**Department of Education**

**Annual Report**

**2020–21**

**Accessible version** - The accessible profile is customised for a text-only screen reader such as JAWS.



******Acknowledgement of Country**

We acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom.

Aboriginal people have a long tradition of teaching and learning through sharing their connections with Country, community, language and culture, and through their oral histories, stories and lived experiences that are passed from generation to generation.

We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

This report uses the term ‘Aboriginal' to respectfully and inclusively refer to Aboriginal and Torres Strait Islander people.

Front cover photo

West Northam Primary School Pre-primary students watering their vegetable garden, as part of their science project. The students are learning about how plants grow differently in each season. Students taste test raw and cooked vegetables from the garden, learning about the science of cooking.

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# Overview

This report details our achievements and successes as well as the challenges we face and the opportunities ahead. It also outlines our contribution to broader Government‑desired outcomes and compliance with legislation and policy.

The report addresses reporting requirements in the Western Australian Public Sector Commission’s annual report guidelines and Treasurer’s instructions including 903 (Agency Annual Reports) and 104C (Annual Reporting 2020–21 Exemption).

Activities and performance for the 2020–21 financial year are in the context of our [strategic outline](https://www.education.wa.edu.au/dl/e4koe03), [strategic directions for public schools](https://www.education.wa.edu.au/dl/qe03re?t=1575864993009), State Government budget papers and other strategy documents.

This report includes the [annual report](#_Teacher_Registration_Board_2) of the Teacher Registration Board of Western Australia.

Information relating to each public school is available at [Schools Online](http://www.det.wa.edu.au/schoolsonline/home.do).

Reference to parents is inclusive of carers, families and extended families with responsibility for the care of their children.

## Statement of compliance

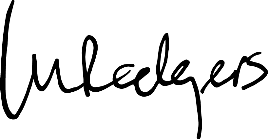
Hon Sue Ellery MLC

Minister for Education and Training

In accordance with section 63 of the *Financial Management Act 2006* (WA), I hereby submit for your information and presentation to the Western Australian Parliament the annual report of the Department of Education for the financial year ended 30 June 2021.

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

In accordance with section 114 of the *Teacher Registration Act 2012* (WA), the annual report of the Teacher Registration Board of Western Australia for the financial year ended 30 June 2021 is included in this report.



Lisa Rodgers

**Director General**

(Accountable Authority)

9 September 2021

## Director General’s foreword



We have achieved a lot this year. In 2020, more students remained in education and more Year 12 students finished school with a qualification than in previous years. We recorded the highest number of students who received a Western Australian Certificate of Education and we continued to have high rates of early childhood participation.

We have widened the scope of our approach to student learning, with a focus on Aboriginal students’ wellbeing, engagement and achievement. To assist our principals in leading school improvement and enhancing connectedness across our system, we have introduced the new Directors of Education and collegiate principals, and strengthened our public school review process.

We delivered a very significant maintenance, minor and capital works program with every school in the State benefiting. We opened five new primary schools: Brabham, North Harrisdale, Pine View, Yanchep Rise and Yarralinka, and delivered the second stages of Yanchep Secondary College and Aveley Secondary College. A further 67 schools continue to benefit from the WA Recovery Plan which includes stage two of Bob Hawke College, the redevelopment of Roebourne District High School and the first phase of Piara Waters Secondary College.

The Department continued to work closely with the non-government school sector to further strengthen the regulatory framework with a key focus on student safety and learning.

More than any other time, we worked across the public sector to provide for families, carers and communities.

Integrity, truth‑telling and trust are at the centre of our new Code of Conduct. Together, we worked to create a culturally responsive agency that strengthened relationships and further built the reputation on which our schools’ and students’ success depends.

We enhanced our incident management response to mobilise support for schools and we increased our digital capacity and supported teachers to improve their capability to deliver online teaching and learning as required.

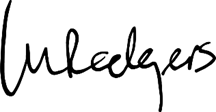
In a year that presented many challenges – COVID-19, devastating bushfires, floods and Cyclone Seroja, which significantly impacted many of our school communities, this preparedness ensured continuity of learning and continued student achievement.

Over the last 12 months I have had the pleasure of visiting many schools throughout Western Australia. I see first-hand the incredible work our staff do to support student achievement and wellbeing.

Our priority is for all our students to be supported to learn and progress at school and to leave school with the capabilities demanded by further education, training or modern workplaces.

I am extremely proud of the staff in the Department of Education and in our schools, and their dedication to the teaching and learning of Western Australian children and young people.

This coming year, we remain committed to providing a safe and secure environment for students to enjoy high quality learning. We will continue to support parents, carers and the community in the education of their children, delivering teaching excellence and successful outcomes for all students.



Lisa Rodgers

**Director General**

## About us

We influence the education of all Western Australian students through relevant legislation – directly through a system of public schools, and indirectly through regulation and funding of Catholic and Independent schools.

Regardless of these differences, the aim is the same: to deliver a high quality education to every student in all learning environments. We are committed to all students achieving their best and being lifelong learners who contribute actively to their communities and to society.

We recognise and respect the independence of Catholic and Independent schools; and undertake our responsibilities to all schools, systems and sectors with diligence and integrity. We are impartial in our role as a regulator and funder.

Our vision

All students in Western Australia, regardless of background and across all schools and learning environments, reach their learning and achievement potential.

Our values

|  |  |
| --- | --- |
| **Integrity**  We believe a good education is the bedrock upon which everything else stands. We do not take this responsibility lightly and feel very privileged to be part of it. We act in the best interest of students and the community at all times. We are accountable and honest and have strong ethical and moral principles. | **Truth-telling**  We commit to learning about the diverse histories, experiences and worldviews of Aboriginal people. We create culturally safe learning and work environments, and culturally responsive services, free from racism and discrimination. |
| **Equity**  We recognise the different circumstances, needs and aspirations of students and staff. We strive for learning and work environments that are free from racism, discrimination, bullying, abuse or exploitation. We believe in more than one path to success and our purpose is to help every child find theirs. | **Teamwork**  We support, encourage and inspire each other and value the contribution of all. We champion trust and inclusivity. We recognise the importance of collaboration to help students achieve their best. |

|  |  |
| --- | --- |
| **Voice**  We attentively listen to each other and our students, families, communities and stakeholders. We encourage honest and respectful expression of ideas and diversity of thought. We empower the voice of children and young people to be partners in their education. | **Care**  We practise mutual respect and accept our responsibility to develop and maintain appropriate relationships. We are attentive and considerate. We strive to keep ourselves, others and our resources safe. |
| **Learning**  We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn. |  |

Operational structure

**Our Minister** is Hon Sue Ellery MLC, Minister for Education and Training.

**Our accountable authority** in 2020–21 is Ms Lisa Rodgers, Director General, Department of Education.

**Our enabling legislation** is the *Public Sector Management Act 1994* (WA) in which the Department of Education is established under section 35.

**We provided staff, facilities and resources** to a number of entities created under legislation enacted by the Western Australian Parliament or by ministerial administrative action:

* Non-Government Schools Planning Advisory Panel
* Non-Government School Registration Advisory Panel
* Rural and Remote Education Advisory Council
* School Curriculum and Standards Authority
* Teacher Registration Board of Western Australia
* Western Australian Higher Education Council.

Performance management framework

Broad State Government goals are supported at agency level by specific desired outcomes. We continued to deliver our four services to achieve our desired outcome.

**Government goal**

Strong Communities: Safe communities and supported families

**Desired outcome**

School students across Western Australia have access to high quality education

**Services**

1. Public primary education
2. Public secondary education
3. Regulation and non‑government sector assistance
4. Support to the School Curriculum and Standards Authority

These services are as per our approved Outcomes-Based Management (OBM) reporting structure.

Our strategic directions

Our [strategic outline](https://www.education.wa.edu.au/dl/e4koe03) reflects how we deliver public education and support the education of all school students in Western Australia.

Our strategic directions for public school education from 2020 to 2024, [*Every student, every classroom, every day*](https://www.education.wa.edu.au/dl/qe03re), set clear aspirations for every student enrolled in a public school and focus on improvement drivers across six pillars to strengthen support for teaching and learning.

[*Building on strength: Future directions for the Western Australian public school system*](https://www.education.wa.edu.au/dl/oelpev) is our long term vision for education over the coming decade. This statement explains the thinking and rationale behind the commitments made in our strategic directions for public schools and acknowledges the need for students and teachers to be at the centre of our efforts.

To provide specific directions for public education each school year, we published [*Focus 2020*](https://www.education.wa.edu.au/dl/1zxeed) and [*Focus 2021*](https://www.education.wa.edu.au/dl/ojdk6l2), aligned to our strategic directions.

Image providing link to: [Explore the story behind the artwork in our strategic directions for public education in Western Australia.](https://www.education.wa.edu.au/artwork)

## **Executive summary**

Our students and schools in 2021

Infographics page displaying the following information:

473,728 students were enrolled in Western Australian (WA) schools. This included 319,574 students in public schools and 154,154 students in non-government schools. 67.5% of WA students were enrolled in public schools.

1,134 schools across eight education regions. We were responsible for 822 public schools, including opening five new schools. There were 312 non-government schools.

76.8% of public school students were in metropolitan schools, 16.0% were in regional schools, 7.2% were in remote or very remote schools.

27,330 (83.1%) of WA’s 32,906 Aboriginal students were enrolled in public schools.

40,082 full-time equivalent staff were employed in public schools; nearly 96.4% of all our staff.

For further enrolment data, refer to [Appendix 1](#_1._Student_enrolment_1). For further workforce data, refer to [Staff](#_Staff).

Year scorecard

We supported our State Government goal – Strong Communities: Safe communities and supported families – through our desired outcome ‘School students across Western Australia have access to high quality education’.

Key performance indicators helped us assess and monitor the extent to which we achieved this outcome and enhanced our ability to account to the community for our performance. Our results in 2020–21 against agreed targets are in [Table 1](#_Hlk78186375).

| **Effectiveness indicators (refer to note a)** | **Target (refer to note b)** | **Result** |
| --- | --- | --- |
| Rate of participation in education (proportion of persons aged 15 to 17 years in some form of education) | 99% | 99.4% |
| Retention in public schooling (proportion of Year 7 public school cohort studying in Year 12) | 82% | 81.5% |
| Western Australian Certificate of Education (WACE) achievement rate by Year 12 public school students | 81% | 81.7% |
| Year 3 public school students achieving proficiency in:   * Reading | n/a | n/a |
| Year 3 public school students achieving proficiency in:   * Numeracy | n/a | n/a |
| Year 5 public school students achieving proficiency in:   * Reading | n/a | n/a |
| Year 5 public school students achieving proficiency in:   * Numeracy | n/a | n/a |
| Year 7 public school students achieving proficiency in:   * Reading | n/a | n/a |
| Year 7 public school students achieving proficiency in:   * Numeracy | n/a | n/a |
| Year 9 public school students achieving proficiency in:   * Reading | n/a | n/a |
| Year 9 public school students achieving proficiency in:   * Numeracy | n/a | n/a |
| **Efficiency indicators** | **Target (refer to note b)** | **Result** |
| Service 1: Public primary education   * Cost per student full-time equivalents | $16,278 | $16,816 |
| Service 2: Public secondary education   * Cost per student full-time equivalents | $19,103 | $19,500 |
| Service 3: Regulation and non-government sector assistance   * Cost of non-government school regulatory services per non‑government school | $8,041 | $6,330 |
| Service 3: Regulation and non-government sector assistance   * Cost of teacher regulatory services per teacher | $121 | $109 |
| Service 4: Support to the School Curriculum and Standards Authority   * Cost per student of support to the School Curriculum and Standards Authority | $76 | $81 |

(a) 2020–21 targets and results for the NAPLAN-related key effectiveness indicators are not applicable because they are for performance on the 2020 NAPLAN assessments which were cancelled nationally due to COVID-19.

(b) Targets for 2020–21 are as reported in the 2020–21 Budget Papers.

Further information is in [Key performance indicators.](#_Hlk521490052)Year in dollars

The total cost of providing our services in 2020–21 was $5.6 billion. [Figures 1 and 2](#_Hlk19013000) summarise sources of revenue and cost of services. Full details of financial performance during 2020–21 are in the [Financial statements](#_Financial_statements_1).

Figure 1: Revenue sources 2020–21

Revenue sources presented as a pie chart. In 2020–21, Revenue sources were as follows: 71.70% Income from State Government, 16.34% Australian Government grants and contributions, 7.90% Asset revaluation increment, 1.91% User contributions, charges and fees, 1.88% Other revenue, and 0.27% Interest revenue.

*Source:* *Education Business Services*

Figure 2: Costs 2020–21

Costs presented as a pie chart. In 2020–21, Costs were as follows: 76.06% Employee benefits expense, 18.22% Supplies and services, 4.13% Depreciation and amortisation expense, 0.90% Grants and subsidies, 0.57% Finance costs, and 0.11% Other expenses.

*Source:* *Education Business Services*

Our results in 2020–21 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in [Table 2](#_Hlk50816655).

Table 2: Budget targets compared to actual results 2020–21 (refer to note a)

|  | **2020–21 budget**  **(dollars in thousands)** | **2020–21 actual**  **(dollars in thousands)** | **Actual vs budget**  **(dollars in thousands)** |
| --- | --- | --- | --- |
| Total cost of services | 5,466,867 | 5,603,321 | 136,454 |
| Net cost of services | 4,205,281 | 3,878,325 | minus 326,956 |
| Total equity | 14,366,072 | 15,040,722 | 674,650 |
| Net increase/(decrease) in cash held | minus 9,500 | 62,952 | 72,452 |
|  | **2020–21 budget**  **(FTE) (refer to note b)** | **2020–21 actual**  **(FTE)** | **Actual vs budget**  **(FTE)** |
| Staff | 40,917 | 41,588 | 671 |

*Source: Education Business Services*

(a) Results in brackets indicate a negative value.

(b) Full-time equivalent.

Total cost of services was $136.4 million (2.5%) higher than the original budget due primarily to approved adjustments during 2020–21. This included:

* additional funding allocated for extra cleaning staff and supplies to provide enhanced cleaning regimes across all public schools, community kindergartens and residential colleges in accordance with the State Government’s COVID-19 safety plans and guidelines
* actuarial movement in leave liability
* extension of the National Partnership Agreement on Universal Access to Early Childhood Education in 2021
* additional funding allocated for the 2021 election commitments
* additional funding following revisions to student enrolment and cost growth forecasts, including extra funding to support the growth in the number of students with a disability.

Taking into consideration the approved adjustments during the year, the total cost of services was $2.9 million over the Department’s 2020–21 final budget.

The net cost of services of $3.878 billion was lower than budget by $327.0 million (7.8%). This was mainly due to the one-off recognition of realised gains following changes to the Department's valuation methodology on buildings' project and professional fees at 30 June 2020, in line with AASB 13 ‑ Fair Value Measurement (AASB 13) and Treasurer's Instruction 954 ‑ Revaluation of Non‑Current Physical Assets (TI 954).

The $674.6 million variance in total equity was mainly due to the increase in asset value associated with the change in the Department's valuation methodology on buildings' project and professional fees and the increase in leave liability provisions.

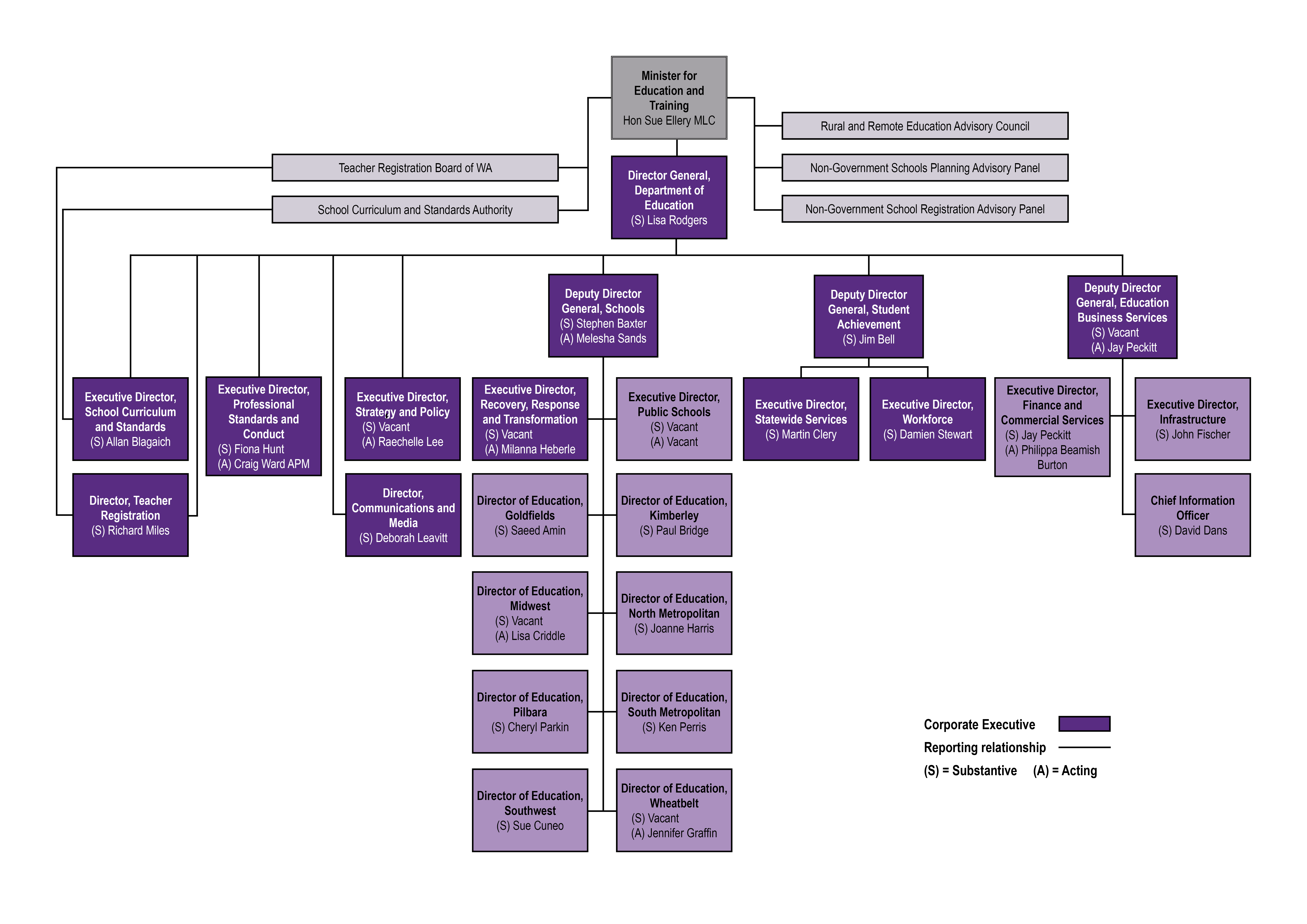
The 2020–21 average paid FTE of 41,588 was 671 FTE (1.6%) higher than the estimate of 40,917 FTE. The increase was attributed to:

* additional school-based staff required to meet demand from student enrolment growth and the opening of new schools in 2020 and 2021
* more cleaners employed to maintain enhanced cleaning regimes in public schools throughout the COVID-19 pandemic
* extra special needs education assistants in mainstream schools due to increases in disability funding.

## Our structure and senior staff

At 30 June 2021

A full organisational chart is in [Appendix 3](#_3._Staffing)



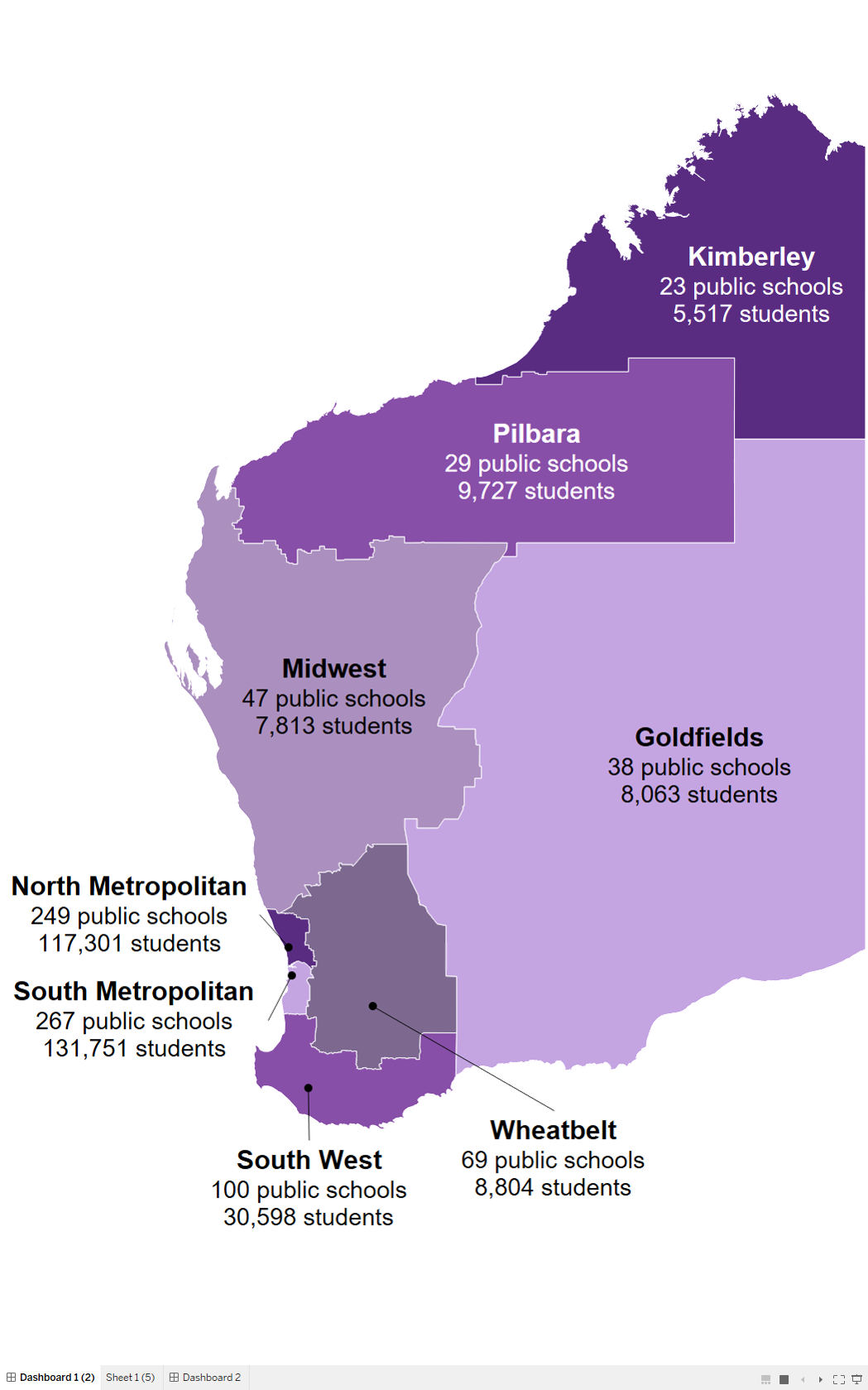
# Our performance

## Providing public education

We provide high quality education for children and young people throughout Western Australia, helping each to achieve academic and personal success.

We work with parents, families, agencies and organisations to prepare students with the skills, understandings and values to achieve their best and make a positive contribution to society.

In Semester 1, 2021, there were 319,574 students in Kindergarten to Year 12 across 822 public schools Statewide. This was 2,206 more students than in Semester 1, 2020. Public schools’ market share decreased, from 67.9% in 2020 to 67.5% in 2021. Enrolment and school information is in [Appendix 1](#_1._Student_enrolment_1).



In 2020–21, we were the largest public sector employer in the State, with 41,588 full-time equivalent staff. Most of our staff (96.4%) were employed in public schools.

### Responding to COVID-19

Our COVID-19 incident management team, established in early 2020 in response to the State Government’s declaration of a State of Emergency, continued to support schools to implement measures in accordance with health advice to ensure they were safe and clean for students and staff.

The Department’s strategic intents during the Response phase were to:

* reduce COVID-19 transmission risk at school sites
* support the continuity of teaching and learning
* assist in maintaining approved Department of Education critical functions
* ensure the provision of consistent, timely and appropriate advice relating to COVID-19.

The team provided schools with leadership, advice, updates and resources. This supported school-based leadership to adapt to physical distancing and health and hygiene routines in the context of their individual settings.

Medically vulnerable students were supported to learn at home by their school, the School of Special Educational Needs: Medical and Mental Health and the School of Isolated and Distance Education through the COVID-19 Medical Referral Project. During 2020, the project received 678 student referrals from across the State.

Since the pandemic began, we have boosted our secure teaching and learning platform, Connect, to support a shift to remote learning. More resources have been developed for public school teachers to access on the Connected Learning Hub, including teaching and learning materials for primary and secondary students, and students with special educational needs. This was in addition to the [Learning at home website](https://www.education.wa.edu.au/learning-at-home), which provided resources, activities and information to support schools and parents with children and young people learning at home. The website also provided resources to support mental health and wellbeing.

In 2020–21, the State Government committed $81.1 million to support schools to meet enhanced cleaning requirements to ensure the safety of staff and students.

On the advice of the Australian Health Protection Principal Committee (AHPPC), schools remain vigilant and undertake strategies designed to prevent the possibility of transmission. We developed operating guidelines and frequently asked questions (FAQs) for staff in accordance with advice from the AHPPC and Western Australia’s Chief Health Officer to prioritise the safety of staff and students. This included information for school activities, school closures, financial management, resourcing, wellbeing, health, hygiene, residential colleges and our workforce.

We remain committed to providing a safe environment for all staff and students, and continue to act on health advice to take necessary precautions.

### Providing every student with a pathway to a successful future

During the year, we supported schools to achieve positive learning outcomes for students. We set expectations that all students:

* be provided with high quality development and learning experiences
* have opportunities and support to create the building blocks for their future success
* are supported in ways that have a positive impact on their mental health and emotional wellbeing.

***Student achievement and attendance***

**Public school Year 12 student performance and achievement**

The student attainment rate improved from 90.9% in 2019 to 92.1% in 2020. The attainment rate for Aboriginal students also improved from 69.8% in 2019 to 70.8% in 2020. These attainment rates are based on all Year 12 students in the Semester 2 student census.

The Western Australian Certificate of Education (WACE) achievement rate of full‑time Year 12 students (one of our [key performance indicators](#_Hlk19013421)) increased in 2020 to 81.7%, from 80.7% in 2019. The WACE achievement rate of Aboriginal full-time Year 12 students declined slightly to 46.2% in 2020, from 46.7% in 2019.

In order to achieve a WACE, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy. These standards were achieved by 85.7% of Year 12 full-time students (85.5% in 2019). For Year 12 Aboriginal full-time students, 53.8% demonstrated the literacy and numeracy standard (55.1% in 2019).

Details of Year 12 student achievement and responses to the Year 12 student intentions and satisfaction survey are in [Appendix 2](#_2._Student_participation,).

In 2020, public school students received 1,649 School Curriculum and Standards Authority awards (1,647 in 2019).

The 2020 Rob Riley Memorial Prizes for the top Year 12 Aboriginal students from public schools were won by Taylor MacKinnon from Mount Lawley Senior High School (Australian Tertiary Admission Rank, ATAR) and Violet Johns from Wanneroo Secondary College (Vocational Education and Training, VET).

**Public school student literacy and numeracy performance**

In 2021, we assessed almost 26,000 Pre-primary students in the On-entry Assessment Program, giving teachers important information about the foundation literacy and numeracy knowledge and skills of their students in the first year of full‑time school.

Just over 89,000 Western Australian public school students in Years 3, 5, 7 and 9 were assessed in aspects of literacy and numeracy as part of the 2021 National Assessment Program – Literacy and Numeracy (NAPLAN). Approximately 99% of our students who sat the tests completed them online, with the exception of Year 3 Writing.

The 2020 NAPLAN assessments were cancelled nationally due to COVID-19. Previous years’ NAPLAN results are reported in our [annual reports](https://www.education.wa.edu.au/annual-reports). The 2021 NAPLAN results will be reported in the 2021–22 annual report.

**Student attendance**

COVID-19 had an impact on student attendance at public schools in 2020 and 2021.

In 2021, the State Government postponed the start of Term 1 by one week (with schools closed from 1 to 5 February) in the Perth, Peel and South-West regions.

In 2020, attendance was most severely disrupted from Week 7 to Week 10 of Term 1, following the declaration of a State of Emergency. Following State Government advice during this period, most students accumulated ‘reasonable cause’ absences and were unable to achieve the level required for regular attendance across the semester. Excluding these weeks, the attendance (adjusted) rate in 2020 was 90.1%.

Attendance has remained stable since 2013 at close to 91% with a slight decline in 2019 (89.8%), mostly due to the early onset of the influenza season.

The adjusted attendance rate was 73.1% in 2020 for Aboriginal students, down from 74.3% in 2019. Details of attendance rates are in [Appendix 2](#_2._NAPLAN_results).

We have completed the review of our approach to attendance, which was initiated by the Minister for Education and Training in response to the Public Accounts Committee’s 2018 report, Setting the stage for improvement: Department of Education’s management of student attendance. Based on this, we have:

* established a project team to support implementation of our new 10-point plan for improving attendance
* revised the Student Attendance in Public Schools policy and procedures which, following a six-month familiarisation phase, is due to become effective from 19 July 2021.

In 2021, we established the roles of Directors of Education. This has seen a subtle but significant shift in the focus and responsibilities of the senior regional leaders. Directors of Education influence student attendance, achievement and progress through their work with principals. They are expected to know and understand the challenges in their regions and channel system support resources to where they are most needed.

We continued to work with other agencies and organisations to locate students whose whereabouts were unknown and reduce the number not participating in education or approved options. As at 30 June 2021, the whereabouts of 801 students of compulsory school age were unknown (1,012 in June 2020).

***Providing support and pathways that meet students’ needs***

**Creating culturally responsive schools that build on the strength of Aboriginal students**

The [Aboriginal Cultural Standards Framework](https://www.education.wa.edu.au/dl/jjpzned) continued to drive our work to strengthen the wellbeing, engagement and achievement of Aboriginal students and to build strong partnerships between families and schools. In 2020–21, we delivered 63 professional learning workshops to 2,521 principals, teachers, Aboriginal and Islander education officers, and graduate school psychologists, to support the creation of culturally responsive schools. We also delivered workshops to external stakeholders.

We are working in partnership with senior Aboriginal community members to build cultural responsiveness at all levels of the organisation. In 2020, we began developing a reconciliation action plan (RAP) to support and advance our contribution to reconciliation.

In 2021, in partnership with Danjoo Koorliny (Walking Together) Elders and community leaders, and the Centre for Social Impact, we began designing a culturally responsive school leadership program.

In 2021, there were 55 KindiLink programs operating in our schools. The play‑and‑learn sessions were designed for Aboriginal children and their parents, and were also available to non‑Aboriginal children at some sites. KindiLink supports children’s learning before starting school, forges positive home‑school partnerships, and builds the confidence and capability of parents as their children’s first educators.

In 2020, the Follow the Dream program, in partnership with the Polly Farmer Foundation, was delivered to 1,605 Aboriginal secondary students (1,210 in 2019) across 84 public schools throughout Western Australia. One hundred and eighty (82%) of the 219 Year 12 students in the program in 2020 achieved a WACE.

The Clontarf Foundation academies operated in 31 schools in Semester 1, 2021, supporting male Aboriginal students through school and into post-school destinations.

We provided funding in 2020 to Glass Jar Australia, Role Models and Leaders Australia, SHINE Inspire Achieve Belong, Stars Foundation and the Wirrpanda Foundation to deliver programs to strengthen the engagement of female Aboriginal students in education, and their transitions through school and into further study and work.

Emeritus Professor Colleen Hayward AM and Mr Ian Trust AO, our Elders in Residence since 2017, provided strategic advice to the Minister for Education and Training and our staff on whole‑of‑government priorities and strengthening the cultural responsiveness of our agency.

Kevin O’Keefe, Principal Advisor, Student Support and Aboriginal Education Services, continued as a member of Corporate Executive, to provide advice and guidance drawn from his extensive experience in the education sector.

Image providing link to our video: [Building on strength in uncertain times: In this together. A message for Aboriginal families and all school communities.](https://www.youtube.com/watch?v=eLw0hGntWmk)

**High quality learning environments that meet the needs of students**

In 2021, 1,818 students (1,793 in 2020) in Years 5 and 6 were eligible to participate in courses through the [Primary Extension and Challenge](https://www.education.wa.edu.au/primary-program) (PEAC) program.

[Gifted and Talented Secondary Selective Entrance Programs](https://www.education.wa.edu.au/ed/0d707a) were delivered by 22 secondary schools in 2021 with 1,096 Year 7 offers of placement accepted in selective academic, languages and arts programs. The academic program was also available online for select students in Western Australia’s rural and remote regions.

We received 4,847 applications in 2021 for Year 7 secondary places commencing in 2022, an increase of 4.3% from 2020. We also received a further 1,679 applications (1,629 in 2020) from students applying for entry to Years 9, 10 and 11 in 2022.

We supported students in Years 11 and 12 to access work placements in state and local government agencies through the Government Agency Work Placement Initiative. Students can use these placements to contribute to their Western Australian Certificate of Education and vocational education and training qualifications.

Our School of Isolated and Distance Education (SIDE) provided education to more than 2,800 Kindergarten to Year 12 students across WA in 2020 unable to access regular schools or specific subjects. It delivered more than 4,100 virtual lessons each month and provided nearly 250 web-based courses.

We continued to provide assistance to students and teachers in regional and rural schools. SIDE-enrolled students at 10 regional schools were supported by independent learning coordinators. These coordinators also worked closely with a team of eight regional learning specialist teachers who supported Year 11 and 12 students across country WA enrolled in 26 ATAR courses. In 2020, the team visited 40 schools, providing face-to-face tuition along with online revision resources.

As at the Semester 1, 2021 student census, we were providing boarding facilities to 479 students through eight country‑based residential colleges and one metropolitan‑based residential college. Seventy-five of these students were attending non-government schools. Refer to [Appendix 1](#_Hlk51064940) for student numbers at each residential college.

We supported WA families with the Boarding Away from Home Allowance (BAHA). In 2020, we supported:

* 1,281 public and non-government school students through the BAHA for Isolated Children at a cost of over $2.0 million (1,356 at a cost of just over $2.4 million in 2019)
* 287 students through the BAHA Agricultural College Special Subsidy at a cost of $439,043 (283 at a cost of $491,630 in 2019). This allowance supports boarders at Western Australian Colleges of Agriculture and Edmund Rice College.

We supported low income families with children at public and non-government schools through the Secondary Assistance Scheme. In 2020:

* we extended the closing date for applying, to support families affected by COVID‑19
* 32,774 students in Years 7 to 12 received support through the scheme (30,494 in 2019):
* $7.6 million under the Education Program Allowance ($7.0 million in 2019)
* $3.7 million under the Clothing Allowance ($3.4 million in 2019).

**Support for students with specific educational and engagement needs**

Intensive English Centres at 14 metropolitan public schools in 2021 provided targeted programs to 785 primary and secondary students for whom English is an additional language or dialect. Funding is provided for students to attend a centre for 12 months, with an additional year of funding available for humanitarian entrant students with a limited schooling background. In 2021, 748 students received this funding. This is a reduction from last year (1,098 students) due to border closures as a result of COVID-19.

Mainstream schools in 2021 had 34,153 English as an additional language or dialect (EALD) students. Of these, 13,623 were eligible for the EALD funding allocation including 1,810 Aboriginal students.

As at 30 June 2021, 2,904 (95%) of the 3,056 children in the care of the Chief Executive Officer of the Department of Communities, and enrolled in our schools, had documented plans.

Our Schools of Special Educational Needs (Behaviour and Engagement, Disability, Medical and Mental Health, and Sensory) continued to provide a range of services, some of which were available to staff and students from non-government schools.

In 2020, the School of Special Educational Needs: Behaviour and Engagement managed 786 cases of intensive support for students with extreme, complex and challenging behaviours. This included 27 students enrolled at the Midland Learning Academy which supports severely disengaged students, and students at our 14 engagement centres.

The School of Special Educational Needs: Disability provided services and support to 5,338 students in 2020. This support was provided through a consulting teacher service to schools across four specialist areas: autism, assistive technology, disability and specific learning disorders.

The School of Special Educational Needs: Medical and Mental Health provided education support across more than 40 health settings for students whose medical or mental health prevented them from participating in their enrolled school program. Teaching and liaison support was provided to 5,513 public and non-government school students and their enrolled schools in 2020. Professional learning was also provided to 427 school staff to build their capacity to support students with health needs across 47 public and non-government schools.

Our School of Special Educational Needs: Sensory provided teaching and consultative support in 2020 to 2,544 public and non-government school students, and early intervention for 144 children aged zero to four years old with hearing loss and/or vision impairment.

Our five metropolitan language development centres provided intensive language intervention programs in 2021 for 1,366 students in the early years of schooling with a diagnosed language disorder. The centres, through our Statewide Speech and Language Outreach Service, also delivered support to teachers of young students across the State who have speech and language difficulties and do not attend a centre.

As at 30 June 2021, we were supporting 14,074 students through the student‑centred funding model individual disability allocation to public schools.

In 2020, we provided teaching and learning adjustments to 19.9% of public school Pre-primary to Year 12 students with disability, as reported through the Nationally Consistent Collection of Data on School Students with Disability. The adjustments are intended to enable these students to participate in education on the same basis as their peers.

***Student wellbeing***

**Supporting student wellbeing**

An average 363.0 full-time equivalent (FTE) school psychologists in 2020 (355.7 FTE in 2019) supported school staff with:

* student behaviour
* learning and disability
* mental health and wellbeing
* emergency and critical incident management.

Mental health and wellbeing was a priority area for school psychologists who provided consultation, assessment, intervention and planning support.

Gatekeeper Suicide Prevention Training was delivered by the Mental Health Commission to 559 public school staff in 2020, and the national teen Mental Health First Aid program was delivered to 2,150 secondary students. Both programs were available to public and non-government schools. Youth Mental Health First Aid training was provided to 556 public school staff and other community members who work with young people.

As part of our pastoral care for students in 2020, 654 schools accessed chaplaincy services through in-school chaplaincy programs, school chaplaincy support and pastoral critical incident response services.

In Term 4 2020, a further 12 schools joined the 18 schools already piloting the Western Australian Respectful Relationships Teaching Support Program. The program, a previous election commitment of the State Government to address our state’s high rates of family and domestic violence, is coordinated by the Department of Communities and delivered by Starick Services Inc. It provides teachers with evidence based skills and knowledge to implement a whole-school approach to deliver respectful relationships educational content.

For the 2020 school year, 100% of schools indicated that protective behaviours education was being fully implemented. Schools will continue to be supported to ensure full implementation during 2021 and beyond.

**Addressing concerning student behaviour**

Since the launch in late 2018 of [Let’s take a stand together](https://www.education.wa.edu.au/dl/69okxe?t=1558581924355), the State Government’s plan to address violence in schools, the numbers of students suspended and excluded have increased.

In 2020, 15,943 students (4.9% of total enrolments throughout the year) were suspended compared to 16,149 in 2019 (5.0% of total enrolments throughout the year). The reduction in the number and percentage of students suspended in 2020, despite a larger overall student population, is likely due to COVID-19 disruption to the school year. The majority of public school students (95.1%) received no suspensions.

There were 72 students excluded in 2020 and 65 in 2019 compared to 24 in 2018 and eight in each of 2017 and 2016.

In 2020, more than 2,700 school staff completed training in de-escalation and positive handling. This included 861 graduates who received mandatory training on how to de-escalate and manage aggressive behaviour as part of their induction program. As this course requires physical contact between participants, COVID‑19 restrictions impacted on course delivery.

In 2020, 5,446 participants attended the Classroom Management Strategies and Positive Behaviour Support training programs. Participant numbers were impacted by COVID‑19 restrictions on face‑to‑face workshops.

### Strengthening support for teaching and learning excellence in every classroom

We provided staff with opportunities to grow their professional capabilities to raise the standard of teaching and impact on learning. We promoted careers in public education to build the supply of high quality staff applying for positions in our schools.

**Supporting teachers to attain high standards of performance**

In 2020, 4,464 teachers completed components of the Graduate Teacher Professional Learning Program and 414 accessed individual support through the in‑class coaching component. All support is aligned to the Australian Professional Standards for Teachers.

Exemplary teachers who provide and support high quality teaching in schools are recognised for their exceptional teaching practices through our level 3 classroom teacher and senior teacher programs.

In 2020, 85 teachers achieved level 3 classroom teacher status and 651 teachers became senior teachers – experienced teachers committed to high quality teaching and ongoing professional learning.

The Leap program responds to emerging Department and local school workforce needs by qualifying existing teachers into specialist subjects of need. In 2020–21, Leap trained 447 teachers in secondary mathematics, design and technology, English, science, humanities and social sciences, and primary languages.

Through the annual [WA Education Awards](https://www.education.wa.edu.au/wa-education-awards), we acknowledge our public school teachers, leaders and support staff for their role in making a difference in the lives of students in Western Australia. Due to COVID-19, the 2020 awards were cancelled.

**Attracting and retaining high quality teachers**

Through the Professional Practice Program, we supported 223 professional experience placements undertaken by pre-service teaching and school psychology students in a regional area in 2020–21. The support included an induction program, school visits and classroom observations, coaching and funding including access to stipends and travel allowances.

An additional 28 pre-service secondary teachers were supported financially to undertake an internship in a metropolitan public school through the Internships for Pre-Service Teachers project. This project aims to increase capacity and work readiness by delivering practical learning that integrates theory into classroom practice. All interns were completing qualifications in subject areas of need, including science, technology, engineering and mathematics (STEM), English, or humanities and social sciences.

Forty-three Teach For Australia associates commenced teaching in 15 non‑metropolitan and five metropolitan secondary schools in 2021, joining the 31 associates in 20 schools in their second year of teaching. Associates are high‑calibre graduates willing to work in relatively disadvantaged schools for two years while completing a Master of Teaching.

The pilot On Country Teacher Education Program, developed with and delivered by Curtin University, continued to support Aboriginal allied professionals in our schools to complete a Bachelor of Education (Primary Education). In 2021, 20 staff are studying part-time while continuing to work in their existing roles.

In 2021, we launched two Bob Hawke Aboriginal teacher scholarships to support aspiring Aboriginal secondary teachers to complete their undergraduate or postgraduate teaching qualification. These will be awarded later in the year.

The Remote Connection Program offers experienced teachers and school leaders the opportunity to spend one week living and working in a remote community. The program enables staff to gain an understanding of whether they are suited to a career in a remote school. In 2020–21, 28 staff participated in the program and were hosted in 15 remote community schools.

We continued to arrange and subsidise housing to attract and retain staff in our rural, regional and remote public schools. In 2020–21, $63.4 million was paid in rent for 2,256 properties occupied by our staff and owned or leased by Government Regional Officers’ Housing ($62.5 million for 2,055 properties in 2019–20). Of this, we subsidised 73% (73% in 2019–20).

Image providing link to our video: [Teach in WA – Discover the rewards of rural teaching.](https://youtu.be/CxHuUuJlM_Y)

### Building the capability of our principals, our teachers and our allied professionals

We supported our school leaders to lead improvement in schools through the leadership strategy, professional development and public school review.

**Leadership strategy**

Guided by our [Western Australian Public School Leadership Strategy 2018–2021](https://www.education.wa.edu.au/dl/gx8266q), we continued to support and develop emerging, new and experienced leaders.

For the 2021 school year, the Director General provided all public school leaders with a Statement of Expectations. The statement:

* made clear the expectations and responsibilities of the school and the Department in regards to student achievement and progress
* sets out the expectations of Principals in relation to the delivery of our [strategic directions](https://www.education.wa.edu.au/dl/qe03re?t=1575864993009)
* underpins each school’s strategic planning and self-assessment, and reflects the expectation on school improvement to ensure every student is successful.

In 2020–21, 77 emerging leaders completed Explore: A Career in School Leadership, an online program for teachers and classroom leaders; and 168 leaders who intend on applying for school principal positions within the next two years attended the Aspirant Principal Preparation Program.

The Newly Appointed Principal Induction Program supported those who have not previously held a substantive principal position with 77 participants attending the two-day induction in 2020–21.

Launch: New Principal Program, designed to fast‑track the learning curve for principals in their first three years, had 48 participants in 2020–21.

A second trial of the Western Australian Future Leaders Framework was evaluated and the framework released for implementation to all public schools. It incorporates both a stand-alone or school network approach, ensuring scalability and sustainability for the long term. In 2020–21, 308 people attended workshops exploring new ways to identify, develop and support people with a high potential for leadership.

We continued to develop the Aspirant Aboriginal Leaders Program, with 27 staff participating in Djiral-ak djinda bidi – North Star Path, a program involving current Aboriginal leaders supporting aspirant Aboriginal leaders.

Linking to this work, the Aboriginal Aspirant Level 3 Classroom Teachers Program began in 2020–21, a program to prepare staff to undertake the process to become a level 3 classroom teacher. Through a collaborative planning process between staff facilitating and participating, it aims to ensure a culturally responsive, tailored experience to meet participants’ needs. Twenty-eight Aboriginal classroom teachers engaged in the program.

We appointed 16 exemplary principals to the new role of collegiate principal to provide support to principals across the State – upon request – to lead school improvement and enhance connectedness across our system.

**Professional development for school leaders**

In 2020–21, we provided professional learning for principals and emerging leaders.

The Leading School Improvement suite of programs continued to attract school leadership teams from across the State with 809 participants in 2020–21. Programs are designed to strengthen schools’ approach to whole‑school improvement and build cohesive, high-functioning leadership teams.

In 2020–21, a fourth cohort completed the Western Australian Public School Principals’ Fellowship Program and were conferred as principal fellows bringing the total to 79. The fellows form a pool of experienced leaders to support their colleagues and lead system change initiatives.

In 2020, 15 school psychologists completed our Development Program for Aspiring School Psychology Leaders. Launched in 2019, this Australian Psychological Society [award-winning](https://www.psychology.org.au/Workplace-Excellence-Awards/2019/2019-Winners!) program has supported the replenishing of our lead school psychologist workforce in regions.

Twenty-eight managers corporate services and school leaders completed a Graduate Certificate of Education Business Leadership from Deakin University in 2020–21.

In 2020–21, 283 staff completed one of the programs in the suite for managers corporate services at every career stage. We significantly subsidised these programs.

Women in the initial stages of their leadership journey were supported by the Rising Leaders Program: Emerging Women in Leadership. Twenty-three participants attended this partially funded program designed to enhance women’s leadership capabilities through personal and professional growth.

**Science, technology, engineering and mathematics (****STEM)**

We continued to develop resources and provide professional learning to encourage greater interest and competence in [STEM](https://www.education.wa.edu.au/stem).

We met the State Government’s previous election commitment to convert existing classrooms in 200 schools with primary enrolments to science laboratories by the end of 2020–21. All classroom conversions have been completed and are in use. These schools have received resource grants of $25,000 to purchase science resources.

Through the STEM Enterprise Schools project, an important initiative in the State STEM skills strategy, we continued to support the delivery of STEM professional learning and mentoring to 136 schools. This initiative is supporting 20 mentor schools, 58 pioneer schools and 58 partner schools to implement, refine and scale innovative STEM practices in their schools and across WA.

In June 2021, 79 STEM Enterprise Schools participated in the STEM Enterprise Showcase, where they showcased engaging, student-focused STEM practices and hands-on activities. The event was again co-located with the Resources Technology Showcase, enabling students to understand how their classroom learning links to innovative technology being developed and used in the mining, resources, defence and space industries in WA. Nearly 11,000 visitors to the event were exposed to innovative work being undertaken in public schools to prepare young people for the jobs of the future.

As part of the STEM Enterprise Schools initiative and the State’s Asian Engagement Strategy, and in partnership with Asia Education Foundation, we presented the online STEMing from Asia: Digital Youth Summit to over 250 secondary students in 2020. Students engaged with STEM expert consultants and generated STEM related prototypes based on technological advances in China, South Korea, Japan and Australia.

In 2020, 26 of our Teacher Development Schools provided STEM‑related professional learning events and support. In 2021, 31 schools, including five DigiTech Schools, provided STEM‑related professional learning events and support.

In 2020–21, our 10 teacher trainers continued to deliver an inquiry-based STEM program called Little Scientists. They provided six professional learning workshops in Little Scientist modules to 56 participants.

In August 2020, the STEM Learning Project concluded having successfully achieved the objectives and outcomes. The curriculum resource modules and professional learning modules developed through the project are available [online](https://www.education.wa.edu.au/resources/stem-learning-project).

**Curriculum delivery and support**

In 2021, a second round of teachers completed internships through the Western Australian Centre for Excellence in the Explicit Teaching of Literacy and a third round of teachers commenced internships. The internship provides teachers with professional learning, support and mentoring opportunities.

The centre – a previous election commitment aimed at strengthening evidence‑based explicit literacy practices in our public schools – is delivering three rounds of the four-term internship program for a total of 60 teachers.

In 2020, 35 Teacher Development Schools and nine Primary Language Support Schools assisted with implementing the Western Australian Curriculum through 267 professional learning events with 7,405 attendances. They also provided targeted professional learning, with 2,410 attendances in response to 323 requests for support. Although the number of professional learning events dropped in 2020 due to COVID‑19 restrictions, increased capability to deliver online enabled more teachers to access professional learning.

In addition:

* The School Curriculum and Standards Authority is producing Kindergarten to Year 10 curriculum, planning and moderation support materials across all eight learning areas of the Western Australian Curriculum.
* We are providing teachers with a range of professional learning opportunities to support them to implement these materials in the context of their own classrooms. In 2021, 70 curriculum support teachers were identified and commenced their role to provide professional learning in Semester 2, 2021.

### Supporting increased school autonomy within a connected and unified public school system

We supported a unified public school system – providing system-wide governance, accountability and support structures – while empowering principals and their staff to act with greater authority and responsibility for the success of their schools.

**Transparent accountability of schools**

In 2020–21, 217 public school reviews were conducted following a six-month period of suspension from March 2020 due to COVID-19. Schools reviewed included 134 primary schools, 43 secondary schools, 21 education support schools and centres, 18 district high schools and one Kindergarten to Year 12 school. In September 2020, we provided schools with ‘The Standard’, a document that articulates expectations when reflecting on their performance.

Reviews are required for all Western Australian public schools. Following each review, a return timeframe of one, three or five years is determined based on the review and in the best interests of the school community.

Principals are expected to share the school review reports with their school communities and publish them on their websites or on [Schools Online](https://www.det.wa.edu.au/schoolsonline/home.do) for a period of 12 months.

The Funding Agreement for Schools continued to articulate accountability mechanisms for principals in managing their school budget to meet the learning and wellbeing needs of students.

Schools with students from Kindergarten to Year 2 must complete an annual internal audit against the National Quality Standard (NQS), and may request verification of their audit to ensure consistent interpretation of the standard. In 2020, we verified the audits of 40 public schools.

We continued to support school council and board members to fulfil their functions through the Linking Schools and Communities Program, which had 177 participants in the one day workshops for principals and chairs.

At the start of the 2021 school year, 615 of our schools were operating as Independent Public Schools. This included the 29 schools that successfully completed the development and selection program in 2020, commencing as Independent Public Schools in Semester 2, 2020, and a further five new schools that opened in 2021.

**Central funding and support to public schools**

During 2020–21, significantly more content has been made available through Ikon (Information and knowledge online), our customer-focused intranet. Ikon supports the needs of staff by providing a single point of entry for finding the information and services they need to do their jobs.

In 2020, we began to establish – through an open market tender process – a panel to enable staff to access professional learning developed and delivered by external providers. While professional learning through external providers has been a longstanding element of the Department’s approach to professional development, the establishment of the panel, available from late 2021, will provide improved access to quality programs aiming to upskill and expand teacher capabilities.

The 2018 independent [evaluation](https://www.education.wa.edu.au/dl/po03l6?t=1561709688866) of our student-centred funding model outlined recommendations for refining the existing methodology. In response, in 2020, changes were made to the model’s methodology for the locality allocation and English as an additional language or dialect allocation. A working group has been formed to consider the evaluation’s remaining recommendations based on stakeholder feedback and current best practice.

In 2021, we increased the per student funding rates for schools with students in Pre‑primary to Year 6. This was to enable schools to appoint more teachers to meet the additional duties other than teaching (DOTT) time for primary teachers, which increased from 240 minutes per week to 270 minutes per week.

Our School Budget Review Committee provides a mechanism for public schools to seek additional funding during the school year. In 2020–21, nine requests for additional funding from schools were approved with $425,308 in additional funding allocated.

We provided 122 workshop and training sessions to 1,253 staff as part of a comprehensive professional learning program on leading, managing and monitoring school budgets. We also provided individual support for schools through online and in-school sessions.

Our Direct to Market program, a previous election commitment of the State Government, allows schools to directly source contractors for maintenance and minor capital works, providing increased flexibility and the ability to use local contractors. In 2020–21, projects worth just over $612,500 were successfully delivered. Schools were supported through targeted training and an online hub.

**Information and communication technologies (ICT) to support public schools**

We signed a new agreement with Telstra to increase broadband capacity by an average of 20 times the current capacity for approximately 800 public schools, as well as other Department sites.

Upgrade work commenced in January 2021 and is forecast to be completed by late 2022. As at 30 June 2021, 318 schools had received bandwidth upgrades.

These upgrades will have a significant flow‑on benefit to regional communities surrounding the schools. The improved infrastructure by Telstra Wholesale will allow other retail telecommunications providers to offer improved internet services to businesses and consumers, particularly in regional Western Australia.

We provided 3,720 new notebook computers to teachers in 2020–21 through the Notebooks for Teachers Program. We continued to provide technical support services, access to a range of software applications, insurance and warranty cover to 7,800 teachers using a notebook provided by the program.

We addressed more than 198,000 requests by staff for ICT technical support, advice and consultancy in 2020–21, with 68% resolved at first contact.

On average, more than 180,000 teachers, students and parents used Connect, our integrated teaching and learning online environment, each month during 2020–21. In Semester 1, 2021, we provided more than 43,000 online classrooms for students and 251 schools provided parents with access to electronic versions of their children’s school reports through Connect.

**Investing in our public school infrastructure**

Our asset investment program was $366.7 million in 2020–21.

This included completing construction on:

* stage two of Yanchep Secondary College for the start of the 2021 school year.
* stage two of Aveley Secondary College, delivered through the WA Schools Public Private Partnership (PPP) Project.

Construction commenced for:

* the new Piara Waters Secondary College (planning name), and stage two of Ridge View Secondary College and Bob Hawke College, all part of the WA Recovery Plan, to be ready to open for the commencement of the 2023 school year
* stage two of Coastal Lakes College, delivered through the WA Schools PPP Project
* major upgrades at Kiara College and Hedland Senior High School
* new primary schools in Alkimos (Shorehaven), Burns Beach, Riva (Forrestdale South East) and Treeby (Banjup West), all to open for the start of the 2022 school year
* the new administration building and fire remediation work at Broome Primary School, Gingin District High School and East Kimberley College, as well as administration upgrades at Falls Road Primary School and Hollywood Primary School.

Planning commenced for:

* new schools in West Swan (Dayton), Landsdale South and Madora Bay, and stage two of Yarralinka Primary School, all to open for 2023
* stage two of Hammond Park Secondary College, delivered through the WA Schools PPP Project
* the rebuild of Hillarys Primary School
* major additions at Derby District High School.

Construction was completed on:

* the redevelopment of Balcatta Senior High School, specialist facilities at Mount Lawley Senior High School and an auditorium at Perth Modern School
* Brabham Primary School, North Harrisdale Primary School (planning name: Harrisdale North), Pine View Primary School (planning name: Baldivis South), Yanchep Rise Primary School (planning name: Sunningdale) and stage one of Yarralinka Primary School (planning name: Southern River Precinct Three) for the beginning of the 2021 school year
* the replacement Yanchep Lagoon Primary School for the 2021 school year
* a new classroom block at Victoria Park Primary School, as well as administration upgrades at Booragoon Primary School, Brookman Primary School, Hampton Park Primary School, Kalamunda Primary School and Mosman Park Primary School.

Science laboratories in the remaining 50 schools in stage two of the Investing in Science program were completed.

The $200 million Maintenance Blitz program for maintenance and minor works in public schools was substantially completed in 2020–21.

An amount of $492 million was allocated to implement the WA Recovery Plan to be delivered over the 2020–21 to 2024–25 financial years. The capital works program will deliver projects across 67 schools. The larger projects are included in the information below.

Construction commenced for:

* a new oval at Margaret River Senior High School
* refurbishments at Balga Senior High School, Belmont City College, Como Secondary College, Duncraig Senior High School, Kalgoorlie-Boulder Community High School, Leeming Senior High School, Belmont Primary School and Maida Vale Primary School
* redevelopment at Westminster Primary School
* classroom additions at East Wanneroo Primary School, High Wycombe Primary School, Kingston Primary School, Malvern Springs Primary School, Mount Helena Primary School, Nollamara Primary School, Spring Hill Primary School, Wattle Grove Primary School, West Byford Primary School, Wickham Primary School and Yale Primary School
* early intervention centre at Hawker Park Primary School
* education support hub at Malibu School
* education support facility at Pine View Primary School.

Planning commenced for:

* major additions and upgrades at Australind Senior High School, Carine Senior High School, Joseph Banks Secondary College, Kalamunda Senior High School, Karratha Senior High School, Lynwood Senior High School, Pinjarra Senior High School and Willetton Senior High School
* redevelopment of Roebourne District High School and Lesmurdie Primary School
* performing arts centres at Albany Senior High School, Dianella Secondary College, Lakeland Senior High School and Warwick Senior High School, a sports hall at Ocean Reef Senior High School, visual arts studios at Southern River College and an Aboriginal Learning Centre at Swan View Senior High School
* education support facilities at Canning Vale College and Lakeland Senior High School
* refurbishments at Bunbury Senior High School, Eastern Hills Senior High School, Girrawheen Senior High School, Greenwood College, Harvey Senior High School, John Curtin College of the Arts, Melville Senior High School, North Albany Senior High School, Rockingham Senior High School, Wanneroo Secondary College, Belmay Primary School and Heathridge Primary School
* classroom additions at Kyilla Primary School and Wyndham District High School.

Demolition of the old pool hall at Lakeland Senior High School was completed.

Minor works projects at a further 12 primary and secondary schools commenced.

Under Royalties for Regions, construction:

* was completed for additions at Broome Senior High School and Bunbury Senior High School, and additions and refurbishments at Albany Secondary Education Support Centre and North Albany Senior High School
* commenced for the replacement of Mount Lockyer Primary School.

Construction was completed for additions and alterations at Moora Residential College, funded through the Australian Government’s Community Development Grants Programme.

**Meeting our national and state commitments**

The Department continued to prepare for participating in the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. We also responded to an initial Notice to Produce on 9 April 2021, working collaboratively with other public agencies to ensure information submitted was accurate and timely.

The Royal Commission into Institutional Responses to Child Sexual Abuse made recommendations in 2017 that are directly or indirectly relevant to, or impact on, the operations of schools and the Department.

We are working collaboratively across sectors in a whole-of-government approach which includes working with the Australian and state and territory governments to ensure a coordinated and effective approach to the recommendations that require national consistency.

Work at a state level includes addressing recommendations for ensuring schools are safe for children. We are a key partner in the development of a work plan led by the Department of Communities to implement these recommendations. We are also contributing to the design of an integrated oversight system across organisations that work with children.

We are – in collaboration with the National Office for Child Safety, the Australian and state and territory governments – developing a National Strategy to Prevent Child Sexual Abuse. The strategy will be trauma-informed, culturally appropriate and reflect the needs of all population cohorts.

We provide ongoing support to schools to assist a seamless interface with the National Disability Insurance Scheme (NDIS) in our schools.

Nationally agreed policy reforms continued to be progressed through the Education Council and its replacement from 2021, the Education Ministers Meeting and subcommittees.

We negotiated one or two year extensions with the Australian Government to the following agreements which support the learning and development of children and young people:

* National Partnership on Universal Access to Early Childhood Education, to the end of 2021
* Schools Pathways Programme (Defence Industry), to 30 June 2022
* Sporting Schools, to the end of 2021.

MoneySmart Teaching was extended to 30 June 2021 and incorporated into a new National Partnership for Streamlined Agreements.

We contributed to the State Government’s work in co-designing and developing WA’s implementation plan for the new National Agreement on Closing the Gap.

We developed a Multicultural Plan and submitted the plan to the Office of Multicultural Interests, as required. The plan, which will be finalised in 2021–22, outlines key areas of action to assist staff to support all aspects of our cultural and linguistic diversity in the workplace and in our school communities.

In 2020, we started our Undergraduate Allied Professional Program that paid high‑performing Aboriginal university students to enrol in traineeships for 10 to 12 weeks. The program provided the trainees with experience in public sector roles and promoted careers with the Department.

We continued to prioritise accuracy and timely turnaround of briefings and responses to ministerial letters, parliamentary questions and Cabinet comments (refer to [Table 3](#_Hlk11406800)).

Table 3: Ministerial requests processed 2018–19 to 2020–21

| **Type** | **2018–19** | **2019–20** | **2020–21 (refer to note a)** |
| --- | --- | --- | --- |
| Letters | 1,595 | 1,689 | 1,560 |
| Briefing notes/advice | 1,561 | 1,335 (refer to note b) | 1,406 (refer to note c) |
| Answers to parliamentary questions | 208 | 218 | 130 |
| Cabinet comments | 20 | 44 | 53 |
| Contentious issues reports (average  number of briefings per report) | 10 (47) | 8 (31) | 7 (21) |
| **Total** | **3,394** | **3,294** | **3,156** |
| Percentage processed on time | 94 | 87 | 89 |

*Source: Strategy and Policy*

(a) Caretaker period and subsequent time for new Cabinet to be sworn in affected number of requests.

(b) Due to COVID-19, the 2020–21 budget was not tabled in 2019–20. Consequently, the preparation of budget briefings occurred after 30 June 2020.

(c) As budget is not being handed down until September 2021, briefings relating to the 2021–22 Parliamentary Estimates Hearing were not prepared in 2020–21. As a result of 2021 State Election, briefings for incoming Government are included.

### Partnering with families, communities and agencies to support the educational engagement of every student

Students come to school with a range of learning, social adjustment and mental health issues. We engaged with families to better understand and support the interests, personalities and needs of their children. We also continued to build partnerships between our schools – across sectors and systems – and other agencies and organisations to provide specialist support services that schools cannot provide.

**Best start to learning for young children**

In 2020–21, our 22 Child and Parent Centres provided 590 programs and services with approximately 74,000 child attendances and 72,000 adult attendances. The centres continued to support families and communities to provide young children with the best start to learning.

Image providing link to our video: [Child and Parent Centre – Gosnells](https://youtu.be/E886Mbyrw90). **Child and Parent Centres offer programs and services that support families and help children develop and learn during their early years. Find out more about our Child and Parent Centre in Gosnells.**

At 30 June 2021, 21 public and two non-government schools were participating in the Kimberley Schools Project (KSP). These schools were supported to intensify and accelerate children’s learning through targeted teaching practices in Kindergarten to Year 2. Support beyond the early years was provided on a school‑by‑school basis in either, or both, literacy and numeracy. Schools could also participate in the project’s leadership model and implement the KSP KindiLink program. From Semester 2, 2020, KSP schools could apply for a grant to work with their communities to identify and implement community strategies to strengthen student engagement.

In 2020, the Enhanced Transition to School Project – a partnership between the Department, the Australian Government, Catholic Education Western Australia, the Association of Independent Schools of Western Australia and Playgroup WA – supported 406 playgroups, including six new playgroups. The partnership provides:

* opportunities for wrap-around services and community engagement
* support for the transition of pre‑school children to school.

The trial initiative Culturally and Linguistically Diverse Early Years Link Project (CaLDEYLink) will begin in two metropolitan primary schools with high proportions of CaLD families in Semester 2, 2021. The initiative aims to:

* develop the personal/social, language and cognitive capabilities of English as an additional language or dialect (EALD) children prior to school entry
* build on the capacity of CaLD families as their children’s first educators
* forge stronger and more collaborative partnerships between home, school and community.

Preparation, including staff appointments, training, planning and community engagement was undertaken in Semester 1, 2021.

**Collaboration with families**

Schools continued to support parents, caregivers and others in the community to model and reinforce positive behaviour to young people through the Positive Parenting Program (Triple P). In 2020, 414 Triple P sessions were attended by 3,140 parents. The sessions were organised by our staff and offered through schools, Child and Parent Centres, and not-for-profit organisations.

In 2020–21, we managed the School Drug Education and Road Aware Program. Through this program:

* 19 professional learning programs relating to early intervention to address student alcohol and drug use were delivered
* 1,480 public and non-government school staff participated in alcohol and other drugs education professional learning
* more than 19,000 students in public and non-government schools participated in the Keys4Life pre-driver education program.

**Collaboration with other agencies and organisations**

We were the lead agency for the three‑year Full Service Schools pilot, in the Armadale, Byford and Kelmscott areas, which concluded in December 2020. Services commenced in 2019 at the purpose-built Youth and Community Services Hub at Armadale Senior High School. The pilot engaged 41 government and non‑government agencies to provide a range of youth and family support services to the two initial target groups: young people who are pregnant or parenting, and young people who are vulnerable to homelessness or family and domestic violence.

Between 2019 and 2020, 230 students participated in the Full Service Schools pilot. The pilot ceased at the end of 2020 and has now become an ongoing program coordinated by Armadale Senior High School.

Through a memorandum of understanding with the Department of Justice, we support the provision of education services to children and young people in detention. This includes funding to the Department of Justice for the salaries and on‑costs for three full-time equivalent teaching positions and access to online professional learning for Department of Justice education staff members.

Our School of Special Educational Needs: Behaviour and Engagement continued work with the Department of Justice to support students moving between youth justice services and schools.

We continued to contribute to the Kimberley Juvenile Justice Strategy, a cross-government approach led by the Department of Justice to address youth offending rates and antisocial behaviours in the Kimberley region. In 2020–21, we continued to support the strategy through the:

* work of a youth transition coordinator located in the Kimberley to provide tailored support to young people leaving the care of justice services by collaborating with Banksia Hill Detention Centre staff, the community, and the young person and their family
* delivery of an alternative education program in the Kimberley designed to divert vulnerable students from offending by offering a pathway for them to re‑engage with education, and receive life-skills training and possible employment opportunities.

We maintained partnerships with other government agencies, including the Western Australia Police Force and the departments of Communities, Justice and Health, through established memoranda of understanding.

We continued the BHP Pilbara Education Partnership, a collaborative partnership strengthening community based learning approaches for students in the Pilbara. Across a range of agencies and organisations, the partnership:

* coordinated specialist services to deliver targeted support to prepare pre-school children for school
* provided students with learning experiences to expose them to the unique employment opportunities available in the Pilbara, and to assist them to make informed decisions about their future.

## As a regulator and funder

The Department influences the education of all students in Western Australia. We enact this indirectly for non-government school education through regulation and funding of Catholic and Independent schools.

Approximately one-third of Western Australian students (154,154) were enrolled in 312 non-government schools in 2021. Refer to [Appendix 1](#_1._Student_enrolment_1) for further enrolment information.

We ensured the School Curriculum and Standards Authority and Teacher Registration Board of Western Australia were provided with secretariat services to support their functions.

### Non-government school regulation and funding, and home education

**Non-government school regulation**

We regulated Independent schools, and audited and reviewed the regulation of Catholic schools against the:

* *School Education Act 1999* (WA)
* registration standards set by the Minister for Education and Training
* the Minister’s system agreement with Catholic Education Western Australia (CEWA)
* policies adopted by the Director General.

We maintained procedural safeguards to ensure our regulatory functions are transparent, and that regulatory and delivery functions are appropriately separated.

The Director General assessed compliance of Independent schools with the registration standards and other requirements. In 2020–21, the Director General approved:

* three new non-government schools
* 40 registration renewals
* 12 extensions of year levels for existing schools
* 20 other registration changes.

We provided secretariat support to the Minister’s Non‑Government Schools Planning Advisory Panel. The panel provided advice to the Minister on 10 planning proposals seeking advance determination to establish a non-government school or to make a significant registration change.

**Non-government school funding**

We provided funding to Catholic and Independent schools based on a formula approved by the Minister for Education and Training.

Funding was provided on a per‑student basis in accordance with the requirements of the National School Reform Agreement. The annual Non-Government Schools Funding Order and Guidelines were issued by the Minister and set out funding amounts, and accountability and eligibility requirements.

The main sources of funding for non-government schools were Australian Government grants, State Government grants, and tuition fees paid by parents.

In 2020–21, we provided almost $441 million in recurrent financial assistance for 150,851 students in non-government schools (more than $441 million for 148,057 students in 2019–20). This amount included $32.1 million to support students with special educational needs ($31.2 million in 2019–20).

We provided just over $4.75 million to CEWA and the Association of Independent Schools of Western Australia (AISWA) to administer the State Government’s Non‑Government School Psychology Service.

We also provided just over $1.1 million to CEWA and AISWA to support the re‑engagement of students at educational risk, and $181,000 to the Australian Music Examinations Board (WA).

Through the Low Interest Loan Scheme, there were 327 active loans for non‑government schools and The University of Notre Dame Australia with an outstanding balance of $380.3 million ([Table 4](#_Hlk11403362)). Of the $38.8 million advanced in 2020–21, $32.7 million was for new works and $6.1 million was for works in progress ([Table 5](#_Hlk11403373)). In 2020–21, we received recurrent appropriation of $0.6 million ($1.2 million in 2019–20) to meet the annual costs of the interest subsidy.

Table 4: Low interest loans summary 2018–19 to 2020–21

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018–19** | **2019–20** | **2020–21** |
| Balance outstanding | $349.2m | $363.1m | $380.3m |
| Number of active low interest loans | 372 | 348 | 327 |

*Source: Education Business Services*

Table 5: Low interest loans nature of works summary 2018–19 to 2020–21

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018–19** | **2019–20** | **2020–21** |
| New works | $42.2m | $44.8m | $32.7m |
| Works in progress | $4.1m | $6.6m | $6.1m |

*Source: Education Business Services*

Further information about the provision of per capita grant funding to non‑government schools is on our [website](https://www.education.wa.edu.au/per-capita-grants). This includes financial assistance provided to individual schools in 2020–21 and a list of schools that received loans.

**Home education**

We are responsible for registering home educators, and evaluating home education programs and children’s educational progress. In 2020–21, we provided $3.3 million for the employment of home education moderators and administrative support to meet this commitment. For the number of students registered to receive home education, refer to [Table A11](#_Hlk9858968).

### Providing secretariat services and support

**School curriculum and standards**

We provided services and support to the School Curriculum and Standards Authority through a service level agreement to ensure it delivered its functions of:

* developing and maintaining the Kindergarten to Year 12 curriculum and syllabuses
* assessments, examinations, reporting and certification
* monitoring and reporting on standards of student achievement
* internationalisation of the Western Australian Curriculum and Assessment Outline and the Western Australian Certificate of Education (WACE).

We maintained internal systems and processes that ensured the Authority received independent advice and support from our staff, and that the data it collected and managed were protected.

As an independent statutory body with its functions prescribed in the *School Curriculum and Standards Authority Act 1997* (WA), the Authority tables its own [annual report](https://www.scsa.wa.edu.au/publications/reports/annual-reports) in the Western Australian Parliament.

**Teacher registration**

We provided support services to the Teacher Registration Board of Western Australia, including to register teachers and accredit initial teacher education programs. We maintained internal processes and systems that ensured the Board received independent advice and support from our staff; the data it collected and managed were protected; and investigations remained confidential, with the best interests of children the paramount consideration.

The scheme of teacher registration administered by the Board is designed to ensure that only fit and proper persons are registered as teachers.

As an independent statutory body with its functions prescribed in the *Teacher Registration Act 2012* (WA)*,* the Teacher Registration Board of Western Australia produces its own [annual report](#_Teacher_Registration_Board_2), which is included in this report.

Key performance indicators and budget matters related to the Board are included in the [Department's report](#_Key__performance).

**Higher education**

We provided secretariat services to the Western Australian Higher Education Council, chaired by the Minister for Education and Training and comprising the vice‑chancellors of Western Australia’s five universities. The council met three times in 2020–21 on matters of mutual interest between the universities and the State Government.

Priority projects included:

* promoting international education
* supporting the participation of regional WA students in higher education
* encouraging inter‑university collaboration in medical education and research
* increasing the number of secondary school teacher graduates
* responding to the impact of COVID-19 on WA’s universities.

**Rural and remote education**

We provided secretariat services to the Rural and Remote Education Advisory Council chaired by Matthew Hughes MLA and including community, consumer and funding provider group representatives. The council promoted cooperation between funding providers to enhance education service delivery in rural and remote regions.

# Disclosures and legal compliance

## General disclosures

**Ministerial directions**

No directions were issued by the Minister for Education and Training in 2020–21 relevant to:

* the setting or achievement of desired outcomes or operational objectives
* investment activities
* financing activities.

**Good governance and compliance with public sector standards and ethical codes**

Our commitment to promoting the highest standards of corporate governance, professional conduct and ethical behaviour continued through ensuring our practices complied with relevant obligations, such as [Public Sector Standards in Human Resource Management](https://www.wa.gov.au/organisation/public-sector-commission/public-sector-standards-human-resource-management) and the [Code of conduct requirements in the Western Australian government sector](https://www.wa.gov.au/government/document-collections/code-of-conduct-requirements-the-western-australian-government-sector).

In 2020–21, we led a number of initiatives to help foster a culture of integrity and provide assurance over the governance of the public school system. These included:

* launching a new [Code of Conduct and Standards](https://www.education.wa.edu.au/dl/4noov3q) for the Department
* continuing work on a Department-wide Integrity Framework, aligned to the [Integrity Strategy for WA Public Authorities 2020–2023](https://www.wa.gov.au/government/publications/integrity-strategy-wa-public-authorities-2020-2023)
* monitoring and responding to trends in business intelligence through the Corporate Executive, chaired by the Director General, which met 12 times
* re-engaging external members (including the Chair, Mr Colin Murphy PSM) for our independent Audit and Risk Committee, which met four times
* updating the Department’s key enterprise risks to explore proactive identification and treatment of emerging risks
* adopting a new longer-term internal audit plan to provide insight to the effectiveness of risk management, with nine strategic audits commenced
* leading six major reviews of the Department’s policies to better guide practices and achieve outcomes, and an additional 33 minor reviews
* preparing a corporate fraud and corruption control plan based on better practice and lessons learnt in the public sector
* ensuring mandatory Accountable and Ethical Decision Making training was available to all staff
* making enhancements to our Working with Children compliance controls in collaboration with the Department of Communities.

We have met all obligations of the Office of the Auditor General’s recommendations for managing compliance with Working with Children Checks, published on 15 July 2020. To complete all four recommendations, we:

* updated our Working with Children Check policy and additional guidance
* upgraded our Working with Children Recording System with improvements to the reporting and data collecting functionality to aid compliance
* now ensure the Working with Children cards of all individuals are cross-referenced with the Department of Communities database prior to commencement, and daily thereafter.

We monitored staff records in compliance with the *Working with Children (Criminal Record Checking) Act 2004* (WA) and conducted regular compliance reviews of schools and other Department worksites. An audit conducted in June 2021 found a compliance rate of 98.5% across sites.

In 2020–21, 10 interim negative notices and 23 negative notices were issued to current Department of Education employees by the Department of Communities. Employees issued with an interim negative notice or negative notice are dismissed for repudiation of their employment contract.

We issued $1,351,527 in reimbursements ($841,431 in 2019–20) to staff and volunteers required to renew Working with Children cards as part of their employment.

In addition to our independent Audit and Risk Committee, there are two governance committees that support our Corporate Executive: the Finance and Investment Committee and the People and Services Committee. These two committees monitor the Department’s major projects and programs. At 30 June 2021, 53 major projects and 16 programs were underway. During 2020–21, we closed 101 projects.

In 2020–21, our Screening Unit processed 21,019 criminal history record checks (18,288 in 2019–20) of prospective employees, volunteers, contractors and tertiary students undertaking practicums in the education and training sectors. The Screening Committee refused 26 cases that were referred for consideration, due to the criminal history being in breach of the Department’s Criminal Convictions Suitability Criteria, which was the same number as 2019–20.

We conducted selection panel training to ensure all our recruitment processes and employment decisions were conducted in accordance with the Public Sector Commissioner’s Instructions: Employment Standard and Filling a Public Sector Vacancy. In 2020–21, 306 staff members attended selection panel training.

We managed breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* (WA). We completed 46 breach of Standard claims. Of these, one was upheld by the Public Sector Commission against the Employment Standard. We supported staff and improved compliance by reviewing breach of Standard claims and identifying practice improvements.

**Freedom of information**

The *Freedom of Information Act 1992* (WA) creates a general right of access to documents held by all state and local government agencies. We are required to make available details about the types of documents we hold and assist the public to ensure personal information we hold about them is accurate, complete, up to date and not misleading.

Details about the freedom of information process is in our Information Statement, available on [our website](https://www.education.wa.edu.au/freedom-of-information).

**Recordkeeping plans**

In 2020–21, 11,911 staff completed the mandatory online recordkeeping awareness training, including 11,211 school staff. The online recordkeeping awareness training is compulsory for all new employees of the Department, and outlines their recordkeeping obligations as government employees, and their requirements in adhering to our recordkeeping plan.

In addition, 293 staff were trained to use our electronic document records management system (TRIM), including 48 staff as advanced users.

In 2020–21, we made 462 visits (including follow-up visits) to schools to provide training, advice and support on their recordkeeping practices, with 2,089 school administrators and teachers receiving face-to-face or online training on recordkeeping practices.

We reviewed and revised our online recordkeeping awareness training, and both our intranet content and face-to-face training on records management.

We also implemented new processes to improve governance over the disposal of school records, including surveying schools about storage and arrangements and moving school records from offsite storage to centralised storage.

Organisations are required to evaluate their recordkeeping systems not less than once every five years. Our recordkeeping plan is due for review with the State Records Office of Western Australia in 2022.

**Disability access and inclusion plan outcomes**

We continued to implement our [Disability Access and Inclusion Plan 2018–20](https://www.education.wa.edu.au/dl/lj3mr3x)23, which identifies strategies to enhance equitable inclusion of people with disability in our schools, services and employment. It covers outcomes required under the *Disability Services Regulations 2004* (WA) and the additional outcome of improving learning outcomes for students with disability.

In 2020:

* We supported 678 students to learn from home under the [COVID-19 Medical Referral Project](#_Responding_to_COVID-19), which included providing online classes and classrooms, and making home visits as required.
* Over 2,000 school staff completed the new [Fetal Alcohol Spectrum Disorder workshops or online module](https://www.education.wa.edu.au/fasd).
* Our Schools of Special Educational Needs provided specialised [support for students with specific educational and engagement needs](#_Hlk45288053).

**Expenditure on advertising and market research**

In 2020–21, we incurred expenditure centrally of $0.71 million ($1.82 million in

2019–20 and $0.95 million in 2018–19) with media advertising organisations, advertising agencies and market research organisations (refer to [Table 6](#_Hlk11403502)). There was no expenditure with polling and direct mail organisations.

Table 6: Central expenditure on advertising and market research 2020–21

| **Category and providers** | **Amount ($)** |
| --- | --- |
| **Media advertising organisations**  Carat Australia Media  Initiative Media | **305,551** |
| **Advertising agencies (refer to note a)**  Ad Capital  Gatecrasher  Rare Creativethinking | **364,660** |
| **Market research organisations**  Metrix Consulting  Thinkfield | **38,483** |

*Source: Communications and Media, and Education Business Services*

(a) Provided full range of creative services.

**Unauthorised use of credit cards**

During 2020–21, staff reported 504 instances of unauthorised use of corporate credit cards with no cases referred for investigation. Thirty‑one of these were reported by staff in central services and regional offices, and 473 by school staff. Generally, unauthorised transactions were as a result of cards being used in error. If repayment was not received within five working days, strategies were employed to recover the amount owing including reminder notices and cancellation of cards.

The number of instances reported in 2020–21 decreased by approximately 5% (29 instances) in comparison to the 2019–20 results (533 instances). For further information, refer to [Table 7](#_Hlk11403479).

Table 7: Unauthorised use of credit cards 2020–21

| **Category** | **Amount ($)** |
| --- | --- |
| **Aggregate amount of personal use expenditure for 2020–21** | **21,528.26** |
| Aggregate amount of personal use expenditure settled by the due date (payment due within five working days) | 16,994.32 |
| Aggregate amount of personal use expenditure settled after the due date (after five working days) | 4,534.00 |
| Aggregate amount of personal use expenditure outstanding at 30 June 2021 (refer to note a) | -0.06 |

*Source: Education Business Services*

(a) All personal credit card use reported in 2020–21 has been settled. The repayments for personal use included rounding of $0.06.

**Act of grace payments**

During 2020–21, the Department made act of grace payments amounting to $27,025.02. For further information, refer to [Table 8](#_Hlk81234013).

Table 8: Act of grace payments made in 2020–21

| **Purpose** | **Payment date** | **Amount ($)** |
| --- | --- | --- |
| Payment made on compassionate grounds | Sept 2020 | 10,600.00 |
| Payment of six supplier debts due to an insolvent Parents and Citizens’ Association | Oct 2020 | 16,425.02 |
| **Total** |  | **27,025.02** |

*Source: Education Business Services*

**Pricing policies of services provided**

We charge for goods and services rendered on a full or partial cost‑recovery basis. We determined these fees in accordance with the Department of Treasury’s [Costing and Pricing Government Services guidelines](https://www.treasury.wa.gov.au/Treasury/Publications/Costing_and_Pricing_Guidelines/).

The *School Education Act 1999* (WA) and *School Education Regulations 2000* (WA) govern the setting of fees, charges and contributions for students in public schools.

The *Education Service Providers (Full Fee Overseas Students) Registration Regulations 1992* (WA) prescribes fees for registration and re-registration of international education service providers in Western Australia.

Fees and charges associated with teacher registration were governed by the *Teacher Registration (General) Regulations 2012* (WA) and the *Teacher Registration (Accreditation of Initial Teacher Education Programmes) Regulations 2012* (WA)*.* Refer to the Teacher Registration Board of Western Australia’s [website](https://www.trb.wa.gov.au/Further-Information/Fees) for their Schedule of Fees.

The School Curriculum and Standards Authority charged for its regulatory functions relevant to certification, assessment and examinations as prescribed by the *School Curriculum and Standards Authority Regulations 2005* (WA)*.*

Fees for residential colleges were prescribed in regulation 14 (7) of the *School Education (Student Residential Colleges) Regulations 2017* (WA).

**Annual estimates**

In the 2021–22 Budget Statements, the estimates for the Department of Education and the School Curriculum and Standards Authority are consolidated within a single Division of the Consolidated Account Expenditure Estimates. The annual estimates representing the budget for the Department of Education excluding the School Curriculum and Standards Authority are in [Appendix 4](#_4._Annual_estimates).

**Board and committee remuneration**

Members of boards and committees, as defined in Premier’s Circular 2019/07 – State Government boards and committees, were remunerated as determined by the Minister for Education and Training, on the recommendation of the Public Sector Commissioner. Details of these remunerations are in [tables 9 to 13](#_Hlk50710380).

Table 9: Teacher Registration Board of Western Australia remuneration 2020–21

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2020–21)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2020–21)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Margaret Collins | 5 years | 12 months | Annual | $23,433 | $23,433 |
| **Deputy Chair** | | | | | |
| Ron Dullard | 5 years | 12 months | Meeting | $505 | $5,555 |
| **Member** | | | | | |
| Casey Bakunowicz | 2 years | 7 months | Meeting | $505 | $2,020 |
| Nicole Brown | 3 years | 12 months | Meeting | $505 | $5,050 |
| Jeremy Bruse | 2 years | 5 months | – | – | – |
| Peter Collins | 2 years | 5 months | Meeting | $505 | $2,525 |
| Emily Donders | 2 years | 7 months | – | – | – |
| Kate Offer | 3 years | 12 months | Meeting | $505 | $5,050 |
| Julie Woodhouse | 3 years | 12 months | – | – | – |
|  |  |  |  | **Total** | **$43,633** |

*Source: Teacher Registration*

Table 10: Non-Government Schools Planning Advisory Panel remuneration 2020–21

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2020–21)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2020–21)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Audrey Jackson | 3 years | 12 months | Half/full day | $380/580 | $2,480 |
| **Member** | | | | | |
| Gavin Agacy | 1 year and  9 months | 12 months | – | – | – |
| Anne Coffey | 3 years | 12 months | – | – | – |
| Natalie Gulberti | 3 years | 12 months | – | – | – |
| Giselle Lau | 3 years | 4 months | – | – | – |
| Lisa Powell | 9 months | 8 months | – | – | – |
| Carmel Quinn | 2 years and 4 months | 4 months | – | – | – |
| Llewellyn Woodford | 3 years | 12 months | Half day | $250 | $1,250 |
|  |  |  |  | **Total** | **$3,730** |

*Source: Strategy and Policy*

Table 11: School Curriculum and Standards Authority Board remuneration 2020–21

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2020–21)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2020–21)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Emeritus Professor Patrick Garnett | 5 years | 12 months | Annual | $37,380 | $37,380 |
| **Member** | | | | | |
| Chapple Professor David Andrich | 2 years | 12 months | Annual | $23,475 | $23,475 |
| Associate Professor Lennie Barblett | 3 years | 12 months | Annual | $23,475 | $23,475 |
| Ms Pauline Coghlan | 4 years | 12 months | Annual | $23,475 | $23,475 |
| Dr Lynette Henderson-Yates | 3 years | 12 months | Annual | $23,475 | $23,475 |
| Dr Bruce Matthews | 4 years | 3 months | Annual | $23,475 | $6,952 |
| Ms Denise O’Meara | 3.5 years | 12 months | Annual | $23,475 | $23,475 |
| Mrs Pauline White | 3 years | 9 months | Annual | $23,475 | $9,661 |
|  |  |  |  | **Total** | **$171,368** |

*Source: School Curriculum and Standards*

Table 12: School Curriculum and Standards Authority – Curriculum and Assessment Committee remuneration 2020–21

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2020–21)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2020–21)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Ms Denise O’Meara | 3.5 years | 12 months | Meeting | $550 | $2,750 |
| **Member** | | | | | |
| Mr Jeffrey Allan | 4 years | 9 months | Meeting | $370 | $740 |
| Associate Professor Caroline Barratt-Pugh | 3 years | 12 months | Meeting | $370 | $1,480 |
| Ms Elizabeth Blackwell | 4 years | 12 months | – | – | – |
| Mr Martin Clery | 4 years | 9 months | – | – | – |
| Ms Amanda Connor | 4 years | 12 months | Meeting | $370 | $1,480 |
| Ms Fiona Forbes | 2 years | 12 months | – | – | – |
| Mr Armando Giglia | 4 years | 12 months | – | – | – |
| Ms Jillian Jamieson | 2 years | 12 months | Meeting | $370 | $1,110 |
| Mr Tony Misich | 3 years | 12 months | Meeting | $370 | $0 |
| Ms Kristine Stafford | 4 years | 12 months | Meeting | $370 | $1,850 |
| Ms Katherine Ward | 3 years | 12 months | – | – | – |
| Mr Roderick (Rod) Wood | 2 years | 12 months | Meeting | $370 | $1,480 |
|  |  |  |  | **Total** | **$10,890** |

*Source: School Curriculum and Standards*

Table 13: School Curriculum and Standards Authority – Standards Committee remuneration 2020–21

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2020–21)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2020–21)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Dr Bruce Matthews | 4 years | 3 months | Meeting | $550 | $1,100 |
| Ms Pauline Coghlan | 4 years | 9 months | Meeting | $550 | $1,650 |
| **Member** | | | | | |
| Ms Jocelyn Cook | 4 years | 9 months | Meeting | $370 | $1,110 |
| Ms Anne Ford | 3 years | 12 months | Meeting | $370 | $1,480 |
| Ms Melissa Gillett | 2 years | 12 months | – | – | – |
| Associate Professor Stephen Humphry | 3 years | 12 months | Meeting | $370 | $1,110 |
| Ms Pauline White | 2 years | 3 months | – | – | – |
|  |  |  |  | **Total** | **$6,450** |

*Source: School Curriculum and Standards*

## Occupational safety, health and injury management

Table 14: Occupational safety and health performance indicators 2018–19 to 2020–21

| **Indicator** | **2018–19** | **2019–20** | **2020–21** | **Target (refer to note a)** | **Outcome** |
| --- | --- | --- | --- | --- | --- |
| Number of fatalities | 0 | 1 | 0 | 0 | Target achieved |
| Lost time injury/disease incidence rate (refer to note b) | 2.7 | 2.8 | 3.2 | 0 or 10% improvement on 2018–19 | Target not achieved |
| Lost time injury/disease severity rate (refer to note c) | 27.4 | 30.6 | 36.1 | 0 or 10% improvement on 2018–19 | Target not achieved |
| % of injured workers returned to work within 13 weeks | 77% | 75% | 70% | No target | – |
| % of injured workers returned to work within 26 weeks | 84% | 85% | 80% | Greater than or equal to 80% | Target achieved |
| % of managers trained in occupational safety, health and injury management responsibilities, including refresher training within 3 years (refer to note d) | 46% | 76% | 88% | Greater than or equal to 80% | Target achieved |

*Source: Insurance Commission of Western Australia and Department of Education’s Workforce*

(a) As defined by Public Sector Commissioner’s Circular 2018-03 Code of practice: Occupational safety and health in the Western Australian public sector.

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

(c) Number of incidents resulting in lost time classified as severe per 100 incidents resulting in lost time.

(d) The figure is based on current principals who have ever completed the training by 30 June.

## Staff

During 2020–21, an average of 41,588 full-time equivalent (FTE) staff were employed. Of these, 57.2% were teachers, 30.0% were support staff, 7.7% were cleaners and gardeners, and 5.1% were administrative and clerical staff. School‑based staff represented 96.4% of total FTE.

For further information about our staff, refer to our [workforce demographics](#_Hlk19023396), [tables 15 to 18](#_Hlk19024393) and [figures 3 and 4](#_Hlk19024489).

Our average FTE increased by 1,577 FTE (3.9%) from 2019–20, mainly due to:

* additional school-based staff employed to meet growth in the number of students in existing schools, as well as staffing for new schools in 2020–21
* more education assistants as a result of a previous election commitment to employ a further 300 education assistants by December 2020
* increased number of cleaners to maintain an enhanced level of cleaning at all educational facilities throughout 2020–21.

We achieved the State Government’s previous election commitments to fund 300 FTE education assistants and 50 FTE Aboriginal and Islander education officers to directly support students. As at 30 June 2021, funding had been allocated to 259 schools for the employment of an additional 300 FTE education assistants. Funding was also allocated for the employment of an additional 43 FTE Aboriginal and Islander education officers across 70 regional senior high schools, district high schools and remote community schools; with a further 7.0 FTE allocated to employ Aboriginal Boarding Supervisors at four residential colleges. All staff were employed on a permanent basis.

Since the Public Sector Commissioner’s instruction regarding the conversion and appointment of fixed‑term contract and casual employees to permanency was released in August 2018, we have continued to review and oversee the employment arrangements of our fixed‑term and casual staff. We are committed to permanency being the preferred form of employment.

Both teacher retirements and resignations remained relatively stable in 2020 (refer to [Appendix 3](#_4._Staffing_tables)).

**Our workforce demographics in 2021**

Infographics page displaying the demographic information in the table that follows.

| **Demographics (refer to note a)** | **2020**  **(%)** | **2021**  **(%)** |
| --- | --- | --- |
| Aboriginal and/or Torres Strait Islander people | 2.3 | 2.3 |
| Culturally and linguistically diverse people | 9.4 | 9.9 |
| People with disability | 1.3 | 1.2 |
| Age profile  People 24 years of age and under | 4.0 | 4.2 |
| People 25 to 44 years of age | 41.1 | 41.3 |
| People 45 years of age and over | 54.9 | 54.5 |
| Gender breakdown of Senior Executive Service (refer to note b) (refer to note c)  Female | 40.0 | 36.0 |
| Male | 60.0 | 64.0 |
| Gender breakdown of school administrators (refer to note b) (refer to note d) | | |
| Primary Female | 67.2 | 68.7 |
| Primary Male | 32.8 | 31.3 |
| Secondary Female | 55.4 | 56.7 |
| Secondary Male | 44.6 | 43.3 |

*Source: Workforce and Education Business Services, using Human Resource Minimum Obligatory Information Requirements (HRMOIR) data*

(a) Data as at June of each year.

(b) No employees were recorded against Indeterminate/Intersex in these positions in June 2020 or June 2021.

(c) Employees who are members of the Senior Executive Service (SES) under section 43 of the *Public Sector Management Act 1994* (WA).

(d) Defined as levels 3 to 6 under the School Education Act Employees’ (Teachers and Administrators) General Agreement 2019 (WA).

Table 15: Staff (refer to note a) by category 2016–17 to 2020–21

| **Category** | **2016–17** | **2017–18 (refer to note b)** | **2018–19** | **2019–20** | **2020–21** |
| --- | --- | --- | --- | --- | --- |
| Teaching (refer to note c) | 22,889 | 22,878 | 23,031 | 23,303 | 23,802 |
| Support (refer to note d) | 11,127 | 11,447 | 11,674 | 11,944 | 12,454 |
| Cleaning and gardening | 2,541 | 2,573 | 2,593 | 2,763 | 3,197 |
| Administrative and clerical (refer to note e) | 1,741 | 1,938 | 1,907 | 2,001 | 2,135 |
| **Total** | **38,298** | **38,836** | **39,205** | **40,011** | **41,588** |

*Source: Education Business Services*

(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.

(b) From 2017–18, the new Department of Education was formed, which included staff from School Curriculum and Standards Authority and former Department of Education, Department of Education Services, and Country High School Hostels Authority.

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

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

Table 16: Staff (refer to note a) by operational area and category 2020–21

| **Operational area** | **Teaching (refer to note b)** | **Support (refer to note c)** | **Cleaning and gardening** | **Administrative and**  **clerical (refer to note d)** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Schools | 23,765 | 12,451 | 3,192 | 674 | 40,082 |
| Central strategic and corporate services | – | – | – | 1,363 | 1,363 |
| Regional offices | 37 (refer to note e) | 3 | 5 | 98 | 143 |
| **Total** | **23,802** | **12,454** | **3,197** | **2,135** | **41,588** |

*Source: Education Business Services*

(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

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

(e) Includes Primary Extension and Challenge (PEAC) teachers and home education moderators.

Table 17: School-related staff (refer to note a) by type of school and category 2020–21

| **Type of school** | **Teaching (refer to note b)** | **Support (refer to note c)** | **Cleaning**  **and**  **gardening** | **Administrative and**  **clerical (refer to note d)** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Community kindergarten | 20 | 18 | – | – | 38 |
| Primary (refer to note e) | 12,453 | 6,752 | 1,726 | 10 | 20,941 |
| District high | 1,015 | 552 | 190 | 5 | 1,762 |
| Kindergarten–Year 12 (refer to note f) | 418 | 166 | 47 | 37 | 668 |
| Secondary | 8,195 | 2,820 | 1,184 | 540 | 12,739 |
| Education support (refer to note g) | 924 | 1,940 | 38 | 45 | 2,947 |
| Specialist services (refer to note h) | 740 | 203 | 7 | 37 | 987 |
| **Total** | **23,765** | **12,451** | **3,192** | **674** | **40,082** |

*Source: Education Business Services*

(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

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

(e) Includes schools of the air and remote community schools.

(f) Includes School of Isolated and Distance Education.

(g) Includes language development school and centres.

(h) Includes education services that do not directly enrol students such as camp schools, some schools of special educational needs, vacation swimming and Instrumental Music School Services. Residential colleges are included under Support.

Table 18: School-based teaching staff (refer to note a) by category and education category (refer to note b) 2021

| **Category** | **Primary** | **Secondary** | **Education support** | **Total** |
| --- | --- | --- | --- | --- |
| Principal | 567 | 171 | 66 | 804 |
| Deputy principal | 819 | 417 | 68 | 1,304 |
| Head of department or program coordinator | 19 | 1,019 | 9 | 1,047 |
| Teacher | 10,584 | 6,801 | 700 | 18,085 |
| Guidance/counselling | 178 | 133 | 31 | 342 |
| **Total** | **12,167** | **8,541** | **874** | **21,582** |

*Source: System and School Performance*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education category based on proportion of students in each education category.

Figure 3: School-based teaching staff (refer to note a) by education category (refer to note b) and gender 2021 (refer to note c)

A bar chart of the data presented in Table A23.

*Source: System and School Performance*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education category based on proportion of students in each education category.

(c) For corresponding table, refer to [Appendix 3](#_4._Staffing_tables).

Figure 4: Student–teacher ratios (refer to note a) 2016 to 2020

A column chart showing the student-teacher ratios for the primary years of school (refer to note b) to be 15.4 in 2016, 15.6 in 2017, 15.7 in 2018, 15.8 in 2019 and 15.6 in 2020. The chart also shows the student-teacher ratios for the secondary years of school to be 12.6 in 2016, 12.4 in 2017, 12.6 in 2018, 12.8 in 2019 and 12.8 in 2020.

*Source: System and School Performance*

(a) Ratios based on full-time equivalent students and full-time equivalent teaching staff at Semester 2.

(b) Excludes Kindergarten.



# Teacher Registration Board of Western Australia Annual Report 2020–21

This annual report reflects the operations of the Teacher Registration Board of Western Australia in regulating the registration of teachers and accrediting initial teacher education programs.

### Letter of transmittal

Ms Lisa Rodgers

Director General

Department of Education

Dear Ms Rodgers

In accordance with section 114 of the *Teacher Registration Act 2012* (WA), I am pleased to submit the annual report of the Teacher Registration Board of Western Australia, for the period 1 July 2020 to 30 June 2021, for inclusion in the annual report of the Department of Education.

Yours sincerely



Margaret Collins

**Chairperson**

**Teacher Registration Board of Western Australia**

20 August 2021

## Chairperson’s report

As I reflect on the last 12 months and consider the challenges brought about by the global pandemic, I am heartened by the community response and most particularly the dedication and resilience of our teaching profession to ensure that students can continue to learn.

I am pleased to report that in general terms, the operational impacts of COVID-19 on Board operations have been minimised. Flowing from decisions made in the previous reporting period, the Board continued to implement regulatory relief for teachers, including extending the expiry date of all registrations, giving additional time to teachers to renew their registration. In addition, the Board provided greater flexibility for the conduct of practicum placements for pre-service teachers completing their initial teacher education courses in 2020.

During periods of lockdown, the Board ensured that teacher registration applications continued to be processed and the customer service centre remained staffed to provide ongoing support to teachers and applicants.

Even without the added impacts of the pandemic, it has been an eventful and busy period for the Board and its operations.

Our membership underwent some change during the year. I would like to welcome two new members to the Board, both experienced registered teachers and emerging leaders within their respective sectors – Ms Casey Bakunowicz, a primary teacher with Catholic Education Western Australia at time of appointment and Ms Emily Donders, a secondary teacher with the Department of Education. We said farewell to two Board members whose terms expired – Mr Peter Collins, an inaugural Board member and Mr Jeremy Bruse. On behalf of the Board and secretariat, I would like to congratulate Ms Bakunowicz and Ms Donders on their appointments and give special acknowledgement and thanks to Mr Collins and Mr Bruse for their valuable and significant contribution to the work of the Board.

The renewal of teacher registration is a legislative requirement and for fully registered teachers this occurs every five years. About every three and half years, the Board experiences an eighteen month ‘spike’ in renewal numbers associated with those teachers who were first registered between 2004 and 2005. Between September 2020 and March 2022, the Board will renew about 30,000 registrations. At the end of this reporting period the Board had finalised about 30 per cent of these.

The Board’s vision is to be a quality and contemporary regulator of the WA teaching profession that operates in the best interests of children. In order to achieve this vision, we continued to support the development of suitable digital solutions to service the needs of our stakeholders. In particular, significant work has been undertaken in the planning and initial development phase of a replacement for the ICT system that underpins the Board’s registration operations and customer facing online services. This project is being undertaken in concert with the ongoing ‘business as usual’ development work to improve online services and ensure the needs of applicants and individual teachers are supported.

In the interests of improving the mobility of the Australian workforce, an intergovernmental agreement to introduce a scheme of Automatic Mutual Recognition of occupational registrations was signed in the reporting period and amendments were made to the *Mutual Recognition Act 1992* (Cth). The Board has been monitoring these developments and, looking forward, will be engaged in addressing the implementation issues associated with this reform.

The Board continues to collaboratively engage with a number of State Government agencies and other authorities that have a focus on the interests of children. This includes the Department of Education, Catholic Education Western Australia and the Association of Independent Schools of Western Australia, as well as the Department of Communities, the Commissioner for Children and Young People and the Western Australia Police Force.

I would like to acknowledge the Western Australian higher education providers, national authorities with whom we work, and our regulatory counterparts around Australia and in New Zealand. The Board, represented by the Director, has taken a lead role as the convenor of the Australasian teacher regulatory authorities (ATRA). This includes strong engagement and collaboration with the Australian Institute of Teaching and School Leadership (AITSL). Several projects of national significance are continuing related to the registration of teachers, child safety and the accreditation of initial teacher education programs.

The Board is provided secretariat support by the Department of Education. I extend my thanks to Ms Lisa Rodgers, Director General, for the continued support provided by the Department to the Board. This has been most notable in the relocation of the Teacher Registration directorate to the Department’s East Perth office, providing better access to secure established system infrastructure and support.

I would also like to acknowledge and thank the Director and all of the directorate staff for their expertise, diligence and ongoing support to the Board.

Finally, I also express my appreciation to all Board members, as well as those who serve on or chair a committee of the Board. I respect and appreciate the commitment, integrity and experience each member contributes to our valuable work.

I look forward to continuing to work with the Western Australian education sector in the year ahead to serve the public interest by ensuring the professional, competent and safe practice of teaching.

On behalf of the Teacher Registration Board of Western Australia, I am pleased to present the Board’s 2020–21 annual report.



Margaret Collins

**Chairperson**

## About the Board

As the teacher regulatory authority in Western Australia, the Board is responsible for registering teachers, including renewing teacher registration, and administering the teacher disciplinary and impairment review processes. The Board is also responsible for accrediting initial teacher education programs delivered by Western Australian higher education providers.

The Board maintains an up-to-date register of teachers, and has developed and published professional standards for teachers, accreditation standards for initial teacher education programs and a professional learning activities policy.

In performing its role, the Board’s paramount consideration is the best interests of children.

**The relevant legislation**

The Board was established in December 2012 under the *Teacher Registration Act 2012* (WA) (Teacher Registration Act).

The Board operates in accordance with the Teacher Registration Act and its subsidiary legislation: the *Teacher Registration (General) Regulations 2012* (WA) and the *Teacher Registration (Accreditation of Initial Teacher Education Programmes) Regulations 2012* (WA).

**The Board’s vision**

A quality and contemporary regulator of the Western Australian teaching profession that operates in the best interests of children.

**The Board’s purpose**

Serving the public interest in Western Australia by ensuring that teachers are registered and initial teacher education programs are accredited in accordance with the Teacher Registration Act.

**The Board’s values**

Integrity: We act with integrity, responsibility and transparency.

Excellence: We set standards of excellence and strive to achieve them.

Service: We are responsive, efficient and effective.

Fairness and Respect: We treat everyone fairly, with empathy and respect.

**The Board’s members**

The Board is appointed by the Minister for Education and Training and must include an Australian lawyer and at least three currently registered teachers.

At 30 June 2021, the Board members were:

* Margaret Collins (Chairperson) – former Regional Executive Director, South Metropolitan Education Region, Department of Education
* Ron Dullard AO (Deputy Chairperson) – former Director, Catholic Education Western Australia
* Casey Bakunowicz – Consultant, Aboriginal Education, Catholic Education Western Australia
* Nicole Brown – Dean of Students (PK-6), Peter Moyes Anglican Community School
* Emily Donders – Assistant Head of Learning, Humanities and Social Sciences, Rossmoyne Senior High School
* Kate Offer – Senior Lecturer, School of Law, The University of Western Australia
* Julie Woodhouse – Principal, Butler Primary School.

There were two changes to the Board’s membership during the reporting period. Jeremy Bruse and Peter Collins completed their terms, and Emily Donders and Casey Bakunowicz were appointed to the Board.

In 2020–21, the Board formally met 11 times and considered 28 items out of session.



Back row (left to right): Emily Donders, Julie Woodhouse, Nicole Brown and Casey Bakunowicz.

Front row (left to right): Kate Offer, Margaret Collins (Chairperson)

and Ron Dullard.

Governance framework

The Teacher Registration Act requires the Board to establish at least one disciplinary committee and an impairment review committee. The Board may establish other committees to assist it to perform its functions.

The Board is supported by:

* two disciplinary committees which consider complaints referred by the Board
* an impairment review committee which considers impairment matters referred by the Board
* an interim disciplinary order committee which has the authority to make an interim disciplinary order where:
* there is the risk of imminent injury or harm to the physical or mental health of any person
* a registered teacher has been charged with a sexual offence involving a child.

See [Disciplinary and impairment matters](#_Disciplinary_and_impairment) for further information about the activities of these committees in 2020–21.

The Department of Education’s Teacher Registration directorate provides secretariat support to the Board which includes:

* processing teacher registration applications and initial teacher education program accreditation applications for consideration by the Board
* assisting the Board to administer its disciplinary function
* supporting the work of the Board on policy matters.

The Board has delegated certain powers such as granting teacher registration to the Director, Teacher Registration, who refers matters that require further examination to the Board.

[Financial statements and performance information](#_Key__performance) related to the Teacher Registration directorate and the Board’s remuneration are provided in the Department of Education’s annual report.

The operations of the Board are funded by fees collected in accordance with the Teacher Registration Act and the Department of Treasury’s [Costing and Pricing Government Services guidelines](https://www.treasury.wa.gov.au/Treasury/Publications/Costing_and_Pricing_Guidelines/). During the reporting period there were no changes to the Board’s [fee schedule](https://www.trb.wa.gov.au/Further-Information/Fees).

### Key achievements

Online digital solutions

The Board continued to improve its online services for teachers and applicants by moving the last paper-based application forms to its secure online environment.

The online services experience provides improved access and application processing times for teachers and applicants.

Initial teacher education accreditation

The Board continued to engage with other Australian teacher regulatory authorities and the Australian Institute of Teaching and School Leadership to implement the ongoing national reforms of the scheme of accreditation of initial teacher education.

Reforms include the revision of the national accreditation guidelines, the collection of provider data for annual reporting purposes and the introduction of an improved final teaching performance assessment that all pre-service teachers must complete within Western Australian programs.

Strengthening child safety

The Board plays a significant role in promoting and protecting children’s safety through its scheme of teacher registration. The Board continued to work with regulators, national authorities and other relevant agencies to ensure the professionalism, quality and propriety of teachers.

As the regulator of teaching in Western Australia, the Board has regard to the nationally developed Best Practice Framework for Strengthening Child Safety and Wellbeing through the Regulation of Teachers.

Office relocation

The Teacher Registration directorate relocated to the Department of Education’s East Perth office in October 2020. This provided the Board with improved access to established corporate services, information systems and technology support, while maintaining its independence and ensuring the secure administration of teacher registration records and information.

National partnerships

The Board continues to work with stakeholders on projects of national significance, including:

* consistent decision-making in the progression of teachers from Provisional to Full Registration
* strengthening child safety
* early childhood teacher registration
* English language competency
* vocational education and training (VET) in schools.

### Significant issues for the next financial year

Registration renewal application peak

There are cyclical peaks in the renewal of Full Registration that arise approximately every three and a half years for an 18-month period. This is a legacy of the way teacher registration was introduced in Western Australia.

The Board will focus on ensuring its capacity to efficiently process the increased volume of renewal applications received since September 2020. It is expected that approximately 30,000 renewal applications will have been assessed by March 2022.

Teacher registration systems development

The Board’s core ICT systems will be replaced and a transition to a new operating environment is expected by January 2022. Minimal impact on existing teachers and applicants is expected throughout the upgrade, with communications planned closer to implementation of the new system.

Initial teacher education reform

In April 2021, the Federal Minister for Education launched the Quality Initial Teacher Education Review. The Board will monitor the review and continue to engage with the Australian Institute for Teaching and School Leadership, state and territory teacher regulatory authorities, initial teacher education providers and other stakeholders with respect to ongoing and proposed developments in the initial teacher education space.

Review of the Teacher Registration Act

Following a review of the Teacher Registration Acttabled in Parliament in September 2018, an amending Bill is expected to be introduced in the Western Australian Parliament in the second half of 2021. The Board, following consultation with its stakeholders, will amend policies and processes once amendments to the Act are made.

Automatic Mutual Recognition of occupational registrations

Teachers who hold teacher registration in other Australian states or territories or in New Zealand may apply for registration with the Board through mutual recognition. In August 2020, the Commonwealth Treasurer announced that the Australian and state and territory governments had agreed to introduce a uniform scheme for the Automatic Mutual Recognition (AMR) of occupational registrations including teaching.

In December 2020, an Intergovernmental Agreement on AMR was signed and relevant amendments to the *Mutual Recognition Act 1992* (Cth) were passed in June 2021.

Our State Government is responsible for implementing AMR arrangements. The Board will continue to closely monitor implementation to ensure there is no risk to the safe, competent and professional practise of teaching in Western Australian educational venues.

## Activities of the Board

### Regulatory activity

Teacher registration

All teachers teaching in schools and other educational venues in Western Australia, such as a centre based education and care service (long day care) and the juvenile detention centre, must be registered with the Board.

To meet [registration requirements](https://www.trb.wa.gov.au/Teacher-Registration/Becoming-registered/Registration-requirements), applicants must be appropriately qualified, have the necessary English language skills, meet the required professional standards for the relevant registration category, and be fit and proper persons.

To renew registration, the Board must be satisfied that the teacher continues to meet the requirements for their category of registration. Provisional Registration may only be renewed where there are exceptional circumstances.

At 30 June 2021, 55,710 teachers were registered with the Board (refer to [Table 1](#_Hlk16591191)).

Table 1: Teachers registered at June 30 by category 2017 to 2021

| **Category** | **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- | --- |
| Full Registration | 41,721 | 42,994 | 44,083 | 44,970 | 45,019 |
| Provisional Registration | 5,710 | 5,913 | 5,721 | 5,201 | 5,271 |
| Non-Practising Registration | 4,649 | 4,490 | 4,289 | 4,271 | 4,655 |
| Limited Registration | 684 | 648 | 643 | 701 | 765 |
| **Total** | **52,764** | **54,045** | **54,736** | **55,143** | **55,710** |

During 2020–21, the Board received 15,592 teacher registration applications and approved 14,714 applications (refer to [Table 2](#_Hlk16591210)).

Based on the mutual recognition principle, the Board registered 505 teachers who were registered in another Australian state or territory or in New Zealand.

Table 2: Applications received and approved by type 2019–20 and 2020–21 (refer to note a)

| **Type of application** | **Received in 2019–20** | **Approved in 2019–20** | **Received in 2020–21** | **Approved in 2020–21** |
| --- | --- | --- | --- | --- |
| New registration | 2,677 | 2,635 | 3,545 | 3,280 |
| Renewal of registration | 3,242 | 3,464 | 9,353 | 8,788 |
| Move registration category | 2,402 | 2,448 | 2,591 | 2553 |
| Extension of Non-Practising Registration (refer to note b) | 133 | 133 | 103 | 93 |
| **Total** | **8,454** | **8,680** | **15,592** | **14,714** |

(a) Number of applications received in one year may not be the same as number approved that same year as applications may be processed in subsequent years.

(b) The extension of Non-Practising Registration may only be approved when there are extenuating circumstances.

Applicants can progress to Full Registration from either Provisional Registration (including early career teachers) or Non-Practising Registration (refer to [Table 3](#_Hlk47622934)). Applicants must provide evidence that they meet the proficient level of the Professional Standards for Teachers in Western Australia, as well as meeting the other requirements.

Table 3: Summary of approved applications to transition to Full Registration 2019–20 and 2020–21

|  | **2019–20** | **2020–21** |
| --- | --- | --- |
| Provisional to Full Registration | 1,693 | 1,434 |
| Non-Practising to Full Registration | 411 | 338 |

Board determinations

The Board has delegated the granting of teacher registration to the Director, Teacher Registration. Applications considered by the Director to require further examination are referred to the Board.

During 2020–21, 26 of the 46 applications referred to the Board for further examination were refused as they did not meet one or more of the requirements for registration or the renewal of registration (refer to [Table 4](#_Hlk16591234)).

Table 4: Applications considered and refused by the Board by registration requirements 2019–20 and 2020–21

|  | **Considered in 2019–20** | | **Refused in 2019–20** | **Considered in 2020–21** | **Refused in 2020–21** |
| --- | --- | --- | --- | --- | --- |
| **One requirement considered** | |
| Qualifications | 14 | | 6 | 10 | 6 |
| English language | 15 | | 13 | 23 | 13 |
| Professional standards | 1 | | 0 | 0 | 0 |
| Qualifications/skills/expertise (refer to note a) | 0 | | 0 | 1 | 0 |
| Fit and proper | 2 | | 0 | 6 | 1 |
| **More than one requirement considered** | |
| Qualifications and English language | 0 | | 0 | 4 | 4 |
| Qualifications and professional standards | 0 | | 0 | 1 | 1 |
| English language and fit and proper | 0 | | 0 | 1 | 1 |
| **Total** | **32** | | **19** | **46** | **26** |

(a) Specific to applications for Limited Registration.

Providing advice to prospective applicants

Prospective applicants can seek written advice from the Board on whether they meet the qualification requirements for registration, or if they would meet the fit and proper requirements for registration.

Of the 81 requests for qualifications advice finalised in 2020–21, 50 were determined by the Director, Teacher Registration as meeting requirements. The remaining 31 were considered by the Board, with 24 determined as not meeting requirements.

Two requests for fit and proper advice were received from prospective applicants. The Board provided advice for one matter that the applicant would be considered fit and proper, while one matter has not yet been finalised.

Annual teacher registration fee

Registered teachers are required to pay an annual fee by 31 March each year to maintain registration.

In January 2021, the Board raised 56,934 invoices for the annual fee. The registrations of 1,107 teachers who did not pay their annual fee by 6 May 2021 were cancelled.

As at 30 June 2021, the Board had reinstated the registrations of 30 teachers whose non-payment was due to extenuating circumstances.

Unregistered teaching

When a concern about unregistered teaching is identified, the case is managed to ensure the obligations of the teacher and the employer are met. No unregistered teaching matters were referred for prosecution in 2020–21.

Review by the State Administrative Tribunal (SAT)

Teachers dissatisfied with a Board decision related to registration can appeal to the SAT. In 2020–21, no decisions of the Board were appealed to the SAT.

### Disciplinary and impairment matters

The Board’s paramount consideration in dealing with disciplinary and impairment matters is the best interests of children. The Teacher Registration Act requires that only fit and proper people be registered as teachers, and places obligations on teachers, employers and certain other parties.

Notifications required by the Teacher Registration Act and complaints about teachers

Notifications are received about registered teachers from employers, teachers, the Commissioner of Police and the Director of Public Prosecutions. More than one notification may be received for a matter.

Complaints may also be made to the Board about registered teachers, or a person who was a registered teacher at the time the alleged conduct occurred. More than one complaint may be received for a matter.

In 2020–21, the Board received 51 notifications and 17 complaints (refer to [Table 5](#_Hlk16591272)) relating to 66 matters.

Table 5: Notifications and complaints received by the Board 2019–20 and 2020–21 (refer to note a)

|  | **2019–20** | **2020–21** |
| --- | --- | --- |
| **Notifications from Teachers** |  |  |
| Legal actions (section 38) | 3 | 5 |
| Loss of qualifications (section 39) | 0 | 0 |
| Issued Working with Children Negative Notice (section 40) | 0 | 0 |
| **Notifications from Director of Public Prosecutions or Commissioner of Police (section 41)** | 6 | 3 |
| **Notifications from Employers** |  |  |
| Serious incompetence (section 42) | 5 | 13 |
| Serious misconduct (section 42) | 32 | 30 |
| **Complaints from the public/other (section 51)** | 34 | 17 |
| **Total** | **80** | **68** |

(a) As per the specified section in the Teacher Registration Act.

The status of ongoing and new matters is shown in [Table 6](#_Hlk16591289).

Table 6: Status of ongoing and new matters as at 30 June 2021 (refer to note a)

| **Status of matters** | **2020–21** |
| --- | --- |
| **Matters ongoing at 30 June 2021** |  |
| Still to be decided (section 51(3)(a)) | 9 |
| Investigations continuing (section 53(2)) | 19 |
| **Completed during the reporting period** |  |
| Cancellation of registration (section 27(2)(b)) | 6 |
| Complaint not required (section 45(e)) | 16 |
| Other person or authority (section 57(1)(a)) | 6 |
| Not within power (section 57(1)(b)) | 16 |
| Without substance (section 57(1)(c)) | 8 |
| **Referred during the reporting period** |  |
| Disciplinary Committee (section 53(1)(c)) | 1 |
| Impairment Review Committee (section 53(1)(d)) | 1 |
| State Administrative Tribunal (section 53(1)(e)) | 2 |
| **Total** | **84** |

(a) As per the specified section in the Teacher Registration Act.

Disciplinary committee

One matter was referred to a disciplinary committee in 2020–21. The teacher was found to have contravened the Teacher Registration Act by contravening a condition of their registration. The teacher received a reprimand, a suspension of registration and the placement of a condition on their registration to follow the period of suspension.

Impairment review committee

One matter was referred to the impairment review committee in 2020–21. The teacher did not provide consent for the committee to deal with the matter. The matter ended when the teacher cancelled their registration.

Referral to the State Administrative Tribunal (SAT)

Two matters were referred to the SAT in 2020–21 and both are ongoing.

Two matters referred to the SAT were ongoing at the end of the previous reporting period. Of those:

* the SAT ordered a teacher be disqualified from applying for registration for a period
* the other was withdrawn by the Board.

Interim disciplinary orders

The Board and the interim disciplinary order committee have the authority to make interim disciplinary orders that include placing conditions on registration or suspending registration.

The outcome of matters referred to the interim disciplinary order committee are reflected in [Table 7](#_Hlk16591307).

Table 7: Matters referred to the interim disciplinary order committee 2020–21 (refer to note a)

| **Interim disciplinary orders** | **Referred** | **Made** |
| --- | --- | --- |
| An activity that involves a risk of imminent injury or harm (section 59) | 2 | 1 |
| Charged with child sexual offence (section 60) | 2 | 2 |
| **Total** | **4** | **3** |

(a) As per the specified section in the Teacher Registration Act.

Two other section 60 interim disciplinary orders were made by the Board under authority delegated to the Director.

The four interim orders issued under section 60 were revoked as the teachers concerned were no longer entitled to be registered due to the issuing of a negative notice, and their registrations were cancelled.

The Board must refer all matters for which an interim disciplinary order has been made to the SAT within 14 days unless the order is revoked. The order made under section 59 referred to the SAT is yet to be finalised.

### Accreditation of initial teacher education programs

The Board is responsible for [accrediting initial teacher education (ITE) programs](https://www.trb.wa.gov.au/Initial-Teacher-Education-Programs) delivered by Western Australian higher education providers. The accreditation of ITE programs is directly linked to teacher registration. For a person to be eligible for Full, Provisional or Non-Practising Registration under the Teacher Registration Act, they must have a teaching qualification from an accredited program or one that the Board recognises as equivalent to such a qualification.

Applications from ITE providers for program accreditation or re-accreditation are assessed against the Western Australian Standards for the Accreditation of Initial Teacher Education Programs by a panel of education experts appointed by the Board. The standards are based on nationally agreed accreditation standards.

Approved programs are accredited for up to five years and recognised for the purposes of teacher registration by other Australian state and territory teacher regulatory authorities. Refer to [Table 8](#_Hlk16591325) for the number of accredited ITE programs in Western Australia.

During 2020–21, the Board approved the accreditation of one new teacher education program and the re‑accreditation of four existing programs. As at 30 June 2021, the assessment of one application for initial accreditation and five applications for re‑accreditation received during the reporting period were ongoing.

Table 8: WA accredited initial teacher education programs at 30 June 2019–20 and 2020–21

| **ITE Programs** | **Undergraduate in 2019–20** | **Undergraduate in 2020–21** | **Postgraduate in 2019–20** | **Postgraduate in 2020–21** | **Total in 2019–20** | **Total in 2020–21** |
| --- | --- | --- | --- | --- | --- | --- |
| Early childhood | 3 | 3 | 1 | 1 | 4 | 4 |
| Early childhood/primary | 1 | 1 | 2 | 2 | 3 | 3 |
| Primary | 5 | 5 | 3 | 3 | 8 | 8 |
| Primary/secondary | 1 | 1 | 0 | 0 | 1 | 1 |
| Secondary | 7 | 7 | 3 | 4 | 10 | 11 |
| Early childhood/  primary/secondary | 0 | 0 | 1 | 1 | 1 | 1 |
| **Total** | **17** | **17** | **10** | **11** | **27** | **28** |

### Stakeholder engagement

The Board engages with stakeholders to ensure that information about registration requirements and processes is clear, consistent and timely, and to identify opportunities to improve the Board’s regulatory services.

As part of the Board’s stakeholder communication plan, employers of teachers are contacted annually regarding their obligations under the Teacher Registration Act.

These communications remind employers:

* to provide notifications when required
* to appoint, employ or engage only registered teachers to teach in educational venues, including in accordance with any conditions on their registration
* of the renewal of registration process
* of the due date for payment of the annual fee
* of the benefits of using the Teacher Registration Information (Professional) – TRIP online service.

Teacher Registration directorate staff delivered presentations (face-to-face and online) to final year pre‑service teachers, early career and returning teachers about the requirements and process for registration.

The Board continued to engage with other regulatory authorities, education sector representatives and higher education providers to exchange information, provide advice and guidance on regulatory requirements and seek feedback on the Board’s regulatory services.

Feedback from applicants and teachers is important to the Board and informs improvements to regulatory services, online services and policies. Acting on feedback, the Board changed its annual fee communications to provide clearer information about payment requirements. The website was amended to improve information about the annual fee, the registration renewal process and teacher login.

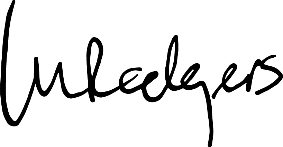
Feedback on the Board’s annual report can be sent to [feedback@trb.wa.gov.au](mailto:feedback@trb.wa.gov.au).

End of Teacher Registration Board of Western Australia Annual Report 2020–21.

# Key performance indicators and financial statements

Certification of key performance indicators

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 2021.



Lisa Rodgers

**Director General**

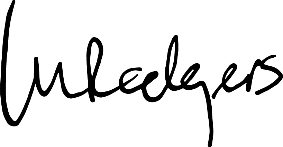
(Accountable authority)

9 September 2021

Certification of financial statements

The accompanying financial statements of the Department of Education have been prepared in compliance with the provisions of the *Financial Management Act 2006* (WA) from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2021 and the financial position as at 30 June 2021.

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.



Lisa Rodgers

**Director General**

(Accountable authority)

9 September 2021



Philippa Beamish Burton

**Chief Finance Officer**

9 September 2021

**INDEPENDENT AUDITOR’S OPINION**

**2021**

**Department of Education**

To the Parliament of Western Australia

**Report on the audit of the financial statements**

**Opinion**

I have audited the financial statements of the Department of Education (Department) which comprise:

* the Statement of Financial Position at 30 June 2021, and the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities by Service and Summary of Consolidated Account Appropriations for the year then ended
* Notes comprising a summary of significant accounting policies and other explanatory information, including administered transactions and balances.

In my opinion, the financial statements are:

* based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the Department of Education for the year ended 30 June 2021 and the financial position at the end of that period
* in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer’s Instructions.

**Basis for opinion**

I conducted my audit in accordance with the Australian Auditing Standards. My responsibilities under those standards are further described in the Auditor’s responsibilities for the audit of the financial statements section of my report.

I am independent of the Department in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional & Ethical Standards Board’s APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code.

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

**Responsibilities of the Director General for the financial statements**

The Director General is responsible for:

* keeping proper accounts
* preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the *Financial Management Act 2006* and the Treasurer’s Instructions
* such internal control as they determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Director General is responsible for:

* assessing the entity’s ability to continue as a going concern
* disclosing, as applicable, matters related to going concern
* using the going concern basis of accounting unless the Western Australian Government has made policy or funding decisions affecting the continued existence of the Department.

**Auditor’s responsibilities for the audit of the financial statements**

As required by the *Auditor General Act 2006*, my responsibility is to express an opinion on the financial statements. The objectives of my audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Australian Auditing Standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations or the override of internal control.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website. This description forms part of my auditor’s report and can be found at <https://www.auasb.gov.au/auditors_responsibilities/ar4.pdf>.

**Report on the audit of controls**

**Opinion**

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the Department of Education. The controls exercised by the Department 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 (the overall control objectives).

My opinion has been formed on the basis of the matters outlined in this report.

In my opinion, in all material respects, 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 2021.

**The Director General’s responsibilities**

The Director General is responsible for designing, implementing and maintaining controls to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities are in accordance with the *Financial Management Act* *2006*, the Treasurer’s Instructions and other relevant written law.

**Auditor General’s responsibilities**

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the suitability of the design of the controls to achieve the overall control objectives and the implementation of the controls as designed. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3150 *Assurance Engagements on* *Controls* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements and plan and perform my procedures to obtain reasonable assurance about whether, in all material respects, the controls are suitably designed to achieve the overall control objectives and were implemented as designed.

An assurance engagement involves performing procedures to obtain evidence about the suitability of the controls design to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including an assessment of the risks that controls are not suitably designed or implemented as designed. My procedures included testing the implementation of those controls that I consider necessary to achieve the overall control objectives.

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

**Limitations of controls**

Because of the inherent limitations of any internal control structure, it is possible that, even if the controls are suitably designed and implemented as designed, once in operation, the overall control objectives may not be achieved so that fraud, error or non-compliance with laws and regulations may occur and not be detected. Any projection of the outcome of the evaluation of the suitability of the design of controls to future periods is subject to the risk that the controls may become unsuitable because of changes in conditions.

**Report on the audit of the key performance indicators**

**Opinion**

I have undertaken a reasonable assurance engagement on the key performance indicators of the Department of Education for the year ended 30 June 2021. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, 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 2021.

**The Director General’s responsibilities 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 internal control as the Director General determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

In preparing the key performance indicators, the Director General is responsible for identifying key performance indicators that are relevant and appropriate, having regard to their purpose in accordance with Treasurer’s Instruction 904 *Key Performance Indicators*.

**Auditor General’s responsibilities**

As required by the *Auditor General Act 2006*, my responsibility as an assurance practitioner is to express an opinion on the key performance indicators. The objectives of my engagement are to obtain reasonable assurance about whether the key performance indicators are relevant and appropriate to assist users to assess the entity’s performance and whether the key performance indicators are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes my opinion. I conducted my engagement in accordance with Standard on Assurance Engagements ASAE 3000 *Assurance Engagements Other than Audits or* *Reviews of Historical Financial Information* issued by the Australian Auditing and Assurance Standards Board. That standard requires that I comply with relevant ethical requirements relating to assurance engagements.

An assurance engagement involves performing procedures to obtain evidence about the amounts and disclosures in the key performance indicators. It also involves evaluating the relevance and appropriateness of the key performance indicators against the criteria and guidance in Treasurer’s Instruction 904 for measuring the extent of outcome achievement and the efficiency of service delivery. The procedures selected depend on my judgement, including the assessment of the risks of material misstatement of the key performance indicators. In making these risk assessments I obtain an understanding of internal control relevant to the engagement in order to design procedures that are appropriate in the circumstances.

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

**My independence and quality control relating to the reports on controls and key performance indicators**

I have complied with the independence requirements of the *Auditor General Act 2006* and the relevant ethical requirements relating to assurance engagements. In accordance with ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other* *Financial Information, and Other Assurance Engagements*, the Office of the Auditor General maintains a comprehensive system of quality control including documented policies and procedures regarding compliance with ethical requirements, professional standards and applicable legal and regulatory requirements.

**Other information**

The Director General is responsible for the other information. The other information is the information in the entity’s annual report for the year ended 30 June 2021, but not the financial statements, key performance indicators and my auditor’s report.

My opinions do not cover the other information and, accordingly, I do not express any form of assurance conclusion thereon.

**Matters relating to the electronic publication of the audited financial statements and key performance indicators**

This auditor’s report relates to the financial statements, controls and key performance indicators of the Department of Education for the year ended 30 June 2021 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, controls 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, controls or key performance indicators. If users of the financial statements, controls and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements, controls and key performance indicators.



Caroline Spencer

Auditor General for Western Australia

Perth, Western Australia

10 September 2021

## Key performance indicators

Reporting of key performance indicators enables senior management to assess and monitor the extent to which we achieve our Government‑desired outcome, and ensures we are accountable to the community for our performance.

**Government goal**

Strong Communities: Safe communities and supported families

**Desired outcome**

School students across Western Australia have access to high quality education

**Services**

1. Public primary education
2. Public secondary education
3. Regulation and non‑government sector assistance
4. Support to the School Curriculum and Standards Authority

This section presents effectiveness indicators that show how well we met our desired outcome and efficiency indicators that show how efficiently we delivered our four services in 2020–21. The indicators are as per our Outcomes-Based Management (OBM) reporting structure. We revised our OBM reporting structure in 2018–19 to better reflect our current operations.

Supplementary information relating to our key performance indicators in the appendices is not audited by the Office of the Auditor General.

### Effectiveness indicators

Outcome: School students across Western Australia have access to high quality education

We aim to provide everyone aged four to 17 years (at 30 June) in Western Australia with access to education through the public school system, irrespective of their location, circumstances and whether that provision is taken up or not.

Two approaches are used to measure how well we achieve this aim.

The rate of participation in education gives an indication of the extent to which school-aged Western Australian residents are engaged in some form of education during the senior secondary years. The rate includes data spanning the main forms of education, including public and non-government schools, vocational education and training, and university.

The apparent retention rate is the second measure of our success in providing access to education through the public system. Prior to 2020, the apparent retention rate was from Year 8 to Year 12. From 2020, the apparent retention rate is from Year 7 to Year 12. This is because the 2020 Year 12 cohort was the first cohort to commence secondary school in Year 7.

Our other indicators provide measures of the extent to which students achieve high standards of learning.

The WACE achievement rate shows the percentage of Year 12 public school students who achieved the Western Australian Certificate of Education (WACE) qualification – the criterion for overall success in school in WA.

Student achievement prior to Year 12 is shown using indicators that measure the percentage of public school students in Years 3, 5, 7 and 9 who achieve proficiency standards in national reading and numeracy tests.

*Rate of participation in education*

This rate shows the proportion of the State’s estimated resident population of 15, 16 and 17 year olds who are participating in some form of education.

These ages align to Years 10, 11 and 12. The rate includes young people of these ages who either:

* were enrolled in public and non-government schools at the Semester 2 student census
* attended vocational education and training during the year
* 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 school data.

Participation rates for 2016 to 2020 are in [Table 19](#_Hlk519777049) with rates by gender in [Appendix 2](#_2._NAPLAN_results).

The target in the 2020–21 Budget Papers was based on the higher of the preliminary actual for 2018 and the estimated actual for 2019, rounded up to the next integer, using the latest available data at the time of the 2020–21 State Budget.

Table 19: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education 2016 to 2020 (refer to note a) (refer to note b)

| **2016** | **2017** | **2018** | **2019** | **2020** | **Target for 2020–21** |
| --- | --- | --- | --- | --- | --- |
| 96.8 | 96.2 | 98.1 | 97.8 | 99.4 | 99 |

*Source: System and School Performance*

(a) Based on Australian Bureau of Statistics preliminary estimates of resident population (age at 30 June) and data collected from public and non-government schools (Semester 2 student census, age at 1 July), universities (age at 30 June), and vocational education and training providers (age at 30 June).

(b) University enrolment data for 2020 is an estimate based on 2019 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous four years.

*Retention in public schooling*

The extent to which students continue to participate in public school education is indicated by the apparent secondary retention rate. From 2020, this is the number of full‑time students in Year 12 expressed as a percentage of the number of full‑time students who enrolled in Year 7 five years earlier. Prior to 2020, the retention rate was based on the number of full-time students who enrolled in Year 8 four years earlier (the start of secondary school at that time). Retention rates for 2016 to 2020 are in [Table 20](#_Hlk519776919) with rates by subgroup in [Appendix 2](#_2._NAPLAN_results).

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.

The target in the 2020–21 Budget Papers was based on the higher of the two most recent years’ performance at that time (2018 and 2019 Year 8 to Year 12), rounded up to the next integer.

Table 20: Apparent secondary retention rate (%) of public school students 2016 to 2020 (refer to note a) (refer to note b) (refer to note c)

| **2016** | **2017** | **2018** | **2019** | **2020** | **Target for 2020–21** |
| --- | --- | --- | --- | --- | --- |
| 77.7 | 80.1 | 81.4 | 81.6 | 81.5 | 82 |

*Source: System and School Performance*

(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.

(c) Prior to 2020, the apparent retention rate was from Year 8 to Year 12. From 2020, the apparent retention rate is from Year 7 to Year 12. This change is because the 2020 Year 12 cohort was the first cohort to commence secondary school in Year 7.

*WACE achievement by Year 12 public school students*

To achieve the Western Australian Certificate of Education (WACE) qualification, students must meet criteria established by the School Curriculum and Standards Authority. For 2020, students had to:

* demonstrate the Authority’s minimum standards of literacy and numeracy
* complete at least 20 units (or equivalent) that met the breadth and depth of study requirements
* complete at least four Year 12 Australian Tertiary Admission Rank (ATAR) courses, or complete a certificate II (or higher) vocational education and training (VET) qualification
* achieve a grade of C or better in 14 course units (or equivalent) of which at least six must be completed in Year 12.

The WACE achievement rate shows the percentage of Year 12 students enrolled in a public school in Semester 2 who achieved the WACE qualification that same year. The rates for 2016 to 2020 are in [Table 21](#_Hlk519777087) with further breakdowns in [Appendix 2](#_2._NAPLAN_results).

The target in the 2020–21 Budget Papers was based on the higher of the two most recent years’ performance at that time (2018 and 2019), rounded up to the next integer.

Table 21: WACE achievement rate (%) of Year 12 public school students 2016 to 2020 (refer to note a) (refer to note b)

| **2016** | **2017** | **2018 (refer to note c)** | **2019** | **2020** | **Target for 2020–21** |
| --- | --- | --- | --- | --- | --- |
| 79.8 | 79.5 | 80.5 | 80.7 | 81.7 | 81 |

*Source: System and School Performance*

(a) Year 12 full-time students in the Semester 2 student census.

(b) Year 12 WACE achievement data from the School Curriculum and Standards Authority and taken at a point in time. Data may be updated after this time for a variety of reasons such as students successfully appealing their results.

(c) A few registered training organisations did not complete VET certification for some public school students in time to be included in the 2018 data. This may have affected the data reported for 2018.

*Student proficiency in reading and numeracy*

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted annually across all states and territories by the Australian Curriculum, Assessment and Reporting Authority.

Full cohorts of Year 3, 5, 7 and 9 students across the country undertake common tests in May.

This program provides valuable information for parents on their children’s achievements as well as useful information at the school level and Australia-wide. The national and state/territory results are reported in the [national NAPLAN report](https://www.nap.edu.au/results-and-reports/national-reports).

The key performance indicators for reading and numeracy are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving proficiency standards in NAPLAN Reading and Numeracy.

We set the proficiency standards based on provisional work conducted nationally. They represent challenging but reasonable reading and numeracy achievement expectations for a typical student in Years 3, 5, 7 or 9. Proficiency indicates students are on track to meet the curriculum expectations for the year level and assessment area. Proficiency standards are more challenging to achieve than national minimum standards and we consider them to be better indicators of the quality of students’ reading and numeracy skills.

The 2020 NAPLAN assessments were cancelled nationally due to COVID-19. No targets were set in the 2020–21 Budget Papers as they were for performance on the cancelled 2020 NAPLAN assessments.

Results for WA public school students for 2016 to 2019 are in [Table 22](#_Hlk519777122).

Refer to our website for WA NAPLAN public school [performance reports](https://www.education.wa.edu.au/naplan-public-school-performance-reports).

Table 22: Percentage of Western Australian public school Year 3, 5, 7 and 9 students achieving proficiency standards in NAPLAN Reading and Numeracy, 2016 to 2020 (refer to note a) (refer to note b)

|  | **Assessment** | **2016** | **2017** | **2018** | **2019** | **2020** | **Target for 2020–21** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Year 3 | Reading | 64.6 | 67.3 | 70.0 | 68.8 | n/a | n/a |
| Year 3 | Numeracy | 63.5 | 67.6 | 69.2 | 68.8 | n/a | n/a |
| Year 5 | Reading | 62.8 | 65.0 | 68.4 | 70.2 | n/a | n/a |
| Year 5 | Numeracy | 62.2 | 64.5 | 66.3 | 66.1 | n/a | n/a |
| Year 7 | Reading | 60.6 | 62.6 | 64.3 | 67.3 | n/a | n/a |
| Year 7 | Numeracy | 58.7 | 61.1 | 62.1 | 64.1 | n/a | n/a |
| Year 9 | Reading | 65.1 | 64.3 | 71.1 | 69.8 | n/a | n/a |
| Year 9 | Numeracy | 63.8 | 65.3 | 70.5 | 67.8 | n/a | n/a |

*Source: System and School Performance*

(a) From 2018 NAPLAN began transitioning from pen and paper to online assessments.

(b) 2020 NAPLAN assessments were cancelled due to COVID-19. Targets in the 2020–21 Budget Papers were not applicable as they were for performance on the cancelled 2020 NAPLAN assessments.

### Efficiency indicators

Efficiency indicators show how efficiently we delivered our four services in 2020–21. The indicators have been calculated based on costs of services excluding any non‑cash revaluation decrement, extraordinary asset write-offs and any other costs that are not related to the approved efficiency indicators.

Service 1: Public primary education

This service provides access to education in public schools for persons aged generally from four years and six months to 11 years and six months.

*Cost per student full-time equivalents of public primary education*

This indicator is the total cost of services for primary education in public schools divided by the average full-time equivalent (FTE) of public school primary students across the two semesters of the financial year.

The 2020–21 result is higher than 2019–20 primarily due to:

* An increase in employee benefits expense due to:
* salary cost growth in accordance with the State Government’s public sector wages policy
* additional cleaning staff to provide enhanced cleaning regimes across all public schools and community kindergartens in accordance with the State Government’s COVID-19 safety plans and guidelines
* an increase in leave liability expense due to staff FTE increases and leave arrangements being deferred or cancelled to maintain essential services and as a result of COVID-19 pandemic travel restrictions.
* An increase in minor works expenditure for high priority maintenance projects due to the implementation of the State Government's Maintenance Blitz program across all Western Australian public schools.

The 2020–21 result is higher than the 2020–21 budget target primarily due to approved adjustments to the Department’s budget during 2020–21. This included:

* additional funding allocated for extra cleaning staff and supplies to provide enhanced cleaning regimes across all public schools and community kindergartens in accordance with the State Government’s COVID-19 safety plans and guidelines
* actuarial movement in leave liability
* extension of the National Partnership Agreement on Universal Access to Early Childhood Education in 2021
* extra funding to support the growth in the number of students with a disability.

Table 23: Cost ($) per full-time equivalent student of public primary education 2017–18 to 2020–21 (refer to note a)

| **2017–18 (refer to note b)** | **2018–19** | **2019–20 (refer to note c)** | **2020–21** | **Target for 2020–21** |
| --- | --- | --- | --- | --- |
| 15,155 | 15,242 | 16,197 | 16,816 | 16,278 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

(b) The 2017–18 actual varies from what was published in our 2017–18 annual report due to a change in the calculation methodology as a result of the Department’s revised OBM reporting structure.

(c) The 2019–20 actual varies from what was published in our 2019–20 annual report due to a change in accounting policy to expense library collections previously recorded as assets.

Service 2: Public secondary education

This service provides access to education in public schools for persons aged generally from 11 years and six months. It includes the provision of accommodation, care and services for students from rural and remote areas who have to board away from home to attend a public school.

*Cost per student full-time equivalents of public secondary education*

This indicator is the total cost of services for secondary education in public schools divided by the average full-time equivalent (FTE) of public school secondary students across the two semesters of the financial year.

The 2020–21 result is higher than 2019–20 primarily due to:

* An increase in employee benefits expense due to:
* salary cost growth in accordance with the State Government’s public sector wages policy
* additional cleaning staff to provide enhanced cleaning regimes across all public schools and residential colleges in accordance with the State Government’s COVID-19 safety plans and guidelines
* an increase in leave liability expense due to staff FTE increases and leave arrangements being deferred or cancelled to maintain essential services and as a result of COVID-19 pandemic travel restrictions.
* An increase in minor works expenditure for high priority maintenance projects due to the implementation of the State Government's Maintenance Blitz program across all Western Australian public schools.

The 2020–21 result is higher than the 2020–21 budget target primarily due to approved adjustments to the Department’s budget during 2020–21. This included:

* additional funding allocated for extra cleaning staff and supplies to provide enhanced cleaning regimes across all public schools and residential colleges in accordance with the State Government’s COVID-19 safety plans and guidelines
* actuarial movement in leave liability
* extra funding to support the growth in the number of students with a disability.

Table 24: Cost ($) per full-time equivalent student of public secondary education 2017–18 to 2020–21 (refer to note a)

| **2017–18 (refer to note b)** | **2018–19** | **2019–20 (refer to note c)** | **2020–21** | **Target for 2020–21** |
| --- | --- | --- | --- | --- |
| 18,383 | 18,488 | 19,080 | 19,500 | 19,103 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

(b) The 2017–18 actual varies from what was published in our 2017–18 annual report due to a change in the calculation methodology as a result of the Department’s revised OBM reporting structure.

(c) The 2019–20 actual varies from what was published in our 2019–20 annual report due to a change in accounting policy to expense library collections previously recorded as assets.

Service 3: Regulation and non-government sector assistance

This service provides regulatory and assistance services, as required by legislation or government policy, to support provision of quality services by non-government schools, universities and teachers across all Western Australian schools. It also includes the provision of accommodation, care and services for students from rural and remote areas who have to board away from home to attend a non-government school.

*Cost of non-government school regulatory services per non-government school*

This indicator shows the cost to the Department of regulatory services provided for non-government schools divided by the number of Independent non‑government schools.

The 2020–21 result is lower than 2019–20 primarily due to a higher number of non-government schools and a decrease in employee benefits expense related to staff vacancies.

The 2020–21 result is lower than the 2020–21 budget target primarily due to lower than expected employee benefits expense related to unanticipated staff vacancies, and lower than expected corporate costs due to the relocation of operations to the Department’s East Perth office.

Table 25: Cost ($) of non-government school regulatory services per non-government school 2017–18 to 2020–21 (refer to note a) (refer to note b)

| **2017–18** | **2018–19** | **2019–20** | **2020–21** | **Target for 2020–21** |
| --- | --- | --- | --- | --- |
| 7,407 | 6,747 | 7,316 | 6,330 | 8,041 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

(b) The calculation of this indicator excludes expenditure not relating to regulatory services.

*Cost of teacher regulatory services per teacher*

This indicator is the cost to the Department of providing secretariat support to the Teacher Registration Board of Western Australia divided by the number of registered teachers at 30 June.

The 2020–21 result is lower than 2019–20 primarily due to a decrease in corporate costs due to the relocation of office accommodation for operations to the Department’s East Perth office resulting in savings of rental and other outgoings. This was partially offset by an increase in employee benefits expense, as a result of increased staffing levels to meet the operational costs of increased activity associated with a large cohort of teachers’ registrations falling due for renewal.

The 2020–21 result is lower than the 2020–21 budget target primarily due to lower than expected employee benefits expense, and lower than expected corporate costs due to the relocation of operations to the Department’s East Perth office.

Table 26: Cost ($) of teacher regulatory services per teacher 2017–18 to 2020–21 (refer to note a) (refer to note b)

| **2017–18** | **2018–19** | **2019–20** | **2020–21** | **Target for 2020–21** |
| --- | --- | --- | --- | --- |
| 95 | 110 | 132 | 109 | 121 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

(b) The calculation of this indicator excludes expenditure not relating to regulatory services.

Service 4: Support to the School Curriculum and Standards Authority

This service provides resources to the School Curriculum and Standards Authority to assist it to perform its statutory functions under the *School Curriculum and Standards Authority Act 1997* (WA).

*Cost per student of support to the School Curriculum and Standards Authority*

This indicator shows the cost to the Department of providing secretariat services to the Authority divided by the average full-time equivalent of all students across the two semesters of the financial year.

The 2020–21 result is higher than 2019–20 primarily due to:

* An increase in employee benefits expense due to increased staffing levels for the Curriculum Support Project related to the School Education Act Employees’ (Teachers and Administrators) General Agreement 2019 (WA)*.*
* An increase in computer software licensing expenditure relating to Brightpath assessment software. This is now used by over 600 Western Australian schools, allowing teachers and school leaders to access comprehensive reports about student performance.
* An increase in expenditure associated with NAPLAN markers fees, consultant fees and evaluation materials due to the resumption of NAPLAN testing, after being cancelled in 2020.

The 2020–21 result is higher than the 2020–21 budget target due to additional funding for the Curriculum Support Project approved post-budget as part of the School Education Act Employees’ (Teachers and Administrators) General Agreement 2019 (WA).

Table 27: Cost ($) per student of support to the School Curriculum and Standards Authority 2017–18 to 2020–21 (refer to note a)

| **2017–18** | **2018–19** | **2019–20** | **2020–21** | **Target for 2020–21** |
| --- | --- | --- | --- | --- |
| 76 | 77 | 73 | 81 | 76 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

## Financial statements

For an alternative format of the Financial statements please telephone

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# Appendices

‘Primary’ denotes Kindergarten to Year 6 and ‘Secondary’ spans Years 7 to 12 unless specified otherwise.

## 1. Student enrolment

Table A1: Students at Western Australian schools by sector 2007 to 2021 (refer to note a) (refer to note b)

| **Year** | **Public**  **schools** | **Non-government**  **schools** | **Total** |
| --- | --- | --- | --- |
| 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 |
| 2015 | 292,952 | 148,980 | 441,932 |
| 2016 | 296,377 | 148,545 | 444,922 |
| 2017 | 302,271 | 147,471 | 449,742 |
| 2018 | 307,520 | 147,813 | 455,333 |
| 2019 | 311,199 | 148,836 | 460,035 |
| 2020 | 317,368 | 149,949 | 467,317 |
| 2021 | 319,574 | 154,154 | 473,728 |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Public schools include community kindergartens and non-government schools include Independent pre-schools.

(b) Half cohort progressed through school from 2001 to 2014 inclusive, entering secondary education in 2010.

Table A2: Schools and students in Western Australia by sector and subgroup 2021 (refer to note a) (refer to note b)

| **Sector** | **Schools** | **All students** | **Female students** | **Male students** | **Aboriginal students** |
| --- | --- | --- | --- | --- | --- |
| Public | 822 | 319,574 | 154,113 | 165,354 | 27,330 |
| Non-government | 312 | 154,154 | 76,947 | 77,197 | 5,576 |
| **Total** | **1,134** | **473,728** | **231,060** | **242,551** | **32,906** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Public schools include community kindergartens.

(b) All includes gender category ‘Other’.

Table A3: Students at Western Australian schools by year level and sector 2021 (refer to note a)

| **Year level** | **Public**  **schools** | **Non-government**  **schools** | **Total** |
| --- | --- | --- | --- |
| Pre-Kindergarten | – | 1,702 | 1,702 |
| Kindergarten | 24,263 | 8,518 | 32,781 |
| Pre-primary | 26,535 | 9,062 | 35,597 |
| Year 1 | 25,909 | 8,941 | 34,850 |
| Year 2 | 26,018 | 9,287 | 35,305 |
| Year 3 | 26,049 | 9,339 | 35,388 |
| Year 4 | 25,095 | 9,786 | 34,881 |
| Year 5 | 24,899 | 10,127 | 35,026 |
| Year 6 | 24,503 | 10,357 | 34,860 |
| Year 7 | 20,892 | 13,410 | 34,302 |
| Year 8 | 21,413 | 13,817 | 35,230 |
| Year 9 | 20,655 | 13,424 | 34,079 |
| Year 10 | 19,548 | 12,834 | 32,382 |
| Year 11 | 18,286 | 12,372 | 30,658 |
| Year 12 | 15,470 | 11,178 | 26,648 |
| **Primary total** | **203,271** | **77,119** | **280,390** |
| **Secondary total** | **116,303** | **77,035** | **193,338** |
| **Grand total** | **319,574** | **154,154** | **473,728** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Public schools include community kindergartens. Totals include ungraded students.

Table A4: Students at Western Australian public schools by level of education and subgroup 2021 (refer to note a) (refer to note b)

| **Level of education** | **All** | **Female** | **Male** | **Aboriginal** |
| --- | --- | --- | --- | --- |
| Primary | 203,271 | 98,050 | 105,207 | 17,464 |
| Secondary | 116,303 | 56,063 | 60,147 | 9,866 |
| **Total** | **319,574** | **154,113** | **165,354** | **27,330** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.

(b) All includes gender category ‘Other’.

Table A5: Western Australian public schools and students by school type and level of education 2021 (refer to note a)

| **School type** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| --- | --- | --- | --- | --- |
| Community kindergarten | 18 | 477 | 0 | 477 |
| Primary (refer to note b) | 567 | 190,171 | 551 | 190,722 |
| District high | 53 | 7,230 | 4,019 | 11,249 |
| Kindergarten–Year 12 (refer to note c) | 6 | 2,010 | 1,903 | 3,913 |
| Secondary | 112 | 0 | 108,039 | 108,039 |
| Education support (refer to note d) | 64 | 3,278 | 1,773 | 5,051 |
| Specialist services (refer to note e) | 2 | 105 | 18 | 123 |
| **Total** | **822** | **203,271** | **116,303** | **319,574** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students.

(b) Includes schools of the air and remote community schools.

(c) Includes School of Isolated and Distance Education.

(d) Includes language development school and centres.

(e) Comprises School of Special Educational Needs: Behaviour and Engagement and School of Special Educational Needs: Sensory.

Table A6: Students at Western Australian public schools by year level 2017 to 2021 (refer to note a)

| **Year level** | **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- | --- |
| Kindergarten | 24,543 | 24,644 | 24,397 | 25,060 | 24,263 |
| Pre-primary | 25,174 | 25,953 | 25,839 | 25,785 | 26,535 |
| Year 1 | 25,465 | 25,444 | 26,075 | 26,130 | 25,909 |
| Year 2 | 25,102 | 25,425 | 25,417 | 26,197 | 26,018 |
| Year 3 | 24,853 | 25,064 | 25,344 | 25,427 | 26,049 |
| Year 4 | 25,172 | 24,708 | 24,985 | 25,288 | 25,095 |
| Year 5 | 24,301 | 24,775 | 24,351 | 24,777 | 24,899 |
| Year 6 | 22,737 | 24,132 | 24,644 | 24,227 | 24,503 |
| Year 7 | 18,673 | 19,679 | 20,824 | 21,594 | 20,892 |
| Year 8 | 17,970 | 18,762 | 19,612 | 20,854 | 21,413 |
| Year 9 | 17,582 | 18,057 | 18,702 | 19,663 | 20,655 |
| Year 10 | 17,462 | 17,576 | 17,923 | 18,760 | 19,548 |
| Year 11 | 18,088 | 17,954 | 17,839 | 18,288 | 18,286 |
| Year 12 | 15,075 | 15,278 | 15,159 | 15,235 | 15,470 |
| **Primary total** | **197,347** | **200,145** | **201,052** | **202,891** | **203,271** |
| **Secondary total** | **104,924** | **107,375** | **110,147** | **114,477** | **116,303** |
| **Grand total** | **302,271** | **307,520** | **311,199** | **317,368** | **319,574** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens. Totals include ungraded students.

Table A7: Proportion (%) of students by geolocation of Western Australian public schools by level of education 2021 (refer to note a) (refer to note b)

| **Geolocation (refer to note c)** | **Primary** | **Secondary** | **All** |
| --- | --- | --- | --- |
| Metropolitan | 77.1 | 76.3 | 76.8 |
| Inner regional | 8.3 | 9.1 | 8.6 |
| Outer regional | 7.0 | 8.1 | 7.4 |
| Remote | 4.7 | 4.1 | 4.5 |
| Very remote | 2.9 | 2.4 | 2.7 |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.

(b) Percentages may not add to 100% due to rounding.

(c) Australian Bureau of Statistics Australian Statistical Geography Standard, based on location of students’ schools.

Table A8: Western Australian public schools and students by education region and level of education 2021 (refer to note a)

| **Education region** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| --- | --- | --- | --- | --- |
| **Metropolitan** |  |  |  |  |
| North Metropolitan | 249 | 75,324 | 41,977 | 117,301 |
| South Metropolitan | 267 | 84,223 | 47,528 | 131,751 |
| **Total** | **516** | **159,547** | **89,505** | **249,052** |
| **Country (refer to note b)** |  |  |  |  |
| Goldfields | 38 | 5,316 | 2,747 | 8,063 |
| Kimberley | 23 | 3,454 | 2,063 | 5,517 |
| Midwest | 47 | 4,995 | 2,818 | 7,813 |
| Pilbara | 29 | 6,671 | 3,056 | 9,727 |
| South West | 100 | 17,898 | 12,700 | 30,598 |
| Wheatbelt | 69 | 5,390 | 3,414 | 8,804 |
| **Total** | **306** | **43,724** | **26,798** | **70,522** |
| **Grand total** | **822** | **203,271** | **116,303** | **319,574** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.

(b) Defined as all non-metropolitan education regions.

Figure A1: Aboriginal students at Western Australian public schools by level of education 2007 to 2021 (refer to note a) (refer to note b) (refer to note c)

A stacked column chart showing the number of Aboriginal public school students by primary, secondary and all. The total number of Aboriginal students increased from 20,974 in 2007 to 26,688 in 2020 and 27,330 in 2021. The number of Aboriginal primary students gradually increased from 14,427 in 2007 to 17,056 in 2014. It then decreased to 15,739 in 2015 when Year 7 moved to secondary, and has steadily increased thereafter to 17,250 in 2020 and 17,464 in 2021. The number of Aboriginal secondary students gradually increased from 6,547 in 2007 to 6,755 in 2009. There was a substantial decrease to 5,824 in 2010 which was due to the half cohort entering secondary, followed by a gradual increase to 6,163 in 2014. In 2015 there was a substantial increase to 8,379 after the half cohort exited secondary at the end of 2014 and the move of Year 7 to secondary. Since then the secondary numbers have increased gradually to 9,438 in 2020 and 9,866 in 2021.

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.

(b) Year 7 included in secondary from 2015. Prior to this Year 7 included in primary.

(c) Half cohort progressed through school from 2001 to 2014 inclusive, entering secondary education in 2010.

Table A9: Aboriginal students at Western Australian public schools by year level 2017 to 2021 (refer to note a)

| **Year level** | **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- | --- |
| Kindergarten | 1,854 | 1,860 | 1,800 | 1,897 | 1,893 |
| Pre-primary | 2,020 | 2,115 | 2,137 | 2,151 | 2,224 |
| Year 1 | 2,123 | 2,108 | 2,181 | 2,234 | 2,242 |
| Year 2 | 2,073 | 2,160 | 2,139 | 2,240 | 2,280 |
| Year 3 | 2,134 | 2,074 | 2,192 | 2,173 | 2,267 |
| Year 4 | 2,095 | 2,141 | 2,125 | 2,218 | 2,201 |
| Year 5 | 2,129 | 2,128 | 2,169 | 2,129 | 2,226 |
| Year 6 | 2,032 | 2,156 | 2,144 | 2,208 | 2,131 |
| Year 7 | 1,714 | 1,856 | 1,975 | 1,979 | 2,003 |
| Year 8 | 1,584 | 1,726 | 1,858 | 1,958 | 1,994 |
| Year 9 | 1,570 | 1,530 | 1,637 | 1,789 | 1,886 |
| Year 10 | 1,457 | 1,464 | 1,390 | 1,549 | 1,735 |
| Year 11 | 1,262 | 1,301 | 1,362 | 1,245 | 1,371 |
| Year 12 | 816 | 852 | 893 | 918 | 877 |
| **Primary total** | **16,460** | **16,742** | **16,887** | **17,250** | **17,464** |
| **Secondary total** | **8,403** | **8,729** | **9,115** | **9,438** | **9,866** |
| **Grand total** | **24,863** | **25,471** | **26,002** | **26,688** | **27,330** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens. Totals include ungraded students.

Table A10: Aboriginal students at Western Australian public schools by education region 2021 (refer to note a)

| **Education region** | **Aboriginal** | **All** | **Aboriginal students as % of all public school students** |
| --- | --- | --- | --- |
| **Metropolitan** |  |  |  |
| North Metropolitan | 5,245 | 117,301 | 4.5 |
| South Metropolitan | 7,835 | 131,751 | 5.9 |
| **Total** | **13,080** | **249,052** | **5.3** |
| **Country (refer to note b)** |  |  |  |
| Goldfields | 1,855 | 8,063 | 23.0 |
| Kimberley | 3,405 | 5,517 | 61.7 |
| Midwest | 2,368 | 7,813 | 30.3 |
| Pilbara | 2,735 | 9,727 | 28.1 |
| South West | 2,375 | 30,598 | 7.8 |
| Wheatbelt | 1,512 | 8,804 | 17.2 |
| **Total** | **14,250** | **70,522** | **20.2** |
| **Grand total** | **27,330** | **319,574** | **8.6** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.

(b) Defined as all non-metropolitan education regions.

Table A11: Students registered to receive home education 2017 to 2021 (refer to note a) (refer to note b)

| **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- |
| 3,464 | 3,563 | 3,720 | 4,116 | 4,562 |

*Source: Statewide Services*

(a) Under the *School Education Act 1999* (WA), we are responsible for regulation of home education, including evaluation of home education programs and educational progress of students.

(b) As at March.

Table A12: Western Australian non-government schools and students by school type and level of education 2021 (refer to note a) (refer to note b)

| **School type** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| --- | --- | --- | --- | --- |
| Primary | 144 | 39,449 | 0 | 39,449 |
| Primary–secondary | 123 | 37,670 | 49,496 | 87,166 |
| Secondary | 45 | 0 | 27,539 | 27,539 |
| **Total** | **312** | **77,119** | **77,035** | **154,154** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students.

(b) Primary includes pre-Kindergarten students at non-government schools.

Table A13: Non‑government schools and students by religious affiliation of school 2020 and 2021 (refer to note a)

| **Religious affiliation** | **Schools in 2020** | **Schools in 2021** | **Students in 2020** | **Students in 2021** |
| --- | --- | --- | --- | --- |
| **No religious affiliation** | **53** | **53** | **7,476** | **7,957** |
| **Total religious affiliation** | **258** | **259** | **142,473** | **146,197** |
| Anglican | 19 | 19 | 22,069 | 22,530 |
| Baptist | 15 | 15 | 10,791 | 11,416 |
| Catholic | 164 | 165 | 78,521 | 79,839 |
| Seventh Day Adventist | 5 | 5 | 717 | 689 |
| Uniting Church | 8 | 8 | 8,459 | 8,338 |
| Various other | 47 | 47 | 21,916 | 23,385 |
| **Grand total** | **311** | **312** | **149,949** | **154,154** |

*Source: System and School Performance*

(a) Semester 1 student census. Primary and full-time secondary students.

Table A14: Students at Western Australian residential colleges 2012 to 2021 (refer to note a)

| **College** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** | **2021** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Albany | 97 | 80 | 81 | 86 | 94 | 82 | 69 | 66 | 67 | 71 |
| Broome | 77 | 51 | 72 | 73 | 72 | 102 | 99 | 81 | 75 | 58 |
| City Beach | 69 | 60 | 57 | 54 | 56 | 52 | 54 | 56 | 45 | 47 |
| Esperance | 86 | 75 | 73 | 82 | 79 | 95 | 87 | 83 | 80 | 80 |
| Geraldton | 89 | 89 | 62 | 60 | 80 | 68 | 55 | 62 | 49 | 53 |
| Merredin | 44 | 47 | 48 | 59 | 60 | 41 | 37 | 37 | 37 | 39 |
| Moora | 40 | 30 | 28 | 34 | 35 | 32 | 26 | 26 | 37 | 42 |
| Narrogin | 142 | 133 | 124 | 125 | 113 | 102 | 92 | 93 | 83 | 68 |
| Northam | 21 | 19 | 18 | 21 | 24 | 19 | 13 | 9 | 14 | 21 |
| **Total** | **665** | **584** | **563** | **594** | **613** | **593** | **532** | **513** | **487** | **479** |

*Source: Schools Division*

(a) Semester 1 student census.

## 2. Student participation, achievement and satisfaction

Figure A2: Participation rate (%) of persons aged 15 to 17 years engaged in some form of educationby gender 2016 to 2020 (refer to note a) (refer to note b)

A bar chart showing participation data. This data is quite complex but essentially the chart shows that in 2016 just over 88% of 15 to 17 year olds were enrolled in either public or non-government schools, less than 1% at universities and approximately 8% in VET. The percentage enrolled in schools has increased to approximately 91% in 2020 with half a per cent in university and 8% enrolled in VET. Overall the percentage of people aged 15 to 17 years who were engaged in some form of education increased from 96.8% in 2016 to 98.1% in 2018, decreased slightly to 97.8% in 2019 and increased to 99.4% in 2020. For all years presented, a slightly higher proportion of females enrolled in private schools and university and a slightly higher proportion of males enrolled in VET.

*Source: System and School Performance*

(a) Based on Australian Bureau of Statistics preliminary estimates of resident population (age at 30 June) and data collected from public and non-government schools (Semester 2 student census, age at 1 July), universities (age at 30 June), and vocational education and training providers (age at 30 June).

(b) University enrolment data for 2020 is an estimate based on 2019 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous four years.

Table A15: Public school student attendance rate (%) by level of education and subgroup 2020 (refer to note a) (refer to note b) (refer to note c)

| **Level of education** | **Aboriginal** | **All** |
| --- | --- | --- |
| **All** | **73.1** | **90.1** |
| Primary (refer to note d) | 77.6 | 91.9 |
| Secondary | 65.9 | 87.3 |

*Source: System and School Performance*

(a) Excludes Kindergarten students, Canning College students and international students.

(b) As per National Standards for Student Attendance Data Reporting.

(c) Excludes weeks 7 to 10 of Term 1 due to disruptions caused by COVID-19.

(d) Pre-primary to Year 6.

Table A16: Percentage of public school students by attendance category by subgroup 2020 (refer to note a) (refer to note b) (refer to note c) (refer to note d)

| **Attendance category** | **Aboriginal** | **All** |
| --- | --- | --- |
| Regular attendance (90–100%) | 33.5 | 70.2 |
| Indicated attendance risk (80–<90%) | 19.7 | 17.1 |
| Moderate attendance risk (60–<80%) | 20.5 | 8.0 |
| Severe attendance risk (<60%) | 26.3 | 4.6 |

*Source: System and School Performance*

(a) Excludes Kindergarten students, Canning College students and international students.

(b) Percentages may not add to 100% due to rounding.

(c) As per National Standards for Student Attendance Data Reporting.

(d) Excludes weeks 7 to 10 of Term 1 due to disruptions caused by COVID-19.

Figure A3: Percentage of public school students by subgroup by attendance category 2016 to 2020 (refer to note a) (refer to note b) (refer to note c)

A stacked column chart of the attendance categories for all students and Aboriginal students. The percentage of students in each risk category (Regular attendance, indicated risk, moderate risk and severe risk) has remained consistent from 2016 to 2020. Over the last five years, regular attendance was achieved by between 67.7% and 71.8% of all students; and between 33.3% and 36.5% of Aboriginal students.

|  | **All students in 2016** | **All students in 2017** | **All students in 2018** | **All students in 2019** | **All students in 2020** | **Aboriginal students in 2016** | **Aboriginal students in 2017** | **Aboriginal students in 2018** | **Aboriginal students in 2019** | **Aboriginal students in 2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Regular | 71.4 | 71.8 | 71.8 | 67.7 | 70.2 | 36.1 | 36.5 | 36.4 | 33.3 | 33.5 |
| Indicated risk | 17.2 | 17.2 | 17.0 | 20.0 | 17.1 | 20.7 | 20.9 | 20.4 | 22.3 | 19.7 |
| Moderate risk | 7.4 | 7.1 | 7.3 | 8.2 | 8.0 | 20.8 | 20.1 | 20.3 | 20.5 | 20.5 |
| Severe risk | 3.9 | 3.9 | 3.9 | 4.2 | 4.6 | 22.4 | 22.4 | 22.8 | 23.9 | 26.3 |

*Source: System and School Performance*

(a) Excludes Kindergarten students, Canning College students and international students.

(b) As per National Standards for Student Attendance Data Reporting.

(c) Excludes weeks 7 to 10 of Term 1 due to disruptions caused by COVID-19.

Table A17: Apparent secondary retention rate (%) of public school students by subgroup 2016 to 2020 (refer to note a) (refer to note b) (refer to note c) (refer to note d)

| **Subgroup** | **% in 2016** | **Number in 2016** | **% in 2017** | **Number in 2017** | **% in 2018** | **Number in 2018** | **% in 2019** | **Number in 2019** | **% in 2020** | **Number in 2020** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All** | **77.7** | **13,398** | **80.1** | **13,856** | **81.4** | **13,925** | **81.6** | **14,041** | **81.5** | **14,189** |
| All Female | 80.4 | 6,612 | 83.8 | 6,927 | 84.3 | 6,874 | 85.7 | 7,118 | 84.9 | 7,154 |
| All Male | 75.1 | 6,786 | 76.7 | 6,929 | 78.7 | 7,051 | 77.8 | 6,923 | 78.2 | 7,030 |
| **Aboriginal** | **38.8** | **627** | **45.3** | **717** | **47.3** | **718** | **47.6** | **768** | **46.9** | **783** |
| Aboriginal Female | 38.0 | 285 | 46.7 | 356 | 47.3 | 355 | 48.4 | 397 | 46.7 | 382 |
| Aboriginal Male | 39.5 | 342 | 44.1 | 361 | 47.3 | 363 | 46.8 | 371 | 47.1 | 401 |

*Source: System and School Performance*

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

(b) All includes gender category ‘Other’.

(c) Semester 2 student census. ‘N’ is the number of Year 12 students.

(d) Prior to 2020, the apparent retention rate is from Year 8 to Year 12. From 2020, the apparent retention rate is from Year 7 to Year 12. This change is because the 2020 Year 12 cohort was the first cohort to commence secondary school in Year 7.

Figure A4: Apparent secondary retention rate (%) of public school students by subgroup 2001 to 2020 (refer to note a) (refer to note b) (refer to note c) (refer to note d)

A line chart of apparent retention rates for each subgroup showing similar trends with one another over time. Female students have consistently had the highest retention rates, more than five percentage points higher than retention rates for male students for all years shown. The overall retention rate has increased from 60.1% in 2001 to 81.6% in 2019. Female student retention rates have increased from 65.5% in 2001 to 85.7% in 2019. Male student retention rates have increased from 55.2% in 2001 to 77.8% in 2019. Retention rates for Aboriginal students have increased from 18% in 2001 to 47.6% in 2019. For all groups the apparent retention rate peaked in 2014 before decreasing in 2015 and 2016. The rates increased again in 2017 and 2018 and increased slightly in 2019 for female students, Aboriginal students and overall but decreased slightly for male students. The rates for 2020 cannot be compared with previous years due to a change in methodology (refer to note d). The overall rate was 81.5%, the retention rates for female students was 84.9%, male students was 78.2% and Aboriginal students was 46.9%.

| **Year** | **Female** | **Male** | **Aboriginal** | **All** |
| --- | --- | --- | --- | --- |
| 2001 | 65.5 | 55.2 | 18.0 | 60.1% |
| 2002 | 67.5 | 58.0 | 20.4 | 62.6% |
| 2003 | 66.6 | 59.4 | 21.6 | 62.9% |
| 2004 | 67.1 | 58.4 | 23.7 | 62.6% |
| 2005 | 68.6 | 58.5 | 24.3 | 63.4% |
| 2006 | 68.8 | 57.9 | 28.5 | 63.1 |
| 2007 | 67.4 | 55.0 | 25.5 | 61.0 |
| 2008 | 71.4 | 60.3 | 40.2 | 65.6 |
| 2009 | 73.2 | 59.5 | 37.5 | 66.0 |
| 2010 | 75.7 | 65.4 | 39.3 | 70.3 |
| 2011 | 77.8 | 64.7 | 36.7 | 70.9 |
| 2012 | 78.5 | 69.2 | 34.4 | 73.6 |
| 2013 | 83.7 | 75.3 | 43.8 | 79.3 |
| 2014 | 96.2 | 85.1 | 49.1 | 90.3 |
| 2015 | 85.3 | 76.0 | 43.9 | 80.4 |
| 2016 | 80.4 | 75.1 | 38.8 | 77.7 |
| 2017 | 83.8 | 76.7 | 45.3 | 80.1% |
| 2018 | 84.3 | 78.7 | 47.3 | 81.4 |
| 2019 | 85.7 | 77.8 | 47.6 | 81.6 |
| 2020 | 84.9 | 78.2 | 46.9 | 81.5 |

*Source: System and School Performance*

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

(b) All includes gender category ‘Other’.

(c) Semester 2 student census.

(d) Prior to 2020, the apparent retention rate is from Year 8 to Year 12. From 2020, the apparent retention rate is from Year 7 to Year 12. This change is because the 2020 Year 12 cohort was the first cohort to commence secondary school in Year 7.

Table A18: Year 12 public school student WACE achievement rate and attainment rate by subgroup 2019 and 2020 (refer to note a)

|  | **Subgroup** | **% in 2019** | **Number in 2019** | **% in 2020** | **Number in 2020** |
| --- | --- | --- | --- | --- | --- |
| WACE achievement rate (refer to note b) | **All** | **80.7** | **11,617** | **81.7** | **11,829** |
| WACE achievement rate (refer to note b) | Aboriginal | 46.7 | 359 | 46.2 | 362 |
| Attainment rate (refer to note c) (refer to note d) | **All** | **90.9** | **13,197** | **92.1** | **13,431** |
| Attainment rate (refer to note c) (refer to note d) | Aboriginal | 69.8 | 538 | 70.8 | 557 |

*Source: System and School Performance*

(a) ‘N’ is the number of students who achieved the outcome. Only includes students counted in the rate’s denominator.

(b) Percentage of Year 12 full-time students in the Semester 2 student census who achieved WACE. For details on criteria required to achieve a WACE, refer to our [WACE achievement key performance indicator](#_Hlk14249284).

(c) Percentage of Year 12 students in the Semester 2 student census who achieved an ATAR of at least 55 and/or a certificate II or higher VET qualification.

(d) Figures are ‘actuals’; previous reports presented ‘apparent’ attainment figures.

Table A19: Year 12 public school student ATAR achievement by subgroup 2019 and 2020 (refer to note a) (refer to note b)

|  | **Subgroup** | **% of students in 2019** | **Number of students in 2019** | **Median ATAR in 2019** | **% of students in 2020** | **Number of students in 2020** | **Median ATAR in 2020** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Students who achieved an ATAR (refer to note c) | **All** | **34.0** | **4,945** | **78.25** | **33.6** | **4,901** | **79.25** |
| Students who achieved an ATAR (refer to note c) | Aboriginal | 7.3 | 56 | 57.275 | 7.2 | 57 | **62.15** |
| ATAR students who achieved at least 55 (refer to note d) | **All** | **85.2** | **4,213** | **–** | **85.5** | **4,190** | **–** |
| ATAR students who achieved at least 55 (refer to note d) | Aboriginal | 51.8 | 29 | – | 59.6 | 34 | – |

*Source: System and School Performance*

(a) Figures are ‘actuals’. Previous reports presented ‘apparent’ achievement figures.

(b) ‘N’ is the number of students who achieved the outcome. Only includes students counted in the rate’s denominator.

(c) Percentages use the number of Year 12 students in the Semester 2 student census as the denominator.

(d) Percentages use the number of Year 12 students in the Semester 2 student census who achieved an ATAR as the denominator.

Table A20: Year 12 public student VET certificate II or higher achievement by subgroup 2019 and 2020 (refer to note a) (refer to note b)

| **Subgroup** | **% of students in 2019** | **Number of students in 2019** | **Total VET certificates II or higher in 2019** | **% of students in 2020** | **Number of students in 2020** | **Total VET certificates II or higher in 2020** |
| --- | --- | --- | --- | --- | --- | --- |
| **All** | **73.7** | **10,711** | **15,935** | **75.4** | **10,989** | **16,136** |
| Aboriginal | 66.3 | 511 | 688 | 67.2 | 529 | 742 |

*Source: System and School Performance*

(a) Figures are ‘actuals’. Previous reports presented ‘apparent’ achievement figures.

(b) ‘N’ is the number of students who achieved a VET certificate II and higher. Only includes students counted in the rate’s denominator.

(c) The number of Year 12 students in the Semester 2 student census is the denominator.

Table A21: WACE achievement rate (%) of Year 12 public school students by subgroup 2016 to 2020 (refer to note a) (refer to note b)

| **Subgroup** | **2016** | **2017** | **2018 (refer to note c)** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| **All** | **79.8** | **79.5** | **80.5** | **80.7** | **81.7** |
| Male | 78.3 | 77.2 | 77.9 | 78.1 | 80.1 |
| Female | 81.3 | 81.9 | 83.2 | 83.2 | 83.3 |
| Aboriginal | 46.9 | 44.8 | 47.7 | 46.7 | 46.2 |

*Source: System and School Performance*

(a) Year 12 full-time students in the Semester 2 student census.

(b) Year 12 WACE achievement data from the School Curriculum and Standards Authority and taken at a point in time. Data may be updated after this time for a variety of reasons such as students successfully appealing their results.

(c) A few registered training organisations did not complete VET certification for some public school students in time to be included in the 2018 data. This may have affected the data reported for 2018.

Table A22: Satisfaction of Year 12 public school students by subgroup 2016 to 2020 (refer to note a)

| **Subgroup** | **2016** | **2017** | **2018** | **2019** | **2020 (refer to note b)** |
| --- | --- | --- | --- | --- | --- |
| % of All students satisfied with quality of teaching | **87.3** | **88.0** | **87.7** | **87.4** | **88.4** |
| % of Male students satisfied with quality of teaching | 87.0 | 87.5 | 87.1 | 86.5 | 88.0 |
| % of Female students satisfied with quality of teaching | 87.6 | 88.6 | 88.3 | 88.3 | 88.8 |
| % of Aboriginal students satisfied with quality of teaching | 91.0 | 88.2 | 89.9 | 86.5 | 88.8 |
| % of All students satisfied with quality of education facilities | **83.3** | **83.4** | **84.8** | **83.3** | **84.2** |
| % of Male students satisfied with quality of education facilities | 83.2 | 83.2 | 84.7 | 82.5 | 83.6 |
| % of Female students satisfied with quality of education facilities | 83.5 | 83.7 | 84.9 | 84.1 | 84.6 |
| % of Aboriginal students satisfied with quality of education facilities | 84.6 | 82.6 | 88.2 | 83.9 | 85.6 |

*Source: System and School Performance*

(a) Post school intentions and satisfaction survey, conducted in Semester 2.

(b) Completed by more than 9,000 Year 12 students.

## 3. Staffing

Figure A5: Organisational chart at 30 June 2021

The following roles report directly to the Minister for Education and Training: Director General of the Department of Education, Chair of the Teacher Registration Board of WA, Chair of the School Curriculum and Standards Authority, Chair of the Rural and Remote Education Advisory Council, Chair of the Non-Government Schools Planning Advisory Panel, and Chair of the Non-Government School Registration Advisory Panel.

The following roles report directly to the Director General of the Department of Education: Deputy Director General of Schools, Deputy Director General of Student Achievement, Deputy Director General of Education Business Services, Executive Director of School Curriculum and Standards (and to the Chair of the School Curriculum and Standards Authority), Director of Teacher Registration (and to the Chair of the Teacher Registration Board of WA), Director of Communications and Media, Executive Director of Professional Standards and Conduct, and Executive Director of Strategy and Policy.

The following roles report to the Deputy Director General of Schools: Director of Education (eight positions) with the principals of public schools reporting to the eight Directors of Education and or the five Assistant Directors of Education; Executive Director of Response, Recovery and Transformation; Executive Director of Public Schools; and Principal Program Director.

The following roles report to the Deputy Director General of Student Achievement: Executive Director of Statewide Services and Executive Director of Workforce.

The following roles report to the Executive Director of Statewide Services: Assistant Executive Director of Student Support and Aboriginal Education Services with Director of Student Support Services; and Director of Aboriginal Education Teaching and Learning reporting to this position; Assistant Executive Director of Teaching, Learning and Early Childhood Services with Director of Early Childhood Education, Literacy and Numeracy; and Director of Teaching and Learning Services reporting to this position; and Director of the Leadership Institute reporting to this position.

The following roles report to the Executive Director of Workforce: Director of Employee Relations, Director of Staff Recruitment and Employment Services, and Director of Workforce Policy and Coordination.

The following roles report to the Deputy Director General of Education Business Services: Chief Information Officer with Director of ICT Operations and Customer Services, Director of ICT Governance and Planning, and Director of Integration, Build and Deployment reporting to this position; Executive Director of Infrastructure with Director of Asset Planning and Services and Director of Capital Works and Maintenance reporting to this position; Executive Director of Finance and Commercial Services with Director of Financial Services and Director of Financial Planning and Resourcing reporting to this position; and Director of Business and Customer Services.

The following roles report to the Executive Director of School Curriculum and Standards: Assistant Executive Director of Curriculum, Assessment and Strategic Policy; and Assistant Executive Director of Examinations, Certification and Testing.

The following roles report to the Executive Director of Professional Standards and Conduct: Director of Standards and Integrity, and Director of Risk and Assurance (with strategic reporting to the Director General).

The following roles report to the Executive Director of Strategy and Policy: Director of System and School Performance, Director of Public Schools Planning, Director of Intergovernmental Relations, Director of Non-Government School Regulation; Director of Public School Accountability (seven positions), and Chief Policy Officer.

Table A23: School-based teaching staff (refer to note a) by education category (refer to note b) and gender 2021

| **Education category** | **Number of Female staff** | **% of Female staff** | **Number of Male staff** | **% of Male staff** | **Total numbers** |
| --- | --- | --- | --- | --- | --- |
| Primary | 10,250 | 84.2 | 1,917 | 15.8 | 12,167 |
| Secondary | 5,198 | 60.9 | 3,343 | 39.1 | 8,541 |
| Education support | 731 | 83.6 | 143 | 16.4 | 874 |
| **Total** | **16,179** | **75.0** | **5,403** | **25.0** | **21,582** |

*Source: System and School Performance*

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for National Schools Statistics Collection that does not include staff on extended leave.

(b) Staff apportioned to education category based on proportion of students in each education category.

Table A24: Teacher retirements and resignations 2016 to 2020

|  | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Retirement | 542 | 566 | 550 | 556 | 541 |
| Resignation | 622 | 597 | 586 | 604 | 622 |

*Source: Workforce*

## 4. Annual estimates for 2021–22

In the 2021–22 Budget Statements, the estimates for the Department of Education and the School Curriculum and Standards Authority are consolidated within a single Division of the Consolidated Account Expenditure Estimates.

These annual estimates represent the budget for the Department of Education excluding the School Curriculum and Standards Authority. They were approved by the Minister for Education and Training on 2 September 2021.

**Estimate of Statement of Comprehensive Income**

**For the year ended 30 June 2022**

|  | | **2021–22 Budget Estimate (dollars in thousands)** |
| --- | --- | --- |
| **COST OF SERVICES** |  |  |
| **Expenses** |  |  |
| Employee benefits expense |  | 4,328,409 |
| Supplies and services |  | 1,008,930 |
| Depreciation, amortisation and impairment expense |  | 230,126 |
| Grants and subsidies |  | 19,913 |
| Finance costs |  | 32,567 |
| Other expenses |  | 8,402 |
| **Total cost of services** |  | **5,628,347** |
| **Income** |  |  |
| **Revenue** |  |  |
| User contributions, charges and fees |  | 139,417 |
| Interest revenue |  | 22,877 |
| Other revenue |  | 99,535 |
| Australian Government grants and contributions |  | 1,084,003 |
| **Total revenue** |  | **1,345,832** |
| **Total income other than income from State Government** |  | **1,345,832** |
| **NET COST OF SERVICES** |  | **4,282,515** |
| **Income from State Government** |  |  |
| Service appropriation |  | 4,267,837 |
| Income from other public sector entities |  | 19,933 |
| Services received free of charge |  | 15,597 |
| Royalties for Regions Fund |  | 28,942 |
| **Total income from State Government** |  | **4,332,309** |
| **SURPLUS/(DEFICIT) FOR THE PERIOD** |  | **49,794** |
| **TOTAL COMPREHENSIVE INCOME FOR THE PERIOD** |  | **49,794** |

**Estimate of Statement of Financial Position**

**For the year ended 30 June 2022**

|  | | **2021–22 Budget Estimate (dollars in thousands)** |
| --- | --- | --- |
| **ASSETS** |  |  |
| **Current Assets** |  |  |
| Cash and cash equivalents |  | 540,077 |
| Restricted cash and cash equivalents |  | 34,109 |
| Amounts receivable for services |  | 25,164 |
| Inventories |  | 6,442 |
| Receivables |  | 75,294 |
| Other current assets |  | 8,411 |
| Non-current assets held for distribution to owner |  | 49 |
| **Total current assets** |  | **689,546** |
| **Non-Current Assets** |  |  |
| Restricted cash and cash equivalents |  | 97,858 |
| Receivables |  | 338,447 |
| Amounts receivable for services |  | 3,529,856 |
| Property, plant and equipment |  | 12,281,667 |
| Service concession assets |  | 30,631 |
| Right-of-use assets |  | 313,520 |
| Intangible assets |  | 1,110 |
| **Total non-current assets** |  | **16,593,089** |
| **TOTAL ASSETS** |  | **17,282,635** |
| **LIABILITIES** |  |  |
| **Current Liabilities** |  |  |
| Payables |  | 158,087 |
| Borrowings |  | 41,535 |
| Lease liabilities |  | 23,573 |
| Employee related provisions |  | 623,078 |
| Other current liabilities |  | 14,268 |
| **Total current liabilities** |  | **860,541** |
| **Non-Current Liabilities** |  |  |
| Payables |  | 1,981 |
| Borrowings |  | 358,123 |
| Lease liabilities |  | 334,276 |
| Employee related provisions |  | 246,290 |
| Other provisions |  | 264 |
| Other non-current liabilities |  | 4,553 |
| **Total non-current liabilities** |  | **945,487** |
| **TOTAL LIABILITIES** |  | **1,806,028** |
| **NET ASSETS** |  | **15,476,607** |
| **EQUITY** |  |  |
| Contributed equity |  | 15,216,856 |
| Accumulated surplus/(deficit) |  | 259,751 |
| **TOTAL EQUITY** |  | **15,476,607** |

**Estimate of Statement of Cash Flows**

**For the year ended 30 June 2022**

|  |  | **2021–22 Budget Estimate (dollars in thousands)** |
| --- | --- | --- |
| **CASH FLOWS FROM STATE GOVERNMENT** |  |  |
| Service appropriation |  | 4,036,730 |
| Capital contribution |  | 351,752 |
| Holding account drawdowns |  | 12,422 |
| Royalties for Regions |  | 34,759 |
| Grants and subsidies income |  | 3,333 |
| Other |  | 16,600 |
| **Net cash provided by State Government** |  | **4,455,596** |
| Utilised as follows: |  |  |
| **CASH FLOWS FROM OPERATING ACTIVITIES** |  |  |
| **Payments** |  |  |
| Employee benefits expense |  | minus 4,310,555 |
| Supplies and services |  | minus 993,329 |
| Grants and subsidies |  | minus 19,913 |
| Finance costs |  | minus 32,567 |
| GST payments on purchases |  | minus 151,749 |
| Loans advanced to non-government schools |  | minus 57,100 |
| **Receipts** |  |  |
| User contributions, charges and fees |  | 135,846 |
| Australian Government grants and contributions |  | 1,095,261 |
| Interest received |  | 17,281 |
| GST receipts on revenue |  | 151,628 |
| Repayments of loans by non-government schools |  | 38,247 |
| Other receipts |  | 99,445 |
| **Net cash used in operating activities** |  | **minus** **4,027,505** |
| **CASH FLOW FROM INVESTING ACTIVITIES** |  |  |
| **Payments** |  |  |
| Purchases of non-current physical assets |  | minus 449,472 |
| **Net cash provided by/(used in) investing activities** |  | **minus** **449,472** |
| **CASH FLOW FROM FINANCING ACTIVITIES** |  |  |
| **Payments** |  |  |
| Payment of lease liabilities |  | minus 38,186 |
| Repayment of borrowings |  | minus 75,171 |
| **Receipts** |  |  |
| Proceeds from borrowings |  | 94,023 |
| **Net cash used in financing activities** |  | **minus 19,334** |
| Net increase/(decrease) in cash and cash equivalents |  | minus 40,715 |
| Cash and cash equivalents at the beginning of the period |  | 712,759 |
| **CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD** |  | **672,044** |