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Department of Education
Annual Report

2011–12



Department of
Education

Statement of Compliance

To the Hon Peter Collier MLC, Minister for Education

In accordance with Section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education for the financial year ended 30 June 2012.

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




SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)

19 September 2012

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About this report

Welcome to our annual report for the 2011–12 financial year. The report is designed to provide you with information about the Department of Education, its purposes, services and performance. Each of our schools develops its own annual report and this can be found under the individual school on [Schools Online](#).

The Department's report details not only our achievements and successes but also the challenges and opportunities we face. The report presents our work in the context of the priorities stated in our strategic plan, budget papers and other strategic documents. It also outlines our contribution to broader Government-desired outcomes and compliance with various legislative and Government policy requirements.

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

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

The **Agency performance** provides detailed information against each priority area of our work and describes major initiatives and projects.

The section on **Disclosures and legal compliance** includes a range of information required by Government agencies including how we manage our most important asset, our staff.

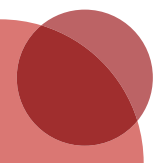
The **Key performance indicators** and **Financial statements** provide information about performance measures and the financial situation.

The report concludes with a range of **appendices** with detailed statistics, graphs and tables related to our performance.

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

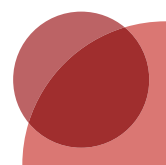
Annual report online

As only limited copies are printed, the report is online at education.wa.edu.au. The report is available as the full report or each section can be downloaded separately.



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The year in review

Mission, goals and accountability

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

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

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

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

Responsible minister The Department of Education is responsible to the Minister for Education. From 1 July 2011 to 28 June 2012 this was the Hon Dr Elizabeth Constable MLA. From 29 June 2012 this is the Hon Peter Collier MLC.

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

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

Highlights at a glance 2011–12

268 129 students enrolled in public schools and community kindergartens in 2012, representing 65.7% of all students in Western Australian schools, up from 65.5% in 2011, which is the first increase in public school market share in 30 years

171 Independent Public Schools operating in 2012 out of a total of 766 public schools across Western Australia

33 434 (average) full-time equivalent staff employed including teachers, administrators, public servants and other support staff, making the Department of Education the largest public sector employer in Western Australia

22 868 students assessed in Pre-primary at the beginning of 2012 to identify their literacy and numeracy skills and understandings at the point of entry to full-time school

5304 vocational qualifications achieved by full-time Year 12 students in 2011, which is 403 more than in 2010

685 Curriculum Council awards received by students in 2011, the highest number ever

114 students attained Australian Tertiary Admission Ranks (ATARs) of 99 and more in 2011, an increase from 100 the year before

4051 applications for entry to Gifted and Talented programs in 2013 and 2014, a record number and up 20% from last year

12% salary increase over three years which came into effect in December 2011 and maintained Western Australian teachers as among the highest paid in Australia

62 Teacher Development Schools with expert teachers providing support to their colleagues to prepare for and implement the Australian Curriculum

\$695.7 million spent on building new schools, providing additional school facilities and maintaining existing schools

\$28 703 maximum additional salary a year offered to outstanding principals willing to take up posts at selected low socio-economic school communities as part of an innovative incentive package

2 national winners (out of a possible five) in the inaugural Australian Awards for Outstanding Teaching and School Leadership 2011 – Australian Primary Principal of the Year and Australian Secondary Teacher of the Year

From the Director General

Western Australia has a long and proud tradition of public schools providing high quality education in communities across the State.

We built on this tradition in 2011–12 with some of the most significant improvements in student performance in recent years – the State’s highest-ever results on national assessments in literacy and numeracy, and civics and citizenship; and many more Year 12 students graduating from school with academic and vocational achievements.

We continued to pursue more autonomy for all schools so teachers could personalise their approaches to teaching and learning, and meet the needs of their students and the expectations of their communities. We did this through continued expansion of the Independent Public Schools initiative and by giving more authority to all schools.

The new Australian Curriculum was a key focus throughout the year with many exciting and innovative ways to support its implementation. This support was primarily led by teachers as they developed and revised resources, shared their expertise, worked collaboratively, and contributed to national and State programs and projects.

We maintained our teachers as among the highest paid in Australia through the settlement of a new agreement at the end of 2011. Not only did teachers gain a 12 per cent salary increase over three years, the agreement included a number of reforms to better service students.

During the year, the Government’s two new policy directions – pre-primary to be compulsory from 2013 and Year 7 to move to secondary school from 2015 – reflected the changing

education environment not just in this State but also nationally and internationally. The critical role of early learning for young children and the importance of appropriate specialist teaching and learning for young adolescents are exciting drivers as we implement these policies.

At the beginning of 2012 we released our new strategic plan that reiterated our focus as a public school system: to achieve the twin goals of excellence and equity.

As you read through this annual report, you will see these goals echoed in our work at every level – from each classroom in each school through to our system of public education in Western Australia.

You will also see our focus on change, not for its own sake but to improve classroom practices and student learning.

I would like to acknowledge the many partners involved in our work over the past year – teachers, students and parents/carers working together; industry, business and academia supporting teaching and learning; and communities and individual community members contributing to public education.

Sharyn O’Neill



Photo courtesy of The Sunday Times

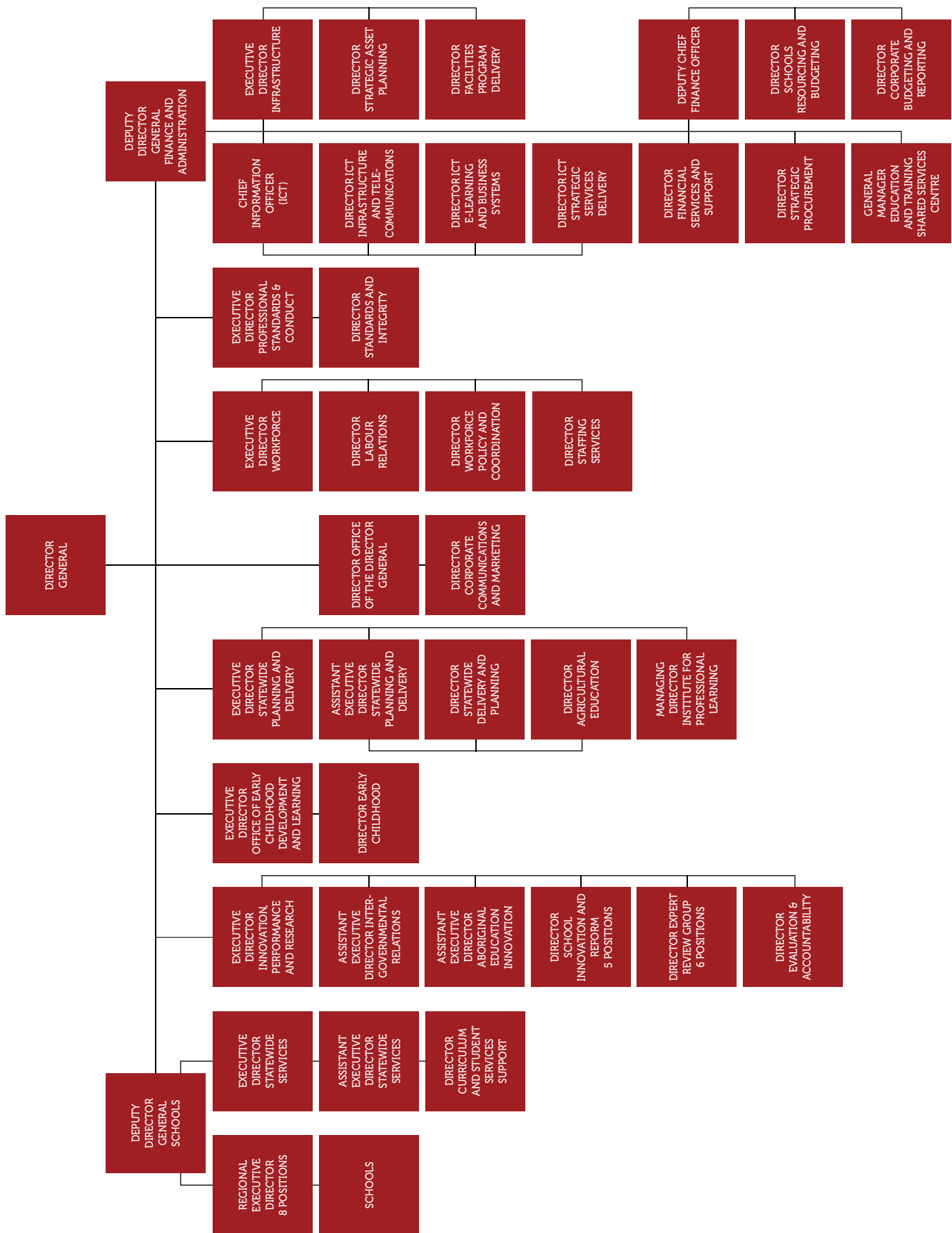
Our senior executive and structure

At June 2012

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
Executive Director, Innovation, Performance and Research	Peter Titmanis
Executive Director, Office of Early Childhood Development and Learning	Garry Hewitt (Acting)
Executive Director, Statewide Planning and Delivery	Lindsay Hale (Acting)
Executive Director, Workforce	Cliff Gillam
Executive Director, Professional Standards and Conduct	Eamon Ryan
Chief Information Officer, Information and Communication Technologies	Bevan Doyle
Executive Director, Infrastructure	John Fischer
Regional Executive Director, Goldfields	Larry Hamilton
Regional Executive Director, Kimberley	Greg Robson
Regional Executive Director, Midwest	Stephen Baxter
Regional Executive Director, North Metropolitan	Jim Webb
Regional Executive Director, Pilbara	Sue Cuneo
Regional Executive Director, South Metropolitan	Margaret Collins
Regional Executive Director, Southwest	Neil Milligan
Regional Executive Director, Wheatbelt	Kim Guelfi
General Manager, Education and Training Shared Services Centre	Kevin Smith

Figure 1: Our organisational structure

At June 2012



Areas of responsibility

Education and Training Shared Services Centre

The centre is responsible for providing transactional financial and human resources services to the Department of Education, School Curriculum and Standards Authority (formerly Curriculum Council), Country High School Hostels Authority, Department of Training and Workforce Development, Vocational Training Education Centre and 11 State training providers.

Finance and Administration Division

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

Information and Communication Technologies Division

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

Infrastructure Division

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

Innovation, Performance and Research Division

The division is responsible for designing and delivering major school reform programs and for the school improvement and accountability framework. It is also responsible for conducting reviews of school performance, assessing standards of student achievement, and providing performance and statistical information to enhance decision making and meet reporting requirements.

Office of Early Childhood Development and Learning

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

Lauren Horne
Winthrop Primary School
**2011 WA BEGINNING
TEACHER OF THE YEAR**

"Teaching is something I have always been interested in and it just seemed natural that that's what I would do. My Year 6 teacher was a particular inspiration to me as she always fostered a safe and positive classroom environment and this is something I emulate now in my classroom."



Professional Standards and Conduct Division

The division is responsible for ensuring the highest standards of professional conduct and integrity are demonstrated by staff and strong governance processes, including audit and risk mitigation strategies, are in place. It is also responsible for screening employees for suitability, monitoring compliance with Working with Children legislation, managing allegations of misconduct by staff, and investigating other forms of misconduct. It is responsible for ensuring risk management and control processes are effective, and for providing legal advice.

Schools

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

Statewide Planning and Delivery Division

The division is responsible for planning the future delivery of public schooling and developing strategic options for the design, location and delivery of future schooling needs. It is also responsible for developing strategies to coordinate provision and implementation of high quality professional learning for school leaders, teachers and support staff.

Statewide Services Division

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

Workforce Division

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



Jane Nicholson
Perth Modern School
**2011 WA BEGINNING
TEACHER OF THE YEAR**

"I wanted to become a teacher because I've always enjoyed engaging with others and I felt I could make a difference."

Performance management framework

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

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

We are funded to achieve the following outcome:

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

Our services are:

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

Service 1: Primary education

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

Primary education includes pre-compulsory (Kindergarten and Pre-primary) education which is available to all eligible children and lays the foundation for compulsory education. Kindergarten is part-time and Pre-primary is full-time.

Activities in Years 1 to 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 which emphasise high standards in literacy and numeracy.

In February 2012 there were 189 951 students in primary education, 46 034 of whom were pre-compulsory students.

Service 2: Secondary education

Years 8 to 12 education is for children generally aged from 12 years and six months. It is compulsory for children to attend school full-time or undertake one of a range of approved education, training and/or employment options until the end of the year in which they turn 17 years.

Lower secondary education (Years 8 to 10) maintains continuity of learning with primary education, with the breadth of curriculum expanded to encompass skills and understandings across the learning areas.

In senior secondary education (Years 11 and 12), students pursue courses and subjects of their choice in greater depth. A wide range of programs ensures students are well placed to continue full-time school to the end of Year 12 and gain entry to university, training, apprenticeships/traineeships and employment.

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

Students also have the opportunity to continue with or re-enter senior secondary studies in learning environments which are more flexible than traditional secondary schools. In February 2012 there were 77 315 students in secondary education.

Table 1: Enrolments by service, gender and Indigenous status 2012^(a)

Service	All	Female	Male	Aboriginal
Service 1 (Kindergarten to Year 7)	189 951	91 670	98 281	16 377
Service 2 (Years 8 to 12)	77 315	36 950	40 365	5 839
Totals:	267 266	128 620	138 646	22 216

Source: Evaluation and Accountability

(a) First semester census.



Significant issues

Demographic and technological changes

Population growth, urban sprawl, changes in teaching practice and the introduction and development of new technologies for learning affect the capital infrastructure needs for public education. In 2011–12 we spent \$695.7 million on building new schools, providing additional facilities and maintaining existing schools.

Along with this, a broadening student demographic requires a diverse range of programs and services to ensure all students are provided with education opportunities to be successful. Our planning decisions involve a detailed analysis of population trends and the capacity of schools to provide the necessary curriculum and care for students.

School size continues to be a factor in providing access to curriculum and optimising learning opportunities, particularly for students in regional and remote areas of the State. Compared with small schools, those with higher enrolments typically have more viable classes and increased flexibility around curriculum and student support programs. They can be more creative and innovative in how they deliver programs.

A number of amalgamations and annexures of schools is resulting in improved curriculum and education provision for students. Online technologies are allowing students to access a greater variety of subjects, helping schools to share resources and supporting teachers to collaborate.

With the half cohort of students moving to Year 11 in 2013 as a result of the change of school starting age in 2001, many secondary schools are part of curriculum alliances and clusters with other secondary schools so they can offer students a broader range of senior secondary courses than they could on their own.

Supply of teachers

The ageing workforce and some decline in rates of entry to teacher education courses present challenges to maintain an adequate supply of teachers.

We have adopted a range of attraction and retention strategies to ensure schools have the teaching staff they need. In 2011 we started the school year with only two vacancies in schools, and supply was maintained throughout the year. This was repeated at the start of the 2012 school year.

With the move of Year 7 to secondary schools from 2015, we anticipate a number of shortages in areas of high need including secondary specialist teachers in science, design and technology, and mathematics. There are also continuing difficulties in attracting staff to regional and remote schools. New incentive packages for principals in identified low socio-economic school communities and for school psychologists are now in place.

Workforce planning plays a vital role in ensuring we develop effective strategies to meet the challenges that the underlying demographics of the teaching workforce and teacher education intakes present now and in the future.

School autonomy and flexibility

The State Government's Independent Public Schools initiative has attracted the interest of many school communities since it was first announced in 2009. There are 171 schools empowered to operate as Independent Public Schools in 2012 and more schools will start in 2013.

The initiative provides schools with the autonomy and flexibility to make decisions that meet the specific needs of their students. This includes recruiting and selecting teachers and other school staff, developing education programs and managing one-line budgets.

The increasing flexibility of resourcing schools through grants, as well as funding for support programs, is helping schools develop more targeted and innovative strategies to meet the learning needs of their students. The regional structure that was implemented last year is now operating; networks of schools are providing effective support at the local level; and the essential services of school psychologists and other specialists are now in or closer to schools.

Our challenge is to deliver autonomy and flexibility to all schools. We need to continue to build a system of schools in which each school has the autonomy it requires to respond to the needs of its students. This year we gave more flexibility to all schools on staffing matters.

Early childhood education

We need to pay particular attention to the early years of schooling from Kindergarten to Year 2. These years are the platform from which every child can become a successful student.

National test results in literacy and numeracy indicate that, by Year 3, our students are not doing as well as students in several other states. There are signs of improvement in recent years but we need to re-examine our approach in the early years of school if we are to equal or exceed the best in Australia.

The practice of teachers in these years must be based on the best available evidence of what will maximise development and learning outcomes of young children. This includes taking account of children's varied linguistic and cultural backgrounds; and building on their existing knowledge, skills and enthusiasm for learning.

Following a 2010 review of educational practice from Kindergarten to Year 1 in Western Australia, in 2011 we provided clear expectations along with guidance about curriculum, pedagogies and assessment appropriate to the early years.

We continue to guarantee Kindergarten places for all eligible children and implement the increase in Kindergarten hours from 11 to 15 a week. We test all Pre-primary students through our on-entry assessment program which started last year.

We commenced work on implementing two major Government initiatives announced during the year: Pre-primary to become the first year of compulsory schooling from 2013; and integrated Child and Parent Centres on school sites to support identified low socio-economic communities. Making Pre-primary compulsory also means that Pre-primary aged children will be guaranteed places at their local schools.

Year 7 to secondary schools

In December 2011 the State Government announced that Year 7 would become the first year of secondary schooling from 2015 to give students in public schools in Western Australia access to the same advantages of learning as students in other states/territories.

Year 7 students are now on average six months older than before the last changes to the school entry age. In making this decision, the Government wanted to give these students the learning environments and facilities most appropriate to the education of young adolescents. It determined that secondary schools offer

both the specialist learning and the focused pastoral care needed by these students.

There is a great opportunity to reconfigure both primary and secondary education with this announcement. The Australian Curriculum provides an impetus in this regard as it assumes Year 7 students are in secondary settings, as in other jurisdictions. It also assumes that all Pre-primary students are attending school regularly – so the changes to early childhood education reflect the importance of the early years learning.

We started preparing for the transition of Year 7 to secondary schools and immediately set up a telephone line and website to help families understand the change. Following the 2012–13 State Budget in May 2012, preparations for the next phase of implementation, including capital works and teacher retraining, commenced.

Closing the gap for Aboriginal students

While closing the achievement gap between Aboriginal students and their non-Aboriginal peers continues to be a major challenge, there have been improvements in the performance of Aboriginal students in national literacy and numeracy testing from 2008 to 2011.

Notable gains have been made in all tested domains at Year 3 and most tested domains in Year 7. There has also been a slight increase in the number of Aboriginal students who achieved a Western Australian Certificate of Education (WACE).

Improving attendance and increasing retention of Aboriginal students remain priorities. We have set up engagement and attendance initiatives, including cooperative partnerships with the community sector, in identified schools with high numbers of Aboriginal students considered at risk of disengaging.

We have also selected six schools as Aboriginal Innovation Schools to challenge and push the boundaries so significant improvements can be made in Aboriginal education. These schools are trialling innovative actions to improve Aboriginal student attendance and achievement.

Student attendance

Ensuring all compulsory-aged students attend school regularly is critical in raising standards in student achievement, engagement and retention at school.

Irregular student attendance is a concern for the whole community. There are many causes of absenteeism, often underpinned by complex issues which exist in the broader community. No single strategy will fix these issues.

Our response to attendance concerns recognises the need for solutions that involve parents, communities, businesses and students themselves. Improving attendance remains a key priority, particularly for students at risk and Aboriginal students. We are implementing a range of strategies as part of our [Aboriginal Education Plan for WA Public Schools 2011–2014](#), [Better attendance: Brighter futures](#) and national commitments under the [Aboriginal and Torres Strait Islander Education Action Plan 2010–2014](#).



Agency performance

Performance overview

Overview of key indicators

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

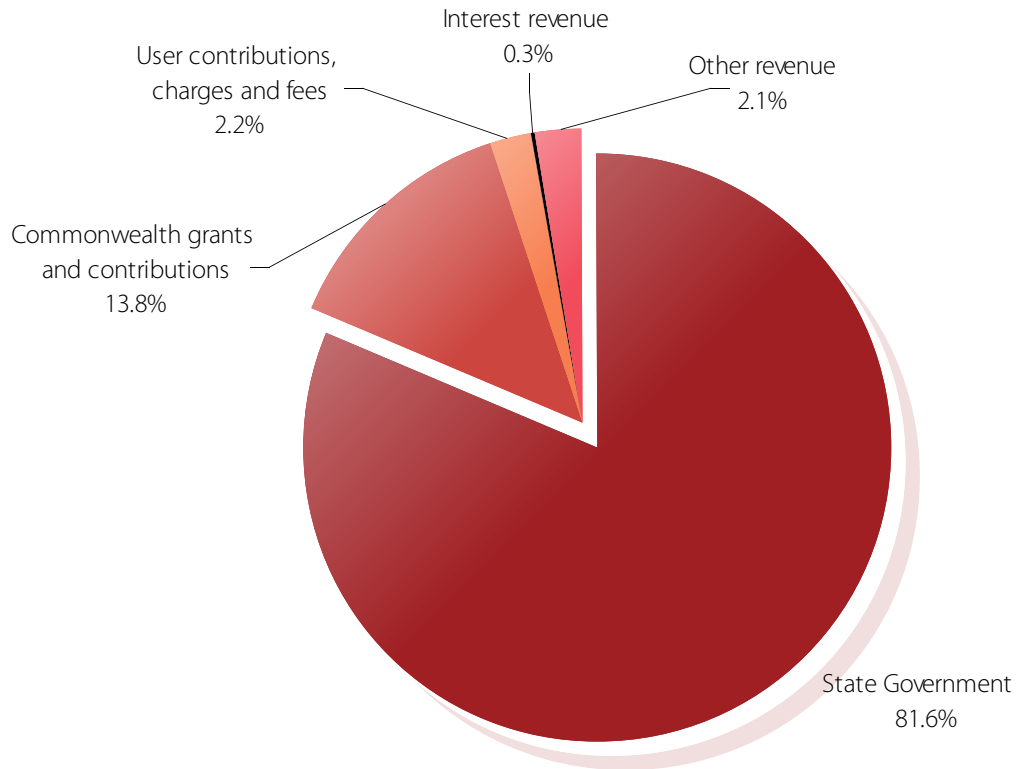
	Target	Achievement
% of 15 to 17 year olds engaged in some form of education	92	91.4
% of students retained from Year 8 to Year 12	71	70.9
% of students graduating in Year 12	62	62.4
% of students achieving at or above national minimum standards in NAPLAN literacy		
Year 3 Reading	90	90.6
Year 3 Persuasive Writing	*	93.9
Year 5 Reading	87	87.5
Year 5 Persuasive Writing	*	88.6
Year 7 Reading	93	92.8
Year 7 Persuasive Writing	*	88.8
Year 9 Reading	85	86.8
Year 9 Persuasive Writing	*	76.3
% of students achieving at or above national minimum standards in NAPLAN numeracy		
Year 3 Numeracy	93	94.5
Year 5 Numeracy	91	92.1
Year 7 Numeracy	94	93.0
Year 9 Numeracy	90	88.4
Cost per student FTE for primary education	\$14 397	\$13 920
Cost per student FTE for secondary education	\$19 356	\$19 056

* Persuasive Writing was tested for the first time in 2011.

Finance overview

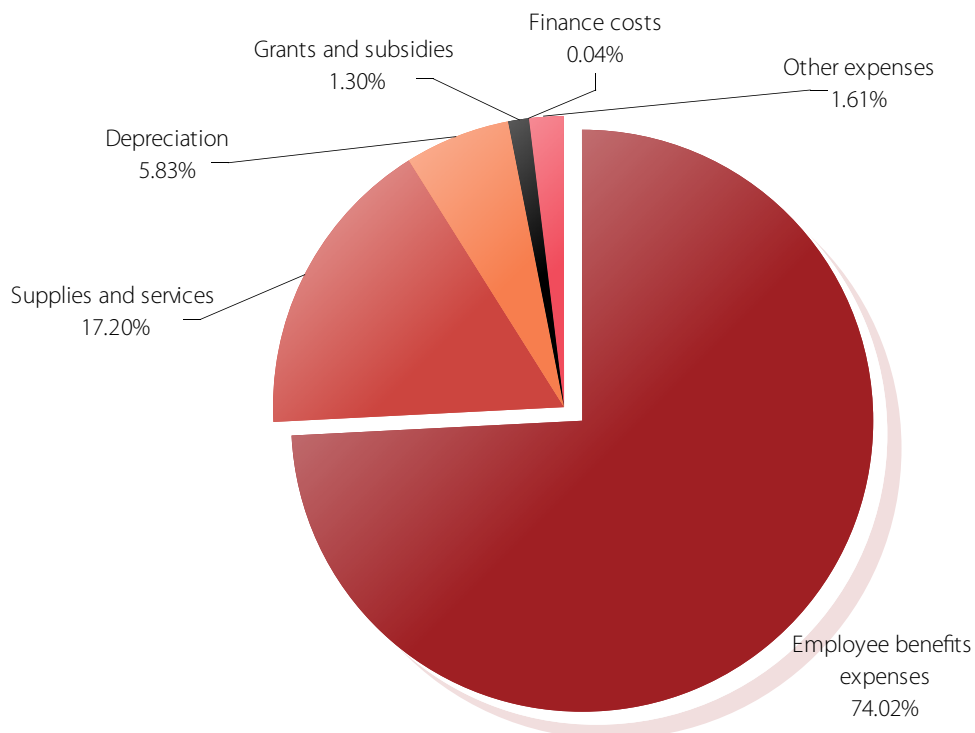
The total cost of the Department's provision of education services in 2011–12 was \$3.9 billion. Figures 2 and 3 summarise sources of revenue and cost of services. Full details of financial performance during 2011–12 are in the [Financial statements](#).

Figure 2: Revenue sources 2011–12



Source: Department of Education, Financial Statements, 2011–12

Figure 3: Costs 2011–12



Source: Department of Education, Financial Statements, 2011–12

Performance against financial targets

Our results in 2011–12 against agreed financial targets (based on Budget Statements and Resource Agreement) are presented in Table 2.

Table 2: Budget targets compared to actual results 2011–12

	2011–12 Budget \$'000	2011–12 Estimated Actual \$'000	2011–12 Actual \$'000	Variation 1 Estimated Actual vs Actual \$'000	Variation 2 Budget vs Actual \$'000
Total cost of services	3 978 607	3 937 358	3 919 817	(17 541)	(58 790)
Net cost of services ^(a)	3 235 461	3 165 047	3 172 786	7 739	(62 675)
Total equity	12 298 371	12 637 632	12 715 718	78 086	417 347
Net increase/(decrease) in cash held	(39 792)	(44 595)	161 622	206 217	201 414
	FTE		FTE		FTE
Full-time equivalent (FTE) staff level	33 222		33 434		212

Source: Corporate Budgeting and Reporting Directorate

(a) Budget Estimates adjusted to add back extraordinary item for explanation purpose.

The variance of \$17.5 million (or 0.4%) in estimated actual versus actual total cost of services was mainly attributable to goods and services budget savings. The decrease of \$58.8 million (or 1.5%) in budget versus actual cost of services was primarily attributable to delays in both the settlement of the teachers' enterprise bargaining agreement payment and Australian Government programs.

In the net cost of services, the minor increase of \$7.7 million (or 0.2%) in estimated actual versus actual was primarily attributable to timing issues associated with Australian Government grants and contributions. The decrease of \$62.7 million (or 2.0%) in budget versus actual was attributable to delays in both the settlement of the teachers' enterprise bargaining agreement and Australian Government programs.

In terms of total equity (budget versus actual), the increase of \$417.3 million was mainly attributable to an increase to the Asset Revaluation Reserve of \$337.9 million from a revaluation of buildings.

The net increase from budget to actual of \$201.4 million in cash held was largely attributable to delayed spending on capital items of \$181.4 million.

Increased actual FTE compared to budget estimate was primarily due to growth in student enrolments and the transfer of staff in the area of digital curriculum from the Department of Training and Workforce Development. The increased FTE to support student growth for the 2012 school year and the transfer of digital curriculum were agreed by Treasury and included in the 2012–13 FTE ceiling.

Priority areas of operations

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

Priority 1: Success for all students

Priority 2: Distinctive schools

Priority 3: High quality teaching and leadership

Priority 4: A capable and responsive organisation

We are committed to achieving a range of outcomes by 2015 under each of these areas. This section outlines progress during 2011–12 against each area.

Priority 1: Success for all students

Establish better intervention strategies and integration of services for children and families before they start school and in the early years of school

In September 2011 the Director General released [The Early Years of Schooling](#), a statement which identified Kindergarten to Year 2 as the platform from which every child can become a successful student. It provided schools with clear expectations along with guidance about curriculum, pedagogies and assessment appropriate to the early years.

In recognition of the importance of young children regularly attending high quality, full-time learning programs, the State Government announced in December 2011 that Pre-primary would become the first year of compulsory schooling from 2013. All children enrolled in Pre-primary will be guaranteed places in their local public schools from 2013.

We sought to accommodate all Kindergarten children at their local schools from 2013 where possible and started a capital works program to achieve this. A communications campaign on early childhood education was undertaken early in the year for 2012 enrolments. A new campaign commenced in May 2012 and included information specifically about Pre-primary becoming compulsory in 2013.

As part of our ongoing early intervention focus, teachers assessed 20 408 Pre-primary students in 2011 and 22 868 students in 2012 through the On-entry Assessment Program. The program identified each child's literacy and numeracy skills and understandings at the point of entry to full-time school.

Western Australia signed a new agreement to undertake the Australian Early Development Index data collection for 2012. Schools used the results from the 2009 collection, alongside other information, to inform their early years planning.


In partnership with the Department of Health, we ran the Positive Parenting Program (Triple P) to provide families with effective parenting strategies for high risk children. Over the last three calendar years, 137 programs have been delivered in the metropolitan area and 69 in regional areas.

The [Review of the Operations of Community Kindergartens in Western Australia](#) was released in May 2012. Conducted with the Community Kindergarten Association, the review involved widespread consultation with stakeholders and considered local and systemic issues facing community kindergartens.

Eloise Crombie

Mount Hawthorn
Primary School

2011 WA BEGINNING
TEACHER OF THE YEAR



"The cultural diversity of the students in my class has provided a wonderful learning opportunity and has greatly enriched my teaching and the learning outcomes for the students."

The *Education and Care Services National Law (WA) Bill 2011* was introduced into State Parliament in November 2011 to implement the National Quality Framework in the childcare sector. Kindergarten provision, integral to schooling in Western Australia, will continue to be regulated under the *School Education Act 1999*. Consequential amendments to the Act were included in the new Bill to develop stronger connections across the childcare and schooling sectors so as to deliver early childhood education and care services for children up to eight years old.

We pursued the target of ensuring that, by 2013, all children have access to at least 15 hours a week of high quality Kindergarten for 40 weeks a year. During 2012, increased Kindergarten provision expanded to approximately 75% of schools.

In 2011 unit record level data on Kindergarten participation was collected for the first time from private schools. With many children attending both Kindergarten and childcare services, this data will help to ascertain how much early childhood education and care each child received. Data was collected for all public schools, most Catholic schools and some independent schools. We are aiming for full unit record level status for Statewide data collection.

We continued establishing five children and family centres on or adjacent to school sites in communities with high numbers of Aboriginal families. In 2011–12, the Halls Creek centre was built and became operational; the Fitzroy Valley centre was built; siteworks for the Kununurra centre began in May 2012; and community consultations were completed on the building designs for centres in Roebourne and the Swan region.

Three early learning and care centres, in areas of unmet childcare need, operated during the year. The centre in Karratha at Tambrey Primary School operated at 75% capacity. Full operating capacity depended on attracting high quality staff and the availability of affordable housing. The centre in Darch at Ashdale Primary School opened in early 2012 and the centre in Balga at Warriapendi Primary School opened in June 2012.

Three of six schools identified as Aboriginal Innovation Schools (Djidi Djidi Aboriginal School, East Kalgoorlie Primary School and Derby District High School) focused on intervention and integration of services in the early years (see also [Support innovative strategies to close the educational achievement gap between Aboriginal students and their non-Aboriginal peers](#)).

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

In March 2012 the State Government announced that 10 Child and Parent Centres will be established on school sites in low socio-economic communities. This early intervention partnership between the Departments of Education, Health and Communities will provide programs and services for children from birth to eight years old and their families to help young children's health and education.

In the May 2012 State Budget, the Government allocated \$28.8 million over the next four years to establish the centres and for new grants for an additional 75 primary schools in low socio-economic areas. The grants will allow schools to better support programs for children and their families in the early years.

"All public school teachers are tasked with serving the needs of our students to reach their potential and allow them to achieve their goals."

Esther Hill
Perth Modern School
**2011 WA PREMIER'S
SECONDARY TEACHER
OF THE YEAR**



Work began on developing this new approach to close the gap on development and early learning outcomes for young children; facilitate closer engagement with the non-government sector; and strengthen partnerships with existing child development and family services across Government.

Raise standards in literacy and numeracy for students across the State

In May 2011 almost 68 000 Year 3, 5, 7 and 9 students were assessed as part of the fourth National Assessment Program – Literacy and Numeracy (NAPLAN).

Since the inception of NAPLAN in 2008, mean scores for all 16 assessments have improved with the most notable improvements in Year 3 Reading, Spelling, and Grammar and Punctuation; Year 5 Numeracy; Year 7 Reading, Grammar and Punctuation, and Numeracy; and Year 9 Numeracy.

Between 2010 and 2011, mean scores improved for 10 of the 16 areas assessed with the biggest improvements in Year 3 Spelling and Year 9 Reading.

Improvements of more than two percentage points in the proportion of students at or above national minimum standards were reported between 2008 and 2011 for Year 3 Reading, Spelling, and Grammar and Punctuation; Year 5 Numeracy; and Year 7 Grammar and Punctuation.

Cohort gains (mean scores) from Year 3 to Year 5 and Year 5 to Year 7 between 2009 and 2011 were above the Australian averages (for all students) in all assessed areas. The cohort gains from Year 7 to Year 9 were very similar to Australian averages.

Aboriginal students achieved several notable improvements between 2008 and 2011 in the mean scores and percentages at or above the national minimum standards, particularly in Years 3 and 7.

Results of 2011 NAPLAN testing showed our partnership schools improved significantly including achieving 85.5% of targets in Years 3, 5 and 7 Reading and Numeracy. Partnership schools' average was above the WA average on every measure with approximately 70% of schools closing the gap between their performance and State performance in both Reading and Numeracy. Highlights included strong improvements in the performance of Aboriginal students. With 28% of Year 3, 5 and 7 students involved in partnership schools, Western Australia had the highest participation rate of all states/territories.

To further improve standards, during the year 66 schools began a two-year project and were allocated additional funding. A further eight self-funded schools were selected to participate. All schools developed plans that outlined targets for improvement and how they would use funds to improve students' literacy and numeracy skills.

We provided specific support to raise literacy achievement standards of Aboriginal students. This included professional learning and school-based support to 39 remote, rural and

metropolitan schools; implementation of an intensive English centre program for Aboriginal students at Rangeway Primary School; and specialised learning and teaching resources. We also delivered intensive Standard Australian English tuition in 58 schools to support Aboriginal students in Year 1.

We continued to equip teachers to meet the diverse needs of students with language backgrounds other than English. During the year, intensive English centres operated at 14 primary, four secondary and two senior secondary schools in the metropolitan area; 75 metropolitan primary schools formed 45 English as an additional language/dialect (EAL/D) cell programs; and 28 secondary and 23 primary EAL/D support program schools received additional specialist staff for eligible students.

We introduced a number of new initiatives including intensive English Pre-primary programs at Koondoola Primary School and Eddystone Primary School; and set up an intensive English centre at Lynwood Senior High School. We also provided learning and teaching resources and support for an intensive English program for asylum seekers at Leonora District High School.

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

Ensure all students attend school regularly

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

All schools had the flexibility to employ additional staff to help students improve attendance, engagement and participation in educational programs; and regional education office staff advised and supported schools. Responses to address chronic non-attendance included establishing attendance panels and, in the most serious cases, prosecution.

In 2011, of the 40 schools participating in the Attendance Improvement Measure pilot, 33 increased or maintained overall student attendance rates. These schools had a significant proportion of students at great risk of non-attendance and a high proportion of enrolled Aboriginal students. Through community partnership and development programs, as well as attendance rewards and incentive measures, schools also focused on improving attendance of Aboriginal students whose rates were below 90%.

We established contracts with experienced facilitators to negotiate school–community partnerships in 19 country schools, to be completed early in 2012–13. We also provided funding to the Community Development Foundation, a not-for-profit organisation, to provide parent workshops for targeted schools and their Aboriginal communities to improve attendance. Workshops equipped parents and schools with practical advice and strategies.

In 2011 we initiated seven Responsible Parenting Agreements related to student attendance.

To address absenteeism and significant mobility among Aboriginal students, we helped implement the Central Schools System which supported the Tri-Border Attendance Strategy Project. The tri-border database consolidated and merged real-time student information from 333 Western Australian, South Australian and Northern Territory schools. Through the project, attendance, enrolment and learning information was shared between education sectors and across borders.

In December 2011 the strategy won two national awards – Australian Regional Award and People's Choice Award at the Learning Impact Awards – in recognition of the use of technology to address significant education challenges. As regional winner, we were invited to participate in an international ICT award ceremony in May 2012 where the strategy received a silver medal.

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

Achievement rates for the Western Australian Certificate of Education (WACE) continued to increase. In 2011, 97.2% of eligible Year 12 students achieved the WACE compared with 97.0% in 2010. In 2011, and for the second consecutive year, 27 schools attained 100% WACE achievement.

The number of students who gained Australian Tertiary Admission Ranks (ATARs) in 2011 was 5433, similar to the 2010 figure of 5498 students. The percentage of students who achieved ATARs of at least 55, the minimum requirement for entry to an Australian public university, was 83.6% compared with 83.0% in 2010. In total, 114 students achieved ATARs of 99 and more in 2011 – a record number. This included three students with perfect ATARs of 99.95.

In 2011, 685 Curriculum Council (now the School Curriculum and Standards Authority) awards went to our students, the highest number ever. The awards recognised outstanding achievements of students in courses and subjects in senior secondary school.

Schools developed pathways that provided greater opportunities for further training and employment for students leaving school. In 2011, programs were delivered in 157 schools to more than 19 000 students, mostly in Years 11 and 12. In addition, 5304 vocational certificates were achieved by full-time Year 12 students, an 8.2% increase from the previous year. One of our students was also named the top vocational student in Western Australia (the Beazley Medallist).

Five residential agricultural colleges, a large farm training centre and 14 smaller sites attached to district and senior high schools throughout Western Australia provided general agricultural education and entry-level vocational training. As registered training organisations, the agricultural colleges prepared students for a wide range of careers. In February 2012 the colleges enrolled 504 students from across the State.

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

Public schools accounted for approximately 84% of the 26 358 Aboriginal students undertaking school education in Western Australia. [Table A5](#) shows the trends in Aboriginal enrolments in public schools in recent years.

In 2011, 316 Aboriginal students achieved a WACE compared with 302 in 2010. The year also showed an increase in Aboriginal students participating in ATAR pathways (from 53 students in 2010 to 58 students in 2011) and an increase in Aboriginal students achieving ATARs of 55 and more (from 37 students in 2010 to 40 students in 2011).

WACE course enrolments for 2011 showed that 80.5% of Aboriginal students were enrolled at Stage 1, 9.9% at Stage 2 and 9.6% at Stage 3. In addition, some Aboriginal students were enrolled in other pathways including secondary school engagement programs, vocational courses and traineeships. Aboriginal students achieved 138 certificate II and higher qualifications.

In 2011, 2528 students and 81 FTE staff at 157 schools participated in the Aboriginal Tutorial Assistance Scheme in primary and lower secondary years. Approximately 22 950 hours of tuition were allocated to 877 senior secondary students across 51 schools and these could be accessed over a 25 week period.

To support the national language guarantee that all Aboriginal students have access to speech and language services, we appointed speech and language leaders to 28 schools identified as having the greatest needs. Two support officers for speech and language were placed across four language development centres, and additional speech and language support officers provided professional learning and advice to teachers of Aboriginal students.

The innovative Clontarf Foundation network of football academies operated in partnership with 20 schools during the year and used Australian Rules football as a vehicle to attract and retain male Aboriginal students with poor attendance and behaviour. Overall school attendance for Clontarf students was 10.1% higher than other Aboriginal students; the percentage of Clontarf students suspended reduced from 24% in 2010 to 18.5% in 2011; and the percentage of Clontarf graduates engaged in employment, education and training rose from 63% in 2010 to 65% in 2011.

Literacy and numeracy results were also impacted with the percentage of Clontarf students at or above the national minimum standard in Year 9 NAPLAN reading at 57.1% compared with 53.5% for non-Clontarf Aboriginal students; and the percentage of Clontarf students at or above the national minimum standard in Year 9 NAPLAN numeracy at 65.2% compared with 64.5% for non-Clontarf Aboriginal students.

The Follow the Dream: Partnerships for Success program operated at 25 schools and supported students in neighbouring schools in 2011. Of the 40 Aboriginal students who achieved ATARs above 55 in 2011, 21 (52%) were part of this program.

The apparent retention rate of Aboriginal students from Year 8 to Year 12 has increased over the last decade, from 18.0% in 2001 to 36.7% in 2011.

The School and Community Partnerships project fostered cooperative partnerships between schools, parents and local communities to improve outcomes for Aboriginal students. Formal agreements were finalised in 32 schools during the year and work commenced in an additional 73 schools.

Under our Aboriginal Innovation Schools initiative, six schools were identified to develop and share innovative practice to close the achievement gap between Aboriginal and non-Aboriginal students. Innovative approaches focused on curriculum, early childhood, parental capacity, attendance, transition between phases of schooling, alternative education provision for particular disadvantaged groups (for example, pregnant teenagers), alternative pathways to post-school options and changes to school days and terms.

Innovations and achievements in Aboriginal education were recognised in the [WA Aboriginal Education Awards](#) 2011 (presented in July 2011) and 2012 (presented in June 2012).

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

As part of our commitment to ensure every student had access to the best education programs possible, we provided for the needs of students with disability and learning difficulties through nationally recognised inclusive and specialist support, services and resources.

We improved specialist education support for students and assistance for teachers by restructuring and relocating services.

Schools Plus provided supplementary funding to schools to support students who met eligibility criteria. At 30 June 2012, \$270 million was allocated to schools which supported 8219 students (7561 the previous year) or just over 3% of all our students.

In 2011, 1250 students from 98 schools participated in programs offered by the international Award Scheme Development and Accreditation Network, up from 163 students in 11 schools in 2009 when the programs were first implemented. Through this network, 350 students with special educational needs received endorsed program points towards their WACE, up from 150 in 2010.

To help parents/carers of children with special learning needs, we published a booklet called [Navigating Your Choices](#) which provided a broad overview of support, services and enrolment options for their children in our schools.

Early intervention programs in four metropolitan-based language development centres and one language development school catered for approximately 1000 eligible students diagnosed with specific language impairment.

Ashleigh Arundel
Secret Harbour
Primary School

**2011 WA BEGINNING
TEACHER OF THE YEAR**



"I was inspired to become a teacher by the wonderful teachers and experiences I had in my own schooling. I have always enjoyed the classroom environment and enjoy it even more as a teacher."

We employed speech pathologists to provide individual assessment and support to classroom teachers in these centres, and transition students back to their local schools. The centres worked closely with the Department of Health to refer students for further services.

Our Statewide speech and language outreach service continued to build the specialised oral language teaching capacity of teachers by providing professional learning and developing resources. It supported early childhood teachers and advised schools needing support for teachers and students in the middle and upper primary years.

Students in the country achieved 100 Curriculum Council (now the School Curriculum and Standards Authority) awards in recognition of their achievements in senior secondary school and 26 country schools had 100% graduation rates in Year 12. Katanning Senior High School achieved a 100% graduation rate for the ninth consecutive year.

Students graduating from the agricultural colleges in Cunderdin, Denmark and Narrogin achieved exceptionally high standards in vocational courses.

To assist low-income families pay school contributions and charges and purchase uniforms, the Secondary Assistance Scheme was available to eligible parents. In 2011, 21 006 students were supported and payments amounting to \$4.8 million were made under the education program allowance and \$2.37 million under the clothing allowance.

A transitional clothing allowance was available to schools where Year 7 students were integrated into secondary programs. A total of \$27 485 was distributed, benefiting 239 students across eligible schools.

In 2011 the Boarding Away From Home Allowance for Isolated Children of \$2105 a year supported 1785 students, amounting to \$3.66 million. A Special Subsidy of \$2105 a year was allocated to 236 students boarding at the Western Australian Colleges of Agriculture, amounting to \$0.45 million.

One hundred and two (102) schools received additional funding to work with their communities to address the complex and interconnected challenges facing students in disadvantaged communities and achieve improved student engagement, educational attainment and wellbeing. In many of these schools, additional staff enhanced literacy and numeracy teaching and other staff attended professional learning. They also implemented specific programs for Aboriginal students and investigated strategies to improve student participation in school.

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

In late 2011, 61 schools applied for the first round of grants to establish career development projects for students. Eleven schools were successful and, together with an additional

16 partner schools, started their projects in 2012. Workplace learning provided students with opportunities to access on-the-job training and career pathways.

The School Curriculum and Standards Authority endorsed programs in schools that contributed to the WACE while also providing students with opportunities to develop skills, knowledge and attitudes to achieve personal goals, civic responsibilities and/or improve health and fitness.

Vocational programs provided meaningful and challenging pathways for students to develop knowledge and skills to enable them to go on to further training and employment. School-based apprenticeships and traineeships also offered opportunities for transition to employment and training pathways, with students engaged in the workforce while remaining as full-time students working towards the WACE.

Pre-apprenticeships in schools provided pathways from school to traditional trade apprenticeships. The work placement component gave students opportunities to develop personal skills necessary to participate fully in the workforce. Aboriginal school-based training programs provided pathways for Year 10 students to develop workplace readiness leading to institutional and school-based traineeships.

Expand and strengthen education for gifted and talented students

Both primary and secondary schools provided programs to cater for the special learning needs of exceptionally able students.

In 2011–12, approximately 2100 identified students in Years 5, 6 and 7 were eligible to participate in Primary Extension and Challenge courses delivered from centres in schools and online.

For older students, 4051 applications – a record number and an increase of 20% from the previous year – were received for entry to secondary Gifted and Talented programs in 2013 and 2014. Programs were run in 17 select secondary schools for exceptional academic, arts and languages students.

As part of our strategy to expand education for gifted and talented students, Bunbury Senior High School will become the first school outside the metropolitan area to run a Gifted and Talented program. During the year, students applied for and were accepted into the academic program which will start in Year 8 in 2013.

Students in regional areas accessed the Gifted and Talented online program or boarded at City Beach Residential College to attend programs in metropolitan schools.

Expand the use of technology to enhance student learning

An early childhood iPad initiative started at the beginning of 2012, providing nearly 900 iPads for Year 1 and 2 students in 19 schools. The \$1 million investment aimed to bring mathematics

and reading to life for young students. In 2011, teachers piloting this program found that, in particular, young boys responded very well when using programs on iPads to develop reading skills.

A number of schools received [School Innovation Grants](#) in 2012 to trial technological innovations. One project involved 96 students in three classes using wireless android tablets to access an online diagnostic tool that supports teaching and learning.

A total of 242 schools are part of a \$4 million program to install interactive whiteboards in classrooms over the next two years. In 2011, 33 schools received funding and a further 124 received funding in 2012. The remaining schools will be funded next year. This technology allowed students and teachers to physically interact with education software programs on a large whiteboard screen, transforming students' classroom experiences.

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

The Online Curriculum Services Project offered services and tools to help teachers use technology in teaching and learning. In 2011–12, 11 000 pass or completion statuses were recorded for online courses.

Nine schools were supported through the Microsoft Partners in Learning Program which provided virtual university sessions with worldwide experts in educational research and theory. Schools undertook research projects exploring best practices for incorporating technology into classrooms.

Pathfinder Schools worked with innovative schools globally and two of our participating schools were selected, for the first time, to be part of the Worldwide Pathfinder Schools program. In 2011, one of our teachers won at national and international levels the Microsoft Partners in Learning Innovative Teacher Award.

Improve student engagement with learning

The 2011 participation rate of Year 11 and 12 young people who were in school or participating in other approved education, training and/or employment options was 95.6%, up from 95.2% in 2010.

Schools developed programs for secondary students at risk of disengaging from mainstream schooling at all year levels. In 2011 we allocated \$4.8 million to 75 schools for engagement purposes as part of their overall allocation for secondary school programs.

In 2011, \$2.5 million was allocated to regions to develop education and training participation plans to support 16 and 17 year olds access appropriate school, further education and training, employment or community based programs. The

focus was particularly on meeting the needs of young people at risk of disengaging from school and those who had already disengaged from education. In total, 104 initiatives in schools, community organisations and State training providers were implemented.

In 2012 another \$2.5 million was allocated. The 2012 guidelines were revised to reflect the Government's policy on delivering community services. In line with this policy, priority was given to community organisations and registered training organisations for services in this area.

Aboriginal Innovation Schools also worked on increasing student engagement with learning through consulting with communities, students, families and staff.

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

The extensive program of familiarisation for schools and teachers of the Australian Curriculum, which first started in 2010, continued in 2011–12. Implementation of the English, mathematics, science and history curriculum from Pre-primary to Year 10 will commence in July 2012.

In 2011 we distributed \$2.5 million to 767 schools and \$2.3 million to 76 school networks so schools and teachers had the capacity and flexibility to develop familiarisation and sharing opportunities which best matched local contexts and needs.

We set up 62 Teacher Development Schools which provided learning and teaching support for classroom teachers. The initiative acknowledged that teachers learn best from other teachers.

We extended the range of online curriculum resources and national digital resources, and teachers accessed these via Scootle, Education Services Australia's online searching and browsing system.

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

During the year the State Government confirmed its requirement for Kindergarten programs in Western Australian schools to meet or exceed the new National Quality Standard in Kindergarten. Kindergarten provision will continue to be regulated through the *School Education Act 1999*. We explored procedures to incorporate the standard into existing school quality assurance arrangements while maintaining rigorous and transparent application across public and private schools.

Priority 2: Distinctive schools

Continue to provide opportunities for schools to become Independent Public Schools

During the year the Government announced the third round of [Independent Public Schools](#) and called for expressions of interest for a fourth round.

Of the 196 expressions of interest for the third round received last year, 109 schools were successful. Of these, 73 schools started as Independent Public Schools in 2012 following a comprehensive four month transition program. A further 36 schools will start at the beginning of 2013.

For the fourth round, 141 schools – one quarter of eligible schools – across the State expressed interest in becoming Independent Public Schools including 94 primary schools, 25 senior high schools, one senior college, 11 education support centres, six district high schools, two high schools and two agricultural colleges.

For the first time, schools in the Kimberley expressed interest. They joined schools from all other regions: six in the Goldfields, two in the Midwest, six in the Pilbara, seven in the Wheatbelt, 22 in the Southwest, 43 in North Metropolitan and 51 in South Metropolitan.

Applications were considered by an independent selection panel and the Government will announce the next round of schools in the new financial year.

At 30 June 2012, 171 schools operated as Independent Public Schools, representing about 27% of our schools and just under 40% of the total teacher and student populations.

Delegate appropriate authority to principals

Under the [Independent Public Schools](#) initiative, 23 flexibilities and responsibilities were available for principals to consider in the areas of curriculum, student support, human resources, financial management and procurement, and building and facilities. Each school selected the flexibilities best suited to its local context.

A number of these flexibilities, or variations, was extended to all principals during the year to enable them to manage more directly the resources and programs delivered to students, and to shape them to meet the unique requirements of their schools.

To this end, further authority was delegated to principals through a revision of staffing practices which included approval of all long service leave for school staff; more flexibility around salary pools and resources, and completion of some payroll documentation online. Further flexibilities were progressed during the year and will be implemented from July 2012.

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

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

Opportunities were provided at school, network, regional and system levels for staff to develop their skills and competencies. The Institute for Professional Learning coordinated an extensive array of programs for school leaders, teachers and support staff that responded to the diverse requirements of schools and prepared staff to embrace the increased autonomy afforded to schools.

Principals, staff and registrars/business managers accessed a comprehensive training program to support transition to Independent Public Schools. This was undertaken over a period of four months with topics ranging from flexibilities and authorities, one-line budgets and finances, and human resources and workforce planning to developing business plans.

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

Tania Crick

Education Assistant,
Waggrakine Primary School

2011 WA SCHOOL
SUPPORT STAFF MEMBER
OF THE YEAR

"I love my work – knowing that I can make a difference in children's lives. It is important to believe in yourself, work as a team and be passionate about what you do."



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

To improve curriculum access and educational provision, a number of amalgamations and annexures was implemented. At the beginning of 2012:

- South Merredin Primary School, Merredin Primary School and Merredin Senior High School amalgamated to form Merredin College
- Miling Primary School became an annex of Moora Primary School
- Cosmo Newberry Remote Community School became an annex of Laverton School
- Carnarvon Primary School, East Carnarvon Primary School and Carnarvon Senior High School became one school over three sites under the name of Carnarvon Community College.

At the end of 2011 Padbury Senior High School closed due to low enrolments. Students were provided with enrolment guarantees at Belridge Senior High School and Duncraig Senior High School.

Work progressed to rationalise the provision of post-compulsory age education in the metropolitan area. For the start of 2013 this will be consolidated to the adult learning environments of Canning College, Tuart College, Cyril Jackson Senior Campus and North Lake Senior Campus.

We worked with local governments and the Department of Planning on planning new school sites, particularly in areas of significant growth such as Alkimos/Eglinton, Two Rocks and Harrisdale.

With local governments, the WA Local Government Authority and Department of Sport and Recreation, we worked to maximise shared use of education facilities with communities in new residential developments. Together we progressed development of a guide to be used by a range of agencies as well as the planning and development industries.

We started investigating the impact of small lots developments – to meet housing affordability and Government density targets – on school site planning and the possible increase of school-aged children in school catchments.

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

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

Parents continued to have access to a diverse range of schools and programs to meet the needs of their children. One option for parents was to home-school their children and, in April 2012, 1889 students were registered to receive home education.

At the beginning of 2012, 113 Approved Specialist Programs were offered at 59 secondary schools across the State, providing students with opportunities to develop specific interests and passions. Quality assurance assessments were conducted on 22 programs at 15 schools. A number of new programs was developed in 2011 to start in 2012. Other new programs were developed in 2012 and will start in 2013.

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

Students unable to attend regular schools for a variety of reasons or unable to access sufficiently broad curricula at local schools studied through the School of Isolated and Distance Education (SIDE). An average of 3000 online lessons were delivered each month in 2011 compared with 2000 each month the year before. At the end of 2011 approximately 2500 users (students and teachers) were enrolled across 500 courses using the online virtual environment.

The Schools of the Air in Carnarvon, Derby, Geraldton, Kalgoorlie and Port Hedland enabled parents to access education for their children, particularly families living in very remote areas of the State.

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

Schools continued to work together to ensure students had access to a wide range of programs. This was especially evident in secondary schools as they geared up for the half cohort of students entering senior secondary schooling in 2013.

Many schools formed curriculum collaboratives where teachers worked together to provide enriched learning opportunities for students. These opportunities included greater access to senior secondary courses and vocational qualifications; joint approaches to implement the Australian Curriculum in lower secondary schools; sharing of staff expertise, mentoring and good practice; professional learning opportunities; and sharing physical resources and information technology.

As part of the Stronger Smarter Learning Communities Project, six hub schools each worked with a number of affiliate schools to develop collaborative innovative programs that were appropriate to their contexts and improved outcomes for Aboriginal students.

Schools interested in applying for Independent Public School status were again offered the opportunity to submit expressions of interest as clusters. Eleven clusters with 33 schools operated from the beginning of 2012, and an additional two clusters with four schools will begin operating in 2013. Expressions of interest for the fourth round included five clusters with 13 schools. One school joined an already operating cluster in 2012.

Involve parents and the community in the life of each school

All students in their final year of schooling were given the opportunity to complete a post school intentions and student satisfaction survey. The survey was completed in Semester 2, 2011 and responses from more than 8200 Year 12 students are reported in [Table A17](#).

Parents and community members were involved in schools through parents and citizens' associations and school councils/boards.

Principals of Independent Public Schools used the expertise and skills of board members to complement the educational expertise of school staff. They used board members' networks and contacts to harness support that would help their schools achieve the best outcomes for students. Importantly, school boards created significant interest in the schools within and across the community.

School boards were signatories to delivery and performance agreements; provided with regular reports from principals on progress of business plans; and surveyed by principals in relation to their leadership during the life of the agreements.

More than 600 principals, board chairs and board members of schools that began as Independent Public Schools in 2012 participated in comprehensive school board training in metropolitan and country areas from July 2011.

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

The Government's four-year \$47.7 million Better Behaviour and Stronger Pastoral Care Strategy continued to be implemented. In 2011 it supported behaviour centres, school psychology services and the school chaplaincy program. It also supported the Positive Parenting Program (Triple P), Promoting Alternative Thinking Skills (PATHS) program, Curriculum and Re-engagement in Education (CARE) schools, Classroom Management Strategies (CMS) and Youth Mental Health First Aid.

In 2011, 330 students were supported by primary behaviour centres and 289 students by secondary behaviour centres. Centres were part of the continuum of support to help schools manage and engage students with severely challenging and violent behaviour.

Specialist behaviour psychologists provided schools and regions with high level consultancy and support to manage

students with extreme and complex behaviours. They built on strong evidence that linked effective school-wide structures and practices with reductions in anti-social behaviour, including more extreme behaviours such as physical violence.

School psychologists provided vital social-emotional, behaviour management, mental health and learning support for students. The Government's commitment to appoint an additional 60 school psychologist FTE was reached ahead of time and in June 2012 payroll information indicated a year to date average of 271.8 FTE compared with 203.8 FTE in 2008.

School psychologists continued to coordinate and facilitate preventative mental health programs such as PATHS and Triple P. Forty-four school psychologists were trained to deliver Youth Mental Health First Aid.

A formal agreement to provide school psychology services to 17 private schools in the Kimberley was developed late in 2011 and started in 2012. We employed two additional school psychologists so the team could service these schools.

In 2011, 573 schools (329 in 2010) accessed chaplaincy services through YouthCARE under a service agreement as part of our pastoral care for students. Services in country areas were made available to more than 200 schools, mainly through the introduction of the support chaplain role. Through the appointment of fly-in fly-out support chaplains in the Pilbara and Kimberley, services to schools in these two regions were expanded.

In 2011–12, further resources were allocated to PATHS and Triple P. Since 2009, 82 staff have been trained to deliver PATHS; 120 schools have accessed PATHS; and 120 metropolitan and 60 regional Triple Ps have been facilitated.

Teachers continued to be trained to develop strategies for effectively managing student behaviour through the Behaviour Management and Discipline Strategy. Across the State, 73 individual schools and 16 schools in clusters implemented school-wide positive approaches to behaviour. Sixteen students were successfully placed into CARE schools through a referred case management approach developed with the Department of Education Services.

In 2011, 882 staff completed the Classroom Management Strategies foundation program, 570 staff completed instructional strategies and 64 staff completed classroom observation and conferencing training.

To ensure a safe environment in schools, we suspended students from school for any acts or omissions that impaired the good order and proper management of the school. In 2011 there were 25 136 suspensions involving 11 817 students. This compared with 26 802 suspensions involving 12 198 students in 2010. The number of students suspended represented 4.6% of the total student population (compared with 4.8% in 2010); with physical assault/intimidation of other students the most common reason for suspension. Fifty-seven per cent (57%) of students suspended were suspended only once. The average period of suspension was 2.2 days, unchanged from 2010.

Ms Lis Turner
Waggrakine Primary School
**2011 WA PRIMARY
PRINCIPAL OF THE YEAR**



"The public education system has been a rich and rewarding experience for me. The path I have taken through remote Aboriginal community schools and distance education has ignited my passion for a fair and equitable education system."

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

Overall \$100.5 million was allocated to a regional schools plan from 2010 to 2014 to address challenges facing education in regional and remote areas. Capital funding, including the Pilbara Cities Initiative, aimed to improve and modernise existing school infrastructure.

The Regional Workers' Incentive Allowance (\$3.39 million) helped schools attract and retain high quality support staff through additional district payments.

In 2011–12, \$2 million was allocated to the Boarding Away from Home Allowance to support resident Western Australians whose school-aged children did not have reasonable daily access to appropriate primary and/or secondary schools and were required to board away from home.

The Foodbank WA School Breakfast Program targeted schools with a low index of community socio-economic advantage in regional and remote Western Australia. During the year, \$195 000 was allocated to this program and ensured students had breakfast each morning and were more likely to be learning-ready, able to concentrate, less likely to be agitated and are therefore more likely to progress.

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

Data indicated that suspension remained an effective strategy in addressing student behaviour. Suspension of up to five school days may be applied to students who breach school discipline and up to 10 school days for serious breaches of school discipline.

In 2011 there were 54 recommendations for exclusion, with 46 accepted by the Director General. Excluded students were required to be in another educational placement (such as another public school, behaviour centre or SIDE) or engaged in training, a CARE school or employment.

Prepare for the smooth transition of Year 7 to secondary school

Following the announcement by the State Government in December 2011, we started detailed planning for the move of Year 7 students and set up a telephone line and website to help families understand the change.

The Government allocated an additional \$265 million for capital works and \$22.5 million for teacher retraining in the May 2012 State Budget. We started conducting site audits of secondary schools identified as requiring additional infrastructure to accommodate Year 7 students.

An implementation team will start in July 2012 to provide strategic coordination and support to the many staff in schools as well as central and regional offices who will be working together on this significant initiative.

Priority 3: High quality teaching and leadership

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

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

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

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

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

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



"I love awakening children's curiosity about the world through my teaching and guidance."

Emily Upson
Highgate Primary School
**2011 WA BEGINNING
TEACHER OF THE YEAR**

Priority 4: A capable and responsive organisation

Provide greater equity, transparency and flexibility in school resourcing

To maximise equity, transparency and flexibility in resourcing, we commissioned The University of Melbourne, under the leadership of Professor Richard Teese, to review the current funding model for schools.

The last significant review of student funding was more than 20 years ago. Since then, there have been significant changes to school operations, communities, curriculum and the degree of autonomy with which schools operate.

The review focused on the resources provided and, most importantly, on how schools allocated these resources to meet local needs. Reform of the funding model was essential to support the Independent Public Schools initiative and provide all schools with greater autonomy.

Professor Teese also provided advice on transitioning to and implementing funding reform and this will continue into the new financial year.

As part of streamlining school resources, again this year we provided each school with one allocation which included base funding (school grant) and funding for specific programs (school support programs resource allocation). This reduced the various acquittal, accountability and reporting requirements previously required from schools. It also provided more flexibility for each school to direct funds to strategies and interventions for their students.

In 2011 all Independent Public Schools operated with one-line budgets and had the capacity to manage these budgets with a great deal of flexibility.

Improve budget performance and efficiency

The Department managed its finances within budget in 2011–12 (see also [Financial statements](#)).

During the year we made improvements to financial governance and reporting, particularly in the areas of corporate financial and human resource data warehousing and reporting structures.

A finance sub-committee of Corporate Executive, chaired by the Director General, was established to ensure continuous improvement in budget management and accountability throughout the Department.

We enhanced systems to enable principals of Independent Public Schools to manage their one-line budgets with greater rigour and supported them to identify flexible financial practices. Previously, the vast majority of school resources were managed centrally with limited input from principals.

Largely due to the success of the Independent Public Schools initiative, a greater degree of autonomy for financial management was made available to all schools.

Budget efficiency was improved through utilities management where \$60.4 million was devolved to schools in 2011 to meet costs of electricity, water, gas and rubbish removal. This encouraged schools to reduce consumption to achieve financial savings and use renewable and recyclable resources.

As we realigned services through the new regional structure to provide greater local direction and decision making, we reduced administration costs. Further, a review of the function of central office resulted in a reduction in middle management and administration positions.

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

By comparing their own students' results on NAPLAN and other classroom assessments against State, national and similar schools' averages and benchmarks, schools and teachers built on areas of strength and improved identified weaknesses. Schools produced annual reports and these were published on [Schools Online](#).

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

At the system level, rigorous accountability was enacted through reviewing and reporting on the performance of schools. During the year, 15 reviews were conducted of schools where performance was of concern. These reviews resulted in prescribed improvement strategies to be implemented by the schools and monitored by regional executive directors.

Ten follow-up reviews at six months and 20 follow-up reviews at 24 months were completed to evaluate progress against the original review findings and improvement strategies. Seven reviews of schools where performances were of consistently high standard were also undertaken and this information was shared with other schools.

Performance enquiries, which focused on specific areas of school performance, were undertaken at 37 schools. Reports were prepared and forwarded to principals outlining findings,

improvement recommendations and suggestions for sustainability. Regional executive directors supported schools to implement recommendations and monitor progress.

In 2011–12, 212 audits were undertaken across schools, business systems and information systems to help improve operations. We also updated the school audit program to take account of the Independent Public Schools initiative and extended our risk management program to central office worksites.

Six schools were involved in an electronic use copyright survey, and 24 schools in a photocopy survey. Teachers were legally bound to participate in these surveys. The Copyright Agency Limited received the survey data and used this to remunerate creators and owners of material for the use of their works in schools. In 2011 we paid \$5.63 million in copyright costs. Of this, \$5.54 million was paid to collecting agencies under statutory licences to reproduce copyright materials for educational purposes.

Foster innovative governance and educational practices, systems and initiatives

A new set of delegations under the *Public Sector Management Act 1994* was developed and published during the year.

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

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

Innovative educational practices were progressed through six school-based projects involving 43 schools which received grants in May 2012 as part of the Director General's focus on [supporting innovation in schools](#). The grants enabled schools to adopt new approaches to teaching and learning; and gave them opportunities to challenge accepted education approaches and develop innovative solutions beyond those that current approaches delivered.

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

Our asset investment program expenditure for 2011–12 was \$695.7 million compared with \$601 million last year. This included \$170 million from the Building the Education Revolution (BER) programs. The primary schools element of the BER was completed this year and comprised 1008 projects which enhanced facilities in 673 schools.

The State Government budget included funding for new schools which opened at the beginning of the 2012 school year in areas with expanding populations: Aveley Primary School, Malvern Springs Primary School, Meadow Springs Primary School, Piara Waters Primary School and a replacement for Lake Gwelup Primary School.

Construction of early childhood facilities in Canning Vale and Secret Harbour was completed for the start of 2012. Additional stages of Ashdale Secondary College and Atwell College, a new music centre at Churchlands Senior High School and upgrades at Rossmoyne Senior High were completed.

Construction continued on new secondary schools in the growing suburbs of Baldivis and Butler; replacement of Governor Stirling Senior High School; and stage two of Karratha Senior High School. All facilities are due to open in 2013. A replacement school for Yakamia Primary School in Albany is in the final stages and will be completed for 2013.

Under the Australian Government-funded East Kimberley Development Package, redevelopment of Kununurra District High School and remote community schools continued, with works to be completed by the end of 2012.

Redevelopments of Dongara District High School and Exmouth District High School were in the final stages, and redevelopment of Bullsbrook District High School continued. Construction at the Western Australian School of Agriculture – Harvey neared completion.

Construction started on the first stage of redeveloping Applecross Senior High School; and four new primary schools in Baynton West (Karratha), East Dalyellup, Pearsall and West Byford to open in 2013.

Funding was provided for administration upgrades, covered assembly areas, library resource centres and upgrades of science, and design and technology facilities.

By the end of the financial year, 29 Trade Training Centres were built or under construction and six were in final development stage. The \$2.5 billion program over 10 years nationally is anticipated to finish in 2016–17. The centres allowed students from Years 9 to 12 to access industry-standard vocational training to improve Year 12 retention rates and enhance pathways into vocational careers. The centres also helped address national skills shortages in traditional trades and emerging industries.

A \$52 million program over four years to air-cool all schools across the State was announced by the Government in the May 2011 State Budget. This financial year 88 schools were air-cooled through the program. Retrofitting of air-cooling in buildings constructed through the Australian Government's Building the Education Revolution program continued and by the end of the financial year work was completed at all but two of the 290 schools that required air-cooling.

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

Sustainability continued as a focus of the design of new schools and ongoing operation of facilities. We investigated and evaluated initiatives to promote efficiency in water conservation and energy management and schools continued to participate in the National Solar Schools Program.

In June 2012, 695 sites (including State training providers) were protected by electronic security systems, compared with 691 in June 2011. During the year, 2279 break-ins, 4444 instances of wilful damage and six acts of arson were reported to the Department. Total offences decreased by 10.45% while cost of repairs and replacements increased by 2.54% to \$6.9 million.

As part of our commitment to provide students with contemporary learning environments, we completed the final stage of the National Secondary Schools Computer Fund for Year 9 to 12 students to have new computers and upgraded ICT. We met the target of one computer for every student in all schools, with minor exceptions acknowledged by the Australian Government.

The Standard Operating Environment continued to be rolled out to schools participating in this fund and the Learning with ICT program, and all new schools. A total of 159 schools operated on the upgraded system with rollout to be completed by September 2013.

In 2011–12, 29 ICT contracts were established with a combined contract value of more than \$70 million. As at 30 June 2012 we managed a total of 72 ICT contracts with a combined value of \$854.7 million. Approximately 11 350 computers were leased under the Notebooks for Teachers Program.

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

The Pilbara Education Partnership Agreement, a joint initiative with BHP Billiton Iron Ore, was updated in 2011. It included programs targeting attraction and retention of teachers, student attendance, literacy and numeracy, mathematics education, science education and school transitions. It supported nine public schools and one private school in Port Hedland and Newman.

During 2011 Karratha Senior High School and Woodside Energy entered into a sponsorship agreement. Outcomes sought under this agreement included improvement of students' ATAR scores, retention of teachers and increased extracurricular opportunities for students.

Teachers from public and private schools worked together under a cross sectoral project to plan teaching and assessment programs around the Australian Curriculum. Professional learning modules will be developed around assessment tasks. Some teachers also took part in workshops on the validation process for national student achievement standards.

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

Independent reviews, conducted by the Department of Education Services, of the first 34 Independent Public Schools commenced in 2012. These schools are in the final year of their delivery and performance agreements. Full independent reviews were undertaken in six pilot schools. The Department of Education Services was provided with school performance data and support for training reviewers.

Evaluation of the Independent Public Schools initiative was commissioned through open tender in 2011. The University of Melbourne in partnership with Shelby Consulting won the tender. The evaluation is examining the impact of the initiative on the effectiveness and efficiency of participating schools and on our broader system. It will inform future development of the initiative.

Regional executive directors were responsible for principal professional reviews in schools that were not Independent Public Schools. This process was supported by the online School Performance Monitoring System which made available school performance data in relation to system standards in the areas of student achievement, financial management and human resources management.

[Schools Online](#) provided schools and the community with a comprehensive array of information including school performance information. Enhancements to the range and quality of information were completed.



Steffan Silcox
Ballajura Community College

2011 WA SECONDARY PRINCIPAL OF THE YEAR

"Every day in public schools we make a difference; it's uplifting and a powerful incentive."

An online reporting system reminded schools of compliance reporting obligations across a wide range of legislative and policy requirements.

In addition to meeting system reporting requirements, data from the annual survey of student intentions and satisfaction provided individual schools with valuable planning and evaluation information.

High quality services to the Minister for Education and State Government

During 2011–12, we ensured responses to Ministerial correspondence, briefing requests, Parliamentary questions and Cabinet requests were accurate and provided in a timely manner. We identified issues and trends from correspondence, updated current issues and provided training to staff.

Table 3: Ministerial requests processed 2009–10 to 2011–12

Type	2009–10 ^(a)	2010–11	2011–12
Letters	2 448	2 089	1 942
Briefing notes/advice	1 036	989	1 062
Answers to Parliamentary questions	317	412	357
Cabinet comments	77	61	38
Current issues reports ^(b)	8	8	9
Totals:	3 886	3 559	3 408
Percentages processed on time	76	85	90

Source: Ministerial Services

(a) Included requests to former Department of Education and Training in relation to both education and training portfolios before Department of Training and Workforce Development was established on 30 October 2009.

(b) On average, each report contained 60 individual briefings.



Lee Musumeci

Challis Early Childhood Education Centre

2011 WA BEGINNING TEACHER OF THE YEAR

"My passion for innovation in early childhood education drives me to ensure that all of my students receive a high quality education, giving them the best possible start in their schooling lives."



Disclosures and legal compliance

Pricing policies

The *School Education Act 1999* (Sections 97 to 108) and *School Education Act Regulations 2000* (58 to 66 and 102) govern the process of parents/carers making contributions to enhance educational programs in public schools. Under the Act, no student of compulsory school age can be denied access to the standard curriculum because of unwillingness or inability to pay charges or contributions. Some adult and overseas students, however, are required to pay to access the standard curriculum in public schools.

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

In primary schools, contributions requested from parents are voluntary. The maximum that can be requested is \$60 a year for 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.

Secondary schools may request voluntary contributions of up to \$235 a year for standard courses that satisfy 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. The Education Program Allowance through the Secondary Assistance Scheme provides \$235 towards these costs.

Overseas full fee-paying students enrolled in public schools are 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 (\$8900 for siblings)
- senior secondary school students: \$10 500 for the first child (\$10 000 for siblings).

Table 4: Completed major capital works (a) 2011–12

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% (b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
Additional stages to secondary schools							
Karratha Senior High School redevelopment	2011	27 000	30 031	(3 031)	11.2	Higher costs due to building escalation	
Sub-totals:		27 000	30 031	(3 031)			
Additions and improvements to secondary schools							
Albany Senior High School *	2011	2 000	1 897	103	(5.2)	Lower tender result	
Darling Range Sports College *	2011	4 000	4 143	(143)	3.6		
Geraldton Senior College *	2011	5 000	5 630	(630)	12.6	Higher costs due to building escalation	
Meekatharra School of the Air	2011	3 700	2 634	1 066	(28.8)	Lower tender result	
North Albany Senior High School – Local Schools Working Together	2011	2 380	2 465	(85)	3.6		
Perth Modern School	2011	24 900	33 064	(8 164)	32.8	Higher costs due to increase in scope	
Wanneroo Senior High School	2011	6 000	5 886	114	(1.9)		
Woodvale Secondary College *	2012	3 250	3 250	0	0.0		
Woodvale Secondary College basketball stadium	2011	2 000	2 000	0	0.0		
Sub-totals:		53 230	60 969	(7 739)			
New primary schools							
Bannister Creek (Lynwood/Ferndale/Kinross) Primary School replacement	2011	13 000	12 062	938	(7.2)	Lower tender result	
Comet Bay Primary School Kindergarten/Pre-primary transportables	2012	1 500	2 662	(1 162)	77.5	Higher costs due to change of scope	
Deanmore Primary School	2011	14 250	13 000	1 250	(8.8)	Lower tender result	
Interim schools	2011	627	250	0	(60.1)	Program scope reduced	
Mount Barker Primary School Stage 2 replacement	2011	12 000	11 227	773	(6.4)	Lower tender result	
Remote community schools	2012	1 000	1 000	0	0.0		
Safety Bay Primary School replacement	2011	14 000	11 422	2 578	(18.4)	Lower tender result	
Wattle Grove Primary School (2011) *	2011	14 250	10 035	4 215	(29.6)	Lower tender result	
Sub-totals:		70 627	61 658	8 969			

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% ^(b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
Additions and improvements to primary schools							
Bunbury Primary School *	2012	2 000	4 000	(2 000)		100.0	Additional funding provided for increased scope
Coolbinia Primary School *	2011	3 000	3 969	(969)		32.3	Higher costs due to failed contractor
Neerabup Primary School (2011)	2011	5 000	2 660	2 340		(46.8)	Lower tender result
Sub-totals:		10 000	10 629	(629)			
Additional stages to district high schools							
Exmouth District High School *	2012	15 000	15 834	(834)		5.6	\$1.5 million was original allocation; additional work included will be funded by the shire
Sub-totals:		15 000	15 834	(834)			
Trade training centres in schools (Commonwealth)							
Girrawheen Senior High School	2012	2 980	3 030	(50)		1.7	
Sub-totals:		2 980	3 030	(50)			
Building the Education Revolution							
Primary Schools in the 21st Century	2012	992 698	1 129 225	(136 527)		13.8	Increased Commonwealth funding and subsequent increased program scope
Science and Language Centres for 21st Century Secondary Schools	2011	34 060	26 094	7 966		(23.4)	Program scope reduced
Sub-totals:		1 026 758	1 155 319	(128 561)			
Royalties for Regions							
Merredin College	2012	12 000	13 010	(1 010)		8.4	Scope extended
Sub-totals:		12 000	13 010	(1 010)			
Miscellaneous programs							
Land acquisition	2011	20 000	30 553	(10 553)		52.8	Includes commitments from 2010–11 which were not finalised in that financial year
Seatbelts in school buses	2012	20 853	20 853	0		0.0	
Sub-totals:		40 853	51 406	(10 553)			
Other school facilities							
Toilet replacements	2012	2 233	3 786	(1 553)		69.5	Program scope increased to include 2009–10, 2010–11 and 2011–12 programs
Sub-totals:		2 233	3 786	(1 553)			
Total completed works 2011–12:		1 260 681	1 405 672	(145 568)			

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

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

* Liberal/National Party election commitment.

Table 5: Major capital works in progress^(a) 2011–12

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% ^(b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
New secondary schools							
Baldvis Secondary College (2013)	2013	44 000	44 000	0	15 341	0.0	
Butler College (2013)	2013	53 000	51 414	1 586	23 521	(3.0)	
Byford (2014) *	2014	30 000	30 000	0	24 976	0.0	
Dongara District High School replacement (2012) *	2012	30 000	30 000	0	4 078	0.0	
Governor Stirling Senior High School (2013)	2013	63 000	63 000	0	18 398	0.0	
Sub-totals:		220 000	218 414	1 586	86 314		
Additional stages to secondary schools							
Ashdale Secondary College (Stage 2)	2012	33 000	30 000	3 000	3 058	(9.1)	Lower tender result
Atwell College (Stage 2)	2012	31 000	27 904	3 096	4 222	(10.0)	Lower tender result
Comet Bay College (Stage 2)	2012	25 000	20 472	4 528	423	(18.1)	Lower tender result
Ellenbrook Secondary College (Stage 2)	2012	25 000	25 100	(100)	1 830	0.4	
Sub-totals:		114 000	103 476	10 524	9 533		
Additions and improvements to secondary schools							
Applecross Senior High School upgrade	2014	56 000	56 000	0	40 906	0.0	
Busselton Senior High School upgrade	2012	3 000	3 000	0	201	0.0	
Churchlands Senior High School music auditorium expansion	2012	10 000	10 000	0	1 136	0.0	
Dalyellup College Stage 2	2013	30 000	30 000	0	28 735	0.0	
Eastern Hills Senior High School *	2012	2 000	2 000	0	84	0.0	
Hampton Senior High School	2013	2 000	2 000	0	1 624	0.0	
Kalamunda Senior High School *	2012	5 000	5 000	0	685	0.0	
Karratha Senior High School Stage 2 (2013)	2013	46 000	46 000	0	30 153	0.0	
Merredin College – Local Schools Working Together	2012	2 506	2 506	0	128	0.0	
Padbury Statewide Services	2013	4 500	4 500	0	4 326	0.0	
Rossmoyne Senior High School upgrade	2012	14 000	14 000	0	687	0.0	
Science upgrades	2012	18 000	18 000	0	3 615	0.0	
Design and technology upgrades	2012	10 000	10 000	0	494	0.0	
Sub-totals:		203 006	203 006	0	112 774		
Additional stages to district high schools							
Bullsbrook District High School (2013) *	2013	20 000	23 500	3 500	11 608	17.5	Funding appropriated to project was \$20 million; increased scope required increased funding
Design and technology upgrades	2012	10 000	10 000	0	7 993	0.0	

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% (b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
Additional stages to district high schools (cont)							
Donnybrook District High School *	2012	5 000	5 000	0	281	0.0	
Roleystone Community College	2012	3 500	3 800	(300)	1 169	8.6	Higher costs due to building escalation
Kununurra District High School – East Kimberley Development Package	2012	53 400	49 262	4 138	18 111	(7.7)	Budget reallocated to other projects within the East Kimberley Development Package
Wyndham District High School – East Kimberley Development Package	2012	0	1 600	(1 600)	195		
Kalumburu Remote Community School – East Kimberley Development Package	2012	0	575	(575)	99		
Oombulgurri Remote Community School – East Kimberley Development Package	2012	0	577	(577)	446		
Jungdianung Remote Community School – East Kimberley Development Package	2012	0	213	(213)	125		
Dawul Remote Community School – East Kimberley Development Package	2012	0	575	(575)	99		
Sub-totals:		91 900	95 102	(3 202)	40 126		
Additions and improvements to agricultural colleges							
Harvey redevelopment*	2012	25 000	26 500	(1 500)	4 639	6.0	Program scope increased
Narrogin student and staff accommodation upgrades	2012	18 000	18 800	(800)	3 912	4.4	
Sub-totals:		43 000	45 300	(2 300)	8 551		
New primary schools							
Aubin Grove (Atwell) Primary School (2011) *	2012	14 250	13 200	1 050	310	(7.4)	Lower tender result
Aveley (Ellenbrook) Primary School (2012) *	2012	14 250	11 000	3 250	965	(22.8)	Lower tender result
Baynton West Primary School (2013)	2013	23 000	21 500	1 500	12 005	(6.5)	Lower tender result
Campbell Primary School Kindergarten/Pre-primary transportables	2012	1 500	885	615	59	(41.0)	Provision for transportables funded through alternative budget
East Dalvellup Primary School (2013)	2013	14 700	14 700	0	11 986	0.0	
Greenwood (Allenswood) Primary School replacement	2012	13 000	12 000	1 000	294	(7.7)	Lower tender result
Karratha Primary School replacement (2011)	2012	26 000	20 500	5 500	1 126	(21.2)	Lower tender result
Lake Gwelup Primary School (2012)	2012	13 000	13 000	0	2 221	0.0	
Lockridge Primary School replacement	2012	13 000	11 500	1 500	72	(11.5)	Lower tender result
Malvern Springs Primary School (2012)	2012	16 000	11 500	4 500	1 238	(28.1)	Lower tender result
Meadow Springs Primary School (2012)	2012	16 000	17 000	(1 000)	1 723	6.3	Increased scope for Educational Support facilities
Pearsall Primary School (2013)	2013	14 000	12 500	1 500	8 963	(10.7)	Lower tender result
Piara Waters Primary School (Forrestdale) (2012)	2012	16 000	12 000	4 000	1 251	(25.0)	Lower tender result
Remote community schools	2012	1 186	1 186	0	101	0.0	

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% ^(b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
New primary schools (cont)							
Springhill Primary School (K-2) (2011)	2012	10 000	14 100	(4 100)	3 447	41.0	Higher costs due to variation in scope
West Byford Primary School (2013) *	2013	17 000	14 750	2 250	9 871	(13.2)	Lower tender result
Yakamia Primary School (2012) *	2012	14 000	14 000	0	4 297	0.0	
Sub-totals:		236 886	215 321	21 565	59 929		
Additions and improvements to primary schools							
Ashdale Primary School early learning and care centre	2012	1 800	1 800	0	9	0.0	
Baldivis Primary School	2012	3 500	3 500	0	887	0.0	
Hudson Park Primary School	2012	2 000	5 022	(3 022)	68	151.1	Higher costs due to unavoidable commitments
Makye Drive Primary School	2013	9 000	7 700	1 300	2 545	(14.4)	Lower tender result
Mount Lawley Primary School *	2012	2 000	2 522	(522)	8	26.1	Higher costs due to unavoidable commitments
Pinjarra Early Childhood Centre	2013	2 500	2 500	0	2 500	0.0	
South Bunbury Primary School	2012	1 000	1 156	(156)	54	15.6	Higher costs due to unavoidable commitments
Sutherland Dianella Primary School *	2012	5 000	7 279	(2 279)	1 526	45.6	Higher costs due to unavoidable commitments
Tambrey Primary School	2012	5 700	5 700	0	412	0.0	
Warriapendi Primary School early learning and care centre	2012	1 800	1 800	0	296	0.0	
Westminster Primary School (yet to be announced)	2013	3 000	3 000	0	1 200	0.0	
Withers Park Primary School *	2012	1 600	1 600	0	18	0.0	
Sub-totals:		38 900	43 579	(4 679)	9 523		
Trade training centres in schools (Commonwealth)							
Ballajura Community College	2012	1 500	1 500	0	108	0.0	
Belmont City College	2012	3 000	3 000	0	799	0.0	
Busselton Senior High School	2012	7 000	7 000	0	2 650	0.0	
Carnarvon Senior High School	2012	3 800	3 800	0	3 432	0.0	
Central Midlands Senior High School	2012	3 500	3 500	0	650	0.0	
Christmas Island District High School	2012	1 500	1 566	(66)	0	4.4	
Collie Senior High School	2012	720	720	0	27	0.0	
Esperance Senior High School	2012	4 700	4 700	0	684	0.0	
Geraldton Senior College	2012	8 000	7 951	49	4 678	(0.6)	

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% ^(b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
Trade training centres in schools (Commonwealth) (cont)							
Hedland Senior High School	2012	4 500	4 500	0	4 190	0.0	
Kent Street Senior High School	2012	3 000	3 000	0	24	0.0	
Leeming Senior High School	2012	5 000	5 000	0	887	0.0	
Manjimup Senior High School	2012	5 500	5 500	0	397	0.0	
Mirrabooka Senior High School	2012	3 500	3 500	0	82	0.0	
Morley Senior High School	2012	3 000	3 000	0	161	0.0	
Newman Senior High School	2012	1 500	1 500	0	1 393	0.0	
North Albany Senior High School	2012	3 500	3 500	0	2 616	0.0	
Northam Senior High School	2012	3 200	3 200	0	241	0.0	
Pinjarra Senior High School	2012	2 000	2 000	0	698	0.0	
Sevenoaks Senior College	2012	4 488	4 488	0	93	0.0	
South Fremantle Senior High School	2012	4 500	4 500	0	611	0.0	
Tom Price Senior High School	2012	1 500	1 500	0	350	0.0	
WA College of Agriculture – Denmark	2012	3 000	3 000	0	992	0.0	
WA College of Agriculture – Harvey	2012	3 000	3 020	(20)	0	0.7	
WA College of Agriculture – Narrogin	2012	9 200	8 431	769	0	(8.4)	Lower tender result
Woodvale Secondary College	2012	2 380	2 380	0	40	0.0	
		96 488	95 756	732	25 803		
Royalties for Regions							
Hedland Senior High School	2013	8 000	13 350	(5 350)	8 242	66.9	Program scope increased to reflect additional funding
Administration project management	2013	1 000	1 000	0	999	0.0	
Pinjarra Senior High School	2013	7 000	7 000	0	5 616	0.0	
Northam Senior High School	2013	10 000	10 000	0	9 609	0.0	
Esperance Primary School	2013	10 000	10 000	0	8 580	0.0	
Denmark High School	2013	7 000	7 000	0	6 521	0.0	
Collie Senior High School	2013	3 000	3 000	0	2 714	0.0	
Narrogin Senior High School	2013	7 000	7 000	0	6 360	0.0	
Katanning Senior High School	2013	2 000	2 000	0	1 888	0.0	
Karratha Senior High School	2012	9 500	9 500	0	6 500	0.0	

Project	Year of completion	Estimated total cost			Estimated cost to complete as at 1 July 2012 (\$'000)	Variation %	Reason for variation over 5% ^(b)
		Original budget (\$'000)	Revised budget (\$'000)	Variation (\$'000)			
Royalties for Regions (cont)							
Broome Senior High School	2013	10 000	10 000	0	9 623	0.0	
Derby District High School	2013	15 000	15 000	0	14 465	0.0	
Sub-totals:		89 500	94 850	(5 350)	81 117		
Miscellaneous programs							
Air-cooling stage 1	2013	22 000	22 000	0	12 210	0.0	
Concrete cancer remediation	2012	8 000	8 000	0	4 405	0.0	
Electronic whiteboards	2013	4 000	4 000	0	2 985	0.0	
Indigenous family and child health centres	2014	27 500	27 500	0	15 188	0.0	
Infrastructure power upgrades	2013	27 000	27 000	0	23 779	0.0	
Playground equipment	2013	2 000	2 000	0	940	0.0	
Power supply upgrades	2013	1 200	1 200	0	46	0.0	
Roof replacement	2013	20 000	40 000	(20 000)	18 593	100.0	Program scope increased to include 2011–12 and 2012–13 programs
School refurbishment program	2013	2 500	2 500	0	2 450	0.0	
Sewer connections	2012	1 800	1 800	0	862	0.0	
Small asset capital purchases	2016	86 813	159 238	(72 425)	125 232	83.4	Increased budget reflects revised asset valuation
Transportable classrooms	2012	9 000	9 000	0	6 215	0.0	
Universal access	2013	22 883	22 883	0	21 159	0.0	
Sub-totals:		234 696	327 121	(92 425)	234 064		
Other schools facilities							
Administration upgrades	2012	21 835	22 560	(725)	2 604	3.3	
Central reserve schools	2012	2 207	2 207	0	1 788	0.0	
Covered assembly areas	2012	5 500	2 884	2 616	799	(47.6)	Program scope reduced
Early childhood programs	2012	6 192	6 192	0	1 565	0.0	
Ground developments	2012	1 197	1 197	0	1 078	0.0	
Library resource centres	2012	5 564	3 635	1 929	3 001	(34.7)	Program scope reduced
Rural integration program	2012	2 200	2 200	0	2 200	0.0	
Student services improvements	2012	4 032	4 032	0	2 232	0.0	
Sub-totals:		48 727	44 907	3 820	15 267		
Total works in progress 2011–12		1 417 103	1 486 832	(69 729)	683 001		
Total completed works and works in progress 2011–12		2 677 784	2 892 504	(215 097)	683 001		

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

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

* Liberal/National Party election commitment

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

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

During 2011–12, an average of 33 434 full-time equivalent staff were employed. Of these, 59.9% were teachers, 27.6% were support staff, 6.9% were cleaners and gardeners, and 5.6% were administrative and clerical staff (see Table 6).

Further information is in [Tables 7 to 11](#).

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

To attract people to teach in the country, we funded 143 student teachers and school psychologists to undertake their practicums in schools in the country. Thirty-six per cent (36%) of participants were employed in 2012, with 88% of these in country schools.

Another 58 student teachers undertook their long term practicums in country schools in 2011. In 2012, many took up positions in these schools as well as hard-to-staff schools where they had completed their practicums. In 2012, 34 student teachers were placed in country schools for Term 2 practicums. Nearly all student teachers who applied for the Remote Teaching Service recruitment pool for 2012 and completed practicums through this strategy were successful in their applications.

In 2011, 10 final year student teachers were awarded scholarships of \$30 000 each to complete internship programs in Bunbury. They were required to teach in country schools for at least two years after graduating.

We awarded 61 scholarships to student teachers studying in learning areas of need and a further 12 scholarships were offered to Edith Cowan University student teachers completing internships through the Australian Government's teacher residency program outlined below. All scholarship recipients were bound contractually to accept teaching placements across the State.

In 2011, 51 interns from across 17 schools graduated through a teacher residency program developed with Edith Cowan University. These student teachers were involved in intensive and extended practice while being mentored by experienced, high performing teachers. Feedback from the university indicated participants outperformed their on-campus peers.

In 2012 Edith Cowan University continued this program and Curtin University, Murdoch University and The University of Western Australia also offered internships. At the beginning of 2012 there were 120 mentor teachers and 105 interns in 38 schools.

We implemented strategies to attract people back to the workforce and continue teaching beyond retirement. Our entry and orientation program supported 144 teachers in 2011 who had not taught in Australian schools in the past 10 years. In partnership with the Government Employees Superannuation Board, 14 seminars on superannuation and transition to retirement options were attended by 889 staff in 2011. Feedback showed that many staff would definitely or very likely change their retirement plans.

Table 6: Employees ^(a) by category 2007–08 to 2011–12

Category	2007–08	2008–09	2009–10 ^(b)	2010–11	2011–12
Administrative and clerical ^(c)	2 451	2 442	2 481	1 966	1 882
Teaching ^(d)	19 419	19 773	19 639	19 909	20 013
Support ^(e)	7 584	8 118	8 585	8 939	9 239
Cleaning and gardening	2 067	2 166	2 210	2 247	2 300
Totals:	31 522	32 499	32 916	33 061	33 434

Source: *Financial Management and Resourcing*

(a) Average paid full-time equivalent staffing levels rounded to nearest whole number.

(b) Training separated from former Department of Education and Training on 30 October 2009, with some staff transferred to newly established Department of Training and Workforce Development.

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

(d) Includes principals and deputy principals.

(e) Includes school clerical staff and education assistants.

The Attracting Outstanding Principals trial commenced in 2012. Over the next few years, up to 30 outstanding principals will be offered annual attraction and retention payments ranging from \$5853 to \$28 703 a year for up to three years to work in selected low socio-economic status partnership schools. Two schools were part of this trial at the start of 2012.

We also provided incentives to help attract and retain school psychologists to country areas.

Our Level 3 Classroom Teacher program recognised 150 exemplary teachers during the year. Teachers were given optional career pathways, through merit select process, that offered opportunities for them to fill leadership roles while continuing effective classroom practices.

Suitable housing at an acceptable cost to both the Department and staff continued to be a major strategy to attract and retain staff in country schools. In 2011–12, \$75.43 million was paid in rent for 2227 properties occupied by our staff and owned or leased by Government Regional Officers' Housing. Of this, 81% was subsidised by the Department. During 2011–12, we were allocated 189 properties through leasing arrangements, new construction, refurbishments and reallocations from government agencies.

In recognition of the outstanding achievements of schools and their staff, we announced the winners of the [WA Education Awards](#) in December 2011. For 2012 we introduced a new category, WA Premier's Early Childhood Teacher of the Year, to align with the Australian Awards for Outstanding Teaching and School Leadership. In October 2011 our State winners from 2010 went on to great success in these [inaugural national awards](#), taking out top primary principal and top secondary teacher in Australia.

Provide all staff with access to high quality professional learning opportunities

Our Institute for Professional Learning coordinated professional learning for all staff. It also supported our innovation and reform agenda by providing access to professional learning that responded to the diverse requirements of schools and prepared staff to embrace the increased autonomy afforded to schools.

Teacher professional learning was aligned to the National Professional Standards for Teachers. This learning included Graduate Teacher Induction for teachers in their first two years with guidance of coaches (1789 participants) and Senior Teacher Professional Learning for experienced teachers (233 participants).

Professional learning for staff that supported the work of schools included the Diploma of Management (47 participants), Certificate IV in Business (136 participants) and Certificate IV in Training and Assessment (103 participants).

Professional learning was specifically run for staff working in schools with Aboriginal students. At the end of 2011 a three-year concurrent program of professional learning for school leadership in an Aboriginal context was finalised. The program involved a group of Murchison schools being assisted to establish whole-school approaches to leading and managing literacy.

Six online learning modules were first run in March 2012 for beginning principals and those new to remote community schools. Leading from the Front was developed with the Western Australian Primary Principals' Association.

Dare to Lead, a national program, helped principals improve and develop school leadership skills and initiate reconciliation and cultural awareness activities to improve learning outcomes of Aboriginal students. In 2011–12, 21 collegial school snapshots were completed and outstanding principals and programs were recognised through State and national awards. Links were maintained with interstate jurisdictions to identify professional development opportunities in conjunction with Principals Australia Institute projects such as Mind Matters and KidsMatter.

In 2012, along with the Department for Communities, we entered into an agreement with the Australian Government to jointly deliver the Remote Indigenous Professional Development Project for the Early Years Learning Framework in selected schools. Through the project, Indigenous educators in remote and regional localities received five days training and support in the workplace.

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

School based networks continued to be formed during the year. Schools in each network prioritised their needs for professional support and developed opportunities for their teachers.

For example, some networks appointed a single network principal while others developed a portfolio approach among a number of network principals. Regional executive directors, in conjunction with network principals, agreed on funding and resource models for their networks.

Regional executive directors supported networks to develop strategies and initiatives for wider system issues such as student attendance. Networks used the additional school development day (student free day) in April 2012 to provide professional support opportunities for teachers, leaders and school support staff.

Introduce new national professional standards for teachers and principals

The Institute for Professional Learning received funding in 2011 from the Australian Institute for Teaching and School Leadership (AITSL) to pilot both the National Professional Standard for Principals and the National Professional Standards for Teachers.

Through the pilots, we mapped teacher and leadership development and professional learning to the applicable standards, and developed a suite of self-reflection tools for teachers and aspiring and current school leaders. The tool for teachers was aligned to each of the four career stages in the standards and helped teachers reflect on their practices and identify professional learning needs.

A tool was also developed for staff and school boards/councils to provide 360 degree feedback to principals on their leadership practices.

Both sets of standards were referenced in Institute programs throughout the year and explicitly aligned to development programs, for example the Graduate Teacher Induction Program and Senior Teacher Professional Learning Modules. We also started updating policies, guidelines and other materials that referenced professional standards. School staff participated in a newly formed focus group to provide advice about implementation to AITSL.

We established a consultant teacher trial in seven schools which used the criteria aligned to the Lead Teacher career stage. The trial goes through until the end of 2013.

Ensure sound workforce planning for future needs

We continued to update and enhance modelling of the Western Australian teaching workforce for public and private schools to inform future labour requirements. Non-teaching workforce projections were developed for public schools as this group of staff continued to grow, and planning was vital to ensure schools were able to provide services.

We analysed workforce profiles and demographic trends to support our strategic decision making.

Coordinate professional learning and leadership development

The Institute coordinated professional learning for leaders, aligning it to the National Professional Standard for Principals. A new Master of School Leadership for 50 participants each year was developed and run in conjunction with The University of Western Australia to develop future school leaders. We provided 10 fully funded and 40 partially funded places during the year.

Other programs included Leading the Australian Curriculum, aimed at leading implementation of the Australian Curriculum, which attracted 4034 participants; Licence to Leadership, an eight-day program that used a problem solving approach to school leadership, had 104 participants; Leading Teaching and Learning, focused on leading pedagogy and the Australian Curriculum through a coaching approach, had 59 participants; and Leading Learning Communities, which used a problem solving approach to establish professional learning communities, had 80 participants.

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

Cyber cafés, work-shadowing, coaching, technology and multimedia were some of the innovative strategies we used during the year to support teachers deliver and tailor high quality, innovative teaching, assessment and reporting practices of students.

Primary principals, attached to Statewide Services, worked side-by-side with colleagues fulfilling coaching and mentoring roles. These consultant principals worked closely with other primary school and network leadership teams to examine data and local issues to help determine whole-school planning strategies.

For senior secondary teachers, we developed sophisticated software and associated shoulder-to-shoulder support that greatly assisted them in addressing concerns regarding the marks adjustment process in Years 11 and 12. This process was successfully trialled with the WACE English course, bringing teachers together with the support of the School Curriculum and Assessment Authority to work on activities to develop understanding of the standards and associated marking processes. The process was extended to other courses where there were identified issues with practical examinations.

In addition to focusing on 'what's new' and contemporary approaches to teaching, professional learning programs were formed specifically to give teachers the skills to lead change and innovation in their schools and across networks. More recently, train-the-trainer modules on Leading Australian Curriculum were developed to build the capacity of teachers across the State to support their school-based colleagues.

The introduction of Independent Public Schools brought with it significant flexibility that enabled teachers to develop local solutions to curriculum, assessment and reporting. Many of these initiatives – including schools working closely with parents to develop more meaningful, contextually specific student reports – were built into the reporting to parents software for use by all schools.

Significant advancements were also made in assessing and reporting achievements of students with special education needs (disability). This included developing materials and software linked to the Australian Curriculum for students from Kindergarten to Year 12.

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

In 2011–12, we provided advice, consultancy and training to principals, registrars and business managers on human resources standards, policies and procedures to help them select and appoint staff.

Specific support was provided to Independent Public Schools on processes for reconfiguring staffing profiles to better respond to their specific operational needs and for determining position classifications.

In 2011 principals were delegated authority to approve all long service leave of staff in their schools. This flexibility recognised the needs of principals to have the capacity to create conditions most likely to lift student performance.

Further staffing flexibilities were developed during 2012 and will be implemented in the new financial year including giving principals the authority to fill vacancies as soon as practicable after they become vacant; appoint staff to each vacant position from established recruitment pools; and approve all leave.

Introduce workforce reform that benefits students and learning

In December 2011 an in-principle agreement was reached with the State School Teachers' Union of WA for a replacement General Agreement covering school administrators, teachers, education officers, school psychologists and swimming instructors. The *School Education Act Employees' (Teachers and Administrators) General Agreement 2011* was registered with the WA Industrial Relations Commission on 30 March 2012.

The new agreement provided for a 12% salary increase over three years (3.75%, 4% and 4.25%) effective from December 2011. The salary increase maintained Western Australian teachers as among the highest paid in Australia.

The agreement included a number of reforms including the capacity of certain senior colleges and campuses to extend their opening hours until 9.00pm to better meet the needs of students; an increase to five hours a term for the purpose of holding whole-of-staff meetings; and increase by the Consumer Price Index of a number of allowances for teaching staff.

A new classification of Lead School Psychologist was introduced to improve the career structure for this occupational group. Both parties to the agreement also committed, within a 12 month period, to review the classification structure and conditions of employment for principals and deputy principals.

We continued to implement the [Equity and Diversity Management Plan 2011–2014](#) which included Aboriginal cultural awareness programs, specialist coaching program for Aboriginal graduate teachers, professional learning for Aboriginal and Islander Education Officers and school administrators, training for equal opportunity contract officers, and leadership development programs for aspirant women and aspirant senior school administrators.

We updated policies on sexual harassment; transfer of school support staff; secondment of staff; redeployment of school administrators; and recruitment, selection and appointment.

We completed reviews of retirement on the grounds of ill health (guidelines) and school selection of teaching staff. We started updating policies on part-time working and job-share arrangements; redeployment of school administrators; equal opportunity; and grievance resolution.



Sharon Attree
Newton Moore Senior High School

2011 WA BEGINNING TEACHER OF THE YEAR

"I wouldn't know where to begin with why I love teaching. I can say that it's amazing to feel you're making a difference in a young adult's life and it's incredible to build trusting relationships with teenagers."

Table 7: Employees ^(a) by operational area and category 2011–12

Operational area	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Education and Training Shared Services Centre	294	–	–	–	294
Central strategic and corporate services	863	–	–	–	863
Regional education offices ^{(e) (f)}	160	54	2	7	223
Schools ^(g)	565	19 959	9 238	2 292	32 055
Totals:	1 882	20 013	9 239	2 300	33 434

Source: Financial Management and Resourcing

- (a) Average paid full-time equivalent staffing levels rounded to nearest whole number.
 (b) *Public Sector Management Act 1994* positions and teaching staff in administrative roles.
 (c) Includes principals and deputy principals.
 (d) Includes school clerical staff and education assistants
 (e) Regional offices commenced operating in January 2011. Staff previously in district offices until this time included here.
 (f) In regional offices this includes school psychologists and school development officers.
 (g) See Table 8.

Table 8: School-related employees ^(a) by type of school and category 2011–12

Type of school	Administrative and clerical ^(b)	Teaching ^(c)	Support ^(d)	Cleaning and gardening	Totals
Community kindergarten	–	37	31	–	68
Pre-compulsory/ primary	13	10 852	5 429	1 232	17 526
District high	10	1 294	594	181	2 079
Secondary	338	6 213	1 692	811	9 055
Education support	55	853	1 309	30	2 247
Other schools ^(e)	149	710	182	39	1 080
Totals:	565	19 959	9 238	2 292	32 055

Source: Financial Management and Resourcing

- (a) Average paid full-time equivalent staffing levels rounded to nearest whole number.
 (b) *Public Sector Management Act 1994* positions and teaching staff in administrative roles.
 (c) Includes principals and deputy principals.
 (d) Includes school clerical staff and education assistants.
 (e) Includes camp schools, Canning College, Tuart College, School of Isolated and Distance Education, WA Colleges of Agriculture, behaviour management centres, WA Institute for Deaf Education, swimming teachers and teachers of instrumental music.

Table 9: Student-teacher ratios ^(a) 2007 to 2011 ^(b)

Level of schooling	2007	2008	2009	2010	2011
Primary (including Pre-primary ^(c))	15.8	15.8	15.7	15.8	16.0
Secondary	12.1	12.1	12.3	11.8	12.0
Education support schools and centres	5.5	5.3	5.5	5.5	5.0

Source: Evaluation and Accountability

- (a) Calculation uses active in-school teachers including principals and deputy principals expressed as full-time equivalents; excludes Canning College, Tuart College and School of Isolated and Distance Education.
 (b) Second semester census.
 (c) Pre-primary FTE based on number of sessions attended by individual students.

Table 10: School-based teaching staff (a) (b) (c) (d) by category and level of schooling 2011 (e)

Category	Kindergarten	Pre-primary	Primary	Secondary	Education	All
Principal	0	0	539	164	67	770
Deputy principal	0	0	782	303	33	1 118
Head of department/ program coordinator	0	0	7	757	0	764
Teacher ^(f)	411	1 395	7 597	4 983	485	14 871
Guidance/ counselling	2	10	85	82	5	184
Totals:	413	1 405	9 010	6 289	590	17 707

Source: Evaluation and Accountability

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

Table 11: School-based teaching staff (a) (b) by level of schooling and gender 2011 (c)

Level of schooling	Female Numbers	Female %	Male Numbers	Male %	Total Numbers
Pre-compulsory ^(d)	1 772	97.5	45	2.5	1 817
Primary	7 068	78.4	1 942	21.6	9 010
Secondary	3 536	56.2	2 753	43.8	6 289
Education support	491	83.2	99	16.8	590
Totals:	12 867		4 839		17 706

Source: Evaluation and Accountability

- (a) Full-time equivalents rounded to nearest whole number.
 (b) Teaching staff figures based on counting method used for National Schools Statistics Collection and do not include staff on extended leave.
 (c) Second semester census.
 (d) Includes Department teaching staff at Community Kindergartens.

Table 12: Teacher retirements and resignations 2007 to 2011 (a)

Category	2007 ^(b)	2008	2009	2010	2011
Retirements	422	358	266	326	404
Resignations	1 134	1 054	744	643	632

Source: Workforce Policy and Coordination

- (a) Calendar year.
 (b) Numbers are different from those reported in previous annual reports as new method for counting retirements and resignations was introduced in 2007 and amended in 2008.

Table 13: Government Regional Officers' Housing properties^(a) used by education region 2010–11 and 2011–12

Region	2010–11	2011–12
Pilbara	538	554
Goldfields	418	415
Kimberley	392	400
Wheatbelt	386	361
Midwest	335	323
Southwest	175	154
South Metropolitan	7	8
Totals:	2 265	2 227

Source: Government Regional Officers' Housing invoices for June 2011 and June 2012

(a) New regional structure implemented in 2011 replaced education districts with education regions. Distribution of GROH properties is displayed for these regions to allow for comparison.

Governance disclosures and Ministerial directives

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

Treasurer's Instruction 903 (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 2011–12.



Expenditure on advertising and market research

In accordance with s175ZE of the *Electoral Act 1907*, we incurred total expenditure in 2011–12 of \$900 831 for advertising and market research (see Table 14). No expenditure was incurred for polling and direct mail.

Table 14: Expenditure on advertising and market research 2011–12

Category	Provider	2011–12 (\$)
Media advertising organisations		
	AdCorp Australia	
	Mitchell Partners Australia	
Sub-total:		454 174
Advertising agencies ^(a)		
	Marketforce Retail	
	Vinten Browning	
Sub-total:		294 882
Market research organisations		
	Taylor Nelson Sofres Australia	
Sub-total:		151 775
Total:		900 831

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

(a) Provided full range of creative services.



Nakita Kitson
 WA College of Agriculture – Cunderdin
2011 WA BEGINNING TEACHER OF THE YEAR

“Teaching enables me to get involved in my local community. One of my favourite moments is when my students fall in love with a book and can’t put it down or when we do creative writing and the class goes totally quiet while they write.”

Disability access and inclusion plan outcomes

Through our Disability Access and Inclusion Plan 2007–2011, we demonstrated our commitment to meet the diverse needs of students, parents, staff, contractors and visitors.

During the year we sought feedback on a new plan which was drafted in consultation with key stakeholders. Outcomes in the draft plan, from 2012 to 2017, have not changed and will be complemented by new strategies for achieving them. The plan will be published in the new financial year.

In 2011–12 we improved policies, procedures and communications to ensure they promoted inclusion and participation of people with disability and complied with the *Disability Services Act 2004*. The new draft plan includes initiatives to develop further inclusive working environments.

We continued to design and provide accessible buildings and facilities that met Australian design standards. We responded to emerging needs of school communities and staff by modifying existing premises on a needs basis.

Information was provided in alternative formats when requested and we improved access to information on websites and ensured new web publications complied with State Government guidelines.

In schools, we ensured students with disability, learning difficulty and health-related needs were able to access the curriculum and were supported to reach their potential. Accessibility to websites was provided by screen reading programs and Auslan sign language interpreters were provided on request as was assistive technology. We continued to implement the agents and contractors requirements consistent with our plan.

Our policy on complaints management ensured all people could make complaints without concern that doing so might affect access to services and support. A framework of policies on complaints management supported a comprehensive complaints management system for recording, managing and monitoring complaints and investigations. The framework strengthened compliance with Australian Standard 4269 for handling complaints.

Understanding equal employment opportunity and diversity principles by staff was raised through professional learning. Opportunities were provided for people with disability to contribute to planning and decision making, for example through school councils/boards and parents and citizens' associations.



Tonya Wood
Sawyers Valley Primary
School 2011 WA
**2011 WA PREMIER'S
PRIMARY TEACHER OF
THE YEAR**

"The best part of my job is the children. Every day is different; every child is so unique with a different approach to life and learning."

Compliance with public sector standards and ethical codes

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

These are to:

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

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

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

We managed breach of standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (see [Table 15](#)). Of the 25 claims received, there were no adverse findings in relation to any of the Standards.

In 2011–12, 1750 staff (including principals of all Independent Public Schools) completed the Accountable and Ethical Decision Making professional learning online and 1191 staff completed it through face-to-face presentations.

A further 659 current staff and student teachers completed professional learning in complaints management, use of social media and pre-service knowledge of expected standards of conduct.

We implemented a new staff conduct framework which outlined our expectations of staff to display high standards of conduct and accountable and ethical behaviour. This framework consisted of the Staff Conduct and Discipline policy and Code of Conduct and was supported by a handbook on complying with the code.

Nineteen (19) Public Interest Disclosure officers were available to receive disclosures under the *Public Interest Disclosure Act 2003*. Induction programs, and ongoing prevention and education training included information about the legislation.

Our Screening Unit, an accredited agency for the National Police Checking Service conducted through the CrimTrac Agency, screened 15 190 applicants in the education and training sectors. Checks were for staff, potential staff, university students undertaking teaching practicums; contractors undertaking building and maintenance in schools; and volunteers. Those found to have criminal convictions breaching our suitability criteria were refused employment or placement in education sector positions.

We maintained and monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004*. We also provided advice and support in relation to the legislation and further enhanced the automated alerts and reporting functions of our Working with Children recording system. We issued \$689 778 in reimbursements to staff and volunteers required to obtain Working with Children Checks.

Misconduct matters relating to discipline provisions of the *Public Sector Management Act 1994* and principles of Common Law were managed (see [Table 16](#)). Matters referred for local management with central oversight were assessed as relatively minor in nature and suitable for local resolution and/or performance management rather than formal disciplinary action. These matters were referred to the Corruption and Crime Commission for external oversight.

[Tables 17 and 18](#) show the types and most common categories of allegations in misconduct matters received in 2009–10, 2010–11 and 2011–12.

[Table 19](#) shows the number of suspensions and redirection orders issued against staff. The Director General may direct staff away from school premises where it is suspected their continued presence constitutes a risk to the safety or welfare of students (Section 240 of the *School Education Act 1999*). Where applicable, the Department may suspend staff with or without pay where they are suspected of misconduct and disciplinary proceedings have been initiated (Section 82 of the *Public Sector Management Act 1994*).

Table 15: Public Sector Standards claims by status of claim 2011–12

Standard	Recruitment, Selection and Appointment	Grievance Resolution	Temporary Deployment	Redeployment	Totals
Resolved internally, relief provided	2	–	–	–	2
Claim withdrawn, no relief provided	10	–	–	–	10
Breach of Standard upheld	–	–	–	–	–
Claim received after expiry of prescribed timeframe	–	1	–	–	1
Dismissed following formal review	6	–	–	–	6
Ineligible breach claim	3	1	–	–	4
Claim lapsed by the Public Sector Commissioner	1	–	–	–	1
Under investigation	1	–	–	–	1
Totals:	23	2	–	–	25

Source: Labour Relations

Table 16: Management of misconduct matters 2009–10 to 2011–12 (a)

Category	Received			Resolved		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Misconduct matters	501	475	470	412	435	381
Central management	262	193	206	219	176	167
Local management with central oversight	239	282	264	193	259	214
Other (b)	59	61	117	46	64	117
Totals:	560	536	587	458	499	498

Source: Standards and Integrity

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

(b) Includes matters involving Parent Advocacy and Liaison Officer.

Table 17: Misconduct allegations 2009–10 to 2011–12 (a) (b)

Category	Received			Resolved		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Central management	317	233	265	294	259	228
Child protection	189	141	145	182	169	134
Non-child protection	128	92	120	112	90	94
Local management with central oversight	258	295	276	206	273	232
Child protection	208	239	229	157	211	197
Non-child protection	50	56	47	49	62	35
Totals:	575	528	541	500	532	460

Source: Standards and Integrity

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

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

Table 18: Misconduct allegations received by most common category 2009–10 to 2011–12

Category	Received		
	2009–10	2010–11	2011–12
Central management	317	233	265
Physical assault ^(a)	87	50	65
Inappropriate behaviour ^(b)	81	79	69
Fraud/theft	32	29	32
Other categories	117	75	99
Local management with central oversight	258	295	276
Physical assault	140	144	121
Inappropriate behaviour	70	98	112
Verbal abuse	11	9	4
Other	37	44	39
Totals:	575	528	541

Source: Standards and Integrity

- (a) Covers range of misconduct allegations involving physical contact from unlawful and/or excessive physical contact to minor level touch with minimal contact.
 (b) Covers range of misconduct from allegations of inappropriate contact via social network sites to allegations of sexualised contact with students.

Table 19: Suspension or redirection orders issued against staff 2009–10 to 2011–12 ^(a)

	Redirected			Suspended without pay			Suspended with pay ^(b)		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
Teaching staff	13	10	14	3	0	0	n/a	n/a	1
Non-teaching staff	1	5	5	1	1	0	n/a	n/a	1
Totals:	14	15	19	4	1	0	n/a	n/a	2

Source: Standards and Integrity

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



Leanne O'Kane
 Harmony Primary School
**2011 WA BEGINNING
 TEACHER OF THE YEAR**

"I feel privileged to be part of a school that takes the time to see the commitment of individuals and teams alike."

Recordkeeping plans

Our recordkeeping plan, approved in June 2010, included recordkeeping requirements of our department as well as the School Curriculum and Standards Authority, Department of Education Services, Country High School Hostels Authority and Public Education Endowment Trust. It applied to all staff at all worksites.

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

During the year, 40 105 inactive files were transferred to commercial storage and 18 305 files were destroyed in accordance with the approved retention schedule. A school archive collection program was implemented to manage school archival records centrally.

As at 30 June 2012, 1550 staff had completed an online recordkeeping awareness training program which covered obligations, rights and responsibilities under the *State Records Act 2000*. The program included facilities to monitor progress of compliance with the plan.

Training in TRIM was offered to central and regional office staff and, at 30 June 2012, 1420 had been trained in TRIM Context. Online training was also available and school registrars were trained through regional offices. TRIM Context training materials were routinely reviewed and updated.

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

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

Substantive equality

We had a plan in place for all policies, practices and procedures to be assessed regularly to ensure a positive impact on Aboriginal and ethnic groups. During the year we extended this to all new policies, practices and procedures.

Following a project looking at whether systemic racial discrimination existed with respect to the exclusion of students from public schools, we made improvements to the support provided to students and their families during the exclusion process.

"Seeing individual children succeed and reach their potential is one of the things I love the most about teaching."

Norma Willaway
Kalumburu Remote
Community School

**2012 BARRY HAYWARD
AWARD FOR WA
OUTSTANDING
ABORIGINAL TEACHER**



Occupational safety, health and injury management

We created six new positions in the occupational safety and health area and six in injury management and workers' compensation. The focus of this expansion was to raise awareness of principals and line managers in managing risk, provide advice and support to workplaces, and develop and implement strategies to reduce risk of injury and harm.

We issued a statement to staff on our commitment to occupational safety and health including responsibilities of all parties and consultative processes.

Over the past three years, more than 90% of school administrators have completed a one-day mandatory training course on their responsibilities for managing occupational safety and health. An online program was developed to replace the face-to-face program and increase ease of access.

Worksites were supported to set up safety and health committees and funded to train safety and health representatives. Presentations were included in introductory training courses for new safety and health representatives and regular meetings with the State School Teachers' Union discussed workplace safety and related matters.

We provided manual handling training to more than 100 staff working in education support schools to improve safety and reduce risk of injury. The Employee Assistance Program contracted provider delivered 4418 counselling sessions to staff and immediate families.

We continued to implement recommendations of the 2010 report on our occupational safety and health management systems. This included training school administrators; awareness raising and consultation processes; reporting, recording and investigating accidents; implementing corrective action to reduce risk of incidents; and training staff in high risk areas.

Training

During the year 106 newly elected safety and health representatives undertook WorkSafe accredited training, and 17 safety and health representatives, who had been representatives for at least two years, attended refresher courses.

Mediation training was provided to 162 line managers to help them deal with conflict in the workplace. Training was supported by mentoring services through a contracted training provider.

In addition, 139 staff required to drive vehicles in remote locations were trained in defensive four-wheel driving and recovery.

Regional science technicians visited 41 district high schools to provide assistance and guidance on safety issues in science, design and technology, and arts. They advised schools on safe working practices, safe handling, storage and disposal of hazardous substances and emergency procedures. Training in managing hazardous substances was provided to 435 staff.

David Henderson
Rossmoyne Senior
High School

**2011 AUSTRALIAN
SECONDARY TEACHER
OF THE YEAR**



"Watching students make connections between important ideas through discussions is one of the very best aspects of teaching."

Workers' compensation and injury management

Our [Injury Management and Workers' Compensation](#) policy documented processes based on the WorkCover WA model and required programs to be developed when injured staff return to work with medical restrictions to their hours or duties.

We started implementing an in-house injury management model to improve effectiveness of injury management services and reduce costs associated with external rehabilitation providers.

Workers' compensation officers and injury management consultants held regular claims review meetings with RiskCover to ensure best practice in managing claims. During 2011–12, 24 formal case review meetings were conducted with RiskCover.

In 2011–12, the number of workers' compensation claims was 1646 (1591 in 2010–11). There were 135 claims for mental stress (136 in 2010–11), 424 claims for body stressing injuries (452 in 2010–11) and 490 claims for falls, slips and trips (408 in 2010–11).

We also provided assistance to more than 297 staff who experienced difficulties remaining at work or returning to work due to a non-compensable injury, illness or disease.

Table 20: Occupational safety and health performance indicators 2011–12

Indicator	2011–12	Target	2011–12 status
Number of fatalities	1	0	Not achieved
Lost time injury/disease incidence rate ^(a)	2.7	0 or 10% improvement on previous 3 years	Not achieved
Lost time injury severity rate ^(b)	29.32	0 or 10% improvement on previous 3 years	Not achieved
% of injured workers returned to work within 13 and 26 weeks	76% within 13 weeks	Greater than or equal to 80% return to work within 26 weeks	Achieved
	83% within 26 weeks		
% of managers trained in occupational safety, health and injury management responsibilities	90%	Greater than or equal to 80%	Achieved

Source: RiskCover and Department of Education

(a) Number of incidents resulting in lost time per 100 FTE.

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



Key performance indicators 2011–12

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 2012.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

12 September 2012

Introduction

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

They also enhanced our ability to account to the community for our performance.

Effectiveness indicators for the outcome are presented first followed by efficiency indicators for Services 1 and 2. Indicators are presented in tables and some supplementary information is shown in graphs.

Outcome

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

Effectiveness indicators

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

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

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

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

The public school apparent retention rate is another indication of our success in providing access to a quality education because it measures the percentage of students 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 (that is, aged 17.5 at 30 June) and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

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

Year 12 performance is measured in terms of the criterion for overall success in school education, that is secondary graduation. To achieve secondary graduation, students must meet a set of criteria determined by the School Curriculum and Standards Authority (formerly the Curriculum Council). Secondary graduation rate is defined as the percentage of the Year 8 cohort that satisfies 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 national minimum standards of achievement.



1. Rates of participation in education

Age participation rates demonstrate the extent to which potential students receive an education. They are defined as the number of students of a particular age engaged in some form of education as a percentage of the estimated resident population of people of that age.

The population of most interest comprises those aged 15, 16 and 17 years at 30 June of the year in question. This is because it 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 in the previous year. Participants comprise students aged 15, 16 and 17 years at 1 July of that year who: (i) were enrolled in public or private schools at the August census; (ii) attended vocational education and training during the year; or (iii) attended university during the year. To ensure students are only counted once, students attending both school and vocational education and training are only counted in the schools data.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the age participation rates in Table 21. Further data on the participation of 15 to 17 year olds from 2007 to 2011 by gender are shown in Figure 4.

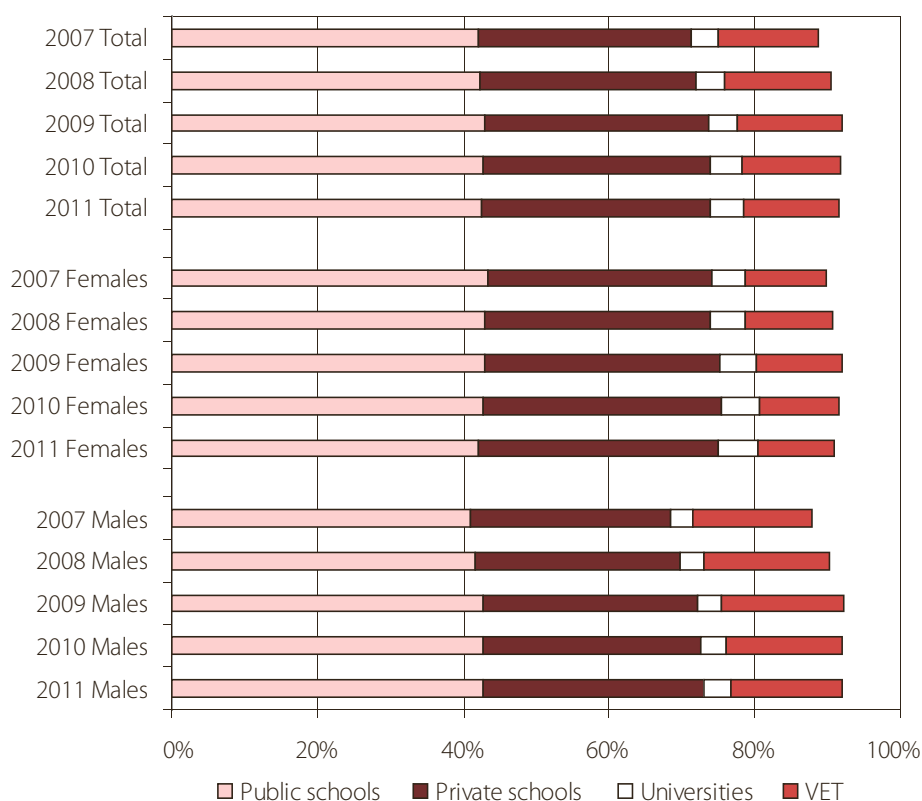
Table 21: Participation rates (percentages) of persons aged 15 to 17 years engaged in some form of education ^{(a)(b)} 2007 to 2011

2007	2008	2009	2010	2011		Target in 2011–12 Budget Papers
88.7	90.4	92.0	91.7	91.4		92

Source: Evaluation and Accountability

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

Figure 4: Participation rates of persons aged 15 to 17 years engaged in some form of education ^{(a)(b)} by sex 2007 to 2011



Source: Evaluation and Accountability

- (a) Participation rates based on Australian Bureau of Statistics preliminary estimates of resident population (age at 30 June) and data collected from public and private schools (age at 1 July), universities (age at 30 June) and VET providers (age at 30 June).
 (b) Participation rates of persons aged 15 to 17 years engaged in some form of education by age and by sex, published in previous annual reports, can no longer be presented because some required information is no longer available from Department of Education, Employment and Workplace Relations.

2. Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. The apparent retention rate does not account for interstate and overseas migration, students moving between school sectors, or other net changes to the school population. Data for 2007 to 2011 are presented in Table 22 and Figure 5 shows the rate from 1991 to 2011.

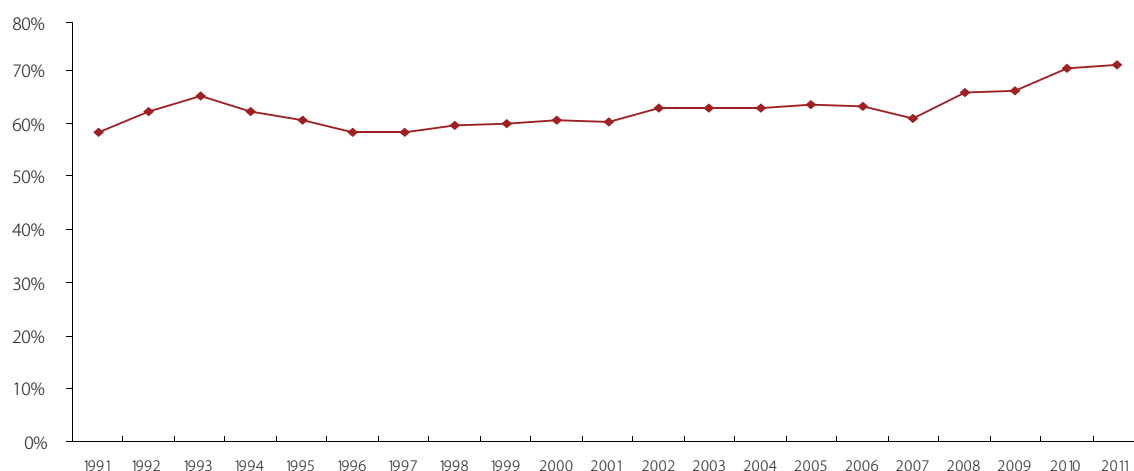
Table 22: Apparent retention rates (percentages) of public school students Year 8 to Year 12 ^(a)^(b) 2007 to 2011

2007	2008	2009	2010	2011		Target in 2011–12 Budget Papers
61.0 ^(c)	65.6	66.0	70.3	70.9		71

Source: Evaluation and Accountability

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

Figure 5: Apparent retention rates of public school students Year 8 to Year 12 ^(a)^(b) 1991–2011



Source: Evaluation and Accountability

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

3. Secondary graduation rates

To achieve secondary graduation, students must meet criteria established by the School Curriculum and Standards Authority (www.curriculum.wa.edu.au). For 2011, students had to: (i) complete at least 20 units of which at least 10 must be from Western Australian Certificate of Education (WACE) courses; (ii) achieve an average grade of C or better in at least 10 WACE course units; (iii) meet English language competence requirements; and (iv) meet breadth of study requirements. Students who achieve these secondary graduation requirements receive the WACE.

The secondary graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for secondary graduation by Year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. Data from 2007 to 2011 are presented in Table 23.

Table 23: Secondary graduation rates (percentages) of public school Year 12 students ^(a) 2007 to 2012

2007	2008	2009	2010	2011		Target in 2011–12 Budget Papers
53.4	53.7	54.9	61.1	62.4		62

Source: Evaluation and Accountability from School Curriculum and Standards Authority data

- (a) Excludes Canning College and Tuart College students, international and private students. Repeating students included but only new instances of persons meeting requirements for secondary graduation are counted.

4. Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This program provides valuable information to parents on their children's achievements as well as useful information at school level and Australia-wide. Full cohorts of Year 3, 5, 7 and 9 students across the country undertake common tests in May. The national results for all years of NAPLAN testing since it commenced in 2008 are reported in [2011 National Assessment Program – Literacy and Numeracy](#) which includes national and state level data presented against national minimum standards.

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

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2011 Public School Report](#) and also in [Appendix 2](#) of this report.

Table 24: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Reading and Writing 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget
Reading	87.6	89.7	90.0	90.6		90
Narrative Writing	94.2	94.2	93.5			94
Persuasive Writing				93.9 ^(a)		

Source: Evaluation and Accountability

(a) ACARA ended testing of Narrative Writing with test reported for 2010–11 and this was replaced by Persuasive Writing reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with Narrative Writing results used to derive the 2011–12 Budget Targets for Writing.

Table 25: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Reading and Writing 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget
Reading	87.2	86.6	86.6	87.5		87
Narrative Writing	89.5	90.0	89.6			90
Persuasive Writing				88.6 ^(a)		

Source: Evaluation and Accountability

(a) ACARA ended testing of Narrative Writing with test reported for 2010–11 and this was replaced by Persuasive Writing reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with Narrative Writing results used to derive the 2011–12 Budget Targets for Writing.

Table 26: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Reading and Writing 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 budget
Reading	91.0	89.6	92.2	92.8		93
Narrative Writing	88.2	88.8	89.7			90
Persuasive Writing				88.8 ^(a)		

Source: Evaluation and Accountability

(a) ACARA ended testing of Narrative Writing with test reported for 2010–11 and this was replaced by Persuasive Writing reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with Narrative Writing results used to derive the 2011–12 Budget Targets for Writing.

Table 27: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Reading and Writing 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011-12 Budget
Reading	88.4	85.3	84.6	86.8		85
Narrative Writing	80.8	81.0	80.9			81
Persuasive Writing				76.3 ^(a)		

Source: Evaluation and Accountability

(a) ACARA ended testing of Narrative Writing with test reported for 2010–11 and this was replaced by Persuasive Writing reported for the first time in 2011–12. Test results for Persuasive Writing are not comparable with Narrative Writing results used to derive the 2011–12 Budget Targets for Writing.

5. Student achievement in numeracy

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

Information on subgroup performance for Western Australian public school students from the NAPLAN program is available in the [NAPLAN 2011 Public School Report](#) and in [Appendix 2](#) of this report.

Table 28: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Numeracy 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget Papers
	93.6	91.4	92.4	94.5		93

Source: Evaluation and Accountability

Table 29: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Numeracy 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget Papers
	89.6	91.3	90.5	92.1		91

Source: Evaluation and Accountability

Table 30: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Numeracy 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget Papers
	93.6	91.7	93.2	93.0		94

Source: Evaluation and Accountability

Table 31: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Numeracy 2008 to 2011 (NAPLAN)

	2008	2009	2010	2011		Target in 2011–12 Budget Papers
	89.0	90.4	88.6	88.4		90

Source: Evaluation and Accountability

Efficiency indicators

Service 1: Primary Education

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

Efficiency indicator: Cost per student FTE

Service 2: Secondary Education

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

Efficiency indicator: Cost per student FTE

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

Efficiency is indicated by the total cost per student FTE of each service. Data for 2007–08 to 2011–12 are presented in Table 32.

Table 32: Cost per full-time equivalent student, by service, public school education ^(a) 2007–08 to 2011–12

Service	2007–08 \$	2008–09 \$	2009–10 ^(b) \$	2010–11 \$	2011–12 \$	Target in 2011–12 Budget Papers \$
Primary education	10 871	12 164	13 444	13 280	13 920	14 397
Secondary education	13 727	15 755	17 213	18 410	19 056	19 356

Source: *Financial Management and Resourcing*

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

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

Financial statements



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 2012, 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 2012 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

Report on Controls

I have audited the controls exercised by the Department of Education during the year ended 30 June 2012.

Controls exercised by the Department of Education are those policies and procedures established by the Director General to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions.

Director General's Responsibility for Controls

The Director General is responsible for maintaining an adequate system of internal control to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of public and other property, and the incurring of liabilities are in accordance with the Financial Management Act 2006 and the Treasurer's Instructions, and other relevant written law.

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the adequacy of controls to ensure that the Department complies with the legislative provisions. The procedures selected depend on the auditor's judgement and include an evaluation of the design and implementation of relevant controls.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the controls exercised by the Department of Education are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2012.

Report on the Key Performance Indicators

I have audited the key performance indicators of the Department of Education for the year ended 30 June 2012.

The key performance indicators are the key effectiveness indicators and the key efficiency indicators that provide information on outcome achievement and service provision.

Director General's Responsibility for the Key Performance Indicators

The Director General is responsible for the preparation and fair presentation of the key performance indicators in accordance with the Financial Management Act 2006 and the Treasurer's Instructions and for such controls as the Director General determines necessary to ensure that the key performance indicators fairly represent indicated performance.

Auditor's Responsibility

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the key performance indicators based on my audit conducted in accordance with Australian Auditing and Assurance Standards.

An audit involves performing procedures to obtain audit evidence about the key performance indicators. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments the auditor considers internal control relevant to the Director General's preparation and fair presentation of the key performance indicators in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the relevance and appropriateness of the key performance indicators for measuring the extent of outcome achievement and service provision.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the key performance indicators of the Department of Education are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2012.

Independence

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

Matters Relating to the Electronic Publication of the Audited Financial Statements and Key Performance Indicators

This auditor's report relates to the financial statements and key performance indicators of the Department of Education for the year ended 30 June 2012 included on the Department's website. The Department's management is responsible for the integrity of the Department's website. This audit does not provide assurance on the integrity of the Department's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



COLIN MURPHY
AUDITOR GENERAL
FOR WESTERN AUSTRALIA
Perth, Western Australia
17 September 2012

Financial statements

Certification of Financial Statements

For the year ended 30 June 2012

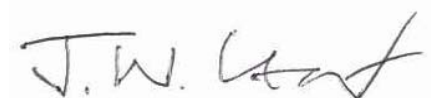
The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2012 and the financial position as at 30 June 2012.

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



SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

12 September 2012



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

12 September 2012

Statement of Comprehensive Income For the year ended 30 June 2012

	Note	2011–12 \$000	2010–11 * \$000
COST OF SERVICES			
Expenses			
Employee benefits expense	7	2 901 617	2 746 882
Supplies and services	8	674 036	627 812
Depreciation, amortisation and impairment expense	9	228 593	191 726
Grants and subsidies	10	51 025	36 029
Finance costs	11	1 563	1 606
Other expenses	12	62 983	67 997
Total cost of services		3 919 817	3 672 052
Income			
Revenue			
User contributions, charges and fees	14	88 605	90 605
Other revenue	15	85 383	121 573
Commonwealth grants and contributions	16	561 280	511 501
Interest revenue		11 763	10 491
Total revenue		747 031	734 170
Total income other than income from State Government		747 031	734 170
NET COST OF SERVICES			
		3 172 786	2 937 882
Income from State Government			
Service appropriation	17	3 271 571	3 103 118
Grants from State Government Agencies		15 447	2 459
Resources received free of charge		28 009	27 236
Royalties for Regions Fund		6 001	4 900
Total income from State Government		3 321 028	3 137 713
SURPLUS FOR THE PERIOD			
		148 242	199 831
OTHER COMPREHENSIVE INCOME			
Changes in asset revaluation surplus	34	75 299	262 570
Gains/losses recognised directly in equity		-	-
Total other comprehensive income		75 299	262 570
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD			
		223 541	462 401

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

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

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

Statement of Financial Position

As at 30 June 2012

	Note	2011–12 \$000	2010–11 * \$000	1st July 2010 * \$000
ASSETS				
Current Assets				
Cash and cash equivalents	18	356 609	291 290	204 197
Restricted cash and cash equivalents	19	193 810	111 942	130 038
Amounts receivable for services	20	19 144	19 144	19 144
Inventories	21	5 285	4 392	3 891
Receivables	22	50 407	33 363	35 283
Other assets	23	13 296	9 259	207 774
Land and Buildings held for distribution to owner	24	22 751	16 700	19 186
Total Current Assets		661 302	486 090	619 513
Non-Current Assets				
Restricted cash and cash equivalents	19	71 101	56 666	44 793
Amounts receivable for services	20	1 487 164	1 280 933	1 096 081
Property, plant and equipment	25	11 392 595	10 879 046	9 962 532
Leased plant and equipment	26	30 048	25 039	26 967
Intangible assets	28	10 017	9 545	9 231
Total Non-Current Assets		12 990 925	12 251 229	11 139 604
TOTAL ASSETS		13 652 227	12 737 319	11 759 117
LIABILITIES				
Current Liabilities				
Payables	30	138 953	95 791	71 989
Borrowings	31	14 188	12 368	12 692
Provisions	32	611 924	552 901	552 653
Other current liabilities	33	7 081	7 273	8 002
Total Current Liabilities		772 146	668 333	645 336
Non-Current Liabilities				
Borrowings	31	19 130	15 897	17 523
Provisions	32	145 233	133 022	87 437
Total Non-Current Liabilities		164 363	148 919	104 960
TOTAL LIABILITIES		936 509	817 252	750 296
NET ASSETS		12 715 718	11 920 067	11 008 821
EQUITY				
Contributed equity	34	2 758 636	2 186 526	1 737 681
Reserves		8 798 310	8 723 011	8 460 441
Accumulated surplus/(deficit)		1 158 772	1 010 530	810 699
TOTAL EQUITY		12 715 718	11 920 067	11 008 821

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

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

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

Statement of Changes in Equity For the year ended 30 June 2012

	Note	Contributed Equity	Reserves	Accumulated Surplus	Total Equity
Balance as at 1 July 2010		1,750,821	8,460,441	810,699	11,021,961
Correction of error					
Distributions to owners	5	(13 140)	-	-	(13,140)
Balance at 1 July 2010 (Restated) *	34	1 737 681	8 460 441	810 699	11 008 821
Surplus/(deficit)		-	-	199 831	199 831
Other comprehensive income		-	262 570	-	262 570
Total comprehensive income for the period		-	262 570	199 831	462 401
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		462 065	-	-	462 065
Other contributions by owners		5 000	-	-	5 000
Distributions to owners	5	(18 220)	-	-	(18 220)
Total		448 845	-	-	448 845
Balance at 30 June 2011 (Restated) *		2 186 526	8 723 011	1 010 530	11 920 067
Balance at 1 July 2011	34	2 186 526	8 723 011	1 010 530	11 920 067
Surplus/(deficit)		-	-	148 242	148 242
Other comprehensive income		-	75 299	-	75 299
Total comprehensive income for the period		-	75 299	148 242	223 541
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		567 862	-	-	567 862
Other contributions by owners		19 950	-	-	19 950
Distributions to owners		(15 702)	-	-	(15 702)
Total		572 110	-	-	572 110
Balance at 30 June 2012		2 758 636	8 798 310	1 158 772	12 715 718

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

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

Statement of Cash Flows

For the year ended 30 June 2012

	Note	2011–12	2010–11 *
		\$000	\$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		3 046 196	2 899 122
Capital contributions		575 828	462 065
Holding account draw downs		19 144	19 144
Grants and subsidies		15 447	2 459
Royalties for Regions Fund			
Regional Infrastructure and Head Work Fund		19 950	5 000
Regional Community Services Fund		6 001	4 900
Net cash provided by State Government		3 682 566	3 392 690
<i>Utilised as follows:</i>			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Suppliers and employees		(3 526 441)	(3 355 059)
Grants and subsidies		(37 644)	(33 349)
Finance cost		(1 579)	(1 645)
GST payments on purchases		(107 330)	(101 669)
Receipts			
User charges and fees and other revenue		147 742	184 268
Grants and subsidies income		561 280	511 500
Interest received		11 366	9 680
GST receipts on revenue		8 360	6 499
GST receipts from taxation authority		96 434	102 826
Net cash provided by / (used in) operating activities	35	(2 847 812)	(2 676 949)
CASH FLOWS FROM INVESTING ACTIVITIES			
Payments of non-current physical assets		(658 947)	(621 647)
Receipts from sale of non-current physical assets		226	376
Net cash provided by / (used in) investing activities		(658 721)	(621 271)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payments of finance lease liabilities		(14 411)	(13 599)
Net cash provided by / (used in) financing activities		(14 411)	(13 599)
Net increase / (decrease) in cash and cash equivalents		161 622	80 871
Cash and cash equivalents at the beginning of the period		459 898	379 028
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	35	621 520	459 898

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

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

Schedule of Income and Expenses by Service For the year ended 30 June 2012

	Primary Education		Secondary Education		Total	
	2011–12	2010–11 *	2011–12	2010–11 *	2011–12	2010–11 *
	\$000	\$000	\$000	\$000	\$000	\$000
COST OF SERVICES						
Expenses						
Employee benefits expense	1 879 225	1 753 884	1 022 392	992 998	2 901 617	2 746 882
Supplies and services	378 739	355 378	295 297	272 434	674 036	627 812
Depreciation, amortisation and impairment expense	139 159	106 891	89 434	84 835	228 593	191 726
Grants and subsidies	30 843	23 224	20 182	12 805	51 025	36 029
Finance costs	1 071	1 209	492	397	1 563	1 606
Other expenses	40 724	44 935	22 259	23 062	62 983	67 997
Total cost of services	2 469 761	2 285 521	1 450 056	1 386 531	3 919 817	3 672 052
Income						
User contributions, charges and fees	30 937	27 991	57 668	62 614	88 605	90 605
Other revenue	51 397	76 078	33 986	45 495	85 383	121 573
Commonwealth grants and contributions	358 869	288 171	202 411	223 330	561 280	511 501
Interest revenue	5 302	4 443	6 461	6 048	11 763	10 491
Total income other than income from State Government	446 505	396 683	300 526	337 487	747 031	734 170
NET COST OF SERVICES	2 023 256	1 888 838	1 149 530	1 049 044	3 172 786	2 937 882
Income from State Government						
Service appropriation	2 086 250	1 995 072	1 185 321	1 108 046	3 271 571	3 103 118
Grants from State Government Agencies	9 144	1 668	6 303	791	15 447	2 459
Resources received free of charge	19 601	18 945	8 408	8 291	28 009	27 236
Royalties for Regions Fund	226	-	5 775	4 900	6 001	4 900
Total income from State Government	2 115 221	2 015 685	1 205 807	1 122 028	3 321 028	3 137 713
SURPLUS FOR THE PERIOD	91 965	126 847	56 277	72 984	148 242	199 831

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

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

Schedule of Assets and Liabilities by Service For the year ended 30 June 2012

	Primary Education		Secondary Education		Total	
	2011-12	2010-11 *	2011-12	2010-11 *	2011-12	2010-11 *
	\$000	\$000	\$000	\$000	\$000	\$000
ASSETS						
Current Assets	387 362	264 295	273 940	221 795	661 302	486 090
Non-Current Assets	7 791 864	7 672 619	5 199 061	4 578 610	12 990 925	12 251 229
Total Assets	8 179 226	7 936 914	5 473 001	4 800 405	13 652 227	12 737 319
LIABILITIES						
Current Liabilities	501 245	461 940	270 901	206 393	772 146	668 333
Non-Current Liabilities	107 290	102 795	57 073	46 124	164 363	148 919
Total Liabilities	608 535	564 735	327 974	252 517	936 509	817 252
NET ASSETS	7 570 691	7 372 179	5 145 027	4 547 888	12 715 718	11 920 067

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

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

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2012

	2011–12 Budget Estimate \$000	2011–12 Actual \$000	Variance \$000	2011–12 Actual \$000	2010–11 Actual \$000	Variance (\$'000)
DELIVERY OF SERVICES						
Item 58 Net amount appropriated to deliver services	3 264 954	3 270 514	5 560	3 270 514	3 102 025	168 489
Section 25 transfer of service appropriation:						
- From DoE to DTWD	-	-	-	-	-	-
Amount authorised by other statutes						
- Salaries and Allowances Act 1975	1 131	1 057	(74)	1 057	1 093	(36)
Total appropriations provided to deliver services	3 266 085	3 271 571	5 486	3 271 571	3 103 118	168 453
CAPITAL						
Item 135 Capital Contribution	660 526	575 828	(84 698)	575 828	462 065	113 763
Section 25 transfer of capital appropriation:						
- From DoE to DTWD	-	-	-	-	-	-
Total capital appropriations	660 526	575 828	(84 698)	575 828	462 065	113 763
GRAND TOTAL	3 926 611	3 847 399	(79 212)	3 847 399	3 565 183	282 216
DETAILS OF EXPENSES BY SERVICES						
Primary education	2 526 292	2 469 761	(56 531)	2 469 761	2 285 521	184 240
Secondary education	1 452 315	1 450 056	(2 259)	1 450 056	1 386 531	63 525
Total cost of services	3 978 607	3 919 817	(58 790)	3 919 817	3 672 052	247 765
Less total income	762 523	747 031	(15 492)	747 031	734 170	12 861
Net cost of services	3 216 084	3 172 786	(43 298)	3 172 786	2 937 882	234 904
Adjustments	50 001	98 785	48 784	98 785	165 236	(66 451)
Total appropriations provided to deliver services	3 266 085	3 271 571	5 486	3 271 571	3 103 118	168 453
CAPITAL EXPENDITURE						
Purchase of non-current physical assets	849 781	696 514	(153 267)	696 514	864 924	(168 410)
Repayment of borrowings	17 343	14 411	(2 932)	14 411	13 599	812
Adjustments for other funding sources	(206 598)	(135 097)	71 501	(135 097)	(416 458)	281 361
Capital appropriations	660 526	575 828	(84 698)	575 828	462 065	113 763
DETAILS OF INCOME ESTIMATES						
Income disclosed as Administered Income	-	-	-	-	-	-

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

Note 46 'Explanatory statement' provides details of any significant variations between estimates and actual results for 2011–12 and between the actual results for 2011–12 and 2010–11.

Notes to the Financial Statements For the year ended 30 June 2012

NOTE 1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2012 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standards Board (AASB).

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

Early adoption of standards

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 *Application of Australian Accounting Standards and Other Pronouncements*. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Department for the annual reporting period ended 30 June 2012.

NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) General statement

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

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

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

(b) Basis of preparation

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

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

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

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

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

Notes to the Financial Statements For the year ended 30 June 2012

(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.

(d) Contributed equity

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

The transfers of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (see note 34 'Equity').

(e) Income

Revenue recognition

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

Sale of goods

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

Provision of services

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

Interest

Revenue is recognised as the interest accrues.

Student fees and charges

Revenue is recognised when fees and charges are due.

Service appropriations

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

Service Appropriations are recognised as revenues at fair value in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the 'Amounts receivable for services' (holding account) held at Treasury. (see note 17 'Income from State Government' for further detail).

Net Appropriation Determination

The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2012–13 Budget Statements, the Department retained \$728.2 million in 2011–2012 (\$688.8 million in 2010–2011) 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.

Notes to the Financial Statements For the year ended 30 June 2012

Grants, donations, gifts and other non-reciprocal contributions

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

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

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

Gains

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

(f) Property, plant and equipment

Capitalisation/expensing of assets

Items of property, plant and equipment costing \$5 000 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 \$5 000 are immediately expensed direct to the Statement of Comprehensive Income (other than where they form part of a group of similar items which are significant in total). An example of group assets is Library Collections where individual items are below the capitalisation threshold, but the collection has a long useful life and a material value.

Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

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

Subsequent measurement

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

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

Notes to the Financial Statements For the year ended 30 June 2012

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

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

The valuations of the Department's buildings, provided annually by a private valuer and endorsed by the Western Australian Land Information Authority (Valuation Services), are recognised in the financial statements. They are reviewed annually to ensure that the carrying amount does not differ materially from the asset's fair value at the end of the reporting period.

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

See also notes 25, 27 and 34 for further information on revaluations .

Derecognition

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

Asset revaluation surplus

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

Depreciation

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

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>	40	Years
<i>Communication equipment</i>	5	Years
<i>Computer equipment</i>	4	Years
<i>Furniture and fittings</i>	10	Years
<i>Motor vehicles</i>	5	Years
<i>Buses</i>	10	Years
<i>Musical instruments</i>	12	Years
<i>Office equipment</i>	8	Years
<i>Plant and equipment</i>	8	Years
<i>Transportables</i>	16	Years
<i>Software</i>	4	Years
<i>Library collections</i>	<i>Four to five years with 100% depreciation at the end of the fifth year, or in the sixth year respectively.</i>	

Notes to the Financial Statements For the year ended 30 June 2012

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 \$5 000 or more and internally generated intangible assets costing \$50 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful lives. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

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

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

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

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

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 \$5 000 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) 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.

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

Notes to the Financial Statements

For the year ended 30 June 2012

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

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at the end of each reporting period (see note 29 '*Impairment of Assets*'; refer to note 2(p) '*Receivables*' and note 22 '*Receivables*' for impairment of receivables).

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

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

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

All Crown land holdings are vested in the Department by the Government. The Department of Regional Development 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.

(j) Leases

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

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

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

Notes to the Financial Statements For the year ended 30 June 2012

(k) Financial instruments

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

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

Financial instruments have been disaggregated into the following classes:

Financial Assets

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

Financial Liabilities

- Payables
- Finance lease liabilities
- Other liabilities

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

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

(l) Cash and cash equivalents

For the purpose of the Statement of 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.

(m) Accrued salaries

Accrued salaries (see note 30 '*Payables*') represent the amount due to staff but unpaid at the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to its fair value.

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

(n) Amounts receivable for services (holding account)

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

Notes to the Financial Statements For the year ended 30 June 2012

(o) Inventories

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

Inventories not held for resale are valued at cost unless they are not required, in which case they are valued at net realisable value. (see note 21 '*Inventories*')

(p) Receivables

Receivables are recognised and carried at original invoice amount less any allowance for uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Department will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days (see note 2(k) '*Financial Instruments*' and note 22 '*Receivables*').

(q) Payables

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

(r) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period (see note 32 '*Provisions*').

Provisions – employee benefits

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

Annual leave

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

Annual leave that is not expected to be settled within 12 months after the reporting period is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

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

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

Notes to the Financial Statements

For the year ended 30 June 2012

Long service leave

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

Long service leave that is not expected to be settled within 12 months after the reporting period is recognised and measured at the present value of amounts expected to be paid when the liabilities are settled using the remuneration rate expected to apply at the time of settlement.

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

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

Deferred leave

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

Remote Teaching Service leave

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

Superannuation

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

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

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

Notes to the Financial Statements

For the year ended 30 June 2012

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.

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

Contributions to these accumulation schemes extinguish the Department's liability for superannuation charges in respect of employees who are not members of the Pension Scheme or GSS.

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

(ii) Provisions – other Employment on-costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of '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 12 'Other Expenses' and note 32 'Provisions').

(s) Superannuation expense

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

(t) 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.

(u) Comparative figures

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

(v) Amalgamation of accounts

Financial information from 812 educational sites including 792 schools has been amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances have been eliminated.

Notes to the Financial Statements For the year ended 30 June 2012

NOTE 3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

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

Operating lease commitments

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

NOTE 4. KEY SOURCES OF ESTIMATION UNCERTAINTY

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

Impairment of intangible assets with indefinite useful lives

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

Provisions

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

NOTE 5. RESTATEMENT OF COMPARATIVES AND CORRECTION OF ERRORS

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

	30-Jun 2011	Increase/ (Decrease)	30-Jun 2011 (Restated)	30-Jun 2010	Increase/ (Decrease)	1-Jul 2010 (Restated)
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Statement of Financial Position (extract)						
Cash and cash equivalents	291 998	(707)	291 291	204 197	-	204 197
Restricted cash and cash equivalents	111 235	707	111 942	130 038	-	130 038
Receivables	42 621	(9 258)	33 363	243 057	(207 774)	35 283
Other assets	-	9 258	9 258	-	207 774	207 774
Land and Buildings held for distribution to owner	998	15 702	16 700	999	18 187	19 186
Property Plant & Equipment	10 913 363	(34 317)	10 879 046	9 993 859	(31 327)	9 962 532
Current provisions	541 125	11 776	552 901	543 128	9 525	552 653
Non-current provisions	144 798	(11 776)	133 022	96 962	(9 525)	87 437
NET ASSETS	11 938 682	(18 615)	11 920 067	11 021 961	(13 140)	11 008 821
Balance at the start of the year	1 750 821	(13 140)	1 737 681	-	-	-
Distribution to owner	(12 745)	(5 475)	(18 220)	(187 603)	(13 140)	(200 743)
TOTAL EQUITY	11 938 682	(18 615)	11 920 067	11 021 961	(13 140)	11 008 821

To ensure reporting consistency between the financial statement categories and the 2010-11 Actual as published in the 2012-13 Budget Statements the line item 'Supplies and services' now contains the transactions previously disclosed in 'School supplies and services', being \$408,257.

	30-Jun 2011	Increase/ (Decrease)	30-Jun 2011 (Restated)
	\$'000	\$'000	\$'000
Statement of Comprehensive Income (extract)			
Employee benefits expense	2 739 392	7 490	2 746 882
Supplies and services	242 455	385 357	627 812
Grants and subsidies	26 945	9 084	36 029
School supplies and services	408 257	(408 257)	-
Other expenses	55 386	12 611	67 997
Loss on disposal of non-current assets	6 318	(6 318)	-
Total cost of services	3 672 085	(33)	3 672 052
Schools other revenues	41 547	(2 459)	39 088
Other revenues	82 517	(33)	82 484
Total revenue	736 661	(2 492)	734 169
Total income other than income from State Government	736 661	(2 492)	734 169
NET COST OF SERVICES	2 935 424	2 459	2 937 883
Grants from State Government agencies	-	2 459	2 459
Total income from State Government	3 135 254	2 459	3 137 713
SURPLUS FOR THE PERIOD	199 830	-	199 830
Statement of Cash Flows (extract)			
Grants and Subsidies	-	2 459	2 459
Net cash provided by State Government	3 390 231	2 459	3 392 690
Payments			
Payments to suppliers and employees	(3 370 565)	15 506	(3 355 059)
Grants and subsidies	(24 832)	(8 517)	(33 349)
Finance cost	(1 606)	(39)	(1 645)
Receipts			
User charges and fees and other revenue	212 423	(28 155)	184 268
Grants and Subsidies Income	511 249	251	511 500
Net cash provided by / (used in) operating activities	(2 655 995)	(20 954)	(2 676 949)
Purchase of non-current physical assets	(640 110)	18 463	(621 647)
Proceeds from sale of non-current physical assets	344	32	376
Net cash provided by / (used in) investing activities	(639 766)	18 495	(621 271)
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	459 899	-	459 899

Notes to the Financial Statements For the year ended 30 June 2012

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 2011 that impacted on the Department.

AASB 1054	<i>Australian Additional Disclosures</i> This Standard, in conjunction with AASB 2011-1 Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards. There is no financial impact.
AASB 2009-12	<i>Amendments to Australian Accounting Standards [AASB 5, 8, 108, 110, 112, 119, 133, 137, 139, 1023 & 1031 and Int 2, 4, 16, 1039 & 1052]</i> This Standard makes editorial amendments to a range of Australian Accounting Standards and Interpretations. There is no financial impact.
AASB 2010-4	<i>Further Amendments to Australian Accounting Standards arising from the Annual Improvements Project [AASB 1, 7, 101 & 134 and Int 13]</i> The amendments to AASB 7 clarify financial instrument disclosures in relation to credit risk. The carrying amount of financial assets that would otherwise be past due or impaired whose terms have been renegotiated is no longer required to be disclosed. There is no financial impact. The amendments to AASB 101 clarify the presentation of the statement of changes in equity. The disaggregating of other comprehensive income reconciling the carrying amount at the beginning and the end of the period for each component of equity can be presented in either the Statement of Changes in Equity or the Notes. There is no financial impact.
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 & 1038 and Int 112, 115, 127]</i> This Standard makes editorial amendments to a range of Australian Accounting Standards and Interpretations. There is no financial impact.
AASB 2010-6	<i>Amendments to Australian Accounting Standards - Disclosures on Transfers of Financial Assets [AASB 1 & 7]</i> This Standard introduces additional disclosures relating to transfers of financial assets in AASB 7. An entity shall disclose all transferred financial assets that are not derecognised and any continuing involvement in a transferred asset, existing at the reporting date, irrespective of when the related transfer transaction occurred. There is no financial impact.

Notes to the Financial Statements For the year ended 30 June 2012

AASB 2011-1	<p><i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project [AASB 1, 5, 101, 107, 180, 121, 128, 132 & 134 and Int 2, 112 & 113]</i></p> <p>This Standard, in conjunction with AASB 1054, removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards. There is no financial impact.</p>
AASB 2011-5	<p><i>Amendments to Australian Accounting Standards - Extending Relief from Consolidation, the Equity Method and Proportionate Consolidation [AASB 127, 128 & 131]</i></p> <p>This Standard extends the relief from consolidation, the equity method and proportional consolidation by removing the requirement for the consolidated financial statements prepared by the ultimate or any intermediate parent entity to be IFRS compliant, providing that the parent entity, investor or venturer and the ultimate or intermediate parent entity are not-for-profit non-reporting entities that comply with Australian Accounting Standards. There is no financial impact.</p>

Future impact of Australian Accounting Standards not yet operative

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the Department has not applied early any of the following Australian Accounting Standards that have been issued that may impact the Department. Where applicable, the Department plans to apply these Australian Accounting Standards from their application date.

		Operative for reporting periods beginning on/after
AASB 9	<p><i>Financial Instruments</i></p> <p>This Standard supersedes AASB 139 <i>Financial Instruments: Recognition and Measurement</i>, introducing a number of changes to accounting treatments. This Standard was reissued in December 2010. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2013
AASB 13	<p><i>Fair Value Measurement</i></p> <p>This Standard defines fair value, sets out a framework for measuring fair value and requires disclosures about fair value measurements. There is no financial impact.</p>	1 Jan 2013
AASB 119	<p><i>Employee Benefits</i></p> <p>This Standard supersedes AASB 119 (October 2010). As the Department does not operate a defined benefit plan, the impact of the change is limited to measuring annual leave as a long-term employee benefit. The resultant discounting of the annual leave benefit has an immaterial impact.</p>	1 Jan 2013

Notes to the Financial Statements For the year ended 30 June 2012

AASB 1053	<p><i>Application of Tiers of Australian Accounting Standards</i></p> <p>This Standard establishes a differential financial reporting framework consisting of two tiers of reporting requirements for preparing general purpose financial statements. There is no financial impact.</p>	1 Jul 2013
AASB 2009–11	<p><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></p> <p>[Modified by AASB 2010–7]</p>	1 Jul 2013
AASB 2010–2	<p><i>Amendments to the Australian Accounting Standards arising from Reduced Disclosure Requirements [AASB 1, 2, 5, 7, 8, 101, 102, 107, 108, 110, 111, 112, 116, 117, 119, 121, 123, 124, 127, 128, 131, 133, 134, 136, 137, 138, 140, 141, 1050 & 1052 and Int 2, 4, 5, 15, 17, 127, 129 & 1052]</i></p> <p>This Standard makes amendments to many Australian Accounting Standards and Interpretations to introduce reduced disclosure requirements for certain types of entities. There is no financial impact.</p>	1 Jul 2013
AASB 2010–7	<p><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></p> <p>This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010. The Department has not yet determined the application or the potential impact of the Standard.</p>	1 Jan 2013
AASB 2011–2	<p><i>Amendments to Australian Accounting Standards arising from the Trans-Tasman Convergence Project - Reduced Disclosure Requirements [AASB 101 & 1054]</i></p> <p>This Standard removes disclosure requirements from other Standards and incorporates them in a single Standard to achieve convergence between Australian and New Zealand Accounting Standards for reduced disclosure reporting. There is no financial impact.</p>	1 Jul 2013

Notes to the Financial Statements For the year ended 30 June 2012

AASB 2011 – 6	<p><i>Amendments to Australian Accounting Standards - Extended Relief from Consolidation, the Equity Method and Proportionate Consolidated - Reduced Disclosure Requirements [AASB 127, 128 & 131]</i></p> <p>This Standard extends the relief from consolidation, the equity method and proportional consolidation by removing the requirement for the consolidated financial statements prepared by the ultimate or any intermediate parent entity to be IFRS compliant, provided that the parent entity, investor or venturer and the ultimate or intermediate parent entity comply with Australian Accounting Standards or Australian Accounting Standards - Reduced Disclosures Requirements. There is no financial impact.</p>	1 Jul 2013
AASB 2011–8	<p><i>Amendments to Australian Accounting Standards arising from AASB 13 [AASB 1, 2, 3, 4, 5, 7, 9, 2009–11, 2010–7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 & 1038 and Int 2, 4, 12, 13, 14, 17, 19, 131, & 132]</i></p> <p>This Standard replaces the existing definition and fair value guidance in other Australian Accounting Standards and Interpretations as the result of issuing AASB 13 in September 2011. There is no financial impact.</p>	1 Jan 2013
AASB 2011–9	<p><i>Amendments to Australian Accounting Standards - Presentation of Items of Other Comprehensive Income [AASB 1, 5, 7, 101, 112, 120, 121, 128, 132, 133, 134, 1039 & 1049]</i></p> <p>This Standard requires to group items presented in other comprehensive income on the basis of whether they are potentially reclassified to profit or loss subsequently (reclassification of adjustments). There is no financial impact.</p>	1 Jul 2012
AASB 2011 – 10	<p><i>Amendments to Australian Accounting Standards arising from AASB 119 (September 2011) [AASB 1, 8, 101, 124, 134, 1049 & 2011 – 8 and Int 14]</i></p> <p>This Standard makes amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 119 <i>Employee Benefits</i> in September 2011. There is limited financial impact.</p>	1 Jan 2013

Notes to the Financial Statements For the year ended 30 June 2012

AASB 2011 – 11	<p><i>Amendments to AASB 119 (September 2011) arising from Reduced Disclosure Requirements</i></p> <p>This Standard gives effect to Australian Accounting Standards - Reduced Disclosure Requirements for AASB 119 (September 2011). There is no financial impact.</p>	1 Jan 2013
AASB 2012 – 1	<p><i>Amendments to Australian Accounting Standards - Fair Value Measurement - Reduced Disclosure Requirements [AASB 3, 7, 13, 140 & 141]</i></p> <p>This Standard establishes and amends reduced disclosure requirements for additional and amended disclosures arising from AASB 13 and the consequential amendments implemented through AASB 2011-8. There is no financial impact.</p>	1 Jan 2013
AASB 2012 – 2	<p><i>Amendments to Australian Accounting Standards - Disclosures - Offsetting Financial Assets and Financial Liabilities [AASB 7 & AASB 132]</i></p> <p>This Standard amends disclosures in AASB 7 regarding netting arrangements, including rights of set-off associated with recognised financial assets and financial liabilities. There is no financial impact.</p>	1 Jan 2013
AASB 2012 – 3	<p><i>Amendments to Australian Accounting Standards - Offsetting Financial Assets and Financial Liabilities [AASB 132]</i></p> <p>This Standard adds application guidance to AASB 132 regarding offsetting criteria. There is no financial impact.</p>	1 Jan 2014
AASB 2012–4	<p><i>Amendments to Australian Accounting Standards - Government Loans [AASB 1]</i></p> <p>This Standard adds an exception to retrospective application of Australian Accounting Standards under AASB 1 to require that first-time adopters apply AASB 139, AASB 9 and AASB 120 prospectively to government loans existing at date of transition. There is no financial impact.</p>	1 Jan 2013
AASB 2012–5	<p><i>Amendments to Australian Accounting Standards arising from Annual Improvements 2009-2011 Cycle [AASB 1, 101, 116, 132 & 134 and Interpretation 2]</i></p> <p>This Standard clarifies requirements in the affected standards rather than result in substantive changes to current practice. There is no financial impact.</p>	1 Jan 2013

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

7. EMPLOYEE BENEFITS EXPENSE

Salaries and allowances ^(a)	2 570 247	2 440 543
Superannuation ^(b)	256 253	236 107
Other employee-related expense ^(c)	75 117	70 232
	<u>2 901 617</u>	<u>2 746 882</u>

(a) Includes the value of leave entitlements.

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

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

Employment on-costs expenses, such as workers' compensation insurance, are included at note 12 'Other expenses'.

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

8. SUPPLIES AND SERVICES

Communication services	28 591	29 164
Consumables	3 386	5 321
Consumables - utilities	55 964	50 092
Equipment purchases (\$4 999 and below)	6 835	11 351
Insurance	18 939	22 973
Minor works	50 831	35 957
Repairs and maintenance	82 124	76 618
Services and contracts	105 588	100 540
Services and contracts - property	38 831	38 499
Staff-related expense	3 125	3 737
Travel	10 321	12 166
Other - schools	267 385	240 675
Other	2 116	719
	<u>674 036</u>	<u>627 812</u>

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

Insurance	17 906	21 358
Maintenance, facilities and minor upgrades	90 622	70 685
Lease payments	1 850	3 127
Contract cleaning and gardening	10 445	9 860
Other schools supplies and services	12 302	15 842
Total school supplies and services	<u>133 125</u>	<u>120 872</u>

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

Administration	68 948	62 147
Maintenance and repairs	30 601	27 594
Teaching and learning expenses	167 836	150 934
Total Other - schools	<u>267 385</u>	<u>240 675</u>
Electricity and water	53 736	46 710
Total Direct school expenses	<u>321,121</u>	<u>287,385</u>

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
9. DEPRECIATION, AMORTISATION AND IMPAIRMENT EXPENSE		
<u>Depreciation</u>		
Buildings	189 464	162 910
Plant and equipment	5 738	5 086
Motor vehicles	554	661
Buses	1 793	1 888
Computers	3 053	2 411
Communication equipment	769	693
Office equipment	3 422	3 446
Library Collections	8 290	-
Miscellaneous	524	529
Leased plant and equipment	31	27
Leased office equipment	14 424	13 526
Leased motor vehicles	-	5
Total depreciation	228 062	191 182
<u>Amortisation</u>		
Intangible assets	531	544
Total amortisation	531	544
Total depreciation and amortisation	228 593	191 726
10. GRANTS AND SUBSIDIES		
<u>Recurrent</u>		
Parents from Government schools	5 154	4 639
Non-government schools and other organisations	42 704	31 390
	47 858	36 029
<u>Capital</u>		
Completed works on Commonwealth buildings	3 167	-
	3 167	-
Total grants and subsidies	51 025	36 029
11. FINANCE COSTS		
Finance lease - finance charges	1 563	1 606
Finance costs expensed	1 563	1 606
12. OTHER EXPENSES		
Employment on-costs	58 403	55 386
Loss on disposal of non-current assets ^(a)	3 639	6 286
Other expenses	941	6 325
	62 983	67 997

(a) Please refer to Note 13 for detailed breakdown

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
13. LOSS ON DISPOSAL OF NON-CURRENT ASSETS		
<u>Costs of Disposal of Non-Current Assets</u>		
Buildings	-	3 868
Plant and equipment	932	981
Motor vehicles	401	115
Buses	320	691
Computers	338	138
Communication equipment	298	215
Office equipment	1 368	407
Library collections	-	197
Miscellaneous assets	209	50
	3 866	6 662
<u>Proceeds from Disposal of Non-Current Assets</u>		
Land ^(a)	-	12
Plant and equipment	29	21
Motor vehicles	157	29
Buses ^(a)	27	130
Computers ^(a)	-	6
Communication equipment	2	-
Office equipment	12	22
Library collections	-	156
	227	376
Net loss ^(b)	3 639	6 286
(a) Refer to Note 5 Statement of Comprehensive Income (extract) "Other revenues" for 2011.		
(b) Refer to Note 12		
14. USER CONTRIBUTIONS, CHARGES AND FEES		
<u>Schools</u>		
Contributions, charges and fees	81 578	81 002
	81 578	81 002
<u>Central Office</u>		
Overseas student course fees	-	2 641
Agricultural schools fees	3 110	3 303
Other charges and fees	3 917	3 659
	7 027	9 603
Total user contributions, charges and fees	88 605	90 605
15. OTHER REVENUE		
<u>Schools</u>		
Bookshops and canteens	5 994	5 075
Donations to schools	16 252	15 022
Hire of facilities	4 011	3 082
Other revenue	11 732	15 909
Total other revenue - Schools	37 989	39 088

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
<u>Central Office</u>		
<u>Capital grants and contributions</u>		
Development grant	875	6 513
Developer contributions - land	7 523	18 460
Other	-	906
	8 398	25 879
<u>Other</u>		
Recoveries and refunds	7 345	22 393
Sale of goods and services	26 406	30 633
Other miscellaneous revenue	5 245	3 580
	38 996	56 606
Total other revenue - Central office	47 394	82 485
Total other revenue	85 383	121 573
16. COMMONWEALTH GRANTS AND CONTRIBUTIONS		
<u>Central Office</u>		
Commonwealth grants - recurrent	474 368	430 250
Commonwealth grants - capital	83 898	75 913
	558 266	506 163
<u>Schools</u>		
Commonwealth grants - recurrent	3 014	5 338
	3 014	5 338
Total commonwealth grants and contributions	561 280	511 501
Undischarged Grants		
The Department of Education receives Commonwealth grants on the condition that the money shall be expended in a particular manner. Grants which are yet to be fully spent as at the end of the reporting period do not constitute a liability but do require disclosure. Commonwealth grants yet to be fully spent at 30 June 2012 total \$100.39 million comprising the following:		
<u>Recurrent</u>		
- COAG National Partnership Program	65 695	37 975
- Special Project Grants	5 618	6 030
- Indian Ocean Territories	1 578	1 530
	72 891	45 535
<u>Capital</u>		
- Department of State Development - East Kimberley Development Project	3 557	26 503
- Trade Training Centres in Schools	13 568	11 060
- Indigenous Early Childhood Development	4 997	2 966
- Local Schools Working Together & Early Learning and Care Centres	964	2 217
- Universal Access	4 410	-
	27 496	42 746
Total Undischarged Grants	100 387	88 281

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
17. INCOME FROM STATE GOVERNMENT		
<u>Appropriation received during the period:</u>		
Service appropriation ^(a)	3 271 571	3 103 118
	3 271 571	3 103 118
<u>Grants and subsidies received during the period:</u>		
State grants - recurrent	3 107	2 459
State grants - capital	12 340	-
	15 447	2 459
<u>Resources received free of charge:</u> ^(b)		
Determined on the basis of the following estimates provided by agencies:		
Department of Finance	1 721	2 214
Landgate	282	249
Department of Training and Workforce Development	-	197
Department of Sport and Recreation	6	-
Department of Finance - Building Management and Works	25 468	23 817
State Solicitor's Office	505	485
Department of Culture and the Arts	17	18
Department of Transport	10	-
Department of Health	-	256
	28 009	27 236
<u>Royalties for Regions Fund:</u>		
Regional Community Services Account ^(c)	6 001	4 900
	6 001	4 900
	3 321 028	3 137 713

Undischarged Royalties for Regions Funds

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

Recurrent

Boarding Away From Home	672	241
Clontarf Colleges	265	466
	937	707

Capital

Hedland Senior High School - Pilbara Cities Initiative	2 870	-
Regional Schools Plan	8 128	-
	10 998	-
Total Undischarged Funds	11 935	707

- (a) Service appropriations fund the net cost of services delivered. Appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year.
- (b) Assets or services received free of charge or for a nominal cost are recognised as revenue at fair value of the assets and/or service that can be reliably measured and which would have been purchased if they were not donated. Contributions of assets or services in the nature of contributions are recognised directly in equity. Services received free of charge comprised \$15.99 million supplies and services and \$12 million capital.
- (c) This is a sub-fund within the overarching 'Royalties for Regions Fund'. The recurrent funds are committed to projects and programs in WA regional areas.

Notes to the Financial Statements

	2011–12	2010–11	1st July 2010
	\$000	\$000	\$000

18. CASH AND CASH EQUIVALENTS

<u>Schools</u>			
Bank accounts	252 761	227 717	199 333
Cash on hand	257	231	244
	<u>253 018</u>	<u>227 948</u>	<u>199 577</u>
<u>Central office</u>			
Operating bank account	103 172	62 772	3 751
Cash held in regional offices bank accounts	279	495	767
Cash on hand and advances	140	75	102
	<u>103 591</u>	<u>63 342</u>	<u>4 620</u>
Total cash and cash equivalents	<u>356 609</u>	<u>291 290</u>	<u>204 197</u>

19. RESTRICTED CASH AND CASH EQUIVALENTS

<u>Current</u>			
Grants trust accounts ^(a)	181 648	111 235	130 038
Paid parental leave ^(b)	227	-	-
Royalties for Regions Fund ^(c)	11 935	707	-
	<u>193 810</u>	<u>111 942</u>	<u>130 038</u>
<u>Non-Current</u>			
Accrued salaries suspense account (27th pay) ^(d)	71 101	56 666	
	<u>71 101</u>	<u>56 666</u>	
Total Restricted Cash and Cash Equivalents	<u>264 911</u>	<u>168 608</u>	

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

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

(c) Unspent funds are committed to projects and programs in WA regional areas.

(d) Funds held in the suspense account used only for the purpose of meeting the 27th pay in a financial year that occurs every 11 years.

20. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)

Current	19 144	19 144
Non-current	1 487 164	1 280 933
	<u>1 506 308</u>	<u>1 300 077</u>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

Notes to the Financial Statements

	2011–12	2010–11	1st July 2010
	\$000	\$000	\$000

21. INVENTORIES

Current

Inventories held for resale:

School canteens, publications and bookshops stocks (at cost)	2 113	2 131	
Livestock and farm produce (at cost)	3 172	2 261	
	5 285	4 392	

22. RECEIVABLES

Current

Receivables	47 340	29 051	19 971
Allowance for impairment of receivables	(7 367)	(6 651)	(672)
GST receivable	10 434	10 963	15 984
	50 407	33 363	35 283

Reconciliation of changes in the allowances for impairment of receivables:

Balance at start of period	6 651	672	
Doubtful debts expense	1 356	6 431	
Amounts written off during the period	(639)	(452)	
	7 368	6 651	

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

23. OTHER ASSETS

Current

Prepayments	13 296	9 258	207 774
	13 296	9 259	207 774

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
24. LAND AND BUILDINGS HELD FOR DISTRIBUTION TO OWNER		
<u>Opening balance</u>		
Land and buildings	16 702	19 187
Less write-down from cost to fair value less selling costs	(2)	(2)
	16 700	19 185
<u>Add: Assets reclassified as held for distribution</u>		
Land and buildings ^(b)	22 752	15 702
Less write-down from cost to fair value less selling costs ^(a)	-	-
	22 752	15 702
<u>Total assets classified as held for distribution</u>		
Land and buildings	39 454	34 889
Less write-down from cost to fair value less selling costs ^(a)	(2)	(2)
	39 452	34 887
<u>Less assets distributed to owner</u>		
Land and buildings	(15 702)	(18 187)
Less write-down from cost to fair value less selling costs ^(a)	-	-
	(15 702)	(18 187)
<u>Less: Assets reclassified as non current assets</u>		
Land and buildings ^(c)	(1 000)	-
Less write-down from cost to fair value less selling costs ^(a)	1	-
	(999)	-
<u>Closing Balance</u>		
Land and buildings	22 752	16 702
Less write-down from cost to fair value less selling costs ^(a)	(1)	(2)
	22 751	16 700

(a) Disclosed as other expenses.

(b) In 2010–11 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$15.7m was transferred to land and buildings held for distribution to owner. These assets were sold during 2011-12.

Greenmount site \$0.006m
 Rocky Gully site \$0.3m
 Tambrey site \$2.6m
 Spalding site \$2.9m
 Craigie site \$9.9m

In 2011–12 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$22.7m was transferred to land and buildings held for distribution to owner. These assets are expected to be sold during 2012-13.

Kinlock site Lot 50 \$0.39m
 Wickham site \$0.13m
 Kwinana/Waikiki \$15.2m
 Girrawheen \$7m

(c) A decision was made to reclassify Edgewater Primary school (Opening balance \$998,638) back to non-current assets as the criteria for land and buildings held for distribution to owner was no longer met. In accordance with AASB 5 the asset was revalued to \$488,268, with a revaluation decrement of \$510,370.

Notes to the Financial Statements

	2011–12	2010–11	1st July 2010
	\$000	\$000	\$000
25. PROPERTY, PLANT AND EQUIPMENT			
<u>Land</u>			
At fair value ^(a)	3 342 044	3 385 601	3 292 982
	3 342 044	3 385 601	3 292 982
<u>Buildings</u>			
At fair value ^(a)	7 516 414	7 006 159	5 961 115
Accumulated depreciation	(1 343)	(935)	(1 260)
	7 515 071	7 005 224	5 959 855
<u>Plant and equipment</u>			
At cost - central office	261	240	220
At cost - schools	62 275	53 605	47 436
Accumulated depreciation	(32 504)	(28 225)	(24 281)
	30 032	25 620	23 375
<u>Motor vehicles</u>			
At cost - central office	-	-	-
At cost - schools	3 794	4 283	4 340
Accumulated depreciation	(2 680)	(2 858)	(2 811)
	1 114	1 425	1 529
<u>Buses</u>			
At cost - central office	-	-	-
At cost - schools	17 779	17 981	17 520
Accumulated depreciation	(6 486)	(5 131)	(3 947)
	11 293	12 850	13 573
<u>Computers</u>			
At cost - central office	6 632	7 290	6 975
At cost - schools	14 985	12 369	9 562
Accumulated depreciation	(13 906)	(12 699)	(11 610)
	7 711	6 960	4 927
<u>Communication equipment</u>			
At cost - central office	1 615	1 795	1 805
At cost - schools	5 679	5 548	4 695
Accumulated depreciation	(4 986)	(4 833)	(4 534)
	2 308	2 510	1 966
<u>Office equipment</u>			
At cost - central office	1 552	1 798	1 738
At cost - schools	23 621	24 082	22 751
Accumulated depreciation	(15 085)	(14 834)	(14 524)
	10 088	11 046	9 965
<u>Library collection</u>			
At cost - central office	161	156	133
At cost - schools	46 450	37 671	28 083
Accumulated depreciation	(8 289)	-	-
	38 322	37 827	28 216

Notes to the Financial Statements

	2011–12	2010–11	1st July 2010
	\$000	\$000	\$000
<u>Miscellaneous assets</u>			
At cost - central office	514	481	407
At cost - schools	6 520	6 138	4 942
Accumulated depreciation	(3 118)	(2 883)	(2 604)
	3 916	3 736	2 745
<u>Capital works in progress (at cost)</u>			
New primary schools	81 457	64 511	59 813
New secondary schools	311 381	162 265	59 627
Building the Education Revolution	23 485	124 843	493 171
Additions and improvements to schools and TAFE colleges	14 373	34 628	10 788
	430 696	386 247	623 399
Total property, plant and equipment	11 392 595	10 879 046	9 962 532

(a) Land and buildings were revalued as at 1 July 2011 and reflect fair value as at 30 June 2012. Land valuations were performed by the Western Australian Land Information Authority (Valuation Services) and building valuations were performed by an independent Quantity Surveyor and endorsed by Valuation Services. In undertaking these valuations, fair value was determined by reference to current use land values for land and depreciated replacement cost for buildings. Land comprises Crown and Freehold land.

Valuation Services and the Department of Treasury assessed the valuations globally to ensure that the valuations provided as at 1 July 2011 were compliant with fair value as at 30 June 2012.

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

<u>Land</u>		
At fair value	39 950	42 889
	39 950	42 889
<u>Buildings</u>		
At fair value	21 567	24 470
Accumulated depreciation	-	-
	21 567	24 470
	61 517	67 359

26. LEASED PLANT AND EQUIPMENT

<u>Leased plant and equipment</u>		
At capitalised cost	134	107
Accumulated depreciation	(46)	(45)
	88	62
<u>Leased office equipment</u>		
At capitalised cost	57 113	52 760
Accumulated depreciation	(27 153)	(27 783)
	29 960	24 977
<u>Leased motor vehicles</u>		
At capitalised cost	-	199
Accumulated depreciation	-	(199)
	-	-
Total leased plant and equipment	30 048	25 039

Notes to the Financial Statements

27. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to distribution to owner	Transferred from non-current assets for sale	Transferred to / from works in progress	Revaluation	Impairment losses ^(a)	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
2011-12											
Land	3 385 601	2 490	-	(22 752)	999	31 818	(56 110)	-	-	(2)	3 342 044
Buildings	7 005 224	400	-	-	-	567 500	141 733	(10 325)	(189 464)	3	7 515 071
Plant and equipment	25 620	11 186	(932)	-	-	-	-	-	(5 738)	(104)	30 032
Leased plant and equipment	62	57	-	-	-	-	-	-	(31)	-	88
Motor vehicles	1 425	404	(401)	-	-	-	-	-	(554)	240	1 114
Buses	12 850	512	(320)	-	-	-	-	-	(1 793)	44	11 293
Computers	6 960	4 030	(338)	-	-	-	-	-	(3 053)	112	7 711
Communications	2 510	985	(298)	-	-	-	-	-	(769)	(120)	2 308
Office equipment	11 046	3 889	(1 369)	-	-	-	-	-	(3 422)	(56)	10 088
Leased office equipment	24 977	19 407	-	-	-	-	-	-	(14 424)	-	29 960
Library collections	37 827	8 550	-	-	-	-	-	-	(8 290)	235	38 322
Miscellaneous assets	3 736	837	(208)	-	-	-	-	-	(524)	75	3 916
Works in progress - capital works	386 247	643 767	-	-	-	(599 318)	-	-	-	-	430 696
Total	10 904 085	696 514	(3 866)	(22 752)	999	-	85 623	(10 325)	(228 062)	427	11 422 643

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

Notes to the Financial Statements

27. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to distribution to owner	Transferred to / from works in progress	Revaluation	Impairment losses ^(a)	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
2010–11										
Land	3 292 982	34 036	-	(15 448)	-	74 042	-	-	(11)	3 385 601
Buildings	5 959 855	-	(3 868)	(254)	1 023 875	188 528	-	(162 910)	(2)	7 005 224
Plant and equipment	23 375	8 307	(980)	-	-	-	-	(5 086)	4	25 620
Leased plant and equipment	89	-	-	-	-	-	-	(27)	-	62
Motor vehicles	1 529	556	(116)	-	-	-	-	(661)	117	1 425
Leased motor vehicles	6	-	-	-	-	-	-	(5)	(1)	-
Buses	13 573	1 879	(691)	-	-	-	-	(1 888)	(23)	12 850
Computers	4 927	4 517	(138)	-	-	-	-	(2 411)	65	6 960
Communications	1 966	1 434	(215)	-	-	-	-	(693)	18	2 510
Office equipment	9 965	4 945	(407)	-	-	-	-	(3 446)	(11)	11 046
Leased office equipment	26 872	11 627	-	-	-	-	-	(13 526)	4	24 977
Library collections	28 216	9 519	(197)	-	-	-	-	-	289	37 827
Miscellaneous assets	2 745	1 381	(50)	-	-	-	-	(529)	189	3 736
Works in progress - capital works	623 399	786 723	-	-	(1 023 875)	-	-	-	-	386 247
Total	9 989 499	864 924	(6 662)	(15 702)	-	262 570	-	(191 182)	638	10 904 085

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

28. INTANGIBLE ASSETS

Computer software

At cost - central office	3 150	3 325
At cost - schools	40	40
Accumulated amortisation	(2 509)	(2 153)
Work in progress - Intangibles internally generated	9 336	8 333
	<u>10 017</u>	<u>9 545</u>

Reconciliation:

Carrying amount at start of period:	1 212	1 116
Additions	-	640
Amortisation expense	(531)	(544)
	<u>681</u>	<u>1 212</u>
Work in progress - Intangibles internally generated	9 336	8 333
Carrying amount at end of period:	<u>10 017</u>	<u>9 545</u>

29. IMPAIRMENT OF ASSETS

There were no indications of impairment to plant and equipment or intangible assets as at 30 June 2012. The Department has identified impairment on buildings and this has been reflected in the financial statements as at 30 June 2012.

All surplus assets at 30 June 2012 have either been classified as assets held for distribution to owner or written off.

30. PAYABLES

Current

Trade and other payables - central office	8 377	5 452
Trade and other payables - schools	7 187	2 959
Accrued expenses	62 759	37 682
Accrued salaries	60 630	49 698
	<u>138 953</u>	<u>95 791</u>

31. BORROWINGS

Current

Finance lease liabilities (secured) ^(a)	14 188	12 368
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Non-Current

Finance lease liabilities (secured) ^(a)	19 130	15 897
Total borrowings	<u>33 318</u>	<u>28 265</u>

(a) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default.

Assets pledged as security:

The carrying amounts of non-current assets pledged as security are:

Leased plant and equipment	88	62
Leased office equipment	29 960	24 977
	<u>30 048</u>	<u>25 039</u>

Notes to the Financial Statements

	2011–12	2010–11	1st July 2010
	\$000	\$000	\$000
32. PROVISIONS			
<u>Current</u>			
<i>Employee Benefits Provision</i>			
Annual leave ^(a)	191 427	173 724	176 922
Long service leave ^(b)	385 722	350 635	347 891
Deferred salary scheme ^(c)	18 492	13 095	12 551
Remote teaching service ^(d)	7 406	6 829	6 641
	603 047	544 283	544 005
<i>Other Provision</i>			
Employment on-costs ^(e)	8 877	8 618	8 648
	8 877	8 618	8 648
	611 924	552 901	552 653
<u>Non-current</u>			
<i>Employee Benefits Provision</i>			
Long service leave ^(b)	142 092	129 893	85 186
Remote teaching service ^(d)	1 022	814	701
	143 114	130 707	85 887
<i>Other Provision</i>			
Employment on-costs ^(e)	2 119	2 315	1 550
	2 119	2 315	1 550
	145 233	133 022	87 437
Total employee benefits provisions	746 161	674 990	629 892
Total other provisions	10 996	10 933	10 198
Total provisions	757 157	685 923	640 090

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	180 378	163 554
More than 12 months after the end of the reporting period	11 049	10 170
	191 427	173 724

(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	139 801	72 877
More than 12 months after the end of the reporting period	388 013	407 650
	527 814	480 527

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

- (c) Deferred salary scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	3 892	1 319
More than 12 months after the end of the reporting period	14 600	11 776
	<u>18 492</u>	<u>13 095</u>

- (d) Remote Teaching Service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	3 542	3 065
More than 12 months after the end of the reporting period	4 886	4 577
	<u>8 428</u>	<u>7 642</u>

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

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

Movements in other provisions

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

Employment On-Costs

Carrying amount at start of year	10 933	10 198
Additional/(reversals of) provisions recognised	5	530
Unwinding of the discount	58	205
Carrying amount at end of year	<u>10 996</u>	<u>10 933</u>

33. OTHER LIABILITIES

Current

Amounts held in schools trust and suspense accounts	6 051	6 018
Other	1 030	1 255
	<u>7 081</u>	<u>7 273</u>

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

34. EQUITY

The Government holds the equity interest in the Department on behalf of the community. Equity represents the residual interest in the net assets of the Department. The asset revaluation surplus represents that portion of equity resulting from the revaluation of non-current assets.

Contributed Equity

Balance at the start of period	2 186 526	1 737 681
<u>Contributions by owner</u>		
Capital appropriation	567 862	462 065
<u>Other contributions by owner</u>		
Royalties for Regions Fund - Regional Infrastructure and Headworks Account	19 950	5 000
Total contribution by owner	2 774 338	2 204 746

Distribution to Owner

Transfer of net assets to other agencies:		
Land and building for sale transferred to the DRDL	(15 702)	(18 187)
Land transferred to the Public Education Endowment Trust	-	-
Land and buildings transferred to TAFE Colleges	-	(15)
Transfer of Net Assets to Department of Training and Workforce Development ⁽ⁱ⁾	-	(18)
Total distribution to owner	(15 702)	(18 220)
Balance at end of period	2 758 636	2 186 526

Reserves

Asset revaluation surplus

Balance at the start of period	8 723 011	8 460 441
Net revaluation increments/(decrements):		
Land	(56 110)	74 042
Buildings	131 409	188 528
Balance at end of period	8 798 310	8 723 011

Accumulated surplus/(deficit)

Balance at the start of the year	1 010 530	810 699
Result for period	148 242	199 831
Balance at the end of the year	1 158 772	1 010 530

Total Equity at the end of period

12 715 718	11 920 067
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(i) Assets and Liabilities Transferred out to Department of Training and Workforce Development

Cash and restricted cash	-	-
Property plant and equipment	-	18
Other assets	-	-
Total Assets	-	18
Employee benefits provisions	-	-
Other liabilities	-	-
Total Liabilities	-	-
Net Assets	-	18

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

35. NOTES TO THE STATEMENT OF CASH FLOWS

Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents	356 609	291 531
Restricted cash and cash equivalents (see note 19 - <i>Restricted Cash</i>)	264 911	168 367
	621 520	459 898

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

Net cost of services	(3 172 784)	(2 937 882)
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Non-cash items:

Depreciation, amortisation and impairment expense (note 9)	228 601	191 724
Doubtful debts expense (note 22)	1 355	6 431
Resources received free of charge (note 17 (b))	15 994	16 007
Other revenue (note 15)	(7 523)	(18 460)
Loss on disposal of non-current assets (note 13)	3 639	6 286

(Increase)/decrease in assets:

Current receivables ^(a)	(18 928)	(9 532)
Current inventories	(895)	(501)
Other current assets	(4 038)	(4 949)

Increase/(decrease) in liabilities:

Provisions	71 234	45 833
Current payables and other liabilities ^(a)	35 004	23 073

Net GST receipts/(payments) ^(b)	(2 536)	7 656
--	---------	-------

Change in GST in receivables and payables ^(c)	3 065	(2 635)
--	-------	---------

Net cash provided by/(used in) operating activities	(2 847 812)	(2 676 949)
--	--------------------	--------------------

(c) Non-cash investing and financing activities

Acquisition of plant and equipment by means of finance leases	19 464	11 627
---	--------	--------

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items and do not form part of the reconciling items.

(b) This is the net GST paid/received, i.e. cash transactions.

(c) This reverses out the GST in receivables and payables.

36. INDIAN OCEAN TERRITORIES

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

Opening balance	1 530	1 708
Receipts	12 152	12 109
Payments	(12 104)	(12 286)
Closing balance	1 578	1 530

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

37. COMMITMENTS

The commitments below are inclusive of GST where relevant.

Finance leases commitments

Minimum lease payment commitments in relation to finance leases are payable as follows:

Within 1 year	15 486	13 635
Later than 1 year and not later than 5 years	20 137	16 921
Minimum finance lease payments	35 623	30 556
Less future finance charges	(2 305)	(2 291)
Present value of finance lease liabilities	33 318	28 265

The present value of finance leases payable is as follows:

Within 1 year	14 188	12 368
Later than 1 year and not later than 5 years	19 130	15 897
Present value of finance lease liabilities	33 318	28 265

Included in the financial statements as:

Current (see note 31 'Borrowings')	14 188	12 368
Non-current (see note 31 'Borrowings')	19 130	15 897
	33 318	28 265

The Department has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions (see also note 31 'Borrowings').

Non-cancellable operating lease commitments

Commitments for minimum lease payments at the end of the reporting period but not recognised as liabilities in the financial statements are payable as follows:

Within 1 year	11 234	9 791
Later than 1 year and not later than 5 years	21 723	20 334
Later than 5 years	7 726	10 406
	40 683	40 531

The Department has entered into a property lease which is a non-cancellable lease with a five-year term, with rent payable monthly in advance. Contingent rent provisions within the lease agreement require that the minimum lease payments shall be increased by the lower of CPI or 4% per annum. An option exists to renew the lease at the end of the five-year term for an additional term of five years.

Future minimum rental receivables for operating leases at the end of the reporting period but not recognised as assets in the financial statements, are receivable as follows:

Within 1 year	742	688
Later than 1 year and not later than 5 years	2 595	2 798
Later than 5 years	218	675
	3 555	4 161

Capital expenditure commitments *

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

Within 1 year	381 446	593 395
Later than 1 year and not later than 5 years	96 346	477 791
Later than 5 years	-	-
	477 792	1 071 187

* The 2010-11 figures have been restated to more accurately reflect contractual commitments.

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000
<u>The capital commitments include amounts for:</u>		
New High Schools	78 696	176 951
Additional Stages to High Schools	49 070	89 072
Additions and Improvements to High Schools	63 145	124 618
Additions and Improvements to District High Schools	12 913	29 483
Additions and Improvements to Agricultural Colleges	8 053	29 639
New Primary Schools	102 816	171 436
Additions and Improvements to Primary Schools	1 451	9 415
Trade Training Centres in Schools	8 984	36 078
Building the Education Revolution Program	-	163 441
Royalties for Regions	19 903	42 243
Miscellaneous Projects	7 955	30 451
Other School Facilities	73 941	90 477
East Kimberley Development Program	24 130	42 080
Universal Access and Early Learning	26 734	35 804
	477 792	1 071 187

38. RESOURCES PROVIDED FREE OF CHARGE

During the period the following resources were provided to other agencies free of charge for functions outside the normal operations of the Department:

<ul style="list-style-type: none"> • 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	157	136
Health Department of Western Australia	1 748	1 584
Department of Education Services	176	44
Department of the Premier and Cabinet	213	272
School Curriculum and Standards Authority	135	97
Department of Child Protection	13	12
Country Health Services	-	8
Main Roads	-	1
Pilbara Development Commission	11	4
Department of Transport	-	1
Public Education Endowment Trust	9	7
Department of Training & Workforce Development	16	226
Central Institute of Technology	-	187
Durack Institute of Technology	-	171
Challenger Institute of Technology	-	317
C. Y. O'Connor Institute	-	188
Great Southern Institute of Technology	-	143
Kalgoorlie VTEC (Curtin University)	-	81
Kimberley TAFE	-	256
Pilbara TAFE	-	220
South West Regional College of TAFE	-	174
Polytechnic West	-	402
West Coast Institute of Technology	-	101
	2 478	4 632

Notes to the Financial Statements

	2011–12	2010–11
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39. REMUNERATION OF SENIOR OFFICERS

The number of senior officers whose total of fees, salaries, superannuation, non-monetary benefits, and other benefits for the financial year fall within the following bands are:

Salary ranges

\$70 001 - \$80 000	-	1 *
\$80 001 - \$90 000	1	2 *
\$90 001 - \$100 000	-	4 *
\$100 001 - \$110 000	1 *	3 *
\$110 001 - \$120 000	2 *	-
\$120 001 - \$130 000	-	2 *
\$150 001 - \$160 000	2 *	-
\$160 001 - \$170 000	3 *	-
\$170 001 - \$180 000	-	3 *
\$180 001 - \$190 000	1 *	2
\$190 001 - \$200 000	5	1
\$200 001 - \$210 000	4	-
\$210 001 - \$220 000	1	-
\$230 001 - \$240 000	-	1
\$250 001 - \$260 000	-	1 *
\$290 001 - \$300 000	1	-
\$320 001 - \$330 000	1	1
\$360 001 - \$370 000	-	1
\$440 001 - \$450 000	1 *	-
\$470 001 - \$480 000	-	1
\$480 001 - \$490 000	1	-
	<u>24</u>	<u>23</u>
	\$000	\$000
Total remuneration of senior officers	<u>4 952</u>	<u>3 956</u>

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

The total remuneration includes the superannuation expense incurred by the Department in respect of senior officers.

No senior officers are members of the Pension Scheme.

40. REMUNERATION OF AUDITOR

Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows:

	\$000	\$000
Auditing the accounts, financial statements and performance indicators	<u>473</u>	<u>445</u>

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

The expense for the 2010–11 audit of the financial statements is included in note 8 'Supplies and Services' for 2011–12.

Notes to the Financial Statements

	2011–12	2010–11
	\$000	\$000

41. SUPPLEMENTARY FINANCIAL INFORMATION

(a) Write-offs

Accounts Receivables

During the financial year, \$2 119 000 (2010–11: \$1 876 000) of Accounts Receivables was written off under the authority of:

The accountable authority	2 119	1 876
The Minister	-	-
Executive Council	-	-
	<u>2 119</u>	<u>1 876</u>

Asset Register

During the financial year, \$678 000 (2010–11: \$86 000) was written off the Department's asset register under the authority of:

Accountable Authority	165	86
The Minister	-	-
Executive Council	513	-
	<u>678</u>	<u>86</u>

(b) Losses through theft, defaults and other causes

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

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

(c) Gifts of public property

Gifts of public property provided by the Department

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

(d) Act of Grace Payments

During the financial year, 1 (2010–11: 8) Act of Grace payments were made, totalling \$600 (2010–11: \$66 926)

Payments relating to damage to vehicles and travel costs	1	1
Payments relating to Balga Works Program	-	66
	<u>1</u>	<u>67</u>

42. FUNDING TO NON-GOVERNMENT BODIES

Other educational institutions and non-government organisations	35 070	23 037
	<u>35 070</u>	<u>23 037</u>

Notes to the Financial Statements

43. FINANCIAL INSTRUMENTS

(a) Financial risk management objectives and policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables, finance leases, and Treasurer's advances. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

Credit risk

Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairments, as shown in the table at note 43(c) '*Financial Instruments Disclosures*' and note 22 '*Receivables*'.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Department trades only with recognised, creditworthy third parties. The Department has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due.

The Department is exposed to liquidity risk through its trading in the normal course of business.

The Department has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks.

Other than as detailed in the interest rate sensitivity analysis table at note 43(c), the Department is not exposed to interest rate risk because the majority of cash and cash equivalents and restricted cash are non-interest bearing, and it has no borrowings other than the finance leases (fixed interest rate).

Notes to the Financial Statements

(b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are:

	2011–12	2010–11
	\$000	\$000
<u>Financial Assets</u>		
Cash and cash equivalents	356 609	291 290
Restricted cash and cash equivalents	264 911	168 608
Loans and receivables ^(a)	1 546 281	1 322 477
<u>Financial Liabilities</u>		
Financial liabilities measured at amortised cost	179 352	131 329

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial instruments disclosures

Credit risk

The following table details the Department's maximum exposure to credit risk and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

Notes to the Financial Statements

Aged analysis of financial assets

	Carrying Amount	Not past due and not impaired	Past due but not Impaired					Impaired financial assets
			Up to 1 months	1 - 3 months	3 months to 1 year	1 - 5 years	More than 5 years	
			\$000	\$000	\$000	\$000	\$000	
2011–12								
School cash balances	145 460	145 460	-	-	-	-	-	-
Central and regional offices cash balances	103 591	103 591	-	-	-	-	-	-
Restricted cash assets	264 911	264 911	-	-	-	-	-	-
Receivables ^(a)	39 973	36 491	-	5	773	536	180	1 988
Term deposits	107 558	107 558	-	-	-	-	-	-
Amounts receivable for services	1 506 308	1 506 308	-	-	-	-	-	-
	2 167 801	2 164 319	-	5	773	536	180	1 988
2010–11								
School cash balances	126 264	126 264	-	-	-	-	-	-
Central and regional offices cash balances	63 342	63 342	-	-	-	-	-	-
Restricted cash assets	168 608	168 608	-	-	-	-	-	-
Receivables ^(a)	22 400	19 037	-	-	2 292	608	322	141
Term deposits	101 684	101 684	-	-	-	-	-	-
Amounts receivable for services	1 300 077	1 300 077	-	-	-	-	-	-
	1 782 375	1 779 012	-	-	2 292	608	322	141

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

Notes to the Financial Statements

Liquidity risk and interest rate exposure

The following table details the Department's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amount of each item.

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Interest rate exposure					Nominal Amount \$000	Maturity dates				
	Weighted Average Effective Interest Rate %	Carrying Amount \$000	Fixed interest rate \$000	Variable interest rate \$000	Non-interest bearing \$000		Up To 1 month \$000	1 - 3 months \$000	3 months to 1 year \$000	1 - 5 years \$000	More than 5 years \$000
	2011-12										
Financial Assets											
School cash balances	2.5	145 460	-	145 203	257	145 460	145 460	-	-	-	
Central and regional offices cash balances	-	103 591	-	-	103 591	103 591	103 591	-	-	-	
Restricted cash assets	-	264 911	-	-	264 911	264 911	193 810	-	71 101	-	
Receivables ^(a)	-	39 973	-	-	39 973	39 973	39 973	-	-	-	
Term deposits	4.61	107 558	107 558	-	-	107 558	89 693	15 690	2 175	-	
Amounts receivable for services	-	1 506 308	-	-	1 506 308	1 506 308	2 088	4 220	12 836	76 576	
		2 167 801	107 558	145 203	1 915 040	2 167 801	574 615	19 910	15 011	147 677	
Financial Liabilities											
Payables	-	138 953	-	-	138 953	138 953	138 953	-	-	-	
Finance lease liabilities	3.9	33 318	33 318	-	-	35 623	1 051	3 049	11 386	20 137	
Other liabilities	-	7 081	-	-	7 081	7 081	7 081	-	-	-	
		179 352	33 318	-	146 034	181 657	147 085	3 049	11 386	20 137	

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

Notes to the Financial Statements

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	<u>Interest rate exposure</u>					<u>Nominal Amount</u>	<u>Maturity dates</u>				
	<u>Weighted Average Effective Interest Rate</u>	<u>Carrying Amount</u>	<u>Fixed interest rate</u>	<u>Variable interest rate</u>	<u>Non-interest bearing</u>		<u>Up To 1 months</u>	<u>1 - 3 months</u>	<u>3 months to 1 year</u>	<u>1 - 5 years</u>	<u>More than 5 years</u>
	<u>%</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>		<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>
2010-11											
Financial Assets											
School cash balances	3.42	126 264	-	126 033	231	126 264	126 264	-	-	-	-
Central and regional offices cash balances	-	63 342	-	-	63 342	63 342	63 342	-	-	-	-
Restricted cash assets	-	168 608	-	-	168 608	168 608	111 942	-	-	56 666	-
Receivables ^(a)	-	22 400	-	-	22 400	22 400	22 400	-	-	-	-
Term deposits	5.08	101 684	101 684	-	-	101 684	88 024	8 619	5 041	-	-
Amounts receivable for services	-	1 300 077	-	-	1 300 077	1 300 077	2 088	4 220	12 836	76 576	1 204 357
		1 782 375	101 684	126 033	1 554 658	1 782 375	414 060	12 839	17 877	133 242	1 204 357
Financial Liabilities											
Payables	-	95 791	-	-	95 791	95 791	95 791	-	-	-	-
Finance lease liabilities	4.49	28 265	28 265	-	-	30 556	975	2 882	9 778	16 921	-
Other liabilities	-	7 273	-	-	7 273	7 273	7 273	-	-	-	-
		131 329	28 265	-	103 064	133 620	104 039	2 882	9 778	16 921	-

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

Notes to the Financial Statements

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

	Carrying Amount \$000	-100 basis points		+100 basis points	
		Surplus \$000	Equity \$000	Surplus \$000	Equity \$000
2011–12					
<u>Financial assets</u>					
School cash balances	145 460	(1 455)	(1 455)	1 455	1 455
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	145 460	(1 455)	(1 455)	1 455	1 455
2010–11					
<u>Financial assets</u>					
School cash balances	126 264	(1 263)	(1 263)	1 263	1 263
Central and regional offices cash balances	-	-	-	-	-
Total increase/(decrease)	126 264	(1 263)	(1 263)	1 263	1 263

Fair Value

All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

44. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

The following contingent liabilities are additional to the liabilities included in the financial statements:

Litigation in progress

The Department is involved in a number of legal proceedings. The potential cost to the Department of the various matters cannot be reliably predicted at this time but is unlikely to have a material effect on these financial statements.

Contaminated sites

The Department of Education is committed to providing a safe school environment. Soil sampling is used to identify contaminated sites, which are then reported to the Department of Environment and Conservation (DEC).

During 2011–12 the Hollywood Primary School oval was reported to DEC, where ceramics, porcelain and glass were exposed following renovation works to the oval. Subsequent soil testing also revealed an unacceptable level of lead contamination.

The oval has been closed indefinitely pending advice from DEC concerning remedial works and their completion. The cost of the works is unknown at this stage.

Former Northlake and Koorilla primary school sites

Chemical contaminated soil has been detected under the building footprints at these former school sites. Soil is to be removed underneath the building footprints and disposed at a Class 1 disposal site.

Other - GST overclaim

The Department has a contingent liability in regards to overclaimed GST to the amount of \$2.147 million.

The Department does not have any contingent assets.

45. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

During July 2012 the Mount Lawley Primary School was significantly damaged by fire. The dollar value of the loss is currently being assessed by the Department's insurer.

Notes to the Financial Statements

46. EXPLANATORY STATEMENT

Significant variations between estimates and actual results for income and expense as presented in the financial statement titles Summary of Consolidated Account Appropriations and Income Estimates' are shown below: Significant variations are considered to be those greater than 10%.

Significant variations between estimates and actuals for 2011–12

Purchase of Non-current physical assets (\$153.3m)

The decrease is mainly due to delays in the commencement and completion of capital works subsequently carried over into 2012-13.

2011–12 Estimates (\$000)	2011–12 Actual (\$000)	Variance (\$000)
849 781	696 514	(153 267)

Capital Contribution (\$84.7m)

The decrease reflects decisions made in managing the capital works program, in particular the deferral and expensing of works carryovers into 2012-13

2011–12 Estimates (\$000)	2011–12 Actual (\$000)	Variance (\$000)
660 526	575 828	(84 698)

Significant variations between actuals for 2011–12 and 2010–11

Purchase of Non-current physical assets (\$168.4m)

This is due mainly to a spike in the Building Education Revolution payments in 2010–11.

2011–12 Actuals (\$000)	2010–11 Actual (\$000)	Variance (\$000)
696 514	864 924	(168 410)

Capital Contribution \$113.8m

The increase is due mainly to the re-cashflowing of the contribution relating to the Commonwealth's Building Education Revolution program from 2010–11 to 2011–12.

2011–12 Actuals (\$000)	2010–11 Actual (\$000)	Variance (\$000)
575 828	462 065	113 763

Administered Income

No administered income for this period

47. ADMINISTERED INCOME AND EXPENSES BY SERVICE

	Primary Education		Secondary Education		Total	
	2011–12	2010–11	2011–12	2010–11	2011–12	2010–11
	\$000	\$000	\$000	\$000	\$000	\$000
Income						
For transfer:						
Other Revenue ^(a)	-	-	-	-	-	-
Total administered income	-	-	-	-	-	-

(a) See note 34 'Equity - Distribution to Owners'

Notes to the Financial Statements

48. 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	2011-12				2010-11			
	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)
1. Olive A.Lewis Scholarship	4 736	29 000	29 000	4 736	4 736	10 000	10 000	4 736
2. Scholarship – Council of War Service Land Settlers Association	834	43	-	877	794	40	-	834
3. R.S. Sampson Scholarships	1	-	-	1	1	-	-	1
4. John Henry Kendall	928	48	-	976	990	51	113	928
5. Margueretta Wilson Scholarship	3 122	161	-	3 283	3 068	154	100	3 122
6. Perth Girls' Memorial Scholarship	95 073	4 885	1 000	98 958	91 456	4 617	1 000	95 073
7. Sir Thomas Coombe Scholarship	100 486	5 176	-	105 662	95 644	4 842	-	100 486
8. Margery Bennett Prize	1 117	57	-	1 174	1 063	54	-	1 117
9. W.J. Reid Memorial Prize	6 810	351	-	7 161	6 482	328	-	6 810
10. James and Rose Coombe Scholarships	-	-	-	-	-	38 755	38 755	-
11. Perth Boys' Memorial Scholarship	22 314	1 149	-	23 463	21 239	1 075	-	22 314
12. Roy Grace English Scholarship	-	4 000	4 000	-	-	6 700	6 700	-
13. James A. Heron Memorial Prize	12 959	668	-	13 627	12 335	624	-	12 959
14. Ernest Smith Memorial Prize for English	2 233	115	-	2 348	2 126	107	-	2 233
15. Bentley Senior High School	22 576	1 163	-	23 739	21 489	1 087	-	22 576
16. Elaine Nora Walker Scholarships	95 616	4 913	1 000	99 529	92 938	4 678	2 000	95 616
17. William Samuel Bequest	2 403	119	200	2 322	2 480	123	200	2 403
18. Howard Porter Memorial Prize for Good Citizenship	2 974	148	200	2 922	3 023	151	200	2 974
19. Ian Bremner Memorial Scholarship	51 413	2 599	2 000	52 012	50 864	2 549	2 000	51 413
20. Catherine and Ernest Bennett Memorial Scholarship	29 323	1 498	1 000	29 821	28 874	1 449	1 000	29 323
Totals	454 918	56 093	38 400	472 611	439 602	77 384	62 068	454 918

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. Catherine and Ernest Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

Appendices



1. Student enrolments tables and charts

Table A1: Enrolments at Western Australian schools 1998 to 2012 ^{(a) (b) (c)}

Year	Public schools	Private schools	Community kindergartens	Independent pre-schools	Total
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
2012	267 266	139 780	863	226	408 135

Source: Evaluation and Accountability

- (a) First semester census.
 (b) From 2001 includes the half cohort.
 (c) Table corresponds with Table 1 in 2010–11 Annual Report.

Table A2: Western Australian public schools and students by school type and level of education 2012 ^{(a) (b)}

School type	Schools	Students			
		K and P	Primary	Secondary	Total
Primary	509	42 026	129 943	173	172 142
Remote community	24	277	926	269	1 472
District high	62	2 727	9 881	7 686	20 294
High and senior high	86	247	1 184	63 498	64 929
Senior college/campus	8	0	0	3 828	3 828
Education support and language development school/centre	66	686	1 638	1 148	3 472
Campus of the WA College of Agriculture	5	0	0	504	504
School of Isolated and Distance Education	1	30	187	209	426
School of the Air	5	41	158	0	199
Totals	766	46 034	143 917	77 315	267 266

Source: Evaluation and Accountability

- (a) First semester census.
 (b) Table corresponds with Table 4 in 2010–11 Annual Report.

Table A3: Full-time enrolments at Western Australian public schools by year level 2008 to 2012 ^{(a) (b)}

Year level	2008	2009	2010	2011	2012
Kindergarten ^(c)	17 548	18 626	19 656	21 390	22 232
Pre-primary	19 739	20 459	20 874	22 086	23 802
Year 1	20 070	20 249	20 479	21 212	22 561
Year 2	19 936	20 361	20 143	20 633	21 589
Year 3	20 182	20 269	20 288	20 264	20 969
Year 4	20 767	20 439	20 052	20 262	20 458
Year 5	19 702	20 892	19 999	19 994	20 250
Year 6	11 330 ^(d)	20 019	20 658	20 105	20 197
Year 7	19 698	10 931 ^(d)	17 840	18 334	17 893
Totals	168 972	172 245	179 989	184 281 ^(e)	189 951
Year 8	16 783	16 666	9 188 ^(d)	16 115	17 116
Year 9	17 201	17 155	16 860	9 567 ^(d)	16 710
Year 10	17 636	17 633	17 281	17 140	10 160 ^(d)
Year 11	17 986	18 878	18 532	18 371	18 538
Year 12	13 494	13 703	14 446	13 867	14 304
Totals ^(e)	83 613	84 655	76 923	75 659	77 315
Grand totals	252 585	256 900	256 912	259 940	267 266

Source: Evaluation and Accountability

- (a) First semester census.
- (b) Table corresponds with Table 6 in 2010–11 Annual Report.
- (c) Represents number of kindergarten students (not full-time).
- (d) Half cohort.
- (e) Includes ungraded students.

Table A4: Number of schools and enrolments in Western Australia by gender and Indigenous status 2012 ^{(a) (b)}

Sector	Schools	All students	Female	Male	Aboriginal
Public	766	267 266	128 620	138 646	22 216
Private	307	139 780	69 946	69 834	4 098
Community kindergarten ^(c)	27	863	441	422	41
Independent pre-school	6	226	107	119	3
Totals	1 106	408 135	199 114	209 021	26 358

Source: Evaluation and Accountability

- (a) First semester census.
- (b) Table corresponds with Table 3 in 2010–11 Annual Report.
- (c) Community kindergartens are community managed pre-schools that the Department supports through operating grants, teachers and education assistants, and central operational and policy support.

Table A5: Western Australian public schools and students by education region and level of education 2012 ^{(a) (b)}

Education region	Schools	Students			
		Kindergarten and Pre-primary	Primary	Secondary	Total
Metropolitan					
North Metropolitan	225	16 749	51 052	26 816	94 617
South Metropolitan	237	17 795	54 873	30 645	103 313
Totals	462	32 238	105 925	57 461	197 930
Country					
Goldfields	40	1 647	5 089	2 326	9 062
Kimberley	22	940	3 101	1 400	5 441
Midwest	51	1 414	4 759	2 296	8 469
Pilbara	28	1 531	4 673	1 766	7 970
Southwest	93	4 297	14 723	9 135	28 155
Wheatbelt	70	1 661	5 647	2 931	10 239
Totals	304	11 490	37 992	19 854	69 336
Grand totals	766	46 034	143 917	77 315	267 266

Source: Evaluation and Accountability

- (a) First semester census.
 (b) Table corresponds with Table 5 in 2010–11 Annual Report.

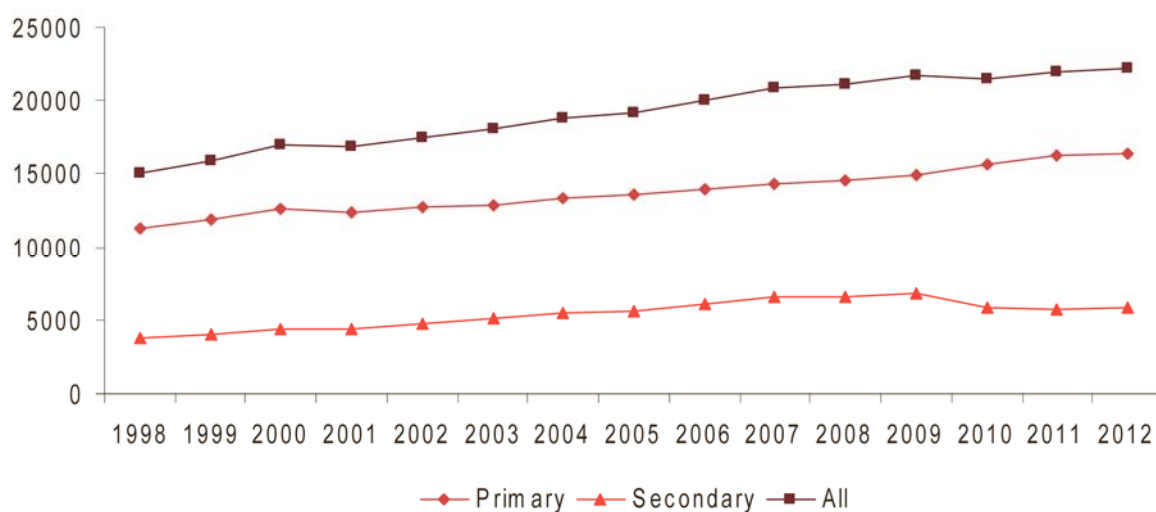
Table A6: Distribution of students by public schools' geolocation (percentages) by year level 2011 ^{(a) (b) (c)}

Geolocation	K–7	3	5	7	9	8–10
Metropolitan	69.4	70.2	68.8	66.2	67.7	68.8
Provincial	20.8	20.3	21.4	23.6	23.6	23.0
Remote	6.2	5.9	6.1	6.8	5.9	5.2
Very remote	3.6	3.6	3.7	3.5	2.8	3.0

Source: Evaluation and Accountability

- (a) First semester census.
 (b) Geolocation is based on locality of individual schools and assigned according to Standing Council on School Education and Early Childhood (SCSEEC, formerly Ministerial Council for Education, Early Childhood Development and Youth Affairs) Schools Geographic Location Classification System.
 (c) Table corresponds with Table 26 in 2010–11 Annual Report.

Figure A1: Aboriginal enrolments at Western Australian public schools by level of education 1998 to 2012^{(a) (b) (c)}



Source: Evaluation and Accountability

- (a) First semester census.
- (b) Half cohort in secondary education (Year 10) in 2012.
- (c) Figure corresponds with Figure 17 in the 2010–11 Annual Report.

Table A7: Aboriginal enrolments at Western Australian public schools by year level 2009 to 2012^{(a) (b)}

Year level	2009		2010		2011		2012	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
Kindergarten	1 533	8.2	1 713	8.7	1 805	8.4	1763	7.9
Pre-primary	1 702	8.3	1 793	8.6	1 935	8.8	2032	8.5
Year 1	1 813	9.0	1 735	8.5	1 900	9.0	1973	8.7
Year 2	1 869	9.2	1 769	8.8	1 757	8.5	1885	8.7
Year 3	1 771	8.7	1 826	9.0	1 776	8.8	1707	8.1
Year 4	1 804	8.8	1 736	8.7	1 815	9.0	1781	8.7
Year 5	1 836	8.8	1 744	8.7	1 749	8.7	1817	9.0
Year 6	1 683	8.4	1 790	8.7	1 765	8.8	1696	8.4
Year 7	971 ^(c)	8.9	1 606	9.0	1 785	9.7	1723	9.6
Totals^(d)	14 982	8.7	15 712	8.7	16 288	8.8	16 377	8.6
Year 8	1 464	8.8	817 ^(c)	8.9	1 427	8.9	1608	9.4
Year 9	1 530	8.9	1 456	8.6	831 ^(c)	8.7	1434	8.6
Year 10	1 478	8.4	1 403	8.1	1 393	8.1	773 ^(c)	7.6
Year 11	1 474	7.8	1 333	7.2	1 274	6.9	1317	7.1
Year 12	794	5.8	805	5.6	745	5.4	707	4.9
Totals^(d)	6 755	8.0	5 824	7.6	5 680	7.5	5 839	7.6
Grand totals	21 737	8.5	21 536	8.4	21 968	8.5	22 216	8.3

Source: Evaluation and Accountability

- (a) First semester census.
- (b) Table corresponds with Table 39 in 2010–11 Annual Report.
- (c) Half cohort.
- (d) Includes ungraded students.

Table A8: Aboriginal enrolments at Western Australian public schools by education region 2012 ^{(a) (b)}

Education region	Aboriginal students in public schools	Total students in public schools	Aboriginal students as % of all public school students
Metropolitan			
North Metropolitan	3 805	94 617	4.0
South Metropolitan	5 284	103 313	5.1
Totals	9 089	197 930	4.6
Country			
Goldfields	1 792	9 062	19.8
Kimberley	3 428	5 441	63.0
Midwest	2 314	8 469	27.3
Pilbara	2 290	7 970	28.7
Southwest	1 847	28 155	6.6
Wheatbelt	1 456	10 239	14.2
Totals	13 127	69 336	18.9
Grand totals	22 216	267 266	8.3

Source: Evaluation and Accountability

(a) First semester census.

(b) Table corresponds with Table 38 in 2010–11 Annual Report.

2. NAPLAN results tables and charts

Table A9: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by subgroup 2011^(a)

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.8	88.4	89.6	71.0	90.6
Writing	96.2	91.7	92.7	76.7	93.9
Spelling	92.7	87.9	91.0	64.3	90.2
Grammar and Punctuation	91.9	86.6	88.9	60.2	89.2
Numeracy	94.9	94.2	93.1	80.8	94.5

Source: *Evaluation and Accountability*

(a) Table corresponds with Table 27 in 2010–11 Annual Report.

Table A10: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by subgroup 2011^(a)

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	90.2	85.1	84.9	55.7	87.5
Writing	92.8	84.8	88.8	57.5	88.6
Spelling	91.0	84.8	88.5	60.0	87.7
Grammar and Punctuation	84.4	91.3	86.2	51.7	87.7
Numeracy	92.1	92.2	90.2	68.2	92.1

Source: *Evaluation and Accountability*

(a) Table corresponds with Table 28 in 2010–11 Annual Report.

Table A11: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by subgroup 2011^(a)

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	94.3	91.4	89.6	72.9	92.8
Writing	92.7	85.2	87.8	60.8	88.8
Spelling	92.2	86.6	89.2	67.5	89.2
Grammar and Punctuation	92.2	86.2	86.0	57.3	89.0
Numeracy	93.2	92.9	90.9	73.2	93.0

Source: *Evaluation and Accountability*

(a) Table corresponds with Table 29 in 2010–11 Annual Report.

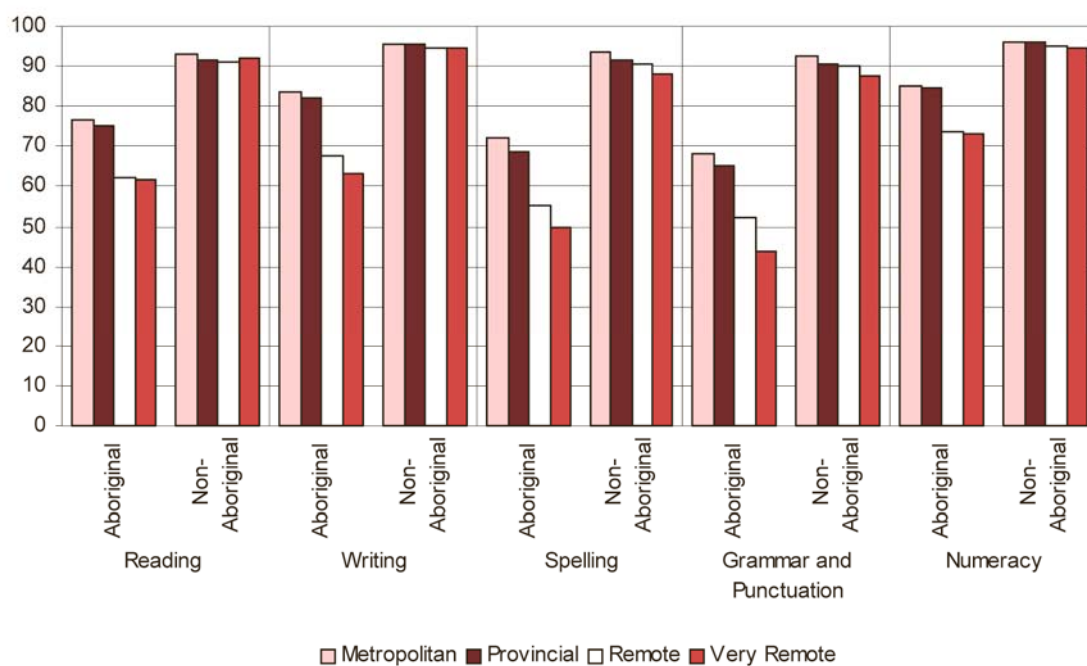
Table A12: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by subgroup 2011 ^(a)

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	88.9	84.9	80.2	61.6	86.8
Writing	84.2	69.5	76.2	44.1	76.3
Spelling	87.9	79.7	81.6	63.1	83.5
Grammar and Punctuation	86.2	79.4	77.5	46.9	82.5
Numeracy	88.3	88.6	85.1	66.1	88.4

Source: Evaluation and Accountability

(a) Table corresponds with Table 30 in 2010–11 Annual Report.

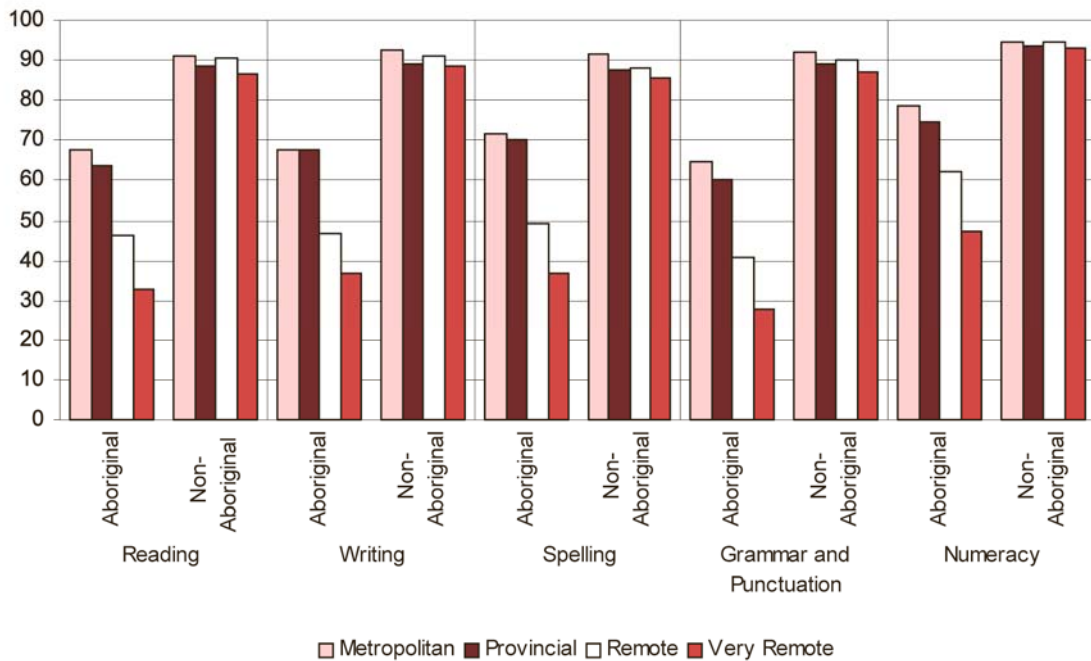
Figure A2: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by geolocation and Indigenous status 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 8 in 2010–11 Annual Report.

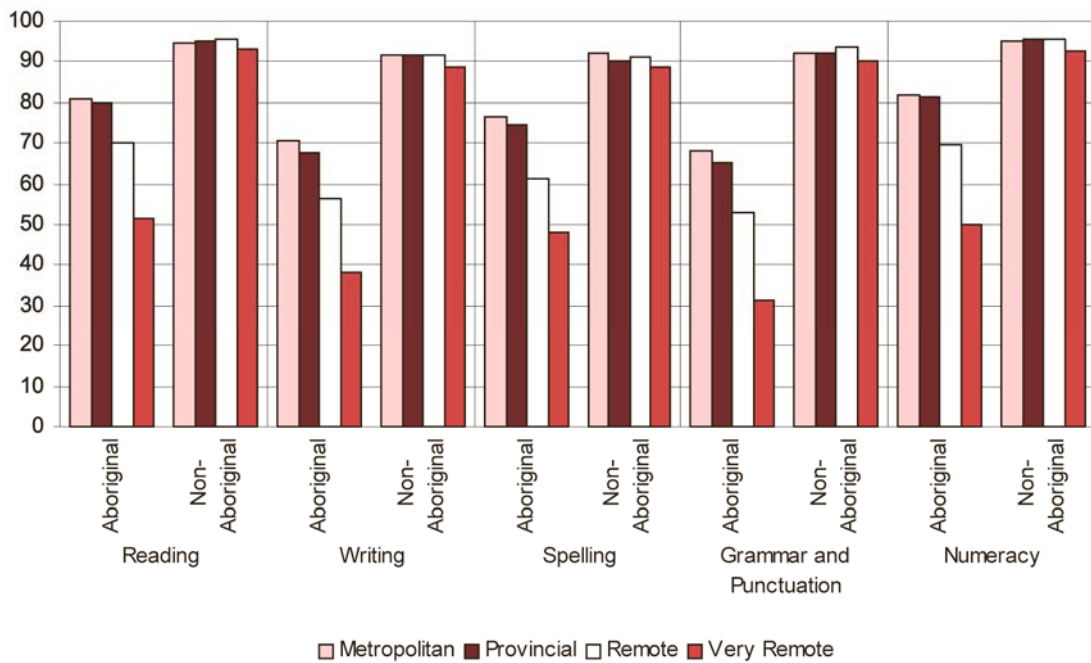
Figure A3: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by geolocation and Indigenous status 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 9 in 2010–11 Annual Report.

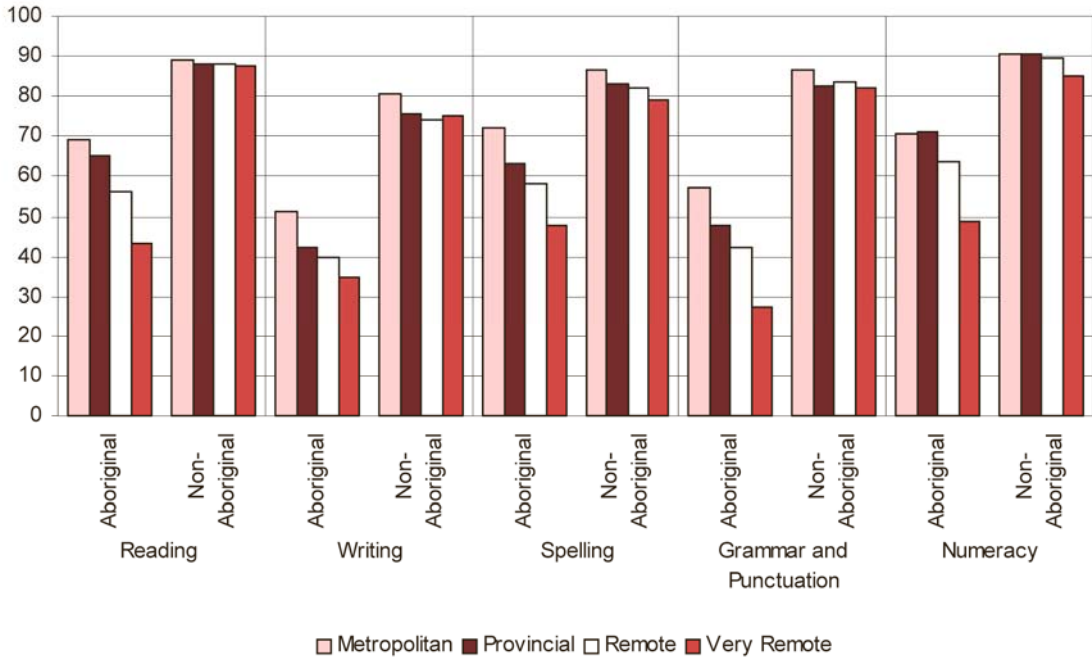
Figure A4: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by geolocation and Indigenous status 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 10 in 2010–11 Annual Report.

Figure A5: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages) NAPLAN by geolocation and Indigenous status 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 11 in 2010–11 Annual Report.

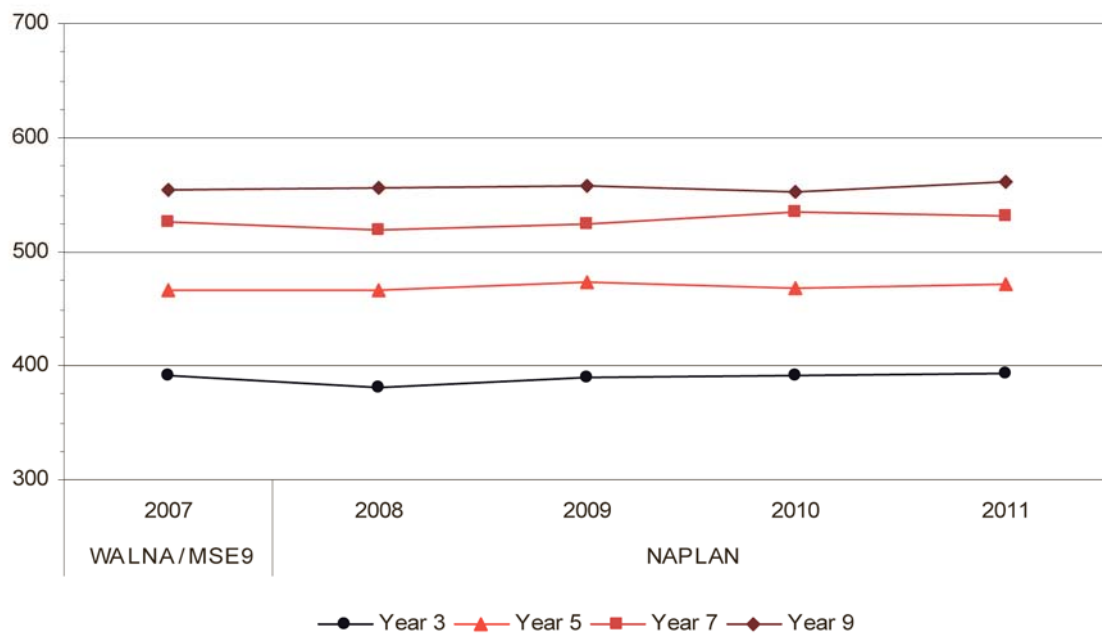
Table A13: Mean reading scores of public school students by year level 2007 to 2011 ^(a)

Year of testing	Year 3	Year 5	Year 7	Year 9
2007	391	467	526	554
2008	380	467	519	556
2009	389	473	524	558
2010	391	469	535	552
2011	393	472	531	562

Source: Evaluation and Accountability

(a) Table corresponds with Table 31 in 2010–11 Annual Report.

Figure A6: Mean reading scores of public school students by year level 2007 to 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 12 in 2010–11 Annual Report.

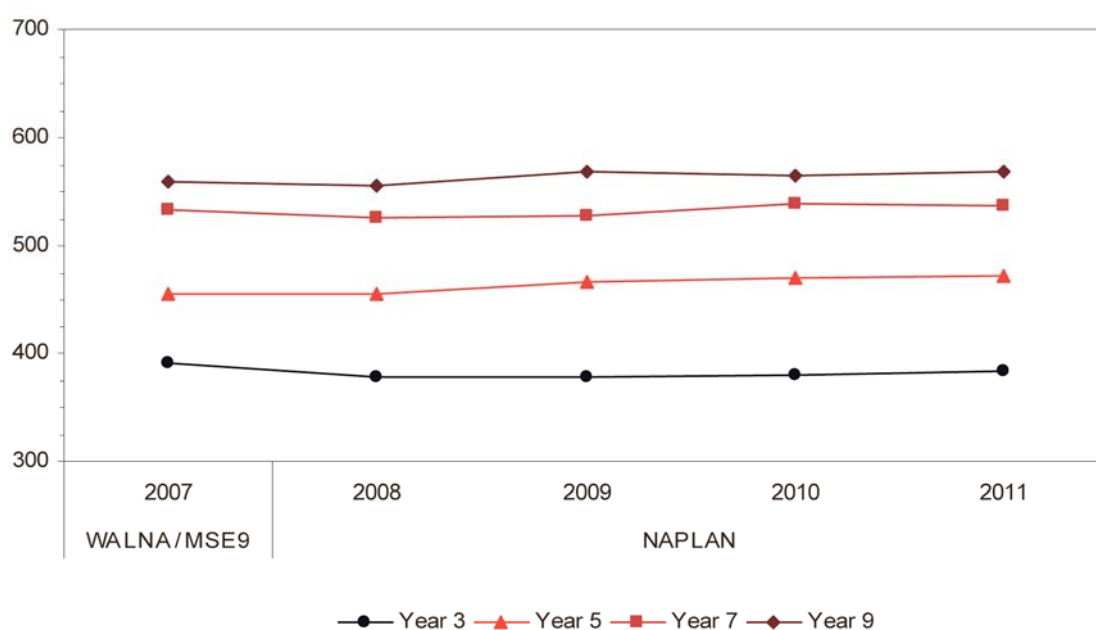
Table A14: Mean numeracy scores of public school students by year level 2007 to 2011 ^(a)

Year of testing	Year 3	Year 5	Year 7	Year 9
2007	390	455	533	559
2008	378	455	526	556
2009	377	467	528	568
2010	379	471	539	565
2011	383	473	537	568

Source: Evaluation and Accountability

(a) Table corresponds with Table 32 in 2010–11 Annual Report.

Figure A7: Mean numeracy scores of public school students by year level 2007 to 2011 ^(a)



Source: Evaluation and Accountability

(a) Figure corresponds with Figure 13 in 2010–11 Annual Report.

3. Student retention, graduation and satisfaction tables and charts

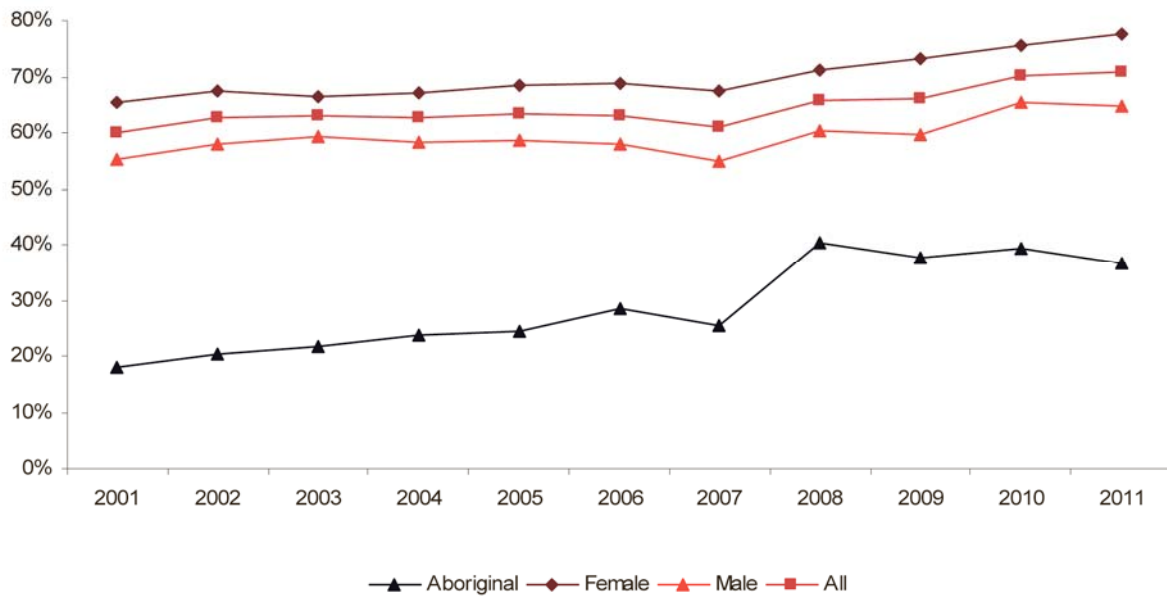
Table A15: Apparent retention rates of public school students Year 8 to Year 12 by subgroup 2007 to 2011 ^{(a) (b) (c)}

Subgroup	2007		2008		2009		2010		2011	
	N	%	N	%	N	%	N	%	N	%
All	10 893	61.0	11 215	65.6	11 294	66.0	12 086	70.3	11 956	70.9
Male	5 094	55.0	5 331	60.3	5 352	59.5	5 928	65.4	5 780	64.7
Female	5 799	67.4	5 884	71.4	5 942	73.2	6 158	75.7	6 176	77.8
Aboriginal	369	25.5	585	40.2	553	37.5	598	39.3	564	36.7
Male	189	25.0	286	37.9	289	36.5	325	40.0	290	34.9
Female	180	26.0	299	42.7	264	38.6	273	38.5	274	38.8

Source: Evaluation and Accountability

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.
- (c) Table corresponds with Table 33 in 2010–11 Annual Report.

Figure A8: Apparent retention rates of public school students Year 8 to Year 12, 2001 to 2011 ^{(a) (b) (c)}



Source: Evaluation and Accountability

- (a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
- (b) Second semester census.
- (c) Figure corresponds with Figure 14 in 2010–11 Annual Report.

Table A16: Secondary graduation rates (percentages) of public school Year 12 students 2007 to 2011 ^{(a) (b)}

Subgroup	2007	2008	2009	2010	2011
All	53.4	53.7	54.9	61.1	62.4
Male	47.0	46.7	47.8	54.8	55.8
Female	60.3	61.3	62.7	68.1	69.9
Aboriginal	14.2	15.6	16.3	19.8	20.3

Source: Evaluation and Accountability from Curriculum Council data

- (a) Excludes Canning College and Tuart College students, international and private students. Repeating students are included but only new instances of persons meeting requirements for secondary graduation are counted.
 (b) Table corresponds with Table 34 in the 2010–11 Annual Report.

Table A17: Student satisfaction by subgroup of public school students Year 12, 2007 to 2011 ^(a)

Subgroup	Year 12				
	2007	2008	2009 ^(b)	2010	2011
Satisfaction with quality of teaching					
All	93.0	92.4	89.8	90.3	90.7
Male	92.1	91.0	88.5	89.1	88.8
Female	93.8	93.5	90.9	91.3	92.3
Aboriginal	95.2	96.2	88.1	93.4	93.5
Satisfaction with quality of education facilities					
All	87.0	87.2	83.3	84.3	83.7
Male	84.9	85.8	82.3	82.6	80.5
Female	88.8	88.3	84.1	85.8	86.2
Aboriginal	91.9	92.1	85.0	89.1	90.4

Source: Evaluation and Accountability

- (a) Table corresponds with Table 35 in 2010–11 Annual Report.
 (b) Students completed survey online for the first time. In previous years students completed hard copy of survey.

4. Contacting the Department of Education

Central office

151 Royal Street, East Perth WA 6004
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Education offices

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North Metropolitan

North Metropolitan Education Regional Office
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T: 9285 3600
F: 9285 3730
E: NorthMetro.REO@education.wa.edu.au
W: det.wa.edu.au/regions/northmetropolitan

Beechboro Local Education Office
18 Blackboy Way
Beechboro WA 6063
(PO Box 95, Beechboro WA 6063)
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South Metropolitan

South Metropolitan Education Regional Office
184 Hampton Road
Beaconsfield WA 6162
(PO Box 63, South Fremantle WA 6162)
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E: SouthMetroRegionalEdOffice@education.wa.edu.au
W: det.wa.edu.au/education/deo/fremantle

Mandurah Local Education Office
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Mandurah WA 6210
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Country

Goldfields

Goldfields Education Regional Office
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Kalgoorlie WA 6430
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Pilbara

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Southwest

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Manjimup Local Education Office
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Wheatbelt

Wheatbelt Education Regional Office
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267 Fitzgerald Street
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