

# School Hours Amendment Bill - role play script

## OPENING OF PARLIAMENT

Members in seats. Sergeant-At-Arms, Clerk and Speaker stand outside.  
They walk in. Sergeant-At-Arms carries Mace, and says:

**SPEAKER:** Honourable Members, Mr/Madam Speaker

Everybody stands up. The Sergeant-At-Arms puts the Mace in the hooks. The Clerk stands behind his or her chair.  
The Speaker reads the prayer:

**SPEAKER:** Our Father, who art in Heaven, Hallowed be thy name.  
Thy will be done on earth, as it is in Heaven. Give us  
this day our daily bread. And forgive us our trespasses,  
as we forgive those who trespass against us. And lead  
us not into temptation; but deliver us from evil. For  
Thine is the kingdom, and the power, and the glory, for  
ever and ever, Amen.

The Speaker nods once to the Government and once to the Opposition to acknowledge that they are there. The  
Speaker takes his/her seat, and says:

**SPEAKER:** I acknowledge the traditional owners of the land on  
which Parliament meets.

Everyone sits down.

**SPEAKER:** I call the Minister for Education.

**MINISTER FOR EDUCATION:** Mr Speaker, I present a Bill for an Act to extend school  
hours to 5.30pm to cater for working parents. I table  
the Bill and Explanatory Notes. I nominate the Industry,  
Education, Training and Industrial Relations Committee  
to consider the Bill.

## READ YOUR PREPARED SPEECH NOW.

The Minister for Education proceeds with the First Reading speech

**MINISTER:** I move - "That the Bill be read now for a first time."

**SPEAKER:** The question is: "That the Bill be now read a first  
time." Those who are of that opinion say "Aye", to the  
contrary "No". I think the Ayes have it. Clerk read the  
title of the Bill.

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**CLERK OF THE PARLIAMENT:**

School Hours Amendment Bill

**SPEAKER:**

In accordance with standing order 131, the Bill is now referred to the Industry, Education, Training and Industrial Relations Committee.

## BETWEEN SIX WEEKS AND SIX MONTHS LATER

**SPEAKER:**

I call the Minister for Education.

**MINISTER FOR EDUCATION:**

Mr Speaker (Madam Speaker), I move— “That the Bill be now read a second time.”

I begin by thanking Industry, Education, Training and Industrial Relations Committee for its consideration of this Bill. I acknowledge the submissions that have resulted in a change to the bill. So that students will be at school until 5pm rather than 5:30 pm. However, with respect to the remainder of the Bill, the Governments position remains the same.

The Second Reading debate continues with Government and Opposition Members speaking in turn as listed on the Member’s speaking list.

**SPEAKER:**

### SPEAKING LIST

After the Minister for Education sits down:

Order! I call the Shadow Minister for Education

Order! I call the Premier

Order! I call the Leader of the Opposition

Order! I call the Member for Bulimba

Order! I call the Member for Beaudesert

Order! I call the Minister for Justice

Order! I call the Shadow Minister for Justice

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Order! I call the Member for Stafford

Order! I call the Member for Robina

Order! I call the Minister for Emergency Services

Order! I call the Shadow Minister for Emergency Services

Order! I call the Member for Nanango.

Order! I call the Member for Cairns

Order! I call the Minister for Health

Order! I call the Shadow Minister for Health

Order! I call the Member for Toowoomba North

Order! I call the Member for Gladstone

Order! I call the Minister for Local Government

Order! I call the Shadow Minister for Local Government

Order! I call the Member for Mackay

Order! I call the Member for Mirani

Order! I call the Minister for Primary Industries

Order! I call the Shadow Minister for Primary Industries

**SPEAKER:**

Order! Do any other Members wish to speak to the Bill? I remind Honourable Members that, with the exception of the Minister for Education who has the right of reply, that they may speak only once in the debate.

Call any Member who wishes to speak by saying, "I call the Honourable Member."

I call the Minister for Education.

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Minister for Education responds to close second reading debate. The Minister may summarise or rebut the arguments then say—

**MINISTER FOR EDUCATION:**

I thank all Honourable Members for their contributions. I particularly thank Government Members for their excellent speeches. The education of our young people is of vital importance to the State of Queensland. This has been a very profitable debate. I commend the Bill to the House.

**SPEAKER:**

The question is: “That the Bill be now read a second time.” Those who are of that opinion say “Aye”, to the contrary “No”. I think the Ayes have it.

**SHADOW MINISTER FOR EDUCATION:**

Divide!

**SPEAKER:**

The question is: “That the Bill be read a second time”, for which a division has been called. Ayes shall move to the right of the Chair; Noes to the left. Ring the bells.

Bells are usually rung by the Clerk of the Parliament for four minutes. Members move to either side of the Chamber. When the bells cease ringing . . .

**SPEAKER:**

Close the bars. I call on the Government Whip to act as Teller for the Ayes and the Opposition Whip to act as Teller for the Noes.

Whips count Members’ votes and report the numbers to the Speaker.

**SPEAKER:**

Members will resume their seats.

Honourable Members, the result of the division is Ayes ##....., Noes. ##.....The division is resolved in the affirmative/negative.

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If tied:

**SPEAKER:**

The result of the division is a tie. As Speaker I exercise my right to cast the casting vote. I vote with the Government. The Division is resolved in the affirmative. Clerk read the title of the Bill.

**CLERK OF THE PARLIAMENT**

School Hours Amendment Bill

**SPEAKER**

I call the Premier.

**PREMIER**

I move that the House do now adjourn.

**SPEAKER**

The question is: "That the House do now adjourn."  
All those of that opinion say "Aye", to the contrary  
"No".  
I think the Ayes have it.

# School Hours Amendment Bill - extension

## CONSIDERATION IN DETAIL AND THIRD READING

After the Second Reading debate, the House goes into the consideration in detail stage. The Speaker leaves the chair and he/she or a Deputy Speaker presides from the table, calling Members to speak to each clause of the Bill. Amendments may be proposed and voted on – successful ones become part of the Bill. When this is completed, the Speaker/Deputy Speaker returns to the Chair and the Bill proceeds to the Third Reading stage:

**SPEAKER:** I call the Minister for Education.

**MINISTER FOR EDUCATION:** I move: “That the House do now consider the Bill in detail.”

**SPEAKER:** The question is: “That the House do now consider the Bill in detail.” All those of that opinion say “Aye”, to the contrary “No”. I think the Ayes have it.  
Does any Member wish to speak to Clause 1?

Members raise their hand to speak and may speak to each clause three times. The Speaker then calls the next clause. When all clauses have been considered:

**SPEAKER:** I call the Minister for Education.

**MINISTER FOR EDUCATION:** I move: “That the Bill be now read a third time.”

**SPEAKER:** The question is: “That the Bill be now read a third time.” All those of that opinion say “Aye”, those to the contrary say “No”. I think the Ayes have it.

At this point there may be another division in which case an Opposition Member would call “divide”. Otherwise ... Clerk reads the short title of the Bill.

**CLERK OF THE PARLIAMENT:** School Hours Amendment Bill

**MINISTER FOR EDUCATION:** I move: “That the long title of the Bill be agreed to.”

**SPEAKER:** The question is: “That the long title of the Bill be agreed to.” All those of that opinion say “Aye”, those to the contrary say “No”. I think the Ayes have it.

# School Hours Amendment Bill – arguments

## VOLUNTARY SCHOOL SPORT

### Arguments for

- It would make better use of expensive school buildings
- There is so much to learn but not enough time in the present school day
- Children with working parents will not have to go home to empty houses or to expensive childcare if school times and work times are the same.
- Longer hours might mean there would be no need for homework.
- Parents would not have to worry about where their children were between 3 and 5 o'clock
- Vandalism would be reduced

### Arguments Against

- Teachers are already too busy and stressed
- Children just can't work that long – they would be tired and cranky
- It could cost more because teachers would have to be paid more –therefore higher taxes or school fees
- Finishing the same time as other work would make peak hour traffic much worse and there would be a shortage of public transport.
- Some children would be travelling home later during peak hour traffic – this could be a hazard particularly in winter when it is dark