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DEPARTMENT OF EDUCATION

ANNUAL REPORT 2014–15



Department of
Education

STATEMENT OF COMPLIANCE



To The Hon Peter Collier MLC
Minister for Education

In accordance with Section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education for the financial year ended 30 June 2015.

The report has been prepared in accordance with the provisions of the *Financial Management Act 2006*.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

15 September 2015

Department of Education Annual Report 2014-15

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ABOUT THIS REPORT

THIS REPORT PROVIDES AN INSIGHT INTO OUR OPERATIONAL AND FINANCIAL PERFORMANCE FOR THE 2014–15 FINANCIAL YEAR AND SHOWCASES OUR SYSTEM OF DISTINCTIVE SCHOOLS TO MEET THE NEEDS AND ASPIRATIONS OF STUDENTS AND BUILD STRONGER COMMUNITIES ACROSS WESTERN AUSTRALIA.

The report presents our work in the context of the priorities in our [strategic plan](#), the State Government budget papers and other strategic documents. It details our achievements and successes as well as the challenges we face and the opportunities ahead. It also outlines our contribution to broader Government-desired outcomes and compliance with legislation and policy.

Our report addresses the reporting requirements in Treasurer’s Instruction 903: Agency Annual Reports and the Western Australian Public Sector Commission’s *Annual reporting framework: 2014–15 reporting year*.

As only limited copies of our annual report are printed, you can access the report at education.wa.edu.au. The report is also made available under the terms of the Creative Commons Attribution Non-Commercial No-Derivatives 3.0 license (creativecommons.org/licenses/by-nc-nd/3.0/).

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School annual reports by calendar year are on [Schools Online](#) under each school.

WHAT YOU WILL FIND:

- **Section 1: Year in review**
See a snapshot of the reporting year in numbers and dollars, and our scorecard.
- **Section 2: Department in focus**
Learn about our key areas of responsibility, meet our Corporate Executive and get an insight into the challenges in public education and how we are addressing them.
- **Section 3: Corporate governance**
Understand our approach to governance across the organisation.
- **Section 4: Report on our operations**
Look at the services we provide against the priorities in our strategic plan.
- **Section 5: Disclosures and legal compliance**
Find out about the information required to be reported by Government agencies including staff management and major capital projects.
- **Section 6: Key performance indicators**
View our measures of performance.
- **Section 7: Financial statements**
Find out about our financial position.
- **Section 8: Appendices**
Find detailed statistics and supplementary information.

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SECTION 1: YEAR IN REVIEW

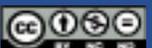
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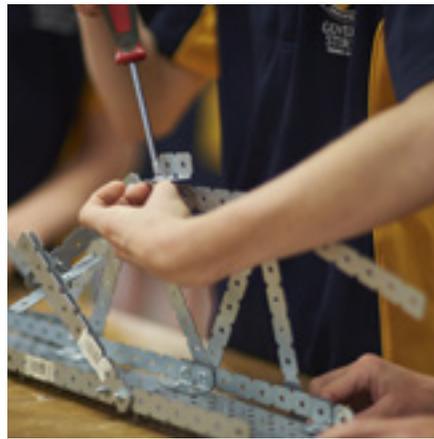
“Changes to the early years of education have increased awareness of how important the first years of learning are for young children – not just among teachers but also with parents and the community.”

Liz Waldron
Award winning Pre-primary teacher
Cable Beach Primary School

WATCH OUR VIDEO ON EARLY CHILDHOOD EDUCATION



YEAR IN NUMBERS



\$4.58 billion

budget for 2014-15, an increase of 6.3% from the previous year.

82%

of schools received more funding in 2015 under the new student-centred funding model than they would have expected under the previous funding mechanism.



178

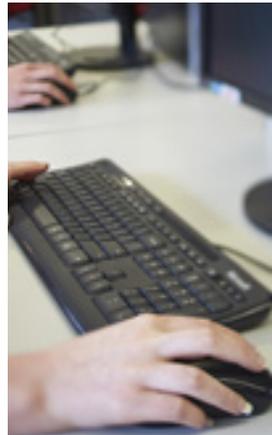
new Independent Public Schools in 2015, bringing the total to 441 across the State.

17 394

Year 7 students started secondary school in 2015 under a major structural change in public education.

292 952

students were enrolled in 2015, an increase of 9213 from 2014 or 3.2%.



5.3

percentage point improvement in the Aboriginal student Year 8 to Year 12 apparent retention rate in 2014.

18 500

attendances in Child and Parent Centres (July to December 2014).

5

new schools opened in 2015 to meet Western Australia's growing population.

82.9%

of Year 12 students achieved Australian Tertiary Admission Ranks in 2014 of at least 55 and/or certificate II and higher qualifications, up from 74.9% in 2013.



YEAR IN DOLLARS

Our total cost of providing education services in 2014–15 was \$4.4 billion. [Figures 1 and 2](#) summarise sources of revenue and cost of services. Full details of financial performance during 2014–15 are in the [Financial statements](#).

Our results in 2014–15 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in [Table 1](#).

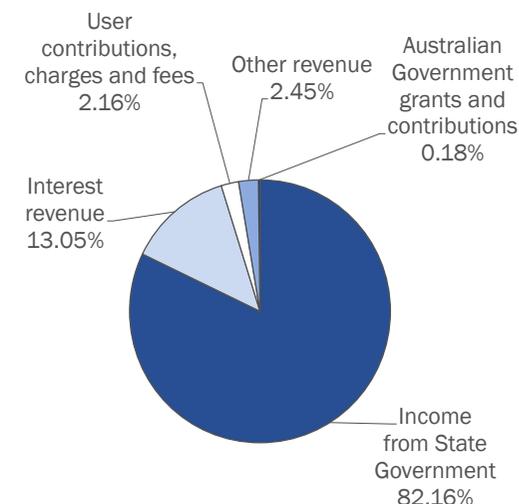
Table 1: Budget targets compared to actual results 2014–15

	2014–15 budget	2014–15 estimated actual	2014–15 actual	Variation 1 estimated actual vs actual	Variation 2 budget vs actual
	\$'000	\$'000	\$'000	\$'000	\$'000
Total cost of services	4 575 585	4 503 574	4 444 240	59 334	131 345
Net cost of services ^(a)	3 797 557	3 685 054	3 641 362	43 692	156 195
Total equity	14 214 627	15 081 460	15 873 895	792 435	1 659 268
Net increase/ (decrease) in cash held	(45 364)	(122 583)	64 969	187 552	110 333
Full-time equivalent (FTE) staff	36 140	35 235	35 171	64	969

Source: Corporate Budgeting and Reporting

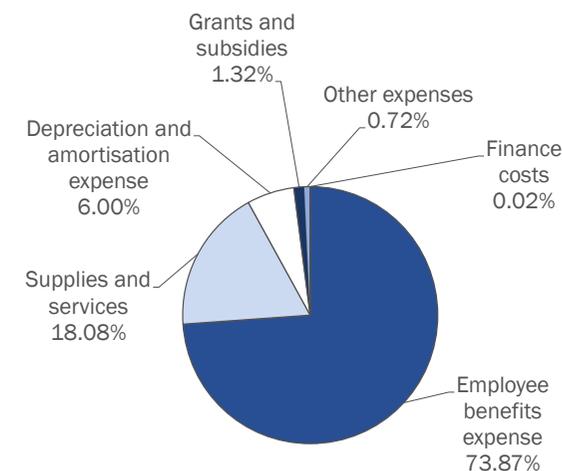
(a) Includes extraordinary items.

Figure 1: Revenue sources 2014–15



Source: Department of Education, Financial Statements 2014–15

Figure 2: Costs 2014–15



Source: Department of Education, Financial Statements 2014–15

The underspend of \$59.3 million (1.3%) in actual versus estimated actual total cost of services was predominantly due to schools not fully expending their salary and cash allocations by 30 June 2015. This was mainly attributable to schools operating on a calendar year, fewer than projected student enrolments, and conservative budget management by schools during a year of financial reform.

The net cost of services savings of \$43.7 million (1.2%) was due to the underspend of \$59.3 million and revenue being \$15.6 million (1.9%) lower than anticipated. The revenue decrease was mainly due to lower than projected Australian Government grants and contributions.

The increase of \$792.4 million in total equity compared with the estimated actual was mainly due to a net increase in the Asset Revaluation Reserve of \$765.2 million (due to a revaluation increment for land and buildings) and an increase in the Accumulated Surplus.

The increase of \$65.0 million in cash held compared with 2013–14 was mainly due to increased school bank accounts. The total cash result (increase) was \$187.6 million greater than forecast. This was due to higher than anticipated school cash balances and the unspent cash balance relating to Australian Government grants and Asset Investment Program in the central office bank account resulting from the carry-over of funds to complete some programs.

The 2014–15 average FTE of 35 171 was 64 FTE (0.2%) lower than the estimated actual FTE. This small variance was attributed to lower than projected student enrolment growth and the flow-on impact to school-based staff. With one line budgets, schools had full autonomy in managing their resources including staff requirements.



YEAR SCORECARD

Our key performance indicators help us assess and monitor the extent to which we have achieved Government-desired outcomes and enhance our ability to account to the community for our performance. Further information is in the [Key performance indicators](#) section.



Effectiveness indicators	Target	Achievement
Participation rate	91%	91.4%
Apparent retention rate	80%	90.3%
Secondary graduation rate	71%	80.5%

Students achieving at or above national minimum standards in the National Assessment Program—Literacy and Numeracy

Year 3 Reading	94%	90.3%
Year 3 Persuasive Writing	94%	92.1%
Year 3 Numeracy	95%	92.8%
Year 5 Reading	95%	89.1%
Year 5 Persuasive Writing	90%	87.5%
Year 5 Numeracy	92%	90.4%
Year 7 Reading	92%	92.8%
Year 7 Persuasive Writing	89%	86.0%
Year 7 Numeracy	94%	93.7%
Year 9 Reading	90%	89.8%
Year 9 Persuasive Writing	78%	80.2%
Year 9 Numeracy	90%	92.4%

Efficiency indicators	Target	Achievement
Cost per student full-time equivalent (FTE): Primary education	\$14 833	\$14 746
Cost per student full-time equivalent (FTE): Secondary education	\$19 363	\$18 491

ABOUT US

A STRONG PUBLIC EDUCATION SYSTEM IS THE CORNERSTONE OF A SUCCESSFUL SOCIETY.

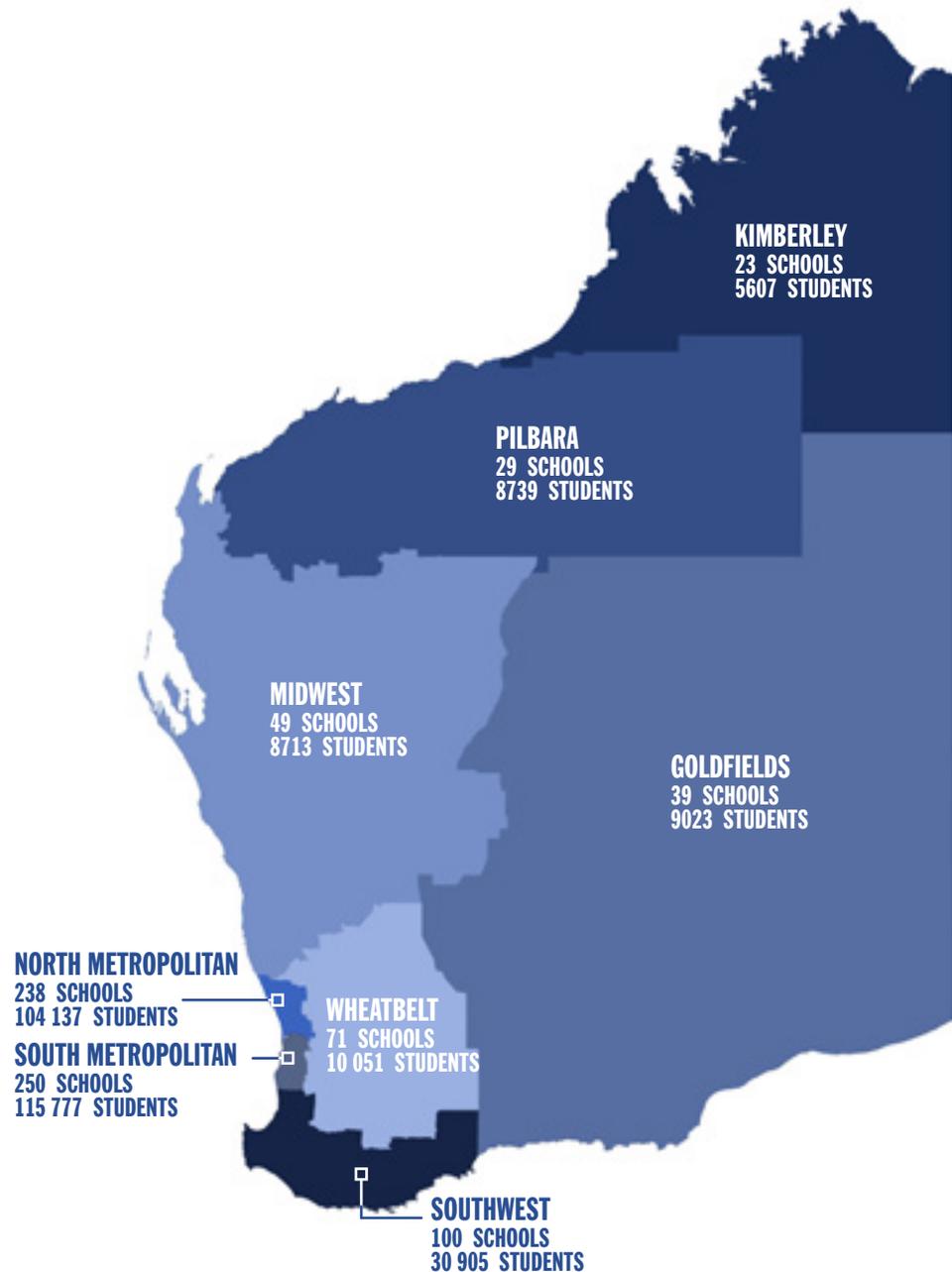
We provide high quality education for children and young people throughout Western Australia, helping them reach their full potential.

We open our doors to all students. We provide programs for every student – for those who are academically gifted, students with special learning needs, those with a flair for the arts or a passion for sports, and students from vulnerable communities.

As the largest public sector employer in the State, our people are our most valuable asset. We value the wealth of knowledge and experience that people from different backgrounds bring to the workplace.

We work with parents, carers, families, agencies and organisations to prepare students with the skills, understandings and values to reach their academic potential and make a positive contribution to society.

Watch our [“Discover a world of opportunities” video](#) to find out more about our schools, our students and our people.



OUR MISSION is for every child to be provided with a high quality public school education – whatever their ability, wherever they live, whatever their background.

OUR GOAL as a public school system is to achieve excellence and equity by providing opportunities that extend and challenge every student to achieve the highest possible standards and their personal best; and by providing high quality education in communities across Western Australia.

OUR VALUES of learning, excellence, equity and care guide everything we do.

OUR STRATEGIC DIRECTIONS – success for all students, distinctive schools, high quality teaching and leadership, and a capable and responsive organisation – help us achieve our mission and goal for every child who attends a public school in Western Australia.

OUR MINISTER is The Hon Peter Collier MLC, Minister for Education.

OUR ACCOUNTABLE AUTHORITY is Ms Sharyn O’Neill, Director General, Department of Education.

OUR RELEVANT LEGISLATION is the *Public Sector Management Act 1994* in which the Department of Education is established under section 35; and the *School Education Act 1999* (except Part 4 and other provisions which apply to non-government schools).

OUR VALUES IN ACTION

Learning: We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

Excellence: We have high expectations of our students and ourselves. We set standards of excellence and strive to achieve them. The standards and expectations challenge all of us to give of our best.

Equity: We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all. We strive to create workplaces and learning environments that are free of discrimination, abuse and exploitation.

Care: We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility. We recognise the value of working in partnership with parents/carers and the wider community in providing a quality education for our students.



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“We really enjoy visiting the centre. The staff are friendly and helpful, and I’ve picked up new ideas to help get my son involved in learning at home so he’s well prepared to start school.”

Prachi Pandit
Mother
Child and Parent Centre – Brookman

WATCH OUR VIDEO ON CHILD AND PARENT CENTRES

DIRECTOR GENERAL'S REVIEW



The 2014–15 year was both exciting and challenging as we implemented two very significant changes on our journey of reform in public education to provide an even better education for students.

The move of Year 7 to secondary school and the new school funding model were both in place for the 2015 school year.

The Year 7 move was the culmination of two and a half years of planning and preparation. While it was a huge system-level change, the experiences of students and the progress of their learning were our most important considerations. Focused support for school staff, students and their families, along with strong governance and extensive stakeholder involvement, resulted in the move being implemented successfully.

Changing the way we fund schools was another initiative that came to fruition in 2015. We went from a complex, centralised and out-dated mechanism of resourcing schools to a model of funding driven by the learning needs of students and delivered to schools through one line budgets.

The change was the next logical step in our work to build a system of distinctive schools, and to provide further capacity for decision making at school-level to better meet the needs of students and the expectations of communities.

As with all major changes, we learned a lot along the way and used this learning to refine systems for next

year. While the vast majority of schools were funded through the model in 2015, we still need to transition others to the model in 2016 and beyond.

Our focus on school autonomy saw a new intake of [Independent Public Schools](#) that started in 2015. With about 70% of our students and teachers now in Independent Public Schools, our public school system has changed significantly. Together with increased authority, flexibility and accountability in all schools, our commitment to distinctive schools in [Classroom First](#) is now tangible.

The year was also significant as our community commemorated the ANZAC centenary in 2015. Thousands of students were involved in the Diggers' Depart in Perth and Albany in October 2014, the [Premier's ANZAC Student Tour](#) to Gallipoli in April 2015, and a vast array of services, events and projects in schools.

In November 2014, we saw the half cohort of students leave the school system as they graduated from Year 12. Since the school starting age changed in 2001, we made adjustments each year to ensure these students had access to the full range of subjects, supports and services throughout their schooling. In 2015, we started with a full cohort of students in each year level for the first time in 14 years.

At the beginning of the 2015 school year, I reiterated the importance of high quality teaching and leadership. I want all our teachers doing what the

best teachers do – parents expect it and children deserve it. While the vast majority of teachers are outstanding – and you can see some of them in the [WA Education Awards](#) – a small number need high levels of support to improve. My focus over the next year is to continue to drive a renewed emphasis on teacher quality in schools. Research showing that high quality teaching improves student learning demands this action.

There is no doubt that the challenges of life in the twenty first century are having an impact on children and young people – and we see this reflected in schools every day. Student behaviour, attendance, resilience, wellbeing and readiness for learning are key priorities. We not only continued our focus in these areas but also revised initiatives over the course of the year for implementation next year.

Looking back on the year, we achieved much and there is more to do. I acknowledge and thank our many partners who contributed to and supported school communities across Western Australia throughout the year.

Most of all, I thank all staff. This report reflects their work and the achievements have only been possible due to their dedication and commitment to a strong public school system with student achievement as our primary focus.



Sharyn O'Neill

**A strong public
school system with
student achievement
as our primary focus.**

ORGANISATION STRUCTURE



For a detailed organisational chart see [Appendix 4](#).

Schools and Statewide Services

High quality teaching and learning in schools

Monitoring school performance and effectiveness

Leadership and management in regions

Support and services to students and schools in curriculum, student behaviour and wellbeing, inclusive education, and literacy and numeracy

Office of Aboriginal Education

Strategic leadership and direction for Aboriginal education

Identification of priorities to support improved outcomes for Aboriginal students

Innovation, Performance and Research

System reform initiatives to support increased school autonomy

Strategic and technical advice about State and national education reforms

Coordination of the move to NAPLAN Online

School evaluation, performance and accountability, including student assessment

Office of Early Childhood Development and Learning

Policy and strategic planning in early childhood education

Coordination and implementation of State and national reforms

Statewide Planning and Delivery

Planning future delivery of public schooling

Regional development, remote schools, distance education and agricultural education

Online learning and contemporary teaching and learning technologies and systems

Coordination of delivery of staff professional learning

Workforce

Central staffing support

Workforce strategic policy

Industrial relations matters

Employee support services

Compliance with public sector legislation related to employment

Professional Standards and Conduct

Standards of staff professional conduct and integrity

Audit procedures

Screening of criminal history records for employees

Monitoring compliance with Working with Children legislation

Management of allegations of misconduct by staff

Legal advice

Freedom of information

Finance and Administration

Strategic and operational financial management

Budget processes

Financial services support and training

Acquisition and management of resources

Capital works, asset acquisition and maintenance programs

Information and communication technologies services

Organisational Governance

Corporate communications, executive, ministerial and risk management services

Policy and governance framework



SHARYN O'NEILL – DIRECTOR GENERAL

Sharyn O'Neill was appointed Director General of the then Department of Education and Training in June 2007. She is responsible for leading the public school system in Western Australia.

Ms O'Neill is a qualified teacher and has a Master of Education. She taught in a range of country and metropolitan primary schools before holding the position of deputy principal. She then progressed to policy, administration and executive positions in regional and central offices, before being appointed Deputy Director General, Schools in 2006.

She is a member of the Australian Education Systems Officials Committee. She is also Chief Executive Officer of the Country High School Hostels Authority.



DAVID AXWORTHY – DEPUTY DIRECTOR GENERAL, SCHOOLS

David Axworthy was appointed to this position in 2011 and is responsible for providing leadership and strategic direction for education regions, school networks and Statewide support services.

Mr Axworthy is a registered psychologist and worked as a research psychologist for the Medical Research Council. He joined the Department in 1974 and has held leadership positions in schools, and in central and regional offices. In 2007 he acted as Chief Executive Officer of the Curriculum Council.



JOHN LEAF – DEPUTY DIRECTOR GENERAL, FINANCE AND ADMINISTRATION

John Leaf was appointed to this position in 2010 and is responsible for leading resource allocation and financial management across the Department including school funding, capital works and information technology.

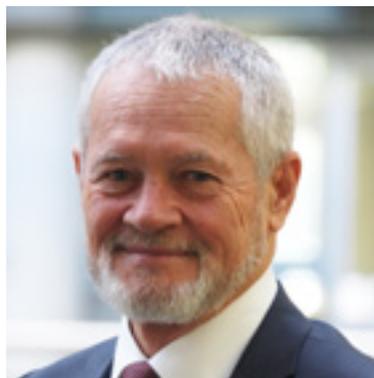
Mr Leaf worked in the private sector before joining the public sector in 1989. Public sector leadership roles have included Executive Director with the Public Transport Authority and Chief Finance Officer with the Department of Health. He is a Fellow of the Institute of Chartered Accountants.



STEPHEN BAXTER – EXECUTIVE DIRECTOR, STATEWIDE PLANNING AND DELIVERY

Stephen Baxter was appointed to this position in 2014 and is responsible for planning the future delivery of public schooling throughout the State, and establishing the strategic directions for professional learning and leadership development across the Department.

Mr Baxter is a qualified teacher and has more than 35 years' experience in public education. He has held a number of senior executive positions, including in regional WA.



CLIFF GILLAM – EXECUTIVE DIRECTOR, WORKFORCE

Cliff Gillam was appointed to this position in 2009 and is responsible for leading workforce directions and policies across the Department.

Mr Gillam has more than 20 years' public sector experience in human resource management and labour relations. Before joining the public service, he worked as an academic and a theatre arts professional. He is a Fellow of the Australian Human Resources Institute.



LINDSAY HALE – EXECUTIVE DIRECTOR, STATEWIDE SERVICES

Lindsay Hale was appointed to this position in 2014 and is responsible for portfolios that deliver support services to students and schools across the State.

Mr Hale joined the Department in 1984 as a teacher and worked in a range of positions before being appointed principal of Belmont City College. He was foundation Managing Director of the Institute for Professional Learning and has held a number of executive positions. He has a Master of Education Administration.



GARRY HEWITT – EXECUTIVE DIRECTOR, OFFICE OF EARLY CHILDHOOD DEVELOPMENT AND LEARNING

Garry Hewitt was appointed to this position in 2014 and is responsible for strategic leadership and delivery of Department, State and Australian Government reforms in early childhood education.

Mr Hewitt's leadership in public education spans 37 years and includes 22 years as a primary school principal. He has a Master of Education.



ROBERT LINDSAY – EXECUTIVE DIRECTOR, ORGANISATIONAL GOVERNANCE

Robert Lindsay was appointed to this position in 2015 and is responsible for corporate communications, executive services, ministerial services and risk management.

Mr Lindsay joined the Department in 2007 and has held a number of executive positions. Prior to this he held a number of senior and executive positions in health, transport and labour relations within the WA public sector.



JACQUELINE MCGOWAN-JONES – EXECUTIVE DIRECTOR, OFFICE OF ABORIGINAL EDUCATION

Jacqueline McGowan-Jones was appointed to this position in 2014 and is responsible for strategic planning and policy formulation aimed at improving Aboriginal students’ access to, and participation in, all levels of schooling.

Ms McGowan-Jones is an Aboriginal woman with family ties in the Northern Territory and Victoria. She has more than 20 years’ experience in the WA public sector and extensive experience in the Australian Government. She has worked in regional and remote areas across a number of states and territories. She has an Executive Master of Public Administration.



PETER TITMANIS – EXECUTIVE DIRECTOR, INNOVATION, PERFORMANCE AND RESEARCH

Peter Titmanis was appointed to this position in 2012 and is responsible for system reform initiatives that support and enhance students’ education outcomes.

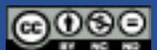
Mr Titmanis began his career as a secondary science teacher before becoming a university lecturer in education and working as an education strategic planner as part of an Australian overseas aid program. He has a keen interest in data and extensive experience in school accountability and reporting.



EAMON RYAN – EXECUTIVE DIRECTOR, PROFESSIONAL STANDARDS AND CONDUCT

While not a member of Corporate Executive, the Executive Director of Professional Standards and Conduct reports to the Director General.

Eamon Ryan was appointed to the position in 2011. He first joined the Department in 2009 and prior to that he worked as a consultant in the private sector and held senior roles in the State and Australian governments. He has a Bachelor of Arts (Legal Studies).



REGIONAL EXECUTIVE DIRECTORS

Regional Executive Directors are responsible in their regions for monitoring school performance and effectiveness, directing and overseeing delivery of support services to schools, and leading and managing operations in an environment of increasing autonomy for schools.



MARGARET COLLINS – SOUTH METROPOLITAN EDUCATION REGION

Margaret Collins was appointed to this position in 2011. She has an extensive background as a teacher and principal in schools across WA and in director roles. She has also been President of the WA District High School Administrators' Association.

SUE CUNEO – PILBARA EDUCATION REGION

Sue Cuneo was appointed to this position in 2011. She has more than 30 years' experience as a teacher, deputy principal and principal in small remote schools, large metropolitan schools and district high schools. She has also held a director position.

GREG THORNE – MIDWEST EDUCATION REGION

Greg Thorne was appointed to this position in 2014. Prior to this he was principal advisor supporting implementation of the student-centred funding model. His teaching and leadership experience includes head of mathematics and principalships of primary, district high and secondary schools. He has a Master of Educational Management.

KIM GUELFY – WHEATBELT EDUCATION REGION

Kim Guelfi was appointed to this position in 2011. Prior to this he held a director position in the Wheatbelt and has extensive teaching and leadership experiences in regional and remote schools. He has postgraduate qualifications in Aboriginal and intercultural studies.



NEIL MILLIGAN – SOUTHWEST EDUCATION REGION

Neil Milligan was appointed to this position in 2011. His experiences as an education leader have covered the diversity of the State ranging from the challenges of the Ngaanyatjarra Lands to the complexities of the growing southwest.

KEN PERRIS – GOLDFIELDS EDUCATION REGION

Ken Perris was appointed to this position in 2013. He has more than 30 years' experience with the Department in teaching and leadership positions in rural, remote and metropolitan schools. He has also held leadership development and director positions.

GREG ROBSON – KIMBERLEY EDUCATION REGION

Greg Robson was appointed to this position in 2011. Prior to this he was Professor and Head of the School of Education at Edith Cowan University for four years. He has extensive experience as a teacher, researcher and curriculum consultant, and has held senior education leadership positions in Western Australia and South Australia.

JAMES WEBB – NORTH METROPOLITAN EDUCATION REGION

James Webb was appointed to this position in 2011. His experiences in the Department span 38 years as a teacher and principal in country and metropolitan schools, as well as in leadership roles in regional offices.

PERFORMANCE MANAGEMENT FRAMEWORK



Government goal of results-based service delivery

Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.

Department outcome

A public school system which provides access to a quality education throughout Western Australia.

Department services

<p>1. Primary education Kindergarten to Year 7 in 2014 Kindergarten to Year 6 in 2015</p> <p>190 041 students*</p>	<p>2. Secondary education Years 8 to 12 in 2014 Years 7 to 12 in 2015</p> <p>102 911 students*</p>
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*See [Appendix 1](#).

CHALLENGES AND OPPORTUNITIES

SIGNIFICANT REFORM OF PUBLIC SCHOOL EDUCATION IN WESTERN AUSTRALIA, AIMED AT DELIVERING BETTER OUTCOMES FOR STUDENTS, HAS BEEN INSTITUTED IN RECENT YEARS.

Funding, staffing and structural changes focus on reducing centralised management of schools and placing in the hands of principals and their staff a range of critical levers for school improvement and increased student success and achievement.

Student success and achievement

The **wellbeing, resilience, emotional regulation and behaviour** of children and young people continue to be challenging issues in the community that have an impact in schools. Changes are being made to a number of structures and services to better support and engage students, including behaviour centres and chaplaincy services.

Despite enormous effort and investment over many years, **outcomes for Aboriginal students** remain disproportionately and unacceptably low. A new national strategy is being developed with a focus on those matters requiring multi-jurisdictional collaboration, and a State plan to 2019 is also under development. Priorities for 2015 include classroom practices; partnerships to engage families in the education of their children; and local school targets for improvement.

Young children's development and learning set the foundations for future success at school and beyond. Early support and services continue through Child and Parent Centres, increased Kindergarten hours, compulsory Pre-primary, on-entry assessment, implementation of the National Quality Standard, and a focus on explicit instruction of literacy and numeracy. To better support children's preparation for school, a new KindiLink pilot for Aboriginal three year olds will begin next year.

As a system, Year 7 students moved to secondary schools for the first time in 2015 to provide the specialist teaching and facilities best suited for the Australian Curriculum. The importance of transition from primary to secondary school was highlighted

and a renewed emphasis in this area will continue so student learning progresses smoothly.

Ensuring **senior secondary students** leave school with academic results and/or training qualifications that set them up for the future is embodied in changes to senior secondary schooling that came into effect in 2015. Our focus is on increasing the proportion of students in ATAR pathways and achieving university entrance.

With the **National Assessment Program – Literacy and Numeracy going online by 2019**, work has begun to help inform the timeline and approach for implementation. The rationale for moving online is to ensure that improved diagnostic information from student results is quickly available to teachers, thus benefiting teaching, planning and intervention for students.

Funding, staffing and structural reforms

In 2015, about 70% of teachers and students are in **Independent Public Schools**. This, along with many flexibilities initially accorded to Independent Public Schools now being available to all schools, has changed the broader landscape of public education policy. **Strong governance and accountability mechanisms** are being developed and revised to support local level decision making.

In 2015, schools are funded for the first time through a new **student-centred funding model** that is driven by the learning needs of students. The new funding model delivers more funding in the early years of schooling. A transition strategy over five years, to help schools adjust to operating within new budget

parameters, aims to see 84% of schools transition to the new model in the first year increasing to 94% of schools by the third year.

A **comprehensive training program** is informing and skilling school leaders and business managers to **operate and manage one line budgets**. Advice and services are also provided by experienced principals to support their colleagues.

Significant **staffing reform** now sees the vast majority of staff recruitment, selection and appointment undertaken at the school level. Effective school leadership in an environment of increased school autonomy is emerging as a critical issue. Staffing policies and procedures have been amended, and considerable professional learning is in place to ensure continued compliance with legislation and policy.

To meet **increased demand for secondary teachers**, the Switch training program has been operating since 2013 and will continue until 2016. Tailored training enables primary teachers to qualify to teach in secondary and secondary teachers to expand the range of subjects they can teach. The program is successfully delivering an increase in secondary teachers.



SECTION 3:
**CORPORATE
GOVERNANCE**

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“As principal of an Independent Public School, it’s exciting to work closely with the school board and local community – and have their input into shaping our school.”

Trevor Hunter
Principal
Byford Secondary College



STRATEGIC DIRECTIONS

Our directions for four years from 2012 to 2015 are outlined in our strategic plan, [Excellence and Equity](#), and provide a clear focus to move us towards policies and practices that are more flexible and better able to support a strong system of distinctive schools.

During the year, we started to develop a new strategic plan for 2016 to 2019. We reviewed the extent to which we had achieved the move to a more autonomous school environment and what we needed to do to progress our reform agenda. Work will continue on the plan in the new financial year for publishing at the end of 2015.

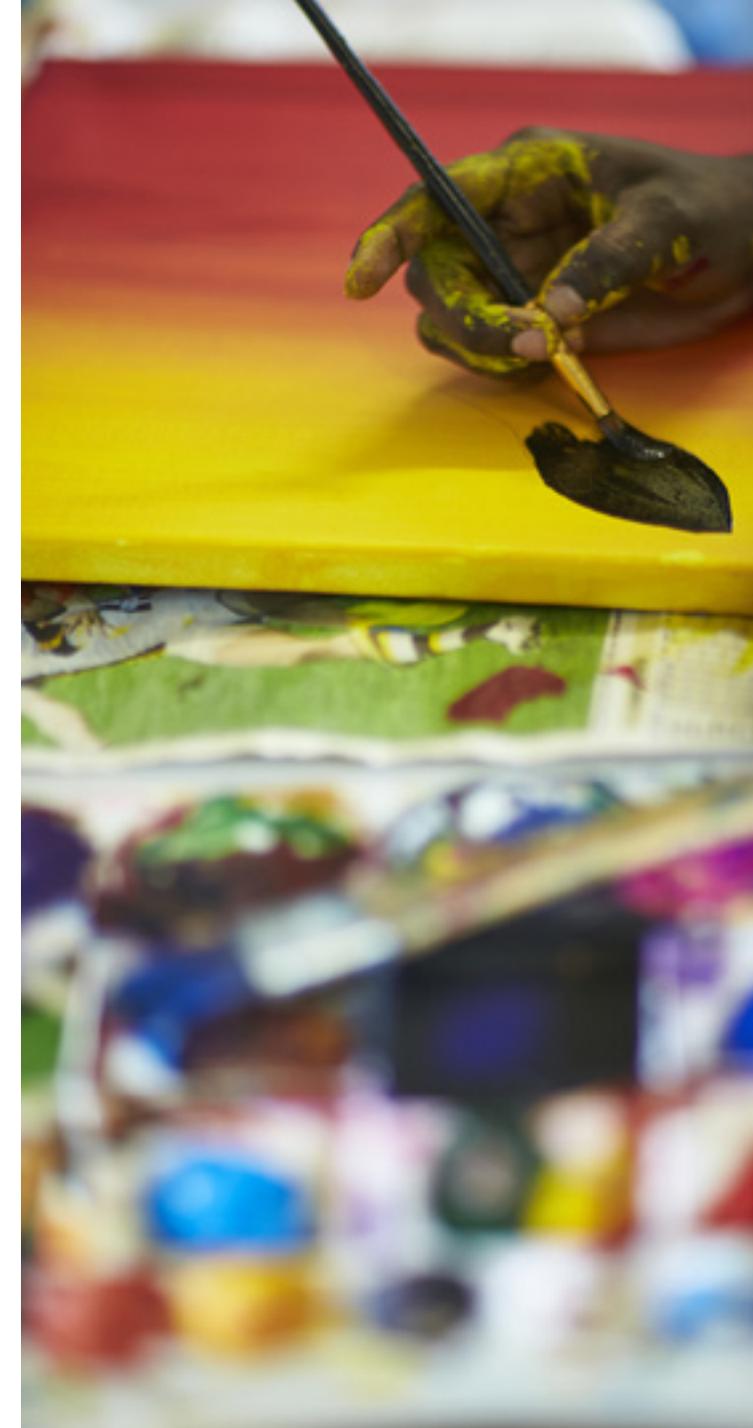
To provide specific directions for each school year, we published Focus 2014 and [Focus 2015](#). Aligned to our strategic plan, these documents provided directions for schools, regions and Statewide services, and central responsibilities.

Our strategic progress

During the year, we continued our move away from past practices that were not flexible enough to accommodate the needs of our schools and towards more flexibility for a system of distinctive schools. Below is a summary table of the priority areas in [Section 4](#) that reflect this progress in 2014–15.

CLASSROOM PRACTICE	
Moving from less differentiation in approach to teaching and supporting students; moving towards more tailored and personalised approach to teaching and supporting students.	Priority 1: Success for all students Priority 2: Distinctive schools Priority 4: A capable and responsive organisation
Moving from curriculum for students determined by what each individual school could offer; moving towards curriculum for students expanded through programs across schools and online.	Priority 1: Success for all students Priority 2: Distinctive schools Priority 4: A capable and responsive organisation
Moving from services limited to compulsory years of schooling; moving towards more services for children before and during compulsory years of schooling.	Priority 1: Success for all students
Moving from unclear expectations of teachers in the early years of schooling; moving towards clear expectations about teaching, assessment and reporting rigour, particularly in Kindergarten and Pre-primary.	Priority 1: Success for all students
Moving from schools limited to providing only education services; moving towards extended school services including education, health and parenting.	Priority 1: Success for all students
GOVERNANCE AND DECISION MAKING	
Moving from centrally led reform; moving towards innovation and reform led by staff in schools.	Priority 2: Distinctive schools Priority 3: High quality teaching and leadership
Moving from centralised control of decisions; moving towards greater authority for decision making by principals and school communities.	Priority 2: Distinctive schools
Moving from generic expectations and accountability for all schools; moving towards individual expectations, targets and accountability for each school in a formal agreement.	Priority 2: Distinctive schools Priority 4: A capable and responsive organisation
Moving from accountability emphasis on compliance and reporting; moving towards accountability emphasis on student performance and outcomes.	Priority 4: A capable and responsive organisation
Moving from a common approach to programs in schools; moving towards a distinctive approach by each school to meet local community expectations and needs.	Priority 2: Distinctive schools

STAFFING	
Moving from time-based movement between schools; moving towards individual assessment of merit as the basis for school staff promotion and movement between schools.	Priority 3: High quality teaching and leadership
Moving from staffing profile set by central office; moving towards flexibility at school level to create school staffing profile to meet student needs.	Priority 3: High quality teaching and leadership
Moving from central allocation of staff to schools moving towards school level selection of all staff.	Priority 3: High quality teaching and leadership
Moving from professional expectations of teachers and school leaders; moving towards national professional standards for teachers, school leaders and other staff.	Priority 3: High quality teaching and leadership
PARENTS AND COMMUNITY	
Moving from limited involvement in decision making; moving towards more opportunity for involvement in key decisions about directions in schools.	Priority 2: Distinctive schools
Moving from principal selection undertaken outside the school context; moving towards parent and community involvement in principal selection.	Priority 3: High quality teaching and leadership
Moving from schools reliant on own resources to achieve plans; moving towards schools in partnerships with business, industry and community organisations to benefit students and families.	Priority 4: A capable and responsive organisation
Moving from internal focus of schools to meet student needs; moving towards schools reflecting needs, interests and aspirations of their students and communities.	Priority 4: A capable and responsive organisation
SUPPORT FOR STAFF	
Moving from support through rollout of large centralised programs; moving towards support within and across school networks and targeted professional learning programs.	Priority 3: High quality teaching and leadership
Moving from limited use of technology for educational delivery and management; moving towards expanded use of technology for teaching, learning and business systems.	Priority 1: Success for all students Priority 4: A capable and responsive organisation
Moving from professional support and expertise located in central and regional offices; moving towards expertise identified, developed and shared in and across schools.	Priority 3: High quality teaching and leadership
RESOURCING	
Moving from multiple funding sources, formulae and acquittal requirements and moving towards a per capita funding model and one line budget to provide transparency, equity and flexibility.	Priority 4: A capable and responsive organisation



EXECUTIVE FRAMEWORK

Corporate Executive committees:

Finance Subcommittee
Program Governance Group
Policy Subcommittee
Aboriginal Education Subcommittee
Information and Communication Technologies
Subcommittee
Audit Committee
School Planning Subcommittee

Corporate Executive

Corporate Executive, chaired by the Director General, met 10 times during the year.

The Director General had a performance agreement with the Minister for Education. Regional executive directors had performance agreements with the Deputy Director General, Schools while all other Corporate Executive members had performance agreements with the Director General.

This year we established a new position on Corporate Executive to ensure a strategic and coordinated approach to organisational governance. This change consolidated substantial work in recent years to strengthen governance and the new Organisational Governance division will continue developing, implementing and monitoring our governance framework.

Information about Corporate Executive members is in [Section 2: Corporate Executive](#). An organisational chart is in [Appendix 4](#).

Finance

The Finance Subcommittee establishes high levels of financial governance and budget risk management, and ensures that resources are used to maximise education outcomes of students.

During the year, the subcommittee provided advice to Corporate Executive and the Director General on resource allocations, performance against budget, financial risk management and financial implications of Department initiatives.

Program governance

Governance of projects, programs, operations, grants, service agreements, evaluations and reviews is undertaken by the Program Governance Group. The group ensures all items are strategically aligned with our priorities. It reviews their status and considers variations before making recommendations for approval to Corporate Executive on proposals, plans and cessations.

At 30 June 2015, 56 projects, 70 programs and 202 operations were documented. During the year, 18 new projects (18 in 2013–14) were recommended by the group to Corporate Executive and approved by the Director General; and 28 projects (19 in 2013–14) closed on time and within budget.

Policy framework

Policy development is governed through the Policy Subcommittee. It manages the policy framework and advises Corporate Executive on strategic policy priorities. It also manages compliance with processes to ensure policies achieve their identified outcomes, comply with requirements and are consistent with our legal and policy obligations.

This year, the subcommittee examined, proposed and revised policies, and provided recommendations to Corporate Executive for approval. Sixteen policies underwent major assessments (10 in 2013–14), 50 policies had minor amendments (23 in 2013–14), and six policies were removed (10 in 2013–14).

Our [Policies website](#) continued as the definitive online repository for all policies. We received and completed 231 formal policy enquiries (236 in 2013–14).

Aboriginal education

We established an Aboriginal Education Subcommittee in June 2014 to provide advice and make recommendations to Corporate Executive on strategic planning and directions on Aboriginal education.

During the year, the subcommittee provided direction and support to enhance strategic relationships, develop strategies to improve education outcomes of Aboriginal students, and deliver on our commitments to the Government's Education Subcommittee of the Aboriginal Affairs Coordinating Committee.

Information and communication technologies (ICT)

To ensure appropriate alignment of ICT-related services and initiatives to our strategic drivers, we established an Information and Communication Technologies Subcommittee in November 2013. Over this time, the committee reviewed all major ICT initiatives and made recommendations to Corporate Executive on funding allocations for ICT.

During the year, 24 work proposals (11 in the seven months of operation in 2013–14) for new projects were approved and 15 projects (10 in 2013–14) were closed on time and within budget. At 30 June 2015, 37 projects (25 at 30 June 2014) were being monitored by the subcommittee.

Audit

The Audit Committee assists the Director General to fulfil oversight responsibilities for the financial reporting process; and governance, risk management and internal control systems. The committee monitors implementation of our annual audit plan and maintains a relationship with the Office of the Auditor General, ensuring appropriate action is taken on external audit findings. A representative from the Office of the Auditor General is an observer on the committee.

In 2014–15, 202 internal audits were undertaken across schools, business systems and information systems to help improve system governance.

Schools not subject to internal audits submit controlled self-assessments where principals assess their schools' financial and administrative systems. In 2014–15, 613 assessments were completed, with principals receiving overall assessment scores so they could address the findings.

School planning

To lead the development of a Statewide schooling plan, monitor implementation of that plan, and ensure it is aligned with our strategic asset plan, a School Planning Subcommittee was established in May 2014.

The committee made recommendations to Corporate Executive about the allocation of resources to infrastructure and Statewide schooling initiatives.

Risk management

Risk management supported our strategic focus and operational objectives. Actions during the year included:

- focusing on school risk management and submission of risk returns that resulted in a 79% submission rate at 30 June 2015 (18.1% at the same time in 2014)
- streamlining the school risk return process to make it less time consuming for principals while retaining relevant information

- completing a three year bushfire preparedness risk assessment for schools on the Bushfire Zone Register to better document, plan and coordinate actions required at school-level for the bushfire season; and to identify relevant sources of assistance at the corporate level and in local communities
- integrating a risk management system into project governance processes
- realigning our internal risk management function to the new Organisational Governance division.

Delegations

We completed our annual assessment of all delegations to ensure appropriate accountability and responsibility requirements were taken into account consistent with legislative obligations.

SECTION 4:

REPORT ON OUR OPERATIONS

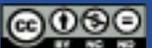
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“I really liked starting secondary school and being able to have specialty classes and different teachers, as well as move classrooms for different subjects.”

Harper Kirkby
Year 7 student
Broome Senior High School

WATCH OUR VIDEO ON YEAR 7



PRIORITY 1: SUCCESS FOR ALL STUDENTS

ALL STUDENTS CAN ACHIEVE SUCCESS: OUR JOB IS TO ENSURE EVERY STUDENT HAS THE OPPORTUNITY TO DO SO.

Establish better intervention strategies and integration of services for children and families before they start school and in the early years of school, including Child and Parent Centres to meet the needs of children in vulnerable communities

A major new initiative to further strengthen support for families with young children in the lead-up to compulsory schooling was announced in June 2015.

Note: All information about Year 12 students in 2014 should be considered in the context that these students were in a 'half cohort' following the changed school starting age in 2001.

[KindiLink](#), a voluntary Kindergarten program for Aboriginal three year old children and their parents, will be piloted from 2016 in 27 schools with existing Aboriginal kindergartens and 10 other schools with large proportions of Aboriginal students.

Also announced at that time was the conversion of five Children and Family Centres previously funded by the Australian Government to State-funded [Child and Parent Centres](#), to start operating in 2016.

These centres will complement the current 16 Child and Parent Centres that support families with young children in the most vulnerable communities.

Building programs at 10 Child and Parent Centres were completed in 2014, with the remaining six centres to be completed by the end of 2015. Community participation across the 16 centres was around 11 500 child and 7000 adult attendances across approximately 200 programs and services from 1 July to 31 December 2014. With the additional five Child and Parent Centres, from 2016 we will have 21 centres across WA, with nine in the country.

To further support the wellbeing of young children and lift overall achievement, the new student-centred funding model was configured to deliver a higher rate of funding in the early years of schooling from 2015.

Arrangements under the National Partnership Agreement on Universal Access to Early Childhood Education to continue funding in 2015 for an additional four hours of Kindergarten were only confirmed late in 2014 by the Australian Government. This had an impact on planning as schools were uncertain whether they would provide each Kindergarten student with 11 hours a week, as

funded by the State Government, or 15 hours in 2015. Continuing arrangements for 2016 and 2017 were confirmed in May 2015 and provide certainty for the next two years.

In November 2014, as part of implementing the agreement, we led the establishment of a three year partnership with Playgroup WA to enhance children's transition to school. The partnership started in 2015 to support home-school links and provide information to parents about children's learning and development.

We built new facilities in two schools and refurbished existing facilities in four schools as part of our strategy to accommodate all Kindergarten children at their local schools. The strategy aims to enable children to continue into Pre-primary at the same schools with the same peers and with a cohesive, continuous learning program. We received data from principals at the beginning of 2015 related to their schools' capacity to accommodate all local Kindergarten-aged children.

We continued to assess all Pre-primary students (more than 24 000 in 2015) in literacy and numeracy through the [on-entry assessment program](#). It provided teachers with information about the knowledge and understandings of their students at the beginning of compulsory schooling that they could use to plan and deliver teaching and learning programs to address individual students' learning needs.

Analysis of WA's 2009 and 2012 [Australian Early Development Census](#) results was undertaken to determine children's progress at the time of the assessments. Reports were provided to government agencies, community organisations and schools to

inform planning and priorities for young children. In 2015, schools participated in the latest Australian Early Development Census.

We continued to support parents through the Positive Parenting Program (Triple P). In 2014, 85 school psychologists were trained to deliver Triple P, 1928 registrations were completed by parents to attend seminars offered through the program, and 550 registrations were completed by parents to attend targeted Triple P through Child and Parent Centres.

In 2015, 75 primary schools received final instalments of the Early Years Learning Grants to enhance and develop resources and programs to support families as their children started school.

Raise standards in literacy and numeracy for students across the State

In 2014, nearly 80 000 students in Years 3, 5, 7 and 9 completed the annual National Assessment Program – Literacy and Numeracy (NAPLAN). The 2014 Year 9 mean scores in all assessments were the best ever achieved by our students.

Since the introduction of NAPLAN in 2008, mean scores for all 16 comparable assessments in Reading, Spelling, Grammar and Punctuation, and Numeracy have improved. For Persuasive Writing, first conducted in 2011, lower mean scores and percentages achieving national minimum standards for Years 3, 5 and 7 in 2014 were consistent with significant declines across Australia.

Between 2013 and 2014, mean scores remained stable with only marginal improvements in

12 assessments and marginal declines in seven assessments. There were improvements of more than two points in the percentages of students at or above the national minimum standards in four assessments, but declines of more than two points in five assessments.

The performance of Aboriginal students between 2013 and 2014 generally improved in Years 7 and 9 but declined in Years 3 and 5.

Detailed [NAPLAN results](#) are in the Key performance indicators and [Appendix 2](#). Results from 2015 NAPLAN will be available in late 2015 and reported in next year's annual report.

In 2015, the new student-centred funding model provided funding to all eligible students learning Standard Australian English. The English as an additional language allocation assisted schools to address the learning needs of these students.

Ensure all students attend school regularly

The Statewide school attendance rate for 2014 was 90.5% (91% in 2013). The rate for Aboriginal students was 76.4% and for non-Aboriginal students it was 91.8%. Industrial action by teachers in April 2014 reduced the 2014 rates by about 0.5%. Details of attendance rates are in [Appendix 3](#).

To help improve attendance, we increased significantly the number of staff designated as attendance officers under the *School Education Act 1999* to work with students and families. At June 2015, there were 902 badged attendance officers (435 in June 2014).

To address persistent student absence in 2014, 14 attendance panels were convened (eight in 2013), 35 Responsible Parenting Agreements were initiated (20 in 2013) and one parent was prosecuted (one in 2013). We also enhanced our attendance monitoring and reporting system to enable principals to better identify students who may require attendance panels and report on their progress.

In February 2015, we completed the transfer of the Trans-border Attendance Strategy to Education Services Australia to manage the strategy's national expansion. At June 2015, 179 of our schools were participating in the strategy. The consolidated and merged enrolment and attendance data supported school staff to more easily track transient students, and promptly identify and address potential attendance concerns.

At June 2015, there were 1076 students of compulsory school-age whose whereabouts were unknown (835 at June 2014), usually because families moved and did not advise their former public and private schools. We continued to work with other agencies and education and training sectors to reduce the number of students not participating in education and approved options.

Ensure most students leave school eligible for university or having completed vocational qualifications

In 2014, 82.9% (74.9% in 2013) of Year 12 students achieved Australian Tertiary Admission Ranks (ATARs) of at least 55 and/or certificate II and higher qualifications. Thirty-eight schools had at least 90% of their Western Australian Certificate of Education (WACE) eligible students achieve this attainment milestone compared with 19 schools in 2013.

Forty-two schools had 100% WACE achievement (39 in 2013). The WACE achievement rate for our eligible Year 12 students was 96.8% (97.2% in 2013). The rate for all schools (public and private) experienced a similar decrease from 96.9% in 2013 to 96.0% in 2014.

The percentage of students who gained ATARs in 2014 was 38.2% (39.0% in 2013). The median ATAR improved slightly from 75.2 in 2013 to 75.6 in 2014. In total, 74 students achieved ATARs of 99 or more (114 in 2013), including three students who attained the highest possible ATAR of 99.95.

In 2014, 143 schools delivered nationally-accredited vocational education and training programs to 21 548 students (mostly in Years 11 and 12), with students completing 6841 certificate II and higher qualifications. The total number of certificates gained by Year 12 students was 9169 in 2014 (9188 in 2013). Considering the significantly smaller Year 12 cohort, these results indicate schools provided strong vocational pathways for students transitioning into further training or employment after Year 12.

In 2014, our students received 330 [School Curriculum and Standards Authority](#) awards (457 awards in 2013) for outstanding achievements in senior secondary studies, including both Beazley Medals. Jamin Wu from Perth Modern School was awarded the Beazley Medal: WA Certificate of Education for the highest scaled score across five courses in Year 12; and Robert Rubery from Applecross Senior High School was awarded the Beazley Medal: Vocational Education and Training for his strong performance in vocational programs.

We also supported 133 mature-aged and repeating students to achieve a WACE in 2014, and 107 to

attain ATARs of at least 55 mainly through programs at Canning College, Tuart College and senior campuses.

Support innovative strategies to close the educational achievement gap between Aboriginal students and their non-Aboriginal peers

In 2015, our schools accounted for 84% of the 28 589 Aboriginal students in school education in WA. [Table A8](#) shows the trends in Aboriginal student enrolments in recent years.

The apparent retention rate of Aboriginal students from Year 8 to Year 12 continued to improve, from 43.8% in 2013 to 49.1% in 2014 ([Figure A5](#)). Almost all of this improvement from 2013 to 2014 was due to better retention of Aboriginal students from Year 8 to Year 12, with only a very small amount caused by other factors such as increased movement to public schools from private schools and net interstate migration.

In 2014, 92.5% of WACE-eligible Aboriginal students achieved a WACE (91.8% in 2013). Thirty-seven Aboriginal students gained ATARs in 2014 and, of these, 18 achieved ATARs of 55 and more.

In 2014, 44% of Aboriginal students who achieved ATARs of 55 and more (60% in 2013), and 40% of Aboriginal students who received the WACE (37% in 2013), participated in Follow the Dream: Partnerships for Success. The program provided after-school tuition and mentoring to aspirant Aboriginal students from Years 7 to 12.

The annual [Rob Riley Memorial Prizes](#) for the top Year 12 Aboriginal students were awarded for 2014

to Benjamin Cable from Rossmoyne Senior High School (WACE) and Utariah Clarke from Kiara College (VET).

During 2014, the Aboriginal Tutorial Assistance Scheme provided supplementary assistance to schools to improve literacy and numeracy skills of 5042 Aboriginal students from Years 1 to 7 in 127 schools (1484 students in 139 schools in 2013); 2997 Aboriginal students from Years 8 to 10 in 92 schools (1260 students in 80 schools in 2013); and 1004 Aboriginal students in Years 11 and 12 in 84 schools (1428 students in 75 schools in 2013). Principals determined how best to use this funding to improve student outcomes.

In 2014–15, seven (FTE) speech and language support staff provided outreach services to 44 schools with large Aboriginal student enrolments as part of the Aboriginal Early Childhood Speech and Language Initiative.

In 2014, training to mentor Aboriginal educators as part of the Remote Indigenous Professional Development Project was provided for 28 staff from 16 Child and Parent Centres and five Children and Family Centres.

The student-centred funding model in 2015 provided funding to schools specifically for Aboriginal students.

We started work on developing a new Aboriginal education plan to align with our new strategic plan. As the previous Aboriginal education plan ended in 2014, the Director General issued a [directions statement](#) for 2015 that outlined four priority areas – high expectations for all students, strong partnerships, evidence-based practices and accountability – to improve outcomes for Aboriginal students.

Lift the levels of achievement of students with disability, students from rural and remote backgrounds, and those from disadvantaged communities

Schools Plus provided supplementary funding to schools for students with eligible diagnoses to access the curriculum. By the end of the 2014 school year, 8771 students had been supported or just over 3% of students. In 2015, the student-centred funding model's individual disability allocation replaced School Plus, with eligibility remaining unchanged. At 30 June 2015, we had allocated \$269.3 million to schools to support 9071 students during the course of the 2015 school year with eligible diagnoses (just over 3% of students).

In 2014, 1700 students with disability and/or special educational needs in 63 schools participated in programs offered by the international curriculum awarding body ASDAN; and 1364 students with disability and/or special educational needs received endorsed program points towards their WACE.

Through the School of Special Educational Needs: Disability, we supported 3564 students (3405 in 2013) with intellectual, physical, multiple disability, autism and learning disabilities. To align service delivery to the Nationally Consistent Collection of Data for School Students with Disability initiative, support was provided on the basis of need, irrespective of whether the disability was diagnosed or imputed.

The School of Special Educational Needs: Sensory and School of Special Educational Needs: Medical and Mental Health provided services to students in both public and private schools. The former supported 2579 students (2356 in 2013) with

hearing loss and/or vision impairment; and the latter supported 4966 students (5404 in 2013) with severe medical and mental health issues, primarily at Princess Margaret Hospital.

Seventeen (FTE) speech and language staff, mostly speech pathologists, worked with teachers to build their capacity to support students with speech and language difficulties. In 2014, 1139 students (1115 in 2013) were enrolled in early intervention programs in language development centres.

In 2014, 192 Year 12 students (374 in 2013) with disability participated in vocational education and training (VET) programs in schools.

Through the Secondary Assistance Scheme in 2014, we supported 20 045 Year 8 to 12 students (19 421 in 2013) from low-income families to pay contributions and charges, and purchase school uniforms. Payments of more than \$4.6 million (more than \$4.5 million in 2013) were made under the Education Program Allowance and more than \$2.2 million, the same as last year, under the Clothing Allowance.

We distributed more than \$27 700 in 2014 (\$23 230 in 2013) through a transitional clothing allowance where Year 7 students were integrated into secondary schools. The program benefited 241 students (202 in 2013).

Through the Boarding Away from Home Allowance for Isolated Children of \$2105 a year, in 2014 we supported 1233 students (1434 in 2013) at a total cost of just over \$2.5 million (just under \$3.0 million in 2013). The same amount was provided to 312 students (287 in 2013) boarding at the WA Colleges of Agriculture under the special subsidy

scheme amounting to more than \$0.6 million (more than \$0.5 million in 2013).

The WACE achievement rate of students in regional and remote schools was 95.6% in 2014, close to the Statewide rate of 96.0% and a marginal decline from 97.0% in 2013. The proportion of Year 12 students in regional and remote schools achieving vocational qualifications at certificate II and higher levels was 54.8%, comparable to students in metropolitan schools at 55.0%.

Students in regional and remote schools remained under-represented in university entrance pathways compared with students in metropolitan schools – 28.6% compared with 41.1%. The performance of ATAR students in regional schools increased in 2014, with 82.1% achieving ATARs of at least 55, the minimum score required to be eligible for university entry, compared with 78.4% in 2013.

Year 12 students in regional and remote schools achieved an attainment rate of 76.6% (proportion of students who achieved ATARs of at least 55 and/or certificate II and higher qualifications). This continued the improvement in recent years and was a significant increase from 68.6% in 2013.

In February 2015, 604 students were enrolled at five [residential agricultural colleges](#) studying for agriculture-related vocations. In 2014, 99.2% of the colleges' Year 12 students attained ATARs of at least 55 and/or at least one certificate II qualification; and each Year 12 student graduated with, on average, almost four certificate II and III qualifications.

Improve student engagement with learning; and expand opportunities for students to develop personal and social capabilities necessary for full participation in the workforce and society

The 2014 participation rate of Years 11 and 12 students in school or participating in other approved education, training and/or employment options was 98.1%, up from 97.1% in 2013. The 2014 rate was inflated by the State's strong net interstate and overseas migration in recent years.

In 2014, we provided \$2.5 million to 28 initiatives (\$2.5 million to 32 initiatives in 2013) by schools, community organisations and registered training providers to meet the needs of 16 and 17 year olds at risk of disengaging from school and those who had already disengaged.

More than 17 900 students (65%) in Years 11 and 12 (18 100 or 68% in 2013) were enrolled in VET in Schools programs, providing them with meaningful and challenging pathways to further training and employment while contributing to their WACE achievements.

We supported 623 Year 10, 11 and 12 students in 2014 (471 in 2013) in the Aboriginal School-Based Training program to develop skills to succeed in the workplace leading to apprenticeships, traineeships or further training.

Nineteen schools received final instalments of grants for three year career development projects for students. A forum will be held in 2015 for these schools, and a further 33 partner schools, to share their ideas and findings.

Schools used programs endorsed by the School Curriculum and Standards Authority for students to gain credit towards their WACE while providing them with opportunities to develop skills, knowledge and attitudes in areas suited to their needs and aspirations.

Expand and strengthen education for gifted and talented students

In 2015, 1905 students in Years 5 and 6 were selected to participate in courses delivered from local [Primary Extension and Challenge](#) (PEAC) centres or online (2615 students in 2014 when Year 7 students participated in PEAC). These students were the most academically able 2.5% of students in each year level.

Seventeen secondary schools continued to host [Gifted and Talented programs](#), offering up to 975 placement opportunities in each year level (950 in 2013) for exceptional students in academic, arts and languages areas.

With the move of Year 7 to secondary schools in 2015, an additional 975 places were made available for Year 7 students across these programs.

In 2015, we received 4181 applications (4384 in 2014) for entry to the programs in 2016 for students who were at the time in Years 6 to 10. Of these, 3217 applications were for Year 6 students, an increase of more than 12% from the previous year when we received 2853 Year 6 applications.

Expand the use of technology to enhance student learning

We continued to deal with the challenges of improving teacher capability and school infrastructure to support the use of technology in classrooms through professional learning, support options, and ongoing maintenance and enhancement of ICT systems.

Our internationally recognised Standard Operating Environment (SOE) expanded to support more than 70% of students and will be deployed to more schools in the next financial year.

We undertook further enhancements to Microsoft Office 365 for Education to enable students to use portable devices such as tablets and smart phones to view and edit learning materials, and access their Department email and calendar service accounts.

At June 2015, 784 schools were using various aspects of our integrated online environment Connect. The platform was expanded to provide all schools with access to the full suite of functionality including access for parents to learning, assessment and attendance information about their children. Students also accessed online learning opportunities through Connect Classes. More than 27 000 staff participated in one or more of 2600 active Connect Communities where they shared teaching resources, ideas and classroom strategies, and engaged in professional dialogue online.

Use of web conferencing continued to expand during the year beyond its traditional role in distance education, finding diverse uses as a professional learning delivery platform and vehicle for mentoring students. Improvements to infrastructure and processes increased reliability and availability.

New courses continued to be added to our online professional learning platform as staff increasingly recognised the convenience and flexibility of the medium. Course engagements in 2014–15 were significantly higher than previous years with nearly 27 000 course completions recorded (14 000 in 2013–14).

The Partners in Learning Memorandum of Understanding with Microsoft Corporation continued to offer schools access to information and best practice strategies in relation to ICT for teaching and learning.

Implement the Australian Curriculum from Kindergarten to Year 12 and National Quality Standard in the early years

The School Curriculum and Standards Authority continued to adapt the Australian Curriculum to suit the needs of WA schools. It published the first ever [curriculum guidelines for Kindergarten](#) in August 2014 that provided a clear set of directions and support for teachers. We continued to build curriculum implementation capacity of school staff.

New professional learning modules were put online early in 2015 to assist teachers assess and report on student academic achievement of the curriculum learning areas' content.

In 2014, we allocated \$40 000 to each of the 61 Teacher Development Schools to support teachers to implement the curriculum. These schools provided 618 professional learning events which were attended by 5761 participants. They also provided professional learning events in response to 353 requests for support and these were attended by

3361 participants. Professional learning was tailored to meet local needs and aligned to the Australian Professional Standards for Teachers.

We extended the range of online resources aligned to the new curriculum. Through Connect, teachers had access to a searchable library of more than 23 500 resources produced locally, nationally and internationally. They also had online support through targeted Connect Communities.

We continued work in the lead up to implementing the National Quality Standard (NQS) for Early Childhood Education and Care in 2016 and ensuring it informs quality improvement in Kindergarten to Year 2.

We funded 500 education assistants working in Kindergarten to obtain the required minimum standard certificate III qualifications. In addition, 920 school administrators and 1450 early childhood teachers took part in training sessions; and 43 schools were fast-tracked in their NQS implementation to enable other schools to draw on their experiences and expertise. Schools will complete and record findings from an internal audit of the seven quality areas by the end of 2015 and then annually.



PRIORITY 2: DISTINCTIVE SCHOOLS

SCHOOLS MEETING THE NEEDS AND ASPIRATIONS OF THEIR STUDENTS HELP TO BUILD STRONG COMMUNITIES IN WESTERN AUSTRALIA.

Continue to provide opportunities for schools to become Independent Public Schools; and delegate appropriate authority to principals

For the start of 2015, the number of [Independent Public Schools](#) grew from 264 to 441 – a record increase of 67%. This was the culmination of schools completing a new development and selection program from which 174 demonstrated their readiness. The schools included four clusters of schools working together.

Four new schools that opened in 2015 also started as Independent Public Schools after community consultation and completion of a modified development program.

Of the 178 schools, 51 were in the country and 127 in the metropolitan area. About 70% of our students and teachers are now in Independent Public Schools.

The successful schools were announced in August 2014 and staff and school community members were part of a comprehensive operational training program over the following four months.

See also [Provide principals with greater authority to develop staffing profiles, and select and appoint staff](#) and [Introduce new national professional standards for teachers and principals; and provide all staff with access to high quality professional learning opportunities.](#)

Configure the delivery of schooling across the State to best meet the educational needs of students; and encourage groups of schools to work together to improve student access to high quality education programs

Unprecedented population growth in recent years continued to increase demand for places in many schools. A record 292 952 students were enrolled in Semester 1 of 2015, up 3.25% from the same time last year. For the fourth year in succession, public schools increased their market share, with 66.3% of all WA students compared with 66.2% in 2014 and 65.9% in 2013. Enrolment information is in [Appendix 1](#).

Strategies continued to be developed to alleviate enrolment pressures in some schools, particularly in the Perth inner city, western suburbs and new residential areas in the northern and southern metropolitan areas.

To address increased demand in the western suburbs, an investment of \$38.8 million was announced in December 2014 to expand Churchlands Senior High School, and planning for a new secondary school in the area commenced.

In response to the Department of Planning's [Directions 2031](#), many local governments began planning to revitalise suburban centres and redevelop residential areas along major transport routes. We reviewed preliminary plans for Cannington, Bayswater and some areas in Joondalup, and assessed the capacity and potential for existing schools servicing these areas to expand.

In 2014 and 2015, community consultations were completed about the future of secondary schooling in the Fremantle, Armadale and Geraldton areas, with the aim of improving the quality of education for students.

The creation of [Fremantle College](#) (planning name) was announced in December 2014. Hamilton Senior High School and South Fremantle Senior High School will close at the end of 2017 and the new college, providing students with a breadth of curriculum leading to both university entrance and training opportunities, will open as an Independent Public School in 2018 on the site of the current South Fremantle Senior High School. An investment of \$30 million was committed to establish the college.

In March 2015, a strengthened model of delivery was announced for [Armadale](#), with Armadale Senior High School to focus on vocational programs leading to nationally recognised qualifications, and Cecil Andrews Senior High School to focus on academic programs leading to tertiary study. The changes will be in place for 2017 with an investment of \$9.4 million.

A major structural change to schooling was implemented with Year 7 moving from primary to secondary school from the start of 2015. The driving force for the move was to give Year 7 students the learning and support environments and facilities most appropriate for their educational needs and age. For details see [Prepare for the smooth transition of Year 7 to secondary school](#).

A number of changes also took place during the year with individual schools. Challis Primary School and Challis Early Childhood Education Centre amalgamated to become Challis Community Primary School in 2015; Denmark High School was reclassified as a senior high school in 2014; Abrolhos Islands School closed at the end of 2014 as it had no students enrolled; and Buntine Primary School, Latham Primary School and Tincurrin Primary School were gazetted for closure at the end of 2015 due to very low student enrolments.

Schools continued to work together to benefit students. Use of Connect Communities grew as a secure, easy to use tool for school staff to collaborate and network with colleagues.

Nineteen Independent Public School clusters, made up of 52 schools, shared resources and developed mutually beneficial policies. Some clusters operated with single school boards while others operated with boards at each school.

Encourage diversity within the system to offer greater choice to parents and students

Parents continued to have access to a diverse range of schools and programs to meet the needs of their children.

In 2015, students had access to 110 [Approved Specialist Programs](#) at 59 secondary schools across the State, including 10 in the country. The 46 sports, 32 academic and 32 arts programs provided students with opportunities to develop specific interests and passions. For the first time, Year 7 students had access to Approved Specialist Programs.

To enhance training programs for students, trade training centres in Bunbury, Morawa and East Avon were completed in 2014 and ran programs from the beginning of 2015. We now have 35 centres across the State. The final round of the funding through the Trade Training Centres in Schools Program commenced during 2014–15, with these centres to open in 2016.

Parents continued to have access to programs at primary and secondary schools across the State for high ability children (see [Expand and strengthen education for gifted and talented students](#)).

Students unable to access regular schools and those attending schools where specific subjects were not available received services from the School of Isolated and Distance Education. The school delivered approximately 4000 online lessons each month where students and teachers worked together as a virtual classroom. Learning content and collaborative opportunities were also provided through an online learning management system supporting more than 400 courses across the curriculum.

The five schools of the air enabled parents, particularly those living in very remote areas of the State, to access education for primary-aged children.

Parents also had the option to home school their children and 2826 students were registered to receive home education in Semester 1, 2015 (2477 in Semester 1, 2014).

Involve parents and the community in the life of each school

To inform the community of the many changes taking place in schools, we ran the [Bigger Picture Education](#) campaign from July 2014. Research in early 2014 indicated that parents and community members did not know about all of the reforms – including the Year 7 move, changes to early childhood education, Child and Parent Centres, Independent Public Schools and investment in capital works – and that they were part of a plan to provide an even better education for students.

The first year of the three year campaign involved television, radio, online and out-of-home advertising supported by a [website](#) with detailed information. Evaluation showed a significant increase in awareness among the WA population.

Principals of Independent Public Schools continued to work with their boards to maximise their functions and broaden community representation. Through the boards, these schools developed innovative governance practices which differed from councils of other schools. In particular, boards endorsed Delivery and Performance Agreements, one line budgets and business plans. They were also an integral part of each school's independent review by the Department of Education Services.

School board training was offered to all new Independent Public Schools as part of their

operational training program. Board members also had ongoing access to face-to-face training and online resources. To date, 2817 board members have participated in the training. Research commenced in 2015 to inform improvements to the functionality, influence and effectiveness of boards.

To support parents to become more involved in their children's learning and school experiences, we published a range of [booklets, factsheets and videos](#). Subjects included how parents could support their young children at home in reading, writing, spelling, numeracy and science; what to expect in Kindergarten and Pre-primary; and how to help their children move to secondary school. Materials were translated into a range of languages.

Parents and communities were involved in the [Our School's a Star competition](#), identifying what was special about their schools. In all, 121 school communities submitted written, pictorial and video entries. Rangeway Primary School and Yule Brook College won the two major prizes of \$10 000 each to enhance their schools. More than 44 000 votes were received for the people's choice awards, with John Butler Primary College and South Ballajura Education Support Centre winning outdoor community movie nights.

Through Our School's a Star media partners *The West Australian* and Channel 7, 13 schools were showcased in the newspaper, seven schools took part in live weather crosses on television, and there were three stories on Today Tonight. The winners of Our School's a Star were featured on Channel 7 news and in *The West Australian*.

Involving parents and communities was again a key aspect of the [WA Education Awards](#). For the 2014 awards, students and parents had the opportunity to acknowledge the outstanding contribution of school staff and more than 1000 downloads of a merit certificate were recorded from July to September 2014 to be presented to staff. Parents and citizens' associations and school boards/councils were also encouraged to nominate staff and schools. Three of the [11 winners](#) were nominated by school board chairs.

Provide a safe, welcoming and engaging learning environment in each school

We continued to work on the recommendations of the Auditor General's report [Behaviour management in schools](#), released in March 2014. We reviewed our Behaviour Management in Schools policy, behaviour centres and Classroom Management Strategies professional learning.

To provide more coordinated support for schools, [a new approach](#) for the most at risk students was announced in May 2015 to be in place for 2016. A new learning academy will be established to cater for up to 20 students requiring more intensive education programs than those offered at mainstream schools; and 13 engagement centres to support students with complex behavioural and attendance issues will expand significantly on current services and replace 12 existing behaviour centres.

In 2014, our 12 behaviour centres assisted with planning and interventions for 456 individual students with complex behaviour needs. They also provided 501 whole class and whole school interventions focused on improved behaviour support for students and associated staff development.

Preventing youth suicide continued to be a priority. Relationships with key agencies were strengthened as recommendations of the [Ombudsman of WA](#) report of April 2014 were implemented. A focus of this work was to improve collaboration in the management of students being discharged from acute settings and support these students to re-engage in school. The ability of school staff from the three education sectors to identify and respond appropriately to students with suicidal behaviour and non-suicidal self-harm was enhanced with new resources aimed at increasing professional knowledge and applying consistent approaches in all schools.

In 2014, we continued to support students and schools through the school psychology service. An average 293.3 FTE (285.6 FTE in 2013) school psychologists provided specialist support and worked with schools to enhance the learning and behavioural outcomes of students. They also provided social-emotional, mental health and learning support for students, as well as critical incident support.

School psychologists took a lead role in coordinating and facilitating school and regional programs including Triple P, Youth Mental Health First Aid and Promoting Alternative Thinking Skills (PATHS). In 2014, every education region had trained PATHS facilitators and, at the end of 2014, 175 schools had used the program and a number of private schools had accessed the program.

Lead school psychologists continued to provide professional leadership to school psychologists. They also supported staff to deal with complex student issues and respond to critical incidents.

During 2014, the Complex Behaviour and Mental Health Team provided specialist consultancy services to schools in relation to students with extremely challenging needs. School psychology services continued to be provided to private schools in the Kimberley on a cost-recovery basis.

In 2014, as part of our pastoral care for students, 597 schools (598 in 2013) accessed chaplaincy services – including support chaplains, relief chaplains and pastoral critical incident response chaplains – under a service agreement with YouthCARE. Services in regional and remote schools were extended.

For 2014–15, the State Government committed an additional \$4.15 million to fund 251 schools that missed out on funding in 2015 through the Australian Government’s National School Chaplaincy Programme. In total, 500 schools that submitted either individual or joint applications for the program received funding for 2015 and 2016 through either the State or Australian Governments.

Suspension of students continued to be used to ensure safe environments in schools. There were 27 400 suspensions in 2014 involving 12 188 students (26 228 suspensions involving 11 768 students in 2013). This was 4.3% of the total student population (unchanged from 2013). Physical assault or intimidation of other students (30.2%) and violation of the school code of conduct (27.5%) were the most common reasons for suspension and were comparable with 2013.

Suspension remained an effective strategy in addressing student behaviour, with 56% of students suspended only once (57% in 2013) and an average period of suspension of 2.3 days (2.2 days in 2013).

In 2014, 27 students were recommended for exclusion, with the Director General accepting 22 recommendations (20 in 2013 and 25 in 2012). Excluded students were required to be in other education placements (such as other schools, behaviour centres or the School of Isolated and Distance Education), engaged in training or in employment.

Around 100 trained staff in education regions provided de-escalation and restraint training to school staff as part of our strategy to support students exhibiting challenging behaviours. The training complemented our Classroom Management Strategies and Positive Behaviour Support whole-school behaviour management programs.

During the year, nearly 1200 staff completed accredited professional learning in classroom management and instructional practices to better engage students. Training was provided by teacher consultants in regions. Training and support were also provided to school staff to implement the Positive Behaviour Support framework, a whole-school operational framework for improving student academic and behaviour outcomes. There were 165 schools implementing the framework.

At the start of July 2015, 2674 (99.5%) of 2687 children in care enrolled in our schools had documented plans. We also developed a system to track the education status of these children as a group so their progress could be monitored over time.

Prepare for the smooth transition of Year 7 to secondary school

After two and a half years of planning, Year 7 moved to secondary school in 2015 in a major restructure of public schooling.

A comprehensive project management and governance framework ensured the successful transition of students. Primary and secondary schools worked together to implement transition plans to suit their particular students and ensure learning was not disrupted. Primary schools provided leadership and graduation opportunities for their Year 6 and 7 students, while secondary schools provided orientations for Year 7 and 8 students.

All capital works needed to accommodate the increase in students in [46 schools](#) were completed in time for the start of the 2015 school year, and many were completed ahead of schedule.

We provided an establishment grant totalling \$4.2 million to all schools that in 2015 had Year 7 students for the first time as secondary students. The grant allowed schools to purchase resources and texts for Year 7 students.

The move required approximately 1000 more secondary teachers and [our innovative Switch](#) program assisted us to meet workforce demand. More than 600 teachers completed the Switch teacher training program, with over half of these employed in secondary schools for 2015. All classrooms had suitably qualified teachers on day one – recruited, selected and appointed by principals to match the needs of their students and the individual contexts of their schools.

Parents of 52 children in small rural schools took up the option for their children to remain in primary school for Year 7 in 2015. Each decision was made by the principal based on the family's individual circumstances. This option is also available for 2016 and 2017 in recognition that some families in rural areas may experience greater challenges in relation to the transition.

A Year 7 intranet site – a one stop shop for information, resources and tools for schools to use and adapt – had nearly 12 000 user visits over the life of the project. Our website included information about the Year 7 move to help families understand and prepare for the change, and had nearly 40 000 user visits.

Strengthen the capacity of regional schools to deliver excellent educational opportunities for their students

In 2014–15, Royalties for Regions funded recurrent and capital projects to strengthen education in country schools including:

- \$24.7 million for the move of Year 7 students to secondary schools, Kalgoorlie-Boulder Community High School redevelopment and the WA College of Agriculture – Cunderdin to acquire additional land.
- \$1.6 million to provide access to **Connect**, and improve infrastructure and equipment in 31 schools in the Pilbara.
- \$2.4 million to support the placement of teacher interns and training for teacher development coaches.

A video conferencing solution for 31 schools in the Pilbara, funded through Royalties for Regions, enabled the service to be rolled out to a number of other schools across the State and in central and regional offices.

The \$5 million Regional Workers Incentive Allowance in 2014–15 helped schools attract and retain high quality support staff through additional regional payments. In 2014, Royalties for Regions allocated \$0.9 million to our Boarding Away from Home Allowance for Isolated Children.

A new service agreement was established with Foodbank WA to provide school breakfast and nutrition education programs to 420 schools. Of the 251 schools in regional and remote locations, Royalties for Regions provided \$203 000 for 97 schools. This ensured that many students had breakfast each morning and were more likely to be ready to learn. During 2014–15, we contributed \$268 000 to this program.

The Clontarf Academies were particularly active in country schools by supporting male Aboriginal students who had poor attendance and behaviour. Royalties for Regions provided \$5.04 million from 2011–12 to 2014–15 for academies in Derby, Fitzroy Crossing, Karratha, Northam, Katanning, Coodanup (Mandurah) and Carnarvon. During 2014, the Roebourne academy was suspended, and is expected to recommence once sufficient numbers of students are enrolled at the school.



PRIORITY 3: HIGH QUALITY TEACHING AND LEADERSHIP

THE BASIS FOR IMPROVING STUDENT LEARNING OUTCOMES IS HIGH QUALITY TEACHING AND LEADERSHIP.

Attract, retain and develop high quality teachers and leaders, including the use of new incentives

An array of new and ongoing incentives supported our work to attract, retain and develop high quality teachers and leaders.

The Principals' Advisory Team provided confidential mentoring and support tailored for the specific needs of beginning and newly appointed principals. Established as a project in May 2013, it was extended to the end of 2015 and will inform future strategies to support principals to effect school improvement.

In 2015, 24 principals completed new Principal Eligibility Modules which were designed for new and aspirant principals to develop their knowledge and skills in regulatory compliance, audit and risk management consistent with school autonomy and public sector requirements.

In 2014, 153 principal vacancies were advertised and filled. To ensure the needs and aspirations of school communities were considered, school board members participated on selection panels for the 43 principal positions in Independent Public Schools. In many other schools, members of school councils and parents and citizens' associations were involved in principal selection panels.

Our [Institute for Professional Learning](#) provided programs for leaders, aspiring leaders and teachers aligned to the national professional standards for teachers and principals. In 2014–15, 282 teaching staff completed the Aspirant School Leader Program; 113 teaching staff from 66 schools participated in the Leading School Improvement Program; and 143 teaching staff from 64 schools participated in the Improving Student Learning Through Classroom Observation and Feedback program.

A total of 280 teachers undertook the Senior Teacher Program in 2014–15. In May 2015, a new program for experienced teachers called Mentoring to Enhance Teacher Practice attracted 31 teachers to develop their skills in mentoring colleagues.

The Master of School Leadership continued in 2015 with a fourth intake. The program was instituted through The University of Western Australia to provide opportunities for teaching staff to extend their qualifications and skills. There are now 157 teaching staff progressing through the program, with the first intake from 2012 to graduate at the end of 2015.

The Switch training program continued as a key strategy to ensure we met increased demand for secondary and decreased demand for primary

teachers. More than 600 teachers participated in training, with over half employed in secondary schools in 2015. The program supported primary teachers to switch to secondary teaching, and secondary teachers to expand the range of subjects they could teach. The program continues throughout 2015 to ensure sufficient ongoing supply of secondary teachers.

To attract teachers into specialist subject areas of shortage and into schools in low socio-economic areas, we entered into the national Teach for Australia program. In 2015, we had 13 Teach for Australia participants in five schools. Feedback from principals and mentor teachers indicated participants had made a strong start.

Our Graduate Teacher Induction Program continued to support graduate teachers in their first two years of teaching. In 2014–15, there were 3939 module enrolments, with 688 teachers electing to also receive coaching support.

By the end of 2014, all recipients of final year teaching and Kingston Internship Training Program scholarships had graduated and completed their agreed periods of scholarship teaching service.

In 2014–15, we provided 49 student teachers with financial support under our Rural Teaching Program to undertake their final practicums in schools in the Goldfields, Midwest, Kimberley and Pilbara, with 34 of these teachers appointed to rural and remote schools for their first positions.

The Training Schools Project, funded through the Improving Teacher Quality National Partnership,

extended practicum experiences for final year student teachers completing qualifications in secondary subject areas of need. In 2014, 16 student teachers were placed in four metropolitan secondary schools and, in 2015, 18 student teachers were placed in seven metropolitan secondary schools. Five primary schools in 2014 and nine in 2015 chose to participate although no additional funding was available, providing placements for 26 and 21 student teachers respectively each year.

The project, in conjunction with the Pilbara Cities Attraction and Retention Strategy, also enabled 36 student teachers to complete final long-term practicums in rural and remote schools in 2014–15, including 16 in the Pilbara. The strategy also enabled five student teachers in 2015 to be placed in two Pilbara schools for year-long internships.

Another strategy to attract and retain staff in country schools was the continued provision of suitable housing at acceptable costs to both the Department and staff. In 2014–15, we paid \$89.8 million in rent for 2070 properties occupied by our staff and owned/leased under the Government Regional Officers' Housing program. Of this, we subsidised approximately 81% for our staff. During 2014–15, 191 properties were newly sourced by us for staff use through leasing arrangements, new constructions, refurbishments and reallocations from other government agencies.

Introduce new national professional standards for teachers and principals; and provide all staff with access to high quality professional learning opportunities

In 2014, teachers in 61 Teacher Development Schools provided professional learning, advice and support, online discussions, mentoring and work shadowing to colleagues. They delivered 971 professional learning events (9122 teachers) aligned to the Australian Professional Standards for Teachers and actively engaged with 26 Connect Communities.

To support implementation of school funding reform, including the new student-centred funding model and one line budgets, we ran a comprehensive training and support program throughout the year for school leaders, registrars and business managers. A total of 4985 staff attended 231 training sessions (143 in the metropolitan area and 88 in country areas). These were complemented by 1805 school contacts where one-to-one support was provided to school staff. Training and support will continue throughout 2015.

Professional support to use ICT in teaching continued through school and network consultations, workshops and online support communities through Connect.

Our new Equity and Diversity Management Plan 2015–2019 affirmed our commitment to equal employment opportunity and diversity. In 2014–15, we delivered specialist coaching to 49 Aboriginal graduate and student teachers; provided classroom placements for five final year Aboriginal student teachers; and professional learning to 72 Aboriginal and Islander education officers and two school leaders.

We trained 13 equal opportunity contact officers and provided development opportunities to 35 aspirant women for school leadership positions. We also conducted workshops on recruitment, selection and appointment policy and practices that focused on equity issues.

Professional learning programs prepared current and future business managers and registrars to lead in an environment of increased school autonomy. In 2014–15, 890 staff participated in regional forums, 123 participated in the Aspirant School Business Managers Program, 31 completed the Application Writing course, and 54 participated in the Whys and Hows of Performance Management.

Forums and workshops for library officers attracted 254 participants.

Ensure sound workforce planning for current and future needs

Workforce planning continued to be a major priority, especially in the area of teacher supply and demand. We continued liaising with universities about graduate teacher numbers and supply, especially in relation to increasing the supply of specialist secondary subject teachers in areas of shortage.

The move of Year 7 to secondary school and the exit of the half cohort of students meant that 2014 was a critical year for workforce planning in preparation for 2015. The Year 7 move heralded a dual pressure – to deliver sufficient numbers of qualified secondary teachers and minimise the impact on primary teacher numbers.

For the 2015 school year, approximately 1500 positions needed to be filled by secondary teachers who were not working in our secondary schools in 2014. This was to cover an additional 1000 FTE teachers required for the move of Year 7 and the exit of the half cohort, as well as to replace teachers who had retired and resigned.

The Switch program continued in 2015 as a major strategy to meet increased demand for secondary teachers and reduced demand for primary teachers (see [Attract, retain and develop high quality teachers and leaders, including the use of new incentives](#)). Other activities to meet demand included recruiting about 600 secondary-trained graduate teachers; providing part-time teachers with opportunities to increase their work fractions; encouraging teachers not in the workforce to return; and ensuring secondary teachers used outstanding accrued long service leave entitlements before 2015.

Teacher resignations were relatively low during the year due to economic conditions and a tight job market. Retirements increased slightly and this is expected to continue over the medium term due to the number of teachers aged over 60 years (see [Table A24](#)).

In 2014, 574 staff attended seminars and 261 staff logged into webinars on flexible transition to retirement, conducted in conjunction with the Government Employees' Superannuation Board. Evaluation showed 60% of attendees would 'definitely' or 'very likely' change their retirement plans to work longer.

Placing permanent staff requiring permanent placements remained a priority. At the end of 2014–15, 699 permanent staff required permanent placements, substantially fewer than in previous years.

We made 440 offers to staff under the Government's targeted voluntary severance scheme, with 265 staff identified as surplus to requirements accepting voluntary severances and 175 declining. Those who accepted left our employment by 30 June 2015.

Succession planning in the area of school management and administration was addressed by the publication during the year of a competency framework for corporate services staff. The framework targeted the knowledge, skills and attributes to be developed.

To assist principals to develop school workforce plans and to support local decision making, we provided every principal with their workforce planning profiles in 2015. Profiles of human resources information and trend data included detailed information on the gender, age, occupation, employment arrangements, diversity, leave and separation trends for staff in each school. Further information and support was available, including customised reports for principals.

In December 2014, a replacement General Agreement covering teachers, administrators and school psychologists was agreed with the State School Teachers' Union of WA. The new agreement was registered by the WA Industrial Relations Commission on 16 April 2015 and provided salary increases of 2.75%, 2.5% and 2.5% over the three years of the agreement. This was in accordance with Government wages policy.

Support high quality, innovative teaching, assessment and reporting practice among teachers

High quality, innovative teaching was supported through 61 Teacher Development Schools (see [Introduce new national professional standards for teachers and principals; and provide all staff with access to high quality professional learning opportunities](#)).

It also continued to be supported through the Notebooks for Teachers Program which provided more than 8450 notebook computers to teachers under lease arrangements, complete with software, introductory training, insurance and support for three years. The program, which has run for more than 10 years, aimed to improve the computer literacy of teachers in preparation for increased student usage of computers in classrooms.

The Reporting to Parents system provided a stable and efficient environment for reporting achievements of students from Pre-primary to Year 12. Enhancements included a new formal report template for students from Pre-primary to Year 2, functions for the reporting of VET enrolments and achievements, and support tools for implementing updated WACE requirements.

Connect's integration with the Reporting to Parents system supported teacher assessment and reporting processes.

Provide principals with greater authority to develop staffing profiles, and select and appoint staff

With principals having responsibility for all school staff appointments, panel training in recruitment, selection and appointment processes for principals and delegates was provided to ensure compliance with the Public Sector Standards. In 2014–15, 331 staff participated including 182 from country schools. Support materials were updated, and assistance was provided on a range of non-standard recruitment matters in schools.

The introduction of the student-centred funding model in 2015 and abolition of prescriptive school staffing formulas provided even greater authority for principals to determine the most appropriate staffing profiles for their schools. Principals determined the portion of their one line budgets to be spent on salaries and also the number and profile of staff to employ.

To complement and reinforce increased school autonomy, devolved staffing processes put in place in 2013 were further refined during the year. This included the establishment of additional staff recruitment and transfer pools, and an online dashboard to better enable principals to recruit the right people, at the right time, for vacancies in schools.

In 2015, of the 178 schools starting as Independent Public Schools, 70 changed their staffing structures through re-profiling in 2014 for the 2015 school year. While all principals had the authority to re-profile, Independent Public School principals continued to have the added authority during the transition period

to abolish positions filled by permanent staff. These staff were registered as requiring placement at other locations and ceased being charged to the schools' one line budgets from 2015.

Build a culture of high expectations and high performance; and ensure high standards of professional conduct and ethics

Our commitment to upholding expected standards of professional conduct, ethical behaviour and integrity continued through ensuring policies and procedures complied with [Public Sector Standards and Code of Ethics](#).

To ensure staff were aware of expected professional conduct, we notified job applicants of their rights and obligations under the Public Sector Standards, and provided information about the standards in

our human resource management policies and resources. Advice was provided to staff on standards-related matters, and awareness of our [Code of Conduct](#) was raised at inductions, in selection panel training and as part of professional development programs.

We managed Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (see [Table 2](#)). No breaches were found against us.

In 2014–15, more than 400 school leaders and teachers were trained to implement the Australian Teacher Performance and Development Framework and we developed a performance culture in schools using the Australian Professional Standards for Teachers.

Table 2: Public Sector Standards claims by status of claim 2014–15

Standard	Employment	Grievance resolution	Performance management	Redeployment, termination and discipline	Totals
Resolved internally, relief provided	3	–	–	–	3
Claim withdrawn, no relief provided	13	–	–	–	13
Breach of Standard upheld	–	–	–	–	–
Claim received after expiry of prescribed timeframe	1	–	–	–	1
Dismissed following formal review	11	–	–	–	11
Ineligible breach claim	3	1	–	1	5
Claim lapsed by the Public Sector Commissioner	–	–	–	–	–
Under investigation	1	–	–	–	1
Totals	32	1	–	1	34

Source: Workforce Policy and Coordination

Further support was provided to 460 school leaders to understand requirements related to the Proficient career stage of the Australian Professional Standards for Teachers for teachers needing to be assessed for Full Registration with the Teacher Registration Board of WA. Seventy expert teachers were trained and supported colleagues seeking Full Registration.

In 2014–15, 2717 staff (including principals of all new Independent Public Schools) completed the mandatory Accountable and Ethical Decision Making professional learning online and 2676 staff completed it through face-to-face presentations.

In addition, 244 student and graduate teachers completed face-to-face professional learning in complaints management, use of social media and pre-service knowledge of expected standards of conduct.

Seventeen public interest disclosure officers were available to receive disclosures under the *Public Interest Disclosure Act 2003*. Induction programs, and prevention and education training included information about the legislation.

Our Screening Unit, an accredited agency for the National Police Checking Service conducted through the Australian Government’s CrimTrac Agency, screened 14 954 (15 555 in 2013–14) prospective staff, volunteers, contractors and students undertaking practicums in the education and training sectors.

We maintained and monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004*. We provided advice and support in relation to the legislation, and enhanced

the automated alerts and reporting functions of our Working with Children recording system. We issued \$1.1 million in reimbursements to staff and volunteers required to renew working with children checks. This was substantially more than in 2013–14 (\$343 002) as it included renewed checks after three years and an increase in the fees charged for the checks.

We managed misconduct matters relating to discipline provisions of the *Public Sector Management Act 1994* and principles of common law (see [Table 3](#)). All matters assessed as involving misconduct were referred to the Corruption and Crime Commission for external oversight. These matters were either managed centrally, or referred for local management with central oversight if assessed as suitable for local resolution.

In 2014–15, there was a 42% decrease in reporting of matters that were received and dealt with through local management with central oversight. There was also a 43% decrease in the number of matters resolved. The reduction was attributed to a fall in the number of minor breaches of the Criminal History

Screening policy, which was strengthened in 2012–13. [Tables 5 and 6](#) show the types and most common categories of allegations in misconduct matters.

Matters reported but assessed as not involving misconduct are in [Table 4](#).

[Table 7](#) shows the number of suspensions and redirection orders issued against staff. The Director General directed staff away from school premises where it was suspected their continued presence constituted a risk to the safety or welfare of students (Section 240 of the *School Education Act 1999*). The Director General suspended staff suspected of misconduct and disciplinary proceedings were initiated (Section 82 of the *Public Sector Management Act 1994*).

Table 3: Management of matters assessed as involving misconduct 2012–13 to 2014–15 ^(a)

	Received			Resolved		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Central management	215	221	265	192	213	261
Local management with central oversight	389	611	354	265	641	364
Totals	604	832	619	457	854	625

Source: *Standards and Integrity*

(a) The number of allegations received in one year may not be the same as the number resolved that same year as resolution may occur in subsequent years.

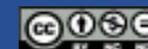


Table 4: Management of matters assessed as not involving misconduct 2012–13 to 2014–15 ^(a)

	Received			Resolved		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Matters assessed as not involving misconduct	325	315	423	325	310	423

Source: Standards and Integrity

(a) Includes matters involving the Parent Advocacy and Liaison Officer, service delivery concerns and other matters reported but assessed as not involving misconduct which are more appropriately resolved through other processes such as grievance resolution.

Table 5: Misconduct allegations 2012–13 to 2014–15 ^{(a) (b)}

	Received			Resolved		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Central management	268	276	385	312	394	395
Child protection	175	178	265	177	271	273
Non-child protection	93	98	120	135	123	122
Local management with central oversight	407	622	369	284	651	380
Child protection ^(c)	296	228	269	244	202	280
Non-child protection	111	394	100	40	449	100
Totals	675	898	754	596	1 045	775

Source: Standards and Integrity

(a) The number of allegations received may be greater than the number of matters received in any year because there can be more than one allegation per matter received.

(b) The number of allegations received in one year may not be the same as the number resolved that same year as resolution may occur in subsequent years.

(c) This category may include behaviours such as a tap on the hand, tug on a ponytail, manoeuvre into line by shirt/cardigan or showing a DVD that is not age-appropriate.





Table 6: Misconduct allegations received by most common category ^(a) 2012–13 to 2014–15

Category	Received		
	2012–13	2013–14	2014–15
Central management	268	276	385
Physical assault ^(b)	55	78	106
Inappropriate behaviour ^(c)	108	84	146
Fraud/theft	18	24	32
Other categories	87	90	101
Local management with central oversight	407	622	369
Physical assault	148	112	117
Inappropriate behaviour	148	115	147
Verbal abuse	1	1	0
Other categories	110	394	105
Totals	675	898	754

Source: *Standards and Integrity*

- (a) The categories are the same as those presented since the table's introduction in 2009–10 to enable analysis of trends over time.
- (b) Covers a range of misconduct allegations involving physical contact from unlawful and/or excessive physical contact to minor-level touch with minimal contact.
- (c) Covers a range of misconduct from allegations of inappropriate contact via social network sites to allegations of sexualised contact with students.

Table 7: Suspension or redirection orders issued against staff 2012–13 to 2014–15 ^(a)

	Redirected			Suspended without pay			Suspended with pay ^(b)		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Teaching staff	13	10	8	1	0	0	1	2	1
Non-teaching staff	3	5	2	1	1	0	0	0	0
Totals	16	15	10	2	1	0	1	2	1

Source: *Standards and Integrity*

- (a) Suspension options consistent with amendments to *Public Sector Management Act 1994* as of 28 March 2011.
- (b) Includes suspended with partial pay.

PRIORITY 4: A CAPABLE AND RESPONSIVE ORGANISATION

USING RESOURCES WISELY AND MAKING OPEN AND TRANSPARENT DECISIONS BUILD COMMUNITY CONFIDENCE IN PUBLIC EDUCATION.

Improve budget performance and efficiency; and provide greater equity, transparency and flexibility in school resourcing

A key budget performance and efficiency strategy was implemented in 2015 with funding for schools driven by the learning needs of students. Through the new [student-centred funding model](#), schools received funding for each student enrolled, with additional funding for student characteristics, and size and location of schools.

The new model supported the policy parameters of fairness for all students, and transparency and flexibility in school funding. All schools were provided with one line budgets, enhancing the school autonomy reforms put in place over the last few years.

Implementation of the model addressed discrepancies in the previous school resourcing mechanism, resulting in 82% of schools (601 out of 735) receiving more funding under the new model

than they would have expected had the model not changed.

In recognition of the importance of investing in young children's lives, the funding model was configured to deliver a higher rate of funding for the early years of school.

The move of Year 7 from primary to secondary resulted in most primary schools having more funding per student than previously but less funding in total; and most secondary schools having less funding per student but more funding in total.

A transition strategy supported schools to adjust over a five year period to operating within their new budgets. It ensured that, in any one year, no school would have a reduction in funding of more than \$250 000 compared to what would have been expected under the old system. An additional \$10 million was provided in 2015 to assist this transition.

Principals were informed of their 2015 initial preliminary budgets in July 2014 and received finalised budgets in March 2015 using the February 2015 student census data. We supported any school that had made significant decisions based on the preliminary budget and transition amount to ensure it was not disadvantaged with updated amounts.

We developed a new online school resourcing system to assist principals and business managers/registrars to manage their one line budgets, plan and monitor staffing and other expenditure, and report on budget outcomes.

To implement this significant reform, we ran a comprehensive training and support program throughout the year (see [Introduce new national professional standards for teachers and principals; and provide all staff with access to high quality professional learning opportunities](#)).

Development and implementation of the model was governed through the Student-centred Funding Model Steering Group that made recommendations to Corporate Executive through the Program Governance Group.

The group had oversight of five workstreams during the year – funding model development, technical systems, communications and stakeholder management, business process redesign, and staff development and training.

We established a School Budget Review Committee to consider applications for additional funding from principals unable to balance their one line budgets due to extraordinary circumstances. The committee reported to the Finance Subcommittee.

At 30 June 2015, the committee approved budget adjustments for 17 schools totalling \$3.5 million. Reasons for the adjustments included significant enrolment growth after the 2015 Semester 1 student census and assisting schools with transitional adjustments for 2015.

Some schools and services did not receive funding through the new model in 2015 as they provided unique programs on behalf of the system or required specialist workforce or facilities. We allocated their funding through a one line budget using 2014 funding allocation mechanisms.

In addition, some schools with student enrolments were not included in the model in 2015 as more detailed analysis needed to be undertaken to determine appropriate funding levels under the model. We expect to transition most of these schools to the model in 2016.

During the year, we continued a series of actions to reduce staff leave liability, including leave being managed strictly in line with industrial instruments and requiring staff with outstanding accrued entitlements to take their leave. System changes were instituted to enable leave liability to be monitored by line managers.

Ensure rigorous and transparent accountability practices at classroom, school and system levels

Classroom, State and national assessments continued to be used by schools to analyse student performance and plan for improvement. Substantial information relating to school performance was published on [Schools Online](#) and also provided to the Australian Curriculum, Assessment and Reporting Authority for its [My School](#) website.

In 2014–15, the Department of Education Services reviewed 73 Independent Public Schools in the final year of their triennial Delivery and Performance Agreements. The independent reviews included commendations and affirmations in the areas of pedagogy, curriculum efficacy, community engagement, goal setting, self-assessment, leadership, governance and business planning.

The Director General provided feedback to Independent Public School principals and board chairs on the findings of their reviews. Principals

considered the recommendations and findings of the reviews as part of their next school planning cycle. Principals reported that the review process was rigorous, professionally affirming and added value to their schools.

Local transparency in accountability was enhanced through training to the school boards of the 178 schools that started as Independent Public Schools in 2015. Training included the roles of boards in school planning, reviewing school priorities, signing Delivery and Performance Agreements and reporting to the community. Additional training was provided to boards as needed during the year.

In 2014–15, our Expert Review Group conducted performance reviews of nine schools where performance was of concern. These reviews resulted in prescribed customised strategies to improve each school's performance. Additionally, two incident enquiries were conducted in response to events of concern, each resulting in a report outlining a series of actions for improvement.

Fifteen follow-up reviews at six months, 13 follow-up reviews at nine months and 21 follow-up reviews at 24 months were completed to evaluate progress towards the improvement strategies. Regional executive directors monitored implementation of the strategies by principals.

Performance enquiries were undertaken in seven schools where performance was of concern on one or more specific aspects of the School Improvement and Accountability Framework. Reports to principals outlined the findings and detailed improvement actions. Regional executive directors

supported principals to implement recommendations and monitor progress. Each principal conducted a self-assessment of progress six months after receiving their report.

The Expert Review Group also examined exemplary practice in schools to inform system-wide improvements and promote excellence. Two performance studies were completed at Independent Public Schools along with one performance review and two performance enquiries at schools where performance was of a consistently high standard.

See also [Corporate governance](#).

Deliver strategic infrastructure and information and communication technology to provide students with contemporary learning environments

Expenditure in our asset investment program for 2014–15 was \$429.5 million compared with \$569.5 million last year.

This included new schools that opened in 2015 in areas with expanding populations: Joseph Banks Secondary College (Stage 1), Broome North Primary School, Golden Bay Primary School, Lakelands Primary School (Years 1 to 6 to complete the school) and Tuart Rise Primary School. Replacement of Mount Lawley Primary School was also completed for 2015.

We started construction on four new primary schools to open in 2016 (Annie's Landing in Ellenbrook, Harrisdale, Rivergums in Baldivis and Trinity in Alkimos) and one new secondary school to open in Harrisdale in 2017.

In October 2014, the first [Public Private Partnership](#) for schools was announced for four new primary schools in Alkimos southwest, Landsdale east, Byford southwest and Baldivis north to open in 2017; three new secondary schools in Ellenbrook north, Hammond Park and Lakelands; and the second stage of the secondary school in Harrisdale. Following a tender process, three private companies were short-listed in January 2015, with the successful company announced in August 2015. The company will design and build the schools and then maintain them over a 25 year period. It will also finance the design and construction.

Construction of the second stage of Butler College and Baldivis Secondary College neared completion while construction started on the second stage of Byford Secondary College.

Construction on the first stage of Willetton Senior High School's redevelopment and the second stage of Halls Head Community College were in the final phases. We commenced planning for the second stage of Willetton Senior High School's redevelopment and continued work on the final stage of Applecross Senior High School's redevelopment.

We completed new sports halls at Perth Modern School and Mindarie Senior College, new administration and student services facilities at Duncraig Senior High School, new music facilities at Mount Lawley Senior High School and refurbishments at Shenton College.

We also completed construction of eight Child and Parent Centres and started construction of the remaining six centres.

Additional accommodation at North Cottesloe Primary School, West Leederville Primary School and Maida Vale Primary School was completed. New buildings at 29 schools and other works at 17 schools were completed for the start of 2015 to accommodate the Year 7 move to secondary schools.

Works were completed at 20 of the 21 district high schools included in a \$20.5 million upgrade program. Construction started on the final project at Halls Creek District High School.

In 2014–15, we allocated funding for 58 schools to get new playgrounds and shade sails as part of a four year \$5 million program that began in 2012–13. Twelve schools benefited from programs that provided administration upgrades, covered assembly areas, library resource centres, and toilet upgrades and replacements.

Under the Royalties for Regions' Regional Schools Plan, works were completed at Derby District High School, Northam Senior High School and the third stage of redevelopment of Hedland Senior High

School. A \$45 million redevelopment of Kalgoorlie-Boulder Community High School commenced.

Under an Australian Government funded program, 35 trade training centres had been built by the end of the financial year with a further five (which will be trades skills centres) under construction or in the final planning phase.

The final stage of our program to air-cool public schools across the State comprised 130 schools. The remaining 40 schools are due for completion by the end of 2015.

Detailed information about major capital works is in [Tables 16 and 17](#).

At June 2015, 713 sites (including State training providers) were protected by electronic security systems. Reported security incidents were down by 0.9% at June 2015 compared with the number that had been reported at the same time last year (see [Table 8](#)).

Table 8: Security incidents reported 2013–14 and 2014–15

	2013–14		2014–15
	At 30 June 2014	Revised at 30 June 2015 ^(a)	At 30 June 2015 ^(a)
Break-ins	1 442	1 559	1 477
Wilful damage	4 353	5 066	4 278
Arson	9	9	5
Other ^(b)	68	74	59
Totals	5 872	6 708	5 819

Source: RiskCover and Department of Education's Strategic Asset Planning

(a) Incidents may be reported or processed through to the Department after the end of the relevant financial year.

(b) Covers a range of security incidents from small fires and theft from perimeters of schools to bomb threats.

The number of service calls to our ICT customer service centre reduced due to the benefits of centrally managed school infrastructure; and a higher level of threat protection to deal with increased Denial of Service attacks (such as spam emails) on our ICT infrastructure. Proactive monitoring and maintenance activities resulted in schools experiencing fewer disruptions of their ICT infrastructure.

The rollout of the Standard Operating Environment SOEv4 to Learning with ICT Schools was completed in September 2014 with 422 schools (385 last year) using the new environment including hardware, software and associated configurations.

At the end of 2014–2015, 371 schools were using the SMS software (compared with 330 in 2013–2014) to facilitate communication with their communities – with 4.4 million messages sent by schools and 732 926 messages received from parents.

We released a tender for a web-based replacement of our School Information System.

See also [Expand the use of technology to enhance student learning](#).

Maximise opportunities for students and teachers through partnerships and initiatives with other sectors

We worked with the Department of Education Services, Association of Independent Schools WA and Catholic Education Office of WA to develop a shared approach to incorporating the National Quality Standard (NQS) in the early years of schooling

into existing school quality assurance procedures. This helped ensure clarity and consistency across all school sectors in keeping with parallel implementation of the NQS in childcare services.

Under the National Partnership Agreement on Universal Access to Early Childhood Education, a partnership was established between Playgroup WA, the Department of Local Government and Communities and school sectors to enhance children’s transition to school through stronger links between community-based playgroups and schools.

To support the establishment of school-level partnerships, during the year principals were delegated authority to enter into sponsorship agreements valued at less than \$30 000 and for no more than two years.

Schools continued to develop partnerships with private companies to add value to their work and support students. For example, the partnership with BHP Billiton Iron Ore valued at \$3.6 million from 2013 to 2015 continued to provide enrichment opportunities for students in Port Hedland and Newman. A further \$2 million was provided in 2014–15 by BHP for landscaping and refurbishing at Hedland Senior High School.

A new partnership with Fortescue Metals Group Ltd for \$300 000 for three years provided equipment and tools to further students’ vocational skills at Hedland Senior High School’s trade training centre.

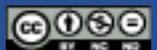
A number of schools in the North Metropolitan Education Region benefited from The Swan Extended School Hub project, a collaboration with The Smith

Family and the Fogarty Foundation for schools to become centres for families to access services and information to support their children’s education and development.

Schools also continued to develop partnerships with universities. Mount Lawley Senior High School’s partnership with Edith Cowan University, for example, resulted in the establishment of an Aboriginal excellence program aimed at improving tertiary aspirations and graduation levels of Aboriginal students. The first group of students to enter the program were in Year 12 in 2015.

We entered into a new partnership with the State Library of Western Australia for training and resources to run the Better Beginnings literacy program for young children and their families in Child and Parent Centres.

Sponsorship partnerships valued at \$305 000 supported the WA Education Awards 2014, which formally recognised our inspirational teachers, exceptional leaders, outstanding support staff and excellent schools. A total of \$337 500 in prize money was presented to finalists and winners. Details of the awards are in [Appendix 5](#).





Conduct research and system performance analysis to inform policy review and development

During the year we started research to evaluate and inform improvements to the functionality, influence and effectiveness of boards of Independent Public Schools. We also began examining how principals of Independent Public Schools could best use the increased flexibility and authority to make positive differences to teaching and learning. Both projects are expected to be reported on next year.

In 2014–15, we approved 114 applications to conduct research on our sites, including a number of substantial Australia-wide studies. Findings of research projects were made available to be considered by us and used to inform future operations.

We used results of the annual survey of student intentions and satisfaction to meet system reporting requirements and provide schools with valuable planning and evaluation information. All students in their final year of school were given the opportunity to complete the survey, with responses from more than 6000 Year 12 students in 2014 (see [Table A20](#)).

High quality services to the Minister for Education and State Government

During 2014–15, we ensured responses to Ministerial correspondence, briefing requests, Parliamentary questions and Cabinet requests were accurate and provided in a timely manner. Details are in [Table 9](#).

Table 9: Ministerial requests processed 2012–13 to 2014–15

Type	2012–13	2013–14	2014–15
Letters	1 508	1 568	1 257
Briefing notes/advice	801	1 141	1 264
Answers to Parliamentary questions	165	572	532
Cabinet comments	35	42	35
Contentious issues reports	5	7	7 ^(a)
Totals	2 514^(b)	3 330^(c)	3 095
Percentages processed on time	94	90	94

Source: Ministerial Services

- (a) On average, each report contained 57 individual briefings.
- (b) The caretaker period and subsequent time for the new Cabinet to be sworn in affected the number of requests. In addition, Parliamentary Estimates briefings were not required this financial year due to the budget not being handed down until 8 August 2013.
- (c) As the budget was not handed down until 8 August 2013, two Parliamentary Estimates Hearings were conducted in the 2013–14 financial year, affecting the number of briefings prepared.

SECTION 5: DISCLOSURES AND LEGAL COMPLIANCE

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“The student-centred funding model gives us the flexibility to make decisions at the school level that best suit the needs of our students.”

Joanne Power
Business manager
Lakelands Primary School

WATCH OUR VIDEO ON THE STUDENT-CENTRED FUNDING MODEL



DISCLOSURES AND LEGAL COMPLIANCE

Ministerial directives

No directives were issued by the Minister in 2014–15 relevant to the setting of desired outcomes or operational objectives, achievement of desired outcomes or operational objectives, investment activities and financing activities.

Governance disclosures

During the year no staff member at Level 9 and above declared interests in contracts, existing or proposed to exist, between the Department and companies in which they had interests.

Expenditure on advertising and market research

In 2014–15, we incurred expenditure centrally of nearly \$1.9 million on media advertising organisations, advertising agencies and market research organisations (see [Table 10](#)). There was no expenditure on polling and direct mail organisations.

Disability access and inclusion plan outcomes

Our [disability access and inclusion plan](#) included strategies to ensure services, facilities and information were accessible and inclusive. It covered outcomes required under the *Disability Services Act 1993* and an additional outcome for improving learning outcomes for students with disability.

We developed a new five year plan to 2019 outlining our commitment to equal employment opportunity and diversity in the workforce. The plan included initiatives to attract, develop and retain a diverse workforce, and reduce barriers to employment.

Highlights in 2014 of the National More Support for Students with Disabilities initiative included the following:

- 552 schools were supported to strengthen the capacity of staff to support students with disability; and contribute to improved learning experiences, education outcomes and transition to further education and work.
- 33 schools identified as being schools of distinction in the education of students with disability shared their expertise with the 552 schools.

Table 10: Central expenditure on advertising and market research 2014–15

Category	Provider	2014–15 \$
Media advertising organisations	AdCorp Australia Carat Australia Media	
Subtotal		860 015
Advertising agencies ^(a)	Rare creativethinking	
Subtotal		937 774
Market research organisations	Taylor Nelson Sofres Australia	
Subtotal		68 395
Total		1 866 184

Source: Corporate Communications and Marketing, Corporate Business Services

(a) Provided full range of creative services.

- 169 schools accessed development grants to test strategies to enhance support for students with disability.
- 189 scholarships for postgraduate units in special education were provided to teachers.
- 367 education assistants started the nationally accredited Certificates III and IV in Education Support.
- 7184 teachers and education assistants participated in professional learning to support students with disability.
- 747 students with disability were supported in effective transitions from school to adult life.
- 660 (85%) schools submitted data to the Nationally Consistent Collection of Data for School Students with Disability. Implementation of the collection improved schools' understanding of their obligations under the Disability Standards for Education 2005.
- 5671 staff completed training to improve understanding of their obligations under the Disability Standards for Education 2005.
- A disability coordination team was established in the Kimberley to strengthen the capacity of school staff taking into account the unique challenges of the region.

Compliance with public sector standards and ethical codes

Please refer to Priority 3: [Build a culture of high expectations, performance and standards of professional conduct and ethics](#).

Recordkeeping plans

Our [recordkeeping plan](#) complied with the *State Records Act 2000* and accordingly we have undertaken five year formal reviews of our plan, the last being March 2012. Audits continued to be conducted to ensure business units complied with the plan, and our records management policy was reviewed to include procedural information.

Guidelines for the use of Cloud storage were developed to assist schools in determining if procuring a Cloud solution was appropriate.

In 2014–15, 2175 staff completed records awareness training; 80 new Total Records Information Management (TRIM) users were trained; 93 staff participated in advanced TRIM training; and 90 personnel and payroll staff participated in TRIM workflow training. Recordkeeping Awareness Training – Online Course and “Hands On” TRIM Training were both mandatory for all users of TRIM. Feedback following all TRIM training sessions showed these were well received.

We held 12 records management workshops for school administrators involving 380 staff, and 1400 requests for assistance were received and resolved by the help-desk.

A total of 39 visits were made to schools to provide advice and support on information management including how to improve recordkeeping practices to ensure compliance with legislation.

Substantive equality

We continued to review all policies, practices and procedures against our [Charter of Equality and Inclusion](#). The charter – developed with reference to both the Equal Opportunity Commission’s [Substantive Equality Framework](#) and [WA Charter of Multiculturalism](#) and incorporating our [strategic plan, disability access and inclusion plan](#), and [equity and diversity management plan](#) – ensured policy managers considered access, participation and equity needs of all people when developing, reviewing and revising policies.

Occupational safety, health and injury management

We continued our commitment to providing safe and healthy workplaces for all staff and others affected by the delivery of our services at all our workplaces. We strove to achieve safety excellence and enlisted the support and cooperation of staff to minimise and control hazards as far as practicable.

Our occupational safety and health, and workers’ compensation and injury management policies outlined roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in workplaces.

We also consulted with stakeholders on the development of these policies and guidelines. To ensure there were opportunities for formal consultation on occupational safety and health matters between management and staff, we encouraged worksites to elect safety and health representatives, and establish safety and health committees.

Occupational safety and health initiatives and programs were developed and implemented based on analysis of claims data and trends, and continuous improvement of operations; consultation with key stakeholders including RiskCover, WorkSafe and SSTUWA; and internal consultation and feedback from principals and line managers.

Occupational safety and health

At 30 June 2015, more than 90% of principals had completed occupational safety and health training, which is mandatory for all newly appointed principals.

To promote awareness of occupational safety and health, presentations and information sessions were held for principals, design and technology staff, registrars/business managers and education assistants. Advice on injury prevention and risk management was provided through visits to 221 schools.

Due to the particular safety matters associated with design and technology, in 2015, occupational health and safety refresher courses were provided to 490 design and technology staff.

Mediation training was provided to 106 line managers to help them deal with conflict in the workplace, along with further facilitation and coaching services by the contracted training provider.

Training in defensive four-wheel driving and recovery was provided to 82 staff required to drive vehicles in remote locations.

Regional laboratory technicians visited 14 secondary schools and conducted safety audits; provided advice and support on safety issues in science, design

and technology, and arts programs; and conducted training in safe working practices, managing hazardous substances, and emergency procedures. During 2014, we arranged for the removal of unused low level radioactive materials from schools as part of our safety in science project.

During the year, 92 newly elected safety and health representatives undertook WorkSafe accredited training, and 10 safety and health representatives attended refresher courses. We distributed 16 safety bulletins to schools and included safety information for staff on our intranet.

The Employee Assistance Program contract with Davidson Trahaire Corpsych provided effective services to staff and their families. During the year, 4255 counselling sessions were provided under the contract.

Workers' compensation and injury management

Our injury management and workers' compensation policy outlined processes developed in accordance with the requirements of the *Workers' Compensation and Injury Management Act 1981*. This included the requirement for written return-to-work programs to be developed when injured staff returned to work with medical restrictions on their hours or duties.

All staff with workers' compensation claims who had at least three days off work were advised of support available to assist their recovery and return to work.

Our lost time injury severity rate ([Table 11](#)) increased slightly from 23.46 in 2013–14 to 25.74 this year, although the rate was still lower by 4.21 than in 2012–13.

We assisted 340 staff who experienced difficulties remaining at work or returning to work due to injury, illness and disease unrelated to work.

Our occupational physician service provided by Ability OPN operated effectively and in accordance with the contract.

Workers' compensation claims data were used to develop injury prevention packages and risk assessment checklists for a systematic approach to managing occupational safety and health.

The number of workers' compensation claims lodged in 2014–15 was 1535 (1586 in 2013–14). There were 103 claims for mental stress (111 in 2013–14), 440 claims for body stressing injuries (424 in 2013–14) and 440 claims for slips, trips and falls (429 in 2013–14).

Employees

During 2014–15, an average of 35 171 full-time equivalent (FTE) staff were employed. Of these, 59.7% were teachers, 28.7% were support staff, 6.9% were cleaners and gardeners, and 4.7% were administrative and clerical staff. School-based staff represented 97.0% of total FTE.

Further information is in [Tables 12 to 15](#) and [Figures 3 and 4](#).

Staffing policies, staff recruitment and development are reported in [Priority 3](#).



Table 11: Occupational safety and health performance indicators 2012–13, 2013–14 and 2014–15

Indicator	2012–13	2013–14	2014–15	Target ^(a)	2014–15 status
Number of fatalities	0	0	0	Zero (0)	Achieved
Lost time injury/disease incidence rate ^(b)	2.6	2.5	2.5	10% improvement on 2012–13 rate	Not achieved
Lost time injury severity rate ^(c)	29.95	23.46	25.74	10% improvement on 2012–13 rate	Achieved
% of injured workers returned to work:					
(i) within 13 weeks	77%	77%	79%	Greater than or equal to 80% return to work within 26 weeks	Achieved
(ii) within 26 weeks	84%	86%	88%		
% of managers and supervisors trained in occupational safety, health and injury management responsibilities	90%	90%	90%	Greater than or equal to 80%	Achieved

Source: RiskCover and Department of Education

(a) As defined by the Public Sector Commissioner's Circular 2012-05 – Code of Practice: Occupational Safety and Health in the WA Public Sector.

(b) Number of incidents resulting in lost time per 100 full-time equivalent staff.

(c) Percentage of incidents resulting in lost time classified as severe.

Table 12: Staff ^(a) by category 2010–11 to 2014–15

Category	2010–11	2011–12	2012–13	2013–14	2014–15
Administrative and clerical ^(b)	1 966	1 882	1 922	1 791	1 647
Teaching ^(c)	19 909	20 013	20 583	20 836	21 009
Support ^(d)	8 939	9 239	9 885	10 214	10 096
Cleaning and gardening	2 247	2 300	2 333	2 378	2 419
Totals	33 061	33 434	34 723	35 219	35 171

Source: Financial Management and Resourcing

(a) Average paid full-time equivalent staff rounded to the nearest whole number.

(b) Public Sector Management Act 1994 positions and teaching award staff in administrative roles.

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

Table 13: Staff ^(a) by operational area and category 2014–15

Operational area	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Central strategic and corporate services ^(e)	923	–	–	–	923
Education regional offices ^(f)	105	29	2	7	143
Schools ^(g)	619	20 980	10 094	2 412	34 105
Totals	1 647	21 009	10 096	2 419	35 171

Source: *Financial Management and Resourcing*

(a) Average paid full-time equivalent staff rounded to the nearest whole number.

(b) *Public Sector Management Act 1994* positions and teaching award staff in administrative roles.

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

(e) Previous reports provided Education and Training Shared Services Centre figures separately. These figures are now in Central strategic and corporate services and include 123 administrative and clerical staff in 2014–15.

(f) In regional offices this includes school psychologists, Primary Extension and Challenge (PEAC) teachers and home education moderators.

(g) See [Table 14](#).

Table 14: School-related staff ^(a) by type of school and category 2014–15

Type of school	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Community kindergarten	–	25	20	–	45
Pre-compulsory/primary	20	11 518	5 772	1 298	18 608
District high	12	1 225	584	182	2 003
Secondary	363	6 535	1 930	865	9 693
Education support	60	950	1 596	27	2 633
Other ^(e)	164	727	192	40	1 123
Totals	619	20 980	10 094	2 412	34 105

Source: *Financial Management and Resourcing*

(a) Average paid full-time equivalent staff rounded to the nearest whole number.

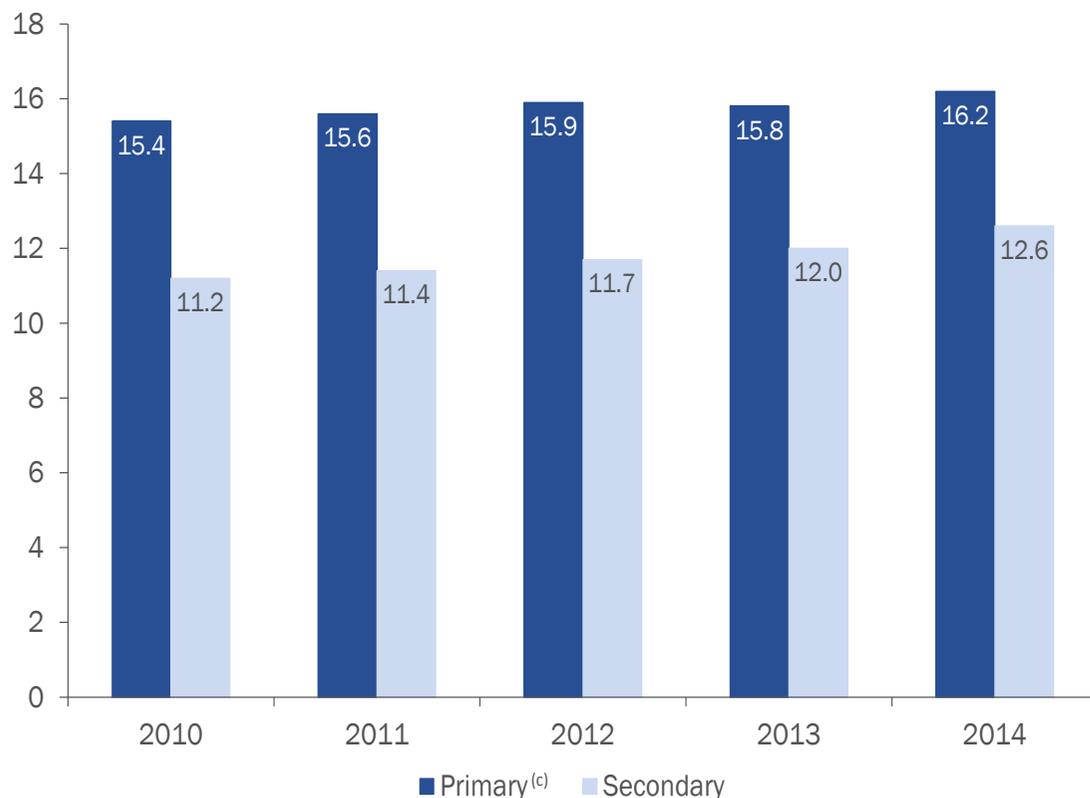
(b) *Public Sector Management Act 1994* positions and teaching award staff in administrative roles.

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

(e) Includes camp schools, Canning College, Tuart College, School of Isolated and Distance Education, WA Colleges of Agriculture, behaviour centres, swimming teachers and teachers of instrumental music.

Figure 4: Student-teacher ratios ^(a) 2010–2014 ^(b)



Source: *Evaluation and Accountability*

- (a) Ratios based on full-time equivalent students and full-time equivalent teaching staff at Semester 2.
 (b) Data are different from those reported in previous annual reports because the calculation methodology changed to align with the National Schools Statistics Collection. Data are the same as those reported by the Australian Bureau of Statistics in *Schools Australia* (Cat. no. 4221.0).
 (c) Primary excludes Kindergarten.

Pricing policies

The *School Education Act 1999* and *School Education Regulations 2000* govern the setting of fees, charges and contributions.

Contributions and charges that could be requested of parents were limited to \$60 for primary and community kindergarten students; and \$235 for secondary students up to and including Year 10 for non-optional components of education programs. The amount of contributions and charges was determined by principals, approved by school councils/boards and communicated to parents at least two months before the school year began.

The following were compulsory:

- course charges in Years 11 and 12 – the Education Program Allowance through the Secondary Assistance Scheme provided \$235 towards these costs for eligible parents
- extra cost optional components across all learning programs (for example outdoor education programs, specialised design and technology courses, camps, excursions, visiting performances, graduation dinners and balls)
- fees for overseas students as defined in the Act and Regulations
- fees for adult students who were over the age of 19 years and six months by 1 January of the year for which they were enrolled
- residential accommodation fees.

Further information is in our [Contributions, Charges and Fees Manual](#).

From 2015, a tuition fee of \$4000 was applied to each family of a 457 Visa holder with dependants enrolled in public schools. Those experiencing financial hardship could qualify for full or partial fee waivers. Financial hardship provisions were based on family income or on exceptional circumstances.

Major capital works

Table 16: Completed major capital works ^(a) 2014–15

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Additional stages to secondary schools							
Hedland Senior High School Stage 3b	2015	2 000	2 000	0		0.0	
Subtotals		2 000	2 000	0			
Additions and improvements to secondary schools							
Carnarvon Community College	2014	1 800	2 083	283		15.7	Additional sewer works (State contribution to Royalties for Regions project)
Morley Senior High School	2014	2 000	1 399	(601)		(30.1)	Favourable tender
Mount Lawley Senior High School	2015	2 000	1 736	(264)		(13.2)	Favourable tender
Secondary science upgrades	2015	18 000	17 183	(817)		(4.5)	
Subtotals		23 800	22 401	(1 399)			
Additions and improvements to district high schools							
Design and technology upgrades	2015	20 000	19 393	(607)		(3.0)	
Subtotals		20 000	19 393	(607)			
New primary schools							
John Butler Primary College (North Butler Primary School)	2014	26 700	28 155	1 455		5.4	Additional contribution for forward works
Lakelands Primary School	2015	13 000	18 426	5 426		41.7	Increased scope to include early childhood annex
Subtotals		39 700	46 581	6 881			

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Additions and improvements to primary schools							
Beachlands Primary School	2015	1 800	1 799	(1)		(0.1)	
Child and Parent Centres	2015	10 900	10 900	0		0.0	
Mount Hawthorn Primary School upgrade	2015	750	1 150	400		53.3	Scope of works varied
North Cottesloe Primary School	2014	4 500	3 395	(1 105)		(24.6)	Favourable tender
Wembley Primary School	2015	4 500	2 864	(1 636)		(36.4)	Favourable tender
West Leederville Primary School	2015	4 000	3 616	(384)		(9.6)	Favourable tender
Subtotals		26 450	23 724	(2 726)			
Trade training centres							
Belmont City College	2014	2 944	2 321	(623)		(21.2)	Favourable tender
Bunbury Trade Training Centre (Manea Senior College and Eaton Community College)	2015	10 240	10 221	(19)		(0.2)	
Busselton Senior High School	2014	6 915	4 974	(1 941)		(28.1)	Favourable tender
Geraldton Senior College	2015	7 620	6 970	(650)		(8.5)	Favourable tender
Kent Street Senior High School	2014	2 954	2 965	11		0.4	
Leeming Senior High School	2014	4 924	4 135	(789)		(16.0)	Favourable tender
Morley Senior High School	2014	3 000	2 890	(110)		(3.7)	
North Albany Senior High School	2014	3 500	2 576	(924)		(26.4)	Favourable tender
South Fremantle Senior High School	2014	4 500	4 044	(456)		(10.1)	Favourable tender
Tom Price Senior High School	2014	1 500	1 241	(259)		(17.3)	Favourable tender
WA College of Agriculture–Cunderdin	2015	3 584	3 918	334		9.3	Tender result
WA College of Agriculture–Morawa	2015	3 249	3 254	5		0.2	
Subtotals		54 930	49 509	(5 421)			

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Royalties for Regions							
WA College of Agriculture–Cunderdin	2015	1 700	1 928	228		13.4	State contribution to land purchase
Esperance Primary School	2014	10 000	13 000	3 000		30.0	State contribution for increased cost including additional contribution for forward works
Hedland Senior High School Stage 3	2015	6 000	6 047	47		0.8	
Northam Senior High School	2015	10 000	10 000	0		0.0	
Subtotals		27 700	30 975	3 275			
Miscellaneous programs							
Air-cooling Stage 2	2015	30 000	32 780	2 780		9.3	Revised estimates
Concrete cancer remediation	2015	7 750	7 562	(188)		(2.4)	
Ember screen installation	2015	1 700	1 642	(58)		(3.4)	
Indigenous Family and Child Health Centres	2014	27 500	27 526	26		0.1	
Infrastructure power upgrades	2015	19 660	19 660	0		0.0	
School refurbishment program	2015	2 500	2 207	(293)		(11.7)	Revised estimates
Subtotals		89 110	91 377	2 267			

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Other school facilities							
Administration upgrade 2014-15	2015	2 000	6 367	4 367		218.4	Run as combined programs - carry forward of prior years' programs
Covered assembly areas 2014-15	2015	5 253	94	(5 159)		(98.2)	
Library resource centres 2014-15	2015	9 489	1 078	(8 411)		(88.6)	
Toilet replacement program 2014-15	2015	2 251	4 119	1 868		83.0	
Central reserve schools 2014-15	2015	600	1 451	851		141.8	Additional works at Nullagine and Jigalong
Student Services Improvements 2014-15	2015	1 300	3 375	2 075		159.6	Work at various sites, standards compliance
Subtotals		20 893	16 484	(4 409)			
Total completed works 2014-15		304 583	302 444	(2 139)			

Source: Infrastructure

- (a) Major projects are defined as those with an estimated total cost exceeding \$500 000.
(b) Where the final cost of works is known, the actual cost is specified. Otherwise the latest budgeted cost is given.
(c) Cost variations exceeding 5% are defined as 'significant'.

Table 17: Major capital works in progress ^(a) 2014–15

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
New secondary schools							
Harrisdale Senior High School	2017	61 000	57 000	(4 000)	49 025	(6.6)	Favourable tender results
Willetton Senior High School Replacement (Stages 1 and 2)	2017	42 980	40 680	(2 300)	16 610	(5.4)	Favourable tender results
Joseph Banks Secondary College	2015	45 000	40 000	(5 000)	3 620	(11.1)	Favourable tender results
Subtotals		148 980	137 680	(11 300)	69 255		
Additional stages to secondary schools							
Baldivis Secondary College Stage 2	2016	40 000	26 300	(13 700)	1 072	(34.3)	Favourable tender results
Butler College Stage 2	2016	35 000	32 000	(3 000)	5 150	(8.6)	Favourable tender results
Byford Secondary College Stage 2	2017	47 000	43 000	(4 000)	34 838	(8.5)	Favourable tender results
Halls Head College Stage 2	2017	30 000	25 900	(4 100)	3 079	(13.7)	Favourable tender results
Joseph Banks Secondary College Stage 2	2018	25 000	22 500	(2 500)	22 169	(10.0)	Budgeted appropriation reduced to reflect tender market
Subtotals		177 000	149 700	(27 300)	66 308		
Additions and improvements to secondary schools							
Applecross Senior High School	2016	56 000	57 000	1 000	3 068	1.8	
Churchland Senior High School	2018	38 674	38 674	0	38 383	0.0	
Dalyellup College Stage 2	2015	30 000	28 000	(2 000)	383	(6.7)	Favourable tender results
Duncraig Senior High School	2015	5 000	5 000	0	107	0.0	
Fremantle College	2018	30 000	30 000	0	29 666	0.0	

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Additions and improvements to secondary schools (cont)							
Mindarie Senior College	2015	5 000	5 000	0	644	0.0	
Newman Senior High School fire restoration	2017	2 000	2 000	0	1 255	0.0	Preliminary budget only as awaiting RiskCover assessment
Perth Modern School	2015	2 300	3 384	1 084	677	47.1	Increased scope funded by school
Relocation of Year 7 to secondary school	2015	186 989	180 989	(6 000)	5 552	(3.2)	
Shenton College refurbishment	2015	4 000	4 000	0	392	0.0	
Subtotals		359 963	354 047	(5 916)	80 127		
Additions and improvements to district high schools							
Upgrades to specialist facilities	2016	20 500	21 000	500	2 995	2.4	
Subtotals		20 500	21 000	500	2 995		
Additional stages to agricultural colleges							
WA College of Agriculture–Denmark	2015	700	1 230	530	523	75.7	Revised budget reflects funds from sale of land
Subtotals		700	1 230	530	523		
New primary schools							
Annie's Landing (Ellenbrook) Primary School	2016	14 000	14 000	0	7 237	0.0	
Golden Bay Primary School	2015	13 000	14 250	1 250	921	9.6	Tender results
Hammond Park Primary School	2015	14 000	15 500	1 500	373	10.7	Treatment of contaminated material
Harrisdale Primary School	2016	14 000	14 000	0	7 741	0.0	
Broome North Primary School	2015	17 000	21 000	4 000	2 253	23.5	Kimberley tender result
Rivergums (Baldivis) Primary School	2016	14 000	18 200	4 200	10 111	30.0	Additional contribution for forward works

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
New primary schools (cont)							
Spring Hill Primary School	2016	14 100	14 088	(12)	3 152	(0.1)	
Treendale Primary School	2015	15 500	14 000	(1 500)	1 171	(9.7)	Tender results
Trinity (Alkimos) Primary School	2016	14 000	14 000	0	7 619	0.0	
Tuart Rise (Smirk Road) Primary School	2015	13 000	15 700	2 700	429	20.8	Additional contribution for forward works
Yanchep Beach Primary School	2015	13 000	13 000	0	671	0.0	
Subtotals		155 600	167 738	12 138	41 678		
Additions and improvements to primary schools							
Child and Parent Centres (2016)	2016	10 602	10 602	0	4 221	0.0	
Maida Vale Primary School	2015	5 000	5 000	0	165	0.0	
Mount Lawley Primary School	2015	2 500	2 897	397	397	15.9	In addition to \$9 million from RiskCover
Spencer Park Primary School	2015	2 500	2 500	0	2	0.0	
West Morley Primary School	2015	2 200	2 200	0	92	0.0	
Subtotals		22 802	23 199	397	4 877		
Trade training centres in schools (Australian Government)							
Great Southern Trade Training Centre	2016	2 000	2 000	0	1 414	0.0	
Halls Creek Trade Training Centre	2016	1 381	1 381	0	418	0.0	
Kullari Trade Training Centre	2016	4 500	4 500	0	3 825	0.0	
Mandurah Regional Trade Training Centre	2016	3 285	3 285	0	2 582	0.0	
Peron Trade Training Centre	2016	6 543	6 543	0	6 261	0.0	
Subtotals		17 709	17 709	0	14 500		

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2015 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Royalties for Regions							
Broome Senior High School	2015	10 000	10 000	0	96	0.0	
Denmark District High School	2016	7 000	7 000	0	250	0.0	
Derby District High School	2015	15 000	15 000	0	313	0.0	
Kalgoorlie-Boulder Community High School redevelopment Stage 1	2017	45 000	45 000	0	41 162	0.0	
Relocation of Year 7 to secondary school – Royalties for Regions	2015	42 643	41 643	(1 000)	4 669	(2.3)	
Subtotals		22 802	23 199	397	4 877		
Miscellaneous programs							
Playground equipment and shade structures	2017	5 000	4 800	(200)	1 800	(4.0)	
Universal Access program	2016	22 883	24 541	1 658	3 790	7.2	Increased scope following additional funding provided from Australian Government
Subtotals		27 883	29 341	1 458	5 590		
Total capital works in progress 2014–15		1 050 780	1 020 287	(30 493)	332 343		
Total completed works and works in progress 2014–15		1 355 363	1 322 731	(32 632)	332 343		

Source: Infrastructure

(a) Major projects are defined as those with an estimated total cost exceeding \$500 000.

(b) As at 30 June 2015.

(c) Cost variations exceeding 5% are defined as 'significant'.

SECTION 6:

KEY PERFORMANCE INDICATORS

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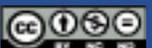
Efficiency indicators77



“It has been a privilege to work in close partnership with the school community to build our new school from the ground up and provide students with the very best learning environment.”

Peta Lawrence
Foundation Principal
Golden Bay Primary School

WATCH OUR VIDEO ON MALE TEACHERS IN PRIMARY SCHOOLS



INTRODUCTION

CERTIFICATION

I hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education, and fairly represent the performance of the Department for the year ended 30 June 2015.



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

10 September 2015

Key performance indicators enabled our senior management to assess and monitor the extent to which we achieved the Government-desired outcome and enhanced our ability to account to the community for our performance.

Effectiveness indicators for the outcome are presented first followed by efficiency indicators for Services 1 and 2 which relate to that outcome. The indicators are presented in tables, and supplementary information is shown in graphs.

Outcome

A public school system which provides access to a quality education throughout Western Australia.

Services

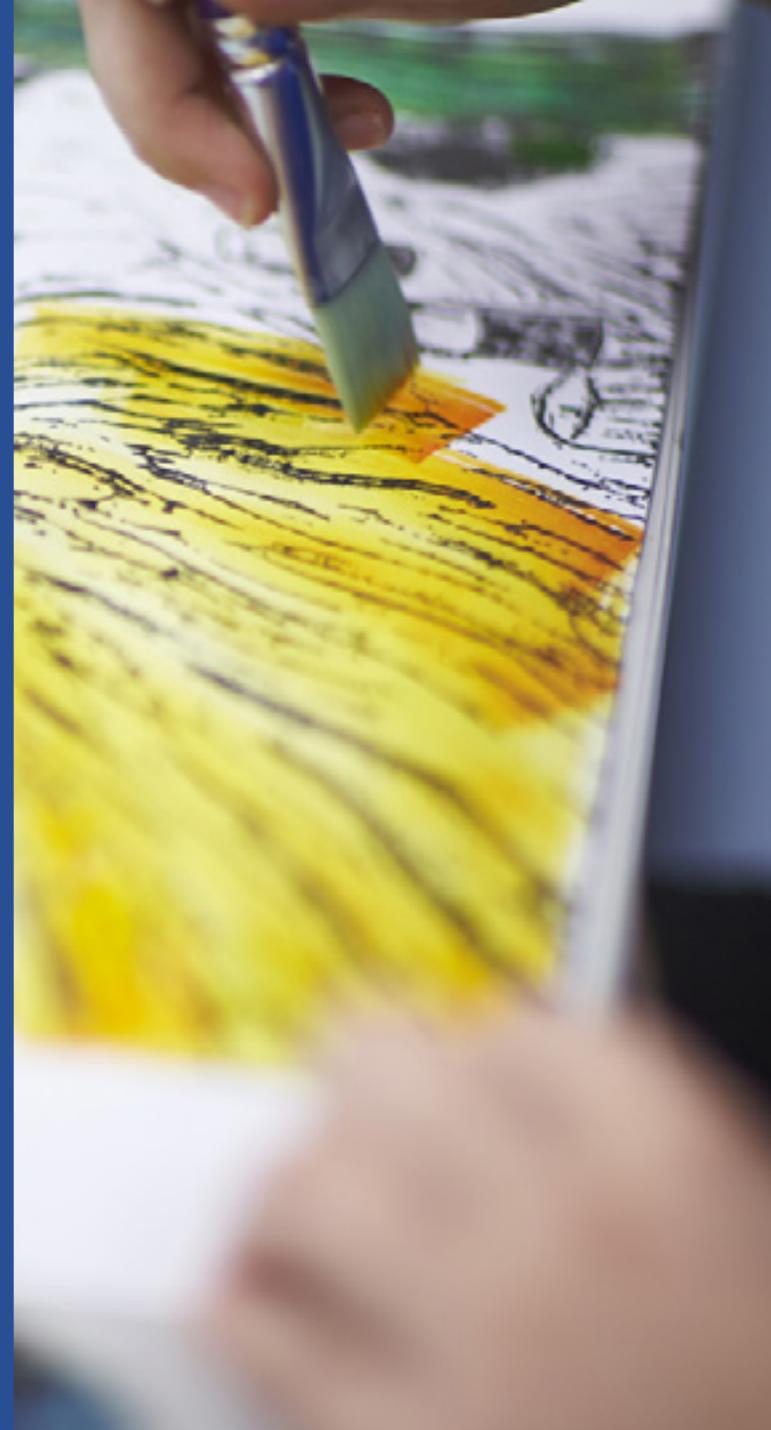
1. Primary education
2. Secondary education

Effectiveness indicators

1. Rate of participation in education
2. Retention in public school education
3. Secondary graduation rate
4. Student achievement in literacy
5. Student achievement in numeracy

Efficiency indicators

1. Cost per student full-time equivalent (FTE) - Primary education
2. Cost per student full-time equivalent (FTE) - Secondary education



EFFECTIVENESS INDICATORS

Access to a quality education throughout WA depends on that education being available to everyone aged four-and-a-half to 17 years, irrespective of location and circumstances. We must provide all potential students in WA with access to education provided by the public school system, whether that provision is taken up or not.

Although we provide access to a public school education for all people of relevant age, a proportion of students attend private schools. This makes it difficult to measure the extent to which access is available. Two approaches are used: the participation rate based on the population of a given age, and the apparent retention rate based on the cohort of students who commence secondary education in public schools in Year 8.

The participation rate gives an indication of the extent to which everyone is engaged in some form of education during the senior secondary years. Data are included from all forms of education including public and private schools, vocational education and training, and university so those not engaged in some form of education can be quantified.

The apparent retention rate is another indication of our success in providing access to a quality education as it measures the percentage of public school students in Year 8 who go on to complete Year 12 at public schools.

Neither of these two indicators is perfect. There are no estimated resident population data that align exactly to the age range of students in Year 12 (that is, many 17 year olds at 30 June had already finished Year 12) and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

The main purpose of a quality education is for students to achieve high standards of learning. The remaining indicators provide measures of the extent to which students achieve high standards of learning.

Year 12 performance is measured in terms of secondary graduation – the criterion for overall success in school. To achieve secondary graduation, students must meet a set of criteria determined by the School Curriculum and Standards Authority. The apparent secondary graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for secondary graduation by Year 12.

Student achievement is assessed using indicators that measure the extent to which students achieve minimum standards of learning in literacy and numeracy. Students are tested in Years 3, 5, 7 and 9 in aspects of literacy and numeracy. Results are reported here against predetermined national minimum standards of achievement.

1. Rate of participation in education

The participation rate demonstrates the extent to which potential students receive an education. It is defined as the number of students of a particular age engaged in some form of education as a percentage of the estimated resident population for that age.

The population of most interest comprises those aged 15, 16 and 17 years at 30 June of the year in question. This includes all those expected to be in Years 10, 11 and 12. Participants comprise students aged 15, 16 and 17 years at 1 July of that year who (i) were enrolled in public and private schools at the Semester 2 student census; (ii) attended vocational education and training during the year; or (iii) attended university during the year. To ensure students are only counted once, students attending both school and vocational education and training are only counted in the school data.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the participation rates in [Table 18](#). Further data on the participation of 15 to 17 year olds from 2010 to 2014 by gender are in [Figure 5](#).

Table 18: Participation rate of persons aged 15 to 17 years engaged in some form of education ^(a) 2010–2014

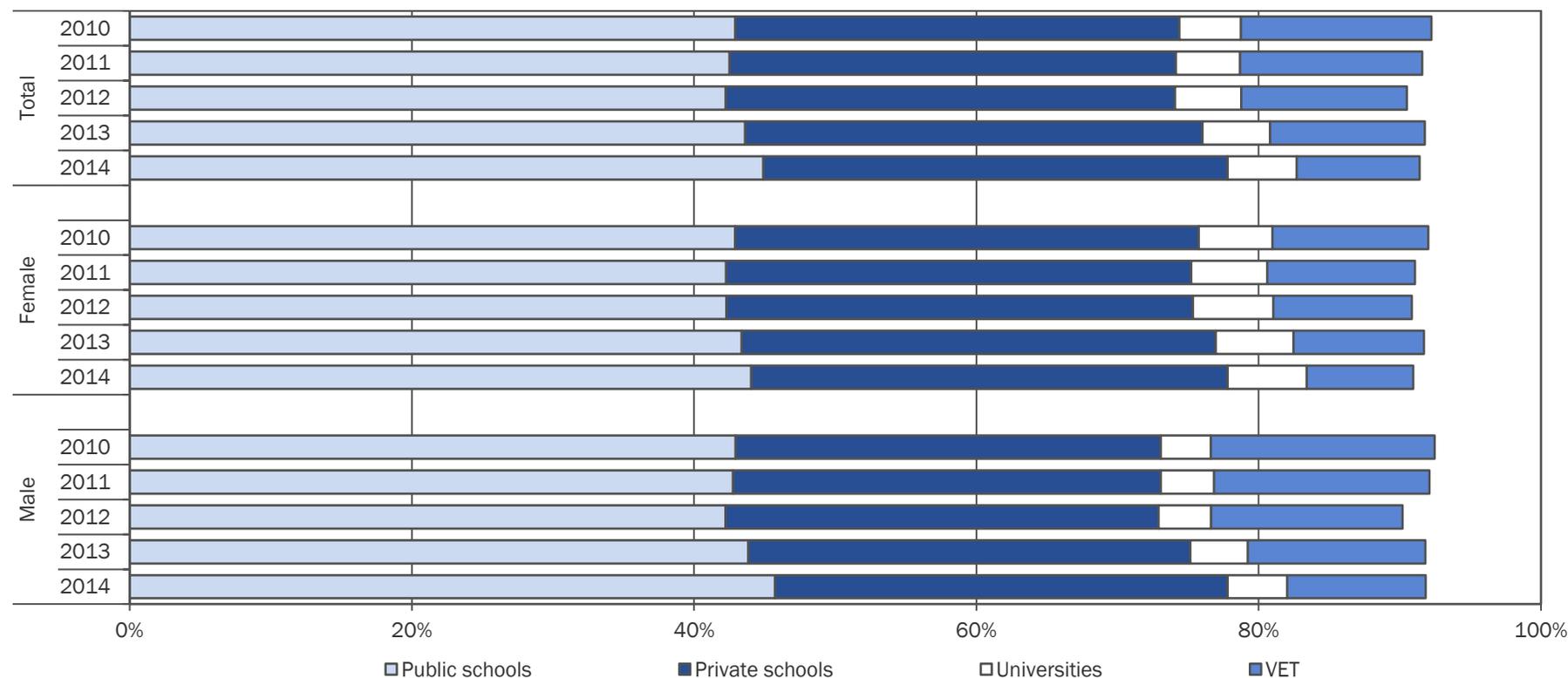
2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
92.2	91.6	90.5	91.8 ^(b)	91.4	91

Source: Evaluation and Accountability

(a) The participation rate is based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools (Semester 2 student census, age at 1 July), universities (age at 30 June) and VET providers (age at 30 June).

(b) Revised figure due to updated data for university student enrolments and the estimate of the resident population.

Figure 5: Participation rate of persons aged 15 to 17 years engaged in some form of education ^(a) by gender 2010–2014



Source: Evaluation and Accountability

(a) The participation rates is based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools (Semester 2 student census, age at 1 July), universities (age at 30 June) and VET providers (age at 30 June).

2. Retention in public school education

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to 12 retention rate. This is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. Data for 2010 to 2014 are in [Table 19](#) and [Figure 6](#) shows the rate from 1994 to 2014. The retention rate by subgroup is in [Table A18](#) and [Figure A5](#).

The apparent retention rate does not account for net changes to the school population caused by interstate and overseas migration or students moving between school sectors. Of the 11 percentage point increase in the apparent retention rate from 2013 to 2014, about 4 percentage points reflected improved Year 8 to 12 retention, 4 percentage points were due to more students moving to public schools from private schools and registered training organisations, and 3 percentage points were caused by higher net overseas and interstate migration. The target in the 2014–15 Budget Papers was based on the higher of the two most recent years' performance at that time (2012 and 2013).

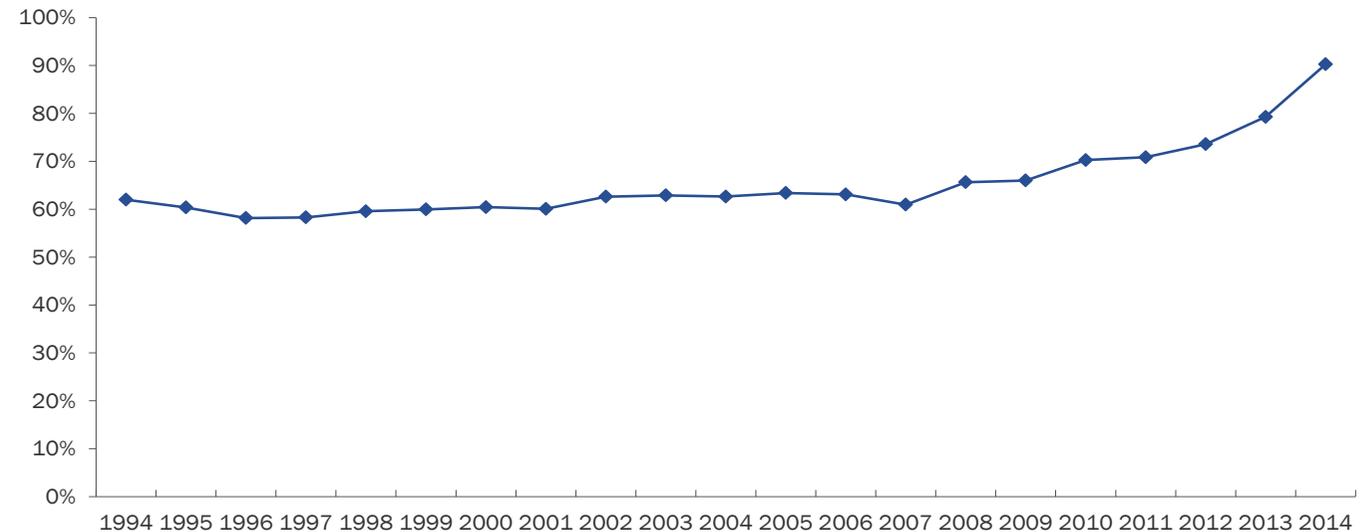
Table 19: Apparent retention rate of public school students Years 8 to 12 ^{(a) (b)} 2010–2014

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
70.3	70.9	73.6	79.3	90.3	80

Source: *Evaluation and Accountability*

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Semester 2 student census.

Figure 6: Apparent retention rate of public school students Years 8 to 12 ^{(a) (b)} 1994–2014



Source: *Evaluation and Accountability*

- (a) Excludes Canning College and Tuart College students, part-time and international students and, from 1996, mature-aged students at senior campuses.
- (b) Semester 2 student census.

3. Secondary graduation rate

To achieve secondary graduation, students must meet criteria established by the School Curriculum and Standards Authority. For 2014, students had to (i) complete at least 20 units of which at least 10 must be from WACE courses; (ii) achieve an average grade of C or better across the best 16 course units of which at least eight must be completed in Year 12; (iii) complete during Years 11 and 12 at least four course units from an English course (at least two of which must be completed in Year 12); (iv) meet the Authority's English language competence standard; and (v) meet breadth of study requirements. Students who achieve these secondary graduation requirements receive the WACE.

The apparent secondary graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for secondary graduation by Year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. The rate can be affected by net changes to the public school population caused by interstate and overseas migration and students moving between school sectors. The target in the 2014–15 Budget Papers was based on the higher of the two most recent years' performance at that time (2012 and 2013). Data for 2010 to 2014 are in [Table 20](#) with further breakdowns in [Table A19](#).

Table 20: Apparent secondary graduation rate of public school Year 12 students ^(a) ^(b) 2010–2014

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
61.1	62.4	65.0	70.5	80.5	71

Source: Evaluation and Accountability ^(c)

- (a) The Year 8 cohort figure is from the Semester 2 student census four years earlier.
- (b) Excludes Canning College and Tuart College students, international and private school students. Repeating students are included but only new instances of persons meeting the requirements for secondary graduation are counted.
- (c) Year 12 graduating figures are extracted from data provided by the School Curriculum and Standards Authority.

4. Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This program provides valuable information to parents on their children's achievements as well as useful information at school-level and Australia-wide.

Full cohorts of Year 3, 5, 7 and 9 students across the country undertake common tests in May. The national results for all years of NAPLAN testing since it commenced in 2008 are reported in [2014 National Assessment Program – Literacy and Numeracy](#) which includes national and state/territory level data.

Key performance indicators for literacy are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and writing as measured by the NAPLAN tests. Results for WA public school students are in the tables below.

WA public school students' NAPLAN results, including subgroup performance, are summarised in the [NAPLAN 2014 public schools report](#) and also in [Appendix 2](#) of this report.

Table 21: Percentage of WA public school Year 3 students achieving at or above the national minimum standard in Reading and Writing 2010–2014 (NAPLAN)

	2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
Reading	90.0	90.7 ^(a)	90.1	93.1	90.3	94
Writing	93.5	93.9 ^(b)	93.6	93.4	92.1	94

Source: Evaluation and Accountability

- (a) Revised figure from that reported in the 2011–12 annual report.
- (b) ACARA's assessment changed from Narrative Writing to Persuasive Writing from 2011. Writing results for 2010 and earlier are not comparable with Writing results for 2011 to 2014.

Table 22: Percentage of WA public school Year 5 students achieving at or above the national minimum standard in Reading and Writing 2010–2014 (NAPLAN)

	2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
Reading	86.6	87.5	87.2	95.0	89.1	95
Writing	89.6	88.6 ^(a)	89.1	88.9	87.5	90

Source: Evaluation and Accountability

(a) ACARA's assessment changed from Narrative Writing to Persuasive Writing from 2011. Writing results for 2010 and earlier are not comparable with Writing results for 2011 to 2014.

Table 23: Percentage of WA public school Year 7 students achieving at or above the national minimum standard in Reading and Writing 2010–2014 (NAPLAN)

	2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
Reading	92.2	92.8	91.2	91.4	92.8	92
Writing	89.7	88.8 ^(a)	88.1	86.8	86.0	89

Source: Evaluation and Accountability

(a) ACARA's assessment changed from Narrative Writing to Persuasive Writing from 2011. Writing results for 2010 and earlier are not comparable with Writing results for 2011 to 2014.

Table 24: Percentage of WA public school Year 9 students achieving at or above the national minimum standard in Reading and Writing 2010–2014 (NAPLAN)

	2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
Reading	84.6	86.8	86.6	89.7	89.8	90
Writing	80.9	76.3 ^(a)	77.1	77.1	80.2	78

Source: Evaluation and Accountability

(a) ACARA's assessment changed from Narrative Writing to Persuasive Writing from 2011. Writing results for 2010 and earlier are not comparable with Writing results for 2011 to 2014.

5. Student achievement in numeracy

Key performance indicators for numeracy are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in numeracy as measured by the NAPLAN tests. Results for WA public school students are in [Tables 25 to 28](#).

WA public school students' NAPLAN results, including subgroup performance, are summarised in the [NAPLAN 2014 public schools report](#) and also in [Appendix 2](#) of this report.

Table 25: Percentage of WA public school Year 3 students achieving at or above the national minimum standard in Numeracy 2010–2014 (NAPLAN)

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
92.4	94.5	91.1	94.5	92.8	95

Source: Evaluation and Accountability

Table 26: Percentage of WA public school Year 5 students achieving at or above the national minimum standard in Numeracy 2010–2014 (NAPLAN)

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
90.5	92.1	89.8	91.2	90.4	92

Source: Evaluation and Accountability

Table 27: Percentage of WA public school Year 7 students achieving at or above the national minimum standard in Numeracy 2010–2014 (NAPLAN)

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
93.2	93.0	91.8	93.4	93.7	94

Source: Evaluation and Accountability

Table 28: Percentage of WA public school Year 9 students achieving at or above the national minimum standard in Numeracy 2010–2014 (NAPLAN)

2010	2011	2012	2013	2014	Target in 2014–15 Budget Papers
88.6	88.4	90.0	87.2	92.4	90

Source: Evaluation and Accountability

EFFICIENCY INDICATORS



Efficiency is indicated by the total cost per student FTE of each service. Data for 2010–11 to 2014–15 are in [Table 29](#).

Student FTE is the full-time equivalent of full-time and part-time students associated with each service and calculated as the average of FTE in each of the two semesters in each financial year.

Cost is the total cost of services for each service.

1. Cost per student full-time equivalent (FTE) – Primary education (Service 1)

Service 1: Provision of access to education in public schools for people aged generally from four years and six months to 12 years and six months in 2014, and from four years and six months to 11 years and six months in 2015.

2. Cost per student full-time equivalent (FTE) – Secondary education (Service 2)

Service 2: Provision of access to education in public schools for people aged generally from 12 years and six months in 2014, and from 11 years and six months in 2015.

Table 29: Cost per full-time equivalent student by service in public school education ^(a) 2010–11 to 2014–15

Service	2010–11 \$	2011–12 \$	2012–13 \$	2013–14 \$	2014–15 \$	Target in 2014–15 Budget Papers \$
Primary education	13 280	13 920	14 141	14 465	14 746	14 833
Secondary education	18 410	19 056	19 175	19 440	18 491	19 363

Source: *Financial Management and Resourcing*

(a) No adjustments for inflation have been incorporated into the above figures.

SECTION 7:

FINANCIAL STATEMENTS

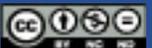
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“Switch increased my confidence in the classroom, challenging me to take my teaching to a new level and giving me the opportunity to move to teach in secondary school.”

Daniel McNaughton
Teacher and Switch graduate
Kalgoorlie-Boulder Community High School

WATCH OUR VIDEO ON TEACHING IN REMOTE SCHOOLS



CERTIFICATION OF FINANCIAL STATEMENTS

for the year ended 30 June 2015

The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2015 and the financial position at 30 June 2015.

At the date of signing, we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

10 September 2015



JOHN LEAF
DEPUTY DIRECTOR GENERAL
FINANCE AND ADMINISTRATION
(CHIEF FINANCE OFFICER)

9 September 2015



Statement of Comprehensive Income For the year ended 30 June 2015

	Note	2014-15 \$000	2013-14 \$000
COST OF SERVICES			
Expenses			
Employee benefits expense	6	3 282 955	3 225 014
Supplies and services	7	803 322	748 425
Depreciation and amortisation expense	8	266 615	257 733
Grants and subsidies	9	58 480	48 945
Finance costs	10	1 048	1 034
Other expenses	11	31 820	32 255
Total cost of services		4 444 240	4 313 406
Income			
Revenue			
User contributions, charges and fees	13	110 163	100 476
Other revenue	14	97 373	100 498
Australian Government grants and contributions	15	587 133	590 223
Interest revenue		8 209	8 891
Total revenue		802 878	800 088
Total income other than income from State Government		802 878	800 088
NET COST OF SERVICES		3 641 362	3 513 318
Income from State Government			
Service appropriation	16	3 664 887	3 614 332
Grants from State Government Agencies		4 905	7 154
Services received free of charge		20 404	18 555
Royalties for Regions Fund		6 616	15 200
Total income from State Government		3 696 812	3 655 241
SURPLUS FOR THE PERIOD		55 450	141 923
OTHER COMPREHENSIVE INCOME			
Items not reclassified subsequently to profit			
Changes in asset revaluation surplus	33	765 222	825 720
Total other comprehensive income		765 222	825 720
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		820 672	967 643

See also the 'Schedule of Income and Expenses by Service'.

The Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

Statement of Financial Position As at 30 June 2015

	Note	2014-15 \$000	2013-14 \$000
ASSETS			
Current Assets			
Cash and cash equivalents	17	641 721	604 521
Restricted cash and cash equivalents	18	187 534	56 746
Amounts receivable for services	19	21 736	19 144
Inventories	20	5 725	4 794
Receivables	21	37 690	34 557
Other assets	22	17 215	13 843
Land and Buildings held for distribution to owner	23	769	769
Total Current Assets		912 390	734 374
Non-Current Assets			
Restricted cash and cash equivalents	18	-	103 019
Amounts receivable for services	19	2 126 241	1 958 709
Property, plant and equipment	24	13 881 262	12 974 210
Intangible assets	27	1 504	4 323
Total Non-Current Assets		16 009 007	15 040 261
TOTAL ASSETS		16 921 397	15 774 635
LIABILITIES			
Current Liabilities			
Payables	29	185 830	131 069
Borrowings	30	14 139	14 671
Provisions	31	637 818	687 689
Other current liabilities	32	21 331	14 228
Total Current Liabilities		859 118	847 657
Non-Current Liabilities			
Borrowings	30	17 521	17 123
Provisions	31	170 863	170 678
Total Non-Current Liabilities		188 384	187 801
TOTAL LIABILITIES		1 047 502	1 035 458
NET ASSETS		15 873 895	14 739 177
EQUITY			
Contributed equity	33	3 708 266	3 394 220
Reserves		10 578 456	9 813 234
Accumulated surplus		1 587 173	1 531 723
TOTAL EQUITY		15 873 895	14 739 177

See also the 'Schedule of Assets and Liabilities by Service'.

The Statement of Financial Position should be read in conjunction with the accompanying notes.

Statement of Changes in Equity For the year ended 30 June 2015

	Note	Contributed Equity	Reserves	Accumulated Surplus	Total Equity
Balance at 1 July 2013	33	3 016 565	8 987 514	1 389 800	13 393 879
Surplus		-	-	141 923	141 923
Other comprehensive income		-	825 720	-	825 720
Total comprehensive income for the period		-	825 720	141 923	967 643
Transactions with owners in their capacity as owners:					
Capital appropriations		334 728	-	-	334 728
Transfer of net assets from other agencies		-	-	-	-
Other contributions by owners		68 313	-	-	68 313
Distributions to owners		(25 386)	-	-	(25 386)
Total		377 655	-	-	377 655
Balance at 30 June 2014		3 394 220	9 813 234	1 531 723	14 739 177
Balance at 1 July 2014		3 394 220	9 813 234	1 531 723	14 739 177
Surplus		-	-	55 450	55 450
Other comprehensive income		-	765 222	-	765 222
Total comprehensive income for the period		-	765 222	55 450	820 672
Transactions with owners in their capacity as owners:					
Capital appropriations		306 376	-	-	306 376
Other contributions by owners		25 453	-	-	25 453
Distributions to owners		(17 783)	-	-	(17 783)
Total		314 046	-	-	314 046
Balance at 30 June 2015		3 708 266	10 578 456	1 587 173	15 873 895

The Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Statement of Cash Flows

For the year ended 30 June 2015

	Note	2014-15 \$000	2013-14 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		3 475 349	3 392 411
Capital contributions		306 376	334 728
Holding account drawdown		19 414	19 144
Non-retainable revenue distributed to owner		-	(1 687)
Grants and subsidies		5 991	5 672
Royalties for Regions Fund	16	32 068	83 513
Net cash provided by State Government		3 839 198	3 833 781
<i>Utilised as follows:</i>			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(3 292 624)	(3 177 622)
Supplies and services		(771 316)	(737 674)
Grants and subsidies		(58 168)	(52 796)
Finance costs		(1 113)	(1 271)
GST payments on purchases		(88 682)	(94 784)
Other payments		(3 762)	(9 432)
Receipts			
User contributions, charges and fees		105 081	100 561
Australian Government grants and contributions		581 356	593 642
Interest received		8 209	8 891
GST receipts on revenue		2 744	4 104
GST receipts from taxation authority		84 461	90 425
Other receipts		105 533	105 216
Net cash provided by / (used in) operating activities	34	(3 328 281)	(3 170 740)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Payments of non-current physical assets		(431 773)	(545 939)
Receipts			
Receipts from sale of non-current physical assets		330	1 347
Net cash provided by / (used in) investing activities		(431 443)	(544 592)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Payments of finance lease liabilities		(14 505)	(15 079)
Net cash provided by / (used in) financing activities		(14 505)	(15 079)
Net increase in cash and cash equivalents		64 969	103 370
Cash and cash equivalents at the beginning of the period		764 286	660 916
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	34	829 255	764 286

The Statement of Cash Flows should be read in conjunction with the accompanying notes.

Schedule of Income and Expenses by Service For the year ended 30 June 2015

	Primary Education		Secondary Education		Total	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
	\$000	\$000	\$000	\$000	\$000	\$000
COST OF SERVICES						
Expenses						
Employee benefits expense	2 071 703	2 121 790	1 211 252	1 103 224	3 282 955	3 225 014
Supplies and services	459 915	442 198	343 407	306 227	803 322	748 425
Depreciation and amortisation expense	159 858	156 519	106 757	101 214	266 615	257 733
Grants and subsidies	43 323	30 306	15 157	18 639	58 480	48 945
Finance costs	651	663	397	371	1 048	1 034
Other expenses	24 216	19 882	7 604	12 373	31 820	32 255
Total cost of services	2 759 666	2 771 358	1 684 574	1 542 048	4 444 240	4 313 406
Income						
User contributions, charges and fees	37 193	37 321	72 970	63 155	110 163	100 476
Other revenue	58 152	57 834	39 221	42 664	97 373	100 498
Australian Government grants and contributions	376 032	394 675	211 101	195 548	587 133	590 223
Interest revenue	4 005	4 212	4 204	4 679	8 209	8 891
Total income other than income from State Government	475 382	494 042	327 496	306 046	802 878	800 088
NET COST OF SERVICES	2 284 284	2 277 316	1 357 078	1 236 002	3 641 362	3 513 318
Income from State Government						
Service appropriation	2 299 042	2 342 793	1 365 845	1 271 539	3 664 887	3 614 332
Grants from State Government Agencies	2 177	1 969	2 728	5 185	4 905	7 154
Services received free of charge	12 550	11 677	7 854	6 878	20 404	18 555
Royalties for Regions Fund	3 865	6 583	2 751	8 617	6 616	15 200
Total income from State Government	2 317 634	2 363 022	1 379 178	1 292 219	3 696 812	3 655 241
SURPLUS FOR THE PERIOD	33 350	85 706	22 100	56 217	55 450	141 923

The Schedule of Income and Expenses by Services should be read in conjunction with the accompanying notes.

Schedule of Assets and Liabilities by Service As at 30 June 2015

	Primary Education		Secondary Education		Total	
	2014-15 \$000	2013-14 \$000	2014-15 \$000	2013-14 \$000	2014-15 \$000	2013-14 \$000
ASSETS						
Current Assets	536 690	439 995	375 700	294 379	912 390	734 374
Non-Current Assets	8 711 574	8 504 590	7 297 433	6 535 671	16 009 007	15 040 261
Total Assets	9 248 264	8 944 585	7 673 133	6 830 050	16 921 397	15 774 635
LIABILITIES						
Current Liabilities	548 690	555 546	310 428	292 111	859 118	847 657
Non-Current Liabilities	121 511	124 869	66 873	62 932	188 384	187 801
Total Liabilities	670 201	680 415	377 301	355 043	1 047 502	1 035 458
NET ASSETS	8 578 063	8 264 170	7 295 832	6 475 007	15 873 895	14 739 177

The Schedule of Assets and Liabilities by Services should be read in conjunction with the accompanying notes.

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2015

	2014-15 Budget Estimate \$000	2014-15 Actual \$000	Variance \$000	2014-15 Actual \$000	2013-14 Actual \$000	Variance \$000
DELIVERY OF SERVICES						
Item 27 Net amount appropriated to deliver services	3 801 586	3 663 741	(137 845)	3 663 741	3 613 213	50 528
Amount authorised by other statutes						
- Salaries and Allowances Act 1975	1 146	1 146	-	1 146	1 119	27
Total appropriations provided to deliver services	3 802 732	3 664 887	(137 845)	3 664 887	3 614 332	50 555
CAPITAL						
Item 122 Capital Contribution	330 858	306 376	(24 482)	306 376	334 728	(28 352)
Total capital appropriations	330 858	306 376	(24 482)	306 376	334 728	(28 352)
GRAND TOTAL	4 133 590	3 971 263	(162 327)	3 971 263	3 949 060	22 203
DETAILS OF EXPENSES BY SERVICES						
Primary education	2 783 417	2 759 666	(23 751)	2 759 666	2 771 358	(11 692)
Secondary education	1 792 168	1 684 574	(107 594)	1 684 574	1 542 048	142 526
Total cost of services	4 575 585	4 444 240	(131 345)	4 444 240	4 313 406	130 834
Less total income	778 028	802 878	24 850	802 878	800 088	2 790
Net cost of services	3 797 557	3 641 362	(156 195)	3 641 362	3 513 318	128 044
Adjustments	5 175	23 525	18 350	23 525	101 014	(77 489)
Total appropriations provided to deliver services	3 802 732	3 664 887	(137 845)	3 664 887	3 614 332	50 555
CAPITAL EXPENDITURE						
Purchase of non-current physical assets	440 285	447 641	7 356	447 641	563 562	(115 921)
Repayment of borrowings	16 223	14 505	(1 718)	14 505	15 079	(574)
Adjustments for other funding sources	(125 650)	(155 770)	(30 120)	(155 770)	(243 913)	88 143
Capital appropriations	330 858	306 376	(24 482)	306 376	334 728	(28 352)

Adjustments comprise movements in cash balances and other accrual items such as receivables, payables and superannuation.

Note 45 'Explanatory statement' provides details of any significant variations between estimates and actual results for 2014-15 and between the actual results for 2014-15 and 2013-14.

Notes to the Financial Statements For the year ended 30 June 2015

NOTE 1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2015 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standards Board (AASB).

The Department has adopted any applicable, new and revised Australian Accounting Standards from their operative dates.

Early adoption of standards

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 Application of Australian Accounting Standards and Other Pronouncements. However, the Department of Treasury has granted a partial exemption for early adoption of AASB 2015-7 *Amendments to Australian Accounting Standards - Fair Value Disclosures of Not-For-Profit Public Sector Entities*. Except for the above there has been no other early adoption of Australian Accounting Standards, issued or amended (but not operative) by the Department for the annual reporting period ended 30 June 2015.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) General statement

The Department is a not-for-profit reporting entity that prepares general purpose financial statements in accordance with Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB as applied by the Treasurer's instructions. Several of these are modified by the Treasurer's instructions to vary application, disclosure, format and wording.

The *Financial Management Act* and the Treasurer's instructions impose legislative provisions that govern the preparation of financial statements and take precedence over Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the AASB.

Where modification is required and has had a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

(b) Basis of preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention, except for land and buildings which have been measured at fair value.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars and all values are rounded to the nearest thousand dollars (\$'000).

Note 3 'Judgements made by management in applying accounting policies' discloses judgements that have been made in the process of applying the Department's accounting policies resulting in the most significant effect on the amounts recognised in the financial statements.

Notes to the Financial Statements

For the year ended 30 June 2015

Note 4 'Key sources of estimation uncertainty' discloses key assumptions made concerning the future, and other key sources of estimation uncertainty at the end of the reporting period, that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

(c) Reporting entity

The reporting entity comprises the Department of Education including public schools across the State, central and regional offices, and the Corporate Business Services Centre.

Mission

For every child to be provided with a high quality public school education - whatever their ability, wherever they live, whatever their background.

As a public school system we aim to achieve the twin goals of excellence and equity. We provide opportunities that extend and challenge every child to achieve the highest possible standards and their personal best; and we provide high quality education in communities across Western Australia.

The Department is predominantly funded by Parliamentary appropriations supplemented by funding received from the Australian Government.

Financial support of parents has always played a significant part in providing resources that extend each school's capacity to maximise student learning. Up to Year 10, this support takes the form of voluntary contributions for textbooks, compulsory charges for additional costs such as excursions, and additional requests of parents for whole school projects such as air-conditioning. In Years 11 and 12, all subject costs are compulsory. Contributions and charges are individually set by each school and approved by the school council.

The financial statements encompass all funds the Department controls to meet its outcomes and services. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated (see note 2(v) 'Amalgamation of Accounts').

Services

The Department provides the following services:

Service 1: Primary Education

Up to and including 2014, this service provided access to education in public schools for persons generally from four years and six months to 12 years and six months. From 2015, the Primary Education service provides access to education in public schools for persons generally from four years and six months to 11 years and six months.

Service 2: Secondary Education

Up to and including 2014, this service provided access to education in public schools for persons generally from 12 years and six months. From 2015, the Secondary Education service provides access to education in public schools for persons generally from 11 years and six months.

Notes to the Financial Statements

For the year ended 30 June 2015

(d) Contributed equity

AASB Interpretation 1038 *Contributions by Owners Made to Wholly Owned Public Sector Entities* requires transfers in the nature of equity contributions, other than as a result of a restructure of administrative arrangements, to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital appropriations have been designated as contributions by owners by TI 955 *Contributions by Owners made to Wholly Owned Public Sector Entities* and have been credited directly to Contributed equity.

The transfers of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (see note 33 'Equity').

(e) Income

Revenue recognition

Revenue is recognised and measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

Sale of goods

Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

Provision of services

Revenue is recognised by reference to the stage of completion of the transaction.

Interest

Revenue is recognised as the interest accrues.

Student fees and charges

Voluntary contributions are recognised when contributions are received. Fees and charges are also recognised when received, however bi-annually outstanding debts are reported in aggregate.

Service appropriations

Service Appropriations for the delivery of services comprise two components – amounts to meet the immediate cash needs of the Department and amounts set aside in a suspense (holding) account in Treasury to meet relevant commitments in relation to depreciation (asset replacement) and leave liabilities when these emerge.

Service Appropriations are recognised as revenues at fair value in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury. (see note 16 'Income from State Government' for further detail).

Net Appropriation Determination

The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2014–15 Budget Statements, the Department retained \$723.06 million in 2014–15 (\$745.8 million in 2013–14) from the following:

- User contributions, charges and fees (excluding user contributions, and fees and charges in respect of schools);
- Australian government specific purpose grants and contributions; and
- Other departmental revenue.

Notes to the Financial Statements

For the year ended 30 June 2015

Grants, donations, gifts and other non-reciprocal contributions

Revenue is recognised at fair value when the Department obtains control over the assets comprising the contributions, usually when cash is received.

Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated.

Royalties for Regions funds are recognised as revenue at fair value in the period in which the Department obtains control over the funds. The Department obtains control of the funds at the time the funds are deposited into the Department's bank account.

Gains

Realised and unrealised gains are usually recognised on a net basis. These include gains arising on the disposal of non-current assets and some revaluations of non-current assets.

(f) Property, plant and equipment

Capitalisation/expensing of assets

Items of property, plant and equipment costing \$5000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than \$5000 are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total). An example of group assets is Library Collections where individual items are below the capitalisation threshold, but the collection has a long useful life and a material value.

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

For items of property, plant and equipment acquired at no cost or for nominal cost, the cost is the fair value at the date of acquisition.

Subsequent measurement

Subsequent to initial recognition as an asset, the revaluation model is used for the measurement of land and buildings and historical cost for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation (buildings only) and accumulated impairment loss. All other items of property, plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses.

Where market-based evidence is available, the fair value of land and buildings is determined on the basis of current market buying values determined by reference to recent market transactions. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Notes to the Financial Statements

For the year ended 30 June 2015

In the absence of market-based evidence, fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use buildings is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is determined on the depreciated replacement cost basis, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount. Fair value for restricted use land is determined by comparison with market evidence for land with similar approximate utility (high restricted use land) or market value of comparable unrestricted land (low restricted use land).

Land is independently valued annually by the Western Australian Land Information Authority (Valuation Services) and recognised annually to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period.

The valuations of the Department's buildings, provided annually by the Department's valuer are recognised in the financial statements. The Department's valuer engages a quantity surveyor to determine key elements, such as but not limited to, building areas, replacement cost per square metre to complete the valuations. The valuations are reviewed annually to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period.

The most significant assumptions and judgements in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated economic life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

See also notes 24, 25 and 33 for further information on revaluations.

Derecognition

Upon disposal or derecognition of an item of property, plant and equipment, any revaluation surplus relating to that asset is retained in the asset revaluation surplus.

Asset revaluation surplus

The asset revaluation surplus is used to record increments and decrements on the revaluation of non-current assets as described in note 25 'Property, Plant and Equipment'.

Notes to the Financial Statements

For the year ended 30 June 2015

Depreciation

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner which reflects the consumption of their future economic benefits.

Depreciation is calculated using the straight-line method, using rates which are reviewed annually. Estimated useful lives of each class of depreciable asset are:

<i>Buildings</i>	<i>50 Years</i>
<i>Communication equipment</i>	<i>5 Years</i>
<i>Computers</i>	<i>4 Years</i>
<i>Furniture and fittings</i>	<i>10 Years</i>
<i>Motor vehicles</i>	<i>5 Years</i>
<i>Buses</i>	<i>10 Years</i>
<i>Musical instruments</i>	<i>12 Years</i>
<i>Office equipment</i>	<i>8 Years</i>
<i>Plant and equipment</i>	<i>8 Years</i>
<i>Transportables</i>	<i>16 Years</i>
<i>Software</i>	<i>4 Years</i>
<i>Library collections</i>	<i>Four to five years with 100% depreciation at the end of the fifth year, or in the sixth year respectively.</i>

Works of art controlled by the Department are classified as property, plant and equipment. These are anticipated to have indefinite useful lives. Their service potential has not, in any material sense, been consumed during the reporting period and consequently no depreciation has been recognised.

Land is not depreciated.

(g) Intangible assets

Capitalisation/expensing of assets

Acquisitions of intangible assets costing \$50 000 or more and internally generated intangible assets costing \$50 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

Intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

The cost model is applied for subsequent measurement requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life which is reviewed annually) on the straight-line basis. All intangible assets controlled by the Department have a useful life of four years and zero residual value.

Computer software

Software that is an integral part of the related hardware is treated as property, plant and equipment. Software that is not an integral part of the related hardware is treated as an intangible asset. Software costing less than \$50 000 is expensed in the year of acquisition.

Notes to the Financial Statements

For the year ended 30 June 2015

(h) Impairment of assets

Property, plant and equipment and intangible assets are tested for any indication of impairment at the end of each reporting period. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered to be impaired and is written down to the recoverable amount and the impairment loss is recognised. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit or loss. Where a previously revalued asset is written down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income. As the Department is a not-for-profit entity, unless a specialised asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling, or where there is significant change in useful life. Each relevant class of asset is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of the asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

The Department's central office and regional offices test intangible assets with an indefinite useful life and intangible assets not yet available for use for impairment at the end of each reporting period irrespective of whether there is any indication of impairment. Schools test intangible assets each year for indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at the end of each reporting period (see note 28 'Impairment of Assets'; refer to note 2(p) 'Receivables' and note 21 'Receivables' for impairment of receivables).

(i) Non-current assets (or disposal groups) classified as held for distribution

Non-current assets (or disposal groups) held for distribution are recognised at the lower of carrying amount and fair value less costs to sell, and are disclosed separately from other assets in the Statement of Financial Position. Assets classified as held for distribution are not depreciated or amortised.

Non-current assets held for distribution comprise surplus Crown and Freehold land and buildings to be disposed of by the Department as a distribution to owner.

All Crown land holdings are vested in the Department by the Government. The Department of Lands (DoL) is the only agency with the power to sell Crown land. The Department transfers the Crown land and any attached buildings to DoL when the land becomes available for sale.

The Department has the power to sell Freehold land, however cannot retain revenues derived from sale unless specifically approved for retention by the Treasurer.

Notes to the Financial Statements

For the year ended 30 June 2015

(j) Leases

Finance lease rights and obligations are initially recognised, at the commencement of the lease term, as assets and liabilities equal in amount to the fair value of the leased item or, if lower, the present value of the minimum lease payments, determined at the inception of the lease. The assets are disclosed as plant, equipment and vehicles under lease, and are depreciated over the period during which the Department is expected to benefit from their use. Minimum lease payments are apportioned between the finance charge and the reduction of the outstanding lease liability, according to the interest rate implicit in the lease.

Operating leases are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased properties.

The Department has entered into a number of operating lease arrangements for the rent of buildings and other assets where the lessor effectively retains all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Comprehensive Income over the lease term, as this is representative of the pattern of benefits to be derived from the leased property.

(k) Financial instruments

In addition to cash, the Department has two categories of financial instruments:

- Loans and receivables; and
- Financial liabilities measured at amortised cost.

Financial instruments have been disaggregated into the following classes:

Financial Assets

- School bank accounts
- Cash and cash equivalents
- Restricted cash and cash equivalents
- Receivables
- Term deposits
- Amounts receivable for services

Financial Liabilities

- Payables
- Finance lease liabilities
- Other liabilities

Initial recognition and measurement of financial instruments is at fair value which normally equates to the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method.

The fair value of short term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

(l) Cash and cash equivalents

For the purpose of the Statement of Cash flows, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash, and which are subject to insignificant risk of changes in value.

Notes to the Financial Statements

For the year ended 30 June 2015

(m) Accrued salaries

Accrued salaries (see note 29 'Payables') represent the amount due to staff but unpaid at the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to its fair value.

(n) Amounts receivable for services (holding account)

The Department receives income from the State Government partly in cash and partly as an asset (holding account receivable). The holding account receivable balance, resulting from service appropriation funding, is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement (see note 16 'Income from State Government' and note 19 'Amounts receivable for services').

(o) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis.

Inventories not held for resale are valued at cost unless they are not required, in which case they are valued at net realisable value (see note 20 'Inventories').

(p) Receivables

Receivables are recognised and carried at original invoice amount less any allowance for uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Department will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days (see note 2(k) 'Financial Instruments' and note 21 'Receivables').

(q) Payables

Payables are recognised at the amounts payable when the Department becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent at fair value, as settlement is generally within 30 days (see note 2(k) 'Financial Instruments' and note 29 'Payables').

(r) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period (see note 31 'Provisions').

(i) Provisions – employee benefits

All annual leave and long service leave provisions are in respect of employees' services up to the end of the reporting period.

Annual leave

The liability for annual leave that is expected to be settled wholly within 12 months after the reporting period is recognised and measured at the undiscounted amounts expected to be paid when the liability is settled.

Annual leave that is not expected to be settled wholly within 12 months after the end of the reporting period is considered to be 'other long-term employee benefits'. The annual leave liability is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

Notes to the Financial Statements

For the year ended 30 June 2015

When assessing expected future payments consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions, as well as the experience of employee departures and periods of service. The expected future payments are discounted using market yields at the end of the reporting period on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

The provision for annual leave is classified as a current liability as the Department does not have an unconditional right to defer settlement of the liability for at least 12 months after the end of reporting period.

Entitlement to payment during student vacation

Entitlement to payment during student vacation is paid during the student vacation period for most school based staff employed under the Teachers Award, Teachers Aides Award and Education Department Ministerial Officers Salaries and Allowances and Conditions Award, subject to meeting relevant conditions of the Award (including teachers, education assistants and some administration and school support staff).

The entitlement to payment during student vacation is used during the school vacations, leaving no balance at the end of the summer holidays (i.e. zero balance when school resumes at the start of each calendar year). As at financial year end, the Department recognises a liability for the vacation leave accrued during the current calendar school year (accrued daily) and not yet taken as at 30 June.

Long service leave

A liability for long service leave is recognised across all employees using a short-hand approach which allows for the likelihood of payment, salary increases and discount rate based on remuneration rates and bond yields current as at the end of the reporting period.

The short-hand approach was developed by PricewaterhouseCoopers actuaries on the basis that the liability measured using the short-hand approach was not materially different from the liability determined using the present value of expected future payments. This calculation is consistent with the Department's experience of employee retention and leave utilisation.

All long service leave provisions which are unconditional or expected to become unconditional within 12 months of the reporting date, plus all conditional long service leave provisions which are vested (i.e. the employee has met the age (55) or other criteria which allows early access) or will become vested within 12 months of the reporting date are classified as current liabilities. The remaining long service leave provisions are classified as non-current liabilities because the Department has a right to defer the settlement of the liability until the employee has completed the requisite criteria (e.g. age or years of service).

Notes to the Financial Statements For the year ended 30 June 2015

Deferred leave

The provision for deferred leave relates to Public Service employees who have entered into an agreement to self-fund up to an additional 12 months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a current provision as employees can leave the scheme at their discretion at any time.

Remote Teaching Service leave

The provision for Remote Teaching Service leave relates to teaching staff who are working in remote and isolated communities within Western Australia. Employees who stay in the same remote location continuously for three years are entitled to an additional 10 weeks paid leave and those who remain in the same remote location continuously for four years are entitled to an additional 22 weeks paid leave. The provision recognises the value of salary set aside for employees and is measured at the normal amounts expected to be paid when the liabilities are settled. This liability is measured on the same basis as annual leave.

Superannuation

The Government Employees Superannuation Board (GESB) and other fund providers administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for public sector employees varies according to commencement and implementation dates.

Eligible employees contribute to the Pension Scheme, a defined benefit pension scheme closed to new members since 1987, or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme closed to new members since 1995.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension Scheme or the GSS became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). From 30 March 2012, existing members of the WSS or GESBS and new employees became able to choose their preferred superannuation fund. The Department makes concurrent contributions to GESB or other funds on behalf of employees in compliance with the Australian Government's Superannuation Guarantee (Administration) Act 1992. Contributions to these accumulation schemes extinguish the Department's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

The GSS is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the Department to GESB extinguishes the agency's obligations to the related superannuation liability.

Notes to the Financial Statements

For the year ended 30 June 2015

The Department has no liabilities under the Pension Scheme or the GSS. The liabilities for the unfunded Pension Scheme and the unfunded GSS transfer benefits, attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS obligations are funded by concurrent contributions made by the Department to the GESB.

The GESB makes all benefit payments in respect of the Pension Scheme and GSS, and is recouped from the Treasurer for the employer's share.

(ii) Provisions – other

Employment on-costs

From 1 July 2014 the Department ceased accruing employment on-costs, including workers' compensation insurance. There is no present obligation to pay these costs on annual leave or long service leave.

Remediation costs

A provision is recognised where the Department has a legal or constructive obligation to undertake remediation work. Estimates are based on the present value of expected future cash outflows.

(s) Superannuation expense

The superannuation expense is recognised in the Statement of Comprehensive Income and comprises employer contributions paid to the GSS (concurrent contributions), the WSS, the GESBS, or other superannuation funds.

(t) Assets and services received free of charge or for nominal value

Assets or services received free of charge or for nominal cost, that the Department would otherwise purchase if not donated, are recognised as income at the fair value of the assets or services where they can be reliably measured. A corresponding expense is recognised for services received. Receipts of assets are recognised in the Statement of Financial Position.

Assets or services received from other State Government agencies are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

(u) Comparative figures

Comparative figures are, where appropriate, reclassified to be comparable with the figures presented in the current financial year.

(v) Amalgamation of accounts

Financial information from 823 educational sites including 802 schools has been amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances have been eliminated.

(w) Borrowing costs

Borrowing costs are expensed when incurred.

Notes to the Financial Statements

For the year ended 30 June 2015

NOTE 3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

The preparation of financial statements requires management to make judgements about the application of accounting policies that have a significant effect on the amounts recognised in the financial statements. The Department evaluates these judgements regularly.

Operating lease commitments

The Department has entered into a number of leases for buildings for branch office accommodation. Some of these leases relate to buildings of a temporary nature and it has been determined that the lessor retains substantially all the risks and rewards incidental to ownership. Accordingly, these leases have been classified as operating leases.

NOTE 4. KEY SOURCES OF ESTIMATION UNCERTAINTY

Key estimates and assumptions concerning the future are based on historical experience and various other factors that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

Impairment of intangible assets with indefinite useful lives

Central office, regional offices and schools assess impairment of intangible assets at the end of each reporting period. The impact of impairment of intangible assets in schools is minimal. Where there is an indication of impairment (such as falling replacement costs), the recoverable amount (depreciated replacement cost) of the intangible asset is estimated. Calculations performed in assessing recoverable amounts incorporate a number of key estimates.

Provisions

In the calculations for provisions, several estimates are made. These include future salary rates and discount rates used. The liability for long service leave is measured at the present value of amounts expected to be paid when liabilities are settled. The assessment of future payments is based on estimated retention rates and remuneration levels and discounted using current market yields on national government bonds with maturity dates that match the estimated future cash outflows.

Notes to the Financial Statements For the year ended 30 June 2015

NOTE 5. DISCLOSURE OF CHANGES IN ACCOUNTING POLICY AND ESTIMATES

Initial application of an Australian Accounting Standard

The Department has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 July 2014 that impacted on the Department.

Int 21	<i>Levies</i> This Interpretation clarifies the circumstances under which a liability to pay a government levy imposed should be recognised. There is no financial impact for the Department at reporting date.
AASB 1031	<i>Materiality</i> This Standard supersedes AASB 1031 (February 2010), removing Australian guidance on materiality not available in IFRSs and refers to guidance on materiality in other Australian pronouncements. There is no financial impact.
AASB 1055	<i>Budgetary Reporting</i> This Standard requires specific budgetary disclosures in the general purpose financial statements of not-for-profit entities within the General Government Sector. The Department will be required to disclose additional budgetary information and explanations of major variances between actual and budgeted amounts, though there is no financial impact.
AASB 2012-3	<i>Amendments to Australian Accounting Standards – Offsetting Financial Assets and Financial Liabilities [AASB 132]</i> This Standard adds application guidance to AASB 132 to address inconsistencies identified in applying some of the offsetting criteria, including clarifying the meaning of “currently has a legally enforceable right of set-off” and that some gross settlement systems may be considered equivalent to net settlement. There is no financial impact.
AASB 2013-3	<i>Amendments to AASB 136 – Recoverable Amount Disclosures for Non-Financial Assets</i> This Standard introduces editorial and disclosure changes. There is no financial impact.
AASB 2013-8	<i>Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities – Control and Structured Entities [AASB 10, 12 & 1049]</i> The amendments, issued in October 2013, provide significant guidance in determining whether a not-for-profit entity controls another entity when financial returns are not a key attribute of the investor’s relationship. The Standard has no financial impact in its own right, rather the impact results from the adoption of the amended AASB 10.
AASB 2013-9	<i>Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments</i> Part B of this omnibus Standard makes amendments to other Standards arising from the deletion of references to AASB 1031 in other Standards for periods beginning on or after 1 January 2014. It has no financial impact.
AASB 2014-1	<i>Amendments to Australian Accounting Standards</i> Part A of this Standard consists primarily of clarifications to Accounting Standards and has no financial impact for the Department. Part B of this Standard has no financial impact as the Department contributes to schemes that are either defined contribution plans, or deemed to be defined contribution plans. Part C of this Standard has no financial impact as it removes references to AASB 1031 <i>Materiality</i> from a number of Accounting Standards.

Notes to the Financial Statements For the year ended 30 June 2015

AASB 2015-7	<p><i>Amendments to Australian Accounting Standards - Fair Value Disclosures of Not-For-Profit Public Sector Entities'</i></p> <p>This standard relieves the not-for-profit public sector entities from various disclosures specified in AASB 13 <i>Fair Value Measurement</i>.</p>
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Future impact of Australian Accounting Standards not yet operative

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction 1101 *Application of Australian Accounting Standards and Other Pronouncements*. However, the Department of Treasury has granted a partial exemption for early adoption of AASB 2015-7 *Amendments to Australian Accounting Standards - Fair Value Disclosures of Not-For-Profit Public Sector Entities*. Except for the above, the Department has not applied early any of the following Australian Accounting Standards that have been issued that may impact the Department. Where applicable, the Department plans to apply these Australian Accounting Standards from their application date.

		Operative for reporting periods beginning on/after
AASB 9	<p><i>Financial Instruments</i></p> <p>This Standard supersedes AASB 139 <i>Financial Instruments: Recognition and Measurement</i>, introducing a number of changes to accounting treatments.</p> <p>The mandatory application date of this Standard is currently 1 January 2018 after being amended by AASB 2012-6, AASB 2013-9 and AASB 2014-1 Amendments to Australian Accounting Standards. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2018
AASB 15	<p><i>Revenue from Contracts with Customers</i></p> <p>This Standard establishes the principles that the Department shall apply to report useful information to users of financial statements about the nature, amount, timing and uncertainty of revenue and cash flows arising from a contract with a customer. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2017
AASB 2010-7	<p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 & 1038 and Int 2, 5, 10, 12, 19 & 127]</i></p> <p>This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010.</p> <p>The mandatory application date of this Standard has been amended by AASB 2012-6 and AASB 2014-1 to 1 January 2018. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2018
AASB 2013-9	<p><i>Amendments to Australian Accounting Standards Conceptual Framework, Materiality and Financial Instruments.</i></p> <p>Part C of this omnibus Standard defers the application of AASB 9 to 1 January 2017. The application date of AASB 9 was subsequently deferred to 1 January 2018 by AASB 2014-1. The Department has not yet determined the application or the potential impact of AASB 9.</p>	1 Jan 2015
AASB 2014-1	<p><i>Amendments to Australian Accounting Standards</i></p> <p>Part E of this Standard makes amendments to AASB 9 and consequential amendments to other Standards. It has not yet been assessed by the Department to determine the application or potential impact of the Standard.</p>	1 Jan 2018

Notes to the Financial Statements

For the year ended 30 June 2015

AASB 2014-4	<p><i>Amendments to Australian Accounting Standards – Clarification of Acceptable Methods of Depreciation and Amortisation [AASB 116 & 138]</i></p> <p>The adoption of this Standard has no financial impact for the Department as depreciation and amortisation is not determined by reference to revenue generation, but by reference to consumption of future economic benefits.</p>	1 Jan 2016
AASB 2014-5	<p><i>Amendments to Australian Accounting Standards arising from AASB 15</i></p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 15. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2017
AASB 2014-7	<p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2014)</i></p> <p>This Standard gives effect to the consequential amendments to Australian Accounting Standards (including Interpretations) arising from the issuance of AASB 9 (December 2014). The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2018
AASB 2014-8	<p><i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2014) – Application of AASB 9 (December 2009) and AASB 9 (December 2010) [AASB 9 (2009 & 2010)]</i></p> <p>This Standard makes amendments to AASB 9 Financial Instruments (December 2009) and AASB 9 Financial Instruments (December 2010), arising from the issuance of AASB 9 Financial Instruments in December 2014. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2015
AASB 2015-1	<p><i>Amendments to Australian Accounting Standards – Annual Improvements to Australian Accounting Standards 2012–2014 Cycle [AASB 1, 2, 3, 5, 7, 11, 110, 119, 121, 133, 134, 137 & 140]</i></p> <p>These amendments arise from the issuance of International Financial Reporting Standard Annual Improvements to IFRSs 2012–2014 Cycle in September 2014, and editorial corrections. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2016
AASB 2015-2	<p><i>Amendments to Australian Accounting Standards – Disclosure Initiative: Amendments to AASB 101 [AASB 7, 101, 134 & 1049]</i></p> <p>This Standard amends AASB 101 to provide clarification regarding the disclosure requirements in AASB 101. Specifically, the Standard proposes narrow-focus amendments to address some of the concerns expressed about existing presentation and disclosure requirements and to ensure entities are able to use judgement when applying a Standard in determining what information to disclose in their financial statements. There is no financial impact.</p>	1 Jan 2016
AASB 2015-3	<p><i>Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality</i></p> <p>This Standard completes the withdrawal of references to AASB 1031 in all Australian Accounting Standards and Interpretations, allowing that Standard to effectively be withdrawn. There is no financial impact.</p>	1 Jul 2015
AASB 2015-6	<p><i>Amendments to Australian Accounting Standards – Extending Related Party Disclosures to Not-for-Profit Public Sector Entities [AASB 10, 124 & 1049]</i></p> <p>The amendments extend the scope of AASB 124 to include application by not-for-profit public sector entities. Implementation guidance is included to assist application of the Standard by not-for-profit public sector entities. The Department has not yet determined the application of the Standard, though there is no financial impact.</p>	1 Jul 2016

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

6. EMPLOYEE BENEFITS EXPENSE

Salaries and allowances ^(a)	2 914 195	2 851 977
Superannuation ^(b)	283 956	285 276
Other employee-related expense ^(c)	84 804	87 761
	3 282 955	3 225 014

(a) Includes:

- (i) the value of leave entitlements movement; and
- (ii) Voluntary severance expenditure: \$19.54 million 2014-15 and \$11.96 million 2013-14.

(b) Defined contribution plans include West State, Gold State, GESB Super Scheme and other superannuation funds (contributions paid) and includes the superannuation contribution component relating to leave movement.

(c) Includes the value of the fringe benefits to the employee plus the fringe benefits tax component.

Employment on-costs expenses, such as workers' compensation insurance, are included in note 7 'Supplies and Services'.

Employment on-costs liability is included at note 31 'Provisions'.

7. SUPPLIES AND SERVICES

Communication services	25 235	26 811
Consumables	2 075	2 005
Consumables - utilities	70 810	69 661
Equipment purchases (\$4999 and below)	18 664	6 569
Insurance	66 913	75 582
Minor works	66 356	40 335
Repairs and maintenance	101 030	94 453
Services and contracts	115 172	103 228
Services and contracts - property	36 785	35 742
Staff-related expense	4 892	3 782
Travel	5 357	5 792
Other - schools	287 674	283 203
Other	2 359	1 262
	803 322	748 425

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

8. DEPRECIATION AND AMORTISATION EXPENSE

<u>Depreciation</u>		
Buildings	222 032	208 676
Plant and equipment	7 021	7 047
Motor vehicles	599	582
Buses	1 736	1 712
Computers	2 784	3 276
Communication equipment	898	942
Office equipment	3 439	3 411
Library Collections	9 184	9 297
Miscellaneous	601	581
Leased plant and equipment	21	24
Leased office equipment	14 474	15 184
Leased motor vehicles	173	142
Leased buses	80	77
Total depreciation	263 042	250 951
<u>Amortisation</u>		
Intangible assets	3 573	6 782
Total amortisation	3 573	6 782
Total depreciation and amortisation	266 615	257 733

9. GRANTS AND SUBSIDIES

<u>Recurrent</u>		
Parents from Government schools	1 128	933
Non-government schools and other organisations	57 352	48 012
Total grants and subsidies	58 480	48 945

10. FINANCE COSTS

Finance lease - finance charges	1 048	1 034
Total finance costs expensed	1 048	1 034

11. OTHER EXPENSES

Loss on disposal of non-current assets ^(a)	25 649	14 667
Loss from fires	-	515
Refund of prior period revenue	4 457	15 597
Other expenses	1 714	1 476
Total other expenses	31 820	32 255

(a) Please refer to Note 12 Loss on Disposal of Non-Current Assets for detailed breakdown.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

12. LOSS ON DISPOSAL OF NON-CURRENT ASSETS

Costs of Disposal of Non-Current Assets

Buildings	21 506	11 372
Plant and equipment	1 934	1 103
Motor vehicles	114	3
Buses	171	743
Computers	445	548
Communication equipment	283	265
Office equipment	783	626
Library collections	164	90
Intangible Assets	12	1
Miscellaneous assets	568	190
	25 980	14 941

Proceeds from Disposal of Non-Current Assets

Plant and equipment	45	45
Motor vehicles	53	10
Buses	65	203
Computers	3	6
Office equipment	83	10
Miscellaneous assets	82	-
	331	274
Net loss^(a)	25 649	14 667

(a) Refer to Note 11 Other Expenses.

13. USER CONTRIBUTIONS, CHARGES AND FEES

Schools

Contributions, charges and fees	102 057	93 031
	102 057	93 031

Central Office

Agricultural schools fees	3 838	3 470
Other charges and fees	4 268	3 975
	8 106	7 445

Total user contributions, charges and fees

110 163 100 476

14. OTHER REVENUE

Schools

Bookshops and canteens	6 082	6 229
Donations to schools	17 714	17 704
Hire of facilities	6 670	6 087
Other revenue	18 777	19 034
Total other revenue - Schools	49 243	49 054

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
<u>Central office</u>		
<u>Capital contributions and recoveries</u>		
Developer contributions	9 656	11 958
Other Revenue - Insurance recoveries	12 505	274
	<u>22 161</u>	<u>12 232</u>
<u>Other</u>		
Recoveries and refunds	8 599	7 655
Sale of goods and services	14 492	26 263
Other miscellaneous revenue	2 878	5 294
	<u>25 969</u>	<u>39 212</u>
Total other revenue - Central office	<u>48 130</u>	<u>51 444</u>
Total other revenue	<u>97 373</u>	<u>100 498</u>

15. AUSTRALIAN GOVERNMENT GRANTS AND CONTRIBUTIONS

<u>Central office</u>		
Australian Government grants - recurrent	537 630	538 279
Australian Government grants - capital	46 523	48 795
	<u>584 153</u>	<u>587 074</u>
<u>Schools</u>		
Australian Government grants - recurrent	2 980	3 149
	<u>2 980</u>	<u>3 149</u>
Total Australian Government grants and contributions	<u>587 133</u>	<u>590 223</u>

Undischarged grants

The Department of Education receives Australian Government grants on the condition that the money shall be expended in a particular manner. Grants which are yet to be fully spent as at the end of the reporting period do not constitute a liability but do require disclosure. Australian Government grants yet to be fully spent at 30 June 2015 total \$20.24 million (\$61.25 million at 30 June 2014) comprising the following:

<u>Recurrent</u>		
- COAG National Partnership Program	4 465	41 386
- Special Project Grants	1 731	3 852
- Indian Ocean Territories	1 185	985
	<u>7 381</u>	<u>46 223</u>
<u>Capital</u>		
- Department of State Development - East Kimberley Development Project		
- Trade Training Centres in Schools	9 197	10 376
- Indigenous Early Childhood Development	-	29
- Local Schools Working Together & Early Learning and Care Centres	(42)	315
- Universal Access	3 706	4 303
	<u>12 861</u>	<u>15 023</u>
Total undischarged grants	<u>20 242</u>	<u>61 246</u>

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
16. INCOME FROM STATE GOVERNMENT		
<u>Appropriation received during the period:</u>		
Service appropriation ^(a)	3 664 887	3 614 332
	3 664 887	3 614 332
<u>Grants and subsidies received during the period:</u>		
State grants - recurrent	4 905	7 154
State grants - capital	-	-
	4 905	7 154
<u>Services received free of charge from other State government agencies during the period:^(b)</u>		
Department of Finance	1 142	1 492
Landgate	295	226
Department of Sport and Recreation	-	4
Department of Finance - Building Management and Works	18 561	16 297
Department of the Attorney General - State Solicitor's Office	405	390
Department of Culture and the Arts	1	29
Department of Health	-	117
	20 404	18 555
<u>Royalties for Regions Fund:</u>		
Regional Community Services Account ^(c)	6 616	15 200
	6 616	15 200
	3 696 812	3 655 241

Undischarged Royalties for Regions funds

The Department receives Royalties for Regions funds on the condition that the money shall be expended in a particular manner. Funds which are yet to be fully spent as at the end of the reporting period do not constitute a liability. Royalties for Regions funds yet to be fully spent at 30 June 2015 total -\$5.796 million (-\$0.373 million at 30 June 2014) comprising the following:

<u>Recurrent</u>		
Clontarf Colleges	(14)	-
Boarding Away From Home	14	-
E-Learning - Pilbara	(1 479)	1 881
Attraction and Retention Program - Pilbara Teachers	2 299	2 299
	820	4 180
<u>Capital</u>		
Kaloorlie-Boulder Community High School - Redevelopment	(4 635)	-
Cunderdin Agriculture College	1 700	-
Regional Schools Plan	(3 681)	(4 553)
	(6 616)	(4 553)
Total undischarged funds	(5 796)	(373)

- (a) Service appropriations fund the net cost of services delivered. Appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year.
- (b) Discretionary transfers of assets (including grants) and liabilities between State Government agencies are reported under Income from State Government. Transfers of assets and liabilities in relation to a restructure of administrative arrangements are recognised as distribution to owners by the transferor and contribution by owners by the transferee under AASB 1004 in respect of net assets transferred. Other non-discretionary non-reciprocal transfers of assets and liabilities designated as contributions by owners under TI 955 are also recognised directly to equity.
- (c) This is a sub-fund within the overarching 'Royalties for Regions Fund'. The recurrent funds are committed to projects and programs in WA regional areas.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

17. CASH AND CASH EQUIVALENTS

Schools

Bank accounts	377 845	311 799
Cash on hand	233	216
	<u>378 078</u>	<u>312 015</u>

Central office

Operating bank account	263 439	292 235
Cash held in regional offices bank accounts	23	19
Cash on hand and advances	181	252
	<u>263 643</u>	<u>292 506</u>

Total cash and cash equivalents

641 721 604 521

18. RESTRICTED CASH AND CASH EQUIVALENTS

Current

Accrued salaries suspense account (27th pay) ^(a)	120 189	-
Grants accounts ^(b)	72 859	56 887
Paid parental leave ^(c)	282	232
Royalties for Regions Fund ^(d)	(5 796)	(373)
	<u>187 534</u>	<u>56 746</u>

Non-Current

Accrued salaries suspense account (27th pay) ^(a)	-	103 019
	-	<u>103 019</u>

Total Restricted Cash and Cash Equivalents

187 534 159 765

- (a) Funds held in the suspense account used only for the purpose of meeting the 27th pay in a financial year that occurs every 11 years. The next 27th pay period is in 2015-16.
- (b) Unspent cash balances relating to Australian Government and Building the Education Revolution grants, state and other capital funding, which can only be used for the purpose stipulated by the grant or funding arrangement.
- (c) Unspent cash balances relating to Australian Government Paid Parental Leave Scheme, which can only be used for the purpose stipulated by the grant or funding arrangement.
- (d) The overcommitted funds in 2014-15 are expected to be received in 2015-16. All funds, both overcommitted and unspent are for projects and programs in WA regional areas.

19. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)

Current	21 736	19 144
Non-current	2 126 241	1 958 709
	<u>2 147 977</u>	<u>1 977 853</u>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

20. INVENTORIES

Current

Inventories held for resale:

School canteens, publications and bookshops stocks (at cost)	2 484	1 821
Livestock and farm produce (at cost)	3 241	2 973
	<u>5 725</u>	<u>4 794</u>

21. RECEIVABLES

Current

Receivables	24 622	25 426
Allowance for impairment of receivables	(2 286)	(2 362)
GST receivable	15 354	11 493
	<u>37 690</u>	<u>34 557</u>

Reconciliation of changes in the allowance for impairment of receivables:

Balance at start of period	2 362	1 269
Doubtful debts expense	1 707	1 459
Amounts written off during the period	(1 783)	(366)
Balance at end of the period	<u>2 286</u>	<u>2 362</u>

The Department does not hold any collateral or other credit enhancements as security for receivables.

22. OTHER ASSETS

Current

Prepayments	17 215	13 843
	<u>17 215</u>	<u>13 843</u>

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
23. LAND AND BUILDINGS HELD FOR DISTRIBUTION TO OWNER		
<u>Opening balance</u>		
Land and buildings	769	769
Less write-down from cost to fair value less selling costs	-	-
	769	769
<u>Add: Assets reclassified as held for distribution</u>		
Land and buildings ^(a)	31 676	23 699
Less write-down from cost to fair value less selling costs ^(b)	-	-
	31 676	23 699
<u>Total assets classified as held for distribution</u>		
Land and buildings	32 445	24 468
Less write-down from cost to fair value less selling costs ^(b)	-	-
	32 445	24 468
<u>Less: Assets distributed to owner</u>		
Land and buildings ^(c)	(17 783)	(23 699)
Less write-down from cost to fair value less selling costs ^(b)	-	-
	(17 783)	(23 699)
<u>Less: Assets reclassified as non current assets</u>		
Land and buildings ^(d)	(13 893)	-
Less write-down from cost to fair value less selling costs ^(b)	-	-
	(13 893)	-
<u>Closing Balance</u>		
Land and buildings	769	769
Less write-down from cost to fair value less selling costs ^(b)	-	-
	769	769

(a) In 2014-15 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$31.68 million was transferred to land and buildings held for distribution to owner.

Roleystone \$6.44 million
 Cambewarra \$9.01 million
 Denmark \$0.51 million
 Kim Beasley \$7.11 million
 North Merredin \$8.60 million

(b) Disclosed as other expenses.

(c) In 2014-15 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$17.78 million were distributed to owner.

Roleystone \$1.15 million
 Cambewarra \$9.01 million
 Denmark \$0.51 million
 Kim Beasley \$7.11 million

(d) In 2014-15 the following listed land and buildings with a fair value of \$13.89 million were transferred back to non current assets.

Roleystone \$5.29 million
 North Merredin \$8.60 million

Information on fair value measurements is provided in Note 26 Fair Value Measurement.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
24. PROPERTY, PLANT AND EQUIPMENT		
<u>Land</u>		
At fair value ^(a)	3 999 036	3 427 478
	<u>3 999 036</u>	<u>3 427 478</u>
<u>Buildings</u>		
At fair value ^(a)	9 757 642	9 227 953
Accumulated depreciation	(229 687)	(191 338)
	<u>9 527 955</u>	<u>9 036 615</u>
<u>Plant and equipment</u>		
At cost - Central office	137	241
At cost - schools	73 134	72 050
Accumulated depreciation	(49 266)	(44 138)
	<u>24 005</u>	<u>28 153</u>
<u>Leased plant and equipment</u>		
At capitalised cost	70	109
Accumulated depreciation	(42)	(72)
	<u>28</u>	<u>37</u>
<u>Motor vehicles</u>		
At cost - schools	5 672	5 437
Accumulated depreciation	(3 918)	(3 604)
	<u>1 754</u>	<u>1 833</u>
<u>Leased motor vehicles</u>		
At capitalised cost	734	618
Accumulated depreciation	(252)	(238)
	<u>482</u>	<u>380</u>
<u>Buses</u>		
At cost - schools	17 749	17 550
Accumulated depreciation	(10 942)	(9 415)
	<u>6 807</u>	<u>8 135</u>
<u>Leased Buses</u>		
At capitalised cost	584	584
Accumulated depreciation	(397)	(277)
	<u>187</u>	<u>307</u>
<u>Computers</u>		
At cost - Central office	3 883	4 958
At cost - schools	17 695	17 578
Accumulated depreciation	(16 446)	(17 430)
	<u>5 132</u>	<u>5 106</u>
<u>Communication equipment</u>		
At cost - Central office	610	1 355
At cost - schools	6 722	6 754
Accumulated depreciation	(5 789)	(5 941)
	<u>1 543</u>	<u>2 168</u>

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
<u>Office equipment</u>		
At cost - Central office	1 015	1 032
At cost - schools	22 296	22 568
Accumulated depreciation	(14 344)	(14 002)
	<u>8 967</u>	<u>9 598</u>
<u>Leased office equipment</u>		
At capitalised cost	53 691	57 056
Accumulated depreciation	(26 503)	(29 584)
	<u>27 188</u>	<u>27 472</u>
<u>Library collections</u>		
At cost - Central office	61	64
At cost - schools	72 691	63 631
Accumulated depreciation	(36 182)	(26 923)
	<u>36 570</u>	<u>36 772</u>
<u>Miscellaneous assets</u>		
At cost - Central office	701	696
At cost - schools	8 243	7 504
Accumulated depreciation	(4 378)	(3 942)
	<u>4 566</u>	<u>4 258</u>
<u>Capital works in progress (at cost)</u>		
New Primary Schools	27 414	18 689
New Secondary Schools	37 681	56 695
Building the Education Revolution	3 520	3 520
Additions and Improvements to High Schools	131 774	225 603
Additions and improvements to District High Schools	8 615	6 030
Additions and Improvements to Primary Schools	19 095	67 982
Additions and Improvements to Ed Support Centres	2 168	1 989
Additions and Improvements to Camp Schools	-	115
Indigenous Child and Family centres/Child and Parent Centres	6 775	5 275
	<u>237 042</u>	<u>385 898</u>
Total property, plant and equipment	<u>13 881 262</u>	<u>12 974 210</u>

(a) Land and buildings were revalued as at 1 July 2014. Land valuations were performed by the Western Australian Land Information Authority and building valuations were performed by an independent Quantity Surveyor. The valuations were performed during the year ended 30 June 2015 and recognised as at 1 July 2014. In undertaking the revaluation, fair value was determined by reference to market values for land. The fair value of buildings was determined on the basis of depreciated replacement cost and fair value of land was determined on the basis of comparison with market evidence for land with low level utility (high restricted use land).

Information on fair value measurements is provided in Note 26 Fair value measurement

The Department, as lessor, derives operating lease income from the following leased assets included in the above:

<u>Land</u>		
At fair value	34 985	36 570
	<u>34 985</u>	<u>36 570</u>
<u>Buildings</u>		
At fair value	27 424	22 326
	<u>27 424</u>	<u>22 326</u>
	<u>62 409</u>	<u>58 896</u>

Notes to the Financial Statements

25. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred from land & buildings held for distribution to owner	Transferred to / from works in progress	Revaluation	Impairment losses ^(a)	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
2014-15											
Land	3 427 478	-	-	(13 117)	-	30 449	554 225	-	-	1	3 999 036
Buildings	9 036 615	22 329	(21 506)	(18 559)	13 893	506 218	210 997	-	(222 032)	-	9 527 955
Plant and equipment	28 153	4 546	(1 934)	-	-	-	-	-	(7 021)	261	24 005
Leased plant and equipment	37	12	-	-	-	-	-	-	(21)	-	28
Motor vehicles	1 833	609	(114)	-	-	-	-	-	(599)	25	1 754
Leased motor vehicles	380	235	-	-	-	-	-	-	(173)	40	482
Buses	8 135	511	(171)	-	-	-	-	-	(1 736)	68	6 807
Leased buses	307	-	-	-	-	-	-	-	(80)	(40)	187
Computers	5 106	3 161	(445)	-	-	-	-	-	(2 784)	94	5 132
Communication equipment	2 168	525	(283)	-	-	-	-	-	(898)	31	1 543
Office equipment	9 598	3 486	(783)	-	-	-	-	-	(3 439)	105	8 967
Leased office equipment	27 472	14 190	-	-	-	-	-	-	(14 474)	-	27 188
Library collections	36 772	9 147	(164)	-	-	-	-	-	(9 184)	(1)	36 570
Miscellaneous assets	4 258	1 079	(568)	-	-	-	-	-	(601)	398	4 566
Capital works in progress	385 898	387 811	-	-	-	(536 667)	-	-	-	-	237 042
Total	12 974 210	447 641	(25 968)	(31 676)	13 893	-	765 222	-	(263 042)	982	13 881 262

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

- (a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the profit and loss. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income.

Information on fair value measurements is provided in Note 26 Fair Value Measurement.

Notes to the Financial Statements

25. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred from land & buildings held for distribution to owner	Transferred to / from works in progress	Revaluation	Impairment losses ^(a)	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
2013-14											
Land	3 294 832	5 000	-	(5 530)	-	15 024	118 152	-	-	-	3 427 478
Buildings	8 122 637	18 781	(11 887)	(18 169)	-	426 361	707 568	-	(208 676)	-	9 036 615
Plant and equipment	32 045	4 262	(1 103)	-	-	-	-	-	(7 047)	(4)	28 153
Leased plant and equipment	60	-	-	-	-	-	-	-	(24)	1	37
Motor vehicles	1 087	1 330	(3)	-	-	-	-	-	(582)	1	1 833
Leased motor vehicles	286	236	-	-	-	-	-	-	(142)	-	380
Buses	9 594	995	(743)	-	-	-	-	-	(1 712)	1	8 135
Leased buses	384	-	-	-	-	-	-	-	(77)	-	307
Computers	7 101	1 827	(548)	-	-	-	-	-	(3 276)	2	5 106
Communication equipment	2 639	737	(265)	-	-	-	-	-	(942)	(1)	2 168
Office equipment	10 481	3 154	(626)	-	-	-	-	-	(3 411)	-	9 598
Leased office equipment	29 655	13 001	-	-	-	-	-	-	(15 184)	-	27 472
Library collections	37 562	8 596	(90)	-	-	-	-	-	(9 297)	1	36 772
Miscellaneous assets	4 218	820	(190)	-	-	-	-	-	(581)	(9)	4 258
Capital works in progress	322 461	504 823	-	-	-	(441 385)	-	-	-	(1)	385 898
Total	11 875 042	563 562	(15 455)	(23 699)	-	-	825 720	-	(250 951)	(9)	12 974 210

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the profit and loss. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income.

Information on fair value measurements is provided in Note 26 Fair Value Measurement.

Notes to the Financial Statements

26. FAIR VALUE MEASUREMENT

Assets measured at fair value	Level 1	Level 2	Level 3	Fair value At end of Period
	\$000	\$000	\$000	\$000
2014-15				
Non-current assets classified as held for distribution (Note 23)	-	-	769	769
Land (Note 24)	-	-	3 999 036	3 999 036
Buildings (Note 24)	-	-	9 527 955	9 527 955
	-	-	13 527 760	13 527 760

Assets measured at fair value	Level 1	Level 2	Level 3	Fair value At end of Period
	\$000	\$000	\$000	\$000
2013-14				
Non-current assets classified as held for distribution (Note 23)	-	-	769	769
Land (Note 24)	-	-	3 427 478	3 427 478
Buildings (Note 24)	-	-	9 036 615	9 036 615
	-	-	12 464 862	12 464 862

There were no transfers between Levels 1, 2 or 3 during the period.

Fair value measurements using significant unobservable inputs (Level 3)

	Land \$000	Buildings \$000
2014-15		
Fair Value at start of period	3 427 478	9 036 615
Additions	-	22 329
Transfer from Work in Progress	30 449	506 218
Revaluation increments/(decrements) recognised in Profit or Loss	-	-
Revaluation increments/(decrements) recognised in Other Comprehensive Income	554 225	210 997
Transfer to/from held for distribution (within level 3)	(13 116)	(4 666)
Disposals	-	(21 506)
Depreciation Expense	-	(222 032)
Fair Value at end of period	3 999 036	9 527 955
Total gains or losses for the period included in profit or loss, under 'Other Gains' Note 12	-	(21 506)

	Land \$000	Buildings \$000
2013-14		
Fair Value at start of period	3 294 832	8 122 637
Additions	5 000	18 781
Transfer from Work in Progress	15 024	426 361
Revaluation increments/(decrements) recognised in Profit or Loss	-	-
Revaluation increments/(decrements) recognised in Other Comprehensive Income	118 152	707 568
Transfer to/from (within level 3)	(5 530)	(18 169)
Disposals	-	(11 887)
Depreciation Expense	-	(208 676)
Fair Value at end of period	3 427 478	9 036 615
Total gains or losses for the period included in profit or loss, under 'Other Gains' Note 12	-	(11 372)

Notes to the Financial Statements

Valuation processes

There were no changes in valuation techniques during the period.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer. Transfers are generally limited to assets newly classified as non-current assets held for distribution as Treasurer's instructions require valuations of land, buildings and infrastructure to be categorised within Level 3 where the valuations will utilise significant Level 3 inputs on a recurring basis.

Fair value for existing use specialised buildings is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Depreciated replacement cost is the current replacement cost of an asset less accumulated depreciation calculated on the basis of such cost to reflect the already consumed or expired economic benefit, or obsolescence, and optimisation (where applicable) of the asset. Current replacement cost is generally determined by reference to the market-observable replacement cost of a substitute asset of comparable utility and the gross project size specifications which is based on recent tendered prices for new buildings.

Fair value for restricted use land is based on market value, by either using market evidence of sales of comparable land that is unrestricted, less restoration costs to return the site to a vacant and marketable condition (low restricted use land), or , comparison with market evidence for land with low level utility (high restricted land use).

Significant Level 3 inputs used by the Department are derived and evaluated as follows:

Effective age

The effective age is determined by the Quantity Surveyor after taking into account factors such as planned routine maintenance, building improvements and upgrades.

Selection of land with restricted utility

Fair value for restricted use land is determined by comparison with market evidence for land with low level utility. Relevant comparators of land with low level utility are selected by the Western Australian Land Information Authority (Valuation Services).

Percentage rate of add-on cost

The costs relating to contingencies, headworks, demolitions costs, professional and project fees determined by the Quantity Surveyor. These costs reflect the additional costs incurred during the construction of similar buildings in the past.

Average installation costs - transportables

The cost of transportation and connection of services determined by the Quantity Surveyor.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

27. INTANGIBLE ASSETS

<u>Computer software</u>		
At cost - central office	7 798	9 987
At cost - schools	22	28
Accumulated amortisation	(7 015)	(8 714)
Work in progress - Intangibles internally generated	699	3 022
	<u>1 504</u>	<u>4 323</u>
<u>Reconciliation:</u>		
Carrying amount at start of period:	4 323	1 149
Additions	55	6 934
Amortisation expense	(3573)	(6782)
	<u>805</u>	<u>1 301</u>
Work in progress - Intangibles internally generated	699	3 022
Carrying amount at end of period:	<u>1 504</u>	<u>4 323</u>

28. IMPAIRMENT OF ASSETS

There were no indications of impairment to property, plant and equipment or intangible assets as at 30 June 2015.

29. PAYABLES

<u>Current</u>		
Trade and other payables - central office	32 037	6 619
Trade and other payables - schools	9 292	8 785
Accrued expenses	41 612	37 718
Accrued salaries	102 889	77 947
	<u>185 830</u>	<u>131 069</u>

30. BORROWINGS

<u>Current</u>		
Finance lease liabilities (secured) ^(a)	14 139	14 671
<u>Non-Current</u>		
Finance lease liabilities (secured) ^(a)	17 521	17 123
Total borrowings	<u>31 660</u>	<u>31 794</u>

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

(a) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default.

Assets pledged as security:

The carrying amounts of non-current assets pledged as security are:

Leased plant and equipment	28	37
Leased office equipment	27 188	27 472
Leased motor vehicles	482	380
Leased buses	187	307
	27 885	28 196

31. PROVISIONS

Current

Employee Benefits Provision

Annual leave ^(a)	30 058	29 267
Entitlement to payment during student vacation ^(b)	194 213	187 843
Long service leave ^(c)	383 778	432 792
Deferred salary scheme ^(d)	22 860	19 696
Remote teaching service ^(e)	6 909	8 254
	637 818	677 852

Other Provision

Employment on-costs ^(f)	-	9 837
	-	9 837
	637 818	687 689

Non-current

Employee Benefits Provision

Long service leave ^(c)	169 150	167 688
Remote teaching service ^(e)	1 713	550
	170 863	168 238

Other Provision

Employment on-costs ^(f)	-	2 440
	-	2 440
	170 863	170 678

Total employee benefits provisions

808 681 **846 090**

Total other provisions

- **12 277**

Total provisions

808 681 **858 367**

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	21 376	22 871
More than 12 months after the end of the reporting period	8 682	6 396
	30 058	29 267

(b) Entitlement to payment during student vacation liabilities have been classified as current as there is a zero balance at the end of the summer holidays.

Within 12 months of the end of the reporting period	194 213	187 843
More than 12 months after the end of the reporting period	-	-
	194 213	187 843

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

(c) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	92 107	95 214
More than 12 months after the end of the reporting period	460 821	505 266
	552 928	600 480

(d) Deferred salary scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	3 886	6 697
More than 12 months after the end of the reporting period	18 974	12 999
	22 860	19 696

(e) Remote Teaching Service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	3 247	3 797
More than 12 months after the end of the reporting period	5 375	5 007
	8 622	8 804

(f) From 1 July 2014 the Department ceased accruing employment on-costs, including workers' compensation insurance. There is no present obligation to pay these costs on annual leave or long service leave.

Movements in other provisions

Movements in each class of provisions during the financial year, other than employee benefits, are set out below:

<u>Employment On-Costs</u>		
Carrying amount at start of year	12 277	11 854
Additional/(reversals of) provisions recognised	(12 277)	354
Unwinding of the discount	-	69
Carrying amount at end of year	-	12 277

32. OTHER LIABILITIES

Current

Amounts held in schools suspense accounts	20 761	13 541
Other	570	687
	21 331	14 228

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

33. EQUITY

The Western Australia Government holds the equity interest in the Department on behalf of the community. Equity represents the residual interest in the net assets of the Department. The asset revaluation surplus represents that portion of equity resulting from the revaluation of non-current assets.

Contributed Equity

Balance at the start of period	3 394 220	3 016 565
<u>Contributions by owner</u>		
Capital appropriation	306 376	334 728
<u>Other contributions by owner</u>		
Royalties for Regions Fund - Regional Infrastructure and Headworks Account	25 453	68 313

Total contribution by owner	3 726 049	3 419 606
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Distribution to Owner

Transfer of net assets to other agencies:		
Land transferred to VET	-	(5 530)
Buildings transferred to VET	-	(18 169)

Transfer of net assets to Government:		
Net Sales proceeds transferred to Treasury	-	(1 687)
Crown land transferred Government	(12 970)	-
Buildings on Crown land transferred to Government	(4 813)	-

Total distribution to owner	(17 783)	(25 386)
------------------------------------	-----------------	-----------------

Balance at end of period	3 708 266	3 394 220
---------------------------------	------------------	------------------

Reserves

<u>Asset revaluation surplus</u>		
Balance at the start of period	9 813 234	8 987 514
Net revaluation increments		
Land	554 225	118 152
Buildings	210 997	707 568
Total net revaluation increments	765 222	825 720

Balance at end of period	10 578 456	9 813 234
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Accumulated surplus

Balance at the start of the year	1 531 723	1 389 800
Result for period	55 450	141 923
Balance at the end of the year	1 587 173	1 531 723

Total Equity at the end of period	15 873 895	14 739 177
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Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

34. NOTES TO THE STATEMENT OF CASH FLOWS

Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flow Recs is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents (note 17)	641 721	604 521
Restricted cash and cash equivalents (note 18)	187 534	159 765
	829 255	764 286

Reconciliation of net cost of services to net Cash Flow provided by/(used in) operating activities

Net cost of services (3 641 362) (3 513 318)

Non-cash items:

Depreciation Expense (note 8)	263 042	250 951
Amortisation Expense (note 8)	3 573	6 782
Resources received free of charge (note 16 (b))	20 404	18 555
Doubtful debts expense (note 21)	1 707	1 493
Loss on disposal of non-current assets (note 12)	25 649	14 667
Loss from fires (note 11)	-	515
Adjustment for other non-cash items	(6 117)	(5 146)

(Increase)/decrease in assets:

Current receivables ^(a)	806	3 747
Current inventories	(931)	227
Other current assets	(3 370)	(3 243)

Increase/(decrease) in liabilities:

Provisions	(49 685)	34 503
Current payables and other liabilities ^(a)	61 864	19 791

Net GST receipts/(payments)^(b)

(1 476) (255)

Change in GST in receivables and payables^(c)

(2 385) (9)

Net cash provided by/(used in) operating activities (3 328 281) (3 170 740)

(c) Non-cash investing and financing activities

Acquisition of plant and equipment by means of finance leases 14 437 13 237

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items and do not form part of the reconciling items.

(b) This is the net GST paid/received, i.e. cash transactions.

(c) This reverses out the GST in receivables and payables.

35. INDIAN OCEAN TERRITORIES

Reconciliation of Australian Government funds received and expended for the Indian Ocean Territories

Opening balance	984	(4 031)
Receipts	14 048	18 967
Payments	(13 848)	(13 952)
Closing balance	1 184	984

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

36. COMMITMENTS

The commitments below are inclusive of GST where relevant.

Finance leases commitments

Minimum lease payment commitments in relation to finance leases are payable as follows:

Within 1 year *	14 947	15 598
Later than 1 year and not later than 5 years *	18 163	17 962
Minimum finance lease payments	33 110	33 560
Less future finance charges	(1 450)	(1 766)
Present value of finance lease liabilities	31 660	31 794

The present value of finance leases payable is as follows:

Within 1 year	14 139	14 671
Later than 1 year and not later than 5 years	17 521	17 123
Present value of finance lease liabilities	31 660	31 794

Included in the financial statements as:

Current (see note 30 'Borrowings')	14 139	14 671
Non-current (see note 30 'Borrowings')	17 521	17 123
	31 660	31 794

* The comparatives for 2013-14 has been amended to transfer \$1.431 million from 'Later than 1 year and not later than 5 years' to 'Within 1 year'. There is no change to the total balance 'Minimum finance lease payments'.

The Department has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions (see also note 30 'Borrowings').

Non-cancellable operating lease commitments

Commitments for minimum lease payments at the end of the reporting period but not recognised as liabilities in the financial statements are payable as follows:

Within 1 year	9 750	10 864
Later than 1 year and not later than 5 years	16 630	14 795
Later than 5 years	3 475	4 793
	29 855	30 452

The Department has entered into a property lease which is a non-cancellable lease with a five-year term, with rent payable monthly in advance. Contingent rent provisions within the lease agreement require that the minimum lease payments shall be increased by the lower of CPI or 4% per annum. An option exists to renew the lease at the end of the five-year term for an additional term of five years.

Future minimum rental receivables for operating leases at the end of the reporting period but not recognised as assets in the financial statements, are receivable as follows:

Within 1 year	697	816
Later than 1 year and not later than 5 years	729	1 307
Later than 5 years	110	121
	1 536	2 244

Capital expenditure commitments

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

Within 1 year	188 459	337 357
Later than 1 year and not later than 5 years	166 393	140 620
Later than 5 years		
	354 852	477 977

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000
<u>The capital commitments include amounts for:</u>		
Additional Stages to High Schools	107 110	124 268
Additions and Improvements to Agricultural Colleges	760	801
Additions and Improvements to District High Schools	3 636	12 631
Additions and Improvements to High Schools	80 298	67 604
Additions and Improvements to Primary Schools	8 639	20 329
East Kimberley Development Program	-	1
Fitout	-	3 173
Miscellaneous Projects	4 598	15 571
New High Schools	49 470	74 633
New Primary Schools	38 097	93 544
Other School Facilities	9 001	13 426
Royalties for Regions	41 360	44 131
Trade Training Centres in Schools	11 837	7 091
Universal Access and Early Learning	46	774
	354 852	477 977

Other expenditure commitments

Other expenditure commitments, being Insurance renewal, in addition to amounts reported in the financial statements, are payable as follows:

Within 1 year	84 299	87 041
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	84 299	87 041

37. SERVICES PROVIDED FREE OF CHARGE

During the period the following services were provided to other agencies free of charge for functions outside the normal operations of the Department:

- Marketing and publications
- Delivery support systems – wide area network
- College management information systems support
- Accounting services
- Asset and building management services
- Industrial relations support
- Lease costs
- Outgoings
- School census information
- Administration support

Country High School Hostels Authority	146	106
Health Department of Western Australia	887	869
Department of Education Services	192	190
School Curriculum and Standards Authority	124	154
Department of Finance	25	30
Department of Training and Workforce Development	365	326
Goldfields Institute of Technology	-	8
Challenger Institute of Technology	-	301
C Y O'Connor Institute	-	190
Durack Institute of Technology	-	203
Great Southern Institute of Technology	-	152
Kimberley Training Institute	-	235
Pilbara Institute	-	164
Polytechnic West	-	239
South West Institute of Technology	-	210
West Coast Institute of Training	-	218
	1 739	3 595

Notes to the Financial Statements

	2014-15	2013-14
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38. REMUNERATION OF SENIOR OFFICERS

The number of senior officers whose total of fees, salaries, superannuation, non-monetary benefits, and other benefits for the financial year fall within the following bands are:

Salary ranges

\$40 001 - \$50 000	-	1 *
\$70 001 - \$80 000	-	1 *
\$80 001 - \$90 000	-	1 *
\$140 001 - \$150 000	1 *	-
\$150 001 - \$160 000	-	1 *
\$160 001 - \$170 000	1 *	-
\$170 001 - \$180 000	1	-
\$180 001 - \$190 000	-	2
\$190 001 - \$200 000	3	4
\$200 001 - \$210 000	1	4
\$210 001 - \$220 000	4	2
\$220 001 - \$230 000	2	3
\$230 001 - \$240 000	3	2
\$240 001 - \$250 000	-	1
\$250 001 - \$260 000	3	1
\$260 001 - \$270 000	1	-
\$270 001 - \$280 000	1	-
\$350 001 - \$360 000	-	1
\$360 001 - \$370 000	1	-
\$540 001 - \$550 000	-	1
\$550 001 - \$560 000	1	-
	23	25

Base remuneration and superannuation

Annual leave and long service leave accruals

Other benefits

Total remuneration of senior officers

\$000	\$000
3 745	3 725
(6)	(247)
1 777	1 805
5 516	5 283

* Includes senior officers where period of service is less than 12 months.

The total remuneration includes the superannuation expense incurred by the Department in respect of senior officers.

No senior officers are members of the Pension Scheme.

39. REMUNERATION OF AUDITOR

Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows:

	\$000	\$000
Auditing the accounts, financial statements and key performance indicators	472	509

These amounts are due and payable in the next financial year.

The expense for the 2013-14 audit of the financial statements is included in note 7 'Supplies and Services' for 2014-15.

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

40. SUPPLEMENTARY FINANCIAL INFORMATION

(a) Write-offs

Accounts Receivables

During the financial year, \$2 504 497 (2013-14: \$1 844 681) of Accounts Receivables was written off under the authority of:

The accountable authority	2 504	1 845
The Minister	-	-
Executive Council	-	-
	<u>2 504</u>	<u>1 845</u>

Asset Register

During the financial year public and other property written off the department's asset register amounted to \$1 044 000. This included \$1 044 000 (2013-14: \$2 485 475) written off in accordance with section 48 of the *Financial Management Act 2006* under the authority of:

Accountable Authority	486	100
The Minister	-	232
Executive Council *	558	2 153
	<u>1 044</u>	<u>2 485</u>

- * 2014-15 asset write off of \$558 356 comprised of: Cannington Community College destroyed by fire.
- * 2013-14 asset write offs of \$2 152 864 comprised: \$1 363 501 for Waggrakine Primary School and \$789 363 for Wickham Primary School, both schools destroyed by fire in February 2013.

(b) Losses through theft, defaults and other causes

Losses of public money and other property through theft or default

Losses of public money and other property through theft or default	15	5
Amounts recovered	-	-
	<u>15</u>	<u>5</u>

The dollar amount allocated to "Losses of public money and other property through theft or default" is an estimate as some of the cases are still under investigation and/or the actual loss incurred is not able to be quantified.

- * The reported 2013-14 balance was \$1 000 and this has been revised to an estimate of \$5 163

(c) Gifts of public property

Gifts of public property provided by the Department

Gifts of public property provided by the Department	-	-
	<u>-</u>	<u>-</u>

During the year the following 2 gifts of public property were made:

1. North Merredin Primary School - transferred for nil consideration to the Shire of Merredin. Written down value of \$8.4 million.
2. Demountable classroom at Bentley Hospital - transferred for nil consideration to Royal Perth Hospital. Written down value of \$64 625.

(d) Act of Grace Payments

During the financial year, no Act of Grace payment was made. (In 2013-14, 1 Act of Grace payment was made totalling \$16 724)

Payments relating to missing wages	-	17
Payment made on compassionate grounds	-	-
	<u>-</u>	<u>17</u>

Notes to the Financial Statements

	2014-15	2013-14
	\$000	\$000

41. FUNDING TO NON-GOVERNMENT BODIES

Other educational institutions and non-government organisations	47 778	43 951
	<u>47 778</u>	<u>43 951</u>

42. FINANCIAL INSTRUMENTS

(a) Financial risk management objectives and policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables, and finance leases. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

Credit risk

Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairments, as shown in the table at note 42(c) 'Financial Instruments Disclosures' and note 21 'Receivables'.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). Procedures are in place to minimise exposure to credit risk associated with students and other debtors. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due.

The Department is exposed to liquidity risk through its trading in the normal course of business.

The Department has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks.

Other than as detailed in the interest rate sensitivity analysis table at note 42(c), the Department is not exposed to interest rate risk because the majority of cash and cash equivalents and restricted cash are non-interest bearing, and it has no borrowings other than the finance leases (fixed interest rate).

Notes to the Financial Statements

(b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are:

	2014-15	2013-14
	\$000	\$000
<u>Financial Assets</u>		
Cash and cash equivalents	641 721	604 521
Restricted cash and cash equivalents	187 534	159 765
Loans and receivables ^(a)	2 170 313	2 000 917
<u>Financial Liabilities</u>		
Financial liabilities measured at amortised cost	238 821	177 091

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial instruments disclosures

Credit risk

The following table details the Department's maximum exposure to credit risk and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

Notes to the Financial Statements

Aged analysis of financial assets

	Carrying Amount	Not past due and not impaired	Past due but not Impaired					Impaired financial assets
			Up to 1 month	1 - 3 months	3 months to 1 year	1 - 5 years	More than 5 years	
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
2014-15								
School cash balances	225 066	225 066	-	-	-	-	-	-
Central and regional offices cash balances	263 643	263 643	-	-	-	-	-	-
Restricted cash assets	187 534	187 534	-	-	-	-	-	-
Receivables ^(a)	22 336	20 070	-	106	524	1 346	253	37
Term deposits	153 012	153 012	-	-	-	-	-	-
Amounts receivable for services	2 147 977	2 147 977	-	-	-	-	-	-
	2 999 568	2 997 302	-	106	524	1 346	253	37
2013-14								
School cash balances	168 659	168 659	-	-	-	-	-	-
Central and regional offices cash balances	292 506	292 506	-	-	-	-	-	-
Restricted cash assets	159 765	159 765	-	-	-	-	-	-
Receivables ^(a)	23 064	19 509	-	1 635	1 453	255	112	100
Term deposits	143 356	143 356	-	-	-	-	-	-
Amounts receivable for services	1 977 853	1 977 853	-	-	-	-	-	-
	2 765 203	2 761 648	-	1 635	1 453	255	112	100

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

Notes to the Financial Statements

Liquidity risk and interest rate exposure

The following table details the Department's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amount of each item.

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Weighted Average Effective Interest Rate %	Interest rate exposure				Nominal Amount \$000	Maturity dates				
		Carrying Amount \$000	Fixed interest rate \$000	Variable interest rate \$000	Non-interest bearing \$000		Up to 1 month \$000	1 – 3 months \$000	3 months to 1 year \$000	1 – 5 years \$000	More than 5 years \$000
2014–15											
Financial Assets											
School cash balances	1.39	225 066	-	224 833	233	225 066	225 066	-	-	-	-
Central and regional offices cash balances	-	263 643	-	-	263 643	263 643	263 643	-	-	-	-
Restricted cash assets	-	187 534	-	-	187 534	187 534	187 534	-	-	-	-
Receivables ^(a)	-	22 336	-	-	22 336	22 336	22 336	-	-	-	-
Term deposits	2.42	153 012	153 012	-	-	153 012	111 196	-	14 301	27 440	75
Amounts receivable for services	-	2 147 977	-	-	2 147 977	2 147 977	2 132	3 176	16 428	86 944	2 039 297
		2 999 568	153 012	224 833	2 621 723	2 999 568	811 907	3 176	30 729	114 384	2 039 372
Financial Liabilities											
Payables	-	185 830	-	-	185 830	185 830	185 830	-	-	-	-
Finance lease liabilities	2.55	31 660	31 660	-	-	33 110	1 195	2 921	10 831	18 163	-
Other liabilities	-	21 331	-	-	21 331	21 331	21 331	-	-	-	-
		238 821	31 660	-	207 161	240 271	208 356	2 921	10 831	18 163	-

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

Notes to the Financial Statements

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Weighted Average Effective Interest Rate %	Interest rate exposure				Nominal Amount \$000	Maturity dates				
		Carrying Amount \$000	Fixed interest rate \$000	Variable interest rate \$000	Non- interest bearing \$000		Up to 1 month \$000	1 – 3 months \$000	3 months to 1 year \$000	1 – 5 years \$000	More than 5 years \$000
		2013-14									
Financial Assets											
School cash balances	1.82	168 659	-	168 443	216	168 659	168 659	-	-	-	-
Central and regional offices cash balances	-	292 506	-	-	292 506	292 506	292 506	-	-	-	-
Restricted cash assets	-	159 765	-	-	159 765	159 765	56 746	-	-	103 019	-
Receivables ^(a)	-	23 064	-	-	23 064	23 064	23 064	-	-	-	-
Term deposits	3.01	143 356	143 356	-	-	143 356	105 477	-	11 762	26 117	-
Amounts receivable for services	-	1 977 853	-	-	1 977 853	1 977 853	2 132	3 176	13 836	76 576	1 882 133
		2 765 203	143 356	168 443	2 453 404	2 765 203	648 584	3 176	25 598	205 712	1 882 133
Financial Liabilities											
Payables	-	131 069	-	-	131 069	131 069	131 069	-	-	-	-
Finance lease liabilities	2.92	31 794	31 794	-	-	33 560	1 048	3 081	10 038	19 393	-
Other liabilities	-	14 228	-	-	14 228	14 228	14 228	-	-	-	-
		177 091	31 794	-	145 297	178 857	146 345	3 081	10 038	19 393	-

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

Notes to the Financial Statements

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

	Carrying Amount \$000	-100 basis points		+100 basis points	
		Surplus \$000	Equity \$000	Surplus \$000	Equity \$000
2014-15					
Financial assets					
School cash balances	224 833	(2 248)	(2 248)	2 248	2 248
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	224 833	(2 248)	(2 248)	2 248	2 248
2013-14					
Financial assets					
School cash balances	168 443	(1 684)	(1 684)	1 684	1 684
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	168 443	(1 684)	(1 684)	1 684	1 684

Fair Value

All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

Notes to the Financial Statements

43. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

The following contingent liabilities are additional to the liabilities included in the financial statements:

Litigation in progress

The Department is involved in a number of legal proceedings. The potential cost to the Department of the various matters cannot be reliably predicted at this time but is unlikely to have a material effect on these financial statements.

Contaminated sites

The Department of Education is committed to providing a safe school environment. In addition to visual inspection, analytical techniques, such as material and soil sampling, are used to identify contaminated sites, which are then reported to the Department of Environment Regulation (DER) for classification according to the Contaminated Sites Act.

During 2012–13 the unauthorised dumping of building materials and other waste was reported at West Northam Primary School. The area is fenced off and appropriate signage erected. The Department is currently considering what remedial action offers the best value for money while complying with public health requirements.

In 2007 a small amount of asbestos containing material (ACM) was found on the edge the Wembley Downs Primary School oval. DER was informed and the site classified as “possibly contaminated”. Further investigation in April 2015 indicated that the information initially used to determine the classification was incorrect, however DER advised that further information is required before the classification can be changed.

In February 2014 the site of John Curtin College of the Arts was classified by DER as ‘possibly contaminated – investigation required’ due to fragments of ACM observed in surface soil being removed to make way for a new building. This ACM is suspected of originating from the demolition of a post war historical building. A formal assessment to determine the full extent of the contamination has not commenced.

In May 2014 community concerns about soil contamination at Fremantle Primary School led to the site being investigated. Soil testing revealed elevated lead levels at a small number of locations and significant amounts of glass but no ACM. A subsoil management plan has been prepared.

In May 2015 the Department became aware that significant excavated material and builders’ waste had been dumped at Swan View Senior High School. An environmental consultant has reported that there is low level ACM contamination in one area. The Department is in consultation with the consultant, DER and the Department of Health Environmental Health Hazards Unit to determine what cost effective action is appropriate to ensure the current and future safety of staff, students and the local community.

44. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

During July 2015 the Condingup Primary school was damaged by fire and in August 2015 the Landsdale Pre-Primary school was damaged by fire. The estimated dollar value of the loss has been assessed at \$2 million and \$300 000 respectively.

In 2014 the Western Australian State Government committed to securing public school infrastructure utilising a public private partnership arrangement. A single contract to build eight schools is currently under negotiation.

Notes to the Financial Statements

45. EXPLANATORY STATEMENT

The following are brief explanations of variances between original budget and actual amounts. Explanations are provided for variances where the variance exceeds the greater of 10% or \$10 million.

	Original Budget 2014–15 \$000	Actual 2014–15 \$000	Actual 2013–14 \$000	Variance							
				Variance between original budget and actual 2014–15				Variance between Actual 2014–15 and Actual 2013–14			
				\$000	%	Note	\$000	%	Note		
Statement of Comprehensive Income											
COST OF SERVICES											
Expenses											
Employee benefits expense	3 497 885	3 282 955	3 225 014	(214 930)	(6%)	1	57 941	2%	A		
Supplies and services	804 232	803 322	748 425	(910)	0%		54 897	7%	B		
Depreciation and amortisation expense	232 589	266 615	257 733	34 026	15%	2	8 882	3%			
Grants and subsidies	36 879	58 480	48 945	21 601	59%	3	9 535	19%	C		
Finance costs	1 632	1 048	1 034	(584)	(36%)	4	14	1%			
Other expenses	2 368	31 820	32 255	29 452	1244%	5	(435)	(1%)			
Total cost of services	4 575 585	4 444 240	4 313 406	(131 345)	(3%)		130 834	3%			
Income											
Revenue											
User contributions, charges and fees	109 322	110 163	100 476	841	1%		9 687	10%	D		
Other revenue	74 178	97 373	100 498	23 195	31%	6	(3 125)	(3%)			
Australian Government grants and contributions	585 388	587 133	590 223	1 745	0%		(3 090)	(1%)			
Interest revenue	9 140	8 209	8 891	(931)	(10%)		(682)	(8%)			
Total revenue	778 028	802 878	800 088	24 850	3%		2 790	0%			
Total income other than income from State Government	778 028	802 878	800 088	24 850	3%		2 790	0%			
NET COST OF SERVICES	3 797 557	3 641 362	3 513 318	(156 195)	(4%)		128 044	4%			
Income from State Government											
Service appropriation	3 802 732	3 664 887	3 614 332	(137 845)	(4%)	7	50 555	1%	E		
Grants from State Government Agencies	1 954	4 905	7 154	2 951	151%	8	(2 249)	(31%)	F		
Services received free of charge	14 581	20 404	18 555	5 823	40%	9	1 849	10%			
Royalties for Regions Fund	12 152	6 616	15 200	(5 536)	(46%)	10	(8 584)	(56%)	G		
Total income from State Government	3 831 419	3 696 812	3 655 241	(134 607)	(4%)		41 571	1%			
SURPLUS FOR THE PERIOD	33 862	55 450	141 923	21 588	64%		(86 473)	(61%)			
OTHER COMPREHENSIVE INCOME											
Items not reclassified subsequently to profit											
Changes in asset revaluation surplus	n/a	765 222	825 720	n/a	n/a	11	(60 498)	(7%)	H		
Total other comprehensive income	n/a	765 222	825 720	n/a	n/a		(60 498)	(7%)			
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	n/a	820 672	967 643	n/a	n/a		(146 971)	(15%)			

45. EXPLANATORY STATEMENT

The following are brief explanations of variances between original budget and actual amounts. Explanations are provided for variances where the variance exceeds the greater of 10% or \$10 million.

	Original Budget 2014-15 \$000	Actual 2014-15 \$000	Actual 2013-14 \$000	Variance						
				Variance between original budget and actual 2014-15			Variance between Actual 2014-15 and Actual 2013-14			
				\$000	%	Note	\$000	%	Note	
Statement of Financial Position										
ASSETS										
Current Assets										
Cash and cash equivalents	436 148	641 721	604 521	205 573	47%	12	37 200	6%	I	
Restricted cash and cash equivalents	138 845	187 534	56 746	48 689	35%	13	130 788	230%	J	
Amounts receivable for services	19 144	21 736	19 144	2 592	14%	14	2 592	14%	K	
Inventories	5 021	5 725	4 794	704	14%	15	931	19%	L	
Receivables	39 327	37 690	34 557	(1 637)	(4%)		3 133	9%		
Other assets	10 602	17 215	13 843	6 613	62%	16	3 372	24%	M	
Land and Buildings held for distribution to owner	769	769	769	-	0%		-	0%		
Total Current Assets	649 856	912 390	734 374	262 534	40%		178 016	24%		
Non-Current Assets										
Restricted cash and cash equivalents	-	-	103 019	-	0%		(103 019)	(100%)	N	
Amounts receivable for services	2 171 309	2 126 241	1 958 709	(45 068)	(2%)	17	167 532	9%	O	
Property, plant and equipment	12 418 484	13 881 262	12 974 210	1 462 778	12%	18	907 052	7%	P	
Intangible assets	10 353	1 504	4 323	(8 849)	(85%)	19	(2 819)	(65%)	Q	
Total Non-Current Assets	14 600 146	16 009 007	15 040 261	1 408 861	10%		968 746	6%		
TOTAL ASSETS	15 250 002	16 921 397	15 774 635	1 671 395	11%		1 146 762	7%		
LIABILITIES										
Current Liabilities										
Payables	144 592	185 830	131 069	41 238	29%	20	54 761	42%	R	
Borrowings	17 511	14 139	14 671	(3 372)	(19%)	21	(532)	(4%)		
Provisions	665 138	637 818	687 689	(27 320)	(4%)	22	(49 871)	(7%)	S	
Other current liabilities	5 778	21 331	14 228	15 553	269%	23	7 103	50%	T	
Total Current Liabilities	833 019	859 118	847 657	26 099	3%		11 461	1%		
Non-Current Liabilities										
Borrowings	12 168	17 521	17 123	5 353	44%	24	398	2%		
Provisions	190 188	170 863	170 678	(19 325)	(10%)	25	185	0%		
Total Non-Current Liabilities	202 356	188 384	187 801	(13 972)	(7%)		583	0%		
TOTAL LIABILITIES	1 035 375	1 047 502	1 035 458	12 127	1%		12 044	1%		
NET ASSETS	14 214 627	15 873 895	14 739 177	1 659 268	12%		1 134 718	8%		
EQUITY										
Contributed equity	3 767 347	3 708 266	3 394 220	(59 081)	(2%)	26	314 046	9%	U	
Reserves	8 987 515	10 578 456	9 813 234	1 590 941	18%	27	765 222	8%	V	
Accumulated surplus	1 459 765	1 587 173	1 531 723	127 408	9%	28	55 450	4%	W	
TOTAL EQUITY	14 214 627	15 873 895	14 739 177	1 659 268	12%		1 134 718	8%		

45. EXPLANATORY STATEMENT

The following are brief explanations of variances between original budget and actual amounts. Explanations are provided for variances where the variance exceeds the greater of 10% or \$10 million.

	Original Budget	Actual	Actual	Variance						
	2014-15	2014-15	2013-14	Variance between original budget and actual 2014-15			Variance between Actual 2014-15 and Actual 2013-14			
	\$000	\$000	\$000	\$000	%	Note	\$000	%	Note	
Statement of Cash Flows										
CASH FLOWS FROM STATE GOVERNMENT										
Service appropriation	3 570 988	3 475 349	3 392 411	(95 639)	(3%)	29	82 938	2%	A1	
Capital contributions	330 858	306 376	334 728	(24 482)	(7%)	30	(28 352)	(8%)	B1	
Holding account drawdown	19 144	19 414	19 144	270	1%		270	1%		
Non-retainable revenue distributed to owner	-	-	(1 687)	-	0%		1 687	(100%)		
Grants and subsidies	1 954	5 991	5 672	4 037	207%	31	319	6%		
Royalties for Regions Fund	31 005	32 068	83 513	1 063	3%		(51 445)	(62%)	C1	
Net cash provided by State Government	3 953 949	3 839 198	3 833 781	(114 751)	(3%)		5 417	0%		
<i>Utilised as follows:</i>										
CASH FLOWS FROM OPERATING ACTIVITIES										
Payments										
Employee benefits	(3 492 511)	(3 292 624)	(3 177 622)	199 887	(6%)	32	(115 002)	4%	D1	
Supplies and services	(789 712)	(771 316)	(737 674)	18 396	(2%)	33	(33 642)	5%	E1	
Grants and subsidies	(36 879)	(58 168)	(52 796)	(21 289)	58%	34	(5 372)	10%		
Finance costs	(1 632)	(1 113)	(1 271)	519	(32%)	35	158	(12%)	F1	
GST payments on purchases	(105 798)	(88 682)	(94 784)	17 116	(16%)	36	6 102	(6%)		
Other payments	0	(3 762)	(9 432)	(3 762)	(100%)	37	5 670	(60%)	G1	
Receipts										
User contributions, charges and fees	109 322	105 081	100 561	(4 241)	(4%)		4 520	4%		
Australian Government grants and contributions	585 388	581 356	593 642	(4 032)	(1%)		(12 286)	(2%)	H1	
Interest received	9 140	8 209	8 891	(931)	(10%)	38	(682)	(8%)		
GST receipts on revenue	6 763	2 744	4 104	(4 019)	(59%)	39	(1 360)	(33%)	I1	
GST receipts from taxation authority	98 936	84 461	90 425	(14 475)	(15%)	40	(5 964)	(7%)		
Other receipts	74 178	105 533	105 216	31 355	42%	41	317	0%		
Net cash provided by / (used in) operating activities	(3 542 805)	(3 328 281)	(3 170 740)	214 524	(6%)		(157 541)	5%		
CASH FLOWS FROM INVESTING ACTIVITIES										
Payments										
Payments of non-current physical assets	(440 285)	(431 773)	(545 939)	8 512	(2%)		114 166	(21%)	J1	
Receipts										
Receipts from sale of non-current physical assets	-	330	1 347	330	(100%)		(1 017)	(76%)	K1	
Net cash provided by / (used in) investing activities	(440 285)	(431 443)	(544 592)	8 842	(2%)		113 149	(21%)		
CASH FLOWS FROM FINANCING ACTIVITIES										
Payments										
Payments of finance lease liabilities	(16 223)	(14 505)	(15 079)	1 718	(11%)	42	574	(4%)		
Net cash provided by / (used in) financing activities	(16 223)	(14 505)	(15 079)	1 718	(11%)		574	(4%)		
Net increase / (decrease) in cash and cash equivalents	(45 364)	64 969	103 370	110 333	(243%)		(38 401)	(37%)		
Cash and cash equivalents at the beginning of the period	620 357	764 286	660 916	143 929	23%		103 370	16%		
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	574 993	829 255	764 286	254 262	44%		64 969	9%		

Notes to the Financial Statements

Major Variance Narratives

Variations between estimate and actual

Statement of Comprehensive Income

- 1 Employee benefits expenses underspent by \$214.9 million (6%) as a result of the successful implementation of leave liability management strategies, fewer student enrolments than originally forecast, reductions to the Regional Workers Incentive Allowance, and conservative budget management by schools during a year of financial reform. The 2014–15 Budget was revised down to reflect actual student enrolments, and the Department's actuarial review of leave liabilities. The original budget was reduced to \$3.387 billion and the revised variance is \$104 million. (For further details, please refer to 2015–16 Budget Paper "Spending Changes" pages 257 and 258).
- 2 Depreciation and amortisation expense exceeded budget by \$34.0 million (15%) due to asset revaluation increments and the accelerated depreciation of buildings.
- 3 Grants and subsidies exceeded budget by \$21.6 million (59%) due to additional grants associated with Improving Teachers Quality, Universal Access Program and National Chaplaincy Program.
- 4 Finance costs trailed budget by \$0.6 million (36%) due to decreased leasing costs.
- 5 Other expenses exceeded estimates by \$29.5 million due to loss on disposal/retirement of assets and refunds of prior period Commonwealth revenue which were not anticipated.
- 6 Other revenue exceeded estimates by \$23.2 million (31%) due to higher than anticipated schools revenue, increased Riskcover recoups, and Sub-division Cost Contributions from Developers.
- 7 Service Appropriations are lower than budget by \$137.8 million (4%) to reflect fewer student enrolments than originally forecast, the successful implementation of leave liability strategies, revisions to the Superannuation Guarantee Rate, the implementation of Government savings strategies and the return of cash to Government associated with the Cash Management Policy.
- 8 Grants from State Government Agencies exceeded the estimate by \$2.9 million (151%) due to grants received directly from other agencies by schools not anticipated in the budget.
- 9 Services received free of charge exceeded budget by \$5.8 million (40%) due to additional maintenance and minor works services from the Department of Finance - Building Management and Works.
- 10 Royalties for Regions Fund revenue is lower than budget by \$5.5 million (46%) due to Regional Workers Incentive Allowance and Pilbara Education Partnership reductions.
- 11 Changes to the Asset Revaluation Reserve Surplus - this item is not included in the Budget Papers.

Statement of Financial Position

- 12 Cash and cash equivalents exceeded estimates by \$205.6 million or 47% (comprised of Central office \$124.4 million and Schools \$81.2 million) as a result of higher payables (payments will occur after 30th June), Schools have not fully spend their budget allocation at year end as Schools operate on a calendar year basis. In addition, the conservative budget management by Schools during a period of significant reform has resulted in lower expenditure than projected. Central Office cash includes funds held on behalf of Schools to pay school employee salaries.
- 13 Restricted cash and cash equivalents (current) exceeded budget by \$48.7 million (35%) due to the higher restricted cash for State capital works offset in part by reduced Commonwealth Programs and State Development Capital Contribution restricted cash.
- 14 Amounts receivable for services exceeded estimates by \$2.6 million (14%) due to additional capital funding for a Senior High School.
- 15 Inventories exceed budget by \$0.7 million, mainly attributable to higher than expected stock levels at School Canteens, Publications and Bookshop Stocks, and Livestock and Farm Produce. (Note: in the Printed Estimates, Inventories are classified under Receivables).
- 16 Other assets exceeded budget by \$6.6 million (62%) due to ICT contracts and services prepayments which were not anticipated.
- 17 Amounts receivable for services (non-current) is lower than estimates by \$45.1 million (2%) mainly due to revised leave provisions and the de-recognition of workers compensation on-costs on leave liabilities.
- 18 Property, plant and equipment (non-current) is \$1.5 billion (12%) higher than budget due to asset revaluation increments and increased school building works, offset in part by growth in accumulated depreciation.
- 19 Intangible assets (non-current) lower than budgets by \$8.8 million. The 2014–15 Budget was revised down to \$5.4 million (2015–16 Budget Process) resulting in a revised variance of \$3.8 million. The variance is mainly attributable to computer software and internally generated software.
- 20 Payables (current) exceeded budget by \$41.2 million (29%), mainly due to higher than anticipated accrued expenses.
- 21 Borrowings (current) under budget by \$3.3 million (19%) mainly due to a reduction in current finance lease liabilities.
- 22 Provision (current) is below budget by \$27.3 million (4%) as a result of the Department's successful leave management strategies and the de-recognition of Workers Compensation on-costs on leave provisions.

Notes to the Financial Statements

Major Variance Narratives

- 23 Other current liabilities is \$15.6 million (269%) greater than budget mainly due to increases in Amounts Held in Schools Suspense Accounts which was not anticipated.
- 24 Borrowings (non-current) is \$5.4 million (44%) greater than budget mainly due to higher than anticipated non-current finance lease liabilities.
- 25 Provisions (non-current) below estimates by \$19.3 million (10%) due to decreased leave provisions as a result of the Department's successful leave management strategies and the de recognition of Workers Compensation on-costs on leave provisions.
- 26 Contributed equity is below estimates by \$59.1 million (2%) due to revised Asset Investment Program requirements.
- 27 Reserves exceeded the estimates by \$1.59 billion (18%) mainly due to asset revaluation increments.
- 28 Accumulated surplus/(deficit) exceeded the estimates by \$127.4 million (9%) due to higher than budget Surplus results in 2013–14 (\$105.8 million) and 2014–15 (\$21.6 million).

Statement of Cash Flows

- 29 Service Appropriation is lower than the budget by \$95.6 million (3%) due to fewer student enrolments than originally forecast, reductions to the Regional Workers Incentive Allowance, and conservative budget management by schools during a year of financial reform.
- 30 Capital contributions is lower than budget by \$24.5 million (7%) due to approved budget reductions in the Asset Investment Plan.
- 31 Grants and subsidies exceeded budget by \$4 million (207%) due to grants received directly from other agencies by schools.
- 32 Employee benefits expense underspent by \$199.9million (6%) as the original budget was based on higher staff numbers in line with the original projected increase in student enrolments . The actual student enrolments were lower than projected impacting the level of staff. The 2014–15 Budget has been revised down (during 2015–16 budget process) in line with the actual student enrolment numbers. For further details please refer to 2015–16 Budget Paper "Spending Changes" pages 257 and 258. The underspend against the revised budget reflects conservative school spending, in particular during a time of significant funding reform and the flexibility given to schools on the how and when they allocate their resources with the introduction of a one line budget.
- 33 Supplies and services is lower than budget by \$18.4 million (2%) due to the early cut off (schools close off by 19th of June in order to meet the annual report deadline). This resulted in more expenses being unpaid at year end.
- 34 Grants and subsidies payments greater by \$21.3 million (58%), refer to note 3 above.
- 35 Finance costs are \$0.5 million (32%) lower than budget due to lower interest costs.
- 36 GST payments are \$17.1million (16%) lower than budget due to lower expenditure and increased accounts payable.
- 37 Other payments are \$3.8 million (100%) higher than budget due to refunds of revenue to Commonwealth.
- 38 Interest received \$0.9 million (10%) lower than budget due to lower than anticipated interest rates.
- 39 GST receipts on revenue are \$4.0 million lower than budget due to lower than expected cash receipts (GST Receivables are higher by \$3.9 million in comparison to 2014–15 Budget).
- 40 GST receipts from taxation authority are \$14.5 million (15%) lower than budget due to lower expenditure.
- 41 Other receipts are \$31.4 million (42%) higher than budget, refer to note 6 above.
- 42 Payment of finance lease liabilities is \$1.7 million (11%) lower than budget due to a decrease in current lease payments of \$4.4 million due to combination of factors including better negotiated leasing terms and less equipment being leased.

Variations between actual results for 2014–15 and 2013–14

Statement of Comprehensive Income

- A Employee benefits increased by \$57.9 million (2%) as a result of salary and superannuation rate increases, offset in part by leave liabilities savings.
- B Supplies and services increased by \$54.9 million (7%) due to increased minor works, maintenance, ICT spending in schools, and general school expenses in line with student enrolment growth and cost increases.
- C Grants and Subsidies expense increased by \$9.5 million (19%) due to operating grants to Christmas and Cocos Islands, Universities and other non government schools associated with the Universal Access National Partnership Program (Commonwealth).
- D Users contribution, charges and fees increased by \$9.7 million (10%) mainly due to increased fees collected by schools in line with approved fees and charges and reflect increased enrolments. In addition, the increase in user contributions, charges and fees is influenced by the transition of Year 7 students from primary to secondary in 2015 and the exit of the half cohort in 2014 and being replaced by a full cohort in 2015.
- E Service appropriation increased by \$50.6 million (1%) which is the net impact of salary and superannuation rate increases, and funding for student enrolment growth, offset in part by leave liabilities savings.
- F Grants from State Government Agencies income decreased by \$2.2 million (31%), due to the lower amount of \$1.5 million for Vocational Education and Training in schools (in the 2013–14 revenue the Department recognised revenue for two financial years including 2014–15) and lower grants from other agencies received directly by schools of \$700 000.

Notes to the Financial Statements

Major Variance Narratives

- G** Royalties for Regions funds decreased by \$8.6 million (56%) due to reduced allocations for Regional Incentive Allowances, Pilbara Cities and Boarding Away from Home Allowances.
- H** Changes in asset revaluation surplus decreased by \$60.5 million (7%) due to a lower asset revaluation increment in 2014–15.

Statement of Financial Position

- I** Cash and cash equivalents increased by \$37.2 million (6%) due to the net impact of increased school bank balances (\$66 million) and a decrease to central bank balance (\$28.8 million). School bank balances have increased due to conservative budget management during a year of significant financial reform.
- J** Restricted cash and cash equivalents (current) increased by \$130.8 million (230%) due to the classification of 27th Pay of \$120.2 million from Non-Current Assets to Current Assets (as it is due for payment in 2015–16) and increased capital works restricted cash.
- K** Amounts receivable for services (current) - increased by \$2.6 million (14%) for Asset Replacement associated with additional capital work approved as part of the 2015–16 Budget Process.
- L** Inventories - the increase of \$0.9 million (19%) mainly due to higher inventory being held at school canteens, publications and bookshop stocks, and livestock and farm produce.
- M** Other assets (current) - prepayments increased by \$3.4 million (24%) mainly due to increased ICT contracts and services prepayments.
- N** Restricted cash and cash equivalents (non-current) decreased by \$103 million (100%) due to the reclassification of the 27th Pay (due for payments in 2015–16) from Non-Current to Current.
- O** Amounts receivable for services (non-current) increased by \$167.5 million (9%) which is the net impact of increased Service appropriation, impacted in part by the decrease to leave provisions due to the Department's successful leave management strategies.
- P** Property, plant and equipment the increased by \$907.0 million (7%), to increased land and buildings values (additional Asset Investment Program spending and revaluation increments).
- Q** Intangible assets decreased by \$2.8 million (65%), mainly due to the amortisation of Computer Software.
- R** Payables increased by \$54.7 million (42%) due to increased outstanding payments (\$25.4 million) and accrued salaries (\$25 million).
- S** Provisions (current) decreased by \$49.9 million (7%) due to the successful implementation of leave liability reduction strategies and the de-recognition of Workers Compensation on-costs on leave balances.
- T** Other current liabilities increased by \$7.1 million (50%) mainly due to the increased Amounts Held in School Suspense Accounts.
- U** Contributed equity increased by \$314 million (9%) in line with increased Asset Investment Program funding.
- V** Reserves increased by \$765.2 million (8%) due to Asset Revaluation increments.
- W** Accumulated surplus/(deficit) increased by \$55.4 million which represents the Surplus for 2014–15.

Statement of Cash Flows

- A1** Service appropriation increased by \$82.9 million (2%) as a result of salary and Superannuation Guarantee rate increases and funding for student enrolment growth, offset in part by a return of \$70.7 million to Government associated with the Cash Management Policy.
- B1** Capital contributions are \$28.4 million lower (8%) due to reduced Asset Investment Plan spending.
- C1** Royalties for Regions funds decreased by \$51.4 million (62%) due to lower Regional Incentive Allowances, Boarding Away from Home Allowances, Regional Senior High School spending and Relocation to Year 7 spending.
- D1** Employee benefits increased by \$115.0 million (4%) predominantly due to increased salary and Superannuation Guarantee rates.
- E1** Supplies and services increased by \$33.6 million (5%) due to increased minor works, maintenance, ICT spending in schools, and general school expenses in line with student enrolment growth and cost increases.
- F1** Finance costs are \$158k (12%) lower due to lower interest costs.
- G1** Other payments are \$5.6 million (60%) lower due to lower refunds of revenue.
- H1** Australian Government Grants & Contributions are \$12.3 million (2%) lower due to lower Commonwealth Recurrent and Capital Grants.
- I1** GST receipts on revenue are \$1.4 million (33%) lower which is the net impact of higher revenue and increase in GST Receivables relative to 2013–14.
- J1** Payments of non-current physical assets are \$114.2 million (21%) lower due to reduced Asset Investment Program spending.
- K1** Receipt from sale of non current physical assets is \$1 million (76%) lower due to less sale proceeds.

Notes to the Financial Statements

46. SPECIAL PURPOSE ACCOUNTS

The Department of Education manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the Financial Statements.

Special Purpose Account	2014-15				2013-14			
	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)
1. Olive A.Lewis	4 736	28 000	28 000	4 736	4 736	28 000	28 000	4 736
2. Scholarship – Council of War Service Land Settlers Association	938	28	-	966	911	27	-	938
3. R.S. Sampson	1	-	-	1	1	-	-	1
4. John Henry Kendall	1 044	31	-	1 075	1 014	30	-	1 044
5. Margueretta Wilson Scholarship	3 211	93	100	3 204	3 410	101	300	3 211
6. Perth Girls' Memorial Scholarship	104 822	3 075	1 000	106 897	102 771	3 051	1 000	104 822
7. Sir Thomas Coombe Scholarship	112 992	3 322	-	116 314	109 734	3 258	-	112 992
8. Margery Bennett Prize	1 255	37	-	1 292	1 219	36	-	1 255
9. W.J. Reid Memorial Prize	7 658	225	-	7 883	7 437	221	-	7 658
10. James and Rose Coombe Scholarships	-	37 980	37 980	-	12 100	68 000	80 100	-
11. Perth Boys' Memorial Scholarship	24 090	701	1 000	23 791	24 367	723	1 000	24 090
12. Roy Grace English Scholarship	-	4 000	4 000	-	-	4 000	4 000	-
13. James A. Heron Memorial Prize	13 572	399	-	13 971	14 152	420	1 000	13 572
14. Ernest Smith Memorial Prize for English	2 511	74	-	2 585	2 439	72	-	2 511
15. Bentley Senior High School	24 886	728	500	25 114	24 654	732	500	24 886
16. Elaine Nora Walker Scholarships	102 412	2 997	2 000	103 409	102 365	3 047	3 000	102 412
17. William Samuel Bequest	2 172	61	200	2 033	2 208	64	100	2 172
18. Howard Porter Memorial Prize for Good Citizenship	2 814	80	200	2 694	2 831	83	100	2 814
19. Ian Bremner Memorial Scholarship	51 497	1 474	2 800	50 171	51 982	1 515	2 000	51 497
20. Catherine and Ernest Bennett Memorial Scholarship	30 366	893	1 000	30 259	29 969	897	500	30 366
Totals	490 977	84 198	78 780	496 395	498 300	114 277	121 600	490 977

Notes to the Financial Statements

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A. Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education might otherwise be restricted by virtue of financial need.

2. Scholarship - Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes to students who have at least three years secondary schooling in public schools in the Swan Electorate.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at Collie Senior High School.

6. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a public secondary school in the metropolitan area.

7. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Western Australian Certificate of Secondary Education.

8. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

9. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above average scholastic development.

10. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for public country school students who are in need of financial assistance to complete a high school education.

Notes to the Financial Statements

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

11. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a public secondary school in the metropolitan area.

12. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a public secondary school and who demonstrates exceptional ability in the area of English.

13. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Western Australian Certificate of Secondary Education course at any recognised high school.

14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at North Perth Primary School.

15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School or Como Secondary College.

16. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

17. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

18. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for "good citizenship" to a female student at White Gum Valley Primary School.

19. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the most successful student at Cowaramup Primary School.

20. Catherine and Ernest Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

INDEPENDENT AUDITOR'S REPORT



Auditor General

INDEPENDENT AUDITOR'S REPORT

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION

Report on the Financial Statements

I have audited the accounts and financial statements of the Department of Education.

The financial statements comprise the Statement of Financial Position as at 30 June 2015, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities by Service, and Summary of Consolidated Account Appropriations and Income Estimates for the

year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

Director General's Responsibility for the Financial Statements

The Director General is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the Treasurer's Instructions, and for such internal control as the Director General determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements based on my audit. The audit was conducted in accordance with Australian Auditing Standards. Those Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement

of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Department's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Director General, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the financial position of the Department of Education at 30 June 2015 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

Report on Controls

I have audited the controls exercised by the Department of Education during the year ended 30 June 2015.

Controls exercised by the Department of Education are those policies and procedures established by the Director General to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions.

Director General's Responsibility for Controls

The Director General is responsible for maintaining an adequate system of internal control to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities are in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the controls exercised by the Department of Education based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the adequacy of controls to ensure that the Department complies with the legislative provisions. The procedures selected depend on the auditor's judgement and include an evaluation of the design and implementation of relevant controls.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the controls exercised by the Department of Education are sufficiently adequate to provide reasonable assurance that the receipt,

expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2015.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Department of Education for the year ended 30 June 2015.

The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide information on outcome achievement and service provision.

Director General's Responsibility for the Key Performance Indicators

The Director General is responsible for the preparation and fair presentation of the key performance indicators in accordance with the Financial Management Act 2006 and the Treasurer's Instructions and for such controls as the Director General determines necessary to ensure that the key performance indicators fairly represent indicated performance.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the key performance indicators based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the key performance indicators. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments the auditor considers internal control relevant to the Director General's preparation and fair presentation of the key performance indicators in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the relevance and appropriateness of the key performance indicators for measuring the extent of outcome achievement and service provision.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the key performance indicators of the Department of Education are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2015.

Independence

In conducting this audit, I have complied with the independence requirements of the Auditor General Act 2006 and Australian Auditing and Assurance Standards, and other relevant ethical requirements.

Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators

This auditor's report relates to the financial statements and key performance indicators of the Department of Education for the year ended 30 June 2015 included on the Department's website. The Department's management is responsible for the integrity of the Department's website. This audit does not provide assurance on the integrity of the Department's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



COLIN MURPHY
AUDITOR GENERAL
FOR WESTERN AUSTRALIA
Perth, Western Australia
11 September 2015

SECTION 8: APPENDICES

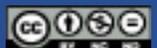
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“The new requirements for secondary school graduation mean my friends and I will finish school and be better prepared for what lies ahead – be it further study or starting work.”

Jaime Jardine
Year 11 student
Ashdale Secondary College

WATCH OUR VIDEO ON SECONDARY SCHOOLS



1. Student enrolment tables and charts

Table A1: Enrolments at WA schools 2001–2015 ^{(a) (b)}

Year	Public schools ^(c)	Private schools ^(d)	Total
2001	259 389	105 794	365 183
2002	256 947	108 624	365 571
2003	253 199	111 180	364 379
2004	252 593	113 944	366 537
2005	252 040	116 968	369 008
2006	252 061	119 896	371 957
2007	253 209	123 216	376 425
2008	253 838	127 248	381 086
2009	258 132	131 240	389 372
2010	258 115	134 335	392 450
2011	261 013	137 372	398 385
2012	268 129	140 006	408 135
2013	276 275	142 883	419 158
2014	283 739	144 877	428 616
2015	292 952	148 980	441 932

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) From 2001 to 2014 includes the half cohort.
- (c) Includes students in community kindergartens.
- (d) Includes students in independent pre-schools.

Table A2: Number of schools and enrolments in WA by gender and Aboriginal status 2015 ^(a)

Sector	Schools	All students	Female	Male	Aboriginal
Public	799	292 952	141 119	151 833	24 118
Private	311	148 980	74 572	74 408	4 471
Totals	1 110	441 932	215 691	226 241	28 589

Source: *Evaluation and Accountability*

- (a) Semester 1 student census. Public sector includes community kindergartens and private sector includes independent pre-schools.

Table A3: Public school enrolments by service, gender and Aboriginal status 2015 ^(a)

Service	All	Female	Male	Aboriginal
Primary education (Kindergarten–Year 6) ^{(b) (c)}	190 041	91 511	98 530	15 739
Secondary education (Years 7–12) ^(c)	102 911	49 608	53 303	8 379
Totals	292 952	141 119	151 833	24 118

Source: Evaluation and Accountability

(a) Semester 1 student census.

(b) Includes community kindergartens.

(c) From 2015, Year 7 became part of secondary education, having previously been part of primary education.

Table A4: WA public schools and students by school type and level of education 2015 ^(a)

School type	Schools	Students				
		Kindergarten	Pre-primary	Years 1–6	Years 7–12	Total
Community kindergarten	20	506	0	0	0	506
Primary	521	21 559 ^(b)	23 105	130 055	220	174 939
Remote community	22	94	129	762	370	1 355
District high	63	1 298 ^(c)	1 382	8 195	10 560	21 435
High and senior high	89	0	0	1	85 516	85 517
Senior college/campus	8	0	0	0	3 923	3 923
Education support and language development school/centre	65	406	471	1 719	1 474	4 070
WA College of Agriculture	5	0	0	0	604	604
School of Isolated and Distance Education	1	10	27	148	233	418
School of the Air	5	21	25	128	11	185
Totals	799	23 894	25 139	141 008	102 911	292 952

Source: Evaluation and Accountability

(a) Semester 1 student census. Kindergarten figures represent a 'head count' of all students.

(b) Kindergarten students attend 511 primary schools.

(c) Kindergarten students attend 58 district high schools.

Table A5: Full-time enrolments at WA public schools by year level 2011–2015^(a)

Year level	2011	2012	2013	2014	2015
Kindergarten	22 463	23 095	23 338	23 928	23 894
Pre-primary	22 086	23 802	24 992	24 730	25 139
Year 1	21 212	22 561	24 427	25 370	24 918
Year 2	20 633	21 589	23 086	24 785	25 349
Year 3	20 264	20 969	22 037	23 298	24 816
Year 4	20 262	20 458	21 253	22 109	23 145
Year 5	19 994	20 250	20 479	21 083	21 784
Year 6	20 105	20 197	20 455	20 556	20 996
Year 7	18 334	17 893	17 644	17 672	17 394
Year 8	16 115	17 116	17 067	16 993	17 185
Year 9	9 567 ^(b)	16 710	17 643	17 569	17 460
Year 10	17 140	10 160 ^(b)	17 212	17 880	17 811
Year 11	18 371	18 538	11 979 ^(b)	18 115	18 419
Year 12	13 867	14 304	14 625	9 547 ^(b)	14 566
Primary total^(c)	185 354	190 814	197 711	203 531	190 041
Secondary total^(d)	75 659	77 315	78 564	80 208	102 911
Grand total	261 013	268 129	276 275	283 739	292 952

Source: Evaluation and Accountability

(a) Semester 1 student census. Kindergarten figures represent a head count of Kindergarten students including community kindergarten students. Totals include ungraded students.

(b) Half cohort.

(c) Prior to 2015 includes Kindergarten to Year 7 and from 2015 includes Kindergarten to Year 6.

(d) Prior to 2015 includes Years 8 to 12 and from 2015 includes Years 7 to 12.

Table A6: Distribution of students by public schools' geolocation by level of education 2015^{(a) (b)}

Geolocation	2015	
	Primary	Secondary
Metropolitan	71.3	70.1
Provincial	20.1	22.5
Remote	5.6	4.9
Very remote	3.0	2.5

Source: Evaluation and Accountability

(a) Semester 1 student census. Primary includes Kindergarten (including community kindergartens), Pre-primary and Years 1 to 6. Secondary includes Years 7 to 12.

(b) Geolocation is based on locality of individual schools and assigned according to the Standing Council on School Education and Early Childhood Schools Geographic Location Classification System.

Table A7: WA public schools and students by education region and level of education 2015 ^(a)

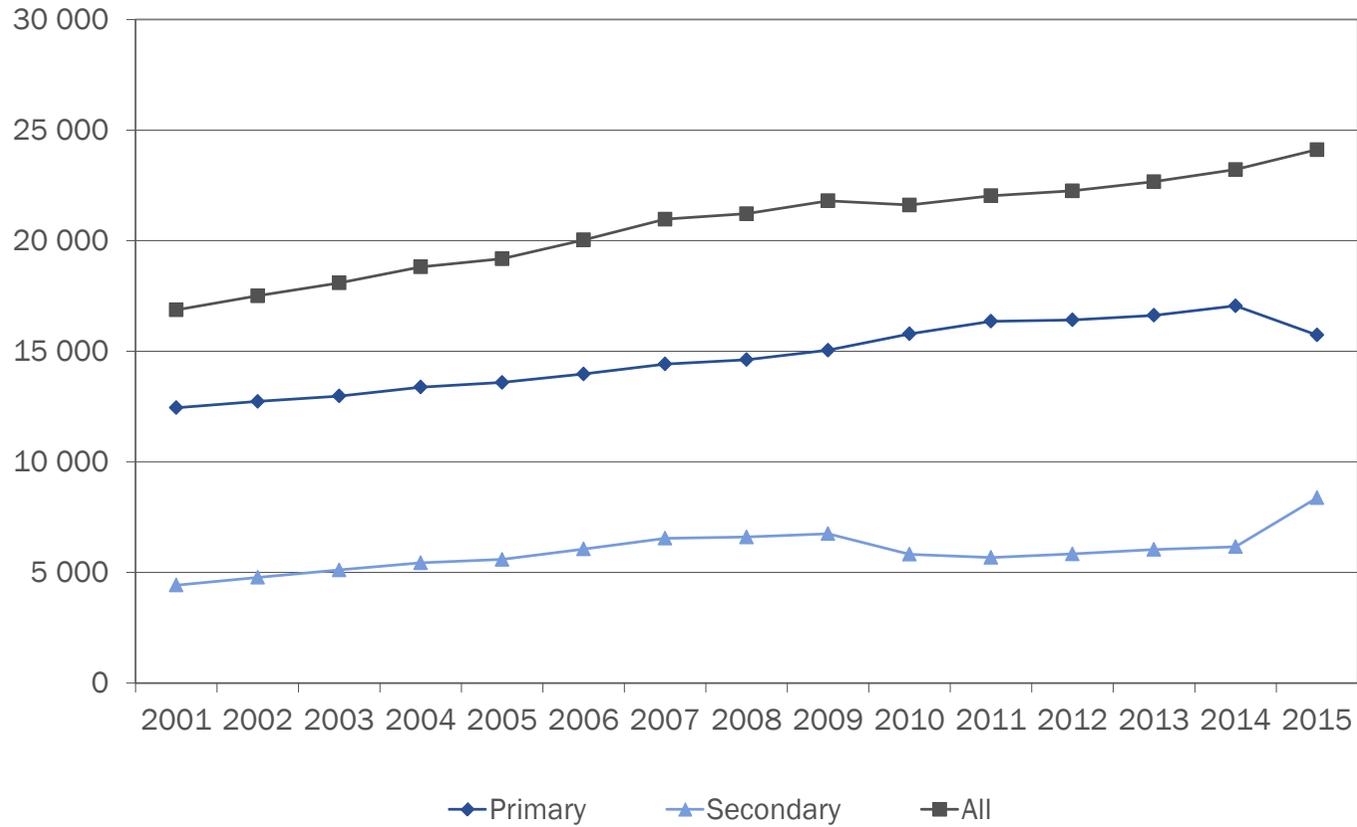
Education region	Schools	Students				
		Kindergarten	Pre-primary	Years 1–6	Years 7–12	Total
Metropolitan						
North Metropolitan	238	8 821	9 321	50 511	35 484	104 137
South Metropolitan	250	9 376	9 929	55 594	40 878	115 777
Totals	488	18 197	19 250	106 105	76 362	219 914
Country ^(b)						
Goldfields	39	719	784	4 444	3 076	9 023
Kimberley	23	444	452	2 687	2 024	5 607
Midwest	49	721	670	4 314	3 008	8 713
Pilbara	29	843	832	4 420	2 644	8 739
Southwest	100	2 169	2 332	14 256	12 148	30 905
Wheatbelt	71	801	819	4 782	3 649	10 051
Totals	311	5 697	5 889	34 903	26 549	73 038
Grand totals	799	23 894	25 139	141 008	102 911	292 952

Source: *Evaluation and Accountability*

(a) Semester 1 student census. Includes community kindergartens.

(b) Defined as all non-metropolitan education regions.

Figure A1: Aboriginal enrolments at WA public schools by level of education 2001–2015 (a) (b) (c)



Source: Evaluation and Accountability

- (a) Semester 1 student census. Includes community kindergartens.
- (b) Year 7 is included in secondary from 2015. Prior to this Year 7 was included in primary.
- (c) Half cohort entered secondary education in 2010.

Table A8: Aboriginal enrolments at WA public schools by year level ^(a) 2011–2015

Year level	2011		2012		2013		2014		2015	
	N	% of all enrolments	N	% of all enrolments						
Kindergarten	1 873	8.3	1 804	7.8	1 819	7.8	1 773	7.4	1 812	7.6
Pre-primary	1 935	8.8	2 032	8.5	1 982	7.9	1 992	8.1	1 997	7.9
Year 1	1 900	9.0	1 973	8.7	2 055	8.4	2 071	8.2	2 085	8.4
Year 2	1 757	8.5	1 885	8.7	1 983	8.6	2 083	8.4	2 060	8.1
Year 3	1 776	8.8	1 707	8.1	1 857	8.4	1 978	8.5	2 120	8.5
Year 4	1 815	9.0	1 781	8.7	1 709	8.0	1 882	8.5	1 999	8.6
Year 5	1 749	8.7	1 817	9.0	1 781	8.7	1 728	8.2	1 912	8.8
Year 6	1 765	8.8	1 696	8.4	1 800	8.8	1 782	8.7	1 754	8.4
Year 7	1 785	9.7	1 723	9.6	1 640	9.3	1 767	10.0	1 632	9.4
Year 8	1 427	8.9	1 608	9.4	1 538	9.0	1 507	8.9	1 633	9.5
Year 9	831 ^(b)	8.7	1 434	8.6	1 581	9.0	1 499	8.5	1 546	8.9
Year 10	1 393	8.1	773 ^(b)	7.6	1 333	7.7	1 466	8.2	1 474	8.3
Year 11	1 274	6.9	1 317	7.1	807 ^(b)	6.7	1 206	6.7	1 311	7.1
Year 12	745	5.4	707	4.9	784	5.4	485 ^(b)	5.1	783	5.4
Primary total ^(c)	16 356	8.8	16 418	8.6	16 626	8.4	17 056	8.4	15 739	8.3
Secondary total ^(d)	5 680	7.5	5 839	7.6	6 043	7.7	6 163	7.7	8 379	8.1
Grand totals	22 036	8.3	22 257	8.3	22 669	8.2	23 219	8.2	24 118	8.2

Source: Evaluation and Accountability

(a) Semester 1 student census. Kindergarten figures represent a head count of Kindergarten students including community kindergarten students. Totals include ungraded students.

(b) Half cohort.

(c) Prior to 2015 includes Kindergarten to Year 7 and from 2015 includes Kindergarten to Year 6.

(d) Prior to 2015 includes Years 8 to 12 and from 2015 includes Years 7 to 12.

Table A9: Aboriginal enrolments at WA public schools by education region 2015 ^(a)

Education region	Aboriginal students	Total students	Aboriginal students as % of all school students
Metropolitan			
North Metropolitan	4 014	104 137	3.9
South Metropolitan	5 863	115 777	5.1
Totals	9 877	219 914	4.5
Country			
Goldfields	1 917	9 023	21.2
Kimberley	3 492	5 607	62.3
Midwest	2 581	8 713	29.6
Pilbara	2 532	8 739	29.0
Southwest	2 148	30 905	7.0
Wheatbelt	1 571	10 051	15.6
Totals	14 241	73 038	19.5
Grand totals	24 118	292 952	8.2

Source: Evaluation and Accountability

(a) Semester 1 student census. Includes community kindergartens.

2. NAPLAN results tables and charts

Table A10: Percentage of WA public school Year 3 students at or above the national minimum standards in NAPLAN by subgroup 2014

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.3	88.4	88.7	63.4	90.3
Writing	94.6	89.6	90.4	66.8	92.1
Spelling	92.4	87.7	91.0	65.4	90.0
Grammar and Punctuation	92.2	87.4	89.1	59.2	89.7
Numeracy	93.2	92.5	91.1	71.2	92.8

Source: Evaluation and Accountability

Table A11: Percentage of WA public school Year 5 students at or above the national minimum standards in NAPLAN by subgroup 2014

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	91.5	86.9	86.4	59.6	89.1
Writing	91.9	83.4	87.0	54.0	87.5
Spelling	92.7	87.1	90.1	66.0	89.8
Grammar and Punctuation	91.9	86.1	87.7	55.1	88.9
Numeracy	90.4	90.4	89.1	61.1	90.4

Source: Evaluation and Accountability

Table A12: Percentage of WA public school Year 7 students at or above the national minimum standards in NAPLAN by subgroup 2014

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	94.6	91.0	90.4	72.5	92.8
Writing	91.0	81.3	85.7	55.3	86.0
Spelling	91.7	85.9	88.7	68.8	88.7
Grammar and Punctuation	92.4	86.4	87.4	61.7	89.3
Numeracy	94.0	93.4	93.0	77.7	93.7

Source: Evaluation and Accountability

Table A13: Percentage of WA public school Year 9 students at or above the national minimum standards in NAPLAN by subgroup 2014

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.5	87.2	87.8	64.1	89.8
Writing	87.6	73.5	81.3	45.9	80.2
Spelling	91.1	82.1	87.6	64.1	86.4
Grammar and Punctuation	90.7	82.0	85.5	54.3	86.2
Numeracy	92.6	92.1	92.2	73.0	92.4

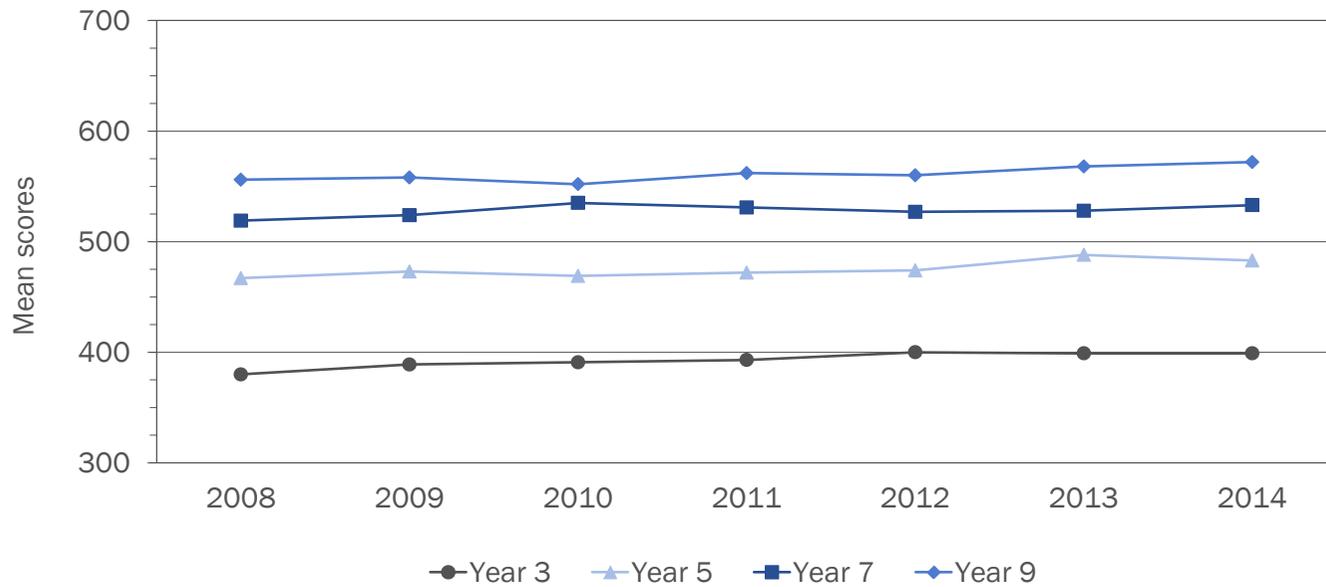
Source: Evaluation and Accountability

Table A14: Mean NAPLAN reading scores of public school students by year level 2008–2014

Year of testing	Year 3	Year 5	Year 7	Year 9
2008	380	467	519	556
2009	389	473	524	558
2010	391	469	535	552
2011	393	472	531	562
2012	400	474	527	560
2013	399	488	528	568
2014	399	483	533	572

Source: Evaluation and Accountability

Figure A2: Mean NAPLAN reading scores of public school students by year level 2008–2014



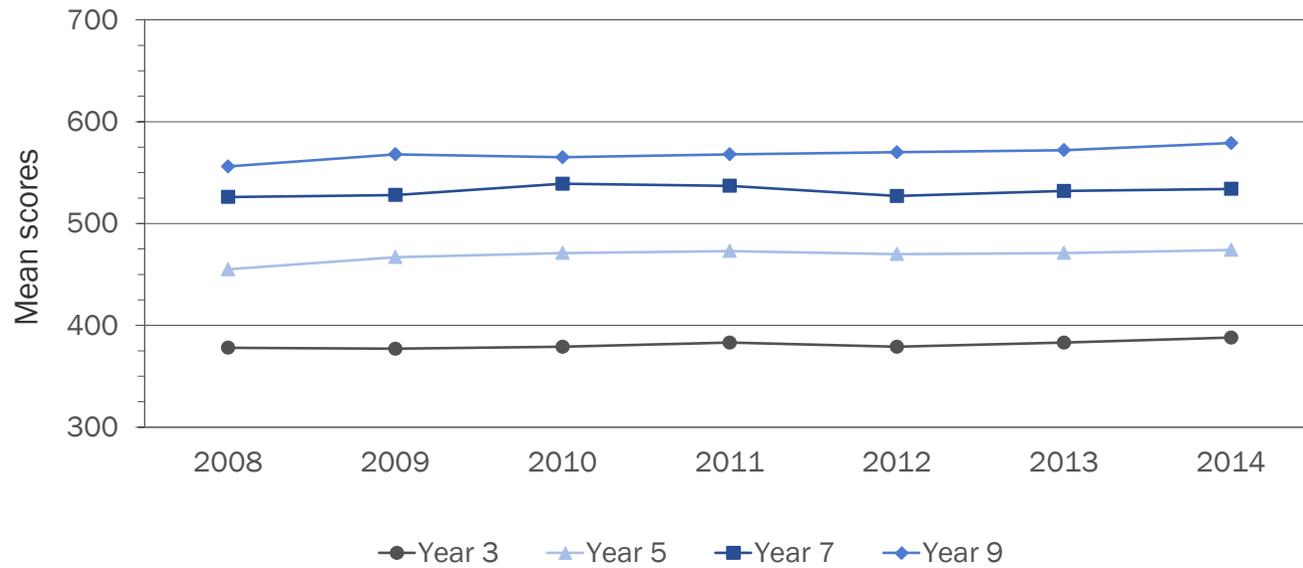
Source: Evaluation and Accountability

Table A15: Mean NAPLAN numeracy scores of public school students by year level 2008–2014

Year of testing	Year 3	Year 5	Year 7	Year 9
2008	378	455	526	556
2009	377	467	528	568
2010	379	471	539	565
2011	383	473	537	568
2012	379	470	527	570
2013	383	471	532	572
2014	388	474	534	579

Source: Evaluation and Accountability

Figure A3: Mean NAPLAN numeracy scores of public school students by year level 2008–2014



Source: Evaluation and Accountability

3. Student attendance, retention, graduation and satisfaction tables and charts

Table A16: Student attendance rate of public school students by subgroup 2014^{(a) (b)}

Subgroup	Aboriginal	Non-Aboriginal	All
All (Pre-primary – Year 12)	76.4	91.8	90.5
Primary (Pre-primary – Year 7)	80.4	93.2	92.1
Secondary (Years 8–12)	66.3	88.6	86.9

Source: *Evaluation and Accountability*

- (a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.
 (b) The 2014 data should not be directly compared to the 2012 and earlier student attendance data as the system for reporting attendance changed in 2013.

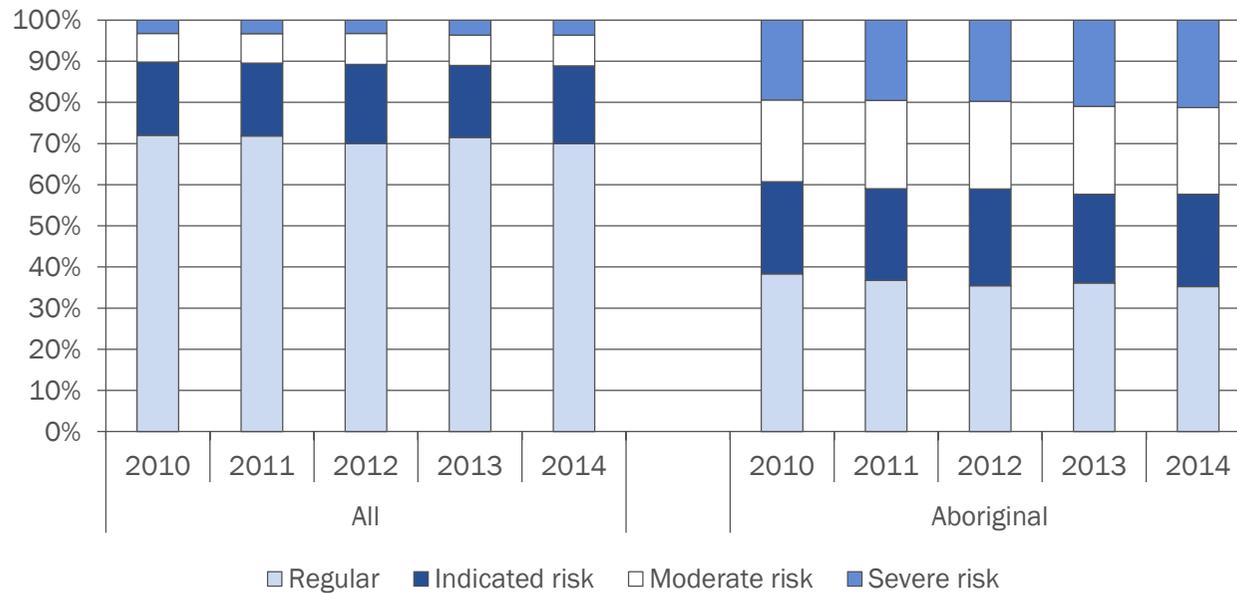
Table A17: Percentage of public school students by attendance category 2014^(a)

Subgroup	Aboriginal	Non-Aboriginal	All
Regular attendance (90–100%)	35.2	73.3	70.0
Indicated attendance risk (80–<90%)	22.5	18.5	18.8
Moderate attendance risk (60–<80%)	21.0	6.2	7.5
Severe attendance risk (<60%)	21.3	2.0	3.7

Source: *Evaluation and Accountability*

- (a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

Figure A4: Percentage of public school students by subgroup 2010–2014 ^(a)



(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

Table A18: Apparent retention rate of public school students Years 8 to 12 by subgroup 2010–2014 ^{(a) (b)}

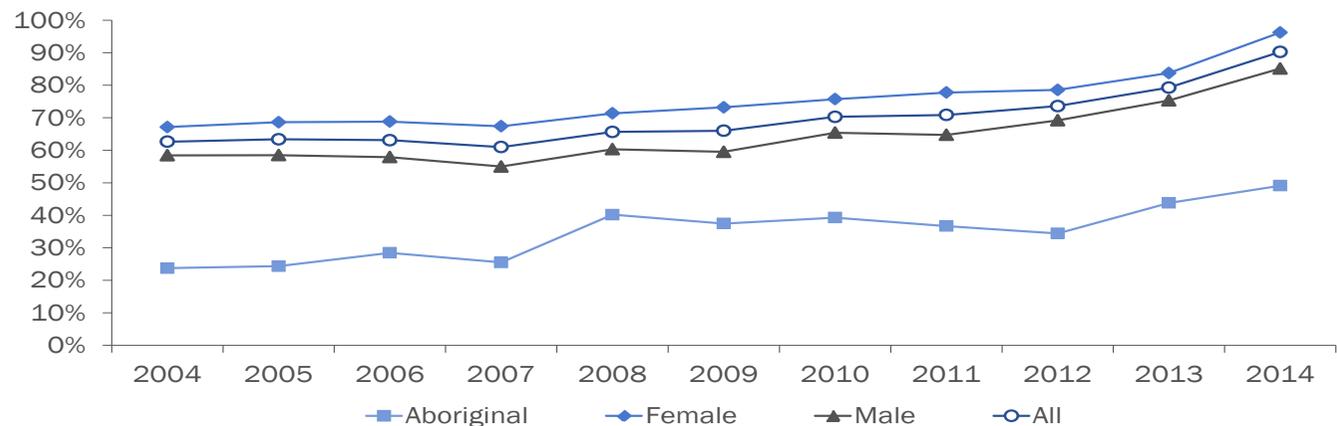
Subgroup	2010		2011		2012		2013		2014	
	N	%	N	%	N	%	N	%	N	%
All	12 086	70.3	11 956	70.9	12 354	73.6	13 161	79.3	8 364	90.3
Male	5 928	65.4	5 780	64.7	6 154	69.2	6 617	75.3	4 239	85.1
Female	6 158	75.7	6 176	77.8	6 200	78.5	6 544	83.7	4 125	96.2
Aboriginal	598	39.3	564	36.7	520	34.4	650	43.8	405	49.1
Male	325	40.0	290	34.9	265	33.6	332	43.2	219	48.9
Female	273	38.5	274	38.8	255	35.3	318	44.4	186	49.3

Source: *Evaluation and Accountability*

(a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.

(b) Semester 2 student census.

Figure A5: Apparent retention rate of public school students Year 8 to Year 12 by subgroup 2003–2014 (a) (b)



Source: Evaluation and Accountability

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Semester 2 student census.

Table A19: Apparent secondary graduation rate of public school Year 12 students by subgroup 2010–2014 (a) (b)

Subgroup	2010	2011	2012	2013	2014
All	61.1	62.4	65.0	70.5	80.5
Male	54.8	55.8	59.7	65.2	73.6
Female	68.1	69.9	70.9	76.5	88.5
Aboriginal	19.8	20.3	19.3	27.2	29.8

Source: Evaluation and Accountability from School Curriculum and Standards Authority data

- (a) Excludes Canning College and Tuart College students, international and private students. Repeating students are included but only new instances of persons meeting requirements for secondary graduation are counted.
- (b) See the [Secondary graduation rates](#) in the Key performance indicators.



Table A20: Student satisfaction of Year 12 public school students by subgroup 2010–2014 ^(a)

Subgroup	2010	2011	2012	2013	2014 ^(b)
Satisfaction with quality of teaching					
All	90.3	90.7	90.4	89.8	89.6
Male	89.1	88.8	89.4	89.0	88.7
Female	91.3	92.3	91.4	90.6	90.4
Aboriginal	93.4	93.5	89.4	94.2	94.4
Satisfaction with quality of education facilities					
All	84.3	83.7	85.5	85.4	85.7
Male	82.6	80.5	83.5	84.5	85.4
Female	85.8	86.2	87.3	86.1	85.8
Aboriginal	89.1	90.4	89.4	89.8	87.3

Source: *Evaluation and Accountability*

(a) Conducted in Semester 2.

(b) Half cohort in Year 12.

4. Staffing tables and charts

Figure A6: Organisational Chart

At June 2015

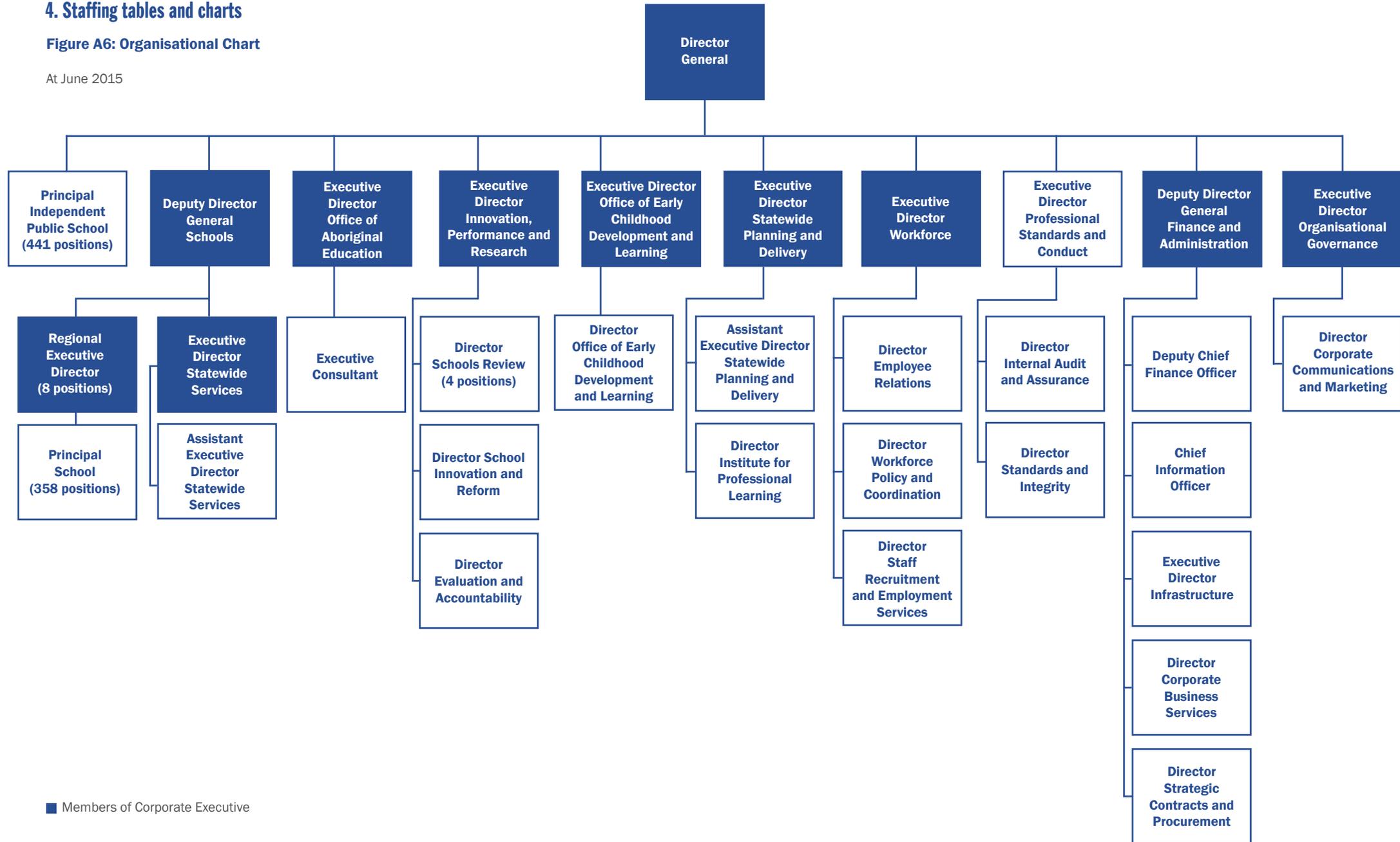


Table A21: School-based teaching staff ^{(a) (b)} by category and level of schooling 2014

Category	Kindergarten	Primary	Secondary	Education support	All
Principal	0	546	165	67	778
Deputy principal	0	815	310	47	1 172
Head of department or program coordinator	0	5	786	0	791
Teacher	538	9 509	4 716	496	15 259
Guidance/counselling	9	135	99	21	264
Totals	547	11 010	6 076	631	18 264

Source: Evaluation and Accountability

- (a) Full-time equivalents at the Semester 2 student census, including teachers at community kindergartens. Based on the counting method used for the National Schools Statistics Collection that does not include staff on extended leave.
- (b) Staff have been apportioned to Kindergarten on the basis of individual student numbers.

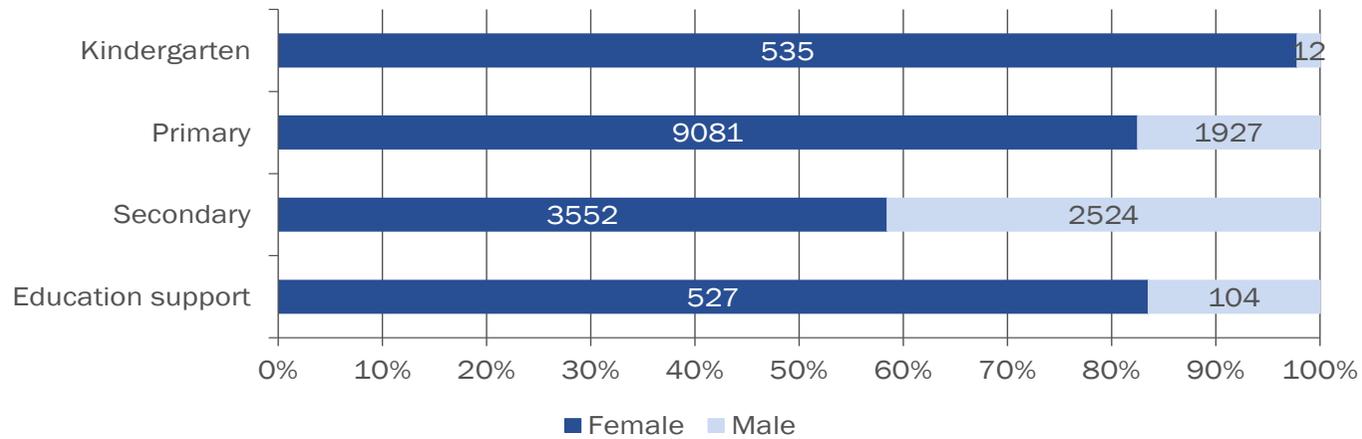
Table A22: School-based teaching staff ^(a) by level of schooling and gender 2015

Level of schooling	Female numbers	Female %	Male numbers	Male %	Total numbers
Kindergarten	578	97.6	14	2.4	592
Primary	8 488	82.8	1 764	17.2	10 252
Secondary	4 318	60.4	2 833	39.6	7 151
Education support	569	85.8	94	14.2	663
Totals	13 953	74.8	4 705	25.2	18 658

Source: Evaluation and Accountability

- (a) Full-time equivalents at the Semester 1 student census, including teachers at community kindergartens. Based on the counting method used for the National Schools Statistics Collection that does not include staff on extended leave.

Figure A7: School-based teaching staff ^(a) by level of schooling and gender 2014



Source: Evaluation and Accountability

(a) Full-time equivalents at the Semester 2 student census, including teachers at community kindergartens. Based on the counting method used for the National Schools Statistics Collection that does not include staff on extended leave.

Table A23: School-based teaching staff ^(a) by level of schooling and gender 2014

Level of schooling	Female numbers	Female %	Male numbers	Male %	Total numbers
Kindergarten	535	97.8	12	2.2	547
Primary	9 081	82.5	1 927	17.5	11 008
Secondary	3 552	58.5	2 524	41.5	6 076
Education support	527	83.5	104	16.5	631
Totals	13 695	75.0	4 567	25.0	18 262

Source: Evaluation and Accountability

(a) Full-time equivalents at the Semester 2 student census, including teachers at community kindergartens. Based on the counting method used for the National Schools Statistics Collection that does not include staff on extended leave.

Table A24: Teacher retirements and resignations 2010–2014

Category	2010	2011	2012	2013	2014
Retirement	326	404	343	425	549
Resignation	643	632	558	534	577

Source: Workforce Policy and Coordination

5. Winners of the WA Education Awards 2014

To find out more about the winners and finalists go to the [WA Education Awards 2014](#) publication.

Watch our video on the [WA Education Awards 2014](#).



WA Premier's Excellence in Aboriginal Education Award:
Rangeway Primary School



WA Premier's Primary Teacher of the Year:
Ana Nail, Geographe Primary School



WA Premier's Secondary Teacher of the Year:
Kathryn Maughan, Balga Senior High School



WA Primary School Leader of the Year:
Ray Boyd, West Beechboro Primary School



WA Secondary School Leader of the Year:
Carol Strauss, Ashdale Secondary College



WA Beginning Teacher of the Year:
Mia Lennox, Ashdale Secondary College



WA Education Assistant of the Year:
Robert Farrell, Balga Senior High School



WA Aboriginal and Islander Education Officer of the Year:
Linda Little, Cecil Andrews Senior High School



WA School Services Staff Member of the Year:
John Carter, Comet Bay Primary School



WA Primary School of the Year:
Wattle Grove Primary School



WA Secondary School of the Year:
WA College of Agriculture – Cunderdin

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