school environment, free from abuse, bullying, harassment, and undue risks. In accordance with the *Occupational Safety and Health Act 1984*,^{viii} principals are required to maintain workplaces and systems of work to ensure those in their care are not exposed to hazards. It is the Department of Education's responsibility to ensure school staff are equipped to recognise and report workplace hazards and maintenance; ensuring all facilities maintain optimal levels of safety.

An increasingly emergent issue facing WA schools is cyber safety. WACSSO has regular correspondence with affiliates surrounding the topic and calls for cyber safety education are intensifying - for students, schools and parents, alike. Schools are being flooded with resources and programs claiming to be beneficial to students, so how do schools choose the right program? School staff must be equipped with the right tools to vet these programs and resources. This will ensure students are being informed by expert, evidence based knowledge.

Position

WACSSO calls for:

- the government to develop collaborative, and where appropriate inter-agency, strategies aimed at preventing and managing the safety of students and staff in government schools; and
- the development of guidelines for vetting programs, resources and presenters so that students are being informed by expert, evidence based knowledge.

4.2. Road Safety

WACSSO affiliates continually report road safety concerns. Constant issues arise over a lack of safety surrounding student pick-up and drop-off periods. To ensure road safety in school zones the State Government needs to provide school crossing guards and 'walk lights' where needed and to develop adequate pick-up/drop-off zones for all schools.

There are more than 1050 schools in WA, yet only approximately 600 government funded school crossing guards.^{ix} There are two types of school crossings in WA, Type A and Type B, which are approved and overseen by the Children's Crossing and Road Safety Committee (CCRSC), of which WACSSO is a member. Type A Crossings are staffed by government funded crossing guards, while Type B crossing guards are left to the school community to fund. It is beyond the capacity of most government schools to fund this type of service. Therefore, while a school may be approved of a Type B crossing, in which only the infrastructure is funded by the State Government, the risks remain as they are unable to employ a guard. The end result is a situation where students are crossing potentially dangerous roads without a trained guard onsite.

Despite the significant safety improvement made by the implementation of electronic, flashing 40-kilometre-an-hour signage in school zones,^x there are some motorists who continue to drive dangerously through these zones. A particularly dangerous situation arises where there is a very busy road near a school (more than 1000 vehicles passing by in an hour). For safety reasons the number of students crossing the road in such cases is minimal – it is simply too dangerous to cross, hence the school cannot meet the quota to qualify for a guard. If a crossing was approved in such cases, students would be safer and more likely to use the crossing, so the school would then qualify.

Furthermore, where students are being dropped off to school by car there needs to be a coordinated effort between local government and the Department of Education to demarcate and enforce school "kiss and drop" zones. The combined levels of government need to develop a coordinated pick-up and drop-off scheme using existing 'No Parking' areas at schools. The areas should always be on the school side of the road to provide convenience for drivers and enhance children's safety. By assisting parents and carers to easily, and legally, pick-up or drop-off their children we are ensuring a safe environment and minimising the associated risks.

Position

The safety of Western Australian school students is paramount.

WACSSO calls for:

- any school requesting a crossing guard to be provided with one immediately for an initial 6 month period while further assessments are carried out;
- a more accurate determination of risk via amendments to the current formula to determine the need for a Type A crossing, to also take into account other risk factors i.e. road conditions, speed limits, types of vehicles using the road, pedestrian age and number of unsupervised crossings;
- the State Government to investigate the provision of 'walk lights' at all schools without school crossing guards; and
- the development of a coordinated pick-up and drop-off scheme between Local Government and the Department of Education to ensure all schools have a safe environment for the pick-up and drop-off of students.

5. Independent Public Schools

WACSSO supports all government schools in Western Australia. However, we are of the strict belief that the expansion of the Independent Public School (IPS) initiative must not create a two-tiered system. Currently, there are a number of factors contributing to the developing perception of a two-tiered government education system in Western Australia. These include the public discussion of IPS, an inequality in the distribution of support between IPS and non-IPS sites and the State Government's advertisement of the initiative. This growing perception of a two-tiered system is detracting from the reality that all of our government schools are operating under one-line budgets. The system should be commended for educating 67 percent of school aged youths, in many and varied circumstances, to a very high standard.

Since the Premier and Minister for Education announced the creation of the IPS initiative in 2009, the initiative has allowed some schools to adopt a new operating approach that delivers greater autonomy in selecting staff, implementing programs, and managing finances. IPS was touted by the State Government as a solution to strengthening community engagement in schools. However, no research has been conducted nor evidence provided to support the claim that IPS increases community engagement. In fact, since the introduction of IPS, WACSSO affiliates have been reporting increasing incidences of P&C Associations being asked to become sub-committees of the school board or even to wind up. The *IPS Report Card* found that the benefits of a school board's structure cannot be realised when school boards are relegated to an advisory role.^{xi} With a great majority of management decisions being made solely by principals, there is little substantive involvement of school boards and, by extension, the school community. WACSSO supports any initiative that promises higher levels of parent and community engagement, although this should never be unique to IPS schools and should never come at a cost to existing groups that are operating within the school community.

Multiple investigations into the initiative (Melbourne University's initial report in 2013 and the subsequent *IPS Report Card* in August 2016) have revealed no demonstrated educational benefit or improvement in student outcomes, which should be the key driver for any educational reform. The *IPS Report card* claimed that the initiative was "exacerbating existing inequalities in the government education system, both perceived and actual, in order to reinforce a 'two-tiered' system."^{xii} WACSSO is concerned about the State Government's endorsement and continuation of the initiative. The introduction of another 73 IPS sites in 2017 (meaning 83 percent of government school students will be attending IPS schools) is especially concerning considering there has been no attempt to address the systemic flaws exposed by multiple investigations.

The way the State Government has showered praise on the IPS initiative, a system which will never be sustainable for some schools, has resulted in schools competing for status. The Honourable Peter Collier MLC, Minister for Education, described the IPS initiative as having:

"Stripped away the barriers that used to shackle principals and staff from doing their jobs effectively - that is, providing the very best teaching and learning environments for students."

and that:

"Such a strong field of schools were deemed ready to become Independent Public Schools that we could not deny them this great opportunity"

These quotes are from a recent media release from the Minister for Education^{xiii} announcing additional IPS schools for 2017. These quotes indirectly suggest that non-IPS sites are second best and unable to offer

optimal teaching and learning environments. The language used places IPS sites on a pedestal and reinforces the perception of a two-tiered system, leaving schools and parents concerned that they'll be left with below par teachers if they are not able to choose their own teaching staff; which we know is simply not the case.

WACSSO is very cognisant of the disparity between training for schools boards and councils as a risk to the current system. Arguably, as the *School Education Act 1999*^{xiv} does not include reference to boards, councils and boards are essentially the same body because all schools (except where exempt) are required to have a school council. As such, councils and boards should receive equal training opportunities. However, school boards (IPS) are receiving more (and better quality) training than their school council counterparts.^{xv} This disparity only further intensifies the negative 'two-tier' perception of WA's government education system.

Position

WACSSO calls for the promotion of the government school system as a whole, to include:

- supporting teachers and helping them to achieve quality teaching, whether IPS or not;
- a formal and immediate change in the discourse surrounding IPS and government schools, the current dichotomy, IPS (good) versus non-IPS (bad), is further entrenching the perception of a two-tiered system; and
- State Government addressing the mechanisms that are creating the perceived and actual two-tiered system.

Any major educational reform should be made on the basis of improved student outcomes. With no evidence to suggest that this is the case, WACSSO calls for evidence into improved student outcomes before any further roll out of the initiative.

5.1 School council/board training

WACSSO is growing increasingly concerned about the current disparity between the amount, quality and availability of support offered to school councils contrasted with that offered to school boards. This gap is contributing to the perceived 'two-tiered' system and threatening the equity of government education in Western Australia.

In 2009, WACSSO was at the forefront of promoting greater community involvement in government schooling through school councils. In 2010, WACSSO lost the \$15,000 component of the Service Agreement to deliver school council training and resources and the Department of Education subsequently took on the responsibility. WACSSO was no longer funded to provide school council training to WA school communities, forcing us to end this much needed and supported service.

Forwarding to the present day, WACSSO continues to hear concerns from principals, community members, affiliates and P&C members sitting on school councils, around a lack of governance and training opportunities. Whereas, school boards are offered considerably more support. This disparity has only increased. The Department of Education has introduced the school board Development Program in Term 4, 2016. The State Government openly called for high-profile, influential West Australians to help steer the future of government education by joining Independent Public School boards with no mention of school councils.

WACSSO acknowledges that increased responsibilities for IPS boards requires that parent, carer and citizen representatives are skilled and supported to undertake their role on school boards, however councils provide the same function for non-IPS schools and are being neglected. Training for school council and board

members, as with P&Cs, needs to be consistent and ongoing as members have a relatively high rotation rate and skills and knowledge are lost when members leave.

Position

WACSSO calls for the State Government to:

- address the disparity between supports offered to IPS and non-IPS schools, including providing equitable training and resources for school boards and school councils; and to
- mandate the requirement for consistent and ongoing comprehensive training and resource material to school councils and boards, alike. There must be equal opportunity provided to school council and board members to access comprehensive training and resource material in order to develop strong management teams across the government sector.

6. Community Engagement

Our Western Australian schools passionately embrace and support their local communities. However, they need increased support dealing with societal and cultural issues in order to tap into the positive effect that school community involvement has on social and educational outcomes for children. This includes building communication between classrooms and homes, allowing schools to benefit from sociocultural and linguistic diversity, the provision of a broader resource base in providing learning opportunities and services to children and families, increasing participation in decision-making in the school community, and enhancing community spirit and cohesion.

As agreed by State and Federal Governments in the 2008 Melbourne Declaration on Educational Goals for Young Australians, governments must commit to working with all school sectors to ensure that schools engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities.^{xvi}

When considering the obstacles that schools face, the State Government must invest funds towards developing programs, services and support for families from all cultural backgrounds. This will help foster better and more cohesive communities. Research consistently shows that when schools and families work together, children do better and stay in school longer. Funding should not be exclusively distributed to low socioeconomic schools but to all schools to help them embrace parental and community engagement.

Position

WACSSO calls for:

- Inter-agency, and where appropriate cross sectoral, cooperation to deliver, implement and foster improved community engagement; and
- funding to be provided to schools to help them develop and resource community development programs, services and support for families from all cultural backgrounds.

6.1. Parental Engagement

Together, parents and teachers are pivotal in shaping and directing children's learning, development and wellbeing. Parental engagement is effective in showing children that education is important, building their

confidence and fostering connections between home and school environments, all of which contribute to improving student's educational outcomes and well-being.

Despite an increased emphasis on utilizing parental engagement as a strategy for improving student outcomes, there is a distinct lack of policy surrounding the fundamental importance of parental engagement. There is also a lack of conceptual and definitional clarity around what parental engagement is and therefore what should be measured.^{xvii}

We know that successful parental engagement has a distinctly positive effect on improving social and educational outcomes.^{xviii} However, because of the indistinct nature of this target area, it's difficult to pinpoint the specific characteristics of parental engagement that contribute to improving social and educational outcomes of students. Therefore, the State Government should be researching what constitutes successful parental engagement and the factors that make it so successful, allowing more school communities to fine tune their efforts, which will result in increased benefits from the effects of successful parental engagement.

Position

WACSSO calls for:

- State government to have a targeted initiative of promoting and supporting parental engagement;
- the development of a parental engagement policy, including clearly defined terms of reference; and
- teacher training courses to include compulsory parental engagement training.

6.2. Improved strategies for VET work placements

To obtain a Western Australian Certificate of Education (WACE) a student must complete either four Year 12 ATAR Courses or a Certificate II (or higher) Vocational Education and Training (VET) qualification. VET enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course.^{xix} Students studying a VET pathway have work placement requirements where they engage in practical on the job experience, developing industry skills to equip them for new, emerging economies.

WACSSO has been receiving an increased number of reports from teachers, students and parents about the difficulty of securing work placements for VET students. In times of economic hardship many businesses are closing, some are reducing staff numbers and they aren't always able to host students. Where limited certificate options are offered by a local school it creates increased competition for access to work placements. We acknowledge the strong support of government education by many businesses across Western Australia.

Government agencies deliver a wide range of services and are located throughout the state. We see an opportunity for the Government to make an investment in education by committing to having agencies host work placements for VET students. Not only will this dramatically increase the number of work placements available it will relieve the pressure on other businesses struggling to cater for the need. Where established agreements are in place it can reduce the administrative burden and time consuming process of staff trying, often unsuccessfully, to secure future placements. It would also give better certainty to schools when determining what certificates are able to be offered for study.

Position

WACSSO calls for a commitment from government to provide work placements in government agencies for senior school students undertaking VET studies in government schools, by developing a partnership program with the Department of Education.

7. School fees, contributions and charges

After a prolonged period of economic wealth driven by the resources boom, WA's economic trajectory has returned to a 'new normal' that is more consistent with national averages.^{xx} This 'new normal' has resulted in factories, workshops, offices and shop fronts being closed; 'for lease' signs are on the increase. Another clear indicator times are tough, coffee prices have dropped from an average \$5 per cup to \$3.50. Also, and perhaps most alarmingly, the unemployment rate has almost doubled to 5.7 percent and in some low socioeconomic areas rates have climbed into double digits. In fact, for the first time since 2006, the state's unemployment rate surpassed the nation's unemployment rate in mid-2015.^{xxi}

At a time where the average West Australian resident is facing increasing financial constraints, it imperative that State Government fulfils its fundamental responsibility of providing fully funded government education; this includes expanding the provision of 'no cost' options for Year 11 and 12 students. It's not equitable to make education compulsory¹ and not provide an engaging and meaningful suite of 'no cost' options. WACSSO maintains that if a student is required to be in school their financial situation should not be the determining factor in what they can study.

Currently, there are set contributions and charges for Primary School students and charges for High School students in Years 7 – 10. Costs for years 11 and 12 are not fixed for the year but directly linked to the subjects the student is studying. In evidence of this, at one secondary school Philosophy and Ethics is priced at \$21 and Physical Education at \$247. At another school, to study Technology it costs \$25, whereas Food Science & Technology is priced at \$180. These course fees vary greatly between schools and an even greater disparity is seen in VET certificate courses.

The compulsory education period is defined as the end of the year in which the child reaches the age of 17 years and 6 months.^{xxii} Year 11 and 12 are pivotal years, preparing young adults for further education or employment. In recognition of these two facts schools must be supported to provide meaningful, engaging 'no cost' options in the spirit of equity so that no student is disadvantaged solely due to the financial capacity of them or their family. WACSSO firmly maintains secondary students need freedom to choose their desired pathway, rather than forcing them to choose lower cost options based on monetary restriction.

Furthermore, in accordance with WACSSO Policy 3.2.1 'School fees, charges and contributions', WACSSO maintains that the government should fund education to a level that mitigates the need for parental fees, charges and contributions. WACSSO regularly hears concern from parents that many schools are growing increasingly dependent on what should be considered additional funds from parent contributions to

¹ Essentially, education is compulsory through to year 12. The compulsory education period in WA starts at the beginning of the year in which the child reaches the age of 6 years and 6 months up until either the end of the year in which the child reaches the age of 17 years and 6 months, they satisfy the minimum requirements for graduation from secondary school established under the Curriculum Council Act 1997 or they turn 18, whichever happens first.

resource items historically supplied through government funding. For example, basic literacy and numeracy resources, ICT (see Section 5. regarding 'Bring Your Own Device') and outdoor shade provision, even furniture and general maintenance. Schools that do not receive revenue from this source are therefore suffering an additional layer of disadvantage.

This concern was substantiated in 2015 when WACSSO released survey results from the inaugural School Community Contributions and Funding Survey.^{xxiii} WACSSO surveyed 118 P&C Associations in June 2015 and found for the 2014 school year, individual P&Cs donated an average of \$14,245 cash to their schools, or a total of \$9.1 million projected across all 639 WACSSO-affiliated P&C Associations. These numbers were set to increase to \$15,719 on average per school in 2015, or more than \$10 million across WA. The survey will be issued again in 2017 to assess parent contribution trends.

Position

WACSSO calls for:

- government to fund education to a level that mitigates the need for parental fees, charges and contributions;
- the viability of increased 'no cost' cost options for secondary school students to be assessed; and
- an increase in funding for all government schools so that core education materials are effectively resourced and so that schools are not relying on parent contributions to maintain optimal levels of resourcing.

8. Information Communication Technology

Significant advances in technology over the past decade have led to an increase in the use of ICT in schools to aid teachers in ensuring their students receive a high quality education. The rapid development of digital technologies has led to several new initiatives being rolled out in our WA schools, such as the introduction of electronic whiteboards, tablet computers and an increasingly digital-focused curriculum. In September 2016, the Federal Government announced the roll out of a Digital Literacy School Grants initiative; aimed at supporting schools to encourage and facilitate the implementation of the new Australian Curriculum: Digital Technologies. Students now turn to internet search engines instead of the indexes of books to conduct research for assignments. Students learning via distance education require reliable access to the internet in order to access an optimal education.

The Melbourne Declaration on the Educational Goals for Young Australians^{xxiv} acknowledges that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, students must be highly skilled in its use. The Australian Curriculum has been developed in a way that is heavily technology-focused. ICT, used as a tool throughout the curriculum, and Technology, as an isolated study area, is fast, interactive and diverse, requiring sufficient funding and resources to adequately deliver it.

Position

WACSSO calls for:

- the development and communication of a strategy that details the Department of Education's commitment to constantly upgrading and updating ICT in schools so as not to fall behind; and
- the replacement of hardware and devices and upgrade of bandwidth and network infrastructure regularly to ensure that schools are keeping pace with the technological requirements of students.

8.1. Online NAPLAN

State, territory and commonwealth Ministers for Education have agreed that the National Assessment Program – Literacy and Numeracy (NAPLAN) tests will be conducted online from 2017 in an opt-in basis over two to three years. This means that student access and completion of both the NAPLAN and the Online Literacy and Numeracy Assessment (OLNA) will soon be fully contingent on access to, and ability to use, the testing medium.

Recent Australian Curriculum, Assessment and Reporting Authority (ACARA) media^{xxv} seems to gloss over online NAPLAN trial results, offering a mostly positive account and overlooking issues that have been reported to WACSSO by affiliates. There is concern that the impending 2017 start date is too rushed considering that student peer groups are still at varying levels of digital literacy. On top of this, variables such as proposed flexible testing windows, wireless access and connectivity and other technical issues will skew the standardised results. Furthermore, taking into consideration that the Department of Education's Standard Operating Environment (SOE) plan is yet to reach full completion (a result of low funding allocations), many schools still struggle to supply suitable hardware and reliable access to the internet. The State Government needs to make pivotal decisions on non-real time testing, two week test windows with increased flexibility and whether Year 3 writing will be conducted online or on a pen-and-paper basis in 2017. ACARA has identified the importance of training and development for staff in facilitating the transition to online. For this to be successful, teachers and parents need to know what they are preparing for. With the test date (May 2017) getting closer time is running out to prepare.

Position

WACSSO calls for:

- State Government to ensure that all schools have adequate hardware and network infrastructure prior to the rollout of state-wide Online NAPLAN so that no student is at a disadvantage due to the testing medium; and
- expansions of digital programs in schools to improve digital literacy and ensure students are comfortable and capable of sitting digital testing.

8.2. Improved Internet Bandwidth and Speeds

Broadband is now considered a human right by the United Nations, yet internet access remains a significant concern across metro, regional and remote Western Australia. Perth's average download speed is 7.1Mbps, which is slower than the national average of 7.8Mbps and much slower than the comparable Canadian average of 11.9Mbps (country of similar size and development).^{xxvi} In regional WA, the new National Broadband Network's (NBN) Sky Muster service has provided an improvement to the previously oversubscribed NBN interim satellite service. Plans to establish 266 new mobile phone towers in regional WA will also provide access to high-speed wireless broadband. However, in the meantime regional and remote affiliates continue to be affected by slow and poor internet connection.

All students should have access to reliable, fast internet. Slow or unreliable internet and ageing student devices in schools is undermining the achievement of Department of Education's SOE vision.^{xxvii} Schools are increasing the number of student devices in use, moving towards wireless internet usage and online student testing. All of those changes affect, and are affected by, internet speed and bandwidth capacity. Reliability and performance issues can result in students getting distracted, falling behind or having limited access to the classroom resources they need. Further, WACSSO has received reports from affiliates that slow and

unreliable internet has led to some teachers actually limiting the use of ICT in classrooms, as it contributes to behaviour management problems amongst students.

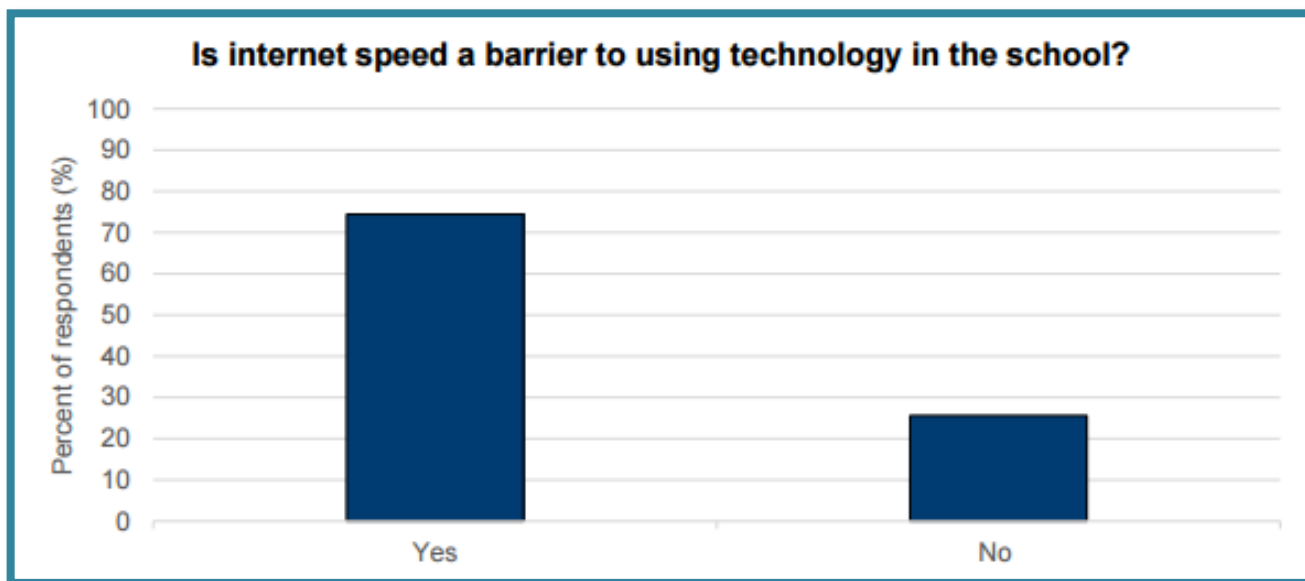


Table two: School survey responses – Question 10

Source: Office of the Auditor General (2016), *ICT report: Information and Communication Technology (ICT) in Education*.^{xxviii}

Position

WACSSO calls for:

- an upgrade of bandwidth capabilities for all schools;
- a commitment to ensuring imminent, high-speed internet access for all students, including adequate provision for students in rural and remote areas of Western Australia;
- the 'My School' website to include data stating the speed, quality and availability of each school's internet access so that the delivery of the Australian Curriculum at an individual school level can be assessed against their ability to fully use electronic curriculum delivery and learning resources; and
- increased funding for the Department of Education's ICT strategy and the successful deployment of the Standard Operating Environment (SOE) - this will replace old ICT systems, hardware and network infrastructure, with systems and infrastructure capable of current and projected access demands.

8.3. Bring Your Own Device

It is widely acknowledged that technology plays a huge role in students' everyday lives and should, therefore, be an integral part of their learning. However, for most schools, it is financially unsustainable to provide every student with state-of-the-art technology.

The \$1billion investment by the Federal government, the Digital Education Revolution, in 2007 aimed to provide a computer on the desk of every upper secondary school student. The lack of a commitment to ongoing funding meant that as devices reached their useful life schools were having to budget to buy laptops for students, and educators had to come up with new ways to deliver a 1:1 computer-to-student ratio.

A number of West Australian schools have since implemented Bring Your Own Device (BYOD) / Personally Owned Device (POD) schemes.^{xxix} BYOD is considered an attractive, cost-effective (for the school and Department of Education) method for establishing a 1:1 ratio; recognising that many students already own

devices that are superior and more up-to-date than those available in schools. However, this places the onus on the family to provide an educational resource. This may disadvantage students from low-income families who struggle or cannot afford to participate and who, according to the Australian Bureau of Statistics, will be less likely to have internet access at home. We recognise that many schools and principals work hard with parents and the school community to ensure that students without a BYOD/POD are not disadvantaged. We also know that many P&Cs across the state have engaged in fundraising efforts targeted at the purchase of technology and devices to support students and schools.

Position

WACSSO calls for:

- State Government to guarantee that no student will be forced to participate in a BYOD / POD scheme at school whether they are financially unable to, if they conscientiously object, or for any other reason.
- no student to be disadvantaged if they do not have their own personal device;
- an investigation into BYOD schemes to assess the problems and to remedy the issues, i.e. what is in place for families who can't afford to participate or who can only afford old technology and the resulting digital gap; and
- for State Government to ensure sufficient funding is available for schools to be able to deliver optimal technology based lessons, including supply of devices, hardware, software and network access.

References

- ⁱ State School Teachers' Union of Western Australia. (2016) *State Budget Submission*.
- ⁱⁱ Mitchell Institute for Health and Education Policy. (2015). *Educational Opportunity in Australia*, 1. Retrieved from <http://www.mitchellinstitute.org.au/wp-content/uploads/2015/10/Factsheet-1-Effects-of-socioeconomic-status.pdf>
- ⁱⁱⁱ Shepherd, B. (2016). *Western Australian Schools 2009-2015*, 5-8. Melbourne: Australian Education Union. Retrieved from <http://www.aeufederal.org.au/application/files/3214/7503/8774/ShepherdWASchools2016.pdf>
- ^{iv} Bitá, N. (2016). *One in five students has a disability: confidential data*. *The Australian*. Retrieved from <http://www.theaustralian.com.au/national-affairs/education/one-in-five-students-has-a-disability-confidential-data/news-story/a3b1360c2185890344aa79e7f9097c73>
- ^v United Kingdom. Department for Children, Schools and Families. (2007) *Effective provision for gifted and talented students in secondary education*, 8. Retrieved from <http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=46609&p=0>
- ^{vi} Office of the Auditor General Western Australia. (2014). *Behaviour management in schools*, 4-9. Retrieved from <https://audit.wa.gov.au/reports-and-publications/reports/behaviour-management-schools/>
- ^{vii} Office of the Auditor General Western Australia. (2014). *Behaviour management in schools*, 4-9. Retrieved from <https://audit.wa.gov.au/reports-and-publications/reports/behaviour-management-schools/>
- ^{viii} Western Australia. Department of Commerce. (2014). *Occupational Safety and Health Act 1984*. Retrieved from <http://www.commerce.wa.gov.au/worksafe/occupational-safety-and-health-act-1984>
- ^{ix} WA Traffic Warden State Management Unit (Road Safety), Western Australia Police, 2015
- ^x WA Legislative Council Hansard, Wednesday, October 12, 6926a-6926a.
- ^{xi} Parliament of Western Australia. Education and Health Standing Committee. (2016). *IPS Report Card*.
- ^{xii} Parliament of Western Australia. Education and Health Standing Committee. (2016). *IPS Report Card*.
- ^{xiii} Hon Peter Collier BA DipEd MLC. (2016). *Training to increase influence of IPS boards*. Retrieved from <https://www.mediastatements.wa.gov.au/Pages/Barnett/2016/06/Training-to-increase-influence-of-IPS-boards.aspx>
- ^{xiv} *School Education Act 1999* (WA) s. 125 (Austl.)
- ^{xv} Hon Peter Collier BA DipEd MLC. (2016). *Training to increase influence of IPS boards*. Retrieved from <https://www.mediastatements.wa.gov.au/Pages/Barnett/2016/06/Training-to-increase-influence-of-IPS-boards.aspx>
- ^{xvi} Ministerial Council on Education, Employment, Training and Youth Affairs (2008). Melbourne Declaration on Educational Goals for Young, 5. Retrieved from http://www.curriculum.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf
- ^{xvii} Australian Research Alliance for Children and Youth. (2015). *Progressing Parental Engagement in the ACT*, 21. Retrieved from http://www.education.act.gov.au/_data/assets/pdf_file/0006/811878/150900_EATD-Technical-Report_text_rev2-2.pdf
- ^{xviii} Australian Capital Territory. Department of Education. (2016) *Progressing Parental Engagement - Education Directorate*. Retrieved from http://www.education.act.gov.au/teaching_and_learning/parental-engagement/progressing-parental-engagement
- ^{xix} Australia. Department of Education & Training. (2016). *Vocational Pathways*. Retrieved from <https://www.education.gov.au/vocational-pathways>
- ^{xx} Bankwest Curtin Economics Centre. (2016). *Western Australia's economic future after the boom*, vii-xi. Retrieved from <http://bcec.edu.au/assets/back-to-the-future-report.pdf>
- ^{xxi} Bankwest Curtin Economics Centre. (2016). *Western Australia's economic future after the boom*, vii-xi. Retrieved from <http://bcec.edu.au/assets/back-to-the-future-report.pdf>
- ^{xxii} Western Australia. Department of Education. (2016). *Pre-compulsory and compulsory education period - Policies*. Retrieved from <http://www.education.wa.edu.au/policies/detcms/policy-planning-and-accountability/policies-framework/definitions/pre-compulsory-and-compulsory-education-period.en>
- ^{xxiii} Western Australian Council of State School Organisations Inc. (2015). *School Community Contributions and Funding Survey*, 3.
- ^{xxiv} Ministerial Council on Education, Employment, Training and Youth Affairs (2008). Melbourne Declaration on Educational Goals for Young, 7. Retrieved from http://www.curriculum.edu.au/verve/_resources/national_declaration_on_the_educational_goals_for_young_australians.pdf
- ^{xxv} The Australian Curriculum, Assessment and Reporting Authority. (2016). *NAPLAN Online passes its first test*. Retrieved from <http://www.acara.edu.au/news-and-media/news-details?section=201609282200#201609282200>
- ^{xxvi} Akamai Technologies. (2015). *State of the Internet, Q3*. Retrieved from <https://www.akamai.com/us/en/multimedia/documents/report/q3-2015-soti-connectivity-final.pdf>
- ^{xxvii} Office of the Auditor General (2016). *ICT report: Information and Communication Technology (ICT) in Education*, 18. Retrieved from https://audit.wa.gov.au/wp-content/uploads/2016/08/report216_19-ICTEducation.pdf
- ^{xxviii} Office of the Auditor General. (2016). *ICT report: Information and Communication Technology (ICT) in Education*, 18. Retrieved from https://audit.wa.gov.au/wp-content/uploads/2016/08/report216_19-ICTEducation.pdf
- ^{xxix} Western Australia. Department of Education. (2016). *Personally Owned Devices POD/BYOD Program*. Retrieved from <http://det.wa.edu.au/intranet/podprogram/detcms/navigation/four-steps-to-implement-pod-byod/>