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Department of Education Annual Report 2010–11



Department of
Education





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Department of Education

Annual Report

2010–11



Statement of compliance

Hon Dr Elizabeth Constable MLA
Minister for Education
19th Floor, Governor Stirling Tower
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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 2011.

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



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

20 SEPTEMBER 2011

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Public school education in context

School education in this State is delivered primarily through the public school system and private schools (Catholic and independent schools). A very small proportion of children are home educated.

The compulsory education period for children in Western Australia is from the beginning of the year in which they turn six and a half years until the end of the year in which they turn 17 years; or until they satisfy the minimum requirements for graduation from secondary school.

Through the provision of alternative arrangements, students in Years 11 and 12 are required to participate full time in meaningful and flexible programs that suit their particular learning needs and interests. These include full-time or part-time schooling, vocational education and training, apprenticeships or traineeships, employment, full-time home education or combinations of these.

Under the *Curriculum Council Act 1997*, all schools and all home educators in Western Australia must deliver curriculum that is directed toward achievement of the learning outcomes described in the Curriculum Framework. These include outcomes that apply across all learning areas as well as the learning outcomes for the eight learning areas: The Arts, English, Health and Physical Education, Languages other than English, Mathematics, Science, Society and Environment, and Technology and Enterprise. The Curriculum Framework specifies what all students should know, understand, value and be able to do over the course of their schooling from Kindergarten to Year 12.

Years 11 and 12 students study newly developed and accredited Curriculum Council courses (www.curriculum.wa.edu.au) which have been implemented progressively since 2005. These courses prepare students for a range of alternatives beyond school, including university, vocational education and training, and employment. Students choose courses and programs that meet their post-schooling goals and contribute to their achievement of the Western Australian Certificate of Education (WACE).

Changes to the school starting age took effect in 2001 when only students whose fourth birthday fell on or before 30 June were eligible to enter Kindergarten programs. This created a half cohort of students that would move through primary schools from 2001 to 2009 and through secondary schools from 2010 to 2014.

The Department of Education has responsibility for providing public school education on behalf of the State Government. It also provides staff for community kindergartens and supports their operations through an annual operating grant.

Under the *School Education Act 1999*, the Department is also responsible for registering providers of home education and for evaluating the educational program and educational progress of each home-educated child. Information about home education, including access to government support, is available on the Department's website (www.det.wa.edu.au/education/homeeducation). In mid-Semester 1 2011, there were 1806 students registered to receive home education.

Tables 1, 2 and 3 provide information on enrolments in all Western Australian schools. In 2011, there were 1111 schools enrolling 398 385 students compared with 1110 schools enrolling 392 450 students in 2010.

Enrolments in public school education (public school and community kindergarten enrolments) represented 65.5% of all enrolments in school education; enrolments in private school education (private school and independent pre-school enrolments) represented 34.5% of all enrolments.

Table 1: Enrolments at Western Australian schools, 1997–2011 ^{(a) (b)}

| Year | Public schools | Private schools | Community kindergartens | Independent pre-schools | Total |
|------|----------------|-----------------|-------------------------|-------------------------|---------|
| 1997 | 255 085 | 93 701 | 3 848 | 515 | 353 149 |
| 1998 | 259 690 | 97 548 | 3 083 | 391 | 360 712 |
| 1999 | 266 046 | 100 586 | 2 952 | 370 | 369 954 |
| 2000 | 266 171 | 103 713 | 2 537 | 394 | 372 815 |
| 2001 | 258 170 | 105 306 | 1 219 | 488 | 365 183 |
| 2002 | 255 461 | 108 146 | 1 486 | 478 | 365 571 |
| 2003 | 251 636 | 110 652 | 1 563 | 528 | 364 379 |
| 2004 | 251 182 | 113 547 | 1 411 | 397 | 366 537 |
| 2005 | 250 712 | 116 647 | 1 328 | 321 | 369 008 |
| 2006 | 250 789 | 119 536 | 1 272 | 360 | 371 957 |
| 2007 | 252 029 | 122 887 | 1 180 | 329 | 376 425 |
| 2008 | 252 585 | 126 908 | 1 253 | 340 | 381 086 |
| 2009 | 256 900 | 130 907 | 1 232 | 333 | 389 372 |
| 2010 | 256 912 | 134 069 | 1 203 | 266 | 392 450 |
| 2011 | 259 940 | 137 170 | 1 073 | 202 | 398 385 |

(a) First semester census.

(b) From 2001, includes the half cohort.

Table 2: Western Australian schools and students, 2011 ^(a)

| School type | Schools | Students | | | |
|--|--------------|---------------|----------------|----------------|----------------|
| | | K and P | Years 1–7 | Years 8–12 | Total |
| Public | | | | | |
| Primary | 540 | 40 074 | 128 134 | 446 | 168 654 |
| District high | 61 | 2 430 | 9 461 | 7 098 | 18 989 |
| Secondary | 102 | 244 | 1 210 | 66 546 | 68 000 |
| Education support | 67 | 703 | 1 804 | 1 344 | 3 851 |
| Schools of Isolated and Distance Education | 1 | 25 | 196 | 225 | 446 |
| Totals | 771 | 43 476 | 140 805 | 75 659 | 259 940 |
| Private | | | | | |
| Primary | 152 | 10 993 | 29 414 | 0 | 40 407 |
| Primary-secondary ^(b) | 134 | 6 799 | 33 938 | 51 844 | 92 581 |
| Secondary ^(c) | 19 | 0 | 0 | 4 182 | 4 182 |
| Totals | 305 | 17 792 | 63 352 | 56 026 | 137 170 |
| Community kindergarten | 30 | 1 073 | 0 | 0 | 1 073 |
| Independent pre-school | 5 | 202 | 0 | 0 | 202 |
| Grand totals | 1 111 | 62 543 | 204 157 | 131 685 | 398 385 |

(a) First semester census.

(b) Includes schools that classified Year 7 students as secondary students.

(c) Includes only those schools with Year 8 as the youngest cohort.

Table 3: Enrolments at Western Australian schools by gender and Indigenous status, 2011 ^(a)

| Sector | All | Female | Male | Aboriginal |
|------------------------|----------------|----------------|----------------|---------------|
| Public | 259 940 | 125 240 | 134 700 | 21 968 |
| Private | 137 170 | 68 561 | 68 609 | 4 052 |
| Community kindergarten | 1 073 | 522 | 551 | 68 |
| Independent pre-school | 202 | 99 | 103 | 17 |
| Totals | 398 385 | 194 422 | 203 963 | 26 105 |

(a) First semester census.

Source: Evaluation and Accountability



Overview of the Department

Executive summary

From the Director General

I am once again pleased to introduce the annual report for the Department of Education.

During the year we took the next steps in implementing the WA Government's major reform agenda for public education and the empowerment of school communities. This was seen through the establishment of more Independent Public Schools, the creation of education regions and networks of schools, and the transfer of more resources and services to schools or closer to schools.



Strong support for Independent Public Schools

Independent Public Schools are already giving school communities an increased role in decisions about their schools. The strong and growing interest in this initiative means that more of our schools are harnessing the commitment, creativity and energy that exist within school communities.

In July 2010, 64 schools were announced as Independent Public Schools. Following a comprehensive transition program, they started the 2011 school year with increased autonomy and responsibility to make decisions best suited to the unique needs of their students. They joined 34 schools which had been operating as Independent Public Schools since the beginning of 2010.

Expressions of interest were called in February for a third intake and 196 schools put up their hands for consideration. An independent selection panel will make recommendations to me in the new financial year.

All schools get more flexibilities

As Independent Public Schools led the way in developing flexibilities, these flexibilities were rolled out to all schools. In May 2011, I announced a range of improvements and flexibilities in staffing processes, taking us away from a centralised approach. The changes gave all principals much greater capacity to select and appoint staff to meet the distinctive needs of their schools.

Network support for schools

To align with the focus on local decision making and empowerment of school communities, during the year we started implementing new ways of supporting schools.

Announced in September 2010, eight education regions across Western Australia replaced 14 education districts at the beginning of 2011. Regional Executive Directors were appointed as members of the Department's Corporate Executive. This provided more direct linkage between schools and the Director General through a flatter management structure. For country regions, it strengthened representation at the most senior decision making level of the Department.

To further support schools, networks were established to help schools collaborate and share ideas. They ensured our most accomplished principals and teachers had the capacity to extend their influence and knowledge. We are continuing to develop these vital support structures.

Essential support closer to schools

From the beginning of 2011, we progressively moved the majority of support services essential to schools – such as school psychologists, participation officers and curriculum support – from district offices to schools or networks of schools.

This gave principals and school staff greater capacity and flexibility to make decisions about how best to use these services and resources, and respond to local issues in ways that were relevant to their communities.

Expertise more accessible for schools

We also started work in 2011 to give schools easier access to expert advice and support in early childhood education; literacy and numeracy; English as a Second Language or Second Dialect; behaviour management; student disability including Deaf and Hard of Hearing; speech and language development; curriculum; and vocational education.

From 2012, we will bring these specialist services and resources together at the Padbury Senior High School site. These services currently operate from a number of different locations across the metropolitan area including central office. The move will enable professionals from different fields to work closely together to support schools and their students.

Australian Curriculum

Our highly successful model of Teacher Development Centres was extended during the year to help teachers implement the Australian Curriculum from 2012.

We began setting up Teacher Development Schools across the State, knowing that teachers benefit most from working with other expert and experienced teachers in classrooms rather than through centralised programs. They will provide support to teachers as they become familiar with the Australian Curriculum.

Successes of school students and staff

Virtually every week during the year we saw outstanding achievements of students, staff and schools. From our top Year 12 students winning both the Beazley Medals to our staff and schools being recognised in the WA Education Awards and other awards at State, national and international levels, they confirmed the strength and success of the public education system.

These – together with the achievements which happened each day for each student in each classroom – helped us build the strong public school system we committed to in Classroom First.

We moved on many fronts this year and I am aware that change is never easy. I would like to acknowledge the contribution of all staff, and pay tribute to our many volunteers and partners who worked with us. Thank you all for your commitment.

Sharyn O'Neill

The public school system in 2010–11

Purpose

The Department of Education's purpose is to ensure that all public school students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

The *Plan for Public Schools 2008–2011* is a statement of the Department's commitment to ensuring that Western Australia has a high quality public school system, dedicated to improving learning outcomes. The Department is committed to achieving this purpose by pursuing the six objectives of the plan:

1. To make every student a successful student.
2. To have sound teaching in every classroom.
3. To ensure every public school is a good school.
4. To provide practical support for our teachers and support staff.
5. To deliver meaningful accountability.
6. To build public confidence in our schools.

Scope of public school education

The Department is responsible for the education of students in public schools across the State.

It employed more than 33 000 full-time equivalent (FTE) staff and delivered public schooling to some 260 000 students through the operation of 771 schools.

Public schools provide access to a comprehensive general education comprising pre-compulsory, primary and secondary schooling.

Education programs delivered by the Department are intended to ensure that all students have opportunities to develop the understandings, skills and attitudes relevant to their needs.

Public schools in Western Australia are largely non-selective. However, if there is a shortage of accommodation at a particular school, preference for enrolment is usually given to those students who live closest to it. Some schools offer specialised programs for which students must meet certain criteria for entry; for example, secondary schools that offer Gifted and Talented programs.

There are also additional specialised services, including the campuses of the Western Australian College of Agriculture, the Schools of Isolated and Distance Education, senior colleges and campuses, education support schools and centres, and language development centres.

Public schools play a major role in the education of Aboriginal students, students with disability, and students in regional and remote areas where it can be costly to provide services. Public schools enrolled 21 968 Aboriginal students, accounting for approximately 84% of all Aboriginal students enrolled in school education. They also enrolled approximately 75% of all students in regional and remote areas of Western Australia.

Implementation of the Independent Public Schools initiative continued with 98 Independent Public Schools now operating. These schools, while still part of the public school system and operating within relevant legislation and industrial agreements, have more autonomy and more control over their resources.

Planning for a strong public school system

The Director General's [Classroom First Strategy](#), with its goal of a strong public school system, has a clear focus on learning in classrooms and the job of teaching students. It directly targets improved instructional practice and acknowledges that schools are unique and may benefit from a more flexible approach to resourcing that better reflects local circumstances and needs. Plans and planning processes at school, regional and central levels support the achievement of a strong public school system.

The *Plan for Public Schools 2008–2011*, with objectives linked to Classroom First, sets out strategies for ensuring that all students achieve the highest possible standards of learning. Schools are expected, through their planning, to establish their own priorities to address the plan as well as the specific needs of their students and communities.

Focus 2010 and *Focus 2011* clarify for school staff the priorities for each year and the expectations of central and regional staff to support them. Raising standards in literacy and numeracy, strengthening early childhood education, improving student behaviour and attendance, supporting teachers and school leaders, and greater flexibility and autonomy for schools to address local needs were identified as priorities for both years.

To support greater flexibility and autonomy for schools, district-level service delivery has been realigned. From 2011, the 14 existing education districts have been replaced with eight education regions. Networks of schools within each region are being established to more directly support schools and to encourage schools to work together.

Public school enrolments

The following tables provide detailed information about the level and type of public school enrolments:

- Pre-compulsory students represented 16.7% of all enrolments; primary students, 54.2% and secondary students, 29.1%. Enrolments in public pre-compulsory programs represented about 70% of all pre-compulsory enrolments.
- Public schools were distributed across eight education regions with 73.6% of all public school students enrolled in schools in the two metropolitan education regions.
- Enrolments in pre-compulsory education were up by more than 1000 students for both Kindergarten (K) and Pre-primary (P).
- Student enrolments in the primary years were generally comparable to previous years.
- Student enrolments in the lower secondary years were generally comparable to previous years, with the exception of the half cohort in Year 9.

Table 4: Western Australian public schools and students by school type, by level of education, 2011 ^(a)

| School type | Schools | Students | | | |
|--|------------|---------------|----------------|---------------|----------------|
| | | K and P | Primary | Secondary | Total |
| Primary | 509 | 39 713 | 126 979 | 175 | 166 867 |
| Remote community | 26 | 309 | 997 | 271 | 1 577 |
| District high | 61 | 2 430 | 9 461 | 7 098 | 18 989 |
| High and senior high | 88 | 244 | 1 210 | 61 540 | 62 994 |
| Senior colleges/campuses | 9 | 0 | 0 | 4 498 | 4 498 |
| Education support | 67 | 703 | 1 804 | 1 344 | 3 851 |
| WA College of Agriculture | 5 | 0 | 0 | 508 | 508 |
| Schools of Isolated and Distance Education | 1 | 25 | 196 | 225 | 446 |
| Schools of the Air | 5 | 52 | 158 | 0 | 210 |
| Totals | 771 | 43 476 | 140 805 | 75 659 | 259 940 |

(a) First semester census.

Source: Evaluation and Accountability

Table 5: Western Australian public schools and students by education region, by level of education, 2011 ^(a)

| Education region | Schools | Students | | | |
|----------------------------|------------|---------------|----------------|---------------|----------------|
| | | K and P | Primary | Secondary | Total |
| Metropolitan | | | | | |
| North Metropolitan | 224 | 15 928 | 49 663 | 26 623 | 92 214 |
| South Metropolitan | 237 | 16 310 | 53 228 | 29 473 | 99 011 |
| Totals | 461 | 32 238 | 102 891 | 56 096 | 191 225 |
| Regional and remote | | | | | |
| Goldfields | 41 | 1 595 | 5 041 | 2 401 | 9 037 |
| Kimberley | 23 | 883 | 3 053 | 1 332 | 5 268 |
| Midwest | 51 | 1 410 | 4 823 | 2 230 | 8 463 |
| Pilbara | 29 | 1 566 | 4 664 | 1 781 | 8 011 |
| Southwest | 93 | 4 154 | 14 568 | 8 841 | 27 563 |
| Wheatbelt | 73 | 1 630 | 5 765 | 2 978 | 10 373 |
| Totals | 310 | 11 238 | 37 914 | 19 563 | 68 715 |
| Grand totals | 771 | 43 476 | 140 805 | 75 659 | 259 940 |

(a) First semester census.

Source: Evaluation and Accountability

 Table 6: Full-time enrolments at Western Australian public schools by year level, 2007–2011 ^(a)

| Year level | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------|-----------------------|-----------------------|-----------------------|----------------------|-------------------------------|
| K ^(b) | 17 062 | 17 548 | 18 626 | 19 656 | 21 390 |
| P | 19 825 | 19 739 | 20 459 | 20 874 | 22 086 |
| 1 | 19 730 | 20 070 | 20 249 | 20 479 | 21 212 |
| 2 | 20 008 | 19 936 | 20 361 | 20 143 | 20 633 |
| 3 | 20 602 | 20 182 | 20 269 | 20 288 | 20 264 |
| 4 | 19 755 | 20 767 | 20 439 | 20 052 | 20 262 |
| 5 | 11 268 ^(c) | 19 702 | 20 892 | 19 999 | 19 994 |
| 6 | 20 025 | 11 330 ^(c) | 20 019 | 20 658 | 20 105 |
| 7 | 20 201 | 19 698 | 10 931 ^(c) | 17 840 | 18 334 |
| Totals | 168 476 | 168 972 | 172 245 | 179 989 | 184 281 ^(d) |
| 8 | 16 974 | 16 783 | 16 666 | 9 188 ^(c) | 16 115 |
| 9 | 17 624 | 17 201 | 17 155 | 16 860 | 9 567 ^(c) |
| 10 | 17 706 | 17 636 | 17 633 | 17 281 | 17 140 |
| 11 | 17 548 | 17 986 | 18 878 | 18 532 | 18 371 |
| 12 | 13 189 | 13 494 | 13 703 | 14 446 | 13 867 |
| Totals ^(d) | 83 553 | 83 613 | 84 655 | 76 923 | 75 659 |
| Grand totals | 252 029 | 252 585 | 256 900 | 256 912 | 259 940 |

(a) First semester census.

(b) Represents number of kindergarten students (not full-time).

(c) Half cohort.

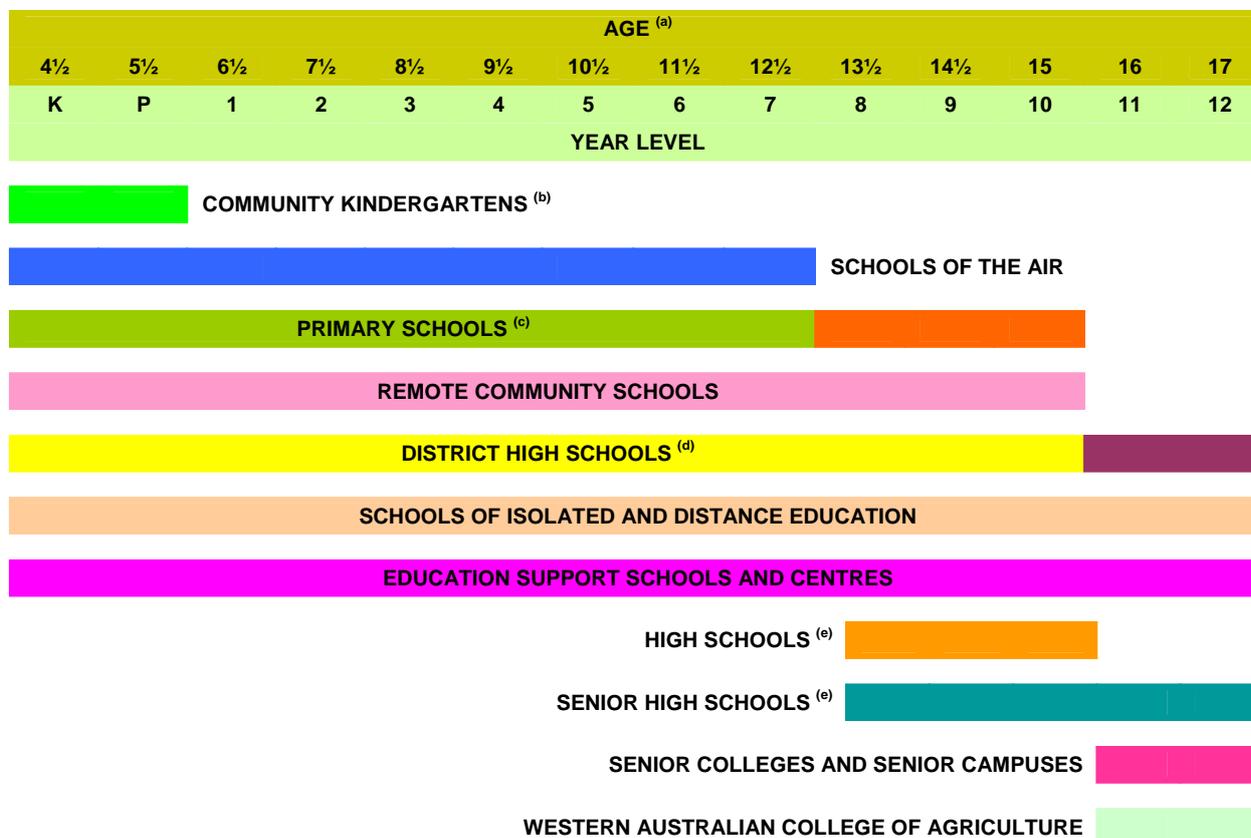
(d) Includes ungraded students.

Source: Evaluation and Accountability

Types of public schools

There are numerous public school configurations, as Figure 1 shows. The coincidence of age and year level is approximate because of the changes to the age of entry to schooling in 2001.

Figure 1: Western Australian public schools by type, 2011



At 30 June 2011

(a) Half cohort is in Year 9 in 2011.

(b) Staffed by the Department of Education.

(c) Some regional and remote primary schools enrol students in Years 8–10.

(d) Some regional and remote district high schools enrol students in Years 11 and 12.

(e) Variations include schools with non-traditional structures such as Years 6–10, Years 7–10 and Years 7–12.

Summary of operations 2010–11

- The Department provided high quality education to approximately 260 000 public school students across Western Australia.
- To support greater flexibility and autonomy for schools, district-level service delivery has been realigned with the establishment of eight education regions. Networks within each region are being established to provide effective support systems. As part of the move towards more localised services, school psychologists have been, or are in the process of being, located in schools.
- In 2011, 98 schools are now operating as [Independent Public Schools](#), with greater independence and flexibility to meet the particular needs of their school communities. Following an invitation in February 2011, 196 schools applied to join the third intake of Independent Public Schools.
- The value of the Department's asset portfolio is \$8.9 billion comprising a land value of \$3.2 billion and a depreciated replacement value for buildings of \$5.7 billion. Asset investment program expenditure on public schools for 2010–11 is an estimated \$601 million.

- In 2010, \$139.9 million was distributed to schools under the school grant process, including \$46.1 million in funding for a range of school support programs.
- The Expert Review Group conducted 12 reviews of schools whose performance was of concern and one school whose performance had been of a consistently high standard. School Performance Enquiries, which concentrate on a specific area of school performance, were undertaken for the first time. Thirteen School Performance Enquiries were undertaken.
- Through the Closing the Gap: National Partnership Agreement on Indigenous Early Childhood Development (Element 1), five Children and Family Centres are being established on or adjacent to public school sites in communities with high numbers of Aboriginal families: Halls Creek, Fitzroy Crossing, Kununurra, Roebourne and the Swan region of Perth.
- In line with commitments through the National Partnership on Early Childhood Education, from the start of the 2011 school year, approximately 50% of all Western Australian schools with Kindergarten programs provided 15 hours of Kindergarten instruction per week, with the remainder to be phased in by the start of the 2013 school year.
- In 2010, additional data collected for the Australian Early Development Index enabled more than 90% of Western Australian communities to access information about the development of children at school entry level in their communities.
- In Term 1 2011, more than 20 000 Pre-primary students were involved in the full implementation of the on-entry assessment program in literacy and numeracy.
- In December 2010, a new K–12 Resources website provided public access to Western Australian K–10 Syllabuses and enabled schools to locate relevant K–12 resources.
- In 2010, \$20.9 million was allocated to 657 schools (596 primary and 61 secondary), through the School Support Programs Resource Allocation, to implement improved learning programs with students at or below the national minimum standards for literacy or numeracy.
- Eighty-three Literacy and Numeracy National Partnership schools used additional resources to implement reforms to deliver measurable and sustained improvements in literacy and numeracy for all students, especially those identified as falling behind.
- Since January 2010, 62 schools have received funds through the Low Socio-Economic Status School Communities National Partnership to explore innovative practices to improve outcomes for students.
- Approximately 55% of Years 11 and 12 students participated in Vocational Education and Training programs that contributed toward achievement of secondary graduation.
- As at 30 June 2011, 7561 students with disability received targeted supplementary resource allocations through the Schools Plus Program. These resources supplement schools' capacity to meet the educational needs of students with disability.
- During 2011, Perth Modern School celebrates its centenary and becomes Western Australia's only fully selective academic school, with students in Years 8–12 selected on their academic capabilities.
- The National Secondary Schools Computer Fund, established under the Commonwealth Government's Digital Education Revolution, enabled the 187 schools participating in the first stage of the project to provide one computer for every two students.
- In 2010–11, 989 graduates were appointed to public schools as teachers or as school psychologists.
- From 2011, all schools were given greater flexibility in teacher staffing, with principals able to approve all long service leave for their staff, all salary conversions to their school staffing pool and all mobility transfers for their staff. Principals will also be able to fill all permanent and fixed-term teaching vacancies as they arise.
- To assist in dealing with the complex issues that impact on student behaviour, wellbeing and learning, the Department has increased the number of school psychologists, with 45 FTE of the Government's commitment of an additional 50 school psychologist FTE allocation available for the start of the 2011 school year.
- In December 2010, the Competency Framework for School Psychologists was released.

Summary of performance

Summary information about the Department's performance in 2010–11, including Key Performance Indicator information, is provided below. For more detailed information about the Department's performance, see the [Key Performance Indicators](#) and the section on supplementary performance information in Department Performance. Definitions of the indicators are also contained in the Key Performance Indicator section.

Table 7: Key Performance Indicators, summary of performance against the 2010–11 budget targets

| Outcome and Key Effectiveness Indicators | Target 2010–11 | Actual 2010–11 |
|--|----------------|----------------|
| Outcome: A public school system which provides access to a quality education throughout Western Australia | | |
| Participation rate (proportion of persons aged 15 to 17 years in some form of education) | 90 | 90.6 |
| Apparent retention rate (proportion of Year 8 cohort studying in Year 12) | 66 | 70.3 |
| Secondary graduation rate (proportion of Year 8 cohort achieving Secondary Graduation in Year 12) | 55 | 61.1 |
| Literacy and numeracy performance in population assessments at Years 3, 5, 7 and 9 | | |
| National Assessment Program - Literacy and Numeracy (NAPLAN) | | |
| Year 3 students at or above national minimum standards: | | |
| Reading | 90 | 90.0 |
| Writing | 95 | 93.5 |
| Numeracy | 94 | 92.4 |
| Year 5 students at or above national minimum standards: | | |
| Reading | 88 | 86.6 |
| Writing | 90 | 89.6 |
| Numeracy | 92 | 90.5 |
| Year 7 students at or above national minimum standards: | | |
| Reading | 91 | 92.2 |
| Writing | 89 | 89.7 |
| Numeracy | 94 | 93.2 |
| Year 9 students at or above national minimum standards: | | |
| Reading | 89 | 84.6 |
| Writing | 81 | 80.9 |
| Numeracy | 91 | 88.6 |
| Services and Key Efficiency Indicators | Target 2010–11 | Actual 2010–11 |
| 1. Primary education — Cost per student Full-time equivalent (FTE) | \$13 080 | \$13 280 |
| 2. Secondary education — Cost per student Full-time equivalent (FTE) | \$17 603 | \$18 410 |

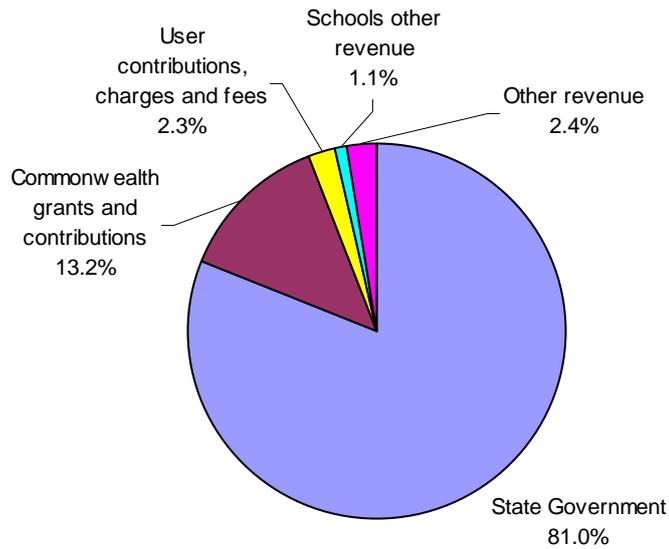
- In general, the performance of students in the 2010 NAPLAN assessments (in relation to the 'percentages of students achieving at or above national minimum standards' and also in relation to 'mean scale scores') was similar to the performance of students in 2009 for all year cohorts assessed and for all assessment areas.
- In 2010, the apparent retention rate to Year 12 increased by more than four percentage points to 70.3%, continuing an upward trend. The rate for Aboriginal students increased by almost two percentage points to 39.3%.
- The average attendance rate in the primary years (Years 1–7) for Aboriginal students was 82.6% compared with 93.9% for non-Aboriginal students. In the secondary years (Years 8–12) the rate for Aboriginal students was 65.8% compared with 88.9% for non-Aboriginal students.

Financial summary

Figures 2 and 3 summarise the various sources of Department revenue and the cost of services. For full details of the Department’s financial performance during 2010–11, see the [Financial Statements](#).

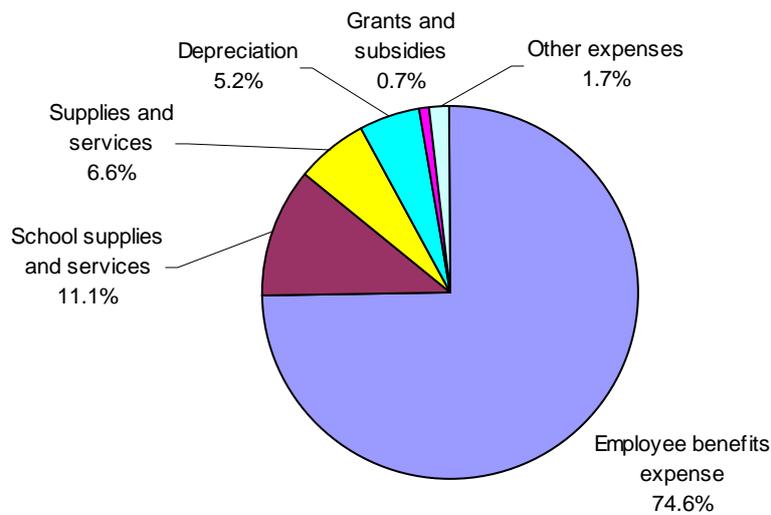
The total cost of the Department’s provision of education services in 2010–11 was \$3.7 billion.

Figure 2: Department of Education Revenue Sources, 2010–11



Source: Department of Education, Financial Statements, 2010–11

Figure 3: Department of Education Costs, 2010–11



Source: Department of Education, Financial Statements, 2010–11

Operational Structure

Responsible minister

The Department of Education is responsible to the Minister for Education, the Hon Dr Elizabeth Constable MLA.

Accountable authority

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

Relevant legislation

The Department of Education is established under section 35 of the *Public Sector Management Act 1994*.

The following legislation is administered by the Department and by the Minister with the assistance of the Department:

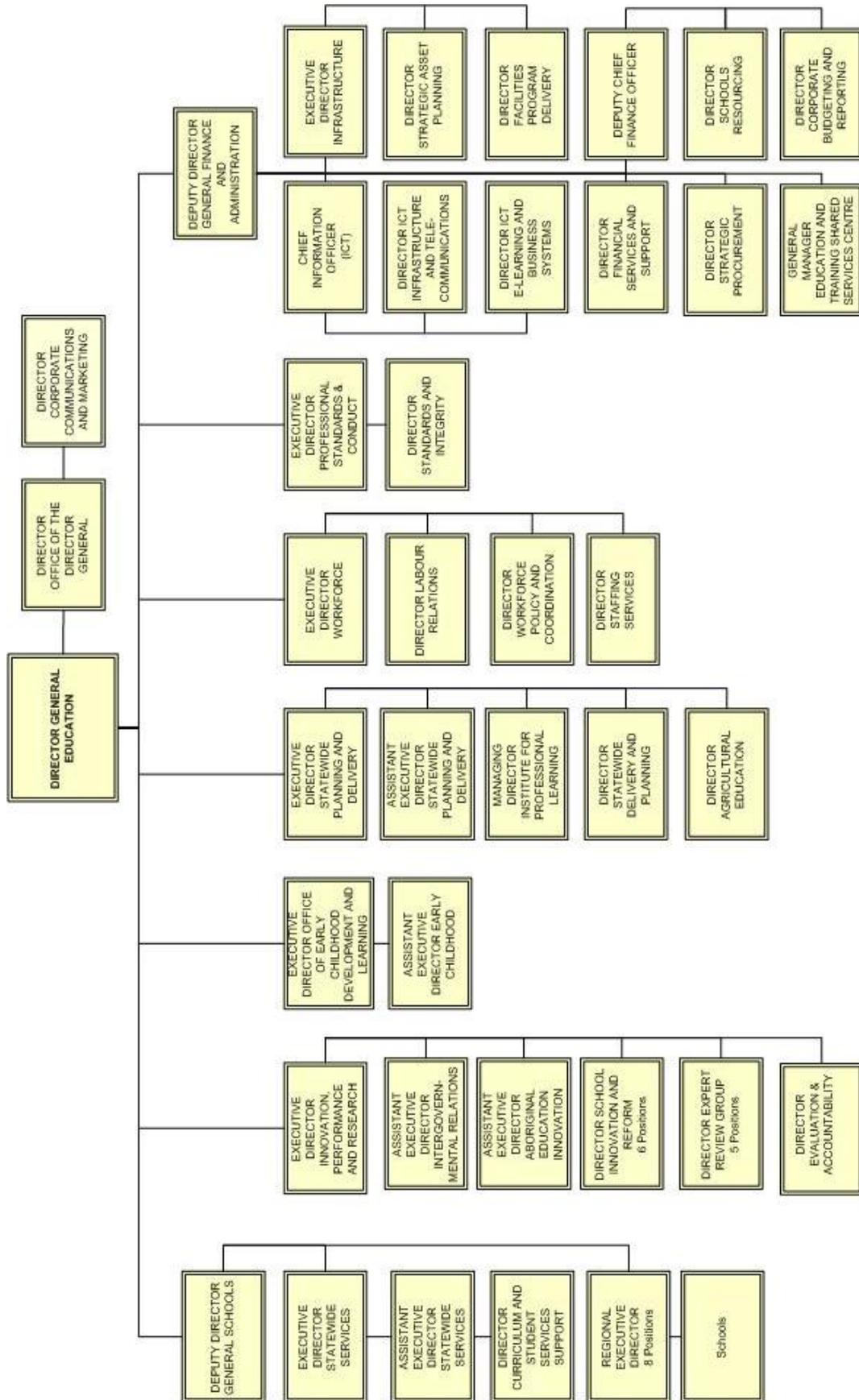
- *School Education Act 1999* (except Pt. 4 and other provisions as far as they apply to non-government schools).

Organisational structure

| | |
|--|---------------------------|
| Director General | Sharyn O'Neill |
| Deputy Director General, Schools | David Axworthy |
| Deputy Director General, Finance and Administration | John Leaf |
| Executive Director, Statewide Services | Juanita Healy (Acting) |
| Executive Director, Innovation, Performance and Research | Peter Hamilton (Acting) |
| Executive Director, Office of Early Childhood Development and Learning | Geoffrey Metcalf (Acting) |
| Executive Director, Statewide Planning and Delivery | Lindsay Hale (Acting) |
| Executive Director, Workforce | Cliff Gillam |
| Executive Director, Professional Standards and Conduct | Eamon Ryan (Acting) |
| Chief Information Officer | Bevan Doyle |
| Executive Director, Infrastructure | John Fischer (Acting) |
| Regional Executive Director, Goldfields | Larry Hamilton |
| Regional Executive Director, Kimberley | Bill Mann |
| Regional Executive Director, Midwest | Laurie Andrew |
| Regional Executive Director, North Metropolitan | Jim Webb (Acting) |
| 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 |

As at June 2011

Figure 4: Department of Education, organisational chart, June 2011



Areas of responsibility

Statewide Services

The Statewide Services Division is responsible for the central portfolios that deliver support services to students and schools across the State to improve educational outcomes for all students. This includes close collaboration with regions to ensure statewide integration of support to schools and students delivered through regional networks, provision of policy advice, allocation of resources, and the monitoring of programs and services to ensure high standards of support are provided.

Schools

Regional Executive Directors have a key role in ensuring that public schools provide high quality teaching and learning that is relevant and responsive to school community needs.

Regional Executive Directors are responsible for leading and managing the operations in their region within an environment of increasing autonomy for schools. They have responsibility for monitoring school performance and effectiveness, and for directing and overseeing the delivery of support services in response to school needs.

Innovation, Performance and Research

The Innovation, Performance and Research Division is responsible for the design and delivery of major school reform programs. It is also responsible for the Department's school improvement and accountability framework, including the conduct of reviews of schools' performance, assessment of the standards of student achievement and for providing performance and statistical information to enhance corporate decision making and meet reporting requirements.

Office of Early Childhood Development and Learning

The Office of Early Childhood Development and Learning is responsible for the development and implementation of systemic policy and strategic planning in early childhood education for Western Australian public schools.

The Office has responsibility for implementing State and National early childhood education reforms, including a number of National Partnerships and Agreements.

Statewide Planning and Delivery

The Statewide Planning and Delivery Division is responsible for planning the future delivery of public schooling throughout the State, with a particular focus on regional and remote development.

The Division has responsibility for developing strategic options for the design, location and delivery of future schooling needs incorporating online learning and other effective contemporary teaching and learning technologies and systems.

The Division also has responsibility for developing strategies to coordinate the effective provision and implementation of high level quality professional learning for public school leaders, teachers and support staff.

Workforce

The Workforce Division is the area in which the Department's human capital needs are addressed. The Division's core business is management of Department staff, both teaching and non-teaching; human capital strategic policy and planning, and associated program development; industrial relations; and employee support services.

Professional Standards and Conduct

The role of the Professional Standards and Conduct Division is to ensure that the highest standards of professional conduct and integrity are demonstrated by all Department staff and that strong governance processes, including audit and risk mitigation strategies, are in place. The Division determines employee suitability through criminal record checking and monitors compliance with Working with Children legislation. It manages allegations of misconduct by staff, with an emphasis on examining behaviour that places students 'at risk', and investigates other forms of misconduct and complaint. The Division ensures that risk management, control and governance processes are effective, and provides legal advice and coordinates the responses to requests for documentation under freedom of information legislation.

Finance and Administration

The Finance and Administration area is responsible for the strategic and operational management of the Department's financial affairs, including the coordination and monitoring of budget processes, the development and delivery of financial services support and training, and the acquisition and management of resources.

Information and Communication Technologies

The Information and Communication Technologies Division is responsible for the planning and provision of information and communication technologies (ICT) services across the Department, including ICT services and support to schools. It provides the infrastructure and technical advice to support schools in their use of ICT, including access to online curriculum resources, tools and services to support the implementation of teaching programs.

Infrastructure

The Infrastructure Division is responsible for the planning, development and acquisition of infrastructure. It manages the capital works program and is responsible for the Department's asset acquisition and maintenance program.

Education and Training Shared Services Centre

Education and Training Shared Services Centre provides financial and human resource services along key client lines – Education Agencies Directorate and Training Agencies Directorate. The Education Agencies Directorate provides strategic and transactional services to the Department of Education, the Curriculum Council and the Country High School Hostels Authority. The Training Agencies Directorate provides the aforementioned services to the Department of Training and Workforce Development, including the Vocational Training Education Centre, and 10 State Training Providers (formerly TAFE Colleges).

Performance management framework

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

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

The Department reviewed its outcomes based management structure and recommended a change to its outcome statement. The new outcomes based management structure was approved by the then Department of Treasury and Finance and took effect from the 2010–11 financial year. The new outcome statement is:

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

The Department operates through two services: Primary education and Secondary education.

The table below shows the relationship between the agency-level desired outcome, its services and the Government goal they support.

| Government goal | Desired outcome | Services |
|--|---|---|
| Outcomes Based Service Delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians. | A public school system which provides access to a quality education throughout Western Australia. | 1. Primary education (K–7) 2. Secondary education (8–12) |

Service 1: Primary education

Primary education (K–7) provides access to education in public schools for persons aged generally from four years and six months to 12 years and six months.

Primary education includes pre-compulsory (Kindergarten and Pre-primary) education and is delivered mainly through primary schools, district high schools, education support schools and centres, language development centres, remote community schools, Schools of the Air and the Schools of Isolated and Distance Education primary school.



Two years of publicly-funded pre-compulsory education is available to all eligible children and lays the foundation for compulsory education. The Kindergarten program is 11 hours per week (extended to 15 hours from 2010 with the rollout of provision to be completed by the start of the 2013 school year) and the Pre-primary program is five full school days per week.

Activities in Years 1–7 are integrated across eight learning areas in relevant, comprehensive and challenging learning programs. Students' intellectual, moral, social and physical development is encouraged in inclusive, safe and stimulating environments with an emphasis on the achievement of high standards in literacy and numeracy.

In February 2011, there were 184 281 students in primary education in public schools, 43 476 of whom were pre-compulsory students.

Service 2: Secondary education

This service provides access to Years 8–12 education in public schools for persons aged generally from 12 years and six months. It is compulsory for a child to either attend school full time or undertake one of a range of other approved education, training and/or employment options until the end of the year in which they turn 17 years of age.

Secondary education includes lower secondary (Years 8–10) and senior secondary (Years 11 and 12) education and is delivered primarily through senior high schools, high schools, district high schools, education support schools and centres, senior colleges and senior campuses, the Western Australian College of Agriculture and the Schools of Isolated and Distance Education secondary school.

Lower secondary education maintains continuity of learning with primary education, and the breadth of curriculum expands to encompass skills and understandings across all learning areas.

In senior secondary education, a wide range of programs ensures that students are well placed to continue full-time schooling to the end of Year 12 and to gain technical and further education (TAFE) or university entry, traineeships, apprenticeships or full-time employment. Students have the opportunity to pursue courses and subjects of their choice in greater depth.



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

Opportunities also exist for students to continue with or re-enter senior secondary studies in learning environments that are more flexible than those of many traditional secondary schools.

In February 2011, there were 75 659 students in secondary education in public schools.

Table 8: Enrolments at Western Australian public schools by service, by gender and Indigenous status, 2011 ^(a)

| Service | All | Female | Male | Aboriginal |
|------------------|----------------|----------------|----------------|---------------|
| Service 1 (K–7) | 184 281 | 88 976 | 95 305 | 16 288 |
| Service 2 (8–12) | 75 659 | 36 264 | 39 395 | 5 680 |
| Totals | 259 940 | 125 240 | 134 700 | 21 968 |

(a) First semester census.

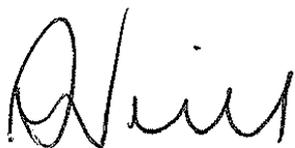
Source: *Evaluation and Accountability*

Department performance

DEPARTMENT OF EDUCATION
Key Performance Indicators
2010–11

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 2011.



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

20 SEPTEMBER 2011

Key Performance Indicators 2010–11

The Department of Education's purpose is to ensure that all public school students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

After a review of its Outcomes Based Management Structure, a new outcome statement, *A public school system which provides access to a quality education throughout Western Australia*, took effect from the 2010–11 financial year and provides the basis for reporting. This outcome is delivered through Service 1: Primary education and Service 2: Secondary education.

| | |
|----------|--|
| Outcome: | A public school system which provides access to a quality education throughout Western Australia |
|----------|--|

Service 1 Primary education

Service 2 Secondary education

The Department has developed key performance indicators (KPIs) to enable its senior management to assess and monitor the extent to which it has achieved this Government desired outcome and to enhance its ability to account to the community for its performance.

The effectiveness KPIs for the school education outcome are presented first followed by the efficiency KPIs for Services 1 and 2, which relate to that outcome.

The KPIs are presented in tables and some supplementary information is shown in the form of graphs.

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

Effectiveness

Effectiveness Indicators

- Rates of participation in education
- Retention in public schooling
- Secondary graduation rates
- Student achievement in literacy
- Student achievement in numeracy

Access to a 'quality education throughout Western Australia' depends on that education being available to everyone aged from 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 the education provided by the public school system, whether that provision is taken up or not. Although the Department provides access to a public school education for all people of relevant age, a substantial proportion of students attend private schools. This makes it difficult to measure the extent to which access is available. Two approaches are used, with 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 a 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 from all forms of education, including public or private schools, vocational education and training and university, must be included so that those not engaged in some form of education can be quantified.

Another indication of the success of the Department in providing access to a quality education is provided by the public school apparent retention rate which measures the percentage of those in Year 8 who go on to complete Year 12.

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 (i.e. aged 17½ 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 that students 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 schooling – Secondary Graduation. To achieve Secondary Graduation, students must meet a set of stringent criteria determined by the Curriculum Council. 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, against predetermined standards of achievement. Student achievement is reported against national minimum standards.

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 who are engaged in some form of education as a percentage of the estimated resident population of persons of that age.

The population of interest comprises those aged 15, 16 and 17 years at 30 June of the year in question, which in general includes all those expected to be in Years 11 and 12, as well as those turning 15 in the first half of Year 10 and those who turned 17 in the last half of Year 12 the previous year. Participants comprise students of age 15, 16 and 17 years at 1 July of that year who were enrolled in public or private schools at the August census, who attended vocational education and training (VET) during the year, or who attended a university during the year. To ensure that students are only counted once, students attending both school and VET 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 presented in Table 9. Further detailed data on the participation of 15 to 17 year-old males and females by single year of age in 2010 are shown in Figure 5 and on the participation of 15 to 17 year-old males and females from 2006 to 2010 in Figure 6.

Table 9: Participation rates (percentages) of persons aged 15 to 17 years engaged in some form of education^(a), 2006–2010

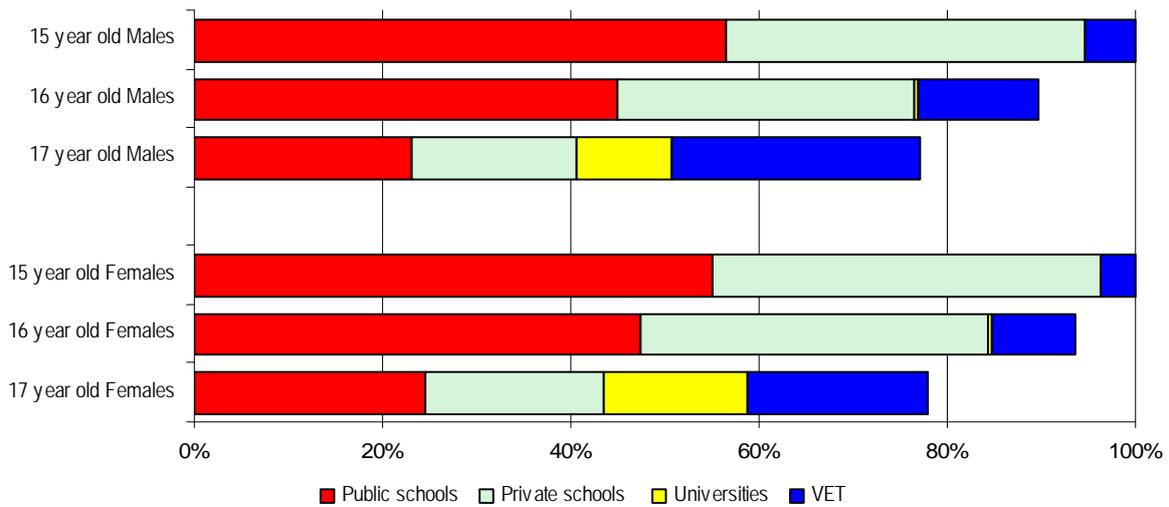
| 2006 | 2007 | 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------|------|---------------------------------|
| 90.6 | 88.9 | 90.3 | 91.6 ^(b) | 90.6 | 90 |

(a) The 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, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

(b) Revised figure due to updated data.

Source: *Evaluation and Accountability*

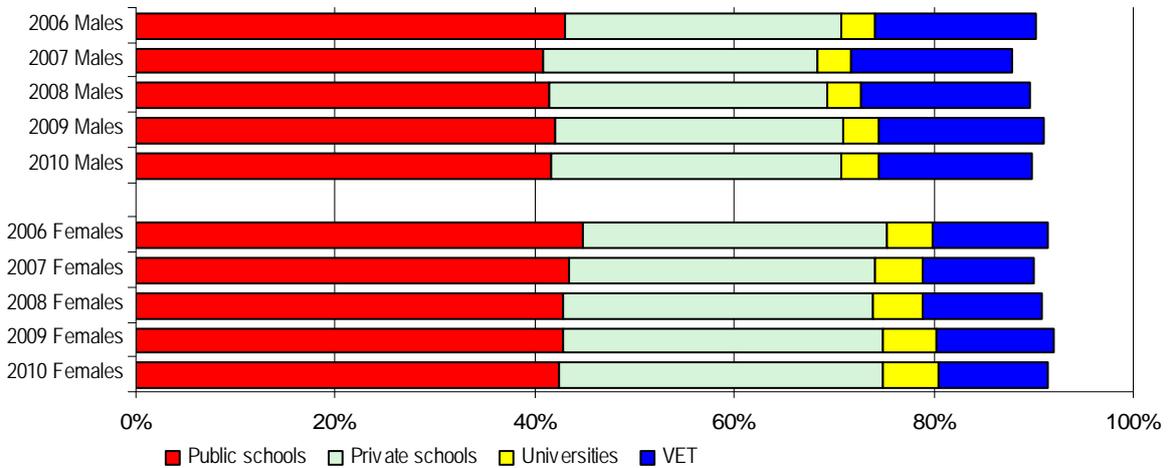
Figure 5: Participation rates of persons aged 15 to 17 years engaged in some form of education ^(a), by age, by sex, 2010



(a) The 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, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

Source: Evaluation and Accountability

Figure 6: Participation rates of persons aged 15 to 17 years engaged in some form of education ^(a), by sex, 2006–2010



(a) The 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, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

Source: Evaluation and Accountability

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 migration between states, countries or school sectors, and other net changes to the school population.

Data for 2006–2010 are presented in Table 10, while Figure 7 shows the rate from 1990 to 2010.

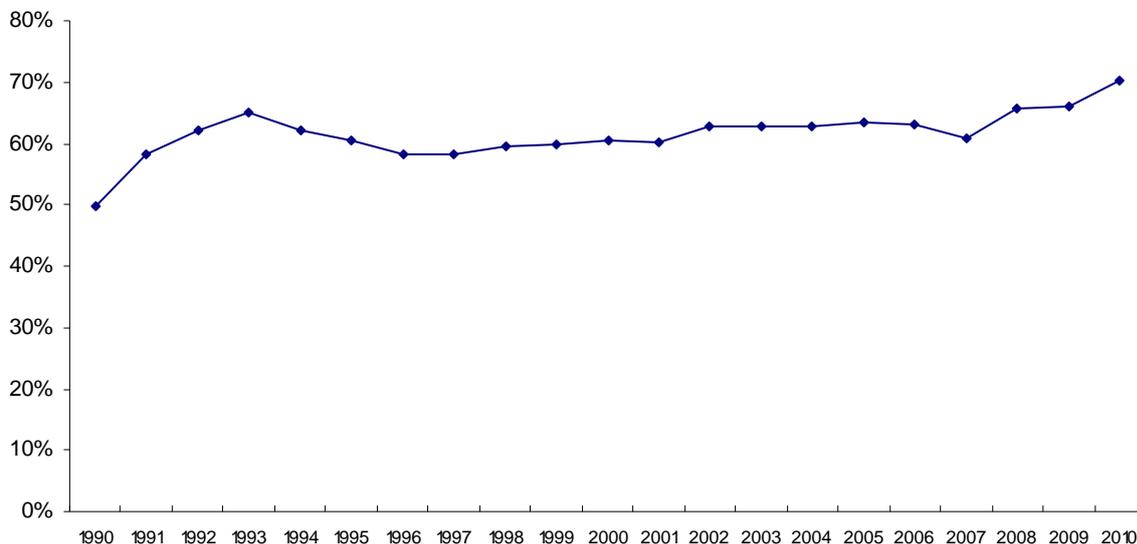
Table 10: Apparent retention rates (percentages), public school students, Year 8 to Year 12^{(a) (b)}, 2006–2010

| 2006 | 2007 | 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|---------------------|------|------|------|---------------------------------|
| 63.1 | 61.0 ^(c) | 65.6 | 66.0 | 70.3 | 66 |

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.
- (c) Revised figure is different from that reported in previous annual reports.

Source: Evaluation and Accountability

Figure 7: Apparent retention rates, public school students, Year 8 to Year 12^{(a) (b)}, 1990–2010



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

Source: Evaluation and Accountability

Secondary Graduation rates

To achieve Secondary Graduation, students must meet criteria established by the Curriculum Council. For 2010, students had to complete at least 20 units, of which at least 10 must be from Western Australian Certificate of Education (WACE) courses; achieve an average grade of 'C' or better in at least 10 course units, meet English language competence requirements, and meet breadth of study requirements.

The full set of requirements is described on the Curriculum Council website, which contains details of equivalent subjects and course units (www.curriculum.wa.edu.au).

Students who complete Year 12 and achieve Secondary Graduation receive the Western Australian Certificate of Education.

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 2006–2010 are presented in Table 11.

Table 11: Secondary graduation rates (percentages), public school Year 12 students ^(a), 2006–2010

| 2006 | 2007 | 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|------|------|---------------------------------|
| 54.3 | 53.4 | 53.7 | 54.9 | 61.1 | 55 |

(a) 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.

Source: *Evaluation and Accountability from Curriculum Council data*

Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories and provides valuable information to parents on their child's achievement as well as useful information on a school level and Australia-wide. Full cohorts of Years 3, 5, 7 and 9 school students across the country undertake common tests. The national results for 2008, 2009 and 2010 are reported in [2010 National Assessment Program – Literacy and Numeracy](#), which includes national and state level data presented against national minimum standards.

The indicators for literacy provided by the NAPLAN results 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 2008 was the first year of testing, results are only available for three years. The results for Western Australian public school students are presented in the tables below.

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2010 Public School Report](#) and also in the [Supplementary performance information](#) section on page 31 of this report.

Table 12: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 87.6 | 89.7 | 90.0 | 90 |

Source: Evaluation and Accountability

Table 13: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 94.2 | 94.2 | 93.5 | 95 |

Source: Evaluation and Accountability

Table 14: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 87.2 | 86.6 | 86.6 | 88 |

Source: Evaluation and Accountability

Table 15: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 89.5 | 90.0 | 89.6 | 90 |

Source: Evaluation and Accountability

Table 16: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 91.0 | 89.6 | 92.2 | 91 |

Source: Evaluation and Accountability

Table 17: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 88.2 | 88.8 | 89.7 | 89 |

Source: Evaluation and Accountability

Table 18: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Reading, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 88.4 | 85.3 | 84.6 | 89 |

Source: Evaluation and Accountability

Table 19: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Writing, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 80.8 | 81.0 | 80.9 | 81 |

Source: Evaluation and Accountability

Student achievement in numeracy

As described above in 'Student achievement in literacy', the NAPLAN testing was implemented for the first time in May 2008.

The indicators for numeracy provided by the NAPLAN results 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 2008 was the first year of testing, results are only available for three years. The results for Western Australian public school students are presented in the tables below.

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2010 Public School Report](#) and also in the [Supplementary performance information](#) section on page 31 of this report.

Table 20: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 93.6 | 91.4 | 92.4 | 94 |

Source: Evaluation and Accountability

Table 21: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 89.6 | 91.3 | 90.5 | 92 |

Source: Evaluation and Accountability

Table 22: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 93.6 | 91.7 | 93.2 | 94 |

Source: Evaluation and Accountability

Table 23: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Numeracy, 2008–2010 (NAPLAN)

| 2008 | 2009 | 2010 | Target in 2010–11 Budget Papers |
|------|------|------|---------------------------------|
| 89.0 | 90.4 | 88.6 | 91 |

Source: Evaluation and Accountability

Efficiency

Service 1: Primary Education

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

Efficiency indicator: Cost per student FTE

Service 2: Secondary Education

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

Efficiency indicator: Cost per student FTE

The 'Cost' is the total cost of services for each service. The 'student FTE' is the full-time equivalent of the full-time and part-time students associated with each service, calculated as the average of the 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 2006–07 to 2010–11 are presented Table 24.

Table 24: Cost per full-time equivalent student, by service, public school education ^(a), 2006–07 to 2010–11

| Service | 2006–07 \$ | 2007–08 \$ | 2008–09 \$ | 2009–10 ^(b) \$ | 2010–11 \$ | Target in 2010-11 Budget Papers \$ |
|---------------------|---------------|---------------|---------------|------------------------------|---------------|--|
| Primary education | 9 806 | 10 871 | 12 164 | 13 444 | 13 280 | 13 080 |
| Secondary education | 12 887 | 13 727 | 15 755 | 17 213 | 18 410 | 17 603 |

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

(b) Revised figures from those reported in the previous annual report.

Source: *Financial Management and Resourcing*

Performance against financial targets

Results against agreed financial targets (based on Budget Statements and the Resource Agreement) are presented in Table 25.

Table 25: Budget targets compared to actual results, 2010–11 financial year

| | 2010–11 Budget Estimate \$'000 | 2010–11 Actual \$'000 | Variation \$'000 |
|--|--------------------------------------|-----------------------------|---------------------|
| Total Cost of Services | 3 613 920 | 3 672 085 | 58 165 |
| Net Cost of Services | 2 975 102 | 2 935 423 | (39 679) |
| Total Equity | 12 637 112 | 11 938 682 | (698 430) |
| Net Increase/(Decrease) in Cash Held | (17 197) | 80 871 | 98 068 |
| | FTE | FTE | FTE |
| Full-time Equivalent (FTE) staff level | 32 633 | 33 061 | 428 |

Source: Financial Management and Resourcing

Notes

Total Cost of Services

The increase is primarily attributable to additional Commonwealth program expenditure, enterprise bargaining agreement outcomes, increases to employee benefits provisions and workers compensation premiums. These were offset in part by decreased depreciation resulting from a devaluation of buildings.

Net Cost of Services

The decrease is attributable to additional revenue of \$97.8 million (increased Commonwealth revenue, Education and Training Shared Services Centre revenue and developers' land contributions). The additional revenue was offset in part by increased expenditure of \$58.2 million. Increased expenditure was due to Commonwealth programs expenditure, enterprise bargaining agreement outcomes, employee benefits provisions and workers compensation premiums; these were offset in part by decreased depreciation.

Total Equity

The reduction in Total Equity of \$698.4 million is attributable to a decrease to the Asset Revaluation Reserve of \$472.8 million, due to a devaluation of buildings; and a decrease in contributed equity of \$410.7 million, attributable to delays in the Department's Asset Investment Program. These were offset in part by an increase to the accumulated surplus of \$185.1 million.

Net Increase/(Decrease) in Cash Held

The increase of \$98.1 million in Cash Held is attributable to:

- a net decrease in cash flows from Government of \$322.9 million, resulting from a reduction of capital contributions and Royalties for Regions, offset by an increase in service appropriation;
- an increase in operating receipts of \$126.4 million, offset by a decrease in operating payments of \$83.0 million; and
- a decrease in spending on capital items of \$371.7 million and financing activities of \$5.8 million.

Full-Time Equivalent (FTE) staff level

Increased actual FTE staff level compared to the budget estimate is primarily due to increases in student enrolments for 2011 compared with 2010, for which additional funding was approved as part of the 2011–12 budget process. This growth was not factored into the 2010–11 FTE ceiling established as part of the 2010–11 budget process. There was also additional funding for Commonwealth programs.

Supplementary performance information

Information in this section supplements the performance information provided in the [Key Performance Indicators](#).

Achievement in literacy and numeracy

In 2010, the literacy and numeracy performance of full cohorts of Years 3, 5, 7 and 9 students was assessed using common national tests through the National Assessment Program – Literacy and Numeracy (NAPLAN). Students were assessed in Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy.

Student achievement in literacy and numeracy is presented in two ways:

- To provide more detail about the literacy and numeracy performance of students in 2010, achievement is described in terms of the percentages of students achieving at or above the national minimum standards, by major subgroup.
- To provide information about trends over time, achievement is described in terms of the mean scale scores for the full cohorts of Years 3, 5, 7 and 9 students.

Within the NAPLAN program, any given score in an assessed area represents the same level of achievement over time. For example, a score of 500 in Reading will have the same meaning in previous and future testing years.

Results for subgroups of students in 2010

The 2010 NAPLAN results in terms of the percentages of Years 3, 5, 7 and 9 public school students achieving at or above the national minimum standards, by major subgroup, are described in Tables 27, 28, 29 and 30. Students with unstated background information relating to Indigenous and/or language background status are not included in calculations for these subgroups. Results are also described by geolocation and by Indigenous status in Figures 8, 9, 10 and 11.

Geolocation

Geolocation is based on the locality of individual schools and is used to group the data according to metropolitan, provincial, remote and very remote locations. Geolocation is assigned according to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Schools Geographic Location Classification System.

Nearly 70% of public school students in primary education (Years K–7) and lower secondary education (Years 8–10) are located in schools in the metropolitan area.

Table 26: Distribution of students by schools' geolocation (percentages), by year level, 2010^(a)

| Geolocation | K–7 | 3 | 5 | 7 | 9 | 8–10 |
|--------------|------|------|------|------|------|------|
| Metropolitan | 69.0 | 68.9 | 68.2 | 66.5 | 68.5 | 68.1 |
| Provincial | 21.1 | 21.3 | 22.0 | 23.3 | 23.0 | 23.3 |
| Remote | 6.3 | 6.3 | 6.2 | 6.5 | 5.4 | 5.5 |
| Very remote | 3.7 | 3.5 | 3.5 | 3.7 | 3.1 | 3.0 |

(a) Semester 1 census.

Source: Evaluation and Accountability

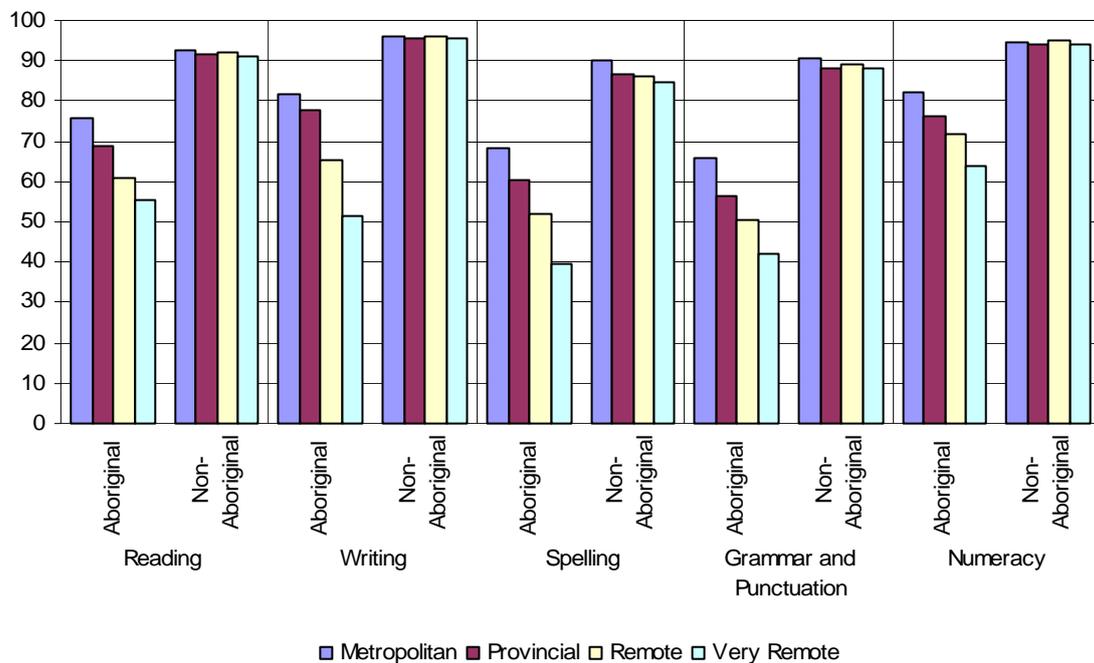
Year 3

Table 27: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 91.9 | 88.1 | 87.7 | 67.2 | 90.0 |
| Writing | 95.6 | 91.5 | 91.2 | 71.6 | 93.5 |
| Spelling | 89.2 | 82.6 | 86.9 | 57.5 | 85.9 |
| Grammar and Punctuation | 89.7 | 83.7 | 85.9 | 55.9 | 86.6 |
| Numeracy | 92.8 | 92.1 | 89.5 | 75.0 | 92.4 |

Source: Evaluation and Accountability

Figure 8: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

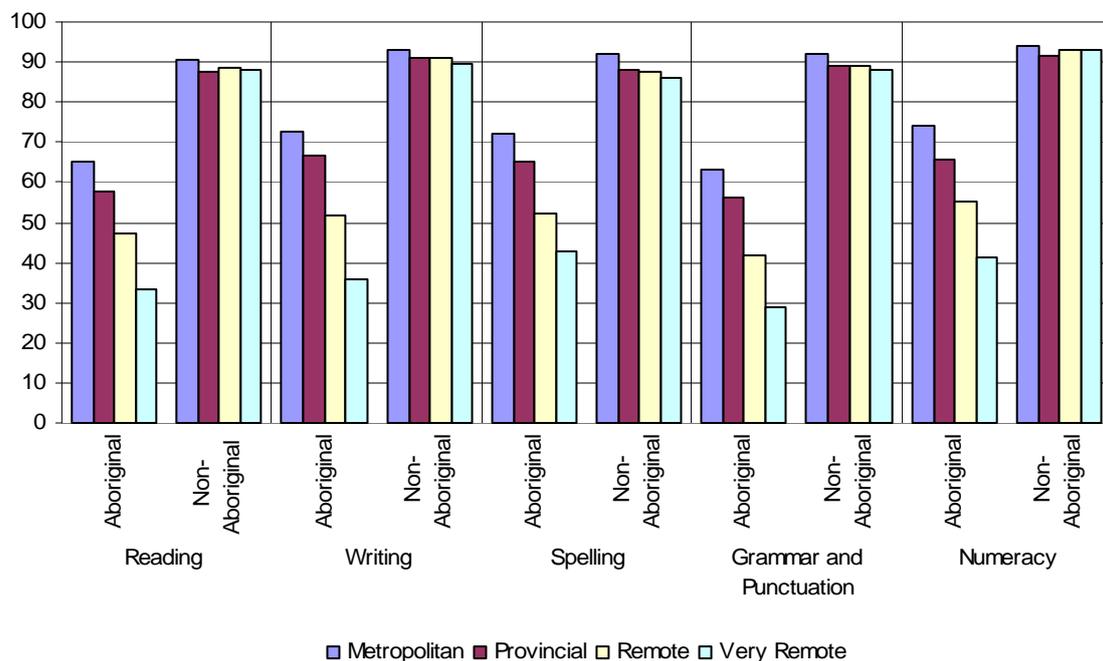
Year 5

Table 28: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 89.6 | 83.8 | 84.3 | 53.5 | 86.6 |
| Writing | 93.6 | 85.9 | 87.9 | 59.6 | 89.6 |
| Spelling | 91.7 | 84.5 | 88.2 | 60.6 | 88.0 |
| Grammar and Punctuation | 91.6 | 83.9 | 86.1 | 50.4 | 87.6 |
| Numeracy | 91.0 | 90.1 | 88.4 | 61.7 | 90.5 |

Source: Evaluation and Accountability

Figure 9: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

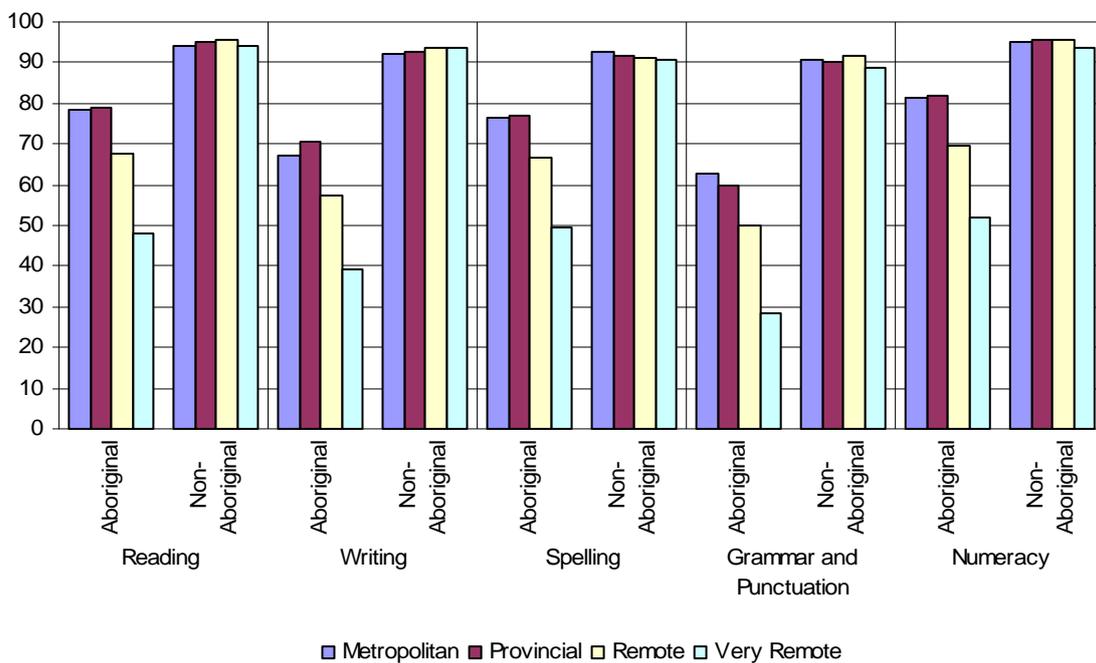
Year 7

Table 29: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 94.1 | 90.5 | 87.6 | 70.1 | 92.2 |
| Writing | 94.0 | 85.7 | 87.4 | 60.4 | 89.7 |
| Spelling | 93.7 | 87.1 | 88.2 | 69.3 | 90.2 |
| Grammar and Punctuation | 91.4 | 83.4 | 83.7 | 52.4 | 87.2 |
| Numeracy | 93.7 | 92.6 | 90.1 | 73.3 | 93.2 |

Source: Evaluation and Accountability

Figure 10: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

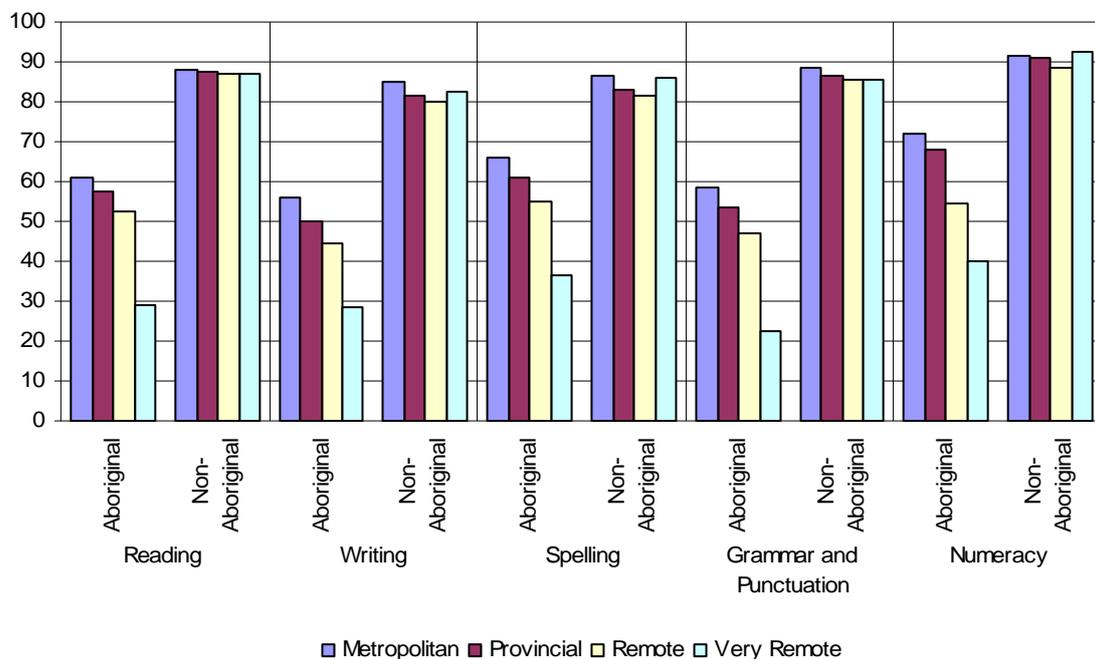
Year 9

Table 30: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2010

| Assessment area | Female | Male | Language background other than English | Aboriginal | All |
|-------------------------|--------|------|--|------------|------|
| Reading | 87.9 | 81.6 | 77.1 | 52.3 | 84.6 |
| Writing | 88.0 | 74.7 | 76.7 | 47.2 | 80.9 |
| Spelling | 87.5 | 79.0 | 81.8 | 57.2 | 83.0 |
| Grammar and Punctuation | 89.3 | 80.3 | 80.2 | 48.3 | 84.5 |
| Numeracy | 87.8 | 89.2 | 85.1 | 61.7 | 88.6 |

Source: Evaluation and Accountability

Figure 11: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2010



Source: Evaluation and Accountability

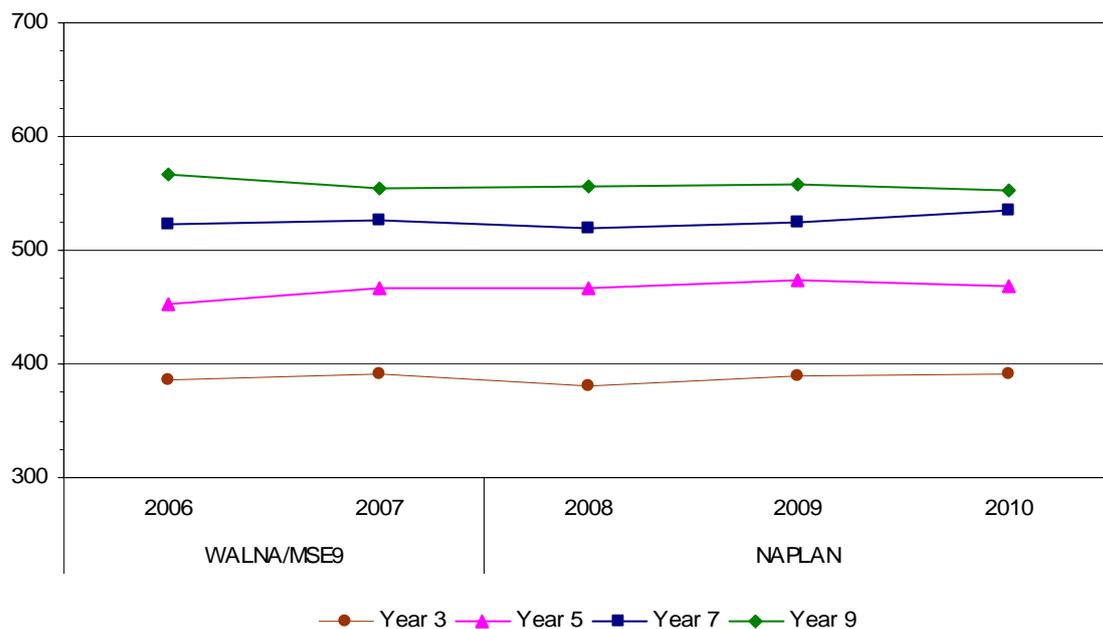
Trends in Reading and Numeracy 2006–2010

The historical comparisons, shown in the tables and figures below, link Reading and Numeracy data from the 2006–2007 Western Australian Literacy and Numeracy Assessment (WALNA) and Monitoring Standards in Education Year 9 (MSE9) assessments to the 2008–2010 NAPLAN data. Statistical equating in Reading and Numeracy, carried out at the time of 2008 NAPLAN testing, has made this possible.

Table 31: Mean reading scores, public school students, by year level, 2006–2010

| Year of testing | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------|--------|--------|--------|--------|
| 2006 | 386 | 452 | 523 | 567 |
| 2007 | 391 | 467 | 526 | 554 |
| 2008 | 380 | 467 | 519 | 556 |
| 2009 | 389 | 473 | 524 | 558 |
| 2010 | 391 | 469 | 535 | 552 |

Figure 12: Mean reading scores, public school students, by year level, 2006–2010

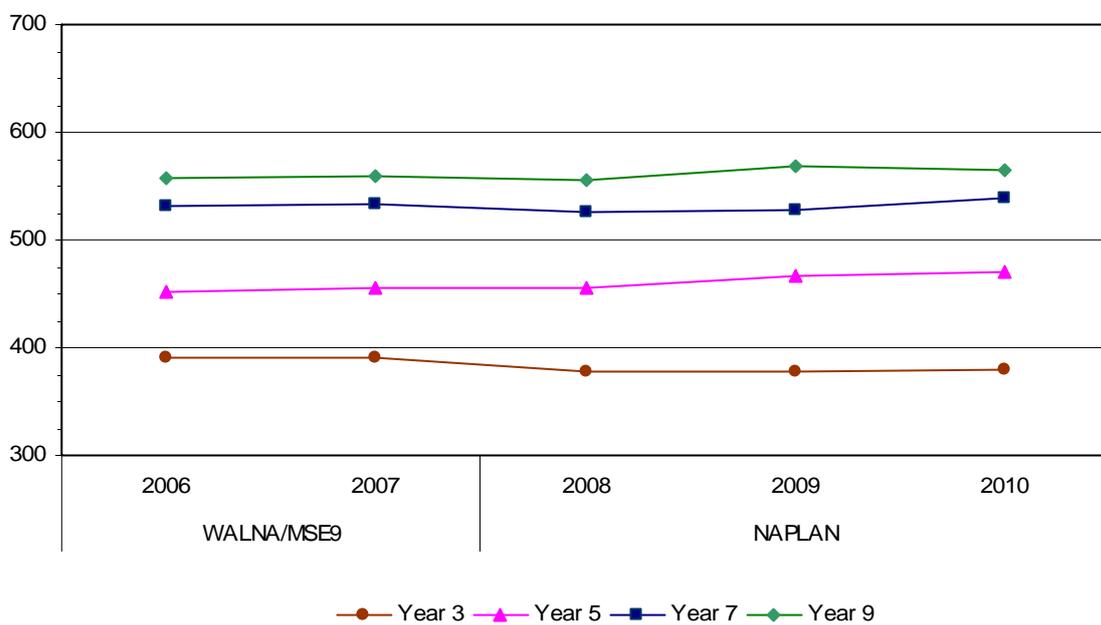


Source: Evaluation and Accountability

Table 32: Mean numeracy scores, public school students, by year level, 2006–2010

| Year of testing | Year 3 | Year 5 | Year 7 | Year 9 |
|-----------------|--------|--------|--------|--------|
| 2006 | 390 | 452 | 532 | 557 |
| 2007 | 390 | 455 | 533 | 559 |
| 2008 | 378 | 455 | 526 | 556 |
| 2009 | 377 | 467 | 528 | 568 |
| 2010 | 379 | 471 | 539 | 565 |

Figure 13: Mean numeracy scores, public school students, by year level, 2006–2010



Source: Evaluation and Accountability

Retention of secondary students to Year 12

The extent to which students continue to participate in school education is indicated by the ‘apparent’ Year 8 to Year 12 retention rate. This is the number of full-time students in Year 12 in a particular year as a percentage of the number of full-time students enrolled in Year 8 four years earlier. Apparent retention rates are presented in Table 33 and Figure 14.

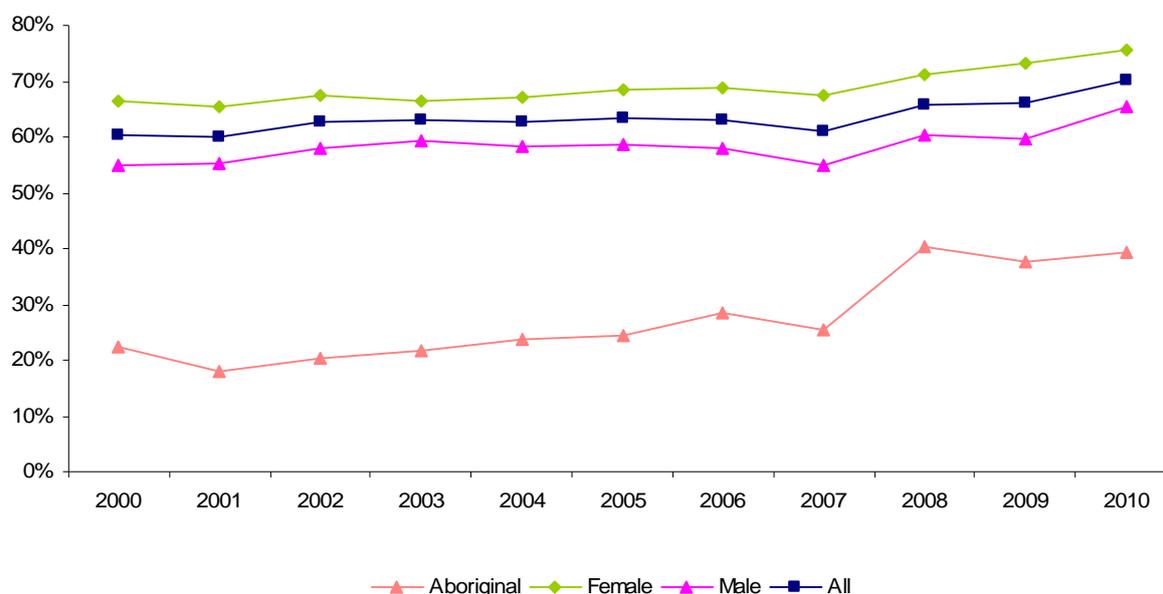
Table 33: Apparent retention rates, public school students, Year 8 to Year 12 ^{(a) (b)}, by subgroup, 2006–2010

| Subgroup | 2006 | | 2007 | | 2008 | | 2009 | | 2010 | |
|-------------------|--------|------|--------|------|--------|------|--------|------|--------|------|
| | N | % | N | % | N | % | N | % | N | % |
| All | 11 084 | 63.1 | 10 893 | 61.0 | 11 215 | 65.6 | 11 294 | 66.0 | 12 086 | 70.3 |
| Male | 5 317 | 57.9 | 5 094 | 55.0 | 5 331 | 60.3 | 5 352 | 59.5 | 5 928 | 65.4 |
| Female | 5 767 | 68.8 | 5 799 | 67.4 | 5 884 | 71.4 | 5 942 | 73.2 | 6 158 | 75.7 |
| Aboriginal | 375 | 28.5 | 369 | 25.5 | 585 | 40.2 | 553 | 37.5 | 598 | 39.3 |
| Male | 219 | 31.6 | 189 | 25.0 | 286 | 37.9 | 289 | 36.5 | 325 | 40.0 |
| Female | 156 | 24.9 | 180 | 26.0 | 299 | 42.7 | 264 | 38.6 | 273 | 38.5 |

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

Source: Evaluation and Accountability

Figure 14: Apparent retention rates, public school students, Year 8 to Year 12 ^{(a) (b)}, 2000–2010



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

Source: Evaluation and Accountability

Secondary graduation

The Secondary Graduation rate is the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12. It is an indicator of the extent to which that age cohort reaches a high level of education. Secondary Graduation rates are presented in Table 34.

Table 34: Public school secondary graduation rates (percentages), public school Year 12 students ^(a), 2006–2010

| Subgroup | 2006 | 2007 | 2008 | 2009 | 2010 |
|-------------------|------|------|------|------|------|
| All | 54.3 | 53.4 | 53.7 | 54.9 | 61.1 |
| Male | 47.9 | 47.0 | 46.7 | 47.8 | 54.8 |
| Female | 61.3 | 60.3 | 61.3 | 62.7 | 68.1 |
| Aboriginal | 13.5 | 14.2 | 15.6 | 16.3 | 19.8 |

(a) 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.

Source: Evaluation and Accountability from Curriculum Council data

The rate of 61.1% indicates the percentage of the Year 8 cohort that achieved Secondary Graduation when in Year 12 four years later — this represents 85.9% of all Year 12 students enrolled in public schools in Semester 2, 2010. Similarly, the Secondary Graduation rate of 19.8% for Indigenous students represents 50.5% of Year 12 Indigenous students.

Student satisfaction

As part of the School Leaver Program (a program that assists students in their transition to further study, training or employment), all students in their final year of schooling are given the opportunity to complete the Post School Intentions and Student Satisfaction Survey. Two survey questions, in particular, give an indication of the level of student satisfaction with their education. These are:

Overall, how satisfied are you with the quality of teaching you have received?

How satisfied are you with the quality of education facilities that are available to you?

The survey was completed in Semester 2, 2010 and responses from more than 8700 Year 12 students (some 230 were Aboriginal) are reported in Table 35. Information in the table shows the percentages of students who were either 'satisfied' or 'very satisfied' with the quality of teaching they had received and the quality of facilities available to them. Comparison with data from previous years is presented for major subgroups.

Table 35: Student satisfaction, by subgroup, public school students, Year 12, 2006–2010

| Subgroup | Year 12 | | | | |
|--|---------|------|------|---------------------|------|
| | 2006 | 2007 | 2008 | 2009 ^(a) | 2010 |
| Satisfaction with quality of teaching | | | | | |
| All | 93.0 | 93.0 | 92.4 | 89.8 | 90.3 |
| Male | 92.2 | 92.1 | 91.0 | 88.5 | 89.1 |
| Female | 93.7 | 93.8 | 93.5 | 90.9 | 91.3 |
| Aboriginal | 92.6 | 95.2 | 96.2 | 88.1 | 93.4 |
| Satisfaction with quality of education facilities | | | | | |
| All | 87.7 | 87.0 | 87.2 | 83.3 | 84.3 |
| Male | 85.8 | 84.9 | 85.8 | 82.3 | 82.6 |
| Female | 89.4 | 88.8 | 88.3 | 84.1 | 85.8 |
| Aboriginal | 88.1 | 91.9 | 92.1 | 85.0 | 89.1 |

(a) Students completed the survey online for the first time. In previous years students completed a hard copy of the survey.

Source: Evaluation and Accountability

School support services: School resourcing and accountability

School resourcing

School grant

The school grant provides resources to schools to enable them to meet local needs. Schools have the flexibility to direct these funds to their specific programs, projects and needs.

The grant is paid to schools in two instalments: one at the beginning of each semester. The second instalment contains the balance of the schools' annual allocations, adjusted according to actual student enrolments and staff employed.

The school grant is distributed using a model that comprises a base payment according to the classification of the school and a per capita payment reflective of the year level of the students. Other differential factors taken into account include unique site management costs, location, the nature of student enrolments and special programs.

A school development grant is provided to resource the school planning process and provide for the professional development of staff in accordance with school needs and priorities. The allocation is based on the size, classification and geographical location of the school.

Within the school grant, schools received an allocation referred to as the School Support Programs Resource Allocation (SSPRA). This included funding for programs such as the Behaviour Management and Discipline Strategy, the Learning Support Program, the Literacy and Numeracy Program, the Priority Country Areas Program (PCAP), the Aboriginal Literacy Strategy and the WACE Course Scholarship. Prior to 2009, schools received these additional funds and FTE from a variety of State and Commonwealth sources, with varying acquittal, accountability and reporting requirements.

Combining these student support programs into a single funding line affords schools maximum flexibility in implementing strategies and interventions to meet local needs. Accountability for the expenditure of these funds is through the regular school accountability processes.

In 2010, \$139.9 million (including \$46.1 million in SSPRA funding) in school grant funding was distributed, compared with \$145.9 million in 2009 (including \$43.2 million in SSPRA funding).

Special purpose payments

In addition to the school grant, special-purpose payments of \$200 million (\$194.7 million in 2009) were transferred to public schools and included, but were not limited to, specific funding for Aboriginal education, student support programs and utilities.

These payments were allocated using various indices that included socioeconomic status, isolation, ethnicity and disability.

Schools have the flexibility to spend the school grant and special purpose grant on contingencies or salaries. The School Salary Pool provides the mechanism for public schools to use school grant and special purpose funds to pay for relief or fixed-term staff in order to achieve specific outcomes or to support learning programs. In 2010, the first intake of Independent Public Schools operated with a one-line budget and used their School Flexible Salary Allocation (SFSA) facility for this purpose.

Utilities management

The Department operates a utilities management program in public schools that provides devolved funding (\$50.3 million of the special purpose payments in 2010) to meet the cost of each school's electricity, water, gas and rubbish removal.

The program encourages schools to reduce consumption to achieve financial savings and, more importantly, to develop positive attitudes among students regarding the use of renewable and recyclable resources, and the conservation of the environment.

Consumption is monitored centrally and adjustments are made annually to funding baselines to take account of changes in schools' circumstances. Funding is also adjusted to reflect increases in costs from suppliers.

Independent Public Schools one-line budgets

In 2010, Independent Public Schools operated with a one-line budget, comprising a cash allocation and a notional salaries allocation. The allocative mechanism for resourcing these schools is the same as for all public schools, however the resources are provided with maximum flexibility in a one-line budget.

Independent Public Schools have a salary allocation (School Flexible Salary Allocation) from which the cost of all staff employed by the school is drawn. In 2010, a total of \$116.1 million was spent by Independent Public Schools on salaries through their one-line budgets.

The first intake of Independent Public Schools was provided with a transition grant (\$20 000 to \$40 000) and an administration support grant (\$25 000 to \$50 000) in recognition of the additional decision making and responsibility devolved to the local level. A total of \$0.9 million was provided in transition funding and \$1.1 million in administration support funding.

Innovation grants

In keeping with the Classroom First Strategy, the Director General allocated \$500 000 in grants to schools to support innovative approaches to improving standards of student achievement.

Grants of between \$10 000 and \$50 000 were allocated to projects for 12 months from the start of the 2011 school year. The outcomes of projects will be reported during that time and it is expected that successful innovations will be sustainable and will become embedded in usual school practice.

Twelve applications were selected, including one from a cluster of schools working together. Successful applications represented 29 schools covering a range of school types and socioeconomic backgrounds.

Focus areas for the grants included early intervention, student engagement and behaviour, and expanding curriculum access through information technologies. Information about innovation projects is available at www.det.wa.edu.au/classroomfirst.

Smarter Schools National Partnerships

The reform directions for schooling, established by the Council of Australian Governments (COAG), are set out in the National Education Agreement. These reforms are being implemented by the Department through a number of National Partnership Agreements with the Commonwealth. Collectively, the National Partnership Agreements aim to reduce educational disadvantage for target groups of students and to improve outcomes for all students.

In 2010–11, a primary focus has been on the three Smarter Schools National Partnership Agreements (Literacy and Numeracy, Low Socio-economic Status School Communities and Improving Teacher Quality) that provide funding to schools to support students, teachers and leaders. This additional support contributes to raising overall educational attainment levels so that all Western Australian school students acquire the knowledge and skills to participate effectively in society. From 2009–10 to 2015, the Smarter Schools National Partnership Agreements will enable 182 public schools to benefit from additional resources of up to \$160 million, \$58 million of which is contingent on the achievement of agreed implementation and performance targets.

The Department's Partnership Schools website provides an overview of the projects and information about the initiatives and innovative reforms being developed and implemented by participating schools (www.det.wa.edu.au/partnershipschools).

Independent Public Schools initiative

The Independent Public Schools initiative, which was launched in 2009, is a key element of the Government's commitment to a more empowered public education system. Selected schools and their communities have more flexibility, local authority and freedom from central policies and procedures, particularly in their staffing and resourcing arrangements.

Independent Public Schools are responsible for the recruitment, selection and management of all staff. They are also responsible for determining their staffing profile and managing utilities, faults and routine maintenance.

To ensure these schools are supported with their financial management, the Department provides induction programs for intake schools; support in the management of the one-line budget and advice on flexible financial practices that meet the legislative and regulatory framework, but can be modified to suit local school needs.

Schools apply to become Independent Public Schools and undergo a selection process. Schools enter into direct agreements with the Director General to deliver specific outcomes. Each Independent Public School is subject to an independent review of its performance, by the Department of Education Services, in the final year of its three-year agreement.

In 2010, 34 schools commenced as Independent Public Schools and a further 64 commenced operation at the start of the 2011 school year. The 98 Independent Public Schools now operating represent almost 13% of all public schools. These schools comprise a mix of primary (60.2%), secondary (24.5%), district high (11.2%) and education support (4.1%) schools. Twenty-five are rural schools representing 25.5% of Independent Public Schools.

In February 2011, expressions of interest were called for the third intake of Independent Public Schools. Applications were received from 196 schools. The total number of schools that have applied for Independent Public Schools status represents 40% of public school communities.

An independent evaluation of the Independent Public Schools initiative will be let for tender in 2011. The evaluation will examine the impact of the initiative on the effectiveness and efficiency of participating schools and on the broader public school system. It will also inform future development of the Independent Public Schools initiative.

Education networks and regions

The district level delivery of services to schools has been realigned to support the empowerment of schools and their communities.

In 2010 planning was completed for the creation of eight education regions which commenced operation in 2011. These regions, each led by a Regional Executive Director, replaced the existing 14 education districts. The new regions are in Metropolitan North and South, and the South West, Wheatbelt, Kimberley, Pilbara, Goldfields and Midwest.

Within each region, education networks are being established. A network is a group of up to 20 schools in a local area that work together to support each other in areas such as increased curriculum choice, staff development, access to specialist teachers, primary-secondary transition and shared support services and resources.

The new school support model places most student support services within schools or networks of schools rather than in district offices. It is envisaged that giving principals greater control over how these services are used will ensure that support is better aligned to the specific needs of staff and students, and that schools can respond more quickly and in more innovative ways to changes and opportunities in their environment.

School accountability

Schools are accountable for the performance of students and the effectiveness of school operations. Operational accountability included periodic financial and human resource audits and compliance reporting.

The *School Improvement and Accountability* policy requires that schools undertake a self-assessment process, plan for improvement, report annually on their performance and participate in reviews of school performance. The policy continued to be supported by enhanced online resources and professional development programs offered through the Institute for Professional Learning.

The introduction of Independent Public Schools, and a regions and network structure that commenced in 2011, resulted in some changes to the ways in which school reviews were conducted. Until the end of 2010, all schools other than Independent Public Schools continued to participate in and respond to Standards Reviews, conducted by Directors Schools. These reviews focused on the standards of student achievement. Directors Schools were also responsible for the performance management of principals and the nomination of schools for reviews undertaken by the Expert Review Group.

The Expert Review Group reviews and reports on the performance of public schools. Public reporting of findings, the prescription of improvement strategies, the supported implementation of improvement plans and follow-up reviews by the Expert Review Group are initiatives to support school improvement and demonstrate strong public accountability.

In 2010–11, the Expert Review Group conducted 12 reviews of schools whose performance was of concern and one school whose performance had been of a consistently high standard. In addition, the Expert Review Group completed 18 six-month and nine 24-month follow-up reviews. Schools were reviewed in the metropolitan and regional and remote areas of the State and included primary and secondary schools, district high schools and community colleges. School Performance Enquiries, which concentrate on a specific area of school performance, were undertaken for the first time. Thirteen School Performance Enquiries were undertaken.

From the commencement of the 2011 school year, Regional Executive Directors assumed line management responsibility for all schools other than Independent Public Schools, and initiated an enhanced process of principal performance review. This process was supported by the introduction of an online School Performance Monitoring System which monitors school performance in relation to system standards in the areas of student achievement, financial management and human resource management. The Regional Executive Directors have a flexible budget to enable them to intervene in those schools whose performance is of concern.

[Schools Online](#) continued to provide schools and the community with a comprehensive array of information including school performance information. There continued to be enhancements to the range and quality of information provided.

The online Reporting Requirements of Schools system specified and reminded schools of their compliance reporting obligations across a wide range of legislative and policy requirements.

School support services: Early childhood development and learning

Early childhood education and care has been identified as a priority for the Western Australian Government.

The Department commissioned Professor Collette Tayler, from The University of Melbourne, to conduct a review of educational practice in Kindergarten, Pre-primary and Year 1 in Western Australia in collaboration with an advisory group of key early childhood and schooling stakeholders. The paper, [Review of Educational Practice in Kindergarten, Pre-primary and Year 1 Provision in Western Australia: Synthesis of Key Findings](#) was released in December 2010.

The National Early Childhood Development Strategy, endorsed by the Council of Australian Governments (COAG), aims to help all levels of government to build a more effective and better coordinated national early childhood development system to support the diverse needs of young children and their families. It builds on the ongoing investment made by the Western Australian Government to ensure all age-eligible children have access to a Kindergarten program free of compulsory charges at a public school or through a non-government school in which pre-school provision is significantly subsidised from State sources.



The State and Commonwealth governments through COAG are working together to progress a range of initiatives to improve and integrate early childhood services and programs.

National Partnership on Early Childhood Education (Universal Access)

Through the National Partnership on Early Childhood Education, all states and territories have agreed to ensure that by 2013, all children will have access to 15 hours per week of quality early childhood education for 40 weeks per year in the year before full-time schooling. In Western Australia, this is the Kindergarten year.

Prior to 2010, all public and most private schools in Western Australia provided 11 hours per week of Kindergarten, taught by degree-qualified teachers, with more than 95% of age-eligible children participating. Implementing Universal Access in Western Australia entails extending this kindergarten provision to 15 hours per week.

From the start of the 2010 school year, schools in the education districts of the Kimberley, Pilbara, Midwest, Goldfields and Swan increased their kindergarten provision to 15 hours per week. These districts were selected first due to their high number of Aboriginal and/or disadvantaged children and made up approximately 27% of Western Australian's Kindergarten programs.

In 2011, the rollout of increased provision continued so that it now covers approximately 50% of all Western Australian schools with Kindergarten programs.

National Information Agreement on Early Childhood Education and Care

This agreement provides a framework for cooperation across Commonwealth, state and territory jurisdictions and information agencies to develop cohesive early childhood education and care data.

In 2010, provisional definitions for hours of provision and teacher qualifications resulted in further Kindergarten information included in the August School Census. In addition, schools participated in the National Early Childhood Workforce Census conducted in July 2010 across Australia.

Closing the Gap: National Partnership Agreement on Indigenous Early Childhood Development (Element 1)

Through this agreement, five Children and Family Centres are being established on or adjacent to public school sites in communities with high numbers of Aboriginal families: Halls Creek, Fitzroy Crossing, Kununurra, Roebourne and the Swan region of Perth. Important elements of the design for the centres in Western Australia are a childcare facility, a family centre and at least one consulting room to health standards for health or other services to use.

In 2010, construction commenced on the centre in Halls Creek and the design of the centre in Fitzroy Crossing was finalised in collaboration with the local community. In addition, community members, local non-government organisations and government agencies were consulted regarding the services to be delivered in Halls Creek and Fitzroy Crossing; and regarding the location, design and services to be delivered in the Roebourne, Kununurra and Swan centres.

National Quality Agenda for Early Childhood Education and Care National Partnership Agreement

This agreement gives effect to COAG's decision in December 2009 to establish a jointly governed unified National Quality Framework for early childhood education and care, and Outside School Hours Care. The framework will initially cover Long Day Care, Family Day Care, Pre-school and Outside School Hours Care.

An issue for the Department is how implementation of the agreement may affect accountability arrangements for Pre-schools (Kindergartens) in public and private schools in Western Australia.

In 2010, Western Australia participated in a trial of the draft assessment and ratings process across 10 public and private Kindergartens, and consulted with stakeholders on the draft national legislation which will form the basis for corresponding State legislation.

Australian Early Development Index

As part of the National Early Childhood Reform Agenda, the Commonwealth Government invested \$24.5 million to the 30 June 2011 to implement the Australian Early Development Index (AEDI) nationally.

In 2009, data from 97.5% of the estimated Australian five-year-old population provided the first national snapshot on the development of children at school entry. These results are summarised in [A Snapshot of Early Childhood Development: AEDI National Report 2009](#).

To ensure student confidentiality, certain criteria regarding student and teacher numbers have to be met for a community's data to be published. In 2010, additional data collection occurred to enable more small communities to have access to their results. More than 200 public and private schools participated. Combining 2009 and 2010 statistics made it possible for more than 90% of Western Australian communities to have access to their results. The information collected by schools is invaluable to government and community organisations working at the local level to inform early childhood policy and planning across education, health and community services. Detailed AEDI Community Profiles are available at <http://maps.aedi.org.au/>.

In 2010, 14 government and non-government organisations were selected, through an expression of interest, to work with the Department to deliver the Local Champions Program in targeted local communities. The Local Champions Program supports communities to respond to their AEDI results.

Early Learning and Care Centres

The Department is the lead agency in Western Australia for the establishment of four Early Learning and Care Centres funded through a 2007 pre-election commitment of the Commonwealth Government. The selected sites are in Karratha (Tambrey Primary School), Port Hedland (Baler Primary School), Darch (Ashdale Primary School) and Balga (Warriapendi Primary School).

The centre in Karratha, with additional sponsorship support from Woodside Energy Ltd, was officially opened in October 2010. It is operated through a lease held by the YMCA which was selected through competitive public tender. Tenders to build and operate the centres at Darch and Balga were advertised in 2010. The fourth centre, proposed for Port Hedland, will be managed and funded directly by the Commonwealth Department of Education, Employment and Workplace Relations.

On-entry assessment

Implementation of on-entry assessment for Pre-primary students in public schools in Western Australia began on a limited basis in 2010 following the establishment of a licence agreement with the Department of Education and Early Childhood Development in Victoria for use of their Online Interviews for English and Mathematics. Feedback from teachers and principals informed the planning for full implementation.

In Term 1 2011, more than 20 000 public school Pre-primary students were involved in the full implementation of the on-entry assessment program in literacy and numeracy. The assessments were administered by teachers on a one-to-one basis with students.



Guidelines and practical support materials were made available to assist teachers in conducting the assessments and interpreting the results. Teachers were able to produce individual student and class reports and school principals could access a school level report. Following the assessment, teachers were able to select resources from the On-Entry website to assist them in implementing a range of strategies for students identified as requiring intervention, consolidation or extension.

Schools were provided with additional funding to assist in providing the teacher relief and other flexible staffing arrangements required to facilitate the administration and delivery of the assessment program. Systemic analysis of the full data set has recently commenced.

School support services: Curriculum support

Curriculum

Curriculum, assessment and reporting

In 2010, the Department's simplified *Curriculum, Assessment and Reporting* policy came into effect. The policy provides schools with more autonomy in whole school planning processes to develop curriculum, assessment and reporting schedules appropriate to their particular context.

To support teachers in implementing the policy, the Department revised and finalised the Expected Standards: C Grade Descriptors and continued to build on the bank of graded and annotated student work samples contained in its A–E Exemplars resource.

The Department has provided general public access to the A–E Exemplars in order to provide a small selection of annotated student work to parents, pre-service teachers and teachers in other education sectors.

In December 2010, the Australian Curriculum, Assessment and Reporting Authority (ACARA) released phase one of the Australian Curriculum online with the publication of English, Mathematics, Science and History. The Department continues to work with ACARA throughout the development and consultation processes for the phase two subjects: Languages, Geography and the Arts.

With regard to the Australian Curriculum, 2011 is a year of familiarisation for schools. The Department is supporting public schools to plan for implementation of the Australian Curriculum and is making available a selection of relevant learning and teaching resources to other education systems/sectors. In revising the Expected Standards: C Grade Descriptors, the Department more closely aligned them with the Australian Curriculum Achievement Standards for English, Mathematics, Science and History. In addition, the Department has developed and published documents that compare the Australian Curriculum phase one subjects to the existing K–10 Syllabus and made them available online.

Support for improved student achievement

The Department continued to support implementation of the Curriculum Council's Western Australian Certificate of Education (WACE) courses for senior secondary students through the Teacher Development Centre Strategy. Teacher Development Centre coordinators provided curriculum leadership, support and resources, in their areas of expertise, to teachers of senior secondary courses. The strategy was expanded in 2010 to include Years 8–10 learning area specialists who produced teaching programs and resources, strengthened teacher networks and provided support to teachers in the middle years of schooling. Resources developed through the strategy were made available to teachers online and included resources to support teachers of students with special education needs studying WACE units.

Enhancements have continued to be carried out to the Student Achievement Information System website which supports teachers to track and graph individual and group achievement data over time. To further assist staff at all levels of the Department with the analysis of student and school performance, school NAPLAN data and A–E grade data are now able to be shared across those Department websites that report student achievement, allowing more comprehensive views of each school's performance.

The Department developed the Special Education Needs Assessment Tool to support teachers in making professional judgements about the achievements of students with special education needs.

To further support the work of teachers in curriculum, assessment and reporting, significant work has been undertaken to bring together new and existing websites into a consistent form for easier access through the Curriculum Support website (www.det.wa.edu.au/curriculum-support).

Online curriculum services

The Department continued to work towards delivering an integrated, contemporary, secure online learning environment to students, teachers and parents. The vision is to enable all public schools to become networked learning communities where information and communications technologies (ICT) are integrated seamlessly into teaching and learning activities, and into education management.

Once core ICT systems are in place, schools have the flexibility to build upon these systems to ensure they are equipped to meet the diverse needs of their communities.

The Online Curriculum Services Program continued to be rolled out to schools. This is an integrated suite of web-based products and services that includes:

- Reporting to Parents;
- online teaching and learning;
- digital resources for teaching and learning;
- collaboration tools (including video and web conferencing);
- online professional learning; and
- curriculum information management.



Reporting to Parents

Reporting to Parents is a web-based reporting tool for monitoring, evaluating and reporting student achievement in Years K–12. It replaced a number of disparate and outdated tools and provides a consistent, more efficient and user-friendly tool. Implementation to all schools is complete, enabling preparation and printing of accurate student reports for parents each semester for Years 1–12. The tool provides new functionality in a number of areas, including analysis reports that detail grades, student attributes and marks distribution.

Online Professional Learning and Enterprise Web Conferencing Services

The Department has a reliable and usable platform for online professional learning that is integrated into its portal. All Department staff have automatic access to the platform and are enrolled in recommended and mandatory online courses which they can complete in their own time.

In 2010–11, there were more than 60 000 course completions for the 12 available courses, an increase of almost 20 000 from the previous year. The requirement for staff to complete professional learning in child protection meant that there was unprecedented take-up of the online Child Protection Professional Learning Program, with more than 34 000 staff completing the course to date.

A web conferencing service has been licensed for enterprise use. This provides a platform for real time audio and video-based interaction between teacher and students in a virtual classroom situation or between members of staff in online meetings. Web conferencing enables alternative delivery of teaching, professional learning, meetings and other staff communication where logistics and cost make face-to-face attendance difficult.

The online professional learning program Teachers Have Class! continued for its second year, with 4378 teachers registered to use the program and approximately 2000 users accessing the system each month.

Improved portal services for parents, teachers and students

Teachers and parents are currently trialling an improved portal service, enabling online collaboration to support school networks and learning communities as well as improve access to digital resources. Through the portal, parents are able to access information relevant to their own child or children. Teachers are able to access information about their class groups or individual students and communicate with parents. An improved student portal is currently being developed.

Digital Resources and Australian Curriculum implementation support

The Department participated in national advisory and consultation groups to determine priorities for developing digital resources for teachers to support implementation of the Australian Curriculum. It also provided strategic advice on the development of Australian Curriculum Connect, a technical framework for delivering the Australian Curriculum integrated with links to quality digital resources for students in Mathematics, English, Science and History.

The Department provided quality digital resources to Western Australian public and private schools and, within copyright permissions, for sharing with all Australian teachers. It also developed and published a number of Science resources for use by public school teachers.

In December 2010, a new K–12 Resources website provided public access to the Western Australian K–10 Syllabuses and enabled schools to locate relevant K–12 resources.

Practical support to schools

To improve curriculum offerings for students, support was provided to school staff to adopt the Department's online services for the delivery of curriculum between school sites. There were 452 schools registered for the Online Curriculum Services project to undertake planning, professional learning and practical implementation of the services.

More than 3500 teachers attended professional learning activities. More than 97% of participants agreed or strongly agreed that the activities were relevant to their needs, the services were easy to use and they felt confident to adopt online services in their school.

Six lighthouse schools of ICT Innovation were supported through the Microsoft Partners in Learning Program. Schools participated online in projects in an international forum with a focus on solving meaningful real world issues. They were involved in a range of activities, including research, co-editing documents and obtaining expert perspectives on issues. Several lighthouse schools are adopting a peer coaching program to help school leaders integrate technology into teaching. Two Department teachers won national and international Partners in Learning Innovative Teacher Awards.

Social networking advice to schools

In response to the proliferation and uptake of social networking spaces on the Internet, schools requested advice about the appropriateness of their use in the classroom. The Department developed advice papers on the use of blogs and wikis that considered the opportunities they afford against risks and management issues. This advice complements other support provided to staff in the use of Facebook and mobile phone messaging.

Literacy and numeracy

Literacy and numeracy funding

The Department has a strategic, long-term commitment to improving the literacy and numeracy achievement of all students. In 2010, it implemented a range of system programs and initiatives to support effective teaching of literacy and numeracy responsive to the diverse needs of students.

In 2010 funds were used to support systemic initiatives including:

- the development of whole-school literacy and numeracy planning resources and case-management materials to support approaches that cater for the individual needs of learners;
- resources to assist teachers to prepare students for the 2011 national literacy and numeracy assessments, including persuasive text materials in response to the change in Writing test form;
- a Years 4–6 Intensive Reading Pilot in 24 schools using guided reading to improve reading;
- a Years 3–7 Flexible Strategies Numeracy Pilot involving 80 teachers and 2000 students, focused on increasing the teaching of more flexible calculation strategies;
- implementation of the Aboriginal Literacy Strategy;
- learning area-specific literacy and numeracy workshops for secondary school curriculum leaders; and

- comprehensive professional learning for mainstream teachers and education assistants to support teaching of English as a Second Language or English as a Second Dialect students.

In 2010, \$20.9 million was allocated to 657 schools (596 primary and 61 secondary), through the School Support Programs Resource Allocation, to implement improved learning programs with students at or below the national minimum standards for literacy or numeracy. Many schools used these funds to employ specialist literacy and numeracy teachers to build teacher confidence and skills, to work with small groups of students requiring personalised approaches to learning, and to improve the use of performance information to identify where support is required.

Initiatives for improved literacy and numeracy

Long-term investment in the training and support of literacy and numeracy specialists resulted in training delivered to 1000 primary and secondary teacher experts since 2002. Of these, 63 literacy specialist teachers and 58 numeracy specialists received training in 2010. These school-based expert practitioners provide modelling, mentoring and coaching support in regions and networks.

Since 2009, 277 schools from metropolitan and regional districts have been involved in a series of workshops designed to support effective whole-school literacy and numeracy planning processes and strategies. This is part of a three-year collaborative partnership between the Western Australian Primary Principals' Association and the Department. This professional learning program provides a framework and process for schools to design, develop, implement and evaluate whole-school literacy plans and incorporates school and classroom literacy improvement strategies.

A suite of online literacy and numeracy materials continues to be developed to support teachers to improve the literacy and numeracy standards of students. Materials include resources to assist teachers prepare students for the National Assessment Program – Literacy and Numeracy (NAPLAN).

A total of 6215 children participated in the eighth annual Premier's Summer Reading Challenge for Kindergarten to Year 7 children to read during the summer holidays in 2010–11. Parents were also encouraged to join the challenge. Early in 2011 work began with the Multiple Sclerosis Society of WA on merging the MS Readathon with the challenge for 2011–12. The new Premier's Summer Reading Challenge (in support of the Multiple Sclerosis Society of WA) was announced in April 2011.

National Partnership Agreement for Literacy and Numeracy

Under the Agreement, the Department received \$6.8 million (2008–09) and \$7.8 million (2009–10) to implement evidence-based literacy and numeracy interventions for low performing students, particularly Aboriginal students, in primary schools. In February 2010, a further \$1.5 million was allocated for one year to support an additional 15 schools: five primary schools, nine senior high schools and one community college.

In 2010, the 83 Literacy and Numeracy National Partnership schools used additional funding to improve students' literacy and numeracy skills through a mix of systemic, local area and whole-of-school strategies tailored to identified need.

Literacy and numeracy pilot in low socio-economic status school communities

The Department participated in a national literacy and numeracy research pilot funded by the Commonwealth Department of Education, Employment and Workplace Relations. The Case Management and Targeted Intervention for the Training and Deployment of Paraprofessionals in Classrooms pilot investigated the extent to which trained paraprofessionals in classrooms improved the literacy and numeracy performance of under-achieving students in low socioeconomic schools.

From Term 2, 2009 until the end of Term 3, 2010, two groups of paraprofessionals participated in the pilot: Education Assistants (which included general Education Assistants, Aboriginal and Islander Education Officers, Ethnic Education Assistants and Special Needs Assistants) in four schools, and pre-service teachers (in their third year of study at Edith Cowan University) in three schools.

Evidence from the pilot evaluation showed that, when schools use paraprofessionals to support classroom teachers in literacy and numeracy case-management programs, student performance improves along with social benefits of self-confidence and working successfully with other students. With targeted training in relevant curriculum content and pedagogical approaches, paraprofessionals are well placed to support classroom teachers and provide intensive and targeted interventions that complement classroom teaching and learning.

International assessment: reading literacy and mathematical literacy

Results from the Organisation for Economic Cooperation and Development's (OECD's) *Programme for International Student Assessment (PISA) 2009* became available in December 2010. PISA assesses students' knowledge and skills in reading, mathematical and scientific literacy, particularly their ability to apply their knowledge and skills to real-life situations rather than how well they have learned a specific curriculum.

Sixty-five countries or economies took part in PISA 2009. Just over 14 000 15-year-old students in Australia were assessed, including 842 students from 22 public schools in Western Australia. The focus for PISA 2009 was reading literacy and it was also the focus for PISA 2000, allowing for comparisons of reading performance between 2000 and 2009.

In reading literacy, Australia achieved a higher mean score than the OECD average and was ranked ninth compared with participating countries. Western Australia, along with five other states and territories, performed significantly higher than the OECD average. Western Australia was ranked second in Australia, and would rank seventh behind Canada in the ranking of countries.

The OECD average for reading literacy has not changed between 2000 and 2009; however, the performance of five countries, including Australia, has declined. Although Australia had a statistically significant drop in performance, the results for Western Australia were statistically similar.

In mathematical literacy, Australia achieved a higher mean score than the OECD average and was ranked fifteenth compared with participating countries. Western Australia, along with five other states and territories, performed significantly higher than the OECD average. Western Australia was ranked first in Australia, and would rank equal ninth with Japan in the ranking of countries.

The Arts

Support for the Arts was provided through a range of programs and activities:

- The Musica Viva Australia in Schools Program provided professional development for teachers, educational resources and live performances in schools.
- The Department supported Music Count Us In, a national music advocacy organisation, involving 850 students from 19 Western Australian schools.
- Activities to inform development of the Australian Curriculum for the Arts included the following:
 - The Department prepared a response to the Draft Shape of the Australian Curriculum: The Arts, following consultation with key groups. The response covered the five arts forms of Dance, Drama, Media Arts, Music and Visual Arts and contributed to a combined Western Australian response to the paper.
 - The Department convened a forum for teachers and other stakeholders on the rationale and organisation of the Draft Shape Paper. More than 200 teachers attended.
 - Delegates from Western Australia who attended the AusDance 2011 Roundtable for Dance Education in Australian Schools had the opportunity to consider the implications of the new curriculum for dance education.



- In 2011, the Department provided funding for the Perth International Arts Festival to employ a full-time education officer for two-and-a-half years. The education officer supports teachers to access education resources and professional development, and encourages schools to be part of the festival.
- The Department made a sponsorship donation to support the revival of the Rock Eisteddfod Challenge Foundation 2011.
- The Department was represented at the Kids Witness News state finals of the Australian Media Awards in New South Wales, sponsored by Panasonic.
- The Department provided in-kind support to the Hellenic Community for a school Visual Arts competition and to the Town of Subiaco for the Shaun Tan Visual Arts Award and the Tim Winton Writing Award.

Health and Physical Education

Health and physical education teaching and learning programs focus on maximum participation and enjoyment, and provide students with the knowledge, skills, attitudes and values required to lead and maintain a healthy, active lifestyle. Further information is available at the Department's Health and Physical Education website (www.det.wa.edu.au/healthandphysicaleducation).

The Department renewed its partnership with the Department of Health to upgrade the existing Growing and Developing Healthy Relationships curriculum support materials into an online resource. This provides teachers with easier access to contemporary information and a broad range of resources to assist in the preparation and delivery of developmentally appropriate relationship/sexual health education.

Physical Activity

The Department worked in partnership with the Physical Activity Taskforce, the National Heart Foundation (WA Branch) and the Departments of Transport and Health to produce K–7 curriculum support materials to increase active transport to and from school. The Department also continued to support the Heart Foundation's *make tracks2school* and Walk to School Wednesday programs.



All education regions are supported by locally-based Fundamental Movement Skills facilitators who deliver professional learning designed to provide teachers with skills and support to plan, teach and assess fundamental movement skills for students in Years K–3. Primary schools also have access to professional learning provided by FUNdamental Game Strategies facilitators, and designed to support teachers to deliver high quality physical activity opportunities for students in Years 4–7.

In 2010–11, eight Fundamental Movement Skills courses (Year K–3) and 18 FUNdamental Game Strategies courses (Years 4–7) were conducted, and associated curriculum support materials were made available online.

The Department continued to support the Australian Council for Health, Physical Education and Recreation's School Health and Physical Education and Dance awards which recognise excellence and innovation in programs and practices in Western Australian schools and their communities.

School Drug Education and Road Aware

School Drug Education and Road Aware provide support, resources and professional development to teachers and community agencies seeking to embed best practice drug, road safety and resilience education in school communities. Regional consultants provide a consultancy service and professional development for school-based staff, and encourage links between school staff and key local community agencies. In 2010–11, more than 2000 teachers engaged in professional learning activities and 450 schools were supported in implementing drug, resilience and road safety education.

The comprehensive suite of curriculum support materials in drug and road safety education for Years K–12 is currently being revised. These materials complement the Health and Physical Education Scope and Sequence Statements in the K–10 Syllabuses and the Health Studies course for Years 11 and 12. The revision will also incorporate understandings and principles guiding the development of the Australian Curriculum. The resources continue to be supported by professional learning delivered across the State.

In 2010, a model of working with schools that facilitates the adoption of a whole-school approach to student health and wellbeing was developed. The Changing Health Acting Together approach engages schools over a three-year period to address drug and alcohol, resilience and road safety issues that are priorities in their locality. To date, 31 schools are in the first year of their three-year plan aimed at enhancing the health of the student population. A grant scheme supports schools in their efforts.

Swimming and water safety

Interm Swimming and VacSwim programs continued for students aged five years and over. The State Government pays the costs of instruction for Interm classes for all public primary school students in the State and for private primary school students in regional and remote areas.

In 2010, the Interm Swimming Program enrolled 160 607 students from 693 schools, compared with 146 142 students from 647 schools in 2009. In the metropolitan area, Interm classes operated in 379 public schools and a further 88 private schools participated on a user-pays basis. There were 198 public and 28 private schools that participated in regional and remote areas.

In 2010–11, VacSwim operated at 379 centres across the State in the October and December/January school holidays with a total enrolment of 55 252. Enrolments have increased by 19% since the introduction of the low enrolment fee of \$1 per day per enrolment in 2004.

School Sport WA

The Department contracts School Sport WA to provide all students in Western Australian schools with safe, well-managed competitive sporting opportunities that are appropriate to their skill level and physical development.

In 2010–11, School Sport WA managed or coordinated:

- Senior High School Country Week and District High School Country Week;
- thirty-five interstate teams participating in School Sport Australia national events;
- primary and secondary schools State Cross-Country and Triathlon championships;
- secondary and primary school swimming carnivals and track and field carnivals;
- the hosting of School Sport Australia National AFL and Secondary Hockey Championships;
- interschool sport Champion Schools programs for 17 sports in primary schools and 26 sports in secondary schools; and
- a presentation dinner for interstate players, officials and parents.

Languages education

Support for Languages education was provided through the following programs and activities:

- Languages Teacher Development Centre coordinators provided classroom support to teachers of K–12 Languages programs.
- In 2010, there were approximately 6500 public school students learning an Aboriginal language, with 21 Aboriginal languages taught in 58 schools across the State. Two Aboriginal languages curriculum officers provided professional support to teachers.

- In 2010, through the National Asian Languages and Studies in Schools Program, the Department implemented approaches to increase the participation rates and standards of achievement of Languages students, particularly those in Years 10, 11 and 12. Six Asian languages hubs established networks with primary and secondary schools to promote continuous language learning pathways across K–12. A further 18 hubs were identified. In addition to the hubs, language-specific professional learning sessions were conducted for teachers and students of Asian languages.
- Direct grants were provided to nine schools to support the development of European languages hubs to increase the demand for European languages. These schools committed to working with partner primary schools to revitalise and promote learning in Italian, German and French.
- The Community Languages Program provided support for after-hours classes of languages not normally offered in schools and also provided funding for Italian insertion programs in primary schools. Professional support was provided through the School Visit Program.
- Direct grants to secondary schools through the Native Speaker Tuition Program provided the opportunity for senior school students to engage in intensive conversation practice with native speaking tutors.
- The Language Assistants Program sponsored international students of English to live and work in Western Australia for up to one year. Language assistants worked in schools and provided support in language skills and advocacy to teachers of French, German, Indonesian and Japanese.
- Under the Japanese Teacher Exchange Program, a qualified teacher from Hyogo Prefecture supported programs in two senior high schools, while a teacher of Japanese from Western Australia taught English in a number of secondary schools in Hyogo Prefecture.
- Through the Young Ambassadors Project, a team of young professionals visited schools to promote the benefits of learning a language, with the goal of motivating students to continue language studies into senior schooling.

Science

The Department's Primary Science Project assisted teachers of Years 1–7 in 50 public schools by providing additional resourcing for Science support teachers. The project, which supported teachers to implement the Primary Connections Science resource materials, was finalised in December 2010. Primary Connections is a national project that links Science and literacy. From February 2011, the Institute for Professional Learning (with the assistance of five expert, school-based facilitators) has managed Primary Connections professional development in this State.

The SPICE Program (a partnership with The University of Western Australia) continues to support secondary Science teachers through a broad range of initiatives, including new teaching and learning resources that feature engaging contexts, cutting-edge research and effective pedagogies. Through the professional development program, Science teachers enhance their skills and understandings of advances in Science. There are 59 secondary schools now recognised as SPICE Schools.

In 2011, an enhanced program, Gold SPICE, commenced in a small number of schools. The program offers additional initiatives including the Internet Telescope project and technology-skills workshops for teachers.

All Science teachers are able to access the SPICE Events Program which includes workshops, lectures, laboratory sessions, master classes, opportunistic events and a travelling scientist program.

In 2010, the Department also continued its partnerships with the Scitech Discovery Centre, the Gravity Discovery Centre, Perth Zoo, Ribbons of Blue, the WA Gould League and the Canning River Eco-Education Centre. It actively supported and promoted Science competitions and programs.

Department staff worked with interstate colleagues to inform the development of the Australian Curriculum in Science to ensure a national perspective is reflected.

The Science and Technology Education Leveraging Relevance project is a national project designed in response to secondary students' declining engagement with Science. It uses a hands-on approach to Science education with renewable energy as its theme. In 2010, the project was trialled in 16 public schools in Western Australia. Feedback from the trial informed the development of teacher support materials and equipment.

The national initiative, Science by Doing, uses an inquiry approach to learning for students in Years 8–10. In 2010, the program was trialled in two public schools and a suite of professional learning resources was developed.

The *Animal Welfare Act 2002* and the *Australian Code for the Care and Use of Animals for Scientific Purposes (2004)* require schools to keep detailed animal use records and, in December 2010, teachers reported the use of any live non-human vertebrate for teaching.

Western Australian Monitoring Standards in Education in Science

In 2010, all public school students in Years 5, 7 and 9 were assessed in Science as part of the Western Australian Monitoring Standards in Education (WAMSE) population assessment program.

A WAMSE test standard has been established for each Science assessment. The standards have been set to match a realistic and challenging level of performance on the assessments. The WAMSE test standards are fixed points on the WAMSE scale and can be used as reference points for reporting changes in performance at the system, school and student level.

Performance in relation to the Science WAMSE test standards for 2010 follow:

- The proportion of Year 5 students achieving the Year 5 test standard was 44% compared with 46% in 2009.*
- The proportion of Year 7 students achieving the Year 7 test standard was not significantly different from the results in 2009.
- The proportion of Year 9 students achieving the Year 9 test standard was 47% compared with 49% in 2009.*

* statistically significant

International assessment: scientific literacy

Results from the Organisation for Economic Cooperation and Development's (OECD's) *Programme for International Student Assessment (PISA) 2009* became available in December 2010. PISA assesses students' knowledge and skills in reading, mathematical and scientific literacy. Reading literacy was the focus of PISA 2009.

In scientific literacy, Australia achieved a higher mean score than the OECD average and was ranked tenth compared with participating countries. Western Australia was ranked second in Australia, and would rank equal fifth with Japan in the ranking of countries.

Society and Environment

The Department has revised the Society and Environment website to provide support for teachers in their familiarisation with the Australian Curriculum: History course. Teacher feedback is being used for the development of the Australian Curriculum: Geography course. The Department continued to collaborate with external agencies to support the development of teaching programs and professional learning on specific topics, especially in the contexts of sustainability, politics and law.

Western Australian Monitoring Standards in Education in Society and Environment

In 2010, all public school students in Years 5, 7 and 9 were assessed in Society and Environment as part of the WAMSE population assessment program. Year 5 students were assessed for the first time.

As for Science, a WAMSE test standard has been established for each Society and Environment assessment.

Performance in relation to the Society and Environment WAMSE test standards for 2010 follows:

- The proportion of Year 5 students achieving the Year 5 test standard was 46%.
- The proportion of Year 7 students achieving the Year 7 test standard was 51% compared with 46% in 2009.*
- The proportion of Year 9 students achieving the Year 9 test standard was 48% compared with 46% in 2009.*

* statistically significant

Studies of Asia

Through the Asia Literacy Program, the Department promotes and supports the studies of Asia across the curriculum. In 2010–11, these activities included the following:

- Advice and practical support was provided to:
 - schools in the implementation of Asia Education Foundation national initiatives;
 - school leaders participating in the Leading 21st Century Schools: Engage with Asia project; and
 - principals and teachers within the Midwest and Southwest education regions to audit and develop Asia literacy within their school curriculum.
- Professional learning was provided to:
 - schools to support them in applying for and engaging with the National Asian Languages and Studies in Schools Program; and
 - metropolitan schools to raise the profile of Asia literacy, embed studies of Asia in the school curriculum and begin to implement the Australian Curriculum.
- The annual Asia Literacy Conference provided expert keynote speakers and showcased Asia literacy in Western Australian schools.

Sustainable Schools Initiative

The Australian Sustainable Schools Initiative in Western Australia continued in 2010 with more than 280 public schools participating. Schools are provided with a planning framework that enables them to develop sustainability action plans addressing issues relating to water and energy consumption, waste reduction, biodiversity, social justice and student wellbeing. Information is available at www.det.wa.edu.au/sustainableschools.

Under the Solar Schools Program, the Department continued to work with the Office of Energy to install banks of photovoltaic solar cells at public schools to reduce their reliance on electricity generated from non-renewable sources. The program will see more than 350 public schools using some renewable energy.

The Department provided support to Perth Zoo, the Department of Environment and Conservation, Herdsman Lake Wildlife Centre and Canning River Eco Education Centre for officers working with programs that specifically deliver outcomes in education for sustainability.

ANZAC commemoration

Commitment to the ANZAC heritage saw schools running services to commemorate ANZAC Day. Ten students, eight from public schools, took part in the eighth Premier's ANZAC Student Tour in April 2011. Students travelled to Greece, attending ANZAC Day commemorations in Athens before journeying to Crete to learn more about the role played by Australian forces in defending the island during World War II. On their return, students attended local 70th anniversary activities commemorating the 1941 battles of mainland Greece and Crete.

Technology and Enterprise

The last phase of the Curriculum Council's WACE courses was implemented in 2010. In the Technology and Enterprise area, courses examined for the first time were:

- Accounting and Finance;
- Business Management and Enterprise;
- Children, Family and the Community;
- Food Science and Technology;
- Building and Construction; and
- Automotive Engineering.

Apart from Accounting and Finance, this was the first opportunity for students to use their course results as part of their tertiary entrance score. This was a challenge for teachers of these new courses as they had no previous experience in preparing students in these areas for external examinations.

The professional development opportunities provided prior to 2010 meant that teachers were generally well prepared and appropriately resourced to deliver and assess the new courses. As a result of the work of Teacher Development Centre coordinators, resources are being finalised for access through the Department's portal.

The Department is represented on Curriculum Council Course Advisory Committees which are involved in a process of syllabus review for all Technology and Enterprise WACE courses, with teacher consultation a central part of this process. As a result of the review process to date, changes to the syllabuses of a number of courses have been identified.

Vocational education and training in schools

Vocational Education and Training (VET) in Schools programs provide students with the opportunity to develop work-related skills while still at school. Successful completion of nationally-recognised VET units and courses contribute to the WACE, provide students with credit when continuing their training and provide a meaningful basis for entrance level employment.

Recent changes to the requirements for the WACE strengthened the role of VET, with VET programs clearly acknowledged as mainstream pathways.

In 2010, VET in Schools delivery was characterised by the following:

- The delivery of VET in Schools in public schools was supported by 14 Enterprise and Vocational Education Coordinators.
- Approximately 55% of Years 11 and 12 students from 153 public schools participated in VET programs that contributed toward achievement of secondary graduation; 17 of these schools delivered training as registered training organisations.
- Approximately 27% of VET in Schools activity took place in regional and remote areas of the State.
- More than 50% of the Aboriginal and Torres Strait Islander students enrolled in Years 10–12 participated in VET programs.
- Approximately 35% of VET delivery occurred in the State's skills priority areas of building and construction, automotive engineering and mining, electrical, process manufacturing, primary industries and community services, health and education. Large numbers of students were also enrolled in VET programs in business and clerical, computing, entertainment and sport and recreation.
- More than 58% of VET in Schools student contact hours was delivered in courses at the Certificate II level and above.

- There was a 49% increase from 2009 in the number of Year 12 students in public schools achieving VET qualifications and a 40% increase in the number of qualifications attained.

* The data reported here are sourced from the Department's School Information System (SIS) VET module and may differ from other VET in Schools data sources.

Agricultural education

Agricultural education is provided as either general agricultural education or entry-level vocational training at five residential agricultural campuses, one large farm training centre and 14 smaller sites attached to district and senior high schools throughout Western Australia.

General agricultural education ranges from awareness activities in primary schools to Curriculum Council accredited courses at the senior secondary level.

Entry-level vocational training opportunities for senior secondary students are offered by the residential campuses of the WA College of Agriculture at Cunderdin, Denmark, Harvey, Morawa and Narrogin, and at the Esperance Farm Training Centre. All five residential campuses are registered training organisations and their programs prepare students for a wide range of careers.

The college provides a blend of secondary education and vocational training. Each campus offers programs for Years 11 and 12 students that encompass a general education in an agricultural context. The Harvey, Morawa and Denmark campuses also offer a Year 10 program.

In February 2011, the college enrolled 508 students from around the State.

The two-year program meets the requirements of both the Western Australian Certificate of Education and national VET accreditation. In 2010, 93.7% of college graduates achieved Secondary Graduation.

In 2010, the college was involved in the following activities and achievements:

- Most students chose to board on-site and all campuses were close to or over their designated capacity. Following a review in 2010, residential boarding fees were revised down to \$7500 per year.
- The Department provided \$1.17 million for public schools to support farm operations linked to agricultural education and \$0.85 million for residential operations at college campuses.
- In 2010, boarding fees totalling \$3.26 million were remitted to the Department. \$3.18 million was derived from farm operations and \$1.40 million was paid into the Agricultural Education Farm Provision Trust for distribution among public schools with agricultural programs.
- A student from the Narrogin campus won the Curriculum Council VET Beazley Medal. This is the sixth Beazley Medal winner from the college since 2000. College graduates received a record number of Curriculum Council subject awards and individual Certificates of Excellence.
- The high quality of vocational training provided was acknowledged when both the Cunderdin and Denmark campuses were finalists in the WA Training Awards VET in Schools Excellence Award. A Year 12 graduate from the Denmark campus was also named in the final three of the WA Vocational Student of the Year Award.
- A very high proportion of graduates continue to obtain immediate employment or go on to further education and training. In 2010, 97% of Year 12 students entered directly into employment, traineeships, apprenticeships, universities or TAFE colleges.

In 2009, the State Government announced a budget allocation of \$25 million over three financial years for the rebuild of the Harvey campus at the Wokalup farm site. A further \$18 million was announced for the upgrade of student residential accommodation and medical room facilities at the Narrogin, Cunderdin, Morawa and Denmark campuses. Many of these capital works projects will be ready for occupancy in July 2011. Three college campuses were also federally funded for Trade Training Centres, which brings the total value of current State and Commonwealth capital works funding to \$58 million.

School support services: Student support

Student allowances

Secondary Assistance Scheme

The Secondary Assistance Scheme assists low-income families to pay school contributions and charges, and purchase school uniforms. It is available to parents holding an appropriate Centrelink Family Health Care Card, Centrelink Pensioner Concession Card or Veterans' Affairs Pensioner Concession Card, current at some time during the first school term. Students are eligible from Year 8, up to and including the year in which they turn 18 years of age.

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 8–10 and charges in Years 11 and 12.

In 2010, 20 478 applications were processed. Payments amounting to \$4.81 million were made under the education program allowance and \$2.36 million under the clothing allowance.

Boarding Away From Home Allowance for Isolated Children

The Boarding Away From Home Allowance for Isolated Children supplements the Centrelink Allowance for Isolated Children (AIC) and assists parents in remote areas whose children do not have access to local primary or secondary schools. In 2010, the allowance was \$2050 and 1792 applications were processed amounting to a total of \$3.56 million.

A Boarding Away From Home Allowance Special Subsidy is paid to eligible parents of students boarding at the Western Australian College of Agriculture campuses. Parents cannot claim this allowance if receiving the AIC or the Youth Allowance at the away rate. In 2010, the subsidy was \$2050 and 324 applications amounting to \$0.61 million were processed.

Students with disability and learning difficulties

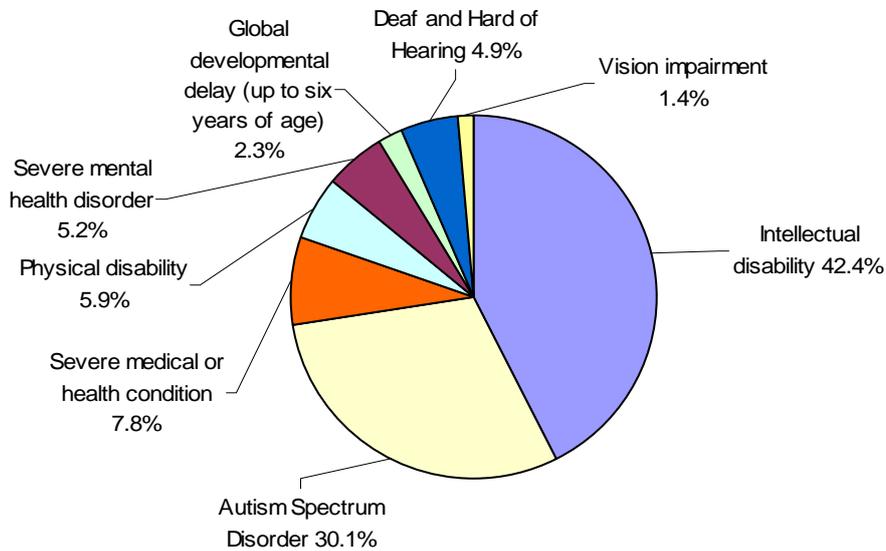
Students with special educational needs, due to identified disability, language impairments or other learning difficulties, may experience difficulty at school or have reduced levels of attainment. Challenges at school range from the ability to access the academic program to social, behavioural or emotional difficulties. The Department provided programs, resources, and services for students with disability or learning difficulties to enable equitable participation in schooling. Further information is available at www.det.wa.edu.au/inclusiveeducation/detcms/portal/.

Parents of eligible students with disability and of young students with language impairments may apply to enrol their child in a specialist program. Specialist programs are available in metropolitan or larger regional centres. These programs are available in schools with specialist facilities for students with disability, education support schools or centres, language development centres, schools and centres for the Deaf and Hard of Hearing.

The Department recognised that approximately three per cent of its student population met the eligibility criteria for schools to apply for targeted supplementary resource allocations. This resourcing, provided through the Schools Plus Program, assisted schools to provide equitable access and participation for eligible students with disability and facilitate their academic attainments. As at 30 June 2011, 7561 students received Schools Plus supplementary funding.

Figure 15 shows the distribution of students across eligible disability groups and Table 36 gives the breakdown by level of schooling.

Figure 15: Eligible students with a disability, by disability group, June 2011 ^{(a) (b)}



- (a) Students with more than one identified disability are counted only once and are included in the category representing their primary disability.
- (b) Excludes the small number of students for whom schools received an interim resource allocation but whose diagnosis of disability is yet to be confirmed.

Source: Schools Plus Information Management System

Table 36: Eligible students with a disability, by level of schooling, June 2011

| Level | Number | % |
|----------------|--------------|------|
| Pre-compulsory | 972 | 12.9 |
| Primary | 4 172 | 55.2 |
| Secondary | 2 417 | 32.0 |
| Total | 7 561 | |

Source: Schools Plus Information Management System

In 2010–11, a range of programs, services and resources supported schools to provide educational programs for students with special educational needs:

- All schools had access to consultancy services in relation to curriculum adaptations, professional learning, specialist resources or equipment, interagency support and referrals through school psychologists and Statewide Specialist Services.
- Statewide Specialist Services (the Centre for Inclusive Schooling, Hospital School Services, Vision Education Service and the Western Australian Institute of Deaf Education) provided support to students, teachers and school communities to ensure students with disability, learning difficulty or health-related needs are able to access the curriculum and are supported to reach their potential.
- Direct support was provided to 1073 eligible students (Years K–3) through early intensive intervention programs at the four metropolitan language development centres and the language development school.

- The ASDAN (Award Scheme Development and Accreditation Network) Further Education Pathway Pilot 2009–2010 provided the opportunity for participating schools to examine flexible and relevant post-school pathways for individual students with disability.
- In 2010, 27 education support schools and centres and local secondary schools enrolled more than 470 students in ASDAN Programs. Of these students, 150 received endorsed program points toward their Western Australian Certificate of Education (WACE) and 259 received international certification from ASDAN UK.

In 2010–11, achievements that focused particularly on the education of students with special educational needs included the following:

- The development and implementation of the Schools Plus Online Checklist has reduced the workload for schools and improved the efficiency of allocating supplementary human resources to all schools for eligible students with disability.
- The evaluation of the Seamless Transition to Post School Options Program commenced in November 2010. The evaluation incorporated the views of families, schools and program providers. Recommendations are being considered to determine how best to support schools as they assist students in their transition from school.
- The Memorandum of Understanding 2010–2013 between the Department and the Disability Services Commission was ratified. The memorandum sets out the intentions of both agencies in relation to their shared client group — children and young people with disability enrolled in public schools.

Support for the management of student behaviour

Effective teaching and learning processes play a key role in the effective management of student behaviour. Public schools are encouraged to maintain school environments that allow students to be supported while learning how to accept responsibility for their own behaviour.

All public schools are required to create safe and positive learning environments. Principals use behaviour management approaches which are preventative in nature, focus on early intervention and outline the procedures for the management of ongoing serious behaviour.

A range of programs and strategies continued to support schools to manage student behaviour:

- The Better Behaviour and Stronger Pastoral Care Strategy provided funding for programs, training and additional staff to support schools to manage students who display challenging behaviour. The total allocation of funds for the four-year strategy is \$47.7 million and, in 2010, it continued to support the implementation and expansion of behaviour centres, the Positive Parenting Program, School Psychology Services and the School Chaplaincy Program.
- The Behaviour Management and Discipline Strategy provided annual funding of \$16.4 million to schools and education regions to support the training of teachers to develop strategies for managing student behaviour more effectively.
- The Classroom Management Strategies Program provides skill-based professional learning in classroom management, instructional strategies and instructional skills. Practical support is provided for teachers to effectively reduce unproductive behaviour in classrooms and to increase student engagement. Since the program commenced in 2005, 6637 participants have completed the Foundation Program (Level 1), 1009 of these in 2010. Also 373 participants completed Level 2 training and 358 completed the Instructional Strategies Program this year. In addition, 65 participants commenced intensive observation and conferencing training.
- The Police Schools Safety Liaison Officer provided an important strategic link between schools and their local police. This enhances security and facilitates effective responses to violent and/or criminal incidents on school grounds.
- The Keeping Our Workplace Safe resource provided practical strategies for the management of violent incidents against staff members. The collaboration between the Department, WA Police and the State School Teachers' Union of Western Australia in the development and implementation of this resource has ensured wide implementation across public schools.

Suspensions and exclusions

The Department's *Behaviour Management in Schools* policy allows principals to suspend students from school for any act or omission that impairs the good order and proper management of the school. A suspension period of up to five school days may be applied to a student who breaches school discipline, up to 10 school days for a serious breach of school discipline. A principal may also recommend to the Director General that an exclusion order be made as a consequence of student behaviour that breaches school discipline.

In 2010, there were 26 802 suspensions involving 12 198 students. The number of students suspended represented 4.8% of the total student population in public schools, with physical assault or intimidation of other students the most common reason for suspension. Fifty-six per cent of students suspended were suspended only once. The average period of suspension was 2.2 days. The data indicate that suspension remains an effective strategy in addressing student behaviour.

Student attendance

Consistent attendance and participation at school are essential to achieving social and academic learning outcomes.

The statewide attendance rate for 2010 was 91.1% — 77.6% for Aboriginal students and 92.2% for non-Aboriginal students. Given that the Department defines regular attendance as a rate of 90% or more, the data indicate that 71.4% of students attend school regularly — 37.7% for Aboriginal students and 74.5% for non-Aboriginal students.

The following strategies support school communities to improve student attendance during the year:

- The *Better attendance: Brighter futures* strategy continued to support schools, families and students to develop comprehensive, integrated community approaches to improve student attendance. The strategy focuses on the mutual obligation of schools, communities and parents to improve student attendance, with direct support provided for the development of strategies linked to the local causes of irregular attendance. Early childhood and Aboriginal students were primary target groups for an extensive public information campaign.
- Through the Attendance Improvement Measure (AIM) Program, 40 primary and secondary schools with significant attendance concerns were provided with additional resources to improve attendance. In 2010–11, more than \$2.4 million was allocated for AIM school initiatives.
- In response to the WA Auditor General's 2009 report into student attendance, the Department conducted a public awareness campaign on the importance of students regularly attending school. The statewide campaign ran in May and June 2011, and was supported by a reward and recognition program for students in 10 AIM schools in Perth.
- Public schools participated in an annual Student Attendance Audit which provides information to help identify students considered to be 'at risk' due to irregular attendance. Schools use the attendance data to plan for improvement and direct resources to areas of greatest need. This data is also used by the Department to identify schools with the most 'at risk' students and provide them with additional support and supplementary financial resources.
- Schools consulted with appropriate network or regional officers where additional support is required to manage persistent non-attendance.
- Standardised Leave Passes continued to be issued to students who are away from school for legitimate reasons but not under direct supervision of teachers or a responsible adult. Keeping Kids in School, a joint initiative with WA Police, has been implemented in a number of local shopping centre precincts across the State. Retailers work with the school community to reduce absenteeism by redirecting young people without a Standardised Leave Pass back to school.
- An SMS messaging program has been installed in 198 schools. Parents can notify the school of their child's absence or reply to the notification from the school, via an SMS text message. The Watchlists application complements the SMS messaging program and generates student absence reports for nominated persons. The Watchlists function is currently used in 90 schools to identify students who may need support.

Advisory panels

Under the *School Education Act 1999* advisory panels are convened to provide independent perspectives and make recommendations to the Director General on how particular issues can be addressed. Advisory panels require community representation and, to date, most panels have dealt with issues of school discipline and attendance.

Schools may recommend exclusion for students who commit serious or persistent breaches of the school's code of conduct. In each case a School Discipline Advisory Panel is convened to investigate the situation and make recommendations to the Director General. In 2010, there were 62 recommendations for exclusion, with 54 accepted by the Director General.

Cases of persistent non-attendance may be referred to a School Attendance Advisory Panel, which provides advice and recommends assistance to parents (and/or students) who are not fulfilling the legal requirements of attendance. In 2010, nine attendance panels were convened.

Table 37: Advisory panels convened by district education offices, 2008–2010^(a)

| | School Discipline Advisory Panel | | | School Attendance Advisory Panel | | |
|---------------------|----------------------------------|-----------|-----------|----------------------------------|-----------|----------|
| | 2008 | 2009 | 2010 | 2008 | 2009 | 2010 |
| Metropolitan | 35 | 38 | 49 | 17 | 8 | 6 |
| Regional and remote | 10 | 12 | 13 | 1 | 7 | 3 |
| Totals | 45 | 50 | 62 | 18 | 15 | 9 |

(a) Data are reported on a calendar year basis.

Source: *Behaviour Standards and Wellbeing*

Student mobility

The Department manages all enquiries relating to children whose whereabouts are unknown, as they may not be attending school or taking part in an educational program. The Student Tracking System database is used to record information and search for new enrolment details in available databases. A list of children whose whereabouts are unknown is distributed each term to all private schools, regional education offices and some agencies by agreement. The Department is informed if children on the list are located.

As at June 2011, the number of children missing from schools and educational programs was 1461. The Department works with the private school sector and other agencies to reduce this number.

The Department is managing the development of the Tri-Border Attendance Strategy on behalf of Western Australia, Northern Territory and South Australia. This strategy is improving the ability of schools to locate students as they move across the borders and facilitates the sharing of relevant educational information. Four hundred and four schools from the public and private sectors are participating. The strategy will promote better understanding of the movements of transient students to enable resources to be more effectively distributed.

School Psychology Services

The School Psychology Service continued to provide specialist support for all public schools in the areas of student behaviour, learning, and mental health and wellbeing. School psychologists provide schools with support for individual students, group interventions and consultation at the whole-school level. Their support is both responsive to school needs and proactive in addressing emerging needs and preventing problems.

The Department has increased the number of school psychologists, with 45 FTE of the Government's commitment of an additional 50 school psychologist FTE allocation available for the start of the 2011 school year. As at June 2011, there were 248.3 FTE school psychologists working in public schools, including those working in specialist psychologist roles and in professional leadership roles.

The model of service delivery to schools has been adjusted to provide schools with greater flexibility and access. Each school is allocated a school psychologist FTE while retaining the right to purchase additional school psychologist time from their own funds. To improve access, school psychologists have been, or are in the process of being, located in schools. School leaders negotiate with their school psychologist a plan for service delivery to address their school needs.

In December 2010, the Competency Framework for School Psychologists was officially launched by the Minister for Education, the Director General and the President of the State School Teachers' Union of Western Australia. The framework clearly defines standards of professional practice in terms of the knowledge, skills and attributes that are essential for school psychologists at progressive phases of development.

To ensure schools receive customised and contemporary services, the professional standards of the School Psychology Service are being maintained and strengthened through the creation of professional leadership roles in school psychology and the provision of a targeted professional development program. Formal supervision for registration with the Psychology Board of Australia is provided to new school psychologists.

The service continued its commitment to specialist programs, including Promoting Alternative Thinking Strategies, the Positive Parenting Program, Youth Mental Health First Aid and Specialist Behaviour Psychology Services.

Specialist Behaviour Psychology Services

The Specialist Behaviour Psychologist Team provides schools and regions with high level consultancy and support in the management of students with extreme and complex behaviours, and in the implementation of systemic school-wide approaches to student behaviour. The work of the team builds on strong evidence that links effective school-wide structures and practices with reductions in anti-social behaviour, including more extreme behaviours such as physical violence.

The team works with schools to develop and strengthen the capacity of staff to use behaviour management practices that have been shown to be effective. Specialist psychologists work collaboratively with local student support personnel to develop effective systems and practices. This helps to ensure that the school community can continue to implement these strategies without the need for ongoing support from specialist psychologists.

Support for health and wellbeing

Pastoral care

Public schools respond to local needs and implement a range of pastoral care strategies and programs designed to support students and enhance their educational outcomes. The School Chaplaincy Program and the School Volunteer Program help strengthen pastoral care in schools by supporting students' social and emotional development and learning.

From 2009, the State Government committed an additional \$2.5 million annually for four years to ensure all public schools are able to access the services provided by school chaplains. The implementation of innovative programs by YouthCARE, the main provider of chaplains in public schools, has led to an increase in the number of schools receiving chaplaincy services and the types of services available to them.

Currently 316 schools have in-school chaplains, 37% of which are in rural areas. Access to chaplaincy services has been extended in both metropolitan and rural schools through the introduction of the Support Chaplain Program and the training of chaplains in Pastoral Critical Incident Response. One hundred and fifty-five additional schools now have access to chaplaincy services through Support Chaplains, who service clusters of schools on a visitation basis. One third of schools accessing the Support Chaplain Program are in rural areas. Of the 291 chaplains currently working in schools, 83 have Pastoral Critical Incident Response training and are available to support schools throughout the State experiencing critical incidents.

The School Volunteer Program is a volunteer group that aims to improve the life skills and self concept of selected primary and secondary students through literacy support and mentoring. In 2010–11, the Department provided \$280 000 to assist the program to place community members as volunteer mentors to public school students. There are currently 1256 volunteers working in 242 public schools.

Child protection

The Department continued to provide support, advice and professional learning to staff on identifying, responding to and protecting children from child abuse.

In 2010–11 the Department:

- achieved an 84% completion rate by teachers of the child protection professional learning program;
- co-facilitated 46 mandatory reporting information sessions in rural and remote areas in partnership with the Department for Child Protection, the Department of Health and WA Police;
- supported 144 school psychologists with specialist professional learning in child abuse and the impact of trauma in children;
- facilitated mandatory reporting workshops to 750 pre-service teachers at public universities;
- developed professional resources to support school psychologists, principals and teachers;
- updated Memoranda of Understanding with the Department for Child Protection in the areas of children in care and reporting of child abuse, and strengthened relationships with other stakeholder agencies, including WA Police and the Department of Health;
- monitored and reported on statewide trends and the quality of mandatory reporting by teachers;
- developed protective behaviours material and resources for inclusion in the Health and Physical Education curriculum; and
- developed and launched the Protective Behaviours Online Professional Learning Program for teachers.

The Department collaborates with the Department for Child Protection in the development of a Documented Education Plan for each child in care to address his or her educational needs. Central systems to monitor and report on the educational outcomes for children in care are under development. As at June 2011, there were 1846 children in care enrolled in 441 public schools.

School health services

A Memorandum of Understanding with the Department of Health provides a framework for the delivery of statewide school health services by school/community nurses. A new Memorandum of Understanding 2010–2013 commenced in July 2010. It established parameters for developing school level agreements for the implementation of the statewide memorandum. The process of developing the school level agreements has proved to be an effective tool for promoting discussion between school/community health nurses and individual principals regarding the school's priorities for the delivery of school health services.

The revised *Student Health Care* policy was released early in 2011. Key elements include, standardised health care planning templates to assist schools with providing a consistent approach to managing student health care, procedures for managing student health care in the context of resources available to schools, and the requirement for principals to implement whole-school planning to prevent and manage anaphylaxis.

The Department's response to the management of anaphylaxis was also strengthened by:

- training by school nurses in the prevention and management of anaphylaxis (schools that completed the training were provided with adrenaline auto-injectors at a ratio of one per 300 students); and
- amendments to the *Poisons Regulations 1965* to allow the supply of adrenaline auto-injectors in school first aid kits for use in emergencies.

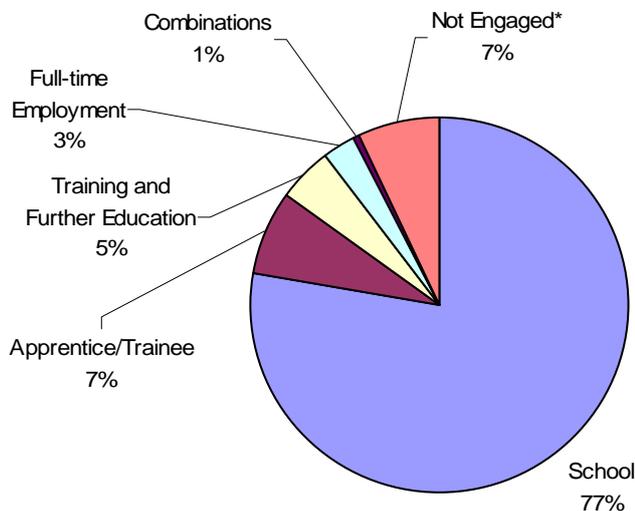
Participation of senior secondary students

All young people in Western Australia must either attend school full time or participate in other approved education, training and/or employment options until the end of the year in which they turn 17 years of age. Information about approved Years 11 and 12 options available to young people is available on the Department's website (www.det.wa.edu.au/participation).

Key achievements and activities to support participation in 2010 included the following:

- 95.2% (Semester 2, 2010) of people turning 16 or 17 years of age were actively participating in education, training and/or employment (up from 87% prior to 2006).
- There were 12 983 Notices of Arrangements issued for students accessing options other than full-time schooling.
- The apparent retention rates for senior schooling students (combined public and private schools) were 95.4% for Year 11 students (95.5% in 2009) and 75.7% for Year 12 students (72.5 % in 2009).
- Increases in apparent retention rates (combined public and private schools) for Aboriginal students have been significant. In 2010, the rate for Year 11 students was 77.3%. This is an increase of between 16% and 26% compared with rates in the five years prior to 2006, the year the school leaving age took effect for people turning 16 years of age. For Year 12 students, the rate was 42.5%. This is an increase of between 11% and 16% compared with rates in the five years prior to 2008, the year the school leaving age took effect for people turning 17 years of age.
- Forty-nine Participation Coordinators, employed statewide in 2010, provided support to 13 067 people turning 16 or 17 years of age.

Figure 16: Education, training and employment participation, 17 year olds, 2010



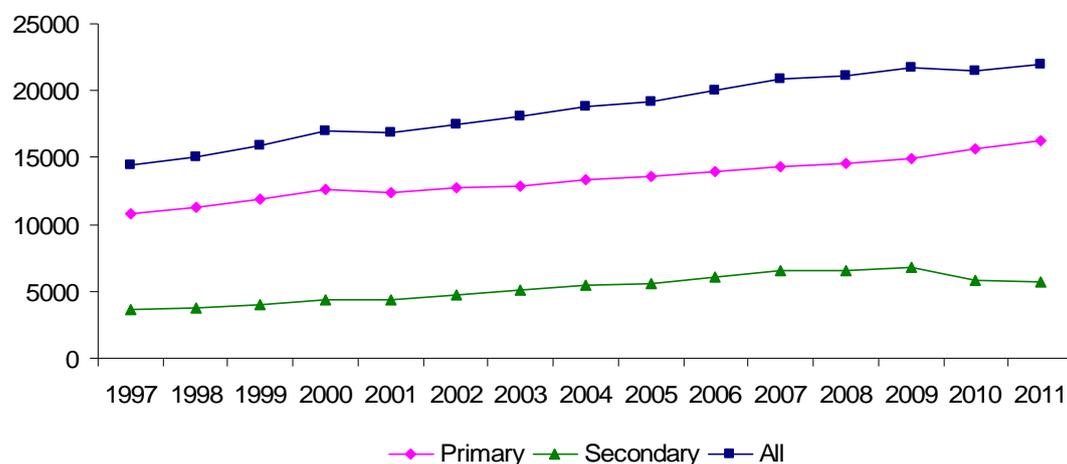
* Not Engaged = In Transition, Refusal, Whereabouts Unknown, Deceased, Left WA

Source: Participation and Curriculum Council data

Education of Aboriginal students

Public schools account for approximately 84% of the 26 105 Aboriginal students undertaking school education in Western Australia. Figure 17 shows the trends in Aboriginal enrolments in public schools in recent years.

Figure 17: Aboriginal enrolments at Western Australian public schools, by level of education, 1997–2011 ^(a)



(a) Half cohort in secondary education (Year 9) in 2011.

Aboriginal enrolments account for 8.5% of all enrolments in public schools: 4.7% of enrolments in metropolitan regions and 19.0% of enrolments in regional and remote regions.

Table 38: Aboriginal enrolments at Western Australian public schools, by education region, 2011 ^(a)

| Education region | Aboriginal students in public schools | Total students in public schools | Aboriginal students as % of all public school students |
|----------------------------|---------------------------------------|----------------------------------|--|
| Metropolitan | | | |
| North Metropolitan | 3 776 | 92 214 | 4.1 |
| South Metropolitan | 5 145 | 99 011 | 5.2 |
| Sub-totals | 8 921 | 191 225 | 4.7 |
| Regional and remote | | | |
| Goldfields | 1 891 | 9 037 | 20.9 |
| Kimberley | 3 316 | 5 268 | 62.9 |
| Midwest | 2 302 | 8 463 | 27.2 |
| Pilbara | 2 363 | 8 011 | 29.5 |
| Southwest | 1 779 | 27 563 | 6.5 |
| Wheatbelt | 1 396 | 10 373 | 13.5 |
| Sub-totals | 13 047 | 68 715 | 19.0 |
| Grand totals | 21 968 | 259 940 | 8.5 |

(a) First Semester census.

Source: Evaluation and Accountability

Table 39: Aboriginal enrolments at Western Australian public schools, by year level, 2008–2011 ^(a)

| Year Level | 2008 | | 2009 | | 2010 | | 2011 | |
|--|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|
| | N | % of all enrolments |
| K | 1 443 | 8.2 | 1 533 | 8.2 | 1 713 | 8.7 | 1 805 | 8.4 |
| P | 1 698 | 8.6 | 1 702 | 8.3 | 1 793 | 8.6 | 1 935 | 8.8 |
| 1 | 1 847 | 9.2 | 1 813 | 9.0 | 1 735 | 8.5 | 1 900 | 9.0 |
| 2 | 1 730 | 8.7 | 1 869 | 9.2 | 1 769 | 8.8 | 1 757 | 8.5 |
| 3 | 1 792 | 8.9 | 1 771 | 8.7 | 1 826 | 9.0 | 1 776 | 8.8 |
| 4 | 1 831 | 8.8 | 1 804 | 8.8 | 1 736 | 8.7 | 1 815 | 9.0 |
| 5 | 1 658 | 8.4 | 1 836 | 8.8 | 1 744 | 8.7 | 1 749 | 8.7 |
| 6 | 960 ^(b) | 8.5 | 1 683 | 8.4 | 1 790 | 8.7 | 1 765 | 8.8 |
| 7 | 1 610 | 8.2 | 971 ^(b) | 8.9 | 1 606 | 9.0 | 1 785 | 9.7 |
| Primary Sub-totals ^(c) | 14 569 | 8.6 | 14 982 | 8.7 | 15 712 | 8.7 | 16 288 | 8.8 |
| 8 | 1 467 | 8.7 | 1 464 | 8.8 | 817 ^(b) | 8.9 | 1 427 | 8.9 |
| 9 | 1 514 | 8.8 | 1 530 | 8.9 | 1 456 | 8.6 | 831 ^(b) | 8.7 |
| 10 | 1 483 | 8.4 | 1 478 | 8.4 | 1 403 | 8.1 | 1 393 | 8.1 |
| 11 | 1 371 | 7.6 | 1 474 | 7.8 | 1 333 | 7.2 | 1 274 | 6.9 |
| 12 | 767 | 5.7 | 794 | 5.8 | 805 | 5.6 | 745 | 5.4 |
| Secondary Sub-totals ^(c) | 6 602 | 7.9 | 6 755 | 8.0 | 5 824 | 7.6 | 5 680 | 7.5 |
| Grand totals | 21 171 | 8.4 | 21 737 | 8.5 | 21 536 | 8.4 | 21 968 | 8.5 |

(a) First semester census.

(b) Half cohort.

(c) Includes ungraded students.

Source: Evaluation and Accountability

While there is continuing focus on closing the performance gap between Aboriginal and non-Aboriginal students, measures of participation in schooling, retention and achievement reflect the continuing relative disadvantage of Aboriginal students.

In 2010, the average attendance rate in the primary years (Years 1–7) for Aboriginal students was 82.6% compared with 93.9% for non-Aboriginal students. In the secondary years (Years 8–12) the average attendance rate for Aboriginal students was 65.8% compared with 88.9% for non-Aboriginal students.

The retention rates for Aboriginal students continue to be low, although retention to senior school has improved since the change to the school leaving age. In 2010, 86.7% of Year 8 Aboriginal students stayed at school until the end of Year 10 (compared with 90.6% in 2009), 72.4% to Year 11 (compared with 81.3% in 2009) and 39.3% stayed to Year 12 (compared with 37.5% in 2009).

In Semester 2 2010, of the 598 Aboriginal students in Year 12, 302 met the requirements for a Year 12 certificate, up from 241 in 2009.

Support for the transition to school

Aboriginal Kindergartens

To be eligible for Kindergarten enrolment in a given school year, children must turn four on or before 30 June in that year. All age-eligible children are guaranteed placement in a Kindergarten program at a public school at minimal cost. In 2010, 28 designated Aboriginal Kindergartens located in public schools offered programs with a focus on Aboriginal culture, language and learning styles. Of the 28 Aboriginal Kindergartens, 15 were in districts that implemented an increase in the Kindergarten program from 11 to 15 hours through the Universal Access initiative.

Parents/carers of Aboriginal children may choose a Kindergarten program at a public school or in an Aboriginal Kindergarten. In 2010, of the 1885 Aboriginal students enrolled in Kindergartens in public schools (Semester 2 census), 639 were enrolled in Aboriginal Kindergartens. Aboriginal children turning four before the end of the year may participate in Kindergarten programs at Aboriginal Kindergartens or remote community schools where places are available within existing resources. These children complete two years of Kindergarten. In 2010, 194 Aboriginal children who turned four by the end of the year participated in a Kindergarten program at a designated Aboriginal Kindergarten or remote community school.

Indigenous Early Childhood Initiative

In 2010, support for increased participation and readiness of Aboriginal children for formal education was provided through the following:

- A range of Western Australian online teaching resources was developed for use with Aboriginal early childhood students to explicitly teach Standard Australian English and to better prepare them for school (13 integrated programs of work and 85 individual teaching and learning programs were trialled in schools with a high Aboriginal population across 13 districts and were subsequently made available online for all teachers).
- Speech and language leaders were appointed to 28 schools (21 schools were allocated 0.2 FTE each, six were allocated 0.1 FTE each and one was allocated 0.4 FTE), identified as having the highest need, to support the national Language Guarantee that all Aboriginal students have access to speech and language services. An additional two support officers for speech and language were placed across four Language Development Centres. Also, additional speech and language support officers (6.8 FTE) provided professional learning and advice to teachers of Aboriginal students across districts.

Support for literacy and numeracy

Aboriginal Literacy Strategy

Thirty-seven schools in the Kimberley, Pilbara, Midwest and Goldfields education regions received Aboriginal Literacy Strategy funding. The strategy focuses on consistency and sustainability to counteract negative effects of student absenteeism, mobility and changes to staff. The implementation of a structured daily literacy session is a central aspect of the strategy. Resource allocations are paid directly to schools, giving them the flexibility to address local needs.

The strategy takes account of the unique linguistic and cultural backgrounds of Aboriginal students. In particular, the strategy encourages:

- strong school leadership of a whole-school approach;
- monitoring of student performance using the English as a Second Language/English as a Second Dialect (ESL/ESD) Progress Map;
- the implementation of a structured, two-hour literacy block using evidence-based strategies; and
- teachers and Aboriginal and Islander Education Officers working in a bicultural partnership to improve literacy standards.

English as a Second Language/Indigenous Language Speaking Students

In 2010, the Aboriginal Language Speaking Students Program (formerly the Indigenous Literacy Language Speaking Students Program) delivered intensive Standard Australian English tuition to 507 students in 58 schools, with 303 students having their English language skills assessed at the completion of their tuition.

The ESL/ESD Progress Map is used as a monitoring, assessment and reporting tool for students in the program and provides useful student progress data.

Aboriginal Tutorial Assistance Scheme

The Aboriginal Tutorial Assistance Scheme provides supplementary tutorial assistance for Aboriginal students in public schools. In the primary and lower secondary years, the Scheme targets students identified as performing below national minimum standards in NAPLAN testing. Individual and/or small group tuition in literacy and/or numeracy is provided for students in Years 4 and 6, Years 8 to 10 and also for those senior secondary students engaged in non-tertiary-bound courses. For senior secondary students undertaking studies for tertiary entrance, tuition can be accessed in subject-specific areas.

In 2010, a total of 2204 students and 113.9 FTE staff at 162 schools participated in the program in the primary and lower secondary years. There were approximately 82 000 hours of tuition allocated to senior secondary students across 48 schools which was available to be accessed over a 33-week period.

In 2010, feedback obtained during professional learning, school visits and performance reporting periods indicated that the program is valued by participating schools. In addition, analysis of 2009 literacy and numeracy data using pre-test and post-test information indicated that, in general, the performance of Years 4 and 6 students showed improvements in the areas assessed.

Support for participation and achievement

Follow the Dream: Partnerships for Success

Follow the Dream: Partnerships for Success is a voluntary program that provides additional individualised case management, support and tuition to high achieving Aboriginal secondary school students to help them maintain their excellent school results and achieve university entry. The program is well supported by private industry sponsors, providing a rich array of leadership development and post-school opportunities for the students in the program. The program was the 2006 winner of the Premier's Awards for Excellence in Public Sector Management in the Regional Development category. An independent evaluation of the program by Edith Cowan University in 2009 endorsed its effectiveness.

In 2010, activities and achievements associated with the program included the following:

- The program operated at 24 public schools throughout the State, providing assistance to almost 700 students in Years 7–12.
- Students in the program accounted for 50% of Aboriginal students in Western Australian public schools who achieved an Australian Tertiary Admission Rank.
- An outreach program continued to operate, in partnership with the University of Western Australia, providing support for metropolitan students who would not otherwise have been able to access the program.
- Follow the Dream students were selected for various programs and awards, including the male and female winners of the 2010 Year 12 Outstanding Aboriginal Student of the Year awards.

Aboriginal Education Awards of Achievement

The Aboriginal Education Awards of Achievement promote a positive image of Aboriginal education, both within the school and broader communities, and acknowledges the achievements of teachers, schools and community groups in improving the educational outcomes for Aboriginal students. In 2010, 58 nominations were received.

In 2011, work began on revising the awards to reflect priorities of national and Western Australian education plans and to align the Western Australian awards with new national education awards.

Aboriginal Perspectives Across the Curriculum

The Aboriginal Perspectives Across the Curriculum Online Resource Project aims to broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being. The project has enabled approximately 300 lessons to be written and made available online. Lessons are currently being reviewed to align with the Australian Curriculum.

Support for school leadership

Dare to Lead

Dare to Lead is a shared initiative between the Department and Principals Australia (formerly the Australian Principals Association Professional Development Council) with a focus on improving educational outcomes for Aboriginal students. It offers school leaders a variety of professional development opportunities and a range of specifically designed resources.

The project is based upon networks of schools (action areas) led by local principals. There are 20 action areas covering the entire State, with 18 of these coordinated by public school principals. Sixty-eight per cent of public schools currently participate in Dare to Lead. Professional development was delivered to 530 staff in action areas, including Aboriginal and Islander Education Officers and staff from other professional associations.

The Remote Schools Executive Support Program continued operation. The purpose of the program is to support schools in reviewing their performance with a view to improving educational provision for Aboriginal students. To assist with this, a principal from another school independently assesses the performance of the school and develops a profile of the school. In 2010, 20 collegial snapshots of schools were completed.

Leading from the Front

Leading from the Front is a shared initiative between the Department and the Western Australian Primary Principals' Association. It is accredited training that builds the capacity of principals to provide leadership in improving the outcomes of Aboriginal students.

Forums focused on current educational thinking and practice in relation to Aboriginal education and ways of improving outcomes for Aboriginal students. Action research was an important aspect of the professional development where principals developed, implemented and monitored approaches to Aboriginal education in their schools. Principals also had the opportunity to hear participants from previous years report on the progress of their research.

The program was redesigned in 2010 to enable easier access for participants and focused on early childhood and whole-of-school planning within an Aboriginal context.

Support for parent and community involvement

The Department continued to actively promote and support the development of formal partnership agreements between schools and their local Aboriginal communities. School-community partnership agreements have been finalised in 19 public schools, and negotiations have commenced in an additional 79 public schools. The agreements are designed to enhance the school readiness, attendance and achievement of Aboriginal students by enabling Aboriginal parents and caregivers to have greater involvement in school decision making and the education of their children.

Students for whom English is a Second Language or Second Dialect

The Department provides specialist English as a Second Language/English as a Second Dialect (ESL/ESD) programs for students newly arrived in the country, or those born in Australia who speak a language or dialect other than Standard Australian English. In Semester 2 2010, 629 newly-arrived, non-humanitarian migrant students and 694 newly arrived humanitarian migrant students were enrolled in intensive English programs.

In 2010, ESL/ESD programs operated in 118 schools to develop Standard Australian English and enable students to access the mainstream curriculum. Programs included 14 Intensive English Centres, visiting teachers, 104 support and cell programs at local primary and secondary schools, the Country Float and the ESL/ESD Resource Centre. Specialist programs supported 7729 students through local schools.

The Department employed Ethnic Education Assistants to provide first language and cultural support for newly-arrived ESL students in ESL/ESD programs.

The students' level of English language competence and the time spent in Australia determines the nature of ESL/ESD support provided. Eligible new arrivals with intensive English language needs, living in the metropolitan area, were assisted through Intensive English Centres in the Canning, Swan, Fremantle-Peel and West Coast education districts. The centres cater for primary and secondary students including humanitarian and migrant entrants. Newly arrived students in regional schools are supported through the Country Float, which provides for specialist staff and/or resource allocations.

In 2010, 5532 ESL/ESD students on temporary Visa Subclass 457 were enrolled in public schools, with many identified as having ESL/ESD needs. In Term 4 2010, they were able to participate in Intensive English Centre programs as additional capacity was created.

The ESL Resource Centre provided ESL/ESD specialist teaching resources and professional learning opportunities across the State. To promote the development of Standard Australian English language competency, 535 teachers borrowed 24 000 resources over 3646 visits.

Education of gifted and talented students

The Department is committed to the special learning needs of gifted and talented students, through the identification of students with exceptional abilities, the provision of quality learning experiences for students, and the monitoring of student attainments.

The identification of students for participation in Gifted and Talented Primary Extension and Challenge (PEAC) programs took place in the second half of 2010 through centrally coordinated statewide assessment of Year 4 students. PEAC provides part-time withdrawal programs through regions, enabling like-minded students of similar ability from different primary schools to develop their inquiry and thinking skills. Parents across Western Australia show strong support for PEAC.

Selection of students to Gifted and Talented secondary Academic, Arts and Languages programs is attracting increasing interest from parents and growing numbers of applicants.

In 2010, more than 3500 applicants sought secondary placement in one of the 22 programs or schools and, by the end of the selective entrance process, more than 1100 students had gained places.

During 2011, Perth Modern School celebrates its centenary and becomes Western Australia's only fully selective academic school, with students in Years 8–12 chosen on their academic capabilities.

The first students have applied to the new Gifted and Talented program at Bunbury Senior High School and will sit the selection tests in 2011 for placement to Year 8 in 2013. Bunbury Senior High School is the first secondary school outside the metropolitan area to host a Gifted and Talented selective academic program in Mathematics/Science and Humanities.

Low socioeconomic status school communities

A total of 103 public schools with 23 400 students (8800 Aboriginal students) will receive funding through the Low Socio-Economic Status School Communities National Partnership from 2010–2015.

Public schools are allocated funds over four years to explore innovative practices aimed at improving outcomes for students. Since January 2010, 62 schools have participated.

The agreement aims to address the complex and interconnected challenges facing students in disadvantaged communities and to improve student engagement, educational attainment and wellbeing in participating schools. Schools have been encouraged to focus on improving external partnerships with parents, other schools, businesses and communities and the provision of access to extended services.

Participating schools are undertaking activities that focus on the implementation of strategies in the early years (0–4 years), innovation and flexibility of school operational arrangements, the establishment of extended services with community groups, improved engagement of parents and the community with the school, and improved literacy and numeracy outcomes for students.

The Extended Service Schools Pathfinders Project Strategy, specific to Western Australia, will monitor schools that have chosen to establish or enhance provision of extended services. A forum in October 2010 assisted the formation of a network to share successful practice and to foster links, within the Department and between external groups, to support extended service school programs.

Geographically isolated students

National Collaboration Projects

In April 2009, the then Ministerial Council for Education, Employment, Training and Youth Affairs (now the Ministerial Council for Education, Early Childhood Development and Youth Affairs) agreed to national collaboration across jurisdictions to design, develop and implement reform strategies in six major reform areas identified through the Smarter Schools National Partnership process. These included strategies to support education delivery in small and remote schools.

Western Australia has been the lead jurisdiction for the Extended Service School Models Project and shares leadership for the Innovative Strategies for Small and Remote Schools Project with South Australia. The investment from the Commonwealth Government aimed to assist jurisdictions to identify strategies that address the challenges in implementing extended service school models and the particular complexities that small and remote schools face. Literature reviews for both projects are available at the Department's Partnership Schools website (<http://det.wa.edu.au/partnershipschools>).

Schools of Isolated and Distance Education

The [Schools of Isolated and Distance Education](#) (SIDE) is the centre for distance learning for the Department. SIDE provides a high quality education to students who, for various reasons, are unable to attend regular schools or access a sufficiently broad curriculum. SIDE consists of a Primary (K–7) school and a Secondary (8–12) school, both of which operate from the Leederville campus.

Distance education for K–7 students is also provided by the Schools of the Air (SOTAs) located in Kalgoorlie, Port Hedland, Geraldton, Carnarvon and Derby.

SIDE offers the same educational opportunities as most primary and secondary schools, including support for students with disabilities, students with learning difficulties, and gifted and talented students.

In Semester 1 2011, there were 446 full-time and 50 part-time students enrolled in Years K–12 at the Leederville campus. In 2010, in addition to those students who enrolled at SIDE as their home school, some 3000 other students accessed SIDE services. The SOTAs provided distance education to a further 210 pre-compulsory and primary students.

Increasingly SIDE makes use of information communication technologies and is continually improving its communication facilities to deliver educational programs that focus strongly on supporting student learning. Two core platforms for curriculum delivery (Moodle and Centra) were used to enable online delivery of curriculum. A greater proportion of SIDE students now receive and return their learning materials in electronic form, and new WestOne materials for SIDE are developed in a format for use either electronically or in print.

Online, real time lessons, accessed via the Department's portal, were provided using the Centra web-conferencing software. Centra allowed teachers and students to interact in a similar manner to regular face to face classrooms. All SIDE teachers were trained or undertook further professional development in the use of web conferencing using Centra software. On average, 2000 lessons were delivered each month.

In 2010, SIDE teachers facilitated the English as an Additional Language/Dialect Stage 2 and 3 oral examinations for 1500 students in eight South-East Asian schools for the Curriculum Council. Centra was used to connect examiners in Perth with the overseas students. These teachers also collaborated with several new local school clusters to share expertise and provide training.

SIDE used the new learning management system Moodle, which is an open source product that allows teachers to build online courses anywhere at any time. By the end of 2010, 2500 students and teachers were enrolled across 375 different courses. The online content used by teachers was primarily developed by WestOne Services, supplemented by resources developed or sourced by SIDE teachers. As part of SIDE's drive to greater online curriculum delivery, an increasing number of curriculum materials were developed in-house.

Full-time, school-aged, geographically isolated students were eligible to receive a satellite-based Internet service and computer from the Department, enabling them to join other students in online activities.

An extensive professional learning program continued to ensure that teachers were well prepared to teach and manage students in an online environment. The Online Teaching Capabilities Framework, a revision of the Online Instructor Competencies, was published. The framework takes into account the improvements in technology that have changed the nature of the role of teachers of distance education.

Instrumental Music School Service

The service contributes to the delivery of the total music curriculum to students in Years 3–12 by working with regions, school clusters and individual schools.

During the year the service achieved the following:

- An instrumental music program was provided for more than 14 300 students, enrolled in more than 470 public schools across the State. Students were also given the opportunity for extension work through 330 ensembles.
- A series of specific instrumental workshops were held for primary students which included band and orchestra workshops.
- Several thousand, mostly secondary, students were involved in the instrumental festivals held for bands, orchestras, guitar ensembles, choirs and jazz groups.
- The service was engaged by the Department of State Development to select and prepare a combined schools jazz band to perform at the Shanghai World Expo 2010. Students from both public and private schools were auditioned. The band, made up of nine musicians, and their director were well received wherever they performed.
- The service continued to provide instrumental lessons online (using Centra software). Schools in the South West continued with online instruction and the flexibility of the program allowed for simultaneous instruction at more than one site.
- The service has expanded to incorporate beginner classes in some schools at Year 5 level for wind, brass and classical guitar.
- Two coordinators, one in the Bunbury/Busselton area and one in the Albany area have assisted in the delivery of the service to their areas.

Table 40: Student enrolments, Instrumental Music School Service, by level of education, 2007–2011

| Level of education | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|
| Primary (Years 3–7) | 8 047 | 6 968 | 7 375 | 8 247 | 8 017 |
| Lower secondary (Years 8–10) | 5 813 | 5 874 | 5 842 | 5 046 | 4 889 |
| Senior secondary (Years 11 and 12) | 1 260 | 1 251 | 1 346 | 1 436 | 1 464 |
| Total | 15 120 | 14 093 | 14 554 | 14 729 | 14 370 |

Source: Instrumental Music School Service

System support services

Quality assurance

The Department maintains a wide range of quality assurance measures. These include an internal audit function, procedures for measuring and reporting student performance, system-level quality assurance processes and controls, a school improvement and accountability framework, and an internal evaluation unit.

Audit and risk management

The Department has systemic strategies for dealing with the various forms of risk that face a complex organisation, ranging from physical risks associated with storms, fires, floods and terrorist activities; to financial risks associated with theft, forgery and fraud; to information risks associated with data security and computer failures. In addition, schools' risk management strategies relate primarily to the care of students.

In 2010–11, the Department conducted a series of risk management information sessions and workshops for principals and deputies throughout the State.

The Department's audit function provides a systematic, disciplined approach by which risk management, control and governance processes are evaluated and improved. The Department manages three core audit programs: schools, business systems and information systems audits.

The school audit program provides independent assurance on the efficacy of compliance with internal control requirements within the financial and administration systems of schools, and contributes to system improvements. The program also assists in identifying efficiencies, enabling resources to be used more effectively in the delivery of education. During the year staff audited 166 schools, of which two were Independent Public Schools. Eighteen schools underwent follow-up audits and 568 schools submitted Control Self Assessment Surveys.

Ten business systems audits were completed during the year, encompassing assurance, compliance and management requests. Business systems audits are targeted at a strategic level and contribute to improved governance.

Information system audits provide assurance that the Department's information systems are safeguarding assets, maintaining data integrity, and operating effectively. Ten information systems audits were completed.

Policy frameworks

The Department is responsible for ensuring that procedures for decision making are transparent, that policies are aligned with its operational and legal needs and that these policies and procedures are presented in a consistent format.

The Department's Policies website is the definitive online repository for all Department policies. All policies relating to school education, school staff, school communities and VET in Schools are accessible through this website (www.det.wa.edu.au/policies).

Research

All external parties wanting to conduct research on Department sites are required to submit a detailed application for approval before contacting schools to be involved. In 2010–11, 128 applications were received.

Researchers are required to provide the Department with a copy of their completed research report. These reports are disseminated to relevant sections of the Department to enable information to be used in strategic planning and decision making.

Ministerial services

During 2010–11, the Department provided support and liaison services for the Office of the Minister for Education.

The Department ensured that responses to ministerial correspondence, briefing requests, parliamentary questions and Cabinet requests were accurate and provided in a timely manner. It also identified issues and trends from correspondence, updated current issues and provided relevant training to Department staff.

Table 41: Ministerial requests processed by the Department of Education, 2008–09 to 2010–11 ^(a)

| Type | 2008–09 ^(b) | 2009–10 | 2010–11 |
|------------------------------------|------------------------|--------------|------------------|
| Letters | 2 423 | 2 448 | 2 089 |
| Briefing notes/advice | 959 | 1 036 | 989 |
| Answers to parliamentary questions | 439 | 317 | 412 |
| Cabinet comments | 88 | 77 | 61 |
| Current issues reports | 14 | 8 | 8 ^(c) |
| Totals | 3 923 | 3 886 | 3 559 |
| Percentages processed on time | 62 | 76 | 85 |

(a) Figures include requests to the former Department of Education and Training in relation to the both the Education and Training portfolios, prior to the establishment of the Department of Training and Workforce Development on 30 October 2009.

(b) The caretaker period and change of government in 2008 impacted on the number and type of requests and the percentage of requests processed on time.

(c) Current issues reports for 2010–11 each contain, on average, 60 individual briefings.

Source: Ministerial Services

Corporate communications and marketing

During the year work continued with school leaders and staff to build the brand and reputation of their schools, and contribute to building the brand of public education.

This was achieved through presentations at conferences and workshops for staff completing the Certificate IV in Business, Diploma of Management and Licence to Leadership programs; for principals of Independent Public Schools; for clusters of schools and collegiate groups; and individual schools. Schools were supported in developing marketing plans, updating school logos and developing publications.

Campaigns for pre-compulsory schooling, attendance, Specialist Programs and Gifted and Talented Programs; publications to help parents support their children at school; publications and communications to staff; and awards for staff and schools were implemented throughout the year.

A news website went live in July 2010 with details of school, student and staff achievements, as well as critical issues such as school closures due to floods and fires. Over the 12 months, there were nearly 38 000 unique visits to the site.

School and regional staff were supported to respond to media queries and requests for information. The Department recorded 1670 enquiries, compared with 1865 last year. The higher number last year was related directly to the March 2010 storm and other natural disasters. Student behaviour, critical incidents and capital works continued to dominate enquiries.

Financial services and support

The Department provides advice, support and training to schools in the areas of financial governance accountability, financial and asset management, tax administration, accounting operations and compliance requirements.

In collaboration with relevant stakeholders, the Department assists implementation of the Independent Public Schools initiative by identifying flexible financial practices, providing support in the management of the one-line budget, conducting induction programs, and reviewing support provided to intake schools.

To enable all schools to gain greater financial autonomy, the Department started updating financial policy, procedures and processes to suit local school needs. Financial professional development and training modules are also being updated. In Semester 1 2011, 83 professional development sessions were offered across the State compared with 36 in Semester 2 2010.

Information and communication technologies

The Department's investment in computers, communication networks and software is accompanied by initiatives to improve teachers' ICT skills and their ability to use ICT to enhance students' learning

Information and communication technologies in public schools



The National Secondary Schools Computer Fund (NSSCF), established under the Commonwealth Government's Digital Education Revolution, has provided students in Years 9–12 with improved access to new computers and upgraded ICT. The first stage of the project has been completed, with the 187 participating schools reaching the target of one computer for every two students. A further 41 schools have been added to the program, with all 228 schools required to achieve a target of one computer for every student by 31 December 2011.

A significantly upgraded Standard Operating Environment (SOE) is being rolled out to schools participating in the NSSCF and to Learning with ICT schools to provide greater operability and independence at the school level. In 2010, the upgraded SOE was deployed to 75 schools with rollout extended to remaining NSSCF schools in 2011.

The Online Curriculum Services Project provides services and tools to support teachers to use ICT as an integral part of teaching and learning. Services include the Online Teaching and Learning System (OTLS) and the Online Professional Learning (OPL) system. In 2010–11, OTLS and OPL supported the use of ICT in schools through:

- enhanced functionality to ensure services continue to meet the needs of teachers and students, including sharing information with other Department systems;
- system and process enhancements for improved service availability and support to teachers and students;
- technical support for the 346 schools, 4393 teachers and 16 607 students who used OTLS;
- preparation work in 80 additional schools to support the ongoing rollout of OTLS, including site-specific technical audits and network status reports; and
- technical support for online professional development courses.

Reporting to Parents software has been released to all public schools for use in the Semester 1 2011 reporting period. This software replaces the School Information System (SIS) Curriculum Manager module and the SIS Remote Reporting software.

Other ICT projects in schools included the following:

- Approximately 13 700 computers are currently leased under the Notebooks for Teachers Program. Under lease arrangements, 5159 notebooks were replaced in 2010–11.
- Support was provided to implement the Central Schools system which became operational in Semester 1 of 2011. The system supports the Tri-Border Attendance Strategy which tracks the attendance, enrolments and academic achievement of students in the border regions of Western Australia, Northern Territory and South Australia. In addition, the Schools' Interoperability Framework was trialled which allows data from different systems to be uploaded to a central server.
- The Schools of Isolated and Distance Education (SIDE) Online Enrolments system was released to schools in Semester 1 2011. This system allows schools to view SIDE subject offerings and enrol students online, providing a significant reduction in administrative effort within schools and in SIDE.
- To support the implementation of on-entry assessment for Pre-primary students, an on-entry assessment system was re-written for use in Western Australian public schools and released in Semester 2 2010.
- Work began on the automation of the Department's student census process which will reduce the workload for schools to supply student enrolment data and provide a more up-to-date view of student enrolments. The automated system is scheduled for release in Semester 2 2011.
- The Learning with ICT Project schools continued to receive ongoing technical support and funding for scheduled computer fleet replacement every four years, with critical school infrastructure replacement every five years.
- The 2010 Computer Census used a custom-designed web application to collect data from public schools and reported that 71 773 computers were used for learning and teaching: approximately one for every 2.2 students. Of these, 16 835 are due for replacement as they are more than four years old. There were 12 771 computers used for administrative purposes in central office, regional education offices and public schools.

Technical support

Central technical support is provided for more than 65 000 workstations and file servers, and approximately 13 700 notebook computers supplied under the Notebooks for Teachers Program.

Two hundred and twenty-one (221) schools receive central technical support for centrally managed network devices and computers. In all other public schools, central technical support is provided to devices attached to the administration networks in schools.

During 2010–11, the ICT Customer Service Centre received more than 180 000 calls from staff in schools, colleges, district offices and central office. Almost 70% of calls were resolved at the first point of contact.

Ninety per cent of survey item responses from both of the Customer Satisfaction Surveys undertaken in the life of the contract have rated the service as satisfactory or better. The ICT Customer Service Centre was selected as a finalist in the Service Delivery and Training category of the prestigious 2010 WA Information Technology and Telecommunication Awards.

ICT contracts and contract management

The Department currently manages 76 ICT contracts with a combined contract value of almost \$813 million. In 2010–11, 16 contracts were established with a combined contract value of \$35.9 million.

Overview and individual training was provided to contract managers on the new features and enhancements made to the Contract Management System. The system includes sections addressing Issues and Risks.

Major purchases in 2010–11 included:

- 10 967 desktops at a cost of more than \$10 million;
- 1892 notebooks (Intel or equivalent) at a cost of more than \$2.1 million; and
- 168 servers at a cost of \$0.9 million.

Human resources and financial management systems

In 2010–11, the Department provided system administration, maintenance, user support and development of the Human Resource and Financial Management Information Systems which provides services to agencies in the education and training cluster. This included substantial work to accommodate the requirements of the new regional structure, effective from 1 January 2011.

Electronic advices for commencements, movements, variations and terminations with the Human Resource and Management Information System were implemented in November 2010.

Training-related business systems

Work continued on the separation of the systems associated with the Department of Training and Workforce Development (DTWD) from the ICT network of the Department of Education. A separate Data Centre facility for DTWD is being developed within the Department of Education's Data Centre.

WestOne Services

WestOne Services (www.westone.wa.gov.au), through a service-level agreement with the Department of Education, delivers high quality online and print resources to support teachers of Years K–12. These include:

- curriculum resource content development;
- curriculum resource multi-media development;
- specific services to the Schools of Isolated and Distance Education (SIDE), including warehousing, product development and supply;
- cataloguing and evaluation of curriculum materials; and
- intellectual property management, including copyright and statutory licences.

Products and Services

WestOne Services provides quality assured, innovative learning and teaching resources to enable staff to deliver exceptional learning experiences. A key feature of the online resources is their ability to be edited to allow teachers to customise the content and learning activities to suit their audience.

The delivery of products and services in 2010–11 included the following:

- Online lower secondary resources were mapped to the Australian Curriculum in English, History and Visual Arts. Twenty-five senior secondary learning and teaching resources were completed across six learning areas.
- Five online and 14 print resources were produced to support middle primary teachers.
- Efficiency gains in the development of online and print resources increased productivity and resulted in the timely delivery of resources to SIDE.
- Mathematics print resources, mapped to the Australian Curriculum for Middle and Early Childhood Education teachers, were developed.
- Ongoing liaison took place with the Curriculum Council and Department of Education staff for feedback to ensure the high quality of curriculum resources.

Schools were supported in the selection, purchase, organisation and access to curriculum resources for students in Years K–12.

In 2010–11, reviews for 2233 physical resources were completed and published in the Resource Bank and integrated into the Department's online resources database. These resources were also disseminated through the print publications of Fiction Focus and Primary Focus.

Catalogue records for use in school libraries were created for 16 137 curriculum resources and metadata for 499 online curriculum resources were assigned and the resources integrated into the Department's Resources Online. Four hundred and seventy (470) learning resources have been replaced with corrected or revised content. The integration of resources from The Learning Federation and the Curriculum Materials Information Services Resource Bank into the Department's Resources Online was also facilitated. There were 101 learning resources uploaded into the shared national database. Maintenance and development of national standards for cataloguing and metadata were ongoing.

Intellectual property

WestOne manages intellectual property on behalf of the Department to ensure the intellectual property of third parties is used responsibly.

Teachers and support staff generate intellectual property for the Department while also using a wide range of copyrighted works such as text from books, music, software, vision and artworks. WestOne manages professional development relating to the use of intellectual property to limit the costs related to copying under the Statutory Licence Agreements and to foster best practice.

In 2010, WestOne provided support and advice in relation to intellectual property contractual arrangements and policy positions. Practical assistance was also provided to school staff through a range of activities including the presentation of 16 intellectual property and copyright workshops statewide.

Seven public schools were involved in an electronic use copyright survey to determine what resources were being copied electronically for educational purposes and how much was copied. This included 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 received the survey data and used this to remunerate the creators and owners of websites for the use of their work in schools.

In 2010, the Department paid \$5.33 million in copyright costs on behalf of public schools. Of this amount, \$5.22 million was paid to collecting agencies under statutory licences, to reproduce copyright material for educational purposes. The Roadshow Non-Theatrical ('Roadshow') licence was purchased for the first time in 2010 to enable schools to legally screen films on bus excursions, camps and for rainy-day activities at lunchtime.

Table 42: Payments made by the Department for copying materials under statutory and voluntary licences, 2010

| Agency | \$ |
|----------------|------------------|
| CAL | 3 743 050 |
| APRA | 59 643 |
| AMCOS | 167 268 |
| AMCOS/ARIA | 131 267 |
| Screenrights | 1 115 897 |
| Minter Ellison | 15 191 |
| Survey costs | 6 179 |
| Roadshow | 91 817 |
| Total | 5 330 312 |

Source: WestOne Services

Asset services

Strategic school site planning

The planning and development of new residential subdivisions in the Perth metropolitan area and major country centres has been steady over the past 12 months with a slight drop off in activity towards the end of the financial year. The long term strategic planning for new major urban areas has continued in line with the Department of Planning's strategic framework *Directions 2031 and Beyond: Metropolitan planning beyond the horizon*, which forecasts the population of the Perth metropolitan area to grow to at least 2.2 million by 2031. This significant population growth of more than half a million people will require the planning and development of a number of public school sites. The Department is working closely with local governments in the growth corridors and the Department of Planning on the planning for these school sites.

The Department worked closely with local governments, the Western Australian Local Government Authority and the Department of Sport and Recreation to maximise the shared use of educational facilities with the community in new residential developments. The Department has liaised with the City of Wanneroo and the City of Swan to set up coordination groups to plan the provision of shared facilities, and to provide a forum for the resolution of any issues regarding the operation of shared use agreements.

The Department is further developing its due diligence processes to ensure that school sites identified in the structure planning process meet the Department's site planning and environmental criteria. These processes have enabled the Department to identify and address site problems early in the planning process and therefore avoid potentially costly site issues at the school construction stage.

Building maintenance

The Department has one of the largest asset portfolios within the government sector and currently operates 771 schools across the State. The value of the Department's asset portfolio is \$8.9 billion comprising a land value of \$3.2 billion and a depreciated replacement value for buildings of \$5.7 billion.

Given the size of the portfolio, maintenance costs are significant and, with an ageing building stock, costs continue to rise. The implementation of the Commonwealth Government's Building the Education Revolution – National School Pride Program has afforded all schools the opportunity to address priority maintenance items.

School cleaning

Government policy requires that public schools use day labour cleaning with staff employed directly by the schools. In the metropolitan area, contract cleaners are only used on a short-term or emergency basis where schools experience difficulties recruiting their own cleaners.

However, in some regional areas, labour costs for unskilled and semi-skilled workers are well above award rates. As the Department is unable to match the wages and employment benefits being paid in these areas, schools have difficulty in recruiting and retaining cleaners. In these circumstances, cleaning contracts of between 12 months and five years duration, including options to extend, have been put in place to ensure that hygiene standards are maintained and the health and safety of staff and students is not compromised.

School gardening

Government policy requires that school gardening is undertaken by gardeners employed directly by schools. Until the beginning of 2011, the recruitment and retention of school gardeners was not a major problem.

However, in the Pilbara and Kimberley, problems faced by schools with respect to cleaning are now being experienced with gardening, and it has been necessary to employ contractors to maintain the grounds in some schools. The situation will be monitored, but there is a possibility that long-term gardening contracts will be required to ensure that school grounds are maintained to required standards.

Asset security

Protection of some 800 worksites and their contents against theft, wilful damage and arson is a major concern for the Department. Continuous attention is given to improving the effectiveness of warning and detection systems and the patrols of contracted security services. Some local government security services also cooperate in monitoring the Department's sites.

In June 2011, 691 sites (including TAFE colleges) were protected by electronic security systems, compared with 687 in June 2010. Although TAFE colleges manage their own security, alarm systems at 51 TAFE sites were monitored by the Department's security services.

During 2010–11, there were 1883 break-ins reported to the Department, 4267 instances of wilful damage and 11 acts of arson.

A total of 186 people (141 in 2009–10) were apprehended while committing various offences against Department sites, after detection by intruder alarms or security staff. Total offences decreased by 41% and the cost of repairs and replacements decreased by 52% to \$5.6 million.

Intruder detection systems were upgraded at 17 public schools.

In addition to numerous day-to-day security improvements, major security audits were undertaken at three schools, bringing the number of such audits since 2000 to 47. Post-audit security improvements are customised to deal with site-specific risks. Improvements included fencing, electronic security, landscape management, lighting, procedural changes and education programs. In addition, the installation of closed circuit television systems at 10 schools and work on five pre-existing systems were funded as part of the risk management program.

School Watch encourages community awareness of threats to the security of local public schools and involves the use of a free-call number to report suspicious after-hours activity. During 2010–11, 2774 calls were received (3076 in 2009–10) and 1840 people were removed from Department sites (1918 in 2009–10).

Sustainability

Sustainability is a focus of the design of new schools and the ongoing operation of facilities, with research into new technologies, methods and behaviours that promote more sustainable school communities. Advice is provided to schools on the viability of sustainability initiatives and their cost effectiveness.

In 2010–11, the Department continued to investigate and evaluate initiatives that promote efficiency in water and energy management and conservation:

- After the success of a trial of using wetting agents with fertilisers, this practice has been incorporated into the mowing contracts for schools.
- After an initial trial of using waterless urinals in schools, the Department concluded that costs exceeded the savings that may be realised. Schools with waterless urinals also found them to be difficult to keep clean in such a high use environment, and have asked to revert to flushing urinals as these are easier and cheaper to maintain.
- Use of high frequency generators to alleviate salinity problems with bore water was trialled at Safety Bay Senior High School and Bletchley Park Primary School. Despite some initial success with iron bacteria, problems with high salinity have not been addressed and the trials will be discontinued.
- Water moisture sensors for oval management, including the Intelliweb monitoring system were trialled in 12 schools. The major advantage of this web-based system is that it allows for diagnostic monitoring, reporting and control, but the costs associated with constant monitoring meant they are impractical in schools.
- The Department continued its commitment to the Cityswitch Green Office Program which supports the Perth Lord Mayor's drive to make offices in the central business district more sustainable.

- Pesticide, herbicide and fertiliser usage in schools is monitored to help reduce their potential impact on the environment, particularly in sensitive areas such as the coastal plains, river catchments, and potable water catchment areas.

Education and Training Shared Services Centre

The Education and Training Shared Services Centre (ETSSC) provides strategic and transactional services in the areas of finance and human resources to the Department, the Department of Training and Workforce Development (DTWD), State Training Providers (formerly TAFE colleges), the Curriculum Council, Country High School Hostels Authority and the Department of Education Services. From 1 January 2011, the ETSSC provided services to the Vocational Training Education Centre now under the governance of DTWD.

On 1 October 2010, ETSSC operations were realigned along the two client streams, Education Agencies and Training Agencies, to better meet the needs of current and future client agencies.

Other key achievements in 2010–11 were:

- increased client and staff satisfaction as indicated by the results of surveys undertaken by ORIMA Research;
- the delivery of training to Independent Public Schools sites; and
- the implementation of electronic advices in the Department's human resource and management information system for vacancy management.

Significant issues impacting the Department

Significant issues impacting the Department

Early childhood education

In response to strong evidence identifying the importance of early childhood education in building a successful foundation for schooling and later life, a number of initiatives has been established:

- Under the National Quality Agenda for Early Childhood Education and Care Partnership Agreement, from 2012, childcare and Kindergarten will be regulated using one set of standards. Implementation of the agreement has implications for accountability arrangements across the schooling and childcare sectors.
- Through the National Partnership for Early Childhood Education, all four-year-olds will have access to 15 hours of a quality program by 2013. In 2011, approximately half of all Western Australian schools with Kindergarten programs are providing 15 hours of Kindergarten instruction.
- Under the National Partnership for Indigenous Early Childhood Development, Western Australia has committed to building five Children and Family Centres. The centres will provide a range of services including child care, playgroups, early learning programs, maternal and child health and parent support on or near school sites in Halls Creek, Fitzroy Crossing, Kununurra, Roebourne, and the Swan Region in Perth.
- In partnership with the Commonwealth Government, Western Australia is also building four Early Learning and Care Centres. They provide long day care for children from birth to five years, located on school sites in Karratha, Hedland, Darch and Mirrabooka.

In December 2010, the Premier announced that a range of children's and family services would be established on school sites. These services could include early learning programs for three-year-olds, playgroups, childcare services, child and maternal health services and parenting services. The centres will initially be located in vulnerable communities. Integrating these services provides an opportunity to strengthen the existing public pre-school system and consolidate program quality. It will also allow schools greater autonomy and flexibility to tailor local approaches to innovative and effective ways to optimise outcomes for children in their communities.

Independent Public Schools

Given the diversity of school communities, it is recognised that one model of delivering services to schools does not suit them all. The Independent Public Schools initiative has become a key driver of reform of public education in Western Australia. The initiative provides schools with increased autonomy and flexibility to make decisions that meet the specific needs of their students, including recruitment and selection of teachers, education programs and management of their own budgets. In 2011, 98 schools/school clusters operate as Independent Public Schools and further expansion is underway for 2012.

Processes are in place, or being developed, to monitor the effectiveness of the Independent Public Schools initiative and to inform further implementation. These include:

- systematic feedback from the principals of Independent Public Schools;
- ongoing monitoring of school performance using the Department's School Performance Monitoring System;
- the introduction of an independent review of the performance of each Independent Public School to occur in the final year of their Delivery and Performance Agreement; and
- an independent evaluation of the initiative to determine its impact on the effectiveness and efficiency of participating schools and on the broader public school system.

Literacy and numeracy

High community expectations continue to play a pivotal role in driving the ongoing development of initiatives to improve student achievement, particularly in literacy and numeracy. The Department implements a range of programs and initiatives to improve the literacy and numeracy achievement of all students.

Practical support to schools to improve literacy and numeracy performance includes: the development of materials to support the implementation of whole-school approaches; materials to support planning for students not achieving their potential; resources to assist preparation for the National Assessment Program – Literacy and Numeracy (NAPLAN); the training of literacy and numeracy specialist teachers; and literacy and numeracy workshops for secondary school curriculum leaders, specific to their learning area.

Support is provided to school staff to enable them to analyse student performance data so that strategies to improve performance can be better matched to need, particularly for students 'at risk' of falling below agreed benchmarks, including national minimum standards. Through the National Partnership for Literacy and Numeracy, 83 public schools use additional resources to implement reforms to deliver measurable and sustained improvements in literacy and numeracy for all students, especially for those identified as falling behind.

To further support improved standards of student achievement, funds are directly allocated to schools with the expectation that all students achieve at least minimum standards of literacy and numeracy despite family background, location or circumstance. Schools make decisions using the funds for literacy and numeracy interventions most appropriate to their local context.

Aboriginal education

Improving outcomes for Aboriginal students remains a challenge. Disproportionate numbers of Aboriginal students do not meet minimum standards in literacy and numeracy; have poor attendance rates, particularly those in remote communities and some regional locations; and finish school without the skills and qualifications to enable them to access further education, training or employment.

To address these issues, new and innovative strategies are being implemented. Under the *Aboriginal Education Plan for WA Public Schools 2011–2014*, two major initiatives will support schools with high proportions of Aboriginal students in greatest need:

- Focus Schools will implement whole-of-school approaches to the teaching of literacy and numeracy and will introduce evidence-based attendance strategies to help close the performance gap for Aboriginal students.
- Aboriginal Network Schools will be able to work outside regular operating parameters and have more autonomy to encourage innovative ways to continually challenge, change and improve the way they provide for Aboriginal students and their families.

As part of the *Better attendance: Brighter futures* strategy, resources have been allocated to targeted schools to enable them to work in partnership with their local community to develop strategies to improve attendance and engagement with the school. Stronger engagement of Aboriginal families with their children's education reinforces the importance of education and its role in providing real post-school options for Aboriginal young people.

All public schools are responsible for setting targets, monitoring performance and implementing initiatives that will close the academic gap between Aboriginal and non-Aboriginal students. Through strong leadership, quality teaching and workforce development, schools will foster high expectations for their Aboriginal students to bring about improved attendance, achievement and retention.

Behaviour and attendance

Social issues such as family dysfunction, unemployment, mental health issues and generational poverty have increased the need for an emphasis in schools on improving student wellbeing, behaviour and attendance. The Department recognises the shared responsibility of schools, families, communities and other agencies to make a difference in these areas. Skilled practitioners and strong interagency partnerships are key elements in improving the educational outcomes of students with challenging behaviour and attendance issues.

The Department has implemented a range of strategies to address the complex issues that impact on student wellbeing, behaviour and attendance. They include an increase in the number of school psychologists, the operation of 15 behaviour centres to support primary and secondary students, the Promoting Alternative Thinking Strategies Program, the Positive Parenting Program and implementation of the *Better attendance: Brighter futures* strategy.

Services to students

The continued rollout of the Independent Public Schools initiative and the State Government commitment of providing all schools with greater autonomy and flexibility to make decisions at the local level have led to the need to reconsider the way services to schools and students are delivered.

There has been a realignment of district-level service delivery with the establishment of eight education regions, encompassing up to 75 networks of schools. Central to the creation of networks and regions is greater support for principals and teachers from trusted, credible and expert colleagues; and the movement of specialist school support services to schools or networks of schools. Schools and networks have greater flexibility to make decisions, respond to local circumstances and to collaborate with other agencies and service providers to best meet the individual needs of students.

The potential education benefits that flow from schools working together include greater curriculum choice for students; increased access to specialist teachers for students; a smoother transition between primary and secondary school; and a more consistent approach to behaviour management and discipline across schools.

The changes give principals more control over support services for their schools which can be better directed for the benefit of students. The changes also have the potential to protect and enhance services to country schools.

Pathways

Building flexible pathways between schools, vocational education and training (VET) providers, universities and employers that maximise learning opportunities for students remains a priority. Increasing the proportion of students achieving a Western Australian Certificate of Education (WACE), attaining an Australian Tertiary Admissions Rank and/or a VET Certificate II or higher is essential to meet community and employer expectations of secondary schooling.

The Department will continue to support schools to provide increased opportunities for students to leave school with outcomes that more directly articulate to higher education, further training or employment; and work towards a greater proportion of these students having higher levels of achievement. With approximately 40% of the VET certificates awarded to Year 12 school leavers achieved at the Certificate I level, opportunities exist to increase the proportion of students achieving qualifications at the Certificate II level or higher.

Of those Year 12 students who leave school without an Australian Tertiary Admissions Rank or a VET qualification, many gain employment, enter a training course, or achieve entry to university through alternative pathways. However, entry to training courses after school is increasingly competitive with many requiring students to have studied more demanding stages of the English and Mathematics courses. Therefore schools may have to review their pathway offerings and ensure that students are provided with the information they need to choose pathways that maximise their post-school options.

A possible issue for the Department is that increasing student enrolment in courses leading to VET qualifications may place an additional funding burden on schools to support the upgrade of teacher qualifications to meet changed requirements for VET delivery.

Growth, student demographics and school planning

The combination of population growth, urban sprawl, changes in pedagogy, and the rapid introduction and development of new technologies for learning are causing increased pressure to build new schools and replace, refurbish and maintain existing schools. Education provision for a broadening student demographic requires more specialised programs and services to ensure students with particular needs are provided with the education opportunities to be successful.

School size continues to be a factor in providing access to curriculum and in optimising educational opportunities for every student. Compared with small schools, schools with higher enrolments have more resources and therefore a greater capacity to provide educational benefits. They typically have more viable classes and greater flexibility to offer a range of curriculum and student support programs. They also have the flexibility to be more creative and innovative in educational program delivery as they have more staff, more financial resources, and usually have lower per capita costs.

The size and population distribution of Western Australia creates challenges to providing a sustainable education system. A number of factors impact on the Department's capacity to meet its obligation to provide all potential students in WA with access to a quality education, particularly for students in regional and remote areas. These factors include a declining population in some areas, difficulty placing teachers in some specialist areas (particularly in regional and remote locations), an over-representation of disadvantaged students in public schools, the introduction of new courses in senior secondary schooling and the raised school leaving age. The Department continues to monitor the way it provides education across the State to ensure the most effective and efficient use of available resources.

Supply of teachers

Current trends in workforce planning reflect the ageing workforce, tightening of the labour market and the change in the structure of the student population. By 2014, Western Australia is likely to experience greater difficulties placing teachers in every school across the State, particularly in regional schools and some teaching specialities notably Physical Science, Mathematics, Design and Technology, English as a Second Language and special needs education.

To meet increased demand as it arises, strategies are being developed and implemented to attract people to teaching, including school leavers, university students not studying education and those considering a change of career:

- The Rural Teaching Program funds pre-service teachers and school psychologists to undertake a teaching practicum in a rural or remote public school. The program aims to increase interest in teaching opportunities in schools in these locations.
- Scholarships are offered to final year teaching students specialising in subjects or areas of learning need to attract them to work in public schools. All scholarship recipients must agree to statewide availability and are contractually bound to accept any teaching placement offered.
- Teacher advocates, who are qualified teachers, promote teaching as a career to secondary school and university students.

The Teacher Residency Training Schools Program is an attraction and retention strategy operating under the National Partnership Agreement on Improving Teacher Quality. The program aims to improve pre-service teacher training through the establishment of training schools where final year teaching students undertake intensive practical learning in a school setting.

Disclosures and legal compliance



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 2011, 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 2011 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.

Department of Education

Report on Controls

I have audited the controls exercised by the Department of Education. The Director General is responsible for ensuring that adequate control is maintained over the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the controls exercised by the Director General based on my audit conducted in accordance with Australian Auditing Standards.

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.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Department of Education. 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.

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 Standards.

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 2011.

Independence

In conducting this audit, I have complied with the independence requirements of the Auditor General Act 2006 and the Australian Auditing Standards, and other relevant ethical requirements.



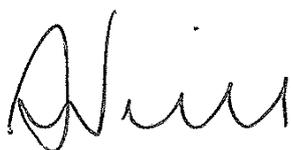
COLIN MURPHY
AUDITOR GENERAL
20 September 2011

Financial statements

Certification of Financial Statements For the year ended 30 June 2011

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 2011 and the financial position as at 30 June 2011.

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



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

20 SEPTEMBER 2011



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

15 SEPTEMBER 2011

Statement of Comprehensive Income For the year ended 30 June 2011

| | Note | 2010–11 (\$'000) | 2009–10 (\$'000) |
|--|------|---------------------|---------------------|
| COST OF SERVICES | | | |
| Expenses | | | |
| Employee benefits expense | 7 | 2 739 392 | 2 587 619 |
| Supplies and services | 8 | 242 455 | 239 225 |
| Depreciation and amortisation expense | 9 | 191 726 | 201 140 |
| Grants and subsidies | 10 | 26 945 | 257 482 |
| School supplies and services | 11 | 408 257 | 485 729 |
| Finance costs | 12 | 1 606 | 1 769 |
| Other expenses | 13 | 55 386 | 34 277 |
| Loss on disposal of non-current assets | 14 | 6 318 | 11 738 |
| Total cost of services | | 3 672 085 | 3 818 979 |
| Income | | | |
| Revenue | | | |
| User contributions, charges and fees | 15 | 90 605 | 118 320 |
| Schools other revenue | 16 | 41 547 | 33 296 |
| Other revenue | 17 | 82 518 | 65 156 |
| Commonwealth grants and contributions | 18 | 511 501 | 554 353 |
| Interest revenue | | 10 491 | 7 211 |
| Total revenue | | 736 662 | 778 336 |
| Total income other than income from State Government | | 736 662 | 778 336 |
| NET COST OF SERVICES | | 2 935 423 | 3 040 643 |
| INCOME FROM STATE GOVERNMENT | 19 | | |
| Service appropriation | | 3 103 118 | 3 143 843 |
| Resources received free of charge | | 27 236 | 3 947 |
| Royalties for Regions Fund | | 4 900 | 1 800 |
| Total income from State Government | | 3 135 254 | 3 149 590 |
| SURPLUS FOR THE PERIOD | | 199 831 | 108 947 |
| OTHER COMPREHENSIVE INCOME | 35 | | |
| Changes in asset revaluation surplus | | 262 570 | (735 357) |
| Transfer from asset revaluation surplus to accumulated surplus | | - | 82 |
| Total other comprehensive income | | 262 570 | (735 275) |
| TOTAL COMPREHENSIVE INCOME FOR THE PERIOD | | 462 401 | (626 328) |

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

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

Statement of Financial Position As at 30 June 2011

| | Note | 2010–11 (\$'000) | 2009–10 (\$'000) |
|--|------|---------------------|---------------------|
| ASSETS | | | |
| Current assets | | | |
| Cash and cash equivalents | 20 | 291 998 | 204 197 |
| Restricted cash and cash equivalents | 21 | 111 235 | 130 038 |
| Amounts receivable for services | 22 | 19 144 | 19 144 |
| Receivables | 23 | 42 621 | 243 057 |
| Inventories | 24 | 4 392 | 3 891 |
| Non-current assets classified as held for sale | 25 | 998 | 999 |
| Total current assets | | 470 388 | 601 326 |
| Non-current assets | | | |
| Restricted cash and cash equivalents | 21 | 56 666 | 44 793 |
| Amounts receivable for services | 22 | 1 280 933 | 1 096 081 |
| Property, plant and equipment | 26 | 10 913 363 | 9 993 859 |
| Leased plant and equipment | 27 | 25 039 | 26 967 |
| Intangible assets | 29 | 9 545 | 9 231 |
| Total non-current assets | | 12 285 546 | 11 170 931 |
| TOTAL ASSETS | | 12 755 934 | 11 772 257 |
| LIABILITIES | | | |
| Current liabilities | | | |
| Provisions | 31 | 541 125 | 543 128 |
| Payables | 33 | 95 791 | 71 989 |
| Borrowings | 32 | 12 368 | 12 692 |
| Other current liabilities | 34 | 7 273 | 8 002 |
| Total current liabilities | | 656 557 | 635 811 |
| Non-current liabilities | | | |
| Provisions | 31 | 144 798 | 96 962 |
| Borrowings | 32 | 15 897 | 17 523 |
| Total non-current liabilities | | 160 695 | 114 485 |
| TOTAL LIABILITIES | | 817 252 | 750 296 |
| NET ASSETS | | 11 938 682 | 11 021 961 |
| EQUITY | | | |
| | 35 | | |
| Contributed equity | | 2 205 141 | 1 750 821 |
| Reserves | | 8 723 011 | 8 460 441 |
| Accumulated surplus | | 1 010 530 | 810 699 |
| TOTAL EQUITY | | 11 938 682 | 11 021 961 |

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

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

Statement of Changes in Equity For the year ended 30 June 2011

| | Note | Contributed equity (\$'000) | Reserves (\$'000) | Accumulated surplus/ (deficit) (\$'000) | Total equity (\$'000) |
|--|------|-----------------------------------|----------------------|--|--------------------------|
| Balance at 1 July 2009 | 35 | 1 092 777 | 9 195 798 | 694 545 | 10 983 120 |
| Correction of prior period errors (see note 5) | | - | - | 7 125 | 7 125 |
| Restated balance at 1 July 2009 | | 1 092 777 | 9 195 798 | 701 670 | 10 990 245 |
| Total comprehensive income for the year: | | | | | |
| Surplus for the period | | - | - | 108 947 | 108 947 |
| Asset revaluation surplus | | - | (735 357) | - | (735 357) |
| Transfer from asset revaluation surplus to accumulated surplus | | - | - | 82 | 82 |
| | | - | (735 357) | 109 029 | (626 328) |
| Transactions with owners in their capacity as owners: | | | | | |
| Capital contribution | | 845 647 | - | - | 845 647 |
| Other distribution by owners | | - | - | - | - |
| Distributions to owners | | (187 603) | - | - | (187 603) |
| | | 658 044 | - | - | 658 044 |
| Total | | 658 044 | (735 357) | 109 029 | 31 716 |
| Balance at 30 June 2010 | | 1 750 821 | 8 460 441 | 810 699 | 11 021 961 |
| Balance at 1 July 2010 | 35 | 1 750 821 | 8 460 441 | 810 699 | 11 021 961 |
| Correction of prior period errors (see note 5) | | - | - | - | - |
| Restated balance at 1 July 2010 | | 1 750 821 | 8 460 441 | 810 699 | 11 021 961 |
| Total comprehensive income for the year: | | | | | |
| Surplus for the period | | - | - | 199 831 | 199 831 |
| Asset revaluation surplus | | - | 262 570 | - | 262 570 |
| Transfer from asset revaluation surplus to accumulated surplus | | - | - | - | - |
| | | - | 262 570 | 199 831 | 462 401 |
| Transactions with owners in their capacity as owners: | | | | | |
| Capital contribution | | 462 065 | - | - | 462 065 |
| Other distribution by owners | | 5 000 | - | - | 5 000 |
| Distributions to owners | | (12 745) | - | - | (12 745) |
| | | 454 320 | - | - | 454 320 |
| Total | | 454 320 | 262 570 | 199 831 | 916 721 |
| Balance at 30 June 2011 | | 2 205 141 | 8 723 011 | 1 010 530 | 11 938 682 |

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

Statement of Cash Flows

For the year ended 30 June 2011

| | Note | 2010–11 | 2009–10 |
|---|------|--------------------|--------------------|
| | | (\$'000) | (\$'000) |
| CASH FLOWS FROM STATE GOVERNMENT | | | |
| Service appropriation | | 2 899 122 | 2 917 827 |
| Capital contributions | | 462 065 | 845 647 |
| Holding account draw downs | | 19 144 | 19 144 |
| Royalties for Regions Fund | | | |
| Regional Infrastructure and Head Work Fund | | 5 000 | - |
| Regional Community Services Fund | | 4 900 | 1 800 |
| Cash transfer to Department of Training and Workforce Development | | - | (82 863) |
| Net cash provided by State Government | | 3 390 231 | 3 701 555 |
| Utilised as follows: | | | |
| CASH FLOWS FROM OPERATING ACTIVITIES | | | |
| Payments | | | |
| Payments to suppliers and employees | | (3 370 565) | (3 345 918) |
| Grants and subsidies | | (24 832) | (191 559) |
| Finance cost | | (1 606) | (1 769) |
| GST payments on purchases | | (101 669) | (145 503) |
| Receipts | | | |
| Commonwealth grants | | 511 249 | 549 107 |
| User charges and fees and other revenue | | 212 423 | 212 116 |
| Interest received | | 9 680 | 7 371 |
| GST receipts on revenue | | 6 499 | 8 956 |
| GST receipts from taxation authority | | 102 826 | 129 543 |
| Net cash provided by / (used in) operating activities | 36 | (2 655 995) | (2 777 656) |
| CASH FLOWS FROM INVESTING ACTIVITIES | | | |
| Purchase of non-current physical assets | | (640 110) | (924 928) |
| Proceeds from sale of non-current physical assets | | 344 | 399 |
| Net cash provided by / (used in) investing activities | | (639 766) | (924 529) |
| CASH FLOWS FROM FINANCING ACTIVITIES | | | |
| Payment of finance lease liabilities | | (13 599) | (13 309) |
| Net cash provided by / (used in) financing activities | | (13 599) | (13 309) |
| Net increase / (decrease) in cash and cash equivalents | | 80 871 | (13 939) |
| Cash and cash equivalents at the beginning of the period | | 379 028 | 392 967 |
| CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD | | 459 899 | 379 028 |

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

Schedule of Income and Expenses by Service

For the year ended 30 June 2011

| | Primary Education | | Secondary Education | | Vocational Education and Training Services | | Total | |
|---|-------------------|------------------|---------------------|------------------|--|----------------|------------------|------------------|
| | 2010-11 | 2009-10 | 2010-11 | 2009-10 | 2010-11 | 2009-10 | 2010-11 | 2009-10 |
| | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) |
| COST OF SERVICES | | | | | | | | |
| Expenses | | | | | | | | |
| Employee benefits expense | 1 751 199 | 1 608 730 | 988 193 | 959 733 | - | 19 156 | 2 739 392 | 2 587 619 |
| Supplies and services | 157 497 | 149 013 | 84 958 | 73 841 | - | 16 371 | 242 455 | 239 225 |
| Depreciation and amortisation expense | 106 891 | 110 647 | 84 835 | 90 389 | - | 104 | 191 726 | 201 140 |
| Grants and subsidies | 16 799 | 43 852 | 10 146 | 22 071 | - | 191 559 | 26 945 | 257 482 |
| School supplies and services | 211 390 | 276 715 | 196 867 | 209 014 | - | - | 408 257 | 485 729 |
| Finance costs | 1 209 | 1 336 | 397 | 433 | - | - | 1 606 | 1 769 |
| Other expenses | 35 831 | 21 376 | 19 555 | 12 146 | - | 755 | 55 386 | 34 277 |
| Loss on disposal of non-current assets | 4 726 | 9 990 | 1 592 | 1 748 | - | - | 6 318 | 11 738 |
| Total cost of services | 2 285 542 | 2 221 659 | 1 386 543 | 1 369 375 | - | 227 945 | 3 672 085 | 3 818 979 |
| Income | | | | | | | | |
| User contributions, charges and fees | 27 991 | 30 165 | 62 614 | 60 269 | - | 27 886 | 90 605 | 118 320 |
| Schools other revenue | 20 176 | 17 415 | 21 371 | 15 881 | - | - | 41 547 | 33 296 |
| Other revenue | 57 593 | 44 550 | 24 925 | 19 425 | - | 1 181 | 82 518 | 65 156 |
| Commonwealth grants and contributions | 288 171 | 256 664 | 223 330 | 220 169 | - | 77 520 | 511 501 | 554 353 |
| Interest revenue | 4 443 | 3 136 | 6 048 | 3 798 | - | 277 | 10 491 | 7 211 |
| Total income other than income from State Government | 398 374 | 351 930 | 338 288 | 319 542 | - | 106 864 | 736 662 | 778 336 |
| Net Cost of Services | 1 887 168 | 1 869 729 | 1 048 255 | 1 049 833 | - | 121 081 | 2 935 423 | 3 040 643 |
| Income from State Government | | | | | | | | |
| Service appropriations | 1 994 978 | 1 922 532 | 1 108 140 | 1 076 758 | - | 144 553 | 3 103 118 | 3 143 843 |
| Resources received free of charge | 18 945 | 2 746 | 8 291 | 1 201 | - | - | 27 236 | 3 947 |
| Royalties for Regions | - | - | 4 900 | 1 800 | - | - | 4 900 | 1 800 |
| Total income from State Government | 2 013 923 | 1 925 278 | 1 121 331 | 1 079 759 | - | 144 553 | 3 135 254 | 3 149 590 |
| Surplus for the period | 126 755 | 55 549 | 73 076 | 29 926 | - | 23 472 | 199 831 | 108 947 |

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

Vocational Education and Training (VET) Services were provided from 1 July 2009 up to and including 29 October 2009. On 30 October 2009 the separation of the then Department of Education and Training (DET) resulted in the designation of the DET as the Department of Education (DoE) and the establishment of the Department of Training and Workforce Development (DTWD) which assumed responsibility for VET Services from that date.

Schedule of Assets and Liabilities by Service as at 30 June 2011

| | Primary Education | | Secondary Education | | Total | |
|--------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 2010–11 (\$'000) | 2009–10 (\$'000) | 2010–11 (\$'000) | 2009–10 (\$'000) | 2010–11 (\$'000) | 2009–10 (\$'000) |
| ASSETS | | | | | | |
| Current Assets | 258 534 | 370 097 | 211 854 | 231 229 | 470 388 | 601 326 |
| Non-Current Assets | 7 696 992 | 6 796 138 | 4 588 554 | 4 374 793 | 12 285 546 | 11 170 931 |
| Total Assets | 7 955 526 | 7 166 235 | 4 800 408 | 4 606 022 | 12 755 934 | 11 772 257 |
| LIABILITIES | | | | | | |
| Current Liabilities | 453 824 | 438 231 | 202 733 | 197 580 | 656 557 | 635 811 |
| Non-Current Liabilities | 110 987 | 78 839 | 49 708 | 35 646 | 160 695 | 114 485 |
| Total Liabilities | 564 811 | 517 070 | 252 441 | 233 226 | 817 252 | 750 296 |
| NET ASSETS | 7 390 715 | 6 649 165 | 4 547 967 | 4 372 796 | 11 938 682 | 11 021 961 |

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

VET Services were provided from 1 July 2009 up to and including 29 October 2009. After the separation of the then DET into two departments on 30 October 2009, the DTWD assumed responsibility for VET Services.

VET assets and liabilities balances for 2009–10 were nil. Consequently, VET has been removed from this statement.

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2011

| | 2010–11 Estimate (\$'000) | 2010–11 Actual (\$'000) | Variance (\$'000) | 2010–11 Actual (\$'000) | 2009–10 Actual (\$'000) | Variance (\$'000) |
|---|---------------------------------|-------------------------------|----------------------|-------------------------------|-------------------------------|----------------------|
| DELIVERY OF SERVICES | | | | | | |
| Item 57 Net amount appropriated to deliver services | 3 019 075 | 3 103 118 | 84 043 | 3 103 118 | 3 388 410 | 285 292 |
| Section 25 transfer of service appropriation: | | | | | | |
| From DoE to DTWD from 30 October 2009 | - | - | - | - | (254 448) | (254 448) |
| Voluntary Severance Funding from Department of Treasury and Finance | - | - | - | - | 9 070 | 9 070 |
| From DoE to Department of Local Government | - | - | - | - | (240) | (240) |
| Amount authorised by other statutes | | | | | | |
| Salaries and Allowances Act 1975 | 1 092 | - | (1 092) | - | 1 051 | 1 051 |
| Section 25 transfer of Salaries and Allowances Act 1995 appropriation: | | | | | | |
| From DoE to DTWD from 30 October 2009 | - | - | - | - | - | - |
| Total appropriations provided to deliver services | 3 020 167 | 3 103 118 | 82 951 | 3 103 118 | 3 143 843 | 40 725 |
| CAPITAL | | | | | | |
| Item 136 Capital Contribution | 889 949 | 462 065 | (427 884) | 462 065 | 880 473 | 418 408 |
| Section 25 transfer of capital appropriation: | | | | | | |
| From DoE to DTWD from 30 October 2009 | - | - | - | - | (34 826) | (34 826) |
| | 889 949 | 462 065 | (427 884) | 462 065 | 845 647 | 383 582 |
| TOTAL APPROPRIATIONS | 3 910 116 | 3 565 183 | (344 933) | 3 565 183 | 3 989 490 | 424 307 |
| Details of expenses by service | | | | | | |
| Primary education | 2 289 463 | 2 285 542 | (3 921) | 2 285 542 | 2 221 659 | (63 883) |
| Secondary education | 1 324 457 | 1 386 543 | 62 086 | 1 386 543 | 1 369 375 | (17 168) |
| Vocational education and training services | | | - | - | 227 945 | 227 945 |
| Total cost of services | 3 613 920 | 3 672 085 | 58 165 | 3 672 085 | 3 818 979 | 146 894 |
| Less total income | 638 818 | 736 662 | 97 844 | 736 662 | 778 336 | 41 674 |
| Net cost of services | 2 975 102 | 2 935 423 | (39 679) | 2 935 423 | 3 040 643 | 105 220 |
| Adjustments for movement in cash balances and other accrual items (i) | 45 065 | 167 695 | 122 630 | 167 695 | 103 200 | (64 495) |
| Adjustments for transfers of appropriation from/to other agencies (i) | - | - | - | - | - | - |
| Total appropriations provided to deliver services | 3 020 167 | 3 103 118 | 82 951 | 3 103 118 | 3 143 843 | 40 725 |
| Capital expenditure | | | | | | |
| Purchase of non-current physical assets | 1 024 551 | 864 924 | (159 627) | 864 924 | 924 928 | 60 004 |
| Repayment of borrowings | 19 405 | 13 599 | (5 806) | 13 599 | 13 309 | (290) |
| Adjustments for movement in cash balances and other funding sources (j) | (154 007) | (416 458) | (262 451) | (416 458) | (92 590) | 323 868 |
| Capital contribution (appropriation) | 889 949 | 462 065 | (427 884) | 462 065 | 845 647 | 383 582 |
| Details of Income estimates | | | | | | |
| Income disclosed as Administered Income | - | - | - | - | - | - |

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

Note 48 'Explanatory statement' provides details of any significant variations between estimates and actual results for 2010–11 and between the actual results for 2009–10 and 2010–11.

Notes to the Financial Statements For the year ended 30 June 2011

1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2011 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 Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards that have been issued or amended but not operative have been early adopted by the Department for the annual reporting period ended 30 June 2011.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) General statement

The financial statements constitute general purpose financial statements that have been prepared in accordance with Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board 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 2006* and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and 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) or in certain circumstances to the nearest dollar.

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 the 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.

Notes to the Financial Statements For the year ended 30 June 2011

(c) Reporting entity

The reporting entity comprises the Department of Education including central and regional offices, the Education and Training Shared Services Centre and public schools.

Mission

The Department of Education's purpose is to ensure that all public school students leave school well prepared for their future; and have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and play an active part in civic and economic life.

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

Financial support provided by parents has always played a significant role in enabling the provision of resources that extend each school's capacity to maximise its students' learning experiences. In education to Year 10, this support takes the form of voluntary contributions to fund, for example, textbook purchases, compulsory charges for additional cost options 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 charges. Contributions and charges are individually set by each school and approved by the school council.

The financial statements encompass all funds which 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(u) 'Amalgamation of Accounts'*).

Services

The Department provides the following services:

Service 1: Primary Education

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

Service 2: Secondary Education

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

For the period 1 July 2009 to 29 October 2009, prior to the redesignation of the Department and the creation of the Department of Training and Workforce Development, the Department also provided Vocational Education and Training services.

The Department administers income and expenses on behalf of Government which are not controlled by, nor integral to the function of the Department. These administered balances and transactions are not recognised in the principal financial statements of the Department but schedules are prepared using the same basis as the financial statements and are presented at *note 49 'Administered Income and Expenses'*.

(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 contributions (appropriations) have been designated as contributions by owners by Treasurer's Instruction (TI) 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed equity.

Notes to the Financial Statements

For the year ended 30 June 2011

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 35 'Equity').

(e) Income

Revenue recognition

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

Sale of goods

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

Provision of services

Revenue is recognised upon delivery of the service to the client or 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 19 '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 2010–11 Budget Statements, the Department retained \$675.2 million in 2010–11 (\$785.7 million in 2009–10) 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.

Notes to the Financial Statements For the year ended 30 June 2011

Gains

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

(f) Property, plant and equipment

Capitalisation/expensing of assets

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

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

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

Subsequent measurement

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

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

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 gross carrying amount and the accumulated depreciation are restated proportionately.

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 26, 28 and 35* for further information on revaluations.

Notes to the Financial Statements For the year ended 30 June 2011

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 26 '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.

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

| | |
|--------------------------------|--|
| <i>Buildings</i> | <i>40 Years</i> |
| <i>Communication equipment</i> | <i>5 Years</i> |
| <i>Computer equipment</i> | <i>4 Years</i> |
| <i>Furniture and fittings</i> | <i>10 Years</i> |
| <i>Motor vehicles</i> | <i>5 Years</i> |
| <i>Buses</i> | <i>10 Years</i> |
| <i>Musical instruments</i> | <i>12 Years</i> |
| <i>Office equipment</i> | <i>8 Years</i> |
| <i>Plant and equipment</i> | <i>8 Years</i> |
| <i>Transportables</i> | <i>16 Years</i> |
| <i>Software</i> | <i>4 Years</i> |
| <i>Library collections</i> | <i>Four to five years with 100% depreciation in the fifth and 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 \$5000 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 life. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

All acquired and internally developed 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.

Notes to the Financial Statements For the year ended 30 June 2011

Development costs

Research costs are expensed as incurred. Development costs incurred for an individual project are carried forward when the future recoverability can reasonably be regarded as assured and the total project costs are likely to exceed \$50 000. Other development costs are expensed as incurred.

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 \$5000 is expensed in the year of acquisition.

Website costs

Website costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalised and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed. Costs incurred in building or enhancing a website, to the extent that they represent probable future economic benefits that can be reliably measured, are capitalised.

(h) 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 and Lands (DRDL) is the only agency with the power to sell Crown land. The Department transfers the Crown land and any attached buildings to DRDL 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.

(i) Resources received free of charge or for nominal value

Resources received free of charge or for nominal cost that can be reliably measured are recognised as income at fair value. Where the resource received represents a service that the Department would otherwise pay for, a corresponding expense is recognised. 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.

(j) 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. 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.

Notes to the Financial Statements

For the year ended 30 June 2011

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 within central and regional offices 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. Schools are reviewed each year.

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 30 'Impairment of Assets').

(k) Provisions

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

(i) Provisions – employee benefits

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

Annual leave

The liability for annual leave 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 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 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 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 2011

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. 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 twelve 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 non-current provision until the fifth year.

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 that 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) administers public sector superannuation arrangements in Western Australia in accordance with legislative requirements.

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.

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.

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 concurrently funded part of the GSS is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS obligations.

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). Both of these schemes are accumulation schemes. The Department makes concurrent contributions to GESB on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS.

Notes to the Financial Statements

For the year ended 30 June 2011

The GESB makes all benefit payments in respect of the Pension and GSS, and is recouped by the Treasurer for the employer's share (see also note 2(l) 'Superannuation Expense').

(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 'Other expenses' and are not included as part of the Department's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision' (see notes 13 'Other Expenses' and note 31 'Provisions').

(l) Superannuation expense

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

(m) Leases

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

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

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

(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 items such as leave entitlements and asset replacement (see note 19 'Income from State Government' and note 22 'Amounts receivable for services').

(o) Cash and cash equivalents

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

Notes to the Financial Statements For the year ended 30 June 2011

(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(r) 'Financial Instruments' and note 23 '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 at fair value, as they are generally settled within 30 days (see note 2(r) 'Financial Instruments' and note 33 'Payables').

(r) Financial instruments

In addition to cash and bank overdraft, 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
- Employee provisions
- 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.

(s) Accrued salaries

Accrued salaries (see note 33 '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 net fair value.

The accrued salaries suspense account (see note 21 '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.

Notes to the Financial Statements For the year ended 30 June 2011

(t) 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. (see note 24 'Inventories')

Inventories not held for resale are valued at cost unless they are not required, in which case they are valued at net realisable value.

(u) Amalgamation of accounts

Financial information from 827 educational sites including 771 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.

(v) Comparative figures

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

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.

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 2011

5. CORRECTION OF PRIOR PERIOD ERROR

There were no corrections of prior period errors during the financial year (2009–10: \$7.125 million)

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 2010 that impacted on the Department.

2009–5 *Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 5, 8, 101, 107, 117, 118, 136 and 139]*

Under amendments to AASB 117, the classification of land elements of all existing leases has been reassessed to determine whether they are in the nature of operating or finance leases. As leases of land and buildings recognised in the financial statements have not been found to significantly expose the Department to the risks/rewards attributable to control of land, no changes to accounting estimates have been included in the Financial Statements and Notes to the Financial Statements.

Under amendments to AASB 107, only expenditures that result in a recognised asset are eligible for classification as investing activities in the Statement of Cash Flows. All investing cashflows reported in the Department's Statement of Cash Flows relate to increases in recognised assets.

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 the following Australian Accounting Standards that have been issued and which may impact the Department but are not yet effective. Where applicable the Department plans to apply these Standards from their application date:

| | Operative for reporting periods beginning on/after |
|--|---|
| AASB 2009–11 <i>Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 and 1038 and Interpretations 10 and 12]</i> | 1 Jan 2013 |
| <p>The amendment to AASB 7 requires modification to the disclosure of categories of financial assets. The Department does not expect any financial impact when the Standard is first applied. The disclosure of categories of financial assets in the notes will change.</p> | |

Notes to the Financial Statements

For the year ended 30 June 2011

| | | |
|--------------|--|------------|
| AASB 2009–12 | <i>Amendments to Australian Accounting Standards [AASB 5, 8, 108, 110, 112, 119, 133, 137, 139, 1023 and 1031 and Interpretations 2, 4, 16, 1039 and 1052]</i> | 1 Jan 2011 |
| | <p>The Standard introduces a number of terminology changes. There is no financial impact resulting from the application of this revised Standard.</p> | |
| AASB 1053 | <i>Application of Tiers of Australian Accounting Standards</i> | 1 Jul 2013 |
| | <p>The Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements.</p> <p>The Standard does not have any financial impact on the Department. However, it may affect disclosures in the financial statements of the Department if the reduced disclosure requirements apply. The Department of Treasury has not yet determined the application or the potential impact of the new Standard for agencies.</p> | |
| AASB 2010–2 | <i>Amendments to the Australian Accounting Standards arising from Reduced Disclosure Requirements</i> | 1 Jul 2013 |
| | <p>This Standard makes amendments to many Australian Accounting Standards, including Interpretations, to introduce reduced disclosure requirements into these pronouncements for application by certain types of entities.</p> <p>The Standard is not expected to have any financial impact on the Department. However, this Standard may reduce some note disclosures in financial statements of the Department. The Department of Treasury has not yet determined the application or the potential impact of the amendments to these Standards for agencies.</p> | |
| AASB 2011–2 | <i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project - Reduced Disclosure Requirements [AASB 101 and AASB 1054]</i> | 1 Jul 2013 |
| | <p>This Amending 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. The Department of Treasury has not yet determined the application or the potential impact of the amendments to these Standards for agencies.</p> | |
| AASB 2010–5 | <i>Amendments to Australian Accounting Standards [AASB 1, 3, 4, 5, 101, 107, 112, 118, 119, 121, 132, 133, 134, 137, 139, 140, 1023 and 1038 and Interpretations 112, 115, 127, 132 and 1042] (October 2010)</i> | 1 Jan 2011 |
| | <p>The Standard introduces a number of terminology changes as well as minor presentation changes to the Notes to the Financial Statements. There is no financial impact resulting from the</p> | |

Notes to the Financial Statements

For the year ended 30 June 2011

application of this revised Standard.

| | | |
|--------------------|--|------------|
| <i>AASB 2010–6</i> | <i>Amendments to the Australian Accounting Standards - Disclosure on Transfers of Financial Assets [AASB 1 and AASB 7]</i> | 1 Jul 2011 |
| | <p>This Standard makes amendments to Australian Accounting Standards, introducing additional presentation and disclosure requirements for Financial Assets.</p> <p>The Standard is not expected to have any financial impact on the Department. The Department of Treasury has not yet determined the application or the potential impact of the amendments to these Standards for agencies.</p> | |
| <i>AASB 9</i> | <i>Financial Instruments</i> | 1 Jan 2013 |
| | <p>This Standard supersedes <i>AASB 139 Financial Instruments: Recognition and Measurement</i>, introducing a number of changes to accounting treatments.</p> <p>The Standard was reissued on 6 Dec 2010 and the Department is currently determining the impact of the Standard. The Department of Treasury has not yet determined the application or the potential impact of the new Standard for agencies.</p> | |
| <i>AASB 2010–7</i> | <i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 and 1038 and Interpretations 2, 5, 10, 12, 19 and 127]</i> | 1 Jan 2013 |
| | <p>This Amending Standard makes consequential adjustments to other Standards as a result of issuing AASB 9 Financial Instruments in December 2010. The Department of Treasury has not yet determined the application or the potential impact of the Standard for agencies.</p> | |
| <i>AASB 1054</i> | <i>Australian Additional Disclosures</i> | 1 Jul 2011 |
| | <p>This Standard, in conjunction with <i>AASB 2011–1 Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project</i>, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards.</p> | |
| <i>AASB 2011–1</i> | <i>Amendments to Australian Accounting Standards arising from the Trans Tasman Convergence Project [AASB 1, 5, 101, 107, 108, 121, 128, 132 and 134 and Interpretations 2, 112 and 113]</i> | 1 Jul 2011 |
| | <p>This Amending Standard, in conjunction with <i>AASB 1054 Australian Additional Disclosures</i>, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards.</p> | |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|------------------|------------------|
| | (\$'000) | (\$'000) |
| 7. EMPLOYEE BENEFITS EXPENSES | | |
| Wages and salaries | 2 399 554 | 2 265 543 |
| Superannuation - defined contribution plans (i) | 232 769 | 213 281 |
| Long service leave expense (ii) | 47 211 | 30 114 |
| Annual leave expense (ii) | (2 884) | 24 741 |
| Non-monetary benefits (iii) | 62 742 | 53 940 |
| | 2 739 392 | 2 587 619 |

(i) Defined contribution plans include West State, Gold State and GESB Super Scheme (contributions paid).

(ii) Includes a superannuation contribution component.

(iii) These employee expenses include staff accommodation, Fringe Benefits Tax and other subsidies.

Employment on-costs such as workers' compensation insurance are included at *note 13 'Other Expenses'*. The employment on-costs liability is included at *note 31 'Provisions'*.

8. SUPPLIES AND SERVICES

| | | |
|--------------------------------------|----------------|----------------|
| Communication expenses | 29 109 | 30 533 |
| Computer software and system support | 17 904 | 16 652 |
| Contract staff and consulting | 51 473 | 52 888 |
| Electricity and water expenses | 1 174 | 1 065 |
| Insurance | 1 654 | 846 |
| Minor equipment purchases | 5 969 | 3 962 |
| Operating leases | 17 715 | 19 396 |
| Other staffing costs | 11 132 | 11 256 |
| Printing and publishing | 4 726 | 6 198 |
| Repairs, maintenance and minor works | 38 597 | 39 384 |
| Scholarships and allowances | 6 323 | 8 543 |
| Security | 4 753 | 4 386 |
| Travel | 10 882 | 9 247 |
| Other | 41 044 | 34 869 |
| | 242 455 | 239 225 |

9. DEPRECIATION AND AMORTISATION EXPENSE**Depreciation**

| | | |
|----------------------------|----------------|----------------|
| Buildings | 162 910 | 174 265 |
| Plant and equipment | 5 086 | 4 400 |
| Motor vehicles | 661 | 666 |
| Buses | 1 888 | 1 702 |
| Computers | 2 411 | 1 723 |
| Communication equipment | 693 | 495 |
| Office equipment | 3 446 | 3 379 |
| Miscellaneous | 529 | 591 |
| Leased office equipment | 13 526 | 13 276 |
| Leased plant and equipment | 27 | 24 |
| Leased motor vehicles | 5 | 28 |
| Total depreciation | 191 182 | 200 549 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------------|----------------|
| | (\$'000) | (\$'000) |
| Amortisation | | |
| Intangible assets | 544 | 591 |
| Total amortisation | 544 | 591 |
| Total depreciation and amortisation | 191 726 | 201 140 |
| 10. GRANTS AND SUBSIDIES | | |
| Education related grants and subsidies | | |
| This expenditure item reflects grants and subsidies to other educational institutions and non-government organisations (see also note 43 and Appendix 1), and other grants. | | |
| <u>Recurrent</u> | | |
| Other educational institutions and non-governmental organisations | 23 037 | 35 405 |
| Other | 3 908 | 30 518 |
| | 26 945 | 65 923 |
| Training related grants and subsidies | | |
| This expenditure item reflects grants, subsidies and contract service payments for the delivery of training and employment initiatives by the Department to private training providers and the autonomous public sector providers for the period July to October 2009 only. This was assumed by the Department of Training and Workforce Development from 30 October 2009. | | |
| Contracts and Agreements for the Delivery of Training and Employment Services by: | | |
| <u>Recurrent</u> | | |
| TAFE colleges; Kalgoorlie VTEC (Curtin University); and Western Australian Academy of Performing Arts | - | 155 125 |
| Other | - | 34 884 |
| <u>Grants capital (i)</u> | | |
| TAFE colleges; Kalgoorlie VTEC (Curtin University); and Western Australian Academy of Performing Arts | - | 670 |
| Other | - | 880 |
| | - | 191 559 |
| Total Grants and subsidies | 26 945 | 257 482 |
| (i) Capital grants are moneys granted to public sector and private providers and capital works expenditure incurred by the Department on behalf of the autonomous public sector providers. | | |
| 11. SCHOOL SUPPLIES AND SERVICES | | |
| These expenses are paid by the central office on behalf of schools. | | |
| Insurance | 21 358 | 19 708 |
| Maintenance, facilities and minor upgrades | 70 685 | 160 805 |
| Lease payments | 3 127 | 2 216 |
| Contract cleaning and gardening | 9 860 | 8 565 |
| Other schools supplies and services | 15 842 | 16 986 |
| | 120 872 | 208 280 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------------|----------------|
| | (\$'000) | (\$'000) |
| These expenses are paid by schools. | | |
| Administration | 62 147 | 63 876 |
| Maintenance and repairs | 27 594 | 26 773 |
| Electricity and water expenses | 46 710 | 43 881 |
| Teaching and learning expenses | 150 934 | 142 919 |
| | 287 385 | 277 449 |
| Total schools supplies and services | 408 257 | 485 729 |
| 12. FINANCE COSTS | | |
| Finance lease - finance charges | 1 606 | 1 769 |
| Finance costs expended | 1 606 | 1 769 |
| 13. OTHER EXPENSES | | |
| Workers' compensation | 54 651 | 32 345 |
| Workers' compensation on-costs (i) | 735 | 1 928 |
| Impairment expense - Land | - | 4 |
| Impairment expense - Buildings (see also note 30) | - | - |
| | 55 386 | 34 277 |
| (i) The on-costs liability associated with the recognition of annual and long service leave liability is included at note 31 'Provisions'. Superannuation contributions accrued as part of the provisions for leave are employee benefits and are not included in employment on-costs. | | |
| 14. LOSS ON DISPOSAL OF NON-CURRENT ASSETS | | |
| Costs of Disposal of Non-Current Assets | | |
| Buildings | 3 868 | 9 428 |
| Plant and equipment | 981 | 617 |
| Motor vehicles | 115 | 307 |
| Buses | 691 | 921 |
| Computers | 138 | 266 |
| Communication equipment | 215 | 51 |
| Office equipment | 407 | 386 |
| Intangible assets | - | 5 |
| Library collections | 197 | 45 |
| Miscellaneous assets | 50 | 111 |
| | 6 662 | 12 137 |
| Proceeds from Disposal of Non-Current Assets | | |
| Buildings | - | - |
| Plant and equipment | 21 | 54 |
| Motor vehicles | 29 | 40 |
| Buses | 116 | 279 |
| Computers | - | - |
| Communication equipment | - | - |
| Office equipment | 22 | 26 |
| Intangible assets | - | - |
| Library collections | 156 | - |
| Miscellaneous assets | - | - |
| | 344 | 399 |
| Net loss | 6 318 | 11 738 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|----------------|----------------|
| | (\$'000) | (\$'000) |
| 15. USER CONTRIBUTIONS, CHARGES AND FEES | | |
| Schools | | |
| Contributions, charges and fees | 81 002 | 78 976 |
| | 81 002 | 78 976 |
| Central Office | | |
| Overseas student course fees | 2 641 | 32 382 |
| Agricultural schools fees | 3 303 | 3 774 |
| Other charges and fees | 3 659 | 3 188 |
| | 9 603 | 39 344 |
| Total user contributions, charges and fees | 90 605 | 118 320 |
| 16. SCHOOLS OTHER REVENUE | | |
| Bookshops and canteens | 5 075 | 4 625 |
| Direct grants from other state agencies | 2 459 | 2 265 |
| Donations to schools | 15 022 | 13 861 |
| Hire of facilities | 3 082 | 2 171 |
| Other revenue | 15 909 | 10 374 |
| | 41 547 | 33 296 |
| 17. OTHER REVENUE | | |
| Capital grants and contributions | | |
| Development grant | 6 513 | 1 695 |
| Developer contributions - land | 18 460 | 11 473 |
| Other | 906 | 2 950 |
| | 25 879 | 16 118 |
| Other | | |
| Recoveries and refunds | 22 396 | 25 304 |
| Sale of goods and services | 30 663 | 17 154 |
| Other miscellaneous revenue | 3 580 | 6 580 |
| | 56 639 | 49 038 |
| Total other revenue | 82 518 | 65 156 |
| 18. COMMONWEALTH GRANTS AND CONTRIBUTIONS | | |
| Central Office | | |
| Commonwealth grants - recurrent | 430 250 | 482 428 |
| Commonwealth grants - capital | 75 913 | 67 804 |
| | 506 163 | 550 232 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|------------------|------------------|
| | (\$'000) | (\$'000) |
| Schools | | |
| Commonwealth grants - recurrent | 5 338 | 4 121 |
| Commonwealth grants - capital | - | - |
| | 5 338 | 4 121 |
| Total Commonwealth grants and contributions | 511 501 | 554 353 |
| Undischarged Grants | | |
| The Department of Education receives Commonwealth grants on the condition that the moneys 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 2011 total \$88.281 million comprising the following: | | |
| - COAG National Partnership Program | 37 975 | 28 960 |
| - Trade Training Centres in Schools (Capital) | 11 060 | 26 876 |
| - Indigenous Early Childhood Development (Capital) | 2 966 | 3 131 |
| - Local Schools Working Together & Early Learning and Care Centre (Capital) | 2 217 | 4 651 |
| - DSD - East Kimberly Development Project (Capital) | 26 503 | 26 511 |
| - Better Regions - Basketball Stadium (Capital) | - | 101 |
| - Special Project Grants | 6 030 | 8 328 |
| - Indian Ocean Territories | 1 530 | 1 708 |
| | 88 281 | 100 266 |
| 19. INCOME FROM STATE GOVERNMENT | | |
| Appropriation revenue received during the year: | | |
| Service appropriation (i) | 3 103 118 | 3 143 843 |
| | 3 103 118 | 3 143 843 |
| Resources received free of charge (ii) | | |
| Determined on the basis of the following estimates provided by agencies: | | |
| Department of Finance | 2 214 | 2 024 |
| Landgate | 249 | 131 |
| Department of Training and Workforce Development | 197 | 168 |
| Department of Sport and Recreation | - | 2 |
| Department of Finance - Building Management and Works | 23 817 | 769 |
| State Solicitor's Office | 485 | 834 |
| Department of Culture and the Arts | 18 | 19 |
| Department of Health | 256 | - |
| | 27 236 | 3 947 |
| Royalties for Regions Fund: (iii) | | |
| Regional Community Services Account | 4 900 | 1 800 |
| | 3 135 254 | 3 149 590 |

(i) Service appropriations fund the net cost of services delivered. The 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 (see note 2(e) 'Income' and note 22 'Amounts Receivable for Services (Holding Account)').

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

(ii) Assets or services received free of charge or for nominal consideration are recognised as revenue at fair value of the assets and/or services that can be reliably measured and which would have been received if they were not donated. Contributions of assets or services in the nature of contributions by owners are recognised direct to equity. Services received free of charge comprised \$16.007 million supplies and services and \$11.229 million capital.

(iii) This is a sub-fund within the over-arching 'Royalties for Regions Fund'. The recurrent funds are committed to projects and programs in WA regional areas.

20. CASH AND CASH EQUIVALENTS

Schools

| | | |
|---------------|----------------|----------------|
| Bank accounts | 227 717 | 199 333 |
| Cash on hand | 231 | 244 |
| | 227 948 | 199 577 |

Central office

| | | |
|---|---------------|--------------|
| Operating bank account | 63 480 | 3 751 |
| Cash held in regional offices bank accounts | 495 | 767 |
| Cash on hand and advances | 75 | 102 |
| | 64 050 | 4 620 |

Total cash and cash equivalents

| | |
|----------------|----------------|
| 291 998 | 204 197 |
|----------------|----------------|

21. RESTRICTED CASH AND CASH EQUIVALENTS

Current

| | | |
|---|----------------|----------------|
| Grants trust accounts (see notes 2(e) and 18) (i) | 111 235 | 130 038 |
| | 111 235 | 130 038 |

Non-Current

| | | |
|---|---------------|---------------|
| Accrued Salaries suspense account (27th pay) (ii) | 56 666 | 44 793 |
| | 56 666 | 44 793 |

Total Restricted Cash and Cash Equivalents

| | |
|----------------|----------------|
| 167 901 | 174 831 |
|----------------|----------------|

(i) Unspent cash balances relating to Commonwealth and Building the Education Revolution grants, state and other capital funding, which can only be used for the purposes stipulated by the grant or funding agreements.

(ii) 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 (see also note 2(s) 'Accrued Salaries').

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

22. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)

| | | |
|-------------|------------------|------------------|
| Current | 19 144 | 19 144 |
| Non-current | 1 280 933 | 1 096 081 |
| | 1 300 077 | 1 115 225 |

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.

See also note 2(n) 'Amounts receivable for services (Holding Account)'.

23. RECEIVABLES**Current**

| | | |
|---|---------------|----------------|
| Prepayments | 9 259 | 207 774 |
| GST receivable | 10 963 | 15 984 |
| Receivables | 28 239 | 19 971 |
| Allowance for impairment of receivables | (6651) | (672) |
| Accrued income | 811 | - |
| | 42 621 | 243 057 |

Reconciliation of changes in the allowances for impairment of receivables:

| | | |
|--|--------------|------------|
| Balance at start of year | 672 | 628 |
| Doubtful debts expense recognised in the statement of comprehensive income | 6 431 | 379 |
| Amounts written off during the year | (452) | (335) |
| Amounts recovered during the year | - | - |
| Balance at end of the year | 6 651 | 672 |

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

See also note 2(p) 'Receivables' and note 45 'Financial Instruments'

24. INVENTORIES**Current****Inventories held for resale:**

| | | |
|--|--------------|--------------|
| School canteens, publications and bookshops stocks (at cost) | 2 131 | 1 630 |
| Livestock and farm produce (at cost) | 2 261 | 2 261 |
| | 4 392 | 3 891 |

See also note 2(t) 'Inventories'

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|------------|--------------|
| | (\$'000) | (\$'000) |
| 25. NON-CURRENT ASSETS CLASSIFIED AS HELD FOR SALE | | |
| <u>Opening balance</u> | | |
| Land and buildings | 1 000 | 1 000 |
| Less write-down from cost to fair value less selling costs | (1) | (1) |
| | <u>999</u> | <u>999</u> |
| <u>Assets reclassified as held for sale</u> | | |
| Land and buildings | - | 3 190 |
| Less write-down from cost to fair value less selling costs (a) | - | (4) |
| | <u>-</u> | <u>3 186</u> |
| <u>Total assets classified as held for sale</u> | | |
| Land and buildings | 1 000 | 4 190 |
| Less write-down from cost to fair value less selling costs | (1) | (5) |
| | <u>999</u> | <u>4 185</u> |
| <u>Less assets sold (b)</u> | | |
| Land and buildings | - | 3 190 |
| Less write-down from cost to fair value less selling costs | - | (4) |
| | <u>-</u> | <u>3 186</u> |
| <u>Closing Balance</u> | | |
| Land and buildings (i) | 1 000 | 1 000 |
| Less write-down from cost to fair value less selling costs | (1) | (1) |
| | <u>999</u> | <u>999</u> |

(a) Disclosed as Other Expenses. See note 13 'Other Expense - Impairment Expense - Land'

(b) See note 35 'Equity - Distribution to Owners'

See also note 2(h) 'Non-current asset classified as held for sale' and note 14 'Net gain/(loss) on disposal of non-current assets'

(i) The Department intends to dispose of Edgewater Primary School subject to a rezoning proposal. The sale is expected to proceed during the 2011–12 financial year.

26. PROPERTY, PLANT AND EQUIPMENT**Land (i)**

| | | |
|---------------|------------------|------------------|
| At fair value | 3 414 952 | 3 319 586 |
| | <u>3 414 952</u> | <u>3 319 586</u> |

Buildings (i)

| | | |
|--------------------------|------------------|------------------|
| At fair value | 7 011 125 | 5 965 838 |
| Accumulated depreciation | (935) | (1 260) |
| | <u>7 010 190</u> | <u>5 964 578</u> |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--------------------------------|---------------|---------------|
| | (\$'000) | (\$'000) |
| Plant and equipment | | |
| At cost - central office | 240 | 220 |
| At cost - schools | 53 605 | 47 436 |
| Accumulated depreciation | (28 225) | (24 281) |
| | 25 620 | 23 375 |
| Motor vehicles | | |
| At cost - central office | - | - |
| At cost - schools | 4 283 | 4 340 |
| Accumulated depreciation | (2 858) | (2 811) |
| | 1 425 | 1 529 |
| Buses | | |
| At cost - central office | - | - |
| At cost - schools | 17 981 | 17 520 |
| Accumulated depreciation | (5 131) | (3 947) |
| | 12 850 | 13 573 |
| Computers | | |
| At cost - central office | 7 290 | 6 975 |
| At cost - schools | 12 369 | 9 562 |
| Accumulated depreciation | (12 699) | (11 610) |
| | 6 960 | 4 927 |
| Communication equipment | | |
| At cost - central office | 1 795 | 1 805 |
| At cost - schools | 5 548 | 4 695 |
| Accumulated depreciation | (4 833) | (4 534) |
| | 2 510 | 1 966 |
| Office equipment | | |
| At cost - central office | 1 798 | 1 738 |
| At cost - schools | 24 082 | 22 751 |
| Accumulated depreciation | (14 834) | (14 524) |
| | 11 046 | 9 965 |
| Library collection | | |
| At cost - central office | 156 | 133 |
| At cost - schools | 37 671 | 28 083 |
| Accumulated depreciation | - | - |
| | 37 827 | 28 216 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|-------------------|------------------|
| | (\$'000) | (\$'000) |
| Miscellaneous assets | | |
| At cost - central office | 481 | 407 |
| At cost - schools | 6 138 | 4 942 |
| Accumulated depreciation | (2 883) | (2 604) |
| | 3 736 | 2 745 |
| Asset to be Transferred to TAFE colleges | | |
| At fair value | - | - |
| Accumulated depreciation | - | - |
| | - | - |
| Miscellaneous assets include musical instruments, works of art and furniture and fittings. Although Works of Art are included under Miscellaneous assets, no accumulated depreciation is recorded in relation to them as they are anticipated to have long and indeterminable useful lives. | | |
| Capital works in progress (at cost) | | |
| New primary schools | 64 511 | 59 813 |
| New secondary schools | 162 265 | 59 627 |
| Building the Education Revolution | 124 843 | 493 171 |
| Additions and improvements to schools and TAFE colleges | 34 628 | 10 788 |
| | 386 247 | 623 399 |
| | 10 913 363 | 9 993 859 |
| Total property, plant and equipment (see also note 28 'Reconciliation of Property, Plant and Equipment') | | |

(i) Land and buildings were revalued as at 1 July 2010 and reflected at fair value as at 30 June 2011. 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 Finance assessed the valuations globally to ensure that the valuations provided as at 1 July 2010 were compliant with fair value at 30 June 2011.

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

Land

| | | |
|---------------|---------------|---------------|
| At fair value | 46 626 | 42 568 |
| | 46 626 | 42 568 |

Buildings

| | | |
|--------------------------|---------------|---------------|
| At fair value | 24 806 | 24 954 |
| Accumulated depreciation | - | - |
| | 24 806 | 24 954 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|--------------------------|--------------------------|
| | (\$'000) | (\$'000) |
| 27. LEASED PLANT AND EQUIPMENT | | |
| Leased plant and equipment | | |
| At capitalised cost | 107 | 107 |
| Accumulated depreciation | (45) | (18) |
| | <u>62</u> | <u>89</u> |
| Leased office equipment | | |
| At cost | 52 760 | 51 958 |
| Accumulated depreciation | (27 783) | (25 086) |
| | <u>24 977</u> | <u>26 872</u> |
| Leased motor vehicles | | |
| At cost | 199 | 199 |
| Accumulated depreciation | (199) | (193) |
| | <u>-</u> | <u>6</u> |
| Total leased plant and equipment | <u>25 039</u> | <u>26 967</u> |
| <i>(see also note 28 'Reconciliation of Property, Plant and Equipment')</i> | | |
| Total of all property, plant and equipment | <u>10 938 402</u> | <u>10 020 826</u> |

Notes to the Financial Statements

28. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of total property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the current financial year are set out below.

| | Land | Buildings | Plant & equipment | Leased plant & equipment | Motor vehicles | Leased motor vehicles | Buses | Computers | Communications | Office equipment | Leased office equipment | Library Collection | Misc. assets | Works in progress Capital Works | Assets Transferred to TAFE colleges | Totals |
|--|------------------|------------------|-------------------|--------------------------|----------------|-----------------------|---------------|--------------|----------------|------------------|-------------------------|--------------------|--------------|---------------------------------|-------------------------------------|-------------------|
| | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) |
| 2010-11 | | | | | | | | | | | | | | | | |
| Carrying amount at start of year | 3 319 586 | 5 964 578 | 23 375 | 89 | 1 529 | 6 | 13 573 | 4 927 | 1 966 | 9 965 | 26 872 | 28 216 | 2 745 | 623 399 | - | 10 020 826 |
| Additions | 34 036 | - | 8 307 | - | 556 | - | 1 879 | 4 517 | 1 434 | 4 945 | 11 627 | 9 519 | 1 381 | 786 723 | - | 864 924 |
| Disposals | - | (3 868) | (980) | - | (116) | - | (691) | (138) | (215) | (407) | - | (197) | (50) | - | - | (6 662) |
| Transferred to non-current assets for sale (i) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transfers to/from Works in Progress | - | 1 023 875 | - | - | - | - | - | - | - | - | - | - | - | (1 023 875) | - | - |
| Revaluation | 74 042 | 188 528 | - | - | - | - | - | - | - | - | - | - | - | - | - | 262 570 |
| Impairment losses (ii) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Depreciation | - | (162 910) | (5 086) | (27) | (661) | (5) | (1 888) | (2 411) | (693) | (3 446) | (13 526) | - | (529) | - | - | (191 182) |
| Transfers / Adjustments | (12 712) | (13) | 4 | - | 117 | (1) | (23) | 65 | 18 | (11) | 4 | 289 | 189 | - | - | (12 074) |
| Carrying amount | 3 414 952 | 7 010 190 | 25 620 | 62 | 1 425 | - | 12 850 | 6 960 | 2 510 | 11 046 | 24 977 | 37 827 | 3 736 | 386 247 | - | 10 938 402 |

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.

(i) The Department of Regional Development and Land (DRDL) is the only agency with the power to sell Crown land. Such land is transferred to the Department for sale and the Department accounts for the transfer as a distribution to owner.

(ii) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where an asset measured at fair value is written-down to recoverable amount, the loss is accounted for as a revaluation decrement in the Statement of Changes in Equity.

Notes to the Financial Statements

28. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of total property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the current financial year are set out below.

| | Land | Buildings | Plant & equipment | Leased plant & equipment | Motor vehicles | Leased motor vehicles | Buses | Computers | Communications | Office equipment | Leased office equipment | Library Collection | Misc. assets | Works in progress Capital Works | Assets Transferred to TAFE colleges | Totals |
|--|------------------|------------------|-------------------|--------------------------|----------------|-----------------------|---------------|--------------|----------------|------------------|-------------------------|--------------------|--------------|---------------------------------|-------------------------------------|-------------------|
| | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) | (\$'000) |
| 2009–10 | | | | | | | | | | | | | | | | |
| Carrying amount at start of year | 3 502 515 | 6 555 779 | 22 565 | 18 | 1 910 | 33 | 9 993 | 3 889 | 1 155 | 10 073 | 29 397 | 18 703 | 2 697 | 157 604 | - | 10 316 331 |
| Additions | 30 317 | 3 405 | 6 178 | 94 | 843 | - | 5 831 | 3 211 | 1 394 | 4 143 | 10 769 | 9 525 | 786 | 661 437 | - | 737 933 |
| Disposals | - | (9 428) | (616) | - | (307) | - | (921) | (265) | (51) | (386) | - | (45) | (116) | - | - | (12 135) |
| Transferred to non-current assets for sale (i) | (3 046) | (140) | - | - | - | - | - | - | - | - | - | - | - | - | - | (3 186) |
| Transfers to/from Works in Progress | - | 153 303 | - | - | - | - | - | - | - | - | - | - | - | (153 836) | 533 | - |
| Revaluation | (180 758) | (554 600) | - | - | - | - | - | - | - | - | - | - | - | - | 82 | (735 276) |
| Impairment losses (ii) | (4) | - | - | - | - | - | - | - | - | - | - | - | - | - | - | (4) |
| Depreciation | - | (174 264) | (4 400) | (23) | (666) | (27) | (1 703) | (1 723) | (494) | (3 380) | (13 276) | - | (593) | - | - | (200 549) |
| Transfers / Adjustments | (29 438) | (9 477) | (352) | - | (251) | - | 373 | (185) | (38) | (485) | (18) | 33 | (29) | (41 806) | (615) | (82 288) |
| Carrying amount | 3 319 586 | 5 964 578 | 23 375 | 89 | 1 529 | 6 | 13 573 | 4 927 | 1 966 | 9 965 | 26 872 | 28 216 | 2 745 | 623 399 | - | 10 020 826 |

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.

(i) The Department of Regional Development and Land (DRDL) is the only agency with the power to sell Crown land. Such land is transferred to the Department for sale and the Department accounts for the transfer as a distribution to owner.

(ii) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where an asset measured at fair value is written-down to recoverable amount, the loss is accounted for as a revaluation decrement in the Statement of Changes in Equity.

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|--------------|--------------|
| | (\$'000) | (\$'000) |
| 29. INTANGIBLE ASSETS | | |
| Computer software | | |
| At cost - central office | 3 325 | 2 686 |
| At cost - schools | 40 | 40 |
| Accumulated amortisation | (2 153) | (1 610) |
| Work in progress intangibles internally generated | 8 333 | 8 115 |
| | 9 545 | 9 231 |
| Reconciliation: | | |
| Carrying amount at start of year | 1 116 | 960 |
| Additions | 640 | 748 |
| Disposals | - | (6) |
| Adjustment / transfer | - | 5 |
| Amortisation | (544) | (591) |
| | 1 212 | 1 116 |
| add Work in progress intangibles internally generated | 8 333 | 8 115 |
| | 9 545 | 9 231 |

Computer software for the Department includes purchased and internally generated software systems that are not considered integral to hardware.

30. IMPAIRMENT OF ASSETS

All surplus assets at 30 June 2011 have either been classified as assets held for sale or written off. No impairment loss has been recognised in the Statement of Comprehensive Income for 2010–11.

Except for land and transportables, there were no indications of impairment of property, plant and equipment and intangible assets as at 30 June 2011.

31. PROVISIONS

The Department considers the carrying amount of employee benefits to approximate the net fair value.

Current

Employee Benefits Provision

| | | |
|------------------------------------|----------------|----------------|
| Annual leave (i) | 173 724 | 176 922 |
| Long service leave (ii) | 350 635 | 347 891 |
| Deferred Salary Scheme (iii) | 1 319 | 3 026 |
| Remote Teaching Service (iv) | 6 829 | 6 641 |
| | 532 507 | 534 480 |
| <i>Other Provision</i> | | |
| Workers' Compensation on-costs (v) | 8 618 | 8 648 |
| | 8 618 | 8 648 |
| | 541 125 | 543 128 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

Non-current*Employee Benefits Provision*

| | | |
|------------------------------|----------------|---------------|
| Long service leave (ii) | 129 893 | 85 186 |
| Deferred salary scheme (iii) | 11 776 | 9 525 |
| Remote Teaching Service (iv) | 814 | 701 |
| | <u>142 483</u> | <u>95 412</u> |

Other Provision

| | | |
|------------------------------------|----------------|---------------|
| Workers' Compensation on-costs (v) | 2 315 | 1 550 |
| | <u>2 315</u> | <u>1 550</u> |
| | <u>144 798</u> | <u>96 962</u> |

(i) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

| | | |
|---|----------------|----------------|
| Within 12 months of end of the reporting period | 163 554 | 167 732 |
| More than 12 months after the reporting period | 10 170 | 9 190 |
| | <u>173 724</u> | <u>176 922</u> |

(ii) 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 reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

| | | |
|---|----------------|----------------|
| Within 12 months of end of the reporting period | 72 877 | 191 535 |
| More than 12 months after the reporting period | 407 650 | 241 542 |
| | <u>480 527</u> | <u>433 077</u> |

(iii) 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 reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

| | | |
|---|---------------|---------------|
| Within 12 months of end of the reporting period | 1 319 | 3 026 |
| More than 12 months after the reporting period | 11 776 | 9 525 |
| | <u>13 095</u> | <u>12 551</u> |

(iv) 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 reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

| | | |
|---|--------------|--------------|
| Within 12 months of end of the reporting period | 3 065 | 3 544 |
| More than 12 months after the reporting period | 4 577 | 3 798 |
| | <u>7 642</u> | <u>7 342</u> |

(v) 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 7 as 'Other related expenses'.

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

Employee benefit liabilities

The aggregate employee benefit liability recognised and included in the Financial Statements is as follows:

Provision for employee benefits:

| | | |
|---|----------------|----------------|
| Current | 532 507 | 534 480 |
| Non-current | 142 483 | 95 412 |
| Total employee benefit liabilities | 674 990 | 629 892 |

Movements in other provisions

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

Workers' Compensation On-Costs

| | | |
|----------------------------------|---------------|---------------|
| Carrying amount at start of year | 10 198 | 8 460 |
| Additional provisions recognised | 530 | 1 530 |
| Unwinding of the discount | 205 | 208 |
| Carrying amount at end of year | 10 933 | 10 198 |

32. BORROWINGS**Current**

| | | |
|---|--------|--------|
| Finance lease liabilities (secured) (i) | 12 368 | 12 692 |
|---|--------|--------|

Non-Current

| | | |
|---|--------|--------|
| Finance lease liabilities (secured) (i) | 15 897 | 17 523 |
|---|--------|--------|

Total borrowings

| | |
|---------------|---------------|
| 28 265 | 30 215 |
|---------------|---------------|

(i) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default.

The carrying amounts of non-current assets pledged as security are:

| | | |
|--------------------------|---------------|---------------|
| Finance leases | | |
| Leased plant & equipment | 62 | 89 |
| Leased office equipment | 24 977 | 26 872 |
| Leased motor vehicles | - | 6 |
| | 25 039 | 26 967 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|------------------|------------------|
| | (\$'000) | (\$'000) |
| 33. PAYABLES | | |
| Current | | |
| Central office - trade and other | 5 452 | 2 637 |
| Schools - trade and other | 2 959 | 2 797 |
| Accrued expenses | 37 682 | 24 384 |
| Accrued salaries | 49 698 | 42 171 |
| | 95 791 | 71 989 |
| <i>See also note 2(q) 'Payables' and note 45 'Financial Instruments'</i> | | |
| 34. OTHER LIABILITIES | | |
| Current | | |
| Income received in advance | - | 15 |
| Amounts held in schools trust and suspense accounts | 6 018 | 6 471 |
| Other | 1 255 | 1 516 |
| Total Current | 7 273 | 8 002 |
| 35. EQUITY | | |
| The Government holds the equity interest in the Department of Education on behalf of the community. Equity represents the residual interest in the net assets of the Department. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non current assets. | | |
| Contributed Equity | | |
| Balance at the start of the year | 1 750 821 | 1 092 777 |
| Contributions By Owner | | |
| Capital appropriation | 462 065 | 845 647 |
| Other Contributions By Owner | | |
| Royalties for Region Fund - Regional Infrastructure and Headworks Account | 5 000 | - |
| Transfer of net assets from other agencies | | |
| Net Assets from other agencies | - | - |
| Total Contribution By Owner | 2 217 886 | 1 938 424 |
| Distribution to Owner | | |
| Transfer of net assets to other agencies | | |
| Land and Building for sale transferred to the Department of Regional Development and Lands | (12 712) | (3 186) |
| Land transferred to the Public Education Endowment Trust | - | (38) |
| Land and Buildings transferred to TAFE colleges | (15) | (615) |
| Transfer of Net Assets to Department of Training and Workforce Development (i) | (18) | (183 764) |
| Total Distribution to Owner | (12 745) | (187 603) |
| Balance at the end of the year | 2 205 141 | 1 750 821 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|------------------|-----------------------|
| | (\$'000) | (\$'000) |
| (i) Assets and Liabilities Transferred out to Department of Training and Workforce Development | | |
| Cash and restricted cash | - | 82 863 |
| Property plant and equipment | 18 | 81 082 |
| Other assets | - | 31 350 |
| Total Assets | <u>18</u> | <u>195 295</u> |
| Employee benefits provisions | - | 11 231 |
| Other liabilities | - | 300 |
| Total Liabilities | <u>-</u> | <u>11 531</u> |
| Net Assets | <u><u>18</u></u> | <u><u>183 764</u></u> |

Reserves**Asset revaluation reserve**

The Asset Revaluation Reserve is used to record increments and decrements in the revaluation of non-current assets, as described in *accounting policy note 2(f) 'Property, Plant and Equipment'*.

| | | |
|---|-------------------------|-------------------------|
| Balance at the start of the year | 8 460 441 | 9 195 798 |
| Net revaluation increments/(decrements): | | |
| Land | 74 042 | (180 758) |
| Buildings | 188 528 | (554 599) |
| TAFE completed works | - | 82 |
| Total net revaluation increments/(decrements) | <u>262 570</u> | <u>(735 275)</u> |
| Transfer to Accumulated Surplus | - | (82) |
| Balance at the end of the year | <u><u>8 723 011</u></u> | <u><u>8 460 441</u></u> |
| Accumulated surplus/(deficit) | | |
| Balance at the start of the year | 810 699 | 694 545 |
| Correction of prior period error (see <i>note 5</i>) | - | 7 125 |
| Adjusted Opening Balance | <u>810 699</u> | <u>701 670</u> |
| Result for period | 199 831 | 108 947 |
| Derecognise TAFE assets | - | 82 |
| | <u>199 831</u> | <u>109 029</u> |
| Balance at the end of the year | <u><u>1 010 530</u></u> | <u><u>810 699</u></u> |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

36. NOTES TO THE STATEMENT OF CASH FLOWS

(a) 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 | 291 998 | 234 955 |
| Restricted cash and cash equivalents (see note 21 - Restricted Cash) | 167 901 | 144 073 |
| Total | 459 899 | 379 028 |

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

| | | |
|--|--------------------|--------------------|
| Net cost of services | (2 935 423) | (3 040 643) |
| Non-cash items: | | |
| Depreciation and amortisation expense (note 9) | 191 726 | 201 140 |
| Resources received free of charge (note 19 (ii)) | 16 007 | 3 947 |
| Other revenue (note 17) | - | (6 293) |
| Net (gain)/loss on sale of property, plant and equipment (note 14) | 6 318 | 11 738 |
| Impairment expense (note 30) | - | 4 |
| Doubtful debts expense (note 23) | 6 431 | 379 |
| (Increase)/decrease in assets: | | |
| Current receivables (i) | (14 482) | 4 572 |
| Current Inventories | (501) | (646) |
| Increase/(decrease) in liabilities: | | |
| Provisions | 45 833 | 54 172 |
| Current payables and other liabilities (i) | 23 075 | 3 864 |
| Net GST receipts/(payments) (ii) | 7 656 | (7 004) |
| Change in GST in receivables and payables (iii) | (2635) | (2886) |
| Net cash provided by/(used in) operating activities | (2 655 995) | (2 777 656) |

(c) Non-cash investing and financing activities

| | | |
|---|--------|--------|
| Acquisition of plant and equipment by means of finance leases | 11 627 | 10 863 |
|---|--------|--------|

(i) 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.

(ii) This is the net GST paid/received, ie cash transactions.

(iii) This reverses out the GST in receivables and payables.

37. INDIAN OCEAN TERRITORIES

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

| | | |
|------------------------|--------------|--------------|
| Opening balance | 1 708 | 834 |
| Receipts | 12 109 | 12 394 |
| Payments | (12 286) | (11 520) |
| Closing balance | 1 530 | 1 708 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

38. COMMITMENTS

The commitments below are inclusive of GST where relevant.

(a) Capital expenditure commitments

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

| | | |
|---|------------------|------------------|
| Within one year | 791 623 | 975 027 |
| Later than one year and not later than five years | 259 399 | 406 216 |
| Later than five years | - | - |
| | 1 051 022 | 1 381 243 |

The capital commitments include amounts for the following:

| | | |
|---|------------------|------------------|
| New high schools | 193 344 | 184 250 |
| Additional stages to high schools | 50 573 | 88 662 |
| Additions and improvements to high schools | 135 552 | 174 272 |
| Additions and improvements to district high schools | 88 144 | 98 168 |
| Additions and improvements to agricultural colleges | 28 702 | 40 723 |
| New primary schools | 148 680 | 140 570 |
| Additions and improvements to primary schools | 17 088 | 36 016 |
| Trade training centres in schools | 53 762 | 74 091 |
| Building the Education Revolution program | 167 506 | 424 920 |
| Miscellaneous projects | 135 091 | 61 722 |
| Other school facilities | 18 817 | 57 849 |
| Royalties for Regions | 13 763 | - |
| | 1 051 022 | 1 381 243 |

(b) Lease commitments**Operating leases**

Commitments in relation to non-cancellable operating leases contracted for at the end of the reporting period but not recognised as liabilities in the financial statements are payable as follows:

| | | |
|---|---------------|---------------|
| Within one year | 9 791 | 7 873 |
| Later than one year and not later than five years | 20 334 | 23 026 |
| Later than five years | 10 406 | 13 437 |
| | 40 531 | 44 336 |

Future minimum rentals receivables for operating leases at reporting date but not recognised as assets:

| | | |
|---|--------------|--------------|
| Within one year | 688 | 614 |
| Later than one year and not later than five years | 2 798 | 2 632 |
| Later than five years | 675 | 1 379 |
| | 4 161 | 4 625 |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|---------------|---------------|
| | (\$'000) | (\$'000) |
| Finance leases | | |
| Minimum lease payments in relation to finance leases are payable as follows: | | |
| Within one year | 13 635 | 14 118 |
| Later than one year and not later than five years | 16 921 | 18 695 |
| Minimum finance lease payments | <u>30 556</u> | <u>32 813</u> |
| Less future finance charges | (2 291) | (2 598) |
| Present value of finance lease liabilities | <u>28 265</u> | <u>30 215</u> |
| The present value of finance leases payable is as follows: | | |
| Within one year | 12 368 | 12 692 |
| Later than one year and not later than five years | 15 897 | 17 523 |
| | <u>28 265</u> | <u>30 215</u> |
| Included in the financial statements as: | | |
| Current (see note 32 'Borrowings') | 12 368 | 12 692 |
| Non-current (see note 32 'Borrowings') | 15 897 | 17 523 |
| | <u>28 265</u> | <u>30 215</u> |

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 32 'Borrowings').

39. RESOURCES PROVIDED FREE OF CHARGE

During the year the following resources 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 | 136 | 97 |
| Health Department of Western Australia | 1 584 | 1 542 |
| Department of Education Services | 44 | 24 |
| Department of the Premier and Cabinet | 272 | 319 |
| Curriculum Council | 97 | 76 |
| Department of Child Protection | 12 | 1 |
| Country Health Services | 8 | - |
| Main Roads | 1 | - |
| Pilbara Development Commission | 4 | - |
| Department of Transport | 1 | - |
| Public Education Endowment Trust | 7 | - |
| Department of Training & Workforce Development | 226 | - |
| | <u>2 392</u> | <u>2 059</u> |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|--------------|--------------|
| | (\$'000) | (\$'000) |
| The estimated value of these services provided to the following TAFE colleges is: | | |
| Central Institute of Technology | 187 | 836 |
| Durack Institute of Technology | 171 | 378 |
| Challenger Institute of Technology | 317 | 734 |
| C. Y. O'Connor Institute | 188 | 342 |
| Great Southern Institute of Technology | 143 | 384 |
| Kalgoorlie VTEC (Curtin University) | 81 | 236 |
| Kimberley TAFE | 256 | 464 |
| Pilbara TAFE | 220 | 458 |
| South West Regional College of TAFE | 174 | 454 |
| Polytechnic West | 402 | 872 |
| WA Academy of Performing Arts (Edith Cowan University) | - | 15 |
| West Coast Institute of Technology | 101 | 425 |
| | <u>2 240</u> | <u>5 598</u> |
| | <u>4 632</u> | <u>7 657</u> |

40. REMUNERATION OF SENIOR OFFICERS

The number of senior officers, whose total of fees, salaries, non-monetary benefits, superannuation and other benefits for the financial year, fall within the following bands are:

Salary ranges

| | | |
|-----------------------|-----------|-----------|
| \$50 001 - \$60 000 | 1 * | 1 * |
| \$60 001 - \$70 000 | - | 2 * |
| \$70 001 - \$80 000 | 2 * | - |
| \$80 001 - \$90 000 | 5 * | 1 * |
| \$90 001 - \$100 000 | 2 * | - |
| \$120 001 - \$130 000 | 1 * | - |
| \$130 001 - \$140 000 | 1 * | 1 * |
| \$150 001 - \$160 000 | 1 * | 1 * |
| \$160 001 - \$170 000 | - | 2 |
| \$170 001 - \$180 000 | 3 * | 4 |
| \$180 001 - \$190 000 | 3 | 2 |
| \$240 001 - \$250 000 | 2 | - |
| \$250 001 - \$260 000 | - | 1 |
| \$280 001 - \$290 000 | - | 1 |
| \$300 001 - \$310 000 | 1 | - |
| \$370 001 - \$380 000 | - | 1 * |
| \$420 001 - \$430 000 | - | 1 |
| \$430 001 - \$440 000 | 1 | - |
| | <u>23</u> | <u>18</u> |

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

| | | |
|--|--------------|--------------|
| | (\$'000) | (\$'000) |
| Total remuneration of senior officers | <u>3 540</u> | <u>3 271</u> |

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.

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|---|---------------|---------------|
| | (\$'000) | (\$'000) |
| 41. REMUNERATION OF AUDITOR | | |
| Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows: | | |
| Auditing the accounts, financial statements and performance indicators | 445 | 480 |
| These amounts are due and payable in the next financial year. | | |
| <i>The expense for the 2009–10 audit of the financial statements is included in note 8 'Supplies and Services - Other' for 2010-11.</i> | | |
| 42. SUPPLEMENTARY FINANCIAL INFORMATION | | |
| Write-offs | | |
| <u>Accounts Receivables</u> | | |
| During the financial year, \$1 876 000 (2009–10: \$1 034 000) of Accounts Receivables was written off under the | | |
| Accountable Authority | 1 876 | 1 034 |
| The Minister | - | - |
| Executive Council | - | - |
| | <u>1 876</u> | <u>1 034</u> |
| <u>Asset Register</u> | | |
| During the financial year, \$86 000 (2009–10: \$47 000) was written off the Department's asset register under the authority of: | | |
| Accountable Authority | 86 | 30 |
| The Minister | - | 17 |
| Executive Council | - | - |
| | <u>86</u> | <u>47</u> |
| Losses through theft, defaults and other causes | | |
| Losses of public moneys through theft and default | - | - |
| Amounts recovered | - | - |
| | <u>-</u> | <u>-</u> |
| Gifts of public property | | |
| Gifts of public property provided by the Department | - | - |
| | <u>-</u> | <u>-</u> |
| 43. FUNDING TO NON-GOVERNMENT BODIES | | |
| Other educational institutions and non-government organisations | 23 037 | 35 405 |
| | <u>23 037</u> | <u>35 405</u> |

Notes to the Financial Statements

| | 2010–11 | 2009–10 |
|--|----------|----------|
| | (\$'000) | (\$'000) |

44. AFFILIATED BODIES

The following table below are government affiliated bodies that received grants from the Department. These Training Councils are not subject to operational control by the Department.

| | | |
|--|---|-------|
| Food, Fibre and Timber Industries Training Council (WA) Inc | - | 245 |
| FutureNow - Creative and Leisure Industries Training Council Inc | - | 270 |
| Construction Training Council | - | 163 |
| Community Services, Health and Education Training Council | - | 220 |
| Financial, Administrative and Professional Services Training Council | - | 270 |
| Engineering and Automotive Training Council | - | 245 |
| Electrical, Utilities and Public Administration Training Council | - | 183 |
| Retail and Personal Service Training Council | - | 183 |
| Logistics Training Council | - | 163 |
| | - | 1 942 |

The responsibility for funding the above Training Councils was transferred to the Department of Training and Workforce Development, following the de-merger with the Department in 2009–10. Consequently, the Department did not make any training related payments in 2010–11.

45. 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, finance leases, Treasurer's advances, receivables, and payables. 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 provisions for impairments, as shown in the table at note 45(c) 'Financial Instruments Disclosures' and note 23 '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.

Notes to the Financial Statements

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 45(c) 'Financial Instrument Disclosure'*, the Department is not exposed to interest rate risk because apart from minor amounts of restricted cash, all other cash and cash equivalents and restricted cash are non-interest bearing, and has no borrowings other than the Treasurer's advance (non-interest bearing) and finance leases (fixed interest rate).

(b) Categories of Financial Instruments

In addition to cash and bank overdraft, the carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

| | 2010–11 | 2009–10 |
|--|-----------|-----------|
| | (\$'000) | (\$'000) |
| Financial Assets | | |
| Cash and cash equivalents | 291 998 | 204 197 |
| Restricted cash and cash equivalents | 167 901 | 174 831 |
| Loans and receivables ^(a) | 1 321 665 | 1 134 524 |
| Financial Liabilities | | |
| Financial liabilities measured at amortised cost | 131 329 | 110 206 |

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable) and prepayments.

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Credit Risk and Interest Rate Risk Exposure

The following table discloses the Department's maximum exposure to credit risk, interest rate exposures 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.

The Department does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being paid past due or impaired.

Interest rate exposure and ageing analysis of financial assets (a)

| | Weighted Average Effective Interest Rate % | Carrying Amount (\$'000) | Interest rate exposure | | | Past due but not Impaired | | | | | Impaired financial assets (\$'000) |
|--|---|--------------------------------|---------------------------------------|--|---|-------------------------------|------------------------------|----------------------------|----------------------------|----------------------------------|---|
| | | | Fixed interest rate (\$'000) | Variable interest rate (\$'000) | Non- interest bearing (\$'000) | Up to 3 months (\$'000) | 3 - 12 months (\$'000) | 1 - 2 years (\$'000) | 2 - 5 years (\$'000) | More than 5 years (\$'000) | |
| Financial Assets | | | | | | | | | | | |
| 2010-11 | | | | | | | | | | | |
| School cash balances | 3.42 | 126 264 | - | 126 033 | 231 | - | - | - | - | - | - |
| Central and regional offices cash balances | - | 64 050 | - | - | 64 050 | - | - | - | - | - | - |
| Restricted cash assets | - | 167 901 | - | - | 167 901 | - | - | - | - | - | - |
| Receivables (a) | - | 21 588 | - | - | 21 588 | - | 2 292 | 233 | 375 | 322 | 141 |
| Term deposits | 5.08 | 101 684 | 101 684 | - | - | - | - | - | - | - | - |
| Amounts receivable for services | - | 1 300 077 | - | - | 1 300 077 | - | - | - | - | - | - |
| | | 1 781 564 | 101 684 | 126 033 | 1 553 847 | - | 2 292 | 233 | 375 | 322 | 141 |

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Credit Risk and Interest Rate Risk Exposure

Interest rate exposure and ageing analysis of financial assets (a)

| | Weighted Average Effective Interest Rate % | Carrying Amount (\$'000) | Interest rate exposure | | | Past due but not impaired | | | | | Impaired financial assets (\$'000) |
|--|---|--------------------------------|---------------------------------------|--|---|-------------------------------|------------------------------|----------------------------|----------------------------|----------------------------------|---|
| | | | Fixed interest rate (\$'000) | Variable interest rate (\$'000) | Non- interest bearing (\$'000) | Up to 3 months (\$'000) | 3 - 12 months (\$'000) | 1 - 2 years (\$'000) | 2 - 5 years (\$'000) | More than 5 years (\$'000) | |
| Financial Assets | | | | | | | | | | | |
| 2009-10 | | | | | | | | | | | |
| School cash balances | 3.11 | 120 312 | - | 120 068 | 244 | - | - | - | - | - | - |
| Central and regional offices cash balances | - | 4 620 | - | - | 4 620 | - | - | - | - | - | - |
| Restricted cash assets | - | 174 831 | - | - | 174 831 | - | - | - | - | - | - |
| Receivables (a) | - | 19 299 | - | - | 19 299 | 133 | 2 243 | 812 | 1 050 | 62 | 446 |
| Term deposits | 5.06 | 79 265 | 79 265 | - | - | - | - | - | - | - | - |
| Amounts receivable for services | - | 1 115 225 | - | - | 1 115 225 | - | - | - | - | - | - |
| | | 1 513 552 | 79 265 | 120 068 | 1 314 219 | 133 | 2 243 | 812 | 1 050 | 62 | 446 |

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

Notes to the Financial Statements

Liquidity Risk

The following table details the contractual maturity analysis for financial liabilities. The contractual maturity amounts are representative of the undiscounted amounts at the end of the reporting period. The table includes both interest and principal cash flow. An adjustment has been made where material.

Interest rate exposure and maturity analysis of financial liabilities (a)

| | Weighted Average Effective Interest Rate % | Carrying Amount (\$'000) | Interest rate exposure | | | | | Maturity dates | | | | |
|------------------------------|---|--------------------------------|---------------------------------------|--|---|--|--|-------------------------------|------------------------------|----------------------------|----------------------------|-------------------------------------|
| | | | Fixed interest rate (\$'000) | Variable interest rate (\$'000) | Non- interest bearing (\$'000) | Adjustment for discounting (\$'000) | Total Nominal Amount (\$'000) | Up To 3 months (\$'000) | 3 - 12 months (\$'000) | 1 - 2 years (\$'000) | 2 - 5 years (\$'000) | More than 5 years (\$'000) |
| Financial Liabilities | | | | | | | | | | | | |
| 2010–11 | | | | | | | | | | | | |
| Payables | - | 95 791 | - | - | 95 791 | - | - | - | - | - | - | - |
| Finance lease liabilities | 4.48 | 28 265 | - | - | - | (2 291) | 30 556 | 3 857 | 9 778 | 9 435 | 7 486 | - |
| Other liabilities | - | 7 273 | - | - | 7 273 | - | - | - | - | - | - | - |
| | | 131 329 | - | - | 103 064 | (2 291) | 30 556 | 3 857 | 9 778 | 9 435 | 7 486 | - |
| 2009–10 | | | | | | | | | | | | |
| Payables | - | 71 989 | - | - | 71 989 | - | - | - | - | - | - | - |
| Finance lease liabilities | 4.49 | 30 215 | - | - | - | (2 628) | 32 843 | 3 860 | 10 258 | 10 230 | 8 495 | - |
| Other liabilities | - | 8 002 | - | - | 8 002 | - | - | - | - | - | - | - |
| | | 110 206 | - | - | 79 991 | (2 628) | 32 843 | 3 860 | 10 258 | 10 230 | 8 495 | - |

(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 | -1% change | | +1% change | |
|--|-----------------|------------------|-----------------|------------------|-----------------|
| | | Surplus (\$'000) | Equity (\$'000) | Surplus (\$'000) | Equity (\$'000) |
| 2010-11 | | | | | |
| Financial assets | | | | | |
| School cash balances | 126 264 | (1 263) | (1 263) | 1 263 | 1 263 |
| Central and regional offices cash balances | - | - | - | - | - |
| Totals | 126 264 | (1 263) | (1 263) | 1 263 | 1 263 |
| 2009-10 | | | | | |
| Financial assets | | | | | |
| School cash balances | 120 312 | (1 203) | (1 203) | 1 203 | 1 203 |
| Central and regional offices cash balances | - | - | - | - | - |
| Totals | 120 312 | (1 203) | (1 203) | 1 203 | 1 203 |

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.

46. 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 continues to identify site contamination in the form of Dieldrin (and occasionally Aldrin) in soil through formal soil sampling and analysis prior to and post demolition of school buildings. Sites are appropriately remediated with contamination being removed and soil validated as such. This is to be expected due to common and lawful usage during the 1960's and 70's and the cost of such sites is factored into the overall site redevelopment costs. During 2010-11, only two sites required reporting to the Department of Environment and Conservation as possibly contaminated: Karratha Primary School and Deanmore Primary School. Both schools were undergoing redevelopment when Asbestos Containing Material (ACM) was found on site. Karratha was subsequently given an all clear; however, Deanmore had to undergo extensive remediation due to ACM fragments being found where buildings once stood. Whilst the remediation cost is unknown at this stage, Building Management and Works estimate it could be in the vicinity of \$500 000.

Other - GST overclaim

The Department has a contingent liability in regards to overclaimed GST to the amount of \$1.834 million.

The Department does not have any contingent assets.

47. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There are no events after the end of the reporting period having a material effect on these financial statements.

Notes to the Financial Statements

48. EXPLANATORY STATEMENT

The Summary of Consolidated Fund Appropriations and Income Estimates discloses appropriations and other statutes expenditure estimates, the actual expenditures made and revenue estimates and payments into the Consolidated Fund.

The following explanations are provided in accordance with Treasurer's Instruction 945. Significant variations are considered to be those greater than 10%.

Significant variation between estimate and actual

Total Revenue from ordinary activities **\$97.8m**

The increase is mainly due to increases in Commonwealth grants and contributions (primarily National Partnership Programs and other special projects), Education and Training Shared Service Centre revenue and developers' land contributions.

| 2010–11 Budget Estimate (\$'000) | 2010–11 Actual (\$'000) | Variance (\$'000) |
|----------------------------------|-------------------------|-------------------|
| 638 818 | 736 662 | 97 844 |

Purchase of Non-current physical assets **(\$159.6m)**

The decrease is mainly due to delays in the commencement and completion of capital works subsequently carried over into 2011-12.

| 2010–11 Budget Estimate (\$'000) | 2010–11 Actual (\$'000) | Variance (\$'000) |
|----------------------------------|-------------------------|-------------------|
| 1 024 551 | 864 924 | (159 627) |

Capital Contribution **(\$427.9m)**

The decrease reflects decisions made in managing the capital works program, in particular the deferral of works and carryovers of the Commonwealth's Building the Education Revolution program.

| 2010–11 Budget Estimate (\$'000) | 2010–11 Actual (\$'000) | Variance (\$'000) |
|----------------------------------|-------------------------|-------------------|
| 889 949 | 462 065 | (427 884) |

Significant variations between actuals and prior year actuals

Capital Contribution **(\$383.6m)**

The decrease reflects decisions made in managing the capital works program, in particular the deferral and expensing of works and carryovers of the Commonwealth's Building the Education Revolution program.

| 2010–11 Actual (\$'000) | 2009–10 Actual (\$'000) | Variance (\$'000) |
|-------------------------|-------------------------|-------------------|
| 462 065 | 845 647 | (383 582) |

Notes to the Financial Statements

49. ADMINISTERED INCOME AND EXPENSES BY SERVICE

| | Primary Education | | Secondary Education | | Vocational Education and Training Services | | Total | |
|--|---------------------|---------------------|---------------------|---------------------|--|---------------------|---------------------|---------------------|
| | 2010-11 (\$'000) | 2009-10 (\$'000) | 2010-11 (\$'000) | 2009-10 (\$'000) | 2010-11 (\$'000) | 2009-10 (\$'000) | 2010-11 (\$'000) | 2009-10 (\$'000) |

Income

For transfer:

Other Revenue (i) - - - - -

Total administered income - - - - -

(i) See note 35 'Equity - Distribution to Owners'

50. 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 | 2010-11 | | | | 2009-10 | | | |
|---|-------------------------|------------------|------------------|-------------------------|-------------------------|------------------|------------------|-------------------------|
| | Opening Balance (\$) | Receipts (\$) | Payments (\$) | Closing Balance (\$) | Opening Balance (\$) | Receipts (\$) | Payments (\$) | Closing Balance (\$) |
| 1. Olive A.Lewis Scholarship | 4 736 | 10 000 | 10 000 | 4 736 | 4 736 | - | - | 4 736 |
| 2. Scholarship – Council of War Service Land Settlers Association | 794 | 40 | - | 834 | 765 | 29 | - | 794 |
| 3. R.S. Sampson Scholarships | 1 | - | - | 1 | 1 | - | - | 1 |
| 4. John Henry Kendall | 990 | 51 | 113 | 928 | 1 044 | 41 | 95 | 990 |
| 5. Margueretta Wilson Scholarships | 3 068 | 154 | 100 | 3 122 | 3 152 | 116 | 200 | 3 068 |
| 6. Perth Girls' Memorial Scholarships | 91 456 | 4 617 | 1 000 | 95 073 | 88 110 | 3 346 | - | 91 456 |
| 7. Sir Thomas Coombe Scholarships | 95 644 | 4 842 | - | 100 486 | 92 145 | 3 499 | - | 95 644 |
| 8. Margery Bennett Prize | 1 063 | 54 | - | 1 117 | 1 024 | 39 | - | 1 063 |
| 9. W.J. Reid Memorial Prize | 6 482 | 328 | - | 6 810 | 6 638 | 244 | 400 | 6 482 |
| 10. James and Rose Coombe Scholarships | - | 38 755 | 38 755 | - | - | - | - | - |
| 11. Perth Boys' Memorial Scholarships | 21 239 | 1 075 | - | 22 314 | 20 462 | 777 | - | 21 239 |
| 12. Roy Grace English Scholarships | - | 6 700 | 6 700 | - | 2 000 | 0 | 2 000 | - |
| 13. James A. Heron Memorial Prize | 12 335 | 624 | - | 12 959 | 11 884 | 451 | - | 12 335 |
| 14. Ernest Smith Memorial Prize for English | 2 126 | 107 | - | 2 233 | 2 048 | 77 | - | 2 125 |
| 15. Bentley Senior High School | 21 489 | 1 087 | - | 22 576 | 20 702 | 787 | - | 21 489 |
| 16. Elaine Nora Walker Scholarships | 92 938 | 4 678 | 2 000 | 95 616 | 90 511 | 3 427 | 1 000 | 92 938 |
| 17. William Samuel Bequest | 2 480 | 123 | 200 | 2 403 | 2 586 | 94 | 200 | 2 480 |
| 18. Howard Porter Memorial Prize for Good Citizenship | 3 023 | 151 | 200 | 2 974 | 3 109 | 114 | 200 | 3 023 |
| 19. Ian Bremner Memorial Scholarships | 50 864 | 2 549 | 2 000 | 51 413 | 50 970 | 1 894 | 2 000 | 50 864 |
| 20. Catherine and Ernest Bennett Memorial Scholarship | 28 874 | 1 449 | 1 000 | 29 323 | 28 791 | 1 083 | 1 000 | 28 874 |
| Totals | 439 602 | 77 384 | 62 068 | 454 918 | 430 678 | 16 019 | 7 095 | 439 602 |

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 West 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 West 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. Ernest and Catherine 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.

Ministerial directives

Treasurer's Instruction 903 (12) 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 2010–11.

Other financial disclosures

Pricing policies of services provided

Charges and contributions

The provision of public education is often regarded as a partnership between the Government and the community. Whilst the Government accepts its responsibility to provide access to quality education anywhere in Western Australia, the community accepts that parents and carers should, if they are able, make a contribution to enhance the educational program.

Sections 97–108 of the *School Education Act 1999* and the accompanying *School Education Act Regulations 2000* 58–66 and 102 govern this process.

Under the Act, no student of compulsory school age can be denied access to the standard curriculum because of an 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.

All charges and contributions and requests for items of personal use (e.g. booklists) must be approved by the School Council and communicated to parents at least two months before the school year begins.

During the years of primary schooling, contributions requested from parents are voluntary. The maximum that can be requested is \$60 for the provision of an educational program that satisfies the requirements of the Curriculum Framework. If students elect to participate in extra-cost optional components of the learning program, such as camps, compulsory charges apply.

Prior to 2002, all course charges in Years 8–10 were compulsory, to a maximum of \$225. Currently, public schools may request voluntary contributions of up to \$235 for standard courses that satisfy the requirements of the Curriculum Framework. For extra-cost optional components, compulsory charges apply. These include, but are not limited to, outdoor education programs, specialised design and technology courses, excursions, camps, visiting performances, graduation dinners and balls.

Course charges in Years 11 and 12 are compulsory. However, the Education Program Allowance through the Secondary Assistance Scheme provides \$235 towards these costs.

Overseas full fee-paying students enrolled in public schools were required to pay the following annual tuition fees:

- Primary school students — \$8000 for the first child (\$7500 for siblings)
- Lower secondary school students — \$9500 for the first child (\$9000 for siblings)
- Senior secondary school students — \$10 500 for the first child (\$10 000 for siblings).

Capital works

Asset investment program expenditure on public schools for 2010–11 is an estimated \$601 million. This includes \$297 million in the Primary Schools for the 21st Century and the Science and Language Centres for 21st Century Secondary Schools elements of the Commonwealth Government's Building the Education Revolution Program.

The Primary Schools for the 21st Century element comprises 1008 projects in 673 schools in Western Australia.

The budget included funding for the new Aubin Grove, Makybe Rise and Spring Hill primary schools which were opened for the beginning of the 2011 school year. The replacement schools for Deanmore, Karratha, Wattle Grove and Wilson Park primary schools were completed and opened in 2011. The replacement school for the Meekatharra School of the Air was also completed and opened for the beginning of 2011.

Additional stages of Comet Bay College and Ellenbrook Secondary College were completed for the beginning of the 2011 school year.

Upgrades and redevelopment of facilities are under construction at Applecross, Churchlands and Rossmoyne senior high schools.

The final stages of construction continued at Aveley, Meadow Springs, Malvern Springs and Piara Waters primary schools. Construction also continued on the replacement of Yakamia Primary School and Lake Gwelup Primary School, to open in 2012.

Construction continued on Stage Two of Ashdale College and Atwell College, to open in 2012, and construction began on Stage Two of Karratha Senior High School, to open in 2013.

Construction on new secondary schools in Baldivis and Butler commenced. Construction also began on the redevelopment of Governor Stirling Senior High School on its existing site with the project expected to be completed in 2013.

Funding has been allocated for four new primary schools due to open in 2013: Baynton West (Karratha), East Dalyellup, Pearsall and West Byford.

Construction has commenced on the establishment of transportable Kindergarten/Pre-primary facilities in the Canning Vale and Secret Harbour areas.

Construction commenced on the redevelopment of Dongara District High School, Bullsbrook District High School and Exmouth District High School as part of the Investing in Schools election commitment.

Construction continued on the Commonwealth-funded East Kimberley Development Package which includes a redevelopment of Kununurra District High School and remote community schools.

Construction of Trade Training Centres, from a first round of projects approved by the Commonwealth Government, was completed at 16 secondary schools in 2011 and continued at two others. Also, construction commenced on a second round of 10 approved projects.

Funding has been provided for administration upgrades, covered assembly areas, library resource centres and toilet upgrades/replacements at various schools. In addition, funding has been provided for upgrades of Science and Design and Technology facilities at various district high schools and senior high schools across the State.

Table 43: Completed major capital works^(a), 2010–11

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|---|--------------------|-----------------------------|----------------------------|-----------------------|--|----------------|---|
| | | Original Budget (\$'000) | Revised Budget (\$'000) | Variation (\$'000) | | | |
| New primary schools | | | | | | | |
| Madeley PS | 2011 | 10 500 | 10 031 | 469 | | (4.5) | |
| Sub-totals: | | 10 500 | 10 031 | 469 | | | |
| Additions and improvements to primary schools | | | | | | | |
| Chidlow PS * | 2011 | 2 000 | 2 100 | (100) | | 5.0 | |
| Marri Grove PS | 2011 | 2 500 | 1 573 | 927 | | (37.1) | Lower tender result |
| Sub-totals: | | 4 500 | 3 673 | 827 | | | |
| Trade training centres in schools (Commonwealth) | | | | | | | |
| Armadale SHS | 2011 | 2 000 | 2 011 | (11) | | 0.6 | |
| Broome SHS | 2011 | 1 500 | 1 560 | (60) | | 4.0 | |
| John Forrest Secondary College | 2011 | 2 550 | 2 601 | (51) | | 2.0 | |
| Merredin SHS | 2011 | 4 100 | 4 223 | (123) | | 3.0 | |
| Mount Barker Community College | 2011 | 1 500 | 1 579 | (79) | | 5.3 | Higher costs due to building escalation |
| Sub-totals: | | 11 650 | 11 974 | (324) | | | |
| Miscellaneous programs | | | | | | | |
| Land Acquisition | 2011 | 26 790 | 19 878 | 6 912 | | (25.8) | Lower due to delays in infrastructure |
| Sub-totals: | | 26 790 | 19 878 | 6 912 | | | |
| Total completed works 2010–11: | | 53 440 | 45 556 | 7 884 | | | |

* Liberal/National Party election commitment

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

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

Table 44: Major capital works in progress ^(a), 2010–11

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|--|--------------------|-----------------------------|----------------------------|-----------------------|--|----------------|---|
| | | Original Budget (\$'000) | Revised Budget (\$'000) | Variation (\$'000) | | | |
| New secondary schools | | | | | | | |
| Baldivis Secondary School (2013) | 2013 | 44 000 | 44 000 | 0 | 36 391 | 0.0 | |
| Butler HS (2013) | 2013 | 53 000 | 53 000 | 0 | 49 745 | 0.0 | |
| Dongara DHS – Replacement (2012) * | 2012 | 30 000 | 30 000 | 0 | 24 672 | 0.0 | |
| Governor Stirling SHS (2013) | 2013 | 63 000 | 63 000 | 0 | 52 596 | 0.0 | |
| Byford Secondary School (2014) * | 2014 | 30 000 | 30 000 | 0 | 29 940 | 0.0 | |
| Sub-totals: | | 220 000 | 220 000 | 0 | 193 344 | | |
| Additional stages to secondary schools | | | | | | | |
| Ashdale Secondary College (Stage 2) | 2012 | 33 000 | 33 000 | 0 | 23 832 | 0.0 | |
| Atwell College (Stage 2) | 2012 | 31 000 | 31 000 | 0 | 20 929 | 0.0 | |
| Comet Bay College (Stage 2) | 2011 | 25 000 | 22 292 | 2 708 | 2 371 | (10.8) | Lower tender result |
| Ellenbrook SC (Stage 2) | 2011 | 25 000 | 25 100 | (100) | 1 972 | 0.4 | |
| Karratha SHS – Redevelopment | 2011 | 27 000 | 31 500 | (4 500) | 1 469 | 16.7 | Higher costs due to building escalation |
| Sub-totals: | | 141 000 | 142 892 | (1 892) | 50 573 | | |
| Additions and improvements to secondary schools | | | | | | | |
| Albany SHS * | 2011 | 2 000 | 2 000 | 0 | 215 | 0.0 | |
| Applecross SHS – upgrade | 2014 | 56 000 | 56 000 | 0 | 54 111 | 0.0 | |
| Bunbury SHS * | 2011 | 2 000 | 2 000 | 0 | 0 | 0.0 | |
| Busselton SHS – upgrade | 2011 | 3 000 | 3 000 | 0 | 997 | 0.0 | |
| Canning Vale College | 2011 | 570 | 1 397 | (827) | 0 | 145.1 | Higher costs due to building escalation |
| Churchlands SHS – music auditorium expansion | 2012 | 10 000 | 10 000 | 0 | 8 360 | 0.0 | |
| Darling Range (Forrestfield) Sports College * | 2011 | 4 000 | 4 000 | 0 | 50 | 0.0 | |
| Eastern Hills SHS * | 2011 | 2 000 | 2 000 | 0 | 197 | 0.0 | |
| Geraldton Senior College * | 2011 | 5 000 | 5 502 | (502) | 136 | 10.0 | Higher costs due to building escalation |
| Kalamunda SHS * | 2012 | 5 000 | 5 000 | 0 | 1 023 | 0.0 | |
| Karratha SHS (Stage 2) (2013) | 2013 | 46 000 | 45 207 | 793 | 40 481 | (1.7) | |
| Meekatharra School of the Air | 2011 | 3 700 | 3 700 | 0 | 1 080 | 0.0 | |
| Merredin SHS – Local Schools Working Together | 2011 | 2 506 | 2 506 | 0 | 202 | 0.0 | |
| Newton Moore SHS | 2011 | 9 500 | 13 191 | (3 691) | 0 | 38.9 | Higher costs due to variation in scope |
| North Albany SHS – Local Schools Working Together | 2011 | 2 380 | 2 380 | 0 | 1 027 | 0.0 | |
| Perth Modern School | 2011 | 24 900 | 33 064 | (8 164) | 0 | 32.8 | Higher costs due to variation in scope |
| Rossmoyne SHS – upgrade | 2012 | 14 000 | 14 000 | 0 | 8 894 | 0.0 | |
| Secondary Science upgrades | 2012 | 18 000 | 18 000 | 0 | 11 110 | 0.0 | |
| Senior high school – Design and Technology upgrades | 2012 | 10 000 | 10 000 | 0 | 7 284 | 0.0 | |

* Liberal/National Party election commitment

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

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

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|--|--------------------|-----------------------------|----------------------------|-----------------------|--|----------------|--|
| | | Original Budget (\$'000) | Revised Budget (\$'000) | Variation (\$'000) | | | |
| Additions and improvements to secondary schools (continued) | | | | | | | |
| Wanneroo SHS | 2011 | 6 000 | 6 000 | 0 | 120 | 0.0 | |
| Woodvale Secondary College – basketball stadium | 2011 | 2 000 | 2 000 | 0 | 72 | 0.0 | |
| Woodvale Secondary College * | 2011 | 3 250 | 3 250 | 0 | 109 | 0.0 | |
| Sub-totals: | | 231 806 | 244 197 | (12 391) | 135 467 | | |
| Additional stages to district high schools | | | | | | | |
| Bullsbrook DHS (2013) * | 2013 | 30 000 | 20 000 | 10 000 | 18 593 | (33.3) | Program scope reduced |
| District high schools – Design and Technology upgrades | 2012 | 10 000 | 10 000 | 0 | 9 651 | 0.0 | |
| Donnybrook DHS * | 2011 | 5 000 | 5 000 | 0 | 1 456 | 0.0 | |
| Exmouth DHS * | 2012 | 14 250 | 15 000 | (750) | 11 811 | 5.3 | Higher costs due to building escalation |
| Roleystone DHS | 2012 | 3 500 | 3 500 | 0 | 3 365 | 0.0 | |
| Kununurra DHS – East Kimberley Development Package | 2012 | 53 400 | 49 115 | 4 285 | 39 988 | (8.0) | Program budget expanded to other projects within the program |
| Wyndham DHS – East Kimberley Development Package | 2012 | 0 | 1 600 | (1 600) | 800 | | |
| Kalumburu RCS – East Kimberley Development Package | 2012 | 0 | 577 | (577) | 523 | | |
| Oombulgurri RCS – East Kimberley Development Package | 2012 | 0 | 577 | (577) | 529 | | |
| Jungdranung RCS – East Kimberley Development Package | 2012 | 0 | 960 | (960) | 908 | | |
| Dawul RCS – East Kimberley Development Package | 2012 | 0 | 577 | (577) | 521 | | |
| Sub-totals: | | 116 150 | 106 906 | 9 244 | 88 144 | | |
| Additions and improvements to agricultural colleges | | | | | | | |
| Harvey – redevelopment * | 2012 | 25 000 | 25 000 | 0 | 22 779 | 0.0 | |
| Narrogin – student and staff accommodation upgrades | 2012 | 18 000 | 18 000 | 0 | 5 922 | 0.0 | |
| Sub-totals: | | 43 000 | 43 000 | 0 | 28 702 | | |
| New primary schools | | | | | | | |
| Aubin Grove (Atwell) PS (2011) * | 2011 | 14 250 | 14 000 | 250 | 1 182 | (1.8) | |
| Aveley (Ellenbrook) PS (2012) * | 2012 | 14 250 | 14 000 | 250 | 11 220 | (1.8) | |
| Bannister Creek (Lynwood/Ferndale/Kinlock) PS – replacement | 2011 | 13 000 | 12 500 | 500 | 437 | (3.8) | |
| Baynton West PS (2013) | 2013 | 23 000 | 23 000 | 0 | 22 705 | 0.0 | |
| Campbell PS – Pre-primary/kindergarten transportables | 2012 | 1 500 | 1 500 | 0 | 1 315 | 0.0 | |
| Comet Bay PS – Pre-primary/kindergarten transportables | 2012 | 1 500 | 1 500 | 0 | 1 350 | 0.0 | |
| Craigie Heights (Camberwarra/Craigie) PS – replacement | 2011 | 13 000 | 12 939 | 61 | 0 | (0.5) | |
| Deanmore PS (2010) | 2011 | 14 250 | 14 250 | 0 | 1 348 | 0.0 | |
| East Dalyellup PS (2013) | 2013 | 14 700 | 14 700 | 0 | 14 532 | 0.0 | |
| Greenwood (Allenswood) PS – replacement | 2011 | 13 000 | 12 000 | 1 000 | 377 | (7.7) | Lower tender result |
| Interim schools | 2011 | 627 | 627 | 0 | 627 | 0.0 | |
| Karratha PS – replacement (2011) | 2011 | 26 000 | 20 500 | 5 500 | 1 337 | (21.2) | Lower tender result |
| Lake Gwelup PS (2012) | 2012 | 13 000 | 13 000 | 0 | 9 884 | 0.0 | |

* Liberal/National Party election commitment

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|--|--------------------|-----------------------------|----------------------------|-----------------------|--|----------------|---|
| | | Original Budget (\$'000) | Revised Budget (\$'000) | Variation (\$'000) | | | |
| New primary schools (continued) | | | | | | | |
| Lockridge PS – replacement | 2011 | 13 000 | 13 000 | 0 | 1 935 | 0.0 | |
| Malvern Springs PS (2012) | 2012 | 16 000 | 14 000 | 2 000 | 12 445 | (12.5) | Lower tender result |
| Makybe Rise PS (K–2) | 2011 | 3 500 | 6 090 | (2 590) | 0 | 74.0 | Higher costs due to variation in scope |
| Meadow Springs (2012) | 2012 | 16 000 | 14 000 | 2 000 | 7 479 | (12.5) | Lower tender result |
| Mount Barker Stage 2 – replacement | 2011 | 12 000 | 11 446 | 554 | 318 | (4.6) | |
| Pearsall PS (2013) | 2013 | 14 000 | 14 000 | 0 | 13 937 | 0.0 | |
| Piara Waters PS (Forrestdale) (2012) | 2012 | 16 000 | 14 000 | 2 000 | 10 365 | (12.5) | Lower tender result |
| Remote community schools | 2012 | 3 257 | 2 607 | 650 | 2 595 | (20.0) | Program scope reduced |
| Roseworth (Montrose/Hainsworth) PS – replacement | 2011 | 13 000 | 11 071 | 1 929 | 0 | (14.8) | Lower tender result |
| Safety Bay PS – replacement | 2011 | 14 000 | 12 200 | 1 800 | 778 | (12.9) | Lower tender result |
| Springhill PS (K–2) (2011) | 2011 | 10 000 | 12 793 | (2 793) | 2 140 | 27.9 | Higher costs due to variation in scope |
| Wattle Grove PS (2011) * | 2011 | 14 250 | 10 874 | 3 376 | 839 | (23.7) | Lower tender result |
| West Byford PS (2013) * | 2013 | 17 000 | 17 000 | 0 | 16 954 | 0.0 | |
| Yakamia PS (2012) * | 2012 | 14 000 | 16 000 | (2 000) | 12 583 | 14.3 | Higher costs due to building escalation |
| Sub-totals: | | 338 084 | 323 597 | 14 487 | 148 680 | | |
| Additions and improvements to primary schools | | | | | | | |
| Ashdale PS – Early learning and care centre | 2011 | 1 800 | 1 800 | 0 | 1 599 | 0.0 | |
| Baldivis PS | 2011 | 3 500 | 3 500 | 0 | 1 475 | 0.0 | |
| Bunbury PS * | 2011 | 2 000 | 4 000 | (2 000) | 856 | 100.0 | Higher costs due to unavoidable commitments |
| Coolbinia PS * | 2011 | 3 000 | 3 000 | 0 | 381 | 0.0 | |
| Hudson Park PS | 2011 | 2 000 | 5 022 | (3 022) | 110 | 151.1 | Higher costs due to unavoidable commitments |
| Maidens Park PS * | 2011 | 1 600 | 1 919 | (319) | 468 | 19.9 | Higher costs due to variation in scope |
| Mount Lawley PS * | 2011 | 2 000 | 2 000 | 0 | 538 | 0.0 | |
| Neerabup PS (2011) | 2011 | 5 000 | 3 674 | 1 326 | 1 014 | (26.5) | Lower tender result |
| Pinjarra ECE (2011) | 2011 | 2 500 | 2 500 | 0 | 2 500 | 0.0 | |
| South Bunbury PS * | 2011 | 1 000 | 1 000 | 0 | 8 | 0.0 | |
| Sutherland Dianella PS * | 2012 | 5 000 | 5 000 | 0 | 2 588 | 0.0 | |
| Tambrey PS | 2011 | 5 700 | 5 700 | 0 | 413 | 0.0 | |
| Warriapendi PS – Early learning and care centre | 2011 | 1 800 | 1 800 | 0 | 1 664 | 0.0 | |
| Westminster PS – yet to be announced | 2012 | 3 000 | 3 000 | 0 | 3 000 | 0.0 | |
| Sub-totals: | | 39 900 | 43 915 | (4 015) | 16 613 | | |

* Liberal/National Party election commitment

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|---|--------------------|-----------------------------|----------------------------|-----------------------|--|----------------|---|
| | | Original Budget (\$'000) | Revised Budget (\$'000) | Variation (\$'000) | | | |
| Trade training centres in schools (Commonwealth) | | | | | | | |
| Ballajura Community College | 2011 | 1 500 | 1 500 | 0 | 110 | 0.0 | |
| Belmont City College | 2012 | 3 000 | 3 000 | 0 | 2 398 | 0.0 | |
| Busselton SHS | 2012 | 7 000 | 7 000 | 0 | 5 622 | 0.0 | |
| Carnarvon SHS | 2012 | 3 800 | 3 800 | 0 | 3 506 | 0.0 | |
| Central Midlands SHS | 2012 | 3 500 | 3 500 | 0 | 2 468 | 0.0 | |
| Christmas Island DHS | 2012 | 1 500 | 1 500 | 0 | 944 | 0.0 | |
| Collie SHS | 2011 | 720 | 720 | 0 | 33 | 0.0 | |
| Esperance SHS | 2012 | 4 700 | 4 700 | 0 | 747 | 0.0 | |
| Geraldton Senior College | 2012 | 8 000 | 8 000 | 0 | 7 403 | 0.0 | |
| Girrawheen SHS | 2012 | 2 980 | 3 030 | (50) | 1 | 1.7 | |
| Hedland SHS | 2012 | 4 500 | 4 500 | 0 | 4 431 | 0.0 | |
| Kent Street SHS | 2012 | 3 000 | 3 000 | 0 | 1 227 | 0.0 | |
| Leeming SHS | 2012 | 5 000 | 5 000 | 0 | 2 572 | 0.0 | |
| Manjimup SHS | 2012 | 5 500 | 5 500 | 0 | 619 | 0.0 | |
| Mirrabooka SHS | 2012 | 3 500 | 3 500 | 0 | 252 | 0.0 | |
| Morley SHS | 2012 | 3 000 | 3 000 | 0 | 163 | 0.0 | |
| Newman SHS | 2012 | 1 500 | 1 500 | 0 | 1 433 | 0.0 | |
| North Albany SHS | 2012 | 3 500 | 3 500 | 0 | 3 400 | 0.0 | |
| Northam SHS | 2012 | 3 200 | 3 200 | 0 | 770 | 0.0 | |
| Pinjarra SHS | 2012 | 2 000 | 2 000 | 0 | 1 442 | 0.0 | |
| Sevenoaks Senior College | 2012 | 4 488 | 4 488 | 0 | 152 | 0.0 | |
| South Fremantle SHS | 2012 | 4 500 | 4 500 | 0 | 3 173 | 0.0 | |
| Tom Price SHS | 2011 | 1 500 | 1 500 | 0 | 640 | 0.0 | |
| WA College of Agriculture (Denmark) | 2012 | 3 000 | 3 000 | 0 | 2 392 | 0.0 | |
| WA College of Agriculture (Harvey) | 2012 | 3 000 | 3 000 | 0 | 470 | 0.0 | |
| WA College of Agriculture (Narrogin) | 2012 | 9 200 | 9 200 | 0 | 7 273 | 0.0 | |
| Woodvale Secondary College | 2012 | 2 380 | 2 380 | 0 | 122 | 0.0 | |
| Sub-totals: | | 99 468 | 99 518 | (50) | 53 762 | | |
| Building the Education Revolution | | | | | | | |
| Primary Schools in the 21 st Century | 2012 | 992 698 | 1 126 586 | (133 888) | 159 541 | 13.5 | Program scope increased |
| Science and Language Centres for 21 st Century Secondary Schools | 2011 | 100 000 | 34 060 | 65 940 | 7 965 | (65.9) | Program scope reduced |
| Sub-totals: | | 1 092 698 | 1 160 646 | (67 948) | 167 506 | | |

| Project | Year of completion | Estimated Total Cost | | | Estimated cost to complete as at 1 July 2011 (\$'000) | Variation % | Reason for variation over 5% ^(b) |
|---|--------------------|----------------------|------------------|------------------|--|----------------|--|
| | | Original Budget | Revised Budget | Variation | | | |
| | | (\$'000) | (\$'000) | (\$'000) | | | |
| Miscellaneous programs | | | | | | | |
| Concrete cancer remediation | 2011 | 8 000 | 8 000 | 0 | 6 836 | 0.0 | |
| Indigenous family and child health centres | 2014 | 18 845 | 27 500 | (9 015) | 23 009 | 48.8 | Program scope increased to include 2011–12, 2012–13 and 2013–14 programs |
| Infrastructure power upgrade | 2013 | 10 000 | 30 000 | (20 000) | 27 984 | 200.0 | Program scope increased to include 2011–12 and 2012–13 programs |
| Roof replacement | 2013 | 20 000 | 40 000 | (20 000) | 32 970 | 100.0 | Program scope increased to include 2011–12 and 2012–13 programs |
| Seatbelts in school buses | 2012 | 20 853 | 21 103 | (250) | 250 | 1.2 | |
| Sewer connections | 2011 | 850 | 1 200 | (350) | 580 | 41.2 | Higher costs due to unavoidable commitments |
| Sewer connections | 2015 | 86 813 | 86 813 | 0 | 48 990 | 0.0 | |
| Transportable classrooms | 2011 | 4 500 | 4 500 | 0 | 4 006 | 0.0 | |
| Sub-totals: | | 169 501 | 219 116 | (49 615) | 144 625 | | |
| Royalties for Regions | | | | | | | |
| Hedland SHS | 2013 | 8 000 | 8 000 | 0 | 6 977 | 0.0 | |
| Regional Schools Plan | 2013 | 12 000 | 12 000 | 0 | 6 786 | 0.0 | |
| Sub-totals: | | 20 000 | 20 000 | 0 | 13 763 | | |
| Other schools facilities | | | | | | | |
| Administration upgrade | 2012 | 6 109 | 8 892 | (2 783) | 3 032 | 45.6 | Program scope increased to include 2011–12 programs |
| Central reserve schools | 2011 | 1 607 | 1 607 | 0 | 1 472 | 0.0 | |
| Covered assembly areas | 2012 | 5 500 | 5 500 | 0 | 4 089 | 0.0 | |
| Early childhood program | 2011 | 1 500 | 4 573 | (3 073) | 0 | 204.9 | Program scope increased |
| Library resource centres | 2012 | 5 564 | 5 564 | 0 | 4 930 | 0.0 | |
| Rural integration program | 2012 | 1 600 | 3 200 | (1 600) | 3 200 | 100.0 | Program scope increased to include 2011–12 programs |
| Student services – improvements | 2012 | 2 772 | 2 772 | 0 | 1 622 | 0.0 | |
| Toilet replacement | 2011 | 2 233 | 3 608 | (1 375) | 0 | 61.6 | Program scope increased |
| Sub-totals: | | 26 885 | 35 716 | (8 831) | 18 345 | | |
| Total works in progress 2010–11: | | 2 538 492 | 2 659 503 | (121 011) | 1 059 523 | | |
| Total completed works and works in progress 2010–11: | | 2 591 932 | 2 705 059 | (113 127) | 1 059 523 | | |

Employment and industrial relations

Workforce profile

With some 41 000 teachers, administrators, public servants and other support staff, the Department is the largest public sector employer in Western Australia.

During 2010–11, an average of 33 061 full-time equivalent staff were employed. Of these, 60.2% were teachers, 27.0% were support staff, 6.8% were cleaners and gardeners, and 5.9% were administrative and clerical staff.

Table 45: Department of Education employees^(a), by category, 2006–07 to 2010–11

| Category | 2006–07 | 2007–08 | 2008–09 | 2009–10 ^(b) | 2010–11 |
|--|---------------|---------------|---------------|------------------------|---------------|
| Administrative and clerical ^(c) | 2 406 | 2 451 | 2 442 | 2 481 | 1 966 |
| Teaching ^(d) | 19 039 | 19 419 | 19 773 | 19 639 | 19 909 |
| Support ^(e) | 7 109 | 7 584 | 8 118 | 8 585 | 8 939 |
| Cleaning and gardening | 1 872 | 2 067 | 2 166 | 2 210 | 2 247 |
| Totals | 30 426 | 31 522 | 32 499 | 32 916 | 33 061 |

(a) Average paid full-time equivalent staffing levels.

(b) Training separated from the former Department of Education and Training from 30 October 2009, with some staff transferred to the newly established Department of Training and Workforce Development.

(c) Comprises Public Sector Management Act positions and teaching staff in administrative roles.

(d) Includes principals and deputies.

(e) Includes school clerical staff and education assistants (teacher aides).

Source: *Financial Management and Resourcing*

Table 46: Department of Education employees^(a), by operational area and category, 2010–11

| Operational area | Administrative and clerical ^(b) | Teaching ^(c) | Support ^(d) | Cleaning and gardening | Totals |
|---|--|-------------------------|------------------------|------------------------|---------------|
| Education & Training Shared Services Centre | 287 | – | – | – | 287 |
| Central strategic and corporate services | 896 | – | – | – | 896 |
| Regional education offices ^{(e) (f)} | 265 | 248 | 5 | 8 | 526 |
| Schools ^(g) | 518 | 19 661 | 8 934 | 2 239 | 31 352 |
| Totals | 1 966 | 19 909 | 8 939 | 2 247 | 33 061 |

(a) Average paid full-time equivalent staffing levels.

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

(c) Includes principals and deputies.

(d) Includes school clerical staff and education assistants (teacher aides).

(e) Regional education offices commenced operation in January 2011. Staff previously in district education offices until this time are included here.

(f) The 'Teaching' category in regional education offices includes school psychologists and school development officers.

(g) See next table.

Source: *Financial Management and Resourcing*

Table 47: Department of Education school-related employees ^(a), by type of school and category, 2010–11

| Type of school | Administrative and clerical ^(b) | Teaching ^(c) | Support ^(d) | Cleaning and gardening | Totals |
|------------------------------|--|-------------------------|------------------------|------------------------|---------------|
| Community kindergarten | – | 38 | 35 | – | 73 |
| Pre-compulsory/primary | 10 | 10 580 | 5 182 | 1 190 | 16 962 |
| District high | 7 | 1 274 | 584 | 173 | 2 038 |
| Secondary | 290 | 6 209 | 1 673 | 807 | 8 979 |
| Education support | 57 | 845 | 1 285 | 31 | 2 218 |
| Other schools ^(e) | 154 | 715 | 175 | 38 | 1 082 |
| Totals | 518 | 19 661 | 8 934 | 2 239 | 31 352 |

- (a) Average paid full-time equivalent staffing levels.
 (b) Comprises Public Sector Management Act positions and teaching staff in administrative roles.
 (c) Includes principals and deputies.
 (d) Includes school clerical staff and education assistants (teacher aides).
 (e) Includes camp schools, Canning and Tuart senior colleges, School of Isolated and Distance Education, campuses of WACoA, behaviour management centres, the WA Institute for Deaf Education, swimming teachers and teachers of instrumental music.

Source: Financial Management and Resourcing

Table 48: Student-teacher ratios ^(a), public schools, 2006–2010 ^(b)

| Level of Schooling | 2006 | 2007 | 2008 | 2009 | 2010 |
|---|------|------|------|------|------|
| Primary (including pre-primary FTE ^(c)) | 16.7 | 15.8 | 15.8 | 15.7 | 15.8 |
| Secondary | 12.8 | 12.1 | 12.1 | 12.3 | 11.8 |
| Education support schools and centres | 5.5 | 5.5 | 5.3 | 5.5 | 5.5 |

- (a) The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time equivalents. Excludes SIDE and Tuart and Canning senior colleges.
 (b) Second semester census.
 (c) Pre-primary FTE are based on the number of sessions attended by individual students.

Source: Evaluation and Accountability

Table 49: School-based teaching staff ^(a) ^(b) ^(c) ^(d) at public schools, by category and level of schooling, 2010 ^(e)

| Category | K | P | Primary | Secondary | Education support | All |
|--|------------|--------------|--------------|--------------|-------------------|---------------|
| Principal | 0 | 0 | 537 | 164 | 67 | 768 |
| Deputy principal | 0 | 0 | 784 | 295 | 32 | 1 111 |
| Head of department/program coordinator | 0 | 0 | 2 | 778 | 0 | 780 |
| Teacher | 311 | 1 230 | 7 606 | 4 986 | 0 | 14 133 |
| Education support teacher | 46 | 95 | 31 | 73 | 479 | 724 |
| Guidance/counselling | 0 | 0 | 3 | 5 | 1 | 9 |
| Totals | 357 | 1 325 | 8 963 | 6 301 | 579 | 17 525 |

- (a) Full-time equivalents rounded to the nearest whole number.
 (b) Includes teachers (but not teacher aides) 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 of K and P school-based teaching staff, staff have been apportioned to K and P on the basis of individual student numbers.
 (e) Second semester census.

Source: Evaluation and Accountability

Table 50: School-based teaching staff ^{(a) (b)} at public schools, by level of schooling and gender, 2010 ^(c)

| Level of Schooling | Female N | Female % | Male N | Male % | Total N |
|-------------------------------|---------------|----------|--------------|--------|---------------|
| Pre-compulsory ^(d) | 1 646 | 97.9 | 36 | 2.1 | 1 682 |
| Primary | 6 990 | 78.0 | 1 972 | 22.0 | 8 962 |
| Secondary | 3 513 | 55.7 | 2 789 | 44.3 | 6 302 |
| Education support | 490 | 84.6 | 89 | 15.4 | 579 |
| Totals | 12 639 | | 4 886 | | 17 525 |

- (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) Second semester census.
 (d) Includes Department teaching staff at community kindergartens.

Source: Evaluation and Accountability

Teacher recruitment and supply

The modelling of the Western Australian teaching workforce, including public and private schools, continues to be updated and enhanced to provide information on future labour requirements. Also, non-teaching workforce projections have been developed for the Department. This group of employees continues to grow, and planning is vital to ensure that schools are able to provide the services required, particularly in the context of the Independent Public School initiative.

In 2010–11, enabling Independent Public Schools to undertake their own workforce planning as part of their overall school planning has been a focus for the Department. Individual support was provided to Independent Public Schools in addition to professional development and online material.

From 2011, all schools have more flexibility in teacher staffing. Principals are now able to approve all long service leave for their staff, all salary conversions to their school staffing pool and all mobility transfers for their staff. Principals will also be able to fill all permanent and fixed-term teaching vacancies as they arise during Term 2 and Term 3, through a selection process at the school level.

Workforce profiles, analysis and demographic trends are analysed to support strategic decision making.

Table 51: Teacher retirements and resignations, public schools, 2006–2010 ^{(a) (b)}

| Category | 2006 | 2007 | 2008 | 2009 | 2010 |
|--------------|------|-------|-------|------|------|
| Retirements | 371 | 422 | 358 | 266 | 326 |
| Resignations | 892 | 1 134 | 1 054 | 744 | 643 |

- (a) Calendar year.
 (b) The numbers reported here for teacher retirements and resignations for 2006–2007 are different from those reported in previous annual reports. A new method for counting retirements and resignations was introduced in 2007 and this was further amended in 2008.

Source: Workforce Policy and Coordination

Table 52: Graduates appointed to public schools, 2006–07 to 2010–11

| Category | 2006–07 | 2007–08 | 2008–09 | 2009–10 | 2010–11 |
|---------------------|--------------|--------------|------------|------------|------------|
| Early childhood | 107 | 126 | 130 | 110 | 115 |
| Primary | 607 | 602 | 543 | 540 | 602 |
| Secondary | 349 | 314 | 291 | 238 | 268 |
| Education support | 2 | 2 | 0 | 1 | 4 |
| Psychology/guidance | 3 | 1 | 1 | 1 | 0 |
| Totals | 1 068 | 1 045 | 965 | 890 | 989 |

Source: Workforce Policy and Coordination

Workforce attraction and retention

There continues to be difficulty in placing teachers in some specialist areas. The Department has implemented the following State Government-funded strategies to assist with this issue and to attract aspiring teachers to work in public schools:

- In 2010, under the Teacher Advocate Program, 10 teacher advocates specifically targeted university students not already enrolled in an education degree and encouraged them to consider teacher entry via a one year Diploma of Education. Teacher advocates are qualified teachers who promote teaching as a career to secondary school and university students.
- The Rural Teaching Program offered funding to support pre-service teachers and school psychologists to undertake teaching practicums of up to 10 weeks in rural or remote public schools. The program aims to increase awareness of teaching opportunities outside Perth to encourage graduates to apply for rural positions. Of the 138 participants in 2010, 43% gained employment at a public school in 2011 with 75% of these in rural or remote locations.
- The Final Year Teaching Scholarship Program offered scholarships to final year teaching students studying in subject or phase of schooling areas of need. All scholarship recipients agreed to statewide availability and were contractually bound to accept any teaching placement offered. Most placements were in the Kimberley, Pilbara, Goldfields, Midwest and Wheatbelt regions. Scholarships were valued at \$15 000 for each year of service commitment (one or two years). Sixty-one scholarships were awarded for the 2011 study year.
- A collaborative agreement with the University of Tasmania focuses on recruitment initiatives aimed at securing graduates in their final year of teaching. Initiatives include WA regional teaching practicums for potential graduates, recruitment opportunities through university events and provision of educational resources.
- The Entry and Orientation Program supported teachers returning to teaching who had not taught in an Australian school in the last 10 years. In 2010–11, 180 teachers attended the program in Perth or completed a country package if they were in rural schools.
- The Kingston Internship Training Program at Kingston Primary School in Bunbury, which commenced in 2009, produced nine graduate teachers in 2010 and 10 new students were enrolled as interns in 2011. Scholarships of \$30 000 each were offered to final year teachers participating in the program. All Kingston graduates are required to teach in rural schools for at least two years after graduating.
- In partnership with the Government Employees Superannuation Board, the Department continued the 'Into Your Comfort Zone' Program for teachers in the age group 53+. This retention initiative for older teachers addressed transition to retirement options and provided a basic understanding of superannuation. In 2010, there were 370 participants, 62% of whom indicated they would very likely change their retirement plans.
- In 2010–11, the confidential and externally administered online exit survey, which encourages exiting staff to communicate their reasons for leaving, was completed by 266 staff.
- The Department's list of employee benefits was documented, updated and placed on the Intranet to enable teachers to obtain easy access to this information.

National Partnership Agreement on Improving Teacher Quality

The National Partnership Agreement on Improving Teacher Quality aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retain quality teachers and leaders in our schools and classrooms. The Department's implementation of the agreement included the following:

- The Department's Training Schools Residency Program was developed with Edith Cowan University, based on the successful internship program operating at Kingston Primary School. Final year student teachers complete two days per week within a school environment with supervision, mentoring and support. This is in addition to at least nine weeks of traditional teaching practicum time. Forty-six residency interns placed in 13 public schools completed their Diploma of Education in 2010, qualifying them to teach from 2011. In 2011, there are 47 residency interns training in 16 public schools. Fifteen residency scholarships were awarded in February 2010 and 11 in February 2011.
- An Up-skilling Program has been developed for school support staff to enhance their skills and competencies. A pilot of 47 school support staff commenced their Diploma of Education Support in March 2011. The diploma incorporates core literacy and numeracy skills, learning theory and behaviour management skills. Participants will also receive coaching and support from their classroom teachers and school administrators.
- During 2010–11, the Department contributed to the development and progress of national workforce reform under the agreement, including drafting of new National Professional Standards for Teachers and facilitation of consultation forums concerning the new standards, and the drafting and trialling of the new National Professional Standards for Principals.
- The Department established a rural and remote support team to promote opportunities for pre-service teachers to undertake a practicum placement in a remote school as a part of the Remote Teaching Service.

Employee housing

The provision of suitable housing at an acceptable cost to both the Department and its employees is essential to attract and retain staff in regional and remote areas.

The Department subsidises approximately 81% of the rent of the 2265 properties occupied by its staff and owned or leased by the Government Regional Officers' Housing (GROH).

In 2010–11, the total rent the Department paid to GROH was \$70.31 million. Employee rentals collected totalled \$12.92 million, resulting in rent subsidies totalling \$57.39 million.

Table 53: GROH properties ^(a) used by the Department, by education region, 2009–10 and 2010–11

| Region | 2009–10 | 2010–11 |
|--------------------|--------------|--------------|
| Pilbara | 528 | 538 |
| Goldfields | 434 | 418 |
| Wheatbelt | 397 | 386 |
| Kimberley | 380 | 392 |
| Midwest | 331 | 335 |
| Southwest | 181 | 175 |
| North Metropolitan | 17 | 14 |
| South Metropolitan | 6 | 7 |
| Totals | 2 274 | 2 265 |

(a) A new regional structure was implemented by the Department in 2011, replacing education districts with education regions. The distribution of GROH properties is displayed for these regions to allow for comparison between 2009–10 and 2010–11.

Source: Government Regional Officers' Housing invoices for months of June 2010 and June 2011

During 2010–11, the Department was allocated 283 properties through leasing arrangements, new construction, refurbishments and reallocations from government agencies.

Workforce management support to schools

Human resource (HR) consultants provide advice and support to central and regional offices and all schools. Specific HR support was provided to Independent Public Schools, particularly on processes for re-profiling and classification determination. As a result, several Independent Public Schools reconfigured their non-teaching staffing profiles to better respond to their specific operational needs. Additionally, the Department assisted with job design and the creation of a range of new positions which Independent Public Schools have sought to better meet their local school community requirements.

The Department continued to provide HR advice and consultancy to principals, registrars and business managers to build HR capability in all schools and to ensure consistent, compliant and equitable application of all HR standards, policies and procedures.

Work commenced on the development of a comprehensive online HR reference tool to provide real time assistance to schools and facilitate the ongoing devolution of accountability to schools through the Independent Public Schools initiative. A number of HR training modules were delivered to school support staff in both metropolitan and regional schools.

Administrative support was provided to 42 rural and remote schools to implement the National Partnership Program on Indigenous Economic Participation. The program aims to identify and recruit Aboriginal people for suitable ongoing positions as part of the Job Creation for Community Development Employment Projects.

Workforce policy development and review

The Department supports the development and delivery of HR policies, programs and services, including professional competencies and standards, career structures and equity and diversity. The following activities were undertaken in 2010–11:

- Development and implementation of the *Equity and Diversity Management Plan 2011–2014*, and the related Aboriginal and Torres Strait Islander Employment Strategy 2011–2014 and Women in Leadership Strategy 2011–2014. Initiatives included:
 - implementation of regionally-based Aboriginal cultural awareness programs for Department staff;
 - implementation of a specialist coaching and mentoring program for Aboriginal graduate teachers;
 - implementation of a professional learning program for Aboriginal and Islander Education Officers to gain a Certificate III and/or Certificate IV qualification;
 - implementation of a professional learning program for Aboriginal and Torres Strait Islander school administrators;
 - training for regional, central office and school-based Equal Opportunity Contact Officers to support employees in addressing equal opportunity issues in the workplace; and
 - implementation of leadership development programs for executive women, aspirant women in public sector positions and aspirant senior school administrators.
- Following a comprehensive review of the Department's performance management policy and procedures, the *Employee Performance* policy was endorsed in 2010. The policy integrates mechanisms for managing performance management and substandard performance.
- In February 2011, the Public Sector Commissioner issued a new set of instructions which superseded the previous Public Sector Standards in Human Resource Management. The Department consulted with Public Sector Officers to obtain advice on the new instructions and to update relevant policies.
- A number of policies were updated in 2010, including *Housing for Country Employees*, *Managing Breach of Public Sector Standard Claim*, *Workplace Bullying*, and *Anti-Racism*.
- The Competency Framework for School Psychologists was implemented.
- The Level 3 Classroom Teacher Program recognised 148 exemplary classroom practitioners. The program provides an optional career pathway, through a merit select process, that offers opportunities for teachers to fulfil leadership roles whilst continuing their effective classroom practices.

Labour relations

The Department continued to work closely with key stakeholders to resolve industrial issues that may arise from the implementation of the Independent Public Schools initiative. A joint reference group, comprising senior representatives of the Department and State School Teachers' Union of Western Australia (Inc), meet to resolve any issues arising from the program. In 2010–11, there were no industrial matters affecting the operation of Independent Public Schools that required referral to the Western Australian Industrial Relations Commission.

Discussions have been held with the Civil Service Association/Community Public Sector Union in relation to the implementation of the new regional structure and possible implications for staff.

Negotiations with the Civil Service Association/Community Public Sector Union for a replacement Ministerial Officers General Agreement were successfully completed in April 2011. The new agreement, which covers administrative and technical staff employed in schools, is awaiting registration by the Western Australian Industrial Relations Commission. It resulted in salary increases consistent with those applicable to public servants and government officers employed in other agencies. Increases took effect from the first pay period on or after 15 April 2011.

In February 2011, the Department commenced negotiations with the State School Teachers' Union of Western Australia (Inc) for a replacement General Agreement. The current *School Education Act Employees (Teachers and Administrators) General Agreement 2008* expires on 7 July 2011. As at 30 June, no agreement has been reached.

Schools and other line managers are supported in the management of sub-standard employees. The Department has an ongoing responsibility for coordinating cases that are progressing under Part V of the *Public Sector Management Act 1994*.

Professional learning

The Department's Institute for Professional Learning provides a coordinated approach to developing, delivering or brokering, and evaluating professional development for all Department staff. It offers programs and provides mentoring, coaching and networking opportunities.

For all categories of staff across the Department, continua are being developed to align with career pathways. These inform the structure of the Institute's professional learning program, which covers the main groups of teaching and learning, leadership, and other roles that support the work of schools.

Teacher development is mapped against the National Professional Standards for Teachers, which were released in February 2011. In 2010–11, teacher development was provided through the following programs:

- The Literacy and Numeracy Program provides support to primary and secondary teachers. There were 387 participants in the literacy and 226 participants in the numeracy components of the program.
- The Primary Connections Project, which enhances the delivery of Science in primary schools, had 40 enrolments.
- The Cooperative Learning Program, which focuses on how the key elements of cooperative learning contribute to an effective classroom, had 15 enrolments.
- The Graduate Teacher Program provides practical support to new teachers in their first two years in a public school. The program is structured around four modules: 735 teachers participated in Module 1, 638 in Module 2, 562 in Module 3 and 591 in Module 4.
- The Senior Teacher Program is a four-module program that supports teachers to prepare for the significant role played by senior teachers in providing quality teaching and leadership. There were 289 enrolments in Module 1 and 330 in the final stage of the program.

The leadership continuum has been mapped against a draft of the National Professional Standards for Principals. In 2010–11, the following programs in leadership were provided by the Department:

- The Aspirant Leaders Program and the Aspirant Leaders Program for Aboriginal and Torres Strait Islanders introduce the skills and abilities required in school leadership positions. There were 72 enrolments in the general program and 11 in the program for Aboriginal and Torres Strait Islanders.
- The Coaching Program, which supports leaders in communicating effectively, had 69 enrolments.
- The Licence to Lead Program uses a problem solving approach to leadership development and had 36 participants in the first intake.
- The Leading Learning Communities, which had 25 enrolments, uses a problem solving approach with leaders to support them in embedding professional learning in the school community.
- The School Leaders Induction Program, which provides newly appointed school leaders with an introduction to the issues facing school leaders, had 70 enrolments.

Professional learning continua are being developed for all positions that support the work of schools. In 2010, the Accredited Training Program was trialled and targeted mainly schools officers, registrars and business managers. In 2011, the Accredited Training Program is offered to all Department staff.

The program delivers nationally-recognised qualifications through an auspicing agreement with a registered training organisation. In 2010–11, there were 63 people enrolled in the Diploma of Management, 135 in the Certificate IV in Training and Assessment, 131 in the Certificate IV in Business (2011) and eight in the Certificate IV in Frontline Management (2010).

Recognition of staff

The 2010 WA Education Awards recognised and rewarded excellence programs and outstanding contributions of staff in schools across Western Australia. Changes were made for the 2011 awards to provide a national pathway through to new Australian Awards for Outstanding Teaching and School Leadership. Winners and finalists of the 2009 and 2010 WA Education Awards were nominated by the Department to represent Western Australian public education at the national awards to be presented next financial year.

Governance disclosures

During the year ending 30 June 2011, no officer at level 9 or above declared an interest in a contract, existing or proposed to exist, between the Department of Education and a company in which they have an interest.

Other legal requirements

Advertising

Section 175ZE of the *Electoral Act 1907* requires government agencies to report expenditure with advertising agencies and market research, polling, direct mail and media advertising organisations. Only total expenditures per category of more than \$2100 are reported.

Table 54: Department expenditure on media advertising organisations and advertising agencies, 2010–11 ^(a)

| Category | Provider | 2010–11 (\$) |
|-------------------------------------|--|------------------|
| Media advertising organisations | AdCorp Media Decisions OMD Mitchell Partners Australia | |
| Sub-total | | 590 238 |
| Advertising agencies ^(b) | Vinten Browning | |
| Sub-total | | 615 805 |
| Total | | 1 206 043 |

(a) There was no expenditure by the Department in relation to polling, market research or direct mail organisations in 2010–11.

(b) Advertising agencies provide a full range of creative services not limited to advertising, including graphic design, printing, video production and related services.

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

Disability Access and Inclusion Plan outcomes

In accordance with the *Disability Services Act 1993*, s29 and Schedule 3 of the *Disability Services Regulations 2004*, the Department is required to report on the implementation of its Disability Access and Inclusion Plan.

The [Disability Access and Inclusion Plan 2007–2011](#), developed by the then Department of Education and Training, remains current for the Department of Education. The Department has begun a process to update the plan.

For 2010–11, key activities to address desired outcomes in the plan are reported here:

Outcome 1

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

- The range of services and programs for students with disabilities continues to support inclusive practices.
- The Department's commitment to equity and diversity is also outlined in the *Equity and Diversity Management Plan 2011–2014*. The plan contains initiatives to further develop inclusive working environments where people from diverse backgrounds are supported and retained, through the principles of equity and care, in an environment which is free from unlawful discrimination, harassment and vilification as determined by legislation.

Outcome 2

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

- The capital works program continues to design and provide accessible buildings and facilities that meet Australian design standards.
- The minor works program modifies existing premises on a needs basis.

Outcome 3

People with disabilities 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.

- Access to information including websites and written documentation is improved. New Web publications are compliant with the Guidelines for State Government Websites.
- Audio-visual material is captioned on request.
- Brailled and enlarged text is provided on request.

Outcome 4

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

- Accessibility to websites via screen reading programs is provided.
- Auslan sign language interpreters are provided on request.
- Assistive technology is provided on request.
- The Department continues to implement the 'agents and contractors' requirements consistent with its Disability Access and Inclusion Plan.
- The Department's Statewide Specialist Services provided advice to students, teachers and school communities to ensure students with disability, learning difficulty or health-related needs are able to access the curriculum and are supported to reach their potential.

Outcome 5

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

- A framework of policies on complaints management supports a comprehensive complaints management system for the recording, management and monitoring of complaints and investigations. The framework strengthens compliance with the Australian Standard 4269 for the handling of complaints. Information on the complaints management mechanism is available to all at the [Policies](#) website.

Outcome 6

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

- Staff understanding of equal employment opportunity and diversity principles has been raised through professional learning, including the importance of embracing and working towards the key outcomes of the *Equity and Diversity Management Plan 2011–2014*.
- Opportunities are provided for people with disabilities to contribute to planning and decision making, as parents/carers with disabilities may participate as members of local School Councils or Parents and Citizens' Associations.

Compliance with public sector standards and ethical codes

The Department is committed to ensuring that the expected standards of professional conduct, ethical behaviour and integrity are exhibited by all of its employees, and it has policies and procedures to ensure compliance with the public sector standards, the Western Australian Code of Ethics and the Department's Code of Conduct.

Public sector standards

The Department ensures compliance with Public Sector Standards by:

- including information about the standards in relevant human resource management policies and resources;
- providing an advisory and consultancy service to staff on standards-related matters;
- raising awareness of the standards in induction programs, selection panel training and a range of professional development programs;
- notifying all job applicants of their rights and obligations prescribed in the Grievance Resolution Standard and the Recruitment, Selection and Appointment Standard;
- monitoring compliance through the Department's breach of standards process;
- reporting allegations of breaches of the standards; and
- reporting to the Public Sector Commissioner on compliance with the standards through the Annual Agency Survey and the Employee Perceptions Survey.

The Department manages Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005*. The following table identifies the number and types of claims made by employees under the Public Sector Standards.

Table 55: Public Sector Standards claims, Department of Education, by status of claim, 2010–11

| Standard | Recruitment, Selection and Appointment | Grievance Resolution | Temporary Deployment | Redeployment | Totals |
|--|--|----------------------|----------------------|--------------|-----------|
| Resolved internally, relief provided | – | – | – | – | – |
| Claim withdrawn, no relief provided | 8 | – | – | – | 8 |
| Breach of Standard finding | – | – | – | – | – |
| Dismissed following formal review | 1 | 2 | – | – | 3 |
| Ineligible breach claim | 9 | 1 | – | 1 | 11 |
| Claim lapsed by the Public Sector Commissioner | – | – | – | – | – |
| Under investigation | 1 | 2 | – | – | 3 |
| Totals | 19 | 5 | – | 1 | 25 |

Source: Labour Relations

Of the 25 claims received in 2010–11, there were no adverse findings made against the Department in relation to any of the Standards.

Professional and ethical conduct

The Department has a strong commitment to ensuring that all staff meet the required professional and ethical standards. The Department has in place accountable and transparent management processes for dealing with disciplinary and misconduct matters. The Standards and Integrity Directorate is responsible for conducting investigations into allegations of misconduct and also delivers misconduct prevention and education programs.

In 2010–11, the following activities and processes enabled the Department to monitor and promote professional standards and conduct in its workforce:

- An online version of the Accountable and Ethical Decision Making professional learning modules is available to all employees. This is in addition to face-to-face presentations already available across the State. In 2010–11, 881 employees completed the online version.
- Targeted professional development and training activities dealing with complaints management and the standards of behaviour expected of Department employees was delivered. In 2010–11, more than 3397 employees and final year student teachers have received training.
- Staff visited the Warakurna Community Training Centre to deliver training in Accountable and Ethical Decision Making and Complaints Management for the Associate Principals from the Ngaanyatjarra Lands School. The purpose of the visit was to build working relationships with staff in its campuses and to achieve a greater understanding of the difficulties experienced by schools in remote locations.
- The Department has 18 Public Interest Disclosure officers available to receive disclosures made under the provisions of the *Public Interest Disclosure Act 2003*. Induction programs and ongoing prevention and education training include information about the legislation.
- The Department has revised its procedures in light of amendments to the disciplinary provisions of the *Public Sector Management Act 1994*. The new disciplinary arrangements allow for a single process, rather than a two stage process, and also provides for alternatives to disciplinary action in the form of improvement actions, such as counselling, training and development.
- The Department's Screening Unit, an accredited agency for the National Police Checking Service conducted through the national CrimTrac agency, screened 13 372 applicants in the education and training sector. Checks conducted include employees, potential employees, university students undertaking a teaching practicum, contractors undertaking building and maintenance in schools and volunteers. Those found to have criminal convictions breaching the Department's Suitability Criteria have been refused employment or placement in education sector positions.
The Screening Unit has recently undertaken significant upgrades to their Screening Database, thus allowing for faster responses to most applications for the National Criminal History Record Check.
- The Department's compliance with the requirements of the *Working with Children (Criminal Record Checking) Act 2004* was monitored, and ongoing advice and support in relation to the legislation was provided. The legislation makes it compulsory for people in child-related work to apply for a Working with Children check. Further enhancements of the Department's Working With Children recording system are being undertaken to provide increased reporting functionality and automated alert functions.

The Department issued \$495 330 by way of reimbursement to Department employees and volunteers required to obtain the Working with Children check.

The Department, through the Standards and Integrity Directorate, is responsible for the receipt, recording, assessment, coordination and allocation of complaints involving staff misconduct. It manages matters of serious misconduct involving Department employees, including those matters related to child protection.

There has been a small decrease in the number of matters reported in 2010–11; however, overall the number remains high compared with the reports received in 2008–09. This level of reporting reflects the emphasis placed on increasing awareness throughout the Department of the need to report and record misconduct.

Table 56 shows the number of matters managed centrally (those matters assessed as warranting formal disciplinary action) and the number referred for local management action. There has been an increase in the number of matters referred for local management action (those matters assessed as less serious in nature and suitable for local management rather than formal disciplinary action). The Standards and Integrity Directorate monitors how these matters are dealt with and provides support and advice to Principals and others responsible for the local management process. The overall number of matters resolved has increased again this year.

Table 56: Management of misconduct matters ^(a), 2008–09 to 2010–11

| Category | Received | | | Resolved | | |
|--|------------|------------|------------|------------|------------|------------|
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| Misconduct matters ^(b) | 305 | 501 | 475 | 281 | 412 | 435 |
| Central management | 157 | 262 | 193 | 203 | 219 | 176 |
| Local management with central oversight ^(c) | 148 | 239 | 282 | 78 | 193 | 259 |
| Other ^(d) | 70 | 59 | 61 | 90 | 46 | 64 |
| Totals | 375 | 560 | 536 | 371 | 458 | 499 |

- (a) The number of matters received in one year may not be the same as the number resolved that same year, as resolution may occur in subsequent years.
- (b) Misconduct matters relating to the discipline provisions of the *Public Sector Management Act 1994* or the principles of Common Law are managed by the Standards and Integrity Directorate on behalf of the Director General.
- (c) Matters referred for local management with central oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such matters continue to be referred to the Corruption and Crime Commission (CCC) for external oversight.
- (d) The 'Other' category includes matters involving the Parent Advocacy and Liaison Officer.

Source: Standards and Integrity

Tables 57 and 58 show the types and most common categories of allegations contained in the misconduct matters received in 2009–10 and 2010–11.

Table 57: Misconduct allegations ^{(a) (b)}, 2009–10 and 2010–11

| Category | Received | | Resolved | |
|---|------------|------------|------------|------------|
| | 2009–10 | 2010–11 | 2009–10 | 2010–11 |
| Central management | 317 | 233 | 294 | 259 |
| Child protection | 189 | 141 | 182 | 169 |
| Non-child protection | 128 | 92 | 112 | 90 |
| Local management with central oversight ^(c) | 258 | 295 | 206 | 273 |
| Child protection | 208 | 239 | 157 | 211 |
| Non-child protection | 50 | 56 | 49 | 62 |
| Totals | 575 | 528 | 500 | 532 |

- (a) The number of allegations received is 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) Allegations referred for local management with central oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such allegations continue to be referred to the CCC for external oversight.

Source: Standards and Integrity

Table 58: Misconduct allegations received, by most common category, 2009–10 and 2010–11

| Category | Received | |
|---|------------|------------|
| | 2009–10 | 2010–11 |
| Central management | 317 | 233 |
| Physical assault ^(a) | 87 | 50 |
| Inappropriate behaviour ^(b) | 81 | 79 |
| Fraud/theft | 32 | 29 |
| Other categories | 117 | 75 |
| Local management with central oversight ^(c) | 258 | 295 |
| Physical assault | 140 | 144 |
| Inappropriate behaviour | 70 | 98 |
| Verbal abuse | 11 | 9 |
| Other | 37 | 44 |
| Totals | 575 | 528 |

- (a) The 'Physical assault' category is a broad category used to cover a range of misconduct allegations involving physical contact. These can range from unlawful and/or excessive physical contact through to minor level touch that involves minimal contact.
- (b) The 'Inappropriate behaviour' category covers a range of misconduct including allegations of inappropriate contact via social network sites through to allegations of sexualised contact with students.
- (c) Allegations referred for local management with central oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such allegations continue to be referred to the CCC for external oversight.

Under the provisions of Section 240 of the *School Education Act 1999*, the Department may direct an employee away from school premises where it is suspected that their continued presence constitutes a risk to the safety or welfare of students.

Under the provisions of Section 82 of the *Public Sector Management Act 1994*, where an employee is suspected of misconduct and disciplinary proceedings have been initiated, the Department may suspend the employee without pay.

The number of suspensions and redirection orders issued against employees is reported below.

Table 59: Suspension or redirection orders issued against employees, 2008–09 to 2010–11

| | Redirected | | | Suspended without pay | | |
|--------------------|------------|-----------|-----------|-----------------------|----------|----------|
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| Teaching staff | 8 | 13 | 10 | 2 | 3 | 0 |
| Non-teaching staff | 1 | 1 | 5 | 0 | 1 | 1 |
| Totals | 9 | 14 | 15 | 2 | 4 | 1 |

Source: Standards and Integrity

Recordkeeping plans

Compliance with the *State Records Act 2000*

The proper management of records in government agencies is an auditable legal requirement which is enunciated in the *State Records Act 2000*.

Sections 19 and 61 of the Act require each government agency to have a recordkeeping plan (RKP), approved by the State Records Commission, that describes how records are created, maintained, managed and disposed of in accordance with the Commission's Standards and Principles.

The Department's recordkeeping plan includes the recordkeeping requirements of the other education sector agencies (the Curriculum Council, the Department of Education Services, the Country High School Hostels Authority and the Public Education Endowment Trust). The RKP applies to all staff at all worksites.

Details of the Department's compliance with State Records Commission requirements are given in the table below.

Table 60: Compliance with State Records Commission Standard 2 Recordkeeping Plan (Principle 6 – Compliance), 2010–11

| State Records Commission requirement | Department compliance |
|---|---|
| <p>The efficiency and effectiveness of the organisation's recordkeeping systems are evaluated not less than once every five years.</p> | <p>The latest version of the Department's Recordkeeping Plan was approved in June 2010 in accordance with section 28 (2) of the <i>State Records Act 2000</i>.</p> <p>Staff in Corporate Information Services have responsibility for best practice in information management training, advice and monitoring RKP compliance across all Department of Education worksites.</p> <p>The Department's approved recordkeeping system has been implemented in central office and all regional education offices.</p> <p>Recordkeeping responsibilities have been devolved to central office and regional education office business units. Staff in these worksites are required to record all their significant communication, actions and decisions into TRIM, the Department's approved recordkeeping system.</p> <p>Recordkeeping Consultants are available to assist and advise all worksites including schools.</p> <p>Recordkeeping queries are centralised through the Records Management Help Desk as first contact point for Department business units and schools seeking advice about recordkeeping.</p> <p>Corporate Information Services is responsible for the disposition of all central office and regional education office records.</p> <p>There were 21 571 inactive files transferred to commercial storage and 16 391 files destroyed in accordance with the Department's approved retention schedule.</p> <p>A School Archive Collection Program has been implemented to manage school archival records centrally by Corporate Information Services.</p> |

| State Records Commission requirement | Department compliance |
|--|---|
| <p>The organisation conducts a recordkeeping training program.</p> | <p>Recordkeeping Awareness Training</p> <p>The Department's online training course is designed to increase staff awareness of their obligations, rights and responsibilities under the <i>State Records Act 2000</i>. This course is accessed through the Department's Intranet Portal.</p> <p>As of 30 June 2011, 1374 staff have completed the Online Recordkeeping Awareness Training Program.</p> <p>TRIM Training</p> <p>TRIM training continues to be offered to central office and regional education office staff and its offsite locations. To date, 1566 staff have been trained in TRIM Context, 73% of current total central and regional education office staff.</p> <p>Advanced TRIM training is available to staff who have completed basic training and require more functionality from the system.</p> <p>Department's Induction Program</p> <p>Corporate Information Services presents recordkeeping information at the Department's Induction Program.</p> <p>Records Management Training for Schools</p> <p>The Records Management presentation to school registrars has been completed for all regional education offices.</p> |
| <p>The efficiency and effectiveness of the recordkeeping training program are reviewed from time to time.</p> | <p>TRIM online training is available via the Department's iLearning facility.</p> <p>TRIM Context training materials are routinely reviewed and updated and are available to all staff.</p> |
| <p>The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's recordkeeping plan.</p> | <p>The online recordkeeping awareness program is in place and includes a section on employees' recordkeeping roles and responsibilities. The program has monitoring facilities to measure progress of RKP compliance.</p> <p>Recordkeeping information is available on the Corporate Information Services website for use by school principals when inducting new staff.</p> <p>Recordkeeping information on the Corporate Information Services website is maintained and updated regularly.</p> <p>Corporate Information Services provides information on staff responsibilities for recordkeeping and briefly outlines the <i>State Records Act 2000</i> and TRIM at the Department's induction program for central office and its offsite locations.</p> <p>The Department also has an online Induction, Training and Development website that address staff recordkeeping responsibilities.</p> |

Government policy requirements

Substantive equality

The State Government's *Substantive Equality* policy, launched in 2005, seeks agency commitment and action to attain equitable outcomes for different client groups; in particular, Aboriginal and Torres Strait Islanders, and clients from diverse cultural and linguistic backgrounds. The Department has a plan in place for all policies, practices and procedures to be regularly assessed to ensure a positive impact on Aboriginal and ethnic groups.

In 2010, the Department explored systemic racial discrimination with respect to the exclusion of students from public schools following a serious incident, or as a result of a persistent pattern of behaviour that resists intervention. This work will inform how the Department may provide further support to students and their families during the exclusion process.

Occupational safety, health and injury management

Occupational safety and health

The Department is committed to providing and promoting a workplace that is safe and healthy and in which the risk of injury and harm is minimised and controlled. The Department reviewed and updated its [Occupational Safety and Health](#) policy, developed in accordance with the requirements of the *Occupational Safety and Health Act 1984*, which outlines the roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in the workplace.

The Department is committed to ensuring school administrators are aware of their responsibilities for managing occupational safety and health (OSH). In 2010–11, 124 school administrators attended a one-day mandatory training course for all principals in metropolitan and regional areas.

The Department consults with a wide range of key stakeholders in the development of policies and guidelines related to occupational safety and health, workers' compensation and injury management. To ensure that there is a formal method of consultation on occupational safety and health issues between management and staff in the workplace, the Department encourages and supports worksites to establish safety and health committees and have trained safety and health representatives. The Employee Support Bureau provided regular presentations at introductory training courses for new safety and health representatives, and the Department and the State School Teachers' Union of Western Australia met regularly to discuss workplace safety and related matters.

Compared with other settings, the risk to staff of sustaining manual handling injuries is higher in education support schools. A contract was awarded to provide manual handling training to staff working in these schools to improve safety and reduce the risk of injury occurring.

The Employee Assistance Program, the contracted provider of counselling services, provided 4521 counselling sessions to employees and their immediate families.

A new contract for the provision of occupational physician services for non-compensable cases was let, which included referral to a designated psychiatrist to conduct employee fitness to work determinations.

A review of the Department's occupational safety and health management systems was completed by an externally-accredited WorkSafe plan assessor. Key findings and recommendations from the report included the following:

- All new school principals to attend the OSH training course for school administrators. (This training was implemented during the year.)

- Schools to implement and maintain material safety data sheets for chemicals. (Training of staff in the Science, Design and Technology, and Arts subject areas was conducted by the Regional Science Technician Group.)
- Schools to have a suitable notice board displaying relevant material regarding occupational safety and health issues. (Communication was forwarded to all schools promoting staff awareness regarding OSH matters and encouraging staff to consider opportunities of becoming a workplace safety and health representative.)
- Schools to formally record all accidents and incidents, investigate issues, and apply corrective and preventative actions. (A new accident incident and investigation report form was developed, with a key focus on risk assessment and implementation of risk controls to reduce the risk of reoccurrence of injuries in Department workplaces.)

Occupational safety and health training

During the year 150 newly elected safety and health representatives undertook the five-day WorkSafe accredited training. A further 18 safety and health representatives, who had been representatives for at least two years, attended a two-day refresher training course.

During 2010–11, mediation training was provided to 183 line managers to assist them in dealing with conflict in the workplace. This training was supported by mentoring services provided by the contracted training provider.

One hundred and thirty-five employees who are required to drive vehicles in remote locations were provided with training in defensive four wheel driving and recovery. The two-day course focused on defensive driving techniques that emphasise low risk and hazard management strategies as they apply to everyday driving, off-road driving and 4WD recovery techniques.

Regional Science Technicians visited 34 district high schools to provide assistance and guidance on safety issues in Science, Design and Technology and Art areas. Advice was provided to schools on safe working practices, and the safe handling, storage and disposal of hazardous substances. Training in the management of hazardous substances was provided to 220 staff.

Workers' compensation and injury management

The Department is committed to providing assistance to injured or ill employees as soon as practicable, to facilitate their return to work. The Department has in place an [Injury Management and Workers' Compensation](#) policy that documents injury management processes based on the WorkCover WA injury management model.

The Employee Support Bureau workers' compensation officers and injury management consultants held regular claims review meetings with RiskCover to ensure the implementation of best practice strategies in the management of workers' compensation claims. During 2010–11, 30 formal case review meetings were conducted with RiskCover.

In 2010–11, the number of workers' compensation claims was 1591 compared to 1576 in 2009–10.

In 2010–11, there were 136 claims for mental stress (126 in 2009–10), 452 claims for body stressing injuries (447 in 2009–10) and 408 claims for falls, slips and trips (409 in 2009–10).

In addition to management of workers' compensation claims, the Department provided assistance to more than 300 employees who experienced difficulties in remaining at work or returning to work due to a non-compensable injury, illness or disease.

Table 61: Occupational safety and health performance indicators, 2009–10 and 2010–11

| Indicator | 2009–10 ^(a) | 2010–11 | Target | 2010–11 |
|---|------------------------|---------|------------------------------|--------------|
| Number of fatalities | 0 | 0 | 0 | Achieved |
| Lost time injury/disease (LTI/D) incident rate ^(b) | 2.6 | 2.8 | 10% reduction | Not achieved |
| Lost time injury severity rate ^(c) | 23.8 | 24.8 | 10% reduction | Not achieved |
| Percentage of injured workers returned to work within 28 weeks | (d) | 86% | | |
| Percentage of managers trained in occupational safety, health and injury management responsibilities ^(e) | 90% | 90% | Greater than or equal to 50% | Achieved |

(a) May include some data in relation to staff who are now with the Department of Training and Workforce Development.

(b) The lost time injury/disease incidence rate is the number of lost time injury/disease claims, where one day/shift or more was lost in the financial year, per 100 FTE employees, i.e. the number of incidents resulting in lost time per 100 FTE employees.

(c) The severity rate is the number of severe injuries (actual or estimated 60 days/shifts or more lost from work) divided by the number of lost time injuries multiplied by 100, i.e. the percentage of incidents resulting in lost time that were classified as severe.

(d) It is not straightforward to determine with precision when workers have returned to work with full hours and full duties. Many workers have a gradual 'return to work' experience, some smoother than others and some may have an interrupted return to work. The systems that existed in 2009–10 did not provide the appropriate data to determine comparable measures of 'return to work' rates. The Department's current system is now able to report comparable 'return to work' rates.

(e) Percentage of current managers who have received training in OSH and injury management in the past three years.

Source: RiskCover

Appendixes

1. Support for other educational institutions and non-government organisations

This function involves payments by way of grants to certain national organisations and Western Australian organisations that support or provide education services.

The total expenditure for 2010–11 was \$23.0 million. Grants of \$100 000 or more accounted for \$21.1 million of the total.

Table 62: Department of Education grants to educational institutions and private organisations ^(a), 2009–10 and 2010–11

| Organisation | 2009–10 (\$'000) | 2010–11 (\$'000) |
|--|---------------------|---------------------|
| ABMUSIC (Aboriginal Corporation) | 110 | – |
| Activ Foundation Inc. | 284 | – |
| Albany Worklink | 262 | – |
| Apprenticeships Australia Pty Ltd | 200 | – |
| Association of Independent Schools of WA (Inc.) | 3 286 | 2 580 |
| Apprentice and Traineeship Co. Midwest | 190 | – |
| Australian Council for Educational Research | – | 157 |
| Australian Curriculum Assessment and Reporting Authority | 898 | 2 001 |
| Balga Job Link Inc. | 468 | – |
| Bloodwood Tree Association Inc. | 145 | – |
| Bluearth Institute | 112 | – |
| Bridging the Gap Inc. | 140 | – |
| Building and Construction Industry Training Fund | 163 | – |
| Canberra Institute of Technology | 191 | – |
| Catholic Education Office of WA | 5 727 | 3 510 |
| Central Area Regional Training Scheme Inc T/A Directions. | 730 | – |
| Cerebral Palsy Association of WA | 196 | – |
| Chamber of Minerals and Energy of WA Inc. | 173 | – |
| Child Australia | 232 | – |
| Clontarf Foundation | 1 425 | 2 065 |
| Community Services, Health & Education Industry Training Advisory Body Inc. | 220 | – |
| Community Solutions Inc. | 166 | – |
| Department of Further Education, Employment, Science and Technology (DFEEST) – Shared Services | 111 | – |
| Disability in the Arts, Disadvantage in the Arts, Australia – DADAA (WA) | 111 | – |
| Edith Cowan University | – | 158 |
| education.au limited | 290 | – |
| Education Services Australia Limited | – | 127 |
| Electrical Utilities and Public Administration Training Council (Inc.) | 183 | – |
| Engineering and Automotive Training Council (Inc.) | 245 | – |
| Extra Edge Services Inc. | 336 | – |
| Financial Administrative and Professional Services Training Council Inc. | 270 | – |
| Foodbank of Western Australia Inc. | – | 195 |
| Fremantle Children's Literature Centre Inc. | 250 | 141 |
| Futurenow – Learning for Life | 270 | – |
| Geraldton Regional Community Education Centre Association Inc. | 175 | 241 |
| Goolarri Media Enterprises Pty Ltd | 100 | – |
| Government Schools Leadership Centre | 803 | – |
| Group Training South West T/As The Apprentice & Traineeship Co. | 269 | – |
| Health Training Australia (Inc.) | 112 | – |
| Hospitality Group Training (WA) Inc. | 122 | – |
| Independent Living Centre of WA (Inc.) | 233 | – |
| Italo - Australian Welfare and Cultural Centre Inc. | 824 | 705 |
| Joblink Enterprises Inc. | 121 | – |
| Joblink Mid West Inc. | 163 | – |
| Jobs South West Inc. | 202 | – |
| Joondalup Youth Support Services (Inc.) | 135 | – |
| Kimberley Group Training | 331 | – |
| Learning Centre Link | 123 | – |
| Logistics Training Council | 163 | – |

| Organisation | 2009–10 | 2010–11 |
|---|----------|----------|
| | (\$'000) | (\$'000) |
| Marr Mooditj Foundation Inc. | 115 | – |
| Meerilinga Young Children's Services Inc. | 115 | – |
| Midland Job Link Incorporated | 368 | – |
| Ministerial Council for Education, Early Childhood Development and Youth Affairs | 241 | 424 |
| Noah's Ark Toy Library and Resource Centre (Inc.) | 272 | 849 |
| Parkerville Children and Youth Care Inc. | 214 | 235 |
| Primary, Food and Beverage, Furnishing and Textiles Industry Training Council (WA) Inc. | 245 | – |
| Principals Australia Inc. | 100 | 100 |
| Retail and Personal Services Training Council | 183 | – |
| Rotary Residential College Inc. | 365 | 132 |
| Safety House Association of WA | 106 | 113 |
| School Sport Western Australia Inc. | 404 | 415 |
| Skill Hire Pty Ltd | 272 | – |
| South Metropolitan Youth Link | 584 | – |
| Swanleigh | 555 | 157 |
| TAFE NSW Illawarra Institute | 110 | – |
| Telethon Speech & Hearing | 465 | – |
| The Churches' Commission On Education Inc. T/A YouthCare | 2 115 | 3 466 |
| The Community Development Foundation | 130 | 120 |
| The Dyslexia-Speld Foundation WA (Inc.) | 249 | 258 |
| The Graham Polly Farmer Foundation Inc. | 150 | 150 |
| The School Volunteer Program Inc. | 298 | 280 |
| The Smith Family | 186 | – |
| The University of Notre Dame Australia | 142 | – |
| The West Australian Group Training Scheme Inc. | 131 | – |
| Therapy Focus Inc. | 123 | 100 |
| University Of Western Australia | 1 415 | 1 550 |
| WA Council Of State School Organisations Inc. | 243 | 275 |
| WA Disabled Sports Association | 110 | – |
| WA Foundation for Deaf Children Inc. | 207 | 176 |
| Western Australian School Canteen Association Inc. | 248 | 443 |
| Youth Focus | 100 | – |

(a) Only grants/subsidies of \$100 000 or more are listed.

Source: *Financial Management and Resourcing*

2. Acronyms and glossary of terms

| | |
|---------------|---|
| Accreditation | Process by which specific courses are approved by state and territory training authorities to ensure they meet specified quality requirements. |
| COAG | Council of Australian Governments |
| Completion | Fulfilment of all of the requirements of a course or module enrolment. |
| Credit | Progress toward a qualification granted to an individual on the basis of achievement of relevant competencies or learning outcomes. Credit can be based on prior agreement between organisations about the credit value of specific courses and programs. |
| DHS | District high school |
| DET | Department of Education and Training |
| DoE | Department of Education |
| DTWD | Department of Training and Workforce Development |
| ESD | English as a Second Dialect |
| ESL | English as a Second Language |
| ETSSC | Education and Training Shared Services Centre |
| FTE | Full-time equivalent |
| HR | Human resource |
| ICT | Information and communication technologies |
| IPS | Independent public school |
| K | Kindergarten |
| KPI | Key performance indicator |
| MCEECDYA | Ministerial Council for Education, Early Childhood Development and Youth Affairs |
| MSE9 | Monitoring Standards in Education assessment program for Year 9 students. |
| NAPLAN | National Assessment Program – Literacy and Numeracy |
| NSSCF | National Secondary Schools Computer Fund |
| OECD | Organisation for Economic Cooperation and Development. A forum where governments work together to address the economic, social and environmental challenges of globalisation. |
| OPL | Online professional learning |
| OTLS | Online teaching and learning system |
| P | Pre-primary |
| SIDE | Schools of Isolated and Distance Education |
| SIS | School Information System |
| SOTA | School of the Air |
| SMS | Short message service |
| TAFE | Technical and further education. TAFE colleges now known as State Training Providers. |
| VET | Vocational education and training |
| WACE | Western Australian Certificate of Education |
| WACoA | Western Australian College of Agriculture |
| WALNA | Western Australian Literacy and Numeracy Assessment |
| WAMSE | Western Australian Monitoring Standards in Education is a program of population assessments in Science, and Society and Environment, which report results on a WAMSE scale of achievement using WAMSE units. A WAMSE scale has scores that range in the order of 0 to 1000 to include the full range of achievement observed in the assessment. The scale is constructed so that any given score represents the same level of achievement over time, enabling changes in standards to be monitored over time. |

3. Contacting the Department of Education

Central office

151 Royal Street, East Perth WA 6004
Tel: 9264 4111
Web: www.det.wa.edu.au/

Education regional offices

Metropolitan

North Metropolitan

North Metropolitan Education Regional Office
Level 2/1 Puccini Court, Stirling WA 6021 (PO Box 1126, Innaloo City WA 6918)
Tel: 9285 3600
Fax: 9285 3730
Email: reception.westcoast.deo@det.wa.edu.au
Web: www.det.wa.edu.au/regions/northmetropolitan/detcms/portal/

Beechboro Local Education Office
18 Blackboy Way, Beechboro WA 6063 (PO Box 95, Beechboro WA 6063)
Tel: 9442 6666
Fax: 9442 6600
Email: swan.deo@det.wa.edu.au

South Metropolitan

South Metropolitan Education Regional Office
184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162)
Tel: 9336 9563
Fax: 9430 8028
Email: southmetroregionaledoffice@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/fremantle

Cannington Local Education Office
Ground Floor, Mason Bird Building, 303 Sevenoaks Street, Cannington WA 6107
(PO Box 592, Cannington WA 6987)
Tel: 9311 0500
Fax: 9356 2561
Email: southmetroregionaledoffice@det.wa.edu.au

Mandurah Local Education Office
24 Sutton Street, Mandurah WA 6210 (PO Box 1050, Mandurah WA 6210)
Tel: 9550 2555
Fax: 9550 2500
Email: southmetroregionaledoffice@det.wa.edu.au

Regional and remote

Goldfields

Goldfields Education Regional Office
Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6433)
Tel: 9093 5600
Fax: 9093 5656
Email: goldfields.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/goldfields

Esperance Local Education Office
86 Windich Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450)
Tel: 9071 9100
Fax: 9071 2796
Email: esperance.deo@det.wa.edu.au

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| Kimberley | <p>Kimberley Education Regional Office 10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725) Tel: 9193 6488 Fax: 9193 6718 Email: kimberley.ero@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/kimberley</p> |
| Midwest | <p>Midwest Education Regional Office Level 2, SGIO Building, 45 Cathedral Avenue, Geraldton WA 6530 (PO Box 63, Geraldton WA 6530) Tel: 9956 1600 Fax: 9964 1391 Email: midwest.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/midwest</p> |
| Pilbara | <p>Pilbara Education Regional Office Corner of Searipple and Welcome Roads, Karratha WA 6714 (PO Box 384, Karratha WA 6714) Tel: 9185 0111 Fax: 9185 0137 Email: pilbara.deo@det.wa.edu.au Web: www.det.wa.edu.au/regions/pilbara/detcms/portal/</p> |
| Southwest | <p>Southwest Education Regional Office 5th Floor, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel: 9791 0300 Fax: 9791 2228 Email: bunbury.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/bunbury</p> <p>Albany Local Education Office 83 Serpentine Road, Albany WA 6330 Tel: 9841 0333 Fax: 9841 7542</p> <p>Manjimup Local Education Office 49 Rose Street, Manjimup WA 6258 Tel: 9771 7100 Fax: 9771 2474 Email: warrenblackwood.deo@det.wa.edu.au</p> |
| Wheatbelt | <p>Wheatbelt Education Regional Office McIver House, 267 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401) Tel: 9622 0200 Fax: 9622 3996 Email: wheatbelt.reo@det.wa.edu.au Web: www.det.wa.edu.au/regions/wheatbelt/detcms/portal/</p> <p>Narrogin Local Education Office Homer Street, Narrogin WA 6312 (PO Box 535, Narrogin WA 6312) Tel: 9881 0000 Fax: 9881 3178 Email: wheatbelt.reo@det.wa.edu.au</p> |

Corporate

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|---|--|
| Education and Training Shared Services Centre | <p>Level 6, 8 Bennett Street, East Perth WA 6004 (PO Box 2622, East Perth WA 6892) Tel: 9264 8660 Fax: 9264 8465 Email: ETSSC.Feedback@det.wa.edu.au Web: www.det.wa.edu.au/etssc</p> |
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