



Department of  
Education



Department of Education  
Annual Report 2013–14

Title: Department of Education Annual Report 2013–14  
ISSN: 1449–0315 (Print)  
ISSN: 1843–2396 (Web)  
SCIS No: 1155879

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## Statement of Compliance

The Hon Peter Collier MLC  
Minister for Education

In accordance with Section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education for the financial year ended 30 June 2014.

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

SHARYN O'NEILL  
DIRECTOR GENERAL  
(ACCOUNTABLE AUTHORITY)

12 September 2014

# About this report

**This annual report provides information about the Department of Education for the 2013–14 financial year.**

Our report addresses the reporting requirements in *Treasurer's instruction 903: agency annual reports* and the Western Australian public sector *Annual reporting framework: 2013–14 reporting year*. It details our achievements and successes as well as the challenges and opportunities we face. The report presents our work in the context of the priorities in our strategic plan, budget papers and other strategic documents. It also outlines our contribution to broader Government-desired outcomes and compliance with various legislative and Government policy requirements.

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

All public schools develop their own annual reports and these are on [Schools Online](#) under each school.

The report is in seven sections:

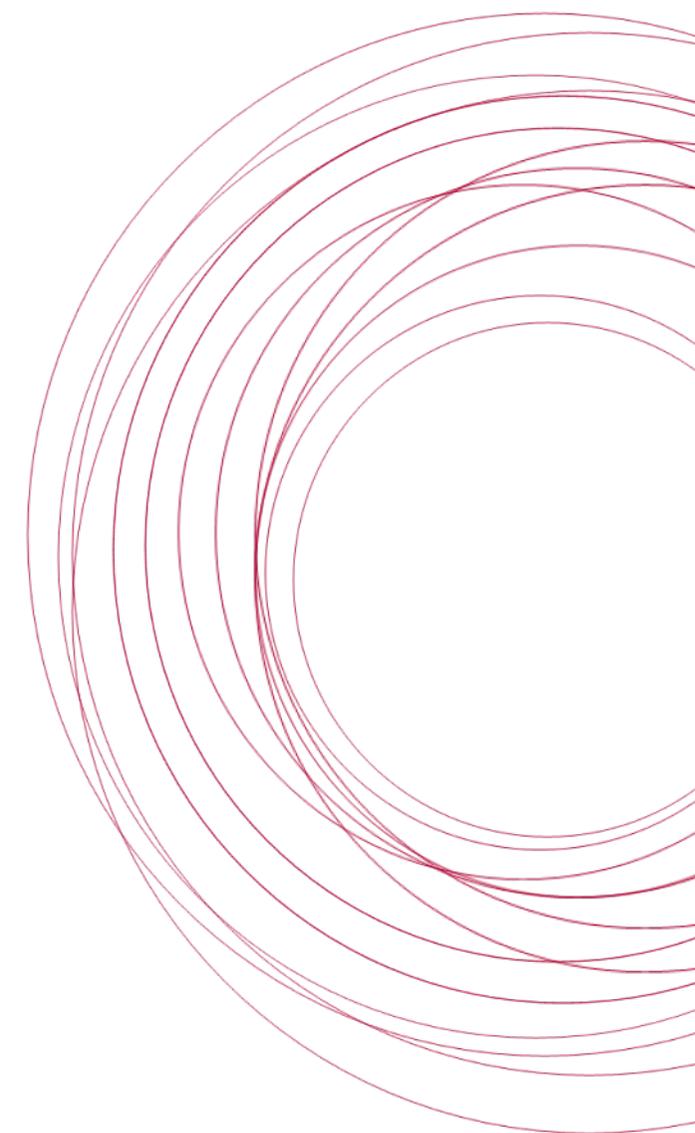
- **Year in review** includes an overview from the Director General, introduces the senior executive team and key areas of responsibility, and summarises the activities of the year.
- **Significant issues** outlines the challenges and opportunities facing public education in Western Australia and what we are doing to address them.
- **Agency performance** details information against each priority area in our strategic plan and describes major initiatives and projects.
- **Disclosures and legal compliance** has information required by Government agencies including the management of our staff and major capital projects.
- **Key performance indicators** are our measures of performance.
- **Financial statements** provide information about our financial position.
- **Appendices** contain detailed statistics, graphs and tables related to our performance, and our contact information.



The annual report  
is online at  
[education.wa.edu.au](http://education.wa.edu.au)

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## Year in review

### Mission, goals and accountability

#### Our mission:

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

#### Our goals:

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

#### Our strategic directions:

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

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

#### Responsible minister:

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

#### Accountable authority:

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

#### Relevant legislation:

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

Shenton College  
2013 WA Secondary School  
of the Year



"We strive to develop our students' knowledge of the world and foster the emotional and social intelligence they need to be active participants and leaders, now and in the future."

**Mike Morgan, Principal**

## Highlights 2013–14

<b>Independent Public Schools initiative wins Premier's Award</b>	The Independent Public Schools initiative won the overall Premier's Award for Excellence in Public Sector Management in 2013, and was heralded as one of the most radical changes in the development and delivery of education in Western Australia for the past 50 years.
<b>Child and Parent Centres support families</b>	Sixteen centres started providing services and support for families and young children in the most vulnerable areas across the State.
<b>Year 7 move well on track</b>	The move of Year 7 students to secondary schools in 2015 was assessed by the Western Australian Auditor General to be on track and forecast to be under budget.
<b>Teachers start Switch training</b>	More than 350 teachers started their training under our innovative Switch program to ensure we have an adequate supply of secondary teachers when Year 7 students move to secondary schools in 2015.
<b>New funding model takes shape</b>	Driven by the principles of fairness, responsiveness, flexibility and transparency, the new student-centred funding model will be implemented in schools in 2015.
<b>Students' mean scores for NAPLAN improve</b>	The 2013 mean scores in nine assessments were the best ever achieved by our students; and the mean scores for all 16 assessments comparable since 2008 improved.

---

<b>Market share increases for third successive year</b>	For the third year in a row, we increased our market share with 66.2% of all Western Australian students attending public schools compared with 65.9% in 2013 and 65.7% in 2012.
<b>New schools open to meet demand</b>	Seven new schools opened at the beginning of the 2014 school year in areas with expanding populations.
<b>Record number of students</b>	There were 283 739 students enrolled in our schools in Semester 1, 2014, up 2.7% from the same time in 2013.
<b>Badged attendance officers support student attendance</b>	The number of badged attendance officers increased by 70% as part of our strategy to ensure students attend school regularly.
<b>More school psychologists support schools and students</b>	In 2013 an average 285.6 full-time equivalent (FTE) school psychologists provided specialist support to school staff and students compared to 277.2 FTE in 2012.
<b>Year 12 students win study awards</b>	In 2013 our students won 557 School Curriculum and Standards Authority awards for achievements in their Year 12 studies, up from 496 in 2012.

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## Introduction from the Director General



"We will continue to challenge the way we do things in our ongoing quest to deliver an even better education for every child who attends a public school in Western Australia."

**Sharyn O'Neill, Director General**

We continued our journey of reform that started a number of years ago with the commitment to put each [classroom first](#). We know that a clear strategic focus on the teacher and a class of students is where the most impact can be made in school education.

We moved ahead in a range of areas during the year, continuing to strip away the constraints of bureaucracy and uniformity to focus more acutely on student achievement.

We saw national literacy and numeracy assessment results continue to improve for our students. We had higher proportions of students staying at school, graduating from school and achieving certificate II and higher qualifications than in previous years. The proportion of students being suspended fell for the fourth straight year. For the third year in succession we increased our market share of student enrolments.

One of our most significant reforms in school autonomy, the [Independent Public Schools](#) initiative, won the 2013 Premier's Award for Excellence in Public Sector Management.

To further this initiative, we established and implemented a new development and selection program during the year for school communities seeking to become Independent Public Schools. Successful schools will be announced early in the new financial year.

We worked on developing a new [student-centred funding model](#) that was announced by the Government in August 2013. The model, to be introduced for the 2015 school year, will deliver all resources to schools as funds on a per student basis through one-line budgets, providing even more flexibility and local control for school communities.

Sixteen [Child and Parent Centres](#) operated during the year as part of our commitment to ensure the best possible start to life and to school for young children in the most vulnerable communities. The building program for the centres progressed, with the first building to be opened officially early next financial year.

Our schools continued their planning for [Year 7 students to start secondary school](#) in 2015. A report by the Auditor General found all key elements of the project, including an extensive building program, were on track.

Another report by the Auditor General, on behaviour management, acknowledged the success of some of our strategies and also acknowledged that managing behaviour of students is a shared responsibility across the community. We progressed with work to meet recommendations in the report.

In response to Western Australia's tighter fiscal environment and rapidly expanding population, we were provided with new budget and staffing allocations from the Government for 2013–14. We implemented a range of changes at school, central and regional levels to operate within these allocations and ensure sustainable expenditure growth into the future. This included strategies to reduce our level of leave liability as required across Government.

There was considerable debate and discussion in schools, the community and the media about public education funding and staffing following the release of the 2013–14 State Budget in August 2013. Principals and their school communities worked through the changes for 2014 to ensure student learning remained at the forefront of school endeavour. Unfortunately school operations and student learning were

disrupted during the year as a result of industrial action by unions.

In the next financial year we will see much of our work over the last few years come to fruition as a number of significant reforms are implemented in the 2015 school year. These include the move of Year 7 students to secondary schools, the new student-centred funding model and changes to the Western Australian Certificate of Education.

We will continue to challenge the way we do things in our ongoing quest to deliver an even better education for every child who attends a public school in Western Australia.

My thanks to staff across the Department for the energy and commitment you bring to making a difference in the lives of our students. I also extend my appreciation to the many people across the State who contribute to and support our work each year.

Sharyn O'Neill

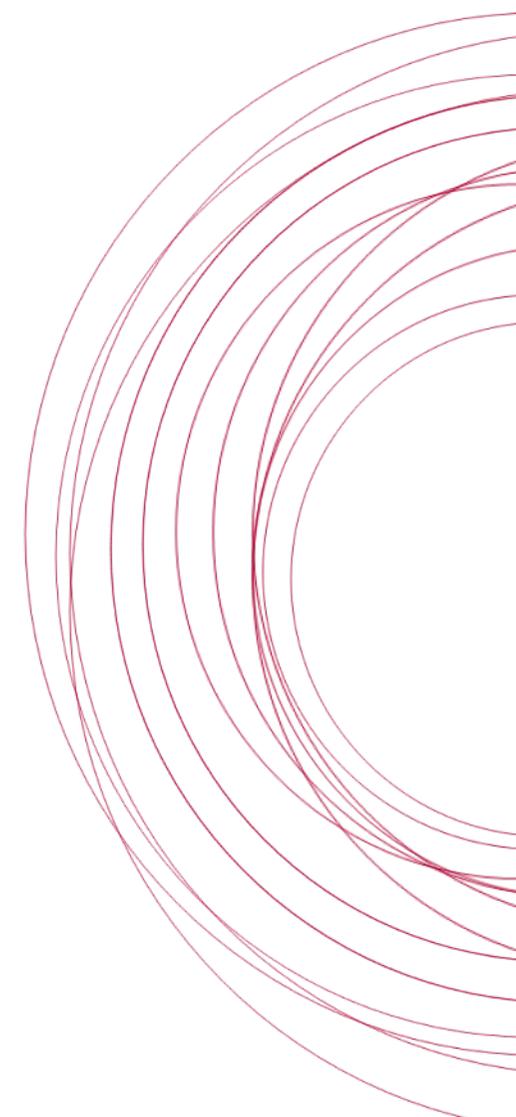
"In the next financial year we will see much of our work over the last few years come to fruition as a number of significant reforms are implemented in the 2015 school year."

## Our senior executive and structure

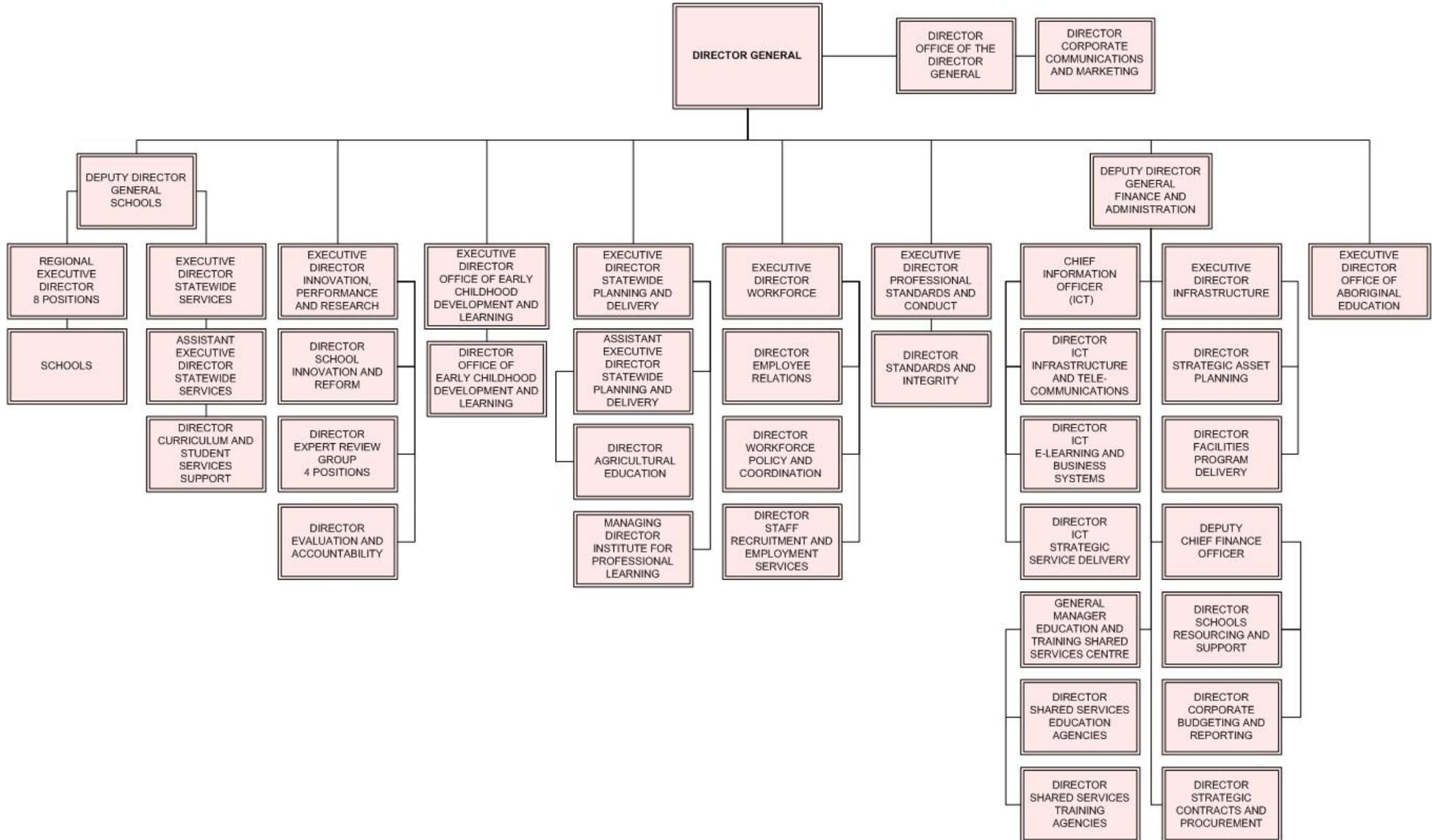
At June 2014

Director General	Sharyn O'Neill
Deputy Director General, Schools	David Axworthy
Deputy Director General, Finance and Administration	John Leaf
Executive Director, Statewide Services	Lindsay Hale
Executive Director, Innovation, Performance and Research	Peter Titmanis
Executive Director, Office of Early Childhood Development and Learning	Garry Hewitt (Acting)
Executive Director, Statewide Planning and Delivery	Stephen Baxter (Acting)
Executive Director, Workforce	Cliff Gillam
Executive Director, Professional Standards and Conduct	Eamon Ryan
Executive Director, Office of Aboriginal Education	Jacqueline McGowan-Jones (Acting)
Chief Information Officer, Information and Communication Technologies	Bevan Doyle
Executive Director, Infrastructure	John Fischer

Regional Executive Director, Goldfields	Ken Perris
Regional Executive Director, Kimberley	Greg Robson
Regional Executive Director, Midwest	Lesley Street (Acting)
Regional Executive Director, North Metropolitan	Jim Webb
Regional Executive Director, Pilbara	Sue Cuneo
Regional Executive Director, South Metropolitan	Margaret Collins
Regional Executive Director, Southwest	Neil Milligan
Regional Executive Director, Wheatbelt	Kim Guelfi
General Manager, Education and Training Shared Services Centre	Kevin Smith



**Figure 1: Organisational structure**  
At June 2014



## Areas of responsibility

### Schools

Principals are responsible for ensuring schools provide high quality teaching and learning that is relevant and responsive to their students' and community needs. School performance and effectiveness is also monitored by regional executive directors, who lead and manage operations in their regions within an environment of increasing autonomy for schools. Their responsibilities also include directing and overseeing the delivery of support services in response to schools' needs. Independent Public Schools are governed by Delivery and Performance Agreements between the principal, the School Board and the Director General, and their performance is also periodically reviewed by an external agency, the Department of Education Services.

### Statewide Services Division

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

### Innovation, Performance and Research Division

The division is responsible for developing and delivering system reforms that support increased school autonomy, including a fairer and more equitable way of allocating available resources to schools. It monitors and provides strategic and technical advice about State and national developments in education reform. The division leads and implements our program of school evaluation, performance and accountability.

### Office of Early Childhood Development and Learning

The office is responsible for policy and strategic planning in early childhood education, including coordinating the implementation of State and national reforms.

### Statewide Planning and Delivery Division

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

### Workforce Division

The division is responsible for providing central staffing support, developing human capital strategic policy, and managing industrial relations matters and employee support services. It also ensures Department compliance with public sector legislation related to employment.

### Professional Standards and Conduct Division

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

### Office of Aboriginal Education

The office is responsible for providing strategic leadership and direction for Aboriginal education across all our activities; and for identifying priorities to support improved outcomes for Aboriginal students.

### Finance and Administration Division

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

### Information and Communication Technologies Division

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

### Infrastructure Division

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

### Education and Training Shared Services Centre

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

## Performance management framework

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

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

We are funded to achieve the following outcome:

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

Our services are:

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

### Service 1: Primary education

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

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

Literacy and numeracy, integrated across the curriculum, are priority areas from Kindergarten to Year 4. In Years 5 to 7, the emphasis moves to encompass all learning areas in purposeful, comprehensive and challenging learning programs. There is a strong focus on school and classroom environments that are intellectually, socially and physically supportive of learning.

In February 2014 there were 203 531 students in primary education, 23 928 of whom were pre-compulsory (Kindergarten) students.

### Service 2: Secondary education

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

It is compulsory for children to attend school full-time or undertake one of a range of approved education, training and/or employment options until the end of the year in which they turn 17 years and six months, or if they reach the age of 18, unless they satisfy the minimum requirements for graduation from secondary school before then.

Programs from Years 8 to 10 maintain continuity of learning with primary schooling, while developing a broader and more comprehensive understanding across learning areas. There is increasing emphasis in Years 9 and 10 on creating opportunities for students to explore pathways leading to post-school options.

In senior secondary years (Years 11 and 12), students pursue courses and subjects of their choice in greater depth,

including academic and vocational education and training pathways. A wide range of programs ensures students are well placed to continue full-time school to the end of Year 12 and make a successful transition into university, training, apprenticeships and traineeships, and employment.

There are also programs for senior secondary students wishing to pursue avenues other than full-time school, such as part-time school in combination with other

approved education, training and/or employment options.

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

In February 2014 there were 80 208 students in secondary education.

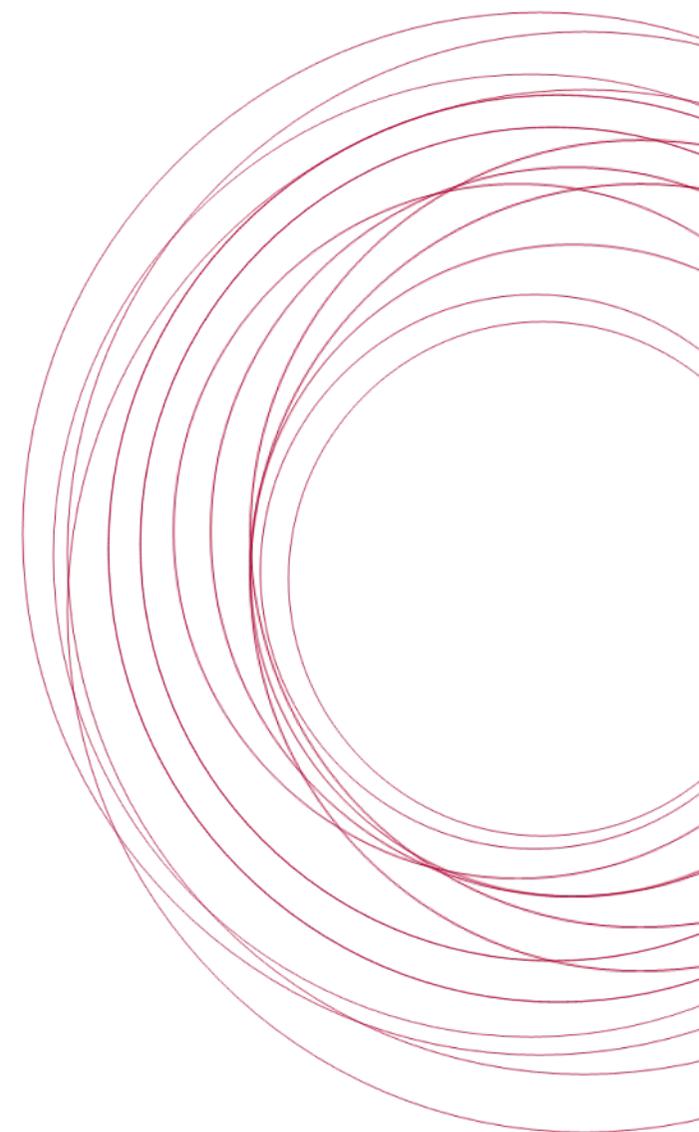
**Table 1: Public school enrolments by service, gender and Aboriginal status 2014** <sup>(a)</sup>

Service	All	Female	Male	Aboriginal
Primary education (Kindergarten–Year 7) <sup>(b)</sup>	203 531	98 181	105 350	17 056
Secondary education (Years 8–12)	80 208	38 247	41 961	6 163
<b>Totals</b>	<b>283 739</b>	<b>136 428</b>	<b>147 311</b>	<b>23 219</b>

Source: *Evaluation and Accountability*

(a) Semester 1 student census.

(b) Includes community kindergartens.



## Significant issues

### Sustainable education funding model

Providing public education services to all students entitled to attend public schools in Western Australia within a sustainable cost structure is an ongoing challenge. We are continuing to implement new ways of working to ensure sustainability into the future.

Greater efficiencies have been achieved through reductions to central and regional office staffing and budgets. Targeted strategies are also being implemented to reduce leave liability and the number of redeployees in line with Government requirements for all public sector agencies.

The continuing growth in student enrolments, through both population and market share increases, escalates pressure to build new schools and facilities, as well as to staff additional classes. Changing demographics have also seen an increase in demand for education provision for students with disability and English language needs.

The need for a new approach to address the challenges of sustainable education funding has been identified and, in response, we are implementing a new student-centred funding model from 2015. The model focuses on allocating and distributing funding based on

the learning needs of individual students; and will provide principals with increased flexibility to make financial and workforce decisions.

### More autonomy for all schools

The Independent Public Schools initiative is the driving force in delivering more autonomy and flexibility to all schools. The success of the initiative has meant that many of the flexibilities first offered to Independent Public Schools have been extended to all schools and more will be progressed in the future. For example, all principals now have enhanced staffing flexibilities and, through the new student-centred funding model, all schools will operate with one-line budgets from 2015.

An independent evaluation of the initiative by The University of Melbourne, released in August 2013, found that autonomy has set the scene for school improvement and has had a significant positive impact across a range of areas in schools and the broader system.

A growing number of schools are keen to access the advantages of becoming an Independent Public School. A new development program is now being offered to schools to assist them to demonstrate

Cassia Primary School  
2013 WA Primary  
School of the Year



"Beyond its outstanding academic record, the school is distinguished by its commitment to and enactment of an inclusive and caring environment, spearheaded by a highly inclusive approach to leadership that reflects the community the school serves."

**Dr Andrew McConney, Senior Lecturer in Education at Murdoch University and Judge of the 2013 WA Education Awards**

readiness to take on the greater responsibility and authority available to Independent Public Schools.

### Year 7 to secondary schools

From 2015, Year 7 students will move to secondary schools for the first time. This move is part of the Government's reform agenda to give Year 7 students access to the specialist teaching and facilities best suited for the new Australian Curriculum.

This is a major system change affecting over 98% of our schools and we recognise the need to provide schools with appropriate levels of support to implement the transition. Advice and assistance have been made available to school staff. To supplement initial advice, packages of support have been developed for school staff to use and adapt to individual school requirements. A capital works program is in place and building is underway in those schools requiring additional classrooms and facilities.

Significant workforce planning has been undertaken to manage the supply of teachers for 2015 onwards, including the Switch training program to skill primary teachers to teach in secondary schools and secondary teachers to teach additional in-demand subjects. Ongoing workforce strategies to ensure an adequate supply of teachers include recruiting additional secondary teachers; attracting more school leavers and career changers into secondary teaching; and offering scholarships for

pre-service teachers to undertake extended practicums in country schools. Engagement with universities continues so they are aware of our teacher supply needs.

### Closing the gap for Aboriginal students

Closing the gap between the performance of Aboriginal and non-Aboriginal students in literacy, numeracy, attendance and retention continues to be a major challenge.

Improving educational outcomes for Aboriginal students has been a primary focus for a considerable time but, despite concerted effort, the gap in performance persists.

We have implemented a number of ongoing strategies to help close the gap. In recognition of the multifaceted nature of the issues involved, various approaches have been used including professional development and cultural awareness training; early childhood programs to support readiness for school; school-based engagement programs; supplementary funding to schools to improve literacy, numeracy and attendance outcomes; strategies to better attract, retain and support high quality leaders and teachers; local school and community partnerships; and documented plans for Aboriginal students.

In 2013 the Education Sub-Committee of the Aboriginal Affairs Coordinating Committee was set up by the State Government, with

our department as the lead agency. The committee is examining issues associated with educational attainment, school attendance and retention, as well as literacy and numeracy levels of Aboriginal students. Priorities of the committee also include early childhood education, cultural standards for schools, and vocational education and training pathways and transitions for students.

### Engagement of students

Schools have a shared responsibility with families and communities to tackle the complex issues that can have an adverse impact on students' engagement with education. Family dysfunction, changes in patterns of employment, mental health issues and generational poverty can all have an impact on student wellbeing and behaviour.

Absences from school have the potential to negatively affect student engagement and learning achievements. Causes of poor attendance are complex and diverse, and are best addressed by strategies that recognise the mutual responsibility of schools, parents and communities. Partnerships continue to be developed with families, communities, businesses, government agencies and the not-for-profit sector to address non-attendance issues.

Schools have access to a range of support including school psychologists, behaviour centres, school chaplains, classroom

management training for teachers and inter-agency case management. Schools also provide access to programs that support positive parenting and promote school-community partnerships.

To maximise success of young children, identification, assessment and intervention needs to start well before school. Sixteen Child and Parent Centres provide integrated services to identified low socio-economic communities.

Ensuring students attain high standards in literacy and numeracy through engagement in evidence-based teaching and learning programs is a priority. On-entry assessments of pre-primary students and ongoing assessment of all students continue to inform strategies to improve literacy and numeracy outcomes. Schools case-manage students at risk of not meeting national minimum standards.

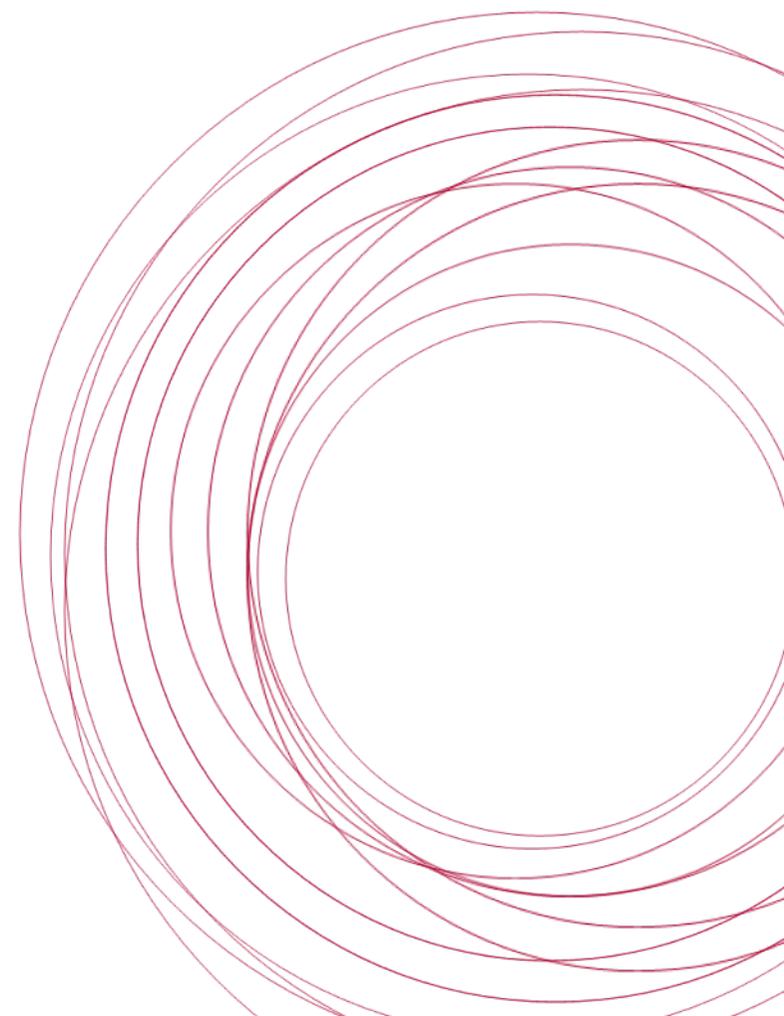
### Meaningful pathways for students

Building flexible pathways between schools, training providers, universities and employers that maximise learning opportunities for students remains a priority. It is essential for schools to meet community and employer expectations of the secondary school system.

The State Government is making changes to secondary schooling to ensure all students graduate from school with minimum levels of literacy and numeracy that meet the

demands of everyday life. These changes are expected to increase the number of students attaining Australian Tertiary Admission Ranks and/or gaining certificate II and higher qualifications.

A team of specialist secondary consultants will continue to provide shoulder-to-shoulder support for school staff to develop implementation plans; and professional learning and resources will target the increased focus on literacy, numeracy and vocational education.



Coolbinia Primary School  
 2013 Overall Winner of the  
 Partnership, Acceptance,  
 Learning, Sharing  
 (PALS) Award



“Our whole-school education program, developed in collaboration with local Aboriginal Elders and Aboriginal people, has resulted in our students better appreciating Aboriginal culture and our staff being more knowledgeable about Aboriginal history.”

**Julie Carlson, Principal**

## Agency performance

### Performance overview

#### Key indicators summary

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

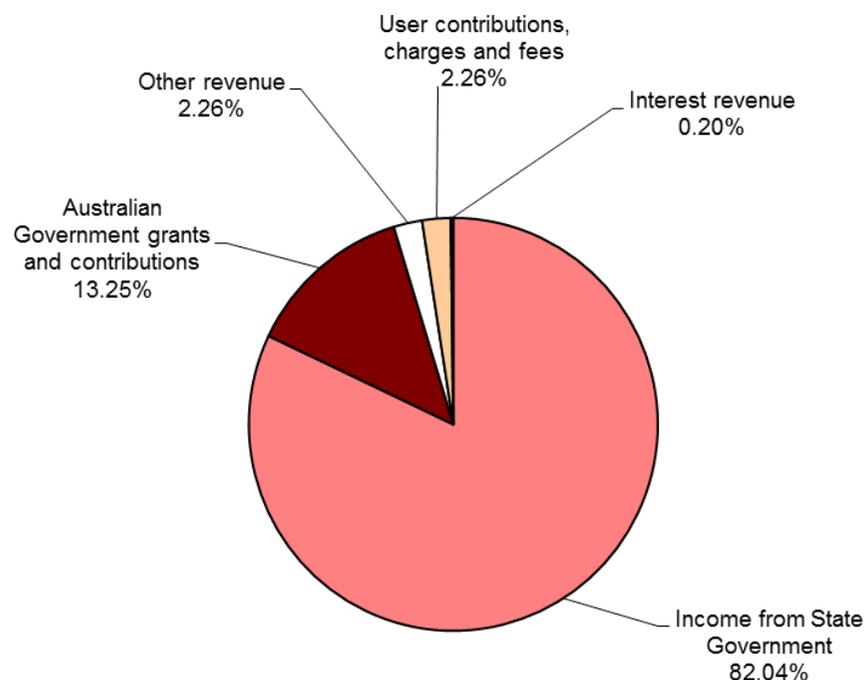
Effectiveness indicators	Target	Achievement
Participation rate	92%	91.7%
Apparent retention rate	74%	79.3%
Secondary graduation rate	65%	70.5%
Students achieving at or above national minimum standards in the National Assessment Program – Literacy and Numeracy		
Year 3 Reading	91%	93.1%
Year 3 Persuasive Writing	94%	93.4%
Year 3 Numeracy	95%	94.5%
Year 5 Reading	88%	95.0%
Year 5 Persuasive Writing	90%	88.9%
Year 5 Numeracy	92%	91.2%
Year 7 Reading	93%	91.4%
Year 7 Persuasive Writing	89%	86.8%
Year 7 Numeracy	93%	93.4%
Year 9 Reading	87%	89.7%
Year 9 Persuasive Writing	78%	77.1%
Year 9 Numeracy	90%	87.2%

Efficiency indicators	Target	Achievement
Cost per student full-time equivalent (FTE): Primary education	\$14 782	\$14 465
Cost per student FTE: Secondary education	\$19 946	\$19 440

## Finance overview

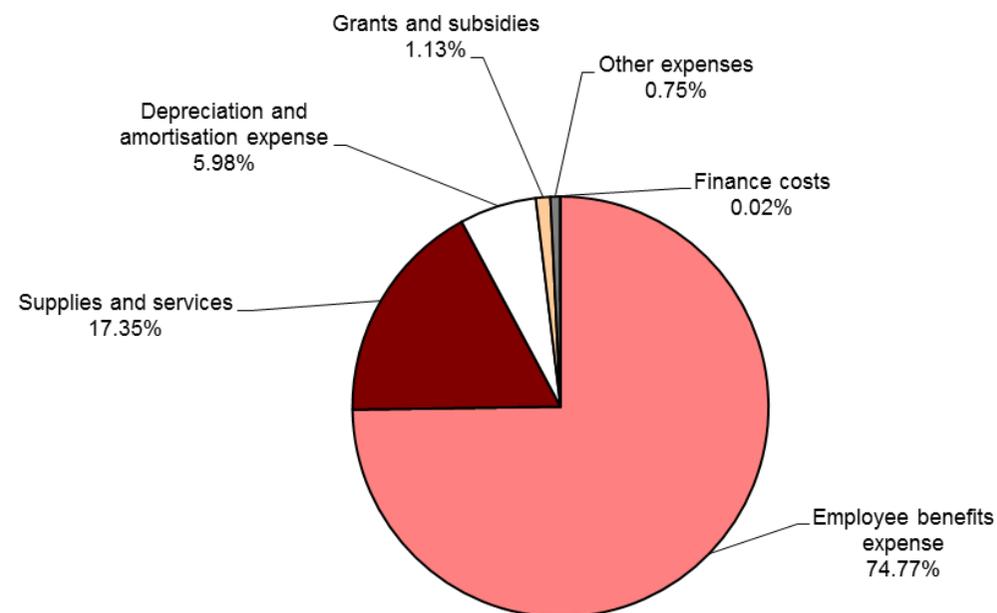
The total cost of the Department’s provision of education services in 2013–14 was \$4.3 billion. Figures 2 and 3 summarise sources of revenue and cost of services. Full details of financial performance during 2013–14 are in the [Financial statements](#).

**Figure 2: Revenue sources 2013–14**



Source: Department of Education, Financial Statements 2013–14

**Figure 3: Costs 2013–14**



Source: Department of Education, Financial Statements 2013–14

## Performance against financial targets

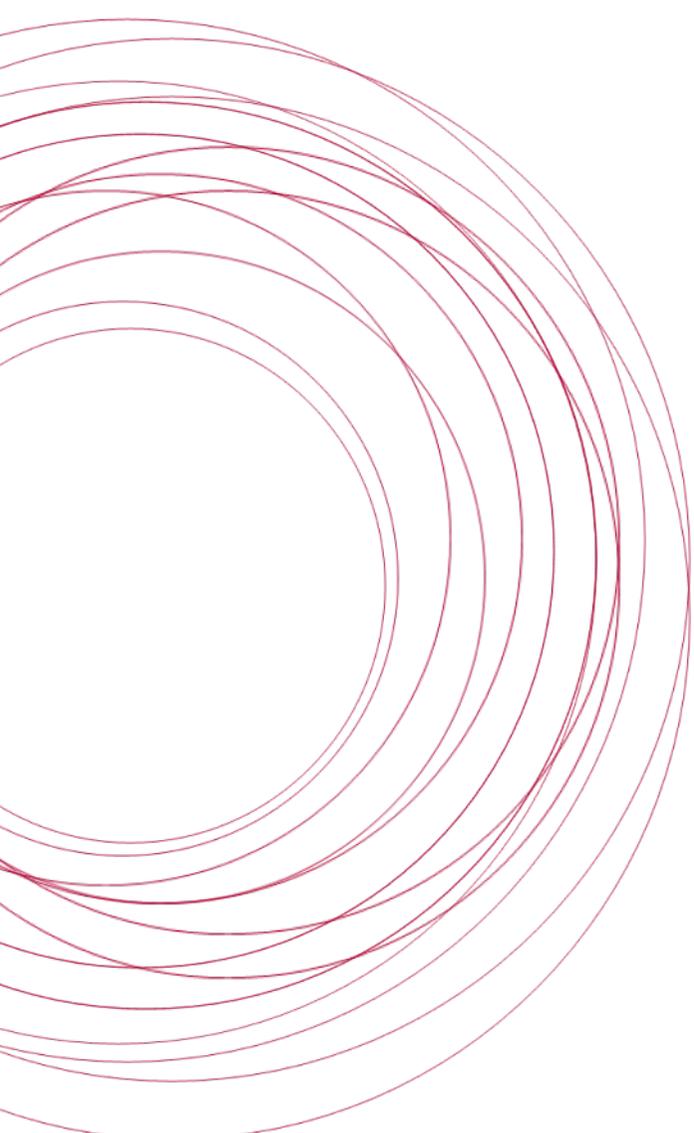
Our results in 2013–14 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in Table 2.

**Table 2: Budget targets compared to actual results 2013–14**

	2013–14 Budget	2013–14 Estimated Actual	2013–14 Actual	Variation 1 Estimated Actual vs Actual	Variation 2 Budget vs Actual
	\$'000	\$'000	\$'000	\$'000	\$'000
Total cost of services	4 337 856	4 387 910	4 313 406	74 504	64 450
Net cost of services <sup>(a)</sup>	3 602 823	3 603 747	3 513 318	90 429	89 505
Total equity	13 658 706	13 831 054	14 739 177	908 123	1 080 471
Net increase/(decrease) in cash held	(74 719)	(40 559)	103 370	143 929	178 089
Full-time equivalent (FTE) staff level	35 292 FTE	35 518 FTE	35 219 FTE	299 FTE	73 FTE

Source: Corporate Budgeting and Reporting

(a) Includes extraordinary items.



The underspend of \$74.5 million (1.7%) in actual versus estimated actual total cost of services was primarily due to lower than forecast enrolment growth, schools not fully expending their salary and cash allocations, delayed Australian Government program expenditure, savings caused by industrial action and reductions in the value of outstanding long service leave.

The net cost of services savings compared to estimated actual of \$90.4 million (2.5%) was due to the underspend of \$74.5 million and greater than anticipated revenue by \$15.9 million. The revenue increase was mainly due to increased subdivision contributions from land developers and additional school revenue (including bookshop and canteen, donations, and hire of facilities receipts).

The increase of \$908.1 million in total equity compared to the estimated actual is mainly due to a net increase in the Asset Revaluation Reserve of \$825.7 million (revaluation of land and buildings) and an increase in Accumulated Surplus.

The increase of \$143.9 million in cash held compared to 2013–14 estimated actual is predominantly attributable to lower Cash Flows from Operating Activities payments by \$128.7 million and higher Cash Flows from Operating Activities receipts by \$14.0 million.

The 2013–14 average FTE of 35 219 was 299 FTE (0.8%) lower than the estimated actual. This variance was attributed to lower than projected student enrolment growth and the flow-on impact to school-based staff.

Hampton Senior High School  
2013 WA VET in Schools  
Excellence Award



"We developed an innovative new training program called LOV Beauty which includes units of competency in retail, business and beauty, giving students experience in a classroom-based beauty training salon and leading to a certificate II nationally recognised qualification."

**Eleanor Hughes, Principal**

## Priority areas of operations

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

Priority 1: Success for all students

Priority 2: Distinctive schools

Priority 3: High quality teaching and leadership

Priority 4: A capable and responsive organization.

We are committed to achieving a range of outcomes by the end of 2015 under each of these areas. This section outlines progress during 2013–14 against each area.

### Priority 1: Success for all students

All students can achieve success: our job is to ensure every student has the opportunity to do so.

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

From 2013 all children aged four as of 30 June had access to at least 15 hours a week of Kindergarten under the National Partnership Agreement on Universal Access to Early Childhood Education. Western Australia's implementation of the agreement included a focus on children's transition to school through a partnership with Playgroup WA to forge links between schools and a greater number of community-based playgroups. Playgroups provided friendly and inviting environments where credible advice about children's learning and development before starting school was shared with parents.

In November 2013 the State Government advised all Western Australian schools that services from Kindergarten to Year 2 will be required to meet the National Quality Standard (the same standard that applies to the childcare sector). At June 2014, 480 school administrators and 612 early childhood teachers had participated in training to prepare for this requirement. Further sessions were planned for Semester 2, 2014 and Semester 1, 2015. In addition, scholarships were provided in 2013 to 397 education assistants in Kindergarten to support them to gain certificate III qualifications.

We continued to provide professional learning to school leaders and teachers to improve curriculum, assessment, and teaching practices in the early years in accordance with our position paper, *The early years of schooling*. In 2013 professional learning workshops were attended by 302 principals and 259 early childhood teachers. Information about the introduction of the National Quality Standard was included in the workshops.

Pre-primary became the first year of compulsory schooling in 2013. The change came with a guarantee that every Pre-primary student would have access to a place at his or her local public school.

In 2014 teachers assessed 23 802 students in literacy and 23 836 in numeracy at the start of Pre-primary through the On-entry Assessment Program. The program

identified each child's literacy and numeracy skills and understandings at the start of compulsory schooling. Teachers were able to use these results to plan appropriate programs to meet the needs of every child assessed.

Communities were funded to establish 'local champions' as part of a strategy to make effective use of the Australian Early Development Index (AEDI) data collected on Pre-primary students in 2009 and 2012. Fourteen local champions worked in local communities with high levels of vulnerability to ensure an understanding of the AEDI and its potential to drive early childhood policy and planning.

In partnership with the Departments of Health and Local Government and Communities, we continued to implement the Positive Parenting Program (Triple P). In 2013, 102 school psychologists were trained to deliver Triple P. This led to 2234 parents registering in 2013 to participate in the program, compared with just over 1000 parents in 2012.

In 2013–14 the Children and Family Centres at Roebourne and in the Swan region of Perth joined the Halls Creek, Fitzroy Valley and Kununurra centres in being fully operational. This completed the commitment to establish five centres on or adjacent to school sites to reduce the level of vulnerability of Aboriginal children and increase successful transitions into, and student performance at, school.

In 2013 work began on buildings for the first 10 Child and Parent Centres. Five non-government organisations were contracted to coordinate programs and services for the second six centres, bringing the total number of community sector organisations involved to 10 across 16 centres. The centres, to be located in five country and 11 metropolitan school sites in vulnerable communities, started providing health, early learning and parent support programs and services aimed at reducing vulnerability and improving transitions into, and engagement with, schooling. Edith Cowan University completed a literature review entitled *Child and Parent Centres on public school sites in low socioeconomic communities in Western Australia: a model of integrated service delivery*. The literature review provided an overview of research findings on best practice models of integrated early childhood service delivery. It also described how the centres will reflect evidence-based research and practice.

At the end of 2013, 75 primary schools that received Early Years Learning Grants as an extension of the Child and Parent Centre initiative reported how they had enhanced existing and/or developed new programs and resources to engage families and children for success at school. These schools, located in vulnerable communities, received or will receive further funding in 2014 and 2015 to continue to improve programs and resources, and develop new initiatives.

### Raise standards in literacy and numeracy for students across the State

In May 2013 more than 78 000 students in Years 3, 5, 7 and 9 were assessed as part of the National Assessment Program – Literacy and Numeracy (NAPLAN).

Since the introduction of NAPLAN in 2008 the mean scores for all 16 of the comparable assessments in Reading, Spelling, Grammar and Punctuation, and Numeracy have improved for our students. The 2013 mean scores in nine assessments were the best ever achieved by our students. There were also several notable improvements in the percentages of students achieving at or above the national minimum standards. For Persuasive Writing, first conducted in 2011, there was a decline in the performance of Year 7 students.

Comparisons between 2012 and 2013 revealed improvements in the mean scores for 12 of the 20 assessments, with a notable decline in one assessment (Year 7 Grammar and Punctuation). There were also improvements of more than two percentage points in the percentages of students at or above the national minimum standards in seven assessments, but declines of more than two percentage points in three assessments.

Between 2012 and 2013 the performance of Aboriginal students improved notably in nine assessments but there were substantial

declines in Grammar and Punctuation for students in Years 7 and 9.

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

Literacy and numeracy resources continued to be developed to support the teaching of phonemic awareness, phonics, reading and mathematics.

English as an additional language/dialect (EAL/D) support continued to be provided to students learning Standard Australian English. This included primary and secondary Intensive English Centres; mainstream primary and secondary EAL/D Support Programs; and EAL/D Country Support Program. A team of staff, Teacher Development Schools, professional learning and materials from the EAL/D Resource Centre helped teachers meet students' learning needs in schools without programs.

### Ensure all students attend school regularly

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

The statewide attendance rate for 2013 was 91.0%. The rate for Aboriginal students was 76.9% and 92.3% for non-Aboriginal students. The attendance rates for 2013

were generally similar to those from the previous year but not directly comparable because of changes introduced in 2013. Further information about the changes, and other attendance rates, are in [Table A15](#).

As part of our ongoing emphasis on attendance, we increased significantly the number of staff designated in accordance with Sections 33 and 34 of the *School Education Act 1999* as attendance officers to work with students to improve attendance. At June 2014 there were 435 badged attendance officers compared with 255 at June 2013.

Key findings of the report *Student attendance and educational outcomes: every day counts* were used to inform our work on attendance. The report, released in May 2013 by the Telethon Kids Institute and commissioned by the former Australian Government Department of Education, Employment and Workplace Relations, was based on data we provided. The researchers found that school attendance habits develop early, highlighting the importance of establishing regular attendance from the very start of school. This message, that every day counts, was also promoted through playgroups, which families attend with their children before they start school.

Responsible Parenting Agreements, attendance panels and, in the most serious cases, prosecution of parents were used to address persistent student absence. In 2013 eight attendance panels were convened,

20 Responsible Parenting Agreements initiated and one parent was prosecuted.

A new reporting system was introduced in 2013 to make it easier to monitor attendance and intervene as necessary. The system also identified and required schools to resolve overlapping enrolment records that could have resulted in the same student being recorded in two or more schools. As a consequence, the accuracy of attendance data reported in Semester 1, 2013 was improved.

The Attendance Improvement Measure strategy concluded at the end of 2013. The focus in 2014 was on improving student attendance through community engagement and included developing support resources for education regions and schools to individualise interventions.

In 2013, 229 schools, most of which had Aboriginal student attendance rates below 90%, received Aboriginal Education Attendance Grants to help them implement local initiatives to improve attendance of Aboriginal students. Initiatives included Aboriginal attendance officers and youth workers, breakfast and lunch programs for students, attendance incentive programs and parent forums.

At June 2014 the Trans-Border Attendance Strategy (formerly the Tri-Border Attendance Strategy) had enrolment and attendance information for more than 140 000 student records in 398 public and private schools

across Western Australia, South Australia and the Northern Territory. Work was undertaken during the year to transfer the strategy to Education Services Australia and establish a national infrastructure platform for the Central Schools System to be used across all jurisdictions and sectors. Transfer of the Central Schools System is expected to be completed early in 2014–15.

At June 2014 there were 835 students of compulsory school age whose whereabouts were unknown (882 at June 2013). These are usually children whose families have moved and not advised their school about where they have gone. We maintained a list of these students on behalf of Western Australian public and private schools, home educators and other approved education options. We facilitated communication between agencies and education sectors to reduce the number of students missing from education. Improvements were made in sharing information with the Department for Child Protection and Family Support to ensure children in care were re-enrolled promptly.

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

In 2013, 74.9% (65.5% in 2012) of our Year 12 students achieved an Australian Tertiary Admission Rank (ATAR) of at least 55 and/or certificate II and higher qualifications. Twelve schools had at least 30% more of their Western Australian

Certificate of Education (WACE) eligible students achieve this attainment milestone compared to 2012, and 19 schools had at least 90% of their WACE eligible students achieve this milestone.

Thirty-nine schools had 100% WACE achievement compared to 46 schools in 2012, and 97.2% of all eligible Year 12 students achieved the WACE compared with 97.0% in 2012.

The number of students who gained an ATAR in 2013 was 5330 compared to 5363 in 2012. Calculation of the ATAR changed in 2013 and students who studied languages for university entry received a bonus of 10% of their language scores added to their aggregates before rankings were calculated. This was likely to have contributed to the slight reduction in performance across the range of ATAR measures. The median ATAR dropped slightly from 75.7 to 75.2 and seven schools had medians below 55, while five schools had medians of 85 and above. In total, 114 students achieved an ATAR of 99 or more (compared to 127 in 2012), including two students with perfect ATARs of 99.95.

In 2013 vocational programs were delivered in 147 schools to more than 19 600 students (mostly in Years 11 and 12) with 8392 certificate II and higher qualifications completed. The number of certificates gained by Year 12 students increased significantly from 6565 in 2012 to 9188 in 2013. The 40% increase indicated schools

had developed vocational pathways that provided greater opportunities for further training and employment for students leaving school.

Our students received 557 School Curriculum and Standards Authority awards for outstanding achievements in their senior secondary studies, compared to 496 awards in 2012.

In February 2014, 544 students enrolled in the agricultural colleges which, as registered training organisations, prepared students for a wide range of careers. In 2013, 99.3% of graduates attained at least one certificate II and four of the five colleges achieved 100% attainment (students with an ATAR of at least 55 and/or at least one certificate II qualification). In addition to the five residential agricultural colleges, a large Farm Training Centre and 13 smaller sites attached to district and senior high schools provided general agricultural education and entry-level vocational training.

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

In 2013 an education sub-committee was established under the State Government’s Aboriginal Affairs Coordinating Committee, with our department as the lead agency. The sub-committee set strategic directions and provided advice and options for implementing strategies to improve and

enhance education outcomes for Aboriginal students. Representatives from the Catholic Education Office of Western Australia and Association of Independent Schools of Western Australia were part of the committee.

Priority areas for action as identified by the sub-committee included early access for Aboriginal children to a learning environment; legislation, policy and practice around student attendance; improvements to vocational education and training pathways and transitions for students; and a framework for cultural standards in schools. Significant progress was made in all areas, particularly in relation to reviewing and amending legislation, policy and practice relating to attendance.

In 2014 our schools accounted for approximately 84% of the 27 630 Aboriginal students undertaking school education in Western Australia. [Table A7](#) shows the trends in Aboriginal student enrolments in recent years.

The apparent retention rate of Aboriginal students in our schools from Year 8 to Year 12 ([Figure A8](#)) showed modest growth from 2003. It increased substantially in 2008 after the school leaving age was raised, before gradually declining until 2013 when the retention rate increased by more than 9%. Approximately 70% of this increase in 2013 was due to more Aboriginal students remaining at school through to Year 12, with the other 30% caused by greater movement

from private to public schools and interstate migration.

In 2013, 405 Aboriginal students achieved the WACE compared to 292 in 2012. Of the 60 Aboriginal students who gained an ATAR in 2013, 45 achieved an ATAR of 55 or more, compared with 29 of 46 students in 2012.

In 2013 the Aboriginal Tutorial Assistance Scheme provided supplementary assistance to schools to improve the literacy and numeracy skills of 1484 primary Aboriginal students across 139 schools, 1260 lower secondary Aboriginal students across 80 schools, and 1428 senior secondary Aboriginal students across 75 schools.

The Follow the Dream: Partnerships for Success program provided after-school tuition and mentoring to aspirant Aboriginal secondary students so they could finish school and achieve entry to university or high-level post-school vocational education and training. In 2013 students in the program accounted for 27 (60%) of the 45 Aboriginal students who achieved an ATAR of 55 or more, and 151 (37%) of the 405 Aboriginal students who received the WACE.

Seven (FTE) speech and language support officers were funded through the Aboriginal Early Childhood Speech and Language Initiative. They worked with Kindergarten, Pre-primary and Year 1 students and teachers across 45 schools with high

Aboriginal student enrolments in 2013. They addressed the oral language and literacy needs of students through targeted professional learning to teachers.

In 2013, 16 schools participated in the High Achievers Project that supported Years 4 and 5 Aboriginal students who achieved well in Year 3 NAPLAN testing through a science literacy program.

The Aboriginal Innovation Schools initiative supported six school clusters to work with their communities, in partnership with government and non-government agencies, to develop and implement local solutions to improve outcomes and life chances for Aboriginal students. Innovative approaches in 2013 focused on curriculum delivery, early childhood education, building parental capacity, attendance, transition between phases of schooling, alternative educational provision for particular disadvantaged groups (for example, pregnant and parenting young people) and alternative pathways to post-school options.

At the end of 2013, 45 of the 67 Focus Schools had finalised school and community partnership agreements with targets for improved attendance.

In 2014 three new Clontarf Foundation Academies in metropolitan schools were announced, taking the number of schools to 25, of which 19 are in country areas.

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

Schools Plus provided supplementary funding to schools to support students who met eligibility criteria. At 30 June 2014, \$294.5 million was allocated to schools, which supported 8611 students or just over 3% of all our students.

In 2013, 1126 students in 63 schools participated in programs offered by the international Award Scheme Development and Accreditation Network and 398 students with special educational needs received endorsed program points towards their WACE.

The three Schools of Special Educational Needs provided services to students in both public and private schools.

The School of Special Educational Needs: Disability supported 3405 students with intellectual, physical, multiple disability, autism and learning difficulty. Consulting teachers provided school communities with advice on differentiated curriculum and learning adjustments, resources and equipment for students with disability, and professional learning.

The School of Special Educational Needs: Sensory supported 1944 deaf and hard of hearing students, and 412 students with vision impairment.

The School of Special Educational Needs: Medical and Mental Health supported 5404 students with severe medical and mental health issues, primarily at Princess Margaret Hospital.

Seventeen (FTE) speech and language officers, most of whom were trained speech pathologists, worked with mainstream teachers to build their capacity to support students with speech and language difficulties. In 2013, 1115 students enrolled in language development centre early intervention programs.

In 2013, 374 Year 12 students with disability (348 in 2012) participated in Vocational Education and Training (VET) in Schools programs.

In 2013 the Secondary Assistance Scheme supported 19 425 students from low-income families to pay school contributions and charges, and purchase school uniforms. Payments of more than \$4.5 million were made under the education program allowance and more than \$2.2 million under the clothing allowance.

In 2013 more than \$23 600 was distributed through a transitional clothing allowance where Year 7 students were integrated into secondary schools. The program benefited 206 students.

In 2013 the Boarding Away From Home Allowance for Isolated Children of \$2105 a year supported 1474 students at a

total cost of just under \$3.1 million. The same amount was provided to 287 students boarding at the Western Australian Colleges of Agriculture under the Special Subsidy scheme, amounting to more than \$0.5 million.

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

The 2013 participation rate of young people in Years 11 and 12 who were in school or participating in other approved education, training and/or employment options was 97.1%, up from 96.0% in 2012.

In 2013 we allocated \$5.5 million to 93 schools for programs targeting secondary students at risk of disengaging from school.

In 2013, \$2.5 million was provided for 32 initiatives operated by schools, community organisations and registered training providers to meet the needs of 16 and 17-year-olds at risk of disengaging from school and those who had already disengaged from education.

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

The Aboriginal School Based Training program provided pathways for Years 10 to 12 students to develop workplace readiness leading to school-based traineeships. In 2013 approximately 450 Year 10, 11 and 12 Aboriginal students were supported through this program.

Workplace learning provided students with opportunities to access on-the-job training and career pathways. In 2013, 19 schools received grants to continue their three-year career development projects for students. These schools, together with an additional 33 partner schools, started their projects in 2011 and 2012.

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

**Expand and strengthen education for gifted and talented students**

In 2014, 2615 identified students in Years 5, 6 and 7 were eligible to participate in courses delivered from local Primary Extension and Challenge (PEAC) centres and online. The number of students identified for PEAC participation continued to be based on the most academically able 2.5% of each year level.

Seventeen secondary schools hosted Gifted and Talented programs, offering up to 950 placement opportunities for exceptional students in academic, arts and languages programs. There were 4473 applications for entry to the programs in 2015 for applicants who were at the time in Years 6 to 10. This was an increase of 7% from the previous year. Applicants were able to apply, be assessed and receive notification more than two months earlier than in previous years as part of the preparation for Year 7 students to enter secondary school in 2015.

**Expand the use of technology to enhance student learning**

In 2013, 50% of our schools operated under our internationally recognised information and communication technology Standard Operating Environment (SOE). This provided them with centrally supported baseline infrastructure and considerable flexibility for using technology in classrooms.

Following the rollout of Microsoft Office 365 for Education to schools early in 2013, this online, cloud-based email service enabled students to securely access their emails at school and from home via our portal. The service was enhanced in late 2013 to provide a duty of care feature for teachers to view the Office 365 accounts of their students to address concerns about inappropriate use.

An internal evaluation of a collaborative online work environment for staff and

students commenced in 2014. This work environment was tested in central office and selected schools with the view to providing all students with access to Office 365's OneDrive, a cloud-based storage repository for student schoolwork.

The Reporting to Parents system was enhanced so recording and sharing of objectives, strategies and outcomes between teachers, administrators and parents could be performed for students with special needs.

Connect, our integrated online environment, was expanded to all staff to provide opportunities for online collaboration. Connect Classes was delivered to a further 326 schools bringing the total number of schools utilising this feature to 447. Connect Classes enabled teachers to provide students with safe and easy access to digital learning opportunities, and parents to view securely information relevant to their children's classes and learning.

Connect was seamlessly integrated with the Reporting to Parents system, making teachers' administration tasks easier.

The concept of online curriculum delivery between schools continued as school leaders recognised the benefits of sharing specialist teacher expertise and of broadening subject options for students. Technology tools such as Connect, web conferencing, digital curriculum resources and email provided opportunities for

students and teachers to expand teaching and learning beyond school walls.

Our web conferencing platform was upgraded to provide a more robust, current and compatible service. This platform was vital to delivering high quality distance education and was used increasingly for professional learning, peer support and business meetings.

Online professional learning continued to be a flexible and cost-effective means of maintaining staff awareness of key policy areas and enabling specialised training for targeted staff. Out-of-date courses were retired and other courses rationalised during the year. Course completions remained strong with more than 14 000 completions registered.

A renewed Partners in Learning Memorandum of Understanding was signed with Microsoft Corporation for 2013 to 2018. Key commitments included supporting whole-school reform and building teacher capacity. Five metropolitan information communication technology (ICT) lighthouse schools participated in a peer coaching program supporting ICT integration into teaching and learning. Peer coaches supported other teachers in their networks and schools.

By participating in global projects and professional learning events, Waggrakine Primary School and East Butler Primary School maintained their Worldwide Mentor

School Status, which they achieved in 2012 as part of the Partners in Learning for Schools Program. Staff from the schools represented Australia at the Microsoft in Education Global Forum in Barcelona in March 2014.

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

In collaboration with private schools, we prepared to incorporate the national quality standard for early childhood education and care into existing school quality assurance procedures. School leaders and early childhood teachers are being trained in preparation for the standard applying across the early years of schooling to Year 2.

We continued to support phased implementation of the Australian Curriculum as adapted for Western Australian schools by the School Curriculum and Standards Authority. In 2013 we distributed \$1.7 million to secondary schools with Year 8 students to support implementation of phase one learning areas of English, mathematics, science and history.

In August 2013, 82 regional facilitators from primary and secondary schools were trained to support teachers to meet the increased demands of the Australian Curriculum across Years 6 to 8, particularly important when Year 7 is in secondary school.

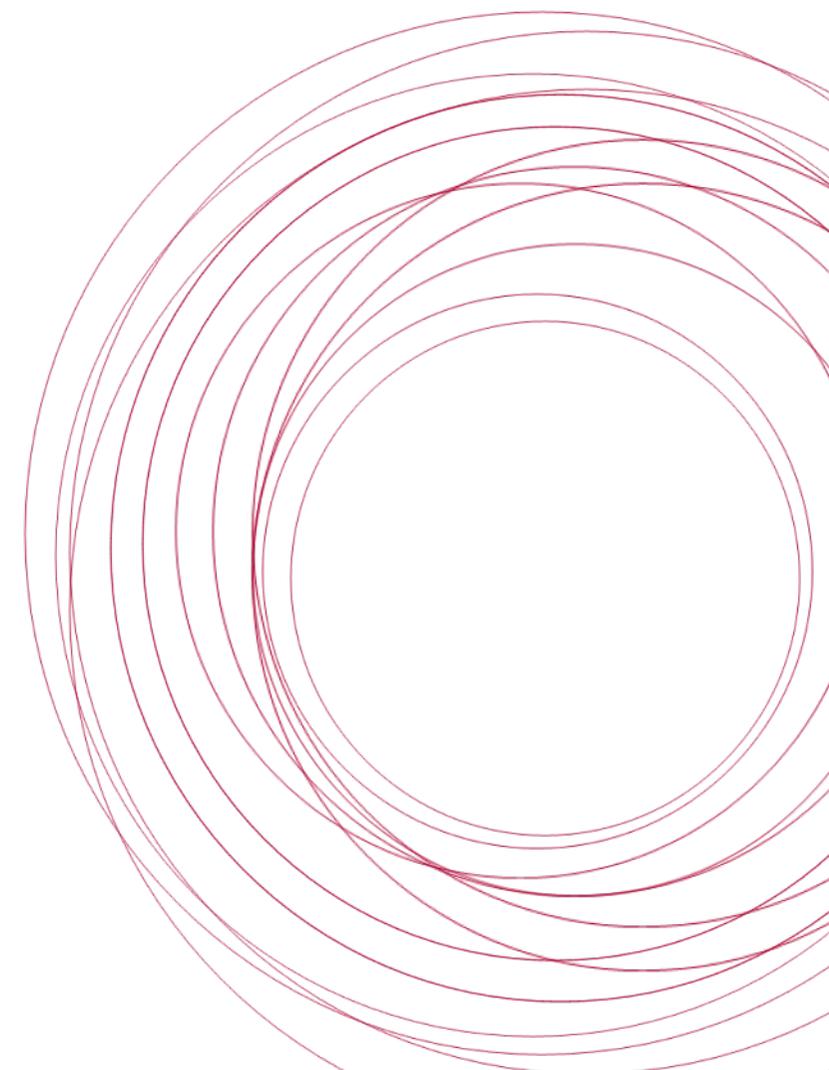
Training was delivered as a series of modules. Facilitators complemented the support provided by the 463 primary and secondary Australian Curriculum phase one learning area trainers already working across regions.

In 2013 staff in 60 Teacher Development Schools provided phase one implementation support for 8735 teachers. They focused on building capacity of teachers and leaders, aligned training with local needs, and developed partnerships with subject professional associations to provide teachers with practical advice and resources.

The Curriculum Support website was updated to align it with the Australian Curriculum implementation timelines designated by the School Curriculum and Standards Authority. It included advice and practical resources to ensure teachers had up-to-date information throughout the implementation period.

We extended the range of online resources aligned to the Australian Curriculum. Teachers accessed these resources via Scootle, our portal and Connect. Our teachers had access to a library of more than 21 000 resources produced locally, nationally and internationally, with featured materials displayed on our recommended resources website.

We participated in national steering and advisory groups to determine priorities for developing national information communication technology infrastructure, and new national online services and digital resources to support implementation of the Australian Curriculum.



## Priority 2: Distinctive schools

Schools meeting the needs and aspirations of their students help to build strong communities in Western Australia.

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

In November 2013 our Independent Public Schools initiative won the overall Premier's Award for Excellence in Public Sector Management. We also won the Improving Government category for the initiative, which was heralded as one of the most radical changes in the development and delivery of education in Western Australia for the past 50 years.

At the start of 2014, 264 schools operated as Independent Public Schools, representing about 33% of all our schools and about 50% of the total teacher and student populations.

In December 2013 we implemented a new development and selection program to build the capacity of schools to become, and operate effectively as, Independent Public Schools. Two hundred and forty-two schools expressed an interest to participate in the development program that was offered in metropolitan and country centres across the State and 197 schools went on to complete the program. The next intake of Independent

Public Schools, to commence in 2015, will be selected through this program.

The Independent Public Schools initiative continued to support schools to implement available flexibilities within their local contexts. Flexibilities included the areas of student support, human resources, financial management and procurement, and building and facilities.

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

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

Changes to schooling took place during the year to improve education provision and curriculum access to students. Miling Primary School re-opened after being an annexe of Moora Primary School since 2012; and Sandstone Primary School, Westonia annexe of Merredin College and Yintarri annexe of East Kalgoorlie Primary School closed as they either had no

Perth Modern School  
2013 Highest Median ATAR  
in Western Australia



"The Year 12 students clearly worked really hard together. To have the students as a whole group gain a median ATAR that is quite extraordinary – and the best of any school in this State – is a reflection of the nature of our school."

**Lois Joll, Principal**

students enrolled or extremely low enrolments.

Community consultation started in 2014 about the future of secondary schooling in the Fremantle and Armadale areas. Feedback will be used to guide the Government's decision making.

Population growth in Western Australia continued to present a challenge in ensuring public education services were available for all students entitled to attend public schools, and these services were provided within sustainable cost structures.

There were 283 739 students enrolled in all schools in Semester 1, 2014, up 2.7% from Semester 1, 2013. For the third year in a row, public schools increased their market share, with 66.2% of all Western Australian students compared with 65.9% in 2013 and 65.7% in 2012. Further enrolment information is in [Appendix 1](#).

Unprecedented population growth, particularly in the Perth inner city and new residential areas in the northern and southern metropolitan areas, increased demand for places in many schools. We continued to evaluate how increasing residential dwelling numbers and the consequent additional student numbers from new developments impacted on existing and proposed school sites. Planning of new residential developments in the metropolitan area increased and we liaised with local governments, the land development industry

and Department of Planning to identify and set aside new school sites. This was undertaken in areas of significant growth including Baldivis, Wungong, Alkimos/Eglinton, Ellenbrook/Aveley and Harrisdale.

We also liaised with the Department of Planning on the impact on existing schools of new infill development within a 10-kilometre radius of the centre of Perth.

We identified a number of schools likely to come under significant enrolment pressure to meet the local-intake policy and began working on strategies to alleviate this pressure on some of the schools.

We worked with local governments, the Department of Local Government and Communities, and Department of Sport and Recreation to maximise shared use of education facilities. We are finalising a shared-use facilities guide for use by all stakeholders in the land development industry, expected to be completed by the end of the next financial year. We also met regularly with local government agencies to discuss the development and coordination of sharing infrastructure and facilities at future school sites.

In 2014, 16 schools took the opportunity to apply for Independent Public School status as part of five clusters. There are already 16 Independent Public School clusters working together across the State, comprising 46 schools.

The Stronger Smarter Learning Communities Project, a national project developed in 2010 to improve outcomes for Aboriginal students, continued through to December 2013. In Western Australia, there were seven 'hub' schools, each with a network of affiliate schools that drew on the hub school's expertise.

Connect Communities was made available to all staff to enable access to a secure, easy-to-use tool to collaborate and network with colleagues. Staff shared learning and teaching resources, discussed specific topics and joined learning area networks.

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

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

At the beginning of 2014, 111 Approved Specialist Programs were offered at 59 secondary schools across the State, including 10 country schools. There were 47 sports, 32 academic and 32 arts programs providing students with opportunities to develop specific interests and passions. During 2013 quality assurance reviews were conducted for 33 programs at 24 schools.

Parents of high ability children also had access to programs at both primary and secondary schools across the State (see

also [Expand and strengthen education for gifted and talented students](#)).

The School of Isolated and Distance Education continued to provide access for students unable to attend regular schools and students attending schools unable to offer a sufficient breadth of subjects. Student enrolments decreased slightly as the half cohort entered Year 12 in 2014. Technology was used to deliver programs asynchronously and synchronously, with 3500 online lessons delivered monthly and 500 online courses available across the curriculum.

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

Parents also had the option to home school their children and 2477 students were registered to receive home education in Semester 1, 2014 (2211 in Semester 1, 2013).

### **Involve parents and the community in the life of each school**

Parents and the broader community shaped and monitored schools' key priorities, strategies and financial arrangements through their involvement on school councils (or boards for Independent Public Schools). School boards were signatories to Delivery

and Performance Agreements of Independent Public Schools.

Principals used the expertise, skills and contacts of council and board members to complement the educational expertise of school staff, including developing partnerships with community organisations, local employers and businesses.

One hundred and fifty two principals, board chairs and board members of Independent Public Schools participated in school board training during the year.

By the end of 2013, 58 schools had agreements in place and another 22 schools had commenced the process for establishing agreements as part of the School and Community Partnerships initiative. Agreements articulated how schools, parents and communities worked together to improve school attendance and other education outcomes of Aboriginal students.

As part of a three-year contract that commenced in July 2012, the Community Development Foundation worked with 26 schools in 2013 to improve attendance of Aboriginal students. This was achieved through attendance incentives and parent involvement.

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

In 2013 we continued to provide support to students and schools through specialist services including the school psychology service, behaviour centres and school chaplaincy program. School psychology services were also provided to private schools in the Kimberley.

During 2013 behaviour centres supported 498 students with complex needs and their teachers. Centre staff assisted with class-level and whole-school planning and interventions for improved behaviour management and with associated professional learning.

In 2013 an average 285.6 full-time equivalent (FTE) school psychologists provided specialist support to school staff and students compared to 277.2 FTE in 2012. They worked with schools to enhance the learning and behavioural outcomes of students, and provided social-emotional, behaviour management, mental health and learning support for students, as well as vital critical incident support.

School psychologists coordinated and facilitated preventative mental health programs including Promoting Alternative Thinking Skills (PATHS), Positive Parenting Program (Triple P) and Youth Mental Health First Aid.

Lead School Psychologists provided professional leadership to school psychologists and supported school and regional office staff to deal with complex student issues and respond to critical incidents. Professional practice guidelines were implemented to ensure consistency in school support standards throughout the State.

In response to identified needs during 2013, the role of the Specialist Behaviour Team was broadened and a Complex Behaviour and Mental Health Team was formed. School psychologists in this team provided specialised consultancy to school and regional office staff in regard to high-risk situations which involved students presenting with challenging behaviour and mental health issues. Evidence-informed planning and support were provided to reduce barriers and improve engagement of students whose complex needs impacted on their ability to access education.

In April 2014 the Ombudsman of Western Australia released a report on its investigation into youth suicide which analysed 36 suicides of Western Australians aged 13 to 17 years between 1 July 2009 and 31 December 2012. We commenced work on implementing the recommendations in collaboration with other departments and agencies, including the Department of Health's Child and Adolescent Mental Health Service. Targeted work began to better recognise and respond to behaviours linked to suicide and to work more effectively with

inter-agency partners on prevention and identification. This involved the Catholic Education Office and Association for Independent Schools in Western Australia, and included consultancy for school psychologists and school staff in supporting and managing students at risk.

In 2013 every education region had trained PATHS facilitators. At the end of 2013, 165 schools had implemented the program and a number of private schools had accessed the program.

In 2013 a referred case management approach, developed with the Department of Education Services, was used to place 71 students (124 in 2012) with social, emotional or behavioural difficulties in Curriculum and Re-engagement in Education (CARE) schools.

In 2013, as part of our pastoral care for students, 598 schools (591 in 2012) accessed chaplaincy services under a service agreement with YouthCARE. Services in country and remote schools were extended through support chaplains, and fly-in fly-out support chaplains provided services to schools in the Pilbara and Kimberley. They also worked with education regions and community groups to support the future expansion of services to other interested schools.

Suspension of students continued to be used to ensure safe environments in schools. There were 26 228 suspensions in

2013 involving 11 768 students. This compared with 25 988 suspensions involving 11 715 students in 2012. The number of students suspended in 2013 represented 4.3% of the total student population (4.4% in 2012). Physical assault or intimidation of other students (30.1%) and violation of the school code of conduct (28.2%) were the most common reasons for suspension. These rates were comparable to 2012.

Data indicated that suspension remained an effective strategy in addressing student behaviour. Fifty-seven per cent of students suspended were suspended only once, compared with 56% in 2012. The average period of suspension was 2.2 days, the same as in 2012.

In 2013, 25 students were recommended for exclusion, with 20 accepted by the Director General. This was a reduction from recent years: 25 exclusions in 2012 and 47 in 2011. Excluded students were required to be in other education placements (such as other schools, behaviour centres or the School of Isolated and Distance Education), engaged in training or in employment.

Schools and regions accessed specialist professional learning in de-escalation and restraint training to support students exhibiting extremely challenging and violent behaviour.

Classroom Management Strategies provided an increased level of support for schools in the Kimberley and Goldfields where there

were relatively high numbers of inexperienced teachers. Teacher consultants provided accredited professional learning and, during the year, 546 staff completed the Classroom Management Strategies foundation program, 747 completed Instructional Strategies, 45 completed Conference Accreditation Training, and 1036 education assistants completed modules in the Classroom Management Strategies professional learning program.

The Western Australian Auditor General's report, *Behaviour management in schools*, released in March 2014, acknowledged that the majority of students in public schools behave well and made ten recommendations identifying areas for improvement. We commenced work in relation to the recommendations including reviewing our Behaviour Management in Schools policy, behaviour centres and the Classroom Management Strategies professional learning. We also continued work on improving information and data systems to better monitor both positive and negative student behaviour, including identifying early warning signs of emerging behaviour issues.

We modified our student database to ensure children in care were identified as children at risk and that documented plans were developed for each child. At 26 June 2014, 2472 (99.5%) of the 2484 children in care enrolled in our schools had documented plans. We also developed a system to track

the education status of these children as a group so their progress could be monitored over time.

### **Prepare for the smooth transition of Year 7 to secondary school**

A comprehensive project management and governance framework for the move of Year 7 to secondary school continued to be implemented. The overall project plan was supported by 11 sub-project plans. The Western Australian Auditor General's report, *Moving on: the transition of Year 7 to secondary school* was released in May 2014 and found that the key elements of the move were on track and the project was forecast to be under budget.

Six of the 29 school building projects were completed during the year and the remaining 23 projects were on target for completion by the start of the 2015 school year. More than 800 teachers expressed interest in the Switch teacher training program, and more than 350 teachers commenced training.

A dedicated Year 7 team provided strategic leadership and coordination, and supported principals with transition planning. This support included consultancy from two senior principals, and a dedicated intranet site with materials and resources for school staff to use and adapt. The Year 7 communication plan and stakeholder engagement strategy provided opportunities for key stakeholders to engage with the

strategic implementation of the Year 7 initiative.

In recognition that some families in small rural areas may experience greater challenges in preparing their children to transition into secondary schools, there was special case consideration for their children to remain in primary school for Year 7 for 2015, 2016 and 2017. Each decision about a child to remain in primary school was made by the principal and based on the family's individual circumstances.

The Department's website included information about the Year 7 move to help families understand and prepare for the change.

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

Royalties for Regions funded a range of recurrent and capital projects to strengthen education in country schools.

Funding of \$188.1 million was provided for school infrastructure for 2010–11 to 2013–14. In addition to this funding, \$42.6 million was allocated to relocate regional Year 7 students to secondary schools and \$45.0 million was allocated to strengthen public secondary schooling in Kalgoorlie-Boulder Community High School. Funding was also provided under the Pilbara Cities Education Project initiatives for e-learning (\$4.9 million) and staff attraction

and retention (\$4.8 million) which started in July 2013. The e-learning funding provided schools with increased bandwidth and access to Connect for students, teachers and parents.

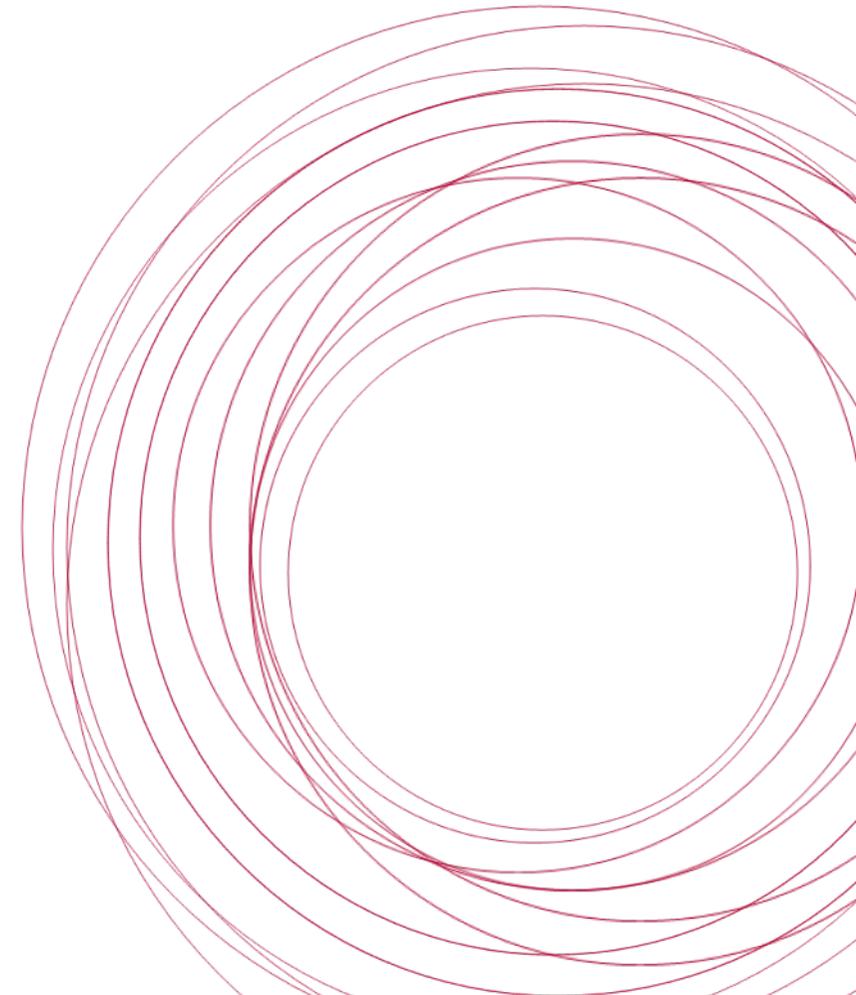
A video conferencing solution for the 31 schools in the Pilbara was funded by Royalties for Regions and will enable the service to be implemented in other schools across the State, as well as central and regional offices.

The Regional Workers' Incentive Allowance (\$8.1 million in 2013–14) helped schools attract and retain high quality support staff through additional regional payments.

In 2013 just under \$3.0 million was provided through the Boarding Away from Home Allowance for Isolated Children. In 2013–14 Royalties for Regions allocated just over \$1.1 million to this allowance for eligible secondary students.

Foodbank Western Australia's School Breakfast Program ensured students in more than 250 regional and remote schools had breakfast each morning and were more likely to be ready to learn. During 2013–14 we contributed \$275 000 to this program.

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



### Priority 3: High quality teaching and leadership

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

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

Fifty-two student teachers were provided with financial support under our Rural Teaching Program to undertake their final practicum in schools in the Goldfields, Midwest, Kimberley and Pilbara regions. Of these, 31 (60%) were appointed as teachers to schools in country and remote areas in 2014.

Final year teaching scholarships were limited to in-demand secondary subjects and, as a result, the number of applications was fewer than previous years. Two scholarships (one each in mathematics and chemistry) and eight Kingston primary and early childhood scholarships were awarded for 2013. Once they graduate, scholarship winners are required to teach in country schools for a minimum of one or two years depending on their scholarship.

Suitable housing at an acceptable cost to both the Department and staff continued as

a strategy to attract and retain staff in country schools. In 2013–14, more than \$91.9 million was paid in rent for 2094 properties occupied by our staff and owned or leased by the Government Regional Officers' Housing. Of this, approximately 82% was subsidised by the Department. During 2013–14, we allocated 196 properties through leasing arrangements, new construction, refurbishments and reallocations from government agencies.

**Table 3: Government Regional Officers' Housing properties used by education region 2012–13 and 2013–14**

Region	2012–13	2013–14
Pilbara	565	552
Goldfields	405	373
Kimberley	404	400
Wheatbelt	325	313
Midwest	312	300
Southwest	151	139
North Metropolitan	11	11
South Metropolitan	8	6
<b>Totals</b>	<b>2 181</b>	<b>2 094</b>

Source: Government Regional Officers' Housing invoices as at June 2013 and June 2014

### Girrawheen Senior High School Aussie Gold International Cheer and Dance Champion



"As well as athletic skills, cheerleading teaches important lifeskills including teamwork, self-confidence and a love of sport and dance. Students worked extremely hard preparing for the competition and won first place in jazz, hip-hop, pom and cheer."

**Heather Cargill, Dance Coach**

The Western Australian Education Awards were presented in December 2013 and acknowledged outstanding school staff, as well as excellent schools. Shenton College won three awards – school, principal and beginning teacher. The awards were sponsored by a range of organisations.

As part of our staff attraction and retention initiatives, in 2013 we set up corporate health arrangements with private health insurers HBF, Medibank and Teachers Health Fund. Eligible staff who were, or became, members received discounts on private health insurance and ancillary benefits.

In conjunction with the Government Employees Superannuation Board, seminars on flexible transition to retirement were provided. In 2013, 1271 staff attended seminars. Post-seminar evaluations indicated that 62% of attendees would 'definitely' or 'very likely' change their retirement plans to work longer.

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

We continued to implement the Australian Professional Standards for Teachers, Australian Professional Standard for Principals, and Australian Teacher Performance and Development Framework. These documents are now referenced in our

Employee Performance, and Recruitment, Selection and Appointment policies. Professional learning programs coordinated through our Institute for Professional Learning were aligned with the standards where appropriate.

In 2013 staff in 60 Teacher Development Schools provided professional learning, advice and support, online discussions, mentoring and work shadowing for classroom teachers. They delivered 291 professional learning events (2410 participants) aligned to the Australian Professional Standards for Teachers, and actively engaged in 19 communities with more than 6700 members through Connect Communities.

Programs coordinated through our Institute for Professional Learning included the four modules of the Graduate Teacher Induction Program (3680 participants), with the option of coaches (803 participants), and Senior Teacher Professional Learning (300 participants). During 2013–14 we recognised 163 Level 3 Classroom Teachers and 381 teachers applied to become Senior Teachers.

A third cohort of staff started the Master of School Leadership through The University of Western Australia in 2014, comprising 23 fully funded and 10 partially funded participants. The first cohort that started in 2012 is expected to graduate at the end of 2015.

Programs for aspiring leaders attracted 238 staff. Ninety of these enrolled to participate in a new Aspirant School Leaders Program that started in Semester 1, 2014.

Ninety-three primary school principals took part in the Principals as Literacy Leaders program, and 85 school leaders took part in the Leading Digital Schools Program.

By 30 June 2014, 35 high performing leaders and principals had completed the six-day Executive Leadership Program and 20 had completed the first four days.

Professional learning programs for staff that support the work of schools focused on preparing current and future business managers/registrars to lead in schools with increased autonomy. Nine hundred and five staff took part in regional forums, 10 took part in a mentoring program and 65 in an aspirant program for school officers. In addition, 133 library officers participated in forums to keep up to date with developments in their field.

As a registered training organisation, our Institute for Professional Learning enrolled participants in the Certificate III in Education Support (449 participants); Certificate IV in Business (14 participants); Certificate IV in Training and Assessment (13 participants); and Diploma of Management (18 participants).

The Teachers Have Class online professional learning contract for improving

information communication technologies (ICT) in teaching concluded in December 2013. Professional support to use ICT in teaching continued through short courses at Tuart College, workshops and online support communities through Connect.

As part of our Equity and Diversity Management Plan 2011–2014 we provided specialist coaching for 19 Aboriginal graduate and pre-service teachers; professional learning for 123 Aboriginal and Islander education officers, and 28 Aboriginal managers and school administrators; training for 71 equal opportunity officers; and development for 38 aspirant women for senior school leadership positions. We also conducted workshops on recruitment, selection and appointment policy and practices.

At the start of 2013, training and support for Aboriginal educators commenced through our agreement with the Australian Government to deliver the Remote Indigenous Professional Development Project for the Early Years Learning Framework. By the end of the 2013–14 financial year, 286 Aboriginal educators from both private and public sectors in selected rural and remote schools and childcare services had received training and support in the workplace from 229 trained mentor teachers. The agreement was extended to August 2014 and a specific forum in June 2014 was conducted for educators from Children and Family Centres and Child and Parent Centres.

### Ensure sound workforce planning for current and future needs

Planning during the year focused on workforce requirements for 2015 when Year 7 moves to secondary schools and the half cohort of students exits the school system. Principals used their 2015 student enrolment projections and understanding of their school contexts to inform their workforce planning. Principals were supported through online workforce planning resources; school-customised workforce profiles and data; contemporary recruitment and selection training; consultancy across a range of human resource management areas; and enhancements to our Human Resource Management Web. Student enrolment projections also informed system-wide planning for teacher requirements.

The Switch program continued to train teachers to increase supply of secondary teachers for 2015 and 2016. The first group of 80 teachers was nearing completion of their graduate certificate courses at universities in June 2014. The program

supported primary teachers to switch to secondary teaching, as well as secondary teachers to expand the range of subjects they can teach.

Under the Attracting Outstanding Principals program, Roebourne District High School, Meekatharra District High School, Moorditj Noongar Community College and Ngaanyatjarra Lands School achieved 75% or more of targets against principal performance agreements. This three-year trial is funded through the Smarter Schools National Partnership Agreement for Low Socio-Economic Status School Communities. Principals and their schools received incentive payments and grants.

Resignations from our teaching workforce were relatively low during the year due to economic conditions and a tight job market. Salaries of our teachers remained among the highest in Australia, which also contributed to the low rate of workforce resignations. Retirements increased slightly and this is expected to continue over the medium term due to the number of teachers aged over 60 years.

**Table 4: Teacher retirements and resignations 2009–2013**

Category	2009	2010	2011	2012	2013
Retirements	266	326	404	343	425
Resignations	744	643	632	558	534

Source: Workforce Policy and Coordination

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

During 2013 our teachers were involved in developing assessment and reporting support materials for the phase one Australian Curriculum subjects. The materials were available for all teachers through the Western Australian Curriculum and Assessment Outline, published by the School Curriculum and Standards Authority.

High quality, innovative teaching was encouraged through the Notebooks for Teachers Program, which provided more than 11 000 notebook computers to teachers under lease arrangements, complete with software, introductory training, insurance and support for work for three years. The program has been running for over a decade and was an initiative to improve the computer literacy of teachers in preparation for increased student usage of computers in classrooms.

The Training Schools Project, a pre-service teacher education initiative in the Improving Teacher Quality National Partnership, continued. It extended practicum experiences and included mentoring from high-performing teachers so pre-service teachers were provided with practical learning that integrated theory and classroom practice.

Under the Training Schools Project in 2013, 109 pre-service teachers were placed in

31 schools including 10 in country areas. The focus in 2014 on pre-service teachers completing qualifications in secondary subject areas saw 16 pre-service teachers placed in five metropolitan secondary schools. This model of final year pre-service teacher education proved to be highly successful, with 10 primary schools participating without any additional funding and 26 pre-service teachers placed in 2014.

Another element of the project helped pre-service teachers undertake their long-term practicums in rural and remote schools. In 2013–14, 62 pre-service teachers participated, of whom 24 were in the Pilbara and co-funded through Royalties for Regions. An independent evaluation commissioned by the Department found the program was valued highly by participants, universities and schools, and increased five-fold the number of practicum placements in rural and remote schools since inception in 2011.

Royalties for Regions also funded four pre-service teachers in 2014 to complete a full year in schools in the Pilbara.

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

For the second year, all principals had the authority to select and appoint staff in line with school priorities. To support this authority, detailed guidance was developed on options for recruiting staff in line with

Public Sector Standards and the Public Sector Commissioner’s Instructions. Advice, consultancy and training were provided to principals, registrars and business managers on human resource standards.

To assist principals and applicants in recruitment processes, recruitment pools were established and managed centrally. These provided sources of eligible staff from which principals could directly select and appoint.

We also developed professional development modules for aspirant school registrars and online modules to support aspirant principals in key areas of recruitment and selection, performance management and school planning.

Specific support was provided to Independent Public School principals on processes for reconfiguring staffing profiles to better meet their operational needs and on determining position classifications. Information about filling public sector vacancies was provided to all principals.

Selection panel training in recruitment, selection and appointment processes continued to be available to principals and delegates. In 2013–14, 273 staff participated, 90 of whom were from country schools. Support material was also updated, and advice and assistance provided on a range of non-standard recruitment matters in schools.

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

Our commitment to upholding expected standards of professional conduct, ethical behaviour and integrity continued through ensuring all policies and procedures guiding staff behaviour complied with Public Sector Standards and Code of Ethics.

To ensure staff were aware of expected professional conduct, we notified job applicants of their rights and obligations under the Public Sector Standards; included information about the standards in our human resource management policies and resources; advised staff on standards-related matters; and raised

awareness of our Code of Conduct at inductions, in selection panel training and in professional development programs.

We managed Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (see [Table 5](#)). No breach of standards was found against us.

The Employee Performance policy was amended to align performance management with the Australian Professional Standards for Teachers and Australian Teacher Performance and Development Framework to include the requirement for classroom observation of teaching practice.

Guidelines and support material covering part-time employment and probationary

arrangements for teachers, school psychologists, public servants and school support staff were developed. Principals and line managers were advised of the need to ensure staff in these categories were performing at satisfactory levels before permanency was granted.

Following the release of the 2013–14 State Budget, unions directed their members to undertake industrial action on two half days and one full day in 2013 and 2014. Half days of industrial action were undertaken by the State School Teachers' Union of Western Australia (SSTUWA), Community and Public Sector Union/Civil Service Association of Western Australia and United Voice on 19 September 2014; and by United Voice alone on 5 December 2013. A full 'community day of action' was held by the

**Table 5: Public Sector Standards claims by status of claim 2013–14**

Standard	Employment	Grievance resolution	Performance management	Redeployment, termination and discipline	Totals
Resolved internally, relief provided	5	–	–	–	5
Claim withdrawn, no relief provided	10	1	–	1	12
Breach of Standard upheld	–	–	–	–	–
Claim received after expiry of prescribed timeframe	–	–	–	–	–
Dismissed following formal review	4	–	–	2	6
Ineligible breach claim	–	–	–	–	–
Claim lapsed by the Public Sector Commissioner	–	–	–	–	–
Under investigation	2	1	–	1	4
<b>Totals</b>	<b>21</b>	<b>2</b>	<b>–</b>	<b>4</b>	<b>27</b>

Source: *Employee Relations*

three unions on 1 April 2014. In accordance with the State Government's industrial action policy, staff who took part in industrial action on those days were not paid for the period of their absence from work.

In 2013–14, 1802 staff (including principals of all new Independent Public Schools) completed the Accountable and Ethical Decision Making professional learning online and 1253 staff completed it through face-to-face presentations.

In addition, 285 current student and graduate teachers completed face-to-face professional learning in complaints management, use of social media and pre-service knowledge of expected standards of conduct.

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

Our Screening Unit, an accredited agency for the National Police Checking Service conducted through the Australian Government's CrimTrac Agency, screened 15 555 prospective staff, volunteers, contractors and students undertaking

practicums in the education and training sectors.

We maintained and monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004*. We also provided advice and support in relation to the legislation and further enhanced the automated alerts and reporting functions of our Working with Children recording system. We issued \$343 002 in reimbursements to staff and volunteers required to obtain Working with Children Checks.

Misconduct matters relating to discipline provisions of the *Public Sector Management Act 1994* and principles of Common Law were managed (see [Table 6](#)). All matters assessed as involving misconduct were referred to the Corruption and Crime Commission for external oversight. These matters were either managed centrally, or referred for local management with central oversight if assessed as relatively minor in nature and suitable for local resolution and/or performance management. In 2013–14 there was a 57% increase in reporting of matters that were received and dealt with through local management with central oversight. There was also a 142% increase in the matters resolved. These figures included matters that arose as a result of changes that strengthened the

Criminal History Screening policy in 2012–13. Other matters reported but assessed as not involving misconduct are in [Table 7](#) and not reported to the Corruption and Crime Commission.

[Tables 8 and 9](#) show the types and most common categories of allegations in misconduct matters. In 2013–14 there was an increase of 53% in allegations received and of 129% in resolved allegations that were managed locally with central oversight. These increases were due primarily to the changes to the Criminal History Screening policy.

[Table 10](#) shows the number of suspensions and redirection orders issued against staff. The Director General directed staff away from school premises where it was suspected their continued presence constituted a risk to the safety or welfare of students (Section 240 of the *School Education Act 1999*). Where applicable, the Director General suspended staff with or without pay where they were suspected of misconduct and disciplinary proceedings were initiated (Section 82 of the *Public Sector Management Act 1994*).

**Table 6: Management of matters assessed as involving misconduct 2011–12 to 2013–14** <sup>(a) (b)</sup>

	Received			Resolved		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Central management	206	215	221	167	192	213
Local management with central oversight	264	389	611	214	265	641
<b>Totals</b>	<b>470</b>	<b>604</b>	<b>832</b>	<b>381</b>	<b>457</b>	<b>854</b>

Source: *Standards and Integrity*

- (a) The number of allegations received in one year may not be the same as the number resolved that same year as resolution may occur in subsequent years.  
 (b) In 2012–13 the Criminal History Screening policy was strengthened.

**Table 7: Management of other matters assessed as not involving misconduct 2011–12 to 2013–14** <sup>(a)</sup>

	Received			Resolved		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Other matters assessed	117	325 <sup>(b)</sup>	315	117	325	310

Source: *Standards and Integrity*

- (a) Includes matters involving the Parent Advocacy and Liaison Officer, service delivery concerns and other matters reported but assessed as not involving misconduct which are more appropriately resolved through other processes such as grievance resolution.  
 (b) The nature of the matters received has not changed notably from previous years and the increased number cannot be attributed to any particular cause other than a change in reporting of these matters to Standards and Integrity.

**Table 8: Misconduct allegations 2011–12 to 2013–14** <sup>(a) (b)</sup>

Category	Received			Resolved		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
<b>Central management</b>	<b>265</b>	<b>268</b>	<b>276</b>	<b>228</b>	<b>312</b>	<b>394</b>
Child protection	145	175	178	134	177	271
Non-child protection	120	93	98	94	135	123
<b>Local management with central oversight</b>	<b>276</b>	<b>407</b> <sup>(c)</sup>	<b>622</b>	<b>232</b>	<b>284</b>	<b>651</b>
Child protection <sup>(d)</sup>	229	296	228	197	244	202
Non-child protection	47	111	394	35	40	449
<b>Totals</b>	<b>541</b>	<b>675</b>	<b>898</b>	<b>460</b>	<b>596</b>	<b>1045</b>

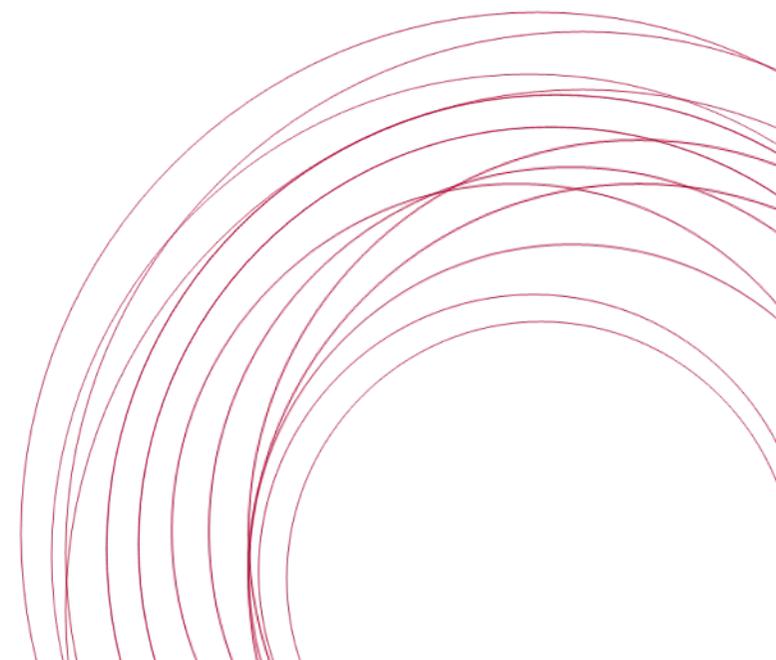
Source: *Standards and Integrity*

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

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

(c) In 2012–13 the Criminal History Screening policy was strengthened.

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



**Table 9: Misconduct allegations received by most common category <sup>(a)</sup> 2011–12 to 2013–14**

Category	Received		
	2011–12	2012–13	2013–14
<b>Central management</b>	<b>265</b>	<b>268</b>	<b>276</b>
Physical assault <sup>(b)</sup>	65	55	78
Inappropriate behaviour <sup>(c)</sup>	69	108	84
Fraud/theft	32	18	24
Other categories	99	87	90
<b>Local management with central oversight</b>	<b>276</b>	<b>407</b>	<b>622</b>
Physical assault	121	148	112
Inappropriate behaviour	112	148	115
Verbal abuse	4	1	1
Other categories	39	110 <sup>(d)</sup>	394
<b>Totals</b>	<b>541</b>	<b>675</b>	<b>898</b>

Source: *Standards and Integrity*

- (a) The categories are the same as those presented since the table's introduction in 2009–10 to enable analysis of trends over time.  
 (b) Covers a range of misconduct allegations involving physical contact from unlawful and/or excessive physical contact to minor-level touch with minimal contact.  
 (c) Covers a range of misconduct from allegations of inappropriate contact via social network sites to allegations of sexualised contact with students.  
 (d) In 2012–13 the Criminal History Screening policy was strengthened.

**Table 10: Suspension or redirection orders issued against staff 2011–12 to 2013–14 <sup>(a)</sup>**

	Redirected			Suspended without pay			Suspended with pay <sup>(b)</sup>		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Teaching staff	14	13	10	0	1	0	1	1	2
Non-teaching staff	5	3	5	0	1	1	1	0	0
<b>Totals</b>	<b>19</b>	<b>16</b>	<b>15</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

Source: *Standards and Integrity*

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

Esperance Primary School  
2013 Tournament of Minds  
Australasian Pacific Champion



“Leadership, problem solving and the ability to work as a team are all skills that our students demonstrated in this competition. They are also the skills they will use on a daily basis throughout their schooling and later in the workforce.”

**Karl Gurney, Language Literature  
Facilitator, Esperance Primary  
School**

## Agency performance

### Priority 4: A capable and responsive organisation

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

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

Resource allocations for schools in 2014 were adjusted to enable us to operate within the budget allocated by the State Government (see also [Financial statements](#)).

Although the overall budget increased, cost increases for items such as salaries, staff housing and the revised superannuation guarantee meant that greater budget efficiency was required than in previous years.

The majority of the budget continued to be provided to schools through staffing allocations (see also [Workforce](#)). Adjustments to the teaching formula were instituted so the number of teachers employed in 2013 was maintained in 2014, although student enrolments increased.

There was a reduction in the number of education assistants allocated by approximately 350 FTE. Central and regional office budgets were reduced,

particularly for consumables as was required across Government, and staffing was reduced by approximately 150 FTE.

In terms of cash allocations, \$155.4 million was distributed to schools in 2013 through the school grant compared with \$150.8 million in 2012; and \$214.7 million was provided to schools in 2013 through special purpose payments compared with \$217.0 million in 2012.

The Government also required all public sector agencies to reduce levels of leave liability. The vast majority of our outstanding leave is attributable to school-based staff with accrued entitlements of long service leave. We put in place a series of actions to reduce liability, including leave being managed in line with industrial instruments and requirements for staff with outstanding accrued entitlements to take their leave. As schools could not leave some positions unfilled, a levy was introduced in schools to meet some portion of our leave liability in the 2013–14 and 2014–15 State budgets.

In August 2013 the Government released a report on the review of our current resource allocation mechanism. The Department commissioned the review in 2010 and it was undertaken in 2010 and 2011 by The University of Melbourne under the leadership of Professor Richard Teese. Professor Teese found that the current mechanism was outdated and no longer able to be adapted. He recommended a new

school funding model based on the needs of students.

The review had included extensive consultation with, and input from, principals, who wanted more control over available resources so they could make the best decisions at the local level for their students.

Shortly after it released the report, the Government announced that a new student-centred funding model would be introduced in 2015. The model will be driven by the principles of greater fairness, responsiveness, flexibility and transparency. The Government also announced that all schools would operate with one-line budgets. To date, only Independent Public Schools operated with one-line budgets.

Considerable work was undertaken throughout the year to assess all current resourcing to schools (staffing and cash) and to develop the model's new and simplified funding lines. These lines were associated with funding for every student enrolled (the majority of funding to schools), as well as funding for school and student characteristics including location, Aboriginality, social disadvantage, disability and English proficiency.

Work was also undertaken to develop a new online system specifically for the funding model and one-line budgets. The system was developed and trialled in the first half of the year and included capacity for principals and business managers/registrars to operate

one-line budgets, plan and implement workforce requirements, determine cash allocations, monitor all expenditure and report on budget outcomes.

Consultation took place throughout the development phase of the new model, including with unions, principal associations and principals. The setting of the funding model and 2015 budgets for schools will be released in 2014–15.

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

Schools and teachers used results from classroom, State and national assessments to analyse the performance of their students and plan for improvement. Each school's annual report was published on [Schools Online](#) along with substantial information relating to the performance of the school. Information was also provided to the Australian Curriculum, Assessment and Reporting Authority for publication on its My School website.

In 2013, 74 reviews of Independent Public Schools were completed by the Department of Education Services. All 74 schools demonstrated that they had successfully completed their first three years as Independent Public Schools against the outcomes of the review. Common findings of the reviews included commendations and affirmations in the areas of pedagogy, curriculum efficacy, community engagement,

goal setting, self-assessment, leadership, governance and business planning. The Director General also provided feedback to Independent Public School principals and school board chairs on the findings of their reviews.

In 2013–14 our Expert Review Group conducted comprehensive reviews of 13 schools where performance was of concern. These reviews resulted in an average of 10 prescribed customised strategies to improve each school's performance.

Six follow-up reviews at six months, three follow-up reviews at nine months and 24 follow-up reviews at 24 months were completed to evaluate progress towards the improvement strategies and findings. Regional executive directors monitored integration by principals of the prescribed improvement strategies.

Performance enquiries were undertaken in eight schools where performance on a specific aspect of school performance was of concern. Reports were prepared for principals outlining the findings and detailing improvement recommendations. Regional executive directors supported schools to implement recommendations and monitor progress. Self-assessments of progress were prepared by each principal six months after receiving their reports. In addition, one performance enquiry was conducted of a school where performance was of a consistently high standard.

In 2014 a new process, called a performance study, was introduced to research and acknowledge exemplary practice at Independent Public Schools. One performance study was completed during the year.

In 2013–14, 233 audits were undertaken across schools, business systems and information systems to improve governance.

During 2013, 34 schools were involved in mandatory copyright surveys and we paid nearly \$6.5 million in copyright costs.

Our 2013 review of our instruments of delegation focused on aligning the delegation process and format more closely with our needs as a large, multi-divisional agency while ensuring strict adherence to relevant legislation.

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

Expenditure in our asset investment program for 2013–14 was \$569.5 million compared with \$501.3 million last year.

This included new schools that opened at the beginning of the 2014 school year in areas with expanding populations: Byford Secondary College (Stage 1), Hammond Park Primary School, John Butler Primary College, Treendale Primary School, Wandina Primary School and Yanchep

Beach Primary School. In addition Lakelands Primary School opened for students in Kindergarten and Pre-primary.

The final stage of Dalyellup College was completed for the beginning of the 2014 school year.

Early childhood annexes in South Landsdale and Smirk Road in Baldivis opened at the beginning of the 2014 school year and relieved accommodation pressure at Landsdale Primary School and Ashdale Primary School, and Settlers Primary School and Makybe Rise Primary School in Baldivis respectively.

Children and Family Centres funded through the Australian Government were completed at Roebourne, and at Middle Swan Primary School and Clayton View Primary School.

Redevelopment of Bullsbrook College was completed and work continued on the final stages of Applecross Senior High School's redevelopment.

Construction commenced on the first stage of Willetton Senior High School's redevelopment, the second stage of Halls Head Community College and new sports halls for Perth Modern School and Mindarie Senior College. Construction also commenced on four new primary schools in Golden Bay, Lakelands (Years 1 to 6 to complete the school), North Broome and Smirk Road in Baldivis; and the replacement of Mount Lawley Primary School. These

schools will be completed for the 2015 school year.

Construction was completed at two Child and Parent Centres in South Hedland and Carey Park (Bunbury). The remaining eight centres in the first phase of the initiative will be completed during 2014. Six centres announced in the 2013–14 State Budget were in the planning stages, with construction to commence later in 2014.

Capital works commenced to support the move of Year 7 to secondary settings. Of the 29 schools to receive capital works, six were completed and the remaining 23 were under construction to be completed for the 2015 school year.

To provide additional accommodation, works were completed at Wembley Primary School, and works were underway and due for completion later in 2014 at West Leederville Primary School and North Cottesloe Primary School.

With funding of \$20.5 million, upgrades to 21 district high schools commenced. In June 2014, 58 schools were announced to share in \$1 million of funding for new playgrounds and shade sails as part of a four-year \$5 million program that began in 2012–13.

Funding was also provided for administration upgrades, covered assembly areas, library resource centres, toilet upgrades and

replacements, and upgrades of science, and design and technology facilities.

Under the Royalties for Regions' Regional Schools Plan, works were completed at 10 schools, with the remaining three projects at Derby District High School, Northam Senior High School and Hedland Senior High School (Stage 3) due to be completed later in 2014.

By the end of the financial year, 32 trade training centres had been built, with a further three to be completed by early 2015. Preliminary planning started for another five centres.

A \$52 million program over four years to air-cool all schools across the State was announced by the Government in the 2011–12 State Budget. In 2013–14, 102 schools received installations.

Detailed information about major capital works is in [Tables 13 and 14](#).

The final round of grants through the National Solar Schools Program ended on 30 June 2013, with works scheduled to be finished by 30 September 2013. Delays and difficulties with connecting data collection storage and visualisation systems at a number of the schools meant works were not completed until 22 May 2014. Over four rounds of the program, schools received grants totalling \$17.9 million, of which \$15.3 million was used to install 3115 kilowatts of solar photovoltaic systems,

which generated direct savings to schools. Other work included retrofitting low energy lighting, solar water heating, wind-powered generators and rain water tanks.

At June 2014, 712 sites (including State Training Providers) were protected by electronic security systems, compared with 701 in June 2013. [Table 11](#) shows that at June 2014, there was a 16.1% decrease in security incidents reported to the Department compared to the same time last year. The cost of repairs and replacement decreased by approximately 90%, primarily due to sound security risk management practices and the previous year including the fire at Mount Lawley Primary School, which accounted for more than \$13 million.

During 2013 our staff, in association with technology partner Kinetic IT, won three State awards and were highly commended at the national level at the Customer Service Institute of Australia's annual service excellence awards.

We completed rolling out the Standard Operating Environment SOEv4 to schools participating in the National Secondary Schools Computer Fund. We also fast-tracked the rollout to Learning with ICT Schools to be completed by September 2014. To date, the new environment (including hardware, software and associated configurations) has been implemented in 385 schools.

There are now 330 schools using Short Message Service (SMS) software to facilitate communication with their school communities. Over the year, more than 3.6 million messages were sent by schools and 627 000 messages were received from parents.

Connect continued to be rolled out during the year and was available to all schools. During Term 1 of 2014, Connect usage doubled that of any previous term and continued to grow. Parent engagement through Connect also grew as more schools provided parents with access to Connect.

The Australian Curriculum Connect project delivered the technical framework to support integration of the Australian Curriculum with our teaching, learning and reporting systems. Teachers used Connect to search and discover online learning resources related to specific objectives for each year level and in every subject of the Australian Curriculum.

Table 11: Security incidents reported 2012–13 and 2013–14

	2012–13		2013–14
	At 30 June 2013	Revised at 30 June 2014 <sup>(a)</sup>	At 30 June 2014 <sup>(a)</sup>
Break-ins	1 746	1 859	1 442
Wilful damage	5 138	6 112	4 353
Arson	14	16	9
Other <sup>(b)</sup>	102	102	68
<b>Totals</b>	<b>7 000</b>	<b>8 089</b>	<b>5 872</b>

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

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

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

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

Schools developed partnerships with a range of corporate, non-government and government agencies.

Partnership arrangements with Gumala Aboriginal Corporation, BHP Billiton Iron Ore, Rio Tinto, Chevron Australia, Woodside Energy Ltd and Waardi Ltd continued during the year.

The Woodside Energy Ltd Education Initiative continued in 2013 at Karratha Senior High School and expanded to Roebourne District High School. It included initiatives to further the interests of students,

provide education programs at the schools and enhance the standing of the schools and their relationships with their communities. School staff worked with local Woodside staff in determining additional programs that were of most value to students.

Work with Gumala Aboriginal Corporation continued to give Aboriginal students access to an early learning program in the Pilbara. Gumala provided a reading and structured play program for young children and their parents/caregivers in the Wakathuni community. During the year this program was extended to Paraburdoo Primary School and Tambrey Primary School. Gumala also co-funded a reception and care program that

provided additional support for students at Tom Price Primary School.

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

Findings from the 2013 evaluation of the Independent Public Schools initiative informed further development of the initiative, specifically the new selection and development program that was introduced in 2014 for school communities wanting to become Independent Public Schools from 2015.

In 2013–14 we approved 111 applications to conduct research on our sites, including a number of substantial Australia-wide studies.

The findings of research projects were available to be considered by the Department and used to inform future operations.

Results of the annual survey of student intentions and satisfaction were used to meet system reporting requirements and provided schools with valuable planning and evaluation information. All students in their final year of school were given the opportunity to complete the post-school intentions and student satisfaction survey. Responses from more than 10 000 Year 12 students in 2013 are in [Table A18](#).

### High quality services to the Minister for Education and State Government

During 2013–14 we ensured responses to Ministerial correspondence, briefing requests, Parliamentary questions and Cabinet requests were accurate and provided in a timely manner. We identified issues and trends from correspondence, updated contentious issues and provided training to staff.

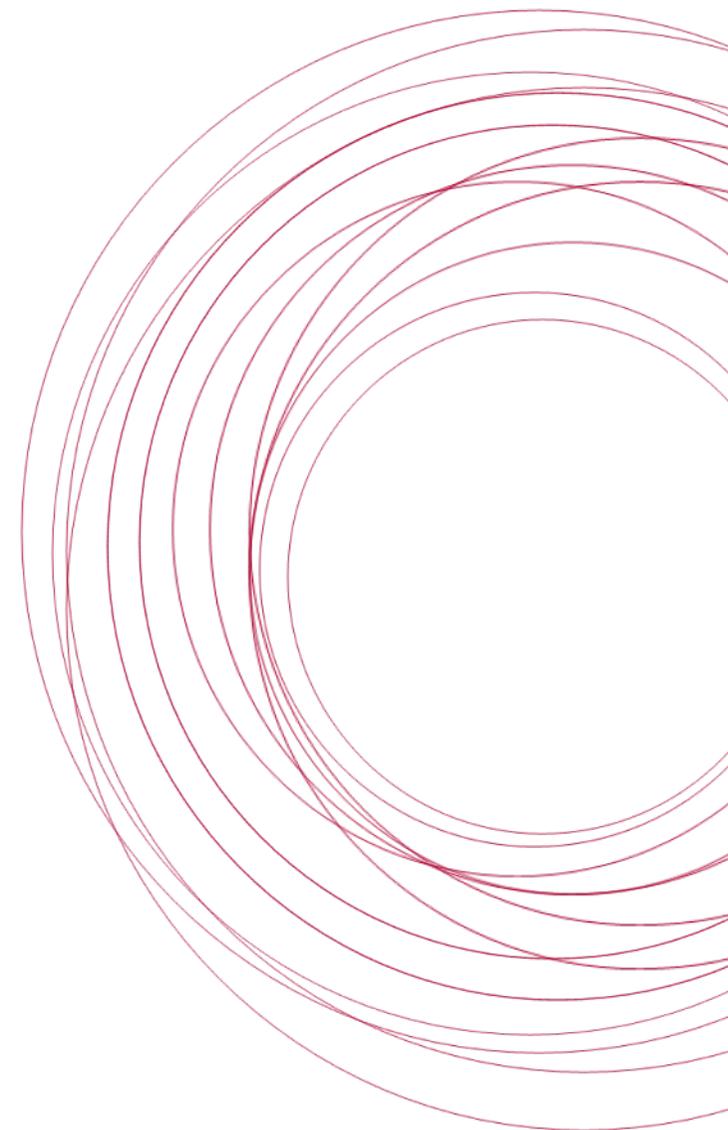
Further information is in Table 12.

**Table 12: Ministerial requests processed 2011–12 to 2013–14**

Type	2011–12	2012–13	2013–14
Letters	1 942	1 508	1 568
Briefing notes/advice	1 062	801	1 141
Answers to Parliamentary questions	357	165	572
Cabinet comments	38	35	42
Contentious issues reports <sup>(a)</sup>	9	5	7 <sup>(b)</sup>
<b>Totals</b>	<b>3 408</b>	<b>2 514 <sup>(c) (d)</sup></b>	<b>3 330 <sup>(d) (e)</sup></b>
Percentages processed on time	90	94	90

Source: Ministerial Services

- (a) Previously called Current issues reports.
- (b) On average, each report contained 47 individual briefings.
- (c) The caretaker period and subsequent time for the new Cabinet to be sworn in affected the number of requests. In addition, Parliamentary Estimates briefings were not required this financial year due to the budget not being handed down until 8 August 2013.
- (d) The figures for 2012–13 and 2013–14 are based on the total number of responses provided, not the number of requests received as in previous years. This means that the figures are not comparable with previous years.
- (e) As the budget was not handed down until 8 August 2013, two Parliamentary Estimates Hearings were conducted in the 2013–14 financial year, affecting the number of briefings prepared.



Roleystone Community College  
Best Commercial at the Smarter  
than Smoking Young Directors'  
Festival Gala Event



"Our anti-smoking commercial sent an important message that smoking can damage your life."

**Erin Hight, Student**

## Disclosures and legal compliance

### Pricing policies

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

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

The following were compulsory:

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

Further information is in our Contributions, Charges and Fees manual.

## Major capital works

Table 13: Completed major capital works <sup>(a)</sup> 2013–14

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2014 (\$'000)	Variation %	Reason for variation over 5% <sup>(c)</sup>
		Original budget (\$'000)	Revised budget <sup>(b)</sup> (\$'000)	Variation (\$'000)			
<b>New secondary schools</b>							
Byford Secondary College	2014	30 000	30 000	0	0	0.0	
<b>Sub-totals:</b>		<b>30 000</b>	<b>30 000</b>	<b>0</b>			
<b>Additional stages to secondary schools</b>							
Karratha Senior High School	2013	46 000	46 000	0		0.0	
<b>Sub-totals:</b>		<b>46 000</b>	<b>46 000</b>	<b>0</b>			
<b>Additions and improvements to secondary schools</b>							
Kalamunda Senior High School - Upgrade	2013	5 000	4 987	13		0.3	
<b>Sub-totals:</b>		<b>5 000</b>	<b>4 987</b>	<b>13</b>			
<b>Additions and improvements to district high schools</b>							
Bullsbrook College - Additions	2013	30 000	24 396	5 604		18.7	Lower tender result Budget reallocated to schools within the East Kimberley Development Package that were completed in prior years
Kununurra District High School - East Kimberley Development Package	2014	53 400	49 445	3 955		7.4	
<b>Sub-totals:</b>		<b>83 400</b>	<b>73 841</b>	<b>9 559</b>			
<b>New primary schools</b>							
Wandina Primary School	2014	8 000	10 833	(2 833)		(35.4)	Project scope increased
<b>Sub-totals:</b>		<b>8 000</b>	<b>10 833</b>	<b>(2 833)</b>			
<b>Trade training centres in schools (Australian Government)</b>							
Gascoyne Trade Training Centre (Carnarvon Community College and Exmouth District High School)	2014	3 682	4 184	(502)		(13.6)	Additional costs due to project delays
Hedland Senior High School (Pilbara Trade Training Centre)	2014	4 500	5 786	(1 286)		(28.6)	Original budget excludes BHP contribution
Newman Senior High School	2014	1 500	2 077	(577)		(38.5)	Original budget excludes BHP contribution
Western Australian College of Agriculture - Denmark	2013	2 978	2 391	587		19.7	Lower tender result
<b>Sub-totals:</b>		<b>12 660</b>	<b>14 438</b>	<b>(1 778)</b>			

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2014 (\$'000)	Variation %	Reason for variation over 5% (c)
		Original budget (\$'000)	Revised budget (b) (\$'000)	Variation (\$'000)			
<b>Royalties for Regions</b>							
Carnarvon Community College	2014	7 000	7 000	0		0.0	
Collie Senior High School	2013	3 000	3 244	(244)		(8.1)	Site issues
Katanning Senior High School	2013	2 000	2 093	(93)		(4.7)	
Narrogin Senior High School	2014	7 000	7 023	(23)		(0.3)	
Pinjarra Senior High School	2013	7 000	7 193	(193)		(2.8)	
<b>Sub-totals:</b>		<b>26 000</b>	<b>26 553</b>	<b>(553)</b>			
<b>Miscellaneous programs</b>							
Electronic whiteboards	2014	4 000	4 000	0		0.0	
Children and Family Centres	2014	27 500	27 500	0		0.0	
Land acquisition	2014	14 000	15 000	(1 000)		(7.1)	Purchase costs
Power supply upgrade	2014	500	285	215		43.0	Demand driven
Roof replacement	2014	20 000	45 596	(25 596)		(128.0)	Increased scope
Sewer connections	2014	600	462	138		23.0	Demand driven
Transportable classrooms	2014	3 000	10 923	(7 923)		(264.1)	Required to meet additional enrolments
<b>Sub-totals:</b>		<b>69 600</b>	<b>103 766</b>	<b>(34 166)</b>			
<b>Other schools facilities</b>							
Administration upgrade 2013–14	2014	500	3 300	(2 800)		(560.0)	Carry-forward of prior year programs
Canteens 2013–14	2014	200	239	(39)		(19.5)	Carry-forward of prior year programs
Central reserve schools 2013–14	2014	600	2 224	(1 624)		(270.7)	Carry-forward of prior year programs
Covered assembly areas 2013–14	2014	2 500	1 732	768		30.7	Program delivered in subsequent years
Early childhood program 2013–14	2014	1 500	1 000	500		33.3	Program delivered in subsequent years
Ground developments	2014	300	1 178	(878)		(292.7)	Carry-forward of prior year programs
Library resource centres 2013–14	2014	2 600	1 107	1 493		57.4	Program delivered in subsequent years
Remote community schools 2013–14	2014	1 421	98	1 323		93.1	Program delivered in subsequent years
Rural integration program 2013–14	2014	600	3 363	(2 763)		(460.5)	Carry-forward of prior year programs
Student services - Improvements 2013–14	2014	1 300	2 675	(1 375)		(105.8)	Carry-forward of prior year programs
Toilet replacement 2013–14	2014	1 600	798	802		50.1	Program delivered in subsequent years
<b>Sub-totals:</b>		<b>13 121</b>	<b>17 714</b>	<b>(4 593)</b>			
<b>Total completed works 2013–14:</b>		<b>293 781</b>	<b>328 132</b>	<b>(34 351)</b>			

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

(b) Where the final cost of works is known, the Actual cost is specified, otherwise the latest budgeted cost is given.

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

Table 14: Major capital works in progress <sup>(a)</sup> 2013–14

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2014 (\$'000)	Variation %	Reason for variation over 5% <sup>(c)</sup>
		Original budget (\$'000)	Revised budget <sup>(b)</sup> (\$'000)	Variation (\$'000)			
<b>New secondary schools</b>							
Joseph Banks Secondary College	2015	45 000	40 000	(5 000)	15 938	(11.1)	Lower tender result
Dalyellup College - Stage 2	2014	30 000	28 000	2 000	1 097	6.7	Lower tender result
Harrisdale Secondary College	2017	61 000	61 000	0	58 984	0.0	
Willetton Senior High School - Staged redevelopment	2017	42 980	42 980	0	31 309	0.0	
<b>Sub-totals:</b>		<b>178 980</b>	<b>171 980</b>	<b>(3 000)</b>	<b>107 328</b>		
<b>Additional stages to secondary schools</b>							
Baldivis Secondary College - Stage 2	2016	40 000	40 000	0	30 089	0.0	
Butler College - Stage 2	2016	35 000	35 000	0	24 416	0.0	
Byford Secondary College - Stage 2	2017	47 000	47 000	0	44 663	0.0	
Halls Head Community College - Stage 2	2016	30 000	30 000	0	21 950	0.0	
<b>Sub-totals:</b>		<b>152 000</b>	<b>152 000</b>	<b>0</b>	<b>121 118</b>		
<b>Additions and improvements to secondary schools</b>							
Applecross Senior High School - Upgrade	2015	56 000	56 000	0	16 556	0.0	
Carnarvon Community College - Amalgamation (Appropriated)	2014	1 800	1 800	0	375	0.0	
Duncraig Senior High School	2015	5 000	5 000	0	2 625	0.0	
Mindarie Senior College	2014	5 000	5 000	0	2 434	0.0	
Morley Senior High School - Upgrade of Science labs	2014	2 000	2 000	0	699	0.0	
Mount Lawley Senior High School	2014	2 000	2 000	0	604	0.0	
Perth Modern School	2015	2 300	2 300	0	1 692	0.0	
Relocation of Year 7 to secondary schools	2015	222 489	186 989	(35 500)	82 196	(16.0)	Budget reduced
Shenton College - Refurbishment	2015	4 000	4 000	0	1 994	0.0	
Secondary Science upgrades	2015	18 000	17 988	(12)	878	(0.1)	
<b>Sub-totals:</b>		<b>318 589</b>	<b>283 077</b>	<b>(35 512)</b>	<b>110 053</b>		
<b>Additional stages to district high schools</b>							
District high schools - Design and technology upgrades	2015	10 000	10 000	0	761	0.0	
District high schools - Upgrades to specialist facilities	2016	40 000	20 500	(19 500)	12 165	(48.8)	Revised scope - budget reduced
<b>Sub-totals:</b>		<b>50 000</b>	<b>30 500</b>	<b>(19 500)</b>	<b>12 926</b>		

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2014 (\$'000)	Variation %	Reason for variation over 5% <sup>(c)</sup>
		Original budget (\$'000)	Revised budget <sup>(b)</sup> (\$'000)	Variation (\$'000)			
<b>New primary schools</b>							
Alkimos (Trinity) Primary School	2015	14 000	14 000	0	13 711	0.0	
Baldivis (Rivergums) Primary School	2016	14 000	14 000	0	13 754	0.0	
Ellenbrook (Annie's Landing) Primary School	2016	14 000	14 000	0	13 705	0.0	
Golden Bay Primary School	2015	13 000	13 000	0	7 369	0.0	
Harrisdale Primary School	2016	14 000	14 000	0	13 584	0.0	
Lakelands Primary School	2015	13 000	13 000	0	4 601	0.0	
North Broome Primary School	2014	17 000	17 000	0	8 170	0.0	
North Butler Primary School (John Butler Primary College)	2015	26 700	29 000	2 300	1 214	8.6	Revised scope
Smirk Road Baldivis Primary School	2015	13 000	13 000	0	4 219	0.0	
Spring Hill Primary School	2015	10 000	14 088	4 088	3 241	40.9	Revised scope
Treendale Primary School	2014	15 500	14 000	1 500	1 962	9.7	Lower tender result
Yanchep Beach Primary School	2014	14 000	13 000	1 000	1 096	7.1	Lower tender result
<b>Sub-totals:</b>		<b>178 200</b>	<b>182 088</b>	<b>8 888</b>	<b>86 626</b>		
<b>Additions and improvements to primary schools</b>							
Beachlands Primary School	2015	1 800	1 800	0	710	0.0	
Child and Parent Centres	2015	10 900	10 900	0	2 796	0.0	
Maida Vale Primary School	2014	5 000	5 000	0	4 054	0.0	
Mount Hawthorn Primary School	2015	750	750	0	590	0.0	
North Cottesloe Primary School	2014	4 500	4 500	0	1 117	0.0	
Spencer Park Primary School	2015	2 500	2 500	0	1 055	0.0	
Wembley Primary School	2014	4 500	4 500	0	1 933	0.0	
West Leederville Primary School	2014	4 000	4 000	0	526	0.0	
West Morley Primary School	2014	2 200	2 200	0	876	0.0	
<b>Sub-totals:</b>		<b>36 150</b>	<b>36 150</b>	<b>0</b>	<b>13 657</b>		
<b>Trade training centres in schools (Australian Government)</b>							
Manea Senior College and Eaton Community College	2015	10 580	10 580	0	3 012	0.0	
Western Australian College of Agriculture - Cunderdin	2014	3 583	3 583	0	313	0.0	
Western Australian College of Agriculture - Morawa	2014	3 249	3 249	0	454	0.0	
<b>Sub-totals:</b>		<b>17 412</b>	<b>17 412</b>	<b>0</b>	<b>3 779</b>		

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2014 (\$'000)	Variation %	Reason for variation over 5% <sup>(c)</sup>
		Original budget (\$'000)	Revised budget <sup>(b)</sup> (\$'000)	Variation (\$'000)			
<b>Royalties for Regions</b>							
Broome Senior High School	2014	10 000	10 000	0	598	0.0	
Denmark Senior High School	2013	7 000	7 000	0	250	0.0	
Derby District High School	2014	15 000	15 000	0	1 535	0.0	
Esperance Primary School	2013	10 000	13 000	(3 000)	265	(30.0)	State funding required to complete project
Hedland Senior High School - Stage 3	2014	6 000	6 000	0	885	0.0	
Kalgoorlie - Boulder Community High School - Stage 1	2016	45 000	45 000	0	44 203	0.0	
Northam Senior High School	2014	10 000	10 000	0	2 811	0.0	
Relocation of Year 7 to secondary school	2015	42 643	42 643	0	15 163	0.0	
<b>Sub-totals:</b>		<b>145 643</b>	<b>148 643</b>	<b>(3 000)</b>	<b>65 710</b>		
<b>Miscellaneous programs</b>							
Air-cooling - Stage 2	2015	30 000	33 721	3 721	17 994	12.4	Reflects Stage 1 and Stage 2 additional costs
Concrete cancer remediation	2014	8 000	7 750	250	295	3.1	
Ember screen installation	2014	3 000	1 700	1 300	60	43.3	Competitive process
Infrastructure power upgrade	2015	27 000	19 660	(7 340)	2 479	(27.2)	Revised scope
Playground equipment and shade area program	2017	5 000	5 000	0	2 829	0.0	
School refurbishment program	2015	2 500	2 232	(268)	482	(10.7)	Revised scope – budget reduced
Universal access program	2015	22 883	25 222	2 339	2 738	10.2	Revised scope
<b>Sub-totals:</b>		<b>98 383</b>	<b>95 285</b>	<b>2</b>	<b>26 877</b>		
<b>Total works in progress 2013–14</b>		<b>1 175 357</b>	<b>1 117 135</b>	<b>(52 122)</b>	<b>548 075</b>		

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

(b) As at 30 June 2014.

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

Derby District High School  
2013 WA Outstanding School  
Initiative for Aboriginal Students



"The award gives school staff due recognition for the time and energy they have invested in our early childhood program. The consistency and quality of the approach have resulted in significant benefits and improvements for students and our community."

**Paul Bridge, Principal**

## Workforce

The Western Australian public sector annual reporting framework requires agencies to report on the number of staff, staffing policies, staff recruitment and development as well as industrial relations in this section – Disclosures and legal compliance.

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

During 2013–14, an average of 35 219 full-time equivalent (FTE) staff were employed. Of these, 59.2% were teachers, 29.0% were support staff, 6.8% were cleaners and gardeners, and 5.1% were administrative and clerical staff. School-based staff represented 96.6% of total FTE.

Further information is in Tables 15 to 20.

**Table 15: Staff <sup>(a)</sup> by category 2009–10 to 2013–14**

Category	2009–10 <sup>(b)</sup>	2010–11	2011–12	2012–13	2013–14
Administrative and clerical <sup>(c)</sup>	2 481	1 966	1 882	1 922	1 791
Teaching <sup>(d)</sup>	19 639	19 909	20 013	20 583	20 836
Support <sup>(e)</sup>	8 585	8 939	9 239	9 885	10 214
Cleaning and gardening	2 210	2 247	2 300	2 333	2 378
<b>Totals</b>	<b>32 916</b>	<b>33 061</b>	<b>33 434</b>	<b>34 723</b>	<b>35 219</b>

Source: *Financial Management and Resourcing*

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

**Table 16: Staff <sup>(a)</sup> by operational area and category 2013–14**

Operational area	Administrative and clerical <sup>(b)</sup>	Teaching <sup>(c)</sup>	Support <sup>(d)</sup>	Cleaning and gardening	Totals
Education and Training Shared Services Centre	227	–	–	–	227
Central strategic and corporate services	818	–	–	–	818
Regional education offices <sup>(e)</sup>	110	31	1	8	150
Schools <sup>(f)</sup>	636	20 805	10 213	2 370	34 024
<b>Totals</b>	<b>1 791</b>	<b>20 836</b>	<b>10 214</b>	<b>2 378</b>	<b>35 219</b>

Source: *Financial Management and Resourcing*

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

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

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

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

(f) See Table 17.

**Table 17: School-related staff <sup>(a)</sup> by type of school and category 2013–14**

Type of school	Administrative and clerical <sup>(b)</sup>	Teaching <sup>(c)</sup>	Support <sup>(d)</sup>	Cleaning and gardening	Totals
Community kindergarten	–	28	24	–	52
Pre-compulsory/primary	23	11 625	6 006	1 275	18 929
District high	11	1 212	570	174	1 967
Secondary	371	6 214	1 844	844	9 273
Education support	60	931	1 540	28	2 559
Other <sup>(e)</sup>	171	795	229	49	1 244
<b>Totals</b>	<b>636</b>	<b>20 805</b>	<b>10 213</b>	<b>2 370</b>	<b>34 024</b>

Source: *Financial Management and Resourcing*

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

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

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

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

**Table 18: Student-teacher ratios** <sup>(a)</sup> 2009–2013 <sup>(b)</sup>

Level of schooling	2009	2010	2011	2012	2013
Primary <sup>(c)</sup>	15.2	15.4	15.6	15.9	15.8
Secondary	11.7	11.2	11.4	11.7	12.0

Source: *Evaluation and Accountability*

(a) Ratios are based on full-time equivalent students and full-time equivalent teaching staff.

(b) These data are different from those reported in previous annual reports because the calculation methodology has been changed to align with national reporting through the National Schools Statistics Collection. The data are now the same as those reported by the Australian Bureau of Statistics in *Schools Australia* (Cat. no. 4221.0).

(c) Primary includes Pre-primary.

**Table 19: School-based teaching staff** <sup>(a)</sup> <sup>(b)</sup> <sup>(c)</sup> <sup>(d)</sup> by category and level of schooling 2013 <sup>(e)</sup>

Category	Kindergarten	Pre-primary	Years 1–7	Years 8–12	Education support	All
Principal	0	0	540	163	67	770
Deputy principal	0	0	812	311	45	1 168
Head of department/ program coordinator	0	0	6	803	0	809
Teacher <sup>(f)</sup>	440	1 510	8 141	4 898	502	15 491
Guidance/counselling	7	23	106	99	17	252
<b>Totals</b>	<b>447</b>	<b>1 533</b>	<b>9 605</b>	<b>6 274</b>	<b>631</b>	<b>18 490</b>

Source: *Evaluation and Accountability*

(a) Full-time equivalents rounded to the nearest whole number.

(b) Includes teachers (but not education assistants) at community kindergartens.

(c) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.

(d) In reporting Kindergarten and Pre-primary school-based teaching staff, staff have been apportioned to Kindergarten and Pre-primary on the basis of individual student numbers.

(e) Semester 2 student census.

(f) Includes education support teachers.

**Table 20: School-based teaching staff <sup>(a)</sup> <sup>(b)</sup> <sup>(c)</sup> by level of schooling and gender 2013 <sup>(d)</sup>**

Level of schooling	Female numbers	Female %	Male numbers	Male %	Total numbers
Kindergarten	436	97.5	11	2.5	447
Pre-Primary	1 484	96.7	50	3.3	1 534
Primary	7 695	80.1	1 909	19.9	9 604
Secondary	3 633	57.9	2 640	42.1	6 273
Education support	525	83.1	107	16.9	632
<b>Totals</b>	<b>13 773</b>	<b>74.5</b>	<b>4 717</b>	<b>25.5</b>	<b>18 490</b>

Source: *Evaluation and Accountability*

(a) Full-time equivalents rounded to the nearest whole number.

(b) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.

(c) Including staff at community kindergartens.

(d) Semester 2 student census.

## Governance disclosures and Ministerial directives

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

Treasurer's Instruction 903 requires the Department to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objectives, investment activities and financing activities. No such directives were issued by the Minister for Education during 2013–14.

Warnbro Community High School  
Education Support Centre  
2013 Rockingham Community  
and Volunteers Award



"Our partnership with Gracehaven Aged Care Facility allowed students to complete the Certificate II in Community Services as well as develop communication and employment skills. The weekly visits by students were a highlight for residents."

**Kim McCollum, Principal**

## Expenditure on advertising and market research

In accordance with s175ZE of the *Electoral Act 1907*, we incurred total expenditure in 2013–14 of \$0.6 million on media advertising organisations, advertising agencies and market research organisations (see Table 21). There was no expenditure on polling or direct mail organisations.

**Table 21: Expenditure on media advertising organisations and advertising agencies 2013–14**

Category	Provider	2013–14 \$
Media advertising organisations	AdCorp Australia Carat Australia Media (previously known as Mitchell Partners Australia)	
<b>Sub-total</b>		<b>261 087</b>
Advertising agencies <sup>(a)</sup>	Vinten Browning Rare creativethinking	
<b>Sub-total</b>		<b>310 742</b>
Market research organisations	Taylor Nelson Sofres Australia	
<b>Total</b>		<b>598 579</b>

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

(a) Provided full range of creative services.

## Compliance with public sector standards and ethical codes

Information required by the Western Australian public sector annual reporting framework on compliance with public sector standards and ethical codes is reported under:

- [Build a culture of high expectations, performance and standards of professional conduct and ethics.](#)

## Substantive equality

We continued to review all policies, practices and procedures against our Charter of Equality and Inclusion. This charter supported the policy sub-committee of Corporate Executive to ensure that policy managers had considered the access, participation and equity needs of all people when developing, reviewing and revising policies.

Established equality and inclusion guidelines ensured staff took into account the differing needs and values of all people when drafting policies.

## Disability access and inclusion plan outcomes

Our Disability Access and Inclusion Plan, as required under the *Disability Services Act 1993*, included strategies to ensure our services, facilities and information were accessible and inclusive. It covered the outcomes required under the Act and an additional outcome for improving learning outcomes for students with disability.

Access requirements were considered as part of usual processes when planning events. Attendees were asked to inform us of any specific access and equity requirements when responding to invitations and requirements were accommodated as appropriate. Facilities, resources and support were provided to ensure that all students accessed and participated in high quality education programs.

Our capital and minor works programs continued to provide buildings that met the needs of people with disability and responded to the emerging needs of our school communities.

Published material produced by us was available on request in appropriate alternative formats and videos used captioning. Work progressed to ensure that information provided on our websites was compliant with the State Government Website Accessibility Policy.

Our guidelines for equality and inclusion assisted staff, when drafting and reviewing policy, to consider the impact of policies on all people to ensure they promoted the inclusion and participation of people with disability.

We supported our staff with the knowledge and resources required to receive and respond to complaints from people with disability. This included making staff, school communities and contractors aware of our complaints process.

We ensured that public consultations organised by us complied with the State Government Access Guidelines for Information, Services and Facilities.

We continued to reduce the barriers to full participation that exist for potential and existing staff with disability. We reviewed, updated and provided support material for our equity and diversity policies and procedures to reinforce strategic leadership and management responsibility for modelling equity and diversity practice.

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

## Recordkeeping plans

### Efficiency and effectiveness of recordkeeping system

Our recordkeeping plan complied with the *State Records Act 2000*. Our plan was last reviewed in March 2012, which resulted in a number of initiatives being implemented.

We upgraded our electronic document records management system (TRIM) used by central and regional offices, making it possible for schools to use this system.

At 30 June 2014 there were 1588 staff using TRIM and 743 367 records were registered in 2013–14.

To improve recordkeeping efficiency, we continued to integrate TRIM with other business systems such as the Professional Learning Information System (PLIS).

A new unit was set up to manage student psychology records for school psychologists. It was formed in response to inquiries such as the Child Death Reviews and the *Investigation into ways that State government departments and authorities can prevent or reduce suicide by young people* by the Ombudsman Western Australia; and the Honourable Peter Blaxell's special inquiry report entitled *St Andrew's Hostel Katanning: how the system and society failed our children*.

During the year, we provided 1.8 million records of the Training Business Centre to the Department of Training and Workforce Development that took on responsibility for the centre.

Two audits on recordkeeping were completed; one focused on records management functions following the Public Sector Commission report entitled *Orchestrating lives: an evaluation of the early intervention conductive education trial at Carson Street School*, and the other on TRIM security following the demerger with the Department of Training and Workforce Development. All recommendations were implemented.

Six audits were completed to ensure business units complied with our recordkeeping plan. Results indicated our Records Management Framework was useful to staff and generally followed. However, we identified opportunities for improvement, particularly in the management of shared network drives.

The school archives collection program continued to manage school archival records centrally. Since it commenced in 2011, 120 schools established between 1874 and 1960 have provided school archives to be processed centrally.

During the year, 10 347 inactive files were transferred to off-site commercial storage and 1011 files were destroyed in accordance

with the approved records retention and disposal schedule. Following the release of *General Disposal Authority for State Government information* by the State Records Office, we implemented the necessary changes to TRIM, including adjusting record retention periods and updating all affected records.

### Recordkeeping training program

In 2013–14, 1264 staff completed records awareness training, 134 new TRIM users were trained, and 28 staff participated in advanced TRIM training. The online records awareness training was reviewed in February 2014 to ensure content was current.

Eleven records management workshops for school administrators were held, involving 124 staff, and 4443 requests for assistance were received and resolved by the Corporate Information Services Help Desk.

Six new TRIM workflows were implemented, bringing the total to 35 active workflows aimed at improving productivity and compliance. Workflow training was conducted for 100 staff in Personnel and Payroll.

Feedback forms gathered following all TRIM training sessions showed these were well received.

## Occupational safety, health and injury management

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

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

We consulted with stakeholders on the development of policies and guidelines relating to occupational safety and health, workers' compensation and injury management. To ensure there were opportunities for formal consultation on occupational safety and health issues between management and staff in the workplace, worksites were encouraged to elect safety and health representatives, and establish safety and health committees.

Occupational safety and health initiatives and programs were developed and implemented based on analysis of claims

data and trends and continuous improvement of operations; consultation with key stakeholders including RiskCover, WorkSafe and the State School Teachers' Union of Western Australia; and internal consultation and feedback from principals and line managers.

A review of the main mechanisms of workplace injuries showed that more than 50% were the result of body stressing and slips, trips and falls. Workers' compensation claims data were used to develop injury prevention packages and risk assessment checklists that focused on a systematic approach to managing occupational safety and health in the workplace.

Workers' compensation claims and injury management programs were provided for staff. The intranet was used to provide easy access to information and 19 safety bulletins were sent out to schools.

### Training

More than 90% of principals have completed occupational safety and health and injury management training, which was mandatory for all newly promoted principals in 2013–14.

Woodvale Secondary College  
2013 NAB Schools First Asia  
Ready Impact Award



"The college has made a significant contribution to the promotion of friendship, peace and cross-cultural awareness between the City of Joondalup and our sister city Jinan in China as part of our commitment to empower youth in the Asian Century."

**Troy Pickard, Mayor of the City of Joondalup**

To promote awareness of occupational safety and health, presentations, training and awareness sessions were held for principals, design and technology staff, registrars/business managers and educational assistants. Advice on injury prevention and risk management was provided through visits to 229 schools.

Mediation training was provided to 91 line managers to help them deal with conflict in the workplace, along with further facilitation and coaching services by the contracted training provider.

Seventy-six staff required to drive vehicles in remote locations were trained in defensive four-wheel driving and recovery.

Regional laboratory technicians visited 46 secondary schools to conduct safety audits; provide advice and support on safety issues in science, design and technology, and arts programs; and conduct training in safe working practices, managing hazardous substances, and emergency procedures.

During the year 111 newly-elected safety and health representatives undertook WorkSafe accredited training, and 25 safety and health representatives, who had been representatives for at least two years, attended refresher courses.

### Workers' compensation and injury management

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

All staff with workers' compensation claims who had at least three days off work were contacted to ensure they were advised of support available to assist with their recovery and return to work. In line with our plan to bring more vocational rehabilitation services in-house, each case was reviewed to determine the most relevant support required.

The lost time injury severity rate (see [Table 22](#)) decreased for the first time since 2007–08, dropping from 29.95 in 2012–13 to 23.46. Although the number of claims lodged did not change significantly, the number of lost time injuries and severe injuries (estimated 60 days or greater lost time) reduced.

All workers' compensation claims with a date of injury from 1 July 2013 were stored electronically on the Casemanager system.

Assistance was provided to more than 350 staff who experienced difficulties remaining at work or returning to work due to an injury, illness or disease unrelated to work.

The occupational physician service was re-tendered and awarded to Ability OPN in February 2014 for a two-year period. New guidance information for staff being referred for fitness-for-work assessments were developed in consultation with the unions.

The Employee Assistance Program contract was novated and replaced following the merger of the current service provider PrimeXL with Davidson Trahaire Corpsych. During the year, 3963 counselling sessions were provided to staff and their immediate families.

Policies on occupational safety and health, and workers' compensation and injury management were updated in consultation with stakeholders and ensured compliance with legislation and government policies.

The number of workers' compensation claims lodged in 2013–14 was 1586 (1604 in 2012–13). There were 111 claims for mental stress (128 claims in 2012–13), 424 claims for body stressing injuries (412 claims in 2012–13) and 429 claims for slips, trips and falls (507 claims in 2012–13).

**Table 22: Occupational safety and health performance indicators 2011–12, 2012–13 and 2013–14**

Indicator	2011–12	2012–13	2013–14	Target	2013–14 status
Number of fatalities	1	0	0	Zero (0)	Achieved
Lost time injury/disease incidence rate <sup>(a)</sup>	2.7	2.6	2.5	Zero (0) or 10% improvement on 2011–12 rate	Not achieved
Lost time injury severity rate <sup>(b)</sup>	29.32	29.95	23.46	Zero (0) or 10% improvement on 2011–12 rate	Achieved
% of injured workers returned to work within 13 and 26 weeks	76% within 13 weeks 83% within 26 weeks	77% within 13 weeks 84% within 26 weeks	77% within 13 weeks 86% within 26 weeks	Greater than or equal to 80% return to work within 26 weeks	Achieved
% of managers and supervisors trained in occupational safety, health and injury management responsibilities	90%	90%	90%	Greater than or equal to 80%	Achieved

Source: RiskCover and Department of Education

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

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



## Auditor General

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### **INDEPENDENT AUDITOR'S REPORT**

**To the Parliament of Western Australia**

**DEPARTMENT OF EDUCATION**

**Report on the Financial Statements**

I have audited the accounts and financial statements of the Department of Education.

The financial statements comprise the Statement of Financial Position as at 30 June 2014, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities by Service, and Summary of Consolidated Account Appropriations and Income Estimates for the year then ended, and Notes comprising a summary of significant accounting policies and other explanatory information.

#### *Director General's Responsibility for the Financial Statements*

The Director General is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the Treasurer's Instructions, and for such internal control as the Director General determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

### *Auditor's Responsibility*

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements based on my audit. The audit was conducted in accordance with Australian Auditing Standards. Those Standards require compliance with relevant ethical requirements relating to audit engagements and that the audit be planned and performed to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Department's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the appropriateness of the accounting policies used and the reasonableness of accounting estimates made by the Director General, as well as evaluating the overall presentation of the financial statements.

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

### ***Opinion***

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the financial position of the Department of Education at 30 June 2014 and its financial performance and cash flows for the year then ended. They are in accordance with Australian Accounting Standards and the Treasurer's Instructions.

### **Report on Controls**

I have audited the controls exercised by the Department of Education during the year ended 30 June 2014.

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

### *Director General's Responsibility for Controls*

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

### *Auditor's Responsibility*

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

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

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

### ***Opinion***

In my opinion, the controls exercised by the Department of Education are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2014.

### **Report on the Key Performance Indicators**

I have audited the key performance indicators of the Department of Education for the year ended 30 June 2014.

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

### *Director General's Responsibility for the Key Performance Indicators*

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

### *Auditor's Responsibility*

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

An audit involves performing procedures to obtain audit evidence about the key performance indicators. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments the auditor considers internal control relevant to the Director General's preparation and fair presentation of the

key performance indicators in order to design audit procedures that are appropriate in the circumstances. An audit also includes evaluating the relevance and appropriateness of the key performance indicators for measuring the extent of outcome achievement and service provision.

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

### **Opinion**

In my opinion, the key performance indicators of the Department of Education are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2014.

### **Independence**

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

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

This auditor's report relates to the financial statements and key performance indicators of the Department of Education for the year ended 30 June 2014 included on the Department's website. The Department's management is responsible for the integrity of the Department's website. This audit does not provide assurance on the integrity of the Department's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to refer to the hard copy of the audited financial statements and key performance indicators to confirm the information contained in this website version of the financial statements and key performance indicators.



COLIN MURPHY  
AUDITOR GENERAL  
FOR WESTERN AUSTRALIA  
Perth, Western Australia  
12 September 2014

West Beechboro Primary School  
Significant Improvement in  
2013 NAPLAN Results



"Our Year 3 students last year were some of our first students being taught phonics in the early years of their schooling. The fantastic improvements we are seeing now in their reading and spelling are a direct result of the change of teaching style."

**Ray Boyd, Principal**

## Key performance indicators

### 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 2014.

SHARYN O'NEILL  
DIRECTOR GENERAL  
(ACCOUNTABLE AUTHORITY)

11 September 2014

### Introduction

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

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

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

### Outcome

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

## Effectiveness indicators

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

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

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

The age participation rate gives an indication of the extent to which everyone is engaged in some form of education during the senior secondary period. Data are included from all forms of education, including public and

private schools, vocational education and training, and university, so that those not engaged in some form of education can be quantified.

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

Neither of these two indicators is perfect. There are no estimated resident population data that align with those turning 17 years old during the year (that is, aged 17.5 years at 30 June) and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

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

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

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

## 1. Rates of participation in education

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

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

The extent to which some form of education in the senior secondary years is taken up by 15 to 17-year-olds may be ascertained from the age participation rates in Table 23. Further data on the participation of 15 to 17-year-olds from 2009 to 2013 by gender are shown in Figure 4.

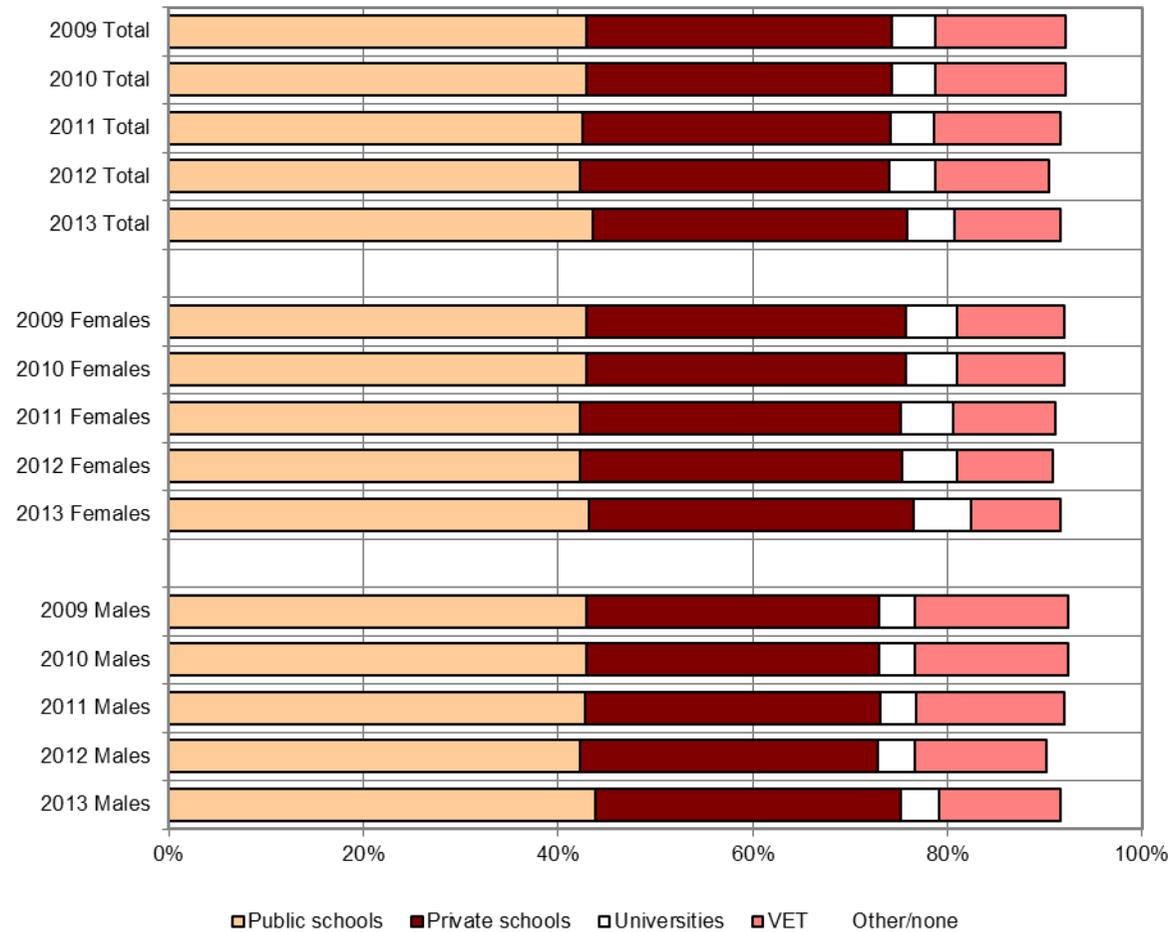
**Table 23: Participation rates of persons aged 15 to 17 years engaged in some form of education <sup>(a)</sup> <sup>(b)</sup> 2009–2013**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
92.5	92.2	91.6	90.5 <sup>(b)</sup>	91.7		92

Source: *Evaluation and Accountability*

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

Figure 4: Participation rates of persons aged 15 to 17 years engaged in some form of education <sup>(a)</sup> by gender 2009–2013



Source: Evaluation and Accountability

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

## 2. Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. Data for 2008 to 2013 are presented in Table 24, and Figure 5 shows the rate from 1993 to 2013.

The apparent retention rate does not account for net changes to the school population caused by interstate and overseas migration or students moving between school sectors. It is estimated that approximately 7% of the apparent retention rate increase from 2012 to 2013 reflected improved Year 8 to Year 12 retention, 80% was due to more students moving to public schools from private schools and registered training organisations, and about 13% was due to higher net overseas and interstate migration.

**Table 24: Apparent retention rates of public school students Year 8 to Year 12 <sup>(a) (b)</sup> 2009–2013**

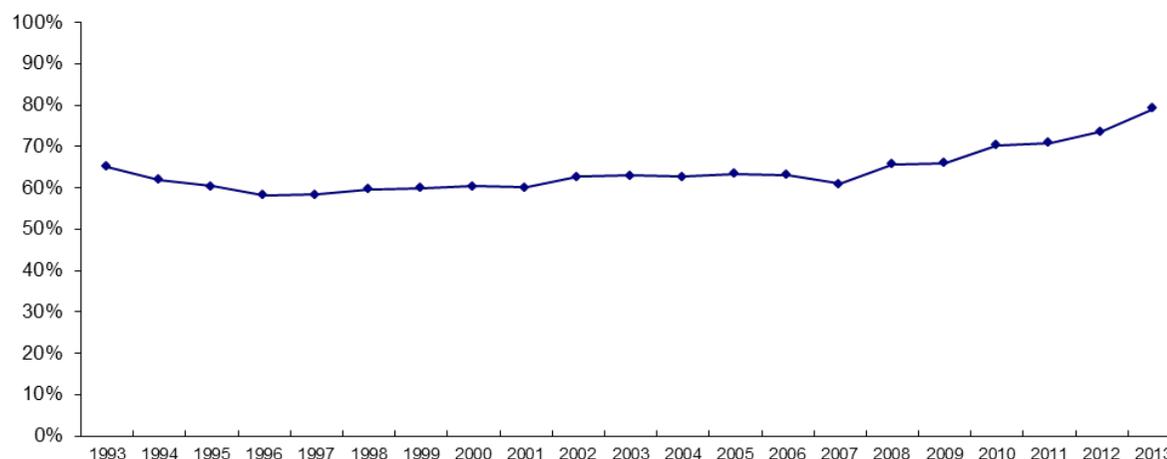
2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
66.0	70.3	70.9	73.6	79.3		74

Source: *Evaluation and Accountability*

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

(b) Semester 2 student census.

**Figure 5: Apparent retention rates of public school students Year 8 to Year 12 <sup>(a) (b)</sup> 1993–2013**



Source: *Evaluation and Accountability*

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

(b) Semester 2 student census.

### 3. Secondary graduation rates

To achieve secondary graduation, students must meet criteria established by the School Curriculum and Standards Authority. For 2013 students had to (i) complete at least 20 units of which at least 10 must be from Western Australian Certificate of Education (WACE) courses; (ii) achieve an average grade of C or better across the best 16 course units, of which at least eight must be completed in Year 12; (iii) meet English language competence requirements; and (iv) meet breadth of study requirements. Students who achieve these secondary graduation requirements receive the WACE.

The secondary graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for secondary graduation by Year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. The secondary graduation rate does not account for interstate and overseas migration, students moving between school sectors, or net changes to the school population. Data for 2009 to 2013 are presented in Table 25.

**Table 25: Secondary graduation rates of public school Year 12 students <sup>(a) (b)</sup> 2009–2013**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
54.9	61.1	62.4	65.0	70.5		65

Source: *Evaluation and Accountability* <sup>(c)</sup>

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

#### 4. Student achievement in literacy

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories by the Australian Curriculum, Assessment and Reporting Authority (ACARA). This program provides valuable information to parents on their children's achievements as well as useful information at school level and Australia-wide. Full cohorts of Year 3, 5, 7 and 9 students across the country undertake common tests in May. The national results for all years of NAPLAN testing since it commenced in 2008 are reported in [2013 National Assessment Program – literacy and numeracy](#), which includes national and state level data.

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

Information on the performance for Western Australian public school students from the NAPLAN program, including subgroup performance, is available in the [NAPLAN 2013 public schools report](#) and also in [Appendix 2](#) of this report.

**Table 26: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Reading and Writing 2009–2013 (NAPLAN)**

	2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
Reading	89.7	90.0	90.7 <sup>(a)</sup>	90.1	93.1		91
Narrative Writing	94.2	93.5					
Persuasive Writing			93.9 <sup>(b)</sup>	93.6	93.4		94

Source: *Evaluation and Accountability*

(a) Revised figure from that reported in the 2011–12 annual report.

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

**Table 27: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Reading and Writing 2009–2013 (NAPLAN)**

	2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
Reading	86.6	86.6	87.5	87.2	95.0		88
Narrative Writing	90.0	89.6					
Persuasive Writing			88.6 <sup>(a)</sup>	89.1	88.9		90

Source: *Evaluation and Accountability*

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

**Table 28: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Reading and Writing 2009–2013 (NAPLAN)**

	2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
Reading	89.6	92.2	92.8	91.2	91.4		93
Narrative Writing	88.8	89.7					
Persuasive Writing			88.8 <sup>(a)</sup>	88.1	86.8		89

Source: *Evaluation and Accountability*

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

**Table 29: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Reading and Writing 2009–2013 (NAPLAN)**

	2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
Reading	85.3	84.6	86.8	86.6	89.7		87
Narrative Writing	81.0	80.9					
Persuasive Writing			76.3 <sup>(a)</sup>	77.1	77.1		78

Source: *Evaluation and Accountability*

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

## 5. Student achievement in numeracy

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

Information on the performance for Western Australian public school students from the NAPLAN program, including subgroup performance, is available in the [NAPLAN 2013 public schools report](#) and in [Appendix 2](#) of this report.

**Table 30: Percentage of Western Australian public school Year 3 students achieving at or above the national minimum standard in Numeracy 2009–2013 (NAPLAN)**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
91.4	92.4	94.5	91.1	94.5		95

Source: *Evaluation and Accountability*

**Table 31: Percentage of Western Australian public school Year 5 students achieving at or above the national minimum standard in Numeracy 2009–2013 (NAPLAN)**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
91.3	90.5	92.1	89.8	91.2		92

Source: *Evaluation and Accountability*

**Table 32: Percentage of Western Australian public school Year 7 students achieving at or above the national minimum standard in Numeracy 2009–2013 (NAPLAN)**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
91.7	93.2	93.0	91.8	93.4		93

Source: *Evaluation and Accountability*

**Table 33: Percentage of Western Australian public school Year 9 students achieving at or above the national minimum standard in Numeracy 2009–2013 (NAPLAN)**

2009	2010	2011	2012	2013		Target in 2013–14 Budget Papers
90.4	88.6	88.4	90.0	87.2		90

Source: *Evaluation and Accountability*

## Efficiency indicators

**Service 1: Primary education**

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

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

**Service 2: Secondary education**

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

Efficiency indicator: Cost per student FTE

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

Efficiency is indicated by the total cost per student FTE of each service. Data for 2009–10 to 2013–14 are presented in Table 34.

**Table 34: Cost per full-time equivalent student by service in public school education <sup>(a)</sup> 2009–10 to 2013–14**

Service	2009–10 <sup>(b)</sup> \$	2010–11 \$	2011–12 \$	2012–13 \$	2013–14 \$	Target in 2013–14 Budget Papers \$
Primary education	13 444	13 280	13 920	14 141	14 465	14 782
Secondary education	17 213	18 410	19 056	19 175	19 440	19 946

Source: *Financial Management and Resourcing*

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

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

# Financial statements

## Certification of Financial Statements

### For the year ended 30 June 2014

The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2014 and the financial position as at 30 June 2014.

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



SHARYN O'NEILL  
DIRECTOR GENERAL  
(ACCOUNTABLE AUTHORITY)

11 September 2014



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

11 September 2014

## Statement of Comprehensive Income For the year ended 30 June 2014

	Note	2013–14 \$000	2012–13* \$000
<b>COST OF SERVICES</b>			
<b>Expenses</b>			
Employee benefits expense	7	3 225 014	3 075 893
Supplies and services	8	748 425	743 780
Depreciation and amortisation expense	9	257 733	215 574
Grants and subsidies	10	48 945	56 399
Finance costs	11	1 034	1 410
Other expenses	12	32 255	10 846
<b>Total cost of services</b>		<b>4 313 406</b>	<b>4 103 902</b>
<b>Income</b>			
<b>Revenue</b>			
User contributions, charges and fees	14	100 476	92 096
Other revenue	15	100 498	94 440
Australian Government grants and contributions	16	590 223	606 705
Interest revenue		8 891	9 853
<b>Total revenue</b>		<b>800 088</b>	<b>803 094</b>
<b>Total income other than income from State Government</b>		<b>800 088</b>	<b>803 094</b>
<b>NET COST OF SERVICES</b>			
		<b>3 513 318</b>	<b>3 300 808</b>
<b>Income from State Government</b>			
Service appropriation	17	3 614 332	3 483 638
Grants from State Government Agencies		7 154	9 230
Services received free of charge		18 555	26 327
Royalties for Regions Fund		15 200	12 396
<b>Total income from State Government</b>		<b>3 655 241</b>	<b>3 531 591</b>
<b>SURPLUS FOR THE PERIOD</b>			
		<b>141 923</b>	<b>230 783</b>
<b>OTHER COMPREHENSIVE INCOME</b>			
<b>Items not reclassified subsequently to profit or loss</b>			
Changes in asset revaluation surplus	35	825 720	202 718
<b>Total other comprehensive income</b>		<b>825 720</b>	<b>202 718</b>
<b>TOTAL COMPREHENSIVE INCOME FOR THE PERIOD</b>		<b>967 643</b>	<b>433 501</b>

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

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

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

## Statement of Financial Position

### As at 30 June 2014

	Note	2013–14	2012–13
		\$000	\$000
<b>ASSETS</b>			
<b>Current Assets</b>			
Cash and cash equivalents	18	604 521	437 798
Restricted cash and cash equivalents	19	56 746	135 906
Amounts receivable for services	20	19 144	19 144
Inventories	21	4 794	5 021
Receivables	22	34 557	39 133
Other assets	23	13 843	10 600
Land and Buildings held for distribution to owner	24	769	769
<b>Total Current Assets</b>		<b>734 374</b>	<b>648 371</b>
<b>Non-Current Assets</b>			
Restricted cash and cash equivalents	19	103 019	87 212
Amounts receivable for services	20	1 958 709	1 755 932
Property, plant and equipment	25	12 946 014	11 844 657
Leased plant and equipment	26	28 196	30 385
Intangible assets	29	4 323	10 352
<b>Total Non-Current Assets</b>		<b>15 040 261</b>	<b>13 728 538</b>
<b>TOTAL ASSETS</b>		<b>15 774 635</b>	<b>14 376 909</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Payables	31	131 069	119 667
Borrowings	32	14 671	14 358
Provisions	33	687 689	663 584
Other current liabilities	34	14 228	5 839
<b>Total Current Liabilities</b>		<b>847 657</b>	<b>803 448</b>
<b>Non-Current Liabilities</b>			
Borrowings	32	17 123	19 302
Provisions	33	170 678	160 280
<b>Total Non-Current Liabilities</b>		<b>187 801</b>	<b>179 582</b>
<b>TOTAL LIABILITIES</b>		<b>1 035 458</b>	<b>983 030</b>
<b>NET ASSETS</b>		<b>14 739 177</b>	<b>13 393 879</b>
<b>EQUITY</b>			
Contributed equity	35	3 394 220	3 016 565
Reserves		9 813 234	8 987 514
Accumulated surplus/(deficit)		1 531 723	1 389 800
<b>TOTAL EQUITY</b>		<b>14 739 177</b>	<b>13 393 879</b>

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

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

## Statement of Changes in Equity For the year ended 30 June 2014

	Note	Contributed Equity	Reserves	Accumulated Surplus	Total Equity
<b>Balance at 1 July 2012</b>	35	<b>2 758 636</b>	<b>8 784 796</b>	<b>1 159 017</b>	<b>12 702 449</b>
Surplus/(deficit)		-	-	230 783	230 783
Other comprehensive income		-	202 718	-	202 718
Total comprehensive income for the period		-	202 718	230 783	433 501
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		252 548	-	-	252 548
Transfer of net assets from other agencies		136	-	-	136
Other contributions by owners		30 978	-	-	30 978
Distributions to owners		(25 733)	-	-	(25 733)
Total		257 929	-	-	257 929
<b>Balance at 30 June 2013</b>		<b>3 016 565</b>	<b>8 987 514</b>	<b>1 389 800</b>	<b>13 393 879</b>
<b>Balance at 1 July 2013</b>		<b>3 016 565</b>	<b>8 987 514</b>	<b>1 389 800</b>	<b>13 393 879</b>
Surplus/(deficit)		-	-	141 923	141 923
Other comprehensive income	35	-	825 720	-	825 720
Total comprehensive income for the period		-	825 720	141 923	967 643
<u>Transactions with owners in their capacity as owners:</u>					
Capital appropriations		334 728	-	-	334 728
Transfer of net assets from other agencies		-	-	-	-
Other contributions by owners		68 313	-	-	68 313
Distributions to owners		(25 386)	-	-	(25 386)
Total		377 655	-	-	377 655
<b>Balance at 30 June 2014</b>		<b>3 394 220</b>	<b>9 813 234</b>	<b>1 531 723</b>	<b>14 739 177</b>

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 2014

	Note	2013–14	2012–13*
		\$000	\$000
<b>CASH FLOWS FROM STATE GOVERNMENT</b>			
Service appropriation		3 392 411	3 195 726
Capital contributions		334 728	244 582
Holding account drawdown		19 144	19 144
Non-retainable revenue distributed to owner		(1 687)	(9 004)
Grants and subsidies		5 672	20 430
Royalties for Regions Fund	17, 35	83 513	43 373
<b>Net cash provided by State Government</b>		<b>3 833 781</b>	<b>3 514 251</b>
<i>Utilised as follows:</i>			
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
<b>Payments</b>			
Employee benefits		(3 177 622)	(3 005 792)
Supplies and services		(737 674)	(728 903)
Grants and subsidies		(52 796)	(71 172)
Finance costs		(1 271)	(1 421)
GST payments on purchases		(94 784)	(89 955)
Other payments		(9 432)	( 98)
<b>Receipts</b>			
User contributions, charges and fees		100 561	91 403
Australian Government grants and contributions		593 642	603 943
Interest received		8 891	9 853
GST receipts on revenue		4 104	4 616
GST receipts from taxation authority		90 425	86 456
Other receipts		105 216	99 108
<b>Net cash provided by / (used in) operating activities</b>	36	<b>(3 170 740)</b>	<b>(3 001 962)</b>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
<b>Payments</b>			
Payments of non-current physical assets		(545 939)	(467 479)
<b>Receipts</b>			
Receipts from sale of non-current physical assets		1 347	9 363
<b>Net cash provided by / (used in) investing activities</b>		<b>(544 592)</b>	<b>(458 116)</b>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
<b>Payments</b>			
Payments of finance lease liabilities		(15 079)	(14 777)
<b>Net cash provided by / (used in) financing activities</b>		<b>(15 079)</b>	<b>(14 777)</b>
Net increase / (decrease) in cash and cash equivalents		103 370	39 396
Cash and cash equivalents at the beginning of the period		660 916	621 520
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	36	<b>764 286</b>	<b>660 916</b>

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

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

## Schedule of Income and Expenses by Service

### For the year ended 30 June 2014

	Primary Education		Secondary Education		Total	
	2013–14	2012–13*	2013–14	2012–13*	2013–14	2012–13*
	\$000	\$000	\$000	\$000	\$000	\$000
<b>COST OF SERVICES</b>						
<b>Expenses</b>						
Employee benefits expense	2 121 790	2 010 509	1 103 224	1 065 384	3 225 014	3 075 893
Supplies and services	442 198	440 519	306 227	303 261	748 425	743 780
Depreciation, amortisation and impairment expense	156 519	136 862	101 214	78 712	257 733	215 574
Grants and subsidies	30 306	23 665	18 639	32 734	48 945	56 399
Finance costs	663	934	371	476	1 034	1 410
Other expenses	19 882	5 803	12 373	5 043	32 255	10 846
<b>Total cost of services</b>	<b>2 771 358</b>	<b>2 618 292</b>	<b>1 542 048</b>	<b>1 485 610</b>	<b>4 313 406</b>	<b>4 103 902</b>
<b>Income</b>						
User contributions, charges and fees	37 321	33 154	63 155	58 942	100 476	92 096
Other revenue	57 834	56 594	42 664	37 846	100 498	94 440
Australian Government grants and contributions	394 675	389 438	195 548	217 267	590 223	606 705
Interest revenue	4 212	4 593	4 679	5 260	8 891	9 853
<b>Total income other than income from State Government</b>	<b>494 042</b>	<b>483 779</b>	<b>306 046</b>	<b>319 315</b>	<b>800 088</b>	<b>803 094</b>
<b>NET COST OF SERVICES</b>	<b>2 277 316</b>	<b>2 134 513</b>	<b>1 236 002</b>	<b>1 166 295</b>	<b>3 513 318</b>	<b>3 300 808</b>
<b>Income from State Government</b>						
Service appropriation	2 342 793	2 252 743	1 271 539	1 230 895	3 614 332	3 483 638
Grants from State Government Agencies	1 969	5 461	5 185	3 769	7 154	9 230
Services received free of charge	11 677	18 560	6 878	7 767	18 555	26 327
Royalties for Regions Fund	6 583	5 938	8 617	6 458	15 200	12 396
<b>Total income from State Government</b>	<b>2 363 022</b>	<b>2 282 702</b>	<b>1 292 219</b>	<b>1 248 889</b>	<b>3 655 241</b>	<b>3 531 591</b>
<b>SURPLUS FOR THE PERIOD</b>	<b>85 706</b>	<b>148 189</b>	<b>56 217</b>	<b>82 594</b>	<b>141 923</b>	<b>230 783</b>

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

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

## Schedule of Assets and Liabilities by Service As at 30 June 2014

	Primary Education		Secondary Education		Total	
	2013–14	2012–13	2013–14	2012–13	2013–14	2012–13
	\$000	\$000	\$000	\$000	\$000	\$000
<b>ASSETS</b>						
Current Assets	439 995	387 811	294 379	260 560	734 374	648 371
Non-Current Assets	8 504 590	8 283 064	6 535 671	5 445 474	15 040 261	13 728 538
<b>Total Assets</b>	<b>8 944 585</b>	<b>8 670 875</b>	<b>6 830 050</b>	<b>5 706 034</b>	<b>15 774 635</b>	<b>14 376 909</b>
<b>LIABILITIES</b>						
Current Liabilities	555 546	525 413	292 111	278 035	847 657	803 448
Non-Current Liabilities	124 869	118 676	62 932	60 906	187 801	179 582
<b>Total Liabilities</b>	<b>680 415</b>	<b>644 089</b>	<b>355 043</b>	<b>338 941</b>	<b>1 035 458</b>	<b>983 030</b>
<b>NET ASSETS</b>	<b>8 264 170</b>	<b>8 026 786</b>	<b>6 475 007</b>	<b>5 367 093</b>	<b>14 739 177</b>	<b>13 393 879</b>

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

## Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2014

	2013–14 Budget Estimate \$000	2013–14 Actual \$000	Variance \$000	2013–14 Actual \$000	2012–13 Actual \$000	Variance (\$'000)
<b>DELIVERY OF SERVICES</b>						
Item 26 Net amount appropriated to deliver services	3 599 176	3 613 213	14 037	3 613 213	3 482 900	130 313
Amount authorised by other statutes - <i>Salaries and Allowances Act 1975</i>	1 119	1 119	-	1 119	738	381
<b>Total appropriations provided to deliver services</b>	<b>3 600 295</b>	<b>3 614 332</b>	<b>14 037</b>	<b>3 614 332</b>	<b>3 483 638</b>	<b>130 694</b>
<b>CAPITAL</b>						
Item 123 Capital Contribution	288 685	334 728	46 043	334 728	244 582	90 146
<b>Total capital appropriations</b>	<b>288 685</b>	<b>334 728</b>	<b>46 043</b>	<b>334 728</b>	<b>244 582</b>	<b>90 146</b>
<b>GRAND TOTAL</b>	<b>3 888 980</b>	<b>3 949 060</b>	<b>60 080</b>	<b>3 949 060</b>	<b>3 728 220</b>	<b>220 840</b>
<b>DETAILS OF EXPENSES BY SERVICES</b>						
Primary education	2 808 257	2 771 358	(36 899)	2 771 358	2 618 292	153 066
Secondary education	1 569 599	1 542 048	(27 551)	1 542 048	1 485 610	56 438
<b>Total cost of services</b>	<b>4 377 856</b>	<b>4 313 406</b>	<b>(64 450)</b>	<b>4 313 406</b>	<b>4 103 902</b>	<b>209 504</b>
Less total income	775 033	800 088	25 055	800 088	803 094	(3 006)
<b>Net cost of services</b>	<b>3 602 823</b>	<b>3 513 318</b>	<b>(89 505)</b>	<b>3 513 318</b>	<b>3 300 808</b>	<b>212 510</b>
Adjustments	(2 528)	101 014	103 542	101 014	182 830	(81 816)
<b>Total appropriations provided to deliver services</b>	<b>3 600 295</b>	<b>3 614 332</b>	<b>14 037</b>	<b>3 614 332</b>	<b>3 483 638</b>	<b>130 694</b>
<b>CAPITAL EXPENDITURE</b>						
Purchase of non-current physical assets	581 785	563 562	(18 223)	563 562	504 567	58 995
Repayment of borrowings	15 220	15 079	(141)	15 079	14 777	302
Adjustments for other funding sources	(308 320)	(243 913)	64 407	(243 913)	(274 762)	30 849
<b>Capital appropriations</b>	<b>288 685</b>	<b>334 728</b>	<b>46 043</b>	<b>334 728</b>	<b>244 582</b>	<b>90 146</b>

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

Note 47 'Explanatory statement' provides details of any significant variations between estimates and actual results for 2013–14 and between the actual results for 2013–14 and 2012–13.

## Notes to the Financial Statements For the year ended 30 June 2014

### NOTE 1. AUSTRALIAN ACCOUNTING STANDARDS

#### General

The Department's financial statements for the year ended 30 June 2014 have been prepared in accordance with Australian Accounting Standards. The term 'Australian Accounting Standards' refers to Standards and Interpretations issued by the Australian Accounting Standards Board (AASB).

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

#### Early adoption of standards

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 1101 *Application of Australian Accounting Standards and Other Pronouncements*. There has been no early adoption of Australian Accounting Standards that have been issued or amended (but not operative) by the Department for the annual reporting period ended 30 June 2014.

### NOTE 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) General statement

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

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

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

#### (b) Basis of preparation

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

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

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

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

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

#### (c) Reporting entity

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

## Notes to the Financial Statements For the year ended 30 June 2014

### Mission

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

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

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

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

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

### Services

The Department provides the following services:

#### *Service 1: Primary Education*

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

#### *Service 2: Secondary Education*

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

### **(d) Contributed equity**

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

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

### **(e) Income**

#### Revenue recognition

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

#### *Sale of goods*

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

## Notes to the Financial Statements For the year ended 30 June 2014

### *Provision of services*

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

### *Interest*

Revenue is recognised as the interest accrues.

### *Student fees and charges*

Voluntary contributions are of a voluntary nature, revenue is recognised when contributions are received. Fees and charges are also recognised when received, however bi-annually outstanding debts are reported in aggregate.

### *Service appropriations*

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

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

### *Net Appropriation Determination*

The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2013–14 Budget Statements, the Department retained \$745.8 million in 2013–14 (\$778.5 million in 2012–13) from the following:

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

### *Grants, donations, gifts and other non-reciprocal contributions*

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

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

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

### Gains

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

## **(f) Property, plant and equipment**

### Capitalisation/expensing of assets

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

## Notes to the Financial Statements For the year ended 30 June 2014

### Initial recognition and measurement

Property, plant and equipment are initially recognised at cost.

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

### Subsequent measurement

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

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

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

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

The valuations of the Department's buildings, provided annually by 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 and judgements in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated economic life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market type assets and existing use assets.

See also notes 25, 27 and 35 for further information on revaluations.

### Derecognition

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

### Asset revaluation surplus

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

### Depreciation

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

## Notes to the Financial Statements For the year ended 30 June 2014

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

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

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

Land is not depreciated.

### **(g) Intangible assets**

#### Capitalisation/expensing of assets

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

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

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

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

#### Computer software

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

### **(h) Impairment of assets**

Property, plant and equipment and intangible assets are tested for any indication of impairment at the end of each reporting period. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered to be impaired and is written down to the recoverable amount and the impairment loss is recognised. Where an asset measured at cost is written down to recoverable amount, an impairment loss is recognised in profit

## Notes to the Financial Statements For the year ended 30 June 2014

or loss. Where a previously revalued asset is written down to recoverable amount, the loss is recognised as a revaluation decrement in other comprehensive income. As the Department is a not-for-profit entity, unless a specialised asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

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

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

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at the end of each reporting period (see note 30 'Impairment of Assets'; refer to note 2(p) 'Receivables' and note 22 'Receivables' for impairment of receivables).

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

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

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

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

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

### **(j) Leases**

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

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

## Notes to the Financial Statements For the year ended 30 June 2014

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

### (k) Financial instruments

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

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

Financial instruments have been disaggregated into the following classes:

#### Financial Assets

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

#### Financial Liabilities

- Payables
- Finance lease liabilities
- Other liabilities

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

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

### (l) Cash and cash equivalents

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

### (m) Accrued salaries

Accrued salaries (see note 31 'Payables') represent the amount due to staff but unpaid at the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to its fair value.

### (n) Amounts receivable for services (holding account)

The Department receives income from the State Government partly in cash and partly as an asset (holding account receivable). The holding account receivable balance, resulting from service appropriation funding, is accessible on the emergence of the cash funding requirement to cover leave entitlements and asset replacement (see note 17 'Income from State Government' and note 20 'Amounts receivable for services').

## Notes to the Financial Statements For the year ended 30 June 2014

### (o) Inventories

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

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

### (p) Receivables

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

### (q) Payables

Payables are recognised at the amounts payable when the Department becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent at fair value, as settlement is generally within 30 days (see note 2(k) 'Financial Instruments' and note 31 'Payables').

### (r) Provisions

Provisions are liabilities of uncertain timing or amount and are recognised where there is a present legal or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at the end of each reporting period (see note 33 'Provisions').

#### (i) Provisions – employee benefits

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

##### *Annual leave*

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

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

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

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

##### *Entitlement to payment during student vacation*

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

## Notes to the Financial Statements For the year ended 30 June 2014

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

### *Long service leave*

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

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

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

### *Deferred leave*

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

### *Remote Teaching Service leave*

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

### *Superannuation*

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

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

## Notes to the Financial Statements For the year ended 30 June 2014

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

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

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

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

### (ii) Provisions – other *Employment on-costs*

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

### **(s) Superannuation expense**

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

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

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

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

### **(u) Comparative figures**

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

### **(v) Amalgamation of accounts**

Financial information from 818 educational sites including 799 schools has been amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances have been eliminated.

### **(w) Borrowing costs**

Borrowing costs are expensed when incurred.

## Notes to the Financial Statements For the year ended 30 June 2014

### NOTE 3. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

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

#### **Operating lease commitments**

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

### NOTE 4. KEY SOURCES OF ESTIMATION UNCERTAINTY

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

#### **Impairment of intangible assets with indefinite useful lives**

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

#### **Provisions**

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

## Notes to the Financial Statements For the year ended 30 June 2014

### NOTE 5. RESTATEMENT OF COMPARATIVES

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

	30-Jun 2013	Increase/ (Decrease)	30-Jun 2013 (Restated)
	\$'000	\$'000	\$'000
<b>Statement of Comprehensive Income (extract)</b>			
Employee benefits expense	3 075 893	-	3 075 893
Supplies and services	743 780	-	743 780
Depreciation and amortisation expense	215 574	-	215 574
Grants and subsidies	56 512	( 113)	56 399
Finance costs	1 410	-	1 410
Other expenses	10 733	113	10 846
<b>Total cost of services</b>	<b>4 103 902</b>	<b>-</b>	<b>4 103 902</b>
<b>NET COST OF SERVICES</b>	<b>3 300 808</b>	<b>-</b>	<b>3 300 808</b>
<b>SURPLUS FOR THE PERIOD</b>	<b>230 783</b>	<b>-</b>	<b>230 783</b>

The change related to the reclassification of refund of revenue, from Grants and Subsidies, to Other expenses.

### Note 33. Provisions (extract)

#### Current

#### Employee Benefits Provision

Annual leave	208 737	(181 463)	27 274
Entitlement to payment during student vacation	-	181 463	181 463
Long service leave	417 507	-	417 507
Deferred salary scheme	19 468	-	19 468
Remote teaching service	8 328	-	8 328
<b>Total employee benefits provisions</b>	<b>654 040</b>	<b>-</b>	<b>654 040</b>
<b>Total provisions</b>	<b>823 864</b>	<b>-</b>	<b>823 864</b>

The change relates to entitlement to payment during student vacation now being separately disclosed from annual leave.

### Statement of Cash Flows (extract)

#### CASH FLOWS FROM OPERATING ACTIVITIES

#### Payments

Employee benefits	(3 005 792)	-	(3 005 792)
Supplies and services	(728 903)	-	(728 903)
Grants and subsidies	(71 270)	98	(71 172)
Finance costs	(1 421)	-	(1 421)
GST payments on purchases	(89 955)	-	(89 955)
Other payments	-	( 98)	( 98)

#### Receipts

User contributions, charges and fees	91 403	-	91 403
Australian Government grants and contributions	603 943	-	603 943
Interest received	9 853	-	9 853
GST receipts on revenue	4 616	-	4 616
GST receipts from taxation authority	86 456	-	86 456
Other receipts	99 108	-	99 108
<b>Net cash provided by / (used in) operating activities</b>	<b>(3 001 962)</b>	<b>-</b>	<b>(3 001 962)</b>
Net increase / (decrease) in cash and cash equivalents	39 396	-	39 396
Cash and cash equivalents at the beginning of the period	621 520	-	621 520
<b>CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD</b>	<b>660 916</b>	<b>-</b>	<b>660 916</b>

The change related to the reclassification of refund of revenue, from Grants and Subsidies, to Other expenses.

## Notes to the Financial Statements For the year ended 30 June 2014

### 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 2013 that impacted on the Department.

AASB 13	<i>Fair Value Measurement</i>
	This Standard defines fair value, sets out a framework for measuring fair value and requires additional disclosures for fair value measurements for non-financial assets and liabilities. There is no financial impact.
AASB 119	<i>Employee Benefits</i>
	This Standard supersedes AASB 119 (October 2010), making changes to the recognition, presentation and disclosure requirements.
	The Department assessed employee leave patterns to determine whether annual leave is a short-term or other long-term employee benefit. The resultant discounting of annual leave liabilities that were previously measured at the undiscounted amounts is not material.
AASB 1048	<i>Interpretation of Standards</i>
	This Standard supersedes AASB 1048 (June 2012), enabling references to the Interpretations in all other Standards to be updated by reissuing the service Standard. There is no financial impact.
AASB 2011-8	<i>Amendments to Australian Accounting Standards arising from AASB 13 [AASB 1, 2, 3, 4, 5, 7, 9, 2009-11, 2010-7, 101, 102, 108, 110, 116, 117, 118, 119, 120, 121, 128, 131, 132, 133, 134, 136, 138, 139, 140, 141, 1004, 1023 &amp; 1038 and Int 2, 4, 12, 13, 14, 17, 19, 131 &amp; 132]</i>
	This Standard replaces the existing definition and fair value guidance in other Australian Accounting Standards and Interpretations as the result of issuing AASB 13 in September 2011. There is no financial impact.
AASB 2011-10	<i>Amendments to Australian Accounting Standards arising from AASB 119 (September 2011) [AASB 1, 8, 101, 124, 134, 1049 &amp; 2011-8 and Int 14]</i>
	This Standard makes amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 119 in September 2011. The resultant discounting of annual leave liabilities that were previously measured at the undiscounted amounts is not material.
AASB 2012-2	<i>Amendments to Australian Accounting Standards – Disclosures – Offsetting Financial Assets and Financial Liabilities [AASB 7 &amp; 132]</i>
	This Standard amends the required disclosures in AASB 7 to include information that will enable users of an entity's financial statements to evaluate the effect or potential effect of netting arrangements, including rights of set-off associated with the entity's recognised financial assets and recognised financial liabilities, on the entity's financial position. There is no financial impact.
AASB 2012-5	<i>Amendments to Australian Accounting Standards arising from Annual Improvements 2009-11 Cycle [AASB 1, 101, 116, 132 &amp; 134 and Int 2]</i>
	This Standard makes amendments to the Australian Accounting Standards and Interpretations as a consequence of the annual improvements process. There is no financial impact.

## Notes to the Financial Statements For the year ended 30 June 2014

AASB 2012-6	<i>Amendments to Australian Accounting Standards – Mandatory Effective Date of AASB 9 and Transition Disclosures [AASB 9, 2009-11, 2010-7, 2011-7 &amp; 2011-8]</i>
	This Standard amends the mandatory effective date of AASB 9 Financial Instruments to 1 January 2015 (instead of 1 January 2013). Further amendments are also made to numerous consequential amendments arising from AASB 9 that will now apply from 1 January 2015. There is no financial impact.
AASB 2012-9	<i>Amendment to AASB 1048 arising from the Withdrawal of Australian Int 1039</i>
	The withdrawal of Int 1039 Substantive Enactment of Major Tax Bills in Australia has no financial impact for the Department during the reporting period and at balance date. Measurement of tax assets and liabilities continues to be measured in accordance with enacted or substantively enacted tax law pursuant to AASB 112.46-47.
AASB 2012-10	<i>Amendments to Australian Accounting Standards – Transition Guidance and Other Amendments [AASB 1, 5, 7, 8, 10, 11, 12, 13, 101, 102, 108, 112, 118, 119, 127, 128, 132, 133, 134, 137, 1023, 1038, 1039, 1049 &amp; 2011-7 and Int 12]</i>
	The Standard introduces a number of editorial alterations and amends the mandatory application date of Standards for not-for-profit entities accounting for interests in other entities. There is no financial impact.
AASB 2013-9	<i>Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments.</i>
	Part A of this omnibus Standard makes amendments to other Standards arising from revisions to the Australian Accounting Conceptual Framework for periods ending on or after 20 December 2013. Other Parts of this Standard become operative in later periods. There is no financial impact for Part A of the Standard.

### Voluntary change in accounting policy

The Department has made a voluntary change to its Building revaluation policy effective 1 July 2013, it is not a retrospective change. The Buildings were revalued as at 1 July 2013 and the Department now reflects the fair value as at 1 July 2013. In 2012–13 the Buildings were revalued as at 1 July 2012 and the fair value was reflected as at 30 June 2013. The impact of this accounting policy change is an increase in Building depreciation expense of approximately \$21.2m for 2013–14. This change in accounting policy excludes transportable buildings. As consistent with prior years the transportable buildings were revalued at 1 July 2013 and fair value was reflected at 30 June 2014.

### Future impact of Australian Accounting Standards not yet operative

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

		<b>Operative for reporting periods beginning on/after</b>
AASB 9	<i>Financial Instruments</i>	1 Jan 2017
	This Standard supersedes AASB 139 <i>Financial Instruments: Recognition and Measurement</i> , introducing a number of changes to accounting treatments.	
	The mandatory application date of this Standard was amended to 1 January 2017. The Department has not yet determined the application or the potential impact of the Standard.	

**Notes to the Financial Statements  
For the year ended 30 June 2014**

**Financial statements**

AASB 1031	<i>Materiality</i>	1 Jan 2014
	This Standard is an interim standard cross-referencing definitions of 'materiality' in other Standards and will remain operative until references to AASB 1031 are removed from other Standards. There is no financial impact.	
AASB 2009-11	<i>Amendments to Australian Accounting Standards arising from AASB 9 [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 121, 127, 128, 131, 132, 136, 139, 1023 &amp; 1038 and Int 10 &amp; 12]</i>	1 Jan 2015
	[modified by AASB 2010-7]	
AASB 2010-7	<i>Amendments to Australian Accounting Standards arising from AASB 9 (December 2010) [AASB 1, 3, 4, 5, 7, 101, 102, 108, 112, 118, 120, 121, 127, 128, 131, 132, 136, 137, 139, 1023 &amp; 1038 and Int 2, 5, 10, 12, 19 &amp; 127]</i>	1 Jan 2015
	This Standard makes consequential amendments to other Australian Accounting Standards and Interpretations as a result of issuing AASB 9 in December 2010. The Department has not yet determined the application or the potential impact of the Standard.	
AASB 2013-9	<i>Amendments to Australian Accounting Standards – Conceptual Framework, Materiality and Financial Instruments.</i>	1 Jan 2014 1 Jan 2017
	This omnibus Standard makes amendments to other Standards arising from the deletion of references to AASB 1031 in other Standards for periods beginning on or after 1 January 2014 (Part B), and, defers the application of AASB 9 to 1 January 2017 (Part C). The Department has not yet determined the application or the potential impact of AASB 9, otherwise there is no financial impact for Part B.	
AASB 2014-1	<i>Amendments to Australian Accounting Standards</i>	1 Jan 2014 1 Jan 2015 1 Jan 2016 1 Jan 2018
	The Department has not yet determined the application or potential impact of the Standard.	

# Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

## 7. EMPLOYEE BENEFITS EXPENSE

Salaries and allowances <sup>(a)</sup>	2 851 977	2 718 031
Superannuation <sup>(b)</sup>	285 276	271 938
Other employee-related expense <sup>(c)</sup>	87 761	85 924
	<u>3 225 014</u>	<u>3 075 893</u>

(a) Includes:

- (i) the value of leave entitlements; and
- (ii) Voluntary severance expenditure: \$11.96m 2013–14 and Nil 2012–13.

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

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

Employment on-costs expenses, such as workers' compensation insurance, are included in note 8 'Supplies and Services'.

Employment on-costs liability is included at note 33 'Provisions'.

## 8. SUPPLIES AND SERVICES

Communication services	26 811	28 223
Consumables	2 005	2 826
Consumables - utilities	69 661	64 867
Equipment purchases (\$4999 and below)	6 569	5 533
Insurance	75 582	80 343
Minor works	40 335	34 479
Repairs and maintenance	94 453	95 292
Services and contracts	103 228	116 666
Services and contracts - property	35 742	35 892
Staff-related expense	3 782	3 264
Travel	5 792	7 001
Other - schools	283 203	268 041
Other	1 262	1 353
	<u>748 425</u>	<u>743 780</u>

## Notes to the Financial Statements

	2013–14	2012–13*
	\$000	\$000
<b>9. DEPRECIATION AND AMORTISATION EXPENSE</b>		
<u>Depreciation</u>		
Buildings	208 676	173 249
Plant and equipment	7 047	6 809
Motor vehicles	582	549
Buses	1 712	1 750
Computers	3 276	3 408
Communication equipment	942	902
Office equipment	3 411	3 419
Library Collections	9 297	9 268
Miscellaneous	581	571
Leased plant and equipment	24	28
Leased office equipment	15 184	14 929
Leased motor vehicles	142	136
Leased buses	77	78
<b>Total depreciation</b>	<b>250 951</b>	<b>215 096</b>
<u>Amortisation</u>		
Intangible assets	6 782	478
<b>Total amortisation</b>	<b>6 782</b>	<b>478</b>
<b>Total depreciation and amortisation</b>	<b>257 733</b>	<b>215 574</b>
<b>10. GRANTS AND SUBSIDIES *</b>		
<u>Recurrent</u>		
Parents from Government schools	933	1 110
Non-government schools and other organisations	48 012	55 289
	<b>48 945</b>	<b>56 399</b>
<u>Capital</u>		
Completed works on Australian Government buildings	-	-
	<b>48 945</b>	<b>56 399</b>
<b>Total grants and subsidies</b>	<b>48 945</b>	<b>56 399</b>
<b>11. FINANCE COSTS</b>		
Finance lease - finance charges	1 034	1 410
<b>Finance costs expensed</b>	<b>1 034</b>	<b>1 410</b>
<b>12. OTHER EXPENSES *</b>		
Loss on disposal of non-current assets <sup>(a)</sup>	14 667	3 401
Loss from fires	515	7 316
Refund of prior period revenue	15 597	113
Other expenses	1 476	16
	<b>32 255</b>	<b>10 846</b>

(a) Please refer to Note 13 for detailed breakdown.

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

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<b>13. LOSS ON DISPOSAL OF NON-CURRENT ASSETS</b>		
<u>Costs of Disposal of Non-Current Assets</u>		
Land (Freehold)	-	10 925
Buildings	11 372	144
Plant and equipment	1 103	1 450
Motor vehicles	3	12
Buses	743	218
Computers	548	403
Communication equipment	265	62
Office equipment	626	588
Library collections	90	73
Intangible Assets	1	5
Miscellaneous assets	190	99
	<b>14 941</b>	<b>13 979</b>
<u>Proceeds from Disposal of Non-Current Assets</u>		
Land (Freehold)	-	10 164
Plant and equipment	45	9
Motor vehicles	10	87
Buses	203	271
Computers	6	5
Communication equipment	-	23
Office equipment	10	-
Intangible Assets	-	1
Miscellaneous assets	-	18
	<b>274</b>	<b>10 578</b>
<b>Net loss<sup>(a)</sup></b>	<b>14 667</b>	<b>3 401</b>
(a) Refer to Note 12.		
<b>14. USER CONTRIBUTIONS, CHARGES AND FEES</b>		
<u>Schools</u>		
Contributions, charges and fees	93 031	84 612
	<b>93 031</b>	<b>84 612</b>
<u>Central Office</u>		
Agricultural schools fees	3 470	3 296
Other charges and fees	3 975	4 188
	<b>7 445</b>	<b>7 484</b>
<b>Total user contributions, charges and fees</b>	<b>100 476</b>	<b>92 096</b>
<b>15. OTHER REVENUE</b>		
<u>Schools</u>		
Bookshops and canteens	6 229	6 728
Donations to schools	17 704	17 387
Hire of facilities	6 087	4 946
Other revenue	19 034	14 414
<b>Total other revenue - Schools</b>	<b>49 054</b>	<b>43 475</b>

## Notes to the Financial Statements

	2013-14	2012-13
	\$000	\$000
<u>Central Office</u>		
<u>Capital grants and contributions</u>		
Development grant	-	1 137
Developer contributions - land	11 958	11 748
Other Revenue - Capital	274	-
	<b>12 232</b>	<b>12 885</b>
<u>Other</u>		
Recoveries and refunds	7 655	9 547
Sale of goods and services	26 263	23 983
Other miscellaneous revenue	5 294	4 550
	<b>39 212</b>	<b>38 080</b>
<b>Total other revenue - Central office</b>	<b>51 444</b>	<b>50 965</b>
<b>Total other revenue</b>	<b>100 498</b>	<b>94 440</b>
<b>16. AUSTRALIAN GOVERNMENT GRANTS AND CONTRIBUTIONS</b>		
<u>Central Office</u>		
Australian Government grants - recurrent	538 279	516 400
Australian Government grants - capital	48 795	86 810
	<b>587 074</b>	<b>603 210</b>
<u>Schools</u>		
Australian Government grants - recurrent	3 149	3 495
	<b>3 149</b>	<b>3 495</b>
<b>Total Australian Government grants and contributions</b>	<b>590 223</b>	<b>606 705</b>
<b>Undischarged grants</b>		
The Department of Education receives Australian Government grants on the condition that the money shall be expended in a particular manner. Grants which are yet to be fully spent as at the end of the reporting period do not constitute a liability but do require disclosure. Australian Government grants yet to be fully spent at 30 June 2014 total \$61.25 million (\$119.00 million at 30 June 2013) comprising the following:		
<u>Recurrent</u>		
- COAG National Partnership Program	41 386	74 208
- Special Project Grants	3 852	5 218
- Indian Ocean Territories	985	(4 031)
	46 223	75 395
<u>Capital</u>		
- Department of State Development - East Kimberley Development Project		1 450
- Trade Training Centres in Schools	10 376	26 166
- Indigenous Early Childhood Development	29	805
- Local Schools Working Together & Early Learning and Care Centres	315	629
- Universal Access	4 303	14 557
	15 023	43 607
<b>Total undischarged grants</b>	<b>61 246</b>	<b>119 002</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<b>17. INCOME FROM STATE GOVERNMENT</b>		
<u>Appropriation received during the period:</u>		
Service appropriation <sup>(a)</sup>	3 614 332	3 483 638
	<b>3 614 332</b>	<b>3 483 638</b>
<u>Grants and subsidies received during the period:</u>		
State grants - recurrent	7 154	5 020
State grants - capital	-	4 210
	<b>7 154</b>	<b>9 230</b>
<u>Services received free of charge from other State government agencies during the period:<sup>(b)</sup></u>		
Department of Finance	1 492	1 628
Landgate	226	251
Department of Sport and Recreation	4	-
Department of Finance - Building Management and Works	16 297	23 720
State Solicitor's Office	390	518
Department of Culture and the Arts	29	41
Department of Transport	-	-
Department of Health	117	169
	<b>18 555</b>	<b>26 327</b>
<u>Royalties for Regions Fund:</u>		
Regional Community Services Account <sup>(c)</sup>	15 200	12 396
	<b>15 200</b>	<b>12 396</b>
	<b>3 655 241</b>	<b>3 531 591</b>

**Undischarged Royalties for Regions funds**

The Department receives Royalties for Regions funds on the condition that the money shall be extended in a particular manner. Funds which are yet to be fully spent as at the end of the reporting period do constitute a liability. Royalties for Regions funds yet to be fully spent at 30 June 2014 total -\$0.373 million (-\$2.675 million at 30 June 2013) comprising the following:

<u>Recurrent</u>		
Clontarf Colleges	-	44
E-Learning - Pilbara	1 881	1 794
Attraction and Retention Program - Pilbara Teachers	2 299	1 189
	4 180	3 027
<u>Capital</u>		
Regional Schools Plan	(4 553)	(5 702)
	(4 553)	(5 702)
<b>Total undischarged funds</b>	<b>(373)</b>	<b>(2 675)</b>

- (a) Service appropriations fund the net cost of services delivered. Appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year.
- (b) Discretionary transfers of assets (including grants) and liabilities between State Government agencies are reported under Income from State Government. Transfers of assets and liabilities in relation to a restructure of administrative arrangements are recognised as distribution to owners by the transferor and contribution by owners by the transferee under AASB 1004 in respect of net assets transferred. Other non-discretionary non-reciprocal transfers of assets and liabilities designated as contributions by owners under TI 955 are also recognised directly to equity.
- (c) This is a sub-fund within the overarching 'Royalties for Regions Fund'. The recurrent funds are committed to projects and programs in WA regional areas.

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

**18. CASH AND CASH EQUIVALENTS**Schools

Bank accounts	311 799	284 767
Cash on hand	216	260
	<b>312 015</b>	<b>285 027</b>

Central office

Operating bank account	292 235	152 347
Cash held in regional offices bank accounts	19	306
Cash on hand and advances	252	118
	<b>292 506</b>	<b>152 771</b>
<b>Total cash and cash equivalents</b>	<b>604 521</b>	<b>437 798</b>

**19. RESTRICTED CASH AND CASH EQUIVALENTS**Current

Grants trust accounts <sup>(a)</sup>	56 887	138 345
Paid parental leave <sup>(b)</sup>	232	236
Royalties for Regions Fund <sup>(c)</sup>	( 373)	(2 675)
	<b>56 746</b>	<b>135 906</b>

Non-Current

Accrued salaries suspense account (27th pay) <sup>(d)</sup>	103 019	87 212
	<b>103 019</b>	<b>87 212</b>
<b>Total Restricted Cash and Cash Equivalents</b>	<b>159 765</b>	<b>223 118</b>

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

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

(c) The overcommitted funds in 2013–14 are expected to be received in 2014–15. All funds, both overcommitted and unspent are for projects and programs in WA regional areas.

(d) Funds held in the suspense account used only for the purpose of meeting the 27th pay in a financial year that occurs every 11 years. The next 27th pay period is in 2015–16.

**20. AMOUNTS RECEIVABLE FOR SERVICES (HOLDING ACCOUNT)**

Current	19 144	19 144
Non-current	1 958 709	1 755 932
	<b>1 977 853</b>	<b>1 775 076</b>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

**21. INVENTORIES**Current

Inventories held for resale:

School canteens, publications and bookshops stocks (at cost)	1 821	2 117
Livestock and farm produce (at cost)	2 973	2 904
	<b>4 794</b>	<b>5 021</b>

**22. RECEIVABLES**Current

Receivables	25 426	29 173
Allowance for impairment of receivables	(2 362)	(1 269)
GST receivable	11 493	11 229
	<b>34 557</b>	<b>39 133</b>

Reconciliation of changes in the allowances for impairment of receivables:

Balance at start of period	1 269	7 368
Doubtful debts expense	1 459	128
Amounts written off during the period	(366)	(6 227)
Balance at end of the period	<b>2 362</b>	<b>1 269</b>

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

**23. OTHER ASSETS**Current

Prepayments	13 843	10 600
	<b>13 843</b>	<b>10 600</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<b>24. LAND AND BUILDINGS HELD FOR DISTRIBUTION TO OWNER</b>		
<u>Opening balance</u>		
Land and buildings	769	20 364
Less write-down from cost to fair value less selling costs		(1)
	<u>769</u>	<u>20 363</u>
<u>Add: Assets reclassified as held for distribution</u>		
Land and buildings <sup>(a)</sup>	23 699	8 053
Less write-down from cost to fair value less selling costs <sup>(b)</sup>	-	-
	<u>23 699</u>	<u>8 053</u>
<u>Total assets classified as held for distribution</u>		
Land and buildings	24 468	28 417
Less write-down from cost to fair value less selling costs <sup>(b)</sup>	-	(1)
	<u>24 468</u>	<u>28 416</u>
<u>Less: Assets distributed to owner</u>		
Land and buildings	(23 699)	(27 647)
Less write-down from cost to fair value less selling costs <sup>(b)</sup>	-	-
	<u>(23 699)</u>	<u>(27 647)</u>
<u>Less: Assets reclassified as non current assets</u>		
Land and buildings	-	-
Less write-down from cost to fair value less selling costs <sup>(b)</sup>	-	-
	<u>-</u>	<u>-</u>
<u>Closing Balance</u>		
Land and buildings	769	770
Less write-down from cost to fair value less selling costs <sup>(b)</sup>	-	(1)
	<u>769</u>	<u>769</u>

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

Coolbellup \$4.39m

Wattleup \$2.89m

Shark Bay \$0.77m

In 2013–14 the following listed land and buildings, surplus to the Department's requirements, and with a fair value of \$23.70 million was transferred to land and buildings held for distribution to owner.

(b) Disclosed as other expenses.

Information on fair value measurements is provided in Note 28.

## Notes to the Financial Statements

	2013-14	2012-13
	\$000	\$000
<b>25. PROPERTY, PLANT AND EQUIPMENT</b>		
<u>Land</u>		
At fair value <sup>(a)</sup>	3 427 478	3 294 832
	<b>3 427 478</b>	<b>3 294 832</b>
<u>Buildings</u>		
At fair value <sup>(a)</sup>	9 227 953	8 133 765
Accumulated depreciation	(191 338)	(11 128)
	<b>9 036 615</b>	<b>8 122 637</b>
<u>Plant and equipment</u>		
At cost - Central office	241	278
At cost - schools	72 050	69 934
Accumulated depreciation	(44 138)	(38 167)
	<b>28 153</b>	<b>32 045</b>
<u>Motor vehicles</u>		
At cost - schools	5 437	4 349
Accumulated depreciation	(3 604)	(3 262)
	<b>1 833</b>	<b>1 087</b>
<u>Buses</u>		
At cost - schools	17 550	17 538
Accumulated depreciation	(9 415)	(7 944)
	<b>8 135</b>	<b>9 594</b>
<u>Computers</u>		
At cost - Central office	4 958	5 490
At cost - schools	17 578	16 989
Accumulated depreciation	(17 430)	(15 378)
	<b>5 106</b>	<b>7 101</b>
<u>Communication equipment</u>		
At cost - Central office	1 355	1 439
At cost - schools	6 754	6 578
Accumulated depreciation	(5 941)	(5 378)
	<b>2 168</b>	<b>2 639</b>
<u>Office equipment</u>		
At cost - Central office	1 032	1 305
At cost - schools	22 568	23 867
Accumulated depreciation	(14 002)	(14 691)
	<b>9 598</b>	<b>10 481</b>
<u>Library collection</u>		
At cost - Central office	64	114
At cost - schools	63 631	55 009
Accumulated depreciation	(26 923)	(17 561)
	<b>36 772</b>	<b>37 562</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<u>Miscellaneous assets</u>		
At cost - Central office	696	599
At cost - schools	7 504	7 131
Accumulated depreciation	(3 942)	(3 512)
	<b>4 258</b>	<b>4 218</b>
<u>Capital works in progress (at cost)</u>		
New Primary schools	18 689	19 086
New Secondary schools	56 695	35 400
Building the Education Revolution	2 250	2 973
Additions and improvements to schools - Primary	67 982	68 259
Additions and improvements to schools - Secondary	232 902	189 329
Additions and improvements to schools - Camp Schools	115	-
Additions and improvements to schools - Edu Support Centres	1 989	-
Indigenous Child and Family Centres	5 276	7 414
	<b>385 898</b>	<b>322 461</b>
<b>Total property, plant and equipment</b>	<b>12 946 014</b>	<b>11 844 657</b>

(a) Land and buildings were revalued as at 1 July 2013. Land valuations were performed by the Western Australian Land Information Authority (Valuation Services) and building valuations were performed by an independent Quantity Surveyor and endorsed by Valuation Services. The valuations were performed during the year ended 30 June 2014 and recognised as at 1 July 2013. In undertaking the revaluation, fair value was determined by reference to market values for land. The fair value of buildings was determined on the basis of depreciated replacement cost and fair value of land was determined on the basis of comparison with market evidence for land with low level utility (high restricted use land).

Information on fair value measurements is provided in Note 28.

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

<u>Land</u>		
At fair value	36 570	38 136
	<b>36 570</b>	<b>38 136</b>
<u>Buildings</u>		
At fair value	22 326	22 791
	<b>22 326</b>	<b>22 791</b>
	<b>58 896</b>	<b>60 927</b>

## 26. LEASED PLANT AND EQUIPMENT

<u>Leased plant and equipment</u>		
At capitalised cost	109	134
Accumulated depreciation	(72)	(74)
	<b>37</b>	<b>60</b>
<u>Leased office equipment</u>		
At capitalised cost	57 056	57 964
Accumulated depreciation	(29 584)	(28 309)
	<b>27 472</b>	<b>29 655</b>
<u>Leased motor vehicles</u>		
At capitalised cost	618	515
Accumulated depreciation	(238)	(229)
	<b>380</b>	<b>286</b>
<u>Leased Buses</u>		
At capitalised cost	584	584
Accumulated depreciation	(277)	(200)
	<b>307</b>	<b>384</b>
<b>Total leased plant and equipment</b>	<b>28 196</b>	<b>30 385</b>

## Notes to the Financial Statements

### 27. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred to / from works in progress	Revaluation	Impairment losses <sup>(a)</sup>	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
<b>2013–14</b>										
Land	3 294 832	5 000	-	(5 530)	15 024	118 152	-	-	-	3 427 478
Buildings	8 122 637	18 781	(11 887)	(18 169)	426 361	707 568	-	(208 676)	-	9 036 615
Plant and equipment	32 045	4 262	(1 103)	-	-	-	-	(7 047)	(4)	28 153
Leased plant and equipment	60	-	-	-	-	-	-	(24)	1	37
Motor vehicles	1 087	1 330	(3)	-	-	-	-	(582)	1	1 833
Leased motor vehicles	286	236	-	-	-	-	-	(142)	-	380
Buses	9 594	995	(743)	-	-	-	-	(1 712)	1	8 135
Leased buses	384	-	-	-	-	-	-	(77)	-	307
Computers	7 101	1 827	(548)	-	-	-	-	(3 276)	2	5 106
Communications	2 639	737	(265)	-	-	-	-	(942)	(1)	2 168
Office equipment	10 481	3 154	(626)	-	-	-	-	(3 411)	-	9 598
Leased office equipment	29 655	13 001	-	-	-	-	-	(15 184)	-	27 472
Library collections	37 562	8 596	(90)	-	-	-	-	(9 297)	1	36 772
Miscellaneous assets	4 218	820	(190)	-	-	-	-	(581)	(9)	4 258
Works in progress - capital works	322 461	504 823	-	-	(441 385)	-	-	-	(1)	385 898
<b>Total</b>	<b>11 875 042</b>	<b>563 562</b>	<b>(15 455)</b>	<b>(23 699)</b>	<b>-</b>	<b>825 720</b>	<b>-</b>	<b>(250 951)</b>	<b>(9)</b>	<b>12 974 210</b>

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

Information on fair value measurements is provided in Note 28.

## Notes to the Financial Statements

### 27. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the reporting period are set out in the table below.

	Carrying amount at start of the period	Additions	Disposals	Transferred to land & buildings held for distribution to owner	Transferred to / from works in progress	Revaluation	Impairment losses <sup>(a)</sup>	Depreciation	Transfers / adjustments	Carrying amount at end of the period
	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000	\$000
<b>2012-13</b>										
Land	3 343 172	4 433	-	(8 053)	19 752	(64 473)	-	-	1	3 294 832
Buildings	7 503 062	26	(7 460)	-	533 070	267 191	-	(173 249)	(3)	8 122 637
Plant and equipment	30 032	10 126	(1 450)	-	-	-	-	(6 809)	146	32 045
Leased plant and equipment	88	-	-	-	-	-	-	(28)	-	60
Motor vehicles	1 114	524	(12)	-	-	-	-	(549)	10	1 087
Leased motor vehicles	-	692	-	-	-	-	-	(136)	(270)	286
Buses	11 293	313	(218)	-	-	-	-	(1 750)	(44)	9 594
Leased buses	-	646	-	-	-	-	-	(78)	(184)	384
Computers	7 711	3 107	(403)	-	-	-	-	(3 408)	94	7 101
Communications	2 308	1 323	(62)	-	-	-	-	(902)	(28)	2 639
Office equipment	10 088	4 447	(588)	-	-	-	-	(3 419)	(47)	10 481
Leased office equipment	29 960	14 141	-	-	-	-	-	(14 929)	483	29 655
Library collections	38 322	9 227	(73)	-	-	-	-	(9 268)	(646)	37 562
Miscellaneous assets	3 916	987	(99)	-	-	-	-	(571)	(15)	4 218
Works in progress - capital works	430 696	454 575	-	-	(552 822)	-	-	-	(9 988)	322 461
<b>Total</b>	<b>11 411 762</b>	<b>504 567</b>	<b>(10 365)</b>	<b>(8 053)</b>	<b>-</b>	<b>202 718</b>	<b>-</b>	<b>(215 096)</b>	<b>(10 491)</b>	<b>11 875 042</b>

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale and related impairment losses have been transferred out.

(a) Recognised in the Statement of Comprehensive Income. Where an asset measured at cost is written-down to recoverable amount, an impairment loss is recognised in the Statement of Comprehensive Income. Where a previously revalued asset is written-down to recoverable amount, the loss is recognised as a revaluation decrement in the Statement of Changes in Equity.

Information on fair value measurements is provided in Note 28.

## Notes to the Financial Statements

## 28. FAIR VALUE MEASUREMENT

Assets measured at fair value	Level 1	Level 2	Level 3	Fair value At end of Period
2013-14	\$000	\$000	\$000	\$000
Non-current assets classified as held for sale (Note 24)	-	-	769	769
Land (Note 25)	-	-	3 427 478	3 427 478
Buildings (Note 25)	-	-	9 036 615	9 036 615
	-	-	12 464 862	12 464 862

There were no transfers between Levels 1, 2 or 3 during the period.

## Fair value measurements using significant unobservable inputs (Level 3)

2013-14	Land \$000	Buildings \$000
Fair Value at start of period	3 294 832	8 122 637
Additions	5 000	18 781
Transfer from Work in Progress	15 024	426 361
Revaluation increments/(decrements) recognised in Profit or Loss	-	-
Revaluation increments/(decrements) recognised in Other Comprehensive Income	118 152	707 568
Transfer to held for sale (within level 3)	(5 530)	(18 169)
Disposals	-	(11 887)
Depreciation Expense	-	(208 676)
Fair Value at end of period	3 427 478	9 036 615
Total gains or losses for the period included in profit or loss, under 'Other Gains' Note 13	-	(11 372)
Change in unrealised gains or losses for the period included in profit or loss for assets held at the end of the reporting period	-	-

## Valuation processes

There were no changes in valuation techniques during the period.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer. Transfers are generally limited to assets newly classified as non-current assets held for sale as Treasurer's instructions require valuations of land, buildings and infrastructure to be categorised within Level 3 where the valuations will utilise significant Level 3 inputs on a recurring basis.

Fair value for existing use specialised buildings and infrastructure 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. Depreciated replacement cost is the current replacement cost of an asset less accumulated depreciation calculated on the basis of such cost to reflect the already consumed or expired economic benefit, or obsolescence, and optimisation (where applicable) of the asset. Current replacement cost is generally determined by reference to the market-observable replacement cost of a substitute asset of comparable utility and the gross project size specifications.

Fair value for restricted use land is based on market value, by either using market evidence of sales of comparable land that is unrestricted, less restoration costs to return the site to a vacant and marketable condition (low restricted use land), or , comparison with market evidence for land with low level utility (high restricted land use).

Significant Level 3 inputs used by the Department are derived and evaluated as follows:

Effective age

The effective age is determined by the Quantity Surveyor after taking into account factors such as planned routine maintenance, building improvements and upgrades.

Selection of land with restricted utility

Fair value for restricted use land is determined by comparison with market evidence for land with low level utility. Relevant comparators of land with low level utility are selected by the Western Australian Land Information Authority (Valuation Services).

Percentage rate of add-on cost

The costs relating to contingencies, headworks, demolitions costs, professional and project fees determined by the Quantity Surveyor.

Average installation costs - transportables

The cost of transportation and connection of services determined by the Quantity Surveyor.

## Notes to the Financial Statements

## Information about significant unobservable inputs (Level 3) in fair value measurements

Description and fair value as at 30 June 2014 \$'000	Valuation technique(s)	Unobservable inputs	Range of unobservable inputs (weighted average)	Relationship of unobservable inputs to fair value
Land  3 427 478	Market approach	Selection of land with similar approximate utility	Average rate per sqm \$21.35, range being \$20.28 to \$22.42	Restricted utility reduces estimated fair value.
Buildings  8 764 470	Depreciated Replacement Cost	Effective age	1994 to 2000, average 1996. Percentage used 21.25%, range being 16.25% to 26.25%	Lower effective age reduces consumption of economic benefits thereby increasing fair value.
		Percentage add-on cost	30% to 40%	Higher add-on costs increase fair value
Transportables  272 146	Depreciated Replacement Cost	Effective age	1.04 to 13.98 years. Average age 8.27 years.	Lower effective age reduces consumption of economic benefits thereby increasing fair value.
		Average installation costs	\$53 958	Higher average costs increase fair value.

**Basis of Valuation**

In the absence of market-based evidence, due to the specialised nature of some non-financial assets, these assets are valued at Level 3 of the fair value hierarchy on an existing use basis. The existing use basis recognises that restrictions or limitations have been placed on their use and disposal when they are not determined to be surplus to requirements. These restrictions are imposed by virtue of the assets being held to deliver a specific community service and the Department's enabling legislation.

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<b>29. INTANGIBLE ASSETS</b>		
<u>Computer software</u>		
At cost - central office	9 987	3 053
At cost - schools	28	28
Accumulated amortisation	(8 714)	(1 932)
Work in progress - Intangibles internally generated	3 022	9 203
	<b>4 323</b>	<b>10 352</b>
<u>Reconciliation:</u>		
Carrying amount at start of period:	1 149	681
Additions	6 934	946
Amortisation expense	(6 782)	(478)
	<b>1 301</b>	<b>1 149</b>
Work in progress - Intangibles internally generated	3 022	9 203
Carrying amount at end of period:	<b>4 323</b>	<b>10 352</b>
<b>30. IMPAIRMENT OF ASSETS</b>		
There were no indications of impairment to property, plant and equipment or intangible assets as at 30 June 2014.		
<b>31. PAYABLES</b>		
<u>Current</u>		
Trade and other payables - central office	6 619	5 541
Trade and other payables - schools	8 785	8 340
Accrued expenses	37 718	40 771
Accrued salaries	77 947	65 015
	<b>131 069</b>	<b>119 667</b>
<b>32. BORROWINGS</b>		
<u>Current</u>		
Finance lease liabilities (secured) <sup>(a)</sup>	14 671	14 358
<u>Non-Current</u>		
Finance lease liabilities (secured) <sup>(a)</sup>	17 123	19 302
<b>Total borrowings</b>	<b>31 794</b>	<b>33 660</b>
(a) Lease liabilities are effectively secured as the rights to the leased asset revert to the lessor in the event of default.		
<u>Assets pledged as security:</u>		
The carrying amounts of non-current assets pledged as security are:		
Leased plant and equipment	37	60
Leased office equipment	27 472	29 655
Leased motor vehicles	380	286
Leased buses	307	384
	<b>28 196</b>	<b>30 385</b>

## Notes to the Financial Statements

	2013–14	2012–13*
	\$000	\$000
<b>33. PROVISIONS</b>		
<u>Current</u>		
<i>Employee Benefits Provision</i>		
Annual leave <sup>(a)</sup>	29 267	27 274
Entitlement to payment during student vacation <sup>(b)</sup>	187 843	181 463
Long service leave <sup>(c)</sup>	432 792	417 507
Deferred salary scheme <sup>(d)</sup>	19 696	19 468
Remote teaching service <sup>(e)</sup>	8 254	8 328
	<b>677 852</b>	<b>654 040</b>
<i>Other Provision</i>		
Employment on-costs <sup>(f)</sup>	9 837	9 544
	<b>9 837</b>	<b>9 544</b>
	<b>687 689</b>	<b>663 584</b>
<u>Non-current</u>		
<i>Employee Benefits Provision</i>		
Long service leave <sup>(c)</sup>	167 688	157 395
Remote teaching service <sup>(e)</sup>	550	575
	<b>168 238</b>	<b>157 970</b>
<i>Other Provision</i>		
Employment on-costs <sup>(f)</sup>	2 440	2 310
	<b>2 440</b>	<b>2 310</b>
	<b>170 678</b>	<b>160 280</b>
<b>Total employee benefits provisions</b>	<b>846 090</b>	<b>812 010</b>
<b>Total other provisions</b>	<b>12 277</b>	<b>11 854</b>
<b>Total provisions</b>	<b>858 367</b>	<b>823 864</b>

- (a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	22 871	15 019
More than 12 months after the end of the reporting period	6 396	12 255
	<b>29 267</b>	<b>27 274</b>

- (b) Entitlement to payment during student vacation liabilities have been classified as current as there is a zero balance at the end of the summer holidays.

Within 12 months of the end of the reporting period	187 843	181 463
More than 12 months after the end of the reporting period	-	-
	<b>187 843</b>	<b>181 463</b>

- (c) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	95 214	93 134
More than 12 months after the end of the reporting period	505 266	481 768
	<b>600 480</b>	<b>574 902</b>

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

## Notes to the Financial Statements

	2013-14	2012-13
	\$000	\$000

- (d) Deferred salary scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	6 697	3 835
More than 12 months after the end of the reporting period	12 999	15 633
	<b>19 696</b>	<b>19 468</b>

- (e) Remote Teaching Service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after the end of the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

Within 12 months of the end of the reporting period	3 797	2 671
More than 12 months after the end of the reporting period	5 007	6 232
	<b>8 804</b>	<b>8 903</b>

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

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

**Movements in other provisions**

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

Employment On-Costs

Carrying amount at start of year	11 854	10 996
Additional/(reversals of) provisions recognised	354	787
Unwinding of the discount	69	71
<b>Carrying amount at end of year</b>	<b>12 277</b>	<b>11 854</b>

**34. OTHER LIABILITIES**Current

Amounts held in schools trust and suspense accounts	13 541	4 859
Other	687	980
	<b>14 228</b>	<b>5 839</b>

## Notes to the Financial Statements

	Note	2013–14	2012–13
		\$000	\$000
<b>35. EQUITY</b>			
The Western Australia Government holds the equity interest in the Department on behalf of the community. Equity represents the residual interest in the net assets of the Department. The asset revaluation surplus represents that portion of equity resulting from the revaluation of non-current assets.			
<b>Contributed Equity</b>			
Balance at the start of period		3 016 565	2 758 636
<u>Contributions by owner</u>			
Capital appropriation		334 728	252 548
<u>Other contributions by owner</u>			
Royalties for Regions Fund - Regional Infrastructure and Headworks Account		68 313	30 978
<u>Transfer of net assets from other agencies</u>			
Challenger Institute		-	136
<b>Total contribution by owner</b>		<b>3 419 606</b>	<b>3 042 298</b>
<u>Distribution to Owner</u>			
Transfer of net assets to other agencies:			
Land transferred to VET		(5 530)	-
Buildings transferred to VET		(18 169)	-
Net Sales proceeds transferred to Treasury		(1 687)	-
Proceeds of sale of land transferred to Treasury		-	(16 722)
Assets transferred to School Curriculum and Standards Authority		-	(8 344)
Refund of GST transferred to Treasury		-	(7)
		-	(660)
<b>Total distribution to owner</b>		<b>(25 386)</b>	<b>(25 733)</b>
<b>Balance at end of period</b>		<b>3 394 220</b>	<b>3 016 565</b>
<b>Reserves</b>			
<u>Asset revaluation surplus</u>			
Balance at the start of period		8 987 514	8 798 310
Correction of prior period error		-	(13 514)
Net revaluation increments/(decrements):			
Land		118 152	(64 473)
Buildings		707 568	267 191
<b>Balance at end of period</b>		<b>9 813 234</b>	<b>8 987 514</b>
<b>Accumulated surplus/(deficit)</b>			
Balance at the start of the year		1 389 800	1 158 772
Correction of prior period error		-	245
Result for period		141 923	230 783
<b>Balance at the end of the year</b>		<b>1 531 723</b>	<b>1 389 800</b>
<b>Total Equity at the end of period</b>		<b>14 739 177</b>	<b>13 393 879</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

## 36. NOTES TO THE STATEMENT OF CASH FLOWS

Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flow Recs is reconciled to the related items in the Statement of Financial Position as follows:

Cash and cash equivalents (note 18)	604 521	437 798
Restricted cash and cash equivalents (note 19)	159 765	223 118
	<b>764 286</b>	<b>660 916</b>

Reconciliation of net cost of services to net Cash Flow Recs provided by/(used in) operating activities

Net cost of services	(3 513 318)	(3 300 808)
<u>Non-cash items:</u>		
Depreciation Expense (note 9)	250 951	215 096
Amortisation Expense (note 9)	6 782	478
Resources received free of charge (note 17 (b))	18 555	19 192
Doubtful debts expense (note 22)	1 493	128
Loss on disposal of non-current assets (note 13)	14 667	3 401
Loss from fires (note 12)	515	7 316
Adjustment for other non-cash items	(5 146)	(13 278)
<u>(Increase)/decrease in assets:</u>		
Current receivables <sup>(a)</sup>	3 747	18 167
Current inventories	227	266
Other current assets	(3 243)	2 696
<u>Increase/(decrease) in liabilities:</u>		
Provisions	34 503	66 707
Current payables and other liabilities <sup>(a)</sup>	19 791	(20 528)
Net GST receipts/(payments) <sup>(b)</sup>	( 255)	1 117
Change in GST in receivables and payables <sup>(c)</sup>	( 9)	(1 912)
<b>Net cash provided by/(used in) operating activities</b>	<b>(3 170 740)</b>	<b>(3 001 962)</b>
<u>(c) Non-cash investing and financing activities</u>		
Acquisition of plant and equipment by means of finance leases	13 237	15 479

(a) Note that the Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable in respect of the sale/purchase of non-current assets are not included in these items and do not form part of the reconciling items.

(b) This is the net GST paid/received, i.e. cash transactions.

(c) This reverses out the GST in receivables and payables.

## 37. INDIAN OCEAN TERRITORIES

Reconciliation of Australian Government funds received and expended for the Indian Ocean Territories

Opening balance	(4 031)	1 578
Receipts	18 967	9 070
Payments	(13 952)	(14 679)
<b>Closing balance</b>	<b>984</b>	<b>(4 031)</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

**38. COMMITMENTS**

The commitments below are inclusive of GST where relevant.

**Finance leases commitments**

Minimum lease payment commitments in relation to finance leases are payable as follows:

Within 1 year	14 167	15 473
Later than 1 year and not later than 5 years	19 393	20 246
<b>Minimum finance lease payments</b>	<b>33 560</b>	<b>35 719</b>
Less future finance charges	(1 766)	(2 059)
<b>Present value of finance lease liabilities</b>	<b>31 794</b>	<b>33 660</b>

The present value of finance leases payable is as follows:

Within 1 year	14 671	14 358
Later than 1 year and not later than 5 years	17 123	19 302
<b>Present value of finance lease liabilities</b>	<b>31 794</b>	<b>33 660</b>

Included in the financial statements as:

Current (see note 32 'Borrowings')	14 671	14 358
Non-current (see note 32 'Borrowings')	17 123	19 302
	<b>31 794</b>	<b>33 660</b>

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').

**Non-cancellable operating lease commitments**

Commitments for minimum lease payments at the end of the reporting period but not recognised as liabilities in the financial statements are payable as follows:\*

Within 1 year	10 864	12 113
Later than 1 year and not later than 5 years	14 795	17 861
Later than 5 years	4 793	5 215
	<b>30 452</b>	<b>35 189</b>

The Department has entered into a property lease which is a non-cancellable lease with a five-year term, with rent payable monthly in advance. Contingent rent provisions within the lease agreement require that the minimum lease payments shall be increased by the lower of CPI or 4% per annum. An option exists to renew the lease at the end of the five-year term for an additional term of five years.

Future minimum rental receivables for operating leases at the end of the reporting period but not recognised as assets in the financial statements, are receivable as follows:

Within 1 year	816	752
Later than 1 year and not later than 5 years	1 307	1 919
Later than 5 years	121	192
	<b>2 244</b>	<b>2 863</b>

**Capital expenditure commitments**

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

Within 1 year	337 357	547 568
Later than 1 year and not later than 5 years	140 620	273 996
Later than 5 years	-	-
	<b>477 977</b>	<b>821 564</b>

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000
<u>The capital commitments include amounts for:</u>		
New High Schools	74 633	95 308
Additional Stages to High Schools	124 268	172 471
Additions and Improvements to High Schools	67 604	193 349
Additions and Improvements to District High Schools	12 631	41 721
Additions and Improvements to Agricultural Colleges	801	-
New Primary Schools	93 544	129 537
Additions and Improvements to Primary Schools	20 329	32 491
Trade Training Centres in Schools	7 091	19 623
Royalties for Regions	44 131	42 812
Miscellaneous Projects	15 571	61 260
Other School Facilities	13 426	24 083
East Kimberley Development Program	1	-
Universal Access and Early Learning	774	8 909
Fitout	3 173	-
	<b>477 977</b>	<b>821 564</b>

**Other expenditure commitments**

Other expenditure commitments, being Insurance renewal, in addition to amounts reported in the financial statements, are payable as follows:

Within 1 year	87 041	83 661
Later than 1 year and not later than 5 years	-	-
Later than 5 years	-	-
	<b>87 041</b>	<b>83 661</b>

**39. SERVICES PROVIDED FREE OF CHARGE**

During the period the following services were provided to other agencies free of charge for functions outside the normal operations of the Department:

- Marketing and publications
- Delivery support systems – wide area network
- College management information systems support
- Accounting services
- Asset and building management services
- Industrial relations support
- Secondments
- Lease costs
- Outgoings
- School census information
- Administration support

Country High School Hostels Authority	106	224
Health Department of Western Australia	869	828
Department of Education Services	190	188
School Curriculum and Standards Authority	154	111
Department of Finance	30	-
Department of Training and Workforce Development	326	275
Goldfields Institute of Technology	8	7
Challenger Institute of Technology	301	286
C Y O'Connor Institute	190	180
Durack Institute of Technology	203	193
Great Southern Institute of Technology	152	145
Kimberley Training Institute	235	224
Pilbara Institute	164	156
Polytechnic West	239	227
South West Institute of Technology	210	199
West Coast Institute of Training	218	207
	<b>3 595</b>	<b>3 450</b>

## Notes to the Financial Statements

	2013–14	2012–13
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### 40. REMUNERATION OF SENIOR OFFICERS

The number of senior officers whose total of fees, salaries, superannuation, non-monetary benefits, and other benefits for the financial year fall within the following bands are:

#### Salary ranges

\$40 001 - \$50 000	1 *	-
\$70 001 - \$80 000	1 *	-
\$80 001 - \$90 000	1 *	2 *
\$100 001 - \$110 000	-	1 *
\$110 001 - \$120 000	-	1 *
\$140 001 - \$150 000	-	1
\$150 001 - \$160 000	1 *	1
\$180 001 - \$190 000	2	-
\$190 001 - \$200 000	4	3
\$200 001 - \$210 000	4	7
\$210 001 - \$220 000	2	2
\$220 001 - \$230 000	3	3
\$230 001 - \$240 000	2	1
\$240 001 - \$250 000	1	-
\$250 001 - \$260 000	1	-
\$280 001 - \$290 000	-	1
\$300 001 - \$310 000	-	1
\$350 001 - \$360 000	1	-
\$490 001 - \$500 000	-	1
\$540 001 - \$550 000	1	-
	<u>25</u>	<u>25</u>

	<b>\$000</b>	<b>\$000</b>
Base remuneration and superannuation**	3 725	3 792
Annual leave and long service leave accruals **	(247)	44
Other benefits**	1 805	1 293
<b>Total remuneration of senior officers</b>	<b>5 283</b>	<b>5 129</b>

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

\*\* 2012–13 has been restated due to revised: leave balance calculation (1 senior officer), salary rate change (1 senior officer) and the inclusion of an additional senior officer.

The original total of \$4 922 215 was restated to \$5 128 927, an increase of \$206 712.

The total remuneration includes the superannuation expense incurred by the Department in respect of senior officers.

No senior officers are members of the Pension Scheme.

### 41. REMUNERATION OF AUDITOR

Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows:

	<b>\$000</b>	<b>\$000</b>
Auditing the accounts, financial statements and key performance indicators	<u>509</u>	<u>517</u>

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

The expense for the 2012–13 audit of the financial statements is included in note 8 'Supplies and Services' for 2013–14.

## Notes to the Financial Statements

	2013–14	2012–13
	\$000	\$000

**42. SUPPLEMENTARY FINANCIAL INFORMATION****(a) Write-offs**Accounts Receivables

During the financial year, \$1 844 681 (2012–13: \$1 836 940) of Accounts Receivables was written off under the authority of:

The accountable authority	1 845	1 837
The Minister	-	-
Executive Council	-	-
	<u>1 845</u>	<u>1 837</u>

Asset Register

During the financial year public and other property written off the department's asset register amounted to \$2 485 475. This included \$2 485 475 (2012–13 \$4 635 000) written off in accordance with section 48 of the *Financial Management Act 2006* under the authority of:

Accountable Authority	100	71
The Minister	232	-
Executive Council *	2 153	4 564
	<u>2 485</u>	<u>4 635</u>

\* 2013–14 asset write offs of \$2 152 864 comprised: \$1 363 501 for Waggrakine Primary School and \$789 363 for Wickham Primary School, both schools destroyed by fire in February 2013.

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

**(b) Losses through theft, defaults and other causes**

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

	1	3
Amounts recovered	-	-
	<u>1</u>	<u>3</u>

**(c) Gifts of public property**

Gifts of public property provided by the Department

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

**(d) Act of Grace Payments**

During the financial year, 1 (2012–13: 1) Act of Grace payment was made, totalling \$16 724 (2012–13: \$24 261)

Payments relating to missing wages	17	-
Payment made on compassionate grounds	-	24
	<u>17</u>	<u>24</u>

**43. FUNDING TO NON-GOVERNMENT BODIES**

Other educational institutions and non-government organisations

	43 951	54 460
	<u>43 951</u>	<u>54 460</u>

## Notes to the Financial Statements

### 44. FINANCIAL INSTRUMENTS

#### (a) Financial risk management objectives and policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables, finance leases, and Treasurer's advances. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

##### Credit risk

Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department.

The maximum exposure to credit risk at the end of the reporting period in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any allowance for impairments, as shown in the table at note 44(c) '*Financial Instruments Disclosures*' and note 22 '*Receivables*'.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). Procedures are in place to minimise exposure to credit risk associated with students and other debtors. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. At the end of the reporting period there were no significant concentrations of credit risk.

##### Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due.

The Department is exposed to liquidity risk through its trading in the normal course of business.

The Department has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

##### Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks.

Other than as detailed in the interest rate sensitivity analysis table at note 44(c), the Department is not exposed to interest rate risk because the majority of cash and cash equivalents and restricted cash are non-interest bearing, and it has no borrowings other than the finance leases (fixed interest rate).

## Notes to the Financial Statements

### (b) Categories of financial instruments

The carrying amounts of each of the following categories of financial assets and financial liabilities at the end of the reporting period are:

	2013–14	2012–13
	\$000	\$000
<u>Financial Assets</u>		
Cash and cash equivalents	604 521	437 798
Restricted cash and cash equivalents	159 765	223 118
Loans and receivables <sup>(a)</sup>	2 000 917	1 802 980
<u>Financial Liabilities</u>		
Financial liabilities measured at amortised cost	177 091	159 166

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

### (c) Financial instruments disclosures

#### Credit risk

The following table details the Department's maximum exposure to credit risk and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the end of the reporting period is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

## Notes to the Financial Statements

### Aged analysis of financial assets

	Carrying Amount	Not past due and not impaired	Past due but not Impaired					Impaired financial assets
			Up to 1 month	1 – 3 months	3 months to 1 year	1 – 5 years	More than 5 years	
			\$000	\$000	\$000	\$000	\$000	
<b>2013–14</b>								
School cash balances	168 659	168 659	-	-	-	-	-	-
Central and regional offices cash balances	292 506	292 506	-	-	-	-	-	-
Restricted cash assets	159 765	159 765	-	-	-	-	-	-
Receivables <sup>(a)</sup>	23 064	19 509	-	1 635	1 453	255	112	100
Term deposits	143 356	143 356	-	-	-	-	-	-
Amounts receivable for services	1 977 853	1 977 853	-	-	-	-	-	-
	<b>2 765 203</b>	<b>2 761 648</b>	<b>-</b>	<b>1 635</b>	<b>1 453</b>	<b>255</b>	<b>112</b>	<b>100</b>
<b>2012–13</b>								
School cash balances	162 323	162 323	-	-	-	-	-	-
Central and regional offices cash balances	152 771	152 771	-	-	-	-	-	-
Restricted cash assets	223 118	223 118	-	-	-	-	-	-
Receivables <sup>(a)</sup>	27 904	27 183	-	35	115	337	99	135
Term deposits	122 704	122 704	-	-	-	-	-	-
Amounts receivable for services	1 775 076	1 775 076	-	-	-	-	-	-
	<b>2 463 896</b>	<b>2 463 175</b>	<b>-</b>	<b>35</b>	<b>115</b>	<b>337</b>	<b>99</b>	<b>135</b>

(a) The amount of receivables excludes the GST recoverable from the ATO and prepayments.

## Notes to the Financial Statements

### Liquidity risk and interest rate exposure

The following table details the Department's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amount of each item.

### Interest rate exposure and maturity analysis of financial assets and financial liabilities

	<u>Interest rate exposure</u>					<u>Nominal Amount</u>	<u>Maturity dates</u>				
	<u>Weighted Average Effective Interest Rate</u>	<u>Carrying Amount</u>	<u>Fixed interest rate</u>	<u>Variable interest rate</u>	<u>Non-interest bearing</u>		<u>Up to 1 month</u>	<u>1 – 3 months</u>	<u>3 months to 1 year</u>	<u>1 – 5 years</u>	<u>More than 5 years</u>
	<u>%</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>		<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>	<u>\$000</u>
<b>2013–14</b>											
<b>Financial Assets</b>											
School cash balances	1.82	168 659	-	168 443	216	168 659	168 659	-	-	-	-
Central and regional offices cash balances	-	292 506	-	-	292 506	292 506	292 506	-	-	-	-
Restricted cash assets	-	159 765	-	-	159 765	159 765	56 746	-	-	103 019	-
Receivables <sup>(a)</sup>	-	23 064	-	-	23 064	23 064	23 064	-	-	-	-
Term deposits	3.01	143 356	143 356	-	-	143 356	105 477	-	11 762	26 117	-
Amounts receivable for services	-	1 977 853	-	-	1 977 853	1 977 853	2 132	3 176	13 836	76 576	1 882 133
		<b>2 765 203</b>	<b>143 356</b>	<b>168 443</b>	<b>2 453 404</b>	<b>2 765 203</b>	<b>648 584</b>	<b>3 176</b>	<b>25 598</b>	<b>205 712</b>	<b>1 882 133</b>
<b>Financial Liabilities</b>											
Payables	-	131 069	-	-	131 069	131 069	131 069	-	-	-	-
Finance lease liabilities	2.92	31 794	31 794	-	-	33 560	1 048	3 081	10 038	19 393	-
Other liabilities	-	14 228	-	-	14 228	14 228	14 228	-	-	-	-
		<b>177 091</b>	<b>31 794</b>	<b>-</b>	<b>145 297</b>	<b>178 857</b>	<b>146 345</b>	<b>3 081</b>	<b>10 038</b>	<b>19 393</b>	<b>-</b>

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

## Notes to the Financial Statements

### Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Weighted Average Effective Interest Rate %	Interest rate exposure				Nominal Amount \$000	Maturity dates				
		Carrying Amount \$000	Fixed interest rate \$000	Variable interest rate \$000	Non- interest bearing \$000		Up to 1 month \$000	1 – 3 months \$000	3 months to 1 year \$000	1 – 5 years \$000	More than 5 years \$000
<b>2012–13</b>											
<b>Financial Assets</b>											
School cash balances	1.98	162 323	-	162 063	260	162 323	162 323	-	-	-	-
Central and regional offices cash balances	-	152 771	-	-	152 771	152 771	152 771	-	-	-	-
Restricted cash assets	-	223 118	-	-	223 118	223 118	135 906	-	-	87 212	-
Receivables <sup>(a)</sup>	-	27 904	-	-	27 904	27 904	27 904	-	-	-	-
Term deposits	3.6	122 704	122 704	-	-	122 704	104 999	11 818	5 842	45	-
Amounts receivable for services	-	1 775 076	-	-	1 775 076	1 775 076	2 088	3 220	13 836	76 576	1 679 356
		<b>2 463 896</b>	<b>122 704</b>	<b>162 063</b>	<b>2 179 129</b>	<b>2 463 896</b>	<b>585 991</b>	<b>15 038</b>	<b>19 678</b>	<b>163 833</b>	<b>1 679 356</b>
<b>Financial Liabilities</b>											
Payables	-	119 667	-	-	119 667	119 667	119 667	-	-	-	-
Finance lease liabilities	3.31	33 660	33 660	-	-	33 560	1 048	3 081	10 038	19 393	-
Other liabilities	-	5 839	-	-	5 839	5 839	5 839	-	-	-	-
		<b>159 166</b>	<b>33 660</b>	<b>-</b>	<b>125 506</b>	<b>159 066</b>	<b>126 554</b>	<b>3 081</b>	<b>10 038</b>	<b>19 393</b>	<b>-</b>

(a) The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities.

## Notes to the Financial Statements

### Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

	Carrying Amount \$000	-100 basis points Surplus \$000	Equity \$000	+100 basis points Surplus \$000	Equity \$000
<b>2013–14</b>					
<b>Financial assets</b>					
School cash balances	168 443	(1 684)	(1 684)	1 684	1 684
Central and regional offices cash balances	-	-	-	-	-
<b>Total increase/(decrease)</b>	<b>168 443</b>	<b>(1 684)</b>	<b>(1 684)</b>	<b>1 684</b>	<b>1 684</b>
<b>2012–13</b>					
<b>Financial assets</b>					
School cash balances	162 063	(1 621)	(1 621)	1 621	1 621
Central and regional offices cash balances	-	-	-	-	-
<b>Total increase/(decrease)</b>	<b>162 063</b>	<b>(1 621)</b>	<b>(1 621)</b>	<b>1 621</b>	<b>1 621</b>

### Fair Value

All financial assets and liabilities recognised in the Statement of Financial Position, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

## 45. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

The following contingent liabilities are additional to the liabilities included in the financial statements:

### Litigation in progress

The Department is involved in a number of legal proceedings. The potential cost to the Department of the various matters cannot be reliably predicted at this time but is unlikely to have a material effect on these financial statements.

### Contaminated sites

The Department of Education is committed to providing a safe school environment. In addition to visual inspections analytical techniques, such as material and soil sampling, are used to identify contaminated sites, which are then reported to the Department of Environment Regulation (DER) for classification according to the Contaminated Sites Act.

During 2011–12 the Hollywood Primary School oval was found to be contaminated and was reported to DER. The oval was remediated during 2013-14 at a cost of approximately \$800 000.

During 2012–13 the unauthorised dumping of building materials and other waste was reported at West Northam Primary School. The area is fenced off and appropriate signage erected. The matter has been reported to DER, but the site is yet to be formally assessed.

A small amount of asbestos panel was found on edge of the oval at Wembley Downs Primary School. The DER has been informed and it is possible that the site will be classified as "possibly contaminated".

Community concerns about soil contamination at Fremantle Primary School led to the site being investigated. Soil testing revealed elevated lead levels and significant amounts of glass but no ACM. Remediation has cost \$25 000.

## 46. EVENTS OCCURRING AFTER THE END OF THE REPORTING PERIOD

There were no events after the end of the reporting period having a material effect on these financial statements.

## Notes to the Financial Statements

### 47. EXPLANATORY STATEMENT

Significant variations between estimates and actual results for income and expense as presented in the financial statement titles Summary of Consolidated Account Appropriations and Income Estimates are shown below: Significant variations are considered to be those greater than 10% and \$20 million.

#### Significant variations between estimates and actuals for 2013–14

##### Capital Contribution **\$46.0m**

The variance of \$46.0 million is due mainly to Treasury reclassifying \$102.7 million of administered equity appropriation, as capital contribution. This was partially offset by re-cash flowing of capital contributions to 2014–15 in line with the Assets Investment Programs requirements (\$57.1 million).

2013–14 Estimates (\$000)	2013–14 Actual (\$000)	Variance (\$000)
288 685	334 728	46 043

#### Significant variations between actuals for 2013–14 and 2012–13

##### Capital Contribution **\$90.1m**

The increase of \$90.1 million is due mainly to the capital contribution associated with the re-location of Year 7 from primary to secondary.

2013–14 Actuals (\$000)	2012–13 Actual (\$000)	Variance (\$000)
334 728	244 582	90 146

##### Purchase of non current assets **\$58.4m**

The increase of \$58.4m is mainly attributable to the Relocation of Year 7's to Secondary Schools program.

2013–14 Actuals (\$000)	2012–13 Actual (\$000)	Variance (\$000)
563 562	504 567	58 995

##### Administered Income

No administered income for this period.

## Notes to the Financial Statements

### 48. SPECIAL PURPOSE ACCOUNTS

The Department of Education manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the Financial Statements.

Special Purpose Account	2013–14				2012–13			
	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)	Opening Balance (\$)	Receipts (\$)	Payments (\$)	Closing Balance (\$)
1. Olive A.Lewis	4 736	28 000	28 000	4 736	4 736	23 000	23 000	4 736
2. Scholarship – Council of War Service Land Settlers Association	911	27	-	938	877	34	-	911
3. R.S. Sampson	1	-	-	1	1	-	-	1
4. John Henry Kendall	1 014	30	-	1 044	976	38	-	1 014
5. Margueretta Wilson Scholarship	3 410	101	300	3 211	3 283	127	-	3 410
6. Perth Girls' Memorial Scholarship	102 771	3 051	1 000	104 822	98 958	3 813	-	102 771
7. Sir Thomas Coombe Scholarship	109 734	3 258	-	112 992	105 662	4 072	-	109 734
8. Margery Bennett Prize	1 219	36	-	1 255	1 174	45	-	1 219
9. W.J. Reid Memorial Prize	7 437	221	-	7 658	7 161	276	-	7 437
10. James and Rose Coombe Scholarships	12 100	68 000	80 100	-	-	12 100	-	12 100
11. Perth Boys' Memorial Scholarship	24 367	723	1 000	24 090	23 463	904	-	24 367
12. Roy Grace English Scholarship	-	4 000	4 000	-	-	4 000	4 000	-
13. James A. Heron Memorial Prize	14 152	420	1 000	13 572	13 627	525	-	14 152
14. Ernest Smith Memorial Prize for English	2 439	72	-	2 511	2 348	90	-	2 439
15. Bentley Senior High School	24 654	732	500	24 886	23 739	915	-	24 654
16. Elaine Nora Walker Scholarships	102 365	3 047	3 000	102 412	99 529	3 836	1 000	102 365
17. William Samuel Bequest	2 208	64	100	2 172	2 322	86	200	2 208
18. Howard Porter Memorial Prize for Good Citizenship	2 831	83	100	2 814	2 922	109	200	2 831
19. Ian Bremner Memorial Scholarship	51 982	1 515	2 000	51 497	52 012	1 970	2 000	51 982
20. Catherine and Ernest Bennett Memorial Scholarship	29 970	897	500	30 367	29 821	1 149	1 000	29 970
<b>Totals</b>	<b>498 300</b>	<b>114 277</b>	<b>121 600</b>	<b>490 977</b>	<b>472 611</b>	<b>57 089</b>	<b>31 400</b>	<b>498 300</b>

## Notes to the Financial Statements

### PURPOSE OF SPECIAL PURPOSE ACCOUNTS

#### 1. Olive A. Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A. Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education might otherwise be restricted by virtue of financial need.

#### 2. Scholarship - Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

#### 3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes to students who have at least three years secondary schooling in public schools in the Swan Electorate.

#### 4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

#### 5. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at Collie Senior High School.

#### 6. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a public secondary school in the metropolitan area.

#### 7. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Western Australian Certificate of Secondary Education.

#### 8. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

#### 9. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above average scholastic development.

#### 10. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for public country school students who are in need of financial assistance to complete a high school education.

## Notes to the Financial Statements

### PURPOSE OF SPECIAL PURPOSE ACCOUNTS

#### 11. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a public secondary school in the metropolitan area.

#### 12. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a public secondary school and who demonstrates exceptional ability in the area of English.

#### 13. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Western Australian Certificate of Secondary Education course at any recognised high school.

#### 14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at North Perth Primary School.

#### 15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School or Como Secondary College.

#### 16. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

#### 17. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

#### 18. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for "good citizenship" to a female student at White Gum Valley Primary School.

#### 19. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the most successful student at Cowaramup Primary School.

#### 20. Catherine and Ernest Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

# Appendices

## 1. Student enrolment tables and charts

Table A1: Enrolments at Western Australian schools 2000–2014 <sup>(a) (b)</sup>

Year	Public schools <sup>(c)</sup>	Private schools <sup>(d)</sup>	Total
2000	268 708	104 107	372 815
2001	259 389	105 794	365 183
2002	256 947	108 624	365 571
2003	253 199	111 180	364 379
2004	252 593	113 944	366 537
2005	252 040	116 968	369 008
2006	252 061	119 896	371 957
2007	253 209	123 216	376 425
2008	253 838	127 248	381 086
2009	258 132	131 240	389 372
2010	258 115	134 335	392 450
2011	261 013	137 372	398 385
2012	268 129	140 006	408 135
2013	276 275	142 883	419 158
2014	283 739	144 877	428 616

Source: *Evaluation and Accountability*

(a) Semester 1 student census.

(b) From 2001 includes the half cohort.

(c) Includes students in community kindergartens.

(d) Includes students in independent pre-schools.

**Table A2: Number of schools and enrolments in Western Australia by gender and Aboriginal status 2014 <sup>(a)</sup>**

Sector	Schools	All students	Female	Male	Aboriginal
Public <sup>(b)</sup>	797	283 739	136 428	147 311	23 219
Private <sup>(c)</sup>	310	144 877	72 450	72 427	4 411
<b>Totals</b>	<b>1 107</b>	<b>428 616</b>	<b>208 878</b>	<b>219 738</b>	<b>27 630</b>

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Includes community kindergartens.
- (c) Includes independent pre-schools.

**Table A3: Western Australian public schools and students by school type and level of education 2014 <sup>(a)</sup>**

School type	Schools	Students				
		Kindergarten <sup>(b)</sup>	Pre-primary	Years 1–7	Years 8–12	Total
Community kindergartens	22	594	0	0	0	594
Primary	518	21 472 <sup>(c)</sup>	22 674	140 912	160	185 218
Remote community	22	112	122	864	271	1 369
District high	63	1 348 <sup>(d)</sup>	1 382	10 302	8 215	21 247
High and senior high	88	0	0	610	65 823	66 433
Senior college/campus	8	0	0	0	3 790	3 790
Education support and language development school/centre	65	373	509	1 817	1 192	3 891
Western Australian Colleges of Agriculture	5	0	0	0	544	544
Schools of Isolated and Distance Education	1	6	24	216	213	459
School of the Air	5	23	19	152	0	194
<b>Totals</b>	<b>797</b>	<b>23 928</b>	<b>24 730</b>	<b>154 873</b>	<b>80 208</b>	<b>283 739</b>

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Kindergarten figures represent a 'head count' of all students.
- (c) Kindergarten students attend 506 primary schools.
- (d) Kindergarten students attend 58 district high schools.

**Table A4: Full-time enrolments at Western Australian public schools by year level 2010–2014<sup>(a)</sup>**

Year level	2010	2011	2012	2013	2014
Kindergarten <sup>(b)</sup>	20 859	22 463	23 095	23 338	23 928
Pre-primary	20 874	22 086	23 802	24 992	24 730
Year 1	20 479	21 212	22 561	24 427	25 370
Year 2	20 143	20 633	21 589	23 086	24 785
Year 3	20 288	20 264	20 969	22 037	23 298
Year 4	20 052	20 262	20 458	21 253	22 109
Year 5	19 999	19 994	20 250	20 479	21 083
Year 6	20 658	20 105	20 197	20 455	20 556
Year 7	17 840	18 334	17 893	17 644	17 672
<b>Totals</b>	<b>181 192</b>	<b>185 354<sup>(c)</sup></b>	<b>190 814</b>	<b>197 711</b>	<b>203 531</b>
Year 8	9 188 <sup>(d)</sup>	16 115	17 116	17 067	16 993
Year 9	16 860	9 567 <sup>(d)</sup>	16 710	17 643	17 569
Year 10	17 281	17 140	10 160 <sup>(d)</sup>	17 212	17 880
Year 11	18 532	18 371	18 538	11 979 <sup>(d)</sup>	18 115
Year 12	14 446	13 867	14 304	14 625	9 547 <sup>(d)</sup>
<b>Totals<sup>(c)</sup></b>	<b>76 923</b>	<b>75 659</b>	<b>77 315</b>	<b>78 564</b>	<b>80 208</b>
<b>Grand totals</b>	<b>258 115</b>	<b>261 013</b>	<b>268 129</b>	<b>276 275</b>	<b>283 739</b>

Source: *Evaluation and Accountability*

- (a) Semester 1 student census.
- (b) Represents number of kindergarten students including community kindergarten students (not full-time).
- (c) Includes ungraded students.
- (d) Half cohort.

**Table A5: Distribution of students by public schools' geolocation by year level <sup>(a) (b)</sup> 2013 and 2014 <sup>(c) (d)</sup>**

Geolocation	2014		2013			
	Kindergarten–Year 7	Years 8–10	Year 3	Year 5	Year 7	Year 9
Metropolitan	70.7	69.3	70.6	70.2	66.2	69.0
Provincial	20.4	23.0	20.4	20.9	23.9	23.1
Remote	5.7	5.0	5.8	5.6	6.3	5.1
Very remote	3.2	2.7	3.2	3.3	3.6	2.8

Source: Evaluation and Accountability

- (a) Includes community kindergartens.
- (b) Geolocation is based on locality of individual schools and assigned according to Standing Council on School Education and Early Childhood Schools Geographic Location Classification System.
- (c) Semester 1 student census.
- (d) Distributions in 2013 for selected year groups are presented to provide context for NAPLAN results in Figures A2 – A5.

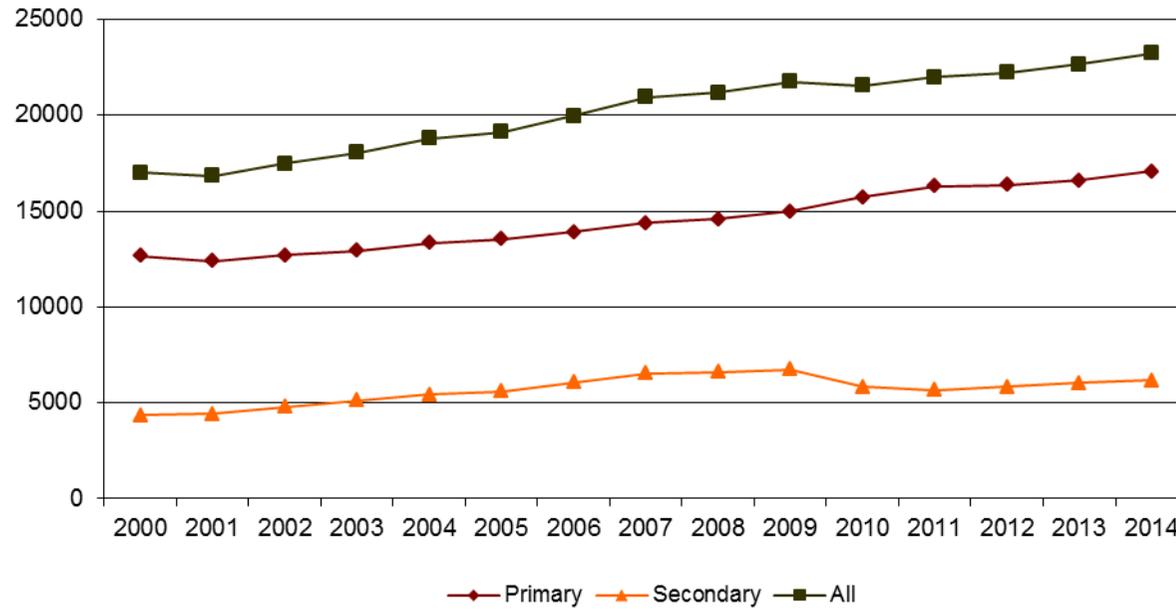
**Table A6: Western Australian public schools and students by education region and level of education <sup>(a)</sup> 2014 <sup>(b)</sup>**

Education region	Schools	Students				
		Kindergarten	Pre-primary	Years 1–7	Years 8–12	Total
<b>Metropolitan</b>						
North Metropolitan	237	8 934	9 074	54 984	27 693	100 685
South Metropolitan	250	9 191	9 645	60 452	31 927	111 215
<b>Totals</b>	<b>487</b>	<b>18 125</b>	<b>18 719</b>	<b>115 436</b>	<b>59 620</b>	<b>211 900</b>
<b>Country <sup>(c)</sup></b>						
Goldfields	40	803	821	5 100	2 384	9 108
Kimberley	22	430	474	3 159	1 523	5 586
Midwest	49	667	768	4 803	2 346	8 584
Pilbara	29	826	831	4 877	1 884	8 418
Southwest	100	2 262	2 295	15 894	9 550	30 001
Wheatbelt	70	815	822	5 604	2 901	10 142
<b>Totals</b>	<b>310</b>	<b>5 803</b>	<b>6 011</b>	<b>39 437</b>	<b>20 588</b>	<b>71 839</b>
<b>Grand totals</b>	<b>797</b>	<b>23 928</b>	<b>24 730</b>	<b>154 873</b>	<b>80 208</b>	<b>283 739</b>

Source: Evaluation and Accountability

- (a) Includes community kindergartens.
- (b) Semester 1 student census.
- (c) Defined as all non-metropolitan education regions.

Figure A1: Aboriginal enrolments at Western Australian public schools by level of education <sup>(a)</sup> 2000–2014 <sup>(b) (c)</sup>



Source: Evaluation and Accountability

- (a) Includes community kindergartens.
- (b) Semester 1 student census.
- (c) Half cohort entered secondary education in 2010.

**Table A7: Aboriginal enrolments at Western Australian public schools by year level <sup>(a)</sup> 2011–2014 <sup>(b)</sup>**

Year level	2011		2012		2013		2014	
	N	% of all enrolments						
Kindergarten	1 873	8.3	1 804	7.8	1 819	7.8	1 773	7.4
Pre-primary	1 935	8.8	2 032	8.5	1 982	7.9	1 992	8.1
Year 1	1 900	9.0	1 973	8.7	2 055	8.4	2 071	8.2
Year 2	1 757	8.5	1 885	8.7	1 983	8.6	2 083	8.4
Year 3	1 776	8.8	1 707	8.1	1 857	8.4	1 978	8.5
Year 4	1 815	9.0	1 781	8.7	1 709	8.0	1 882	8.5
Year 5	1 749	8.7	1 817	9.0	1 781	8.7	1 728	8.2
Year 6	1 765	8.8	1 696	8.4	1 800	8.8	1 782	8.7
Year 7	1 785	9.7	1 723	9.6	1 640	9.3	1 767	10.0
<b>Totals <sup>(c)</sup></b>	<b>16 356</b>	<b>8.8</b>	<b>16 418</b>	<b>8.6</b>	<b>16 626</b>	<b>8.4</b>	<b>17 056</b>	<b>8.4</b>
Year 8	1 427	8.9	1 608	9.4	1 538	9.0	1 507	8.9
Year 9	831 <sup>(d)</sup>	8.7	1 434	8.6	1 581	9.0	1 499	8.5
Year 10	1 393	8.1	773 <sup>(d)</sup>	7.6	1 333	7.7	1 466	8.2
Year 11	1 274	6.9	1 317	7.1	807 <sup>(d)</sup>	6.7	1 206	6.7
Year 12	745	5.4	707	4.9	784	5.4	485 <sup>(d)</sup>	5.1
<b>Totals <sup>(c)</sup></b>	<b>5 680</b>	<b>7.5</b>	<b>5 839</b>	<b>7.6</b>	<b>6 043</b>	<b>7.7</b>	<b>6 163</b>	<b>7.7</b>
<b>Grand totals</b>	<b>22 036</b>	<b>8.4</b>	<b>22 257</b>	<b>8.3</b>	<b>22 669</b>	<b>8.2</b>	<b>23 219</b>	<b>8.2</b>

Source: *Evaluation and Accountability*

- (a) Includes community kindergartens.
- (b) Semester 1 student census.
- (c) Includes ungraded students.
- (d) Half cohort.

Table A8: Aboriginal enrolments at Western Australian public schools by education region <sup>(a)</sup> 2014 <sup>(b)</sup>

Education region	Aboriginal students	Total students	Aboriginal students as % of all school students
<b>Metropolitan</b>			
North Metropolitan	3 893	100 685	3.9
South Metropolitan	5 598	111 215	5.0
<b>Totals</b>	<b>9 491</b>	<b>211 900</b>	<b>4.5</b>
<b>Country</b>			
Goldfields	1 840	9 108	20.2
Kimberley	3 448	5 586	61.7
Midwest	2 453	8 584	28.6
Pilbara	2 407	8 418	28.6
Southwest	1 998	30 001	6.7
Wheatbelt	1 582	10 142	15.6
<b>Totals</b>	<b>13 728</b>	<b>71 839</b>	<b>19.1</b>
<b>Grand totals</b>	<b>23 219</b>	<b>283 739</b>	<b>8.2</b>

Source: Evaluation and Accountability

(a) Includes community kindergartens.

(b) Semester 1 student census.

## 2. NAPLAN results tables and charts

**Table A9: Percentage of Western Australian public school Year 3 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2013**

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	94.9	91.5	91.8	75.5	93.1
Writing	96.1	91.0	91.9	73.2	93.4
Spelling	93.9	88.7	91.7	68.6	91.2
Grammar and Punctuation	94.7	89.9	90.7	69.0	92.2
Numeracy	95.3	93.9	92.9	77.6	94.5

Source: *Evaluation and Accountability*

**Table A10: Percentage of Western Australian public school Year 5 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2013**

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	96.3	93.8	93.7	79.6	95.0
Writing	93.0	85.0	89.5	57.0	88.9
Spelling	93.3	88.2	92.3	66.1	90.7
Grammar and Punctuation	94.7	90.4	92.2	66.2	92.5
Numeracy	90.9	91.5	91.1	65.6	91.2

Source: *Evaluation and Accountability*

**Table A11: Percentage of Western Australian public school Year 7 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2013**

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	93.3	89.8	89.7	68.8	91.4
Writing	92.3	82.0	87.4	56.1	86.8
Spelling	93.8	88.3	91.9	70.9	90.9
Grammar and Punctuation	90.1	82.0	85.6	51.5	85.9
Numeracy	93.5	93.2	92.9	75.2	93.4

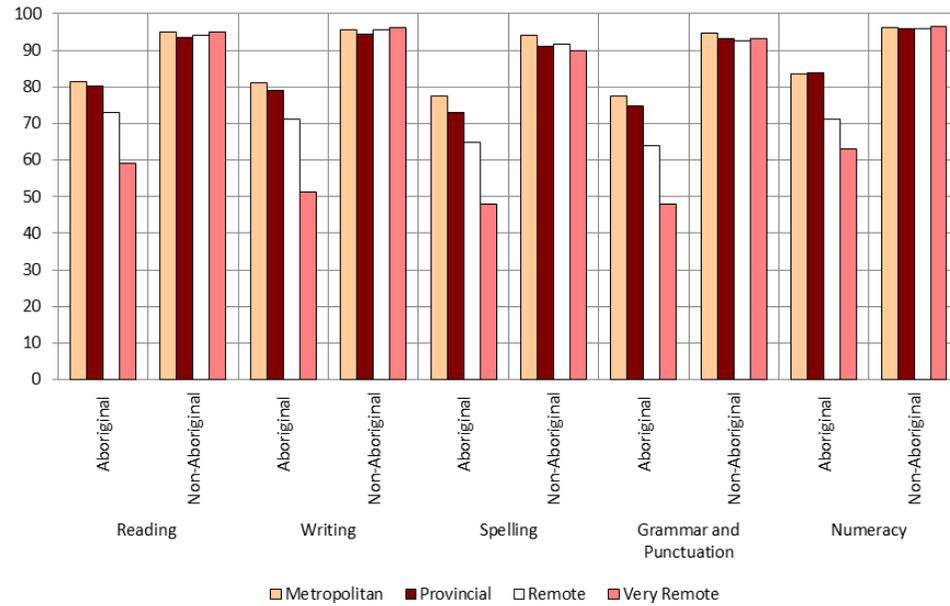
Source: Evaluation and Accountability

**Table A12: Percentage of Western Australian public school Year 9 students at or above the national minimum standards in literacy and numeracy NAPLAN by subgroup 2013**

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	91.6	87.9	87.4	64.1	89.7
Writing	85.7	69.3	78.3	41.0	77.1
Spelling	91.1	85.8	88.5	66.7	88.3
Grammar and Punctuation	86.5	78.9	79.3	44.9	82.5
Numeracy	86.0	88.3	86.7	59.2	87.2

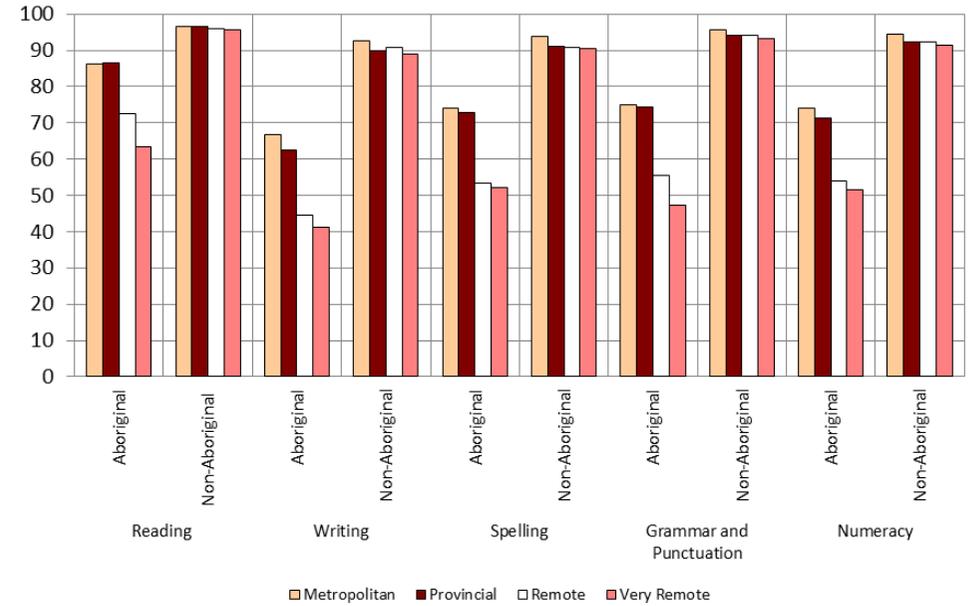
Source: Evaluation and Accountability

**Figure A2: Percentage of Western Australian public school Year 3 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2013**



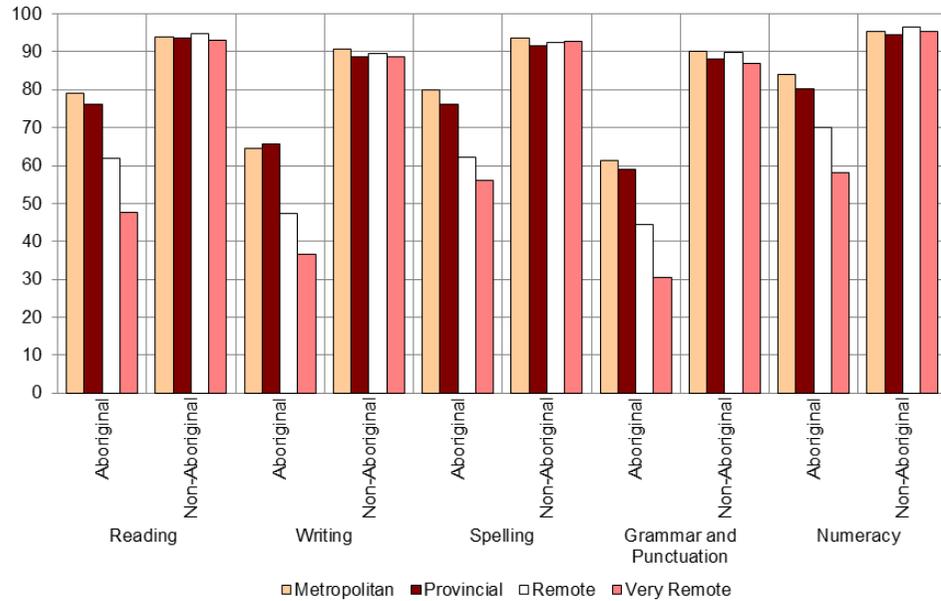
Source: Evaluation and Accountability

**Figure A3: Percentage of Western Australian public school Year 5 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2013**



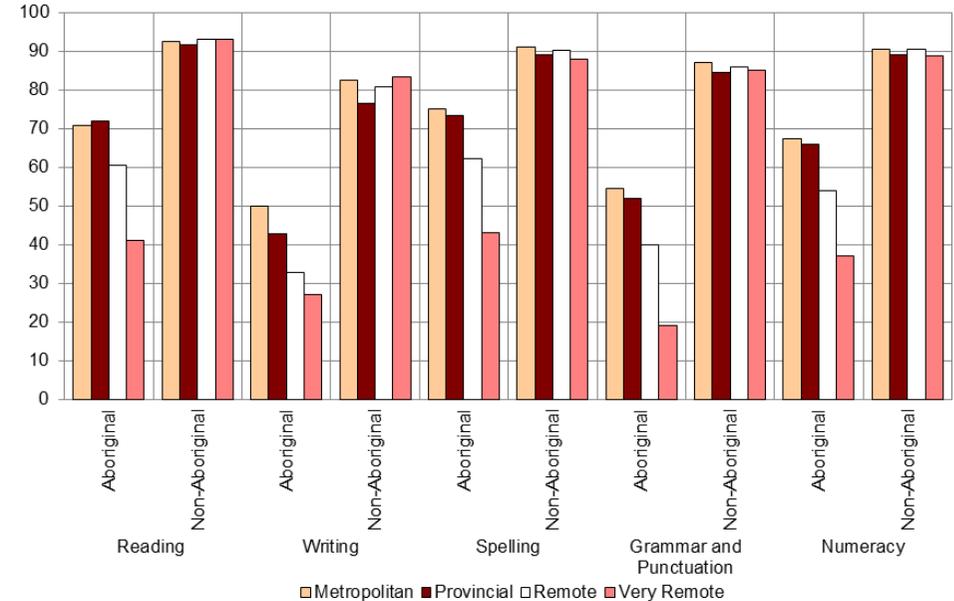
Source: Evaluation and Accountability

**Figure A4: Percentage of Western Australian public school Year 7 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2013**



Source: Evaluation and Accountability

**Figure A5: Percentage of Western Australian public school Year 9 students at or above the national minimum standards in literacy and numeracy NAPLAN by geolocation and Aboriginal status 2013**



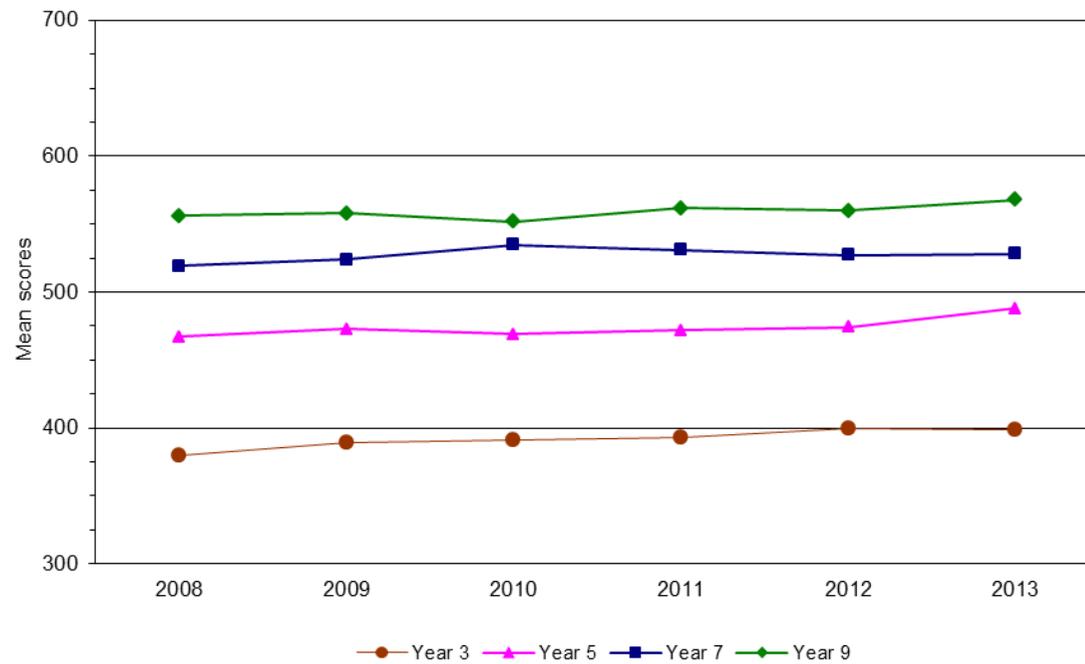
Source: Evaluation and Accountability

**Table A13: Mean NAPLAN reading scores of public school students by year level 2009–2013**

Year of testing	Year 3	Year 5	Year 7	Year 9
2009	389	473	524	558
2010	391	469	535	552
2011	393	472	531	562
2012	400	474	527	560
2013	399	488	528	568

Source: Evaluation and Accountability

**Figure A6: Mean NAPLAN reading scores of public school students by year level 2008–2013**



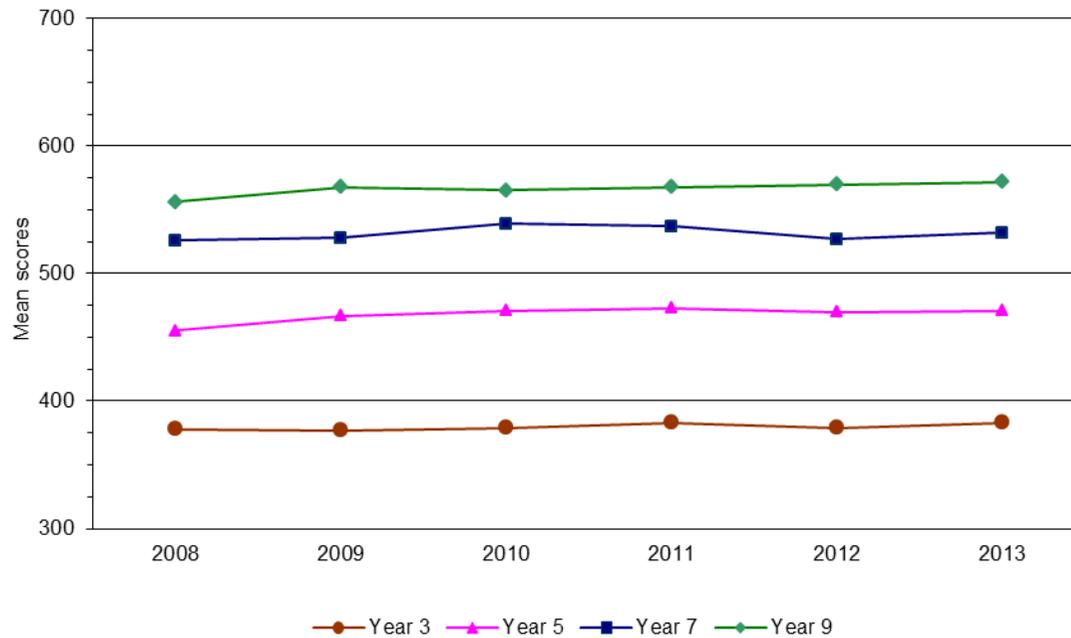
Source: Evaluation and Accountability

**Table A14: Mean NAPLAN numeracy scores of public school students by year level 2009–2013**

Year of testing	Year 3	Year 5	Year 7	Year 9
2009	377	467	528	568
2010	379	471	539	565
2011	383	473	537	568
2012	379	470	527	570
2013	383	471	532	572

Source: Evaluation and Accountability

**Figure A7: Mean NAPLAN numeracy scores of public school students by year level 2008–2013**



Source: Evaluation and Accountability

### 3. Student attendance, retention, graduation and satisfaction tables and charts

**Table A15: Student attendance rates of public school students by subgroup 2013<sup>(a) (b)</sup>**

Subgroup	Aboriginal	Non-Aboriginal	All
All (Pre-primary – Year 12)	76.9	92.3	91.0
Primary (Pre-primary – Year 7)	80.7	93.7	92.6
Secondary (Years 8–12)	67.2	89.1	87.4

Source: *Evaluation and Accountability*

- (a) Excludes Canning College and Tuart College, part-time and international students, and mature-aged students at senior campuses.
- (b) Attendance data are not comparable to previous years' data because of changes introduced in 2013 to meet a new national standard. Specifically, previous years' attendance data included students enrolled at the time of the collection (end of Semester 1), whereas attendance data from 2013 included all students enrolled at any time during Semester 1. The data also began including Pre-primary, which became compulsory in 2013.

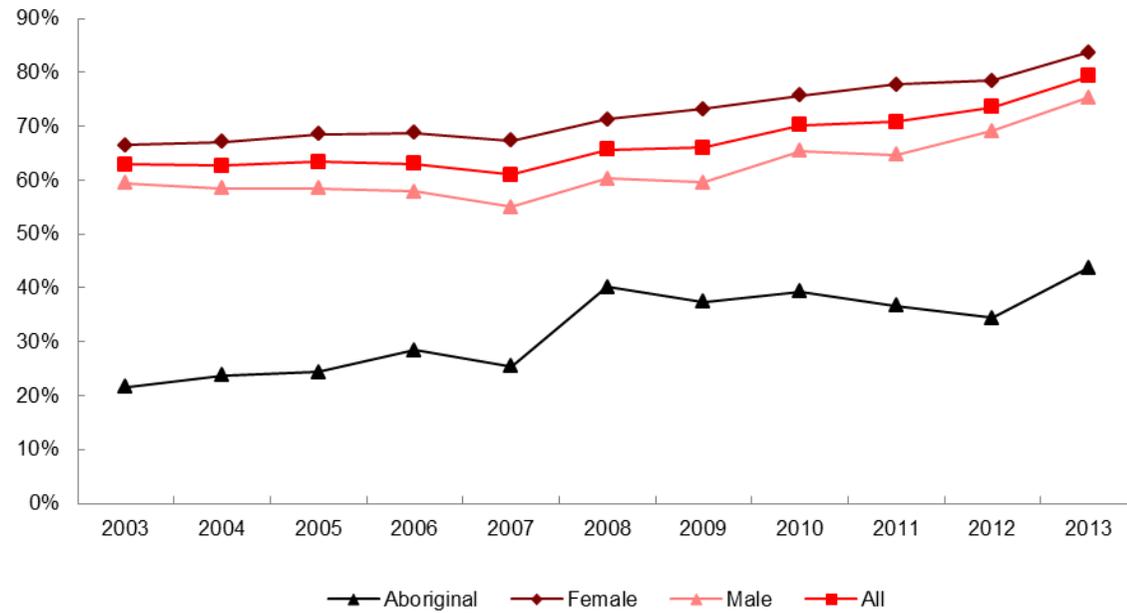
**Table A16: Apparent retention rates of public school students Year 8 to Year 12 by subgroup 2009–2013<sup>(a) (b)</sup>**

Subgroup	2009		2010		2011		2012		2013	
	N	%	N	%	N	%	N	%	N	%
<b>All</b>	11 294	66.0	12 086	70.3	11 956	70.9	12 354	73.6	13 161	79.3
Male	5 352	59.5	5 928	65.4	5 780	64.7	6 154	69.2	6 617	75.3
Female	5 942	73.2	6 158	75.7	6 176	77.8	6 200	78.5	6 544	83.7
<b>Aboriginal</b>	553	37.5	598	39.3	564	36.7	520	34.4	650	43.8
Male	289	36.5	325	40.0	290	34.9	265	33.6	332	43.2
Female	264	38.6	273	38.5	274	38.8	255	35.3	318	44.4

Source: *Evaluation and Accountability*

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

Figure A8: Apparent retention rates of public school students Year 8 to Year 12 by subgroup 2003–2013 <sup>(a) (b)</sup>



Source: *Evaluation and Accountability*

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

**Table A17: Secondary graduation rates of public school Year 12 students by subgroup 2009–2013 <sup>(a)</sup>**

Subgroup	2009	2010	2011	2012	2013
All	54.9	61.1	62.4	65.0	70.5
Male	47.8	54.8	55.8	59.7	65.2
Female	62.7	68.1	69.9	70.9	76.5
Aboriginal	16.3	19.8	20.3	19.3	27.2

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

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

**Table A18: Student satisfaction of Year 12 public school students by subgroup 2009–2013 <sup>(a)</sup>**

Subgroup	2009	2010	2011	2012	2013
<b>Satisfaction with quality of teaching</b>					
All	89.8	90.3	90.7	90.4	89.8
Male	88.5	89.1	88.8	89.4	89.0
Female	90.9	91.3	92.3	91.4	90.6
Aboriginal	88.1	93.4	93.5	89.4	94.2
<b>Satisfaction with quality of education facilities</b>					
All	83.3	84.3	83.7	85.5	85.4
Male	82.3	82.6	80.5	83.5	84.5
Female	84.1	85.8	86.2	87.3	86.1
Aboriginal	85.0	89.1	90.4	89.4	89.8

Source: *Evaluation and Accountability*

(a) Conducted in Semester 2.

## 4. Contacting the Department of Education

### Central office

151 Royal Street  
East Perth WA 6004  
T: 9264 4111  
W: [education.wa.edu.au](http://education.wa.edu.au)

### Regional offices

#### Metropolitan

North Metropolitan      North Metropolitan Education Regional Office  
Level 2/1 Puccini Court  
Stirling WA 6021  
(PO Box 1126, Innaloo City WA 6918)  
T: 9285 3600  
F: 9285 3730  
E: [NorthMetro.REO@education.wa.edu.au](mailto:NorthMetro.REO@education.wa.edu.au)  
W: [det.wa.edu.au/regions/northmetropolitan](http://det.wa.edu.au/regions/northmetropolitan)

South Metropolitan      South Metropolitan Education Regional Office  
184 Hampton Road  
Beaconsfield WA 6162  
(PO Box 63, South Fremantle WA 6162)  
T: 9336 9563  
F: 9430 8028  
E: [SouthMetroRegionalEdOffice@education.wa.edu.au](mailto:SouthMetroRegionalEdOffice@education.wa.edu.au)  
W: [det.wa.edu.au/regions/southmetropolitan](http://det.wa.edu.au/regions/southmetropolitan)

**Country**

Goldfields	<p>Goldfields Education Regional Office Federal Road Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6433) T: 9093 5600 F: 9093 5656 E: <a href="mailto:Goldfields.ERO@education.wa.edu.au">Goldfields.ERO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/goldfields">det.wa.edu.au/regions/goldfields</a></p>	Kimberley	<p>Kimberley Education Regional Office 10 Coghlan Street Broome WA 6725 (PO Box 2142, Broome WA 6725) T: 9193 6488 F: 9193 6718 E: <a href="mailto:Kimberley.ERO@education.wa.edu.au">Kimberley.ERO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/kimberley">det.wa.edu.au/regions/kimberley</a></p>
Midwest	<p>Midwest Education Regional Office Level 2, SGIO Building 45 Cathedral Avenue Geraldton WA 6530 (PO Box 63, Geraldton WA 6530) T: 9956 1600 F: 9964 1391 E: <a href="mailto:Midwest.ERO@education.wa.edu.au">Midwest.ERO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/midwest">det.wa.edu.au/regions/midwest</a></p>	Pilbara	<p>Pilbara Education Regional Office Corner of Searipple and Welcome Roads Karratha WA 6714 (PO Box 384, Karratha WA 6714) T: 9185 0111 F: 9185 0137 E: <a href="mailto:Education.Pilbara.ERO@education.wa.edu.au">Education.Pilbara.ERO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/pilbara">det.wa.edu.au/regions/pilbara</a></p>
Southwest	<p>Southwest Education Regional Office 5th Floor, Bunbury Tower 61 Victoria Street Bunbury WA 6230 T: 9791 0300 F: 9791 2228 E: <a href="mailto:Southwest.ERO@education.wa.edu.au">Southwest.ERO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/southwest">det.wa.edu.au/regions/southwest</a></p>	Wheatbelt	<p>Wheatbelt Education Regional Office McIver House 297 Fitzgerald Street Northam WA 6401 (PO Box 394, Northam WA 6401) T: 9622 0200 F: 9622 3996 E: <a href="mailto:Wheatbelt.REO@education.wa.edu.au">Wheatbelt.REO@education.wa.edu.au</a> W: <a href="http://det.wa.edu.au/regions/wheatbelt">det.wa.edu.au/regions/wheatbelt</a></p>