Public education Discover a world of opportunities

Department of Education
Annual Report **2009–10**

Department of
Education

NEALS

Department of Education, 151 Royal Street, East Perth, Western Australia 6004
Return address for undelivered postal articles: Locked Bag 40, East Perth WA 6892
Email: websupport@det.wa.edu.au
Website: www.det.wa.edu.au

Further information:
System Performance Branch
Evaluation and Accountability Directorate
Telephone: +61 8 9264 5063
Facsimile: +61 8 9264 5069
URL: www.det.wa.edu.au/education/accountability

	Telephone	Fax
General enquiries	9264 4111	9264 5005
Term dates for public schools	9264 5006	
Freedom of Information	9264 5412	9264 4732
Information Services (schools)	9264 4562	9264 4888

Department of Education
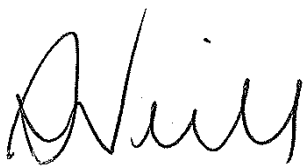
Annual Report

2009–10

Statement of compliance

Hon Dr Elizabeth Constable MLA
Minister for Education
19th Floor, Governor Stirling Tower
197 St Georges Terrace
PERTH WA 6000

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 2010.

On 30 October 2009 the Department of Education and Training was separated into two departments: the Department of Education and the Department of Training and Workforce Development. In this annual report of the Department of Education, the report on operations and the key performance indicators cover the entire 2009–10 financial year for Education; and the financial statements cover the entire financial year for Education, and transactions for Training for the period 1 July 2009 to 29 October 2009.

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

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

15 September 2010

Contents

Public school education in context

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

Recent changes to legislation increased the school leaving age for students. From 2008, the compulsory education period for children in Western Australia is from the beginning of the year in which they turn six and a half years until the end of the year in which they turn 17 years; or until they satisfy the minimum requirements for graduation from secondary school.

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

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

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

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

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

Under the *School Education Act 1999,* the Department is also responsible for registering providers of home education and monitoring the education programs undertaken by the children in their care. Information about home education, including access to government support, is available on the Department's website (www.det.wa.edu.au/education/homeeducation). In Semester 1 2010, there were 1701 students registered to receive their education from parents or other carers.

Tables 1, 2 and 3 provide information on enrolments in all Western Australian schools. In 2010, there were 1110 schools enrolling 392 450 students compared with 1118 schools enrolling 389 372 students in 2009.

Enrolments in public school education (public school and community kindergarten enrolments) represented 65.8 per cent of all enrolments in school education: enrolments in private school education (private school and independent pre-school enrolments) represented 34.2 per cent of all enrolments.

Table 1: Enrolments at Western Australian schools, 1996–2010 [a] [b]

Year	Public schools	Private schools	Community kindergartens	Independent pre-schools	Total
1996	251 000	89 288	4 442	572	345 302
1997	255 085	93 701	3 848	515	353 149
1998	259 690	97 548	3 083	391	360 712
1999	266 046	100 586	2 952	370	369 954
2000	266 171	103 713	2 537	394	372 815
2001	258 170	105 306	1 219	488	365 183
2002	255 461	108 146	1 486	478	365 571
2003	251 636	110 652	1 563	528	364 379
2004	251 182	113 547	1 411	397	366 537
2005	250 712	116 647	1 328	321	369 008
2006	250 789	119 536	1 272	360	371 957
2007	252 029	122 887	1 180	329	376 425
2008	252 585	126 908	1 253	340	381 086
2009	256 900	130 907	1 232	333	389 372
2010	256 912	134 069	1 203	266	392 450

(a) First semester census.
(b) From 2001, includes the half cohort.

Table 2: Western Australian schools and students, 2010 [a]

School type	Schools	Students			
		K and P	Years 1–7	Years 8–12	Total
Public					
Primary	537	37 136	126 961	485	164 582
District high	61	2 408	9 451	7 183	19 042
Secondary	102	213	1 140	67 698	69 051
Education support	67	751	1 732	1 335	3 818
Schools of Isolated and Distance Education	1	22	175	222	419
Totals	**768**	**40 530**	**139 459**	**76 923**	**256 912**
Private					
Primary	154	10 653	29 478	0	40 131
Primary-secondary [b]	129	6 119	32 047	51 344	89 510
Secondary [c]	19	0	0	4 428	4 428
Totals	**302**	**16 772**	**61 525**	**55 772**	**134 069**
Community kindergarten	33	1 203	0	0	1 203
Independent pre-school	7	266	0	0	266
Grand totals	**1 110**	**58 771**	**200 984**	**132 695**	**392 450**

(a) First semester census.
(b) Includes schools that classified Year 7 students as secondary students.
(c) Includes only those schools with Year 8 as the youngest cohort.

Table 3: Enrolments at Western Australian schools by gender and Indigenous status, 2010 [a]

Sector	All	Female	Male	Aboriginal
Public	256 912	123 527	133 385	21 536
Private	134 069	67 154	66 915	4 115
Community kindergarten	1 203	587	616	77
Independent pre-school	266	126	140	10
Totals	**392 450**	**191 394**	**201 056**	**25 738**

(a) First semester census.

Source: Evaluation and Accountability

Overview of the Department

Executive summary

From the Director General

Introduction

It is my pleasure to introduce the annual report for 2009–10. The year was particularly significant as we moved into an era of greater autonomy for public schools, driven by the WA Government's commitment to Empowering School Communities and the Department's vision in Classroom First for distinctive schools.

The year was also significant as the Department of Education and Training was separated after more than six years to become the Department of Education and the Department of Training and Workforce Development. This took place on 30 October 2009 and allowed the two agencies to focus more specifically on their primary aims in public education, and training and workforce development respectively.

More autonomy for schools

The first stage of the WA Government's empowerment agenda was implemented successfully with 34 schools announced in September 2009 to commence at the beginning of 2010 as the initial group of Independent Public Schools.

Considerable work in the lead up to this announcement identified the powers and responsibilities principals felt would enable them to improve their schools' performance. This resulted in a range of flexibilities being offered for consideration by school communities in the areas of curriculum, student services, human resources, financial management, and buildings and facilities. Under the initiative, schools retain the benefits of being part of our public school system and must operate within relevant legislation and industrial agreements.

In February 2010 expressions of interest were called for a second intake and more than 130 schools put up their hands. Successful schools will be announced in the new financial year. During the year we also started developing the second stage of reform under the Empowering School Communities election commitment with the reshaping of education districts. The Government will announce a new support model for schools early in 2010–11.

Innovative solutions and practices

Innovation was a particular focus this year with schools encouraged and supported to develop innovative solutions and practices to support school improvement and enhance student outcomes. To support this work and to manage the large national and local reform agendas, a new School Innovation and Reform Unit was created.

Twenty-eight schools were granted additional funds for innovation projects aimed at delivering new and imaginative ways to engage students, staff, parents and the community. Projects ranged from innovations for students with particular needs to use of new technologies in the learning environment. An important aspect of the projects was for other schools to learn about successful innovations and implement and/or adapt them in their own schools.

During the year many schools worked together and formed collaborative groups to increase curriculum choice for students and share teacher expertise. Common timetabling, courses across campuses, joint student tours, and partnerships with universities flourished, all giving students more opportunities.

On a system level, for the first time we initiated a new mechanism for funding schools. This mechanism combined school support programs into a single funding line, giving schools greater flexibility to implement interventions to meet local needs. We also trialled, in Independent Public Schools, a simplified online system for Schools Plus funding for eligible students with disability. This will be extended to all schools from next financial year for more than 7000 students.

Key areas of focus

The objective of every public school being a distinctive school continued to drive our work throughout the year and we pursued changes in many areas across the public education system to improve school performance and outcomes for students.

Priorities this year continued in the areas of attendance, student behaviour, literacy and numeracy, and support for teachers and school leaders.

Following community input, a new attendance strategy recognised the mutual obligation of schools, parents and communities to work together. With nearly 30 per cent of students missing at least half a day of school each week, they are jeopardising their capacity to develop the knowledge and skills they need for future personal and career success. Of particular concern are the many Aboriginal students who struggle to attend school regularly. Through *Better attendance: Brighter futures,* nine key strategies will be implemented to improve student attendance in our schools.

Further investment in behaviour management saw the expansion of the Positive Parenting Program, additional school chaplains and increased access to school psychologists as part of a multi-pronged strategy. Five new behaviour centres opened to support schools with students with severely challenging behaviours.

In the area of literacy and numeracy, results from the 2009 National Assessment Program – Literacy and Numeracy (NAPLAN) showed improvement in student performance. As part of an ongoing commitment to raise standards, we developed a collection of practical resources and activities for teachers to use in the lead up to the testing. National action by the Australian Teachers' Union was avoided with the WA Industrial Relations Commission ordering the State School Teachers' Union of WA to administer the tests. To further support improvements in literacy and numeracy we started a new assessment program for pre-primary students in 50 schools. The program will be rolled out to all schools in 2010–11.

In May 2010 work on a new leadership and professional learning institute commenced to provide a comprehensive approach to staff development across the Department. Our teacher recruitment strategies, along with the current economic climate and progression of the half cohort into secondary school, ensured we were fully staffed during the year. To further support teachers we also revised the curriculum, assessment and reporting policy and this came into effect from 2010. It not only provides schools and teachers with increased flexibility but also includes work samples to help teachers make judgement of student achievement in relation to expected standards.

National priorities

Partnerships and priorities at the national level were implemented in our schools. In early childhood, we began rolling out the increase in kindergarten hours; and started developing new children and family centres to improve education and health outcomes for Aboriginal children, and new early learning child care centres on school sites.

The Smarter Schools national partnerships took off this year with 30 schools involved in the low socio-economic school communities partnership and 68 schools involved in the literacy and numeracy partnership. These partnerships helped strengthen and expand the many innovative strategies in our schools and allowed us to develop new strategies to achieve the improved student performance we are seeking.

Through the partnership on improving teacher quality we started a residency program for pre-service teachers based on the successful internship program we were already running. We also developed a program for school support staff to enhance their skills and competencies, and this will begin next financial year.

The Australian Government's Building the Education Revolution strategy forged ahead with work in all schools across the State. Capital expenditure during the year was an estimated $956 million, of which $831 million was from the Australian Government.

Our responsiveness

It was pleasing to end the 2009 school year with two public school students taking out the top awards for Year 12. Hayley Anderson from Churchlands Senior High School was awarded the Beazley Medal (TEE) and Andrew Reynolds from the WA College of Agriculture in Cunderdin received the Beazley Medal (VET). Their achievements reflected their own commitments to learning, supported by their teachers and schools.

As is the case each year, we again had to contend with various health and weather issues. This included the swine flu pandemic which swept across Australia in the winter of 2009 and the severe storm that hit Perth in March, forcing the closure or partial closure of some schools. In both instances, schools had to adjust their activities in very difficult circumstances. I would like to acknowledge the incredible work undertaken to ensure that students' learning programs continued and, in the aftermath of the storm, that damage was assessed and repaired as quickly as possible.

Future directions

We made significant progress this year in bringing a new level of autonomy and flexibility to our schools, and in ensuring we delivered the very best education to students across Western Australia.

Like all organisations we strive to continually improve our performance, and we recognise that some of our targets have not been met. However we set in motion the directions we need to take for the future.

I would like to pay tribute to the hard work and dedication of all those working in and for public education across Western Australia, including staff, volunteers and partners. Thank you for your contribution over the year.

Sharyn O'Neill

The public school system in 2009–10

Purpose

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

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

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

Scope of public school education

The Department is responsible for the education of students in public schools across the State. It also provides education to students in the Indian Ocean Territories of Christmas and Cocos (Keeling) Islands.

The Department employed 32 915 full-time equivalent staff and delivered public schooling to some 257 000 students through the operation of 768 schools.

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

Education programs delivered by the Department are intended to ensure that all students have opportunities to develop the understandings, skills and attitudes relevant to their needs. These include programs that cater for the needs of a diverse range of students, including those with special educational needs, those from language backgrounds other than English, and gifted and talented students.

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

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

Public schools play a major role in the education of Aboriginal students, students with disabilities, and students in regional and remote areas. Public schools enrolled 21 536 Aboriginal students, accounting for approximately 84 per cent of all Aboriginal students enrolled in school education. They also enrolled approximately 75 per cent of all students in regional and remote areas of Western Australia.

Because of the role schools play in promoting community cohesion and development, the Department maintains a presence in many locations where it is costly to provide services. District education offices support public schools in adopting a local approach to educational provision.

Planning for a strong public school system

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

The *Plan for Public Schools 2008–2011*, with objectives linked to *Classroom First*, sets out strategies for ensuring that all students achieve the highest possible standards of learning. Schools are expected, through their planning, to establish their own priorities to address the plan as well as the specific needs of their students and communities. Directors Schools are responsible for assuring the performance of schools in their districts and work with principals to ensure corporate goals and performance targets are met.

Focus 2009 and *Focus 2010* clarify for school staff the priorities for each year and the expectations of central and district staff to support them. Raising standards in literacy and numeracy, improving student behaviour and developing the workforce were identified as priorities for both years. In 2010, additional priority areas were identified: improved student attendance, early childhood development and learning, and the provision of greater flexibility to schools to support improvement initiatives.

Public school enrolments

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

- Pre-compulsory students represented 15.8 per cent of all enrolments; primary students, 54.3 per cent and secondary students, 29.9 per cent. Enrolments in public pre-compulsory programs represented about 69 per cent of all pre-compulsory enrolments.
- Public schools were distributed across 14 education districts with 73.2 per cent of all public school students enrolled in schools in the four metropolitan education districts.
- Student enrolments in the primary years were generally comparable to previous years with the exception of enrolments in Year 7 which were down by approximately 2000 students.
- Student enrolments in the lower secondary years were generally comparable to previous years, with the exception of the half cohort in Year 8. Enrolments in the senior secondary years have continued an upwards trend.

Table 4: Western Australian public schools and students by school type, by level of education, 2010 [a]

School type	Schools	Students			
		K and P	Primary	Secondary	Total
Primary	507	36 784	125 797	170	162 751
Schools of the air	5	45	165	0	210
Remote community	25	307	999	315	1 621
District high	61	2 408	9 451	7 183	19 042
High and senior high	88	213	1 140	62 203	63 556
Senior colleges/campuses	9	0	0	4 982	4 982
Education support	67	751	1 732	1 335	3818
WA College of Agriculture	5	0	0	513	513
Schools of Isolated and Distance Education	1	22	175	222	419
Total	**768**	**40 530**	**139 459**	**76 923**	**256 912**

(a) First semester census.

Source: Evaluation and Accountability

Table 5: Western Australian public schools and students by education district, by level of education, 2010 [a]

Education district	Schools	Students			
		K and P	Primary	Secondary	Total
Metropolitan					
Canning	104	6 081	20 819	11 345	38 245
Fremantle-Peel	131	8 809	31 545	18 442	58 796
Swan	102	6 246	21 394	11 518	39 158
West Coast	122	8 618	27 892	15 436	51 946
Totals	**459**	**29 754**	**101 650**	**56 741**	**188 145**
Regional and remote					
Albany	25	862	3 600	2 277	6 739
Bunbury	39	2 011	6 753	4 384	13 148
Esperance	21	450	1 748	1 027	3 225
Goldfields	25	1 116	3 578	1 457	6 151
Kimberley	23	863	2 956	1 390	5 209
Midlands	42	932	3 319	1 622	5 873
Mid West	51	1 365	4 817	2 331	8 513
Narrogin	29	686	2 520	1 409	4 615
Pilbara	29	1 486	4 651	1 835	7 972
Warren-Blackwood	25	1 005	3 867	2 450	7 322
Totals	**309**	**10 776**	**37 809**	**20 182**	**68 767**
Grand totals	**768**	**40 530**	**139 459**	**76 923**	**256 912**

(a) First semester census.

Source: Evaluation and Accountability

Table 6: Full-time enrolments at Western Australian public schools by year level, 2006–2010 [a]

Year level	2006	2007	2008	2009	2010
K [b]	17 071	17 062	17 548	18 626	19 656
P	19 360	19 825	19 739	20 459	20 874
1	19 693	19 730	20 070	20 249	20 479
2	20 268	20 008	19 936	20 361	20 143
3	19 548	20 602	20 182	20 269	20 288
4	11 321 [c]	19 755	20 767	20 439	20 052
5	19 832	11 268 [c]	19 702	20 892	19 999
6	20 367	20 025	11 330 [c]	20 019	20 658
7	20 265	20 201	19 698	10 931 [c]	17 840
Totals	**167 725**	**168 476**	**168 972**	**172 245**	**179 989**
8	17 248	16 974	16 783	16 666	9 188 [c]
9	17 452	17 624	17 201	17 155	16 860
10	17 401	17 706	17 636	17 633	17 281
11	17 748	17 548	17 986	18 878	18 532
12	12 718	13 189	13 494	13 703	14 446
Totals [d]	**83 064**	**83 553**	**83 613**	**84 655**	**76 923**
Grand total	**250 789**	**252 029**	**252 585**	**256 900**	**256 912**

(a) First semester census.
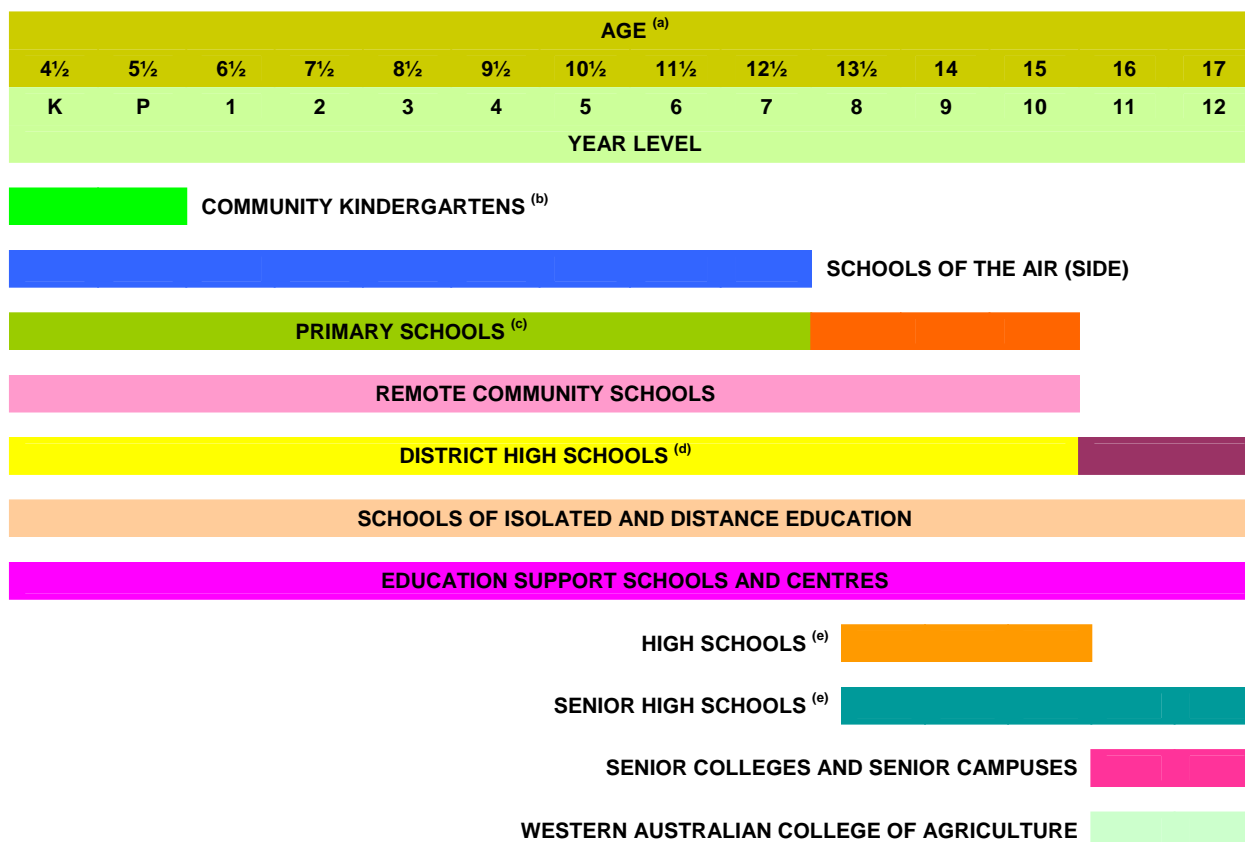(b) Represents number of kindergarten students (not full-time).
(c) Half cohort.
(d) Includes ungraded students.

Source: Evaluation and Accountability

Types of public schools

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

Figure 1: Western Australian public schools by type, 2010

AGE [a]													
4½	5½	6½	7½	8½	9½	10½	11½	12½	13½	14	15	16	17
K	P	1	2	3	4	5	6	7	8	9	10	11	12
YEAR LEVEL													

COMMUNITY KINDERGARTENS [b]

SCHOOLS OF THE AIR (SIDE)

PRIMARY SCHOOLS [c]

REMOTE COMMUNITY SCHOOLS

DISTRICT HIGH SCHOOLS [d]

SCHOOLS OF ISOLATED AND DISTANCE EDUCATION

EDUCATION SUPPORT SCHOOLS AND CENTRES

HIGH SCHOOLS [e]

SENIOR HIGH SCHOOLS [e]

SENIOR COLLEGES AND SENIOR CAMPUSES

WESTERN AUSTRALIAN COLLEGE OF AGRICULTURE

At 30 June 2010

(a) Half cohort is in Year 8 in 2010.
(b) Staffed by the Department of Education.
(c) Some regional and remote primary schools enrol students in Years 8–10.
(d) Some regional and remote district high schools enrol students in Years 11–12.
(e) Variations include schools with non-traditional structures such as Years 6–10, Years 7–10 and Years 7–12.

Highlights 2009–10

Program highlights and significant events

- The Department provided high quality education to approximately 257 000 public school students across Western Australia.
- The Department of Education and Training was separated to form the Department of Education and the Department of Training and Workforce Development, effective from 30 October 2009.
- The Director General established the School Innovation and Reform Unit to manage the large local and national reform agenda in education, including implementation of the Independent Public Schools initiative and the National Partnership Agreements between the State and Commonwealth governments.
- At the beginning of the 2010 school year, the first intake of 34 schools (25 individual schools and nine as members of three clusters of schools) began operation as Independent Public Schools. This State Government policy provides selected schools with greater independence and flexibility to meet the particular needs of their school communities. On 22 February 2010, the State Government invited interested schools and communities to apply to join a second intake to commence from 2011.

Program highlights and significant events

- Under the Smarter Schools National Partnerships: Literacy and Numeracy, Low Socio-Economic Status School Communities and Improving Teacher Quality, 182 public schools will benefit from additional resources of up to $160 million from 2009–10 to 2015, $58 million of which is dependent on implementation and performance targets. Schools will be supported to use additional resources and flexibilities to develop strategies to improve student achievement.
- The Director General allocated $500 000 in grants across 28 schools to support innovative projects in 2010 to improve standards of student achievement.
- In 2009, $145.9 million in funding was distributed to schools under the school grant process and, for the first time, this included funding for a range of school support programs ($43.2 million). Combining school support programs into a single funding line provided schools with greater flexibility to implement interventions to meet local needs.
- In line with commitments through the National Partnership on Early Childhood Education, from the start of the 2010 school year, 194 public schools with Kindergarten programs (representing 5306 Kindergarten children) increased provision from 11 to 15 hours per week.
- In Term 1 2010, the first phase of the on-entry assessment for Pre-primary students was implemented to identify those who may be 'at risk' when they start school: 50 schools participated in literacy assessments with their Pre-primary students.
- Capital expenditure on public schools for 2009–10 was an estimated $956 million, including $733 million through elements of the Commonwealth Government's Building the Education Revolution program. This program provided a further $98 million for maintenance and refurbishment at all public schools.
- In 2009, $42.1 million in State and Commonwealth funds was allocated to initiatives to improve the literacy and numeracy outcomes of 'at risk' students and to support the *National Literacy and Numeracy Plan*.
- There were 414 schools registered to implement the Online Curriculum Services program for teachers and students to access a range of online educational activities.
- To support teachers in assessing and reporting student achievement using grades A to E, the Department defined and distributed clear descriptions of expected standards, and provided graded and annotated student work samples online.
- The Teacher Development Centre strategy continued to support staff in implementing the Curriculum Council's senior secondary courses and in 2010 the strategy was expanded to include Years 8–10 specialists in each learning area.
- In 2009, more than 3210 students sought placement in one of the 22 programs or schools for gifted and talented secondary students. Approximately 1200 students secured a placement.
- Approximately 52 per cent of Years 11 and 12 students from 159 public schools participated in vocational education and training (VET) programs that contributed to secondary graduation.
- There were 7479 students with a disability eligible to receive targeted supplementary resource allocations through the Schools Plus program. These resources supplement schools' capacity to meet the educational needs of students with a disability.
- The State Government allocation for the Better Behaviour and Stronger Pastoral Care strategy, made in 2008 over four years, was extended in 2009 for a further year to bring the total funding for the strategy to $47.7 million. The strategy supports schools to secure better student behaviour and increase the quality of pastoral care.
- Implementation of *Better attendance: Brighter futures* commenced in 2010. The strategy aims to improve attendance by developing programs linked directly to the local causes of irregular attendance.
- In 2009, five primary and four secondary behaviour centres provided support to schools for more than 250 primary and more than 100 secondary students with severely challenging behaviour. Three additional primary and three additional secondary behaviour centres will operate in 2010.
- Teacher recruitment and placement strategies, together with the current economic climate and the progression of the half cohort into secondary schools, resulted in fewer teacher vacancies for 2010 — there were just two vacancies at the beginning of the school year.
- In May 2010, a leadership and professional learning institute was established by the Department to provide a more coherent and strategic approach to building the capacity of staff.

Summary of performance

Summary information about the Department's performance in 2009–10, including Key Performance Indicator information, is provided below. For more detailed information about the Department's performance, see the Key Performance Indicators and the section on supplementary performance information in Department Performance.

Table 7: Key Performance Indicators, summary of performance against the 2009–10 budget targets

Outcome and Key Effectiveness Indicators	Target 2009–10	Actual 2009–10
Outcome: Quality education for all Western Australians who choose public schooling		
Participation rate (proportion of persons aged 15 to 17 years in some form of education)	91	91.5
Apparent retention rate (proportion of Year 8 cohort studying in Year 12)	66	66.0
Secondary graduation rate (proportion of Year 8 cohort achieving Secondary Graduation in Year 12)	54	54.9
Literacy and numeracy performance in population assessments at Years 3, 5, 7 and 9		
National Assessment Program - Literacy and Numeracy (NAPLAN)		

Year 3 students at or above national minimum standards:
    Reading
    Writing
    Numeracy
	
	88
	95
	94
		
		89.7
		94.2
		91.4

Year 5 students at or above national minimum standards:
    Reading
    Writing
    Numeracy
	
	88
	90
	90
		
		86.6
		90.0
		91.3

Year 7 students at or above national minimum standards:
    Reading
    Writing
    Numeracy
	
	91
	89
	94
		
		89.6
		88.8
		91.7

Year 9 students at or above national minimum standards:
    Reading
    Writing
    Numeracy
	
	89
	81
	89
		
		85.3
		81.0
		90.4

Services and Key Efficiency Indicators	Target 2009–10	Actual 2009–10
1. Primary education — Cost per student Full-time equivalent (FTE)	$12 678	$13 433
2. Secondary education — Cost per student Full-time equivalent (FTE)	$17 760	$17 235

- In general, the performance of students in the 2009 NAPLAN assessments (in relation to the 'percentages of students achieving at or above national minimum standards' and also in relation to 'mean scale scores') was similar to the performance of students in 2008 for all year cohorts assessed and for all assessment areas.

- In 2009, the apparent retention rate to Year 12 increased to 66.0 per cent, continuing a slight upward trend. The rate for Aboriginal students was 37.5 per cent, a decrease after a marked increase the previous year.

- The average attendance rate in the primary years (Years 1–7) for Aboriginal students was 81.4 per cent compared with 93.9 per cent for non-Aboriginal students. In the secondary years (Years 8–12) the rate for Aboriginal students was 67.5 per cent compared with 89.3 per cent for non-Aboriginal students.

Financial summary

Figures 2 and 3 summarise the various sources of Department revenue and the cost of services. For full details of the Department's financial performance during 2009–10, see the Financial Statements.

The total cost of the Department's provision of education services in 2009–10 was $3.8 billion.

Figure 2: Department of Education Revenue Sources, 2009–10
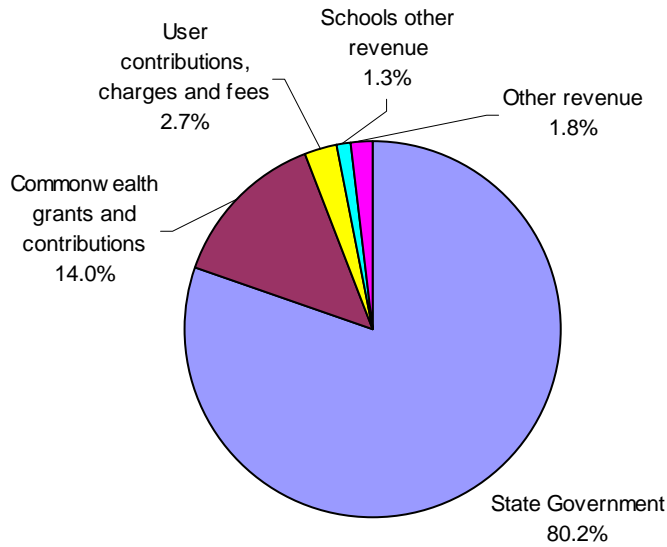
Source: Department of Education, Financial Statements, 2009-10

Figure 3: Department of Education Costs, 2009–10
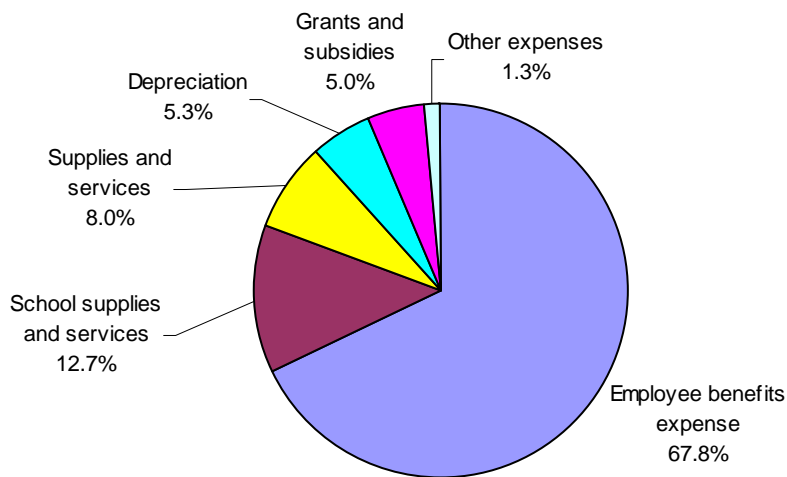

Source: Department of Education, Financial Statements, 2009–10

Operational Structure

Responsible minister

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

Accountable authority

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

Relevant legislation

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

The Western Australian Government Gazette No. 195 gave notice of changes to the designation of the Department of Education and Training. In accordance with the *Public Sector Management Act 1994* section 35(1)(d), the Governor altered the designation of the Department of Education and Training and designated it as the Department of Education with effect on and from 30 October 2009.

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

- *School Education Act 1999 (Act other than Pt. 4)*

Organisational structure

Director General	Sharyn O'Neill
Deputy Director General, Schools	Margery Evans
Deputy Director General, Finance and Administration	John Leaf
Executive Director, Office of Early Childhood Development and Learning	David Ansell (Acting)
Executive Director, School Support Programs	David Axworthy
Executive Director, Metropolitan Schools	Allan Blagaich
Executive Director, Regional and Remote Schools	Colin Pettit
Chief Information Officer	Bevan Doyle
Executive Director, Infrastructure	James Thom
Executive Director, Workforce	Cliff Gillam
Executive Director, Professional Standards and Conduct	Paul O'Connor
General Manager, Education and Training Shared Services Centre	Kevin Smith

As at June 2010

Figure 4: Department of Education, organisational chart, June 2010
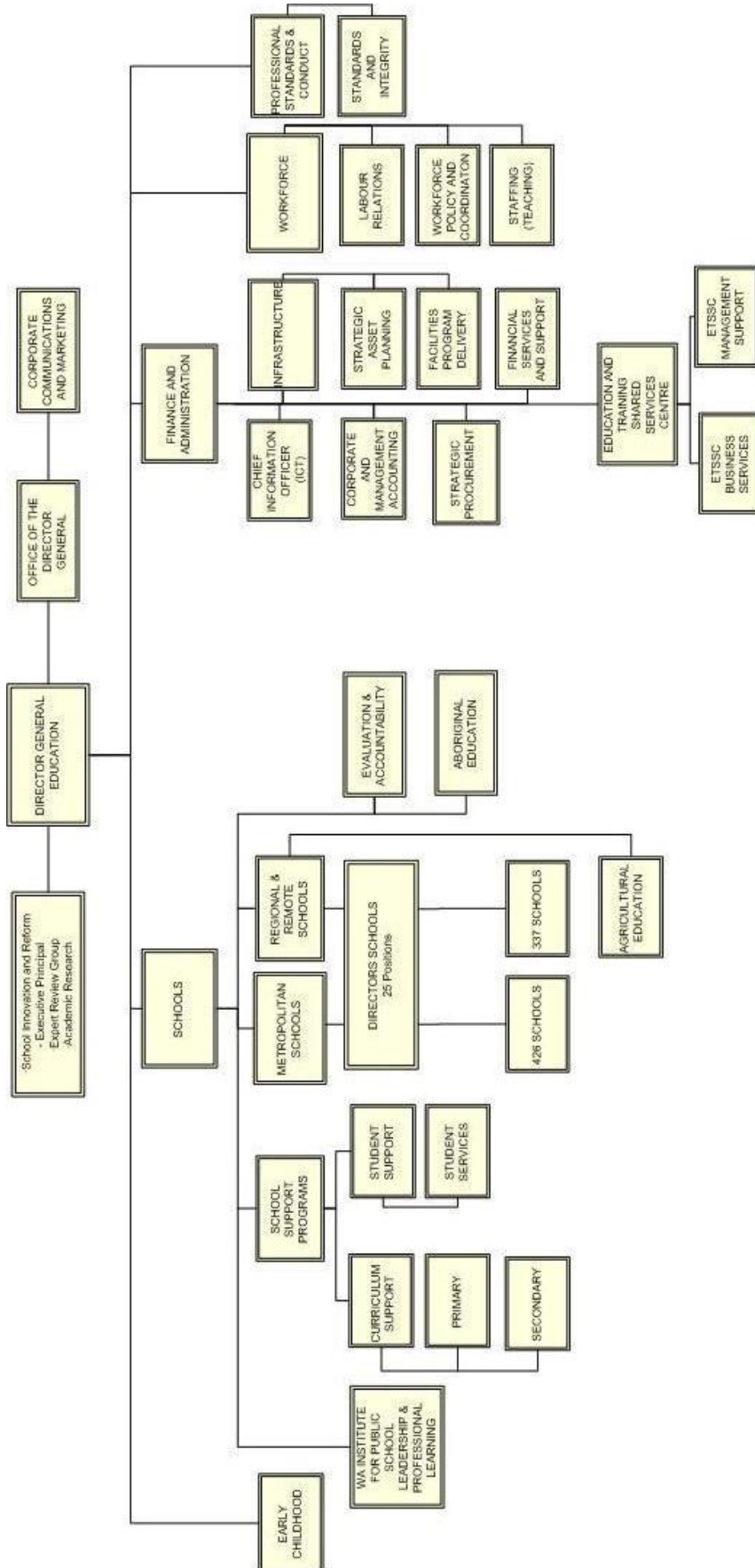
Areas of responsibility

Early Childhood

In 2009, the Office of Early Childhood Development and Learning was established with responsibility for early childhood policy and operational support, with a focus on school provision for children to eight years of age (Kindergarten to the end of Year 2).

The Office plays a lead role in the negotiation and implementation of national partnerships agreed by the Council of Australian Governments (COAG) as they relate to COAG's early childhood education reform agenda.

School Support Programs

The School Support Programs Division has responsibility for providing support that directly targets individual students with identified needs and for providing general support to schools to improve educational outcomes for all students.

The Division develops and implements programs aimed at providing that support. Through central and district office services, the Division provides policy advice, allocates resources, and monitors programs and services to ensure high standards of support are provided.

Metropolitan Schools and Regional and Remote Schools

The Executive Director, Metropolitan Schools and the Executive Director, Regional and Remote Schools ensure that public schools provide high quality teaching and learning that is relevant and responsive to school community needs.

They ensure that school accountability processes operating between school principals and Directors Schools maintain a high standard of education in public schools.

Finance and Administration

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

Information and Communication Technologies

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

Infrastructure

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

Workforce

The Workforce Division addresses the Department's human capital needs through three core areas: industrial relations; staffing (in relation to the teaching workforce); and workforce policy and coordination (attraction and retention programs, workforce management for non-teaching staff, policy planning and development, and workforce planning). A revised human resources services model is being developed as local management of public schools expands.

Professional Standards and Conduct

The role of the Professional Standards and Conduct Division is to ensure that the highest standards of professional conduct and integrity are demonstrated by all Department staff and that strong governance processes, including audit and risk mitigation strategies, are in place. The Division manages allegations of misconduct by staff, with an emphasis on examining behaviour that places students 'at risk', and investigates other forms of misconduct and complaint. The Division also minimises risk in the organisation by ensuring that risk management, control and governance processes are effective.

Education and Training Shared Services Centre

The Education and Training Shared Services Centre delivers customer-focused financial and human resources services to the Department of Education, the Department of Training and Workforce Development, Public Colleges (formerly TAFE colleges), the Curriculum Council, the Department of Education Services and the Country High School Hostels Authority.

Performance management framework

Since the State Budget 2009–10, the then Department of Education and Training has been designated as the Department of Education and the Department of Training and Workforce Development has been established. The former Department operated through three services: two for education and one for training. For the purpose of this annual report, the Department of Education will report against the education outcome and services of the outcomes based management structure as it appeared in the Budget Statements 2009–10.

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

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

The table below shows the relationship between the Department's agency-level desired outcome for education, its services and the Government goal they support, as appeared in the Budget Statements 2009–10.

Government goal	Desired outcome	Services
Outcomes Based Service Delivery: Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.	Quality education for all Western Australians who choose public schooling.	1. Primary education (K–7) 2. Secondary education (8–12)

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

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

Service 1: Primary education

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

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

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

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

In February 2010, there were 179 989 students in primary education in public schools, 40 530 of whom were pre-compulsory students.

Service 2: Secondary education

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

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

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

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

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

'Second chance' opportunities allow students to continue with or re-enter senior secondary studies in learning environments that are more flexible than those of many traditional secondary schools.

In February 2010, there were 76 923 students in secondary education in public schools.

Table 8: Enrolments at Western Australian public schools by service, by gender and Indigenous status, 2010 [(a)]

Service	All	Female	Male	Aboriginal
Service 1 (K–7)	179 989	86 907	93 082	15 712
Service 2 (8–12)	76 923	36 620	40 303	5 824
Totals	**256 912**	**123 527**	**133 385**	**21 536**

(a) First semester census.

Source: Evaluation and Accountability

Department performance

DEPARTMENT OF EDUCATION
Key Performance Indicators
2009–10

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 2010.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

15 September 2010

Transfer of Vocational education and training services

Since the State Budget 2009–10, the then Department of Education and Training has been designated as the Department of Education and the Department of Training and Workforce Development has been established. The former Department had two agency desired outcomes, one for school education and one for vocational education and training services; and operated through three services, two for education and one for training.

As of 30 October 2009, responsibility for achievement of the vocational education and training outcome, *A responsive vocational education and training sector which meets the needs of Western Australian students and employers,* and the service to deliver this outcome, Vocational education and training services, has been transferred to the Department of Training and Workforce Development.

Key Performance Indicators 2009–10

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

The new outcome statement, *A public school system which provides access to a quality education throughout Western Australia*, will be the basis for reporting for 2010–11. For the 2009–10 report, the relevant outcome is *Quality education for all Western Australians who choose public schooling*, which is delivered through Service 1: Primary education and Service 2: Secondary education.

Outcome:	Quality education for all Western Australians who choose public schooling

Service 1   Primary education

Service 2   Secondary education

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

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

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

Quality education for all Western Australians who choose public schooling

Effectiveness

Effectiveness Indicators

- Rates of participation in education

- Retention in public schooling

- Secondary graduation rates

- Student achievement in literacy

- Student achievement in numeracy

Access to a 'quality education for all Western Australians who choose public schooling' depends on that education being available to everyone aged from four and a half to 17 years, irrespective of location or circumstance. The Department must provide *all* potential students in Western Australia with access to the education provided by the public school system, whether that provision is taken up or not. Although the Department provides access to a public school education for all people of relevant age, a substantial proportion of students attend private schools. This makes it difficult to measure the extent to which access is available. Two approaches are used, with the age participation rate based on the population of a given age, and the apparent retention rate based on the cohort of students who commence a secondary education in public schools in Year 8.

The age participation rate is intended to give an indication of the extent to which everyone is engaged in some form of education during the critical years of the senior secondary period, following the years where participation in school is virtually 100 per cent. The population of interest comprises those aged 15, 16 and 17 years at 30 June of the year in question, which in general includes all those expected to be in Years 11 and 12, as well as those turning 15 in the first half of Year 10 (i.e. the older Year 10s) and those who turned 17 in the last half of Year 12 the previous year (i.e. the younger Year 12s from the previous year who would be expected to have left school already). Participants comprise students of age 15, 16 and 17 years at 1 July of that year who were enrolled in public or private schools at the August census, who attended vocational education and training (VET) during the year, or who attended a university during the year. To ensure that students are only counted once, students attending both school and VET are only counted in the schools data.

Data from all forms of education must be included because it is the responsibility of the Department to provide access to, and encourage participation in, public school education for those not engaged in some form of education, up to the end of the year in which they turn 17 years old. In other words, the Department seeks to minimise the number not in some form of education.

The greater the participation in some form of education, the more confident one can be that access to an education is both provided and taken up.

The apparent retention rate provides another way of looking at the issue. It is desirable that students complete Year 12. Therefore another indication of the success of the Department in providing access to, and encouraging participation in, a full education to the end of Year 12, is the extent to which those who begin secondary education in Year 8 in public schools actually complete their education. This is provided by the public school apparent retention rate which is defined as the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. The apparent retention rate does not account for migration between states, countries or school sectors, and other net changes to the school population.

Neither of these two indicators is perfect. There are no estimated resident population data that align with those turning 17 years old during the year (i.e. aged 17½ at 30 June) and current data do not

allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

Not only do they provide an indication of the extent to which universally-available access to education is taken up, but they also give an indication of a perception that the education being delivered to senior secondary students is relevant to their needs and interests because it relates directly to achievement of their intended post-school destinations and entry into society. Public schools offer a wide range of Curriculum Council accredited and endorsed subjects, so students are able to specialise in areas of particular personal interest and many choose courses that maximise the likelihood of their gaining entry to various university, training or work destinations. However, actual participation in the senior secondary years depends on both external factors (such as national policies) and factors affecting access to public schools, such as location or curriculum provision.

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

Senior secondary students select courses to suit their own interests, needs and intended post-school destinations, and Year 12 performance is measured in terms of the criterion for overall success in schooling - Secondary Graduation. To achieve Secondary Graduation, students must meet a set of stringent criteria determined by the Curriculum Council. The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12, and is a measure of the overall standards of learning at the completion of school education.

Information on student achievement in specific areas is provided by indicators which provide measures of the extent to which students achieve high standards of learning in literacy and numeracy. Students are tested in Years 3, 5, 7, and 9 in aspects of literacy and numeracy, against predetermined standards of achievement. Student achievement is reported against national minimum standards.

Rates of participation in education

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

This indicator focuses on the senior secondary years and provides an indication of the extent to which access to education is taken up.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the age participation rates presented in Table 9. Further detailed data on the participation of 15 to 17 year-old males and females by single year of age in 2009 are shown in Figure 5 and on the participation of 15 to 17 year-old males and females from 2005 to 2009 in Figure 6.

Table 9: Participation rates (percentages) of persons aged 15 to 17 years engaged in some form of education [(a)], 2005–2009

2005	2006	2007	2008	2009	Target in 2009–10 Budget Papers
87.9	90.6	88.9	90.3 [(b)]	91.5	91

(a) The participation rates are based on Australian Bureau of Statistics (ABS) preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

(b) Revised figure due to updated data.

Source: Evaluation and Accountability

Figure 5: Participation rates of persons aged 15 to 17 years engaged in some form of education [a], by age, by sex, 2009
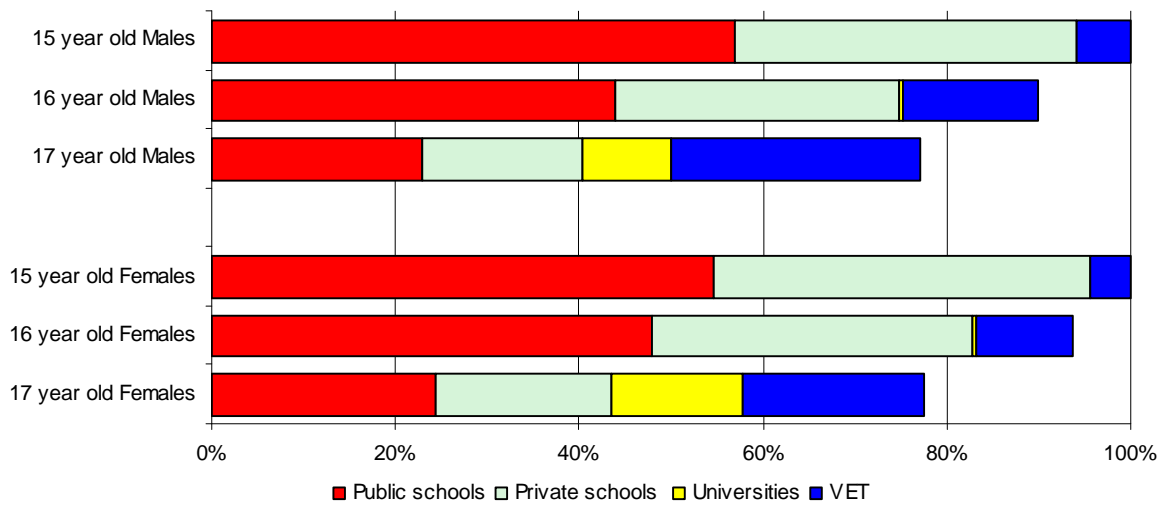
Source: Evaluation and Accountability

Figure 6: Participation rates of persons aged 15 to 17 years engaged in some form of education [a], by sex, 2005–2009
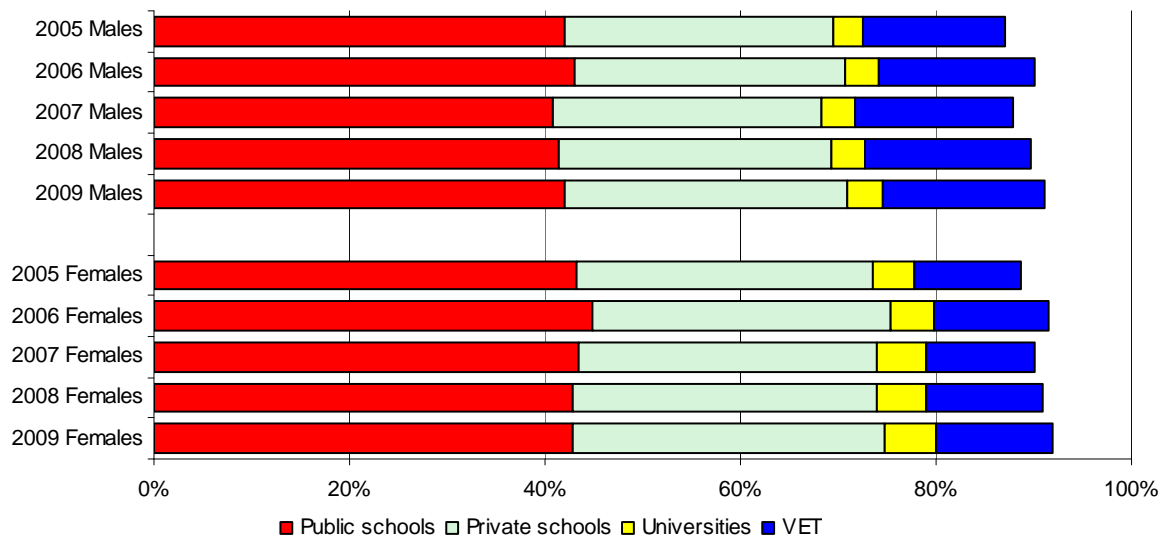
(a) The participation rates are based on Australian Bureau of Statistics (ABS) preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that attain a specific age by the end of the year.

Source: Evaluation and Accountability

Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. Data for 2005–2009 are presented in Table 10, while Figure 7 shows the rate from 1989 to 2009.

Table 10: Apparent retention rates (percentages), public school students, Year 8 to Year 12 [a] [b], 2005–2009

2005	2006	2007	2008	2009		Target in 2009–10 Budget Papers
63.4	63.1	60.9	65.6	66.0		66

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

Source: Evaluation and Accountability

Figure 7: Apparent retention rates, public school students, Year 8 to Year 12 [a] [b], 1989–2009
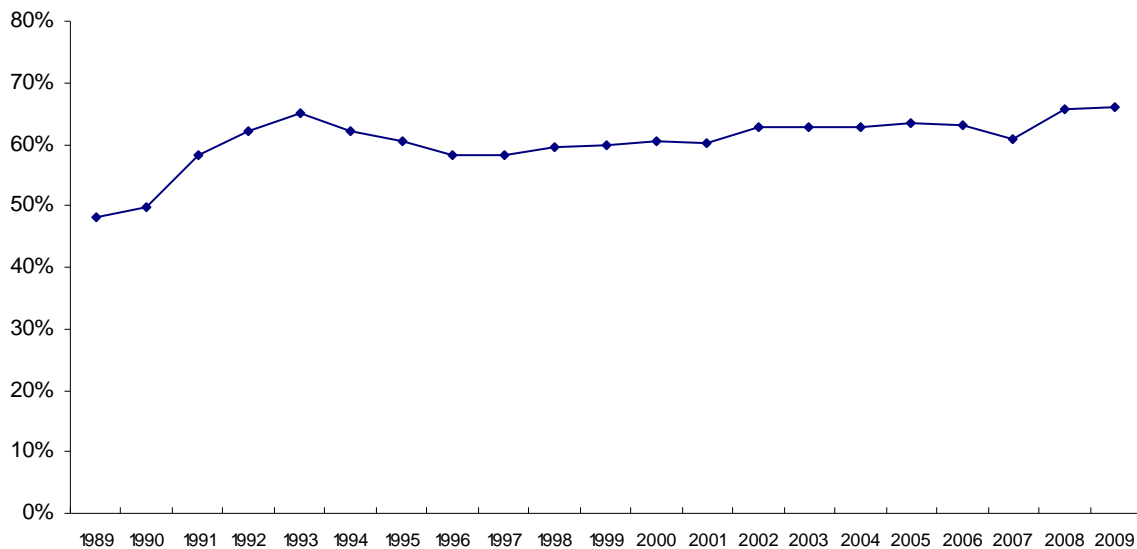
(a) Excludes Canning College and Tuart College students, part-time and international students and, from 1996, mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Secondary Graduation rates

To achieve Secondary Graduation, students must meet criteria established by the Curriculum Council. For 2009, students had to complete at least 10 full-year (or equivalent) Curriculum Council subjects, achieve an average grade of 'C' or better in at least eight full-year (or equivalent) subjects, meet English language competence requirements, and meet breadth of study requirements.

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

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

The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12 and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. Data for 2005–2009 are presented in Table 11.

Table 11: Secondary graduation rates (percentages), public school Year 12 students [a], 2005–2009

2005	2006	2007	2008	2009		Target in 2009–10 Budget Papers
55.0	54.3	53.4	53.7	54.9		54

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

Source: Evaluation and Accountability from Curriculum Council data

Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) superseded the Western Australian Literacy and Numeracy Assessment (WALNA) testing program, which was conducted for the last time in 2007. NAPLAN was implemented for the first time in May 2008, when more than a million Australian school students in Years 3, 5, 7 and 9 undertook common tests across the country. The national results for 2008 and 2009 are reported in *2009 National Assessment Program - Literacy and Numeracy,* which includes national and state level data presented against national minimum standards.

The indicators for literacy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and writing. As 2008 was the first year of testing, results are only available for two years. The results for Western Australian public school students follow.

Information on subgroup performance for public school students from the NAPLAN program is available in the *NAPLAN 2009 Public School Report* and also in the Supplementary performance information section on page 32 of this report.

Table 12: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Reading, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
87.6	89.7	88

Source: Evaluation and Accountability

Table 13: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Writing, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
94.2	94.2	95

Source: Evaluation and Accountability

Table 14: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Reading, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
87.2	86.6	88

Source: Evaluation and Accountability

Table 15: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Writing, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
89.5	90.0	90

Source: Evaluation and Accountability

Table 16: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Reading, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
91.0	89.6	91

Source: Evaluation and Accountability

Table 17: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Writing, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
88.2	88.8	89

Source: Evaluation and Accountability

Table 18: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Reading, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
88.4	85.3	89

Source: Evaluation and Accountability

Table 19: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Writing, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
80.8	81.0	81

Source: Evaluation and Accountability

Student achievement in numeracy

As described above in 'Student achievement in literacy', WALNA was conducted for the last time in 2007, and the NAPLAN testing was implemented for the first time in May 2008.

The indicators for numeracy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in numeracy. As 2008 was the first year of testing, results are only available for two years. The results for Western Australian public school students follow.

Information on subgroup performance for public school students from the NAPLAN program is available in the *NAPLAN 2009 Public School Report* and also in the Supplementary performance information section on page 32 of this report.

Table 20: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Numeracy, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
93.6	91.4	94

Source: Evaluation and Accountability

Table 21: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Numeracy, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
89.6	91.3	90

Source: Evaluation and Accountability

Table 22: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Numeracy, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
93.6	91.7	94

Source: Evaluation and Accountability

Table 23: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Numeracy, 2008–2009 (NAPLAN)

2008	2009	Target in 2009–10 Budget Papers
89.0	90.4	89

Source: Evaluation and Accountability

Efficiency

Service 1:   **Primary Education**

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

Efficiency indicator: Cost per student FTE

Service 2:   **Secondary Education**

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

Efficiency indicator: Cost per student FTE

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

Efficiency is indicated by the total cost per student FTE of each service. Data for 2005–06 to 2009–10 are presented Table 24.

Table 24: Cost per full-time equivalent student, by service, public school education [(a)], 2005–06 to 2009–10

Service	2005–06 $	2006–07 $	2007–08 $	2008–09 $	2009–10 $	Target in 2009-10 Budget Papers $
Primary education	9 315	9 806	10 871	12 164	13 433	12 678
Secondary education	12 234	12 887	13 727	15 755	17 235	17 760

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

Source: Financial Management and Resourcing

Performance against financial targets

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

Table 25: Budget targets compared to actual results, 2009–10 financial year

	2009–10 Budget Estimate $'000	2009–10 Actual $'000	Variation $'000
Total Cost of Services	4 100 816	3 818 979	(281 837)
Net Cost of Services	3 319 644	3 040 643	(279 001)
Total Equity	11 445 463	11 021 961	(423 502)
Net Increase/(Decrease) in Cash Held	(90 340)	(13 939)	76 401
Full-time Equivalent (FTE) staff level	31 765	32 916	1 151

Source: Financial Management and Resourcing

Notes

Total Cost of Services

The decrease is mainly due to the transfer of appropriations to the Department of Training and Workforce Development (DTWD) under Section 25 of the *Financial Management Act 2006* (after responsibility for Vocational Education and Training Services was transferred to DTWD on 30 October 2009 as a result of the separation of the former Department of Education and Training). Procurement savings and Commonwealth grants to be spent in 2010–11 onwards also contributed to the decrease. These were offset by increases in staff enterprise agreements; Gold State superannuation; and major spending changes including growth in student numbers, additional school support staff and English as a Second Language support for the children of temporary 457 visa holders. Other offsets were the transfer of appropriations from the Department of Treasury and Finance for voluntary severance payments, a reduction in the 3 per cent Efficiency Dividend (which is to be recouped by additional savings in 2011–12 to 2013–14 inclusive), gain on disposal of non-current assets and increased schools' expenditure.

Net Cost of Services

The decrease is due to a $281.8 million reduction in expenses and, as indicated above, is mainly due to the transfer of Vocational Education and Training Services to DTWD on 30 October 2009. This was offset by decreased revenues of $2.8 million, mainly due to the separation, as well as decreases in schools' revenue, increased Commonwealth grants, sub-division cost contribution, developers land contribution and other charges and fees.

Total Equity

Three major factors contributed to the reduction in Total Equity.

The Asset Revaluation Reserve decreased by $252.1 million in 2009–10 due to reductions of between 3 per cent and 7 per cent for the expected replacement cost of school land and buildings, resulting from a depressed property market and a more competitive construction market. This was offset by an increase to the estimated opening balance of the reserve as at 1 July 2009 to reflect the actual audited balance at 30 June 2009, caused by the lack of suitable building cost indices to estimate the valuation changes.

Contributed Equity decreased by $216.7 million, $183.8 million of which is attributable to the transfer of assets and liabilities to DTWD as a result of the separation.

The Accumulated Surplus increased by $45.3 million due to the updating of the opening balance, offset by a reduction in the net cost of services of $279.0 million and a reduction in revenue from government of $174.6 million.

Net Increase/(Decrease) in Cash Held

The movement is mainly due to a reduction in government inflows due to the transfer of appropriations to DTWD after the separation, of which $182.5 million can be attributed to the service appropriation and $172.6 million can be attributed to the capital contribution; transfer of $82.9 million cash to DTWD; an increase in operating receipts of $51.8 million, whilst operating payments decreased by $260.4 million; and a $201.3 million decrease in spending on capital items.

Full-Time Equivalent (FTE) staff level

An increased actual compared to the budget estimate is primarily due to an increase in the number of Education Assistants (mainly for special needs children) and administrative support in schools.

Supplementary performance information

Information in this section supplements the performance information provided in the Key Performance Indicators.

Achievement in literacy and numeracy

In 2009, for the second year, the literacy and numeracy performance of full cohorts of Years 3, 5, 7 and 9 students was assessed using common national tests through the National Assessment Program – Literacy and Numeracy (NAPLAN). Students were assessed in Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy.

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

- To provide more detail about the literacy and numeracy performance of students in 2009, achievement is described in terms of the percentages of students achieving at or above the national minimum standards, by major subgroup.
- To provide information about trends over time, achievement is described in terms of the mean scale scores for the full cohorts of Years 3, 5, 7 and 9 students.

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

Results for subgroups of students in 2009

The 2009 NAPLAN results in terms of the percentages of Years 3, 5, 7 and 9 public school students achieving at or above the national minimum standards, by major subgroup, are described in Tables 27, 28, 29 and 30.

Geolocation

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

The 2009 NAPLAN results in terms of the percentages of Years 3, 5, 7 and 9 public school students achieving at or above the national minimum standards, by geolocation and by Indigenous status, are described in Figures 9, 10, 11 and 12.

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

Table 26: Distribution of students by schools' geolocation (percentages), by year level, 2009 [a]

Geolocation	K–7	3	5	7	9	8–10
Metropolitan	68.7	68.5	68.3	65.6	67.7	67.0
Provincial	21.2	21.3	21.6	24.1	23.5	23.9
Remote	6.3	6.2	6.4	6.5	5.7	5.8
Very remote	3.9	4.0	3.7	3.9	3.2	3.3

(a) Semester 1 census.

Source: Evaluation and Accountability

Figure 8: Map of Western Australia showing schools' geolocation
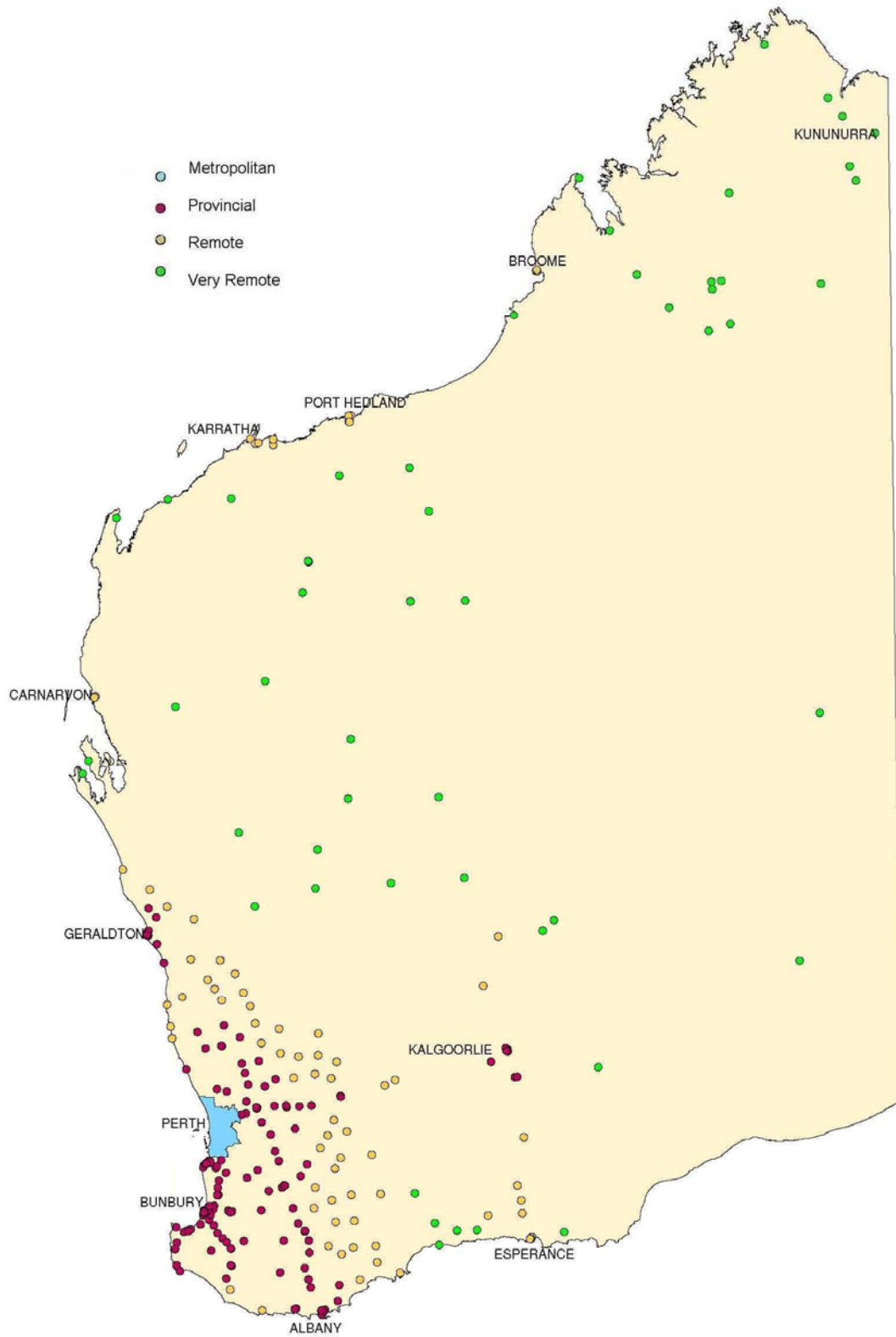
Source: Evaluation and Accountability

Year 3

Table 27: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2009

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.7	87.0	87.3	66.9	89.7
Writing	96.3	92.3	91.7	75.3	94.2
Spelling	92.4	86.2	89.0	61.7	89.1
Grammar and Punctuation	90.5	83.1	84.4	56.7	86.6
Numeracy	92.0	90.9	88.8	70.5	91.4

Source: Evaluation and Accountability

Figure 9: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2009

Source: Evaluation and Accountability

Year 5

Table 28: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2009

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	89.5	84.0	83.8	56.2	86.6
Writing	93.5	86.9	87.6	63.0	90.0
Spelling	91.3	85.4	87.3	62.9	88.2
Grammar and Punctuation	89.9	83.2	83.5	51.1	86.4
Numeracy	91.0	91.5	88.9	67.8	91.3

Source: Evaluation and Accountability

Figure 10: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2009

Source: Evaluation and Accountability

Year 7

Table 29: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2009

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	92.4	87.3	85.8	65.8	89.6
Writing	93.2	85.0	86.3	63.4	88.8
Spelling	91.0	84.4	85.7	64.4	87.5
Grammar and Punctuation	89.7	83.3	82.6	52.0	86.3
Numeracy	91.4	91.9	89.7	72.5	91.7

Source: Evaluation and Accountability

Figure 11: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2009
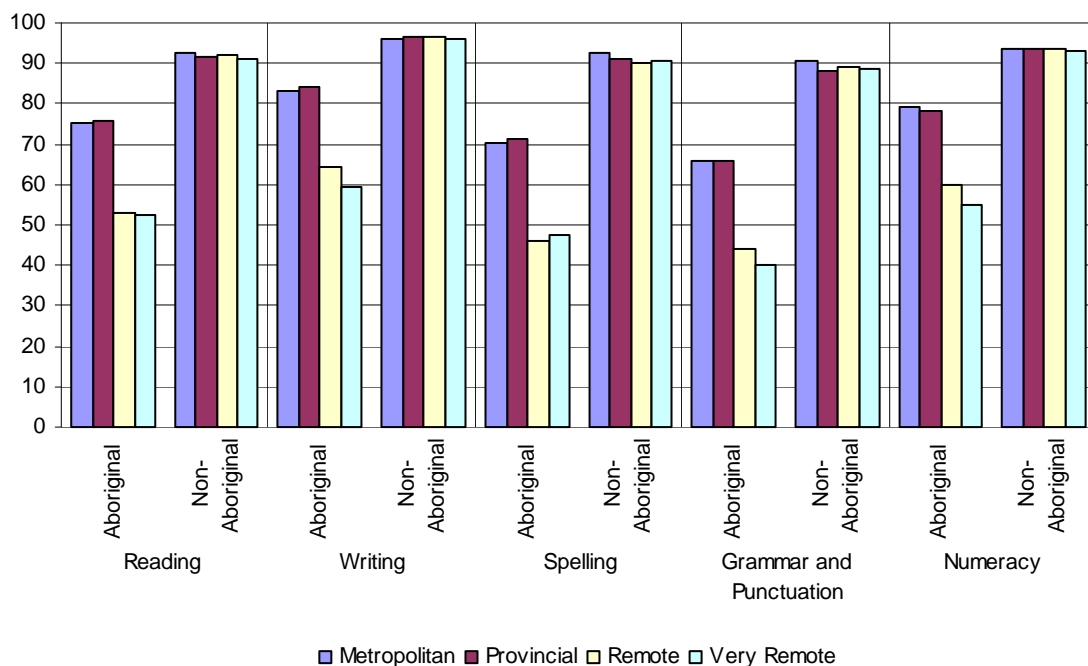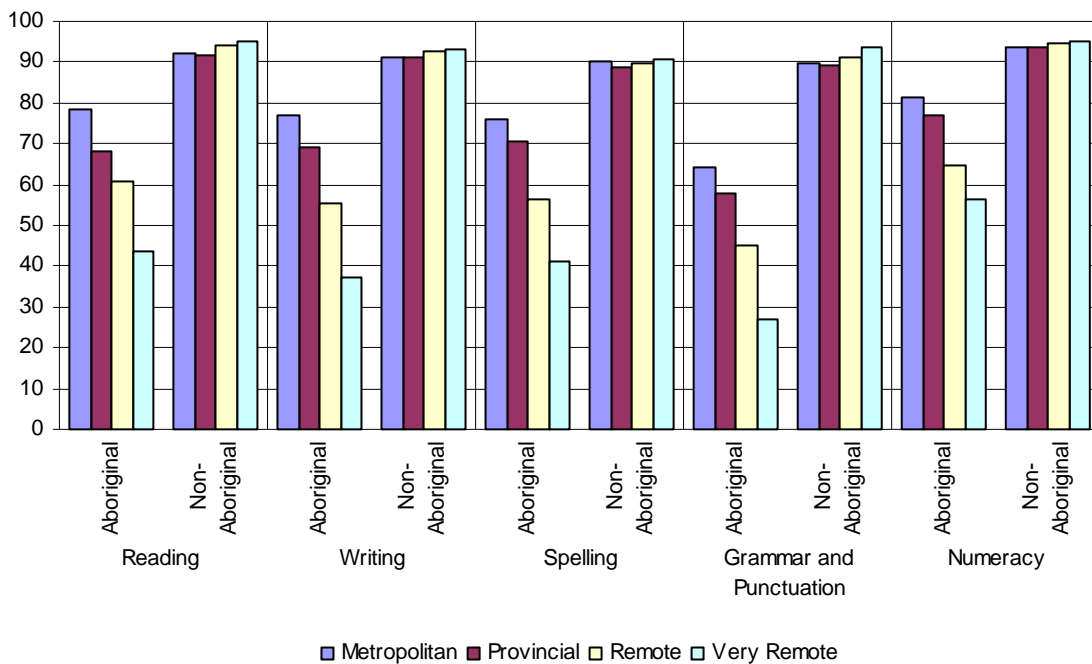

Source: Evaluation and Accountability

Year 9

Table 30: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2009

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	89.5	81.6	78.2	54.5	85.3
Writing	88.5	74.3	76.0	48.3	81.0
Spelling	88.0	78.0	78.6	56.5	82.7
Grammar and Punctuation	88.4	78.1	76.1	47.3	82.9
Numeracy	91.0	89.8	87.3	66.6	90.4

Source: Evaluation and Accountability

Figure 12: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2009

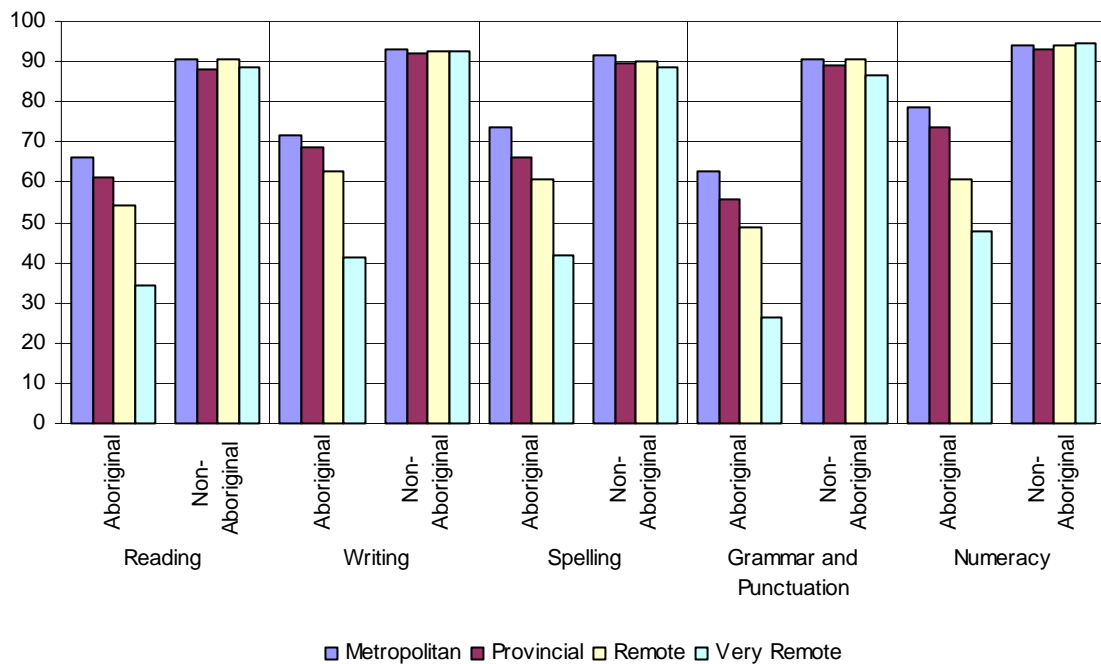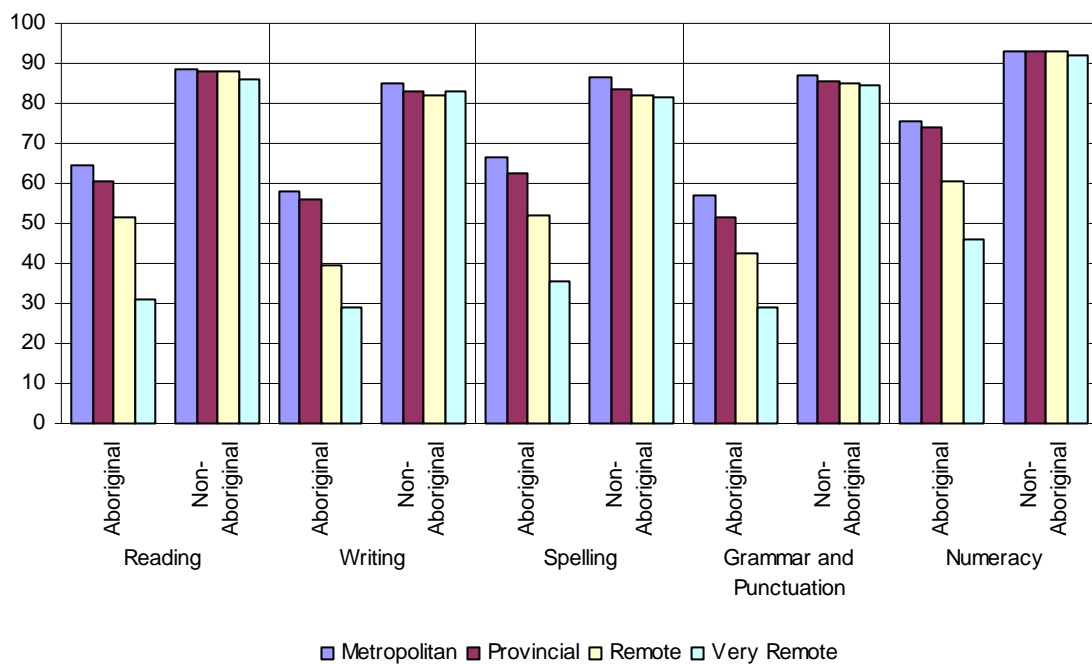*Source: Evaluation and Accountability*

Trends in Reading and Numeracy 2005–2009

The historical comparisons, shown in the tables and figures below, link Numeracy and Reading data from the 2005–2007 WALNA and Monitoring Standards in Education Year 9 (MSE9) assessments to the 2008–2009 NAPLAN data. Statistical equating in Reading and Numeracy, carried out at the time of 2008 NAPLAN testing, has made this possible.

Table 31: Mean reading scores, 2005–2009

Year of testing	Year 3	Year 5	Year 7	Year 9
2005	383	456	526	569
2006	386	452	523	567
2007	391	467	526	554
2008	380	467	519	556
2009	389	473	524	558

Figure 13: Mean reading scores, 2005–2009
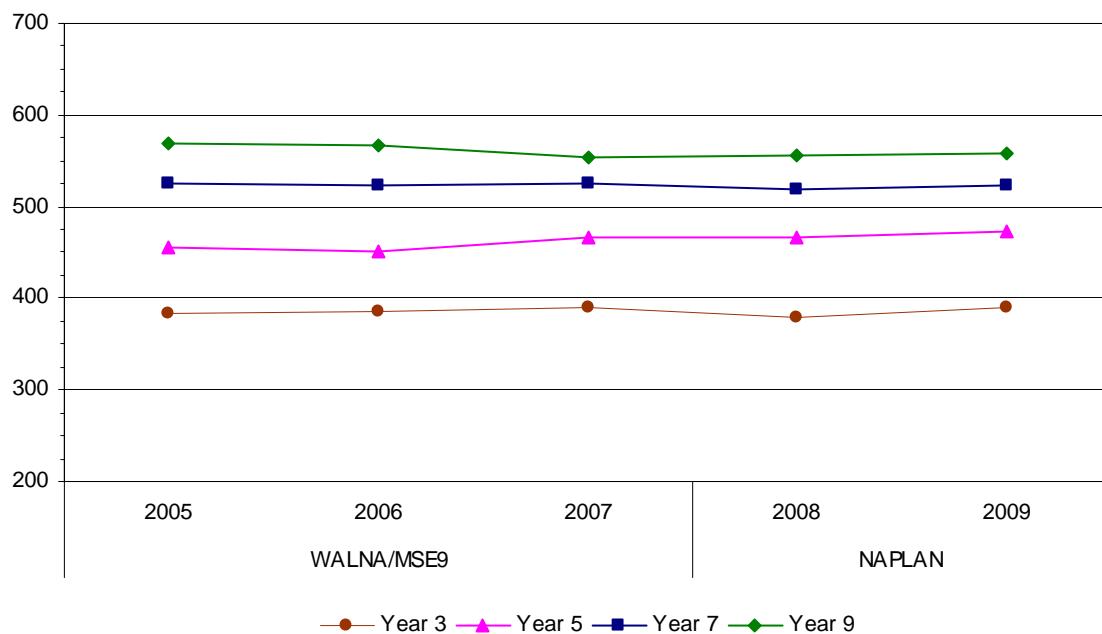
Source: Evaluation and Accountability

Table 32: Mean numeracy scores, 2005–2009

Year of testing	Year 3	Year 5	Year 7	Year 9
2005	390	453	532	560
2006	390	452	532	557
2007	390	455	533	559
2008	378	455	526	556
2009	377	467	528	568

Figure 14: Mean numeracy scores, 2005–2009
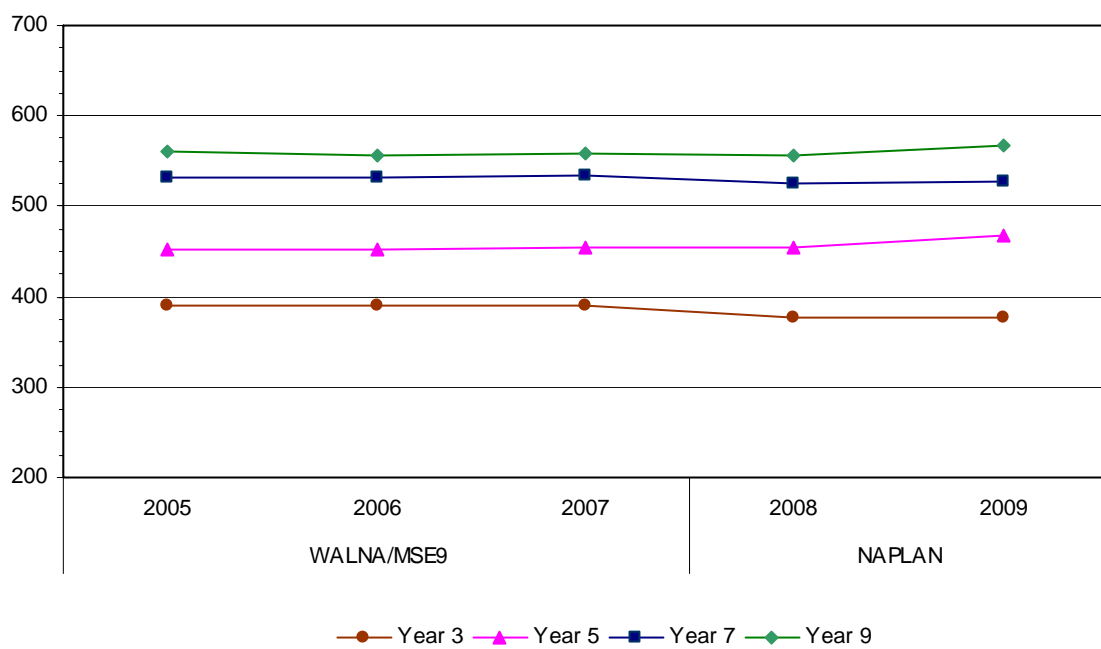
Source: Evaluation and Accountability

Retention of secondary students to Year 12

The extent to which students continue to participate in school education is indicated by the 'apparent' Year 8 to Year 12 retention rate. This is the number of full-time students in Year 12 in a particular year as a percentage of the number of full-time students enrolled in Year 8 four years earlier. Apparent retention rates are presented in Table 33 and Figure 15.

Table 33: Apparent retention rates, public school students, Year 8 to Year 12 [(a) (b)], by subgroup, 2005–2009

Subgroup	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
All	11 303	63.4	11 084	63.1	10 893	61.0	11 215	65.6	11 294	66.0
Male	5 377	58.5	5 317	57.9	5 094	55.0	5 331	60.3	5 352	59.5
Female	5 926	68.6	5 767	68.8	5 799	67.4	5 884	71.4	5 942	73.2
Aboriginal	321	24.3	375	28.5	369	25.5	585	40.2	553	37.5
Male	133	19.4	219	31.6	189	25.0	286	37.9	289	36.5
Female	188	29.7	156	24.9	180	26.0	299	42.7	264	38.6

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

Source: Evaluation and Accountability

Figure 15: Apparent retention rates, public school students, Year 8 to Year 12 [(a) (b)], 1999–2009
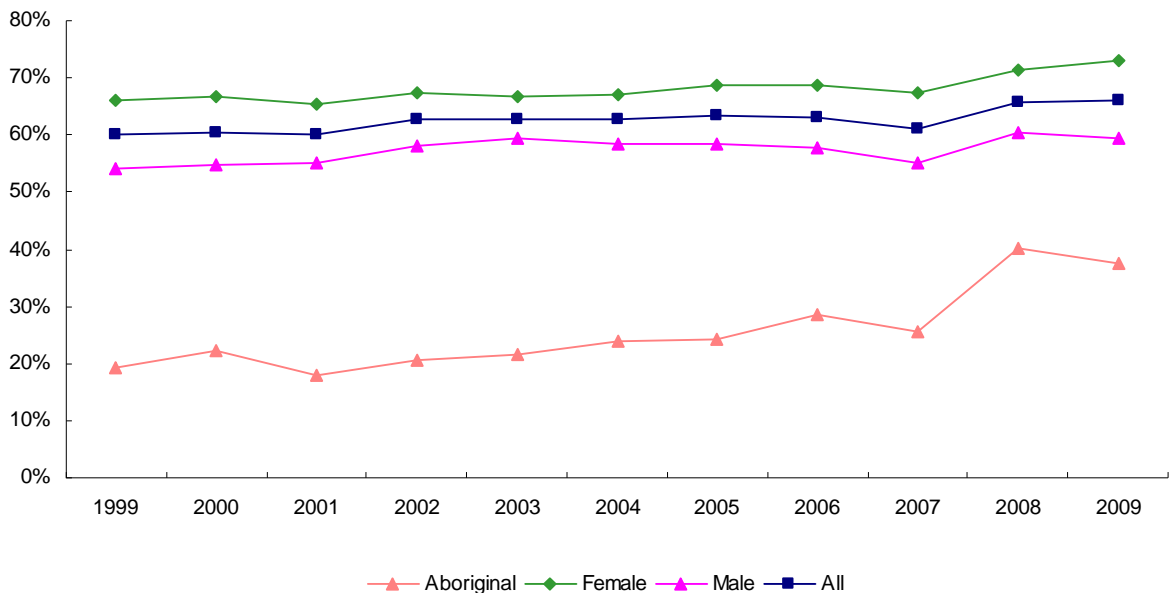
(a) Excludes Canning College and Tuart College students, part-time and international students, and mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Secondary graduation

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

Table 34: Public school secondary graduation rates (percentages), public school Year 12 students [a], 2005–2009

Subgroup	2005	2006	2007	2008	2009
All	55.0	54.3	53.4	53.7	54.9
Male	49.4	47.9	47.0	46.7	47.8
Female	61.0	61.3	60.3	61.3	62.7
Aboriginal	15.0	13.5	14.2	15.6	16.3

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

Source: Evaluation and Accountability from Curriculum Council data

Student satisfaction

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

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

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

The survey was completed in Semester 2, 2009 and responses from more than 7750 Year 12 students (some 190 were Aboriginal) are reported in Table 35. Information in the table shows the percentages of students who were either 'satisfied' or 'very satisfied' with the quality of teaching they had received and the quality of facilities available to them. Comparison with data from previous years is presented for major subgroups.

Table 35: Student satisfaction, by subgroup, public school students, Year 12, 2006–2009

Subgroup	Year 12			
	2006	2007	2008	2009 [a]
Satisfaction with quality of teaching				
All	93.0	93.0	92.4	89.8
Male	92.2	92.1	91.0	88.5
Female	93.7	93.8	93.5	90.9
Aboriginal	92.6	95.2	96.2	88.1
Satisfaction with quality of education facilities				
All	87.7	87.0	87.2	83.3
Male	85.8	84.9	85.8	82.3
Female	89.4	88.8	88.3	84.1
Aboriginal	88.1	91.9	92.1	85.0

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

Source: Evaluation and Accountability

School support services: School resourcing and accountability

School resourcing

School grant

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

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

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

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

In 2009, for the first time, schools received an allocation referred to as the School Support Programs Resource Allocation (SSPRA) as part of the school grant. This included funding for programs such as the Behaviour Management and Discipline Strategy, the Learning Support Program, the Literacy and Numeracy Program, and the Primary Science Project. Prior to 2009, schools received these additional funds and FTE from a variety of State and Commonwealth sources, with varying acquittal, accountability and reporting requirements.

Combining these student support programs into a single funding line affords schools maximum flexibility in implementing strategies and interventions to meet local needs. Accountability for the expenditure of these funds is through the regular school accountability processes undertaken by Directors Schools. These procedures require schools to set targets and monitor student performance against a range of academic and non-academic indicators. Schools are also expected to participate in system-level evaluations when required.

In 2009, $145.9 million (including $43.2 million in SSPRA funding) in school grant funding was distributed, compared with $99.1 million in 2008; this included school development funding of $11.1 million, compared with $10.5 million in 2008.

Special purpose payments

In addition to the school grant, special purpose payments of $194.7 million ($166.1 million in 2008) were transferred to public schools and included, but were not limited to, specific funding for Aboriginal education, curriculum programs and utilities. The increase in special purpose payments from 2008 to 2009 was largely due to the provision of the National Secondary Schools Computer Fund and for seatbelts in school buses. Ongoing increases in utility tariffs were also a contributing factor.

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

Schools have the flexibility to spend the school grant and special purpose grant on contingencies or salaries. The School Salary Pool provides the mechanism for public schools to utilise school grant and special purpose funds to pay for relief or fixed-term staff in order to achieve specific outcomes or to support learning programs.

Utilities management

The Department operates a utilities management program in public schools that provides devolved funding ($44.6 million as special purpose payments in 2009–10) to meet the cost of each school's electricity, water, gas and rubbish removal.

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

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

Innovation grants

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

Grants of between $10 000 and $50 000 were allocated to projects for 12 months from the start of the 2010 school year. The outcomes of projects will be reported during that time and it is expected that successful innovations will be sustainable and will become embedded in usual school practice.

Fourteen applications were selected, including six from clusters of schools working together. Successful applications represented 28 schools covering a range of school types and socioeconomic backgrounds.

Focus areas for the grants included early childhood education, early intervention, flexible delivery of education, and student engagement and behaviour. Information about innovation projects is available on the Department's website at www.det.wa.edu.au/classroomfirst/.

School accountability

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

The implementation of the *School Improvement and Accountability* policy continued to be supported by additional online resources and professional development sessions conducted throughout the State. The policy places an emphasis on school self assessment, planning, reporting and review. All schools participated in, and responded to, Standards Reviews which focused on the standards of student achievement. Standards Reviews were conducted by Directors Schools who were also responsible for the performance management of principals and the nomination of schools for reviews undertaken by the Expert Review Group.

The Expert Review Group conducts comprehensive reviews for identified schools, and presents a report with prescribed strategies directed at improving school performance. Improvement plans are developed and implemented with the support of the Directors Schools and, where necessary, additional resources are made available to schools. Six month follow-up reviews assess the school's progress towards successfully implementing the improvement plan. Twenty-four month follow-up reviews focus on the improvement related to the findings outlined in the Expert Review Group report.

In 2009–10, the Expert Review Group conducted the first reviews of schools whose performance had been of a consistently high standard. Five of these reviews were undertaken. In addition, the Expert Review Group reviewed 20 schools of concern and completed 19 six-month and four 24-month follow-up reviews. Schools were reviewed in the metropolitan and regional and remote areas of the State and included primary and secondary schools, district high schools, community colleges and an education support facility.

Schools Online continued to provide schools and the community with a comprehensive array of information including school performance information. The range and quality of information provided continues to be enhanced.

The online Reporting Requirements of Schools system specified and reminded schools of their reporting responsibilities across a wide range of legislative and policy requirements. In addition, the 2009 *School Compliance Survey* specifically monitored school compliance with legislation and policy in areas of healthy food and drink, students with disabilities and health care conditions, public interest disclosure, employee screening and misconduct prevention, performance management, human resource professional learning, physical activity in the curriculum and research in schools.

Independent Public Schools initiative

In August 2009 the Premier, the Hon Colin Barnett MLA, and the Minister for Education, the Hon Dr Elizabeth Constable MLA, launched the Independent Public Schools initiative. Applications to become Independent Public Schools were received from 104 schools.

An independent selection panel considered the applications and the first 34 schools selected were announced in September 2009. These schools included 20 primary schools, two district high schools, two education support centres, six secondary schools and four senior campuses/colleges from a range of socioeconomic backgrounds. Eight of the 34 schools were rural schools.

These schools commenced as Independent Public Schools in 2010. They remain part of the public school system and operate within relevant legislation and industrial agreements, but greater authority and accountability is placed at the local level in the areas of financial management, curriculum, student support, staff recruitment, selection and management of teachers and other staff, payroll, and the maintenance of buildings and facilities.

In February 2010, the Minister called for expressions of interest for the second intake of Independent Public Schools to operate from the start of the 2011 school year. Applications were received from 134 schools.

Of the total number of schools applying for Independent Public School status, 25 per cent were rural schools and 75 per cent were metropolitan schools.

School support services: Early childhood development and learning

Early education and care has been identified as a priority for the State Government. The Council of Australian Governments (COAG) has endorsed the National Early Childhood Development Strategy as a platform from which to ensure that 'all children get the best start in life to create a better future for themselves and the nation'.

The national strategy provides the blueprint for action for early childhood development and learning across Australia. The strategy aims to help all levels of government build a more effective and better coordinated national early childhood development system to support the diverse needs of young children and their families.

It builds on the existing investment being made in schools by the State Government to improve the quality and integration of early childhood development and learning services for children from birth to eight years of age.

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

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

This National Partnership Agreement gives effect to COAG's decision in December 2009 to establish a jointly governed National Quality Standard and unified regulatory processes for early childhood education and care and Outside School Hours Care services, replacing existing separate licensing and quality assurance processes. The National Quality Framework will initially cover the services of Long Day Care, Family Day Care, Pre-school and Outside School Hours Care.

National Partnership on Early Childhood Education (Universal Access)

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

All public and most private schools in Western Australia already provide 11 hours per week of Kindergarten, taught by degree-qualified teachers. Prior to 2009, more than 95 per cent of age-eligible children were enrolled. Implementing Universal Access in Western Australia entails extending the current Kindergarten provision to 15 hours per week.

From the start of the 2010 school year, schools in the nominated education districts of the Kimberley, Pilbara, Midwest, Goldfields and Swan increased their Kindergarten provision to 15 hours per week. These districts were selected first due to their high number of Aboriginal and/or disadvantaged children.

This was approximately 27 per cent of Western Australia's Kindergarten programs and represented 279 schools (194 public and 85 private) and 7542 Kindergarten children (5306 in public schools and 2236 in private schools). Of these Kindergarten children, 1028 were Aboriginal (865 in public schools and 163 in private schools).

National Information Agreement on Early Childhood Education and Care

This Agreement provides a framework for cooperation across Commonwealth, state and territory jurisdictions, and information agencies to develop cohesive early childhood education and care data. The initial focus for this agreement has been the establishment of a national minimum data set relating to performance indicators, agreed through the National Partnership on Early Childhood Education (Universal Access), for expanded pre-school provision. As a result, work has begun on aligning the early childhood data collections across public and private schools, and across school and childcare sectors.

National Partnership on Indigenous Early Childhood (Element 1)

Through the National Partnership on Indigenous Early Childhood (Element 1), five Children and Family Centres will be established on or adjacent to public school sites in the following communities with high numbers of Aboriginal families: Kununurra, Halls Creek, Fitzroy Crossing, Roebourne and the Swan region of the Perth metropolitan area. Core elements of design will be a childcare facility, a family centre and at least one consulting room (to health standards) for health or other services to use.

During the year, consultation was undertaken with community members, local non-government organisations and government agencies to create designs and develop plans for the centres.

Australian Early Development Index

In recognition of the need for all communities to have information about early childhood development, COAG endorsed the Australian Early Development Index (AEDI) as a national progress measure of early childhood development. The Australian Government has invested $21.9 million to 30 June 2011 to implement the AEDI nationally.

In Western Australia, the 2009 national roll out of the AEDI was overseen by the Western Australian Coordinating Committee comprising representatives from key government and non-government agencies.

The AEDI is a population measure of children's development as they enter school. It measures five areas of early childhood development from information collected through a teacher-completed checklist:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge

Between 1 May and 31 July 2009, public and private schools participated in phase one of the AEDI. Data was collected on 261 203 children (97.5 per cent of the estimated five-year-old population) across Australia. In Western Australia, more than 99 per cent of schools collected data on 27 565 children (99.6 per cent of Pre-primary aged children). Results are summarised in *A Snapshot of Early Childhood Development: AEDI National Report 2009*.

The AEDI results give communities a snapshot of how children in their local area have developed by the time they start school. Detailed AEDI Community Profiles are available at http://maps.aedi.org.au/.

Early Learning and Care Centres

The Department is Western Australia's lead agency for the establishment of four Early Learning and Care Centres, funded through a 2007 pre-election commitment of the Commonwealth Government. The Early Learning and Care Centres will be built on school sites in Karratha (Tambrey Primary School), Port Hedland (Baler Primary School), Darch (Ashdale Primary School) and Mirrabooka (Warriapendi Primary School).

The first centre, built in Karratha with additional sponsorship support from Woodside Energy Ltd, is expected to be open by September 2010. It will be operated through a lease agreement by a third-party operator who will be selected through competitive public tender.

On-entry assessment

The on-entry assessment for Pre-primary students in public schools in Western Australia began implementation in 2010.

A licence agreement was established with the Victorian Department of Education and Early Childhood Development for use of their Online Interviews for English and Mathematics.

In December 2009, 50 schools (from the 235 that nominated) were selected to participate in the first phase of implementation of the on-entry assessment for Pre-primary students to identify those who may be 'at risk' when they start school. Selected schools participated in the English Online Interview with their Pre-primary students in Term 1 2010.

In Term 4 2010, all public schools will be able to participate in both the literacy and numeracy assessments. Resources selected and developed through the Curriculum Support (Primary) area and linked to the assessment tasks will be made available for teachers to use to implement a range of strategies for students requiring intervention, consolidation or extension.

Introduction of the assessments responds to recommendations of the *Literacy and Numeracy Review* (Louden, 2006) and is consistent with COAG's agreement for states and territories to implement a diagnostic tool to identify students who may be at educational risk.

School support services: Curriculum support

Curriculum

Curriculum, assessment and reporting

In 2009, the Department simplified the process of student assessment, resulting in more efficient practices for reporting to parents. This included the key step of discontinuing the use of levels from the *Outcomes and Standards Framework* to assess student achievement. The removal of levels has allowed teachers to focus their energies on teaching and makes it easier for parents to track their child's achievement at school.

Parents are provided with plain language reports on their child's progress twice a year. Student achievement for each subject is reported as A, B, C, D and E, clearly defined against specific standards. To support teachers in the assessment and reporting of student achievement using these grades, the Department defined and distributed clear descriptions of expected standards ('C' grade descriptors). Additional graded and annotated student work samples were added to the Department's website to further support teachers in this area of assessment.

In March 2010, draft versions of phase one National Curriculum in English, History, Science and Mathematics were released on the Australian Curriculum, Assessment and Reporting Authority's (ACARA) website at www.acara.edu.au. The Department will continue to work with ACARA to refine the materials. Implementation of the National Curriculum for phase one courses will commence in 2011 and substantial implementation will be completed by 2013.

The Department is preparing public school teachers, students and the public for a smooth transition to the National Curriculum.

Support for improved student achievement

The Department strives to improve standards of student achievement through the provision of customised resources, materials and strategies to schools to support the delivery of effective and engaging programs to students.

It continued to play a critical role in supporting schools to implement the Curriculum Council's Western Australian Certificate of Education (WACE) courses for Years 11 and 12 students. Course implementation is supported through the Teacher Development Centre (TDC) strategy and by secondary consultants with appropriate learning area expertise.

Teacher Development Centre coordinators provide curriculum leadership and act as mentors, in their areas of expertise, to teachers of senior school courses. Coordinators successfully led professional learning activities accessed by teachers across the State. Feedback from school administrators and teachers indicated that curriculum and assessment support provided by the Department is practical and meets their needs.

In 2010, the TDC strategy was expanded to include middle years (Years 8–10) specialists in each learning area. The purpose of the lower school TDC is to produce teaching resources and extend support networks in order to enhance the quality of curriculum instruction, the design of assessments and the monitoring of achievement.

The Department has a range of programs that support teachers, school leaders and district office staff to make better use of student achievement data in planning for improved student learning. The Student Achievement Information System (SAIS) is a data analysis application that enables teachers to track and graph individual and group student achievement data over time. Recent enhancements to SAIS have enabled more effective and timely analysis of data.

In secondary schooling, SAIS has enabled educators at the system, school and classroom level to analyse student achievement data to:

- monitor individual student progress;
- moderate learning area and course grades and marks;
- assist the counselling of students into appropriate learning pathways; and
- review course, learning area and whole school performance.

In this context, secondary consultants work with schools and teachers to support an improved understanding of how the data can inform teaching and learning practices, and to clearly link the most appropriate teaching strategies to the areas of concern identified by the student performance data.

In 2009, school leaders from 400 primary schools attended workshops on how to use SAIS in the curriculum planning, assessment and reporting cycle, and how this links to whole school planning.

A comprehensive range of ready-to-use hard copy and online resources, available on the Department's website, further support staff in their use of student achievement information.

Online curriculum services

Online curriculum services, software and support were provided to teachers and students to enable information and communication technologies (ICT) to be used as an integral part of the teaching and learning process.

The effective use of information and communication technologies underpin many whole-of-Department initiatives, including the provision of practical support for an education system moving towards greater independence and differentiation of schools.

The Commonwealth's Digital Education Revolution, with its focus on improving schools' access to and use of digital resources, aligns with and complements the work being undertaken by the Department.

Teachers and school leaders were supported in their use of information and communication technologies through the following initiatives:

- The Online Curriculum Services Program that provides teachers and students access to a range of online activities, continued to be progressively implemented in all public schools, with 414 schools registered to implement the program. Of these, 309 are receiving professional learning and support. A further 105 schools are investing in their technical infrastructure in preparation for inclusion in the program.
- Online professional learning is available for mandatory and optional professional learning, providing flexible on-demand access to training with significant savings in ancillary costs such as travel and accommodation. More than 34 250 staff engaged in courses with more than 25 800 course completions in the year.
- The Teachers have Class program provides relevant, practical, online professional learning to integrate ICT into teaching and learning. In 2009, 2500 staff in 550 schools participated and feedback indicated the program helped them apply ICT learning opportunities in the classroom.
- An upgraded online Reporting to Parents system has been developed. This is a simpler, more flexible reporting tool that will replace five disparate and outdated software products. The software is currently being piloted in 37 schools before a roll out to all schools by mid-2011. The system has been integrated with the A–E exemplars, allowing teachers to view samples of work of particular standards as they make judgements of student achievement in the Reporting to Parents software.
- The Department ensured that student achievement data recorded in its school information management system were consistent with the *Curriculum, Assessment and Reporting* policy and the Curriculum Council's data requirements, and schools were supported in the consistent entry of achievement data.

- More than 27 000 teaching resources were available in the DET Resources Online collection, which contains resources across all year levels and learning areas.
- The Department has developed software and services that enable flexible curriculum delivery regardless of geographic location, mobility or time constraints. Teachers at one school can now invite teachers and students from other schools to participate in online learning.
- Public schools are participating in the Microsoft National Schools Program which brings together innovative school leaders for regular virtual and face-to-face professional learning about leadership in the digital schools of today.
- A governance framework was developed to better manage the delivery of the complex program of ICT work that directly supports the work of schools, whilst reducing duplication of online services. For example, the school support services website project which began in 2009 has rationalised the majority of curriculum support websites to a consistent web platform.

Literacy and numeracy

Literacy and numeracy funding

In 2009, $42.1 million in State and Commonwealth funds were allocated to achieve demonstrable improvement in the literacy and numeracy outcomes of 'at risk' students and to support the *National Literacy and Numeracy Plan*. Target groups included Aboriginal students, students with English as a Second Language, students with disabilities or learning difficulties, and students from communities with a low socioeconomic status.

The funds supported systemic initiatives including:
- direct school grants to enable selected schools to explicitly address literacy and numeracy priorities identified in their school plans;
- English as a Second Language (ESL) support programs;
- development and implementation of *First Steps* literacy and numeracy modules, resources and associated professional learning;
- implementation of the Aboriginal Literacy Strategy and the ABC of Two-Way Literacy and Learning professional learning program; and
- implementation of the Indigenous Language Speaking Students Program.

Of the total funding, $17.2 million was allocated to 324 schools (288 primary and 36 secondary), through the School Support Programs Resource Allocation (SSPRA), to implement improved learning programs with students at or below the national minimum standards for literacy or numeracy. Many schools used these funds to employ specialist literacy and numeracy teachers to build teacher confidence and skills, to work with small groups of students, and to develop data literacy for improved educational outcomes.

Initiatives for improved literacy and numeracy

Literacy and numeracy specialist teacher training is available for all schools. This comprehensive, specialised training draws on a well-researched evidence base and on contemporary Australian research to assist specialist teachers with case management and support for literacy and numeracy intervention for individual students.

In 2009, 126 schools from metropolitan and regional districts were involved in a series of workshops designed to support effective whole school literacy and numeracy planning processes and strategies. This is part of a three-year collaborative program between the Western Australian Primary Principals' Association (WAPPA) and the Department. The program continues to provide support to 98 of these schools in 2010. This professional learning program provides a framework and process for schools to use to design, develop, implement and evaluate whole-school literacy plans and incorporates school and classroom literacy improvement strategies.

During 2009, *First Steps* train-the-trainer sessions in literacy and numeracy were made available to schools in metropolitan and regional areas. These sessions support school-based personnel with the presentation and implementation of *First Steps* professional learning in their own schools and/or across clusters of schools. These sessions continue to be offered in 2010.

A suite of online materials continued to be developed to support teachers to improve the literacy and numeracy standards of students. They included explicit Kindergarten to Year 7 resources to support the teaching of phonics, spelling, grammar and number concepts and a NAPLAN resource to assist teachers prepare students for the National Assessment Program — Literacy and Numeracy.

A targeted reading intervention support pilot to maximise improvements in Years 4–7 reading results, will be implemented in 2010. This will be informed by the findings from the 2008 Charting the Course: Year 3 Intensive Reading pilot. Teachers involved in the pilot will be supported with resources and professional learning.

The seventh Premier's Reading Challenge was held to encourage students in Kindergarten to Year 7 to continue reading during the school holidays. The number of students who registered for the challenge increased from 9600 in 2008–09 to 11 183 in 2009–10. Eight Western Australian authors visited 22 libraries across the State to read their books and talk with children. These sessions were attended by 695 children. The challenge was sponsored by QBE Insurance, Fremantle Press and Walt Disney Studios.

National Partnership Agreement for Literacy and Numeracy

The National Partnership Agreement for Literacy and Numeracy provides funding for reforms to deliver measurable and sustained improvements in literacy and numeracy for all students, but especially for those identified as falling below expected minimum standards. In particular, it addresses the literacy and numeracy targets set by COAG to halve the gap for Aboriginal students in reading, writing and numeracy within a decade.

Under the Agreement, the Department received $6.8 million (2008–09) and $7.8 million (2009–10) to implement evidence-based literacy and numeracy interventions for low performing students, particularly Aboriginal students, in primary schools. In February 2010, the Commonwealth Government announced a further $11 million to support an additional 110 schools including 15 Western Australian public schools. This provided an allocation of $1.5 million for one year for five primary schools, nine senior high schools and one community college.

Eighty-three schools began implementing strategies using a mix of systemic, local area and whole-of-school strategies tailored to their needs.

Literacy and numeracy pilots in low socioeconomic status school communities

In Term 2 2009, seven primary schools in the Canning, Pilbara and Swan education districts began piloting case management and targeted intervention approaches with low achieving students in literacy and numeracy. The pilot is being conducted over six terms and investigates new ways of training and deploying paraprofessionals in schools with high need students.

Characteristically, participating schools are in communities of low socioeconomic status, have high percentages of Aboriginal and Torres Strait Islander students, significant percentages of students considered 'at risk' in achieving literacy and numeracy standards, and have a high turnover of teaching staff.

The pilot draws on innovative ways of using and building the capacity of paraprofessional staff. Participating paraprofessionals receive extensive professional training and support to implement targeted interventions with small groups of identified students.

The Arts

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

- An Arts website has been developed to support teachers in the areas of curriculum, assessment and reporting. The website provides links to resources for teaching, assessment and to professional associations.
- The Department was represented at the Kids Witness News state finals of the Australian Media Awards in NSW, sponsored by Panasonic.
- Activities to inform the development of the National Curriculum for the Arts included the following:
  - Delegates from Western Australia attended a Musica Viva national colloquium on *Implementing a National Arts Curriculum with a Strong Music Education*, to progress the work of positioning music education in the national curriculum. The Musica Viva program operates in public schools and provides professional development to music teachers in metropolitan and regional areas.
  - The Asia Education Foundation held a two-day summit in March to revise the *National Statement for Engaging Young Australians with Asia in Australian Schools,* which led to the development of a position paper on an 'Asia literate Australian curriculum in the Arts'.
  - The Australian Curriculum, Assessment and Reporting Authority (ACARA) invited 200 Arts delegates from all states and territories to attend a feedback session where an initial advice paper was tabled. Once finalised, the paper will guide writers in developing the National Curriculum for the Arts.
- The Department and the Department of Culture and the Arts continued the Arts Edge partnership, which facilitates collaboration between the education, arts and cultural sectors. Through the partnership, the Department encouraged, developed and promoted learning environments which spark creativity in young people.
- In 2009, the Department, the Department of Culture and the Arts and the Australia Council for the Arts signed a one year Memorandum of Understanding to roll out the Artists in Residence Program. Western Australia received a grant of $280 000 from the Australia Council, the largest grant given to any state or territory for this initiative. This is part of the four-year 'artists in residence' initiative of the Commonwealth Government.
- The Young Originals Exhibition was held in September 2009 and featured high quality art works by public school students.
- The Performing Arts Perspectives, which celebrated its 13th year in 2009, showcases the performances of the highest achieving students in the performance component of senior secondary courses in Dance, Drama and Music. The Department also continued to support the Visual Arts Perspectives, showcasing the outstanding visual art work of Year 12 Arts students.

Health and Physical Education

Physical activity

Department policy requires that opportunities are provided to enable all students in Years 1–10 to participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs. Schools are also encouraged to provide opportunities for students to be physically active at other times. Further information is available on the Department's Health and Physical Education website at www.det.wa.edu.au/curriculumsupport/healthandphysicaleducation.

The Department continued its close association with the Physical Activity Taskforce, supporting schools to provide high quality physical activity opportunities, developing school environments that are conducive to the promotion of physical activity and supporting the dissemination of effective practices.

Nine Fundamental Movement Skills courses were conducted in 2009 to provide teachers with the skills and support to plan, teach and assess fundamental movement skills for students in Years K–3. To date, 2094 teachers and teacher assistants have participated in this training. Associated curriculum support materials are also available online.

Ten FUNdamental Game Strategies (FGS) courses were conducted in 2009 to develop teachers' confidence and competence and assist them to provide high quality physical activity opportunities for students in Years 4–7. The professional learning and support is provided through a statewide network of locally-based FGS facilitators. Associated curriculum support materials are also available online.

Swimming and water safety

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

In 2009, the Interm program enrolled 146 142 students from 647 schools, compared with a total of 151 083 from 667 schools in 2008. In the metropolitan area, Interm classes operated in 361 public schools and a further 83 private schools participated on a user-pays basis. There were 170 public and 33 private schools that participated in regional and remote areas.

The 2009–10, the VacSwim Program operated at 389 centres across the State in the October and December/January school holidays with a total enrolment of 52 274. Enrolments have increased by 12.3 per cent since the introduction of the low enrolment fee of $1 per day per enrolment in 2004.

School Sport WA

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

Activities conducted during 2009–10 included the management or coordination of:
- Senior High School Country Week and District High School Country Week;
- thirty-five interstate teams participating in School Sport Australia national events;
- primary and secondary schools State Cross-Country and Triathlon championships;
- secondary and primary school swimming carnivals, and track and field carnivals;
- the hosting of School Sport Australia National Swimming and Diving Championships and Baseball Championships;
- interschool sport Champion Schools programs for 17 sports in primary schools and 26 sports in secondary schools; and
- a presentation dinner for interstate players, officials and parents.

School Drug Education and Road Aware

School Drug Education and Road Aware provides support, resources and professional development to teachers and community agencies seeking to embed best practice drug, road safety and resilience education in their school and communities. Regional consultants, located in all education districts, provide a consultancy service and professional development of school-based staff, and encourage links between school staff and key agencies in their local community.

From 2010, schools have access to a comprehensive suite of curriculum support materials in drug and road safety education for Years K–12. These complement the Health and Physical Education Scope and Sequence Statements in the *K–10 Syllabuses* and the Health Studies course for Years 11 and 12. Resources continue to be supported by professional learning delivered across the State.

A special project consultant has recently been appointed to work with selected schools to facilitate the adoption of a whole-school approach to student health and wellbeing. Two resources (*Getting it Together: A whole school approach to road safety education* and *Getting it Together: A whole school approach to drug education)* have been developed to assist schools in their work with student health. A grant scheme will support schools in their efforts.

Languages education

In 2009, support for languages education was provided through a range of programs and activities:

- Teacher Development Centres for K–10 language programs and WACE (Years 11–12) languages courses provided practical advice and support to teachers and fostered stronger professional connections through structured learning networks.
- Direct grants to schools, through the Native Speaker Tuition Program, gave students the opportunity to interact with native speakers in a variety of languages to strengthen their achievement in senior secondary language courses.
- The Community Languages Program provided opportunities for students to engage with language learning in languages not normally offered in mainstream schooling. Quality assurance and professional support to teachers in Community Language schools were provided through the School Visit Program.
- The Department liaised with the Japanese Government, through the Japan Foundation in Sydney and the Confucius Institute at The University of Western Australia, on initiatives to support and promote the teaching and learning of Japanese and Chinese Mandarin.
- The Languages Assistants Teacher Program, which sponsors international students of English, provided support in language skills and advocacy to teachers of French, German, Indonesian and Japanese.
- The Department continued its focus on increasing the number of students who complete Year 12 with fluency in an Asian or European language. Six Asian language hubs were established to promote continuous language learning pathways for students through primary and secondary school, and to enable teachers and school communities to work together to promote and strengthen existing language learning programs.
- More than 5900 students from the primary years to Year 11 in 59 schools were learning an Aboriginal language. Four Aboriginal language Teacher Development Centre coordinators provided support to teachers of Aboriginal languages.
- Current statistics show that only three per cent of Year 12 students study a second language. The Young Ambassadors Project used the personal accounts of young people who had studied a language to promote the value of languages education, with a focus on Years 9 and 10 students.

Science

The Department's Primary Science Project assisted teachers of Years 1–7 in 50 schools by providing additional resourcing for science support teachers. In 2009, building on previous successes, the outreach component of the project supported an additional 92 schools and 774 teachers. A further 36 schools and 800 individuals accessed professional learning to support them in implementing the *Primary Connections* science resource materials. *Primary Connections* is a national project that links science and literacy.

The SPICE partnership with The University of Western Australia is in its fifth year. It is an enrichment program that supports secondary science teachers through a broad range of initiatives. It develops and distributes new curriculum resources that feature engaging contexts, cutting-edge research, the use of learning technologies and effective pedagogies. Through the professional development program, science teachers in all districts are able to enhance their skills and understandings of

advances in science. The expanded Spice Events program, which is available to all science teachers, now includes workshops, lectures, laboratory sessions, master classes, opportunistic events and a travelling scientist program. Fifty-four secondary schools are now recognised as SPICE Schools.

The Department actively supported and promoted science competitions and programs in 2009, including the national Re-Engineering Australia (REA) Formula One F1 and the BioGENEius Challenge. The BioGENEius Challenge provides an opportunity for highly motivated and talented high school students to undertake outstanding research in the field of biotechnology. Students from Shenton College won the State final in 2009 and went on to compete in the international competition in Chicago, Illinois in May 2010. Although they did not secure a place in the finals, their work was highly commended by the judges.

The Science and Technology Education Leveraging Relevance project is a national project designed in response to secondary school students' declining interest and engagement in science. The project targets Years 9 and 10 students and uses an inquiry-based hands-on approach to science education with renewable energy as its theme. Teachers have access to a range of resources including specialty equipment. The program was piloted in 2009 and was introduced in 16 public secondary schools in 2010.

The national initiative, Science by Doing, which uses an inquiry approach to learning for Years 8–10, commenced a trial in 2010.

In 2009, the Department continued its partnerships with the Scitech Discovery Centre, the Gravity Discovery Centre, Perth Zoo, The University of Western Australia, Ribbons of Blue and the Canning River Eco-Education Centre.

The *Animal Welfare Act 2002* and the *Australian Code for the Care and Use of Animals for Scientific Purposes (2004)* require schools to keep detailed animal use records and, in December 2009, teachers reported the use of any live non-human vertebrate for teaching.

Western Australian Monitoring Standards in Education in Science

In 2009, all public school students in Years 5, 7 and 9 were assessed in Science as part of the Western Australian Monitoring Standards in Education (WAMSE) population assessment program. Year 5 students were assessed for the first time.

A WAMSE test standard has been established for each of Years 5, 7 and 9 Science assessments. The standards have been set to match a realistic and challenging level of performance on the assessments. The WAMSE test standards are at a fixed point on the WAMSE scale and can be used as reference points for reporting changes in performance at the system, school and student level.

Performance in relation to the Science WAMSE test standards for 2009 follow:
- The proportion of Year 5 students achieving the Year 5 test standard was 46 per cent.
- The proportion of Year 7 students achieving the Year 7 test standard was 56 per cent, significantly more than the 47 per cent in 2008.
- The proportion of Year 9 students achieving the Year 9 test standard was 49 per cent, a significant improvement on the 45 per cent in 2008, 2007 and 2006, and the 46 per cent in 2005.

Society and Environment

A Society and Environment website has been developed to support teachers in the areas of curriculum, assessment and reporting. In addition, two specific websites have been created to provide general advice and support for Civics and Citizenship Education and for Religious Education. The Department continued to collaborate with external agencies to support the development of teaching programs and professional learning on specific topics including Muslims in Australia, Multiculturalism and anti-graffiti strategies.

Western Australian Monitoring Standards in Education in Society and Environment

In 2009, all public school students in Years 7 and 9 were assessed in Society and Environment as part of the WAMSE population assessment program. Year 7 students were assessed for the first time.

A WAMSE test standard has been established for each of Years 7 and 9 Society and Environment assessments. The standards have been set to match a realistic and challenging level of performance on the assessments. The WAMSE test standards are at a fixed point on the WAMSE scale and can be used as reference points for reporting changes in performance at the system, school and student level.

In 2009, the proportion of Year 7 students achieving the Year 7 Society and Environment test standard was 46 per cent. The proportion of Year 9 students achieving the Year 9 Society and Environment test standard was 46 per cent, a significant improvement on 2008 when 43 per cent achieved the standard.

Studies of Asia

Through the Asia Literacy Program, the Department promotes and supports the studies of Asia across the curriculum. Initiatives this year included:
- the Leading 21st Century Schools: Engage with Asia project for school leaders;
- professional learning opportunities to assist teachers to equip young people to develop informed attitudes and values in connection with Asia and to communicate through the development of intercultural skills and understandings; and
- the National Asian Languages and Studies in Schools Program which provides grants to schools to embed the study of China, Indonesia, Japan or Korea through language or other curriculum studies.

Sustainable Schools Initiative

The Australian Sustainable Schools Initiative in WA continued in 2009. The initiative, jointly funded by the Commonwealth Department of the Environment, Water, Heritage and the Arts and the Department, has more than 250 public schools participating. These schools are provided with a planning framework that enables them to develop sustainability action plans addressing issues relating to water and energy consumption, waste reduction, biodiversity, social justice and student wellbeing (www.det.wa.edu.au/sustainableschools).

Under the Solar Schools Program, the Department continued to work with the Department of Energy to install banks of photovoltaic solar cells at public schools to reduce their reliance on electricity generated from non-renewable sources. The expansion of the program will see over 350 of the State's schools using some renewable energy. The Department provides support to Perth Zoo, the Department of Environment and Conservation (Ribbons of Blue Program), Herdsman Lake Wildlife Centre and Canning River Eco Education Centre for officers working with programs that specifically deliver education outcomes for schools in education for sustainability.

ANZAC commemoration

Commitment to the ANZAC heritage saw schools across the State running services to commemorate ANZAC Day. Twelve students, 10 from public schools, took part in the seventh Premier's ANZAC Student Tour in April 2010. The selected students travelled to Turkey where they undertook a history study program focused on the Australian military experience during World War 1. On their return, students attended local and State ANZAC Day commemoration activities.

Community Service

Although students are no longer required to complete 20 hours of community service to achieve their WACE, schools were encouraged to continue to provide students with opportunities to engage in community service. The Department continued to assist schools through the development of an accredited unit with the Curriculum Council and the production of an education kit detailing opportunities, practices and procedures for schools wishing to maintain a community service program.

Technology and Enterprise

The implementation of the Curriculum Council's WACE courses in Technology and Enterprise included the first examination of the Computer Science and Materials Design and Technology courses.

New Technology and Enterprise courses in their first year of implementation in 2009 proceeded smoothly. Preparation for the implementation of the final phase of these courses in 2010 was the focus of activity in Semester 2 2009. Combined system/sector professional development conferences and workshops were organised for Accounting and Finance; Business Management and Enterprise; Children, Family and Community; Food Science and Technology; Building and Construction; and Automotive Engineering.

The professional development opportunities were very well attended and evaluations clearly indicated that teachers valued highly the support and resources provided, as well as the networks established between participants.

Vocational education and training in schools

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

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

In 2009, VET in Schools delivery was characterised by the following:
- The delivery of VET in Schools in public schools was supported by 14 Enterprise and Vocational Education Coordinators.
- Approximately 52 per cent of Years 11 and 12 students from 159 public schools participated in VET programs that contributed toward achievement of secondary graduation; 17 of these schools delivered training as registered training organisations (RTOs).
- Approximately 27 per cent of VET in Schools activity took place in regional and remote areas of the State.
- There has been an increase from 2008 of approximately 25 per cent in the number of Aboriginal and Torres Strait Islander students in Years 10–12 who participated in a VET program.
- More than 27 per cent of VET delivery occurred in building and construction, automotive, hospitality, engineering, mining, community services, health and education, with large numbers of students also completing VET programs in business and clerical, entertainment, sport and recreation, and primary industries.

* The data reported here are sourced from the Department of Education's SIS VET module and may differ from other VET in Schools data sources.

Agricultural education

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

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

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

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

The two-year program meets the requirements of both the WACE and national VET accreditation. In 2009, 98.2 per cent of College graduates achieved Secondary Graduation.

In 2009–10, the WACoA was involved in the following activities and achievements:

- In February 2010, the WACoA enrolled 513 (an equal record high) students from around the State, an increase of 4.3 per cent on 2009 enrolments. Twenty per cent of students came from the Perth metropolitan area and approximately 20 per cent had previously attended private schools.
- Most students chose to board on the campuses at a cost of $8118 (2010) per year, and all campuses were close to or over their designated capacity.
- The Department provided $1.19 million for public schools to support farm operations linked to agricultural education and $0.89 million for residential operations at the WACoA campuses.
- In 2009, boarding fees totalling $3.15 million were remitted to the Department; $2.90 million was derived from farm operations and $1.16 million was paid into the Agricultural Education Farm Provision Trust for distribution among public schools with agricultural programs.
- A review of the Gnowangerup Training Centre, conducted throughout 2009, focused on student education outcomes matched against financial inputs to the site. Following analysis of this data, the closure of the centre was announced in January 2010. Future uses, maximising the benefit to the local community, are currently being explored.
- A student from the Cunderdin campus was announced winner of the Curriculum Council VET Beazley Medal. This is the fourth Beazley Medal winner from a WACoA campus since 2003.
- The high quality of vocational training provided was acknowledged when the Cunderdin college won the prestigious Australian Training Awards VET Excellence Award. The college is the only school nationally to ever win this award twice (2006 and 2009).
- A very high proportion of graduates continue to obtain immediate employment or go on to further education and training. In 2009, 99 per cent of Year 12 students entered directly into employment, traineeships, apprenticeships, universities or TAFE colleges.
- In 2009 the State Government announced a budget allocation of $25 million over three financial years for the rebuild of the Harvey campus at the Wokalup farm site. A further $18 million was announced for the upgrade of student residential accommodation and medical room facilities at the Narrogin, Cunderdin, Morawa and Denmark campuses.

School support services: Student support

Student allowances

Secondary Assistance Scheme

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

The Scheme provides a clothing allowance of $115 and an education program allowance of $235 which is paid directly to public schools, and is used to offset the costs of voluntary contributions in Years 8–10 and charges in Years 11–12.

In 2009, 16 400 applications were processed and payments amounting to $2.23 million were made under the education program allowance and $1.8 million under the clothing allowance.

It Pays to Learn

The It Pays to Learn allowance assists parents of senior secondary aged students to meet the costs of education or training.

In 2009, $9.84 million was distributed under this State Government initiative, including 49 200 payments of $200 to parents of students in senior secondary schooling (Years 11 and 12) and $400 ($200 per semester) to parents of young people, aged 16 and 17 years, undertaking training in first and second semester.

Boarding Away From Home Allowance for Isolated Children

The Boarding Away From Home Allowance for Isolated Children supplements the Centrelink Allowance for Isolated Children and assists parents in remote areas whose children do not have access to local primary or secondary schools. In 2009, the allowance was $2000 and 2069 applications were processed ($3.77 million).

A Boarding Away From Home Allowance Special Subsidy is paid to eligible parents of students boarding at Western Australian College of Agriculture campuses. Parents cannot claim this allowance if receiving the Allowance for Isolated Children or the Youth Allowance at the away rate. In 2009, the subsidy was $2000 and 246 applications amounting to $435 870 were processed.

Students with disabilities and learning difficulties

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

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

The Department recognised that approximately three per cent of the total student population has an identified disability. Eligible students with a disability received targeted supplementary resource allocations through the Schools Plus program. These resources supplement schools' capacity to meet the educational needs of students with a disability. As at June 2010, 7479 students received Schools Plus supplementary funding.

Figure 16 shows the distribution of students across eligible disability groups and Table 36 gives the breakdown by level of schooling.

Figure 16: Eligible students with a disability, by disability group, June 2010
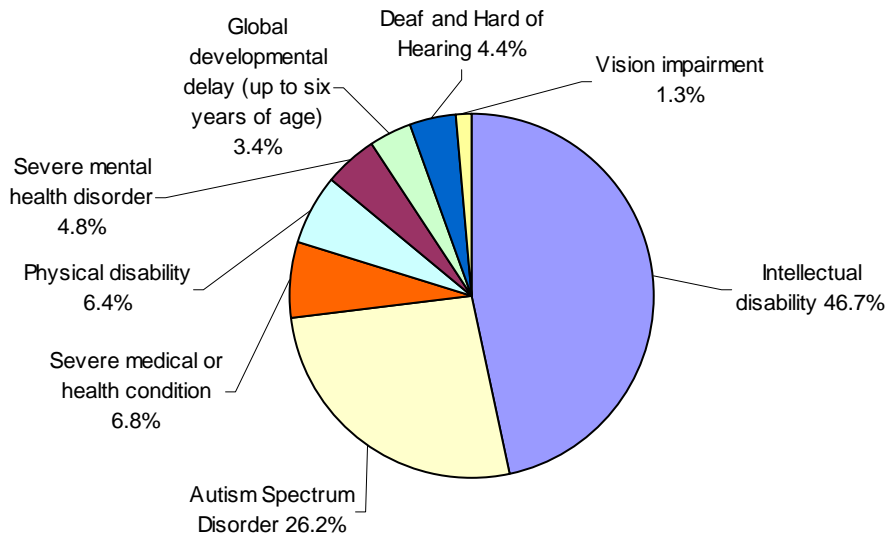
(a) Students with more than one identified disability are counted only once and are included in the category representing their primary disability.
(b) Excludes the small number of students who received an interim resource allocation but whose diagnosis of disability has yet to be confirmed.

Source: Schools Plus Information System – Student Support

Table 36: Eligible students with a disability, by level of schooling, June 2010

Level	Number	%
Pre-compulsory	955	12.8
Primary	4 073	54.5
Secondary	2 451	32.8
Total	**7 479**	

Source: Schools Plus Information System – Student Support

In 2009–10, a range of programs, services and resources supported schools to provide for students with special educational needs:
- All schools had access to consultancy services in relation to curriculum adaptations, professional learning, specialist resources or equipment, interagency support and referrals to specialist teams.
- The funding allocation for Learning Support Coordinators was integrated into the School Support Programs Resource Allocation giving each school more flexibility to meet student needs.

- The implementation for the Ten Point Action Plan was completed. The plan described the Department's response, over five years, to the recommendations of the review of educational services for students with disabilities in public schools. The review was completed in 2004 and reported in *Pathways to the Future*.
- Services to schools and students with special educational needs were provided by the Statewide Specialist Services and student services teams in district education offices.
- The Centre for Inclusive Schooling, Hospital School Services, Vision Education Service and the Western Australian Institute of Deaf Education form the Statewide Specialist Services. These services provided support to students, teachers and school communities to ensure students with a disability, learning difficulty or health-related needs are able to access the curriculum and are supported to reach their potential.
- The Centre for Inclusive Schooling provided services to 6777 students with disabilities and whole-school services to students with learning difficulties across all public schools; Hospital School Services provided services to 3998 referred students from both public and private schools; Vision Education Service continued to support more than 390 students across the State, and the Western Australian Institute of Deaf Education services were provided to 1779 students, across public and private schools, with a hearing loss that affects learning.
- The Statewide Speech and Language Service provided specialised support to schools for students in Years K–12. A team of 10.0 FTE Support Officers Speech and Language provided whole school planning, professional learning and consultancy services to schools across the State to improve literacy outcomes for students with speech and language needs. Direct support was provided to 1061 eligible students (Years K–3) through early intensive intervention programs at the four metropolitan language development centres and the language development school.
- The ASDAN (Award Scheme Development and Accreditation Network) Further Education Pathway Pilot 2009–10 provided the opportunity for participating schools to examine flexible and relevant post-school pathways for individual students with a disability. In 2009, 163 students from 11 schools were engaged in the ASDAN Award Program and 125 students received ASDAN accreditation and certification.
- The Principal Consultant (Mental Health) position was established in response to the priority needs of children and young people with mental health disorders.
- The Schools Plus program was reviewed and a new streamlined process, the Schools Plus Online Checklist, has been developed to allocate human resources to schools.

Support for the management of student behaviour

The effective management of student behaviour ensures a safe school environment and the creation of a social context which allows students to be supported while also learning to take responsibility for their own actions.

All public schools are required to create a safe and positive learning environment which promotes pro-social interactions amongst staff and students and provides opportunities for students to learn and practise appropriate social behaviours and self discipline.

A range of programs and strategies supported schools to manage student behaviour:
- The State Government allocation for the Better Behaviour and Stronger Pastoral Care strategy, made in 2008 over four years, was extended in 2009 for a further year to bring the total funding for the strategy to $47.7 million. Funding has supported the implementation of a range of strategies, including behaviour centres and the Positive Parenting Program, and also provided for school psychology and school chaplain positions. This funding is in addition to the annual $16.4 million for the Behaviour Management and Discipline strategy which provides funds to schools and districts, and training for teachers to develop strategies for managing student behaviour more effectively.
- The Classroom Management Strategies training delivered skills-based professional learning to support teachers to improve student behaviour. All workshop programs included in-class observation and coaching for teachers. Since the program commenced in 2005, 5460 participants have completed the Foundation Program (Level 1), 1149 in 2009; 370 participants have completed Level 2, 150 in 2009 and 406 have completed the Instructional Strategies Program, 390 in 2009.

- The Classroom Management Strategies program was expanded in 2010 by increasing the number of consultants. This was a recommendation of the Behaviour Management and Discipline strategy evaluation conducted by Edith Cowan University in 2008.
- In 2009, five metropolitan Primary Behaviour Centres provided support to the teachers and schools of more than 250 students with severely challenging behaviour. Three additional Primary Behaviour Centres in Kalgoorlie, Bunbury and Geraldton will operate in 2010.
- In 2009, four Secondary Behaviour Centres in Swan, Fremantle, Canning and Kalgoorlie provided direct support to more than 100 students. Three additional Secondary Behaviour Centres in South Hedland, Bunbury and Geraldton will operate in 2010.
- *Keeping Our Workplace Safe* (resource and training), developed by the Department, WA Police and the State School Teachers' Union of WA, contains practical strategies to guide and support school administrators in preventing and/or managing incidents of violence against school staff. The resource, being widely implemented by public schools across the State, encourages close working relationships between public schools and WA Police. Implementation of the resource is supported by professional learning.
- A Police Officer has been seconded to work with the Department as the Police Schools Safety Liaison Officer for one year, with the possibility of extension. Feedback from schools consistently reinforced the value of a dedicated police officer to support them in managing violent incidents. The Liaison Officer provides a strategic link between the schools and local police, enabling safety and security issues in schools to be dealt with more effectively.

Suspensions and exclusions

The Department's *Behaviour Management in Schools* policy provides for principals to suspend students from school for a maximum of 10 days for a single breach of discipline. It also allows principals to recommend exclusion should they deem a student's behaviour seriously breaches school discipline. Current data indicates that suspension is an effective strategy in addressing student behaviour.

In 2009, there were 27 374 suspensions involving 12 529 students. The average period of suspension was 2.2 days. The number of days suspension was 60 805. The majority of students were suspended only once. The number of suspensions decreased rapidly after the first suspension. The number of students suspended a second time was less than one third of the total number suspended once. These figures are consistent with 2008 data and continued the trend of few students being suspended three times or more. The most common reason for student suspension was physical assault or intimidation of other students.

Student attendance

The *Attendance* policy requires schools to record and monitor attendance. Where students have attendance issues, the school is required to identify the causes of non-attendance and develop strategies to support the student to improve their attendance. Parents have a responsibility to inform the school of the reason for their child's absence within three days of the absence commencing.

Implementation of the *Better attendance: Brighter futures* strategy commenced in 2010. The aim of the strategy is to improve attendance in public schools and develop strategies that link directly to the local causes of irregular attendance. It focuses on the mutual obligation of schools, families and the community to ensure regular student attendance. Schools are encouraged to work in partnership with parents and local communities to promote the benefits of regular student attendance. The Department is implementing a statewide communications strategy to inform parents of the importance of enrolment and attendance. This strategy includes an Aboriginal perspective and has the scope for communities to tailor information for local contexts.

Public schools participate in an annual Student Attendance Audit which provides attendance information to support the identification of students considered to be 'at risk' due to irregular patterns of attendance. Schools use attendance data to plan for improvement and direct resources to areas of need. This data is also used by the Department to identify schools with severely 'at risk' students and provide support and supplementary financial resources.

Attendance officers in districts support schools with student attendance concerns. The Department has a range of responses for addressing chronic non-attendance including the establishment of attendance panels and, in the most serious cases, prosecution.

The Department has Standardised Leave Passes for students who are away from school for legitimate reasons but not under direct supervision of teachers or a responsible adult. A joint initiative between the WA Police and the Department, Keeping Kids in School, operated in a number of local shopping centre precincts across the State. Retailers work with the school community to reduce truancy by redirecting young people without a Standardised Leave Pass back to school.

The Department participates in the Northbridge Strategy, an interagency initiative focusing on unsupervised young people in the Northbridge precinct at night. Enrolment and attendance information is used in follow-up support for these students.

An SMS program has been implemented in 155 public schools throughout the State. The system automatically informs parents, via an SMS text message, of their child's absence from school if an explanation has not already been provided. Parents are able to reply to the message to inform the school of the reason for the child's absence.

The messaging program has an additional function that generates and distributes emails containing individual student or cohort absence histories to nominated persons. There are currently 39 schools using the Watchlists function to identify students or cohorts who are 'at risk' and require support.

Advisory panels

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

Schools may recommend exclusion for students who commit serious or persistent breaches of the school's code of conduct. In each case, a school discipline advisory panel is convened to investigate the situation and make recommendations to the Director General. In 2009, there were 50 recommendations for exclusion, with 44 accepted by the Director General.

Cases of persistent non-attendance may be referred to a school attendance advisory panel, which provides advice and recommends assistance to parents (and/or students) who are not fulfilling the legal requirements of attendance. In 2009, 15 attendance panels were convened.

Table 37: Advisory panels convened by district education offices, 2007–2009 [(a)]

	Discipline panel			School attendance panel		
	2007	**2008**	**2009**	**2007**	**2008**	**2009**
Metropolitan	32	35	38	12	17	8
Regional and remote	4	10	12	4	1	7
Totals	**36**	**45**	**50**	**16**	**18**	**15**

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

Source: Behaviour Standards and Wellbeing

Student mobility

The Department manages enquiries relating to children who are not attending school or taking part in an educational program and whose whereabouts are unknown. The Student Tracking System database is used to record information and search for new enrolment details in available databases. A list of children whose whereabouts are unknown is distributed each month to all private and public schools, and some agencies by agreement.

The number of children currently missing from schools and educational programs is 813. The Department is working with the Association of Independent Schools WA and Catholic Education Office of WA to reduce the number of students missing vital educational opportunities and experiences.

The Department has the lead in developing the Tri-Border Attendance Strategy which will enable the tracking of students and the transfer of academic information across the borders of the Northern Territory, South Australia and Western Australia.

Specialist Behaviour Psychology Services

The Specialist Behaviour Psychology Service provides support for schools with identified student behaviour difficulties requiring significant assistance. Support is provided at the whole school, group and individual student level through a systemic approach aimed at strengthening school processes by building the capacity of staff.

The service has statewide responsibilities and in 2009–10 provided services to both metropolitan and regional primary and secondary schools, district education offices and behaviour centres. Referrals were received from nine district education offices with 20 schools offered specific behavioural support ranging from whole-school improvement processes to individual case consultancy (15 were senior high schools and district high schools).

In line with the Department's Better Behaviour and Stronger Pastoral Care strategy, a particular focus has been the development of processes to support sustainable practices in effective school-wide behaviour management. Specialist psychologists work collaboratively with local student support personnel to develop effective behaviour management systems and practices. This helps to ensure that the school community can continue to implement these strategies without the need for ongoing support from specialist psychologists.

The specialist psychologists also provided coaching for principals and school psychologists in effective school-wide behaviour management.

Support for health and wellbeing

Pastoral Care

Pastoral care is the provision of care that promotes and enhances student wellbeing and learning. Public schools build and maintain a supportive culture that promotes health and wellbeing, develops resilience and engages students in learning through quality pastoral care systems.

Public schools respond to local needs and implement a range of pastoral care strategies and programs designed to support students and enhance their educational outcomes. The School Chaplaincy Program and the School Volunteer Program contribute to the promotion of student wellbeing and learning.

The role of chaplains in schools is available to a broad cross section of the community, independent of religious affiliation. The religious affiliation of the chaplain and the service provider is a school level decision.

From 2009, the State Government committed an additional $2.5 million annually for four years to the program to give all public schools access to the services provided by school chaplains.

In 2009–10, the Department expanded its support for the School Chaplaincy Program by providing additional funding to the Churches Commission on Education (YouthCARE) to extend the chaplaincy services offered to schools on behalf of 13 Christian members and more than 50 associate member churches. Funding has also been made available to support schools wishing to appoint a chaplain from other religious denominations.

The funding to service providers, including YouthCARE, is used to support its administrative operations, thus ensuring maintenance of the secular status of the program in public schools. As a provider of chaplaincy services across the State, YouthCARE has committed to strategies to strengthen the quality of the service it provides and to a number of new projects to increase the access of schools to this service. These include:

- the establishment of a group of 'support chaplains' to service schools on a limited basis, especially in regional and remote schools;
- the establishment and maintenance of a group of chaplains who will be trained in critical incidents and stress management and will support schools as part of the Department's critical incident management; and
- the development of a program of internships for Aboriginal chaplains.

In June 2010, there were 273 chaplains operating in 309 public schools.

The School Volunteer Program is a volunteer group that aims to improve the life skills and self concept of selected primary and secondary students through literacy support and mentoring. In 2009, the Department provided $280 000 to assist the program to place community members as volunteer mentors to public school students. There are currently 2410 volunteers operating in 264 public schools.

Child protection

The Department received funding of $5.1 million over 2008–2012 to manage the implementation of mandatory reporting of child sexual abuse.

In 2009–10, the Department, through the Child Protection Team:
- provided support, advice and training to schools and districts on mandatory reporting and other child protection concerns;
- implemented the online Child Protection Professional Learning Program;
- delivered 52 child protection workshops across the State to more than 1500 teaching and non-teaching staff, including pre-service teachers;
- delivered a train-the-trainer program to staff from TAFE colleges;
- participated in interagency presentations in more than 25 rural and remote centres;
- supported the development and implementation of a protective behaviours program in selected schools;
- distributed funding to districts for child protection initiatives; and
- reported on statewide trends and the quality of mandatory reporting by teachers and level of compliance of compulsory training.

School health services

A Memorandum of Understanding between the Department of Education and the Department of Health provides a framework for the delivery of statewide school health services by school/community nurses.

A new Memorandum of Understanding 2010–2013 will commence in July 2010. It establishes parameters for developing school level agreements to provide a local context for the implementation of the statewide memorandum. School level agreements, which will be negotiated by principals and a designated school nurse, replace the previous district level agreements and provide greater flexibility to meet the needs of individual schools.

In 2009, a model for equitable distribution of metropolitan school health services was developed that took into consideration increasing student numbers and more complex student health care needs.

Student health care documentation

The *Student Health Care* policy and associated documentation for managing student health care are currently being revised. The medical section of the Schools Information System (SIS) has been refined to enable schools to extract reports on different aspects of student health data. Training to assist school staff to manage student health care data on SIS will be available throughout 2010.

Anaphylaxis

The Department is represented on the independently chaired Anaphylaxis Management Implementation Group convened to oversee the implementation of the recommendations in the Report, *Anaphylaxis*: *Meeting the Challenge for Western Australian Children (2007).* The Department of Health has the role of lead agency.

Key outcomes in 2009–10 for the Anaphylaxis Management Implementation Group include:
- the distribution of a comprehensive Anaphylaxis Resource Kit to all schools and childcare services in Western Australia in February 2010;
- the development of a free training program for delivery to schools and childcare services for implementation by school nurses in 2010 and 2011;
- preliminary work on the development of an education and awareness strategy for implementation with general practitioners; and
- ongoing support for an Anaphylaxis website housed at the Department of Health.

Participation of senior secondary students

All young people in Western Australia must either attend school full time or participate in other approved education, training and/or employment options until the end of the year in which they turn 17 years of age. Information about options available to 16 and 17 year olds is available on the Department's website (www.det.wa.edu.au/participation).

An annual survey conducted by the Department indicated that approximately 9000 students aged 16 and 17 years are 'at risk' of disengaging from the education and training system due to a range of factors including poor attendance, poor literacy and numeracy skills, issues of health and wellbeing, behavioural issues and lack of family support.

The participation requirement, along with specialised support for young people, is aimed at assisting all students to achieve their potential through improved educational attainment and enhanced pathways to further education, training or employment.

Key achievements and activities to support participation in 2009 included the following:
- 95.2 per cent (Semester 2 2009) of 16 and 17 year olds are now actively participating in education, training and/or employment (up from 87 per cent prior to 2006).
- There were 14 170 Notices of Arrangements recorded on the Participation Management Database for students accessing options other than full-time schooling.
- There has been a rise in the apparent retention rates for senior schooling students (combined public and private schools). The rate for Year 11 students was 95.5 per cent in 2009, an increase of approximately eight to 10 per cent compared with rates in the five years prior to 2006. For Year 12 students the rate was 72.5 per cent, an increase of approximately three to four per cent compared with rates in the five years prior to 2008.
- Increases in apparent retention rates (combined public and private schools) for Aboriginal students have been significant. In 2009 the rate for Year 11 students was 83.5 per cent, an increase of between 22 and 32 per cent compared with rates in the five years prior to 2006. For Year 12 students the rate was 39.6 per cent, an increase of eight to 13 per cent compared with rates in the five years prior to 2008.
- One hundred Participation Coordinators, employed in 14 education districts in 2009, provided support to 12 446 16 and 17 year olds.
- More than 400 public and private secondary schools, training colleges and community providers used services brokered by Participation Coordinators.

- Since the progressive implementation of changes to the participation requirement in 2006, 85 designated (quality assured) senior school engagement programs have been implemented statewide. This is in addition to more than 100 initiatives that have been established to assist young people 'at risk' of disengagement from education, training and/or employment.
- Approximately 1000 key stakeholders statewide were involved in the development of annual Education and Training Participation Plans. Planning occurs in each district and initiatives are developed that take into consideration local needs. Funding of $3.0 million was provided through the Plans to support young people's participation in education and training programs.

Figure 17: Education, training and employment destinations, 17 year olds, 2009
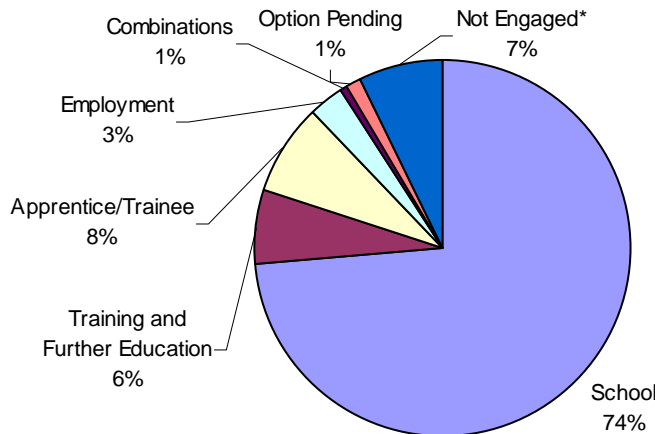
* Not Engaged = In Transition, Refusal, Whereabouts Unknown, Deceased, Left WA

Source: Participation and Curriculum Council data

Education of Aboriginal students

Public schools account for approximately 84 per cent of the 25 738 Aboriginal students undertaking school education in Western Australia. Figure 18 shows the trends in Aboriginal enrolments in public schools in recent years.

Figure 18: Aboriginal enrolments at Western Australian public schools, by level of education, 1996–2010 [(a)]
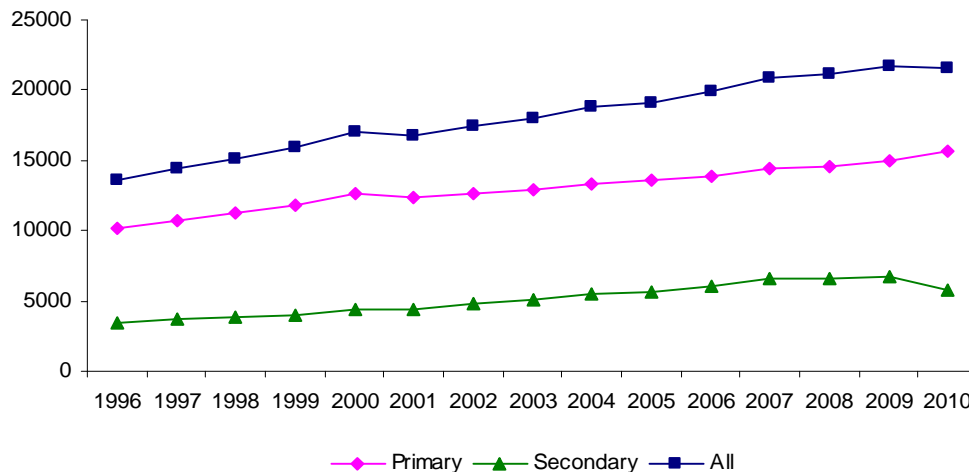
(a) Half cohort in secondary education (Year 8) in 2010.

Aboriginal enrolments account for 8.4 per cent of all enrolments in public schools: 4.6 per cent of enrolments in metropolitan districts and 18.8 per cent of enrolments in regional and remote districts.

Table 38: Aboriginal enrolments at Western Australian public schools, by education district, 2010 [(a)]

Education district	Aboriginal students in public schools	Total students in public schools	Aboriginal students as % of all public school students
Metropolitan			
Canning	2 596	38 245	6.8
Fremantle-Peel	2 427	58 796	4.1
Swan	2 549	39 158	6.5
West Coast	1 018	51 946	2.0
Sub-totals	**8 590**	**188 145**	**4.6**
Regional and remote			
Albany	512	6 739	7.6
Bunbury	856	13 148	6.5
Esperance	299	3 225	9.3
Goldfields	1 578	6 151	25.7
Kimberley	3 277	5 209	62.9
Midlands	797	5 873	13.6
Mid West	2 310	8 513	27.1
Narrogin	561	4 615	12.2
Pilbara	2 430	7 972	30.5
Warren-Blackwood	326	7 322	4.5
Sub-totals	**12 946**	**68 767**	**18.8**
Grand totals	**21 536**	**256 912**	**8.4**

(a) First Semester census.

Source: Evaluation and Accountability

Table 39: Aboriginal enrolments at Western Australian public schools, by year level, 2007–2010 [(a)]

Year Level	2007		2008		2009		2010	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
K	1 437	8.4	1 443	8.2	1 533	8.2	1 713	8.7
P	1 772	8.9	1 698	8.6	1 702	8.3	1 793	8.6
1	1 709	8.7	1 847	9.2	1 813	9.0	1 735	8.5
2	1 787	8.9	1 730	8.7	1 869	9.2	1 769	8.8
3	1 820	8.8	1 792	8.9	1 771	8.7	1 826	9.0
4	1 607	8.1	1 831	8.8	1 804	8.8	1 736	8.7
5	973[(b)]	8.6	1 658	8.4	1 836	8.8	1 744	8.7
6	1 657	8.3	960[(b)]	8.5	1 683	8.4	1 790	8.7
7	1 617	8.0	1 610	8.2	971[(b)]	8.9	1 606	9.0
Primary Sub-totals	**14 379**	**8.5**	**14 569**	**8.6**	**14 982**	**8.7**	**15 712**	**8.7**
8	1 525	9.0	1 467	8.7	1 464	8.8	817[(b)]	8.9
9	1 569	8.9	1 514	8.8	1 530	8.9	1 456	8.6
10	1 528	8.6	1 483	8.4	1 478	8.4	1 403	8.1
11	1 280	7.3	1 371	7.6	1 474	7.8	1 333	7.2
12	640	4.9	767	5.7	794	5.8	805	5.6
Secondary Sub-totals [(c)]	**6 547**	**7.8**	**6 602**	**7.9**	**6 755**	**8.0**	**5 824**	**7.6**
Grand totals	**20 926**	**8.3**	**21 171**	**8.4**	**21 737**	**8.5**	**21 536**	**8.4**

(a) First semester census.
(b) Half cohort.
(c) Includes ungraded secondary students.

Source: Evaluation and Accountability

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

In 2009, the average attendance rate in the primary years (Years 1–7) for Aboriginal students was 81.4 per cent compared with 93.9 per cent for non-Aboriginal students. In the secondary years (Years 8–12) the average attendance rate for Aboriginal students was 67.5 per cent compared with 89.3 per cent for non-Aboriginal students.

The retention rates for Aboriginal students continue to be low, although increases in retention to senior school since the change to the school leaving age have been maintained. In 2009, while 90.6 per cent of Year 8 Aboriginal students stayed on until the end of Year 10 (compared with 94.3 per cent in 2008), 81.3 per cent to Year 11 (compared with 79.9 per cent in 2008) and 37.5 per cent stayed to Year 12 (compared with 40.2 per cent in 2008).

In Semester 2 2009, of the 553 Aboriginal students in Year 12, 241 met the requirements for a Year 12 certificate, up from 227 in 2008. Of those students achieving secondary graduation, 17 received a Tertiary Entrance Rank high enough for entry to university.

Support for the transition to school

Aboriginal Kindergartens

In Western Australia, all children who turn four years of age before 30 June are eligible to attend Kindergarten. Aboriginal Kindergartens have the specific purpose of providing education programs for Aboriginal children that are inclusive of their Aboriginality, culture, language and learning styles.

Twenty-eight Aboriginal Kindergartens and 42 remote community schools provided programs to assist Aboriginal children in their transition from home to school and, if vacancies existed, provided access to younger children turning four years of age before 31 December.

Aboriginal students in these Kindergartens develop the literacy and numeracy readiness skills and understandings necessary to prepare them for reading, writing and mathematics at school.

Indigenous Early Childhood Initiative

Nationally, the *Australian Directions in Indigenous Education 2005–2008 (MCEETYA 2006)* identified the need for action to improve Aboriginal outcomes in early childhood education.

In 2009, support for increased participation and readiness of Aboriginal children for formal education was provided through the following:

- A range of Western Australian online teaching resources was developed for use with Aboriginal pre-compulsory students to explicitly teach Standard Australian English and to better prepare them for school. Nine integrated programs of work and 48 individual teaching and learning programs were trialled in 22 schools across nine districts.
- Speech and language leaders were appointed to 25 schools, identified as having the highest need (22 schools were allocated 0.2 FTE and three were allocated 0.4 FTE each), to support the national Language Guarantee that all Aboriginal students have access to speech and language services. Also, additional speech and language support officers (7.0 FTE) provided professional learning and advice to teachers of Aboriginal students across districts.

Support for literacy and numeracy

Aboriginal Literacy Strategy

The Aboriginal Literacy Strategy (ALS) provides services to schools in the Kimberley, Pilbara, Mid West and Goldfields education districts. It focuses on consistency and sustainability over time to counteract negative effects of student absenteeism, mobility and changes to staff.

The implementation of a structured daily literacy session is a central aspect of the strategy. This includes a prescribed sequence of English language and literacy components which provide a framework for the planning and delivery of effective language and literacy instruction. Instructional practices reflect evidence-based planning, careful text selection, and explicit teaching and support of English as a second language/dialect.

In 2009, through the introduction of individual service level agreements at the district level, delivery of services has been given greater flexibility but with added accountability. Service level agreements specifically tie program delivery to the four key principles of the strategy:

- There is a minimum of two hours of language and literacy instruction daily.
- The principle of two-way learning (using strategies to teach Standard Australian English to Aboriginal students whilst accepting and valuing the linguistic and cultural importance of both Aboriginal English and Standard Australian English) is strongly embedded throughout the curriculum.
- English as a Second Language/English as a Second Dialect (ESL/ESD) teaching strategies are used to increase language and literacy outcomes for students.
- Language and literacy outcomes for ESL/ESD students are assessed using the ESL/ESD Progress Map.

English as a Second Language/Indigenous Language Speaking Students

The English as a Second Language/Indigenous Language Speaking Students (ESL/ILSS) Program provided support to students in the Goldfields, Kimberley, Mid West and Pilbara education districts.

In 2009, 490 students commenced ESL/ILSS tuition and 388 students had their English language skills assessed at the completion of their ESL/ILSS tuition. There were 21.0 FTE Aboriginal positions supported through this program.

The use of the ESL/ESD Progress Map as a monitoring, assessment and reporting tool for students in the program has been gradually phased in from 2007 and is now firmly established. In 2010, the ILSS data collection and reporting requirements for schools have been simplified.

Indigenous Tutorial Assistance Scheme

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

In 2009, a total of 2990 Aboriginal students and 128.0 FTE staff at 313 schools participated in the program in the primary and lower secondary years. There were 42 398 hours of tuition allocated to senior secondary students which were accessed over a 29-week period.

Feedback from schools involved with the program in 2009 indicated positive outcomes for primary and lower secondary students in relation to performance against literacy and numeracy indicators, attendance, and attitude to and engagement with learning. Feedback from schools supporting senior secondary students was also positive and, in 2010, the number of schools applying for and receiving assistance for senior secondary students more than doubled.

Support for participation and achievement

Follow the Dream: Partnerships for Success

The Follow the Dream Strategy targets successful Aboriginal secondary school students and supports them to complete school and go on to university. Students enter the program on the basis of a formal commitment and are provided with support that focuses on academic excellence, including access to tutors and well-equipped facilities for after-school study. Tutors and mentors assist students in all facets of their education.

In 2009, activities and achievements associated with this strategy included the following:

- Staff in 24 learning centres provided assistance to 693 Years 7–12 students from 58 schools across the State.
- An outreach service was introduced whereby The University of Western Australia supplied Follow the Dream services and tutoring to metropolitan students unable to access a Follow the Dream site.

- Follow the Dream students were selected for various programs that recognised not only higher academic outcomes but outstanding achievement in other facets of education and personal growth.
- A longitudinal study of the strategy, completed by Edith Cowan University, demonstrated positive program outcomes including improved student outcomes.

  The study concluded that despite continuing challenges for students, program coordinators and schools, '*there is clear evidence that the program in its current form is attracting the appropriate, high achieving students and meeting their educational and aspirational needs*'.
- Eighty-four students who participated in Follow the Dream completed Year 12.

Aboriginal Education Awards of Achievement

The Aboriginal Education Awards of Achievement promote a positive image of Aboriginal education, both within the school and broader communities, and acknowledges the achievements of teachers, schools and community groups in improving the educational outcomes for Aboriginal students. In 2009, 58 nominations were received.

Aboriginal Perspectives across the Curriculum

The Aboriginal Perspectives across the Curriculum Online Resource project aims to broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being. Regional lesson materials continued to be collected and collated and, compared with the previous year, the website contained an additional 55 lesson plans. The site averaged approximately 7000 visits per month. The Principal's Presenter's Kit was updated and more than 1300 kits were distributed across the State and interstate.

Support for school leadership

Dare to Lead

Dare to Lead is an initiative between the Department and Principals Australia to improve educational outcomes for Aboriginal students. It offers school leaders a variety of professional development opportunities and a range of specifically designed resources.

The project is based upon networks of schools led by local principals. In 2009, 68 per cent of public schools participated in Dare to Lead, 5 per cent more than 2008. Professional development was delivered to 945 staff, including Aboriginal and Islander Education Officers and staff from other professional associations.

In 2009, the Remote Schools Executive Support Program was piloted. The program supports schools in remote areas to review their performance with the aim of improved educational outcomes for Aboriginal students. Principals independently assessed the performance of other schools and developed school profiles, resulting in 14 collegial snapshots.

Leading from the Front

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

In 2009, compared with previous years, the uptake of forums by principals was limited due to staffing constraints in their schools. Action research was an important aspect of the professional development where principals developed, implemented and monitored approaches to Aboriginal education in their schools. Principals also had the opportunity to hear participants from previous years report on the progress of their research.

In 2010, the program will be redesigned to enable easier access for participants and will have a focus on early childhood and whole-of-school planning within an Aboriginal context.

Support for parent and community involvement

In 2009, school and community partnership agreements were introduced to enhance the involvement of Aboriginal parents/caregivers in the education of their children and in school decision making. One hundred and fifty-two schools with a significant Aboriginal student population were targeted to develop agreements. Of these, 91 schools started to develop agreements and seven schools signed agreements.

A resource package supports principals, their staff and the parent community in the process of developing and implementing formal agreements in relation to school and community partnerships.

Students for whom English is a Second Language or Second Dialect

The Department provides specialist English as a Second Language (ESL) and English as a Second Dialect (ESD) programs for students newly arrived in the country, or those born in Australia who speak a language other than English. During 2009, 1073 newly arrived non-humanitarian migrant students and 437 newly-arrived humanitarian migrant students were enrolled in intensive English programs.

English as a Second Language programs operated in 124 schools to develop Standard Australian English and enable students to access the curriculum. English as a Second Language programs include Intensive English Centres (IECs), visiting teacher, support and cell programs at local primary and secondary schools, the ESL Country Float and the ESL Resource Centre. Specialist programs supported 6654 students through local schools.

The students' level of English language competence and the time spent in Australia determines the nature of ESL support provided. Eligible new arrivals with intensive English language needs, living in the metropolitan area, are assisted through 14 IECs in the Canning, Swan, Fremantle-Peel and West Coast education districts. The centres cater for primary and secondary students including humanitarian and migrant entrants. Newly arrived students in regional schools are supported through the Country Float, which provides for specialist staff and/or resource allocations.

In 2009, 1955 ESL students on temporary Visa Subclass 457 were enrolled in public schools. Although these students were identified as having ESL needs, only a limited number were able to participate in intensive IEC programs on a 'spare capacity' basis as stipulated in the Department's *Enrolment* policy.

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

The ESL Resource Centre provided ESL/ESD specialist teaching resources and professional learning opportunities across the State. A total of 574 teachers borrowed 21 307 resources over 3993 visits. These resources were used to promote the development of Standard Australian English language competency, literacy and numeracy.

Education of gifted and talented students

The Department recognises the importance of the identification of gifted and talented students, the provision of quality learning experiences for students, and the monitoring of programs and schools.

The identification of students suited to Primary Extension and Challenge (PEAC) programs occurs through centrally coordinated statewide assessment of Year 4 students. Programs are provided where like-minded students of similar ability from different primary schools can develop their knowledge and thinking skills. A survey of more than 500 parents across Western Australia showed strong support for PEAC and the benefits for participants, with 90 per cent of parents strongly agreeing that courses are worthwhile, interesting and challenging.

The identification of students for selection to Gifted and Talented secondary programs in Academic, Arts and Languages continues to have increasing interest from parents and growing numbers of applicants as a result of the outstanding reputation of these programs and schools.

In 2009, more than 3210 applicants sought secondary placement in one of the 22 programs or schools and by the end of the selective entrance process approximately 1200 students were successful in gaining gifted and talented secondary placements. More than 3750 applications were received in 2010.

Specialist Programs provide enriched learning opportunities for Years 8–10 secondary students with special academic, artistic or sporting interests and aptitudes in public schools. Schools must be able to demonstrate capacity for excellence in the Specialist Program, ability to appropriately staff the program, maintain viable class numbers and provide appropriate infrastructure and resourcing. Programs are reviewed and considered for re-accreditation on a three yearly cycle. Ninety-five specialist programs operated in 54 schools in 2009.

Curriculum provision for gifted and talented students has its base in enrichment and extension. The *Gifted and Talented Guidelines,* posted on the Department's website, support all teachers and schools to meet the special learning needs of gifted students.

Low socioeconomic status school communities

During 2009–10, in preparation for schools to implement changes under the Low Socio-Economic Status School Communities National Partnership, the Department undertook research and analysis to develop strategies for implementation in key reform areas. This included consultation with stakeholder groups, an investigation of effective strategies in key reform areas and appropriate planning processes for schools, and a consideration of all costs.

The Department's approach to implementation is to support schools to increase their capacity to improve student achievement by tailoring reform strategies to meet the needs of individual schools. School performance is monitored regularly so that interventions can be modified, and support and resources used more effectively. At a central level, existing policies are being refined to provide enhanced flexibility.

From 2010 to 2015, 99 schools will participate in the partnership for a four-year period. The first group of 30 schools started in Semester 1 2010, with some working collaboratively as clusters of schools. Schools selected projects appropriate for their needs and context. Projects focus on areas such as literacy and/or numeracy, extended service school models, smaller class sizes, extended school hours and whole school planning.

The Department is supporting schools to:
- achieve improvements in school organisation, operation and educational outcomes;
- trial reforms to address the complex challenges facing students, teachers and principals in disadvantaged communities; and
- share best practice.

Participating schools will be involved in research and external evaluations of innovative practice.

Geographically isolated students

Programs and services supported almost 69 000 public school students in regional and remote areas of the State.

Priority Country Areas Program

The Commonwealth's Country Areas Program complemented the Department's provision for students in isolated areas. In 2009, $4.0 million in funding was allocated under the Priority Country Areas Program (PCAP). The majority of funds supported specialist learning activities; visits to schools by educational, artistic or cultural groups; resource production; specialist equipment; ICT technical support; excursions and camps. A small proportion of the PCAP allocation went to the Schools of Isolated and Distance Education to support programs that bring students and home tutors together at the Leederville site.

National Collaboration Projects

In April 2009, the then Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) agreed to national collaboration across jurisdictions to design, develop and implement reform strategies in six major areas, including strategies to support education delivery in small and remote schools.

Western Australia is the lead jurisdiction for the Extended Service School Models Project and shares leadership for the Innovative Strategies for Small and Remote Schools Project with South Australia.

The investment from the Commonwealth Government will assist jurisdictions to identify strategies that address the challenges in implementing extended service school models (where schools work in partnership with government, local providers, and community members to offer an extended range of services to students, their families and the local community) and the particular complexities that small and remote schools face. The first stage for both projects, a literature review, was completed in May 2010.

Schools of Isolated and Distance Education

The Schools of Isolated and Distance Education (SIDE) provide a quality education to students who, primarily because of remoteness, are unable to attend regular schools or access a sufficiently broad curriculum. SIDE consists of six campuses: Leederville (Primary K–7 and Secondary 8–12 schools) and Kalgoorlie, Port Hedland, Geraldton, Carnarvon and Derby (which are K–7 Schools of the Air).

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

Many SIDE students receive lessons using a satellite service which allows them to interact with each other and to access a range of programs. SIDE also provides the opportunity for secondary students to access courses not available in their local school.

At the end of Semester 1 2010, there were 235 pre-compulsory and primary full-time enrolments through the Leederville campus. The total number of students enrolled in one or more secondary courses at the Leederville campus was 345 (222 full-time and 123 part-time). The Schools of the Air (SOTAs) provided distance education to a further 210 pre-compulsory and primary full-time students.

During 2009 and 2010, all SIDE teachers were trained in the use of web conferencing using *Centra Symposium* software. On average, 1500 lessons a month were delivered. Centra is now the 'core tool of trade' for all SIDE teachers and is accessed through the Department's portal.

In 2009, SIDE teachers facilitated the English as an Additional Language/Dialect Stage 2 and 3 oral examinations to 1000 students in eight South-East Asian schools for the Curriculum Council. These teachers also collaborated with several new local school clusters to share expertise and provide training to the Albany and Bunbury clusters.

SIDE began using a new learning management system to provide online support for courses in 2010. One hundred courses were developed during 2009. All SIDE teachers have been trained and are increasingly developing their own courses by using this system. Supplementary delivery tools were developed to enable teacher-developed audio and video materials. A significant redevelopment of the SIDE TV studio saw the transition from an analogue-based live production facility to a multimedia studio capable of rapidly developing online content.

French, Indonesian and Italian for Years 2–12 and Japanese for Years 2–7 is delivered by SIDE. In 2010, approximately 1400 students in Years 2–7 are provided with one-hour language lessons each week. In Years 8–10 language lessons are provided two hours per week to approximately 160 home-based students. Approximately 130 senior secondary students completed languages courses with SIDE in 2009.

The Flexible Learning in Schools Project enhances educational opportunities for senior secondary students in Port Hedland and Newman and is supported by BHP Billiton Iron Ore. In 2010, there are more than 50 subject enrolments from five schools across seven courses.

Instrumental Music School Service

The Instrumental Music School Service contributes to the delivery of the total music curriculum to students in Years 3–12 by working with districts, school clusters and individual schools.

During the year the service achieved the following:
- An exceptional instrumental music program was provided for more than 14 700 students, enrolled in more than 470 public schools across the State. Students were also given the opportunity for extension work through 312 ensembles.
- A series of specific instrumental workshops were held for primary students.
- Several thousand, mostly secondary, students were involved in the instrumental festivals held for bands, orchestras, guitar ensembles, choirs and jazz groups.
- There was a consolidation in the contemporary popular music area with an emphasis on developing quality bands with professional instruction. The service continued to provide instrumental lessons online (using Centra software) from the studio at its Maylands premises. Schools in the south west continued with online instruction and the flexibility of the program allowed for simultaneous instruction at more than one site.
- Musical excellence was showcased in the Opus 2010 concert at the Perth Concert Hall.

Table 40: Student enrolments, Instrumental Music School Service, by level of education, 2006–2010

Level of education	2006	2007	2008	2009	2010
Primary (Years 3–7)	7 517	8 047	6 968	7 375	8 247
Lower secondary (Years 8–10)	5 746	5 813	5 874	5 842	5 046
Senior secondary (Years 11–12)	1 150	1 260	1 251	1 346	1 436
Total	**14 413**	**15 120**	**14 093**	**14 554**	**14 729**

Source: Instrumental Music School Service

Overseas full-fee paying international students

The Senior Colleges Overseas Project Education

In December 2009, the Senior Colleges Overseas Project Education (SCOPE) joint marketing activity of Tuart College and Canning College was disbanded. Over the 24 years that the colleges have operated, their full-fee-paying education programs have enrolled more than 9500 students. In 2010, the colleges began independent marketing.

In 2009, there were 548 students enrolled in SCOPE programs, which represented a significant decrease on the 2008 numbers of 604. Of these, 308 international students were enrolled in university entrance examinations with 297 selecting the Western Australian Universities Foundation Program and 11 selecting the Tertiary Entrance Examinations (TEE) Program.

The main sources of students for the senior colleges were China (216), Malaysia (140), Vietnam (43), Hong Kong/Macau (38), Africa (33) and Singapore (20), with a further 58 from other countries.

Course fees ranged from $1760, for a four-week bridging course, to $14 200 for the TEE Program and the Western Australian Universities Foundation Program.

In 2009, Canning College also offered the Diploma of Commerce and the Certificate IV in Commerce. The Diploma is the first year of The University of Western Australia (UWA) and the Curtin University of Technology commerce degrees. There were 170 students enrolled in the Diploma of Commerce and a further 29 in the Certificate IV program. The course fee for the Diploma was $17 100 for the UWA Stream (including two bridging courses), and $14 400 for the Curtin Stream. The fee for the Certificate IV was $10 800.

Fee-paying overseas students

There was a slight decline in enrolments of fee-paying international students in public schools from 477 students in 2008 to 461 in 2009.

In Semester 1 2010, there were 115 students enrolled in 67 primary schools and 334 students enrolled across 37 secondary schools.

Annual tuition fees for a primary school student were $8000 ($7500 for siblings). Fees for a lower secondary school student were $9500 ($9000 for siblings) and $10 500 ($10 000 for siblings) for a senior secondary school student. Host schools received 70 per cent of tuition fees.

System support services

Quality assurance

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

Audit and risk management

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

Risk management is a critical element of governance and during the year the Audit and Risk Management Branch completed a comprehensive review of the existing risk and business continuity policies and guidelines.

The audit function provides an independent, objective assurance and consulting activity, designed to improve the organisation's operations. A systematic, disciplined approach is applied by which risk management, control and governance processes are evaluated and improved. Audit manages three core programs: schools, business systems and information systems audits.

The school audit program provides independent assurance on the efficacy of compliance with internal control requirements within the financial and administration systems of schools, and contributes to system improvements. During the year staff audited 155 schools as part of the regular audit program, an additional 31 schools through management requests and 16 follow-up audits. Also, 608 schools submitted control self-assessment forms. Work also commenced on the development of a new audit program for Independent Public Schools.

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

Information systems audits provide assurance that the Department's information systems are safeguarding assets, are maintaining data integrity, and are operating effectively. Seven information systems audits were completed and assistance was provided in a variety of information technology-related briefs.

Policy frameworks

The Department has developed and maintains a consolidated policy framework that ensures procedures for decision making are transparent and that policies are aligned with the Department's operational and legal needs.

A new and improved Policies website (www.det.wa.edu.au/policies) was launched in December 2009 as the definitive online repository for all Department policies. The new website offers policy content in HTML, enhanced functionality, greater ease of use, and the clustering of policies under the key themes of corporate management, finance and administration, human resources, safety and welfare, and school management. The website also contains reference material and links to annual reports, strategic plans, acts and regulations, and industrial awards and agreements.

The new website has made all policies relating to school education, school staff, school communities and VET more accessible. Changes to Department policies are published on the 'Latest News' section of the website as changes occur.

Research

All external parties wanting to conduct research on Department sites are required to submit a detailed application for approval before contacting schools to be involved. In 2009–10, the Department received 141 applications from external parties wanting to conduct research on its sites.

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

Ministerial services

In 2009–10, the Department provided support and liaison services for the Office of the Minister for Education for the full year and for the Office of the Minister for Training from 1 July to 29 October 2009 inclusive.

The Department ensures that responses to ministerial correspondence, briefing requests, parliamentary questions and cabinet requests are accurate and provided in a timely manner. In addition, the Department identified issues and trends from correspondence and provided training to Department officers to ensure accurate, appropriate, and timely responses were provided to the Minister, other government agencies and the general public.

Table 41: Ministerial requests processed by the Department of Education, 2007–08 to 2009–10 [a]

Type	2007–08	2008–09 [b]	2009–10
Letters	2 652	2 423	2 448
Briefing notes/advice	1 346	959	1 036
Answers to Parliamentary questions	387	439	317
Cabinet comments	40	88	77
Current issues reports	4	14	8
Totals [c]	**4 429**	**3 923**	**3 886**
Percentages processed on time	81	62	76

(a) Figures include requests to the former Department of Education and Training in relation to the both the Education and Training portfolios, prior to the establishment of the Department of Training and Workforce Development on 30 October 2009.
(b) The caretaker period and change of government impacted on the number and type of requests and the percentage of requests processed on time.
(c) Includes items reported as Executive Services in the previous Annual Report.

Source: Ministerial Services

Corporate communications and marketing

Corporate Communications and Marketing continued to develop and implement marketing and communications strategies, and provide strategic communications counsel to meet the objectives of the Department. These included the areas of awards programs, campaigns, issues management, internal communications, publications, stakeholder engagement, branding, corporate identity and market research. Details are included across the Report on Operations.

In the area of media relations, the Department continued to develop media strategies, manage media issues and enquiries, seek positive media coverage, and train staff in media performance and presentation.

From July 2009 to June 2010, the Department recorded 1856 enquiries from journalists. Requests for information on student behaviour, critical incidents, capital works and facilities dominated the enquiries, followed closely by media attention on student assessments, attendance and natural disasters after the Perth storm and Kalgoorlie earthquake.

Legal services

Legal services to support Department staff included advice on a range of matters; assistance with the preparation of instructions to the State Solicitor's Office; provision of guidance and support for amendment of legislation and parliamentary processes; coordination of freedom of information requests and related legislation; assistance with the development of a proactive approach to risk management policy and practice, particularly in relation to contracts; coordination of the discussion of contracts and agreements to achieve consistency in commercial practice and governance; and assistance with the coordination and analysis of claims and claims-management processes.

An interim bureau service was created to provide legal advice to the newly-created Department of Training and Workforce Development.

Freedom of information

The *Freedom of Information Act 1992*, provides a general right of access to documents (subject to some exemptions) held by state and local government agencies in Western Australia.

The Department's policy is to make documents available to applicants, where possible and appropriate, without having to make a formal application through Freedom of Information (FOI). Principals, managers and directors of the Department can exercise discretion in releasing documents.

The Department's Information Statement provides information about the kind of documents held and the procedures to be followed in obtaining those documents. The current Information Statement is available from the FOI Unit (08) 9264 5412 or the Policies website accessed from the Department's homepage. The Information Statement was developed by the then Department of Education and Training, but it will be reviewed and replaced by a new Information Statement for the Department of Education.

Statistics about FOI applications are provided to the Information Commissioner's Office as required by Section 111(3)(a) of the *Freedom of Information Act 1992* and published in that agency's annual report, which is publicly available from the FOI Commissioner's website at www.foi.wa.gov.au.

Information and communication technologies

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

Information and communication technologies in public schools

Implementation of the Learning with ICT (LWICT) Project was completed in December 2009. The project provided 210 schools with upgraded infrastructure including power supplies, data cabling, and the standardisation and integrated purchasing of computers. These schools continue to receive ongoing technical support and funding for scheduled computer fleet replacement every four years with critical school infrastructure replacement every five years.

The National Secondary Schools Computer Fund (NSSCF) project was established under the Commonwealth Government's Digital Education Revolution program. The project objective is to provide students in Years 9 to 12 with improved access to new or upgraded ICT, with specific targets set for 2011. There were 188 schools that applied to participate in the project. Of these, 45 schools were in immediate need of infrastructure upgrades so they could provide one computer for every two students. To date, 43 upgrades have been completed and two are in progress.

The Department continued the roll out of the Online Teaching and Learning system to teachers and students to support the Online Curriculum Services (OCS) program, with 414 schools registered to participate in the program.

The Online Professional Learning system, a system within the OCS program, was successfully adopted by directorates to enable online courses to be delivered to staff across the Department.

The OCS Reporting to Parents software was released to 37 pilot schools in February 2010. The software performed satisfactorily in all of the fields trialled and a roll out to all schools will start in Semester 2 2010.

In 2009–10, a new Standard Operating Environment (SOE) for hardware, software and associated configurations was developed for schools. The new SOE will realise many benefits over the existing SOE with improved management capabilities, reduced support costs, improved security, improved asset management, faster deployment, increased availability, reduced procurement overheads, improved lifecycle management, reduced staff induction/training requirements and increased user familiarity and engagement with ICT technologies.

In 2009, the Computer Census used a revised custom-designed web application to collect data from schools and reported that nearly 67 000 computers were used for learning and teaching: approximately one for every 2.7 students. Of these, 16 822 are due for replacement as they are more than four years old. There were 12 361 computers used for administrative purposes in central office, district offices and schools.

There are approximately 15 000 computers leased under the Notebooks for Teachers Program. Under lease arrangements, 4576 notebooks were replaced in 2009–10.

The Working with Children management system was released for use by all schools. This software provides a streamlined online method for schools to check the Working with Children status of staff and visitors in addition to assisting the Department to comply with Working with Children legislation.

Student Information Management System

The School Information System (SIS) is the approved and supported school and student information management software solution used, in all but five schools, to manage student information, school finances, aspects of teaching and learning, and reporting.

A central office support team coordinates statewide training and technical support to schools in the use of the software. In 2009–10, more than 215 days of training were provided to approximately 2500 staff.

Contract negotiations have recently concluded with the supplier to ensure SIS will be supported and maintained for another five years.

SMS Messaging

The *messageyou*® messaging software provides schools with the ability to SMS parents automatically to advise them of unauthorised student absences. More than 150 schools are currently using the SMS software. The use of SMS messaging is increasing and approximately 1.25 million messages were sent during the year. A process is being developed to allow central office support staff to send emergency messages on behalf of schools where circumstances, such as severe storms, prevent a school from using the software.

Central office staff implement the software in schools and undertake planning sessions with staff on request. All software licensing and support costs are met by the Department while costs associated with the SMS delivery to parents and guardians are met by the school. Significant savings have been achieved through bill centralisation and volume discounts, reducing the unit cost for schools.

Portals

The Department's portal delivers online information and services to schools. It allows teachers to collaborate and gives them access to rich online content, including the K–10 syllabus system and content services (e.g. Education Network Australia, The Learning Federation Resources).

Students can interact and learn through the student portal. A project to pilot a parent portal has started. The parent portal will provide parents with access to information about their children's education and other Department services.

The Department's portal is being rolled out in stages, with 679 (88 per cent) schools, including their students; all district offices and 1350 central office staff migrated to the new system. There are currently 308 892 activated user accounts, with users able to access web-based email, calendar, applications and related information.

Telecommunication services

The Department continued to improve the overall capacity of its broadband network to provide reliable, high-speed, quality telecommunication services to schools and district education offices. It also provides services to the education and training cluster agencies (TAFE colleges, the Department of Training and Workforce Development, the Department of Education Services, Country High School Hostels Authority, the Curriculum Council and the Public Education Endowment Trust).

Satellite-based services

SatWeb is a web-based two-way satellite communication system that enables SIDE and the SOTAs to provide 24-hour access in simultaneous classes with high quality voice communications; interactive lessons using streaming video and graphics; internet access and email; collaborative learning, including discussion forums and chat facilities; and document sharing (lessons in which students and staff work together on a single document).

Each participating family is provided with a satellite dish, modem, computer, printer, copier and scanner, with access to internet and email services and technical support. SatWeb is backed by professional learning for teachers and home tutors. Where 3G services are available, satellite services have been replaced by this technology which provides for a more cost effective and portable solution.

Centra, a synchronous e-learning application service product that enables multipoint conferencing, has been fully integrated into the technical infrastructure supporting the teaching and learning environment. Centra is being deployed to all active SatWeb sites for SIDE home-based students, SOTA sites, SIDE secondary and primary schools, Primary Languages other than English (LOTE) and the Flexible Learning in Schools Project sites. The success of web-based conferencing and collaboration software has led to the development of a business case and requirements for a tender, to be put to market in 2010, for a software product for use across the Department.

Telephone services

PABX maintenance arrangements are provided under a preferred supplier contract to service all existing school PABXs across the State.

The PABX replacement program has been successfully running with funding, plans and deployment now managed within ICT.

Data centre

The ICT Disaster Recovery Data Centre was commissioned at Landgate in Midland and disaster recovery tests have been successfully completed for highly critical infrastructure and systems. A reciprocal arrangement with Landgate provides for Disaster Recovery capability for both organisations.

Technical support

Central technical support is provided for more than 40 000 workstations and file servers and approximately 15 000 notebook computers supplied under the Notebooks for Teachers Program.

Public schools, with the exception of those in the LWICT Project, make local arrangements to support their computers and networked equipment for teaching and learning, using funds allocated directly as part of the ICT school grant. Devices attached to the administration networks in schools are supported centrally.

During 2009–10, the ICT Customer Service Centre received more than 200 000 calls from staff in schools, colleges, district offices and central office: approximately 5000 less than 2008–09. This indicated that the centre had been successful in providing self help alternatives to service calls. Nearly 60 per cent of support calls were resolved at the first point of contact.

A new, more comprehensive contract to undertake the operational responsibility of the ICT Customer Service Centre was initiated during 2009–10. Despite increased demands, the contractor achieved outstanding results from the first Customer Satisfaction Survey, with 90 per cent of customers rating the service as satisfactory or better.

ICT contracts

The Department currently manages 121 ICT contracts with a combined contract value of almost $812 million. This continues the trend in reducing the number of contracts being managed since contract consolidation was implemented. The total contract value includes those contracts entered into before the separation of the Department of Education and Training but not yet transferred to the Department of Training and Workforce Development.

In 2009–10 the ICT Contracts Office assisted with the establishment of 37 contracts with a combined contract value of $83 million. It is anticipated that the figures for next year will decrease slightly with the removal of the Department of Training and Workforce and Development contracts from the auspices of the Department of Education's contract management as a result of the separation.

Human resources and financial management systems

The Department provided system administration, maintenance, user support and development of the four Human Resource Information Management and Financial Information Management systems used to provide services to agencies in the education and training cluster.

In July 2009, the human resources information system was upgraded with the implementation of PeopleSoft Version 9.0. A number of key initiatives commenced, including Human Resources Management Information System (HRMIS) vacancy management in PeopleSoft.

A substantial commitment has been made by providing resources, assistance and advice in relation to the intended upgrade of the Oracle Financials system, the integration of the Oracle Financials system with the PeopleSoft human resource information system, and a further upgrade of the PeopleSoft system.

Training-related business systems

Development and support for business systems in the training area was provided by the former Department of Education and Training. With the establishment of the Department of Training and Workforce Development, training-related business systems moved to the new Department, but work and support for the systems continued to be provided by the Department of Education. This arrangement continued until April 2010, when staff providing the expertise for the systems were transferred from the Department of Education to the new Department.

Information relating to the development and support of business systems in the training area is detailed in the Department of Training and Workforce Development Annual Report.

WestOne Services

WestOne Services (www.westone.wa.gov.au), through a service-level agreement with the Department of Education, delivers practical support for teachers of Years K–12. These include:

- curriculum resource content development;
- curriculum resource multimedia development;
- specific services to the Schools of Isolated and Distance Education, including warehousing, product procurement, development and supply, and print services;
- cataloguing and evaluation of curriculum materials; and
- intellectual property management, including copyright and statutory licences.

Products and Services

WestOne Services provides access to high quality, innovative teaching and learning resources to enable staff to deliver exceptional learning experiences. In particular, it plays a key role in the design and development of technology-enabled learning resources.

The delivery of products and services in 2009–10 included the following:

- There was a shift in focus from the senior secondary years to produce resources for both primary and senior secondary years. Fifty-five senior secondary teaching and learning resources were completed across eight learning areas. Nine resources were produced to support middle primary teachers.
- Easily accessible online teacher resources were developed in collaboration with SIDE so teachers could readily adapt them to suit different student contexts.
- Continuous improvement in the way curriculum materials are developed contributed to a significant increase in the productivity and timeliness of the delivery of teaching and learning resources to SIDE.
- Ongoing support with professional development was provided to the Curriculum Council and professional associations to assist teachers to implement the WACE courses.
- There were 87 high quality, media-rich interactive resources included in the Department's online resources database (DET Resources Online).

Curriculum Materials Information Services (CMIS) (www.det.wa.edu.au/education/cmis/) supports all Western Australian schools in the selection, purchase, organisation and access to curriculum resources for all students in Years K–12.

In 2009–10, 4517 curriculum resources were received and processed. Curriculum resource reviews for 1478 items were published online in the CMIS Resource Bank and integrated into DET Resources Online. The development of resource lists for the Years 11 and 12 WACE courses continued.

Catalogue records for use in school libraries were created for 16 336 curriculum resources, and metadata for 1750 online curriculum resources were assigned and integrated into DET Resources Online. The integration of resources from The Learning Federation and the CMIS Resource Bank into DET Resources Online was also facilitated. CMIS participated in the development of local and national standards for cataloguing and metadata.

Intellectual property

Intellectual property is managed on behalf of the Department to ensure the appropriate use of copyright materials, to enable and enhance access to the widest possible range of learning resources, and to ensure that the intellectual property of third parties is used responsibly.

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

In 2009–10, WestOne provided support and advice in relation to intellectual property contractual arrangements and policy positions, and provided practical assistance to staff through the presentation of 12 intellectual property and copyright workshops statewide.

In 2009, the Department paid almost $5.66 million in copyright costs on behalf of schools. Of this amount, $5.56 million was paid to collecting agencies, under statutory licences, to reproduce copyright material for educational purposes. This was a cost increase for the licences of approximately $0.70 million from 2008.

Table 42: Payments made by the Department for copying materials under statutory licences, 2009

Agency	$
CAL Print	3 826 570
CAL Digital	238 909
Apra	42 382
AMCOS	148 216
AMCOS/ARIA	138 176
Screenrights	1 164 623
Total	**5 558 876**

Source: WestOne Services

Asset services

Strategic school site planning

The intensity of planning and development of new residential subdivisions in the Perth metropolitan area and major country centres has increased over the past 12 months as the property market continues its recovery from a low period in early 2009. Long-term planning for a number of new major urban areas, including Mundijong-Whitby and Alkimos, has increased the Department's workload as it works closely with the development industry on strategic planning issues related to the provision of public school sites. The Department also provided input into major initiatives by the Department of Planning such as Directions 2031, Pilbara Infrastructure Priorities, Model Subdivision Conditions Review and the Urban Development Program.

All new structure plans prepared by developers and local governments require assessment by the Department in relation to the provision of public school sites. To ensure these sites meet the Department's site planning criteria, the Department uses a thorough due diligence investigation process using consulting engineers. This process has enabled the Department to identify and address site problems early to avoid potentially costly site issues.

The Department worked closely with local governments, the Western Australian Local Government Authority (WALGA) and the Department of Sport and Recreation on the shared use of educational facilities to maximise community use. Collaborative planning supports sustainability principles by ensuring the most effective provision and maintenance of costly infrastructure. A significant outcome of this collaborative approach is the finalisation of a Memorandum of Understanding between the City of Armadale, the Department of Education and the Armadale Redevelopment Authority for the sharing of sporting facilities in the Wungong Urban Water Management Project.

Building maintenance

The Department has one of the largest asset portfolios within the government sector and currently operates 768 schools across the State with a replacement value approaching $7 billion.

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

School cleaning

Public schools use day labour cleaning with staff employed directly by the schools. In the metropolitan area contract cleaners are only used on a short-term or emergency basis to clean schools where the school is, or has been, experiencing difficulties recruiting their own cleaners.

However, in some regional areas, labour costs for unskilled and semi-skilled workers are well above award rates. As the Department is unable to match the wages being paid in these markets, schools have difficulty in recruiting and retaining cleaners. In these urgent circumstances, cleaning contracts of 12 months duration with a 12 months option have been put in place to ensure the health and safety of students, staff and the school community.

Asset security

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

In June 2010, 687 sites (including TAFE colleges) were protected by electronic security systems, compared with 689 in June 2009. Although TAFE colleges manage their own security, alarm systems at 43 TAFE sites were monitored by the Department's security services.

During 2009–10, there were 1885 break-ins reported to the Department, 6639 instances of wilful damage and 18 acts of arson.

A total of 141 people (188 in 2008–09) were apprehended while committing various offences against Department sites, after detection by intruder alarms or security staff. Total offences decreased by 19.1 per cent and the cost of repairs and replacements decreased by 22.4 per cent to $10.3 million. The cost of damage associated with fires accounted for approximately 37 per cent of the total costs associated with security incidents during 2009–10.

Intruder detection systems were upgraded at 21 public schools.

In addition to numerous day-to-day security improvements, major security audits were undertaken at two high-risk schools in the West Coast district, bringing the number of such audits since 2000 to 44. Post-audit security improvements are customised to deal with site-specific risks but included target hardening, fencing, electronic security, landscape management, lighting, procedural changes and education programs. In addition, the installation of closed circuit television systems at 17 schools was funded as part of the risk management program.

School Watch encourages community awareness of threats to the security of local public schools and involves the use of a free-call number to report suspicious after-hours activity. Since the introduction of the program in 1988, more than 55 000 calls have been made to the Department's security section by members of the community. During 2009–10, 3076 calls were received (3780 in 2008–09) and 1918 people were removed from Department sites (3443 in 2008–09).

Sustainability

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

In 2009–10, projects in water and energy management and conservation included the following:

- The development of a training program on water use in schools, linked to the management of the allocated water allowance, was finalised. The Department has approved the provision of training in water management to all school gardeners to commence in 2010–11. This initiative is expected to result in more effective water management behaviours in schools.
- After a trial of the use of wetting agents with its fertiliser program, the Department will continue with this process as a component of the mowing contracts for schools. The simultaneous spreading of fertiliser and wetting agent has saved on application costs and helped address the issue of water repellency in soils.
- After a successful trial of waterless urinals in 26 schools, the Department included the option for waterless urinals in the design brief for schools. This will lead to significant water savings at these schools.
- The Department investigated the use of a high frequency module to alleviate salinity problems with bore water at Safety Bay Senior High School. The trial was successful and this type of module could be used with other schools to minimise salinity problems.
- The Department investigated and trialled water moisture sensors for oval management, including the Intelliweb monitoring system. The major advantage of this web-based system is that it allows for diagnostic monitoring, reporting and control. This system has proven savings in both energy and water conservation. The sensors were trialled in two schools and a further 10 schools will have this system installed in 2010.
- The Department joined Cityswitch Green Office to support the Lord Mayor's drive to make offices in the central business district more sustainable.
- The Department is committed to a National Australian Built Environment Rating System assessment for central office in 2010–11.
- The Department endorsed the provision of a software solution to provide energy awareness alerts to staff via personal computers, as well as automatic shutdowns designed to save more than five per cent in energy usage at central office.
- Pesticide, herbicide and fertiliser usage in schools is continually monitored to help reduce their potential impact on the environment, particularly in sensitive areas.

Education and training shared services centre

Following the separation of Training from the Department of Education and Training, the Education and Training Shared Services Centre (ETSSC) provided services to both the Department of Education and the Department of Training and Workforce Development. In addition, ETSSC continues to provide financial and human resources tactical and transactional services to Public Colleges (formerly TAFE colleges), the Curriculum Council, Country High School Hostels Authority and the Department of Education Services.

The Business Services Directorate provides transactional services in the areas of human resources and financial services to internal and external clients and agencies as well as within the ETSSC.

The Management Support Directorate provides tactical human resources and financial services to external clients and agency partners.

The ETSSC Project Team focuses on strategic business enhancement initiatives while the Executive Support Branch provides direct support to the General Manager of the ETSSC, in the strategic management and delivery of services.

Key achievements in 2009–10 were:
- the upgrade of PeopleSoft HRMIS to Version 9; and
- the successful implementation of the RAMS Candidate Management System for the online recruitment and selection of staff in Public Colleges, the Curriculum Council, the Department of Education Services, teaching positions in local merit select schools and Independent Public Schools, as well as all principal and school administrator positions.

Significant issues impacting the Department

Significant issues impacting the Department

Standards of student achievement

The community expects schools to deliver a quality education with high standards of student achievement, particularly in literacy and numeracy. The Department has the highest expectations for the learning of all students and is committed to 'ensuring that every student is a successful student' (*Plan for Public Schools 2008–2011).* To achieve this goal, WA public schools provide a broad general education that seeks to identify and cater for the individual learning needs of all students from Kindergarten to Year 12.

The Department has a range of strategies in place that support schools and teachers to identify student learning needs and to address these through targeted learning programs. Schools and teachers have access to a wide range of empirical and teacher-judgement data about how individual students and groups of students are performing. The Department also provides support to school leaders to assist them with interpreting and using this data so that teaching strategies can be clearly linked to area of need. Support materials in the form of detailed, year-by-year K–10 syllabuses and a substantial bank of teaching and learning, and assessment resources are available to all schools. In the important areas of literacy and numeracy, there is a focus on explicit teaching of literacy and numeracy skills and the use of resources and programs that are demonstrated to get results. To strive for higher standards of achievement, schools engage in target setting and case management with students who are 'at risk' of falling behind agreed benchmarks, such as the National Assessment Program — Literacy and Numeracy (NAPLAN) national minimum standards.

The Department constantly reviews student achievement standards and communicates to schools clear expectations for student learning through a range of channels. Also, schools are resourced differentially with the expectation that all students should achieve at least minimum standards of learning no matter what their family background, location or circumstance.

The quality of teaching and leadership

The Department recognises that an appropriately skilled and motivated workforce can assure the delivery of quality education. The ageing of the education workforce, the tightening of the broader labour market and the change in structure of the student population over the next few years are challenges to be addressed. Processes, structures, governance and policies will be further redesigned to give greater flexibility in delivering schooling and improving support to schools.

Currently, the number of teachers who have reached retirement age (i.e. 55 years) is approximately 21 per cent of the Department's total teaching workforce. It is anticipated that once the economy has stabilised, the Department will experience a spike in the number of retirements. In addition, the retention of students in full-time school (or approved alternative) until the end of the year they turn 17 years of age, and the requirement that kindergarten children have access to more hours of instruction, means that the attraction and retention of teaching staff will become crucial to providing a quality education across Years K–12 in the future.

In response to anticipated future workforce shortages, the Department has implemented a suite of attraction, recruitment and retention strategies. These include the rural practicum for pre-service teachers in their final year of study, the use of teacher advocates to promote teaching as a rewarding career to university students, the switch to teaching program, scholarships for teachers in difficult to staff locations and specialised learning areas, career advancement and professional learning opportunities for teachers, flexible work options and transition to retirement opportunities.

In recognition of the importance of promoting and supporting strong school leadership, the Department reviewed its approach to the delivery of professional learning for aspirant and existing school leaders. The WA Institute for Public School Leadership and Professional Learning has been established and will liaise with stakeholders to provide a contemporary and effective program to suit the needs of school leaders now and into the future. The Department is committed to the establishment of the Centre for Public School Leadership to further enhance the professional learning opportunities available to public school leaders.

Implementing reform in schooling through the Smarter Schools National Partnerships

Under the National Education Agreement, reforms in schooling are being implemented by the Department through a number of national partnership agreements with the Commonwealth. Collectively, the agreements aim to reduce educational disadvantage for target groups of students and to improve outcomes for all students.

The three Smarter Schools National Partnerships (Literacy and Numeracy, Low Socio-Economic Status School Communities and Improving Teacher Quality) focus on improving literacy and numeracy, providing comprehensive services for students in schools that operate in communities with low socioeconomic status, and developing teacher quality and school leadership. These national partnerships provide funding to schools to support students, teachers and leaders in raising overall educational attainment levels so that all Western Australian school students acquire the knowledge and skills to participate effectively in society.

The partnerships support system-wide reforms that will improve high-level outcomes for schooling agreed by the Council of Australian Governments (COAG) and will reduce the educational disadvantage for particular groups of students. Between 2009–10 and 2015, the Smarter Schools National Partnerships Agreements will enable 182 public schools to benefit from additional resources of up to $160 million, $58 million of which is contingent on the achievement of agreed implementation and performance targets.

The Department has a Partnership Schools website (www.det.wa.edu.au/partnershipschools) that will provide an overview of the projects and up-to-date fact sheets on initiatives and innovative reforms being developed.

Reform in early childhood education

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

In response to strong evidence identifying the importance of early childhood years in building a successful foundation for schooling and later life, under the COAG Universal Access initiative, the provision of Kindergarten hours will be increased from 11 to 15 hours per week, commencing from the 2010 school year. All public and private schools will have increased hours by 2013. This initiative will be supported with on-entry diagnostic testing in literacy and numeracy and specific resources to support Aboriginal children.

In Western Australia, the Universal Access initiative will be used to guarantee access to a Kindergarten program at the local public primary school. The initiative provides an opportunity to strengthen the existing public pre-compulsory education system and consolidate program quality by providing a 'one-stop' primary education system. Western Australia has given attention to the participation of Aboriginal and disadvantaged children, by ensuring that cost is not a barrier to participation and that attention is given to program quality and integration. A *Review of Educational Practices in Kindergarten, Pre-Primary and Year 1* will provide recommended actions, aligned to national and state initiatives and agreements, to improve Kindergarten, Pre-primary and Year 1 student performance in Western Australian schools.

The National Partnership Agreement for Early Childhood Education and Care National Partnership Agreement gives effect to COAG's decision to establish a jointly governed National Quality Standard and unified regulatory processes for early childhood education and care and Outside School Hours Care services, replacing existing separate licensing and quality assurance processes. An issue for the Department is how implementation of the Agreement may affect accountability arrangements for Pre-schools (Kindergartens) in public and private schools in Western Australia. Currently, under the *School Education Act 1999*, the Department of Education has responsibility for the establishment and administration of public schools, including Kindergartens, while the Department of Education Services registers and is responsible for quality assurance of non-government schools, including Kindergartens in non-government schools. In addition, the Department for Communities has responsibility for licensing child care provision.

Closing the performance gap between Aboriginal and non-Aboriginal students

The difference between the performance of Aboriginal and non-Aboriginal students continues to be a major concern. Disproportionate numbers of Aboriginal students do not meet national minimum standards in literacy and numeracy tests and attendance rates have shown little or no improvement.

The Department has developed a new five-year plan for Aboriginal education, which is directly aligned to the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) *Aboriginal and Torres Strait Islander Education Plan 2010–2014*. The national plan, and its associated additional resources and support, is part of COAG's broader reform agenda to close the gap between the educational outcomes of Aboriginal and non-Aboriginal students.

A wide range of measures are being implemented to close the gap, all underpinned by a strong emphasis on quality teaching, effective leadership and engaging with parents and communities. These measures focus on improving the readiness for formal schooling of Aboriginal children; raising attendance rates by assisting students, schools and families through a case management approach and the development of local solutions; improving literacy and numeracy standards; increasing retention rates and senior schooling outcomes through additional support and the expansion of successful programs; and increasing skills and qualifications for employment by building collaborative partnerships and improving training-to-employment outcomes.

Increasing flexibility in service delivery

Given the diversity of school communities in Western Australia, it is recognised that one service delivery model does not suit all schools. Schools need to be given the opportunity to make decisions that reflect the needs and aspirations of the individual school and its local community. The implementation of the Independent Public Schools initiative addresses this, with the establishment of 34 Independent Public Schools in 2010 and further expansion planned for 2011.

Independent Public Schools can make decisions about their own staff selection, school assets, curriculum and budgets. Importantly, the one-line budget gives financial flexibility, while new staffing arrangements allow principals to develop their own staffing profiles. With greater independence, these schools are developing responses to meet the needs and challenges at the local level.

Meeting the needs of all students

In keeping with its commitment to meet the needs of all students, the Department is reviewing the provision of supplementary funding, support and Statewide Specialist Services for students with disabilities and is reviewing its English as a Second Language (ESL) and Gifted and Talented programs. Services and funding models will continue to provide parental choice in the way that education support is provided. Models will also allow schools greater flexibility to use resources to respond to local circumstances and to collaborate with health and therapy service providers to best meet individual student needs.

The Statewide Specialist Services provide practical, system and school-based, specialist support for students with disabilities and special educational needs. The review of the services focuses on improving management structures, targeting service delivery, enhancing workforce support and improving accountability and reporting systems. A new operational model for the services will decrease bureaucracy, deliver equitable access to quality services and accommodate school and community diversity. Defining the partnerships between the services and other agencies and therapy groups will be a key outcome of the review.

Proposals for Years K–12 gifted and talented students are also being developed with the purpose of providing early identification and continuous provision for students at the classroom, cluster and full-time supplementary program level. Issues relating to access and equity, particularly outside the metropolitan area, are being examined and a range of initiatives and strategies are in development.

The Department is currently reshaping its provision of services and support to ESL students to ensure improved delivery. This includes a reconsideration of the current eligibility criteria to access program provision, including those on temporary 457 visas; improved levels of support for mainstream schools; improved systems to monitor student performance; and the incorporation of ESL learners' needs into all Department literacy initiatives.

Flexible pathways for young people

Building flexible pathways between schools, vocational education and training, universities and employment that maximise learning opportunities for students will remain a priority. Increasing the proportion of students attaining Year 12 or its equivalent is essential to meet community and employer expectations of secondary schooling.

There are new opportunities for the Department to support students to achieve the Western Australian Certificate of Education (WACE) and/or a Certificate II in a National Training Qualification. Implementation of the Youth Attainment and Transitions National Partnership and the Kick Start Pre-Apprenticeship National Partnership will provide additional vocational training pathways for school students in Western Australia, focused on WACE and Certificate II attainment outcomes. The Department will work with the Department of Training and Workforce Development to develop these pathways.

Managing the impact of complex social issues

There is an increase in community expectation of public schools as a result of complex social and economic demands on families. Social issues such as family dysfunction, unemployment, mental health and generational poverty have increased the need for an emphasis in schools on improving student wellbeing, behaviour and attendance. The Department recognises the shared responsibility of schools, families and communities in tackling these complex issues which impact on student educational outcomes.

The Better Behaviour and Stronger Pastoral Care strategy provides support for schools by catering for students with challenging behaviours. Access to a range of programs allows schools to adopt a multi-focused approach in targeting behaviour management issues and to implement both prevention and intervention strategies, whereby school staff, students and their parents can work on issues together. Programs include the highly successful Triple P parenting program, the PATHS program that focuses on teaching social skills to students, and the primary and secondary behaviour centres that are having an impact with students whose behaviour is persistently challenging.

Non-attendance at school can seriously jeopardise students' future opportunities. Concerns about declining attendance rates led to the development of the *Better attendance: Brighter futures* strategy, 2010–2012, which promotes the mutual responsibility of schools, parents and communities to address poor student attendance. A statewide communication strategy has been developed to ensure families and the community receive regular and consistent messages emphasising the importance of school attendance.

Pressures on the development and maintenance of school infrastructure

Demographic and associated changes are increasing pressure to build new schools and replace, refurbish and maintain existing schools. These include population growth, urban sprawl, changes in pedagogy, and the rapid introduction and development of new technologies for learning. Increases in the numbers of overseas students with 457 visas and the changing structure of the student population (brought about by factors such as changes to the school leaving age and increasing proportions of disadvantaged students) are also having an effect.

The Department's planned capital works expenditure in 2010–11 is $1.0 billion (including BER funding) and relates primarily to improving infrastructure for schools throughout the State. Construction will continue or commence on 16 new schools to open from 2010 to 2013. Construction will continue on redevelopments and upgrades as part of the State Government Schools' Capital Improvement Program and its Investing in Schools Program.

An additional $100.5 million over four years will enable the Department to undertake a more aggressive program of capital upgrades to schools in regional Western Australia.

Disclosures and legal compliance

Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION
FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS
FOR THE YEAR ENDED 30 JUNE 2010

I have audited the accounts, financial statements, controls and key performance indicators of the Department of Education.

The financial statements comprise the Statement of Financial Position as at 30 June 2010, and 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, a summary of significant accounting policies and other explanatory Notes.

The key performance indicators consist of key indicators of effectiveness and efficiency.

Director General's Responsibility for the Financial Statements and Key Performance Indicators

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 the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. This document is available on the OAG website under "How We Audit".

An audit does not guarantee that every amount and disclosure in the financial statements and key performance indicators is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements and key performance indicators.

Department of Education
Financial Statements and Key Performance Indicators for the year ended 30 June 2010

Audit Opinion

In my opinion,

    (i) the financial statements are based on proper accounts and present fairly the financial position of the Department of Education at 30 June 2010 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions;

    (ii) the controls exercised by the Department 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; and

    (iii) the key performance indicators of the Department are relevant and appropriate to help users assess the Department's performance and fairly represent the indicated performance for the year ended 30 June 2010.

GLEN CLARKE
ACTING AUDITOR GENERAL
15 September 2010

Financial statements

Certification of Financial Statements
For the year ended 30 June 2010

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 ending 30 June 2010 and the financial position as at 30 June 2010.

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

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

14 September 2010

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

14 September 2010

Statement of Comprehensive Income
For the year ended 30 June 2010

	Note	2009–10 ($'000)
COST OF SERVICES		
Expenses		
Employee benefits expense	7	2 587 619
Supplies and services	8	305 148
Depreciation and amortisation expense	9	201 140
Grants and subsidies	10	191 559
School supplies and services	11	485 729
Finance costs	12	1 769
Other expenses	13	34 277
Loss on disposal of non-current assets	14	11 738
Total cost of services		**3 818 979**
Income		
Revenue		
User contributions, charges and fees	15	104 565
Schools other revenue	16	51 172
Other revenue	17	65 156
Commonwealth grants and contributions	18	550 232
Interest revenue		7 211
Total revenue		**778 336**
Total Income other than income from State Government		**778 336**
NET COST OF SERVICES		**3 040 643**
INCOME FROM STATE GOVERNMENT	19	
Service appropriation		3 143 843
Resources received free of charge		3 947
Royalties for Regions Fund		1 800
Total income from State Government		**3 149 590**
SURPLUS FOR THE PERIOD		**108 947**
OTHER COMPREHENSIVE INCOME	35	
Changes in asset revaluation surplus		(735 357)
Transfer from asset revaluation surplus to accumulated surplus		82
Total other comprehensive income		**(735,275)**
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD		**(626,328)**

Refer to the 'Schedule of Income and Expenses by Service'

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

Statement of Financial Position
As at 30 June 2010

	Note	2009–10 ($'000)
ASSETS		
Current assets		
Cash and cash equivalents	20	234 955
Restricted cash and cash equivalents	21	99 280
Amounts receivable for services	22	19 144
Receivables	23	243 057
Inventories	24	3 891
Non-current assets classified as held for sale	25	999
Total current assets		**601 326**
Non-current assets		
Restricted cash and cash equivalents	21	44 793
Amounts receivable for services	22	1 096 081
Property, plant and equipment	26	9 993 859
Leased plant and equipment	27	26 967
Intangible assets	29	9 231
Total non-current assets		**11 170 931**
TOTAL ASSETS		**11 772 257**
LIABILITIES		
Current liabilities		
Provisions	31	543 128
Payables	33	71 989
Borrowings	32	12 692
Other current liabilities	34	8 002
Total current liabilities		**635 811**
Non-current liabilities		
Provisions	31	96 962
Borrowings	32	17 523
Total non-current liabilities		**114 485**
TOTAL LIABILITIES		**750 296**
NET ASSETS		**11 021 961**
EQUITY	35	
Contributed equity		1 750 821
Reserves		8 460 441
Accumulated surplus		810 699
TOTAL EQUITY		**11 021 961**

Refer to the 'Schedule of Assets and Liabilities by Service'.

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

Statement of Changes in Equity
For the year ended 30 June 2010

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

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

Statement of Cash Flows
For the year ended 30 June 2010

	Note	2009–10
		($'000)
CASH FLOWS FROM STATE GOVERNMENT		
Service appropriation		2 917 827
Capital contributions		845 647
Holding account draw downs		19 144
Royalties for Regions Fund		1 800
Cash transfer to Department of Training and Workforce Development		(82 863)
Net cash provided by State Government		**3 701 555**
Utilised as follows:		
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Payments to suppliers and employees		(3491 421)
Grants and subsidies		(191 559)
Finance cost		(1 769)
Receipts		
Commonwealth grants		549 107
User charges and fees and other revenue		350 615
Interest received		7 371
Net cash provided by / (used in) operating activities	36	**(2 777 656)**
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of non-current physical assets		(924 928)
Proceeds from sale of non-current physical assets		399
Net cash provided by / (used in) investing activities		**(924 529)**
CASH FLOWS FROM FINANCING ACTIVITIES		
Payment of finance lease liabilities		(13 309)
Net cash provided by / (used in) financing activities		**(13 309)**
Net increase / (decrease) in cash and cash equivalents		**(13 939)**
Cash and cash equivalents at the beginning of the period		392 967
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		**379 028**

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

Schedule of Income and Expenses by Service
For the year ended 30 June 2010

	Primary Education	Secondary Education	Vocational Education and Training Services	Total
	2009–10	2009–10	2009–10	2009–10
	($'000)	($'000)	($'000)	($'000)
COST OF SERVICES				
Expenses				
Employee benefits expense	1 606 387	962 076	19 156	**2 587 619**
Supplies and services	194 909	93 868	16 371	**305 148**
Depreciation and amortisation expense	109 288	91 748	104	**201 140**
Grants and subsidies	-	-	191 559	**191 559**
School supplies and services	276 581	209 148	-	**485 729**
Finance costs	1 194	575	-	**1 769**
Other expenses	21 023	12 499	755	**34 277**
Loss on disposal of non-current assets	10 472	1 266	-	**11 738**
Total cost of services	**2 219 854**	**1 371 180**	**227 945**	**3 818 979**
Income				
User contributions, charges and fees	22 103	54 576	27 886	**104 565**
Schools other revenue	25 309	25 863	-	**51 172**
Other revenue	42 948	21 027	1 181	**65 156**
Commonwealth grants and contributions	318 852	153 860	77 520	**550 232**
Interest revenue	3 040	3 894	277	**7 211**
Total income other then income from State Government	**412 252**	**259 220**	**106 864**	**778 336**
Net Cost of Services	**1 807 602**	**1 111 960**	**121 081**	**3 040 643**
Income from State Government				
Service appropriations	1 855 858	1 143 432	144 553	**3 143 843**
Resources received free of charge	2 664	1 283	-	**3 947**
Royalties for Regions	1 215	585	-	**1 800**
Total income from State Government	**1 859 737**	**1 145 300**	**144 553**	**3 149 590**
Surplus for the period	**52 135**	**33 340**	**23 472**	**108 947**

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

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

Schedule of Assets and Liabilities by Service
as at 30 June 2010

	Primary Education	Secondary Education	Vocational Education and Training Services	Total
	2009–10 ($'000)	2009–10 ($'000)	2009–10 ($'000)	2009–10 ($'000)
ASSETS				
Current Assets	372 167	229 159	-	**601 326**
Non-Current Assets	5 836 802	5 334 129	-	**11 170 931**
Total Assets	**6 208 969**	**5 563 288**	**-**	**11 772 257**
LIABILITIES				
Current Liabilities	397 600	238 211	-	**635 811**
Non-Current Liabilities	72 404	42 081	-	**114 485**
Total Liabilities	**470 004**	**280 292**	**-**	**750 296**
NET ASSETS	**5 738 965**	**5 282 996**	**-**	**11 021 961**

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

Vocation Education and Training Services were provided from 1 July 2009 up to and including 29 October 2009. After the separation of the then Department of Education and Training into two departments on 30 October, the Department of Training and Workforce Development assumed responsibility for Vocation Education and Training Services.

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2010

	2009–10 Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
DELIVERY OF SERVICES			
Item 33 Net amount appropriated to deliver services	3 320 749	3 388 410	67 661
Section 25 transfer of service appropriation:			
From DoE to Department of Training and Workforce Development from 30 October 2009	-	(254 448)	(254 448)
Voluntary Severance Funding from Department of Treasury & Finance	-	9 070	9 070
From DoE to Department of Local Government	-	(240)	(240)
Amount authorised by other statutes			
Salaries and Allowances Act 1975	1 042	1 051	9
Section 25 transfer of Salaries and Allowances Act 1995 appropriation:			
From DoE to DTWD from 30 October 2009	-	-	-
Total appropriations provided to deliver services	**3 321 791**	**3 143 843**	**(177 948)**
CAPITAL			
Item 126 Capital Contribution	1 018 292	880 473	(137 819)
Section 25 transfer of capital appropriation:			
From DoE to Department of Training and Workforce Development from 30 October 2009	-	(34 826)	(34 826)
	1 018 292	845 647	(172 645)
TOTAL APPROPRIATIONS	**4 340 083**	**3 989 490**	**(350 593)**
Details of expenses by service			
Primary education	2 132 039	2 219 854	87 815
Secondary education	1 410 188	1 371 180	(39 008)
Vocational education and training services	558 589	227 945	(330 644)
Total cost of services	**4 100 816**	**3 818 979**	**(281 837)**
Less total income	781 172	778 336	(2 836)
Net cost of services	**3 319 644**	**3 040 643**	**(279 001)**
Adjustments for movement in cash balances and other accrual items (i)	2 147	103 200	101 053
Total appropriations provided to deliver services	**3 321 791**	**3 143 843**	**(177 948)**
Capital expenditure			
Purchase of non-current physical assets	1 125 826	924 928	(200 898)
Repayment of borrowings	14 188	13 309	(879)
Adjustments for movement in cash balances and other funding sources (i)	(121 722)	(92 590)	29 132
Capital contribution (appropriation)	**1 018 292**	**845 647**	**(172 645)**
Details of Income estimates			

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

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

Notes to the Financial Statements
For the year ended 30 June 2010

REDESIGNATION OF THE DEPARTMENT

Effective on and from 30 October 2009, the Governor has under the *Public Sector Management Act 1994* section 35(1)(d), altered the designation of the Department of Education and Training (DET) and designated it as the Department of Education (DoE). This redesignation gives effect to the Machinery of Government changes and is related to:

The creation of the new Department of Training and Workforce Development (DTWD) under the *Public Sector Management Act 1994* section 35(1)(a) with effect on and from 30 October 2009.

To give effect to Machinery of Government, the vocation education and training function has been transferred from DoE to DTWD. The financial statements cover the entire 2009–10 financial year for DoE including transactions relating to vocation education and training services for the period 1 July 2009 to 29 October 2009. Therefore it is not appropriate to report 2008–09 financial data for comparative purposes.

1. AUSTRALIAN ACCOUNTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2010 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 (AASB).

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

Early adoption of standards

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Australian Accounting Standards that have been issued or amended but not operative have been early adopted by the Department for the annual reporting period ended 30 June 2010.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) General statement

The financial statements constitute a general purpose financial report, which has been prepared in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary application, disclosure, format and wording.

The Financial Management Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

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

Notes to the Financial Statements
For the year ended 30 June 2010

(b) Basis of preparation

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

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

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

The judgements that have been made in the process of applying the Department's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at *note 3 'Judgements made by management in applying accounting policies'*.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are disclosed at *note 4 'Key sources of estimation uncertainty'*.

(c) Reporting entity

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

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

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

Financial support provided by parents has always played a significant role in enabling the provision of resources that extend the schools capacity to maximise students' learning experiences. In education to Year 10, this support takes the form of voluntary contributions to fund, for example, textbook purchases, compulsory charges for additional cost options such as excursions, and additional requests of parents for whole school projects such as air-conditioning. In Years 11 and 12, all subject costs are compulsory charges. Contributions and charges are individually set by each school and approved by the school council.

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

Services
The Department provides the following services:

Service 1: Primary Education
This service provides access to education in public schools for persons aged generally from four years and six months to twelve years and six months.

Service 2: Secondary Education
This service provides access to education in public schools for persons aged generally from twelve years and six months.

Notes to the Financial Statements
For the year ended 30 June 2010

For the period 1 July 2009 to 29 October 2009, prior to the redesignation of the Department and the creation of the Department of Training and Workforce Development (see note 'Redesignation of the Department'), the Department also provided Vocation Education and Training services.

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

(d) Contributed equity

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

Transfers of net assets to/from other agencies, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (*see note 35 'Equity'*).

(e) Income

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

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

Provision of services
Revenue is recognised upon delivery of the service to the client or by reference to the stage of completion.

Interest
Revenue is recognised as the interest accrues.

Student fees and charges
Revenue is recognised when fees and charges are due.

Commonwealth grants
Revenue is recognised in accordance with AASB 1004 'Contributions'. AASB 1004 requires contributions received or receivable to be recognised immediately as revenue when:

(a) the Department obtains control of the contribution or the right to receive the contribution;
(b) it is probable that the economic benefits comprising the contribution will flow to the Department; and
(c) the amount of the contribution can be measured reliably.

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.

Notes to the Financial Statements
For the year ended 30 June 2010

Service Appropriations are recognised as revenues 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 into the Department's bank account or credited to the holding account held at Treasury *(see note 19 'Income from State Government' for further detail).*

Net Appropriation Determination
The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2009–10 Budget Statements, the Department retained $643 million in 2009–10 from the following:

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

Grants, donations, gifts and other non-reciprocal contributions
Revenue is recognised at fair value when the Department obtains control over the assets comprising the contributions which is 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 funds are deposited into the Department's bank account.

Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the reporting date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

Gains
Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising from the disposal of non-current assets and some revaluations of non-current assets.

(f) Property, plant and equipment

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

Initial recognition and measurement
All items of property, plant and equipment are initially recognised at cost.

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

Notes to the Financial Statements
For the year ended 30 June 2010

Subsequent measurement
After recognition as an asset, the Department uses the revaluation model for the measurement of land and buildings and the cost model for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation on buildings and accumulated impairment loss. All other items of property, plant and equipment are carried 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.

Where market evidence is not available, the fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Where the fair value of buildings is determined on the depreciated replacement cost basis, the gross carrying amount and the accumulated depreciation are restated proportionately.

Independent valuations of land are provided annually by the Western Australian Land Information Authority (Valuation Services) and recognised with sufficient regularity 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.

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

Derecognition
Upon disposal (derecognition) of any item of property, plant and equipment, any revaluation reserve relating to that asset is retained in the asset revaluation reserve.

Asset revaluation reserve
The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets as described in *note 26 'Property, Plant and Equipment'*.

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

Notes to the Financial Statements
For the year ended 30 June 2010

Land is not depreciated. Depreciation on other assets is calculated on the straight-line basis, using rates, which are reviewed annually. Estimated useful lives of each class of depreciable asset are:

Buildings	*40 Years*
Communication equipment	*5 Years*
Computer equipment	*4 Years*
Furniture and fittings	*10 Years*
Motor vehicles	*5 Years*
Buses	*10 Years*
Musical instruments	*12 Years*
Office equipment	*8 Years*
Plant and equipment	*8 Years*
Transportables	*16 Years*
Software	*4 Years*
Library collections	*Depreciated at 100% in the sixth year after acquisition.*

The Department of Education owns works of art, which are anticipated to have long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. Therefore, no amount for depreciation has been recognised in respect of them.

(g) Intangible assets

Capitalisation/expensing of assets
Acquisitions of intangible assets costing $5000 or more and internally generated intangible assets costing $50 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are immediately expensed directly to the Statement of Comprehensive Income.

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal consideration, 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) on the straight-line basis using rates, which are reviewed annually. All intangible assets controlled by the Department have a useful life of four years and have a zero residual value.

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

Computer software
Software that is an integral part of the related hardware is treated as property, plant and equipment. Software that is not an integral part of the related hardware is treated as an intangible asset. Software costing less than $5000 is expensed in the year of acquisition.

Notes to the Financial Statements
For the year ended 30 June 2010

Website costs

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

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

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

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

The Department of Regional Development and Lands (DRDL) is the only agency with the power to sell Crown land. The properties transferred to DRDL are treated as a distribution to owner in the Statement of Financial Position. The Department transfers Crown land and any attaching buildings to DRDL when the land becomes available for sale.

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

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

Resources received free of charge or for nominal value, which can be reliably measured are recognised as income and as assets or expenses as appropriate at fair value.

Where assets or services are received from another State Government agency, these are separately disclosed under Income from State Government in the Statement of Comprehensive Income.

(j) Impairment of assets

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

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

The Department, central office and district offices, test intangible assets with an indefinite useful life and intangible assets not yet available for use for impairment at each balance sheet date irrespective of whether there is any indication of impairment. Schools test intangible assets each year for indication of impairment.

Notes to the Financial Statements
For the year ended 30 June 2010

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 each reporting period (see *note 30 'Impairment of Assets'*).

(k) Provisions

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

(i) Provisions – employee benefits

Annual leave and long service leave
The liability for annual and long service leave expected to be settled within 12 months after the reporting period is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the reporting period is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the end of the reporting period.

When assessing expected future payments consideration is given to expected future wage and salary levels including non salary components such as employer superannuation contributions. In addition, the long service leave liability also considers 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.

All annual leave, unconditional long service and long service leave expected to become unconditional within the next 12 months 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.

Deferred leave
The provision for deferred leave relates to Public Sector employees who have entered into an agreement to self-fund up to an additional twelve months leave in the fifth year of the agreement. The provision recognises the value of salary set aside for employees to be used in the fifth year. This liability is measured on the same basis as annual leave. Deferred leave is reported as a non-current provision until the fifth year.

Remote Teaching Services leave
The provision for remote teaching services leave relates to teaching staff who are working in remote and isolated communities within Western Australia. Employees that stay in the same remote location continuously for three years are entitled to an additional ten weeks paid leave and those who remain in the same remote location continuously for four years are entitled to an additional twenty-two 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) in accordance with legislative requirements administers public sector superannuation arrangements in Western Australia.

Notes to the Financial Statements
For the year ended 30 June 2010

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS) a defined benefit lump sum scheme also closed to new members.

The Department has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the Department to the GESB. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Employees commencing employment prior to 16 April 2007 who were not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). Both of these schemes are accumulation schemes. The Department makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's *Superannuation Guarantee (Administration) Act 1992*. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS Schemes.

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

(ii) Provisions – other

Employment on-costs
Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the Department's 'Employee benefits expense'. The related liability is included in Employment on-costs provision *(see notes 13 'Other Expenses' and note 31 'Provisions').*

(l) Superannuation expense

The superannuation expense in the Statement of Comprehensive Income comprises employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

The GSS Scheme 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 agency to the GESB extinguishes all the agency obligations to the related superannuation liability.

(m) Leases

The Department's rights and obligations under finance leases, which are leases which effectively transfer to the Department substantially all of the risks and benefits incident to ownership of the leased items, are initially recognised as assets and liabilities equal in amount to the fair value of the leased items or, if lower, the present value of the minimum lease payments determined at inception of the lease. The assets are disclosed as plant and equipment under lease, and are depreciated over the period during which the Department is expected to benefit from use of the leased assets. Minimum lease payments are apportioned between the finance charge and reduction of the outstanding lease liability, according to the interest rate implicit in the lease. Finance charges are interest expenses relating to finance leases.

Notes to the Financial Statements
For the year ended 30 June 2010

Finance lease liabilities are allocated between current and non-current components. The principal component of lease payments due on or before the end of the succeeding year is disclosed as a current liability, and the remainder of the lease liability is disclosed as a non-current liability.

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

(n) Amounts receivable for services (holding account)

The Department receives appropriation funding on an accrual basis that recognises the full annual cash and non-cash cost of services. The appropriations are paid partly in cash and partly as an asset (Holding Account receivable) that is accessible on the emergence of the cash funding requirement to cover items such as leave entitlements and asset replacement. (*See note 19 'Income from State Government and note 22 'Amounts receivable for services').*

(o) Cash and cash equivalents

For the purpose of the Statement of Cash Flows , 'Cash and cash equivalents' includes restricted cash and cash equivalents. These are comprised of 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.

(p) Receivables

Receivables are recognised and carried at original invoice amount less any allowance for uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Department will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. (*See note 2(r) 'Financial Instruments' and note 23 'Receivables'*).

(q) Payables

Payables are recognised when the Department becomes obliged to make future payments as a result of a purchase of assets or services at the amounts payable. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. (*See note 2(r) 'Financial Instruments' and note 33 'Payables'*).

(r) Financial instruments

In addition to cash and bank overdraft, the Department has two categories of financial instruments:
- Loans and receivables; and
- Financial liabilities measured at amortised cost.

These 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 service

Notes to the Financial Statements
For the year ended 30 June 2010

Financial Liabilities
- Payables
- Employee provisions
- Finance lease liabilities
- Other liabilities

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

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

(s) Accrued salaries

The accrued salaries suspense account *(see note 21 'Restricted cash and cash equivalents')* consists of amounts paid annually into a suspense account over a period of 10 financial years to meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26. No interest is received on this account.

Accrued salaries *(see note 33 'Payables')* represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not generally coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(t) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis. *(See note 24 'Inventories')*

(u) Amalgamation of accounts

Financial information from 793 educational sites including 768 schools has been amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances have been eliminated.

(v) Comparative figures

Comparative figures have not been included due to the restructure of the Department involving the transfer of vocational education and training functions to the Department of Training and Workforce Development, from 30 October 2009. The functions have changed significantly to the extent that providing comparative figures would be misleading. These significant changes have been outlined in the first paragraph of the notes to the statements.

3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

The Department has not made any judgements during 2009–10 in the process of applying accounting policies that have a significant effect on the amounts recognised in the financial statements.

Notes to the Financial Statements
For the year ended 30 June 2010

4. KEY SOURCES OF ESTIMATION UNCERTAINTY

The key estimates and 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 include:

Impairment of intangible assets with indefinite useful lives
Central office, district 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.

5. CORRECTION OF PRIOR PERIOD ERROR
Due to incorrect recording of accrued salaries prior to the 2009–10 financial year, the balance of accrued salaries has been overstated by $7.125 million. The error has been corrected by decreasing accrued salaries in 2009–10 and increasing accumulated surplus 2009–10 opening balance by $7.125 million.

6. DISCLOSURE OF CHANGES IN ACCOUNTING POLICY AND ESTIMATES

Initial application of an Australian Accounting Standard

The Department has applied the following Australian Accounting Standards effective for annual reporting periods beginning on or after 1 July 2009 that impacted on the Department:

AASB 101   *Presentation of Financial Statements* (September 2007). This standard has been revised and introduces a number of terminology changes as well as changes to the structure of the Statement of Changes in Equity and the Statement of Comprehensive Income. It is now a requirement that owner changes in equity be presented separately from non-owner changes in equity. There is no financial impact resulting from the application of this revised Standard.

AASB 2007-10   *Further Amendments to Australian Accounting Standards arising from AASB 101*. This Standard changes the term 'general purpose financial report' to 'general purpose financial statements', where appropriate in Australian Accounting Standards and the Framework to better align with IFRS terminology. There is no financial impact resulting from the application of this Standard.

AASB 2008-13   *Amendments to Australian Accounting Standards arising from AASB Interpretation 17 - Distributions of Non-cash Assets to Owners [AASB 5 & AASB 110]*. This Standard amends AASB 5 Non-current Assets Held for Sale and Discontinued Operations in respect of the classification, presentation and measurement of non-current assets held for distribution to owners in their capacity as owners. This may impact on the presentation and classification of Crown land held by the Department where the Crown land is to be sold by the Department of Regional Development and Lands (formerly Department for Planning and Infrastructure). The Department does not expect any financial impact when the Standard is first applied prospectively.

Notes to the Financial Statements
For the year ended 30 June 2010

AASB 2009-2   *Amendments to Australian Accounting Standards - Improving Disclosures about Financial Instruments AASB 4, AASB 7, AASB 1023 & AASB 1038*. This Standard amends AASB 7 and will require enhanced disclosures about fair value measurements and liquidity risk with respect to financial instruments. There is no financial impact resulting from the application of the Standard.

Future impact of Australian Accounting Standards not yet operative

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

	Operative for reporting periods beginning on/after
AASB 2009-11 *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, & 1038 and Interpretations 10 & 12]*	1 Jan 2013
The amendments to AASB 7 requires modification to the disclosure of categories of financial assets. The Department doest not expect any financial impact when the Standard is first applied. The disclosure of categories of financial assets in the notes will change.	

Notes to the Financial Statements

	2009–10
	($'000)

7. EMPLOYEE BENEFITS EXPENSES

Wages and Salaries	2 265 543
Superannuation - defined contribution plans (i)	213 281
Long service leave (ii)	30 114
Annual leave (ii)	24 741
Other related expenses (iii)	53 940
	2 587 619

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

(ii) Includes a superannuation contribution component.

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

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

8. SUPPLIES AND SERVICES

Communication expenses	30 533
Computer software and system support	16 652
Contract staff and consulting	52 888
Electricity and water expenses	1 065
Insurance	846
Minor equipment purchases	3 962
Operating leases	19 396
Other staffing costs	11 256
Printing and publishing	6 198
Repairs, maintenance and minor works	39 384
Scholarships and allowances	8 543
Security	4 386
Travel	9 247
Non-training grants	65 923
Other	34 869
	305 148

9. DEPRECIATION AND AMORTISATION EXPENSE

Depreciation

Buildings	174 265
Plant and equipment	4 400
Motor vehicles	666
Buses	1 702
Computers	1 723
Communication equipment	495
Office equipment	3 379
Miscellaneous	591
Leased office equipment	13 276
Leased plant and equipment	24
Leased motor vehicles	28
Total depreciation	**200 549**

Notes to the Financial Statements

	2009–10
	($'000)

Amortisation

Intangible assets	591
Total amortisation	**591**
Total depreciation and amortisation	**201 140**

10. GRANTS AND SUBSIDIES

This expenditure item reflects grants, subsidies and contract service payments for the delivery of training and employment initiatives made by the Department to private training providers and the autonomous public sector providers for the period July to October 2009 only. This was assumed by the Department of Training and Workforce Development from 30 October 2009.

Contracts and Agreements for the Delivery of Training and Employment Services by:

Recurrent

TAFE colleges; Curtin VET Centre; Kalgoorlie and Western Australian Academy of Performing Arts	155 125
Other	34 884

Capital grants (i)

TAFE colleges; Curtin VET Centre; Kalgoorlie and Western Australian Academy of Performing Arts	670
Other	880
	191 559

(i) Capital grants are moneys granted to public sector and private providers and capital works expenditure incurred by the Department on behalf of the autonomous public sector providers.

11. SCHOOL SUPPLIES AND SERVICES

These expenses are paid by the Central Office on behalf of schools.

Insurance	19 708
Maintenance, facilities and minor upgrades	160 805
Lease payments	2 216
Contract cleaning and gardening	8 565
Other schools supplies and services	16 986
	208 280

These expenses are paid by schools.

Administration	63 876
Maintenance and repairs	26 773
Electricity and water expenses	43 881
Teaching and learning expenses	142 919
	277 449
Total schools supplies and services	**485 729**

Notes to the Financial Statements

	2009–10
	($'000)

12. FINANCE COSTS

Finance lease - finance charges	1 769
Finance costs expensed	**1 769**

13. OTHER EXPENSES

Workers' compensation	32 345
Workers' compensation on-costs (i)	1 928
Impairment expense - Land	4
(see also note 30)	
	34 277

(i) The on-costs liability associated with the recognition of annual and long service leave liability is included at *note 31 'Provisions'*. Superannuation contributions accrued as part of the provisions for leave are employee benefits and are not included in employment on-costs.

14. LOSS ON DISPOSAL OF NON-CURRENT ASSETS

Costs of Disposal of Non-Current Assets	
Buildings	9 428
Plant and equipment	617
Motor vehicles	307
Buses	921
Computers	266
Communication equipment	51
Office equipment	386
Intangible assets	5
Library collections	45
Miscellaneous assets	111
	12 137
Proceeds from Disposal of Non-Current Assets	
Buildings	-
Plant and equipment	54
Motor vehicles	40
Buses	279
Computers	-
Communication equipment	-
Office equipment	26
Library collections	-
Miscellaneous assets	-
	399
Net loss	**11 738**

Notes to the Financial Statements

	2009–10
	($'000)

15. USER CONTRIBUTIONS, CHARGES AND FEES

Schools

Contributions, charges and fees	65 221
	65 221

Central Office

Overseas student course fees	32 382
Agricultural schools fees	3 774
Other charges and fees	3 188
	39 344
Total user contributions, charges and fees	**104 565**

16. SCHOOLS OTHER REVENUE

Bookshops and canteens	4 625
Direct grants from other state agencies	2 265
Direct grants from the Commonwealth	10 710
Donations to schools	13 861
Hire of facilities	2 171
Other revenue	17 540
	51 172

17. OTHER REVENUE

Development grant	1 695
Land Contributions	6 293
Recoveries and refunds	25 304
Sale of goods and services	17 154
Other miscellaneous revenue	14 710
	65 156

18. COMMONWEALTH GRANTS AND CONTRIBUTIONS

Commonwealth Grants - Recurrent	482 428
Commonwealth Grants - Capital	67 804
	550 232

Notes to the Financial Statements

	2009–10
	($'000)

Undischarged Grants

The Department of Education receives Commonwealth grants on the condition that the moneys shall be expended in a particular manner. Grants which are yet to be fully spent as at the end of the reporting period do not constitute a liability but do require disclosure. Commonwealth grants yet to be fully spent at 30 June 2010 total $99.280 million comprising the following:

- COAG National Partnership Program	28 960
- Trade Training Centres in Schools (Capital)	26 876
- Indigenous Early Childhood Development (Capital)	3 131
- Local Schools Working Together & Early Learning and Care Centre (Capital)	4 651
- DSD - East Kimberly Development Project (Capital)	26 511
- Better Regions - Basketball Stadium (Capital)	101
- Special Project Grants	8 328
- Indian Ocean Territories	1 708
	100 266

19. INCOME FROM STATE GOVERNMENT

Appropriation revenue received during the year:

Service appropriation (i)	3 143 843
	3 143 843

Resources received free of charge (ii)

Determined on the basis of the following estimates provided by agencies:

Department of Treasury and Finance	2 024
Landgate	131
Department of Training and Workforce Development	168
Department of Sports and Recreation	2
Department of Treasury and Finance - Building Management and Works	769
State Solicitors' Office	834
Department of Culture and the Arts	19
	3 947

Royalties for Regions Fund: (iii)	
Regional Infrastructure and Headworks Fund	1 800
Regional Community Services Account	
	1 800
	3 149 590

(i) Service appropriations are accrual amounts reflecting the net cost of services delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year (see *note 2(e) 'Income'* and *note 23 'Receivables'*).

Notes to the Financial Statements

	2009–10
	($'000)

(ii) Where assets or services have been received free of charge or for nominal consideration, the Department recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably measured and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable. The exception occurs where the contribution of assets or services are in the nature of contributions by owners, in which case the Department makes the adjustment direct to equity.

(iii) 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.

20. CASH AND CASH EQUIVALENTS

Schools

Bank accounts	199 333
Cash on hand	244
	199 577

Central Office

Operating bank account	34 509
Cash held in district office bank accounts	767
Cash on hand and advances	102
	35 378
Total cash and cash equivalents	**234 955**

21. RESTRICTED CASH AND CASH EQUIVALENTS

Current

Commonwealth grants trust accounts *(see notes 2(e) and 18)* (i)	99 280
	99 280

Non-Current

Accrued Salaries suspense account (27th pay) (ii)	44 793
	44 793
Total Restricted Cash and Cash Equivalents	**144 073**

(i) The amounts held in the Commonwealth Grant Trust Accounts are only to be used for the purpose as determined by the Commonwealth.

(ii) The amount held in the suspense account is only to be used for the purpose of meeting the 27th pay in a financial year that occurs every 11 years (see also *note 2(s) 'Accrued Salaries'*).

Notes to the Financial Statements

	2009–10
	($'000)

22. AMOUNTS RECEIVABLE FOR SERVICES

Current	19 144
Non-current	1 096 081
	1 115 225

The asset represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

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

23. RECEIVABLES

Current

Prepayments	207 774
GST receivable	15 984
Receivables	19 971
Allowance for impairment of receivables	(672)
	243 057

Reconciliation of changes in the allowances for impairment of receivables:

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

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

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

24. INVENTORIES

Current

Inventories held for resale:

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

See also note 2(t) 'Inventories'

Notes to the Financial Statements

	2009–10
	($'000)

25. NON-CURRENT ASSETS CLASSIFIED AS HELD FOR SALE

Opening balance
Land and buildings	1 000
Less write-down from cost to fair value less selling costs	(1)
	999

Assets reclassified as held for sale
Land and buildings	3 190
Less write-down from cost to fair value less selling costs (a)	(4)
	3 186

Total assets classified as held for sale
Land and buildings	4 190
Less write-down from cost to fair value less selling costs	(5)
	4 185

Less assets sold (b)
Land and buildings (i)	3 190
Less write-down from cost to fair value less selling costs	(4)
	3 186

Closing Balance
Land and buildings (ii)	1 000
Less write-down from cost to fair value less selling costs	(1)
	999

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

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

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

(i)   Wubin Primary School site and Swanbourne Primary School site were considered surplus to the Department and were private sales. Manjimup Primary School site was also considered surplus to the Department and was sold to the Department of Housing.

Two parcels of unallocated crown land were considered surplus and given back to State Land Services who act as custodian for state land.

(ii)   The Department intends to dispose of Edgewater Primary School subject to a rezoning proposal. The sale is expected to proceed during the 2010–11 financial year.

26. PROPERTY, PLANT AND EQUIPMENT

Land (i)

At fair value	3 319 586
	3 319 586

Buildings (i)

At fair value	5 965 838
Accumulated depreciation	(1260)
	5 964 578

Notes to the Financial Statements

	2009–10 ($'000)
Plant and equipment	
At cost - central office	220
At cost - schools	47 436
Accumulated depreciation	(24 281)
	23 375
Motor vehicles	
At cost - central office	-
At cost - schools	4 340
Accumulated depreciation	(2 811)
	1 529
Buses	
At cost - central office	-
At cost - schools	17 520
Accumulated depreciation	(3 947)
	13 573
Computers	
At cost - central office	6 975
At cost - schools	9 562
Accumulated depreciation	(11 610)
	4 927
Communication equipment	
At cost - central office	1 805
At cost - schools	4 695
Accumulated depreciation	(4 534)
	1 966
Office equipment	
At cost - central office	1 738
At cost - schools	22 751
Accumulated depreciation	(14 524)
	9 965
Asset to be Transferred to TAFE colleges	
At fair value	-
Accumulated depreciation	-
	-

Notes to the Financial Statements

	2009–10
	($'000)

Library collection

At cost - central office	133
At cost - schools	28 083
Accumulated depreciation	-
	28 216

Miscellaneous assets

At cost - central office	407
At cost - schools	4 942
Accumulated depreciation	(2 604)
	2 745

Miscellaneous assets includes musical instruments, works of art and furniture and fittings. Although Works of Art are included under Miscellaneous assets, no accumulated depreciation is recorded in relation to them as they are anticipated to have long and indeterminable useful lives.

Capital works in progress (at cost)

New primary schools	59 813
New secondary schools	59 627
Building the Education Revolution	493 171
Additions and improvements to schools and TAFE colleges	10 788
	623 399

Total property, plant and equipment	**9 993 859**

(see also note 28 ' Reconciliation of Property, Plant and Equipment')

(i) Land and Buildings were revalued as at 1 July 2009 and reflected at fair value as at 30 June 2010. Land valuations were performed by Landgate Valuation Services and building valuations were performed by an independent Quantity Surveyor and endorsed by Landgate Valuation Services. In undertaking these valuations, fair value was determined with reference to current use land values for land and depreciated replacement cost for buildings. Land comprises of Crown and Freehold Land.

Valuation Services and the Department of Treasury and Finance assessed the valuations globally to ensure that the valuations provided as at 1 July 2009 were compliant with fair value at 30 June 2010.

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

Land

At fair value	42 568
	42 568

Buildings

At fair value	24 954
Accumulated depreciation	-
	24 954

Notes to the Financial Statements

	2009–10
	($'000)

27. LEASED PLANT AND EQUIPMENT

Leased plant and equipment

At capitalised cost	107
Accumulated depreciation	(18)
	89

Leased office equipment

At cost	51 958
Accumulated depreciation	(25 086)
	26 872

Leased motor vehicles

At cost	199
Accumulated depreciation	(193)
	6

Total leased plant and equipment	**26 967**
(see also note 28 'Reconciliation of Property, Plant and Equipment)	
Total of all property, plant and equipment	**10 020 826**

Notes to the Financial Statements

28. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of total property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the current financial year are set out below.

	Land	Buildings	Plant & equipment	Leased plant & equipment	Motor vehicles	Leased motor vehicles	Buses	Computers	Communications	Office equipment	Leased office equipment	Library Collection	Misc. assets	Works in progress Capital Works	Assets Transferred to TAFE colleges	Totals
	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
2009–10																
Carrying amount at start of year	3 502 515	6 555 779	22 565	18	1 910	33	9 993	3 889	1 155	10 073	29 397	18 703	2 697	157 604	-	**10 316 331**
Additions	30 317	3 405	6 178	94	843	-	5 831	3 211	1 394	4 143	10 769	9 525	786	661 437	-	**737 933**
Disposals	-	(9 428)	(616)	-	(307)	-	(921)	(265)	(51)	(386)	-	(45)	(116)	-	-	**(12 135)**
Transferred to non-current assets for sale	(3 046)	(140)	-	-	-	-	-	-	-	-	-	-	-	-	-	**(3 186)**
Transfers to/from Works in Progress	-	153 303	-	-	-	-	-	-	-	-	-	-	-	(153 836)	533	**-**
Revaluation	(180 758)	(554 600)	-	-	-	-	-	-	-	-	-	-	-	-	82	**(735 276)**
Impairment losses	(4)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**(4)**
Depreciation	-	(174 264)	(4 400)	(23)	(666)	(27)	(1 703)	(1 723)	(494)	(3 380)	(13 276)	-	(593)	-	-	**(200 549)**
Transfers / Adjustments	(29 438)	(9 477)	(352)	-	(251)	-	373	(185)	(38)	(485)	(18)	33	(29)	(41 806)	(615)	**(82 288)**
Carrying amount	3 319 586	5 964 578	23 375	89	1 529	6	13 573	4 927	1 966	9 965	26 872	28 216	2 745	623 399	-	10 020 826

The carrying amount of land at the end of year in this note is after land classified as non current assets held for sale (NCAHFS) and related impairment losses have been transferred out.

The Department of Regional Development and Land (DRDL) is the only agency with the power to sell Crown land. Such land is transferred to the Department for sale and the Department accounts for the transfer as a distribution to owner.

Where NCAHFS are written down to lower of cost or fair value less selling expenses, an impairment loss is recognised in the Statement of Comprehensive Income. Where an asset measured at fair value is written-down to recoverable amount, the loss is accounted for as a revaluation decrement.

Notes to the Financial Statements

	2009–10
	($'000)

29. INTANGIBLE ASSETS

Computer software

At cost - central office	2 686
At cost - schools	40
Accumulated amortisation	(1 610)
Work in progress intangibles internally generated	8 115
	9 231

Reconciliation:

Carrying amount at start of year	960
Additions	748
Disposals	(6)
Adjustment / transfer	5
Amortisation	(591)
	1 116
add Work in progress intangibles internally generated	8 115
	9 231

Computer software for the Department includes purchased and internally generated software
systems that are not considered integral to hardware.

30. IMPAIRMENT OF ASSETS

All surplus assets at 30 June 2010 have either been classified as assets held for sale or written off.
An impairment loss of $4000 has been recognised in the Statement of Comprehensive Income in relation
to land held for disposal. (see also *note 13 'Other Expenses'*)

An impairment loss of $148 477 has been recognised in revaluation reserve in the Statement of Financial
Position in relation to transportables to be demolished. Except for land and transportables, there were
no indications of impairment of property, plant and equipment and intangible assets as at 30 June 2010.

31. PROVISIONS

The Department considers the carrying amount of employee benefits to approximate the net fair value.

Current

Employee Benefits Provision

Annual leave (i)	176 922
Long service leave (ii)	347 891
Deferred Salary Scheme (iii)	3 026
Remote Teaching Service (iv)	6 641
	534 480

Other Provision

Workers' Compensation on-costs (v)	8 648
	8 648
	543 128

Notes to the Financial Statements

	2009–10 ($'000)
Non-current	
Employee Benefits Provision	
Long service leave (ii)	85 186
Deferred salary scheme (iii)	9 525
Remote Teaching Service (iv)	701
	95 412
Other Provision	
Workers Compensation on-costs (v)	1 550
	1 550
	96 962

(i) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of end of the reporting period	167 732
More than 12 months after the reporting period	9 190
	176 922

(ii) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of end of the reporting period	191 535
More than 12 months after the reporting period	241 542
	433 077

(iii) Deferred Salary Scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of end of the reporting period	3 026
More than 12 months after the reporting period	9 525
	12 551

(iv) Remote Teaching Service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of end of the reporting period	3 544
More than 12 months after the reporting period	3 798
	7 342

(v) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments. The associated expense, apart from the unwinding of the discount (finance cost), is disclosed in *note 7 as 'Other related expenses'*.

Notes to the Financial Statements

	2009–10
	($'000)

Employee benefit liabilities

The aggregate employee benefit liability recognised and included in the Financial Statements is as follows:

Provision for employee benefits:

Current	534 480
Non-current	95 412
Total employee benefit liabilities	**629 892**

Movements in other provisions

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

Workers Compensation On-Costs

Carrying amount at start of year	8 460
Additional provisions recognised	1 530
Unwinding of the discount	208
Carrying amount at end of year	**10 198**

32. BORROWINGS

Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default.

Current	
Finance lease liabilities (secured) (i)	12 692
Non-Current	
Finance lease liabilities (secured) (i)	17 523
Total borrowings	**30 215**

(i) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default

The carrying amounts of non-current assets pledged as security are:

Finance leases	
Leased plant & equipment	89
Leased office equipment	26 872
Leased motor vehicles	6
	26 967

Notes to the Financial Statements

	2009–10
	($'000)

33. PAYABLES

Current

Central office - trade and other	2 637
Schools - trade and other	2 797
Accrued expenses	24 384
Accrued salaries	42 171
	71 989

See also note 2(q) 'Payables' and note 45 'Financial Instruments'

34. OTHER CURRENT LIABILITIES

Current

Income received in advance	15
Amounts held in schools trust and suspense accounts	6 471
Other	1 516
Total Current	**8 002**

35. EQUITY

Equity represents the residual interest in the net assets of the Department of Education. The Government holds the equity interest in the Department of Education on behalf of the community. The Asset Revaluation Reserve represents that portion of equity resulting from the revaluation of non-current assets.

Contributed Equity

Balance at the start of the year	1 092 777
Contributions By Owner	
Capital contributions	845 647
Total Contribution By Owner	**1 938 424**
Distribution to Owner	
Transfer of net asset to other Government Agencies	
Land and Building for sale transferred to the Department of Regional Development and Lands	(3 186)
Land transferred to the Public Education Endowment Trust	(38)
Land and Buildings transferred to TAFE colleges	(615)
Transfer of Net Assets to Department of Training and Workforce Development (i)	(183 764)
Transfers of net assets to Government:	
Proceeds for disposal of assets paid to Consolidated Account	-
Total Distribution to Owner	**(187 603)**
Balance at the end of the year	**1 750 821**

Notes to the Financial Statements

	2009–10
	($'000)

(i) Assets and Liabilities Transferred out to Department of Training and Workforce Development

Cash and restricted cash	82 863
Property Plant and Equipment	81 082
Other Assets	31 350
Total Assets	195 295
Employee benefits provisions	11 231
Other liabilities	300
Total Liabilities	11 531
Net Assets	**183 764**

Reserves
Asset revaluation reserve

The Asset Revaluation Reserve is used to record increments and decrements in the revaluation of non-current assets, as described in *accounting policy note 2(f) 'Property, Plant and Equipment'* .

Balance at the start of the year	9 195 798
Net revaluation increments/(decrements):	
Land	(180 758)
Buildings	(554 599)
TAFE completed works (July to October 2009 only)	82
Total net revaluation increments/(decrements)	(735 275)
Transfer to Accumulated Surplus	(82)
Balance at the end of the year	**8 460 441**

Accumulated surplus/(deficit)	
Balance at the start of the year	694 545
Correction of prior period error (see *note 5*)	7 125
Adjusted Opening Balance	701 670
Result for period	108 947
Derecognise TAFE assets	82
	109 029
Balance at the end of the year	**810 699**

Notes to the Financial Statements

	2009–10
	($'000)

36. NOTES TO THE STATEMENT OF CASH FLOWS

(a) Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents	234 955
Restricted cash and cash equivalents (see *note 21 - Restricted Cash*)	144 073
Total	**379 028**

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

Net cost of services	**(3 040 643)**
Non-cash items:	
Depreciation and amortisation expense (note 9)	201 140
Resources received free of charge (note 19)	3 947
Other Revenue (note 17)	(6 293)
Net (gain)/loss on sale of property, plant and equipment (note 14)	11 738
Impairment expense (note 30)	4
Doubtful Debts Expense (note 23)	379
(Increase)/decrease in assets:	
Current receivables (i)	4 572
Current Inventories	(646)
Increase/(decrease) in liabilities:	
Provisions	54 172
Current Payables and other liabilities (i)	3 864
Net GST Receipts/(Payments) (ii)	(7 004)
Change in GST in receivables and payables (iii)	(2886)
Net cash provided by/(used in) operating activities	**(2 777 656)**

(c) Non-cash investing and financing activities

Acquisition of plant and equipment by means of finance leases	10 863

(i) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items and do not form part of the reconciling items.

(ii) This is the net GST paid/received, ie cash transactions.

(iii) This reverses out the GST in receivables and payables.

37. INDIAN OCEAN TERRITORIES

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

Opening Balance	834
Receipts	12 394
Payments	(11 520)
Closing Balance	**1 708**

Notes to the Financial Statements

	2009–10
	($'000)

38. COMMITMENTS

(a) Capital expenditure commitments

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the Financial Statements, are payable as follows:

Within one year	975 027
Later than one year and not later than five years	406 216
Later than five years	-
	1 381 243

The capital commitments include amounts for the following:

New high schools	184 250
Additional stages to high schools	88 662
Additions and improvements to high schools	174 272
Additions and improvements to district high schools	98 168
Additions and improvements to agricultural colleges	40 723
New primary schools	140 570
Additions and improvements to primary schools	36 016
Trade training centres in schools	74 091
Building the Education Revolution program	424 920
Miscellaneous projects	61 722
Other school facilities	57 849
	1 381 243

(b) Lease commitments

Operating leases

Commitments in relation to non-cancellable operating leases contracted for at the end of the reporting period but not recognised as liabilities are payable:

Within one year	7 873
Later than one year and not later than five years	23 026
Later than five years	13 437
	44 336

Future minimum rentals receivables for operating leases at reporting date but not recognised as assets:

Within one year	614
Later than one year and not later than five years	2 632
Later than five years	1 379
	4 625

Notes to the Financial Statements

	2009–10
	($'000)

Finance leases

Minimum lease payments in relation to finance leases are payable as follows:

Within one year	14 118
Later than one year and not later than five years	18 695
Minimum finance lease payments	32 813
Less future finance charges	(2 598)
Present value of finance lease liabilities	**30 215**
The present value of finance leases payable is as follows:	
Within one year	12 692
Later than one year and not later than five years	17 523
	30 215
Included in the financial statements as:	
Current (*see note 32 'Borrowings'*)	12 692
Non-current (*see note 32 'Borrowings'*)	17 523
	30 215

The Department has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions (see also *note 32 'Borrowings')*.

39. RESOURCES PROVIDED FREE OF CHARGE

The following types of services are provided to other Government Agencies free of charge for functions outside the normal operations of the Department:

- Marketing and publications
- Delivery support systems – wide area network
- College management information systems support
- Accounting services
- Asset and building management services
- Industrial relations support
- Secondments
- Lease costs
- Outgoings
- School census information
- Administration support

Country High School Hostels Authority	97
Health Department of Western Australia	1 542
Department of Education Services	24
Department of the Premier and Cabinet	319
Curriculum Council	76
Department of Child Protection	1
	2 059

Notes to the Financial Statements

	2009–10
	($'000)

The estimated value of these services provided to the following TAFE colleges is:

Central TAFE	836
Central West TAFE	378
Challenger TAFE	734
C. Y. O'Connor College of TAFE	342
Great Southern TAFE	384
Kalgoorlie VTEC (Curtin University)	236
Kimberley TAFE	464
Pilbara TAFE	458
South West Regional College of TAFE	454
Swan TAFE	872
WA Academy of Performing Arts (Edith Cowan University)	15
West Coast TAFE	425
	5 598
	7 657

40. REMUNERATION OF SENIOR OFFICERS

The number of senior officers, whose total of fees, salaries, non-monetary benefits, superannuation and other benefits for the financial year, fall within the following bands are:

Salary ranges	2009–10
$50 001 - $60 000	1*
$60 001 - $70 000	2*
$80 001 - $90 000	1*
$130 001 - $140 000	1*
$150 001 - $160 000	1*
$160 001 - $170 000	2
$170 001 - $180 000	4
$180 001 - $190 000	2
$250 001 - $260 000	1
$280 001 - $290 000	1
$370 001 - $380 000	1*
$420 001 - $430 000	1
Total number of senior officers	**18**

*Includes senior officers where period of service is less than 12 months and senior officers transferred to DTWD following the separation.

The total remuneration of senior officers for 2009–10 amounted to **$3.271million**.

The total remuneration includes the superannuation expense incurred by the Department.

No senior officers are members of the Pension Scheme.

Notes to the Financial Statements

	2009–10
	($'000)

41. REMUNERATION OF AUDITOR

Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows:

Auditing the accounts, financial statements and performance indicators	**480**

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

The expense for the 2008–09 audit of the financial statements is included in note 8 'Supplies and Services - Other' for 2009-10

42. SUPPLEMENTARY FINANCIAL INFORMATION

<u>Write-offs</u>

During the financial year $1 034 000 of Accounts Receivable was written off under the authority of:

Accountable Authority	1 034
The Minister	-
Executive Council	-
	1 034

<u>Asset Register</u>

During the financial year $47 000 was written off the Department's asset register under the authority of:

Accountable Authority	30
The Minister	17
Executive Council	-
	47

<u>Losses Through Theft, Defaults and Other Causes</u>

Losses of public moneys through theft and default	-
	-

43. FUNDING TO NON-GOVERNMENT BODIES

Other educational institutions and non-government organisations	35 405
	35 405

Notes to the Financial Statements

	2009–10
	($'000)

44. AFFILIATED BODIES

The following table below are government affiliated bodies that received grants from the Department. These Training Councils are not subject to operational control.

Food, Fibre and Timber Industries Training Council (WA) Inc	245
FutureNow - Creative and Leisure Industries Training Council Inc	270
Construction Training Council	163
Community Services, Health and Education Training Council	220
Financial, Administrative and Professional Services Training Council	270
Engineering and Automotive Training Council	245
Electrical, Utilities and Public Administration Training Council	183
Retail and Personal Service Training Council	183
Logistics Training Council	163
	1 942

45. FINANCIAL INSTRUMENTS

(a) Financial Risk Management Objectives and Policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, finance leases, Treasurer's advances, receivables, and payables. The Department's cash is held in the public bank account (both interest bearing and non-interest bearing) apart from the cash held in approved school and district office bank accounts. 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 these assets inclusive of any provisions for impairments, as shown in the table *note 45(c) 'Financial Instruments Disclosures* ' and *note 23.* 'Receivables.'

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Department trades only with recognised, creditworthy third parties. The Department has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

Notes to the Financial Statements

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 45(c) 'Financial Instrument Disclosure'*, the Department is not exposed to interest rate risk because apart from minor amounts of restricted cash, all other cash and cash equivalents and restricted cash are non-interest bearing, and has no borrowings other than the Treasurer's advance (non-interest bearing) and finance leases (fixed interest rate).

(b) Categories of Financial Instruments

In addition to cash and bank overdraft, the carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are as follows:

	2009–10
	($'000)
Financial Assets	
School bank accounts	120 312
Cash and cash equivalents	35 378
Restricted cash and cash equivalents	144 073
Receivables [a]	19 299
Term deposits	79 265
Amounts receivable for service	1 115 225
Financial Liabilities	
Payables	58 414
Employee benefit provisions	640 090
Finance lease liabilities	30 215
Other liabilities	8 002

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable) and prepayments.

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Credit Risk and Interest Rate Risk Exposure

The following table disclose the Department's maximum exposure to credit risk, interest rate exposures and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The Department does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being paid past due or impaired.

Interest rate exposure and ageing analysis of financial assets (a)

	Weighted Average Effective Interest Rate	Interest rate exposure				Past due but not Impaired					Impaired financial assets
		Carrying Amount	Fixed interest rate	Variable interest rate	Non-interest bearing	Up to 3 months	3 - 12 months	1 - 2 years	2 - 5 years	More than 5 years	
	%	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
Financial Assets											
2009-10											
School bank accounts	3.11	120 312	-	120 068	244	-	-	-	-	-	-
Cash and cash equivalents	-	35 378	-	-	35 378	-	-	-	-	-	-
Restricted cash assets	-	144 073	-	-	144 073	-	-	-	-	-	-
Receivables (a)	-	19 299	-	-	19 299	133	2 243	812	1 050	62	446
Term deposits	5.06	79 265	79 265	-	-	-	-	-	-	-	-
Amounts receivable for services	-	1 115 225	-	-	1 115 225	-	-	-	-	-	-
		1 513 552	**79 265**	**120 068**	**1 314 219**	**133**	**2 243**	**812**	**1 050**	**62**	**446**

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

Notes to the Financial Statements

Liquidity Risk

The following table details the contractual maturity analysis for financial liabilities. The contractual maturity amounts are representative of the undiscounted amounts at the end of the reporting period. The table includes both interest and principal cash flow.

Interest rate exposure and maturity analysis of financial liabilities

	Weighted Average Effective Interest Rate	Carrying Amount	Fixed interest rate	Variable interest rate	Non-interest bearing	Adjustment for discounting	Total Nominal Amount	Up To 3 months	3 - 12 months	1 - 2 years	2 - 5 years	More than 5 years
	%	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
Financial Liabilities												
2009-10												
Payables	-	58 414	-	-	58 414	-	-	-	-	-	-	-
Employee benefit provisions	-	640 090	-	-	640 090	-	-	-	-	-	-	-
Finance lease liabilities	4.49	30 215	-	-	-	(2 628)	32 843	3 860	10 258	10 230	8 495	-
Other liabilities	-	8 002	-	-	8 002	-	-	-	-	-	-	-
		736 721	**-**	**-**	**706 506**	**(2 628)**	**32 843**	**3 860**	**10 258**	**10 230**	**8 495**	**-**

The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities

Notes to the Financial Statements

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

	Carrying Amount	-1% change		+1% change	
		Surplus ($'000)	Equity ($'000)	Surplus ($'000)	Equity ($'000)
2009-10					
Financial assets					
School bank accounts	120 312	(1 203)	(1 203)	1 203	1 203
Totals	**120 312**	**(1 203)**	**(1 203)**	**1 203**	**1 203**

Fair Value
All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

46. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

In addition to the liabilities included in the financial statements, the Department has the following contingent liabilities:

Litigation in progress

The Department is involved in legal proceedings with a number of claimants. In particular, the State Solicitors' Office has reported that the Department has a possible exposure of $12.350 million.

Contaminated sites

Under the *Contaminated Sites Act 2003*, the Department is required to report known and suspected contaminated sites to the Department of Environment and Conservation (DEC). In accordance with the Act, DEC classifies these sites on the basis of the risk to human health, the environment and environment values. Where sites are classified as *contaminated - remediation required* or *possibly contaminated - investigation required*, the Department may have a liability in respect of investigation or remediation expense.

During the year the Department reported three suspected contaminated sites to DEC. These have yet to be classified. The Department is unable to assess the likely outcome of the classification process, and accordingly, it is not practicable to estimate the potential financial effect or to identify the uncertainties relating to the amount or timing of any outflows. Whilst there is no possibility of reimbursement of any future expenses that may be incurred in the remediation of these sites, the Department may apply for funding from the Contaminated Sites Management Account to undertake further investigative work or to meet remediation costs that may be required.

Other - GST overclaim

The Department has a contingent liability in regards to overclaimed GST to the amount of $1.51 million.

The Department does not have any contingent assets.

47. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There are no events after the end of the reporting period having a material effect on these financial statements.

Notes to the Financial Statements

48. EXPLANATORY STATEMENT

The Summary of Consolidated Fund Appropriations and Income Estimates discloses appropriations and other statutes expenditure estimates, the actual expenditures made and revenue estimates and payments into the Consolidated Fund.

The following explanations are provided in accordance with Treasurer's Instruction 945. Significant variations are considered to be those greater than 10%.

Significant variation between estimate and actual for 2009–10

Total appropriation to deliver services   **($177.9m)**

The decrease is mainly due to the transfer of appropriations to the Department of Training and Workforce Development (DTWD) under Section 25 of the Financial Management Act 2006 (after responsibility for the former Vocational Education and Training Services was transferred to DTWD on 30 October 2009); and procurement savings, offset by a reduction in the 3% Efficiency Dividend (which is to be recouped by additional savings in 2011–12 to 2013–14 inclusive), additional funding for Gold State employer contributions, transfer of appropriations from the Department of Treasury and Finance for voluntary severance payments and increases in the following major spending changes: growth in student numbers, additional school support staff and English as a second language support for the children of temporary 457 visa holders.

2009–10 Budget Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
3 321 791	3 143 843	(177 948)

Significant variation between estimate and actual for 2009–10

Total Cost of Services   **($281.8m)**

The decrease is mainly due to the transfer of appropriations to the Department of Training and Workforce Development (DTWD) under Section 25 of the Financial Management Act 2006 (after responsibility for the former Vocational Education and Training Services was transferred to DTWD on 30 October 2009). Procurement savings and Commonwealth grants to be spent in 2010–11 onwards also contributed to the decrease. These were offset by increases in staff enterprise agreements; Gold State superannuation; and major spending changes including growth in student numbers, additional school support staff and English as a second language support for the children of temporary 457 visa holders. Other offsets were the transfer of appropriations from the Department of Treasury and Finance for voluntary severance payments, a reduction in the 3% Efficiency Dividend (which is to be recouped by additional savings in 2011–12 to 2013–14 inclusive), gain on disposal of non-current assets and increased schools' expenditure.

2009–10 Budget Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
4 100 816	3 818 979	(281 837)

Total Revenue from ordinary activities   **($2.8m)**

The decrease is due mainly to the transfer of revenues to DTWD (after responsibility for the former Vocational Education and Training Services was transferred to DTWD on 30 October 2009) and decreased schools' revenue offset by increases in Commonwealth grants, sub division cost contribution and developers land contribution.

2009–10 Budget Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
781 172	778 336	(2 836)

Purchase of Non-current physical assets   **($200.9m)**

The decrease is mainly due to delays in both the commencement and completion of some capital projects and the transfer of capital works to DTWD (after responsibility for the former Vocational Education and Training Services was transferred to DTWD on 30 October 2009).

2009–10 Budget Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
1 125 826	924 928	(200 898)

Capital Contribution   **($172.6m)**

The decrease is mainly due to the deferral of some projects, re-cashflows, and the transfer of capital contribution to DTWD (after responsibility for the former Vocational Education and Training Services was transferred to DTWD on 30 October 2009).

2009–10 Budget Estimate ($'000)	2009–10 Actual ($'000)	Variance ($'000)
1 018 292	845 647	(172 645)

Notes to the Financial Statements

	2009–10
	($'000)

48. EXPLANATORY STATEMENT

Supplementary funding

The following table summarises all supplementary funding (Section 27 of the FMA) received by the Department for 2009–10:

Policy changes	
COAG Indigenous Economic Participation National Partnership.	815
Half-cohort impact on smaller secondary schools.	1 225
English as a second language support for children of Temporary 457 Visa Holders.	6 860
Savings measures and adjustments	
Reversal of Economic Audit Stage One Outcome.	1 350
Procurement and fleet savings.	(15 139)
Shortfall in 3% Efficiency Dividend for 2009–10.	51 918
BER funding adjustments.	(2 526)
Depreciation adjustments.	4 795
Growth in student numbers	18 414
Other	
Correction to capital contribution.	(11 050)
Gold State Superannuation Scheme – increased employer contributions.	5 573
Additional school support staff.	3 235
Additional funding for education assistants, cleaners, and gardeners EBA offer.	1 799
Integrated Service Centres.	240
Non government human services sector – indexation.	152
Total supplementary funding for Service Appropriation	**67 661**

Notes to the Financial Statements

49. ADMINISTERED INCOME AND EXPENSES BY SERVICE

	Primary Education	Secondary Education	Vocational Education and Training Services	Total
	2009–10 ($'000)	2009–10 ($'000)	2009–10 ($'000)	2009–10 ($'000)
Income				
For transfer: Other Revenue (i)	-	-	-	-
Total administered income	-	-	-	-

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

50. SPECIAL PURPOSE ACCOUNTS

The Department of Education manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the Financial Statements.

	Special Purpose Account	Opening Balance ($)	2009–10 Receipts ($)	2009–10 Payments ($)	Closing Balance ($)
1.	Olive A.Lewis Scholarship	4 736	-	-	4 736
2.	Scholarship – Council of War Service Land Settlers Association	765	29	-	794
3.	R.S. Sampson Scholarships	1	-	-	1
4.	John Henry Kendall	1 044	41	95	990
5.	Margueretta Wilson Scholarships	3 152	116	200	3 068
6.	Perth Girls' Memorial Scholarships	88 110	3 346	-	91 456
7.	Sir Thomas Coombe Scholarships	92 145	3 499	-	95 644
8.	Margery Bennett Prize	1024	39	-	1 063
9.	W.J. Reid Memorial Prize	6 638	244	400	6 482
10.	James and Rose Coombe Scholarships	0	-	-	0
11.	Perth Boys' Memorial Scholarships	20 462	777	-	21 239
12.	Roy Grace English Scholarships	2 000	-	2 000	0
13.	James A. Heron Memorial Prize	11 884	451	-	12 335
14.	Ernest Smith Memorial Prize for English Prize for English	2 048	77	-	2 125
15.	Bentley Senior High School	20 702	787	-	21 489
16.	Elaine Nora Walker Scholarships	90 511	3 427	1 000	92 938
17.	William Samuel Bequest	2 586	94	200	2 480
18.	Howard Porter Memorial Prize for Good Citizenship	3 109	114	200	3 023
19.	Ian Bremner Memorial Scholarships	50 970	1 894	2 000	50 864
20.	Catherine & Ernest Bennett Memorial Scholarship	28 791	1 083	1 000	28 874
	Totals	**430 678**	**16 019**	**7 095**	**439 602**

Notes to the Financial Statements

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A. Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education might otherwise be restricted by virtue of financial need.

2. Scholarship -Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes to students who have at least 3 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 successful student at the Cowaramup Primary School.

20. Ernest and Catherine Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

Ministerial directives

Treasurer's Instruction 903 (12) requires the Department to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objectives, investment activities and financing activities.

No such directives were issued to the Department of Education or the former Department of Education and Training by the Minister for Education for the entire 2009–10 period or the Minister for Training from 1 July to 29 October 2009.

Other financial disclosures

Pricing policies of services provided

Charges and contributions

The provision of public education is often regarded as a partnership between the Government and the community. While the Government accepts its responsibility to provide access to quality education anywhere in Western Australia, the community accepts that parents/carers should, if they are able, make a contribution to enhance the educational program.

Sections 97–108 of the *School Education Act (1999)* and the accompanying *School Education Act Regulations (2000)* 58–66 and 102 govern this process.

Under the Act, no student of compulsory school age can be denied access to the standard curriculum because of an unwillingness or inability to pay charges or contributions. Some adult and overseas students, however, are required to pay to access the standard curriculum in public schools.

All charges and contributions and requests for items of personal use (e.g. booklists) must be approved by the School Council and communicated to parents at least two months before the school year begins.

During the years of primary schooling, contributions requested from parents are voluntary. The maximum that can be requested is $60 for the provision of an educational program that satisfies the requirements of the Curriculum Framework. If students elect to participate in extra-cost optional components of the learning program, such as camps, compulsory charges apply.

Prior to 2002, all course charges in Years 8–10 were compulsory, to a maximum of $225. Currently, public schools may request voluntary contributions of up to $235 for standard courses that satisfy the requirements of the Curriculum Framework. For extra-cost optional components, compulsory charges apply. These include, but are not limited to, outdoor education programs, specialised design and technology courses, excursions, camps, visiting performances, graduation dinners and balls.

Course charges in Years 11 and 12 are compulsory. However, the Education Program Allowance through the Secondary Assistance Scheme provides $235 towards these costs.

Capital works

Asset investment program expenditure on public schools for 2009–10 is an estimated $956 million, including $733 million for the Primary Schools for the 21st Century and the Science and Language Centres for 21st Century Secondary Schools elements of the Commonwealth Government's Building the Education Revolution program.

An additional $98 million was provided for maintenance and refurbishments at all public schools in the State, through the National School Pride element of the Building the Education Revolution program.

The Primary Schools for the 21st Century element comprises 1008 projects in 673 schools in Western Australia.

The budget included funding for the following new schools which opened for the beginning of the 2010 school year: Bannister Creek, Craigie Heights and Lockridge primary schools and the final stage of Mount Barker Community College. Safety Bay Primary School was completed during 2009.

Upgrades and redevelopment of facilities were completed at Geraldton Secondary College, Perth Modern School, Wanneroo Senior High School, Safety Bay Senior High School and Rockingham Senior High School.

Construction at Roseworth, Greenwood, Deanmore, Karratha and Wattle Grove primary schools is in its final stages, with Roseworth Primary School and Greenwood Primary School due to open in 2010.

Stage Two of Comet Bay College and Ellenbrook Secondary College will be completed by 2011.

Work will continue on Stage Two of Ashdale College and Atwell College which are due to open in 2012. Planning has commenced on Stage Two of Karratha Senior High School on its existing site, to open in 2013.

Planning will continue for the new secondary schools in Baldivis and Butler with construction due to commence in 2011. Planning continued for the redevelopment of Governor Stirling Senior High School on its existing site, with construction expected to commence in late 2010.

Construction commenced on the new primary school for Aubin Grove due to open in 2011. Funding has been allocated for four new primary schools due to open in 2012: Aveley (Ellenbrook), Malvern Springs (Ellenbrook), Meadow Springs (north of Mandurah) and Piara Waters (north of Forrestdale). Funding has been provided for the establishment of transportable kindergarten/pre-primary facilities in the Canning Vale, Landsdale and Secret Harbour areas.

Planning commenced on the redevelopment of Dongara, Bullsbrook and Exmouth district high schools as part of the Investing in Schools election commitment. They are scheduled for completion in 2012.

Construction will commence on the Commonwealth-funded East Kimberley Development Package which includes redevelopment of Kununurra District High School and remote community schools.

Construction of Trade Training Centres is expected to be completed at 18 secondary schools in 2011. Work commenced on the design stage of a second round of 10 projects approved by the Commonwealth Government, with construction expected to start during 2011 and be completed in 2012.

Funding has been provided for administration upgrades, covered assembly areas, library resource centres and toilet upgrades/replacements at various schools. In addition, funding has been provided for upgrades of science, and design and technology facilities at various district high schools and senior high schools across the State.

Table 43: Completed major capital works [(a)], 2009–10

Project	Year of completion	Estimated Total Cost			Estimated cost to complete as at 1 July 2010	Variation	Reason for variation over 5% [(b)]
		Original Budget	Revised Budget	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New secondary schools							
Ashdale (Landsdale) Secondary College (2009)	2010	30 000	33 500	(3 500)		11.7	Higher costs due to building escalation
Sub-totals:		**30 000**	**33 500**	**(3 500)**			
Additions and improvements to secondary schools							
Belridge SHS	2010	1 000	1 100	(100)		10.0	Higher costs due to building escalation
Padbury SHS	2010	1 000	1 100	(100)		10.0	Higher costs due to building escalation
Rockingham SHS	2010	1 500	1 500	0		0.0	
Sub-totals:		**3 500**	**3 700**	**(200)**			
New primary schools							
Pre-primary/kindergarten facilities - transportables (2010)							
Ashby (Tapping) PS	2010	1 500	1 637	(137)		9.1	Unavoidable commitments offset within program
Aubin Grove PS	n/a	1 500	1 363	137		(9.1)	Program scope reduced
Baldivis PS	2010	1 500	1 500	0		0.0	
Butler PS	n/a	1 500	1 500	0		0.0	
Safety Bay PS - replacement	2010	14 000	12 800	1 200		(8.6)	Lower tender result
Sub-totals:		**20 000**	**18 800**	**1 200**			
Additions and improvements to primary schools							
Hudson Park (Girrawheen) PS	2010	2 000	5 122	(3 122)		156.1	Higher costs due to unavoidable commitments
Sub-totals:		**2 000**	**5 122**	**(3 122)**			
Trade training centres in schools (Commonwealth)							
Broome SHS	2010	1 500	1 500	0		0.0	
Sub-totals:		**1 500**	**1 500**	**0**			
Miscellaneous programs							
Land acquisition	2010	26 850	28 400	(1 550)		5.8	Higher costs due to unavoidable commitments
Seat belts in school buses	2010	22 053	20 853	1 200		(5.4)	Country High School Hostels Authority purchases
Sub-totals:		**48 903**	**49 253**	**(350)**			
Total completed works 2009–10:		**105 903**	**111 875**	**(5 972)**			

(a) Major projects are defined as those with an estimated total cost exceeding $500 000.
(b) Cost variations exceeding 5 per cent are defined as 'significant'.

Table 44: Major capital works in progress [a], 2009–10

Project	Year of completion	Estimated Total Cost			Estimated cost to complete as at 1 July 2010	Variation	Reason for variation over 5% [b]
		Original Budget	Revised Budget	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New secondary schools							
Baldivis SHS (2013)	2013	44 000	44 000	0	42 743	0.0	
Butler HS (2013)	2013	53 000	53 000	0	51 947	0.0	
Dongara DHS – replacement (2012) *	2012	30 000	30 000	0	29 768	0.0	
Governor Stirling SHS (2013)	2013	63 000	63 000	0	60 060	0.0	
Sub-totals:		**190 000**	**190 000**	**0**	**184 518**		
Additional stages to secondary schools							
Ashdale College (Stage 2)	2012	33 000	33 000	0	31 498	0.0	
Atwell College (Stage 2)	2012	31 000	31 000	0	29 749	0.0	
Comet Bay College (Stage 2)	2011	25 000	25 060	(60)	8 959	0.2	
Ellenbrook Secondary College (Stage 2)	2011	25 000	25 100	(100)	10 031	0.4	
Karratha SHS – redevelopment	2011	27 000	31 500	(4 500)	1 469	16.7	Higher costs due to building escalation
Sub-totals:		**141 000**	**145 660**	**(4 660)**	**81 706**		
Additions and improvements to secondary schools							
Albany SHS *	2011	2 000	2 000	0	1 876	0.0	
Applecross SHS – upgrade	2014	56 000	56 000	0	55 845	0.0	
Bunbury SHS *	2011	2 000	2 000	0	890	0.0	
Busselton SHS – upgrade	2011	3 000	3 000	0	2 850	0.0	
Canning Vale College	2011	0	716	(716)	146		
Churchlands SHS – music auditorium expansion	2011	10 000	10 000	0	9 972	0.0	
Darling Range (Forrestfield) Sports College *	2011	4 000	4 000	0	2 893	0.0	
Eastern Hills SHS *	2011	2 000	2 000	0	1 868	0.0	
Geraldton Senior College *	2011	5 000	5 000	0	4 411	0.0	
Kalamunda SHS *	2012	5 000	5 000	0	4 455	0.0	
Karratha SHS (Stage 2) (2012)	2012	46 000	46 000	0	45 384	0.0	
Meekatharra School of the Air	2011	0	3 700	(3 700)	3 212		
Merredin SHS – Local Schools Working Together	2011	2 506	2 506	0	1 821	0.0	
North Albany SHS – Local Schools Working Together	2011	2 380	2 380	0	2 357	0.0	
Rossmoyne SHS – upgrade	2011	14 000	14 000	0	13 312	0.0	
Secondary Science upgrades	2012	18 000	18 000	0	17 565	0.0	
Senior high school – Design and Technology upgrades	2012	10 000	10 000	0	9 950	0.0	
Wanneroo SHS	2010	6 000	6 000	0	666	0.0	
Woodvale SHS – basketball stadium	2011	2 000	2 000	0	1 861	0.0	
Woodvale SHS *	2011	3 250	3 250	0	2 647	0.0	
Sub-totals:		**193 136**	**197 552**	**(4 416)**	**183 981**		

* Liberal/National Party election commitment

(a) Major projects are defined as those with an estimated total cost exceeding $500 000.
(b) Cost variations exceeding 5 per cent are defined as 'significant'.

Project	Year of completion	Estimated Total Cost			Estimated cost to complete as at 1 July 2010	Variation	Reason for variation over 5% [b]
		Original Budget	Revised Budget	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
Additional stages to district high schools							
Bullsbrook DHS *	2013	30 000	20 000	10 000	19 295	(33.3)	Program scope reduced
District high schools – Design and Technology upgrades	2011	10 000	10 000	0	9 873	0.0	
Donnybrook DHS *	2011	5 000	5 000	0	4 667	0.0	
Exmouth DHS *	2011	14 250	15 000	(750)	14 738	5.3	Higher costs due to building escalation
Roleystone DHS	2011	3 500	3 500	0	3 500	0.0	
Kununurra DHS – East Kimberley Development Package	2012	53 400	49 115	4 285	48 934	(8.0)	Program budget expanded to other institutions
Wyndham DHS – East Kimberley Development Package	2011	0	1 600	(1 600)	1 595		
Kalumburu RCS – East Kimberley Development Package	2011	0	575	(575)	575		
Oombulgurri RCS – East Kimberley Development Package	2011	0	575	(575)	575		
Jungdranung RCS – East Kimberley Development Package	2011	0	960	(960)	958		
Dawul RCS – East Kimberley Development Package	2011	0	575	(575)	575		
Sub-totals:		**116 150**	**106 900**	**9 250**	**105 285**		
Additions and improvements to agricultural colleges							
Harvey – redevelopment *	2012	25 000	25 000	0	24 818	0.0	
Narrogin – student and staff accommodation upgrades	2012	18 000	18 000	0	16 901	0.0	
Sub-totals:		**43 000**	**43 000**	**0**	**41 719**		
New primary schools							
Aubin Grove (Atwell) PS (2011) *	2011	14 250	15 000	(750)	8 045	5.3	Higher costs due to building escalation
Aveley (Ellenbrook) PS (2012) *	2012	14 250	14 000	250	13 985	(1.8)	
Baldivis Precinct 5 (K–2) (2011)	2011	3 500	3 500	0	1 307	0.0	
Bannister Creek (Lynwood/Ferndale/Kinlock)PS - replacement	2010	13 000	12 500	500	632	(3.8)	
Campbell PS - Pre-primary/kindergarten transportables	2012	1 500	1 500	0	1 500	0.0	
Comet Bay PS - Pre-primary/kindergarten transportables	2012	1 500	1 500	0	1 500	0.0	
Craigie (Camberwarra) PS - replacement	2010	13 000	12 500	500	720	(3.8)	
Deanmore PS (2010)	2010	14 250	14 250	0	7 902	0.0	
Greenwood (Allenswood) PS - replacement	2011	13 000	13 000	0	3 289	0.0	
Karratha PS – replacement (2011)	2011	26 000	22 500	3 500	11 275	(13.5)	Lower tender result
Lake Gwelup PS (2011)	2011	13 000	13 000	0	12 664	0.0	
Lockridge PS – replacement	2010	13 000	13 000	0	2 243	0.0	
Malvern Springs PS (2012)	2012	16 000	14 000	2 000	13 982	(12.5)	Lower tender result
Meadow Springs (2012)	2012	16 000	14 000	2 000	13 935	(12.5)	Lower tender result
Mount Barker Stage 2 – replacement (2010)	2010	12 000	11 446	554	751	(4.6)	
Piara Waters PS (Forrestdale) (2012)	2012	16 000	14 000	2 000	13 868	(12.5)	Lower tender result
Roseworth (Montrose/Hainsworth) PS - replacement	2010	13 000	11 033	1 967	1 266	(15.1)	Lower tender result
South Landsdale PS – Pre-primary/kindergarten transportables	2012	1 500	1 500	0	1 500	0.0	

* Liberal/National Party election commitment

Project	Year of completion	Estimated Total Cost			Estimated cost to complete as at 1 July 2010	Variation	Reason for variation over 5% [b]
		Original Budget	Revised Budget	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New primary schools (continued)							
Tapping PS (K–2) (2011)	2011	10 000	10 000	0	2 875	0.0	
Wattle Grove PS (2011) *	2011	14 250	14 250	0	7 004	0.0	
Yakamia PS (2012) *	2012	14 000	16 000	(2 000)	15 415	14.3	Higher costs due to building escalation
Sub-totals:		**253 000**	**242 479**	**10 521**	**135 658**		
Additions and improvements to primary schools							
Ashdale PS – Early learning and care centre	2011	1 800	1 800	0	1 786	0.0	
Baldivis PS	2011	3 500	3 500	0	3 105	0.0	
Bunbury PS *	2011	2 000	4 000	(2 000)	4 000	100.0	Higher costs due to unavoidable commitments
Chidlow PS *	2011	2 000	2 000	0	1 586	0.0	
Coolbinia PS *	2011	3 000	3 000	0	2 605	0.0	
Marri Grove PS (2011)	2011	2 500	2 500	0	2 485	0.0	
Mount Lawley PS *	2011	2 000	2 000	0	1 802	0.0	
Neerabup PS (2011)	2011	5 000	5 000	0	4 000	0.0	
Pinjarra ECE (2011)	2011	2 500	2 500	0	2 500	0.0	
South Bunbury PS *	2011	1 000	1 000	0	874	0.0	
Sutherland Dianella PS *	2011	5 000	5 000	0	4 525	0.0	
Tambrey PS	2011	5 700	5 700	0	1 042	0.0	
Warriapendi PS – Early learning and care centre	2011	1 800	1 800	0	1 786	0.0	
Westminster PS – yet to be announced	2011	3 000	3 000	0	3 000	0.0	
Withers PS *	2011	1 600	1 600	0	1 154	0.0	
Sub-totals:		**42 400**	**44 400**	**(2 000)**	**36 250**		
Trade training centres in schools (Commonwealth)							
Armadale SHS	2010	1 500	1 500	0	154	0.0	
Ballajura Community College	2010	1 500	1 500	0	313	0.0	
Belmont City College	2012	3 000	3 000	0	2 919	0.0	
Busselton SHS	2012	7 000	7 000	0	6 866	0.0	
Central Midlands SHS	2012	3 500	3 500	0	3 420	0.0	
Christmas Island DHS	2012	1 500	1 500	0	1 323	0.0	
Collie SHS	2010	720	720	0	514	0.0	
Esperance SHS	2012	4 700	4 700	0	2 760	0.0	
Geraldton Senior College	2012	8 000	8 000	0	8 000	0.0	
Girrawheen SHS	2012	2 980	2 980	0	2 001	0.0	
John Forrest SHS	2012	2 550	2 550	0	1 325	0.0	
Kent Street SHS	2012	3 000	3 000	0	2 939	0.0	
Leeming SHS	2012	5 000	5 000	0	4 928	0.0	
Manjimup SHS	2012	5 500	5 500	0	4 362	0.0	
Merredin SHS	2011	3 910	3 910	0	566	0.0	

* Liberal/National Party election commitment

Project	Year of completion	Estimated Total Cost			Estimated cost to complete as at 1 July 2010	Variation	Reason for variation over 5% [b]
		Original Budget	Revised Budget	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
Trade training centres in schools (Commonwealth) (continued)							
Mirrabooka SHS	2012	3 500	3 500	0	2 634	0.0	
Morley SHS	2012	3 000	3 000	0	1 911	0.0	
Mount Barker Community College	2011	1 500	1 500	0	980	0.0	
Northam SHS	2012	3 200	3 200	0	2 537	0.0	
Pinjarra SHS	2012	2 000	2 000	0	1 964	0.0	
Sevenoaks Senior College	2012	4 488	4 488	0	3 320	0.0	
South Fremantle SHS	2012	4 500	4 500	0	4 435	0.0	
Tom Price SHS	2011	1 500	1 500	0	1 218	0.0	
WA College of Agriculture (Denmark)	2012	3 000	3 000	0	2 980	0.0	
WA College of Agriculture (Harvey)	2012	3 000	3 000	0	2 394	0.0	
WA College of Agriculture (Narrogin)	2012	9 200	9 200	0	8 932	0.0	
Woodvale SHS	2012	2 380	2 380	0	1 977	0.0	
Sub-totals:		**95 628**	**95 628**	**0**	**77 672**		
Building the Education Revolution							
Primary Schools in the 21st Century	2012	992 698	1 126 586	(133 888)	453 326	13.5	Program scope increased
Science and Language Centres for 21st Century Secondary Schools	2011	100 000	34 060	65 940	10 683	(65.9)	Program scope reduced
Sub-totals:		**1 092 698**	**1 160 646**	**(67 948)**	**464 009**		
Miscellaneous programs							
Concrete cancer remediation	2011	8 000	8 000	0	8 000	0.0	
Sewer connections	2011	1 200	1 200	0	850	0.0	
Transportable classrooms	2011	4 500	4 500	0	4 048	0.0	
Indigenous family and child health centres	2012	18 485	18 485	0	18 429	0.0	
Infrastructure power upgrade	2011	10 000	10 000	0	8 606	0.0	
Power supply upgrade	2011	3 000	3 000	0	2 000	0.0	
Roof replacements	2012	20 000	20 000	0	19 708	0.0	
Sub-totals:		**65 185**	**65 185**	**0**	**61 641**		
Royalties for Regions							
Regional Schools Plan	2013	100 500	100 500	0	100 500	0.0	
Sub-totals:		**100 500**	**100 500**	**0**	**100 500**		
Total works in progress 2009–10:		**2 332 697**	**2 391 950**	**(59 253)**	**1 472 939**		
Total completed works and works in progress 2009–10:		**2 438 600**	**2 503 825**	**(65 225)**	**1 472 939**		

Employment and industrial relations

Workforce profile

With some 40 000 teachers, administrators, public servants and other support staff, the Department is the largest public sector employer in Western Australia.

During 2009–10, an average of 32 915 full-time equivalent staff were employed. Of these, 59.7 per cent were teachers, 26.1 per cent were support staff, 7.5 per cent were administrative and clerical staff, and 6.7 per cent were cleaners and gardeners.

Approximately 70 per cent of school-related staff were located in the metropolitan area.

Table 45: Department of Education employees [(a)], by category, 2005–06 to 2009–10

Category	2005–06	2006–07	2007–08	2008–09 [(b)]	2009–10 [(c)]
Administrative and clerical	2 237	2 406	2 451	2 559	2 481
Teaching	18 843	19 039	19 422	19 656	19 639
Support	6 829	7 109	7 583	8 118	8 585
Cleaning and gardening	1 685	1 872	2 066	2 166	2 210
Totals	**29 594**	**30 426**	**31 522**	**32 499**	**32 915**

(a) Average full-time-equivalent staffing levels.
(b) The figures for 2008–09 have been adjusted and are different to those reported in the previous annual report.
(c) Training separated from the former Department of Education and Training from 30 October 2009, with some staff transferred to the newly established Department of Training and Workforce Development.

Source: Financial Management and Resourcing

Table 46: Department of Education employees [(a)], by operational area and category, 2009–10

Operational area	Administrative and clerical [(b)]	Teaching	Support [(c)]	Cleaning and gardening	Totals
Office of Director General, strategic services	182	–	–	–	182
Corporate services	334	–	–	–	334
Education and training shared services	307	–	–	–	307
Human resources	160	–	–	–	160
Aboriginal education and training	24	–	–	–	24
Student behaviour and wellbeing	39	–	–	–	39
Curriculum policy and support	193	–	–	–	193
Student services	28	–	–	–	28
District education offices [(d)]	533	109	8	12	662
Schools [(e)]	521	19 530	8 577	2 198	30 826
VET planning and resourcing [(f)]	17	–	–	–	17
VET career development and Workers' Assistance Program [(f)]	143	–	–	–	143
Totals	**2 481**	**19 639**	**8 585**	**2 210**	**32 915**

(a) Average full-time-equivalent staffing levels.
(b) Comprises Public Sector Management Act positions and teaching staff in administrative roles.
(c) Includes school clerical staff and education assistants (teacher aides).
(d) The 'teaching' category in district education offices includes school psychologists and school development officers.
(e) See next table.
(f) Represents staff from the former Department of Education and Training with FTE averaged over the full financial year.

Source: Financial Management and Resourcing

Table 47: Department of Education school-related employees (a), by type of school and category, 2009–10

Type of school	Administrative and clerical	Teaching (b)	Support	Cleaning and gardening	Totals
Community kindergarten	-	39	38	-	77
Pre-compulsory/primary	8	10 266	4 910	1 151	16 335
District high	7	1 286	586	173	2 052
Secondary	290	6 396	1 669	807	9 162
Education support	20	718	1 198	25	1 961
Other schools (c)	196	825	176	42	1 239
Totals	**521**	**19 530**	**8 577**	**2 198**	**30 826**

(a) Average full-time-equivalent staffing levels.
(b) Includes principals and deputies.
(c) Includes camp schools, Canning and Tuart senior colleges, SIDE, campuses of WACoA, behaviour management centres, the WA Institute for Deaf Education, swimming teachers and teachers of instrumental music.

Source: Financial Management and Resourcing

Table 48: Student-teacher ratios (a), public schools, 2005–2009 (b)

Level of Schooling	2005	2006	2007	2008	2009
Primary (including pre-primary FTE (c))	16.2	16.7	15.8	15.8	15.7
Secondary	12.2	12.8	12.1	12.1	12.3
Education support schools and centres	5.7	5.5	5.5	5.3	5.5

(a) The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time equivalents. Excludes SIDE and Tuart and Canning senior colleges.
(b) Second semester census.
(c) Pre-primary FTEs are based on the number of sessions attended by individual students.

Source: Evaluation and Accountability

Table 49: School-based teaching staff (a) (b) (c) at public schools, by category and level of schooling, 2009 (d) (e)

Category	K	P	Primary	Secondary	Education support	All
Principal	0	0	540	164	67	771
Deputy principal	0	0	774	299	33	1 106
Head of department/program coordinator	0	0	1	800	0	801
Teacher	282	1 223	7 240	5 332	0	14 077
Education support teacher	29	76	32	74	495	706
Guidance/counselling	0	0	2	2	1	5
Totals	**311**	**1 299**	**8 589**	**6 671**	**596**	**17 466**

(a) Full-time equivalents rounded to the nearest whole number.
(b) Includes teachers (but not teacher aides) at community kindergartens.
(c) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.
(d) Second semester census.
(e) In reporting of K and P school-based teaching staff, staff have been apportioned to K and P on the basis of individual student numbers.

Source: Evaluation and Accountability

Table 50: School-based teaching staff [(a) (b)] at public schools, by level of schooling and gender, 2009 [(c)]

Level of Schooling	Female N	Female %	Male N	Male %	Total N
Pre-compulsory [(d)]	1 570	97.5	40	2.5	1 610
Primary	6 682	77.8	1 907	22.2	8 589
Secondary	3 718	55.7	2 954	44.3	6 672
Education support	503	84.4	93	15.6	596
Totals	**12 473**		**4 994**		**17 467**

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

Source: Evaluation and Accountability

Teacher recruitment and supply

Teacher recruitment and placement strategies, together with the current economic climate and the progression of the half cohort into secondary schools, have resulted in fewer vacancies for 2010. The school year commenced with only two vacancies in public schools. However, the potential for difficulties in staffing regional and remote locations and some specialist subject areas remain (particularly Science, Mathematics, and Design and Technology).

While there continues to be a reluctance on the part of both graduate and experienced teachers to apply for teaching positions in regional areas, initiatives such as the interstate and overseas recruitment campaign and the implementation of service conditions associated with the Country Teaching Program have assisted the Department to appoint teachers to regional and remote schools.

The movement of the half cohort into Year 8 resulted in a reduced number of students entering the secondary school system in 2010. Consequently, there was a reduction in the number of secondary fixed-term teachers appointed to commence in 2010. However, no permanent secondary teacher seeking employment in 2010 was unemployed as a result of the impact of the half cohort.

Table 51 shows fewer teacher resignations and retirements in 2009 compared with recent years. Similarly, Table 52 shows that fewer graduates were appointed to schools, particularly in secondary education.

Table 51: Teacher retirements and resignations, public schools, 2005–2009 [(a)]

Category	2005	2006	2007	2008	2009
Retirements	368	371	422	358	266
Resignations	646	892	1 134	1 054	744

(a) Calendar year.

Source: Workforce Policy and Coordination

Table 52: Graduates appointed to public schools, 2005–06 to 2009–10

Category	2005–06	2006–07	2007–08	2008–09	2009–10
Early childhood	102	107	126	130	110
Primary	475	607	602	543	540
Secondary	354	349	314	291	238
Education support	5	2	2	0	1
Psychology/guidance	3	3	1	1	1
Totals	**939**	**1 068**	**1 045**	**965**	**890**

Source: Workforce Policy and Coordination

The modelling of the Western Australian teaching workforce continues to be updated and enhanced to provide information on future labour requirements. Key workforce profiles and demographic trends are analysed to support strategic decision making and corporate human resource reporting. Significant audits have been undertaken in support of the Value for Money review processes and a new human resource reporting system has been developed.

Workforce attraction and retention

Strategies and programs to attract aspiring teachers to work in the public school system included the following:

- The Rural Teaching Program offers pre-service teachers the opportunity to complete their final practicum in regional and remote public schools.

  During the practicum, the Department provides a weekly stipend to each student and pays for travel to and from the school. In 2009, 105 pre-service teachers participated in the program at a cost of $112 000. Eighty-three (79 per cent) applied to teach in public schools in 2010 and 64 accepted placements: 41 were placed in regional schools, nine in remote schools and 14 in metropolitan schools.

- Scholarships offered to students in their final year of a teaching qualification in 2009 resulted in 125 successful graduate placements in 2010. Scholarships were granted in areas of need such as primary and early childhood education, and in specialist subjects, notably Science, Mathematics, and Design and Technology.

- The Department offered scholarships to the nine interns in the Kingston Primary School Internship Program which was piloted in 2009. The internship program places and supports pre-service teachers in a school while completing their final year of the Bachelor of Education. All nine graduating interns accepted teaching positions in regional schools for the beginning of the 2010 school year.

- In 2009, under the Teacher Advocate Program, 17 teacher advocates (experienced classroom teachers working in public schools) were appointed. Their role is to encourage students in Western Australian universities to consider a teaching career in public schools. By maintaining a regular presence in universities, teacher advocates develop working relationships with university staff and communicate with undergraduate and graduate students.

- The Department's electronic application process, Graduate Connection, enabled applicants for teaching positions to attach all relevant documents in support of their application and to receive immediate acknowledgement of their application.

To help address shortages in areas of need, the Department implemented strategies to attract experienced staff with the required skills and provided opportunities for existing staff to develop new skills:

- To address shortages in regional areas and teaching areas of need, the Department sponsored overseas trained teachers through the Regional Sponsored Migration Scheme (Visa Subclass 119/857). Under the scheme, 42 teachers were placed in rural schools: 13 teachers were placed in July 2009 with a further 29 teachers placed in January 2010.

  Under the Employer Nomination Scheme (Visa Subclass 121/856), two specialist teachers of conductive education were sponsored to further expand the Conductive Education Program being developed at Carson Street School.

- A two-year strategy sponsoring Aboriginal and Islander Education Officers and education assistants to participate in a Bachelor of Education conversion course was conducted over 2008 and 2009. The course produced 51 qualified primary teachers by the end of 2009.
- In line with national commitments, the Department initiated a Commonwealth Government funded teacher training program for eligible education assistants and employees in child care centres. The purpose of the program is to promote careers, particularly to Aboriginal people, in early childhood education and care in the Kimberley and Pilbara regions, and to recruit suitably qualified and experienced paraprofessionals into the Bachelor of Education course.

  The program, introduced in 2009, is delivered by Murdoch University. The program supported 20 participants who were each awarded a $10 000 scholarship to assist them in the first year of their studies.
- The passage of the half-cohort from the primary to the secondary school system created a projected slight over-supply of secondary teachers. In response, the Department established a professional learning program that enabled permanent and fixed-term secondary teachers to transition into primary teaching. The program was introduced in May 2009 and 250 teachers participated.

Strategies to improve communication with aspiring and existing teachers included the following:

- Teaching WA, the Department's teacher recruitment team, provided support to both aspirant and existing teachers by managing more than 25 000 items of correspondence relating to teaching with the Department and more than 600 face-to-face client meetings.
- In partnership with the Government Employees Superannuation Board (GESB), the Department initiated the financial education and transition program, Into Your Comfort Zone, for teachers in the age group 55–65 years. The program provides financial information and assists teachers to determine how they might maintain a good income whilst reducing their working hours. An initial pilot of the program commenced in May 2010.
- The Department's extensive list of employee benefits was documented and placed on its Intranet site to enable easy access for teachers.

Employee housing

The provision of suitable housing at an acceptable cost to both the Department and its employees is essential to attract and retain staff in regional and remote areas.

The Department subsidises approximately 80 per cent of the rent of the 2274 properties occupied by its staff and owned or leased by the Government Regional Officers' Housing (GROH).

In 2009–10, the total rent the Department paid to GROH was $61.23 million. Staff rentals collected totalled $12.22 million, resulting in rent subsidies totalling $49.01 million.

Table 53: GROH properties [a] used by the Department, by education district, 2008–09 and 2009–10

District	2008–09	2009–10	District	2008–09	2009–10
Pilbara	520	528	Albany	53	59
Kimberley	368	380	Warren-Blackwood	64	58
Mid West	343	331	Bunbury	44	46
Goldfields	334	309	West Coast	16	17
Midlands	221	215	Fremantle/Peel	10	6
Narrogin	180	182			
Esperance	148	143			
			Totals	**2 301**	**2 274**

(a) Department of Education staff only. At the time of the separation of the Department of Education and Training, there were no Training employees in GROH accommodation. Responsibility for the housing of Training and TAFE college staff lies with the Department of Training and Workforce Development and individual colleges respectively.

Source: Government Regional Officers' Housing invoices for months of June 2009 and June 2010

During 2009–10, the Department was allocated 234 properties through leasing arrangements, new construction and reallocations from other government agencies.

Workforce management support to schools

Human resource consultants in district offices work closely with principals and business managers to resolve human resources issues for approximately 13 000 school support staff (representing some 40 per cent of the Department's workforce). Their role in managing surplus school support staff has been instrumental in reducing a number of supernumerary positions.

Advice was provided to Independent Public Schools to help them determine their optimal profile for school support staff. Procedures for creating and classifying school support staff positions have been streamlined to expedite the approval process.

Schools received additional funding for school support staff as part of their non-teaching allocation for the 2010 school year. This additional resource, approved by the State Government, is a permanent allocation to address workload issues and equates to an additional $5.6 million per annum.

Regional and remote schools were supported to implement Job Creation for Community Development Employment projects which help to create sustainable jobs for Aboriginal people in schools. The projects are part of the National Partnership Agreement on Indigenous Economic Participation which focuses on the improvement of employment outcomes for Aboriginal people.

Workforce policy development and review

The Department supports the development and delivery of human resource policies, programs and services, including professional competencies and standards, career structures, and equity and diversity. The following activities have been undertaken in 2009–10:

- Implementation of *The Equity and Diversity Management Plan 2009–2010*, and the related *Women in Leadership Strategy 2009–2010* and *Aboriginal and Torres Strait Islander Employment Strategy 2008–2009* continued and was supported by:
  - implementation of a Bachelor of Education Conversion Course for Aboriginal and Islander Education Officers to transition into teaching;
  - establishment of the Aboriginal and Torres Strait Islander Administrators Collegiate Group for Aboriginal school leaders;
  - implementation of cultural awareness programs for Department staff;
  - establishment of a specialist coaching and mentoring program for Aboriginal graduate teachers;
  - training for 120 district, central office and school-based Equal Opportunity Contact Officers in the Working in Harmony online resource for the prevention of bullying and harassment in the workplace; and
  - implementation of a leadership development program for senior women.
- Following a comprehensive review of the Department's performance management policy and procedures, the *Employee Performance* policy was finalised. The policy integrates mechanisms for managing performance management and substandard performance.
- A number of policies were under review, including *Recruitment, Selection and Appointment of School Administrators*; *Redeployment of School Administrators*; *Redeployment on the Grounds of Ill Health*; *Sexual Harassment Resolution for Employees and Students*; *Leave Management*; *Part-time Employment*; *Anti-Racism*; *Working from Home* and *Equal Employment Opportunity/Diversity*.
- The Competency Framework for School Psychologists, which describes professional standards for school psychologists working in public schools, was completed. In addition, the Senior School Psychologist Guidelines have been introduced to support the implementation of the senior school psychologist classification. The purpose of the classification is to enhance career opportunities for school psychologists and to recognise the professional skills of experienced practising school psychologists.
- The Level 3 Classroom Teacher Program recognised 110 exemplary classroom practitioners. The program provides an optional career pathway, through a merit select process, that offers opportunities for teachers to fulfil leadership roles whilst continuing effective classroom practice.

Labour relations

Education assistants, cleaners and gardeners in public schools are employed under the provisions of the *Education Assistants' (Government) General Agreement 2007* and the *Government Services (Miscellaneous) General Agreement 2007*. Both Agreements expired at the beginning of January 2010 and negotiations with the Liquor, Hospitality and Miscellaneous Union (WA Branch) (LHMU) were unsuccessful in reaching agreement on appropriate wage increases. The Department experienced a sustained period of industrial action by members of the LHMU in the latter part of 2009 over the union's wage claim. The matter was eventually referred to the WA Industrial Relations Commission and hearings were conducted in March and April 2010 for determination of a suitable wage increase. The Commission's decision granted an increase of 11.0 per cent to education assistants and 8.75 per cent to cleaners and gardeners over three years, backdated to the first pay period commencing on or after 1 January 2010.

In April 2010, in line with a direction from the Australian Education Union (AEU), the State School Teachers' Union of Western Australia (Inc) threatened to impose bans on NAPLAN testing. The AEU was in dispute with the Commonwealth Government in relation to the publication of data on the *My School* website and the potential for the data to be used to create and publish league tables. The Department took the matter to the WA Industrial Relations Commission and the Commission issued interim orders preventing the union or its members from taking industrial action that might prevent the administration of NAPLAN testing. Testing occurred in May 2010 without disruption.

The State School Teachers' Union of Western Australia (Inc) sought interim orders from the WA Industrial Relations Commission to delay the introduction of the Independent Public Schools program. The Commission dismissed the application. In order to manage any issues that might arise as the program progresses, a reference group was established comprising senior representatives of the Department and the union. No matters have been referred to the Commission for resolution and the program commenced from Term 1, 2010.

Professional learning

The Western Australian Institute for Public School Leadership and Professional Learning was established in May 2010 to provide a more coherent and strategic approach to building the capacity of staff. The Institute combined the functions of the former Professional Learning Institute and the former Western Australian Government Schools' Leadership Centre.

The Professional Learning Institute provided services to support the work of staff across the system. The Leadership Centre existed as a partnership between the Department, professional associations representing school leaders, and the State School Teachers' Union of Western Australia.

At a Leadership Centre board meeting, held early in 2010, a resolution was passed that the Leadership Centre be dissolved as an incorporated body on the 30 June 2010. In establishing the Institute, the Leadership Centre's employees, intellectual property, courses and programs were combined with those of the former Professional Learning Institute.

In 2009–10, staff induction was provided by the Department through a range of professional learning programs:
- The Graduate Teacher Professional Learning Program provides practical support to beginning teachers in their first two years in a public school. The program is structured around four modules: 601 participated in Module 1, 784 in Module 2, 348 in Module 3 and 587 in Module 4.

   An external evaluation of the program by The University of Western Australia reported high levels of satisfaction, with participants nearly three times more likely to express an intention to remain in teaching compared with non-participants.
- The In-Class Coaching Program supports first year teachers through the provision of a trained coach who works alongside the teacher in the classroom to develop their expertise. Twenty-nine coaches, employed through a tender process, engaged in training with 334 graduates.
- The Fast Track Induction course for business managers and registrars covers policies related to the position in the areas of finance, human resource and administration. The course is offered face-to-face or online and has had more than 600 participants to date.

Other activities were provided to support professional learning:

- The Senior Teaching Professional Learning Program is a four-module program that supports aspiring senior teachers to undertake teacher-leader roles: 477 teachers have completed Module 1 and 437 teachers have completed the final stage of the professional learning for Senior Teacher classification.

- The newly-launched Accredited Training Initiative delivers formal qualifications to Department staff, through auspice arrangement with a registered training authority. There were 101 enrolled in the Diploma of Management, 10 in the Certificate IV in Frontline Management and 69 in the Certificate IV in Training and Assessment. Response to this initiative has been overwhelming with further accredited courses scheduled in the future.

- The Vacation School Program offers professional learning to all Department staff during school holidays. There were 1202 participates during the year.

- The School Support Staff Program produces a range of engaging and interactive resources, including the Fast Track for Aspiring Registrars and Business Managers, Facilitation, Coaching, Public Speaking and Performance Management. Professional learning for these was offered through the Vacation School Program and at district conferences and the Western Australian State Schools Registrars' Association conference.

- A Professional Learning Register of all formal, event-based professional learning offered to staff is available on the Department's website (www.det.wa.edu.au/pli).

- The business requirements phase of the Professional Learning Shop Front Project has been completed. The purpose of the project is to rationalise and integrate existing professional learning systems across the Department to provide a more consistent approach to the development and provision of professional learning.

- The Professional Learning Scholarships Program offers four scholarship programs with two intakes per year. There were 161 enrolments in the program: 140 in the Academic Scholarship Program, seven in the Public Sector Management Program and 14 in the Self Directed Learning Program.

In 2009, the final year of Australian Government Quality Teacher Program (AGQTP), the Department expended $1 342 800 to support professional learning programs designed to improve teacher quality. Funding was allocated to Innovative Design for Enhancing Achievements in Schools (IDEAS), Instructional Intelligence Accreditation Program, New Directions for School Leaders, Collaborative Curriculum Delivery, ICT in Teaching, ICT in the Curriculum, and Consumer and Financial Literacy.

National Partnership Agreement on Improving Teacher Quality

The National Partnership Agreement on Improving Teacher Quality aims to deliver system-wide reforms targeting critical points in the teacher 'lifecycle' to attract, train, place, develop and retrain quality teachers and leaders.

In 2009, work at the national level across all states and territories and across all education sectors focused on initiatives relating to the development of national professional standards for teachers, pathways to teaching, reporting on performance management and development practices across Australia, the development of a national teaching workforce dataset, and matters relating to nationally consistent registration and pre-service teacher standards.

Funding under the Agreement is being used to support the following programs in public schools:

- The Department's Training Schools Residency Program, in partnership with Edith Cowan University, commenced in December 2009. This program enhances the readiness of pre-service teachers studying a graduate diploma in education in their transition to the classroom. It is based on the existing internship program operating at Kingston Primary School. The integration of theoretical learning and practical application in the classroom under the guidance of an experienced and accomplished mentor teacher is considered best practice in pre-service teacher training.

- An Up-skilling Program has been developed for school support staff to enhance their skills and competencies, and will be introduced in Semester 1 2011. School support staff currently holding a Certificate IV will be invited to complete a Diploma in Education Support. The program is a cross-sectoral initiative and will run in both public and private schools and will particularly target regional and remote school support staff. This initiative also provides an alternate pathway toward a teaching qualification.

- A Specialist Coaches Program has been developed to provide greater support and in-class assistance to early career teachers. This program, an expansion of an existing coaching program, specifically aims to support the transition into the classroom for those early career teachers working in hard to staff schools or in challenging roles. Teachers are coached in planning, assessment, classroom management, literacy and numeracy, Aboriginal education, and communication with parents and colleagues.
- A review of the existing Level 3 Classroom Teacher Program will be undertaken to identify a model that encourages a better distribution of exemplary teachers across the public school system, particularly to low socioeconomic status schools.

Recognition of staff

The WA Education Awards were run for the second time to recognise and reward excellence in public education. The awards included categories to recognise public school teachers, principals and school support staff as well as the achievements of schools in literacy, numeracy and science.

A total of 161 nominations were received across the six award categories. Winners were announced in December 2009.

The awards were sponsored by Edith Cowan University, ExxonMobil and Teachers Credit Union.

Governance disclosures

During the year ending 30 June 2010, one officer of Level 9 or above relevantly declared an interest in a contract existing, or proposed to exist, between the Department of Education and a company in which they have an interest.

Through a company, of which the senior officer was a partner, human resource consultancy services were provided to the Department of Education for payment. Since the officer's appointment to the Department of Education, this senior officer did not undertake any consultancy work for the business and the senior officer declared that within those areas in which they reported or managed, they excluded themselves from any part of the selection process for human resource consultancy services. Since this time, the officer has resigned from their partnership with the business.

Other legal requirements

Advertising

Section 175ZE of the *Electoral Act 1907* requires government agencies to report expenditure with advertising agencies and market research, polling, direct mail and media advertising organisations. Only total expenditures per category of more than $1800 are reported.

Table 54: Department expenditure on media advertising organisations, advertising agencies and market research organisations, 2009–10 [a]

Category	Provider	2009–10 ($)
Media advertising organisations	AdCorp Media Decisions OMD Mitchell Partners	
Sub-total		**1 405 847**
Advertising agencies [b]	Marketforce Retail RARE creativethinking Vinten Browning	
Sub-total		**1 215 459**
Market research organisations	Synovate TNS	
Sub-total		**147 185**
Total		**2 768 491**

(a) There was no expenditure by the Department in relation to polling or direct mail organisations in 2009–10.
(b) Advertising agencies provide a full range of creative services not limited to advertising, including graphic design, printing, video production and related services.

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

Disability Access and Inclusion Plan outcomes

The *Western Australian Disability Services Act 1993* (amended 2004) required State Government agencies to develop and implement a Disability Access and Inclusion Plan (DAIP) by July 2007, replacing the 1995 Disability Services Plan.

The *Disability Access and Inclusion Plan 2007–2011* was developed by the then Department of Education and Training. The plan, which articulates the commitment of the former Department to progress towards eliminating barriers for people with disabilities in accessing services and facilities, remains current for both the Department of Education and the Department of Training and Workforce Development.

Since the separation of the Department of Education and Training, both departments have committed to reviewing the plan and developing their own Disability Access and Inclusion Plans.

For 2009–10, key activities to address desired outcomes in the current plan are reported here as a combined response on behalf of the Department of Education and the Department of Training and Workforce Development:

Outcome 1
People with disabilities have the same opportunities as other people to access the services of, and any events organised, by the Department.
- The range of services and programs for students with disabilities continues to support inclusive practices.
- The apprenticeship and traineeship system continues to improve pathways into employment for people with disabilities.
- Targeted funding, specific to the needs of people with disabilities, is available through the annual Access Program.

Outcome 2
People with disabilities have the same opportunities as other people to access the buildings and facilities of the Department.
- A capital works program continues to support planning and design of accessible buildings and facilities that meet Australian design standards.
- A minor works program modifies existing premises on a needs basis.

Outcome 3
People with disabilities receive information from the Department in a format that will enable them to access the information as readily as other people are able to access it.
- Access to information including websites and written documentation is improved. All new Web publications are compliant with the Guidelines for State Government Websites.
- Audio-visual material is captioned on request for people who are Deaf and Hard of Hearing.

Outcome 4
People with disabilities receive the same level and quality of service from the staff of the Department.
- Accessibility to websites via screen reading programs is provided.
- Auslan sign language interpreters are provided on request.
- Brailled and enlarged text is provided on request.
- Assistive Technology is provided on request.
- The Department implemented the 'agents and contractors' requirements.

Outcome 5

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

- A framework of policies on complaints management supports a comprehensive complaints management system for the recording, management and monitoring of complaints and investigations. This strengthens compliance with the Australian Standard 4269 for the handling of complaints. Information on the complaints management mechanism is available to all at the Policies website.

Outcome 6

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

- Staff understanding of disability and inclusive practice has been raised through ongoing professional learning.
- Opportunities are provided for people with disabilities to contribute to planning and decision making, as parents/guardians with a disability may participate as members of the local School Council or Parents and Citizens' Association.

Compliance with public sector standards and ethical codes

The Department is committed to ensuring that the expected standards of professional conduct, ethical behaviour and integrity are exhibited by all of its employees, and it has policies and procedures to ensure compliance with the public sector standards, the Western Australian Code of Ethics and the Department's Code of Conduct.

Public sector standards

The Department ensures compliance with Public Sector Standards by:

- including information about the Standards in relevant human resource management policies and resources;
- providing an advisory and consultancy service to staff on Standards-related matters;
- raising awareness of the Standards in induction programs, selection panel training and a range of professional development programs;
- notifying all job applicants of their rights and obligations prescribed in the Grievance Resolution Standard and the Recruitment, Selection and Appointment Standard;
- monitoring compliance through the Department's breach of standards process;
- reporting allegations of breaches of the Standards; and
- reporting to the Office of the Public Sector Standards Commissioner (OPSSC) and the Director of Equal Opportunity in Public Employment on compliance with the Standards through the *Annual Agency Survey* and the *Employee Perceptions Survey*.

The Department manages Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005*.

Table 55: Public Sector Standards claims, Department of Education, by status of claim, 2009–10

Standard	Recruitment, Selection and Appointment	Grievance Resolution	Performance Management	Termination	Temporary Deployment	Transfer	Totals
Resolved internally, relief provided	10	-	-	-	-	-	10
Claim withdrawn, no relief provided	6	-	-	-	-	-	6
Breach of Standard finding	1	-	-	-	1	-	2
Dismissed following formal review	8	1	1	-	-	1	11
Ineligible breach claim	7	1	2	1	-	-	11
Claim lapsed by the OPSSC	-	-	-	-	-	-	-
Under investigation	5	-	-	-	-	-	5
Totals	**37**	**2**	**3**	**1**	**1**	**1**	**45**

Source: Labour Relations

Of the 45 claims received in 2009–10, there was one adverse finding made against the Department in relation to the Recruitment, Selection and Appointment Standard and one adverse finding made against the Temporary Deployment Standard.

Professional and ethical conduct

The Department, through a dedicated Standards and Integrity Directorate, has in place accountable and transparent management processes to deal with disciplinary and misconduct matters, and delivers corruption prevention and education strategies.

In 2009–10, the following activities and processes enabled the Department to monitor and promote professional standards and conduct in its workforce:

- An online version of the Accountable and Ethical Decision Making professional learning modules was made available to all employees. This is in addition to face-to-face presentations and video conferencing delivery already available across the State.

- Targeted professional development and training activities dealing with complaints management and the standards of behaviour expected of Department employees was also delivered. Since July 2008 more than 5500 employees and final year student teachers have received training, 3500 of these received training in 2009–10.

- The Department has 21 Public Interest Disclosure officers available to receive disclosures made under the provisions of the *Public Interest Disclosure Act* 2003. Induction programs, and ongoing prevention and education training include information about the legislation.

- The Department's redrafted *Staff Conduct* policy and Code of Conduct have been further amended to reflect changes since the separation of the Department of Education and Training. Extensive consultation and revision was undertaken and the amended policy and Code will be considered by the Department's executive group.

- The Department's dedicated Parent Advocacy and Liaison Officer continued to foster strong links with the peak parent body, the Western Australian Council of State Schools Organisation. Advice and assistance is provided to parents and caregivers in negotiating and resolving complaints through the Department's complaints mechanisms.

- The Department's Screening Unit, an accredited agency for the National Police Checking Service (NPCS) conducted through the national CrimTrac agency, screened 12 793 applicants in the education and training sector. Applicants included those from the public and private sector, in teaching and non-teaching roles.

  CrimTrac initiated a nationwide project upgrading the systems and processes used for the electronic transmission of NPCS-related data between CrimTrac and accredited agencies, requiring significant upgrades to Department Screening systems and databases.

- The Department's compliance with the requirements of the *Working with Children (Criminal Record Checking) Act 2004* was monitored, and ongoing advice and support in relation to the legislation was provided. The legislation makes it compulsory for people in child-related work to apply for a Working with Children (WWC) check.

  The Department issued $439 200 by way of reimbursement to Department employees and volunteers required to obtain the WWC check and $77 800 was issued by way of reimbursement to the training sector.

- The annual *Employee Perception Survey* provides information about how employees view the Department's practices in relation to principles of human resources management, ethics, diversity and public interest disclosures. Results from the survey inform Department practice in these areas.

The Department, through the Standards and Integrity Directorate, is responsible for the receipt, recording, assessment, coordination and allocation of complaints involving staff misconduct. It manages matters of serious misconduct involving Department employees, including those matters related to child protection.

Analysis of the data contained in the tables below shows an increase in the number of reported misconduct matters this year. This increase reflects an increased level of awareness and reporting of misconduct allegations, together with more accurate recording and reporting, rather than an actual increase in the incidence of misconduct.

Table 56 shows the number of matters managed centrally (those matters assessed as warranting formal disciplinary action) and the number referred for local management action. There has been an increase in the number of matters referred for local management action (those matters assessed as less serious in nature and suitable for local management rather than formal disciplinary action) which suggests a greater level of reporting of less serious matters.

Table 56: Management of misconduct matters [a], 2007–08, 2008–09 [b] and 2009–10

Category	Received			Resolved		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Misconduct matters [c]	**343**	**305**	**501**	**202**	**281**	**412**
Central management	263	157	262	169	203	219
Local management with central oversight [d]	80	148	239	33	78	193
Other [e]	**39**	**70**	**59**	**21**	**90**	**46**
Totals	**382**	**375**	**560**	**223**	**371**	**458**

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

(b) In December 2008 a new complaints recording and case management system was implemented. Unlike the previous system, the new system differentiates between complaints and cases, and categorises matters differently. The 2008–09 and 2009–10 data are not directly comparable with the 2007–08 data as they have different scope. The 2008–09 and 2009–10 data represent those cases where reported matters required formal follow-up while the 2007–08 data also included matters not requiring formal follow-up.

(c) Misconduct matters relating to the discipline provisions of the *Public Sector Management Act 1994* or the principles of Common Law are managed by the Standards and Integrity on behalf of the Director General.

(d) Matters referred for local management with oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such matters continue to be referred to the Corruption and Crime Commission (CCC) for external oversight.

(e) From 2008–09, matters which had previously been categorised as 'Other' are primarily captured within the 'Local management with central oversight' category and it now includes matters involving the Parent Advocacy and Liaison Officer.

Source: Standards and Integrity

Table 57: Misconduct allegations [a] [b], 2009–10

Category	Received	Resolved
Central management	**317**	**294**
Child protection	189	182
Non-child protection	128	112
Local management with central oversight [c]	**258**	**206**
Child protection	208	157
Non-child protection	50	49
Totals	**575**	**500**

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

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

(c) Allegations referred for local management with oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such allegations continue to be referred to the CCC for external oversight.

Source: Standards and Integrity

Table 58: Misconduct allegations received, by most common category, 2009–10

Category	Received
Central management	**317**
Physical assault (a)	87
Inappropriate behaviour (b)	81
Fraud/theft	32
Other categories	117
Local management with central oversight (c)	**258**
Physical assault	140
Inappropriate behaviour	70
Verbal abuse	11
Other	37
Totals	**575**

(a) The 'Physical assault' category is a broad category used to cover a range of misconduct allegations involving physical contact. These can range from unlawful and/or excessive physical contact through to minor level touch that involves minimal contact.
(b) The 'Inappropriate behaviour' category covers a range of misconduct including allegations of inappropriate contact via social network sites through to allegations of sexualised contact with students.
(c) Allegations referred for local management with oversight have been assessed as relatively minor in nature and, as such, are suitable for local resolution and/or performance management rather than formal disciplinary action. Such allegations continue to be referred to the CCC for external oversight.

Under the provisions of Section 240 of the *School Education Act 1999,* the Department may direct an employee away from school premises where it is suspected that their continued presence constitutes a risk to the safety or welfare of students.

Under the provisions of Section 82 of the *Public Sector Management Act 1994, w*here an employee is suspected of misconduct and disciplinary proceedings have been initiated, the Department may suspend the employee without pay.

The number of suspensions and redirection orders issued against employees is reported below.

Table 59: Suspension or redirection orders issued against employees, 2007–08 to 2009–10

	Redirected			Suspended without pay		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Teaching staff	22	8	13	4	2	3
Non-teaching staff	3	1	1	0	0	1
Totals	**25**	**9**	**14**	**4**	**2**	**4**

Source: Standards and Integrity

Recordkeeping plans

Compliance with the *State Records Act 2000*

The proper management of records in government agencies is an auditable legal requirement in the *State Records Act 2000.*

Sections 19 and 61 of the Act require each government agency to have a recordkeeping plan (RKP), approved by the State Records Commission, that describes how records are created, maintained, managed and disposed of in accordance with the Commission's Standards and Principles.

The education and training sector submitted its original recordkeeping plan in 2004. With the separation of the Department of Education and Training in October 2009, the Department of Education, in compliance with Section 28 (2) of the Act, was required to submit a revised recordkeeping plan by 30 April 2010. The revised plan for the Department of Education includes the recordkeeping requirements of the other education sector agencies (the Curriculum Council, the Department of Education Services, the Country High School Hostels Authority and the Public Education Endowment Trust). This RKP applies to all staff at all worksites.

Details of the Department's compliance with State Records Commission (SRC) requirements are given in the table below.

Table 60: Compliance with State Records Commission Standard 2 Recordkeeping Plan (Principle 6 – Compliance), 2009–10

SRC requirement	Department compliance
The efficiency and effectiveness of the organisation's recordkeeping systems are evaluated not less than once every five years.	The Department's Recordkeeping Plan has been updated in accordance with section 28 (2) of the *State Records Act 2000* to reflect the current structure and practices due to the separation of the Department of Education and Training in October 2009.
	Staff in Corporate Information Services have responsibility for best practice in information management training, consulting and monitoring RKP compliance across all Department of Education worksites.
	- The Department's approved recordkeeping system has been implemented in central office and all district education offices.
	Recordkeeping responsibilities have been devolved to central office and district education office business units.
	- Staff in these worksites record all their significant communication, actions and decisions into TRIM, the Department's approved recordkeeping system.
	Recordkeeping consultants are available to assist and advise all worksites including schools.
	Recordkeeping queries are centralised through the Records Management Help Desk as first contact point for Department business units and schools seeking advice about recordkeeping.
	Corporate Information Services in central office is responsible for the disposition of all central office and district education office records.
	There were 21 376 inactive files transferred to commercial storage and 10 983 files destroyed in accordance with the Department's approved retention schedule.
	A plan is being developed to interface other business applications with the recordkeeping system.
	An archival plan is being developed to manage school archival records centrally by Corporate Information Services.

SRC requirement	Department compliance
The organisation conducts a recordkeeping training program.	The Department's online training course, Recordkeeping Training, is designed to increase staff awareness of their obligations, rights and responsibilities under the *State Records Act 2000*. This course is accessed through the Department's Intranet Portal.
	As of 30 June 2010, 1536 staff had completed the Online Recordkeeping Awareness Training Program.
	TRIM training continues to be offered to central office and district education office staff and its offsite locations. To date, 1669 staff have been trained in TRIM Context, 72 per cent of the total metropolitan staff.
	More advanced training on special topics is also offered to staff who have completed basic training.
	Corporate Information Services presents recordkeeping information as part of the Department's induction program.
	The Records Management presentation to school registrars has been completed for Narrogin, West Coast, Bunbury, Fremantle-Peel, Goldfields, Warren-Blackwood, Swan, Albany and Esperance Districts.
The efficiency and effectiveness of the record keeping training program are reviewed from time to time.	The online Recordkeeping Awareness Training program was revised in February 2010.
	TRIM online training is being developed and will be made available via the Department's iLearning facility.
	TRIM Context training materials have been reviewed and updated and are available to all staff.
The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's recordkeeping plan.	The online Recordkeeping Awareness Training program is in place and includes a section on employees' record keeping roles and responsibilities. The program has monitoring facilities to measure progress of RKP compliance.
	Recordkeeping information is available on the Corporate Information Services website for use by school principals when inducting new staff.
	The *2010 Guide for new public school teachers and school psychologists* provides new teachers with information about their recordkeeping responsibilities.
	Recordkeeping information on the Corporate Information Services website is maintained and updated regularly.
	Corporate Information Services provides information on staff responsibilities for recordkeeping and briefly outlines the *State Records Act 2000* and TRIM at the Department's induction program for central office and its offsite locations.
	The Department also has an online Induction, Training and Development website that addresses staff recordkeeping responsibilities.

Government policy requirements

Substantive equality

The State Government's *Substantive Equality* policy, launched in 2005, seeks agency commitment and action to attain equitable outcomes for different client groups; in particular, Aboriginal and Torres Strait Islanders, and clients from diverse cultural and linguistic backgrounds. The Department has a plan in place for all policies, practices and procedures to be regularly assessed to ensure a positive impact on Aboriginal and ethnic groups.

In 2008, the Department, with the Equal Opportunity Commission's Substantive Equality Unit, undertook a needs and impact assessment of the way the Department communicates with parents through the provision of annual school reports to the community. Since 2009, the Department has been implementing recommendations made as a result of that assessment. This includes revising school accountability policy and procedures, and supporting schools to produce annual school reports that adopt language and content appropriate for parents and the school community, and that avoid the use of negative stereotypes.

The Department has identified student exclusion as its next area of focus. The purpose of this substantive equality project is to improve the way in which the Department provides support to students whose behaviours breach school discipline, their parents and schools.

In 2010, the project has been exploring systemic racial discrimination with respect to the exclusion of students from public schools following a serious incident, or as a result of a persistent pattern of behaviour that resists intervention.

The project has analysed Department policies and practices to identify those that can result in the exclusion of students, investigated the information available to advisory panels and the Director General when considering a student's exclusion, and conducted interviews with the parents of students who have been the subject of an exclusion order.

Occupational safety, health and injury management

Occupational safety and health

The Department is committed to providing and promoting a workplace that is safe and healthy and in which hazards are minimised and controlled. The Department has an *Occupational Safety and Health* policy, developed in accordance with the requirements of the *Occupational Safety and Health Act 1984,* which outlines the roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in the workplace. The policy, developed by the then Department of Education and Training, remains current for the Department of Education.

The Department is committed to ensuring school administrators are aware of their responsibilities for managing occupational safety and health. The Department implemented a one day mandatory training course for all Directors Schools and principals in metropolitan and country districts. During 2009–10, 754 school administrators attended this training.

The Department consults with a wide range of key stakeholders in the development of policies and guidelines related to occupational safety and health, workers' compensation and injury management. To ensure that there is a formal method of consultation on occupational safety and health issues between management and staff in the workplace, the Department encourages all worksites to establish safety and health committees and have trained safety and health representatives. The Manager Employee Support Bureau provided regular presentations at introductory training courses for new safety and health representatives, and the Department and the State School Teachers' Union met regularly to discuss workplace safety and related matters.

A WorkSafe Plan Assessment was undertaken, by an external consultant, of the Department's occupational safety and health management systems. The report was concluded in June 2010 and it is planned to consider and implement key priority recommendations impacting on the Department.

The Employee Assistance Program was re-tendered and awarded to PrimePsychology in May 2010 for a two-year period. During the year, 5173 counselling sessions were provided to employees and their immediate families.

A review of hazardous substances use in approximately 50 school Design and Technology areas determined the need for a system and training in the management of hazardous substances. The Department has purchased an online hazardous substance management system and hazmat training has been provided to 340 staff.

Occupational safety and health training

Seven hundred and fifty-four principals, Directors Schools and Managers Operations attended occupational safety and health training for school administrators. This equated to 90 per cent of principals being trained in occupational safety and health.

During the year, 149 newly elected safety and health representatives undertook the five-day WorkSafe accredited training. A further 33 safety and health representatives who had been a representative for at least two years attended a two-day refresher training course.

During 2009–10, mediation training was provided to 192 line managers to assist them in dealing with conflict in the workplace. This training was supported by mentoring services provided by the contracted training provider.

One hundred and twenty-four employees who are required to drive vehicles in remote locations were provided with training in defensive four wheel driving and recovery. The two-day course focused on defensive driving techniques that emphasise low risk and hazard management strategies as they apply to everyday driving, off-road driving and 4WD recovery techniques.

Regional Science Technicians visited 14 district high schools to provide assistance and guidance on safety issues in Science, Design and Technology, and Arts areas. Advice was provided to schools on safe working practices, and the safe handling, storage and disposal of hazardous substances. Training in the management of hazardous substances was provided to 340 staff.

Workers' compensation and injury management

The Department is committed to providing assistance to injured or ill employees as soon as practicable, to facilitate their return to work. The Department has an *Injury Management and Workers' Compensation* policy, developed in accordance with the requirements of the *Workers' Compensation and Injury Management Act 1981.* The policy documents the Department's injury management process which follows the WorkCover WA injury management model. The policy, developed by the then Department of Education and Training, remains current for the Department of Education.

The coordination of the management of workers' compensation claims and injury management programs for all Department employees is conducted by the Employee Support Bureau.

The Employee Support Bureau workers' compensation officers and injury management consultants held regular claims review meetings with RiskCover to ensure the implementation of best practice strategies in the management of workers' compensation claims. During 2009–10, 28 formal case review meetings were conducted with RiskCover.

In 2009–10, the number of workers' compensation claims totalled 1576 compared to 1445 in 2008–09.

Claims for mental stress decreased from 134 claims in 2008–09 to 126 claims in 2009–10. Claims for body stressing injuries increased from 398 claims in 2008–09 to 447 claims in 2009–10 and claims for falls, slips and trips increased from 385 claims in 2008–09 to 409 claims in 2009–10.

In addition to management of workers' compensation claims, the Department provided assistance to 315 employees who experienced difficulties in remaining at work or returning to work due to a non-compensable injury, illness or disease.

Table 61: Occupational safety and health performance indicators, 2008–09 and 2009–10 [a]

Indicator	2008–09	2009–10	Target	2009–10
Number of fatalities	0	0	0	Achieved
Lost time injury/diseases (LTI/D) incident rate [b]	2.5	2.6	10% reduction	Not achieved
Lost time injury severity rate [c]	20.2	23.7	10% reduction	Not achieved
Percentage of injured workers returned to work within 28 weeks [d]		(d)		
Percentage of managers trained in occupational safety, health and injury management responsibilities [e]		90%	Greater than or equal to 50%	Achieved

(a) May include some data in relation to staff who are now with the Department of Training and Workforce Development.
(b) The lost time injuries/diseases incidence rate is the number of lost time injuries/diseases claims, where one day/shift or more was lost in the financial year, per 100 FTE employees, i.e. the number of incidents resulting in lost time per 100 FTE employees.
(c) The severity rate is the number of severe injuries (actual or estimated 60 days/shifts or more lost from work) divided by the number of lost time injuries multiplied by 100, i.e. the percentage of incidents resulting in lost time that were classified as severe.
(d) It is not straightforward to determine with precision when workers have returned to work with full hours and full duties. Many workers have a gradual 'return to work' experience, some smoother than others and some may have an interrupted return to work. The existing Department systems do not provide the appropriate data to determine comparable measures of 'return to work' rates. The Department is currently working with RiskCover to determine criteria and data requirements to report comparable 'return to work' rates.
(e) Percentage of current managers who have received training in OSH and injury management in the past three years.

Source: RiskCover

Appendixes

1. Support for other educational institutions and non-government organisations

This function involves payments by way of grants to certain national organisations and Western Australian organisations that support or provide education services.

The total expenditure for 2009–10 was $35.4 million. Grants of $100 000 or more accounted for $31.8 million of the total.

Table 62: Department of Education grants to educational institutions and private organisations, 2009–10 [a] [b]

Organisation	2009–10 ($'000)
ABMUSIC (Aboriginal Corporation)	110
Activ Foundation Inc.	284
Albany Worklink	262
Apprenticeships Australia Pty Ltd	200
Association of Independent Schools of WA (Inc.)	3 286
ATC Mid West	190
Australian Curriculum Assessment and Reporting Authority	898
Balga Job Link Inc.	468
Bloodwood Tree Association Inc.	145
Bluearth Institute	112
Bridging the Gap Inc.	140
Building and Construction Industry Training Fund	163
Canberra Institute of Technology	191
Catholic Education Office of WA	5 727
Central Area Regional Training Scheme Inc T/A Directions.	730
Cerebral Palsy Association of WA	196
Chamber of Minerals and Energy of WA Inc.	173
CHILD Australia	232
Clontarf Foundation	1 425
Community Services, Health & Education Industry Training Advisory Body Inc.	220
Community Solutions Inc.	166
Department of Further Education, Employment, Science and Technology (DFEEST) – Shared Services	111
Disability in the Arts, Disadvantage in the Arts, Australia – DADAA (WA)	111
education.au limited	290
Electrical Utilities and Public Administration Training Council (Inc.)	183
Engineering and Automotive Training Council (Inc.)	245
Extra Edge Services Inc.	336
Financial Administrative and Professional Services Training Council Inc.	270
Fremantle Children's Literature Centre Inc.	250
Futurenow – Learning for Life	270
Geraldton Regional Community Education Centre Association Inc.	175
Goolarri Media Enterprises Pty Inc.	100
Government Schools Leadership Centre	803
Group Training South West T/As The Apprentice & Traineeship Co.	269
Health Training Australia (Inc.)	112
Hospitality Group Training (WA) Inc.	122
Independent Living Centre of WA (Inc.)	233
Italo - Australian Welfare and Cultural Centre Inc.	824
Joblink Enterprises Inc.	121
Joblink Mid West Inc.	163
Jobs South West Inc.	202
Joondalup Youth Support Services (Inc.)	135
Kimberley Group Training	331
Learning Centre Link	123
Logistics Training Council	163
Marr Mooditj Foundation Inc.	115
Meerilinga Young Children's Services Inc.	115
Midland Job Link Incorporated	368
Ministerial Council for Education, Early Childhood Development and Youth Affairs	241

Organisation	2009–10 ($'000)
Noah's Ark Toy Library and Resource Centre (Inc.)	272
Parkerville Children and Youth Care Inc.	214
Primary, Food and Beverage, Furnishing and Textiles Industry Training Council (WA) Inc.	245
Principals Australia Inc.	100
Retail and Personal Services Training Council	183
Rotary Residential College Inc.	365
Safety House Association of WA	106
School Sport Western Australia Inc.	404
Skill Hire Pty Ltd	272
South Metropolitan Youth Link	584
Swanleigh	555
TAFE NSW Illawarra Institute	110
Telethon Speech & Hearing	465
The Churches' Commission On Education Inc. T/A YouthCare	2 115
The Community Development Foundation	130
The Dyslexia-Speld Foundation WA (Inc.)	249
The Graham Polly Farmer Foundation Inc.	150
The School Volunteer Program Inc.	298
The Smith Family	186
The University of Notre Dame Australia	142
The West Australian Group Training Scheme Inc.	131
Therapy Focus Inc.	123
University Of Western Australia	1 415
WA Council Of State School Organisations Inc.	243
WA Disabled Sports Association	110
WA Foundation for Deaf Children Inc.	207
Western Australian School Canteen Association Inc.	248
Youth Focus	100

(a) Only grants/subsidies of $100 000 or more are listed.

(b) Excludes payments made under service delivery agreements to TAFE colleges and other registered training organisations, which are not considered to be 'grants' for the purposes of Table 62.

Source: Financial Management and Resourcing

2. Acronyms and glossary of terms

Accreditation	Process by which specific courses are approved by state and territory training authorities to ensure they meet specified quality requirements.
COAG	Council of Australian Governments
Completion	Fulfilment of all of the requirements of a course or module enrolment.
Credit	Progress toward a qualification granted to an individual on the basis of achievement of relevant competencies or learning outcomes. Credit can be based on prior agreement between organisations about the credit value of specific courses and programs.
DHS	District high school
DET	Department of Education and Training
DTWD	Department of Training and Workforce Development
ESD	English as a second dialect
ESL	English as a second language
ETSSC	Education and Training Shared Services Centre
FTE	Full-time equivalent
ICT	Information and communication technologies
LOTE	Languages other than English
K	Kindergarten
KPI	Key performance indicator
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MSE9	Monitoring Standards in Education assessment program for Year 9 students.
NAPLAN	National Assessment Program – Literacy and Numeracy
OPSSC	Office of the Public Sector Standards Commissioner
P	Pre-primary
PABX	Private automated branch exchange
Public Colleges	Previously TAFE/TAFE**WA** colleges
RCS	Remote community school
RTO	Registered training organisation
SHS	Senior high school
SIDE	Schools of Isolated and Distance Education
SOTA	School of the Air
SMS	Short message service
TAFE	Technical and further education. TAFE colleges now known as Public Colleges.
TDC	Teacher Development Centre
Training contract	Contractual agreement between an employer and employee (apprentice or trainee) specifying the competencies to be developed over the period of the contract and the rights and obligations of each party.
VET	Vocational education and training
WACE	Western Australian Certificate of Education
WACoA	Western Australian College of Agriculture
WALNA	Western Australian Literacy and Numeracy Assessment
WAMSE	Western Australian Monitoring Standards in Education is a program of population assessments in Science, and Society and Environment, which report results on a WAMSE scale of achievement using WAMSE units. A WAMSE scale has scores that range in the order of 0 to 1000 to include the full range of achievement observed in the assessment. The scale is constructed so that any given score represents the same level of achievement over time, enabling changes in standards to be monitored over time.

3. Contacting the Department of Education

Central office

151 Royal Street, East Perth WA 6004
Tel: 9264 4111
Fax: 9264 5005
Email: websupport@det.wa.edu.au
Web: www.det.wa.edu.au/

District education offices

Metropolitan

Canning	Ground Floor, Mason Bird Building, 303 Sevenoaks Street, Cannington WA 6107 (PO Box 592, Cannington WA 6987) Tel: 9311 0500 Fax: 9258 9602 Email: canning.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/cannington/
Fremantle-Peel	184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162) Tel: 9336 9563 Fax: 9430 8028
	24 Sutton Street, Mandurah WA 6210 (PO Box 1050, Mandurah WA 6210) Tel: 9550 2555 Fax: 9550 2500 Email: fremantle.deo@det.wa.edu.au; peel.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/fremantle
Swan	18 Blackboy Way, Beechboro WA 6063 (PO Box 95, Beechboro WA 6063) Tel: 9442 6666 Fax: 9442 6600 Email: swan.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/swan
West Coast	Level 2/1 Puccini Court, Stirling WA 6021 (PO Box 1126, Innaloo City WA 6918) Tel: 9285 3600 Fax: 9285 3730 Email: reception.westcoast.deo@det.wa.edu.au Web: http://westcoastdeo.det.wa.edu.au/

Regional and remote

Albany	85 Serpentine Road, Albany WA 6330 Tel: 9841 0333 Fax: 9841 7542 Email: albany.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/albany/
Bunbury	5th Floor, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel: 9791 0300 Fax 9791 2228 Email: bunbury.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/bunbury/
Esperance	86 Windich Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450) Tel: 9071 9100 Fax: 9071 2796 Email: esperance.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/esperance

Goldfields	Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6430) Tel: 9093 5600 Fax: 9093 5656 Email: goldfields.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/Goldfields/
Kimberley	10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725) Tel: 9193 6488 Fax: 9193 6718 Email: kimberley.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/kimberley/
Mid West	Level 2, SGIO Building, 45 Cathedral Avenue, Geraldton WA 6530 (PO Box 63, Geraldton WA 6530) Tel: 9956 1600 Fax: 9964 1391 Email: midwest.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/MidWest/
Midlands	McIver House, 297 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401) Tel: 9622 0200 Fax: 9622 3996 Email: midlands.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/midlands/
Narrogin	Homer Street, Narrogin WA 6312 (PO Box 535, Narrogin WA 6312) Tel: 9881 0000 Fax: 9881 3178 Email: narrogin.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/narrogin/
Pilbara	Corner of Searipple and Welcome Roads, Karratha WA 6714 (PO Box 384, Karratha WA 6714) Tel: 9185 0111 Fax: 9185 0137 Email: pilbara.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/pilbara/
Warren-Blackwood	49 Rose Street, Manjimup WA 6258 Tel: 9771 7100 Fax: 9771 2474 Email: warrenblackwood.deo@det.wa.edu.au Web: www.det.wa.edu.au/education/deo/warrenblackwood/

Corporate

Education and Training Shared Services Centre	Level 6, 8 Bennett Street, East Perth WA 6004 (PO Box 2622, East Perth WA 6892) Tel: 9264 8660 Fax: 9268 8465 Email: ETSSC.Feedback@det.wa.edu.au Web: www.det.wa.edu.au/etssc