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Department of Education
Annual Report

2012–13



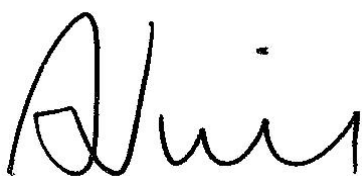
Department of
Education

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 2013.

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



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

16 September 2013

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Department of Education, 151 Royal Street, East Perth, Western Australia 6004

W: education.wa.edu.au

Further information:
System Performance Branch
Evaluation and Accountability Directorate
T: 9264 5802
F: 9264 5069





About this report

Our annual report for the 2012–13 financial year is designed to provide information about the Department of Education, its purposes, services and performance. Each of our schools develops its own annual report and this can be found under the individual school on [Schools Online](#).

The Department's report addresses the reporting requirements prescribed in *Treasurer's Instruction 903 Agency Annual Reports* and the Annual Reporting Framework: 2012–13 Reporting Year. It details our achievements and successes as well as the challenges and opportunities we face. The report presents our work in the context of the priorities in our strategic plan, budget papers and other strategic documents. It also outlines our contribution to broader Government-desired outcomes and compliance with various legislative and Government policy requirements.

The report is divided into seven sections. **The year in review** includes an overview from the Director General, introduces our senior executive and their key areas of responsibility, and presents a summary of the year.

The section on **Significant issues** outlines the challenges and opportunities facing public education in Western Australia and what we are doing to address them.

Agency performance provides detailed information against each priority area in our strategic plan and describes major initiatives and projects.

The section on **Disclosures and legal compliance** includes a range of information required by Government agencies including the management of our staff and major capital projects.

The **Key performance indicators** and **Financial statements** provide information about performance measures and the financial situation.

The report concludes with **appendices** that contain detailed statistics, graphs and tables related to our performance.

We remain committed to building a system of distinctive schools that meets the needs and aspirations of students and helps to build stronger communities across Western Australia.

Annual report online

The report is online at education.wa.edu.au.

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The year in review

Mission, goals and accountability

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

Our goals 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.

Our strategic directions [Excellence and equity: Strategic plan for WA public schools 2012–2015](#) identifies the four priority areas which help us achieve our mission and goals for every child who attends a public school in Western Australia.

- Priority 1: Success for all students
- Priority 2: Distinctive schools
- Priority 3: High quality teaching and leadership
- Priority 4: A capable and responsive organisation

Responsible minister The Department of Education is responsible to the Minister for Education, the Hon Peter Collier MLC.

Accountable authority The accountable authority of the Department of Education is the Director General, Ms Sharyn O'Neill.

Relevant legislation The Department of Education is established under section 35 of the *Public Sector Management Act 1994*. The *School Education Act 1999* (except Part 4 and other provisions as far as they apply to non-government schools) is administered by the Department and by the Minister with assistance from the Department.

Highlights at a glance 2012–13

276 275 students enrolled in public schools in 2013, representing 65.9% of all students in Western Australian schools, up from 65.7% in 2012.

255 Independent Public Schools operating in 2013 out of 792 public schools across the State.

34 723 full-time equivalent employees (average) including teachers, administrators, public servants and other support staff, making the Department of Education the largest public sector employer in Western Australia.

100% of eligible children were able to access a minimum of 15 hours a week of Kindergarten from the start of the 2013 school year, up from 11 hours a week in 2009.

\$501.3 million was spent on new schools, additional school facilities and maintaining existing schools.

127 students achieved an ATAR of 99 and more in 2012, including seven students with perfect scores.

4181 applications were received for entry to Gifted and Talented programs in 2014 and 2015.

Pre-primary became compulsory in Western Australian schools in 2013.

The **Switch** program was established to ensure an adequate supply of secondary teachers in 2015 when Year 7 becomes part of secondary school.



Ben Fear
Graduate - Shenton
College

After excelling in the Gifted and Talented Selective Academic Program, Ben is now in his fourth year of studying medicine.

From the Director General

Our work during the year was undertaken against a background of a significant increase in the number of students attending our schools as a result of the State's rapidly growing population.

In 2013 we had 276 275 students enrolled, up 3% from 268 129 students in 2012. For the second year in a row we also had an increase in market share with 65.9% of all students in Western Australian schools compared with 65.7% last year.

The early years of children's lives continued as a priority area as we established Child and Parent Centres on school sites in vulnerable communities; provided all eligible children with access to a minimum of 15 hours a week of Kindergarten taught by degree-qualified teachers; and started the 2013 school year with Pre-primary as the first year of compulsory school. It is exciting to see our schools become centres in the community for children's early learning and development.

For the middle years of schooling we undertook both strategic and on the ground work to implement the move of Year 7 to secondary school in 2015. This included the development of a new program called Switch to ensure an adequate supply of secondary teachers for 2015 and beyond. We also planned for appropriate learning and teaching with a particular focus on the Australian Curriculum for students from Years 6 to 8; and worked on infrastructure, staffing and student services.

For our Year 12 graduates, the secondary graduation rate continued to improve at 65.0% in 2012 compared with 62.4% in 2011. This tangible and valuable result sets graduates up for their futures and reflects sustained and high quality teaching over at least 12 years of school.



The decision in 2005 to return Perth Modern School to its roots as a school for academically gifted students bore fruit in 2012 when it became the top academic school in Western Australia.

Success of our approach to school autonomy was confirmed with the release of the University of Melbourne's evaluation of the Independent Public Schools initiative. Overall, the evaluation found the initiative delivered positive effects for schools, for communities and for the system as a whole. Most importantly, the researchers found that the initiative is creating a strong foundation for enhanced student achievement, behaviour and attendance. Issues and challenges raised through the evaluation are already being addressed.

The year in review

We continued to use the initiative as a vehicle for whole of system reform and to achieve greater autonomy for all schools. Further, a new approach to become an Independent Public School was announced early in 2013, with a focus on developing the capacity of schools interested in increased autonomy and accountability.

Every year we have a number of events that impact on our system. This year was no exception with natural disasters across the State that forced schools to close and devastated communities. We also had a fire that destroyed the historic Mount Lawley Primary School and, within two weeks over the school holidays, completed the construction of an 'instant' temporary school. Amazingly, students did not miss a single day of school because of the efforts of many.

As I look back over the year, the clear focus has been on our reform agenda to ensure public education is on a strong foundation now and into the future. It is driven by the imperative to continue to improve outcomes for every student in every school.

We can only do this through the continued efforts and commitment of staff, parents, students and communities. I thank everyone for their contribution to ensure excellence and equity in Western Australia's public school system.

Sharyn O'Neill

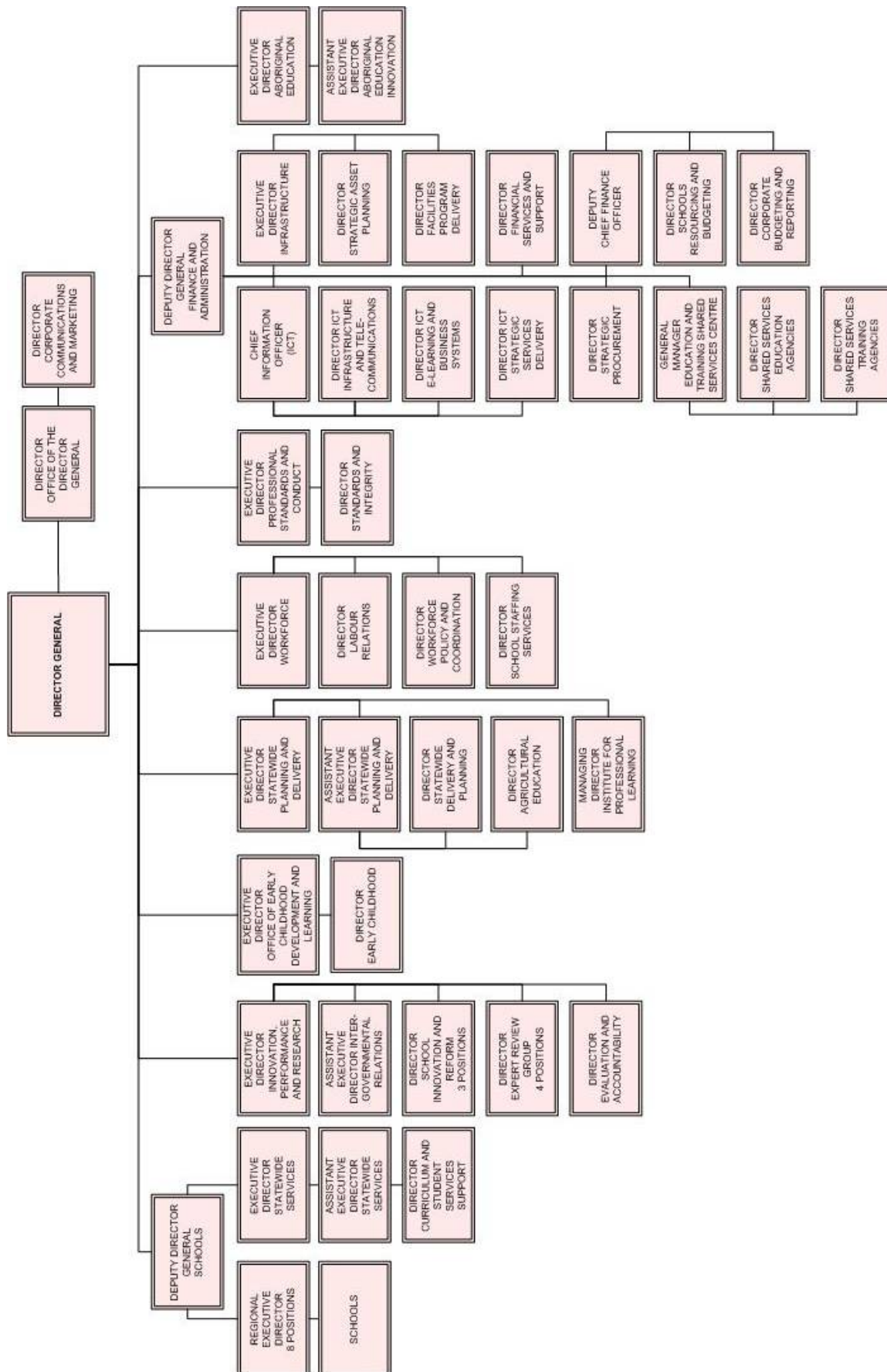
Our senior executive and structure

At June 2013

Director General	Sharyn O'Neill
Deputy Director General, Schools	David Axworthy
Deputy Director General, Finance and Administration	John Leaf
Executive Director, Statewide Services	Eirlys Ingram (Acting)
Executive Director, Innovation, Performance and Research	Peter Titmanis
Executive Director, Office of Early Childhood Development and Learning	Garry Hewitt (Acting)
Executive Director, Statewide Planning and Delivery	Lindsay Hale
Executive Director, Workforce	Cliff Gillam
Executive Director, Professional Standards and Conduct	Eamon Ryan
Executive Director, Aboriginal Education	Duncan Ord (Acting)
Chief Information Officer, Information and Communication Technologies	Bevan Doyle
Executive Director, Infrastructure	John Fischer
Regional Executive Director, Goldfields	Ken Perris (Acting)
Regional Executive Director, Kimberley	Greg Robson
Regional Executive Director, Midwest	Stephen Baxter
Regional Executive Director, North Metropolitan	Jim Webb
Regional Executive Director, Pilbara	Sue Cuneo
Regional Executive Director, South Metropolitan	Margaret Collins
Regional Executive Director, Southwest	Neil Milligan
Regional Executive Director, Wheatbelt	Kim Guelfi
General Manager, Education and Training Shared Services Centre	Kevin Smith

Figure 1: Our organisational structure

At June 2013



Areas of responsibility

Schools

Regional executive directors are responsible for ensuring schools provide high quality teaching and learning that is relevant and responsive to school community needs. They are responsible for leading and managing operations in their regions within an environment of increasing autonomy for schools. They are also responsible for monitoring school performance and effectiveness, and directing and overseeing delivery of support services in response to school needs.

Statewide Services Division

The division is responsible for developing, implementing and monitoring all portfolios that deliver support and services to students and schools across the State in the areas of curriculum, student behaviour and wellbeing, inclusive education, and literacy and numeracy.

Innovation, Performance and Research Division

The division is responsible for developing and delivering system reform initiatives that support increased school autonomy. It monitors and provides strategic and technical advice about State and national developments in education reform. The division leads and implements the Department's program of school evaluation, performance and accountability, including student assessment.

Office of Early Childhood Development and Learning

The office is responsible for developing and implementing policy and strategic planning in early childhood education. It is also responsible for implementing State and national early childhood education reforms, including national partnerships and agreements.

Statewide Planning and Delivery Division

The division is responsible for planning the future delivery of public schooling throughout the State, with a focus on regional development including remote schools, distance education and agricultural education. It provides access to online learning and other teaching and learning technologies and systems, and coordinates delivery of professional learning for staff.

Workforce Division

The division is responsible for providing central staffing support, developing human capital strategic policy, and managing industrial relations matters and employee support services.

Professional Standards and Conduct Division

The division is responsible for ensuring the highest standards of professional conduct and integrity are demonstrated by staff; and strong governance processes, including audit and risk mitigation strategies, are in place. It is also responsible for criminal screening of employees, monitoring compliance with Working with Children legislation, managing allegations of misconduct by staff, providing legal advice, and managing freedom of information requests.

Aboriginal Education Division

The division is responsible for the strategic planning, policy formulation and review, and development and implementation of initiatives and support programs to improve the learning outcomes of Aboriginal students.

Finance and Administration Division

The division is responsible for the strategic and operational management of financial affairs, including coordinating and monitoring budget processes, developing and delivering financial services support and training, and acquiring and managing resources.

Information and Communication Technologies Division

The division is responsible for planning and providing information and communication technologies services. It is also responsible for providing infrastructure and technical advice to schools, including access to online curriculum resources, tools and services to support teaching programs.

Infrastructure Division

The division is responsible for planning, developing and acquiring infrastructure. It is also responsible for managing the capital works program, asset acquisition and the maintenance program.

Education and Training Shared Services Centre

The centre is responsible for providing transactional financial and human resources services to the Department of Education, Department of Training and Workforce Development, School Curriculum and Standards Authority, Country High School Hostels Authority, Department of Education Services and 11 State Training Providers.

Performance management framework

The Department of Education contributes to the State Government goal of Outcomes Based Service Delivery:

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

We are funded to achieve the following outcome:

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

Our services are:

1. Primary education (Kindergarten to Year 7)
2. Secondary education (Years 8 to 12).

Service 1: Primary education

Primary education from Kindergarten to Year 7 provides access to education for children generally aged from four years and six months to 12 years and six months.

Primary education includes pre-compulsory (Kindergarten) education which is available to all age-eligible children for a minimum of 15 hours a week and lays the foundation for schooling in the compulsory years.

Literacy and numeracy, integrated across the curriculum, are priority areas up to Year 4. In upper primary years, the emphasis moves to encompass all learning areas in relevant, comprehensive and challenging learning programs. Students' intellectual, moral, social and physical development is encouraged in inclusive, safe and stimulating environments.

In February 2013 there were 197 711 students in primary education, 23 338 of whom were pre-compulsory (Kindergarten) students.

Service 2: Secondary education

Years 8 to 12 education is for children generally aged from 12 years and six months.

It is compulsory for children to attend school full-time or undertake one of a range of approved education, training and/or employment options until the end of the year in

which they turn 17 years, unless they satisfy the minimum requirements for graduation from secondary school before then.

Learning and teaching programs from Years 8 to 10 maintain continuity of learning with primary schooling, while developing a broader and more comprehensive understanding across learning areas.

In senior secondary years (Years 11 and 12), students pursue courses and subjects of their choice in greater depth, including vocational education and training pathways. A wide range of programs ensures students are well placed to continue full-time school to the end of Year 12 and make a successful transition into university, training, apprenticeships and traineeships, or employment.

There are also programs for senior secondary students wishing to pursue avenues other than full-time school, such as part-time school in combination with other approved education, training and/or employment options.

Students also have the opportunity to continue with or re-enter senior secondary studies in learning environments which are more flexible than traditional secondary schools.

In February 2013 there were 78 564 students in secondary education.

The year in review

Table 1: Public school enrolments by service, gender and Aboriginal status 2013 ^(a)

Service	All	Female	Male	Aboriginal
Service 1 (Kindergarten–Year 7) ^{(b) (c)}	197 711	95 385	102 326	16 626
Service 2 (Years 8–12)	78 564	37 570	40 994	6 043
Totals	276 275	132 955	143 320	22 669

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Compulsory Pre-primary was introduced from the start of 2013.
- (c) Includes community kindergartens.





Significant issues

Demographic changes

The strong population growth in Western Australia presents a challenge in ensuring public education services are available for all students entitled to attend public schools and that these services are provided within a sustainable cost structure.

The general population expansion brings with it a broadening student demographic that requires a diverse range of programs and services to ensure all students are provided with relevant education opportunities. Planning decisions involve detailed analysis of population trends and the capacity of schools to provide the necessary curriculum and care for students. The rapid growth in the number of school-aged children in the Perth metropolitan area is a particular issue.

School size continues to be a factor in providing access to curriculum and optimising learning opportunities, particularly for students in regional and remote areas of the State. Schools with higher enrolments typically have more viable classes and increased flexibility in the delivery of curriculum and student support services.

With the half cohort of students in Year 11 in 2013 as a result of the change to the school starting age in 2001, many secondary schools are part of curriculum alliances and clusters so they can offer students a broader range of senior

secondary courses than they could on their own. Online technologies enable students to access a greater variety of subjects, help schools to share resources and support teachers to collaborate.

Year 7 to secondary schools

In December 2011 the State Government announced that Year 7 public school students would move to secondary school in 2015. This will bring Western Australia's public schools in line with the majority of Australian schools as well as most private schools in the State. The move will give these students access to the specialist subject teaching and facilities needed to support the new Australian Curriculum.

Work is progressing on a capital works program to provide additional classrooms and facilities.

Schools have been provided with support materials to assist staff to prepare for implementation of the Australian Curriculum and to strengthen pastoral care programs to suit the specific needs of Year 7 students. Staff are being provided with access to a range of resources via the Department's website and professional learning opportunities. Support is being provided to school principals as they prepare to implement this change in their schools in 2015.

Significant issues

The Department is continuing to provide advice and support to schools, parents and the broader community regarding the changes that will occur to support this move in 2015.

Supply of teachers

The move of Year 7 students to secondary environments coincides with the transition of the half cohort out of secondary education in 2015. This, linked to current trends of an ageing workforce and tightening of the labour market, has created challenges to ensure an adequate supply of teachers in secondary schools from 2015. We anticipate an additional 1000 teaching positions will be required, particularly in areas of high need including specialist learning areas.

We are focusing attraction and retention strategies on increasing the number of secondary teachers to ensure that supply needs are met in 2015. A key strategy to address this issue is the Switch program, announced in June 2013, which enables primary teachers to gain content knowledge to teach in secondary schools and secondary teachers to expand the range of subjects they can teach.

We provide extended practicum experiences for pre-service teachers in geographic locations that are traditionally difficult to staff. This strategy encourages people undertaking practicums in country schools to take up positions in such schools when they graduate. We also have a pre-service teacher training program that engages final year teaching students in more intensive, extended practice while being mentored by experienced, high-performing teachers.

All principals now have greater flexibility to recruit and appoint their own staff, enabling them to select those best suited to the contexts of their schools.

School autonomy and flexibility

The State Government's Independent Public Schools initiative continues to attract the interest of school communities. At the start of 2013 there were 255 schools operating as Independent Public Schools.

The initiative provides principals with autonomy and flexibility to make decisions that meet the specific needs of their students, mainly through

greater human resource and financial management flexibility. Expansion of the initiative will involve a new development program approach to be implemented throughout 2014.

Our challenge is to continue to deliver autonomy and flexibility to all schools. We are committed to building a system in which each school has the autonomy it requires to respond to the needs of its students. Many of the flexibilities first offered to Independent Public Schools have now been extended to all schools across the system.

Early childhood education

The early years of schooling from Kindergarten to Year 2 as well as the learning that children experience prior to school entry are the platform from which every child can become a successful student.

Recognising that parents are children's first teachers and that children fare better when their parents have easy access to local services, the State Government launched the Child and Parent Centres initiative, commencing with 10 centres on public school sites in communities that will benefit most from extra support. A range of services for very young children and their families will be provided at and through the centres, with a focus on children up to four years of age. The services will be coordinated by non-government organisations in partnership with the host school and other government agencies.

We continue to guarantee Kindergarten places for all eligible children and, from the start of 2013, all public schools had increased their Kindergarten provision from 11 to 15 hours a week.

Compulsory Pre-primary was introduced from the start of 2013. This required amendments to the *School Education Act 1999*, changes to the *Enrolment Policy* and implementation of a comprehensive information campaign for parents.

As part of our focus on early intervention, we assess all Pre-primary students through our On-entry Assessment Program and provide schools with access to follow-up assessment tools for students in Years 1 and 2.

Closing the gap for Aboriginal students

Although there were some positive results in closing the achievement gap between Aboriginal students and their non-Aboriginal peers in 2012, it is clear that achieving and sustaining improved educational outcomes for all Aboriginal students remains a major challenge.

In 2012 the percentage of Aboriginal students gaining a Western Australian Certificate of Education was the highest it has been in the past four years; however, this has not translated to an improved percentage of students achieving an Australian Tertiary Admission Rank.

While there were improvements in the National Assessment Program – Literacy and Numeracy (NAPLAN) results from 2011 to 2012 for Aboriginal students in Years 3 and 5 Spelling, and Years 7 and 9 Grammar and Punctuation, performance in the remaining testing areas across the four year groups either declined or remained steady. The high NAPLAN testing absentee rate for Aboriginal students has been identified as an area for improvement.

The National Partnership Agreement on Improving Literacy and Numeracy commenced in 2013 and targets the performance of students in participating schools who are falling behind in literacy and/or numeracy, including Aboriginal students. The National Partnership provides funding over two years to improve literacy and numeracy achievement as measured by on-entry assessment and NAPLAN.

Improving school attendance and increasing retention of Aboriginal students continue to be key priorities. We are implementing a range of attendance and engagement initiatives, including documented plans that address academic, attendance and/or behavioural outcomes; the Follow the Dream and

Clontarf Academy programs; and School and Community Partnerships. These are helping to engage Aboriginal students with schooling, including those with the poorest attendance. The Aboriginal Innovation Schools project also supported students at educational risk by assisting in connecting their families to community services providers.

We also began implementing the Investing in Focus Schools project which focuses on school attendance, academic achievement and increased student and parent engagement. This two year, Commonwealth funded program supports selected schools to accelerate implementation of mandatory local level actions outlined in the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.

Shaka Cook
Graduate - Tom
Price Senior High
School

Shaka graduated from the National Institute of Dramatic Art last year and will debut in the Australian telemovie *The Broken Shore* in 2014.

Student attendance

The Department recognises that regular attendance is the foundation for achieving the social and academic learning outcomes expected of all our young people and there is no safe threshold for non-attendance. Every day of absence has the potential to negatively impact on a student's achievement and engagement with schooling.

We encourage parental awareness of the importance of attending school and focus on making regular attendance a priority. The causes of poor attendance at school are diverse, often local and complex, and demand a wide range of solutions.

The Department recognises that addressing poor student attendance is the mutual responsibility of schools, parents and communities. We develop partnerships with families, local communities, businesses, government agencies and non-government organisations to find solutions to issues of non-attendance.

Behaviour and engagement

Social issues such as family dysfunction, unemployment, changes in patterns of employment arrangements, mental health issues and generational poverty impact on students' wellbeing and behaviour. We promote student engagement, wellbeing and positive behaviour through the development of whole-school approaches to behaviour, the creation of positive school cultures and a focus on early intervention.

Schools can access programs that support and enhance student behaviour and wellbeing including the School Chaplaincy Program. Other support that continues to be available to schools includes specialist behaviour centres, increased psychologist support, enhanced training for teachers and inter-agency case management.

The Department recognises the shared responsibility of schools, families and communities in tackling these complex issues, which directly impact on student educational outcomes. In response we provide access to programs that support positive parenting and promote school-community partnerships.



Agency performance

Performance overview

Overview of key indicators

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.

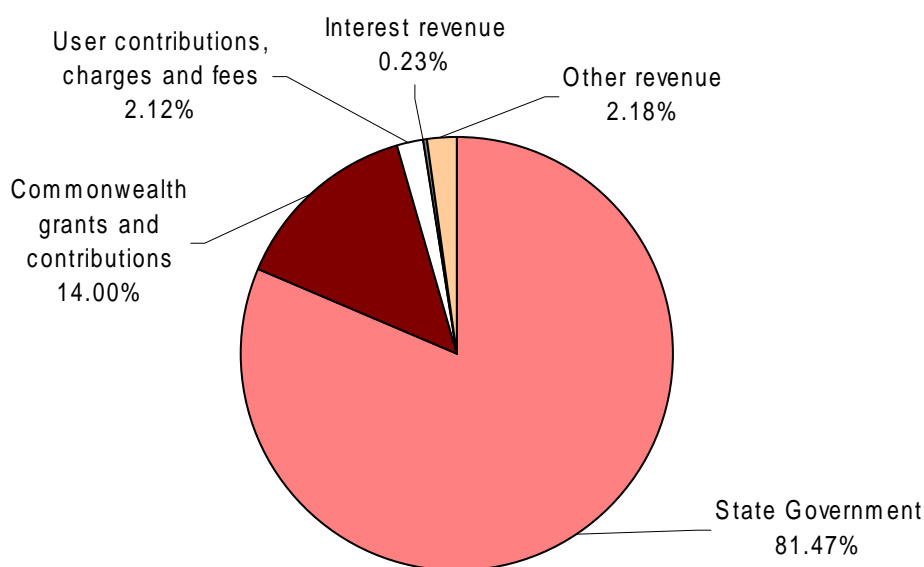
Effectiveness indicators	Target	Achievement
Participation rate (%)	91	91.0
Apparent retention rate (%)	71	73.6
Secondary graduation rate (%)	63	65.0
Students achieving at or above national minimum standards in the National Assessment Program – Literacy and Numeracy (%)		
Year 3 Reading	91	90.1
Year 3 Persuasive Writing	94	93.6
Year 3 Numeracy	95	91.1
Year 5 Reading	88	87.2
Year 5 Persuasive Writing	89	89.1
Year 5 Numeracy	93	89.8
Year 7 Reading	93	91.2
Year 7 Persuasive Writing	89	88.1
Year 7 Numeracy	93	91.8
Year 9 Reading	87	86.6
Year 9 Persuasive Writing	77	77.1
Year 9 Numeracy	89	90.0

Efficiency indicators	Target	Achievement
Cost per student full-time equivalent (FTE): Primary education	\$14 211	\$14 141
Cost per student FTE: Secondary education	\$19 518	\$19 175

Finance overview

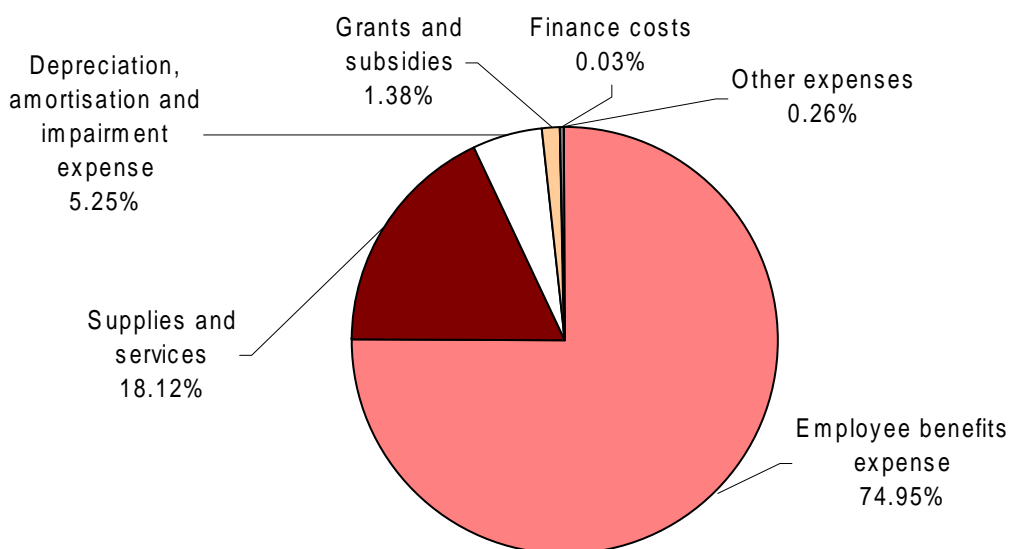
The total cost of the Department’s provision of education services in 2012–13 was \$4.1 billion. Figures 2 and 3 summarise sources of revenue and cost of services. Full details of financial performance during 2012–13 are in the [Financial statements](#).

Figure 2: Revenue sources 2012–13



Source: Department of Education, Financial Statements 2012–13

Figure 3: Costs 2012–13



Source: Department of Education, Financial Statements 2012–13

Performance against financial targets

Our results in 2012–13 against agreed financial targets (based on Budget Statements and the Resource Agreement) are presented in Table 2.

Table 2: Budget targets compared to actual results 2012–13

	2012–13 Budget	2012–13 Estimated Actual	2012–13 Actual	Variation 1 Estimated Actual vs Actual	Variation 2 Budget vs Actual
	\$'000	\$'000	\$'000	\$'000	\$'000
Total cost of services	4 059 284	4 117 873	4 103 902	13 971	(44 618)
Net cost of services ^(a)	3 308 529	3 327 733	3 300 808	26 925	7 721
Total equity	13 168 013	13 180 102	13 393 879	213 777	225 866
Net increase/(decrease) in cash held	(3 445)	(16 094)	39 396	55 490	42 841
	FTE	FTE	FTE	FTE	FTE
Full-time equivalent (FTE) staff level	34 065	35 008	34 723	285	(658)

Source: Corporate Budgeting and Reporting

(a) Includes extraordinary items.

The underspend of almost \$14.0 million (0.3%) in actual versus estimated actual total cost of services was due to schools not fully expending their year-to-date salary and cash allocations as at 30 June (schools operate on a calendar year) and increased cost restraints in central and regional offices. The variance of \$44.6 million overspend compared to the original budget was due to additional 2012 and 2013 student enrolment growth above original enrolment estimates. Additional appropriation was provided to schools for teachers and other resources to accommodate the additional student growth.

The net cost of services savings of \$26.9 million (0.8%) was due to greater than anticipated revenue of \$12.9 million and the underspend of almost \$14.0 million. The revenue increase was mainly due to additional school revenue (including bookshop and canteen, donations, and hire of facilities receipts).

The increase of \$213.8 million in total equity compared to the estimated actual can be attributed to a net increase in the Asset Revaluation Reserve of \$189.2 million resulting from a revaluation of land and buildings, and an increase in the net annual surplus transferred to equity of \$34.8 million.

The actual increase of \$39.4 million in cash held compared to 2011–12 actual can be attributed to increased school bank accounts of \$32.0 million and increased balances held in central office bank account for various programs. The total cash result (increase) was \$55.5 million greater than forecast due to higher than anticipated school cash balances and the balance in central office bank account resulting from the carryover of funds to complete some programs.

The 2012–13 average FTE of 34 723 was 285 FTEs (0.8%) lower than the approved FTE ceiling. This very small variance was attributed to the complexity of establishing a financial year average FTE ceiling target given schools operate on a calendar year basis and student enrolment growth and its impacts are difficult to predict.

Priority areas of operations

This section of the report is built around the four priority areas identified in our strategic plan:

Priority 1: Success for all students

Priority 2: Distinctive schools

Priority 3: High quality teaching and leadership

Priority 4: A capable and responsive organisation

We are committed to achieving a range of outcomes by 2015 under each of these areas. This section outlines progress during 2012–13 against each area.

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

Following the State Government's announcement in December 2011, Pre-primary became the first year of compulsory schooling in 2013. We ran a major communications campaign to ensure the community was aware of this change in policy. Legislative and operational adjustments were completed in 2012 to support the change.

The start of 2013 also marked full implementation of the National Partnership on Early Childhood Education, giving all eligible children access to a minimum of 15 hours a week of Kindergarten taught by degree-qualified teachers.

Specific professional learning was developed for school leaders and for selected teachers in school networks to support colleagues with improvements to curriculum, assessment, and teaching practices in the early years.

To support early identification of children's needs and strengths, teachers assessed students at the start of Pre-primary through the On-entry Assessment Program. The program identified each child's literacy and numeracy skills and understandings as they entered full-time schooling. Teachers were able to use these results to extend children who performed well and provide extra support for those who needed it.

In 2012 the second Australian Early Development Index collection gathered data on 99% of Western Australia's Pre-primary students. The results indicated that the majority of children were doing well on each of the five developmental domains with overall improvement since 2009. However, the proportion of Western Australian children who were developmentally vulnerable on one or more domains was slightly higher than the national average. Comparisons between 2009 and 2012 data for Western Australia indicated an improvement, especially on the language and cognitive skills domain. Schools and communities were supported to use the results, alongside other information, in their early years planning.

In partnership with the Departments of Health and Communities (now the Department of Local Government and Communities), we ran the Positive Parenting Program (Triple P) to provide families with effective parenting strategies to enhance wellbeing and reduce behavioural and conduct disorders among children. In 2012 school psychologists ran 87 Triple P programs with more than 1000 parents registered to participate.

We continued establishing five children and family centres on or adjacent to school sites in communities with high numbers of Aboriginal families. In 2012 the Halls Creek and Fitzroy Valley centres became operational and construction commenced for centres in Roebourne and the Swan region. By May 2013 the Kununurra centre was completed and a

non-government organisation was engaged to manage the centre.

Three of six schools identified as Aboriginal Innovation Schools (Djidi Djidi Aboriginal School, East Kalgoorlie Primary School and Derby District High School) focused on early intervention through coordination of services in the early years. This has been especially effective in addressing student hearing, vision and speech issues. In turn, this has improved student readiness and capacity for learning (see also [Involve parents and the community in the life of each school](#)).

Establish Child and Parent Centres to meet the needs of children in vulnerable communities

We have the lead role in implementing the Child and Parent Centre initiative which operates in partnership with the Departments of Health, Child Protection and Family Support, and Local Government and Communities. These centres are being established on school sites in vulnerable communities to provide a range of localised health and education programs and services to support young children and their families.

In 2012 non-government organisations were contracted to provide programs and services for the first group of 10 centres. An additional six centres were announced in January 2013 bringing the total State Government investment for this initiative to \$48.7 million over five years for 16 centres.

As an extension of this initiative, 76 primary schools in vulnerable communities were identified to receive Early Years Learning Grants of up to \$10 000 a year in 2013 and 2014. This funding is to better support children and their families in the early years, specifically through improved pre-literacy and pre-numeracy resources, child development and parenting programs, and minor works for small scale refurbishments. Schools will report in late 2013 on the progress they have made through this funding.

Raise standards in literacy and numeracy for students across the State

In May 2012 more than 76 000 Years 3, 5, 7 and 9 students were assessed as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).

Comparisons between performances in 2008 and 2012 for Reading, Spelling, Grammar and Punctuation, and Numeracy for Years 3, 5, 7 and 9 showed that the mean scores for 15 of the 16 assessments improved. The most notable improvements were in Year 3 Reading, Spelling, and Grammar and Punctuation; Year 5 Spelling and Numeracy; Year 7 Spelling, and Grammar and Punctuation; and Year 9 Spelling, Grammar and Punctuation, and Numeracy.

Between 2011 and 2012 the mean scores improved for 10 of the 20 assessments with the biggest improvements in Year 3 Reading, Year 5 Spelling, Year 7 Grammar and Punctuation, and Year 9 Grammar and Punctuation.

Improvements of more than two percentage points in the proportions of students at or above the national minimum standards between 2008 and 2012 were reported for Year 3 Reading, Spelling, and Grammar and Punctuation; Year 7 Grammar and Punctuation; and Year 9 Spelling, and Grammar and Punctuation.

Cohort gains (mean scores) between 2010 and 2012 from Year 3 to Year 5 were higher than the Australian averages (for all students) in all assessed areas except Numeracy; Year 5 to Year 7 were higher in all assessed areas. Cohort gains from Year 7 to Year 9 were similar to the Australian averages for all assessments except Numeracy where the gain was notably lower.

The differences between the performance of Aboriginal and non-Aboriginal students remains substantial for all tests. Although there were some notable improvements for Aboriginal students between 2008 and 2011, their performance in terms of mean scores and percentages at or above national minimum standards decreased on 14 of 20 NAPLAN assessments between 2011 and 2012. The mean score results for Year 3 Reading and Numeracy, Year 5 Grammar and Punctuation, and Year 9 Reading showed the largest falls while the largest gains were in Year 5 Spelling,

Agency Performance

Year 7 Grammar and Punctuation, and Year 9 Grammar and Punctuation.

Further details of NAPLAN results are in the [Key performance indicators](#) and [Appendix 2](#).

To help raise standards in literacy and numeracy, we continued to require principals and teachers to ensure that all Kindergarten to Year 7 students were provided with opportunities to receive at least 50% of the total curriculum instruction in literacy and numeracy.

All schools were also required to use student achievement data to regularly monitor, evaluate and report on each student's learning. Case management approaches were used for students at risk of not meeting national minimum standards for literacy and numeracy, particularly for Aboriginal students and students from language backgrounds other than English.

Clear directions were conveyed to schools regarding the importance of systematic teaching of literacy and numeracy, including the importance of strengthening the teaching of phonics, grammar, reading comprehension and number skills.

Schools accessed targeted literacy and numeracy support to accommodate more autonomous and distinctive ways of working in schools, including online literacy and numeracy resources, professional learning modules, train-the-trainer programs and advice regarding evidence-based approaches to teaching literacy and numeracy. There has been a strong emphasis on building the capacity in schools to model best practice and coach colleagues in their own schools and across school networks.

Consultant principals assisted school leaders to plan evidence-based approaches to improve standards of literacy and numeracy.

Literacy and numeracy coaches provided support to primary school networks, Teacher Development Schools and schools identified by the [Expert Review Group](#) to develop and implement whole-school approaches to literacy and numeracy. Secondary literacy and numeracy consultants supported schools to implement whole school improvement planning processes for literacy and numeracy that are

based on relevant school data and include targets for improvement.

Ongoing development of online teaching and learning resources for different aspects of literacy and numeracy provided teachers with access to a comprehensive collection of materials.

Ensure all students attend school regularly

Every teacher in every school continued to have responsibility for tracking student attendance, and schools followed up with parents when legitimate explanations for absences were not provided within three school days.

The Statewide attendance rate for 2012 was 90.8%. The rate for Aboriginal students was 77.1% and 91.9% for non-Aboriginal students. Further attendance information is reported in [Table A15](#).

All schools had the flexibility to employ additional staff to help students improve attendance, engagement and participation in educational programs; and regional education office staff advised and supported schools. Responses to address chronic non-attendance included establishing attendance panels and, in the most serious cases, prosecution of parents. In 2012 we initiated 13 Responsible Parenting Agreements related to student attendance.

Many schools and school networks have appointed an attendance officer to work with students to improve attendance. Attendance officers are designated and identified in accordance with Section 33 and Section 34 of the *School Education Act 1999*. At the end of 2012 there were 168 authorised staff members managing attendance and possessing an identification badge.

Operation Redirect, Daytime Safe Place is an initiative between all school sectors, the Department for Child Protection and Family Support, and Western Australia Police to reduce truancy. Students located in the community during school hours without a valid reason are intercepted by police and returned to school. Operation Redirect commenced operations in metropolitan education regions in Semester 2, 2012 and Western Australia Police reported that 206 students were returned to public schools that semester.

In 2012 funding was provided to participating schools to continue implementation of the Attendance Improvement Measure. These schools had a significant proportion of students at high risk of non-attendance. The schools focused on improving attendance through a range of locally-determined strategies, including community partnership and development programs, as well as attendance rewards and incentive measures. We also provided Aboriginal Attendance Grants to schools with high numbers of Aboriginal students with poor attendance rates so they could develop local, innovative approaches to improve attendance.

At June 2013 the Tri-Border database had enrolment and attendance information for more than 120 000 students in 400 public and private schools across the Northern Territory, South Australia and Western Australia. In recognition of the importance of the Tri-Border Attendance Strategy, its expansion across Australia was endorsed in March 2013.

We continued to facilitate communication between agencies and education sectors to reduce the number of students whose whereabouts are unknown. These are usually children from families who have moved and not advised their school about where they have gone. The management of enrolment of these students was enhanced with the introduction of cross-sectoral workshops that provided information on processes and procedures. As at June 2013 the number of students whose whereabouts were unknown was 882.

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

The Western Australian Certificate of Education (WACE) requirements, established by the School Curriculum and Standards Authority (SCSA), changed in 2012. This meant students had to achieve a greater number of C or higher grades to achieve the WACE. In 2012, 97.0% of eligible Year 12 students achieved the WACE compared to 97.2% in 2011. There were 46 schools with 100% WACE achievement compared to 44 schools the previous year.

The number of students who gained an Australian Tertiary Admission Rank (ATAR) in 2012 was 5363, a slight decrease on the 2011 figure of 5420 students. The percentage of students who achieved an ATAR of at least 55, the minimum rank required for entry to a Western Australian public university, was 84.3% compared with 83.6% in 2011. In total, 127 students achieved an ATAR of 99 or more in 2012, including seven students with perfect ATARs of 99.95.

In 2012 SCSA removed the Certificate of Excellence from its awards program and replaced it with the Certificate of Commendation, which has similar but more challenging requirements.

The awards recognise outstanding achievements of students in their studies in senior secondary and, in 2012, 496 awards went to public school students.

Tamika Michie
Graduate - Carine Senior High School

Tamika was the highest achieving Aboriginal student in the State in 2012.

Schools developed vocational pathways that provided greater opportunities for further training and employment for students leaving school. In 2012 vocational programs were delivered in 151 schools to more than 19 500 students, mostly in Years 11 and 12. In addition, 6261 vocational certificates were achieved by Year 12 students, an 18.3% increase from the previous year. For the fourth year in a row, one of our students was named the top vocational student in Western Australia (the Beazley Medallist).

Five residential agricultural colleges, a large farm training centre and 13 smaller sites attached to district and senior high schools throughout Western Australia provided general agricultural education and entry-level vocational training. As registered training organisations, agricultural colleges prepared students for a wide range of careers in agriculture and allied trades. In February 2013 the colleges enrolled 502 students from across the State. Destination data gathered soon after students left the colleges indicated 97% of 2012 graduates were in employment, traineeships or further education.

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

In 2013 public schools accounted for approximately 84% of the 26 970 Aboriginal students undertaking school education in Western Australia. [Table A7](#) shows the trends in Aboriginal enrolments in recent years.

The apparent retention rate of Aboriginal public school students from Year 8 to Year 12 ([Figure A8](#)) showed a modest rate of growth from 2003, increased in 2008 reflecting the raised school leaving age and has gradually declined since then.

In 2012, 292 Aboriginal students achieved a WACE compared with 314 in 2011. Of the 46 Aboriginal students who had an ATAR, 29 achieved an ATAR of 55 or more (compared with 40 of 58 students in 2011). Some Aboriginal students were enrolled in other pathways, including secondary school engagement programs, vocational courses and traineeships. There were 169 Certificate II or higher qualifications achieved by Aboriginal students.

In 2012 the Aboriginal Tutorial Assistance Scheme provided supplementary tutorial assistance to improve the literacy and numeracy skills of 1444 primary Aboriginal students across 124 schools, 1122 lower secondary Aboriginal students across 70 schools, and 1961 senior secondary Aboriginal students across 79 schools. Significant changes, such as moving to a per capita funding model; replacing school applications with an automated process; and allowing schools greater flexibility in using funding relevant to local contexts, resulted in more students participating in the scheme.

To support the national language guarantee that all Aboriginal students have access to speech and language services, speech and language leaders operated in 44 schools identified as having the greatest needs. Support officers for speech and language provided assistance across the four language development centres, and professional learning, classroom modelling and advice to teachers of Aboriginal students.

In 2012 the Follow the Dream: Partnerships for Success program operated at 25 schools and supported students in neighbouring schools. Students in the program accounted for 17 (58.6%) of the 29 Aboriginal students in our schools who achieved an ATAR of 55 or more.

Through national partnership agreements, the Focus Schools program targeted schools with high Aboriginal student enrolment needing the greatest support. Under this initiative, 67 schools were supported through additional resources, planning and professional development.

The Clontarf Foundation uses Australian Rules football as a vehicle to attract and retain male Aboriginal students with poor attendance and behaviour. In 2012 the Foundation expanded to a network of academies operating in partnership with 22 public schools. Two new programs opened in Fitzroy Valley District High School and Coodanup Community College. In 2012 the attendance rate for Clontarf students was 14 percentage points higher than for Aboriginal students at host schools but not in the program. Of the Year 12 students from the 2011 Clontarf program, 65% were engaged in post-school employment, further education or training in 2012.

See also [Involve parents and the community in the life of each school.](#)

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

We provided for the needs of students through a range of inclusive and specialist support services, programs and resources.

The Schools Plus program provided supplementary funding to schools to support students who met eligibility criteria. This targeted funding enables students with disability greater engagement with learning. At 30 June 2013, \$313.7 million was allocated to schools which supported 8767 students (\$270 million supported 8219 students the previous year) or just over 3% of all our students.

In 2012, 1291 students in 63 schools participated in programs offered by the international Award Scheme Development and Accreditation Network and 336 students with special educational needs received endorsed program points towards their WACE.

In 2012 the Special Educational Needs schools: Disability; Sensory; and Medical and Mental Health were established to consolidate support services for students with disability and learning difficulties, and integrate services to teachers and students. The Special Educational Needs schools: Sensory; and Medical and Mental Health; provided services to students in the public and private school sectors.

The School of Special Educational Needs: Disability provided support to 3254 students with intellectual, physical, multiple disability, autism or learning difficulty. Approximately 100 Consulting Teachers supported school communities with advice on differentiated curriculum and learning adjustments, resources and equipment for students with disability, and professional learning.

The School of Special Educational Needs: Sensory supported 2010 deaf and hard of hearing students, and 407 students with vision impairment.

The School of Special Educational Needs: Medical and Mental Health supported 5260 students with severe medical and mental health issues, primarily on site at Princess Margaret Hospital.

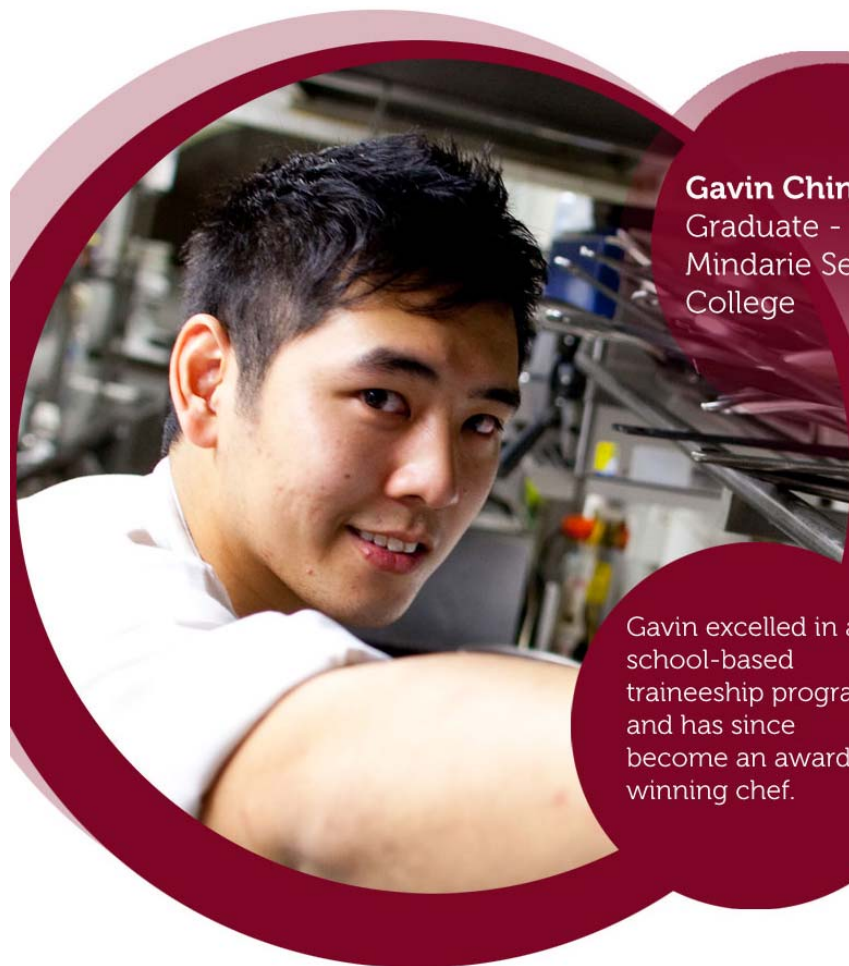
In 2013 we implemented a new model for delivering speech and language services that aims to strengthen language expertise available to students and provide greater support to teachers. Speech and language early intervention programs and support, outreach services, and the Aboriginal Early Childhood Speech and Language Initiative are now delivered to public schools statewide through the five metropolitan language development centres. Prior to implementation of the new model, the delivery of early intervention programs by language development centres and outreach services were independent of each other.

There was an increase in the number of Year 12 students with disability participating in a Vocational Education and Training (VET) in Schools program; from 281 students in 2011 to 348 students in 2012.

Students in country schools achieved 56 SCSA awards in recognition of their achievements in senior secondary school, and 27 country schools had 100% WACE achievement rates in Year 12.

Five of our country schools were among the 10 schools ranked “equal first” in the SCSA table, First 50 VET schools – achievement, through 100% achievement of a Certificate II or higher qualification in Year 12.

In 2012 the Secondary Assistance Scheme supported 20 498 students from low-income families to pay school contributions and charges, and purchase school uniforms. Payments of more than \$4.7 million were made under the education program allowance and more than \$2.3 million under the clothing allowance. The Scheme provides a clothing allowance of \$115 and an education program allowance of \$235 which is paid directly to public schools, and is used to offset the costs of voluntary contributions in Years 8 to 10 and charges in Years 11 and 12.



Gavin Chin
Graduate -
Mindarie Senior
College

Gavin excelled in a school-based traineeship program and has since become an award winning chef.

Expand opportunities for students to develop personal and social capabilities necessary for full participation in the workforce and society

In 2012 more than 18 200 Years 11 and 12 students were enrolled in VET in Schools programs, providing them with meaningful and challenging pathways to further training and employment while contributing to their WACE achievement.

Vocational educational and training programs included those delivered in school through to school-based apprenticeships and traineeships where students were engaged in the workforce while remaining as full-time students. In addition, there were specifically targeted VET programs including:

- pre-apprenticeships in schools providing pathways to traditional trade apprenticeships; and
- the Aboriginal School Based Training program providing pathways for Years 10 to 12 students to develop workplace readiness leading to school-based traineeships.

Programs endorsed by SCSA were used in schools to allow students to gain credit towards the WACE while providing them with opportunities to develop skills, knowledge and attitudes in areas suited to their needs and interests.

Workplace learning provided students with opportunities to access on-the-job training and career pathways. In 2012 eight schools received grants to establish career development projects for students. These schools, together with an additional 17 partner schools, started their projects in 2012. This was in addition to the 11 schools that received grants in 2011 for the three-year projects.

A transitional clothing allowance was available to schools where Year 7 students were integrated into secondary programs. In 2012 more than \$28 000 was distributed, benefiting 245 students in eligible schools.

In 2012 the Boarding Away From Home Allowance for Isolated Children of \$2105 a year supported 1676 students, amounting to just under \$3.5 million. A Special Subsidy of \$2105 a year was allocated to 260 students boarding at the Western Australian Colleges of Agriculture in 2012, amounting to more than \$0.5 million.

To further assist schools to address the complex challenges experienced by some students and their families, we have service agreements with a variety of not-for-profit organisations, including Parkerville Children and Youth Care Inc, YouthCARE, The Smith Family and Youth Futures WA Inc. Services included parenting workshops, playgroups, after-school sporting activities, secondary school transition programs and initiatives to foster employment and career pathways.

Expand and strengthen education for gifted and talented students

Our Gifted and Talented programs provided quality learning experiences to cater for the special learning needs of exceptionally able students in primary and secondary schooling.

In 2013 there are 2550 identified students in Years 5, 6 and 7 eligible to participate in courses delivered from local Primary Extension and Challenge (PEAC) centres, or online. Students were identified from the most academically able in each year level. Regional offices started work on improving PEAC program provision through governance and steering committees, quality assurance processes, and innovative practices to better meet the learning needs of the identified students.

In 2013, 17 secondary schools provided Gifted and Talented programs, offering a total of 950 placement opportunities in each year level for exceptional students in academic, arts and languages areas. There were 4181 applications for entry to Gifted and Talented programs in 2014 (for applicants who were at the time in Years 7 to 10) and for entry in 2015 (for applicants who were at the time in Year 6). The Selective Entrance Academic Program at Bunbury Senior High School commenced with Year 8 students in 2013.

Expand the use of technology to enhance student learning

The Connect prototype was trialled in 2011 to offer a place for teachers to communicate and provide information to parents about classroom activities; for students to access learning resources, and collaborate with teachers and other students; and for parents to view class notices, and their child's absentee records and academic progress. The trial provided strong evidence of the success of Connect in meeting teachers', parents' and students' needs. As a result, Connect was delivered to more schools through a managed implementation program.

The concept of flexible online curriculum delivery continued to grow this year as schools recognised the benefits of sharing specialist teacher expertise between school sites and of broadening subject options for students. Technology tools such as web conferencing, digital curriculum resources, email and online teaching and learning spaces provided new opportunities for students and teachers to connect beyond school walls.

Fourteen networked school clusters provided flexible online delivery of curriculum to students between school sites to better meet student demand for subjects. In addition, 52 schools used the e-learning advisory service to help with planning for integrating technology into teaching and learning.

A program to install interactive whiteboards in classrooms benefited 396 schools over the life of the program. This technology transforms students' classroom learning experiences through interactive education software programs.

Tara Losic
Graduate -
Rossmoyne Senior
High School

Tara studied in the Gifted and Talented Selective Languages Program and is now involved in medical research at a university level.



Access to online professional learning increased during the year with the publication of six new courses. There are now 22 online courses available. There was also increased engagement with this relatively new form of adult learning with new course completions up by more than 20% to more than 15 000 in the year.

Nine schools were supported in building their information and communication technologies (ICT) capability through the Microsoft Partners in Learning Program. These schools undertook to deliver professional learning in their schools, regions or clusters. Two schools achieved Worldwide Mentor School Status and represented Australia at the Microsoft Global Forum in Prague in November 2012. The program provided ICT peer coaching training opportunities for partner schools. Using a train-the-trainer approach, these coaches in turn trained a further 20 teachers from 15 schools.

A new calendar and email service for students was introduced to provide new and modern opportunities for collaboration and communication between students and teachers. Further services, such as accessing email from mobile devices including smartphones and tablets, are planned for next year.

We worked towards providing an online, cloud-based email service (Education 365) to enable students to securely access email at school and from home via the Department's portal. During the year, extensive integration and field trial work resulted in the rollout of this service to more than 200 000 students.

Improve student engagement with learning

The 2012 participation rate of Years 11 and 12 young people who were in school or participating in other approved education, training and/or employment options was 96.0%, up from 95.6% in 2011.

Schools developed programs for secondary students at risk of disengaging from school. In 2012 we allocated more than \$5.5 million to 93 schools for engagement purposes as part of their overall allocation for secondary school programs.

In 2012, \$2.5 million was allocated to regions to develop education and training participation

plans to support 16 and 17 year olds access appropriate schooling, further education and training, employment or community-based programs. The funding was realigned in 2012 to support 31 initiatives operated by schools, community organisations and registered training providers to meet the specific needs of young people at risk of disengaging from school and those who had already disengaged from education.

Aboriginal Innovation Schools focused on increasing student engagement with learning by working with alternative class structures, curriculum design and teaching practices. These schools received funds to coordinate services from a range of local businesses, agencies and community groups to develop targeted support programs for Aboriginal students and their families.

Implement the Australian Curriculum from Kindergarten to Year 12 and national quality standards in the early years

To support the phased implementation of the Australian Curriculum, we continued the extensive familiarisation program for schools and teachers which first started in 2010. In July 2012 implementation of the curriculum for Pre-primary to Year 10 for the Phase One learning areas of English, mathematics, science and history commenced.

In 2012 we distributed more than \$861 000 to all secondary schools with a Year 8 cohort to support implementation of the Australian Curriculum. This was in addition to the \$4.8 million distributed to schools and school networks in 2011.

Throughout 2012–13, 219 nominated teachers, representing each education region, completed a fully funded train-the-trainer program in one of the four learning areas of English, mathematics, science and history. The program provided common messages and resources to support networks and schools to implement the Australian Curriculum.

Our Curriculum Support website was redesigned to focus on the Australian Curriculum and provided schools with advice and practical resources to ensure teachers had up-to-date

information throughout the implementation period.

In 2012, 62 Teacher Development Schools provided learning and teaching support to implement the Australian Curriculum to 9929 participants including teachers, school leaders and education assistants. Support was provided through professional learning, individual advice and support, online discussion groups, mentoring and work shadowing opportunities.

Specialised support was provided for 2811 teachers of students with English as an additional language or dialect, and students with special educational needs. Support focused on sharing expertise to build positive behaviour and communication strategies to provide students with better access to the Australian Curriculum.

Primary Teacher Development Schools also supported the Early Years Learning Framework and the National Quality Standard. In 2012 these schools shared curriculum expertise and exemplary teaching practices with more than 10 000 participants.

We extended the range of online curriculum resources and national digital resources aligned to the Australian Curriculum. Teachers accessed these via our Resources Online portal and through the national resource portal Scootle.

We participated in national steering and advisory groups to determine priorities for developing and sharing digital resources to support implementation of the Australian Curriculum. We also contributed online digital resources to the national pool.

The State Government continued its commitment for Kindergarten programs in Western Australian schools to meet or exceed the new National Quality Standard for education and care. Kindergarten provision continued to be regulated through the *School Education Act 1999*. In collaboration with the non-government school sector, we explored procedures to incorporate the standard into existing school quality assurance arrangements.

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

At the start of 2013, 255 schools operated as Independent Public Schools, representing about 33% of our schools and about 50% of the total teacher and student populations.

Eighty-four schools started the 2013 school year as new Independent Public Schools – the largest group commencing at any one time. Staff from these schools accessed a comprehensive four-month training program in 2012 to support transition to Independent Public Schools status.

In January 2013 the State Government announced the introduction of a new development program to actively build the capacity of schools to become and operate as Independent Public Schools. Planning of the program began in 2013, with implementation through 2014. The next intake of Independent Public Schools, to commence in 2015, will be selected from this program.

Delegate appropriate authority to principals

The [Independent Public Schools](#) initiative continued to make available flexibilities for principals to consider within their local contexts. These included the areas of curriculum, student support, human resources, financial management and procurement, and building and facilities.

From July 2012 all principals across the sector were given greater flexibility to select and appoint staff to suit the contexts of their schools.

See also [Provide principals with greater authority to develop staffing profiles, and select and appoint staff](#).

Provide opportunities for school staff to develop skills to match delegated authority

Opportunities were provided for staff at all levels to develop their skills and competencies.

Our Institute for Professional Learning coordinated an extensive range of programs for school leaders, teachers and support staff that responded to the diverse needs of schools and prepared staff to manage the increased autonomy available to their schools.

Between August and November 2012, principals, staff and registrars/business managers of 84 new Independent Public Schools accessed a comprehensive training program to support transition for the start of 2013. Training covered a range of topics including flexibilities and responsibilities of Independent Public Schools, one-line budgets and finances, student target setting, human resources and workforce planning, and business planning.

See also [Disclosures and legal compliance – Workforce](#).

Configure the delivery of schooling across the State to best meet the educational needs of students

To improve curriculum access and educational provision, Yintarri Remote Community School became an annexe of East Kalgoorlie Primary School at the beginning of Term 3, 2012.

From the start of 2013 we consolidated enrolment of students beyond the age of compulsory education to five secondary schools in the metropolitan area: Canning College, Tuart College, Cyril Jackson Senior Campus, North Lake Senior Campus and Sevenoaks Senior College. In country areas, all post-compulsory aged students could continue to enrol in their local schools or online at Tuart College. The Schools of Isolated and Distance Education enrolled students beyond the compulsory education period if they were engaged in programs that had been approved by the Director General, such as the Trinity Learning Centre for Teenage Mums.

We continued to liaise with local government, the land development industry and Department of Planning to identify and set aside new school sites, particularly in areas of significant growth

such as Baldivis, Mandurah, Alkimos/Eglington, Ellenbrook/Aveley and Harrisdale.

We worked with local governments, the Department of Local Government and Communities, and Department of Sport and Recreation to maximise the shared use of education facilities. Together we are in the process of finalising a shared use guide for all stakeholders in the land development industry. We met regularly with local government agencies to discuss the development and coordination of infrastructure at future school sites.

We continued to evaluate how residential dwelling numbers and anticipated student numbers from new developments impact on proposed school sites.

See also [Deliver strategic infrastructure and information and communication technology to provide students with contemporary learning environments](#).

Encourage diversity across 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.

At the beginning of 2013, 111 Approved Specialist Programs were offered at 60 secondary schools across the State, including 11 country schools. There were 47 sports, 32 academic and 32 arts programs providing students with opportunities to develop specific interests and passions. During 2012–13, quality assurance reviews were conducted for 11 programs at nine schools and two new programs were endorsed to start in 2014.

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

Students unable to attend regular schools for a variety of reasons or unable to access sufficiently broad curricula at local schools studied through the Schools of Isolated and Distance Education. Approximately 3500 online lessons were delivered each month in 2012 compared with 3000 each month the year before. At the end of 2012 approximately 2500 users (students and teachers) were enrolled across 500 courses using the online virtual environment.

The Schools of the Air in Carnarvon, Derby, Geraldton, Kalgoorlie and Port Hedland enabled parents, particularly those living in very remote areas of the State, to access education for their children. Parents also had the option to home school their children and 2211 students were registered to receive home education in Semester 1, 2013.



Claire Tonkin
Graduate - Schools of Isolated and Distance Education

Claire is a successful scriptwriter and storyteller, and recently became TEN Network's drama executive at age 27, the youngest person in Australia ever to do so.

Encourage groups of schools to work together to improve student access to high quality education programs

Schools continued to work together to ensure students had access to a wide range of programs, particularly for the half cohort of students that entered senior secondary schooling in 2013.

This included schools continuing to work as part of curriculum collaboratives with other schools to provide quality learning opportunities for students. Opportunities included greater access to senior secondary courses and vocational qualifications; joint approaches to implement the Australian Curriculum in lower secondary schools; sharing of staff expertise, mentoring and good practice; professional learning opportunities; and sharing physical resources and information technology.

As part of the four-year Stronger Smarter Learning Communities Project, seven schools worked with affiliate schools and their communities to develop local strategies to improve outcomes for Aboriginal students. These included the development of a community-led staff induction process, development of a secondary hairdressing engagement program, career education for Aboriginal students in primary schools and a school-community cultural experience to assist neighbouring schools to teach cultural aspects of Years 3 and 4 history outcomes in the Australian Curriculum.

Schools again took the opportunity to apply for Independent Public School status as part of a cluster. Five clusters comprising 13 schools began operating as Independent Public Schools at the beginning of the 2013 school year. This took the total number of clusters to 16 comprising 46 schools.

Involve parents and the community in the life of each school

Principals were assisted by their school councils (boards for Independent Public Schools) in encouraging meaningful parent and community participation and developing partnerships with community organisations, local employers and businesses.

Councils/boards actively sought the views of parents and led school community conversations about key issues and challenges in education. Principals used the expertise, skills and contacts of council/board members to complement the educational expertise of school staff. In partnership with principals, councils/boards also shaped and monitored the key objectives, priorities and financial arrangements of schools. School boards were signatories to Delivery and Performance Agreements of Independent Public Schools.

More than 500 principals, board chairs and board members of schools that began as Independent Public Schools in 2013 participated in comprehensive school board training in metropolitan and country areas.

The School and Community Partnerships project fostered cooperative partnerships between schools, parents and local communities to improve outcomes for Aboriginal students. Formal partnership agreements were finalised in 18 schools during the year and work on an additional 26 continued.

Under our Aboriginal Innovation Schools initiative, six schools identified to work with their communities, developed and shared innovative practice to improve outcomes for their Aboriginal students. Contracted facilitators supported the schools to build on and extend current school community partnership agreements to include local agencies and businesses. These enhanced agreements will be developed by December 2013. Each school formed an innovation team to act as a steering group for Aboriginal education innovations in the school. The team is made up of two staff members and two Aboriginal community members representative of the community. A progress report and vodcast of each school's local innovations is [online](#).

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

The Government's four-year \$47.7 million Better Behaviour and Stronger Pastoral Care Strategy continued to be implemented in 2012. Ongoing support for behaviour centres, school psychology services and the school chaplaincy program were key elements of the strategy. It also supported the Positive Parenting Program (Triple P),

Promoting Alternative Thinking Skills (PATHS) program, Curriculum and Re-engagement in Education (CARE) schools, Classroom Management Strategies (CMS) and Youth Mental Health First Aid.

In 2012, 505 students were supported through behaviour centres as part of the continuum of support to help schools manage and engage students with severely challenging and violent behaviour.

In 2012 an average 277.2 full-time equivalent school psychologists were employed, providing specialist support to schools and students. They continued to work with schools to enhance learning and behavioural outcomes of students, with each school allocated school psychologist time based on need. They provided social-emotional, behaviour management, mental health and learning support for students, as well vital critical incident support to schools.

School psychologists also continued to coordinate and facilitate preventative mental health programs such as PATHS, Triple P and Youth Mental Health First Aid.

To maximise the quality of school psychology support to schools, 25 Lead School Psychologist positions were appointed in July 2012. These staff supported schools in dealing with complex student issues and responding to critical incidents. They also provided professional support to school psychologists.

School psychologists from the Specialist Behaviour Team provided schools and regions with high level consultancy and support to manage students with extreme and complex behaviours. They built on strong evidence that linked effective school-wide structures and practices with reductions in anti-social behaviour, including more extreme behaviours such as physical violence. They also promoted the Positive Behaviour in Schools model and linked this with the CMS program to build an information system to assist schools to identify and adapt effective behaviour management practices to suit local needs.

A formal agreement to provide school psychology services to all private schools in the Kimberley started in 2012 and continued in 2013. Two

additional school psychologists are employed so the Kimberley team can service these schools.

In 2012 every region had trained PATHS facilitators. There were 127 public schools that implemented the program and a number of private schools accessed the PATHS program.

In 2012 there was a notable increase in the number of students placed into CARE schools (123 compared to 26 in 2011), as regions and schools became more familiar with this educational option for severely disengaged students. A referred case management approach, developed with the Department of Education Services, was used to place students.

During the year 756 staff completed the CMS foundation program, 485 staff completed Instructional Strategies and 58 staff completed Conference Accreditation Training. A new CMS education assistant professional learning program was introduced with 669 education assistants completing program modules.

In 2012 CMS focused on providing an increased level of support for country schools with greater needs, particularly in the Kimberley and Goldfields regions. It also expanded to include development and delivery of modules for education assistants.

In 2012, as part of our pastoral care for students, 591 schools (573 in 2011) accessed chaplaincy services under a service agreement with YouthCARE. Services in country areas expanded as the support chaplain role was extended to schools in all rural and remote regions with 225 of these schools now having access to chaplaincy services. Fly-in fly-out support chaplains appointed to the Pilbara and Kimberley provided services to a core number of schools. They also worked with education regions and community groups to support the future expansion of services to other interested schools. An evaluation of the effectiveness of YouthCARE school chaplaincy, completed in 2012 by The University of Western Australia's Centre for Vulnerable Families and Children, found high levels of satisfaction with and support for this service by schools, parents and communities.

Schools collaborated with officers from the Department for Child Protection and Family Support to develop documented education plans for children in care to address their educational needs. As at June 2013, 2020 (87%) of the 2319 children in care in our schools had documented plans. The process for extracting data regarding the improvement in educational status of children in care, and the gap in educational status compared to their peers, is being developed.

To ensure safe environments in schools, we suspended students from school for any acts or omissions that impaired the good order and proper management of the school. In 2012 there were 25 988 suspensions involving 11 715 students. This compared with 25 136 suspensions involving 11 817 students in 2011. The number of students suspended in 2012 represented 4.4% of the total student population (compared with 4.6% in 2011). Physical assault/intimidation of other students (31%) and violation of the school code of conduct (27%) were the most common reasons for suspension. These rates were comparable to those in 2011.

Data indicated that suspension remained an effective strategy in addressing student behaviour. Fifty-six per cent of students suspended were suspended only once, compared to 57% in 2011. The average period of suspension was 2.2 days, unchanged from 2011. Suspension of up to five school days may be applied to students who breach school discipline and up to 10 school days for serious breaches of school discipline.

In 2012 there were 34 students recommended for exclusion, with 25 accepted by the Director General. This represented a substantial reduction from recent years, including 2011 when 55 exclusion recommendations were made and 47 were accepted by the Director General. The decrease may in part be attributed to the half cohort being in Year 10 which historically is a point when exclusions peak. Excluded students were required to be in other educational placements (such as other public schools, behaviour centres or the Schools of Isolated and Distance Education), engaged in training, in CARE schools or in employment.

Prepare for the smooth transition of Year 7 to secondary school

To support the move of Year 7 students to secondary settings the Government has provided \$229.6 million for capital works and \$22.4 million for teacher training. Work commenced on the additional classrooms and facilities at 29 secondary schools to ensure all are completed for the start of the 2015 school year. A teacher training program called Switch was developed to provide options to support primary teachers to teach in secondary schools and secondary teachers to teach additional specialist subject areas.

A dedicated Year 7 Project Team has been established to provide strategic leadership and coordination of the Year 7 initiative and support to schools and principals to implement the change. Support included an intranet site with a range of resources and professional learning opportunities for staff and school communities.

For the broader community, a website was developed to provide information to help families understand the change.

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

Overall \$100.5 million Royalties for Regions funds have been allocated to a regional schools plan for 2010 to 2014 to address challenges facing education in regional and remote areas. Capital funding, including the Pilbara Cities Royalties for Regions funds for the Hedland Senior High School refurbishment and a trade training centre in Karratha, aims to improve and modernise existing school infrastructure.

In January 2013 the State Government announced funding of \$4.9 million from its \$50 million Pilbara Cities Education Fund to increase broadband and set up e-learning services in the Pilbara. The program, to begin in July 2013, will provide every school with increased bandwidth and access to the online learning service Connect for students, teachers and parents.

The Regional Workers' Incentive Allowance (\$3.5 million in 2012–13) helped schools attract and retain high quality support staff through additional regional payments.

In 2012 just under \$3.5 million was provided through the Boarding Away from Home Allowance for Isolated Children to support eligible resident Western Australians whose school-aged children did not have reasonable daily access to appropriate primary and/or secondary schools and were required to board away from home. In 2012–13 the Royalties for Regions funds allocated \$2 million to this allowance for eligible secondary students.

The Foodbank WA School Breakfast Program operated in schools with a low index of community socio-economic advantage in regional and remote areas. The program ensured students had breakfast each morning and were more likely to be ready to learn. During 2012–13 we contributed \$195 000 to this program.

The Clontarf Foundation was particularly active in regional areas to support male Aboriginal students with poor attendance and behaviour (see also [Support innovative strategies to close the educational achievement gap between Aboriginal students and their non-Aboriginal peers](#)).



Hayley Warren
Graduate - Albany Senior High School

Hayley's invention of a fast and accurate medical device for measuring joints has taken the physiotherapy field by storm and she is now striving to implement it internationally.

Priority 3: High quality teaching and leadership

The basis for improving student learning outcomes is high quality teaching and leadership.

The Western Australian Public Sector Annual Reporting Framework requires agencies to report on staffing policies, recruitment and retention, and staff development under specific sections.

Challenges and achievements in relation to the outcome areas below are detailed under [Disclosures and legal compliance – Workforce](#):

- Attract, retain and develop high quality teachers and leaders, including the use of new incentives
- Provide all staff with access to high quality professional learning opportunities
- Support school-based networks that provide professional support for teachers and school leaders
- Introduce new national professional standards for teachers and principals
- Ensure sound workforce planning for future needs

- Coordinate professional learning and leadership development
- Support high quality, innovative teaching, assessment and reporting practice among teachers
- Provide principals with greater authority to develop staffing profiles, and select and appoint staff
- Introduce workforce reform that benefits students and learning.

Challenges and achievements in relation to the outcome areas below are detailed under [Disclosures and legal compliance – Compliance with public sector standards and ethical codes](#):

- Build a culture of high expectations and high performance
- Ensure high standards of professional conduct and ethics.

Katie O'Donnell
Graduate -
Mirrabooka Senior
High School

Katie's rare form of muscular dystrophy has not stopped her from becoming communications manager at Variety WA, singing in the Variety Choir and coordinating record-breaking fundraising events.



Priority 4: A capable and responsive organisation

Using resources wisely and making open and transparent decisions build community confidence in public education.

Provide greater equity, transparency and flexibility in school resourcing

To streamline resourcing processes and reduce acquittal requirements, we continued to provide each school with one allocation which included base funding (school grant) and funding for specific programs (including the school support programs resource allocation). This provided flexibility for each school to direct funds to strategies and interventions for their students. In 2012, \$150.8 million in school grant funding was distributed, compared with \$140.4 million in 2011. In addition, special purpose payments of \$217 million (\$203 million in 2011) were transferred to schools.

From the beginning of the 2013 school year, all 255 Independent Public Schools operated with one-line budgets that increased the capacity of principals to manage their school resources to achieve optimal outcomes for students.

Improve budget performance and efficiency

The Department managed its finances within budget in 2012–13 (see also [Financial statements](#)).

Schools were able to better plan for the needs of their students and maximise the efficient and effective use of their resources through the introduction of a new School Budget Reporting System which provided schools with high quality, on-demand resource and one-line budget information.

Work also progressed on the development of a new, fairer school funding model which will direct resources to where they are most required based on student need.

Budget efficiency measures in 2012–13 were focused on central and regional offices. Savings were achieved through reductions to central and regional office staffing levels; cessation of non-essential travel; reduced use of consultancy services; accommodation savings; vehicle fleet reductions; and procurement savings.

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

Schools and teachers continued to use results from classroom, State and national assessments to analyse the performance of their students and plan for improvement. Schools produced annual reports and these were published on [Schools Online](#) along with substantial information relating to the performance of schools. Information was also made available to the Australian Curriculum Assessment and Reporting Authority for reporting on the [My School](#) website.

Accountability of Independent Public Schools was enacted through Delivery and Performance Agreements between the Director General, principals and chairs of school boards. This formed the basis of annual professional reviews of principals and feedback on their performance from the Director General. Principals provided regular reports to their boards on school performance. Boards also participated in selecting principals when vacancies arose.

Independent reviews of the first 34 Independent Public Schools, conducted by the Department of Education Services, were completed during the year. These schools are in the final year of their Delivery and Performance Agreements. We provided the Department of Education Services with school performance data and support for training reviewers.

Regional executive directors were responsible for principal professional reviews in schools that were not Independent Public Schools. They accessed comprehensive performance information about each school in the region and a flexible budget that enabled them to intervene in those schools where performance was considered to be of concern.

In 2012–13 our Expert Review Group conducted comprehensive reviews of 15 schools where performance was of concern. These reviews resulted in prescribed customised strategies to improve school performance.

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Follow-up reviews at six months and again at 24 months evaluated progress relating to prescribed improvement strategies and findings. Eighteen follow-up reviews at six months and 20 follow-up reviews at 24 months were completed. Full integration of prescribed improvement strategies was monitored by regional executive directors. Three comprehensive reviews of schools where performance was of a consistently high standard were also conducted and the information shared with other schools.

Performance enquiries that concentrate on a specific aspect of school performance were undertaken in 12 schools. Reports were prepared for principals outlining the findings and a range of improvement recommendations. Regional executive directors supported schools to implement recommendations and monitor progress. Self-assessments of progress are prepared by the principal six months after receiving the report.

In 2012–13, 269 audits were undertaken across schools, business systems and information systems to help improve operations.

During 2012 seven schools were involved in an electronic use copyright survey. The survey operates as a snapshot of what resources were being copied and saved electronically for educational purposes and how much was copied, including the copying of material from websites. All teachers in these schools were legally bound to participate in the survey, which lasted for four weeks. The Copyright Agency Limited used the data to remunerate creators and owners of websites for use of their work in schools. In 2012 the Department paid more than \$5.9 million in copyright costs on behalf of public schools. Of this, more than \$5.8 million was paid to collecting agencies under statutory and voluntary licences to reproduce copyright materials for educational purposes.

Foster innovative governance and educational practices, systems and initiatives

The Department's instruments of delegation underwent a comprehensive annual review in 2012 to improve the efficiency, cohesion and consistency of the instruments. The revised delegation process and format more closely reflects our needs as a large, multi-divisional

agency while ensuring strict adherence to relevant legislation.

The Independent Public Schools initiative fostered innovative governance practices through school boards which differed from councils of other schools in a number of important ways. Independent Public School principals worked with their boards to maximise their functions and community representation; and endorse Delivery and Performance Agreements, one-line budgets and business plans.

Training of school boards was included in the transition program of all incoming Independent Public Schools and ongoing support was provided to schools as they moved from councils to boards.

Innovative teaching and learning approaches were progressed in 43 schools that received grants in 2012 as part of the Director General's focus on [supporting innovation in schools](#). This initiative gives schools the opportunity to challenge accepted educational approaches and develop innovative solutions beyond those currently delivered.

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

Our asset investment program expenditure for 2012–13 was \$501.3 million compared with \$695.7 million last year.

The State Government budget included funding for new schools which opened at the beginning of the 2013 school year in areas with expanding populations. These included Baynton West Primary School, Pearsall Primary School, Tuart Forest Primary School, West Byford Primary School, Baldivis Secondary College and Butler College, and replacement schools for Yakamia Primary School and Governor Stirling Senior High School.

Children and family centres funded through a Commonwealth initiative were completed at Halls Creek, Fitzroy Valley and Kununurra, and construction began at centres in Roebourne and the Swan region.

Planning is in the final stages for 10 child and parent centres with construction expected to commence during 2013.

Construction of early childhood annexes in South Landsdale and Baldivis commenced. These will relieve accommodation pressure at Landsdale and Ashdale Primary Schools and Settlers Primary School in Baldivis. Construction also began at five new primary schools in Hammond Park, North Butler, North Yanchep, Treendale and Wandina (Geraldton).

Planning commenced for four new primary schools in Golden Bay, Lakelands, North Broome and Baldivis. These schools will be completed for the start of the 2015 school year.

Stage 2 of Karratha Senior High School continued with construction to be completed in July 2013. Construction also continued on Stage 1 of Byford Secondary College which is scheduled for completion for the start of the 2014 school year. Construction of Stage 2 at Dalyellup College also continued and is scheduled for completion in 2014.

Documentation for the Stage 1 redevelopment at Willetton Senior High School and Stage 2 at Halls Head Community College is almost complete with construction due to commence during 2013.

Under the Commonwealth Government-funded East Kimberley Development Package, redevelopment of Kununurra District High School and remote community schools were completed.

Redevelopments of Dongara District High School, Exmouth District High School and the Western Australian College of Agriculture – Harvey were completed, and redevelopments at Bullsbrook College and Applecross Senior High School were in their final stages.

The capital works program to relocate Year 7 students to secondary schools commenced. Twenty-nine (29) schools are to receive capital works to accommodate Year 7 students. Of these, two are under construction with the remaining to commence works during 2013. All capital works are to be completed for the start of the 2015 school year.

Funding of \$20.5 million has been allocated for upgrades to district high schools. Documentation is underway with construction commencing during 2013. Funding was also provided for administration upgrades, covered assembly areas, library resource centres and upgrades of science, and design and technology facilities.

Works to provide additional accommodation at Wembley Primary School, West Leederville Primary School and North Cottesloe Primary School commenced.

Under the Royalties for Regions' Regional Schools Plan, works continued at 12 regional schools.

By the end of the financial year, 33 trade training centres were built or under construction and two were in final development stage. Preliminary planning was also underway for a further five centres throughout the State. The \$2.5 billion national program over 10 years is anticipated to finish in 2016–17. The centres allow students from Years 9 to 12 to access industry-standard vocational training to improve Year 12 retention rates and enhance pathways into vocational careers. The centres also help address national skills shortages in traditional trades and emerging industries.

A \$52 million program over four years to air cool all schools across the State was announced by the Government in the May 2011 State Budget. The first stage of the air-cooling program was completed at 194 schools in 2012–13. Stage 2 of the program commenced in May 2013 and will be completed in June 2015.

Detailed information about major capital works is in [Tables 4 and 5](#).

Sustainability continued to be a focus in the design and operation of public schools in Western Australia, with all new schools featuring energy efficient lighting and appliances, and incorporating green design principles where practical such as natural ventilation and the hydro-zoning of the soft landscapes.

Funding through the National Solar Schools Program ended on 30 June 2013, with all projects to be finalised by 30 September 2013. The program has benefited 377 schools through grants of up to \$50 000 per school. Grants were

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primarily used to install Solar Photovoltaic systems which have generated direct savings to schools of up to \$400 per kilowatt a year. Other initiatives funded through these grants included retrofitting low energy lighting, solar water heating, and rain water harvesting.

In June 2013, 701 sites (including State Training Providers) were protected by electronic security systems, compared with 695 in June 2012. As at 30 June 2013, 1746 break-ins, 5138 instances of wilful damage and 14 acts of arson were reported to the Department for 2012–13. This represents a 2.5% increase compared to the same time last year, but the cost of repairs and replacement increased three-fold to almost \$21 million. This unprecedented increase in cost can be attributed to a fire at Mount Lawley Primary School, which accounted for more than \$13 million.

In 2012–13, 15 information and communication technologies (ICT) contracts were established with a combined contract value of \$46 million. As at 30 June 2013, we managed a total of 69 contracts with a combined value of \$832 million.

The Notebooks for Teachers Program provided more than 11 000 notebook computers to teachers under lease arrangements, complete with software, introductory training, insurance and support for work for three years.

Schools received support for centrally managed network devices and computers across extended support hours each day.

An upgraded Standard Operating Environment (SOEv4) continued to be rolled out to schools participating in the National Secondary Schools Fund and the Learning with ICT programs. To date the new environment (including hardware, software and associated configurations) has been implemented in 262 schools. In July 2012 the Department was the State and national winner in the e-Government category of the iAwards for implementing this new environment. The iAwards honour both companies at the cutting edge of technology innovation as well as leading professionals across the ICT industry.

There are now 279 schools using SMS software to communicate with their school community. A process has been developed that allows emergency messages to be sent to school

communities on behalf of schools when they have been unable to access their SMS software.

This process has been used in the case of severe storms, flooding and fire.

Work commenced on the Australian Curriculum Connect project to provide the technical framework to allow integration of the Australian Curriculum with our teaching, learning and reporting systems.



Jafri Kuthubutheen
Graduate -
Willetton Senior
High School

Jafri is an
acclaimed ear,
nose and throat
surgeon in Perth.

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

The Department supports schools, regions and central office business areas to develop partnerships with a range of corporate, non-government and government agencies. Where this includes sponsorship, the Department provides a brokerage role between the State Solicitor's Office, the school or business unit and the potential sponsor. Examples of existing partnership arrangements include BHP Billiton, Rio Tinto, Chevron, Woodside and Gumala Aboriginal Corporation.

The Pilbara Education Partnership Agreement, a joint initiative with BHP Billiton Iron Ore, continued in 2012. It included programs targeting attraction and retention of teachers, student attendance, literacy and numeracy, mathematics education, science education and school transitions. The agreement supported nine public schools and one private school in Port Hedland and Newman.

During 2012 Karratha Senior High School and Woodside Energy continued a sponsorship agreement. The agreement sought to improve students' ATAR scores, retention of teachers and increase extra-curricular opportunities for students.

Teachers from public and private schools continued to work together under a cross-sectoral project to further develop teaching and assessment activities around the Australian Curriculum. The focus of the work was Pre-primary to Year 10 for English, mathematics, science and history and the activities produced have been made available to all teachers through the [Cross Sectoral Website](#). Professional learning modules will be developed around assessment tasks. Teachers continued to take part in workshops on the validation process for national student achievement standards.

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

We are committed to ongoing review of our performance to improve the delivery of services, programs and initiatives. This includes ensuring appropriate performance and statistical information is available for strategic planning and management, and for monitoring and reporting system-level performance.

An [evaluation of the Independent Public Schools initiative](#) was completed by the University of Melbourne in partnership with Shelby Consulting. The evaluation examined the impact of the initiative on the effectiveness and efficiency of participating schools and on the broader public school system. Findings from the evaluation will inform future development of the initiative including the new selection and development program being introduced to school communities that want to become Independent Public Schools in 2015.

In addition to meeting system reporting requirements, data from an annual survey of student intentions and satisfaction provided individual schools with valuable planning and evaluation information. All students in their final year of schooling were given the opportunity to complete the post-school intentions and student satisfaction survey. Responses from more than 9300 Year 12 students in 2012 are reported in [Table A18](#).

We recognise the value of quality research in education and support research conducted by external parties. In 2012–13 we approved 93 applications to conduct research on our sites, including a number of substantial Australia-wide studies. The findings of research projects are considered by the Department and used to inform future operations.

We participated in national working groups that compared and benchmarked our performance with that of the other states and territories.

High quality services to the Minister for Education and State Government

During 2012–13 we ensured responses to Ministerial correspondence, briefing requests, Parliamentary questions and Cabinet requests were accurate and provided in a timely manner. We identified issues and trends from correspondence, updated current issues and provided training to staff.

Further information is in Table 3.

Table 3: Ministerial requests processed 2010–11 to 2012–13

Type	2010–11	2011–12	2012–13
Letters	2 089	1 942	1 508
Briefing notes/advice	989	1 062	801
Answers to Parliamentary questions	412	357	165
Cabinet comments	61	38	35
Current issues reports	8	9	5 ^(a)
Totals:	3 559	3 408	2 514 ^{(b) (c)}
Percentages processed on time	85	90	94

Source: Ministerial Services

- (a) On average, each report contained 28 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 due to the budget not being handed down until 8 August 2013.
- (c) The figures for 2012–13 are based on the total number of responses provided, not the number of requests received as in previous years. This means that figures for types of Ministerial requests in 2012–13 are not comparable with previous years.



Disclosures and legal compliance

Pricing policies

The *School Education Act 1999* and *School Education Regulations 2000 (the Regulations)* govern our processes for setting fees, charges and contributions. Under the Act, no student of compulsory school age can be denied access to the standard curriculum because of unwillingness or inability to pay charges or contributions. Some adult and overseas students, however, are required to pay to access the standard curriculum in public schools.

Regulations 61 and 141 limit the amount of voluntary contributions that can be requested of parents. The limits are currently \$60 for primary and community kindergarten students, and \$235 for secondary students. The actual value of voluntary contributions and charges sought from parents is determined by principals and may be set lower than these limits.

All charges, contributions and requests for items of personal use (for example, stationery) must be approved by school councils/boards and communicated to parents at least two months before the school year begins.

The following are compulsory:

- course charges in Years 11 and 12 – the Education Program Allowance through the Secondary Assistance Scheme provides \$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, excursions, camps, visiting performances, graduation dinners and balls);
- fees for particular categories of overseas students; and
- residential accommodation fees.

Details are provided in our *Contributions, Charges and Fees* policy.

Major capital works

Table 4: Completed major capital works ^(a) 2012–13

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)	
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)				
New secondary schools								
Dongara District High School replacement	2013	30 000	30 202	(202)		0.7		
Sub-totals:		30 000	30 202	(202)				
Additional stages to secondary schools								
Comet Bay College (Stage 2)	2012	25 000	20 252	4 748		(19.0)	Lower tender result	
Sub-totals:		25 000	20 252	4 748				
Additions and improvements to secondary schools								
Busselton Senior High School upgrade	2012	3 000	2 799	201		(6.7)	Lower tender result	
Churchlands Senior High School music auditorium expansion	2012	10 000	10 392	(392)		3.9		
Eastern Hills Senior High School	2012	2 000	1 915	85		(4.3)	Higher costs due to change in scope including school contribution	
Hampton Senior High School	2013	2 000	3 148	0		57.4		
Kalamunda Senior High School	2012	5 000	4 612	388		(7.8)	Lower tender result	
Padbury Statewide Services	2013	4 500	4 500	0		0.0		
Rossmoyne Senior High School upgrade	2013	14 000	13 500	500		(3.6)		
Sub-totals:		40 500	40 866	782				
Additions and improvements to district high schools								
Donnybrook District High School	2013	5 000	4 820	180		(3.6)	Budget reallocated to the projects within the Easy Kimberley Development Package \$15 million was original allocation; additional work included will be funded by Shire Budget reallocated to the projects within the Easy Kimberley Development Package Budget reallocated to the projects within the Easy Kimberley Development Package Budget reallocated to the projects within the Easy Kimberley Development Package Budget reallocated to the projects within the Easy Kimberley Development Package Budget reallocated to the projects within the Easy Kimberley Development Package	
Dawul Remote Community School – East Kimberley Development Package	2012	0	712	(712)				
Exmouth District High School	2012	15 000	15 834	(834)		5.6		
Jungdranung Remote Community School – East Kimberley Development Package	2012	0	100	(100)				
Kalumburu Remote Community School – East Kimberley Development Package	2012	0	638	(638)				
Oombulgurri Remote Community School – East Kimberley Development Package	2012	0	175	(175)				
Wyndham District High School – East Kimberley Development Package	2012	0	1 700	(1 700)				
Sub-totals:		20 000	23 979	(3 979)				

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Additions and improvements to agricultural colleges							
Harvey redevelopment	2013	25 000	26 514	(1 514)		6.1	Project scope increased
Narrogin student and staff accommodation upgrades	2013	18 000	19 460	(1 460)		8.1	Project scope increased
Sub-totals:		43 000	45 974	(2 974)			
New primary schools							
Aubin Grove (Atwell) Primary School	2012	14 250	12 904	1 346		(9.4)	Lower tender result
Aveley (Ellenbrook) Primary School (2012)	2012	14 250	10 042	4 208		(29.5)	Lower tender result
Campbell Primary School Kindergarten/Pre-primary transportables	2012	1 500	1 196	304		(20.3)	Provision for transportables funded through alternative budget
Greenwood (Allenswood) Primary School replacement	2012	13 000	11 706	1 294		(10.0)	Lower tender result
Karratha Primary School replacement	2012	26 000	19 375	6 625		(25.5)	Lower tender result
Lake Gwelup Primary School (2012)	2012	13 000	10 861	2 139		(16.5)	Lower tender result
Lockridge Primary School replacement	2012	13 000	11 428	1 572		(12.1)	Lower tender result
Malvern Springs Primary School (2012)	2012	16 000	10 385	5 615		(35.1)	Lower tender result
Meadow Springs Primary School (2012)	2012	16 000	16 763	(763)		4.8	
Pearsall Primary School (2013)	2013	14 000	11 010	2 990		(21.4)	Lower tender result
Piara Waters Primary School (Forrestdale) (2012)	2012	16 000	10 828	5 172		(32.3)	Lower tender result
Remote community schools	2012	1 186	1 085	101		(8.5)	
West Byford Primary School (2013)	2013	14 750	14 345	405		(2.7)	
Yakamia Primary School (2012)	2012	14 000	12 971	1 029		(7.3)	Lower tender result
Sub-totals:		186 936	154 899	32 037			
Additions and improvements to primary schools							
Ashdale Primary School early learning and care centre	2012	1 800	1 794	6		(0.3)	
Baldivis Primary School	2012	3 500	2 614	886		(25.3)	Lower tender result
Dardanup Primary School	2013	518	518	0		0.0	
Hudson Park Primary School	2013	2 000	4 954	(2 954)		147.7	Higher costs due to unavoidable commitments
Mount Lawley Primary School	2012	2 000	2 513	(513)		25.7	Higher costs due to unavoidable commitments
Pinjarra Primary School	2013	2 500	2 500	0		0.0	
South Bunbury Primary School	2012	1 000	1 102	(102)		10.2	Higher costs due to unavoidable commitments
Maidens Park (Withers) Primary School	2012	1 600	1 578	22		(1.4)	
Sub-totals:		14 918	17 573	(2 655)			

Disclosures and legal compliance

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Miscellaneous programs							
Land acquisition 2012-13	2013	15 000	20 090	(5 090)		33.9	Purchase of additional land for future high school sites
Playground equipment	2013	2 000	2 000	0		0.0	
Power supply upgrades	2013	500	500	0		0.0	
Sewer connections	2013	1 800	1 675	125		(6.9)	Demand driven
Transportable classrooms	2013	9 000	11 822	(2 822)		31.4	Program scope increased
Sub-totals:		28 300	36 087	(7 787)			
Other schools facilities							
Administration upgrade	2013	21 835	24 110	(2 275)		10.4	Program scope increased to include 2010–11, 2011–12 and 2012–13 programs
Canteens	2013	1 200	1 200	0		0.0	
Central reserve schools	2013	2 207	806	1 401		(63.5)	Program delivered in subsequent years
Covered assembly areas	2013	5 500	2 468	3 032		(55.1)	Program delivered in subsequent years
Early childhood program	2013	6 192	6 192	0		0.0	
Ground developments	2013	1 197	419	778		(65.0)	Program delivered in subsequent years
Library resource centres	2013	5 564	3 234	2 330		(41.9)	Program delivered in subsequent years
Rural integration program	2013	2 200	1 637	563		(25.6)	Program delivered in subsequent years
Student services improvements	2013	7 972	3 317	4 655		(58.4)	Program delivered in subsequent years
Toilet replacement	2013	6 400	4 425	1 975		(30.9)	Program delivered in subsequent years
Sub-totals:		60 267	47 808	12 459			
Total completed works 2012–13:		448 921	417 640	32 429			

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

(b) As at 30 June 2013.

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

Table 5: Major capital works in progress ^(a) 2012–13

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
New secondary schools							
Baldivis Secondary College (2013)	2013	44 000	44 000	0	5 213	0.0	
Butler College (2013)	2013	53 000	51 414	1 586	6 959	(3.0)	
Byford Secondary College	2014	30 000	30 000	0	6 292	0.0	
Governor Stirling Senior High School (2013)	2013	63 000	61 500	1 500	620	(2.4)	
Banksia Grove Senior High School	2015	45 000	45 000	0	41 931	0.0	
Willetton Senior High School replacement	2017	42 980	42 980	0	40 460	0.0	
Sub-totals:		277 980	274 894	3 086	101 475		
Additional stages to secondary schools							
Ashdale Secondary College (Stage 2)	2012	33 000	30 000	3 000	2 840	(9.1)	Lower tender result
Atwell College (Stage 2)	2012	31 000	27 904	3 096	3 592	(10.0)	Lower tender result
Ellenbrook Secondary College (Stage 2)	2012	25 000	25 100	(100)	359	0.4	
Baldivis Secondary College (Stage 2)	2016	40 000	40 000	0	38 256	0.0	
Butler College (Stage 2)	2016	35 000	35 000	0	34 300	0.0	
Halls Head Community College (Stage 2)	2015	30 000	30 000	0	29 107	0.0	
Sub-totals:		194 000	188 004	5 996	108 454		
Additions and improvements to secondary schools							
Applecross Senior High School upgrade	2014	56 000	56 000	0	34 350	0.0	
Dalyellup College (Stage 2)	2013	30 000	30 000	0	18 818	0.0	
Karratha Senior High School (Stage 2) (2013)	2013	46 000	46 000	0	3 000	0.0	
Merredin College – Local Schools Working Together	2013	2 506	2 506	0	79	0.0	
Secondary Science upgrades	2013	18 000	18 000	0	921	0.0	
Senior high schools – Design and technology upgrades	2012	10 000	10 000	0	11	0.0	
Relocation of Year 7's to secondary schools	2015	222 489	186 989	35 500	165 761	(16.0)	Budget reduced
Shenton College refurbishment	2015	4 000	4 000	0	4 000	0.0	
Sub-totals:		388 995	353 495	35 500	226 940		
Additional stages to district high schools							
Bullsbrook College (2013)	2013	20 000	23 500	(3 500)	761	17.5	Funding appropriated to project was \$20 million. Increased scope required increased funding
District high schools – Design and technology upgrades	2013	10 000	10 000	0	3 448	0.0	
District high schools – Specialist facilities upgrades	2016	40 000	20 500	19 500	19 525	(48.8)	Revised scope – budget reduced
Roleystone Community College	2013	3 500	3 800	(300)	1 137	8.6	Higher costs due to building escalation
Kununurra District High School – East Kimberley Development Package	2013	53 400	49 445	3 955	1 500	(7.4)	Budget reallocated to the projects within the East Kimberley Development Package
Sub-totals:		126 900	107 245	19 655	26 371		

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Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
New primary schools							
Baynton West Primary School (2013)	2013	23 000	21 500	1 500	828	(6.5)	Lower tender result
Tuart Forest Primary School (2013)	2013	14 700	14 700	0	1 884	0.0	
Makybe Rise Primary School	2013	9 000	7 700	1 300	1 299	(14.4)	Lower tender result
Spring Hill Primary School	2014	10 000	14 087	(4 087)	3 434	40.9	Higher costs due to increase in scope and delays
South Landsdale Primary School – Pre-primary transportable	2013	1 500	1 500	0	280	0.0	
Settlers Primary School	2013	2 000	2 000	0	0	0.0	
Ashdale /Landsdale Primary School	2014	2 000	2 000	0	2 000	0.0	
Hammond Park Primary School	2014	14 000	14 000	0	12 300	0.0	
North Butler Primary School	2015	26 700	26 700	0	19 370	0.0	
North Yanchep Primary School	2015	14 000	14 000	0	7 605	0.0	
Baldivis (Smirk Road) Primary School	2015	13 000	13 000	0	12 661	0.0	
Treendale Primary School	2015	15 500	15 500	0	9 855	0.0	
Wandina Primary School	2014	8 000	8 000	0	5 348	0.0	
Sub-totals:		153 400	154 687	(1 287)	76 864		
Additions and improvements to primary schools							
Freshwater Bay Primary School	2013	2 300	2 300	0	2 300	0.0	
Sutherland Dianella Primary School	2013	5 000	7 279	(2 279)	737	45.6	Project scope increased
Tambrey Primary School	2012	5 700	5 700	0	218	0.0	
Warriapendi Primary School early learning and care centre	2012	1 800	1 800	0	206	0.0	
Primary Schools Improvements (was Westminster Primary School)	2013	3 000	3 000	0	237	0.0	
Child and parent centres	2014	10 900	10 900	0	10 060	0.0	
North Cottesloe Primary School	2014	4 500	4 500	0	4 046	0.0	
Wembley Primary School	2014	4 500	4 500	0	4 170	0.0	
West Leederville Primary School	2014	4 000	4 000	0	3 663	0.0	
Sub-totals:		41 700	43 979	(2 279)	25 637		
Trade training centres in schools (Commonwealth)							
Ballajura Community College	2013	1 500	1 500	0	108	0.0	
Belmont City College	2013	3 000	3 000	0	763	0.0	
Busselton Senior High School	2013	7 000	7 000	0	2 533	0.0	
Carnarvon Community College	2013	3 800	3 800	0	3 191	0.0	
Central Midlands Senior High School	2013	3 500	3 500	0	466	0.0	
Christmas Island District High School	2012	1 500	1 566	(66)	66	4.4	
Collie Senior High School	2013	720	720	0	24	0.0	
Esperance Senior High School	2013	4 700	4 700	0	609	0.0	
Geraldton Senior College	2013	8 000	7 951	49	1 158	(0.6)	
Hedland Senior High School	2013	4 500	4 500	0	3 214	0.0	

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Trade training centres in schools (Commonwealth)(cont)							
Kent Street Senior High School	2013	3 000	3 000	0	22	0.0	
Leeming Senior High School	2013	5 000	5 000	0	864	0.0	
Manea Senior College	2014	10 240	10 240	0	9 885	0.0	
Manjimup Senior High School	2013	5 500	5 500	0	361	0.0	
Mirrabooka Senior High School	2013	3 500	3 516	(16)	16	0.5	
Morley Senior High School	2013	3 000	3 000	0	111	0.0	
Newman Senior High School	2013	1 500	1 500	0	319	0.0	
North Albany Senior High School	2013	3 500	3 500	0	1 230	0.0	
Northam Senior High School	2013	3 200	3 200	0	46	0.0	
Pinjarra Senior High School	2013	2 000	2 277	(277)	277	13.9	Increase cost to current relocation of originally planned building
Sevenoaks Senior College	2013	4 488	4 755	(267)	267	5.9	Additional earthworks required
South Fremantle Senior High School	2013	4 500	4 500	0	505	0.0	
Tom Price Senior High School	2013	1 500	1 500	0	288	0.0	
WA College of Agriculture (Cunderdin)	2014	3 583	3 583	0	3 243	0.0	
WA College of Agriculture (Denmark)	2013	3 000	3 000	0	609	0.0	
WA College of Agriculture (Harvey)	2012	3 000	3 018	(18)	18	0.6	
WA College of Agriculture (Morawa)	2014	3 250	3 250	0	3 028	0.0	
WA College of Agriculture (Narrogin)	2013	9 200	9 163	37	732	(0.4)	
Woodvale Secondary College	2013	2 380	2 380	0	40	0.0	
Sub-totals:		113 561	114 119	(558)	33 993		
Royalties for Regions							
Administration project management	2013	1 000	1 000	0	393	0.0	
Broome Senior High School	2013	10 000	10 000	0	7 883	0.0	
Carnarvon Community College	2014	7 000	7 000	0	5 660	0.0	
Collie Senior High School	2013	3 000	3 304	(304)	304	10.1	Increased site costs
Denmark High School	2013	7 000	7 000	0	2 310	0.0	
Derby District High School	2014	15 000	15 000	0	10 399	0.0	
Esperance Primary School	2014	10 000	13 000	(3 000)	1 391	30.0	Project scope increased
Hedland Senior High School	2013	8 000	13 350	(5 350)	4 777	66.9	Project scope increased to reflect additional funding
Karratha Senior High School	2013	9 500	9 500	0	848	0.0	
Katanning Senior High School	2013	2 000	2 000	0	100	0.0	
Narrogin Senior High School	2013	7 000	7 000	0	4 667	0.0	
Northam Senior High School	2013	10 000	10 000	0	8 521	0.0	
Pinjarra Senior High School	2013	7 000	7 000	0	1 713	0.0	
Relocation of Year 7's to secondary schools	2015	42 643	42 643	0	40 166	0.0	
Sub-totals:		139 143	147 797	(8 654)	89 132		

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Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2013 (\$'000)	Variation %	Reason for variation over 5% ^(c)
		Original budget (\$'000)	Revised budget ^(b) (\$'000)	Variation (\$'000)			
Miscellaneous programs							
Air-cooling (Stage 1)	2013	22 000	34 287	(12 287)	4 724	55.9	Increased costs reflect detailed audit
Concrete cancer remediation	2013	8 000	8 000	0	1 539	0.0	
Electronic whiteboards	2013	4 000	4 000	0	1 968	0.0	Increased scope to reflect additional funding
Ember screen installation	2014	3 000	3 000	0	1 360	0.0	
Indigenous family and child health centres	2014	27 500	27 500	0	5 378	0.0	
Infrastructure power upgrade	2013	27 000	27 000	0	19 640	0.0	
Playground equipment and shade structures	2017	5 000	5 000	0	3 904	0.0	
Roof replacement	2013	20 000	43 003	(23 003)	2 593	115.0	
School refurbishment program	2014	2 500	2 500	0	1 239	0.0	
Universal access	2014	22 883	22 883	0	8 149	0.0	
Sub-totals:		141 883	177 173	(35 290)	50 494		
Total works in progress 2012–13		1 577 562	1 561 393	16 169	739 360		
Total completed works and works in progress 2012–13		2 026 483	1 979 033	48 598	739 360		

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

(b) As at 30 June 2013.

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

Workforce

The Western Australian Public Sector Annual Reporting Framework requires agencies to report on the number of employees, staffing policies, staff recruitment and development as well as industrial relations in this section – Disclosures and legal compliance.

As Priority 3 of our strategic plan focuses on high quality teaching and leadership and workforce development, reporting for these aspects of the priority is included here.

During 2012–13, an average of 34 723 full-time equivalent (FTE) staff were employed. Of these, 59.3% were teachers, 28.5% were support staff, 6.7% were cleaners and gardeners, and 5.5% were administrative and clerical staff.

Further information is in [Tables 6 to 11](#).

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

At the beginning of the 2013 school year there was a teacher in front of every classroom.

The Rural and Remote Teaching Program continued to address the issue of attracting staff to country schools by providing financial support for student teachers to undertake their final practicum in country schools, including hard-to-staff schools. Priority was given to students studying mathematics, physics, chemistry, special needs, and design and technology.

Many of the 86 final year student teachers who undertook their long-term practicum in country schools in 2012 took up teaching positions in these schools in 2013.

We provided eight scholarships valued at \$30 000 each for final year teaching students to complete their degrees through an internship program at Kingston Primary School. The program produces high quality teachers, experienced in classroom practice after a year of combined university and school experience. Graduates were contracted to accept country teaching placements across the State for two

years in geographical areas of need, including the Pilbara, Kimberley, Goldfields and Midwest regions.

Eight pre-service teachers from the University of Tasmania undertook their final teaching practicum in Western Australia in 2012. They were located in remote and rural schools including Jigalong, Tjuntjuntjara, Norseman and Leonora. Four were subsequently employed in schools in the Goldfields and Wheatbelt.

All education ministers endorsed the Certification of Highly Accomplished and Lead Teachers in Australia in 2012. The Australian Professional Standards for Teachers will be used as a basis for making rigorous and consistent judgements regarding the certification of teachers at the higher career stages of the standards.

Through the National Partnership Agreement on Rewards for Great Teachers, endorsed by the Premier in June 2012, implementation funding of nearly \$4.2 million was provided over 2011–12 and 2012–13. The initiative gave teachers the opportunity to apply for national certification as Highly Accomplished Teachers and Lead Teachers and receive one-off reward payments \$7500 and \$10 000 respectively. An applicant fee of \$1825 contributed to covering assessment costs. Additional funding will be available in 2013 and 2014 for reward payments.

In 2012–13, selection panel training workshops were conducted for approximately 350 principals and delegates in the metropolitan area and Albany. The workshops covered requirements in relation to *Filling a Public Sector Vacancy* and the *Employment Standard*, and relevant responsibilities under the *Equal Opportunity Act 1984*.

Suitable housing at an acceptable cost to both the Department and staff continued to be a major strategy to attract and retain staff in country schools. In 2012–13, more than \$88.2 million was paid in rent for 2181 properties occupied by our staff and owned or leased by Government Regional Officers' Housing. Of this, approximately 83% was subsidised by the Department. During 2012–13 the Department

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was allocated 254 properties through leasing arrangements, new construction, refurbishments and reallocations from government agencies.

In conjunction with the Government Employees Superannuation Board, we continued to implement Into Your Comfort Zone seminars, with emphasis on flexible transition to retirement plans. In 2012, 632 staff attended seminars. Post-seminar evaluations indicated that 48% of attendees would 'definitely' or 'very likely' change their retirement plans to work longer.

The Into Your Comfort Zone program won the Australian Government Financial Literacy Board's 2012 Financial Education Money Smart Award.

Provide all staff with access to high quality professional learning opportunities

Teachers were supported to deliver high quality teaching and learning programs through a range of professional learning opportunities. The Teacher Development School initiative recognises that teachers learn best from other teachers and our 62 primary and secondary [Teacher Development Schools](#) provided practical teaching and learning support for their colleagues.

Our Institute for Professional Learning coordinated professional learning for all staff. It also provided access to professional learning that responded to the diverse requirements of schools and prepared staff for the increased autonomy afforded to schools.

The Institute moved from an auspicing agreement with an external registered training organisation to become a registered training organisation in its own right in July 2012.

Teacher professional learning was aligned to the Australian Professional Standards for Teachers. This learning included the Graduate Teacher Induction Program for teachers in their first two years (2054 participants) with the option for those in their first year to receive the guidance of coaches (420 participants). Professional learning also included Senior Teacher Professional Learning (151 participants) to enable experienced teachers to achieve Senior Teacher status.

Professional learning programs for staff that support the work of schools focused on preparing existing and future business managers/registrars to lead in schools with increased autonomy. Programs included regional forums (617 participants); a mentoring program (20 participants); and an aspirant program for school officers (25 participants). In addition, 243 library officers participated in forums to keep up to date with current trends in their field.

Enrolments continued in the Certificate III in Education Support; Certificate IV in Business; Certificate IV in Training and Assessment; and the Diploma of Management.

The Teachers have Class Program provided online professional learning on using information and communication technologies (ICT) in teaching and learning. This four-year program enabled 6272 teachers to enrol in self-paced, instructor-led and short courses to support the development of ICT-enriched teaching programs. The program will cease in July 2013 and support for ICT will transition to peer coaching, short courses and online digital resources.

In 2012, along with the Department for Communities (now the Department of Local Government and Communities), we entered into an agreement with the Commonwealth Government to jointly deliver the Remote Indigenous Professional Development Project for the Early Years Learning Framework in selected public and private schools, and childcare services. Through the project, 183 Aboriginal educators in rural and remote localities received training and support in the workplace from 107 trained mentor teachers.

Through the Dare to Lead national program, support continued for school leaders to develop and improve their leadership skills in Aboriginal and Torres Strait Islander education. In 2012–13, 32 collegial school snapshots (audits of Aboriginal education) were completed in primary and secondary schools, leadership workshops were run and school leaders in the Pilbara were supported through a collegiate coaching and mentoring program.

See also [Coordinate professional learning and leadership development](#).

Support school-based networks that provide professional support for teachers and school leaders

To complement the Independent Public Schools initiative, we supported schools to build their capacity for increased responsible decision-making and autonomy at the school level within the context of a public sector-wide human resource governance framework. We continued to research and develop innovative human resource products and services while providing strategic human resource advice and input to schools.

Human Resource Management Web, developed to help build human resource capacity, was launched in August 2012. This user-friendly and intuitive online facility integrates our human resource management information, enabling users to quickly obtain the information they are seeking.

Introduce new national professional standards for teachers and principals

Our Institute for Professional Learning continued to support implementation of the Australian Professional Standards for Teachers, with professional learning for teachers and school leaders explicitly aligned to the applicable standards.

The Institute also developed and presented a series of workshops for 75 teachers interested in gaining national certification as Highly Accomplished and Lead Teachers.

Ensure sound workforce planning for future needs

Projections of supply and demand for teaching staff were produced throughout the year. School staffing profiles were provided to schools to help principals plan their future workforce requirements, and workforce planning strategy sessions were delivered to principals on an on-request basis. Support materials for workforce planning were also available online.

Workforce planning for 2015, when Year 7 students move into secondary schools and the half cohort exits, continued to progress. In 2013 principals were provided with student enrolment projections for 2014 and 2015 to assist their

workforce planning. The projections also informed system-wide planning for teacher and school support staff requirements.

The Switch program has been established to achieve an adequate supply of secondary teachers in 2015. This is when a shortage of secondary teachers and an oversupply of primary teachers are forecast. The Switch program provides tailored training opportunities to support approximately 525 teachers to teach in secondary schools. It is available to primary teachers to switch to secondary teaching as well as to secondary teachers to expand the range of subjects they can teach.

The Part-time Work Guidelines were developed following a review of our policy on part-time working and job-share arrangements. Under the guidelines, principals and line managers have the discretion to reduce or extend the length of temporary arrangements to better suit individual circumstances and workplace needs. They also provide a recommended process for considering requests for part-time work. Support materials to help address practical issues that may arise have been developed and placed online.

Coordinate professional learning and leadership development

Our Institute for Professional Learning continued to coordinate professional learning for leaders that was aligned to the Australian Professional Standard for Principals.

A second group of staff started the Master of School Leadership through The University of Western Australia in 2013 – 17 fully funded and 24 partially funded participants.

In 2012–13 two days of the Leading Teaching and Learning program were devoted to leading the Australian Curriculum and attracted 60 participants.

Programs for aspiring leaders, including Licence to Leadership and the Aspirant Program, attracted 128 participants. Leading Learning Communities, a program to establish professional learning communities, had 97 participants. Training modules on recruitment, selection and appointment, and employee performance were developed to support aspirant principals.

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In 2013 three new programs were added to the suite available for school leaders.

- The Leading Digital Schools Program supported school leaders to ensure their significant ICT investment focused on student learning and attracted 22 participants.
- Thirty-seven primary school principals were enrolled in the Principals as Literacy Leaders program.
- By 30 June 2013, 20 participants had completed four days of a six-day intensive Executive Leadership Program for high-performing educational leaders and principals to further support our direction of empowering leaders.

In 2012–13 the Institute trained 73 facilitators in Change², an integrated and sustainable process for leading and managing change.

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

The Training Schools Project provided expert teachers with professional development opportunities. Participating teachers were selected because of their expertise as classroom teachers and capacity as effective coaches. As mentors or site directors, they supported student teachers completing internships and collaborated with university staff to ensure education theory was integrated with classroom teaching practice. As a result of their participation in the program, many teachers stated they have been prompted to reflect on and refine their own teaching practices and that they were reinvigorated, both professionally and personally.

The continued expansion of the Independent Public Schools initiative provided schools with greater flexibility to develop innovative approaches to local contexts for curriculum, assessment and reporting. Many of these innovations, including schools working closely with parents to develop more meaningful and contextually specific student reports, were built into the Reporting to Parents software for use by all schools.

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

From the beginning of Term 3, principals were provided with greater capacity for decision-making at school level with the flexibility to select and appoint teachers in line with individual school priorities and ethos. All staff (including teacher) selection processes were based on merit through competitive assessment for advertised vacancies. To assist schools in recruitment processes, a number of recruitment pools from which teachers could be sourced were managed centrally and schools were able to select directly from the pools.

Throughout 2012–13 advice, consultancy and training was provided to principals, registrars and business managers on human resource standards, policies and procedures to help them select and appoint staff. Detailed guidance for principals and line managers on probationary provisions for staff were developed.

Specific support was provided to Independent Public Schools on processes for reconfiguring staffing profiles to better respond to their specific operational needs and for determining position classifications. Support material for *Filling a Public Sector Vacancy* was updated for Independent Public Schools. Selection panel training in recruitment, selection and appointment processes was available to principals and delegates in all schools; support material was updated; and advice and assistance was provided on a range of non-standard recruitment matters in all schools.

Introduce workforce reform that benefits students and learning

With the replacement of the Western Australian College of Teaching with the Teacher Registration Board of Western Australia in December 2012, we communicated new teacher registration requirements to schools, and reviewed and amended the *Recruitment, Selection and Appointment of Teaching Staff* policy accordingly.

We reviewed our *First Aid for Sickness and Accidents in Schools* policy and replaced it with *Guidelines for First Aid in Department Workplaces*. The guidelines reflected updated

occupational safety and health practices, applied existing legislation beyond schools to all Department worksites, and incorporated protection for civil liability when providing first aid in emergencies.

During the year we reviewed our *Equal Opportunity and Diversity* policy in accordance with the Equity and Diversity Management Plan 2011–2014. The plan continued to be implemented and included Aboriginal cultural awareness programs; specialist coaching program for Aboriginal graduate teachers; professional learning for Aboriginal and Islander education officers, Aboriginal middle managers and school administrators; training for equal opportunity contact officers; and leadership development programs for aspirant women and aspirant senior school administrators.

[Table 12](#) shows that exits from our teaching workforce remained relatively low over the past four years. Economic conditions and a tight job market, together with significant increases in teacher salaries, contributed to this low rate of workforce exits. Retirements from the teaching workforce are expected to increase over the medium term due to the number of teachers aged older than 60 years.

In 2012 the Level 3 Classroom Teacher program recognised 171 exemplary teachers: 61 secondary and 110 primary teachers. Teachers with Level 3 Classroom Teacher status have the opportunity to take on leadership roles while continuing with effective classroom teaching and they are highly competitive for merit select positions.

We appointed 352 teachers as Senior Teachers during 2012–13.

In 2013 we initiated corporate health agreements with two major providers that will provide participating employees with reduced health and general insurance premiums.

Table 6: Employees ^(a) by category 2008–09 to 2012–13

Category	2008–09	2009–10 ^(b)	2010–11	2011–12	2012–13
Administrative and clerical ^(c)	2 442	2 481	1 966	1 882	1 922
Teaching ^(d)	19 773	19 639	19 909	20 013	20 583
Support ^(e)	8 118	8 585	8 939	9 239	9 885
Cleaning and gardening	2 166	2 210	2 247	2 300	2 333
Totals	32 499	32 916	33 061	33 434	34 723

Source: *Financial Management and Resourcing*

- (a) Average paid full-time equivalent staffing levels rounded to the nearest whole number.
 (b) Training separated from the former Department of Education and Training on 30 October 2009, with some staff transferred to the newly established Department of Training and Workforce Development.
 (c) *Public Sector Management Act 1994* positions and teaching staff in administrative roles.
 (d) Includes principals and deputy principals.
 (e) Includes school clerical staff and education assistants.

Table 7: Employees ^(a) by operational area and category 2012–13

Operational area	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Education and Training	278	–	–	–	278
Shared Services Centre					
Central strategic and corporate services	898	–	–	–	898
Regional education offices ^(e)	148	33	2	6	189
Schools ^(f)	598	20 550	9 883	2 327	33 358
Totals	1 922	20 583	9 885	2 333	34 723

Source: *Financial Management and Resourcing*

- (a) Average paid full-time equivalent staffing levels rounded to the nearest whole number.
 (b) *Public Sector Management Act 1994* positions and teaching staff in administrative roles.
 (c) Includes principals and deputy principals.
 (d) Includes school clerical staff and education assistants.
 (e) In regional offices this includes school psychologists.
 (f) See Table 8.

Table 8: School-related employees ^(a) by type of school and category 2012–13

Type of school	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Community kindergarten	–	33	28	–	61
Pre-compulsory/primary	22	11 347	5 848	1 253	18 469
District high	8	1 240	581	172	2 001
Secondary	358	6 295	1 816	828	9 297
Education support	55	892	1 409	30	2 385
Other schools ^(e)	155	744	202	44	1 145
Totals	598	20 551	9 883	2 327	33 358

Source: *Financial Management and Resourcing*

- (a) Average paid full-time equivalent staffing levels rounded to the nearest whole number.
 (b) *Public Sector Management Act 1994* positions and teaching 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, Schools of Isolated and Distance Education, WA Colleges of Agriculture, behaviour centres, WA Institute for Deaf Education, swimming teachers and teachers of instrumental music.

Table 9: Student-teacher ratios ^(a) 2008–2012 ^(b)

Level of schooling	2008	2009	2010	2011	2012
Primary ^(c)	15.3	15.2	15.4	15.6	15.9
Secondary	11.7	11.7	11.2	11.4	11.7

Source: *Evaluation and Accountability*

- (a) Ratios are based on full-time equivalent students and full-time equivalent teaching staff.
 (b) These data are different from those reported in previous annual reports because the calculation methodology has been changed to align with national reporting through the National Schools Statistics Collection. The data are now the same as those reported by the Australian Bureau of Statistics in *Schools Australia* (Cat. no. 4221.0).
 (c) Primary includes Pre-primary.

Table 10: School-based teaching staff ^(a) ^(b) ^(c) ^(d) by category and level of schooling 2012 ^(e)

Category	Kindergarten	Pre-primary	Years 1–7	Years 8–12	Education support	All
Principal	0	0	537	162	66	765
Deputy principal	0	0	771	308	35	1 114
Head of department/ program coordinator	0	0	6	775	0	781
Teacher ^(f)	406	1 513	7 850	4 909	501	15 179
Guidance/counselling	5	20	109	102	7	243
Totals	411	1 533	9 273	6 256	609	18 082

Source: *Evaluation and Accountability*

- (a) Full-time equivalents rounded to the nearest whole number.
 (b) Includes teachers (but not education assistants) at community kindergartens.
 (c) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.
 (d) In reporting Kindergarten and Pre-primary school-based teaching staff, staff have been apportioned to Kindergarten and Pre-primary on the basis of individual student numbers.
 (e) Semester 2 student census.
 (f) Includes education support teachers.

Table 11: School-based teaching staff ^{(a) (b) (c)} by level of schooling and gender 2012 ^(d)

Level of schooling	Female numbers	Female %	Male numbers	Male %	Total numbers
Kindergarten and Pre-Primary	1 896	97.6	47	2.4	1 943
Primary	7 266	78.3	2 008	21.7	9 274
Secondary	3 583	57.3	2 673	42.7	6 256
Education support	514	84.3	96	15.7	610
Totals	13 259	73.3	4 824	26.7	18 083

Source: *Evaluation and Accountability*

- (a) Full-time equivalents rounded to the nearest whole number.
- (b) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.
- (c) Including staff at community kindergartens.
- (d) Semester 2 student census.

Table 12: Teacher retirements and resignations 2008–2012 ^(a)

Category	2008	2009	2010	2011	2012
Retirements	358	266	326	404	343
Resignations	1 054	744	643	632	558

Source: *Workforce Policy and Coordination*

- (a) Calendar year.

Table 13: Government Regional Officers' Housing properties used by education region 2011–12 and 2012–13

Region	2011–12	2012–13
Pilbara	554	565
Goldfields	415	405
Kimberley	400	404
Wheatbelt	361	325
Midwest	323	312
Southwest	154	151
North Metropolitan	12	11
South Metropolitan	8	8
Totals	2 227	2 181

Source: *Government Regional Officers' Housing invoices for June 2012 and June 2013*

Governance disclosures and Ministerial directives

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

Treasurer's Instruction 903 requires the Department to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objectives, investment activities and financing activities. No such directives were issued by the Minister for Education during 2012–13.

Expenditure on advertising and market research

In accordance with s175ZE of the *Electoral Act 1907*, we incurred total expenditure in 2012–13 of \$1.7 million on media advertising organisations and advertising agencies (see Table 14). There was no expenditure in relation to market research, polling or direct mail organisations.

Table 14: Expenditure on media advertising organisations and advertising agencies 2012–13

Category	Provider	2012–13 \$
Media advertising organisations	AdCorp Australia Mitchell Partners Australia	
Sub-total		779 495
Advertising agencies ^(a)	Vinten Browning	
Sub-total		917 712
Total		1 697 207

Source: *Corporate Communications and Marketing, Education and Training Shared Services Centre*

(a) Provided full range of creative services.

Disability access and inclusion plan outcomes

Under the *Disability Services Act 1993* public authorities are required to develop and implement a Disability Access and Inclusion Plan (DAIP). This year the Department published a new [Disability Access and Inclusion Plan 2012–2017](#). The new plan includes strategies to ensure that our services, facilities and information are accessible and inclusive.

Our plan includes the six outcome areas required under the Act and two additional outcomes that focus on employment for people with disability and improving the learning outcomes for students with disability.

In 2012–13 we demonstrated our commitment to meet the diverse needs of students, parents, staff, contractors and visitors by continuing our work on implementing a range of initiatives:

1. People with disability have the same opportunities as other people to access the services of, and any events organised by, the Department.

- Access is a considered requirement when planning a Department event. Attendees are asked for any specific access and equity issues when responding to invitations and requirements are accommodated as appropriate.
- Facilities, resources and support are provided to ensure that all students access and participate in a quality education program.

2. People with disability have the same opportunities as other people to access the buildings and other facilities of the Department.

- Our capital and minor works programs continue to provide buildings that meet the needs of people with disability and respond to the emerging needs of our school communities.

3. People with disability receive information from the Department in a format that will enable them to access the information as readily as other people are able to access it.

- Material produced by us is available on request in appropriate alternative formats and videos use captioning.
- Work has commenced to ensure that the information provided on the Department's websites is compliant with the State Government *Website Accessibility Policy*.

4. People with disability receive the same level and quality of service from the staff of the Department as other people.

- Guidelines for ensuring equality and inclusion when drafting and reviewing policy have been developed to assist policy makers and executive directors to consider the impact of policies on all people to ensure that they promote the inclusion and participation of people with disability.

5. People with disability have the same opportunities as other people to make complaints to the Department.

- We continue to make all employees, school communities, agents and contractors aware of our complaints process and we support our staff with the knowledge and resources required to receive and respond to complaints from people with disability.

6. People with disability have the same opportunities as other people to participate in any public consultation by the Department.

- We ensure that any public consultation organised by us complies with the State Government Access Guidelines for Information, Services and Facilities.

7. People with disability have the same opportunities as other people to access employment at the Department.

- We continue to reduce the barriers to full participation that exist for potential and existing employees with disability.
- We have reviewed and updated our equity and diversity policies and procedures to reinforce strategic leadership and management responsibility for modelling equity and diversity practice.

8. Improved learning outcomes for students with disability.

- We continue to provide professional support and advice to schools to build the capacity of teachers, principals and school staff to ensure successful educational outcomes for students with disability.
- Our More Support for Students with Disability initiative is providing opportunities for schools to network, collaborate and share best practice in the education of students with disability.



Chelsea Basham
Graduate - John
Curtin College of
the Arts

Chelsea recorded her debut album in Nashville, Tennessee, and has since built a reputation as country music's newest star, winning the 'Best New Talent' Golden Guitar at the Australian Country Music Awards this year.

Compliance with public sector standards and ethical codes

Two of the outcomes in Priority 3 of our strategic plan are reported here as required by the Western Australian Public Sector Annual Reporting Framework.

These are to:

- build a culture of high expectations and high performance
- ensure high standards of professional conduct and ethics.

We continued our commitment to ensuring expected standards of professional conduct, ethical behaviour and integrity were exhibited by all staff, and our policies and procedures complied with Public Sector Standards, the WA Code of Ethics and our Code of Conduct.

In ensuring compliance with Public Sector Standards we included information about the standards in our human resource management policies and resources; advised staff on standards-related matters; raised awareness of the standards in induction programs, selection panel training and professional development programs; and notified job applicants of their rights and obligations under the *Grievance Resolution Standard* and the *Employment Standard*.

We reviewed and amended policies and procedures in relation to the Commissioner's Instructions and Public Sector Standards and placed support materials online. The Grievance Framework was developed to align to the requirements of the *Grievance Resolution Standard*. The Retirement on the Grounds of Ill Health Guidelines were developed to meet the requirements of the *Termination Standard*. The *Secondment* policy was amended to address aspects of the *Employment Standard* and the *Staff Induction* policy was amended.

We also reviewed and updated the *Employee Performance* policy to include reference to the new National Professional Standards for Teachers. A survey of employee performance processes in schools was undertaken in accordance with the Public Sector Commission's annual agency survey, and a separate survey of

school principals was undertaken to inform implementation of the Australian Performance and Development Framework.

We managed Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (see [Table 15](#)). Of the 23 claims received, there were no adverse findings in relation to any of the standards.

In 2012–13, 4032 staff (including principals of all Independent Public Schools) completed the Accountable and Ethical Decision Making professional learning online and 2670 staff completed it through face-to-face presentations.

A further 447 staff and student teachers completed professional learning in complaints management, use of social media and pre-service knowledge of expected standards of conduct.

Twelve (12) Public Interest Disclosure officers were available to receive disclosures under the *Public Interest Disclosure Act 2003*. Induction programs, and ongoing prevention and education training included information about the legislation.

Our Screening Unit, an accredited agency for the National Police Checking Service conducted through the CrimTrac Agency, screened 18 920 applicants in the education and training sectors. Checks were for staff, potential staff, university students undertaking practicums in schools, contractors undertaking building and/or maintenance in schools, and volunteers. Those found to have criminal convictions breaching our suitability criteria were refused employment or placement in education sector positions.

We maintained and monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004*. We also provided advice and support in relation to the legislation and further enhanced the automated alerts and reporting functions of our Working with Children recording system. We issued more than \$688 000 in reimbursements to staff and

volunteers required to obtain Working with Children Checks.

Misconduct matters relating to discipline provisions of the *Public Sector Management Act 1994* and principles of Common Law were managed (see [Table 16](#)). These matters were referred to the Corruption and Crime Commission for external oversight.

Misconduct matters referred for local management with central oversight were assessed as relatively minor in nature and suitable for local resolution and/or performance management rather than formal disciplinary action. The increase in the number of matters reported this year may be attributed to minor breaches in applying the strengthened *Criminal Screening* policy, and increased awareness and reporting of low level misconduct.

Other matters reported but assessed as not involving misconduct are represented in [Table 17](#). These matters are best managed through alternative processes such as grievance resolution.

[Tables 18 and 19](#) show the types and most common categories of allegations in misconduct matters received in 2010–11, 2011–12 and 2012–13.

[Table 20](#) shows the number of suspensions and redirection orders issued against staff. The Director General may direct staff away from school premises where it is suspected their continued presence constitutes a risk to the safety or welfare of students (Section 240 of the *School Education Act 1999*). Where applicable, the Department may suspend staff with or without pay where they are suspected of misconduct and disciplinary proceedings have been initiated (Section 82 of the *Public Sector Management Act 1994*).

Table 15: Public Sector Standards claims by status of claim 2012–13

Standard	Employment	Grievance resolution	Performance management	Redeployment, termination and discipline	Totals
Resolved internally, relief provided	1	–	–	–	1
Claim withdrawn, no relief provided	9	–	–	–	9
Breach of Standard upheld	–	–	–	–	–
Claim received after expiry of prescribed timeframe	2	–	–	–	2
Dismissed following formal review	9	–	–	–	9
Ineligible breach claim	–	–	–	1	1
Claim lapsed by the Public Sector Commissioner	1	–	–	–	1
Under investigation	–	–	–	–	–
Totals	22	–	–	1	23

Source: *Labour Relations*

Disclosures and legal compliance

Table 16: Management of matters reported as misconduct 2010–11 to 2012–13 ^(a)

Category	Received			Resolved		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Misconduct matters						
Central management	193	206	215	176	167	192
Local management with central oversight	282	264	389 ^(b)	259	214	265
Totals	475	470	604	435	381	457

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.
 (b) In 2012–13 the *Criminal Screening* policy was strengthened.

Table 17: Management of other matters assessed as not involving misconduct 2010–11 to 2012–13 ^(a)

Category	Received			Resolved		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Other matters assessed	61	117	325 ^(b)	64	117	325

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.
 (b) The nature of the matters received has not changed notably from previous years and the increased number cannot be attributed to any particular cause other than a change in reporting of these matters to Standards and Integrity.

Table 18: Misconduct allegations 2010–11 to 2012–13 ^{(a) (b)}

Category	Received			Resolved		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Central management	233	265	268	259	228	312
Child protection	141	145	175	169	134	177
Non-child protection	92	120	93	90	94	135
Local management with central oversight	295	276	407 ^(c)	273	232	284
Child protection ^(d)	239	229	296	211	197	244
Non-child protection	56	47	111	62	35	40
Totals	528	541	675	532	460	596

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) In 2012–13 the *Criminal Screening* policy was strengthened.
 (d) This category may include behaviours such as a tap on the hand, a tug on a ponytail, a manoeuvre into line by shirt/cardigan or showing a DVD that is not age-appropriate.

Table 19: Misconduct allegations received by most common category^(a) 2010–11 to 2012–13

Category	Received		
	2010–11	2011–12	2012–13
Central management	233	265	268
Physical assault ^(b)	50	65	55
Inappropriate behaviour ^(c)	79	69	108
Fraud/theft	29	32	18
Other categories	75	99	87
Local management with central oversight	295	276	407
Physical assault	144	121	148
Inappropriate behaviour	98	112	148
Verbal abuse	9	4	1
Other categories	44	39	110 ^(d)
Totals	528	541	675

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.
- (d) In 2012–13 the *Criminal Screening* policy was strengthened.

Table 20: Suspension or redirection orders issued against staff 2010–11 to 2012–13^(a)

	Redirected			Suspended without pay			Suspended with pay ^(b)		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Teaching staff	10	14	13	0	0	1	n/a	1	1
Non-teaching staff	5	5	3	1	0	1	n/a	1	0
Totals	15	19	16	1	0	2	n/a	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.

Recordkeeping plans

Our recordkeeping plan was reviewed in March 2012, and detailed recordkeeping requirements of our Department as well as the School Curriculum and Standards Authority, Department of Education Services, Country High School Hostels Authority and Public Education Endowment Trust. All staff at all worksites must comply with the recordkeeping plan.

Central and regional office staff were required to record all significant communication, actions and decisions in the approved recordkeeping system (TRIM), and staff were available to assist and advise all worksites including schools.

During the year 11 617 inactive files were transferred to commercial storage and 6125 files were destroyed in accordance with the approved records retention and disposal schedule. The school archive collection program managed school archival records centrally. Given the large number of records, a staged approach was initiated with those schools established between 1833 and 1908 currently involved. While some records may have been transferred to the State Records Office, the bulk of their archival records remain on site.

As at 30 June 2013, 7759 staff had completed an online recordkeeping awareness training program which covered obligations, rights and responsibilities under the *State Records Act 2000*. The program included facilities to monitor progress of compliance with the recordkeeping plan. In addition, the training program is reviewed regularly to ensure content is relevant and in keeping with compliance requirements of the Act.

Training in TRIM was offered to central and regional office staff and, at 30 June 2013, 1439 had been trained in TRIM Context. Online training was also available and school registrars were trained through regional offices. TRIM Context training materials are reviewed and updated in response to participant feedback, changes to legislation and regulatory requirements, and enhancements to TRIM.

Recordkeeping information was included in induction programs for new staff in central and regional offices. It covered staff responsibilities for recordkeeping and outlined the *State Records Act 2000* and TRIM.

Online recordkeeping information was maintained and regularly updated for all staff to access, including principals when inducting new staff.

The separation of the Department of Education and the Department of Training and Workforce Development TRIM records in August 2012 was the final step in separating the records and recordkeeping plans of the two agencies.

Substantive equality

Ongoing monitoring and review of our policy formation processes informed our work in relation to enhancing equality and inclusion. We improved our plan to regularly review all policies, practices and procedures by developing a Charter of Equality and Inclusion. This charter required our policy sub-committee of the Corporate Executive to ensure that policy managers considered the access, participation and equity needs of all people when developing, reviewing and revising policies.

Equality and Inclusion Guidelines were developed to ensure staff took into account the differing needs and values of all people when drafting policies.

Occupational safety, health and injury management

Ten new positions in the occupational safety and health and injury management areas in 2012 provided additional resources to drive our focus on raising principals' and line managers' awareness of managing risk, provide advice and support to workplaces, and develop and implement strategies to reduce risk of injury and harm.

Occupational safety and health initiatives and programs were developed and implemented based on analysis of claims data and trends; consultation with key external stakeholders including RiskCover, WorkSafe and the State School Teachers' Union of Western Australia (SSTUWA); and internal consultation and feedback from principals and line managers.

To raise principals' and line managers' awareness of occupational safety and health, we conducted 31 presentations to principal network forums in metropolitan and country regions. Participants were provided with information on topics including occupational safety and health responsibilities, developing a systems approach to managing safety, promoting and maintaining safe workplaces and positive occupational safety and health cultures, and promoting access to services and available resources.

In the past 12 months we visited 178 schools to provide advice on injury prevention and risk management.

We put in place new systems to monitor investigations relating to lost time injuries and developed actions to advise and support schools to manage risk. Reviews were conducted and strategies developed for high risk areas such as cleaning services, and design and technology, including workshops to assist schools implement measures to reduce risk of injury and harm to staff.

Our intranet was enhanced to improve access and dissemination of information on safety and health, injury management and workers' compensation.

To ensure there was a formal method of consultation on occupational safety and health issues between management and staff, we

supported schools and worksites to set up safety and health committees, and funded training of safety and health representatives. Regular presentations were conducted at introductory training courses for new safety and health representatives, and ongoing meetings were held with the SSTUWA to discuss workplace safety and related matters. We also consulted with key stakeholders in the review of our *Occupational Safety and Health* policy, and *First Aid* policy, which were updated and disseminated to staff.

We provided advice and coordinated manual handling training to staff in education support schools to assist them to improve safety and reduce risk of injury. The Employee Assistance Program contracted provider provided 4480 counselling sessions to staff and their immediate families.

We continued to communicate with principals and line managers about the requirement to implement recommendations of the 2010 report on the external review of our occupational safety and health management system. Recommendations to improve the occupational safety and health management system were implemented through our Occupational Safety and Health Action Plan.

Training

An online training program for principals and line managers was implemented to ensure they were aware of their responsibilities for managing occupational safety and health and injury management. The appointment of new school principals was conditional on successful completion of the training. To date more than 90% of principals have been trained.

During the year 99 newly elected safety and health representatives undertook WorkSafe accredited training, and 33 safety and health representatives, who had been representatives for at least two years, attended refresher courses.

Mediation training was provided to 142 line managers to help them deal with conflict in the workplace, and facilitation and coaching services were provided by the contracted training provider.

Disclosures and legal compliance

One hundred and fifteen (115) staff required to drive vehicles in remote locations were trained in defensive four-wheel driving and recovery.

Regional science technicians visited 33 district high schools to provide assistance and guidance on safety issues in science, design and technology, and the arts. Advice was provided to schools on safe working practices; safe handling, storage and disposal of hazardous substances; and emergency procedures. Training in managing hazardous substances was provided to 186 staff.

Workers' compensation and injury management

An in-house injury management model for metropolitan schools was implemented to improve effectiveness of injury management services and reduce costs associated with external rehabilitation providers.

Our injury management consultants contacted employees and their line managers where workers' compensation claims indicated employees had been off work for more than three days. This resulted in employees being offered early intervention services to support their return to work and reminded line managers of their obligations to support injured workers in this process. The consultants provided guidance to line managers to develop return-to-work programs, as required under the *Workers' Compensation and Injury Management Act 1981*, reducing the need for and cost of engaging external rehabilitation providers.

The Office of the Auditor General tabled a report in Parliament entitled *Management of Injured Workers in the Public Sector* in May 2013. We were one of eight public sector agencies audited, with a focus on how well agencies met key requirements of workers' compensation and injury management legislation, and Government policy. The audit's key findings indicated that we had:

- managed injured workers by providing assistance to individuals to help them get back to work in a safe and timely manner;

- undertaken comprehensive evaluations of our approach to injury management;
- demonstrated commitment to effective injury management by providing feedback to business units on performance, training key staff, internal monitoring, and evaluating and reporting injury management performance;
- formalised plans to review and evaluate our workers' compensation and injury management capacity and approach;
- formally monitored our injury management performance with both agency-specific performance measures and regular reports to executive; and
- met mandatory public sector injury management reporting requirements.

Our workers' compensation officers and injury management consultants held regular claims review meetings with RiskCover to ensure best practice in managing claims. During 2012–13, 24 formal case review meetings were conducted with RiskCover.

In 2012–13 the number of workers' compensation claims was 1604 (1646 in 2011–12). There were 128 claims for mental stress (135 claims in 2011–12), 412 claims for body stressing injuries (424 claims in 2011–12) and 507 claims for slips, trips and falls (490 claims in 2011–12).

We also provided assistance to more than 360 staff who experienced difficulties remaining at work or returning to work due to a non-work related injury, illness or disease. Injury management consultants worked with the contracted occupational physician to support line managers with employees whose ability to undertake their usual duties was impacted. We developed guidelines for line managers referring employees to the occupational physician for review.

A new case manager software system replaced hard copy files for non-work related injury, illness and disease cases to ensure more effective file management and enhanced reporting capability.

Table 21: Occupational safety and health performance indicators 2012–13

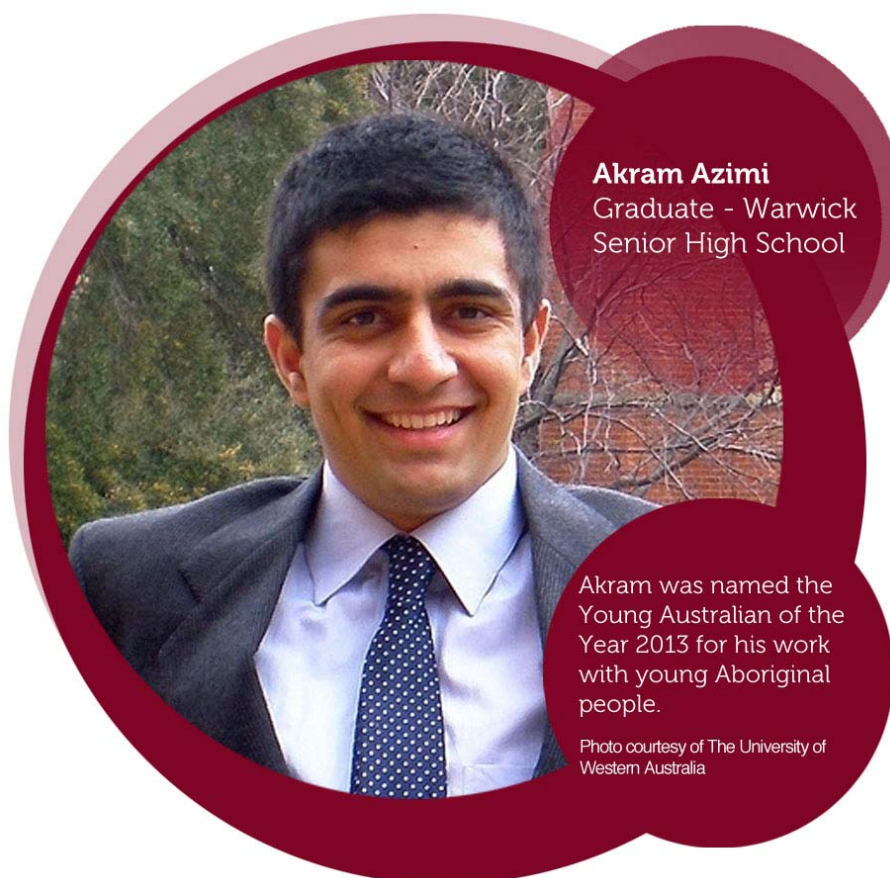
Indicator	2010–11	2011–12	2012–13	Target	2012–13 status
Number of fatalities	0	1	0	0	Achieved
Lost time injury/disease incidence rate ^(a)	2.8	2.7	2.6	0 or 10% improvement on previous 3 years	Not achieved
Lost time injury severity rate ^(b)	24.8	29.32	29.95	0 or 10% improvement on previous 3 years	Not achieved
% of injured workers returned to work within 13 and 26 weeks	(c)	76% within 13 weeks 83% within 26 weeks	77% within 13 weeks 84% within 26 weeks	Greater than or equal to 80% return to work within 26 weeks	Achieved
% 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) Number of incidents resulting in lost time per 100 full-time equivalent employees.

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

(c) Reporting requirements altered from 2011–12. Equivalent data for 2010–11 is unavailable.





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 2013, 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 2013 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 2013.

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 2013.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Department of Education for the year ended 30 June 2013.

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 2013.

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 2013 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
17 September 2013



Key performance indicators 2012–13

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 2013.

A handwritten signature in blue ink, appearing to read 'Sharyn O'Neill', written over a white background.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

12 September 2013

Introduction

Key performance indicators enabled our senior management to assess and monitor the extent to which we achieved the Government-desired outcome of 'A public school system which provides access to a quality education throughout Western Australia' through the delivery of Service 1: Primary education and Service 2: Secondary education.

They also 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 some supplementary information is shown in graphs.

Outcome

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

Effectiveness indicators

1. Rates of participation in education
2. Retention in public schooling
3. Secondary graduation rates
4. Student achievement in literacy
5. Student achievement in numeracy

Access to a quality education throughout Western Australia depends on that education being available to everyone aged four and a half to 17 years, irrespective of location or circumstance. The Department must provide all potential students in Western Australia 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 age 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 age participation rate gives an indication of the extent to which everyone is engaged in some form of education during the senior secondary period. Data are included from all forms of education, including public and private schools, vocational education and training, and university, so that 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 because it measures the percentage of public school students in Year 8 who go on to complete Year 12 at a public school.

Neither of these two indicators is perfect. There are no estimated resident population data that align with those turning 17 years old during the year (that is, aged 17.5 years at 30 June) 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 the criterion for overall success in school education, that is secondary graduation. To achieve secondary graduation, students must meet a set of criteria determined by the School Curriculum and Standards Authority. The 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 which measure the extent to which students achieve high 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. Rates of participation in education

Age participation rates demonstrate the extent to which potential students receive an education. They are defined as the number of students of a particular age engaged in some form of education as a percentage of the estimated resident population of people of 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, as well as those who turned 17 in the last half of Year 12 in the previous year. Participants comprise students aged 15, 16 and 17 years at 1 July of that year who (i) were enrolled in public or 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 schools 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 age participation rates in Table 22. Further data on the participation of 15 to 17 year olds from 2008 to 2012 by gender are shown in Figure 4.

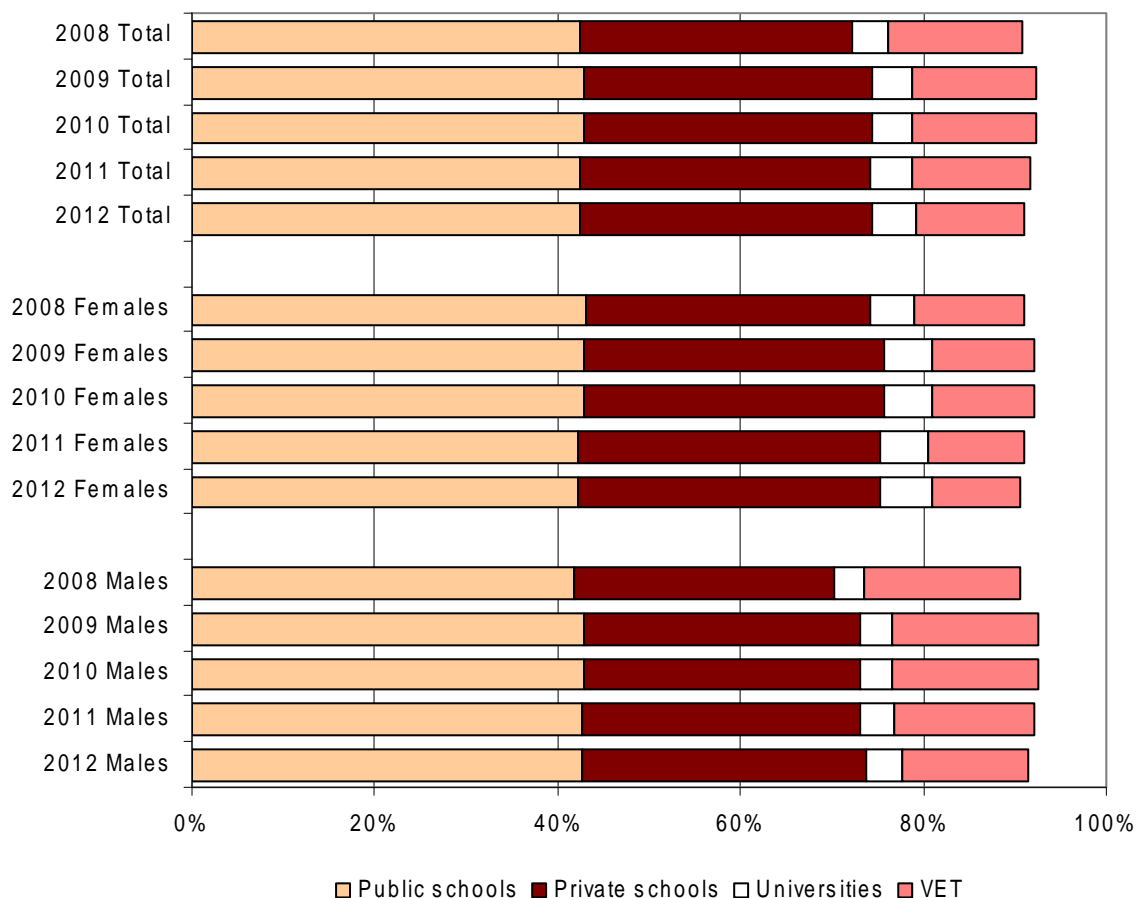
Table 22: Participation rates of persons aged 15 to 17 years engaged in some form of education ^{(a) (b)} 2008–2012

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
90.9	92.5	92.2	91.6	91.0		91

Source: *Evaluation and Accountability*

- (a) Participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools (age at 1 July, Semester 2 student census), universities (age at 30 June) and VET providers (age at 30 June).
- (b) Revised figures are provided for 2008 to 2011 due to updated data for university student enrolments and the estimate of the resident population.

Figure 4: Participation rates of persons aged 15 to 17 years engaged in some form of education ^(a) by gender 2008–2012



Source: *Evaluation and Accountability*

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

2. Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which 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. The apparent retention rate does not account for interstate and overseas migration, students moving between school sectors, or other net changes to the school population. Data for 2008 to 2012 are presented in Table 23, and Figure 5 shows the rate from 1992 to 2012.

Table 23: Apparent retention rates of public school students Year 8 to Year 12^{(a) (b)} 2008–2012

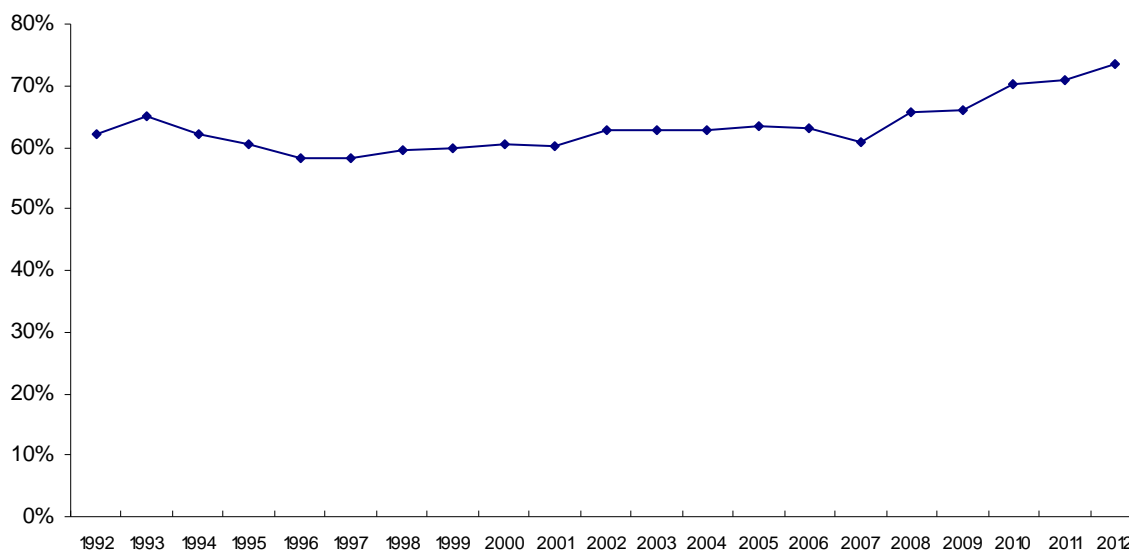
2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
65.6	66.0	70.3	70.9	73.6		71

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 5: Apparent retention rates of public school students Year 8 to Year 12^{(a) (b)} 1992–2012



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 rates

To achieve secondary graduation, students must meet criteria established by the [School Curriculum and Standards Authority](#). For 2012 students had to (i) complete at least 20 units of which at least 10 must be from Western Australian Certificate of Education (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) meet English language competence requirements; and (iv) meet breadth of study requirements. Students who achieve these secondary graduation requirements receive the WACE.

The 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. Data for 2008 to 2012 are presented in Table 24.

Table 24: Secondary graduation rates of public school Year 12 students ^{(a) (b)} 2008–2012

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
53.7	54.9	61.1	62.4	65.0		63

Source: *Evaluation and Accountability* ^(c)

- (a) The Year 8 cohort figure comes from the Semester 2 student census four years earlier.
- (b) Excludes Canning College and Tuart College students, international and private 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 [2012 National Assessment Program – Literacy and Numeracy](#) which includes national and state level data presented against national minimum standards.

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 Western Australian public school students are presented in the tables below.

Information on the performance for Western Australian public school students from the NAPLAN program, including subgroup performance, is available in the [NAPLAN 2012 Public School Report](#) and also in [Appendix 2](#) of this report.

Table 25: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Reading and Writing 2008–2012 (NAPLAN)

	2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
Reading	87.6	89.7	90.0	90.7 ^(a)	90.1		91
Narrative Writing	94.2	94.2	93.5				
Persuasive Writing				93.9 ^(b)	93.6		94

Source: *Evaluation and Accountability*

(a) The 2011 figure for Reading has been revised up from 90.6.

(b) ACARA ended the testing of Narrative Writing with the results reported in 2010–11. This was replaced by Persuasive Writing, reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with the Narrative Writing results.

Table 26: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Reading and Writing 2008–2012 (NAPLAN)

	2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
Reading	87.2	86.6	86.6	87.5	87.2		88
Narrative Writing	89.5	90.0	89.6				
Persuasive Writing				88.6 ^(a)	89.1		89

Source: *Evaluation and Accountability*

(a) ACARA ended the testing of Narrative Writing with the results reported in 2010–11. This was replaced by Persuasive Writing, reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with the Narrative Writing results.

Table 27: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Reading and Writing 2008–2012 (NAPLAN)

	2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
Reading	91.0	89.6	92.2	92.8	91.2		93
Narrative Writing	88.2	88.8	89.7				
Persuasive Writing				88.8 ^(a)	88.1		89

Source: *Evaluation and Accountability*

(a) ACARA ended the testing of Narrative Writing with the results reported in 2010–11. This was replaced by Persuasive Writing, reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with the Narrative Writing results.

Table 28: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Reading and Writing 2008–2012 (NAPLAN)

	2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
Reading	88.4	85.3	84.6	86.8	86.6		87
Narrative Writing	80.8	81.0	80.9				
Persuasive Writing				76.3 ^(a)	77.1		77

Source: *Evaluation and Accountability*

(a) ACARA ended the testing of Narrative Writing with the results reported in 2010–11. This was replaced by Persuasive Writing, reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with the Narrative Writing results.

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 Western Australian public school students are presented in the tables below.

Information on the performance for Western Australian public school students from the NAPLAN program, including subgroup performance, is available in the [NAPLAN 2012 Public School Report](#) and in [Appendix 2](#) of this report.

Table 29: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Numeracy 2008–2012 (NAPLAN)

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
93.6	91.4	92.4	94.5	91.1		95

Source: *Evaluation and Accountability*

Table 30: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Numeracy 2008–2012 (NAPLAN)

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
89.6	91.3	90.5	92.1	89.8		93

Source: *Evaluation and Accountability*

Table 31: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Numeracy 2008–2012 (NAPLAN)

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
93.6	91.7	93.2	93.0	91.8		93

Source: *Evaluation and Accountability*

Table 32: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Numeracy 2008–2012 (NAPLAN)

2008	2009	2010	2011	2012		Target in 2012–13 Budget Papers
89.0	90.4	88.6	88.4	90.0		89

Source: *Evaluation and Accountability*

Efficiency indicators

Service 1: Primary education

Service description: Provision of access to education in public schools for people aged generally from four years and six months to 12 years and six months.

Efficiency indicator: Cost per student full-time equivalent (FTE)

Service 2: Secondary education

Service description: Provision of access to education in public schools for people aged generally from 12 years and six months.

Efficiency indicator: Cost per student FTE

Cost is the total cost of services for each service. 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.

Efficiency is indicated by the total cost per student FTE of each service. Data for 2008–09 to 2012–13 are presented in Table 33.

Table 33: Cost per full-time equivalent student by service in public school education^(a) 2008–09 to 2012–13

Service	2008–09 \$	2009–10 ^(b) \$	2010–11 \$	2011–12 \$	2012–13 \$	Target in 2012–13 Budget Papers \$
Primary education	12 164	13 444	13 280	13 920	14 141	14 211
Secondary education	15 755	17 213	18 410	19 056	19 175	19 518

Source: *Financial Management and Resourcing*

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

(b) Revised figures from those reported in the 2009–10 annual report.

Financial statements

Certification of Financial Statements

For the year ended 30 June 2013

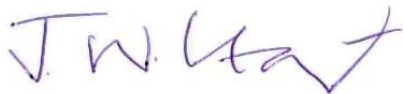
The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2013 and the financial position as at 30 June 2013.

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



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

12 September 2013



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

12 September 2013

Statement of Comprehensive Income For the year ended 30 June 2013

	Note	2012-13 \$000	2011-12 * \$000
COST OF SERVICES			
Expenses			
Employee benefits expense	7	3 075 893	2 901 617
Supplies and services	8	743 780	732 439
Depreciation and amortisation expense	9	215 574	228 348
Grants and subsidies	10	56 512	51 025
Finance costs	11	1 410	1 563
Other expenses	12	10 733	4 580
Total cost of services		4 103 902	3 919 572
Income			
Revenue			
User contributions, charges and fees	14	92 096	88 605
Other revenue	15	94 440	85 383
Commonwealth grants and contributions	16	606 705	561 280
Interest revenue		9 853	11 763
Total revenue		803 094	747 031
Total income other than income from State Government		803 094	747 031
NET COST OF SERVICES		3 300 808	3 172 541
Income from State Government		17	
Service appropriation		3 483 638	3 271 571
Grants from State Government Agencies		9 230	15 447
Services received free of charge		26 327	28 009
Royalties for Regions Fund		12 396	6 001
Total income from State Government		3 531 591	3 321 028
SURPLUS FOR THE PERIOD		230 783	148 487
OTHER COMPREHENSIVE INCOME			
Items not reclassified subsequently to profit or loss			
Changes in asset revaluation surplus	34	202 718	75 299
Total other comprehensive income		202 718	75 299
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		433 501	223 786

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

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

* See also Note 5 for details regarding the restatement of comparatives

Statement of Financial Position

As at 30 June 2013

	Note	2012–13	2011–12 *	1st July 2011
		\$000	\$000	\$000
ASSETS				
Current Assets				
Cash and cash equivalents	18	437 798	356 609	291 290
Restricted cash and cash equivalents	19	135 906	193 810	111 942
Amounts receivable for services	20	19 144	19 144	19 144
Inventories	21	5 021	5 285	4 392
Receivables	22	39 133	50 407	33 363
Other assets	23	10 600	13 296	9 259
Land and Buildings held for distribution to owner	24	769	20 363	16 700
Total Current Assets		648 371	658 914	486 090
Non-Current Assets				
Restricted cash and cash equivalents	19	87 212	71 101	56 666
Amounts receivable for services	20	1 755 932	1 487 164	1 280 933
Property, plant and equipment	25	11 844 657	11 381 714	10 879 046
Leased plant and equipment	26	30 385	30 048	25 039
Intangible assets	28	10 352	10 017	9 545
Total Non-Current Assets		13 728 538	12 980 044	12 251 229
TOTAL ASSETS		14 376 909	13 638 958	12 737 319
LIABILITIES				
Current Liabilities				
Payables	30	119 667	138 953	95 791
Borrowings	31	14 358	14 188	12 368
Provisions	32	663 584	611 924	552 901
Other current liabilities	33	5 839	7 081	7 273
Total Current Liabilities		803 448	772 146	668 333
Non-Current Liabilities				
Borrowings	31	19 302	19 130	15 897
Provisions	32	160 280	145 233	133 022
Total Non-Current Liabilities		179 582	164 363	148 919
TOTAL LIABILITIES		983 030	936 509	817 252
NET ASSETS		13 393 879	12 702 449	11 920 067
EQUITY				
Contributed equity	34	3 016 565	2 758 636	2 186 526
Reserves		8 987 514	8 784 796	8 723 011
Accumulated surplus/(deficit)		1 389 800	1 159 017	1 010 530
TOTAL EQUITY		13 393 879	12 702 449	11 920 067

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

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

* See also Note 5 for details regarding the restatement of comparatives

Statement of Changes in Equity For the year ended 30 June 2013

	Note	Contributed Equity	Reserves	Accumulated Surplus	Total Equity
Balance at 1 July 2011	34	2 186 526	8 723 011	1 010 530	11 920 067
Surplus/(deficit)		-	-	148 242	148 242
Other comprehensive income		-	75 299	-	75 299
Total comprehensive income for the period		-	75 299	148 242	223 541
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		567 862	-	-	567 862
Other contributions by owners		19 950	-	-	19 950
Distributions to owners		(15 702)	-	-	(15 702)
Total		572 110	-	-	572 110
Balance at 30 June 2012		2 758 636	8 798 310	1 158 772	12 715 718
Balance at 1 July 2012		2 758 636	8 798 310	1 158 772	12 715 718
Correction of prior period error	5	-	(13 514)	245	(13 269)
Restated Balance at 1 July 2012		2 758 636	8 784 796	1 159 017	12 702 449
Surplus/(deficit)		-	-	230 783	230 783
Other comprehensive income	34	-	202 718	-	202 718
Total comprehensive income for the period		2 758 636	8 987 514	1 389 800	13 135 950
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		252 548	-	-	252 548
Transfer of net assets from other agencies		136	-	-	136
Other contributions by owners		30 978	-	-	30 978
Distributions to owners		(25 733)	-	-	(25 733)
Total		257 929	-	-	257 929
Balance at 30 June 2013		3 016 565	8 987 514	1 389 800	13 393 879

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

* See also Note 5 for details regarding the restatement of comparatives

Statement of Cash Flows

For the year ended 30 June 2013

	Note	2012-13 \$000	2011-12 * \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		3 195 726	3 046 196
Capital contributions		244 582	575 828
Holding account drawdown		19 144	19 144
Non-retainable revenue distributed to owner		(9 004)	-
Grants and subsidies		20 430	4 247
Royalties for Regions Fund			
Regional Infrastructure and Head Work Fund		5 777	19 950
Regional Schools Plan		25 200	-
Regional Community Services Fund		12 396	6 001
Net cash provided by State Government		3 514 251	3 671 366
<i>Utilised as follows:</i>			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(3 005 792)	(2 830 714)
Supplies and services		(728 903)	(720 803)
Grants and subsidies		(71 270)	(31 780)
Finance costs		(1 421)	(1 579)
GST payments on purchases		(89 955)	(107 483)
Other payments		-	(6)
Receipts			
User contributions, charges and fees		91 403	87 726
Commonwealth grants and contributions		603 943	561 385
Interest received		9 853	11 763
GST receipts on revenue		4 616	5 531
GST receipts from taxation authority		86 456	100 725
Other receipts		99 108	91 350
Net cash provided by / (used in) operating activities	35	(3 001 962)	(2 833 885)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Payments of non-current physical assets		(467 479)	(661 675)
Receipts			
Receipts from sale of non-current physical assets		9 363	227
Net cash provided by / (used in) investing activities		(458 116)	(661 448)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Payments of finance lease liabilities		(14 777)	(14 411)
Net cash provided by / (used in) financing activities		(14 777)	(14 411)
Net increase / (decrease) in cash and cash equivalents		39 396	161 622
Cash and cash equivalents at the beginning of the period		621 520	459 898
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	35	660 916	621 520

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

* See also Note 5 for details regarding the restatement of comparatives

Schedule of Income and Expenses by Service

For the year ended 30 June 2013

	Primary Education		Secondary Education		Total	
	2012-13	2011-12 *	2012-13	2011-12 *	2012-13	2011-12 *
	\$000	\$000	\$000	\$000	\$000	\$000
COST OF SERVICES						
Expenses						
Employee benefits expense	2 010 509	1 879 225	1 065 384	1 022 392	3 075 893	2 901 617
Supplies and services	440 519	416 481	303 261	315 958	743 780	732 439
Depreciation, amortisation and impairment expense	136 862	139 159	78 712	89 189	215 574	228 348
Grants and subsidies	23 712	30 843	32 800	20 182	56 512	51 025
Finance costs	934	1 071	476	492	1 410	1 563
Other expenses	5 756	2 982	4 977	1 598	10 733	4 580
Total cost of services	2 618 292	2 469 761	1 485 610	1 449 811	4 103 902	3 919 572
Income						
User contributions, charges and fees	33 154	30 937	58 942	57 668	92 096	88 605
Other revenue	56 594	51 397	37 846	33 986	94 440	85 383
Commonwealth grants and contributions	389 438	358 869	217 267	202 411	606 705	561 280
Interest revenue	4 593	5 302	5 260	6 461	9 853	11 763
Total income other than income from State Government	483 779	446 505	319 315	300 526	803 094	747 031
NET COST OF SERVICES	2 134 513	2 023 256	1 166 295	1 149 285	3 300 808	3 172 541
Income from State Government						
Service appropriation	2 252 743	2 086 250	1 230 895	1 185 321	3 483 638	3 271 571
Grants from State Government Agencies	5 461	9 144	3 769	6 303	9 230	15 447
Services received free of charge	18 560	19 601	7 767	8 408	26 327	28 009
Royalties for Regions Fund	5 938	226	6 458	5 775	12 396	6 001
Total income from State Government	2 282 702	2 115 221	1 248 889	1 205 807	3 531 591	3 321 028
SURPLUS FOR THE PERIOD	148 189	91 965	82 594	56 522	230 783	148 487

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

* See also Note 5 for details regarding the restatement of comparatives

Schedule of Assets and Liabilities by Service As at 30 June 2013

	Primary Education		Secondary Education		Total	
	2012-13	2011-12 *	2012-13	2011-12 *	2012-13	2011-12 *
	\$000	\$000	\$000	\$000	\$000	\$000
ASSETS						
Current Assets	387 811	387 360	260 560	273 941	648 371	661 301
Non-Current Assets	8 283 064	7 791 865	5 445 474	5 185 792	13 728 538	12 977 657
Total Assets	8 670 875	8 179 225	5 706 034	5 459 733	14 376 909	13 638 958
LIABILITIES						
Current Liabilities	525 413	501 245	278 035	270 901	803 448	772 146
Non-Current Liabilities	118 676	107 290	60 906	57 073	179 582	164 363
Total Liabilities	644 089	608 535	338 941	327 974	983 030	936 509
NET ASSETS	8 026 786	7 570 690	5 367 093	5 131 759	13 393 879	12 702 449

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

* See also Note 5 for details regarding the restatement of comparatives

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2013

	2012-13 Budget Estimate \$000	2012-13 Actual \$000	Variance \$000	2012-13 Actual \$000	2011-12 * Actual \$000	Variance (\$'000)
DELIVERY OF SERVICES						
Item 57 Net amount appropriated to deliver services	3 414 417	3 482 900	68 483	3 482 900	3 270 514	212 386
Amount authorised by other statutes - <i>Salaries and Allowances Act 1975</i>	1 073	738	(335)	738	1 057	(319)
Total appropriations provided to deliver services	3 415 490	3 483 638	68 148	3 483 638	3 271 571	212 067
CAPITAL						
Item 135 Capital Contribution	324 747	244 582	(80 165)	244 582	575 828	(331 246)
Total capital appropriations	324 747	244 582	(80 165)	244 582	575 828	(331 246)
GRAND TOTAL	3 740 237	3 728 220	(12 017)	3 728 220	3 847 399	(119 179)
DETAILS OF EXPENSES BY SERVICES						
Primary education	2 577 140	2 618 292	41 152	2 618 292	2 469 761	148 531
Secondary education	1 482 144	1 485 610	3 466	1 485 610	1 449 811	35 799
Total cost of services	4 059 284	4 103 902	44 618	4 103 902	3 919 572	184 330
Less total income	750 755	803 094	52 339	803 094	747 031	56 063
Net cost of services	3 308 529	3 300 808	(7 721)	3 300 808	3 172 541	128 267
Adjustments	106 961	182 830	75 869	182 830	99 030	83 800
Total appropriations provided to deliver services	3 415 490	3 483 638	68 148	3 483 638	3 271 571	212 067
CAPITAL EXPENDITURE						
Purchase of non-current physical assets	518 483	504 567	(13 916)	504 567	696 514	(191 947)
Repayment of borrowings	15 470	14 777	(693)	14 777	14 411	366
Adjustments for other funding sources	(209 206)	(274 762)	(65 556)	(274 762)	(135 097)	(139 665)
Capital appropriations	324 747	244 582	(80 165)	244 582	575 828	(331 246)

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

Note 46 'Explanatory statement' provides details of any significant variations between estimates and actual results for 2012-13 and between the actual results for 2012-13 and 2011-12.

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements For the year ended 30 June 2013

NOTE 1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2013 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*. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Department for the annual reporting period ended 30 June 2013.

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.

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 Education and Training Shared Services Centre.

Notes to the Financial Statements

For the year ended 30 June 2013

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 excellent 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 Commonwealth 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

This service provides access to education in public schools for children aged generally from four years and six months to 12 years and six months.

Service 2: Secondary Education

This service provides access to education in public schools for children aged generally from 12 years and six months.

(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 34 '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.

Notes to the Financial Statements

For the year ended 30 June 2013

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

Revenue is recognised when fees and charges are due.

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 17 '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 2012–13 Budget Statements, the Department retained \$778.5 million in 2012–13 (\$728.2 million in 2011–12) from the following:

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

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.

Notes to the Financial Statements

For the year ended 30 June 2013

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.

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 assets 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.

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 a private valuer and endorsed by the Western Australian Land Information Authority (Valuation Services), are recognised in the financial statements. They 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 in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated useful 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 25, 27 and 34 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*'.

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.

Notes to the Financial Statements

For the year ended 30 June 2013

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>	50	Years
<i>Communication equipment</i>	5	Years
<i>Computer equipment</i>	4	Years
<i>Furniture and fittings</i>	10	Years
<i>Motor vehicles</i>	5	Years
<i>Buses</i>	10	Years
<i>Musical instruments</i>	12	Years
<i>Office equipment</i>	8	Years
<i>Plant and equipment</i>	8	Years
<i>Transportables</i>	16	Years
<i>Software</i>	4	Years
<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.

The carrying value of intangible assets is reviewed for impairment annually, when the asset is not yet in use or more frequently when an indicator of impairment arises during the reporting year indicating that the carrying value may not be recoverable.

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.

(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.

Notes to the Financial Statements

For the year ended 30 June 2013

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 an 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 29 '*Impairment of Assets*'; refer to note 2(p) '*Receivables*' and note 22 '*Receivables*' for impairment of receivables).

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

Non-current assets (or disposal groups) held for sale 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 sale are not depreciated or amortised.

Non-current assets held for sale 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 Regional Development (DRD) is the only agency with the power to sell Crown land. The Department transfers the Crown land and any attached buildings to DRD 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.

(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.

Notes to the Financial Statements

For the year ended 30 June 2013

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.

(m) Accrued salaries

Accrued salaries (see note 30 '*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.

The accrued salaries suspense account (see note 19 '*Restricted cash and cash equivalents*') consists of amounts paid annually into a suspense account over a period of 10 financial years to largely meet the additional cash outflow in each eleventh year when 27 pay days occur instead of the normal 26. No interest is received on this account.

(n) Amounts receivable for services (holding account)

The Department receives funding on an accrual basis. The appropriations are paid partly in cash and partly as an asset (holding account receivable). The accrued amount is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement (see note 17 '*Income from State Government*' and note 20 '*Amounts receivable for services*').

Notes to the Financial Statements

For the year ended 30 June 2013

(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 21 '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 22 '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 30 '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 32 'Provisions').

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 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 within 12 months after the reporting period 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.

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 reporting period.

Long service leave

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

Long service leave that is not expected to be settled within 12 months after the reporting period 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 2013

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.

Unconditional long service leave provisions are classified as current liabilities as the Department does not have an unconditional right to defer settlement of the liability for at least 12 months after the reporting period. Pre-conditional and conditional long service leave provisions are classified as non-current liabilities because the Department has an unconditional right to defer the settlement of the liability until the employee has completed the requisite years of service.

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 funds 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 Commonwealth 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 2013

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

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of 'Supplies and Services' and are not included as part of the Department's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

(s) Superannuation expense

The superannuation expense in the Statement of Comprehensive Income comprises employer contributions paid to the GSS (concurrent contributions), the WSS, the GESBS, or other superannuation fund. The employer contribution paid to the GESB in respect of the GSS is paid back into the Consolidated Account by the GESB.

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

Assets or services received free of charge or for nominal cost are recognised as income at the fair value of the assets and/or the fair value of those services that can be reliably measured and the Department would otherwise pay for. 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 812 educational sites including 792 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.

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.

Notes to the Financial Statements

For the year ended 30 June 2013

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 2013

NOTE 5. RESTATEMENT OF COMPARATIVES AND CORRECTION OF ERRORS

The Department has made a number of changes regarding the classification and general format to its financial statements to improve the information provided to users and also management. Consequently, the comparatives have been restated consistent with the current year, to make them more meaningful to all users.

	30-Jun 2012	Increase/ (Decrease)	30-Jun 2012 (Restated)
	\$'000	\$'000	\$'000
Statement of Comprehensive Income (extract)			
Employee benefits expense	2 901 617	-	2 901 617
Supplies and services	674 036	58 403	732 439
Depreciation and amortisation expense	228 593	(245)	228 348
Grants and subsidies	51 025	-	51 025
Finance costs	1 563	-	1 563
Other expenses	62 983	(58 403)	4 580
Total cost of services	3 919 817	(245)	3 919 572
NET COST OF SERVICES	3 172 786	(245)	3 172 541
SURPLUS FOR THE PERIOD	148 242	245	148 487

The change related to the reclassification of workers compensation and on-costs, from Other expenses, to Insurance within Supplies and services.

	30-Jun 2012	Increase/ (Decrease)	30-Jun 2012 (Restated)
	\$'000	\$'000	\$'000
Statement of Financial Position (extract)			
Land and buildings held for distribution to owner	22 751	(2 388)	20 363
Property, plant and equipment	11 392 595	(10 881)	11 381 714
NET ASSETS	12 715 718	(13 269)	12 702 449
EQUITY			
Accumulated surplus/(deficit)	1 158 772	245	1 159 017
Asset Revaluation Reserve	8 798 310	(13 514)	8 784 796
TOTAL EQUITY	12 715 718	(13 269)	12 702 449

The change to Land and Buildings held for Distribution to Owner is to correct the percentage allocation of the land transferred in 2011–12 and to recognise the transfer in of land from Property, plant and equipment.

The other change to Property, plant & equipment relates to the write off of a school in a prior period which was recognised in 2012–13.

Notes to the Financial Statements

For the year ended 30 June 2013

NOTE 5. RESTATEMENT OF COMPARATIVES AND CORRECTION OF ERRORS

Statement of Cash Flows

Change from derived to a transaction based approach to preparing the Statement of Cash Flows

The new approach provides a more accurate means of reporting the Department's cash transactions and is consistent with the more detailed reporting requirements of the Department of Treasury.

	30-Jun 2012	Increase/ (Decrease)	30-Jun 2012 (Restated)
	\$'000	\$'000	\$'000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation	3 046 196	-	3 046 196
Capital contributions	575 828	-	575 828
Holding account draw downs	19 144	-	19 144
Grants and subsidies	15 447	(11 200)	4 247
Royalties for Regions Fund			
Regional Infrastructure and Head Work Fund	19 950	-	19 950
Regional Community Services Fund	6 001	-	6 001
Net cash provided by State Government	3 682 566	(11 200)	3 671 366
<i>Utilised as follows:</i>			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Suppliers and employees	(3 526 441)	3 526 441	-
Employee benefits	-	(2 830 714)	(2 830 714)
Supplies and services	-	(720 803)	(720 803)
Grants and subsidies	(37 644)	5 864	(31 780)
Finance costs	(1 579)	-	(1 579)
GST payments on purchases	(107 330)	(153)	(107 483)
Other receipts	-	(6)	(6)
Receipts			
User contributions, charges and fees	147 742	(60 016)	87 726
Commonwealth grants and contributions	561 280	105	561 385
Interest received	11 366	397	11 763
GST receipts on revenue	8 360	(2 829)	5 531
GST receipts from taxation authority	96 434	4 291	100 725
Other receipts	-	91 350	91 350
Net cash provided by / (used in) operating activities	(2 847 812)	13 927	(2 833 885)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments			
Payments of non-current physical assets	(658 947)	(2 728)	(661 675)
Receipts			
Receipts from sale of non-current physical assets	226	1	227
Net cash provided by / (used in) investing activities	(658 721)	(2 727)	(661 448)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments			
Payments of finance lease liabilities	(14 411)	-	(14 411)
Net cash provided by / (used in) financing activities	(14 411)	-	(14 411)
Net increase / (decrease) in cash and cash equivalents	161 622	-	161 622
Cash and cash equivalents at the beginning of the period	459 898	-	459 898
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	621 520	-	621 520

Notes to the Financial Statements For the year ended 30 June 2013

6. 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 2012 that impacted on the Department.

AASB 2011-9 Amendments to Australian Accounting Standards – Presentation of Items of Other Comprehensive Income [AASB 1, 5, 7, 101, 112, 120, 121, 132, 133, 134, 1039 & 1049]

This Standard requires to group items presented in other comprehensive income on the basis of whether they are potentially reclassifiable to profit or loss subsequently (reclassification adjustments). There is no financial impact.

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'. Consequently, 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
<i>AASB 9</i>	<i>Financial Instruments</i> This Standard supersedes AASB 139 <i>Financial Instruments: Recognition and Measurement</i> , introducing a number of changes to accounting treatments. <i>AASB 2012-6 Amendments to Australian Accounting Standards - Mandatory Effective Date of AASB 9 and Transition Disclosures</i> amended the mandatory application date of this Standard to 1 January 2015. The Department has not yet determined the application or the potential impact of the Standard.	1 Jan 2015
<i>AASB 13</i>	<i>Fair Value Measurement</i> This Standard defines fair value, sets out a framework for measuring fair value and requires additional disclosures about fair value measurements. There is no financial impact.	1 Jan 2013
<i>AASB 119</i>	<i>Employee Benefits</i> This Standard supersedes AASB 119 (October 2010), making changes to the recognition, presentation and disclosure requirements. The Department does not have any defined benefit plans, and therefore the financial impact will be limited to the effect of discounting annual leave and long service leave liabilities that were previously measured at the undiscounted amounts.	1 Jan 2013

Notes to the Financial Statements For the year ended 30 June 2013

AASB 1053	<p><i>Application of Tiers of Australian Accounting Standards</i></p> <p>This Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements. There is no financial impact.</p>	1 Jul 2013
AASB 1055	<p><i>Budgetary Reporting</i></p> <p>This Standard specifies the nature of budgetary disclosures, the circumstances in which they are to be included in the general purpose financial statements of not-for-profit entities within the GGS. 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.</p>	1 Jul 2014
AASB 2010 – 2	<p><i>Amendments to the Australian Accounting Standards arising from Reduced Disclosure Requirements [AASB 1, 2, 3, 5, 7, 8, 101, 102, 107, 108, 110, 111, 112, 116, 117, 119, 121, 123, 124, 127, 128, 131, 133, 134, 136, 137, 138, 140, 141, 1050 & 1052 and Int 2, 4, 5, 15, 17, 127, 129 & 1052]</i></p> <p>This Standard makes amendments to many Australian Accounting Standards and Interpretations to introduce reduced disclosure requirements for certain types of entities. There is no financial impact.</p>	1 Jul 2013
AASB 2010 – 7	<p>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 and 1038 and Interpretations 2, 5, 10, 12, 19 and 127]</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>AASB 2012-6 amended the mandatory application date of this Standard to 1 January 2015. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2015
AASB 2011 – 2	<p><i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project - Reduced Disclosure Requirements [AASB 101 & 1054]</i></p> <p>This Standard removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards for reduced disclosure reporting. There is no financial impact.</p>	1 Jul 2013
AASB 2011-8	<p><i>Amendments to Australian Accounting Standards arising from AASB 13 [AASB 1, 2, 3, 4, 5, 7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 & 1038 and Int 2, 4, 12, 13, 14, 17, 19, 131, & 132]</i></p> <p>This Standard replaces the existing definition and fair value guidance in other Australian Accounting Standards and Interpretations as the result of issuing AASB 13 in September 2011. There is no financial impact.</p>	1 Jan 2013
AASB 2011 – 10	<p><i>Amendments to Australian Accounting Standards arising from AASB 119 (September 2011) [AASB 1,8, 101, 124, 134, 1049 & 2011 –8 and Int 14]</i></p> <p>This Standard makes amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 119 in September 2011. There is limited financial impact.</p>	1 Jan 2013

Notes to the Financial Statements For the year ended 30 June 2013

AASB 2011 – 11	<i>Amendments to AASB 119 (September 2011) arising from Reduced Disclosure Requirements</i>	1 Jul 2013
	This Standard gives effect to Australian Accounting Standards - Reduced Disclosure Requirements for AASB 119 (September 2011). There is no financial impact.	
AASB 2012 – 1	<i>Amendments to Australian Accounting Standards - Fair Value Measurement - Reduced Disclosure Requirements [AASB 3, 7, 13, 140 & 141]</i>	1 Jul 2013
	This Standard establishes and amends reduced disclosure requirements for additional and amended disclosures arising from AASB 13 and the consequential amendments implemented through AASB 2011-8. There is no financial impact.	
AASB 2012 – 2	<i>Amendments to Australian Accounting Standards - Disclosures - Offsetting Financial Assets and Financial Liabilities [AASB 7 & AASB 132]</i>	1 Jan 2013
	This Standard amends the required disclosures in AASB 7 to include information that will enable users of an entity's financial statements to evaluate the effect or potential effect of netting arrangements, including rights of set-off associated with the entity's recognised financial assets and recognised financial liabilities, on the entity's financial position. There is no financial impact.	
AASB 2012 – 3	<i>Amendments to Australian Accounting Standards - Offsetting Financial Assets and Financial Liabilities [AASB 132]</i>	1 Jan 2014
	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 2012-5	<i>Amendments to Australian Accounting Standards arising from Annual Improvements 2009-2011 Cycle [AASB 1, 101, 116, 132 & 134 and Interpretation 2]</i>	1 Jan 2013
	This Standard makes amendments to the Australian Accounting Standards and Interpretations as a consequence of the annual improvements process. There is no financial impact.	
AASB 2012-6	<i>Amendments to Australian Accounting Standards – Mandatory Effective Date of AASB 9 and Transition Disclosures [AASB 9, 2009-11, 2010-7, 2011-7 & 2011-8]</i>	1 Jan 2013
	This Standard amends the mandatory effective date of AASB 9 Financial Instruments to 1 January 2015. Further amendments are also made to consequential amendments arising from AASB 9 that will now apply from 1 January 2015 and to consequential amendments arising out of the Standards that will still apply from 1 January 2013. There is no financial impact.	
AASB 2012-7	<i>Amendments to Australian Accounting Standards arising from Reduced Disclosure Requirements [AASB 7, 12, 101 & 127]</i>	1 Jul 2013
	This Standard adds to or amends the Australian Accounting Standards to provide further information regarding the differential reporting framework and the two tiers of reporting requirements for preparing general financial statement. There is no financial impact.	

Notes to the Financial Statements

For the year ended 30 June 2013

AASB 2012-10	<p><i>Amendments to Australian Accounting Standards – Transition Guidance and Other Amendments [AASB 1, 5, 7, 8, 10, 11, 12, 13, 101, 102, 108, 112, 118, 119, 127, 128, 132, 133, 134, 137, 1023, 1038, 1039, 1049, & 2011-7 and Int 12]</i></p> <p>This Standard makes amendments to AASB 10 and related Standards to revise the transition guidance relevant to the initial application of those Standards, and to clarify the circumstances in which adjustments to an entity's previous accounting for its involvement with other entities are required and the timing of such adjustments.</p> <p>The Standard was issued in December 2012. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2013
AASB 2012-11	<p><i>Amendments to Australian Accounting Standards – Reduced Disclosure Requirements and Other Amendments [AASB 1, 2, 8, 10, 107, 128, 133, 134 & 2011-4]</i></p> <p>This Standard makes various editorial corrections to Australian Accounting Standards – Reduced Disclosure Requirements (Tier 2). These corrections ensure that the Standards reflect decisions of the AASB regarding the Tier 2 requirements.</p> <p>This Standard also extends the relief from consolidation and the equity method (in the new Consolidation and Joint Arrangements Standards) to entities complying with Australian Accounting Standards – Reduced Disclosure Requirements. There is no financial impact.</p>	1 Jul 2013
AASB 2013-3	<p><i>Amendments to AASB 136 – Recoverable Amount Disclosures for Non-Financial Assets</i></p> <p>This Standard amends the disclosure requirements of AASB 136 by requiring the disclosure of additional information about the fair value measurement when the recoverable amount of impaired assets is based on fair value less costs of disposal. This includes further disclosures about the discount rates used in current and previous measurements if the recoverable amount of impaired assets based on fair value less costs of disposal was measured using a present value technique. There is no financial impact.</p>	1 Jan 2014

Changes in accounting estimates

Useful life of buildings

Each year the Department reviews the useful lives of its assets. As a result, the useful life of buildings was increased from 40 to 50 years, effective from 1 July 2012.

The effect of the change is to reduce the depreciation expense and service appropriation from State Government in the current year by \$37.7 million. Similar reductions are expected in 2013-14 of \$40.2 million and in 2014-15 \$43.6 million.

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000

7. EMPLOYEE BENEFITS EXPENSE

Salaries and allowances ^(a)	2 718 031	2 570 247
Superannuation ^(b)	271 938	256 253
Other employee-related expense ^(c)	85 924	75 117
	3 075 893	2 901 617

(a) Includes the value of leave entitlements.

(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.

(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 at note 8 'Supplies and Services'.

Employment on-costs liability is included at note 32 'Provisions'.

8. SUPPLIES AND SERVICES

Communication services	28 223	28 591
Consumables	2 826	3 386
Consumables - utilities	64 867	55 964
Equipment purchases (\$4 999 and below)	5 533	6 835
Insurance	80 343	77 342
Minor works	34 479	50 831
Repairs and maintenance	95 292	82 124
Services and contracts	116 666	105 588
Services and contracts - property	35 892	38 831
Staff-related expense	3 264	3 125
Travel	7 001	10 321
Other - schools	268 041	267 385
Other	1 353	2 116
	743 780	732 439

These expenses are paid by the Central Office on behalf of Schools which are included in the above Supplies and Services:

Insurance	20 903	17 906
Maintenance, facilities and minor upgrades	82 649	90 622
Lease payments	3 117	1 850
Contract cleaning and gardening	9 914	10 445
Other schools supplies and services	18 546	12 302
Total school supplies and services	135 129	133 125

These expenses are paid directly by the Schools which are included in the above Supplies and Services:

Administration	77 614	68 948
Maintenance and repairs	32 173	30 601
Teaching and learning expenses	158 254	167 836
Total Other - schools	268 041	267 385
Electricity and water	61 460	53 736
Total Direct school expenses	329 501	321 121

Notes to the Financial Statements

	2012–13	2011–12 *
	\$000	\$000

9. DEPRECIATION AND AMORTISATION EXPENSE

Depreciation

Buildings (restated) *	173 249	189 219
Plant and equipment	6 809	5 738
Motor vehicles	549	554
Buses	1 750	1 793
Computers	3 408	3 053
Communication equipment	902	769
Office equipment	3 419	3 422
Library Collections	9 268	8 290
Miscellaneous	571	524
Leased plant and equipment	28	31
Leased office equipment	14 929	14 424
Leased motor vehicles	136	-
Leased buses	78	-
Total depreciation	215 096	227 817

Amortisation

Intangible assets	478	531
Total amortisation	478	531

Total depreciation and amortisation

215 574	228 348
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10. GRANTS AND SUBSIDIES

Recurrent ^(a)

Parents from Government schools	1 110	1 216
Non-government schools and other organisations	55 402	46 642
	56 512	47 858

Capital

Completed works on Commonwealth buildings	-	3 167
	-	3 167
Total grants and subsidies	56 512	51 025

11. FINANCE COSTS

Finance lease - finance charges	1 410	1 563
Finance costs expensed	1 410	1 563

12. OTHER EXPENSES

Loss on disposal of non-current assets ^(b)	3 401	3 639
Loss from fires ^(c)	7 316	-
Other expenses	16	941
	10 733	4 580

(a) 2011–12 has been restated by reducing the Parents to Government schools from \$5154 to \$1216 (a reduction of \$3938) and increasing the Non-government schools and other organisations from \$42 704 to \$46 642 (an increase of \$3938).

(b) Please refer to Note 13 for detailed breakdown

(c) Loss from fires - 2012–13 buildings \$7 316 343 (Nil 2011–12)

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000
13. LOSS ON DISPOSAL OF NON-CURRENT ASSETS		
<u>Costs of Disposal of Non-Current Assets</u>		
Land (Freehold)	10 925	-
Buildings	144	-
Plant and equipment	1 450	932
Motor vehicles	12	401
Buses	218	320
Computers	403	338
Communication equipment	62	298
Office equipment	588	1 368
Library collections	73	-
Intangible Assets	5	-
Miscellaneous assets	99	209
	13 979	3 866
<u>Proceeds from Disposal of Non-Current Assets</u>		
Land (Freehold)	10 164	-
Plant and equipment	9	29
Motor vehicles	87	157
Buses	271	27
Computers	5	-
Communication equipment	23	2
Office equipment	-	12
Intangible Assets	1	-
Miscellaneous assets	18	-
	10 578	227
Net loss ^(a)	3 401	3 639
(a) Refer to Note 12		
14. USER CONTRIBUTIONS, CHARGES AND FEES		
<u>Schools</u>		
Contributions, charges and fees	84 612	81 578
	84 612	81 578
<u>Central Office</u>		
Agricultural schools fees	3 296	3 110
Other charges and fees	4 188	3 917
	7 484	7 027
Total user contributions, charges and fees	92 096	88 605
15. OTHER REVENUE		
<u>Schools</u>		
Bookshops and canteens	6 728	5 994
Donations to schools	17 387	16 252
Hire of facilities	4 946	4 011
Other revenue	14 414	11 732
Total other revenue - Schools	43 475	37 989

Notes to the Financial Statements

	2012-13	2011-12
	\$000	\$000
<u>Central Office</u>		
<u>Capital grants and contributions</u>		
Development grant	1 137	875
Developer contributions - land	11 748	7 523
	12 885	8 398
<u>Other</u>		
Recoveries and refunds	9 547	7 345
Sale of goods and services	23 983	26 406
Other miscellaneous revenue	4 550	5 245
	38 080	38 996
Total other revenue - Central office	50 965	47 394
Total other revenue	94 440	85 383
16. COMMONWEALTH GRANTS AND CONTRIBUTIONS		
<u>Central Office</u>		
Commonwealth grants - recurrent	516 400	474 368
Commonwealth grants - capital	86 810	83 898
	603 210	558 266
<u>Schools</u>		
Commonwealth grants - recurrent	3 495	3 014
	3 495	3 014
Total Commonwealth grants and contributions	606 705	561 280
Undischarged Grants		
The Department of Education receives Commonwealth 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. Commonwealth grants yet to be fully spent at 30 June 2013 total \$119.00 million (\$100.39 million at 30 June 2012) comprising the following:		
<u>Recurrent</u>		
- COAG National Partnership Program	74 208	65 695
- Special Project Grants	5 218	5 618
- Indian Ocean Territories	(4 031)	1 578
	75 395	72 891
<u>Capital</u>		
- Department of State Development - East Kimberley Development Project	1 450	3 557
- Trade Training Centres in Schools	26 166	13 568
- Indigenous Early Childhood Development	805	4 997
- Local Schools Working Together & Early Learning and Care Centres	629	964
- Universal Access	14 557	4 410
	43 607	27 496
Total Undischarged Grants	119 002	100 387

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000
17. INCOME FROM STATE GOVERNMENT		
<u>Appropriation received during the period:</u>		
Service appropriation ^(a)	3 483 638	3 271 571
	3 483 638	3 271 571
<u>Grants and subsidies received during the period:</u>		
State grants - recurrent	5 020	3 107
State grants - capital	4 210	12 340
	9 230	15 447
<u>Services received free of charge from other State government agencies during the period:</u> ^(b)		
Department of Finance	1 628	1 721
Landgate	251	282
Department of Sport and Recreation	-	6
Department of Finance - Building Management and Works	23 720	25 468
State Solicitor's Office	518	505
Department of Culture and the Arts	41	17
Department of Transport	-	10
Department of Health	169	-
	26 327	28 009
<u>Royalties for Regions Fund:</u>		
Regional Community Services Account ^(c)	12 396	6 001
	12 396	6 001
	3 531 591	3 321 028

Undischarged Royalties for Regions Funds

The Department receives Royalties for Regions funds on the condition that the money shall be extended in a particular manner. Funds which are yet to be fully spent as at the end of the reporting period do constitute a liability. Royalties for Regions funds yet to be fully spent at 30 June 2013 total -\$2.675 million (\$11.935 million at 30 June 2012) comprising the following:

Recurrent

Boarding Away From Home	-	672
Clontarf Colleges	44	265
E-Learning - Pilbara	1 794	-
Attraction and Retention Program - Pilbara Teachers	1 189	-
	3 027	937

Capital

Hedland Senior High School - Pilbara Cities Initiative	-	2 870
Regional Schools Plan	(5 702)	8 128
	(5 702)	10 998
	(2 675)	11 935

Total Undischarged Funds

- (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) Assets or services received free of charge or for a nominal cost are recognised as revenue at fair value of the assets and/or service that can be reliably measured and which would have been purchased if they were not donated. Contributions of assets or services in the nature of contributions are recognised directly in equity. Services received free of charge comprised \$19.19 million (2011–12 \$16.00 million) supplies and services and \$7.14 million (2011–12 \$12.00 million) capital.
- (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

	2012–13	2011–12
	\$000	\$000

18. CASH AND CASH EQUIVALENTSSchools

Bank accounts	284 767	252 761
Cash on hand	260	257
	<u>285 027</u>	<u>253 018</u>

Central office

Operating bank account	152 347	103 172
Cash held in regional offices bank accounts	306	279
Cash on hand and advances	118	140
	<u>152 771</u>	<u>103 591</u>

Total cash and cash equivalents

	<u><u>437 798</u></u>	<u><u>356 609</u></u>
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19. RESTRICTED CASH AND CASH EQUIVALENTSCurrent

Grants trust accounts ^(a)	138 345	181 648
Paid parental leave ^(b)	236	227
Royalties for Regions Fund ^(c)	(2 675)	11 935
	<u>135 906</u>	<u>193 810</u>

Non-Current

Accrued salaries suspense account (27th pay) ^(d)	87 212	71 101
	<u>87 212</u>	<u>71 101</u>

Total Restricted Cash and Cash Equivalents

	<u><u>223 118</u></u>	<u><u>264 911</u></u>
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(a) Unspent cash balances relating to Commonwealth 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.

(b) Unspent cash balances relating to Commonwealth Paid Parental Leave Scheme, which can only be used for the purpose stipulated by the grant or funding arrangement.

(c) The overcommitted funds in 2012-13 are to be received in 2013-14. All funds, both overcommitted and unspent (2011-12) are for projects and programs in WA regional areas.

(d) 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.

20. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)

Current	19 144	19 144
Non-current	1 755 932	1 487 164
	<u>1 775 076</u>	<u>1 506 308</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

	2012–13	2011–12
	\$000	\$000

21. INVENTORIESCurrent

Inventories held for resale:

School canteens, publications and bookshops stocks (at cost)	2 117	2 113
Livestock and farm produce (at cost)	2 904	3 172
	<u>5 021</u>	<u>5 285</u>

22. RECEIVABLESCurrent

Receivables	29 173	47 340
Allowance for impairment of receivables	(1 269)	(7 367)
GST receivable	11 229	10 434
	<u>39 133</u>	<u>50 407</u>

Reconciliation of changes in the allowances for impairment of receivables:

Balance at start of period	7 368	6 651
Doubtful debts expense	128	1 356
Amounts written off during the period	(6 227)	(639)
Balance at end of the period	<u>1 269</u>	<u>7 368</u>

The Department does not hold any collateral or other credit enhancements as security for receivables.

23. OTHER ASSETSCurrent

Prepayments	10 600	13 296
	<u>10 600</u>	<u>13 296</u>

Notes to the Financial Statements

	2012–13	2011–12 *
	\$000	\$000
24. LAND AND BUILDINGS HELD FOR DISTRIBUTION TO OWNER		
<u>Opening balance</u>		
Land and buildings	20 364	16 702
Less write-down from cost to fair value less selling costs	(1)	(2)
	20 363	16 700
<u>Add: Assets reclassified as held for distribution *</u>		
Land and buildings ^(a)	8 053	20 364
Less write-down from cost to fair value less selling costs ^(b)	-	-
	8 053	20 364
<u>Total assets classified as held for distribution</u>		
Land and buildings	28 417	37 066
Less write-down from cost to fair value less selling costs ^(b)	(1)	(2)
	28 416	37 064
<u>Less: Assets distributed to owner</u>		
Land and buildings	(27 647)	(15 702)
Less write-down from cost to fair value less selling costs ^(b)	-	-
	(27 647)	(15 702)
<u>Less: Assets reclassified as non current assets</u>		
Land and buildings	-	(1 000)
Less write-down from cost to fair value less selling costs ^(b)	-	1
	-	(999)
<u>Closing Balance</u>		
Land and buildings	770	20 364
Less write-down from cost to fair value less selling costs ^(b)	(1)	(1)
	769	20 363

(a) In 2011–12 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$20.36 million was transferred to land and buildings held for distribution to owner.

Kinlock site Lot 50 \$0.39m
Wickham site \$0.13m
Orelia/Waikiki \$11.15m
Blackmore site \$5.08m
North Lake \$3.62m

In 2012–13 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$8.05 million was transferred to land and buildings held for distribution to owner.

Coolbellup \$4.39m
Wattleup \$2.89m
Shark Bay \$0.77m

(b) Disclosed as other expenses.

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

	2012-13	2011-12 *
	\$000	\$000
25. PROPERTY, PLANT AND EQUIPMENT		
<u>Land (restated) *</u>		
At fair value ^(a)	3 294 832	3 343 172
	3 294 832	3 343 172
<u>Buildings (restated) *</u>		
At fair value ^(a)	8 133 765	7 504 405
Accumulated depreciation	(11 128)	(1 343)
	8 122 637	7 503 062
<u>Plant and equipment</u>		
At cost - Central office	278	261
At cost - schools	69 934	62 275
Accumulated depreciation	(38 167)	(32 504)
	32 045	30 032
<u>Motor vehicles</u>		
At cost - schools	4 349	3 794
Accumulated depreciation	(3 262)	(2 680)
	1 087	1 114
<u>Buses</u>		
At cost - schools	17 538	17 779
Accumulated depreciation	(7 944)	(6 486)
	9 594	11 293
<u>Computers</u>		
At cost - Central office	5 490	6 632
At cost - schools	16 989	14 985
Accumulated depreciation	(15 378)	(13 906)
	7 101	7 711
<u>Communication equipment</u>		
At cost - Central office	1 439	1 615
At cost - schools	6 578	5 679
Accumulated depreciation	(5 378)	(4 986)
	2 639	2 308
<u>Office equipment</u>		
At cost - Central office	1 305	1 552
At cost - schools	23 867	23 621
Accumulated depreciation	(14 691)	(15 085)
	10 481	10 088
<u>Library collection</u>		
At cost - Central office	114	161
At cost - schools	55 009	46 450
Accumulated depreciation	(17 561)	(8 289)
	37 562	38 322

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

	2012-13	2011-12 *
	\$000	\$000
<u>Miscellaneous assets</u>		
At cost - Central office	599	514
At cost - schools	7 131	6 520
Accumulated depreciation	(3 512)	(3 118)
	<u>4 218</u>	<u>3 916</u>
<u>Capital works in progress (at cost) ^(b)</u>		
New Primary schools	19 086	34 861
New Secondary schools	35 400	131 441
Building the Education Revolution	2 973	24 971
Additions and improvements to schools - Primary	68 259	53 594
Additions and improvements to schools - Secondary	189 329	179 455
Indigenous Child and Family Centres	7 414	6 374
	<u>322 461</u>	<u>430 696</u>
Total property, plant and equipment	<u>11 844 657</u>	<u>11 381 714</u>

(a) Land and buildings were revalued as at 1 July 2012 and reflect fair value as at 30 June 2013. Land valuations were performed by the Western Australian Land Information Authority (Valuation Services) and building valuations were performed by an independent Quantity Surveyor and endorsed by Valuation Services. In undertaking these valuations, fair value was determined by reference to current use land values for land and depreciated replacement cost for buildings. Land comprises Crown and Freehold land.

Valuation Services and the Department of Treasury assessed the valuations globally to ensure that the valuations provided as at 1 July 2012 were compliant with fair value as at 30 June 2013.

(b) In 2012-13 the Capital works in progress category "Additions and Improvements to schools" has been allocated between primary and secondary and a new category for Indigenous Child and Family centres was created. The 2011-12 comparatives have been restated to reflect these category changes.

The Department, as lessor, derives operating lease income from the following leased assets included in the above:

<u>Land</u>		
At fair value	<u>38 136</u>	<u>39 950</u>
	38 136	39 950
<u>Buildings</u>		
At fair value	<u>22 791</u>	<u>21 567</u>
	<u>22 791</u>	<u>21 567</u>
	<u>60 927</u>	<u>61 517</u>

26. LEASED PLANT AND EQUIPMENT

<u>Leased plant and equipment</u>		
At capitalised cost	134	134
Accumulated depreciation	(74)	(46)
	<u>60</u>	<u>88</u>
<u>Leased office equipment</u>		
At capitalised cost	57 964	57 113
Accumulated depreciation	(28 309)	(27 153)
	<u>29 655</u>	<u>29 960</u>
<u>Leased motor vehicles</u>		
At capitalised cost	515	-
Accumulated depreciation	(229)	-
	<u>286</u>	-
<u>Leased Buses</u>		
At capitalised cost	584	-
Accumulated depreciation	(200)	-
	<u>384</u>	-
Total leased plant and equipment	<u>30 385</u>	<u>30 048</u>

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

27. 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
2011–12											
Land (restated) *	3 385 601	2 490	-	(20 364)	999	31 818	(57 370)	-	-	(2)	3 343 172
Buildings (restated) *	7 005 224	400	-	-	-	567 500	129 479	(10 325)	(189 219)	3	7 503 062
Plant and equipment	25 620	11 186	(932)	-	-	-	-	-	(5 738)	(104)	30 032
Leased plant and equipment	62	57	-	-	-	-	-	-	(31)	-	88
Motor vehicles	1 425	404	(401)	-	-	-	-	-	(554)	240	1 114
Leased motor vehicles	-	-	-	-	-	-	-	-	-	-	-
Buses	12 850	512	(320)	-	-	-	-	-	(1 793)	44	11 293
Leased buses	-	-	-	-	-	-	-	-	-	-	-
Computers	6 960	4 030	(338)	-	-	-	-	-	(3 053)	112	7 711
Communications	2 510	985	(298)	-	-	-	-	-	(769)	(120)	2 308
Office equipment	11 046	3 889	(1 369)	-	-	-	-	-	(3 422)	(56)	10 088
Leased office equipment	24 977	19 407	-	-	-	-	-	-	(14 424)	-	29 960
Library collections	37 827	8 550	-	-	-	-	-	-	(8 290)	235	38 322
Miscellaneous assets	3 736	837	(208)	-	-	-	-	-	(524)	75	3 916
Works in progress - capital works	386 247	643 767	-	-	-	(599 318)	-	-	-	-	430 696
Total	10 904 085	696 514	(3 866)	(20 364)	999	-	72 109	(10 325)	(227 817)	427	11 411 762

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 Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

27. 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 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
2012-13										
Land (restated) *	3 343 172	4 433	-	(8 053)	19 752	(64 473)	-	-	1	3 294 832
Buildings (restated) *	7 503 062	26	(7 460)	-	533 070	267 191	-	(173 249)	(3)	8 122 637
Plant and equipment	30 032	10 126	(1 450)	-	-	-	-	(6 809)	146	32 045
Leased plant and equipment	88	-	-	-	-	-	-	(28)	-	60
Motor vehicles	1 114	524	(12)	-	-	-	-	(549)	10	1 087
Leased motor vehicles	-	692	-	-	-	-	-	(136)	(270)	286
Buses	11 293	313	(218)	-	-	-	-	(1 750)	(44)	9 594
Leased buses	-	646	-	-	-	-	-	(78)	(184)	384
Computers	7 711	3 107	(403)	-	-	-	-	(3 408)	94	7 101
Communications	2 308	1 323	(62)	-	-	-	-	(902)	(28)	2 639
Office equipment	10 088	4 447	(588)	-	-	-	-	(3 419)	(47)	10 481
Leased office equipment	29 960	14 141	-	-	-	-	-	(14 929)	483	29 655
Library collections	38 322	9 227	(73)	-	-	-	-	(9 268)	(646)	37 562
Miscellaneous assets	3 916	987	(99)	-	-	-	-	(571)	(15)	4 218
Works in progress - capital works	430 696	454 575	-	-	(552 822)	-	-	-	(9 988)	322 460
Total	11 411 762	504 567	(10 365)	(8 053)	-	202 718	-	(215 096)	(10 491)	11 875 041

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 Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

* See also Note 5 for details regarding the restatement of comparatives



Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000
28. INTANGIBLE ASSETS		
<u>Computer software</u>		
At cost - central office	3 053	3 150
At cost - schools	28	40
Accumulated amortisation	(1 932)	(2 509)
Work in progress - Intangibles internally generated	9 203	9 336
	10 352	10 017
<u>Reconciliation:</u>		
Carrying amount at start of period:	681	1 212
Additions	946	-
Amortisation expense	(478)	(531)
	1 149	681
Work in progress - Intangibles internally generated	9 203	9 336
Carrying amount at end of period:	10 352	10 017
29. IMPAIRMENT OF ASSETS		
There were no indications of impairment to property, plant and equipment or intangible assets as at 30 June 2013.		
30. PAYABLES		
<u>Current</u>		
Trade and other payables - central office	5 541	8 377
Trade and other payables - schools	8 340	7 187
Accrued expenses	40 771	62 759
Accrued salaries	65 015	60 630
	119 667	138 953
31. BORROWINGS		
<u>Current</u>		
Finance lease liabilities (secured) ^(a)	14 358	14 188
<u>Non-Current</u>		
Finance lease liabilities (secured) ^(a)	19 302	19 130
Total borrowings	33 660	33 318
(a) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default.		
<u>Assets pledged as security:</u>		
The carrying amounts of non-current assets pledged as security are:		
Leased plant and equipment	60	88
Leased office equipment	29 655	29 960
Leased motor vehicles	286	-
Lease buses	384	-
	30 385	30 048

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000
32. PROVISIONS		
<u>Current</u>		
<i>Employee Benefits Provision</i>		
Annual leave ^(a)	208 737	191 427
Long service leave ^(b)	417 507	385 722
Deferred salary scheme ^(c)	19 468	18 492
Remote teaching service ^(d)	8 328	7 406
	654 040	603 047
<i>Other Provision</i>		
Employment on-costs ^(e)	9 544	8 877
	9 544	8 877
	663 584	611 924
<u>Non-current</u>		
<i>Employee Benefits Provision</i>		
Long service leave ^(b)	157 395	142 092
Remote teaching service ^(d)	575	1 022
	157 970	143 114
<i>Other Provision</i>		
Employment on-costs ^(e)	2 310	2 119
	2 310	2 119
	160 280	145 233
Total employee benefits provisions	812 010	746 161
Total other provisions	11 854	10 996
Total provisions	823 864	757 157

(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	196 482	180 378
More than 12 months after the end of the reporting period	12 255	11 049
	208 737	191 427

(b) 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	93 134	139 801
More than 12 months after the end of the reporting period	481 768	388 013
	574 902	527 814

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000

- (c) 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	3 835	3 892
More than 12 months after the end of the reporting period	15 633	14 600
	<u>19 468</u>	<u>18 492</u>

- (d) 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	2 671	3 542
More than 12 months after the end of the reporting period	6 232	4 886
	<u>8 903</u>	<u>8 428</u>

- (e) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments.

The associated expense, apart from the unwinding of the discount (finance cost), is disclosed in note 12 as 'Other expenses'.

Movements in other provisions

Movements in each class of provisions during the financial year, other than employee benefits, are set out below:

Employment On-Costs

Carrying amount at start of year	10 996	10 933
Additional/(reversals of) provisions recognised	787	5
Unwinding of the discount	71	58
Carrying amount at end of year	<u>11 854</u>	<u>10 996</u>

33. OTHER LIABILITIESCurrent

Amounts held in schools trust and suspense accounts	4 859	6 051
Other	980	1 030
	<u>5 839</u>	<u>7 081</u>

Notes to the Financial Statements

	Note	2012–13 \$000	2011–12 \$000
34. EQUITY			
The 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		2 758 636	2 186 526
<u>Contributions by owner</u>			
Capital appropriation		252 548	567 862
<u>Other contributions by owner</u>			
Royalties for Regions Fund - Regional Infrastructure and Headworks Account		30 978	19 950
<u>Transfer of net assets from other agencies</u>			
Challenger Institute		136	-
Total contribution by owner		3 042 298	2 774 338
<u>Distribution to Owner</u>			
Transfer of net assets to other agencies:			
Land for sale transferred to the DRD		(16 722)	(15 702)
Proceeds of sale of land transferred to Treasury		(8 344)	-
Assets transferred to School Curriculum and Standards Authority		(7)	-
Refund of GST transferred to Treasury		(660)	-
Total distribution to owner		(25 733)	(15 702)
Balance at end of period		3 016 565	2 758 636
Reserves			
<u>Asset revaluation surplus</u>			
Balance at the start of period		8 798 310	8 723 011
Correction of prior period error	5	(13 514)	-
Net revaluation increments/(decrements):			
Land		(64 473)	(56 110)
Buildings (restated) *	5	267 191	131 409
Balance at end of period		8 987 514	8 798 310
Accumulated surplus/(deficit)			
Balance at the start of the year		1 158 772	1 010 530
Correction of prior period error	5	245	-
Result for period		230 783	148 242
Balance at the end of the year		1 389 800	1 158 772
Total Equity at the end of period		13 393 879	12 715 718

* See also Note 5 for details regarding the restatement of comparatives

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000

35. 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 Flows is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents (note 18)	437 798	356 609
Restricted cash and cash equivalents (note 19)	223 118	264 911
	660 916	621 520

Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities

Net cost of services	(3 300 808)	(3 172 541)
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Non-cash items:

Depreciation Expense (note 9)	215 096	227 817
Amortisation Expense (note 9)	478	531
Resources received free of charge (note 17 (b))	19 192	15 994
Doubtful debts expense (note 22)	128	1 355
Loss on disposal of non-current assets (note 13)	3 401	3 639
Loss from fires (note 12)	7 316	
Adjustment for other non-cash items	(13 278)	(2 191)

(Increase)/decrease in assets:

Current receivables ^(a)	18 167	(18 289)
Current inventories	266	(895)
Other current assets	2 696	(4 038)

Increase/(decrease) in liabilities:

Provisions	66 707	71 234
Current payables and other liabilities ^(a)	(20 528)	42 970

Net GST receipts/(payments) ^(b)	1 117	(1 227)
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Change in GST in receivables and payables ^(c)	(1 912)	1 756
--	---------	-------

Net cash provided by/(used in) operating activities	(3 001 962)	(2 833 885)
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(c) Non-cash investing and financing activities

Acquisition of plant and equipment by means of finance leases	15 479	19 464
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(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.

36. INDIAN OCEAN TERRITORIES

Reconciliation of Commonwealth funds received and expended for the Indian Ocean Territories

Opening balance	1 578	1 530
Receipts	9 070	12 152
Payments	(14 679)	(12 104)
Closing balance	(4 031)	1 578

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000

37. 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	15 473	15 486
Later than 1 year and not later than 5 years	20 246	20 137
Minimum finance lease payments	35 719	35 623
Less future finance charges	(2 059)	(2 305)
Present value of finance lease liabilities	33 660	33 318

The present value of finance leases payable is as follows:

Within 1 year	14 358	14 188
Later than 1 year and not later than 5 years	19 302	19 130
Present value of finance lease liabilities	33 660	33 318

Included in the financial statements as:

Current (see note 31 'Borrowings')	14 358	14 188
Non-current (see note 31 'Borrowings')	19 302	19 130
	33 660	33 318

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 31 '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	12 113	14 029
Later than 1 year and not later than 5 years	17 861	28 130
Later than 5 years	5 215	8 612
	35 189	50 771

* 2011–12 has been restated from \$40.683 million to \$50.771 million based on additional building lease information.

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	752	742
Later than 1 year and not later than 5 years	1 919	2 595
Later than 5 years	192	218
	2 863	3 555

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	547 568	381 446
Later than 1 year and not later than 5 years	273 996	96 346
Later than 5 years	-	-
	821 564	477 792

Notes to the Financial Statements

	2012-13	2011-12
	\$000	\$000
<u>The capital commitments include amounts for:</u>		
New High Schools	95 308	78 696
Additional Stages to High Schools	172 471	49 070
Additions and Improvements to High Schools	193 349	63 145
Additions and Improvements to District High Schools	41 721	12 913
Additions and Improvements to Agricultural Colleges	-	8 053
New Primary Schools	129 537	102 816
Additions and Improvements to Primary Schools	32 491	1 451
Trade Training Centres in Schools	19 623	8 984
Royalties for Regions	42 812	19 903
Miscellaneous Projects	61 260	7 955
Other School Facilities	24 083	73 941
East Kimberley Development Program	-	24 130
Universal Access and Early Learning	8 909	26 734
	821 564	477 792
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	83 661	81 425
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	83 661	81 425

* 2011-12 has been restated from \$ Nil to \$81.42 million based on invoice.

38. 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
- Secondments
- Lease costs
- Outgoings
- School census information
- Administration support

Country High School Hostels Authority	224	157
Health Department of Western Australia	828	1 748
Department of Education Services	188	176
Department of the Premier and Cabinet	-	213
School Curriculum and Standards Authority	111	135
Department for Child Protection and Family Support	-	13
Pilbara Development Commission	-	11
Public Education Endowment Trust	-	9
Department of Training and Workforce Development	275	16
Goldfields Institute of Technology	7	-
Challenger Institute of Technology	286	-
C Y O'Connor Institute	180	-
Durack Institute of Technology	193	-
Great Southern Institute of Technology	145	-
Kimberley Training Institute	224	-
Pilbara Institute	156	-
Polytechnic West	227	-
South West Institute of Technology	199	-
West Coast Institute of Training	207	-
	3 450	2 478



Notes to the Financial Statements

	2012–13	2011–12 **
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39. 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

\$80 001 - \$90 000	2 *	-
\$90 001 - \$100 000	-	1 *
\$100 001 - \$110 000	1 *	-
\$110 001 - \$120 000	-	2 *
\$120 001 - \$130 000	-	-
\$130 001 - \$140 000	1 *	1 *
\$140 001 - \$150 000	1	0
\$150 001 - \$160 000	1	2 *
\$160 001 - \$170 000	-	2 *
\$170 001 - \$180 000	-	-
\$180 001 - \$190 000	-	1 *
\$190 001 - \$200 000	3	5
\$200 001 - \$210 000	6	5
\$210 001 - \$220 000	2	1
\$220 001 - \$230 000	3	-
\$230 001 - \$240 000	1	-
\$260 001 - \$270 000	1	-
\$290 001 - \$300 000	-	1
\$300 001 - \$310 000	1	-
\$320 001 - \$330 000	-	1
\$440 001 - \$450 000	-	1 *
\$480 001 - \$490 000	-	1
\$490 001 - \$500 000	1	-
	<u>24</u>	<u>24</u>

	\$000	\$000
Base remuneration and superannuation	3 625	3 704
Annual leave and long service leave accruals **	40	62
Other benefits	1 257	1 262
Total remuneration of senior officers	<u>4 922</u>	<u>5 028</u>

* Includes senior officers where period of service is less than 12 months.

** 2011–12 has been restated due to revised leave balance calculations.
The original total of \$4 951 837 was restated to \$5 028 512, an increase of \$76 675.

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.

40. 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	<u>495</u>	<u>473</u>

These amounts are due and payable in the next financial year.

The expense for the 2011–12 audit of the financial statements is included in note 8 'Supplies and Services' for 2012–13.

Notes to the Financial Statements

	2012–13	2011–12
	\$000	\$000

41. SUPPLEMENTARY FINANCIAL INFORMATION

(a) Write-offs

Accounts Receivables

During the financial year, \$1 836 940 (2011–12: \$2 119 000) of Accounts Receivables was written off under the authority of:

The accountable authority	1 837	2 119
The Minister	-	-
Executive Council	-	-
	<u>1 837</u>	<u>2 119</u>

Asset Register

During the financial year public and other property written off the department's asset register amounted to \$7 316 343 (refer Note 12). This included \$4 635 000 (2011–12 \$678 000) written off in accordance with section 48 of the *Financial Management Act 2006* under the authority of:

Accountable Authority	71	165
The Minister	-	-
Executive Council *	4 564	513
	<u>4 635</u>	<u>678</u>

* 2012–13 Mount Lawley Primary School asset write off after being destroyed by fire July 2012

(b) Losses through theft, defaults and other causes

Losses of public money and public and other property through theft or default

	3	9
Amounts recovered	-	-
	<u>3</u>	<u>9</u>

(c) Gifts of public property

Gifts of public property provided by the Department

	-	-
	<u>-</u>	<u>-</u>

(d) Act of Grace Payments

During the financial year, 1 (2011–12: 1) Act of Grace payment was made, totalling \$24 261 (2011–12: \$600)

Payments relating to damage to vehicles and travel costs	-	1
Payment made on compassionate grounds	24	-
	<u>24</u>	<u>1</u>

42. FUNDING TO NON-GOVERNMENT BODIES

Other educational institutions and non-government organisations	54 460	35 070
	<u>54 460</u>	<u>35 070</u>

Notes to the Financial Statements

43. 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, finance leases, and Treasurer's advances. 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 43(c) '*Financial Instruments Disclosures*' and note 22 '*Receivables*'.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Department trades only with recognised, creditworthy third parties. The Department has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. 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 43(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:

	2012–13	2011–12
	\$000	\$000
<u>Financial Assets</u>		
Cash and cash equivalents	437 798	356 609
Restricted cash and cash equivalents	223 118	264 911
Loans and receivables ^(a)	1 802 980	1 546 281
<u>Financial Liabilities</u>		
Financial liabilities measured at amortised cost	159 166	179 352

(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	
2012–13								
School cash balances	162 323	162 323	-	-	-	-	-	-
Central and regional offices cash balances	152 771	152 771	-	-	-	-	-	-
Restricted cash assets	223 118	223 118	-	-	-	-	-	-
Receivables ^(a)	27 904	27 183	-	35	115	337	99	135
Term deposits	122 704	122 704	-	-	-	-	-	-
Amounts receivable for services	1 775 076	1 775 076	-	-	-	-	-	-
	2 463 896	2 463 175	-	35	115	337	99	135
2011–12								
School cash balances	145 460	145 460	-	-	-	-	-	-
Central and regional offices cash balances	103 591	103 591	-	-	-	-	-	-
Restricted cash assets	264 911	264 911	-	-	-	-	-	-
Receivables ^(a)	39 973	36 491	-	5	773	536	180	1 988
Term deposits	107 558	107 558	-	-	-	-	-	-
Amounts receivable for services	1 506 308	1 506 308	-	-	-	-	-	-
	2 167 801	2 164 319	-	5	773	536	180	1 988

(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

	Interest rate exposure					Nominal Amount \$000	Maturity dates				
	Weighted Average Effective Interest Rate %	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
	2012–13										
Financial Assets											
School cash balances	1.98	162 323	-	162 063	260	162 323	162 323	-	-	-	-
Central and regional offices cash balances	-	152 771	-	-	152 771	152 771	152 771	-	-	-	-
Restricted cash assets	-	223 118	-	-	223 118	223 118	135 906	-	-	87 212	-
Receivables ^(a)	-	27 904	-	-	27 904	27 904	27 904	-	-	-	-
Term deposits	3.6	122 704	122 704	-	-	122 704	104 999	11 818	5 842	45	-
Amounts receivable for services	-	1 775 076	-	-	1 775 076	1 775 076	2 088	3 220	13 836	76 576	1 679 356
		2 463 896	122 704	162 063	2 179 129	2 463 896	585 991	15 038	19 678	163 833	1 679 356
Financial Liabilities											
Payables	-	119 667	-	-	119 667	119 667	119 667	-	-	-	-
Finance lease liabilities	3.31	33 660	33 660	-	-	35 719	1 267	2 908	11 298	20 246	-
Other liabilities	-	5 839	-	-	5 839	5 839	5 839	-	-	-	-
		159 166	33 660	-	125 506	161 225	126 773	2 908	11 298	20 246	-

(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

	<u>Interest rate exposure</u>					<u>Nominal Amount</u>	<u>Maturity dates</u>				
	<u>Weighted Average Effective Interest Rate</u>	<u>Carrying Amount</u>	<u>Fixed interest rate</u>	<u>Variable interest rate</u>	<u>Non-interest bearing</u>		<u>Up to 1 month</u>	<u>1 – 3 months</u>	<u>3 months to 1 year</u>	<u>1 – 5 years</u>	<u>More than 5 years</u>
	<u>%</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>		<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>
2011–12											
<u>Financial Assets</u>											
School cash balances	2.5	145 460	-	145 203	257	145 460	145 460	-	-	-	-
Central and regional offices cash balances	-	103 591	-	-	103 591	103 591	103 591	-	-	-	-
Restricted cash assets	-	264 911	-	-	264 911	264 911	193 810	-	-	71 101	-
Receivables ^(a)	-	39 973	-	-	39 973	39 973	39 973	-	-	-	-
Term deposits	4.61	107 558	107 558	-	-	107 558	89 693	15 690	2 175	-	-
Amounts receivable for services	-	1 506 308	-	-	1 506 308	1 506 308	2 088	4 220	12 836	76 576	1 410 588
		2 167 801	107 558	145 203	1 915 040	2 167 801	574 615	19 910	15 011	147 677	1 410 588
<u>Financial Liabilities</u>											
Payables	-	138 953	-	-	138 953	138 953	138 953	-	-	-	-
Finance lease liabilities	3.9	33 318	33 318	-	-	35 623	1 051	3 049	11 386	20 137	-
Other liabilities	-	7 081	-	-	7 081	7 081	7 081	-	-	-	-
		179 352	33 318	-	146 034	181 657	147 085	3 049	11 386	20 137	-

(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
2012–13					
<u>Financial assets</u>					
School cash balances	162 063	(1 621)	(1 621)	1 621	1 621
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	162 063	(1 621)	(1 621)	1 621	1 621
2011–12					
<u>Financial assets</u>					
School cash balances	145 203	(1 452)	(1 452)	1 452	1 452
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	145 203	(1 452)	(1 452)	1 452	1 452

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.

44. 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. Soil sampling is used to identify contaminated sites, which are then reported to the Department of Environment Regulation (DER).

During 2011–12 the Hollywood Primary School oval was reported to DER, where ceramics, porcelain and glass were exposed following renovation works to the oval. Subsequent soil testing also revealed an unacceptable level of lead contamination.

The oval has been closed indefinitely pending advice from DER concerning remedial works and their completion. The cost of the works is unknown at this stage.

During 2012–13 the unauthorised dumping of building materials and other waste was reported at West Northam Primary School. The area has been fenced off and appropriate signage has been erected. The matter has been reported to DER.

45. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There were no events after the end of the reporting period having a material effect on these financial statements.

Notes to the Financial Statements

46. EXPLANATORY STATEMENT

Significant variations between estimates and actual results for income and expense as presented in the financial statement titles Summary of Consolidated Account Appropriations and Income Estimates' are shown below: Significant variations are considered to be those greater than 10% and \$20 million.

Significant variations between estimates and actuals for 2012–13

Capital Contribution (\$80.2m)

The decrease is mainly due to the re-allocation of the Capital Contribution from 2012–13 to out-years to reflect to the actual and anticipated cash flows of projects within the Asset Investment Plan.

2012–13 Estimates (\$000)	2012–13 Actual (\$000)	Variance (\$000)
324 747	244 582	(80 165)

Significant variations between actuals for 2012–13 and 2011–12

Capital Contribution (\$331.2m)

The reduction of \$331.2 million is due mainly to the significant decline in the Department's planned Asset Investment Plan for 2012-13.

2012–13 Actuals (\$000)	2011–12 Actual (\$000)	Variance (\$000)
244 582	575 828	(331 246)

Purchase of non current assets (\$191.9m)

The reduction of \$191.9 million is due mainly to the decline in Asset Investment Plan expenditure resulting from the decreased Capital Contribution.

2012–13 Actuals (\$000)	2011–12 Actual (\$000)	Variance (\$000)
504 567	696 514	(191 947)

Administered Income

No administered income for this period

Notes to the Financial Statements

47. 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	2012-13				2011-12			
	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)
1. Olive A.Lewis	4 736	23 000	23 000	4 736	4 736	29 000	29 000	4 736
2. Scholarship – Council of War Service Land Settlers Association	877	34	-	911	834	43	-	877
3. R.S. Sampson	1	-	-	1	1	-	-	1
4. John Henry Kendall	976	38	-	1 014	928	48	-	976
5. Margueretta Wilson Scholarship	3 283	127	-	3 410	3 122	161	-	3 283
6. Perth Girls' Memorial Scholarship	98 958	3 813	-	102 771	95 073	4 885	1 000	98 958
7. Sir Thomas Coombe Scholarship	105 662	4 072	-	109 734	100 486	5 176	-	105 662
8. Margery Bennett Prize	1 174	45	-	1 219	1 117	57	-	1 174
9. W.J. Reid Memorial Prize	7 161	276	-	7 437	6 810	351	-	7 161
10. James and Rose Coombe Scholarships	-	12 100	-	12 100	-	-	-	-
11. Perth Boys' Memorial Scholarship	23 463	904	-	24 367	22 314	1 149	-	23 463
12. Roy Grace English Scholarship	-	4 000	4 000	-	-	4 000	4 000	-
13. James A. Heron Memorial Prize	13 627	525	-	14 152	12 959	668	-	13 627
14. Ernest Smith Memorial Prize for English	2 348	90	-	2 439	2 233	115	-	2 348
15. Bentley Senior High School	23 739	915	-	24 654	22 576	1 163	-	23 739
16. Elaine Nora Walker Scholarships	99 529	3 836	1 000	102 365	95 616	4 913	1 000	99 529
17. William Samuel Bequest	2 322	86	200	2 208	2 403	119	200	2 322
18. Howard Porter Memorial Prize for Good Citizenship	2 922	109	200	2 831	2 974	148	200	2 922
19. Ian Bremner Memorial Scholarship	52 012	1 970	2 000	51 982	51 413	2 599	2 000	52 012
20. Catherine and Ernest Bennett Memorial Scholarship	29 821	1 149	1 000	29 970	29 323	1 498	1 000	29 821
Totals	472 611	57 089	31 400	498 300	454 918	56 093	38 400	472 611

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 the 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 the 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 the 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 the 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 the 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.

Appendices

1. Student enrolment tables and charts

Table A1: Enrolments at Western Australian schools 1999–2013 ^{(a) (b)}

Year	Public schools ^(c)	Private schools ^(d)	Total
1999	268 998	100 956	369 954
2000	268 708	104 107	372 815
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

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
 (b) From 2001 includes the half cohort.
 (c) Includes students in community kindergartens.
 (d) Includes students in independent pre-schools.

Table A2: Western Australian public schools and students by school type and level of education 2013 ^(a)

School type	Schools	Students			
		Kindergarten and Pre-primary	Years 1–7	Years 8–12	Total
Community kindergartens	23	604	0	0	604
Primary	513	43 852	135 655	147	179 654
Remote community	22	255	875	245	1 375
District high	63	2 765	10 289	8 394	21 448
High and senior high	87	0	559	64 315	64 874
Senior college/campus	8	0	0	3 559	3 559
Education support and language development school/centre	65	790	1 702	1 158	3 650
Campus of the WA College of Agriculture	5	0	0	502	502
Schools of Isolated and Distance Education	1	29	156	244	429
School of the Air	5	35	145	0	180
Totals	792	48 330	149 381	78 564	276 275

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.

Table A3: Full-time enrolments at Western Australian public schools by year level 2009–2013 ^(a)

Year level	2009	2010	2011	2012	2013
Kindergarten ^(b)	19 858	20 859	22 463	23 095	23 338
Pre-primary	20 459	20 874	22 086	23 802	24 992
Year 1	20 249	20 479	21 212	22 561	24 427
Year 2	20 361	20 143	20 633	21 589	23 086
Year 3	20 269	20 288	20 264	20 969	22 037
Year 4	20 439	20 052	20 262	20 458	21 253
Year 5	20 892	19 999	19 994	20 250	20 479
Year 6	20 019	20 658	20 105	20 197	20 455
Year 7	10 931 ^(c)	17 840	18 334	17 893	17 644
Totals	173 477	181 192	185 354 ^(d)	190 814	197 711
Year 8	16 666	9 188 ^(c)	16 115	17 116	17 067
Year 9	17 155	16 860	9 567 ^(c)	16 710	17 643
Year 10	17 633	17 281	17 140	10 160 ^(c)	17 212
Year 11	18 878	18 532	18 371	18 538	11 979 ^(c)
Year 12	13 703	14 446	13 867	14 304	14 625
Totals ^(d)	84 655	76 923	75 659	77 315	78 564
Grand totals	258 132	258 115	261 013	268 129	276 275

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Represents number of kindergarten students including community kindergarten students (not full-time).
- (c) Half cohort.
- (d) Includes ungraded students.

Table A4: Number of schools and enrolments in Western Australia by gender and Aboriginal status 2013 ^(a)

Sector	Schools	All students	Female	Male	Aboriginal
Public ^(b)	792	276 275	132 955	143 320	22 669
Private ^(c)	311	142 883	71 504	71 379	4 301
Totals	1 103	419 158	204 459	214 699	26 970

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Includes community kindergartens.
- (c) Includes independent pre-schools.

Table A5: Western Australian public schools and students by education region and level of education ^(a) 2013 ^(b)

Education region	Schools	Students			
		Kindergarten and Pre-primary	Years 1–7	Years 8–12	Total
Metropolitan					
North Metropolitan	235	17 705	52 981	27 021	97 707
South Metropolitan	248	18 860	57 648	31 131	107 639
Totals	483	36 565	110 629	58 152	205 346
Country ^(c)					
Goldfields	40	1 670	5 078	2 344	9 092
Kimberley	22	907	3 029	1 514	5 450
Midwest	49	1 432	4 876	2 404	8 712
Pilbara	29	1 584	4 694	1 832	8 110
Southwest	99	4 514	15 473	9 365	29 352
Wheatbelt	70	1 658	5 602	2 953	10 213
Totals	309	11 765	38 752	20 412	70 929
Grand totals	792	48 330	149 381	78 564	276 275

Source: Evaluation and Accountability

- (a) Includes community kindergartens.
 (b) Semester 1 student census.
 (c) Defined as all non-metropolitan education regions.

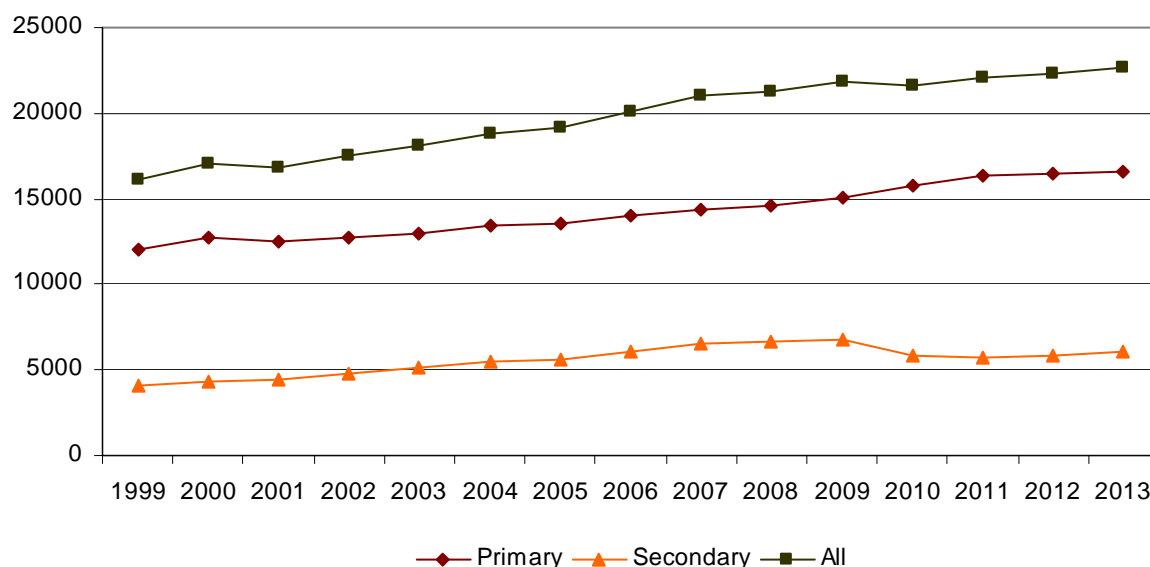
Table A6: Distribution of students by public schools' geolocation by year level ^(a) ^(b) 2012 ^(c)

Geolocation	Kindergarten–Year 7	Year 3	Year 5	Year 7	Year 9	Years 8–10
Metropolitan	69.9	70.5	69.0	65.7	68.9	68.7
Provincial	20.7	20.3	21.4	24.1	22.7	23.1
Remote	5.9	5.8	6.1	6.4	5.3	5.2
Very remote	3.5	3.4	3.4	3.9	3.1	3.0

Source: Evaluation and Accountability

- (a) Includes community kindergartens.
 (b) Geolocation is based on locality of individual schools and assigned according to Standing Council on School Education and Early Childhood Schools Geographic Location Classification System.
 (c) Semester 1 student census.

Figure A1: Aboriginal enrolments at Western Australian public schools by level of education ^(a) 1999–2013 ^(b) ^(c)



Source: Evaluation and Accountability

- (a) Includes community kindergartens.
- (b) Semester 1 student census.
- (c) The half cohort entered secondary education in 2010.

Table A7: Aboriginal enrolments at Western Australian public schools by year level ^(a) 2010–2013 ^(b)

Year level	2010		2011		2012		2013	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
Kindergarten	1 790	8.6	1 873	8.3	1 804	7.8	1 819	7.8
Pre-primary	1 793	8.6	1 935	8.8	2 032	8.5	1 982	7.9
Year 1	1 735	8.5	1 900	9.0	1 973	8.7	2 055	8.4
Year 2	1 769	8.8	1 757	8.5	1 885	8.7	1 983	8.6
Year 3	1 826	9.0	1 776	8.8	1 707	8.1	1 857	8.4
Year 4	1 736	8.7	1 815	9.0	1 781	8.7	1 709	8.0
Year 5	1 744	8.7	1 749	8.7	1 817	9.0	1 781	8.7
Year 6	1 790	8.7	1 765	8.8	1 696	8.4	1 800	8.8
Year 7	1 606	9.0	1 785	9.7	1 723	9.6	1 640	9.3
Totals ^(c)	15 789	8.7	16 356	8.8	16 418	8.6	16 626	8.4
Year 8	817 ^(d)	8.9	1 427	8.9	1 608	9.4	1 538	9.0
Year 9	1 456	8.6	831 ^(d)	8.7	1 434	8.6	1 581	9.0
Year 10	1 403	8.1	1 393	8.1	773 ^(d)	7.6	1 333	7.7
Year 11	1 333	7.2	1 274	6.9	1 317	7.1	807 ^(d)	6.7
Year 12	805	5.6	745	5.4	707	4.9	784	5.4
Totals ^(c)	5 824	7.6	5 680	7.5	5 839	7.6	6 043	7.7
Grand totals	21 613	8.4	22 036	8.4	22 257	8.3	22 669	8.2

Source: Evaluation and Accountability

- (a) Includes community kindergartens.
- (b) Semester 1 student census.
- (c) Includes ungraded students.
- (d) Half cohort.

Table A8: Aboriginal enrolments at Western Australian public schools by education region ^(a) 2013 ^(b)

Education region	Aboriginal students	Total students	Aboriginal students as % of all school students
Metropolitan			
North Metropolitan	3 810	97 707	3.9
South Metropolitan	5 442	107 639	5.1
Totals	9 252	205 346	4.5
Country			
Goldfields	1 829	9 092	20.1
Kimberley	3 353	5 450	61.5
Midwest	2 459	8 712	28.2
Pilbara	2 326	8 110	28.7
Southwest	1 896	29 352	6.5
Wheatbelt	1 554	10 213	15.2
Totals	13 417	70 929	18.9
Grand totals	22 669	276 275	8.2

Source: *Evaluation and Accountability*

(a) Includes community kindergartens.

(b) Semester 1 student census.

2. NAPLAN results tables and charts

Table A9: Percentage of Western Australian public school Year 3 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2012

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.3	88.0	88.4	64.1	90.1
Writing	95.8	91.6	92.0	71.7	93.6
Spelling	93.3	88.5	90.7	68.8	90.8
Grammar and Punctuation	90.9	85.0	86.7	56.8	87.8
Numeracy	91.4	90.8	89.7	63.9	91.1

Source: Evaluation and Accountability

Table A10: Percentage of Western Australian public school Year 5 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2012

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	90.0	84.6	84.6	53.6	87.2
Writing	93.0	85.5	88.5	59.6	89.1
Spelling	92.1	87.0	89.4	64.9	89.5
Grammar and Punctuation	88.5	81.4	83.8	47.9	84.9
Numeracy	90.2	89.3	87.8	60.3	89.8

Source: Evaluation and Accountability

Table A11: Percentage of Western Australian public school Year 7 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2012

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	93.6	89.0	87.9	68.3	91.2
Writing	93.2	83.5	87.5	59.6	88.1
Spelling	93.4	86.8	90.4	68.0	90.0
Grammar and Punctuation	95.5	90.4	90.4	71.8	92.8
Numeracy	92.3	91.4	90.7	71.1	91.8

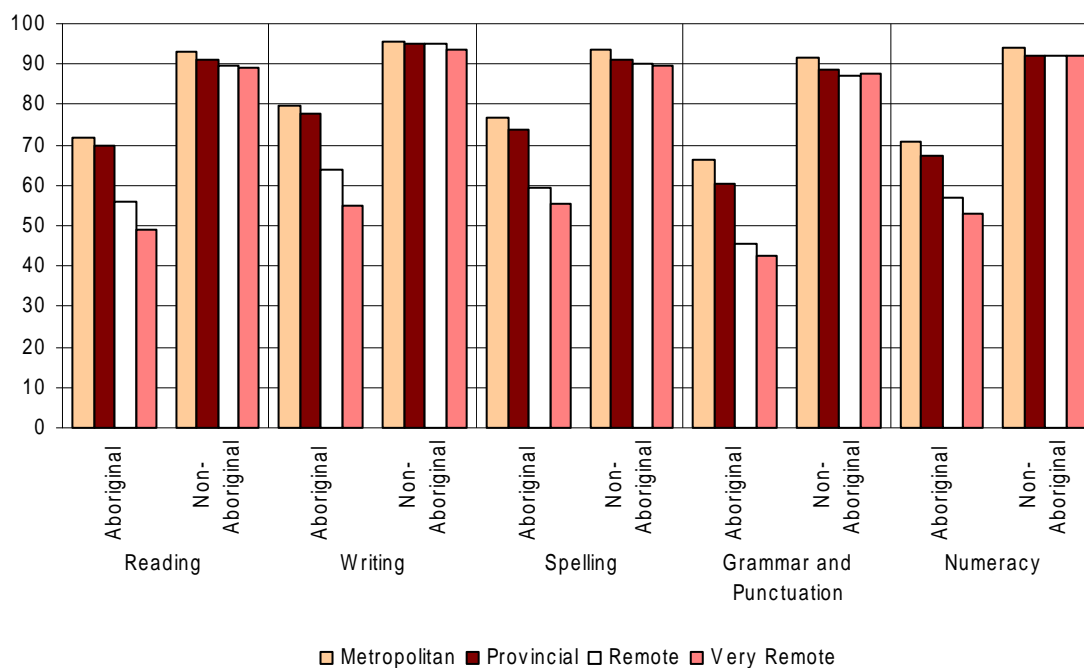
Source: Evaluation and Accountability

Table A12: Percentage of Western Australian public school Year 9 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2012

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	89.7	83.9	82.2	55.3	86.6
Writing	85.6	69.6	78.8	41.0	77.1
Spelling	90.1	82.0	86.5	59.3	85.9
Grammar and Punctuation	89.9	81.5	83.6	55.0	85.5
Numeracy	89.8	90.3	90.3	66.0	90.0

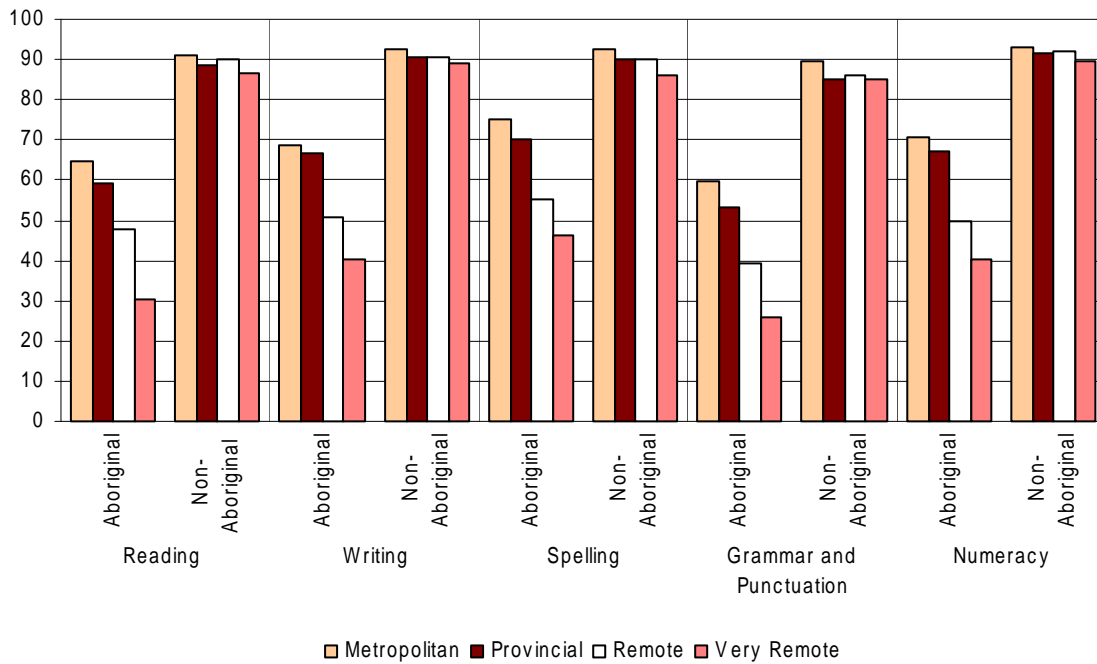
Source: Evaluation and Accountability

Figure A2: Percentage of Western Australian public school Year 3 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2012



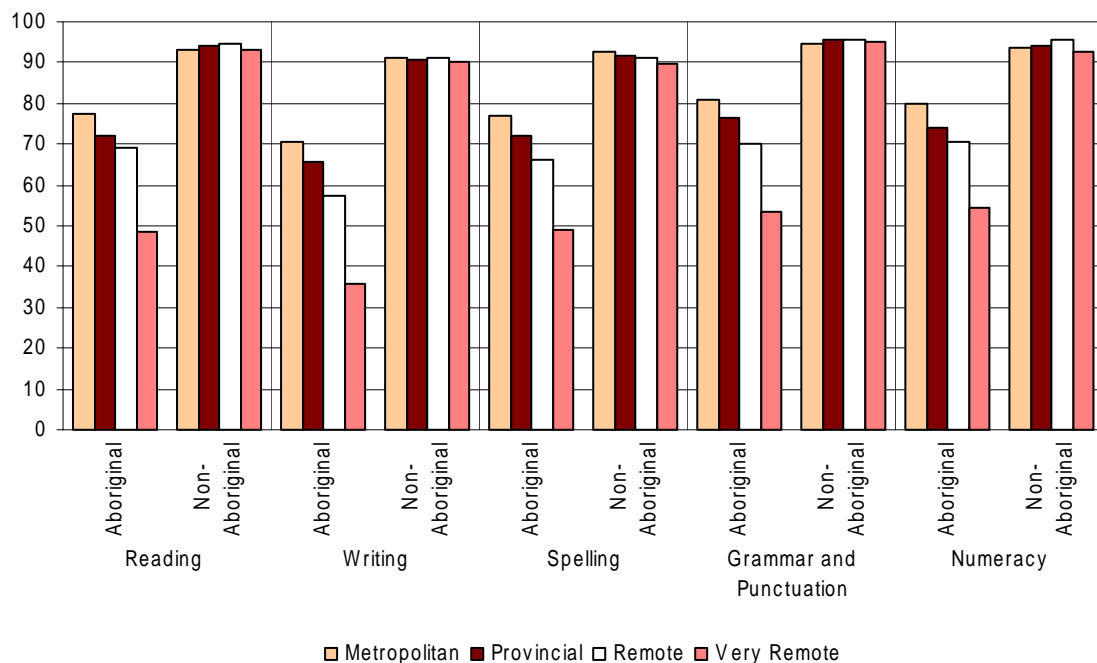
Source: Evaluation and Accountability

Figure A3: Percentage of Western Australian public school Year 5 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2012



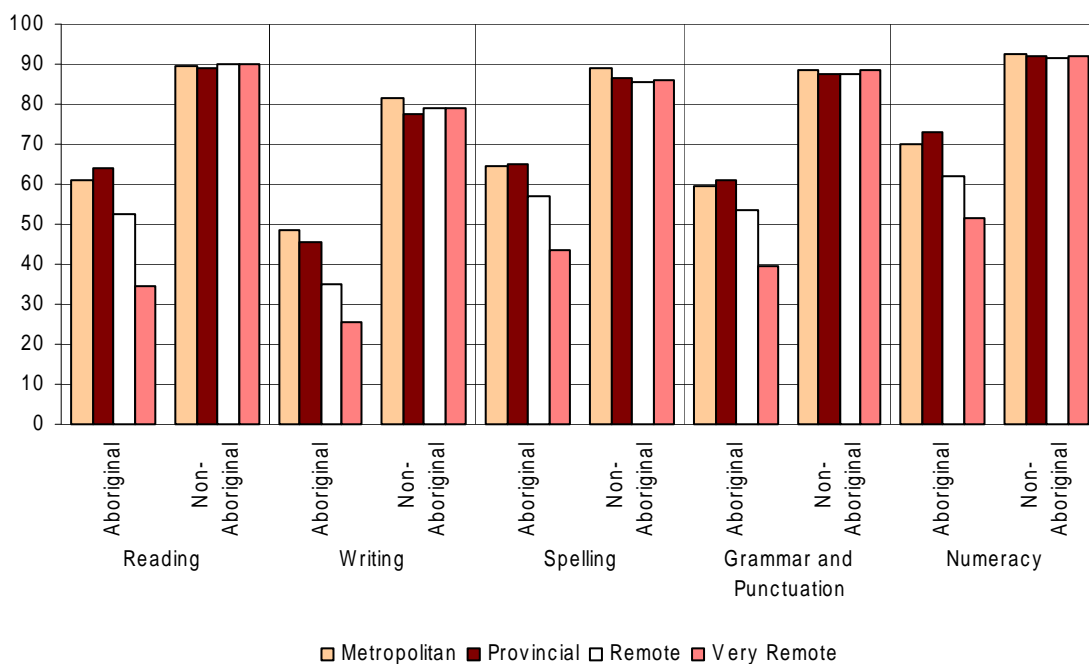
Source: Evaluation and Accountability

Figure A4: Percentage of Western Australian public school Year 7 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2012



Source: Evaluation and Accountability

Figure A5: Percentage of Western Australian public school Year 9 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2012



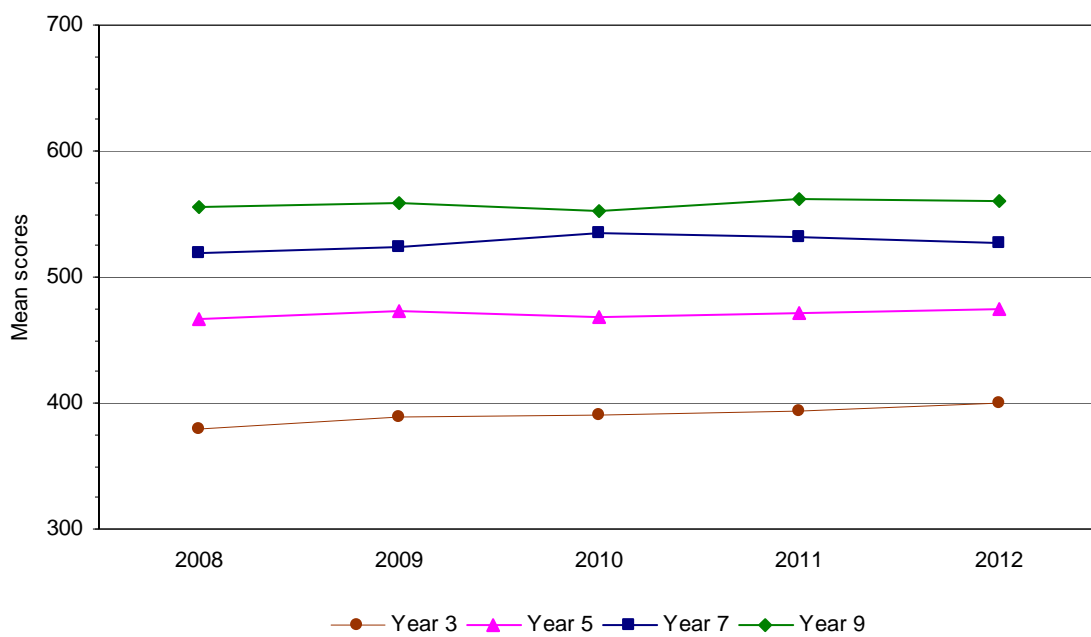
Source: Evaluation and Accountability

Table A13: Mean NAPLAN reading scores of public school students by year level 2008–2012

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

Source: *Evaluation and Accountability*

Figure A6: Mean NAPLAN reading scores of public school students by year level 2008–2012



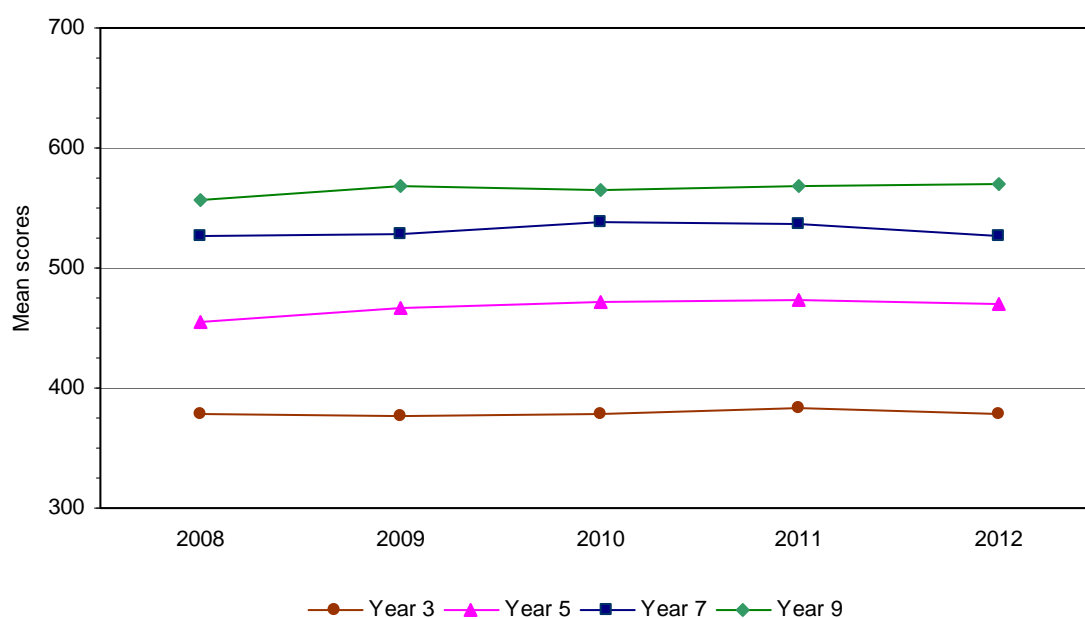
Source: *Evaluation and Accountability*

Table A14: Mean NAPLAN numeracy scores of public school students by year level 2008–2012

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

Source: Evaluation and Accountability

Figure A7: Mean NAPLAN numeracy scores of public school students by year level 2008–2012



Source: Evaluation and Accountability

3. Student attendance, retention, graduation and satisfaction tables and charts

Table A15: Student attendance rates of public school students by subgroup 2012^(a)

Subgroup	Aboriginal	Non-Aboriginal	All
All (Years 1–12)	77.1	91.9	90.8
Primary (Years 1–7)	81.1	93.3	92.3
Secondary (Years 8–12)	67.9	89.2	87.7

Source: Evaluation and Accountability

(a) Semester 1.

Table A16: Apparent retention rates of public school students Year 8 to Year 12 by subgroup 2008–2012^{(a) (b)}

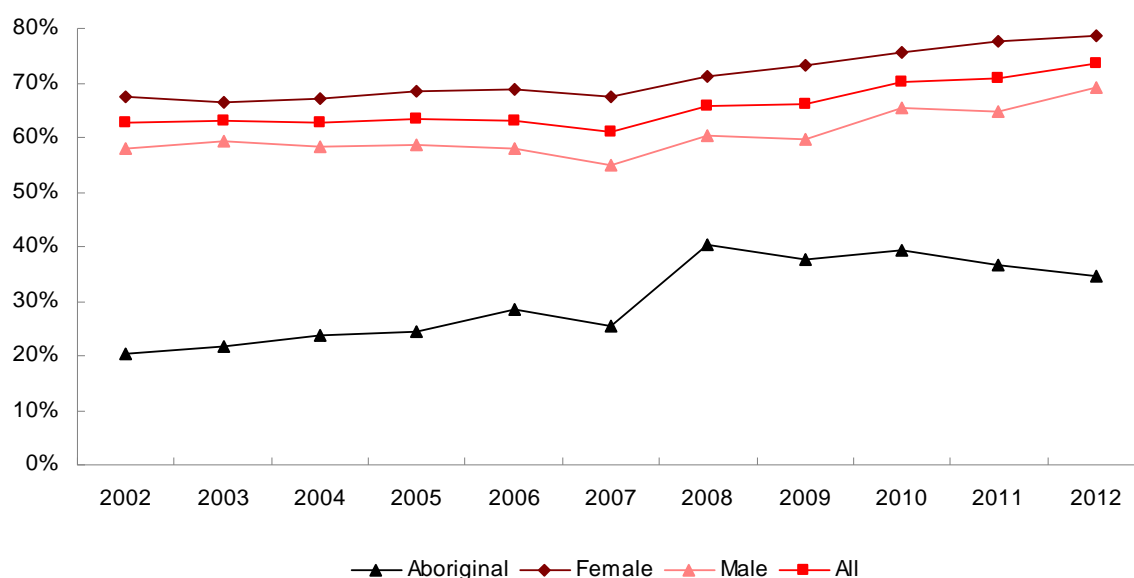
Subgroup	2008		2009		2010		2011		2012	
	N	%	N	%	N	%	N	%	N	%
All	11 215	65.6	11 294	66.0	12 086	70.3	11 956	70.9	12 354	73.6
Male	5 331	60.3	5 352	59.5	5 928	65.4	5 780	64.7	6 154	69.2
Female	5 884	71.4	5 942	73.2	6 158	75.7	6 176	77.8	6 200	78.5
Aboriginal	585	40.2	553	37.5	598	39.3	564	36.7	520	34.4
Male	286	37.9	289	36.5	325	40.0	290	34.9	265	33.6
Female	299	42.7	264	38.6	273	38.5	274	38.8	255	35.3

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 A8: Apparent retention rates of public school students Year 8 to Year 12 by subgroup 2002–2012^{(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 A17: Secondary graduation rates of public school Year 12 students by subgroup 2008–2012 ^(a)

Subgroup	2008	2009	2010	2011	2012
All	53.7	54.9	61.1	62.4	65.0
Male	46.7	47.8	54.8	55.8	59.7
Female	61.3	62.7	68.1	69.9	70.9
Aboriginal	15.6	16.3	19.8	20.3	19.3

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.

Table A18: Student satisfaction of Year 12 public school students by subgroup 2008–2012 ^(a)

Subgroup	2008	2009 ^(b)	2010	2011	2012
Satisfaction with quality of teaching					
All	92.4	89.8	90.3	90.7	90.4
Male	91.0	88.5	89.1	88.8	89.4
Female	93.5	90.9	91.3	92.3	91.4
Aboriginal	96.2	88.1	93.4	93.5	89.4
Satisfaction with quality of education facilities					
All	87.2	83.3	84.3	83.7	85.5
Male	85.8	82.3	82.6	80.5	83.5
Female	88.3	84.1	85.8	86.2	87.3
Aboriginal	92.1	85.0	89.1	90.4	89.4

Source: *Evaluation and Accountability*

(a) Conducted in Semester 2.

(b) Students completed the survey online for the first time. In previous years students completed a hard copy of the survey.

4. Contacting the Department of Education

Central office

151 Royal Street
East Perth WA 6004
T: 9264 4111
W: education.wa.edu.au

Education offices

Metropolitan

North Metropolitan North Metropolitan Education Regional Office
Level 2/1 Puccini Court
Stirling WA 6021
(PO Box 1126, Innaloo City WA 6918)
T: 9285 3600
F: 9285 3730
E: NorthMetro.REO@education.wa.edu.au
W: det.wa.edu.au/regions/northmetropolitan

South Metropolitan South Metropolitan Education Regional Office
184 Hampton Road
Beaconsfield WA 6162
(PO Box 63, South Fremantle WA 6162)
T: 9336 9563
F: 9430 8028
E: SouthMetroRegionalEdOffice@education.wa.edu.au
W: det.wa.edu.au/regions/southmetropolitan

Mandurah Local Education Office
24 Sutton Street
Mandurah WA 6210
(PO Box 1050, Mandurah WA 6210)
T: 9550 2555
F: 9550 2500

Country

Goldfields	<p>Goldfields Education Regional Office Federal Road Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6433) T: 9093 5600 F: 9093 5656 E: Goldfields.ERO@education.wa.edu.au W: det.wa.edu.au/regions/goldfields</p> <p>Esperance Local Education Office 86 Windich Street Esperance WA 6450 (PO Box 738, Esperance WA 6450) T: 9071 9100 F: 9071 2796</p>
Kimberley	<p>Kimberley Education Regional Office 10 Coghlan Street Broome WA 6725 (PO Box 2142, Broome WA 6725) T: 9193 6488 F: 9193 6718 E: Kimberley.ERO@education.wa.edu.au W: det.wa.edu.au/regions/kimberley</p>
Midwest	<p>Midwest Education Regional Office Level 2, SGIO Building 45 Cathedral Avenue Geraldton WA 6530 (PO Box 63, Geraldton WA 6530) T: 9956 1600 F: 9964 1391 E: Midwest.ERO@education.wa.edu.au W: det.wa.edu.au/regions/midwest</p>
Pilbara	<p>Pilbara Education Regional Office Corner of Searipple and Welcome Roads Karratha WA 6714 (PO Box 384, Karratha WA 6714) T: 9185 0111 F: 9185 0137 E: Education.Pilbara.ERO@education.wa.edu.au W: det.wa.edu.au/regions/pilbara</p>

Appendices

Southwest Southwest Education Regional Office
5th Floor, Bunbury Tower
61 Victoria Street
Bunbury WA 6230
T: 9791 0300
F: 9791 2228
E: Southwest.ERO@education.wa.edu.au
W: det.wa.edu.au/regions/southwest

Albany Local Education Office
85 Serpentine Road
Albany WA 6330
T: 9841 0333
F: 9841 7542

Manjimup Local Education Office
49 Rose Street
Manjimup WA 6258
T: 9771 7100
F: 9771 2474

Wheatbelt Wheatbelt Education Regional Office
McIver House
297 Fitzgerald Street
Northam WA 6401
(PO Box 394, Northam WA 6401)
T: 9622 0200
F: 9622 3996
E: Wheatbelt.REO@education.wa.edu.au
W: det.wa.edu.au/regions/wheatbelt

Narrogin Local Education Office
Homer Street
Narrogin WA 6312
(PO Box 535, Narrogin WA 6312)
T: 9881 0000
F: 9881 3178

Corporate

Education and Training Shared Services Centre Level 6, 8 Bennett Street
East Perth WA 6004
(PO Box 2622, East Perth WA 6892)
T: 9264 8660
F: 9264 8465
E: ETSSC.Executive.Support@education.wa.edu.au
W: det.wa.edu.au/etssc