Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Annual Report
2024–25

Acknowledgement of Country

We acknowledge and respect the Traditional Custodians of the lands, seas, skies and waterways where we are privileged to live and work.

We acknowledge Elders past and present, who generously share their knowledge and wisdom and continue to nurture Country, share culture, and strengthen communities. We acknowledge the strengths and cultural identities that Aboriginal and Torres Strait Islander students bring to their classrooms and strive to build a culturally responsive system that supports them as they walk in the footsteps of their ancestors.

We acknowledge and value Aboriginal and Torres Strait Islander people we connect with; we commit to building a brighter future together, enriched by their oral histories, stories, lived experiences and living cultures.

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

Access the online Annual Report 2024–25. Copies are available in different formats on request.

For assistance, telephone our general enquiries number on 9264 4111.

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Department of Education
151 Royal Street
East Perth WA 6004
9264 4111
education.wa.edu.au

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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 reporting information, the Australian Accounting Standards, *Financial Management Act 2006* (WA) and Treasurer's instructions.

Activities and performance for the 2024–25 financial year are in the context of our strategic directions for public schools, state government budget papers and other strategy documents.

This report includes the Teacher Registration Board of Western Australia's annual report.

Information relating to each public school is available on Schools Online.

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

Statement of compliance

Hon Sabine Winton MLA
Minister for Education; Early Childhood

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 2025.

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 2025 is included in this report.

Jay Peckitt
Director General
(Accountable Authority)

12 September 2025

Director General's foreword

It is a privilege to present the 2024–25 annual report for the Department of Education. Having commenced as Director General in November 2024, following my time leading the Department's Education Business Services group, I don't underestimate the responsibility that comes with the role. I approach it with a strong sense of purpose and a commitment to strengthening our system of public schools for students and staff alike.

This year, the state and Australian governments formalised their shared commitment to making public school education in Western Australia fully and fairly funded at 100% of the Schooling Resource Standard. This landmark agreement will see an estimated $1.6 billion in additional investment in WA public schools over 2025 to 2029. This funding will be instrumental in delivering reforms to improve equity and excellence for students and to reduce workload for staff in our public schools.

We celebrated the opening of Maarakool Primary School and Eglinton Beach Primary School to support families in Perth's growing suburbs and progressed a range of major projects to expand and upgrade our schools. We also marked significant milestones in the development of a new primary school in East Perth to ensure families living in the inner city will soon have access to outstanding public education facilities close to home.

Recognising the vital role of our teachers and school leaders, we continued to improve pay and conditions. This year saw expanded allowances, travel concessions, air-conditioning subsidies and salary increases as part of our new Enterprise Bargaining Agreement, ensuring that working in our public schools will always be a valued and rewarding career. In particular, the establishment of the Workload Intensification Taskforce is an important step towards addressing workload pressures for teachers and school leaders across WA.

Our system is also incredibly well served by everyone working in our schools, and those in our central and regional offices, who contribute to our core role of providing high quality education to more than 330,000 students across WA.

The recent Enterprise Bargaining Agreement also paved the way for new initiatives to assist students with diverse support needs. The Small Group Tuition initiative will provide targeted literacy and numeracy support to students in 350 public schools, and the expansion of the Complex Behaviour Support Coordinator program will support 192 public schools.

At the centre of our efforts to improve student outcomes is the Quality Teaching Strategy, which brings together programs, services and support for principals and teachers to build cultures of teaching excellence. We are continuing to invest in our Quality Teaching Strategy, with selected schools delivering professional learning sessions to more than 5,000 participants. This work is grounded in evidence and designed to help teachers grow their impact in every classroom.

Our work to improve educational outcomes for Aboriginal students across the state has been strengthened through engagement with the Aboriginal Advisory Body, which provides independent advice to the Department focused on creating a culturally responsive education system.

The Department has also played a leading role in delivering a range of state government initiatives to provide valuable cost-of-living relief to Western Australian families, including through the administration of the second round of the WA Student Assistance Payment, supporting regional students to attend Country Week through the new Country Week Assistance Program, a boost to the continuing Secondary Assistance Scheme to help with school uniform costs, and cutting costs for school camps.

In 2024, we commenced the rollout of Program Kaartdijin – a new online student information system that will reduce teacher workload by consolidating tasks into a single solution. With student administration and wellbeing tools available to all schools by later this year, this initiative will streamline school and classroom operations and strengthen our system with modern functionality and access.

This past year saw the completion of key reviews that will help to inform the future work of the Department, including the Pathways to Post-School Success review, the review of the *School Education Act 1999* (WA) and the Public Sector Commission’s agency capability review of the Department.

I recognise the significant contributions of outgoing Director General, Ms Lisa Rodgers PSM, who played an instrumental role in leading our system for more than 5 years, including through the complex challenges presented by the COVID-19 pandemic.

As we reflect on our shared commitment to building a stronger, more equitable, and future-focused public education system for Western Australia, I extend my heartfelt thanks to every staff member, student, parent and carer who has contributed to this journey. Your dedication and collaboration continue to shape the future of education in our state. I look forward to all that we will achieve together in the year ahead.

Jay Peckitt
Director General

About us

Our responsibilities

We are responsible for the provision of public education and have a role in supporting the education of all students in Western Australia.

In line with relevant legislation, we are responsible for delivering a system of public schools, as well as the regulation and funding of Catholic and independent schools.

We recognise and respect the independence of Catholic and independent schools. We 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 aspiration

Our aspiration is for every student to:

- unlock and fulfil their learning potential
- be equipped with contemporary and emerging work capabilities
- develop the personal and social attributes that form the basis for future wellbeing
- achieve year-on-year growth in their learning throughout their schooling
- be well prepared to take the step beyond school into further education, training or work.

Our improvement drivers

Our 6 improvement drivers are:

- Provide every student with a pathway to a successful future.
- Strengthen support for teaching and learning excellence in every classroom.
- Build the capability of our principals, our teachers and our allied professionals.
- Support increased school autonomy within a connected and unified public school system.
- Partner with families, communities and agencies to support the educational engagement of every student.
- Use evidence to drive decision-making at all levels of the system.

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 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.

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.

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.

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.

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.

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, to whom the Department is primarily responsible, is the Minister for Education. From 1 July 2024 to 19 March 2025, this was Hon Dr Tony Buti MLA. During this period, the Department was also responsible to Hon Sabine Winton MLA, Minister for Early Childhood Education, on strategic matters relating to early childhood education and to Hon David Templeman MLA, Minister for International Education, on strategic matters relating to international education.

From 19 March to 30 June 2025, the Minister for Education; Early Childhood was Hon Sabine Winton MLA. During this period, we were also responsible to Hon Dr Tony Buti MLA, Minister for Tertiary and International Education, for higher education and on strategic matters relating to international education.

Our accountable authority is the Director General of the Department of Education. During 2024–25, this was Ms Lisa Rodgers PSM until she stepped down from the role on 22 September 2024, followed by Mr Jim Bell (Acting) to 8 November 2024. Mr Jay Peckitt then took up the substantive role of Director General.

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

We are responsible for the following legislation in accordance with the allocation of legislation portfolios, Western Australian *Government Gazette* 27 June 2025:

- *Curriculum Council (Fees and Charges) Act 2006*
- *Curtin University Act 1966*
- *Edith Cowan University Act 1984*
- *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*
- *Hale School Act 1876*
- *Higher Education Act 2004*
- *Murdoch University Act 1973*
- *Queens Gardens Car Park (Inner City School) Act 2024*
- *School Curriculum and Standards Authority Act 1997*
- *School Education Act 1999*
- *Teacher Registration Act 2012*
- *University Colleges Act 1926*
- *University of Notre Dame Australia Act 1989*
- *University of Western Australia Act 1911.*

Performance management framework

Broad state government goals are supported at agency level by specific desired outcomes. We continued to deliver our 4 services to achieve our desired outcome.

Government goal

Safe, strong and fair communities: Supporting our local and regional communities to thrive

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 outcome-based management framework.

Our strategic directions

Our current strategic directions for public school education were set in 2020 and extend to 2025. *Every student, every classroom, every day* outlines clear aspirations for every student enrolled in a public school and focuses on improvement drivers across 6 pillars to strengthen support for teaching and learning.

Building on strength: future directions for the Western Australian public school system is our long-term vision for education. 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 2024* and *Focus 2025*, aligned to our strategic directions.

Executive summary

Year at a glance in 2025

503,195

students were enrolled in WA schools, including:

330,939

students in public schools (65.8% of students)

172,256

students in non-government schools (34.2% of students)

1,150

schools with students across 8 education regions, including:

833

public schools (2 new schools in 2025)

317

non-government schools (up 2 from 2024)

32,785

Kindergarten students were enrolled in WA schools, including:

23,350

Kindergarten students in public schools (71.2% of students)

9,435

Kindergarten students in non-government schools (28.8% of students)

77.9%

of public school students were in metropolitan schools (77.8% in 2024)

15.2%

were in regional schools (15.3% in 2024)

6.9%

were in remote or very remote schools (6.9% in 2024)

82.4%

30,508 of WA's **37,046** Aboriginal students were enrolled in public schools

95.9%

43,773 of our **45,642** full-time equivalent staff were employed in public schools

Public schools include community kindergartens. For further enrolment data, refer to Appendix 1. For further workforce data, refer to Staff.

Year dashboard

We supported our state government goal of ‘Safe, strong and fair communities: Supporting our local and regional communities to thrive’ 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 2024–25 against agreed targets are in Table 1.

Table 1: Key performance indicators, summary of performance against the targets in the 2024–25 Budget Papers

Effectiveness indicators	Target[(a)]	Result
Rate of participation in education (proportion of persons aged 15 to 17 years in some form of education)	94%	94.6%
Retention in public schooling (proportion of Year 7 public school cohort studying in Year 12)	76%	76.1%
Western Australian Certificate of Education (WACE) achievement rate by Year 12 public school students	83%	81.3%
Year 3 public school students achieving Strong or Exceeding proficiency levels in:		
Reading	61%	59.8%
Numeracy	60%	58.5%
Year 5 public school students achieving Strong or Exceeding proficiency levels in:		
Reading	68%	65.2%
Numeracy	64%	63.5%
Year 7 public school students achieving Strong or Exceeding proficiency levels in:		
Reading	61%	58.9%
Numeracy	61%	60.5%
Year 9 public school students achieving Strong or Exceeding proficiency levels in:		
Reading	62%	63.8%
Numeracy	63%	63.5%
Efficiency indicators	**Target[(a)]**	**Result**
Service 1: Public primary education		
Cost per student full-time equivalents	$19,784	$21,028
Service 2: Public secondary education		
Cost per student full-time equivalents	$22,933	$23,943
Service 3: Regulation and non-government sector assistance		
Cost of non-government school regulatory services per non-government school	$7,528	$7,087
Cost of teacher regulatory services per teacher	$111	$107
Service 4: Support to the School Curriculum and Standards Authority		
Cost per student of support to the School Curriculum and Standards Authority	$110	$95

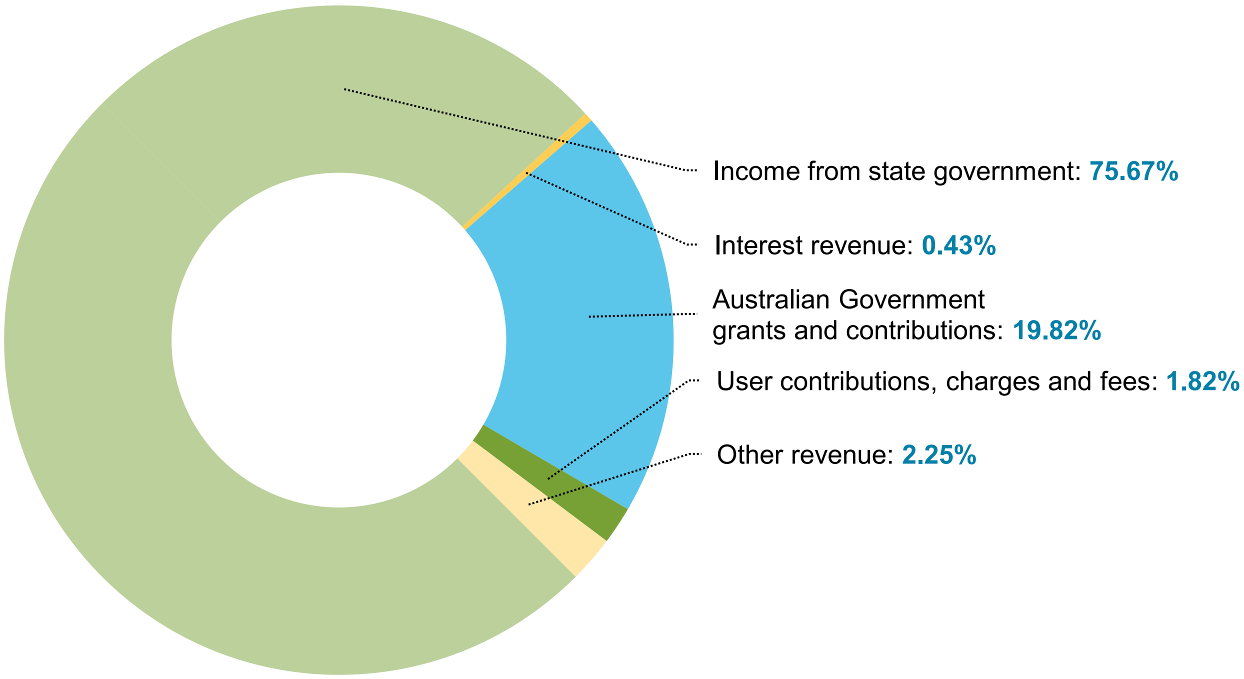
(a) Targets for 2024–25 are as reported in the 2024–25 Budget Papers.
Source: Education Business Services, and System and School Performance

For further information, refer to Key performance indicators.

Year in dollars

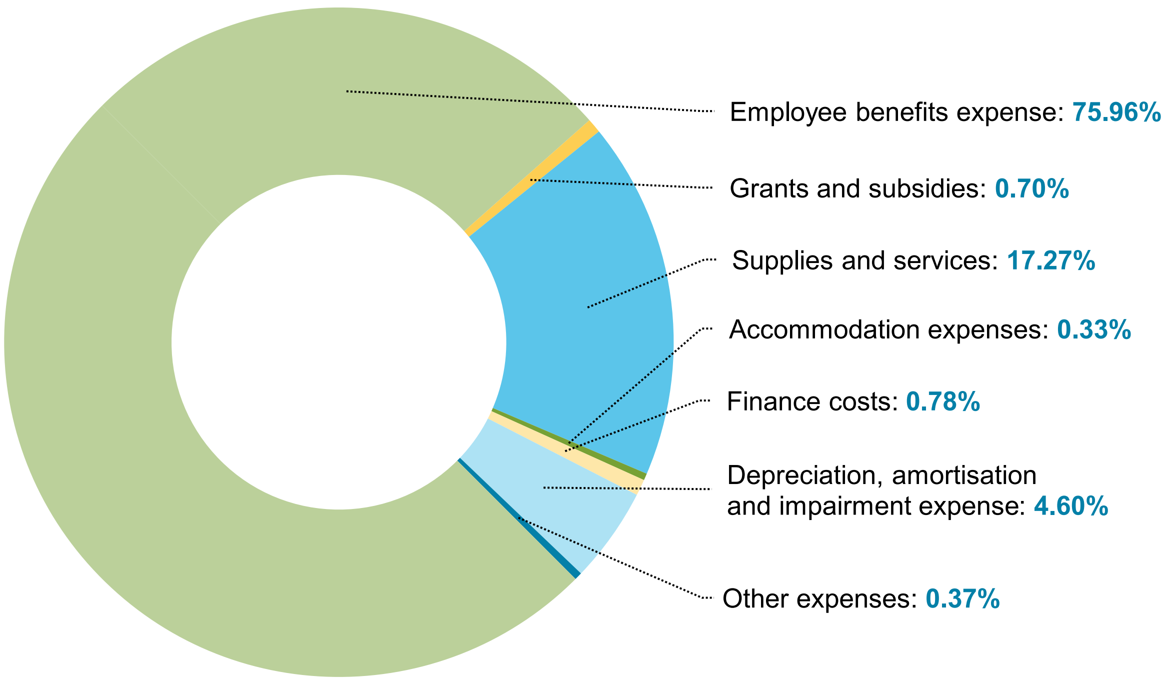
The total cost of providing our services in 2024–25 was $7.2 billion. Figures 1 and 2 summarise sources of revenue and cost of services. For full details of financial performance during 2024–25, refer to Financial statements.

Figure 1: Revenue sources 2024–25



Source: Education Business Services

Figure 2: Costs 2024–25



Source: Education Business Services

Our results in 2024–25 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in Table 2.

Table 2: Budget targets compared to actual results 2024–25[a]

	2024–25 Target[b] $m	2024–25 Estimated Actual[c] $m	2024–25 Actual $m	Variation Actual versus Estimated Actual $m	Variation Actual versus Estimated Actual %[d]	Variation Actual versus Target $m	Variation Actual versus Target %[d]
Total cost of services (expense limit) **No material variance**	6,833.2	7,337.5	7,231.6	(105.9)	(1.4)	398.4	5.8
Net cost of services **No material variance**	5,212.9	5,608.9	5,425.9	(183.0)	(3.3)	213.0	4.1
Total equity **The increase in total equity was a result of higher valuations of land, land improvements and buildings.**	20,653.0	22,347.4	23,808.3	1,460.9	6.5	3,155.3	15.3
Agreed salary expense level **No material variance**	4,688.7	5,033.2	4,826.5	(206.7)	(4.1)	137.7	2.9
Agreed executive salary expense level **No material variance**	6.4	7.1	6.9	(0.2)	(3.2)	0.5	7.2
Agreed borrowing limit **No material variance**	426.5	413.3	409.0	(4.3)	(1.0)	(17.5)	(4.1)

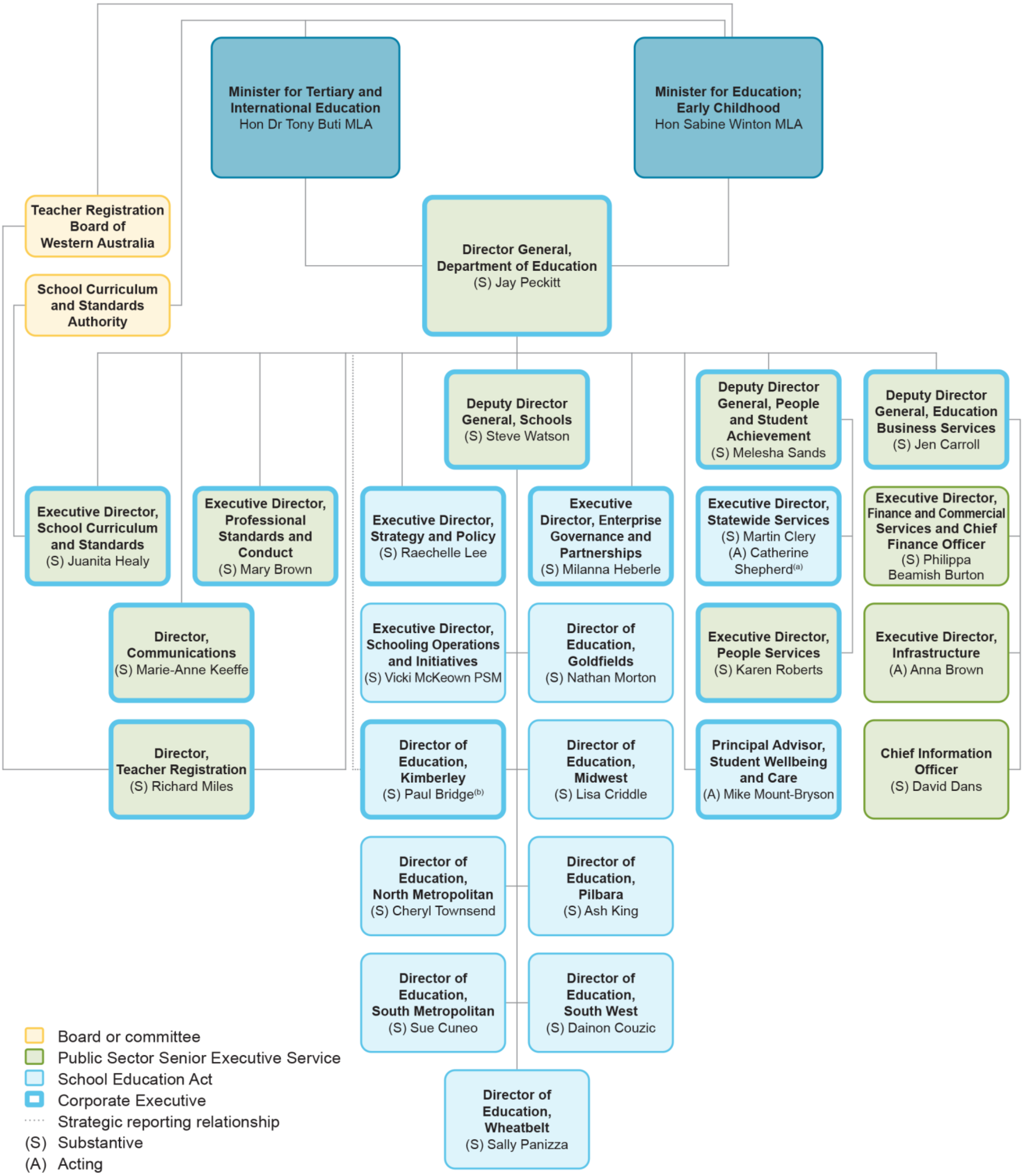
	Agreed limit[e] $m	2024–25 Target[c]/Actual $m	Variation $m
Agreed working cash limit (at Budget)	330.8	330.8	-
Agreed working cash limit (at Actual) **The Department's working cash actual was within its working cash limit at 30 June 2025.**	361.2	351.3	9.9

(a) Results in brackets indicate a negative value.
(b) Original budget as specified in the 2024–25 Budget Statements.
(c) Adjusted 2024–25 budget (2024–25 Estimated Actual) as specified in the 2025–26 Budget Statements. The final adjusted 2024–25 budget was $7.338 billion following additional funding for Wage Policy decisions and unavoidable cost pressures.
(d) Material variances are defined as +/- 10% of the respective financial target. Further explanations are also contained in Note 10.1 'Explanatory statement for controlled operations' to the financial statements and in the 'Spending Changes' of the 2025–26 Budget Statements – Budget Paper 2 (Volume 1, pages 353-354).
(e) As specified in the Department's original 2024–25 resource agreement.
Source: Education Business Services

Our structure

At 30 June 2025

Organisational chart



(a) Catherine Shepherd is not a member of our Corporate Executive.
(b) Paul Bridge also holds the role of Advisor, Cultural Responsiveness and Aboriginal Perspectives reporting to the Director General.

Find a full organisational chart in Appendix 4.

Organisational functions

Schools

- Leadership in regions
- Residential colleges
- Agricultural education
- Operational priorities and initiatives
- Incident support
- School information system replacement
- Regional learning initiatives
- Student participation

People and Student Achievement

- Delivery of the Department's strategic and operational objectives
- Principal professional reviews
- Support for schools in the areas of:
  - quality teaching
  - student wellbeing and engagement
  - cultural responsiveness
  - disability and inclusion
  - leadership
- Human resource consultancy services
- Attraction, recruitment and retention programs
- Workforce strategic policy
- Industrial relations matters
- Employee support services
- Work health, safety and wellbeing

Education Business Services

- Strategic and operational financial management
- Public and non-government school funding
- Payroll and information management
- Land, property and fleet management
- Commercial and community services contracting and procurement processes
- Capital works and maintenance programs
- Strategic asset planning, environmental services, and security and emergency management
- ICT planning, governance, build, cybersecurity and support services

Strategy and Policy

- Ministerial services and support
- Strategic policy
- Agency commissioning plan
- Intergovernmental relations
- System and school performance, student assessment and reporting
- Public schools planning
- Non-government school registration and regulation
- Public school reviews

Professional Standards and Conduct

- Management of employee conduct and disciplinary matters
- Investigation of breaches of discipline
- Integrity education
- Incident reviews
- Internal audit and risk
- Policy governance
- Criminal history screening
- Monitoring compliance with Working with Children legislation
- Management of legislative requirements to notify prescribed oversight agencies
- Advice on legal matters, including legislation, litigation, negligence and discrimination
- Specialist advice to schools, parents and carers about complaint management processes and complaint resolution

Enterprise Governance and Partnerships

- Project management of improvement initiatives
- Tracking and assurance of system performance
- Data analysis and reporting of strategic projects
- Overseeing the development of transformation opportunities
- Higher education
- International education in public schools

Communications

- Strategic communications advice
- Advertising, digital and marketing campaigns
- Digital strategy and content delivery
- Media management and crisis communications
- Internal communications
- Events and awards

School Curriculum and Standards

- Secretariat services and support to the School Curriculum and Standards Authority

Teacher Registration

- Secretariat services and support to the Teacher Registration Board of Western Australia

Our senior staff

At 30 June 2025

Corporate Executive

Jay Peckitt – Director General

Jay was appointed Director General in 2024, following 5 years as Deputy Director General, Education Business Services. With a career spanning senior leadership roles across the public sector, including the departments of Communities and Finance, and the former Department for Child Protection, he has extensive experience in public administration and strategic planning.

He holds a Bachelor of Business and a Graduate Diploma of Applied Corporate Governance and is a Fellow of CPA Australia. In 2018, the Western Australian Institute of Public Administration Australia named him Chief Financial Officer of the Year and Young Leader of the Year.

Steve Watson – Deputy Director General, Schools

All directors of education and operational initiatives report to Steve as he provides strategic direction to the 8 education regions and networks of schools across the state.

He leads a variety of key projects and programs, including the Incident Support Unit, Agricultural Education, Operational Initiatives, Program Kaartdijin, Regional Learning Initiatives, the Kimberley Schools Project, and Participation and Operational Priorities.

Steve has over 25 years of experience working in regional and metropolitan schools and services. This includes serving as the Director of Education for the North Metropolitan Education Region, leading special educational needs schools, and teaching in deaf education for 17 years.

Melesha Sands – Deputy Director General, People and Student Achievement

Melesha was appointed to Deputy Director General, Student Achievement in 2024 (now named People and Student Achievement), following over 3 years as Deputy Director General, Schools.

With more than 25 years of experience in public education, Melesha has held principal roles at Swan View Senior High School and Belridge Secondary College, as well as various leadership positions across regional and metropolitan secondary schools.

Melesha, a Principal Fellow, has made significant contributions to the public education system through her leadership in strategic planning, innovation and the progress of the Department's priorities.

Jen Carroll – Deputy Director General, Education Business Services

Jen commenced as the Deputy Director General of Education Business Services in March 2025 and formerly held the role from 2015 to 2019.

Jen has more than 20 years of experience in senior executive roles across the WA Public Sector in various agencies and portfolios. Her previous roles include the Deputy Director General of Capability and Performance at the Department of Local Government, Sport and Cultural Industries, the Commissioner of the Mental Health Commission, and executive roles at the former Department for Child Protection and departments of Finance and the Premier and Cabinet.

Jen is an experienced leader who is a Certified Practising Accountant with a Bachelor of Commerce.

Raechelle Lee – Executive Director, Strategy and Policy
Raechelle brings considerable experience in education policy and in leading organisational priorities in complex policy environments. Following an early career as a teacher, Raechelle has more than 20 years of experience in policy-related roles, and has held previous leadership positions across areas including Aboriginal Education and Intergovernmental (Commonwealth-State) Relations.

Mary Brown – Executive Director, Professional Standards and Conduct
Mary has held public sector leadership positions for more than 30 years, including with the Western Australia Police Force, and the Corruption and Crime Commission. She has experience in change management, investigations, and enhancing organisational resilience to corruption and misconduct.

She has numerous postgraduate qualifications and is a graduate of the Australian Institute of Company Directors. In addition to her Department role, Mary is ministerially appointed as a Liquor Commissioner.

Milanna Heberle – Executive Director, Enterprise Governance and Partnerships
Milanna has more than 30 years of experience in public education, having held executive and leadership positions in central services and regional and metropolitan schools, including 10 years of experience as a secondary school principal.

Milanna, a Principal Fellow, has participated in a variety of educational committees and contributed extensively to system initiatives. During 2021 and 2022, Milanna led our response to COVID-19 where she was instrumental in ensuring schools followed advice for public health and social measures from Western Australia's Chief Health Officer.

In her current role, Milanna is responsible for managing and overseeing complex system-wide programs and projects.

Juanita Healy – Executive Director, School Curriculum and Standards
Juanita is responsible for leading the development of curriculum, assessment and standards for student achievement in all schools across Western Australia. She has many years of experience in Kindergarten to Year 12 education leadership, including executive roles in the Department and the School Curriculum and Standards Authority and teaching in regional and metropolitan schools.

Juanita holds a Master of Education (Policy and Administration). She is a member of the Australian Curriculum, Assessment and Reporting Authority Board and Chair of the Australasian Curriculum, Assessment and Certification Authorities' Vocational Education and Training Committee.

Juanita reports to the Chair of the School Curriculum and Standards Authority and maintains a strategic reporting relationship with the Director General.

Martin Clery – Executive Director, Statewide Services

Martin has taught in regional and metropolitan schools and worked in a variety of leadership roles in central services. He has more than 30 years of experience in public education.

Martin oversees the development and delivery of:

- teaching and learning resources
- professional learning
- support for students with specific learning needs.

Martin reports to the Deputy Director General, People and Student Achievement.

Karen Roberts – Executive Director, People Services

Building on her extensive experience with the University of Western Australia, the Western Australia Police Force, and the Department of Fire and Emergency Services, Karen was appointed Executive Director of Workforce (now People Services) in June 2024, overseeing our human resources.

Karen holds a Master of Human Resources, a Master of Public Policy and Management, a Graduate Diploma in Occupational Health and Safety, and is a graduate of the Australian Institute of Company Directors.

She is a recipient of the Western Australian Institute of Public Administration Australia's Human Resource Management Practitioner of the Year and Leader of the Year Working Within a Division, Team or Organisation.

Karen reports to the Deputy Director General, People and Student Achievement.

Marie-Anne Keeffe – Director, Communications

Marie-Anne (MAK) is an award-winning radio and TV journalist. She worked for 25 years at Channel Seven as a current affairs executive producer and then as general manager of WA's children's fundraiser, Telethon.

Seconded to a WA state government COVID-19 taskforce, MAK worked as a campaigns manager, and then created an Australian first video legal training program for Consumer Protection WA.

Holding an honours law degree and a graduate of the Australian Institute of Company Directors, she specialises in strategic and crisis communications, and risk, brand and reputation management. A dedicated board member, MAK is a director on not-for-profit boards and an inductee into the WA Women's Hall of Fame.

Richard Miles – Director, Teacher Registration
Richard leads the division responsible for the regulation of the teaching profession in Western Australia, providing secretariat services to the Teacher Registration Board of Western Australia. He administers registration services to around 62,000 teachers, ensuring the safe, competent and professional practice of teaching in Western Australian educational institutions across the public education, non-government and early childhood sectors. This includes assessment and investigation of disciplinary and impairment matters involving registered teachers, and accreditation of initial teacher education programs delivered by university and other providers.

Richard holds a Master of Arts (Political Science), a Bachelor of Laws and a Graduate Diploma in Practical Legal Training and has a background in strategic policy, labour market analysis, intergovernmental relations and legislative review.

Richard reports to the Chair of the Teacher Registration Board of Western Australia and the Director General.

Paul Bridge – Advisor, Cultural Responsiveness and Aboriginal Perspectives
As an Aboriginal educator of immense experience, Paul is conscious of the critical challenges facing Aboriginal students in public schools and rural and remote community schools.

He has held leadership and principal positions across the Kimberley Education Region and has liaised with Aboriginal communities, government agencies, universities and community bodies. Paul also holds the role of Director of Education, Kimberley.

In addition to his dual Department roles, Paul is a ministerially appointed member of the Rural and Remote Education Advisory Council and was a previous senior vice president of the State School Teachers' Union of WA.

Mike Mount-Bryson – Principal Advisor, Student Wellbeing and Care
Mike was appointed to the new role of Principal Advisor, Student Wellbeing and Care in April 2025.

Mike has led school communities in the Goldfields, Upper Great Southern and Wheatbelt regions over the past 20 years.

While Mike was Principal of Lockridge Primary School, the school won the inaugural Excellence in Wellbeing and Learning Award at the 2024 WA Education Awards, reflecting a focus on fostering positive relationships with families and local organisations to support educational outcomes for students.

Additionally, Mike is an alumnus of the Department's Culturally Responsive Leadership and Centre for Excellence Programs, and is a Principal Fellow.

Other senior officers or division heads

Vicki McKeown PSM – Executive Director, Schooling Operations and Initiatives

Vicki has worked for the Department of Education for 35 years, with over 20 years in school and system leadership roles.

She was awarded the Public Service Medal (PSM) in the Australia Day 2021 Honours List for her work in shifting the culture and reputation of Coodanup College as its principal.

Vicki has previously worked as a Director of Public School Review and Principal Professional Review, and Assistant Director of the South Metropolitan Education Region.

Catherine Shepherd – Executive Director, Statewide Services – Delivery and Operations

Catherine leads professional capability activities to improve student achievement by enabling teaching and leadership excellence.

Catherine has significant school and system leadership experience. Previously Assistant Executive Director, Student Support and Aboriginal Education, and Director, Student Support Services, she has led major education reform and initiatives to strengthen support of schools, build professional capability, and support student achievement and wellbeing. Having led regional, remote and metropolitan schools, she has extensive insights into the needs of schools in their various contexts.

Philippa Beamish Burton – Executive Director, Finance and Commercial Services and Chief Finance Officer

Philippa leads the Department's Finance and Commercial Services division and is serving as the Chief Finance Officer.

She has almost 20 years of public sector experience, recently acted as Deputy Director General, Education Business Services and was previously the Director of Financial Planning and Resourcing. Philippa has held senior positions at the former Department for Child Protection and Family Support and the Department of Communities.

Philippa is a Certified Practising Accountant and was named Chief Financial Officer of the Year at the 2022 W.S. Lonnie Awards. She was also named the Finance Practitioner of the Year in 2017 and 2022 by the Western Australian Institute of Public Administration Australia.

Anna Brown – Executive Director, Infrastructure

Anna was appointed to the role in April 2025. She has over 20 years of experience working in the public sector in corporate services and infrastructure-related positions.

Anna has held a senior position in the Department of Education's Infrastructure division for over 9 years, as well as at the Department of Finance and the former Department for Child Protection.

David Dans – Chief Information Officer

David has led our Information and Communication Technologies team since 2017. He is responsible for strategic service delivery, infrastructure and telecommunications, e-learning and business systems, student information systems and ICT governance.

David has more than 40 years of technology and commercial experience in public and private sectors within Australia and overseas. Before joining the Department, he was Chief Digital Officer at Landgate.

Our Directors of Education

Nathan Morton – Director of Education, Goldfields

Nathan joined the Goldfields Education Region in 2022 as principal of the region's largest high school, Kalgoorlie-Boulder Community High School. Nathan has also held leadership and principal roles in various metropolitan schools. He brings extensive experience in complex case management.

Paul Bridge – Director of Education, Kimberley

See Paul Bridge – Advisor, Cultural Responsiveness and Aboriginal Perspectives.

Lisa Criddle – Director of Education, Midwest

Lisa has led the Midwest Education Region since 2020. She was also the Executive Director Early Childhood in 2023–24, and was previously the Principal of Allendale Primary School. Lisa brings extensive experience from both a school and system level, was named WA Primary Principal of the Year in 2017, and is a Principal Fellow.

Cheryl Townsend – Director of Education, North Metropolitan

Cheryl has served as a principal, principal advisor and Director of Education for the South Metropolitan and now the North Metropolitan education regions.

Cheryl was a 2-time finalist for WA Secondary Principal of the Year in 2016 and 2017. She received an Australian Council for Educational Leaders Certificate of Excellence in Educational Leadership, was winner of the 2017 Director General's Women of Achievement Award and is a Principal Fellow.

Ash King – Director of Education, Pilbara

Ash served as a public school principal for 25 years in various regions in Western Australia. He has significant experience in areas with high needs and low socio-economics.

Ash has been the Vice President of the Western Australian Primary Principals' Association (WAPPA) as well as its Director of Professional Learning. He has held positions on the Australian Primary Principals Association National Advisory Council. He also led projects with local universities incorporating partnerships with international school leadership.

Sue Cuneo – Director of Education, South Metropolitan

Sue is an experienced educational leader who has held a variety of principal positions in regional and metropolitan schools. From 2011, she has served as a system leader in a variety of roles in central services and as a director-level leader across 5 education regions.

Sue was a finalist for the 2024 Director General's Women of Achievement Award.

Dainon Couzic – Director of Education, South West

Dainon served as the Assistant Director of Education for the South West Education Region from 2021 to 2024. Before this, he held leadership roles at secondary schools in regional and metropolitan areas.

Dainon was a finalist for the WA Secondary Principal of the Year award in 2019 and is a Principal Fellow. He received the Fogarty Foundation Success Through Educational Excellence – Master of School Leadership Prize in 2016.

Sally Panizza – Director of Education, Wheatbelt

Sally has led school and system reforms through an evidence-based, strategic and collaborative approach to change management.

Sally's principal appointments cover Kindergarten to Year 12 settings, including principal of a district high school and a WA College of Agriculture. Sally was the first female director of Agricultural Education, a finalist for the 2021 Director General's Women of Achievement Award and is a Principal Fellow.

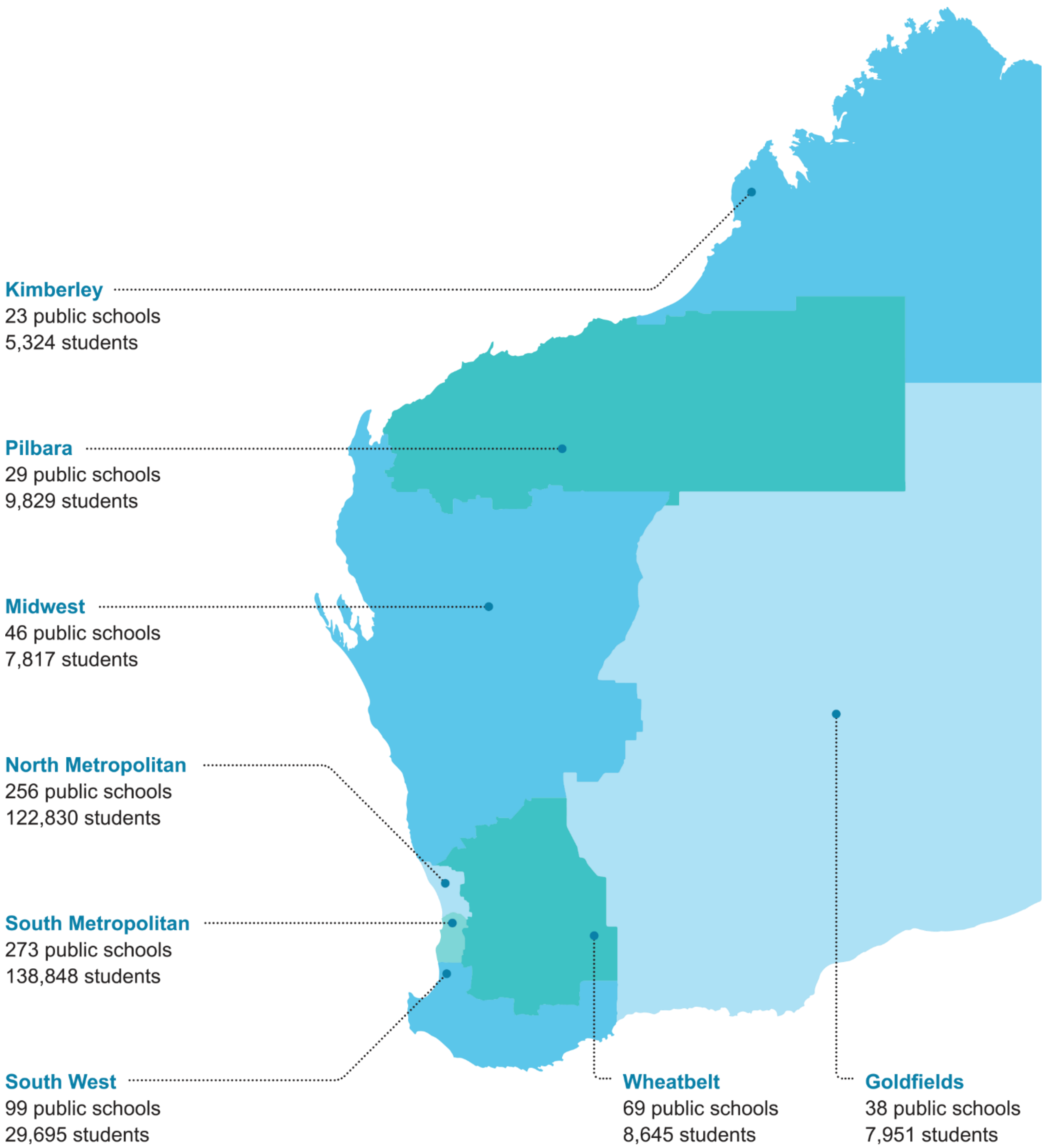
Our performance

Providing public education

We aim to deliver a high quality education to all students in all learning environments. We are committed to all students achieving their best and being lifelong learners who contribute actively to their communities and society.

In Semester 1, 2025, there were 330,939 students in Kindergarten to Year 12 across 833 public schools statewide. This was 4,653 more students than in Semester 1, 2024. Public school market share was 65.8% in 2025 (66.0% in 2024). Enrolment and school information is in Appendix 1.

In 2024–25, we were the largest public sector employer in the state, with 45,642 full-time equivalent staff. Most of our staff (95.9%) were employed in public schools.



Providing every student with a pathway to a successful future

During the year we provided supports to the public school system to create the conditions for student achievement. 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 learning in a culturally safe and engaging environment
- 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 Western Australian Certificate of Education (WACE) achievement rate of full-time Year 12 students (one of our key performance indicators) was 81.3% in 2024 (82.5% in 2023). The WACE achievement rate of Aboriginal full-time Year 12 students was 38.6% in 2024 (44.5% in 2023).

To achieve a WACE, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy. These standards were achieved by 85.5% of Year 12 full-time students (86.3% in 2023). For Year 12 Aboriginal full-time students, 46.2% demonstrated the literacy and numeracy standard (50.2% in 2023).

Details of Year 12 student achievement and responses to the Year 12 student intentions and satisfaction survey are in Appendix 3.

In 2024, public school students received 1,873 School Curriculum and Standards Authority awards (1,752 in 2023). Ethan Yap from Perth Modern School won the Beazley Medal: WACE, and Kevin Castle from Kent Street Senior High School won the Beazley Medal: Vocational Education and Training (VET).

The 2024 Rob Riley Memorial Prizes for the top-performing Year 12 Aboriginal students from public schools were awarded to Jayda Key from Duncraig Senior High School (Australian Tertiary Admission Rank, ATAR) and Indyanna Treloar from Hedland Senior High School (VET).

Public school student literacy and numeracy performance
In 2025, nearly 24,500 Pre-primary students participated 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. The 2025 results were relatively similar to 2024 and 2023.

The Phonics Initiative supports the development of student literacy skills from an early age, enabling targeted intervention where needed. Principals are required to confirm that Year 1 students at their school have undergone a phonics assessment, which identifies their progress against the Department's expected proficiency. As at the Semester 2, 2024 student census, 99.3% of schools have met this requirement. Schools that did not meet the requirement were provided information and support to help them comply.

Around 94,500 WA public school students in Years 3, 5, 7 and 9 were assessed in aspects of literacy and numeracy as part of the 2024 National Assessment Program – Literacy and Numeracy (NAPLAN).

The NAPLAN key effectiveness indicators are based on the percentage of students achieving the Strong or Exceeding national proficiency levels in Reading and Numeracy.

For 2024 NAPLAN public schools' results, refer to Key performance indicators, Appendix 2 and on our website *NAPLAN 2024 – Summary of Western Australian public school students' results*.

Students sat the 2025 NAPLAN assessments in March. The results will be reported in our 2025–26 annual report.

Student attendance
The Semester 1, 2024 attendance rate was 86.6%, up from 86.4% in 2023. The attendance rate for Aboriginal students was 67.7%, down from 68.4% in 2023. For details of attendance rates, refer to Appendix 3.

Restoring attendance to levels prior to COVID-19 continues to be our priority. We are using individual school attendance and engagement data to implement targeted initiatives at the local level to help improve attendance.

We continued to work in partnership with schools, families and communities, as well as other agencies, to implement the *Every day matters: 10-point plan to improve attendance*. The plan has 10 actions aligned with 3 pillars:

- community-led action
- support for schools, families and communities
- system action and accountability.

Supporting the 10-point plan, piloted resources from the *Community action to improve attendance: a guide for schools to co-design with communities* have been incorporated into the new Culturally Responsive Resource Hub. The hub will be available to access by all schools during Semester 2, 2025.

We continued to collaborate with other agencies and organisations to locate students whose whereabouts were unknown and reduce the number of those not participating in education or approved alternative options. As at 30 June 2025, the whereabouts of 667 students at compulsory school age remained unknown (compared to 742 on 30 June 2024).

Providing support and pathways that meet students’ needs

Creating culturally responsive schools that build on the strengths of Aboriginal students

We are committed to creating culturally responsive public schools by supporting staff to create the conditions for Aboriginal students and families to experience cultural safety, where their wellbeing and engagement are strengthened, and they are more likely to experience success.

The *Aboriginal Cultural Standards Framework* continued to support our work in building and maintaining mutually respectful relationships with Aboriginal students and their families, and to draw on the strengths of local Aboriginal communities to set the directions and priorities for Aboriginal students. In 2024–25, 83 professional learning workshops were delivered to 4,294 principals, teachers, Aboriginal and Islander education officers, graduate school psychologists, and central and regional services staff to support the creation of culturally responsive schools. An online professional learning module for culturally responsive pedagogies was completed by 450 staff in 2024–25.

In 2024, 20 Aboriginal languages were taught in 102 WA public schools to 15,988 Kindergarten to Year 12 students, an increase from 14,857 students at 97 schools in 2023. The Aboriginal Languages Teacher Training program, developed and delivered by the Department, has been available to Aboriginal staff since 1998. Based on this course, Certificates III and IV in Teaching Aboriginal and Torres Strait Islander Languages are under development, with Certificate III scheduled to commence in Semester 2, 2025; and Certificate IV anticipated to be delivered during 2027.

In 2024, we welcomed the third cohort of principals into the Culturally Responsive School Leadership program. This one-year program was developed in partnership with Danjoo Koorliny Elders and community leaders, and the Centre for Social Impact. The program was completed by 14 principals in June 2025.

In Semester 1, 2025, there were 53 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 partnerships between home and school, and builds the confidence and capability of parents as their children’s first educators.

In 2024, the Follow the Dream program, in partnership with the Polly Farmer Foundation, was delivered to 2,028 Aboriginal secondary students across 96 public schools throughout Western Australia. Of the 249 WACE-eligible Year 12 students in the program, 184 achieved a WACE in 2024. In 2025, Dr Jennet Hansen, the Follow the Dream coordinator at Sevenoaks Senior College received the Director General’s Women of Achievement Award for her efforts to enhance educational outcomes for Aboriginal students.

The Clontarf Foundation academies operated in 41 schools in Semester 1, 2025, supporting male Aboriginal students through school and into post-school destinations.

In Semester 1, 2025, a range of programs designed to strengthen the wellbeing and engagement of Aboriginal girls and young women in Years 7 to 12 were delivered in 67 public schools, an increase of 8 schools from Semester 1, 2024.

The education commitments outlined in Western Australia’s *Closing the Gap: Implementation Plan 2023–2025* are aligned with our strategic directions for public schools and our priority of building a culturally responsive public education system. The commitments:

- emphasise a focus on creating culturally responsive classrooms that build on the strengths of Aboriginal students, engage them in learning and enable them to thrive academically and socially
- place importance on partnering with families, communities and agencies to support the educational engagement of every Aboriginal student
- are underpinned by our *Aboriginal Cultural Standards Framework*.

The state government’s Aboriginal Empowerment Strategy 2021–2029 continued to guide our approach to implementation of the *National Agreement on Closing the Gap*. We continued to progress a range of key initiatives aligned to both our commitments in the WA implementation plan, and the national Priority Reforms.

The Aboriginal Advisory Body continues to strengthen our relationship and shared decision-making with Aboriginal people.

The Aboriginal Advisory Body provides advice to the Department that focuses on creating a culturally responsive education system to support Aboriginal students' wellbeing, engagement and learning. This involves integrating Aboriginal perspectives and practices, addressing systemic barriers and fostering an inclusive environment that respects and values Aboriginal cultures. It meets on a quarterly basis and these meetings have enabled important conversations with members of our Corporate Executive about key education initiatives and the public school system's structure, helping them provide valuable advice.

Paul Bridge continued in the role of Advisor, Cultural Responsiveness and Aboriginal Perspectives, in addition to his position as Director of Education, Kimberley.

High quality learning environments that meet the needs of students

In 2025, 2,054 students (2,074 in 2024) in Years 5 and 6 were eligible to participate in courses through the Primary Extension and Challenge (PEAC) program.

Gifted and Talented Secondary Selective Entrance programs were delivered by 24 secondary schools in 2025, with 1,122 Year 7 offers of placement accepted in selective academic, arts and languages programs. The academic program was also available online for selected students in Western Australia’s rural and remote regions.

We received 5,277 applications (5,330 in 2024) for Year 7 secondary places commencing in 2026. We also received a further 1,751 applications (1,760 in 2024) from students applying for entry to Years 9, 10 and 11 in 2026.

We continued to fund the Purposeful Academic Classes for Excelling Students program. The program invites identified high-performing senior secondary students to participate in specifically designed tutorial sessions that aim to maximise their academic achievement. In 2024, a total of 234 students participated in the program.

The Career Learning Toolkit, an election commitment of the state government, is an online hub with work-related resources to assist teachers and career practitioners in planning for career development learning. The toolkit aims to equip students in Years 7 to 12 with the tools and knowledge required to transition to post-school pathways successfully.

During the final 2 years of compulsory education, we supported Year 11 and 12 student engagement and learning across public and non-government schools through options other than full-time schooling. These included studying at university, TAFE or registered training organisations, undertaking an apprenticeship or traineeship or employment, or a combination of these. We provide approval through a ‘notice of arrangements’. In 2024, 5,157 notices of arrangements were approved. A student can only have one active notice at a time, but it is possible for them to have multiple notices approved in the calendar year.

Participation, engagement and transitions teams across each of our education regions support Year 11 and 12 students who are not attending school. Teams work with the school and student to re-engage them at school or engage them in training or employment (or both) as an approved alternative to school. The teams provide case brokerage and one-to-one outreach support and liaise closely with a wide range of services and supports to reduce student barriers to engagement in an approved option, via a ‘notice of arrangements’.

Across Western Australia in 2024, our School of Isolated and Distance Education (SIDE) provided education to more than 4,000 Kindergarten to Year 12 students unable to access regular schools or specific subjects. Each student has access to 2 live video conferencing lessons per subject per week, in addition to learning resources housed in SIDE’s learning management system. SIDE staff are also committed to regular student contact visits to provide face-to-face delivery.

Year 11 and 12 SIDE-enrolled students at 18 regional schools were supported by independent learning coordinators (ILCs) in 2024, with 20 schools funded for an ILC in 2025. These coordinators worked closely with a team of 8 regional learning specialist teachers who supported SIDE-enrolled ATAR students across regional Western Australia.

We have 5 agricultural colleges with residential facilities located at Cunderdin, Denmark, Harvey, Morawa and Narrogin. The colleges provide agricultural education programs to students in Years 10 to 12, including specialist vocational education and training (VET) and delivery of the agricultural curriculum. As at the Semester 1, 2025 student census, 645 students were enrolled, with 522 in residence and 123 attending as day students.

As at the Semester 1, 2025 student census, we were providing boarding facilities to 402 students through 8 country residential colleges and one metropolitan residential college. Of these students, 114 were attending non-government schools. For student numbers over the last 5 years at each residential college, refer to Appendix 1.

We support WA families with the Boarding Away from Home Allowance (BAHA). In 2024, we supported:

- 1,056 public and non-government school students through the BAHA for Isolated Children at a cost of $1.4 million (1,078 at a cost of $1.4 million in 2023).
- 323 students through the BAHA Agricultural College Special Subsidy at a cost of $436,493 (317 at a cost of $411,997 in 2023). This allowance supports boarders at Western Australian Colleges of Agriculture and Edmund Rice College.
- 39 public school students with the BAHA Gifted and Talented payment at a cost of $52,435 (40 at a cost of $48,600 in 2023). This allowance supports students enrolled in the Department's Gifted and Talented Secondary Selective Entrance programs in public schools and residing in our residential colleges.

We support low-income families with children at public and non-government schools through the ongoing Secondary Assistance Scheme. In 2024, a total of 25,411 students in Years 7 to 12 received support through the scheme (25,105 in 2023):

- $5.9 million under the Education Program Allowance ($5.8 million in 2023)
- $7.6 million under the Clothing Allowance ($2.8 million in 2023).

To ensure unclaimed funds from the 2024 WA Student Assistance Payment were provided to support WA families with school-aged children, the Secondary Assistance Scheme Clothing Allowance was increased from $115 to $300 per eligible student for 2024 and 2025 to support low-income families with cost-of-living pressures.

In 2025, we continued our partnership with the School Curriculum and Standards Authority and the Department of the Premier and Cabinet to administer the second round of the WA Student Assistance Payment, a cost-of-living initiative for parents and carers of eligible students. The initiative aimed to help reduce the pressure of school expenses by providing a payment of $250 for each secondary student and $150 for each primary or Kindergarten student enrolled in a public or non-government school, or registered for home education. Claims for the 2025 payment opened on 28 April and closed on 4 July 2025. Parents and carers could submit claims via the ServiceWA application, as well as through online and paper forms. This year, there was a particular focus on providing targeted support to schools in regional areas, where uptake of the 2024 initiative had been lower. By the end of the 2024–25 financial year, payments had been made to the parents or carers of over 393,000 students, delivering more than $75.32 million in direct support to WA families.

In June 2023, a review of senior secondary school pathways was initiated. We led the Pathways to Post-School Success review in partnership with Catholic Education Western Australia and the Association of Independent Schools of Western Australia.

The review is now complete, with the *Pathways to Post-School Success Expert Panel Report* released in November 2024.

Support for students with specific educational and engagement needs

Students for whom English is an additional language or dialect (EALD) are supported through Intensive English Centres (IECs) and in mainstream schools. In 2025, the number of EALD students increased by 9.2% to 52,584 students (48,133 in 2024).

In February 2025, IECs at 16 metropolitan schools (2 more than in 2024) provided targeted programs to 1,332 newly arrived primary and secondary EALD students. 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 2025, the IECs received a base allocation of $7.41 million ($6.3 million in 2024) and further per student funding of $12.6 million ($11.7 million in 2024).

Mainstream schools in February 2025 had 51,252 EALD students, including 6,643 Aboriginal students. Of these, 19,733 were eligible for EALD funding allocation of $61.05 million through our student-centred funding model ($53.9 million in 2024), including 2,440 Aboriginal students.

As at 30 June 2025, 2,711 (84%) of the 3,245 children in the care of the Chief Executive Officer of the Department of Communities and enrolled in our schools had documented plans. Plans under development for various reasons, such as children who have only recently come into care or enrolled at the school, are not included in these figures.

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 2024, the School of Special Educational Needs: Behaviour and Engagement managed 901 individual students across 959 cases of direct and indirect support for students.

The School of Special Educational Needs: Disability provided direct support to 2,396 public school students with a diagnosed or imputed disability in 2024. This support was provided through a consulting teacher service. In addition, the School of Special Educational Needs: Disability provided whole-school support to 405 public schools across Western Australia. Professional learning was provided to 5,967 educators across the state to build their capability to support students with disability.

The School of Special Educational Needs: Medical and Mental Health provided educational continuity 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 5,052 public and non-government school students and their enrolled schools in 2024.

In 2024, our School of Special Educational Needs: Sensory provided tiered educational services and support to 2,305 public and non-government school students, including early intervention for 138 children aged 0 to 4 years old with hearing loss, vision impairment or both.

As at the Semester 1, 2025 student census, our 5 metropolitan language development centres were providing intensive language intervention programs for 1,375 students in the early years of schooling with a diagnosed developmental language disorder.

The language development centres deliver our Statewide Speech and Language Outreach Service, providing support to early years teachers of young students who have speech and language difficulties and do not attend a centre. In 2024, 333 schools accessed professional learning, advice and mentoring through this outreach service.

In 2025, we supported the individual needs of autistic students from Kindergarten to Year 12 in public mainstream schools through 24 Specialised Learning Programs. Of these programs, 4 were established in 2024 and 2 in 2025 through additional state government investment.

As at 30 June 2025, we were supporting 20,376 students through the student-centred funding model Individual Disability Allocation to public schools.

In 2024, we provided teaching and learning adjustments to 24.8% 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.

A review of the *School Education Act 1999* (WA) was undertaken throughout 2024 to identify opportunities to strengthen access and inclusion for students with disability. An independent panel, chaired by Professor Andrew Whitehouse, Deputy Director (Research) and Angela Wright Bennett Professor of Autism Research, at The Kids Research Institute Australia, was formed to conduct the review with members who had extensive skills and experience in disability, human rights and education. The panel examined the School Education Act and undertook consultation to find barriers to, or opportunities to improve, access and inclusion for students with disability.

Student wellbeing

Supporting student wellbeing

In 2025, we established a new Principal Advisor, Student Wellbeing and Care position in our Corporate Executive to advance student wellbeing and care initiatives. Mike Mount-Bryson commenced in the position at the start of Term 2 to align with this important priority and ensure school leader perspective in the development of this work. Refer to Our senior staff for more information about Mike.

In 2024, an average of 472.2 full-time equivalent (FTE) school psychologists (439.8 FTE in 2023) supported schools to enhance student achievement, engagement and wellbeing through a range of preventative and responsive services.

The number of school psychologists increased again in 2024, following a state government election commitment, with mental health and wellbeing as a priority area.

As part of our pastoral care for students in 2024, 748 schools accessed chaplaincy services through in-school chaplaincy programs (726 in 2023), representing almost 90% of public schools. Additionally, on 22 occasions public schools engaged pastoral critical incident responders to help support school communities following a critical incident (42 in 2023).

School engagement is a powerful protective factor for student wellbeing, and meeting the needs of vulnerable students is a complex challenge for the public school system. We remain committed to addressing student mental health and wellbeing and ensuring support for public schools to advance the wellbeing of students. The *Student wellbeing and care: future directions* paper establishes a clear position on how school staff can best contribute to the mental health and wellbeing of students.

With funding from the Mental Health Commission, we delivered Gatekeeper Suicide Prevention training to 979 public and non-government school staff and other community members in 2024. The Teen Mental Health First Aid course was delivered to 3,767 public and non-government school secondary students. Youth Mental Health First Aid training was provided to 760 public school staff and other community members who work with young people.

The Respectful Relationships Teaching Support Program, an election commitment of the state government, provides school staff with evidence-based skills and knowledge to implement a whole-school approach to respectful relationships education in the context of family and domestic violence. We provide support to operate the program, which is managed by the Department of Communities and delivered by Starick Services Inc.

In 2024, we surveyed 100% of schools on protective behaviours education, with 99.7% of schools reporting they were implementing protective behaviours education (99.3% of all our schools in 2023). Four schools reported they were not implementing protective behaviours education in 2024. These schools were supported to review their processes. Two schools indicated they had incorrectly reported non-compliance in 2024, and all confirmed they have processes in place to implement protective behaviours education in 2025. We are reviewing and updating our protective behaviours resources for Kindergarten to Year 10 to align to the 2025 Health and Physical Education curriculum.

The WA Student Council is comprised of Year 10 and 11 public school students from across our 8 education regions and reflects the perspectives of all students, including gender and culturally diverse students, and those with disability. During 2024–25, the council continued to inform and contribute to our system priorities, future initiatives and strategic directions. The council's priorities in 2025 are curriculum changes, mental and physical health, support and engagement, and regional advancement.

The School of Swimming and Water Safety was established in 2025 with a $3.3 million state government investment. Having this dedicated school will help to further strengthen the vital VacSwim and interm school swimming programs and improve accessibility to water safety education for young Western Australians.

Addressing concerning student behaviour

The *Standing together against violence* action plan demonstrates the state government's commitment to address violence in schools and outlines procedures if schools need to escalate matters, including the targeted use of suspensions and exclusions.

In 2024, 19,989 students (5.9% of total enrolments throughout the year) were suspended and there were 186 recommendations for exclusion, resulting in 175 exclusion orders made.

The School of Alternative Learning Settings provides alternative facilities and targeted support programs to school students who have been excluded or are at risk of being excluded for complex and challenging behaviours. In 2024, the school operated at 12 sites across all 8 education regions, providing support to 229 students.

Our Student Behaviour in Public Schools policy emphasises that safe, orderly, inclusive, supportive, and culturally responsive learning environments are essential in enabling students to fulfil their learning potential. The policy recognises that this is a shared responsibility of all members of the school community. Staff have access to programs, services, supports and guidance to help implement the policy and procedures.

In 2024, more than 3,900 school staff completed training in de-escalation and positive handling. This included 744 graduates who received mandatory training on how to de-escalate and respond to concerning behaviour as part of their induction program.

In 2024, there were:

- 6,670 attendances at Classroom Management Strategies and Western Australian Positive Behaviour Support professional learning programs, either face-to-face or online
- 494 schools using Western Australian Positive Behaviour Support professional learning to implement a whole-school approach to positive student behaviour and engagement.

Strengthening support for teaching and learning excellence in every classroom

We promoted careers in public education to build the supply of high quality staff applying for positions in our schools and provided our existing staff with opportunities to further strengthen their instructional skills to meet the evolving needs of students.

Supporting teachers to attain high standards of performance

Strengthening the quality of teaching

The Quality Teaching Strategy (QTS) is our position on effective teaching and the aspects of school culture that support improved teaching practices. The strategy articulates the supports to strengthen the effectiveness of classroom teaching and whole-school practice. It is based on research and developed by the profession.

The QTS aims to strengthen the quality of teaching across the system to support progress and achievement for every student, and includes 3 supports:

- Teaching for Impact provides guidance to teachers about what constitutes effective teaching practice, providing a common language to improve student outcomes and bringing together the elements of good teaching in one place. The Teaching for Impact overview outlines what effective teachers believe, know and do. Supporting resources elaborate on the what, why and how of the elements identified as having significant impact on student outcomes. The overview and resources are accessible online for all WA public school staff.
- The School Culture Survey is a tool to support principals to assess and identify the aspects of their school's culture needed for optimal quality teaching.
- The Leading Cultures of Teaching Excellence professional learning program supports principals and leadership teams to lead a high performance and development culture in their school. In 2024–25, 52 principals commenced the program.

A core component of the QTS is a strengthened profession-led model of support that leverages the expertise in our schools. In 2024, 26 QTS lead schools, 4 DigiTech schools and 5 Western Australian Centre for Excellence in the Explicit Teaching of Literacy schools supported the implementation of Teaching for Impact. During 2024, QTS lead schools formed partnerships with 51 schools from across the state to strengthen teaching and learning practices in classrooms. In March 2025, leaders and teachers representing these schools came together to showcase the impact of the partnerships. QTS partnership schools reported opportunities for professional learning, classroom observations, and modelling and coaching from lead schools, strengthened teaching and learning practices within their classrooms.

In 2025, 25 QTS lead schools and 5 Western Australian Centre for Excellence in the Explicit Teaching of Literacy schools will continue supporting schools to implement Teaching for Impact.

Investing in our teachers' skills and development
We provide support to early career teachers through the Graduate Teacher Induction Program. Support includes professional learning for graduate teachers and access to an in-class coaching program. In 2024–25, 4,074 teachers completed components of the professional learning modules and 637 accessed the coaching program.

Teachers who provide and support high quality teaching in schools are recognised through our level 3 classroom teacher and senior teacher programs. In 2024, 101 exemplary teachers achieved level 3 classroom teacher status and 1,423 teachers became senior teachers. Senior teachers are experienced teachers committed to high quality teaching and ongoing professional learning.

The Leap program addresses emerging Department and local school workforce demands by qualifying current teachers in areas of need through graduate certificates offered at local universities and micro-credentials tailored to specific areas of expertise. In 2024–25, Leap trained a total of 175 teachers into one of the following areas of need: secondary mathematics, languages, design and technology, English, education support, humanities and social sciences, physics or chemistry.

We continued providing funding to facilitate industry work placements to ensure teachers and trainers have contemporary industry skills relevant to the training they are delivering. The program, an election commitment of the state government, supports teachers and trainers to deliver high quality vocational education and training (VET) that meets the needs of industry. Funding was also available for VET teachers, trainers and support staff to complete or upgrade their industry qualification or their qualification to deliver VET in schools, and to attend professional learning.

We acknowledged schools and collective excellence in both whole-school leadership and in teaching and learning through the annual WA Education Awards.

Reducing workload and red tape in schools
We continued our systemic approach to reducing red tape and workload associated with delivery of teaching and learning, tailored student approaches, complex engagements and communications, and business and digital improvements to processes for teachers and school leaders.

The Workload Intensification Taskforce was established as part of the School Education Act Employees' (Teachers and Administrators) General Agreement 2023. The taskforce will progress efforts to ease workload pressures for WA teachers and school leaders as a key priority.

We commenced a generative AI pilot to reduce workload associated with teaching and learning in partnership with Catholic Education Western Australia, the Association of Independent Schools of Western Australia and the School Curriculum and Standards Authority. The platform uses source documents aligned to the Western Australian Curriculum, to assist teachers in developing lesson plans and teaching and learning resources. There are 8 pilot AI schools participating, with additional schools to be onboarded as trial schools in 2025 and 2026. The pilot is partially funded through the Australian Government's Workload Reduction Fund.

School leaders and teachers have been supported by reducing the workload associated with end-of-semester reporting. This included reinforcing the requirements associated with reporting to parents in line with relevant legislation and policies, to ensure schools were not adding to their workload pressure through over-reporting.

Complex Behaviour Support Coordinators have been identified as an important strategy to develop whole-school tiered supports to address the varied needs of students, in particular those with complex needs, including students with disability. The program commenced in 2024 as a trial involving 16 full-time equivalent (FTE) coordinators working across 48 schools. In May 2025, the Minister announced the project would be expanded with an additional 48 FTE coordinators, to 64 FTE coordinators across 192 schools. Coordinators work with school leaders to identify and plan for universal, targeted and intensive supports, reducing the burden on teachers to find solutions for students who require tailored approaches to their learning.

In Term 2, 2025, 350 schools were invited to receive additional resourcing to deliver small group tuition to provide targeted literacy and numeracy support to students who need it most. The project is designed to help rebuild students' confidence and close learning gaps, while also helping to manage workload pressures on school leaders and teachers. Small Group Tuition commences in Term 3, 2025.

The Parent Liaison Officers pilot, also funded in part by the Workload Reduction Fund, supports teacher and school leader engagement with parents and carers. This pilot will strengthen the Parent Liaison area's capacity to provide support through the employment of officers with expertise in conflict resolution, education systems, inclusiveness and cultural responsiveness. The pilot increases system support to schools statewide by:

- managing responses to parent or carer concerns, including for students with complex needs
- developing resources
- staff training.

Processes and functions continued to be streamlined in 2024–25, with 18 forms published on our intranet platform, Ikon, this year as part of the digital forms pilot, funded in part by the Workload Reduction Fund. The digital forms pilot provides teachers and school staff with a consistent, accessible and efficient way to share information, request services and complete regular reporting responsibilities.

Attracting and retaining high quality teachers

Benefits and incentives for teachers

An attraction and retention incentive continued to support 1,865 teaching staff across 67 regional schools in 2025. Eligible teachers and school administrators working in designated rural and remote schools will receive up to $8,500 under this incentive. A total of $8.4 million has been budgeted for the 2025 incentive, bringing total investment to $36.3 million over 3 years.

A range of broader workforce measures were introduced under the current Enterprise Bargaining Agreement, including:

- enhanced district allowances
- additional travel concessions for staff in the Pilbara, Kimberley and Goldfields
- an air-conditioning subsidy for eligible employees
- salary increases for teachers and school leaders across all WA public schools.

In 2024, we offered final year pre-service teachers working as education assistants in public school education support settings grants of $5,000 to help support and retain them while they studied to become teachers. A total of 50 eligible education assistants received the grant in 2024.

In 2024, we awarded 2 Bob Hawke Aboriginal Teacher Scholarships to support aspiring Aboriginal secondary teachers to complete their teaching qualification. We awarded a further 2 scholarships in June 2025.

We continued to arrange and subsidise housing to attract and retain staff in our rural, regional and remote public schools. In 2024–25, $108.5 million was paid in rent for some 2,347 properties occupied by our staff and mostly owned or leased by the Government Regional Officer Housing Program ($93.5 million for some 2,350 properties in 2023–24). Of this, we subsidised 80% (78% in 2023–24).

Attracting and developing teachers

An international teacher recruitment campaign continued to target teachers from the United Kingdom, New Zealand, South Africa, the Republic of Ireland and Canada. Overseas teachers were appointed to positions in public schools where no local, suitable or available teacher could be found. The attraction package included fully funded relocation, visa sponsorship and a possible pathway to permanent residency. In 2024–25, 139 international teachers commenced in public schools, with the majority appointed to positions in regional and remote schools across Western Australia.

In 2024–25, through the Pre-Service Development Program, we supported:

- 151 professional experience placements undertaken by pre-service teachers and school psychology students in regional areas. Support included an orientation, followed by professional learning and networking opportunities delivered centrally and locally through regional pre-service teacher hubs. Stipends and travel allowances were provided.
- 20 professional experience placements undertaken by pre-service teachers in metropolitan education support centres or schools.
- 58 professional experience placements undertaken by secondary science, technology and mathematics pre-service teachers in a metropolitan public school.

In 2025, 34 Teach for Australia associates commenced teaching in 6 regional and 15 metropolitan secondary schools, joining the 21 associates teaching in 16 schools in their second year of the program. Associates are high-calibre graduates who work in eligible schools for 2 years while completing a Master of Teaching (Secondary).

In 2025, we commenced a partnership with Edith Cowan University (ECU) on its new High Achieving Teachers program, an employment-based pathway into teaching. Participants study a Master of Teaching (Early Childhood, Primary or Secondary) while based in a school, with support from ECU and their school. After observing and undertaking professional experience in Semester 1, 17 participants were due to commence teaching part-time in Term 3.

The 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). Six participants completed their teaching qualification at the end of the 2024 academic year, while 6 continued in the program in 2025, including one participant who re-engaged in 2024.

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

We continued to invest in the development of school leaders at all stages of their leadership journeys.

Professional development for school leaders

In 2024–25, we provided professional learning for principals and emerging leaders.

The Leading School Improvement suite of programs for school leadership teams had 492 participants. The programs are designed to strengthen schools' approaches to whole-school improvement and build cohesive, high-functioning leadership teams.

The Emerging and Team Leaders program was delivered to 1,415 participants. The program for emerging and team leaders in primary and secondary school settings is also offered in 3 modified formats to deputy principals, student services staff and staff supporting students with special educational needs.

In 2024–25:

- 27 leaders completed the Aspirant Principal Preparation program. The program provided targeted leadership development for effective leaders who have the aptitude, performance and readiness to prepare for the principal role.
- 84 principals completed the 2-day residential Newly Appointed Principal Induction program to increase their understanding of the key operational aspects and management essentials of being a principal.
- 58 principals completed the 4-day Launch: New Principal program, designed to fast-track learning for principals in their first 3 years of the role or who have a fixed-term contract of 6 months or longer. The program supported their transition to principal and included one-on-one executive coaching sessions and 12 months of mentoring with an accomplished principal.

Collegiate principals provide feedback and personalised support to increase the instructional leadership capacity of principals across Western Australia and their impact on student learning. In 2024–25, 210 principals sought to engage with a collegiate principal, 95 (45%) from regional locations and 115 (55%) from metropolitan schools. At 30 June 2025, the collegiate principals were working with 520 principals.

The Principal Professional Review assists principals to self-reflect on their professional practice. The process is based on an ongoing reflection cycle, with a scheduled validation and assurance process conducted by a review team. In 2024–25, we completed 204 reviews.

We fund enrolments in a Graduate Certificate of Education Business Leadership from Deakin University for managers corporate services and school leaders. In 2025, 21 participants graduated.

In 2024–25, 307 staff completed a professional learning program in the career pathway suite for managers corporate services. We subsidised the programs to support and develop business leaders.

In 2024–25, the Women in Leadership: Dare to Lead program for women in the initial stages of their leadership journey had 19 participants. The partially funded program is designed to enhance women's leadership capabilities through personal and professional growth.

Science, technology, engineering and mathematics (STEM)

We continued to develop resources and offer programs to provide opportunities for students to build STEM capabilities throughout their schooling.

The Primary School Science program, transforming existing classrooms into purpose-built science classrooms for our primary students, is now complete, with the final 6 projects completed in 2024–25. A total of 133 conversions were delivered over 3 tranches. As part of the program, each school also received $25,000 to purchase equipment and resources for their new science classrooms. This 2021 election commitment built on the previous program that converted 200 existing classrooms into purpose-built science classrooms.

The Secondary Science program is now complete, with 9 projects completed in 2024–25. A total of 13 schools received a secondary science classroom conversion.

The STEM program aims to improve the functionality of existing education facilities through a range of new constructions, upgrades and refurbishments. Commencing in 2022 and being delivered over 3 tranches, a STEM laboratory will be established at 75 targeted secondary schools and district high schools, 15 of which are being delivered as part of a major upgrade. Sixty-one STEM laboratories have been delivered at schools so far, while a further 14 are in various stages of planning or construction.

The Ngaparrtji Ngaparrtji Two-way Science program supports schools to build partnerships with local Aboriginal communities to develop integrated, culturally responsive learning programs that connect Aboriginal knowledge with the WA science curriculum.

Curriculum delivery and support

In 2024, to support the delivery of the Western Australian curriculum, 26 Quality Teaching Strategy lead schools and 4 DigiTech schools supported teachers to evaluate the impact of their practice and extend and strengthen their range of teaching strategies. These schools provided 603 professional learning events to 5,010 participants. Of these events, 557 were in response to direct requests from schools.

We continued to support schools in implementing the School Curriculum and Standards Authority's Kindergarten Curriculum Guidelines, published in 2023 and aligned to the nationally approved Early Years Learning Framework for Australia, through professional learning for Kindergarten teachers, education assistants and school leaders.

In Term 3, 2024, 20 schools began their internship with the Western Australian Centre for Excellence in the Explicit Teaching of Literacy. The 4-term program aims to strengthen evidence-based explicit literacy practices in schools with primary-aged students. It provides teachers with professional learning, support and mentoring opportunities.

The Phonics Initiative continued to build staff capacity through the delivery of professional learning and school leader consultations. This work has focused on effective phonics instruction and assessment, and building teachers' knowledge, skills and understanding of phonics and phonological awareness. As part of this initiative, we continued the Leading Phonics in Schools series pilot aimed at developing the capacity of instructional leaders to embed a consistent approach to phonics instruction within schools.

The Language Assistant Program provides support for school language programs, based on a co-funded model of delivery, with schools contributing 50% of costs to host a language assistant. In 2024, 21 assistants supported teachers in 6 languages.

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

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

Transparent accountability of schools

Public school reviews provide feedback to school leaders, staff and the community in all school contexts, to guide improvement efforts for the benefit of all students. They provide information to school communities about the performance of public schools in delivering high quality education. In 2024–25, we conducted 303 public school reviews.

As an integral part of the Department's model for school improvement, public school reviews were recognised as an area of strength to be celebrated and leveraged in the Public Sector Commission's agency capability review of the Department.

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 and may request verification of their audit to ensure consistent interpretation of the standard. In 2024, we verified the audits of 57 public schools.

We continued to support school council and board members to fulfil their functions through the Linking Schools and Communities program, with 83 attendees at 9 workshops in 2024. The workshop is designed to assist principals and chairs to understand the roles and responsibilities of council or board members, and how councils and boards contribute to the success of schools.

In addition, 71 workshops addressing the essentials for newly appointed public school council or board members were delivered, with 988 attendees.

At the start of the 2025 school year, slightly over three-quarters (640) of public schools were operating as independent public schools, including 2 new schools that opened in 2025.

Central funding and support to public schools

We continued to allocate funding to public schools through the student-centred funding model. The model provides a one-line budget to schools based on the learning needs of their students and the school's characteristics.

Our School Budget Review Committee provides a mechanism for public schools to seek additional funding during the school year. In 2024–25, we approved 9 requests for additional funding from schools, with over $909,000 in additional funding allocated.

We provided 82 workshop and training sessions to 1,130 staff as part of a comprehensive professional learning program on planning, managing and monitoring school budgets. We also provided individual support for schools through online and in-school sessions.

In 2024–25, our intranet platform, Ikon was kept up to date to facilitate streamlined access to information and services essential for staff to do their jobs.

Information and communication technologies (ICT) to support public schools

Program Kaartdijin has commenced the deployment of a cloud-based, contemporary and efficient system to replace the aging Student Information System currently used by most schools. The program is an integrated solution, provided by 2 vendors: Compass Education and TechnologyOne Limited. Compass Education will deliver school and student administration, parent billing and timetabling, while TechnologyOne will provide budget and financial management functions.

Phase 1, providing student administration functions such as attendance, behaviour, and wellbeing management, is on track to be deployed to all schools in 2025. Phase 2, providing all remaining functions, is in testing and will be piloted in a small number of schools, prior to deployment in 2026.

In 2024–25, we completed an additional upgrade project to further enhance bandwidth for over 700 schools. This additional capacity builds on the bandwidth upgrades rolled out to public schools in 2022–23 and resulted in some schools receiving up to 200% uplift. The upgrades enable staff and students to participate in online classes, access educational resources and collaborate with their peers more effectively through faster internet speeds, better videoconferencing capabilities and more reliable connections.

These upgrades also bring substantial benefits to regional communities surrounding the schools.

In 2024–25, we provided 1,665 new notebook computers to teachers through the Notebooks for Teachers program. Additionally, we offered additional device options, ongoing technical support services, access to various software applications, and insurance and warranty coverage to 7,417 teachers using notebook computers provided by the program.

Our specialist cybersecurity team remains dedicated to protecting our data, assets and corporate systems. We continued to successfully increase our level of maturity against the Australian Cyber Security Centre's Essential Eight mitigation strategies. We also continued to work closely with the Office of Digital Government to elevate nominated critical cybersecurity controls and ensure we apply a risk-centric lens to cybersecurity processes, governance and technologies.

In 2024–25, more than 295,000 teachers, students and parents used Connect, our integrated teaching and learning online environment. In Semester 1, 2025, we provided more than 35,550 online classrooms for students. Teachers and other staff across the state were able to engage in discussions, collaborate, and share resources through Connect Communities. More than 490 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 expenditure was $554.9 million in 2024–25.

This included completing construction on:

- additional student accommodation at Anne Hamersley Primary School and Caversham Valley Primary School
- stage 2 of the offsite early childhood education centre at Brabham Primary School
- major upgrades and additions at Derby District High School
- the new Eglinton Beach Primary School and Maarakool Primary School, which opened for the 2025 school year
- upgrades to the administration and library at Fremantle Primary School
- the rebuild of Hillarys Primary School
- a 2-storey modular building to support enrolment growth at Shenton College.

Construction continued on:

- additional learning spaces at Harrisdale Primary School
- new additional general learning classroom block and new high needs education support centre at Brabham Primary School.

Construction commenced on:

- new primary schools in Wellard and Wungong to open for the 2026 school year
- additional student accommodation, including STEM facilities, at Ashdale Secondary College
- a 2-storey modular education facility at Highgate Primary School
- stage 2 development at Piara Waters Senior High School
- a new low to medium needs secondary education support centre at Wanneroo Secondary College.

Planning and design continued or commenced on:

- new primary schools to be delivered in 2027 in Alkimos, Banksia Grove and Piara Waters
- refurbishments to the school hall at Bicton Primary School
- increased capacity at Bob Hawke College
- planning for stage 1 of a new primary school in East Perth
- the redevelopment, including STEM facilities, of Rockingham Senior High School, Rockingham Senior High School Education Support Centre and Safety Bay Senior High School
- additions and improvements at Caversham Primary School
- the relocation of Mount Hawthorn Education Support Centre to Lake Monger Primary School
- forward planning of enabling works for a new secondary school in the Brabham area.

Work continues to deliver projects across 67 schools as part of the WA Recovery Plan's $492 million allocation over the 2020–21 to 2024–25 financial years. This allocation has subsequently been adjusted as required. The following information details progress on the larger projects.

Construction was completed on:

- a state-of-the-art sports hall at Ocean Reef Senior High School
- the redevelopment of Roebourne District High School and Westminster Primary School.

Construction continued on:

- additional classroom accommodation and an education support centre at Kalamunda Senior High School.

An investment of $424.4 million was allocated over the 2021–22 to 2024–25 financial years to deliver the 2021 election commitments. This funding was subsequently adjusted as required. The projects are across the following key programs: major build projects, STEM program, Secondary Science program, Primary School Science program and the Schools Clean Energy Technology Fund. The following information details progress on the larger projects and programs.

Projects completed included:

- stage 2 build at Alkimos College
- additional student accommodation or major upgrades at Ballajura Primary School, Edney Primary School, Huntingdale Primary School, Illawarra Primary School and Kewdale Primary School
- 2 new 2-storey specialist classroom blocks, including a STEM laboratory at Duncraig Senior High School
- major upgrades, STEM laboratory and upgrades at John Curtin College of the Arts and Rossmoyne Senior High School
- a new sports hall and STEM laboratory at Melville Senior High School
- science classroom conversions at the final 6 schools in the Primary School Science program
- science classroom conversions at the final 9 schools in the Secondary Science program
- laboratory upgrades at 44 schools in the STEM program with the majority of the remaining projects combined with a major upgrade.

Projects that commenced or continued included:

- a performing arts centre and STEM laboratory at Balga Senior High School
- major upgrades and a STEM laboratory at Byford Secondary College
- major upgrades and refurbishments at Darling Range Sports College and Springfield Primary School
- a home economics room upgrade at Exmouth District High School
- sports halls with upgrades and a STEM laboratory at Greenwood College and Kelmscott Senior High School
- a sports hall, STEM laboratory and new early childhood education classroom block at Roleystone Community College
- a performing arts centre and STEM laboratory at Warwick Senior High School.

Australian Government funding under the Schools Upgrade Fund was provided ($2 million for round 1 and $24.7 million for round 2) to enable investment in capital projects such as new facilities, major refurbishments and upgrades to government schools.

Projects completed using round 1 funding include:

- pool changeroom upgrades at Greenwood College.

Planning and design have commenced on round 2 schools for:

- court rebuild and shade structure over basketball court and disability pathways to court at Armadale Education Support Centre
- 2 classroom refurbishments and playground upgrade with shade structure at Avonvale Education Support Centre
- modular student services build at Esperance Senior High School
- library refurbishment at Gilmore College
- covered assembly upgrade at Grovelands Primary School
- covered assembly build at Holland Street School
- new Pre-primary classroom block at Koorana Education Support Centre
- playground upgrade with shade structure at Menzies Community School
- playground upgrade with shade structure at Midvale Primary School
- air-conditioning replacement for the whole school at Newton Moore Senior High School
- new Pre-primary classroom block at Roseworth Education Support Centre
- outdoor learning space and a playground upgrade with shade structure at South Ballajura Education Support Centre
- playground upgrade with shade structure and court resurfacing at Yale Primary School.

Royalties for Regions
Projects completed included:
- cafeteria upgrade and new STEM laboratory at Broome Senior High School
- music hall refurbishment and multi-purpose room at Dampier Primary School
- additional student accommodation at Eaton Community College and Halls Creek District High School
- additions and improvements to the piggery ponds at the Western Australian College of Agriculture – Cunderdin
- stage 2 of the Solar Schools Program, in partnership with Horizon Power, saw the installation of photovoltaic solar systems at 2 of the remaining 3 Kimberley schools with Kalumburu Remote Community School anticipated to be finalised late 2025.

Projects commenced or continued on:
- additions and improvements, including a new STEM laboratory, at Albany Senior High School
- refurbishments at Baler Primary School and Cassia Primary School
- new education support facilities at Waggrakine Primary School.

Planning and design commenced for:
- additions and improvements to the piggery domes at the Western Australian College of Agriculture – Cunderdin.

Sustainability
We continued responding to climate change in 2024–25, in line with the 3 focus areas identified in *Caring for Country together – our sustainability framework*: curriculum, infrastructure and operations.

The $44.6 million Schools Clean Energy Technology Fund continued reducing emissions, with more schools receiving solar systems and LED lighting upgrades during 2024–25.

The state government's *Kep Katitjin – Gabi Kaadadjan – Waterwise Perth Action Plan 3* was released in October 2024. The plan supports Perth and Peel to become more waterwise and resilient to climate change. The Department leads 3 actions:
- deliver exemplar waterwise outcomes at new schools and in major redevelopments
- embed waterwise principles in the Primary School Brief and Secondary School Planning Guide
- embed improvements in water management and practices for school grounds.

In December 2024, we signed a memorandum of understanding with the Department of Transport to support children and young people across Western Australia in road safety education, active travel and licensing initiatives. Among other initiatives, the departments continue to work together to support active travel through school participation in the Your Move program and financially via the Connecting Schools Grants.

Education for sustainability is embedded within the Western Australian curriculum and is a key driver of sustainability outcomes, including energy and water conservation, effective waste management and biodiversity enhancement.

In 2024–25, Sustainable Schools WA supported 48 schools to develop sustainability action plans. Additional professional learning supported schools to engage with our sustainability framework and provided teachers and students with ongoing opportunities to learn about, and take action for, sustainability.

The Bush Classrooms initiative continued to provide professional learning to support schools in creating culturally responsive outdoor teaching and learning spaces. Participating schools, in partnership with local Aboriginal communities, protected or created areas of natural bushland on school grounds to heal and care for Country together.

Meeting our national and state commitments

The Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability made recommendations in 2023, with multiple actions relating directly to education. In 2024–25 we continued working with the Department of Communities, the lead agency, to respond to each recommendation as part of a whole-of-government response.

We provide ongoing support to schools to engage with the National Disability Insurance Scheme (NDIS), including consultancy for therapy provider access to students with disability on school sites.

On 3 September 2024, the Western Australian and Australian governments signed a new federal funding agreement for school education, the Better and Fairer Schools Agreement (BFSA) and associated bilateral agreement, that will deliver an estimated additional $1.6 billion in Australian and state government funding from 2025 to 2029 for Western Australia's public school system. The agreement started on 1 January 2025 and replaced the National School Reform Agreement, which expired on 31 December 2024.

In 2025, the Western Australian and Australian governments signed an updated BFSA, the Better and Fairer Schools Agreement – Full and Fair Funding Agreement, which honours the Australian Government's increased funding commitment over 2025 to 2029 and will provide hundreds of millions of dollars of additional Australian Government funding to the state through to 2034.

Importantly, additional Australian Government funding under the BFSA is tied to reforms that will make a real difference to student outcomes, by improving equity and excellence in our schools, supporting the wellbeing of students and teachers, and providing a strong and sustainable school workforce.

We continued to advance nationally agreed reforms through the Education Ministers Meeting and subcommittees, including actions under the National Teacher Workforce Action Plan to address Australia's teacher workforce attraction, supply and retention challenges.

We negotiated a range of new agreements and programs with the Australian Government:

- Sponsorship Grants for Student Science Engagement and International Competitions 2025 for 38 STEM projects across 19 public schools (expiry dates spanning March 2025 to September 2026)
- Sporting Schools program for 352 schools (April 2025 to October 2025), to help schools increase children's participation in sport and connect them with community sport opportunities
- Remote Sporting Schools program for 29 schools (April 2025 to December 2025), to explore and trial opportunities to complement and strengthen the presence of sport in schools and the community in remote areas
- Saluting Their Service Commemorative Grants of up to $10,000 to fund a commemorative project or activity that involves the service and sacrifice of Australia's service personnel in wars, conflicts and peace operations and their families (June 2024 to February 2025)
- Workload Reduction Fund: Action 12 of the National Teacher Workforce Action Plan (June 2024 to June 2027) to pilot new approaches to reduce teacher workload to maximise the value of a teacher's time.

We continued to prioritise accuracy and timely turnaround of briefings and responses to ministerial correspondence, parliamentary questions and Cabinet comments (refer to Table 3).

Table 3: Ministerial requests processed 2022–23 to 2024–25

Type	2022–23	2023–24	2024–25[(a)]
Letters	1,437	1,306	1,291
Briefing notes/advice	1,949[(b)]	1,750	1,387[(c)]
Answers to parliamentary questions	147	132	132
Cabinet comments	45	56	49
Total	**3,578**	**3,244**	**2,859**

(a) Caretaker period and subsequent time for new Cabinet to be sworn in affected the number of requests.
(b) This figure includes briefings for incoming ministers in December 2022.
(c) This figure includes briefings for the incoming government following the 2025 State Election in March.
Source: Strategy and Policy

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

Students come to school with diverse learning needs, social adjustment challenges and mental health issues. We engaged with families to better understand and support the interests, personalities and needs of their children. We also strengthened partnerships between our schools and other agencies and organisations to provide specialist support services that schools cannot provide.

Engaging with families and communities

In 2024–25, our 22 Child and Parent Centres provided 523 programs and services, with approximately 73,700 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.

Completed nationally every 3 years, the latest Australian Early Development Census (AEDC) collection took place from May to July 2024, with results released in June 2025. The AEDC provides insights into how children are developing across 5 domains in their first year of full-time schooling, Pre-primary in Western Australia. The percentage of children in WA who began school developmentally on track on all 5 domains was 53.1% in 2024, with the national average being 52.9%. A range of state and community-specific early childhood initiatives and programs are being delivered to support children's development.

The Kimberley Schools Project has 4 pillars: targeted teaching, early years, attendance, and student and community engagement. Twenty public schools in the Kimberley Education Region continued to participate in the project, with emphasis on empowering and developing the leadership capability of Aboriginal staff to support Aboriginal leadership within their communities.

The Scaling Up Success in Remote Schools Program is targeted towards outer regional and remote public schools with significant Aboriginal student cohorts and has 2 pillars: targeted teaching, and student and community engagement. The program, funded by the Australian Government, will expand on elements of the Kimberley Schools Project. In 2024, 14 public schools from the Goldfields and Midwest education regions commenced the program, which increased to 15 schools in 2025.

In 2024, the Enhanced Transition to Schools Project supported 306 playgroups, including 10 new playgroups. The project is a partnership between the Department, the Australian Government, Catholic Education Western Australia, the Association of Independent Schools of Western Australia and Playgroup WA. The partnership provides:

- opportunities for wraparound services and community engagement
- support for the transition of preschool children to school.

In Semester 1, 2025, 194 children participated in the trial initiative Culturally and Linguistically Diverse Early Years Link (CaLDEYLink) Project held in 2 metropolitan primary schools with high proportions of culturally and linguistically diverse (CaLD) families. 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 capability of CaLD families as their children’s first educators
- forge stronger and more collaborative partnerships between home, school and community.

Child and Parent Centres and public schools continued to support parents, caregivers and others in the community to teach, model and reinforce positive behaviour and emotional wellbeing skills to young people through the Positive Parenting Program (Triple P). In 2024, 284 Triple P sessions were attended by 3,172 parents. Our staff organised the sessions, which were offered through schools, Child and Parent Centres, and not-for-profit organisations. The introduction of free Triple P Online programs funded by the Australian Government's Parenting Education and Support Program initiative has provided parents with more flexible and accessible options, complementing our in-person sessions.

Community members and volunteers play a valued and important role in the education of our students. We continued arrangements with organisations including EdConnect Australia and the Western Australian Council of State School Organisations (WACSSO) to provide support to schools through volunteers:

- EdConnect Australia provides volunteers who offer in-class, small group or individual support and guidance to students through mentoring and learning support.
- WACSSO provides representation to the Department on behalf of affiliated Parents and Citizens’ (P&C) Associations. WACSSO also offers advice, support and training to affiliates and individual members.

Collaboration with other agencies and organisations

We continued to deliver the Response to Suicide and Self-Harm in Schools Program through a memorandum of understanding with the Mental Health Commission. This agreement provides prevention, intervention and postvention activities to reduce suicide and self-harm in students. These activities include the Teen Mental Health First Aid course delivered to secondary students and Gatekeeper Suicide Prevention training delivered to staff.

Through a memorandum of understanding with the Department of Justice, we continued to 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 3 full-time equivalent teaching positions, and access to online professional learning for Department of Justice education staff members.

We continued to work with the Department of Justice to support students moving between youth justice services and schools. This includes sharing information with the schools in which students are enrolled to provide continuity for their education and care needs. In 2024, we supported the transition of 161 students in, and subsequently exiting from, remand or detention.

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

We participated in the Early Years Partnership with the departments of Communities and Health, the Minderoo Foundation and The Kids Research Institute Australia. The partnership aims to improve the wellbeing and school readiness of children from conception to 4 years of age in 4 WA communities. In 2024–25, community plans continued to operate for Armadale West, Central Great Southern, Derby and Bidyadanga Aboriginal Community. A new purpose-built KindiLink centre opened in Katanning (part of the Central Great Southern community) in August 2024, providing high quality early childhood activities.

Schools in the Pilbara continued to benefit from our partnerships with private companies, including BHP and Woodside Energy. These partnerships provide community-based:

- educational opportunities, targeted learning support and career pathway support for students
- professional learning opportunities for school staff.

In 2024–25, we managed the School Drug Education and Road Aware Program. We also funded the program in conjunction with the Mental Health Commission and the Road Safety Commission. Through this program, we provided professional learning, resources and consultancy support to public and non-government school staff to help minimise the harm associated with road trauma and alcohol and other drug use. In 2024, 29,271 public and non-government school students participated in the Keys4Life pre-driver education program.

Support for international students

In 2024–25, we continued to deliver on initiatives set out in our long-term strategic plan for international education in public schools, including:

- promoting our new brand and identity for international education
- improving our international education website
- working closely with the state's offshore network of education business development managers to implement in-market activities to promote international education
- implementing initiatives to enhance ongoing engagement and wellbeing of current international students
- undertaking education agent familiarisation activities in collaboration with TAFE International Western Australia.

We also worked closely with TAFE International Western Australia to increase international student enrolments.

As at the Semester 1, 2025 student census, 598 international students were enrolled in schools across our public education system (561 at Semester 1, 2024).

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 (172,256) were enrolled in 317 non-government schools in 2025. For further enrolment information, refer to Appendix 1.

Non-government school regulation and funding, and home education

Non-government school regulation

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

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
- Minister's system agreement with Catholic Education Western Australia (CEWA)
- policies adopted by the Director General.

The Director General assessed compliance of non-government schools with the registration standards and other requirements. In 2024–25, the Director General approved:

- one initial registration
- 30 registration renewals
- 20 registration changes.

We provided secretariat services to the Minister's Non-Government Schools Planning Advisory Panel and to the Non-Government School Registration Advisory Panel.

Non-government school funding

We allocated funding to Catholic and independent schools based on a formula approved by the Minister.

Funding was allocated 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
- tuition fees paid by parents.

In 2024–25, we allocated more than $482 million in recurrent financial assistance for 167,946 students in non-government schools (more than $451 million for 162,822 students in 2023–24). This amount included over $45.7 million to support students with special educational needs ($40.4 million in 2023–24).

We allocated over $7.4 million to CEWA and the Association of Independent Schools of Western Australia (AISWA) to administer the state government's Non-Government School Psychology Service (over $6.8 million in 2023–24). The additional funding is being provided following a 2021 state government election commitment to increase the provision of psychological services in schools.

We also allocated almost $1.6 million to CEWA and AISWA to support the re-engagement of students at educational risk, and $199,000 to the Australian Music Examinations Board (WA).

Through the Low Interest Loan Scheme, there were 292 active loans for non-government schools and The University of Notre Dame Australia, with an outstanding balance of $409.3 million (Table 4). Of the $52.8 million advanced in 2024–25, $42.8 million was for new works and $10.0 million was for works in progress (Table 5).

Table 4: Low interest loans summary 2022–23 to 2024–25

	2022–23	2023–24	2024–25
Balance outstanding	$397.9m	$399.8m	$409.3m
Number of active low interest loans	310	297	292

Source: Education Business Services

Table 5: Low interest loans nature of works summary 2022–23 to 2024–25

	2022–23	2023–24	2024–25
New works	$33.7m	$33.1m	$42.8m
Works in progress	$14.7m	$10.6m	$10.0m

Source: Education Business Services

Refer to our website for further information about the provision of per capita grant funding to non-government schools. This includes financial assistance provided to individual schools in 2024–25 and a list of schools that received loans.

Home education

We are responsible for registering home educators, and evaluating home education programs and students' educational progress. In 2024–25, we provided an average of 42.2 full-time equivalent home education moderators and administrative staff to meet this commitment. For the number of students registered to receive home education, refer to Table A11.

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
- expansion of the provision of the Western Australian curriculum Kindergarten to Year 10 and the Western Australian Certificate of Education (WACE) offshore.

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 in the Western Australian Parliament.

Teacher registration

We provided support services to the Teacher Registration Board of Western Australia to ensure it delivered its functions of:

- registering and re-registering those persons who meet all legal requirements to be teachers in Western Australia
- taking action against those who teach without being registered, employers who employ unregistered teachers and registered teachers who are no longer entitled to be registered
- administering the disciplinary and impairment review processes
- accrediting initial teacher education programs delivered by WA educational institutions.

We ensured the Board received independent advice and support from our staff; that confidential information and data collected and managed was protected through secure internal systems and processes; and that investigations undertaken were rigorous and procedurally fair, with the best interests of children the paramount consideration.

The scheme of teacher registration administered by the Board is designed to ensure that persons registered are suitably qualified, suitably proficient in English and are fit and proper.

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, which is included in this report.

The Department's annual report includes key performance indicators and budget matters related to the Board.

Non-government schools planning

We provided secretariat support to the Minister's Non-Government Schools Planning Advisory Panel. The panel provided advice to the Minister on 18 planning proposals seeking advance determination to establish a non-government school or to make a significant registration change.

Non-government school registration reviews

We provided secretariat services to the Non-Government School Registration Advisory Panel. Non-government school bodies may seek a review of certain decisions by the Director General or the Minister about their registration. The panel conducts an independent review and reports to the Minister with its recommendations. There were 3 requests for a review in 2024–25.

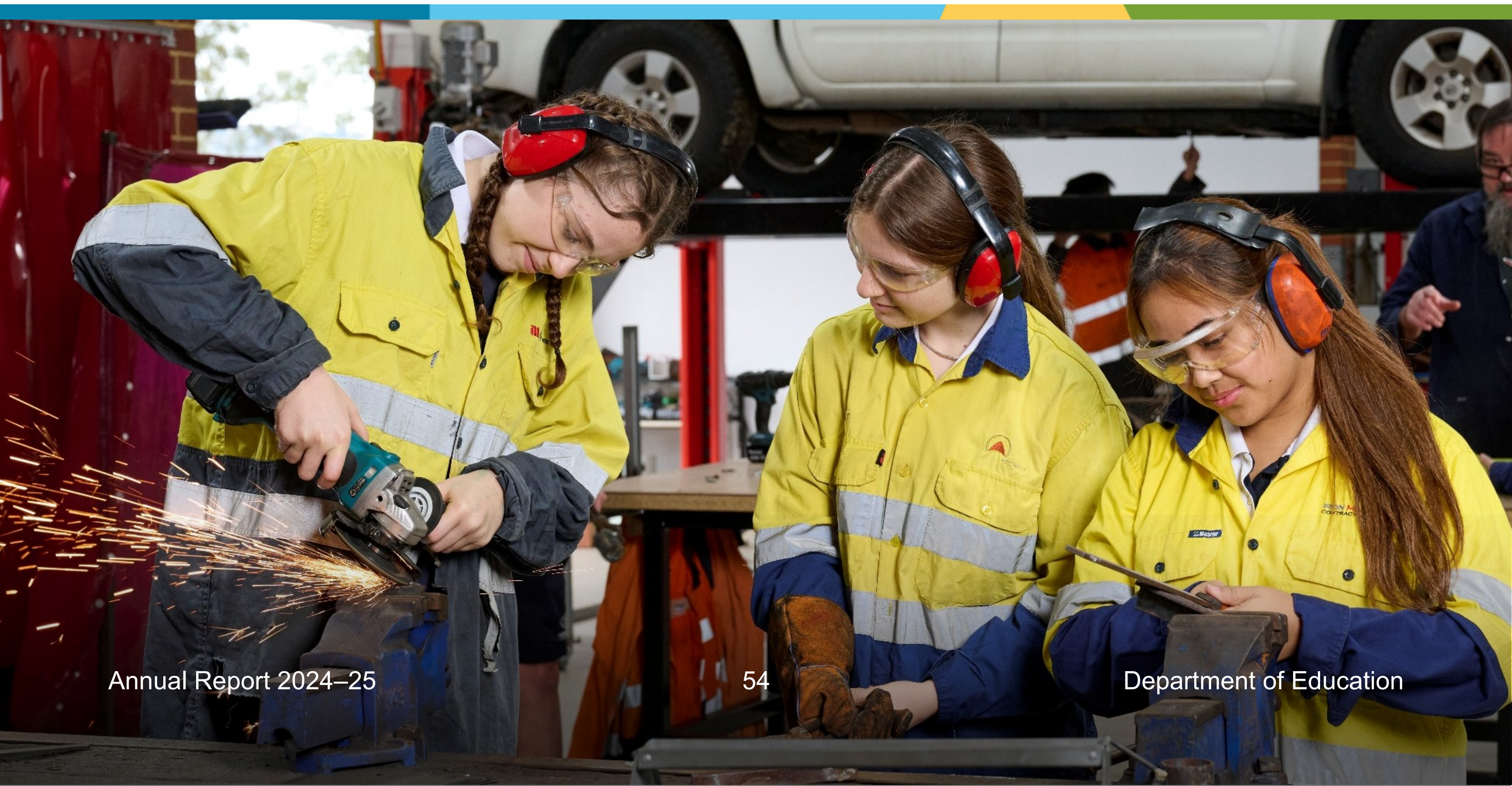
Higher education

We coordinate the Western Australian Higher Education Council, chaired by the Minister for Tertiary and International Education and comprising the vice-chancellors of Western Australia's 5 universities. The council met 3 times in 2024–25 on strategic matters of mutual interest between the universities and the state government. Key issues discussed at the meetings included student pathways from school to university, the efficacy of arrangements for alternative entry to universities and how universities can assist to augment the pipeline of teacher education graduates.

Considerable attention was given to the implications of national reforms for Western Australia's universities, including those related to the recent national review of higher education systems (the Australian Universities Accord) and new policies and measures for the international education sector.

Rural and remote education

We provided secretariat services to the Rural and Remote Education Advisory Council, chaired by Ms Jodie Hanns MLA and comprising key education stakeholders and community representatives to address priority issues for rural and remote education. In 2024–25, the council met twice, with one meeting held in a regional location over 2 days.



Disclosures and legal compliance

Ministerial directions

We did not receive any ministerial directives in 2024–25 relevant to:

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

Other financial disclosures

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 guidelines for *Costing and Pricing Government Services*.

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 for initial teacher education programs by the Teacher Registration (Accreditation of Initial Teacher Education Programs) Regulations 2012 (WA). For its Schedule of Fees refer to the Teacher Registration Board of Western Australia website.

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 2025–26 Budget Statements, the estimates for the Department of Education and the School Curriculum and Standards Authority were 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 5.

Other legal requirements

Act of grace payments

During 2024–25, we made 16 act of grace payments amounting to $5,400 for the WA Student Assistance Payments (WASAP) approved by the Minister.

Unauthorised use of credit cards

During 2024–25, staff reported 788 instances of unauthorised use of corporate credit cards, with 1 case referred for investigation. Of these, 55 were reported by central and regional services staff and 733 by school staff. Generally, unauthorised transactions were a result of cards being used in error. If repayment was not received within 5 working days, strategies were employed to recover the amount owing, including reminder notices and cancellation of cards.

The number of instances reported in 2024–25 increased by approximately 0.5% (4 instances) in comparison to the 2023–24 results (784 instances). For further information, refer to Table 6.

Table 6: Unauthorised use of credit cards 2024–25

Category	Amount ($)
Aggregate amount of personal use expenditure for 2024–25[(a)]	**59,976.21**
Aggregate amount of personal use expenditure settled by the due date (payment due within 5 working days)	47,509.42
Aggregate amount of personal use expenditure settled after the due date (after 5 working days)	12,466.83

(a) All personal credit card use reported in 2024–25 has been settled. The repayments for personal use included rounding of $0.04.
Source: Education Business Services

Expenditure on advertising and market research

In 2024–25, we incurred expenditure centrally of $3.38 million with media advertising organisations, advertising agencies and market research organisations (refer to Table 7). There was no expenditure with polling and direct mail organisations.

Table 7: Central expenditure on advertising and market research 2024–25

Category and providers	Amount ($)
Media advertising organisations	**2,685,806**
Carat Australia	2,631,207
Meta	54,599
Advertising agencies[(a)]	**679,190**
Ad Capital	13,797
Anthologie	8,206
Gatecrasher	262,449
Likeable Creative	7,723
Media Engine	2,640
Purple	36,176
Rare Creativethinking	87,793
The Brand Agency	260,406
Market research organisations	**19,352**
Advantage Communications and Marketing	19,352

(a) Provided full range of creative services.
Source: Communications and Education Business Services

Disability access and inclusion plan outcomes

We continued to implement our *Disability Access and Inclusion Plan 2018–2023*, which outlines strategies to enhance equitable inclusion of people with disability across our schools, services and employment practices. The plan addresses outcomes required under the Disability Services Regulations 2004 (WA), as well as the additional goal of improving learning outcomes for students with disability. A new plan is being developed that will:

- be informed by feedback from students, parents, staff and the broader community
- align with other internal and external disability access and inclusion related governance, strategy and initiatives to support a holistic, consistent and coordinated approach.

In accordance with public sector processes, our *Disability Access and Inclusion Plan 2018–2023* remains in operation while we are developing the new plan.

In 2024, as part of our ongoing commitment to continuous improvement and to supporting students and staff with disability, we provided:

- access for all staff to 11 Disability Confident online learning modules developed by the Australian Disability Network
- specialised support for students with specific educational and engagement needs through our Schools of Special Educational Needs.

Good governance and compliance with public sector standards and ethical codes

We upheld our commitment to promoting the highest standards of corporate governance, professional conduct and ethical behaviour by ensuring that we operated within an environment defined by legislative and policy requirements, including the:

- *Public Sector Management Act 1994* (WA)
- Public Sector Standards in Human Resource Management
- Public Sector Commissioner's Instructions
- Department's *Code of conduct*.

In 2024–25, we continued engaging in activities to ensure we meet the needs of our students and that our employees and representatives adhere to minimum standards of conduct and integrity.
These included:

- strengthening the Accountable and Ethical Decision Making training, with improved guidance on reportable conduct, sexual harassment, conflict of interest and cultural safety
- embedding an effective system for preventing, responding to and investigating allegations of reportable conduct, and notifying the Ombudsman Western Australia in accordance with requirements of the Reportable Conduct Scheme under the *Parliamentary Commissioner Act 1971* (WA)
- conducting 56 integrity education presentations and workshops, including 15 in regional areas.

Employee conduct and disciplinary matters are managed in accordance with the Public Sector Management Act, the Public Sector Commissioner's Instructions and the Department's policies. In 2024–25, we finalised 224 investigations involving alleged breaches of discipline. Of the total number of allegations, 334 were substantiated (an investigation may include multiple allegations).

Alongside disciplinary matters, we manage reportable conduct matters in accordance with the *Parliamentary Commissioner Act 1971* (WA). In 2024–25, we submitted 213 notifications to the Ombudsman Western Australia and made 62 reportable conduct findings.

We continued to strengthen our education and training programs aimed at:

- preventing, detecting and managing staff misconduct and reportable conduct
- encouraging ethical practice and behaviours that meet the standards and values outlined in our *Code of conduct*.

Our governance framework ensures accountability and provides clear decision-making and approval processes for the effective management of the Department's governance committees. In 2024–25, our Corporate Executive, chaired by the Director General, met 12 times. The Finance and Investment Committee and the People and Services Committee supported our Corporate Executive by monitoring policy changes, major projects and programs. In addition, our independent Audit and Risk Committee, established in accordance with the *Financial Management Act 2006* (WA) and Treasurer's instruction 10, met 4 times.

We conducted regular reviews of schools and other Department worksites to monitor compliance with the *Working with Children (Screening) Act 2004* (WA).

In 2024–25, we responded to 22 interim negative notices and 11 negative notices issued to Department employees and non-employees, including volunteers and mentors, engaged in child-related activities by the Department of Communities.

In 2024–25, our Screening Unit completed 29,045 nationally coordinated criminal history checks (27,348 in 2023–24). Criminal history information of prospective employees, volunteers, contractors and tertiary students undertaking practicums was provided by the Australian Criminal Intelligence Commission (ACIC) and Western Australia Police Force and assessed in line with our *Criminal convictions suitability criteria*.

We signed new agreements with the Commonwealth of Australia (represented by the ACIC and the Attorney-General's Department respectively) to access:

- nationally coordinated criminal history checks
- the Document Verification Service, which has further streamlined proof of identity requirements for applicants.

We conducted selection panel training to ensure all our recruitment processes and employment decisions were made in accordance with the Public Sector Commissioner's Instructions: Employment Standard and Filling a Public Sector Vacancy. In 2024–25, 357 staff members attended selection panel training. We incorporate our selection process review findings in the selection panel training content.

We managed breach of Standard claims as required by the Public Sector Management (Breaches of Public Sector Standards) Regulations 2005 (WA). We received 39 breach of Standard claims. One claim was upheld by the Public Sector Commission. We supported staff and improved compliance by reviewing processes and communicating opportunities for practice improvements to staff involved in the process.

Complaints management process

We are committed to effectively managing and resolving complaints and notifications, with a focus on providing quality education to all students in a safe, inclusive and caring learning environment, and working with parents and families as partners in student learning outcomes.

Parent Liaison:

- links relevant services across the Department to assist parents, carers and schools to resolve complex complaints
- provides advice on best-practice approaches to conflict resolution for parents, carers and schools navigating the complaints process.

Where complaints and notifications relate to staff conduct, they were assessed in accordance with:

- our Complaints and Notifications policy and Staff Conduct and Discipline policy
- the Public Sector Commissioner's Instructions
- legislative requirements under the *Public Sector Management Act 1994* (WA), the *Corruption, Crime and Misconduct Act 2003* (WA), the *Parliamentary Commissioner Act 1971* (WA) and the *Teacher Registration Act 2012* (WA).

Privacy and responsible information sharing

The *Privacy and Responsible Information Sharing Act 2024* (WA) (the Act) received Royal Assent on 6 December 2024. The Act mandates a new regulatory framework for privacy protection and responsible information sharing. We established a dedicated steering committee and working group to oversee readiness activities.

In 2024–25 we:

- published the Privacy and Responsible Information Sharing (PRIS) policy and framework, and Information Breach policy and procedures
- conducted an information asset survey and established an Information Asset Register
- introduced the formal data breach notification and reporting processes, supported by a central data breach register
- completed a review of contracts and recordkeeping schedules for alignment with privacy obligations
- piloted the Privacy Impact Assessment for high privacy impact activities to identify and mitigate risks
- drafted the e-learning modules and guidance material to build staff capability and awareness of new legislative requirements
- strengthened security controls in the Department's mandated electronic records management system to align with the Western Australian Information Classification policy
- submitted the fourth and final PRIS readiness assessment report to the Office of Digital Government.

These activities support the Department in protecting personal information and sharing information safely. Ongoing activities will focus on embedding privacy practices, refining internal processes and supporting continuous improvement.

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 are in our *Information Statement*, available on our website. This statement was updated in 2025.

Recordkeeping plans

In 2024–25, 12,724 staff, including 11,938 school staff, completed the mandatory online recordkeeping awareness training. The training is compulsory for all new employees of the Department, and outlines the:

- recordkeeping obligations of government employees
- requirements to adhere to our recordkeeping plan.

We completed updating our online training modules and information sheets for using our electronic document records management system (TRIM), following the system upgrade in 2023. The online training covers basic and advanced use of TRIM functions and was offered with regular weekly face-to-face training. In 2024–25, 121 staff attended these face-to-face training sessions, including 9 staff who completed the advanced user training.

In 2024–25, consultation and webinars continued to provide training, advice, and support to staff on recordkeeping practices. The centralised coordination of school records retrieval and disposal through a school archive service is ongoing and the use of this service by schools continued to grow. We aligned the retention and disposal function of the TRIM database with the General Retention and Disposal Authority for State Government Information.

We reviewed and updated training resources to support compliant records disposal and archiving, and to improve outreach to schools. Courses cover topics for schools in disposal and archive practice. In 2024–25, this training has been completed by 284 staff.

We worked closely with stakeholders to progress the review of our recordkeeping plan's retention and disposal schedule, as required by the State Records Commission, ensuring that compliance requirements are met for the retention of child-related records.

Agency capability review

A review of the Department was carried out between February and October 2024 as part of the Public Sector Commission's Agency Capability Review Program. Led by independent lead reviewer Jo Gaines and senior co-opted reviewer Mark Burgess, the review's executive summary was made publicly available in December 2024.

The review recognised that the Department continues to deliver a high standard of education across Western Australia while navigating an increasingly complex operating environment and acknowledged our strengths in Audit and Risk Committee governance, the Public School Review process, incident management and infrastructure planning.

The Department has commenced a program of work across the agency to further build our capability and performance in response to the review's 3 lines of inquiry, including:

- developing a long-term strategic plan to provide clear direction for the system
- developing a long-term workforce plan that empowers teachers and staff
- working with other human service agencies to strengthen support for students with complex needs.

Workplace diversity and inclusion

We are committed to providing a diverse and inclusive workplace, where individuals are respected, supported, connected and empowered to contribute to organisational goals and achieve individual success.

We continued to progress initiatives and improvements to enhance diversity and inclusion for staff based on insight gained from the staff who participated in the 2023 WA Public Sector Census conducted by the Public Sector Commission. In 2024–25, we:

- sent out emails requesting diversity information to staff who had not previously disclosed their diversity, with more than 1,400 staff sharing their diversity details in response
- implemented a suite of training related to psychological hazards, including psychological risk management training for principals and an online awareness course for all staff.

These initiatives align with those in our:

- *Equity, Diversity and Inclusion Plan 2021–2025*
- *Staff health and wellbeing strategy 2023–2027*
- *Principal health and wellbeing strategy 2023–2027*.

Government policy requirements

Board and committee remuneration

Members of boards and committees, as defined in Premier's Circular 2023/02: State Government Boards and Committees, were remunerated as determined by the Minister, on the recommendation of the Public Sector Commissioner. Details of these remunerations are in tables 8 to 14.

Table 8: Aboriginal Advisory Body remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual (2024–25)
Chair					
Tamara Murdock	2 years	12 months	Meeting	$732	$2,196
Member					
Latoya Bolton-Black	2 years	12 months	Meeting	$476	$952
Daniella Borg	2 years	12 months	Meeting	$476	$1,428
Tyronne Garstone	2 years	12 months	Meeting	$476	$952
Shannon McNeair	2 years	12 months	Meeting	$476	$1,428
Ian Trust	2 years	12 months	Meeting	$476	$476
				Total	**$7,432**

Source: Office of the Director General

Table 9: Non-Government School Registration Advisory Panel remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual (2024–25)
Chair					
Mr Ivan Banks	5 years	12 months	Up to/over 4 hours	$366/563	$5,180
Member					
Mrs Georgina Detiuk	5 years	12 months	Up to/over 4 hours	$238/366	$0
Ms Valerie Gould	5 years	12 months	Up to/over 4 hours	$238/366	$2,416
Mr Simon Hood	5 years	12 months	Up to/over 4 hours	$238/366	$1,208
Ms Holly Kerr	5 years	12 months	–	–	–
Mr Rod Lowther	5 years	12 months	Up to/over 4 hours	$238/366	$2,416
Mr Damien Martin	5 years	12 months	–	–	–
Ms Robyn Smith	5 years	12 months	Up to/over 4 hours	$238/366	$0
				Total	**$11,220**

Source: Strategy and Policy

Table 10: Non-Government Schools Planning Advisory Panel remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual (2024–25)
Chair					
Audrey Jackson	4 years and 11 months	12 months	Up to/over 4 hours	$680/1,046	$5,426
Member					
Gavin Agacy	4 years and 11 months	12 months	–	–	–
Leith Brindle	4 years and 11 months	12 months	–	–	–
Anne Coffey	4 years and 11 months	12 months	–	–	–
Natalie Gulberti	4 years and 11 months	12 months	–	–	–
Lisa Powell	4 years and 11 months	12 months	–	–	–
Morena Stanley	4 years and 11 months	12 months	–	–	–
				Total	**$5,426**

Source: Strategy and Policy

Table 11: School Curriculum and Standards Authority Board remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual[a] (2024–25)
Chair					
Mrs Pauline White	5 years	12 months	Annual	$53,361	$53,191
Member					
Emeritus Professor David Andrich	4 years	12 months	Annual	$29,348	$29,254
Dr Lilly Brown	2 years	12 months	Annual	$29,348	$29,254
Ms Pauline Coghlan	4 years	6 months	Annual	$29,348	$14,515
Emeritus Professor Jill Downie	3 years and 8 months	12 months	Annual	$29,348	$29,254
Mr Neil Fernandes	2 years and 4 months	1 month	Annual	$29,348	$0
Ms Lee Musumeci	4 years	9 months	–	–	–
Ms Denise O’Meara	4 years	12 months	Annual	$29,348	$29,254
Ms Kristine Stafford	4 years	7 months	Annual	$29,348	$14,740
				Total	**$199,462**

(a) The 2024–25 actual may be impacted by adjustments.
Source: School Curriculum and Standards

Table 12: School Curriculum and Standards Authority: Curriculum and Assessment Committee remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual[(a)] (2024–25)
Chair					
Ms Denise O'Meara	4 years	12 months	Meeting	$825	$5,775
Member					
Mr Jeffrey Allen	4 years	12 months	Meeting	$537	$2,685
Ms Elizabeth Blackwell	4 years	2 months	–	–	–
Mr Martin Clery	4 years	12 months	–	–	–
Mr Phillip Collins	4 years	3 months	Meeting	$537	$0
Ms Amanda Connor	4 years	12 months	Meeting	$537	$1,611
Mr Armando Giglia	4 years	12 months	Meeting	$537	$3,222
Ms Kya-Louise Graves	4 years	12 months	Meeting	$537	$537
Ms Jillian Jamieson	4 years	4 months	Meeting	$537	$1,074
Mr Peter Lillywhite	4 years	12 months	–	–	–
Dr Steven Males	4 years	12 months	Meeting	$537	$3,759
Ms Brenda Micale	4 years	3 months	Meeting	$537	$0
Ms Rosemary Simpson	4 years	12 months	Meeting	$537	$3,222
Ms Kristine Stafford	4 years	4 months	Meeting	$537	$2,148
Ms Deborah Taylor	4 years	12 months	–	–	–
Ms Bronwyn Tester	4 years	12 months	Meeting	$537	$3,759
				Total	$27,792

(a) The 2024–25 actual may be impacted by adjustments.
Source: School Curriculum and Standards

Table 13: School Curriculum and Standards Authority: Standards Committee remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual[(a)] (2024–25)
Chair					
Ms Pauline Coghlan	4 years	6 months	Meeting	$825	$2,475
Emeritus Professor Jill Downie	1 year	6 months	Meeting	$825	$2,475
Member					
Ms Jocelyn Cook	4 years	12 months	Meeting	$537	$3,222
Ms Anne Ford	3 years	12 months	Meeting	$537	$2,148
Ms Melissa Gillett	2 years	12 months	–	–	–
Ms Valerie Gould	4 years	12 months	Meeting	$537	$2,685
				Total	**$13,005**

(a) The 2024–25 actual may be impacted by adjustments.
Source: School Curriculum and Standards

Table 14: Teacher Registration Board of Western Australia remuneration 2024–25

Position Member name	Term of appointment	Membership length (2024–25)	Remuneration		
			Type	Base salary/ sitting fee	Actual (2024–25)
Chair					
Margaret Collins	5 years	12 months	Annual	$23,433	$23,433
Deputy Chair					
David Bean	5 years	12 months	Meeting	$578	$4,046
Member					
Emily Donders	2 years	12 months	–	–	–
Andrea Lewis	2 years	12 months	Meeting	$578	$4,624
Rino Randazzo	2 years	12 months	Meeting	$578	$4,624
Kevin Sneddon	3 years	12 months	Meeting	$578	$4,624
Melanie Sutherland	3 years	12 months	–	–	–
Keith Svendsen	2 years	10 months	–	–	–
Julie Woodhouse	3 years	12 months	–	–	–
				Total	**$41,351**

Source: Teacher Registration

Multicultural Policy Framework

We are dedicated to supporting cultural and linguistic diversity in the workplace and our school communities. In our *Multicultural Plan 2021–2025* we have committed to 26 actions across 3 policy priorities. Of these, 7 have been completed and 19 represent ongoing activities. Some examples of these outcomes include:

- Strengthening the resources for teachers and school leaders to support Culturally Responsive Schools and Anti-Racism. An overview of this initiative was presented to the Ministerial Multicultural Advisory Council in November 2024.
- Continued provision of interpreting services to support school staff in communicating effectively with families from culturally and linguistically diverse (CaLD) backgrounds during student enrolments and parent meetings. Translation services remain available to convert endorsed documents to help communicate with parents who do not speak or read English.

We continued to provide the Office of Multicultural Interests with progress on our actions as part of our reporting requirements.

Substantive equality

We continued to apply our Substantive Equality guidelines and Equity and Inclusion Charter to consider the diverse needs of staff, students and their families in developing new and revised policies.

A new role of Aboriginal Cultural Advisor has been included in the Education Assistants' (Government) General Agreement 2025 to provide culturally responsive engagement with relevant organisations, community members and parents/caregivers, designed to enhance cultural responsiveness of school staff and support student wellbeing, engagement and learning.

Agency commissioning plan

Our Agency Commissioning Plan for Community Services 2023 outlines our first steps towards establishing and embedding an outcome-based commissioning approach for the delivery of community services to students attending public schools in Western Australia. The plan is developed under Priority 1 of the *State Commissioning Strategy for Community Services 2022*.

Community services commissioned by the Department are primarily non-education services that are provided in schools, directly to public school students in Western Australia, with a focus on supporting student wellbeing, attendance and engagement.

The plan includes a commissioning schedule for 2022–25 with 8 commissioning priorities, 7 of which have been completed.

The Department has commenced development of its next Agency Commissioning Plan for Community Services which will include a new commissioning schedule.

Development contributions for public primary schools

Under the Western Australian Planning Commission's Operational Policy 2.4 Planning for school sites, developer contributions are paid through the commission's subdivision process and collected by the Department. The funds are held and used to acquire land for future public primary school sites where land is not ceded free of cost or to augment existing public primary school sites.

Development contributions for public primary school sites can apply to any subdivision creating an additional 5 lots or more, except for aged/dependent person developments, where it is located within:

- the Perth Metropolitan Region Scheme area
- the Peel Region Scheme area
- the Greater Bunbury Region Scheme area
- an approved structure plan area within the state.

We manage the contributions paid into subregional accounts. Details of these contributions are in Table 15.

Table 15: Development contributions for public primary schools 2024–25

Subregional accounts		Amount ($)
Perth Metropolitan Region Scheme		17,110,134.73
Peel Region Scheme		401,518.05
Greater Bunbury Region Scheme		18,470.00
Approved structure plan		248,511.05
Other (funds received under previous provisions)		0.00
	Total	**17,778,633.83**

Source: Education Business Services

Workplace health, safety and injury management

We are committed to continuously improving the health, safety and wellbeing of our students and staff and in ensuring safe schools and workplaces.

Our safety, health and wellbeing guiding principles are embedded in the key elements of our *Focus 2024* and *Focus 2025*. Our priorities include:

- becoming leaders in building strong safety cultures by investing in work health and safety training and initiatives
- ensuring the safety of schools and workplaces by investing in our health and safety advisory resources and supporting our health and safety representatives
- working with our school communities to stand together against violence in schools, workplaces and online
- building a culture that fosters respectful interactions, prioritises health and wellbeing, and values physical and psychological safety in all learning and working environments.

We are committed to supporting school leaders with psychological risk management training. This training was delivered in person to all school principals and regional offices. A suite of online psychosocial risk management training has been developed and is available to all school leaders. The foundations for a psychological safety and wellbeing team have been established with a consultant psychologist and support staff.

The number of health and safety representatives registered in 2024–25 increased by 11% (945 representatives) compared to 2023–24 (855 representatives).

We formed an independent Work Health and Safety Advisory Group to provide expert advice on health and safety matters across the Department. This advisory body plays a valuable role in supporting our Corporate Executive by:

- advising on current and emerging risks and trends
- offering advice on regulatory compliance
- addressing specific issues of concern raised by Corporate Executive.

The group comprises independent work health and safety experts and senior executive representatives, ensuring a balance of external and internal understanding. The advisory group meets on a quarterly basis to ensure regular oversight and ongoing dialogue on work health and safety priorities.

For details on our workplace health and safety performance indicators, refer to Table 16.

Table 16: Workplace health and safety performance indicators 2022–23 to 2024–25

Indicator	2022–23	2023–24	2024–25	Target[a]	Outcome
Number of fatalities	0	1	0	0	Target achieved
Lost time injury/disease incidence rate[b]	3.1	3.1	3.3	0 or 10% improvement on 2022–23	Target not achieved
Lost time injury/disease severity rate[c]	46.8	45.1	49	0 or 10% improvement on 2022–23	Target not achieved
% of injured workers returned to work within 13 weeks	66%	65%	60%	No target	–
% of injured workers returned to work within 26 weeks	77%	76%	70%	Greater than or equal to 80%	Target not achieved
% of managers trained in work health and safety injury management responsibilities, including refresher training within 3 years[d]	39%[e]	85%	89%	Greater than or equal to 80%	Target achieved

(a) As defined by the Department of Energy, Mines, Industry Regulation and Safety.
(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.
(e) This figure is lower than the target due to the transition to the new *Work Health and Safety Act 2020* (WA).
Source: Insurance Commission of Western Australia and Department of Education's People Services

Staff health and wellbeing

We continue to implement our *Staff health and wellbeing strategy 2023–2027* and *Principal health and wellbeing strategy 2023–2027*. The strategies focus on building a health and wellbeing culture that supports staff in schools and workplaces.

Initiatives include:

- schools and other workplaces developing staff health and wellbeing plans and implementing initiatives tailored to the needs and interests of staff in their context
- training for principals on managing psychological risks, with additional materials available online for all staff
- health and wellbeing coaching for principals
- a network principals professional learning program, enhancing leadership and trust
- ongoing digitisation of forms to streamline processes and reduce red tape.

The Employee Assistance program (EAP) reinforced the Department's commitment to support the mental health and wellbeing of all staff and their immediate families. In 2024–25, the take-up of EAP services was 9% (9% in 2023–24). The Manager Assistance program provides principals and leaders with direct access to professional advisory services including for critical incidents or traumatic events. Regional in-person mediation training is also available as part of the EAP.

Principals and leaders continue to have access to the occupational physician service, assisting to support staff with non-work-related injuries and illnesses.

Injury management

We remain committed to providing a safe, supportive and respectful workplace that prioritises the physical, mental and psychosocial wellbeing of all staff.

A key focus is the continued implementation of a proactive approach to injury prevention, early intervention and recovery. We maintain a comprehensive injury management and return-to-work program that provides timely support for injured employees, including tailored recovery plans and assistance to support a safe return to work.

Support is also provided to schools and work sites to identify suitable duties for staff recovering from injury, enabling them to remain connected to the workplace and engaged in meaningful work during their recovery. This approach aligns with best practice principles and legislative obligations under workers' compensation frameworks.

Asbestos awareness and management

The Asbestos National Strategic Plan (ANSP) provides a long-term, phased approach to eliminate asbestos-related diseases in Australia by preventing exposure to asbestos fibres. The *Asbestos National Strategic Plan: Phase Three 2024–30* is focused on strategies that facilitate safe, proactive removal and disposal, including through enhanced regulatory frameworks and incentive programs.

We undertook the following to meet the ANSP priorities of asbestos awareness, identification and removal. From 1 July 2025, matters listed as being the responsibility of the Department of Finance will be the responsibility of the Department of Housing and Works.

Asbestos awareness

- We have a comprehensive Asbestos Management Plan with procedural arrangements to ensure appropriate and timely management of any asbestos-related matter.
- Online asbestos awareness training is mandatory for all school principals (site managers), deputy principals, managers corporate services, head cleaners, senior gardeners and gardeners who work alone.
- We monitored mandatory asbestos awareness training compliance.
- Supporting material was made available to raise awareness about asbestos for all school staff. Principals are asked to distribute this as part of the new school year process for all school staff.

Identification

- All our sites have an asbestos-containing material (ACM) register that documents the location and condition of all known and suspected ACM identified through visual inspection.
- ACM registers are updated through formal audits that occur at intervals as recommended by an independent assessor, but not exceeding 3 years, and on an as-required basis to reflect details of any significant ACM removal.
- Our ACM registers are maintained by the Department of Finance and are available at each site.

Removal

- Where ACM with a risk rating of 1 or 2 is identified, it is remediated immediately through the Department of Finance.
- We are allocated funding of $3 million each year for high-priority removal of ACM from schools.
- All ACM removal is managed through the Department of Finance as it manages all asbestos-related works. These works can only be undertaken by a suitably qualified contractor.

Staff

During 2024–25, an average of 45,642 full-time equivalent (FTE) staff were employed. Of these, 56.0% were teachers, 32.3% were support staff, 6.3% were cleaners and gardeners, and 5.4% were administrative and clerical staff. School-based staff represented 95.9% of total FTE.

For further information about our staff, refer to tables 17 to 21 and figures 3 and 4.

Our average FTE increased by 1,202 FTE (2.7%) from 2023–24, mainly due to the:

- additional school-based staff to meet demand from student enrolment growth and new schools
- higher number of special needs education assistants in mainstream schools due to increases in the Individual Disability Allocations.

Teacher resignations remained high in 2024. Strong labour market growth and labour shortages continued to provide alternative employment opportunities. For the number of retirements and resignations over the last 5 years, refer to Table A24.

Table 17: Our workforce demographics[(a)] 2024 and 2025

Demographics	2024 (%)	2025 (%)
Aboriginal and/or Torres Strait Islander people	2.4	2.4
Culturally and linguistically diverse people	12.0	12.8
People with disability	1.2	1.3
Age profile		
People 24 years of age and under	5.2	5.6
People 25 to 44 years of age	42.7	43.4
People 45 years of age and over	52.1	51.0
Gender breakdown of Senior Executive Service[(b)(c)]		
Female	53.9	51.8
Male	46.1	48.2
Gender breakdown of school administrators[(b)(d)(e)]		
Primary		
Female	73.5	75.0
Male	26.5	25.0
Secondary		
Female	59.4	59.7
Male	40.6	40.3

(a) Data as at June of each year.
(b) No employees were recorded as Indeterminate/Intersex in these positions in June 2024 or June 2025.
(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 2021 (WA).
(e) Data source changed from 1 July 2024 therefore results from 2024 and 2025 are not directly comparable.
Source: People Services and Education Business Services, using Human Resource Minimum Obligatory Information Requirements (HRMOIR) data

Table 18: Staff[a] by category 2020–21 to 2024–25

Category	2020–21	2021–22	2022–23	2023–24	2024–25
Teaching[b]	23,802	24,524	24,720	25,105	25,560
Support[c]	12,454	13,004	13,432	14,125	14,744
Cleaning and gardening	3,197	2,902	2,846	2,826	2,856
Administrative and clerical[d]	2,135	2,289	2,322	2,384	2,482
Total	**41,588**	**42,719**	**43,320**	**44,440**	**45,642**

(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) Includes staff in *Public Sector Management Act 1994* (WA) positions, and teaching and other staff employed under the *School Education Act 1999* (WA).
Source: Education Business Services

Table 19: Staff[a] by operational area and category 2024–25

Operational area	Teaching[b]	Support[c]	Cleaning and gardening	Administrative and clerical[d]	Total
Schools	25,488	14,739	2,852	694	43,773
Central strategic and corporate services	–	–	–	1,656	1,656
Regional offices	72[e]	5	4	132	213
Total	**25,560**	**14,744**	**2,856**	**2,482**	**45,642**

(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) Includes staff in *Public Sector Management Act 1994* (WA) positions, and teaching and other staff employed under the *School Education Act 1999* (WA).
(e) Includes Primary Extension and Challenge (PEAC) teachers, lead psychologists and home education moderators.
Source: Education Business Services

Table 20: School-related staff [a] by type of school and category 2024–25

Type of school	Teaching[b]	Support[c]	Cleaning and gardening	Administrative and clerical[d]	Total
Community kindergarten	21	18	–	–	39
Primary[e]	13,241	7,937	1,480	29	22,687
District high	1,080	615	152	7	1,854
Kindergarten–Year 12[f]	457	182	44	46	729
Secondary	8,766	3,427	1,133	526	13,852
Education support[g]	1,082	2,304	37	46	3,469
Specialist services[h]	841	256	6	40	1,143
Total	**25,488**	**14,739**	**2,852**	**694**	**43,773**

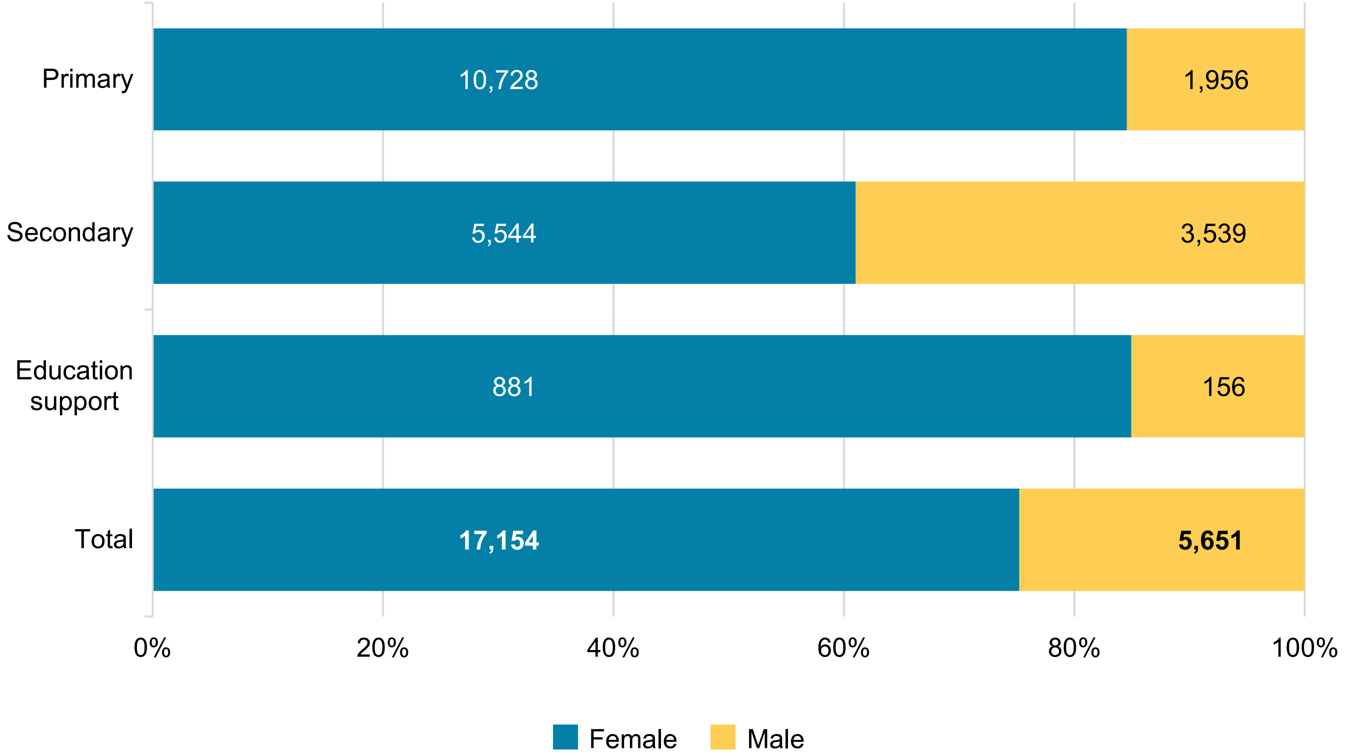
(a) Average financial year paid full-time equivalent staff rounded to nearest whole number.
(b) Includes principals and deputy principals.
(c) Includes school clerical staff and education assistants.
(d) Includes staff in *Public Sector Management Act 1994* (WA) positions.
(e) Includes schools of the air and remote community schools.
(f) Includes School of Isolated and Distance Education.
(g) Includes language development schools and centres.
(h) Includes education services that do not directly enrol students such as camp schools, the schools of special educational needs, the School of Alternative Learning Settings, vacation swimming and Instrumental Music School Services. Residential colleges are included under Support.
Source: Education Business Services

Table 21: School-based teaching staff[a] by category and education category[b] 2025[c]

Category	Primary	Secondary	Education support	Total
Principal	578	172	66	816
Deputy principal	911	470	109	1,490
Head of department or program coordinator	29	1,193	19	1,240
Teacher	10,900	7,121	805	18,826
Guidance/counselling	266	130	39	435
Total	**12,684**	**9,086**	**1,038**	**22,808**

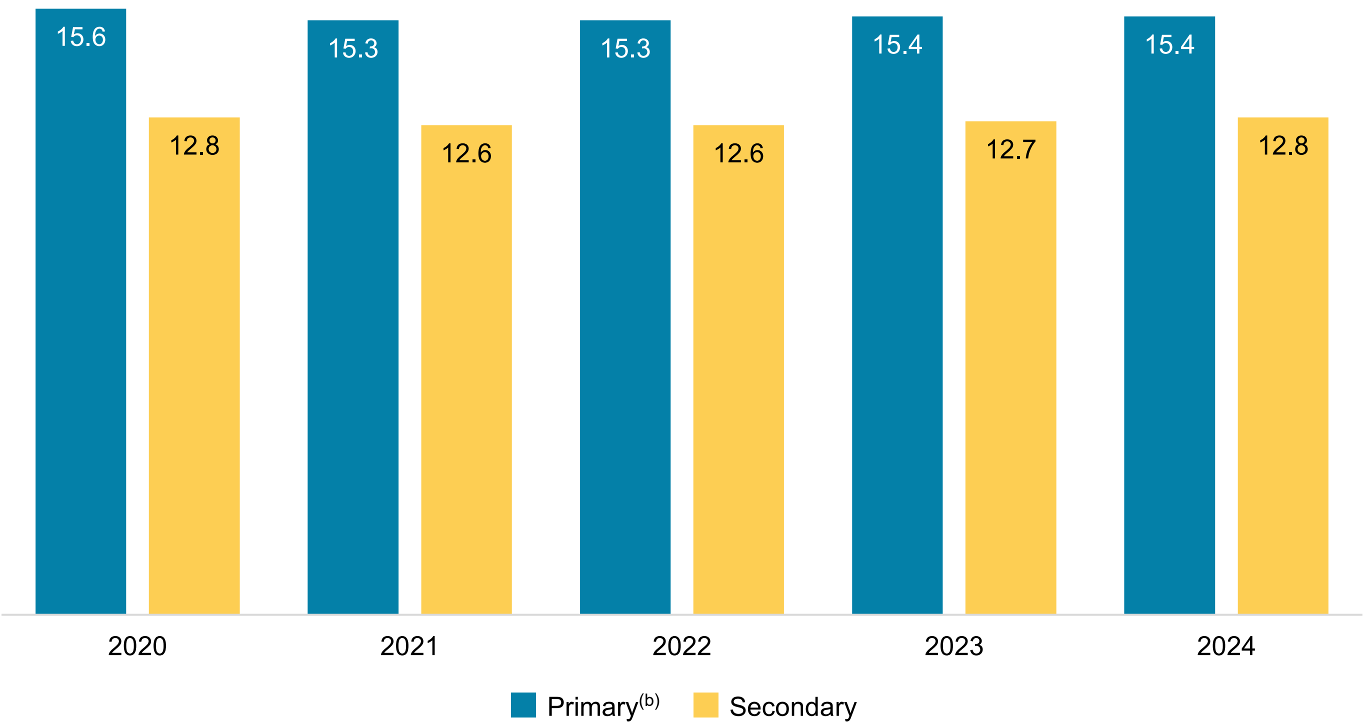
(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for the National Schools Statistics Collection that does not include staff on extended leave.
(b) Staff apportioned to education category based on the student cohort in each school.
(c) Rows and columns may not add to totals due to rounding.
Source: System and School Performance

Figure 3: School-based teaching staff[a] by education category[b] and female or male 2025[c][d][e]



(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for the National Schools Statistics Collection that does not include staff on extended leave.
(b) Staff apportioned to education category based on the student cohort in each school.
(c) Three staff recorded as Indeterminate/Intersex are excluded.
(d) Components may not add to totals due to rounding.
(e) For corresponding school-based teaching staff data, refer to Table A23.
Source: System and School Performance

Figure 4: Student–teacher ratios[a] 2020 to 2024



(a) Ratios based on full-time equivalent students and full-time equivalent teaching staff at Semester 2.
(b) Excludes Kindergarten.
Source: System and School Performance

GOVERNMENT OF WESTERN AUSTRALIA

TRBWA

Teacher Registration Board of Western Australia

Teacher Registration Board of Western Australia

Annual Report 2024–25

Department of Education

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

Mr Jay Peckitt
Director General
Department of Education

Dear Mr Peckitt

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 2024 to 30 June 2025, for inclusion in the annual report of the Department of Education.

Yours sincerely

Margaret Collins
Chairperson
Teacher Registration Board of Western Australia

13 August 2025

Chairperson's report

On behalf of the Teacher Registration Board of Western Australia, I am pleased to present our 2024–25 annual report.

After several years of significant reform, 2024–25 has been a year of consolidation, reflection and continued dedication to our core function – ensuring the professional, competent and safe practice of teaching.

This year, we focused on embedding recent system and legislative amendments into our business practices to further improve the efficiency of our operations, while delivering a strong performance in terms of applications assessed and disciplinary matters progressed.

In August 2024, we published a new *Strategic Direction 2024–2028*, which is our roadmap for the next 5 years. With an emphasis on effective regulation, good governance and quality improvement, the plan supports our vision to be a quality and contemporary regulator of the WA teaching profession that operates in the best interests of children.

This year, the Board continued to benefit from the legislated membership increase from 7 to 9 members, which came into effect late 2023, increasing the Board's diversity and depth of expertise.

We farewelled Keith Svendsen, who retired from the Department and resigned from the Board in April 2025. On behalf of the Board and secretariat, I would like to extend appreciation and thanks to Keith for his expertise and considered and valued contribution.

In support of our strategic objective to be an effective regulator that makes reasonable, proportionate and risk-based decisions, Board members participated in refresher training on effective administrative decision-making.

We are also developing a formal Continuous Improvement Framework to ensure that our systems and processes evolve to meet customer needs and improve efficiency, while maintaining high standards of integrity.

Consistent with this, we made changes to our teacher registration system in December 2024 to accommodate new identity verification requirements from the Australian Criminal Intelligence Commission, which will provide more flexibility in relation to identity verification documents, therefore reducing the administrative efforts of teachers.

We updated our *Teacher-Student Professional Boundaries* resource, which provides information to teachers about boundaries in teacher-student relationships. The resource raises awareness of issues and situations that may arise, prompts reflective behaviour and provides guidance. It reflects our commitment to ensure that all educational institutions in Western Australia are as safe as possible.

Significant progress was also made on our web-based project to enable Limited Registration applications to be made online. Planning for the rollout of the Teacher Register Information (Professional) online service (TRIP) to the education and care sector is also underway following a successful pilot program.

In response to ongoing teacher supply challenges, we worked collaboratively with education stakeholders to provide inputs to several local strategies, like the Department of Education's pre-service teacher employment pools and national strategies and reviews, including the National Teacher Workforce Action Plan and the work of the national Teacher Education Expert Panel (TEEP).

In line with recommendations from the TEEP and with ministerial endorsement, the Western Australian Standards for the Accreditation of Initial Teacher Education Programs was updated, in consultation with initial teacher education (ITE) providers. Updates included amendments in relation to the Literacy and Numeracy Test for Initial Teacher Education requirements, and the addition of 'core content' for ITE programs.

This year, we continued to engage with various state government agencies and other authorities that have a focus on the interests of children. This included, but was not limited to, 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.

In line with our strategic direction, we educated stakeholders about the importance of a regulated profession. Teacher Registration directorate staff delivered face-to-face and online presentations to pre-service, early career and returning teachers about the requirements and process for registration.

I would like to conclude my report by acknowledging those whose support has been invaluable to our work.

I am grateful to the Director, Teacher Registration and the Teacher Registration directorate staff for their ongoing commitment to achieving the Board’s vision, to our stakeholders and the community, and for their customer focus.

I also acknowledge the support and input of the Western Australian higher education providers, our regulatory counterparts around Australia and New Zealand, and relevant national bodies including the Australian Institute for Teaching and School Leadership, and the Australian Children's Education and Care Quality Authority.

In our role as the regulator of teachers, we are grateful for the secretariat support provided by the Department of Education. I extend my sincere thanks to Jay Peckitt, Director General, and his predecessor Lisa Rodgers, for the Department’s ongoing support. I also wish to congratulate Jay on his recent appointment – an acknowledgement of his professionalism, experience and commitment to the education sector.

Finally, I also express my appreciation to all our members, as well as those who serve on or chair our committees. I value and appreciate the commitment, integrity and insight each member contributed to our valuable work.

I look forward to continuing to work with all education stakeholders.

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. We are also responsible for accrediting initial teacher education programs delivered by Western Australian higher education providers.

We are committed to ensuring that children in Western Australia continue to be safe in educational institutions and reach their potential. This is achieved by ensuring the quality of the teacher workforce through the registration of teachers using independent and robust regulatory decision-making, and maintaining an up-to-date register of teachers.

The relevant legislation

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

We operate in accordance with the Teacher Registration Act and its subsidiary legislation:

- the Teacher Registration (General) Regulations 2012 (WA)
- the Teacher Registration (Accreditation of Initial Teacher Education Programs) Regulations 2012 (WA).

Our vision

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

Our purpose

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

Our values

Integrity: we are honest, responsible and accountable.

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 and with empathy and respect.

Our Board members

Our 9 members are appointed by the Minister and must include an Australian lawyer and at least 3 currently registered teachers.

At 30 June 2025, the Board members were:

- Margaret Collins (Chairperson) – former Regional Executive Director, South Metropolitan Education Region, Department of Education
- David Bean OAM (Deputy Chairperson) – Former Deputy Headmaster, Hale School
- Emily Donders – Head of Learning Area, Humanities and Social Sciences, Bob Hawke College
- Andrea Lewis – Teacher, St Joseph's School, Queens Park
- Rino Randazzo – Vice Principal, Chisholm Catholic College
- Kevin Sneddon – Employment and Industrial Relations Lawyer
- Melanie Sutherland – Lecturer General Education, Central Regional TAFE
- Julie Woodhouse – Principal, Brabham Primary School.

A ministerial process is underway to appoint a ninth Board member.

In 2024–25, we formally met 11 times and considered 23 items out of session.

(Left to right): Andrea Lewis, Keith Svendsen (resigned in April 2025), Emily Donders, David Bean (Deputy Chairperson), Margaret Collins (Chairperson), Kevin Sneddon, Julie Woodhouse, Rino Randazzo, Melanie Sutherland

Governance framework

Under the Teacher Registration Act, we must establish at least one disciplinary committee and an impairment review committee. We may establish other committees to help us perform our functions.

We are supported by:

- 2 disciplinary committees, which consider complaints we refer to them
- an impairment review committee, which considers impairment matters we refer to it
- an interim order committee, which has the authority to make an interim order.

For information about the activities of these committees in 2024–25, refer to Disciplinary and impairment matters in the Our activities section of this report.

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 our consideration
- assisting us to administer our disciplinary function
- supporting our work on policy matters.

We have delegated certain powers, such as granting teacher registration, to the Director, Teacher Registration, who refers matters that require further examination to us.

For financial matters and performance indicators related to the Teacher Registration directorate and the Board, refer to the Key performance indicators and financial statements section of the Department of Education's annual report.

Our operations are funded by fees collected in accordance with the Teacher Registration Act and the Department of Treasury's guidelines for *Costing and Pricing Government Services*.

Key achievements

Operational performance

Our strong performance over the year was reflected in the number of applications received and assessed, and disciplinary matters progressed. Further details on our achievements can be found in the Our activities section of this report.

Strengthening child safety

We sustained our focus on promoting and protecting children's safety through our scheme of teacher registration. We worked with regulators, national authorities and other relevant agencies to ensure that only fit and proper teachers are registered to teach in Western Australia.

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

We progressed work on a memorandum of understanding to facilitate information-sharing between the Board and the Education and Care Regulatory Unit of the Department of Communities, and updated our *Teacher-Student Professional Boundaries* resource, which provides information to teachers about professional boundaries in teacher-student relationships in order to raise awareness of issues and situations that may arise, prompt reflective behaviour and provide guidance.

Teacher Register Information (Professional) pilot

We also ran a pilot program where employers at selected education and care services were granted access to the Teacher Register Information (Professional) online service (TRIP). TRIP is an online management tool that provides principals and employers with up-to-date information on the registration status of current and prospective teachers. Expansion into the education and care sector will help ensure the employment of suitably registered teachers by these services, in the best interests of children.

Feedback from pilot participants was largely positive, with a few minor issues (specific to TRIP's application in this sector) now being resolved ahead of TRIP's wider rollout across the sector.

Policy framework

Following stakeholder engagement, we reviewed and updated the following policies to ensure they remain current, comply with legislation and reflect best practice in teacher regulation:

- Extenuating Circumstances for Cancellation and Reinstatement
- Fit and Proper
- Information Security
- Mutual Recognition
- Privacy
- Professional Standards
- Teaching Qualification.

Australian Teacher Workforce Data

In 2024, we provided our second annual upload of teacher registration data to the Australian Teacher Workforce Data (ATWD) initiative pursuant to section 118A of the Teacher Registration Act. The ATWD initiative unites and links data on initial teacher education and the teacher workforce to build a national picture of Australia's teaching profession.

National partnerships

We continued to work proactively with stakeholders on projects of national significance, including with teacher regulatory authorities, facilitated by a memorandum of understanding in place in relation to information exchange.

Significant issues for the next financial year

Rollout of Teacher Register Information (Professional) to education and care sector

Following a successful pilot program, TRIP will be rolled out to the education and care sector in 2025–26. The widespread use of TRIP across the education sector, and integration into education and care services, will assist in the employment of registered teachers and therefore strengthen child safety and professional accountability.

Online applications for Limited Registration

We progressed our project to move applications for Limited Registration from a paper to an online format for all educational institutions. Applications for Full Registration and Provisional Registration have been available online for several years through the Teacher Login platform on our website.

Implementation of the online format is planned for 2025–26. Planning is ongoing to ensure all education institutions have access to this online service.

Initial teacher education reform

In December 2023, Australia's education ministers agreed to amendments to the Australian Institute for Teaching and School Leadership's *Accreditation of initial teacher education programs in Australia: Standards and Procedures*. These amendments include:

- the addition of core content and embedding core content into initial teacher education (ITE) programs
- revising program standard 3.5 to ensure ITE students sit the Literacy and Numeracy Test for Initial Teacher Education prior to the end of the first year of their degree, and to provide recognition for First Nations language proficiency.

In light of this, amendments to the Western Australian Standards for the Accreditation of Initial Teacher Education Programs were made in 2024, following consultation with ITE providers and endorsement by the Minister.

Higher education providers have been working to embed core content within their programs. The Board requires providers to demonstrate by the end of 2025 that core content requirements have been met.

National Teacher Workforce Action Plan

We continued to collaborate with relevant stakeholders on proposed actions under the National Teacher Workforce Action Plan, particularly those which may have a bearing on our core functions of teacher registration and accreditation of ITE programs. The plan, developed to address the national issue of teacher workforce shortages, identifies 5 priority areas:

- improving teacher supply
- strengthening ITE
- keeping the teachers we have
- elevating the profession
- better understanding future teacher workforce needs.

Automatic mutual recognition of occupational registrations

Teachers registered in other Australian states or territories or in New Zealand may apply for registration with the Board through mutual recognition. While a national scheme for automatic mutual recognition of occupational registrations has been introduced, a 5-year exemption from the scheme was approved in June 2022 for the occupation of teaching in Western Australia.

Applicants from other Australian states and territories and New Zealand may continue to apply for mutual recognition under current arrangements to be registered as teachers in Western Australia.

Planning for the upcoming renewal of registration spike

The Board is currently preparing for the renewal of registration spike, which occurs every 3.5 years on the anniversary of teacher registration in Western Australia. Approximately 35,000 teachers are due to renew their registration over an 18-month period starting April 2026.

Continuous Improvement Framework

We are developing a Continuous Improvement Framework to provide a formal structure for ongoing process improvement to achieve greater quality, efficiency and stakeholder satisfaction over time.
The framework will include:

- new mechanisms to obtain feedback from staff and external stakeholders on our business processes
- processes for analysing this feedback and implementing new ideas and solutions.

Implementation of the framework is planned for late 2025.

Our activities

Regulatory activity

Teacher registration

All teachers must be registered with us if they are teaching in schools and other educational institutions in Western Australia, such as a centre-based education and care service (long day care) and the juvenile detention centre.

To meet our registration requirements, applicants must:

- be appropriately qualified
- have the necessary English language skills
- meet the required professional standards for the relevant registration category
- be fit and proper persons.

To renew registration, we must be satisfied that the teacher continues to meet the requirements for their category of registration. We only renew Provisional Registration when there are sufficient reasons to do so.

As at 30 June 2025, 61,709 teachers were registered with the Board (refer to Table 1).

Table 1: Teachers registered at 30 June by category 2021 to 2025[(a)]

Category	2021	2022	2023	2024	2025
Full Registration	45,019	44,417	46,169	47,489	48,336
Provisional Registration	5,271	5,627	5,506	–	–
Provisional Registration (Graduate Teacher)	–	–	–	4,842	5,232
Provisional Registration (Returning Teacher)	–	–	–	4,252	4,896
Non-Practising Registration[(b)]	4,655	5,335	5,171	1,673	1,603
Limited Registration	765	1,372	1,527	1,722	1,642
Total	**55,710**	**56,751**	**58,373**	**59,978**	**61,709**

(a) Provisional Registration was divided into 2 categories from 19 December 2023, Provisional Registration (Graduate Teacher) and Provisional Registration (Returning Teacher).
(b) Non-Practising Registration was changed to a non-teaching registration category from 19 December 2023 and teachers holding Non-Practising Registration who were teaching were moved to an appropriate registration category.

During 2024–25, we received 14,022 teacher registration applications and approved 13,537 applications (refer to Table 2).

Based on the mutual recognition principle, we registered 1,168 teachers who were registered in another Australian state or territory or in New Zealand.

Table 2: Applications received and approved by type 2023–24 and 2024–25[(a)]

Type of application	2023–24		2024–25	
	Received	Approved	Received	Approved
New registration	4,594	4,584	4,917	4,765
Renewal of registration	5,448	5,731	6,567	6,379
Move registration category	2,461	2,621	2,538	2,393
Extension of Non-Practising Registration[(b)]	97	132	-	-
Total	**12,600**	**13,068**	**14,022**	**13,537**

(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) Prior to 19 December 2023, the extension of Non-Practising Registration was only approved when there were extenuating circumstances. From 19 December 2023, the extension of Non-Practising Registration was no longer an option.

Applicants can progress to Full Registration from Provisional Registration (refer to Table 3). 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: Approved applications to transition to Full Registration 2023–24 and 2024–25

	2023–24	2024–25
Provisional to Full Registration[(a)]	1,324	-
Provisional (Graduate Teacher) to Full Registration	410	1,397
Provisional (Returning Teacher) to Full Registration	150	494
Non-Practising to Full Registration	334	22

(a) Provisional Registration was divided into 2 categories from 19 December 2023, Provisional Registration (Graduate Teacher) and Provisional Registration (Returning Teacher).

Board determinations

We have delegated the granting of teacher registration to the Director, Teacher Registration. Applications considered by the director to require further examination are referred to us.

During 2024–25, we refused 39 of the 72 applications referred to us for further examination, as they did not meet one or more of the requirements for registration or the renewal of registration (refer to Table 4).

Table 4: Applications considered and refused by registration requirements 2023–24 and 2024–25

	2023–24		2024–25	
	Considered	Refused	Considered	Refused
One requirement considered				
Qualifications	14	8	23	15
English language	49	36	37	21
Fit and proper	7	2	9	1
More than one requirement considered				
Qualifications and Professional Standards	0	0	1	1
Qualifications and English language	3	2	1	1
Professional Standards and fit and proper	0	0	1	0
English language and fit and proper	1	1	0	0
Total	**74**	**49**	**72**	**39**

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

Of the 59 requests for qualifications advice finalised in 2024–25, 54 were determined as meeting requirements and 5 were deemed not to meet requirements.

We received one request for fit and proper advice in 2024–25. The matter remains ongoing.

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

In February 2025, we raised 62,546 invoices for the annual fee. The registrations of 1,908 teachers were cancelled, as they did not pay their annual fee by 6 May 2025.

As at 30 June 2025, we had reinstated the registrations of 79 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. One unregistered teaching matter was referred for prosecution in 2024–25.

Review by the State Administrative Tribunal
Teachers dissatisfied with a reviewable decision relating to registration may appeal to the State Administrative Tribunal (SAT). In 2024–25, no applications were made to the SAT.

Disciplinary and impairment matters

Our 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 and complaints about teachers

The Teacher Registration Act requires that employers, teachers, the Commissioner of Police and the Director of Public Prosecutions notify the Board if they become aware of certain matters regarding registered teachers. More than one notification may be received for a matter.

Complaints may also be made to us 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 2024–25, we received 94 notifications and 37 complaints (refer to Table 5) relating to 131 matters.

Table 5: Notifications and complaints received 2023–24 and 2024–25[(a)(b)]

	2023–24	2024–25
Notifications from teachers		
Legal actions (section 38)	2	1
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)	3	4
Notifications from employers		
Serious incompetence (section 42)	6	2
Serious misconduct (section 42)	84	87
Complaints from the public/other (section 51)	14	37
Total	**109**	**131**

(a) As per the specified section in the Teacher Registration Act.
(b) More than one notification or complaint may be received for a matter.

The status of ongoing and new matters is shown in Table 6.

Table 6: Status of ongoing and new matters at 30 June 2025[a]

Status of matters	2024–25
Matters ongoing at 30 June 2025	
Still to be decided (section 51A(3))	19
Investigations continuing (section 53(2))	49
Completed during the reporting period	
Cancellation of registration (section 27(2)(b))	15
Complaint not required (section 45(2)(c))	25
Not within power (section 57(1)(a))	42
Other person or authority (section 57(1)(b))	8
Without substance (section 57(1)(c))	4
Referred during the reporting period	
Disciplinary committee (section 53(1)(c))	6
Impairment Review Committee (section 53(1)(d))	0
State Administrative Tribunal (section 53(1)(e))	12
Total	**180**

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

Disciplinary committee

During 2024–25, 6 disciplinary matters were referred to a disciplinary committee. Of those matters, 1 has been finalised and the remaining 5 are ongoing.

A disciplinary committee also considered 4 disciplinary matters which were referred in a previous reporting period. All 4 matters were finalised during the 2024–25 reporting period.

Of the 5 finalised matters:

- 2 teachers received reprimands
- 1 teacher received a reprimand, and a condition was placed on the teacher's registration
- 1 teacher received a caution
- 1 teacher's registration was suspended for a period and the matter was referred to the State Administrative Tribunal (SAT) seeking cancellation of registration and disqualification for a period.

Impairment Review Committee

No matters were referred to the Impairment Review Committee in 2024–25.

Referral to the State Administrative Tribunal

We referred 12 matters to the SAT in 2024–25. Of those matters, 9 have been finalised and the remaining 3 are ongoing.

Of the 5 ongoing matters from 2023–24, the SAT ordered:

- 1 teacher be disqualified from applying for registration for a period
- the registration of 2 teachers be cancelled and the teachers were disqualified from applying for registration for a period
- the interim order suspending 1 teacher's registration be revoked and the proceedings were discontinued.

In the remaining matter, we revoked our initial decision to refer the matter to the SAT as the teacher's registration with the Board was cancelled, pursuant to section 27(2)(b) of the Teacher Registration Act.

Interim orders

We have the authority to make interim orders that include placing conditions on registration or suspending registration. The Interim Order Committee and the Director, Teacher Registration under delegation from the Board also have this authority.

With respect to interim orders, under the Teacher Registration Act, the Board:

- may make an interim order where it believes, on reasonable grounds, that a teacher may pose a risk of harm to any person or student, or that a suspension is necessary to protect a student (section 59 of the Teacher Registration Act)
- must make an interim order suspending a teacher's registration if the teacher is charged with an actionable offence (section 60 of the Act).

The Interim Order Committee met to consider 10 matters pursuant to section 59(2) of the Teacher Registration Act. In each matter, an interim order was made to suspend the teacher's registration.

The Director, Teacher Registration made 7 'section 60' interim orders. In each instance, interim negative notices were issued after these orders were made, resulting in the cancellation of registration.

Unless the order is revoked, we must refer all matters for which an interim order has been made to the SAT within 14 days. The 10 interim orders made by the Interim Order Committee were referred to the SAT within 14 days of being made.

Accreditation of initial teacher education programs

We are responsible for accrediting initial teacher education (ITE) 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 Registration or Provisional Registration under the Teacher Registration Act, they must have a teaching qualification from an accredited ITE program, one that we recognise as equivalent to such a qualification, or a teaching qualification and teaching experience that the Board considers sufficient.

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 we appoint. The standards are based on nationally agreed accreditation standards.

Approved programs are accredited for up to 5 years and recognised for the purposes of teacher registration by other Australian state and territory teacher regulatory authorities. For the number of accredited ITE programs in Western Australia, refer to Table 7.

During 2024–25, we approved the accreditation of 5 new teacher education programs and the re-accreditation of 1 existing program.

The Graduate Diploma in Teaching offered by Edith Cowan University and the Graduate Diploma in Education offered by Curtin University are 1-year postgraduate ITE programs. Neither of these programs are eligible for ITE accreditation given that the minimum duration of postgraduate ITE programs for the purpose of ITE accreditation is 2 years. These graduate diplomas, in combination with a 3-year undergraduate degree, are approved for the purposes of teacher registration. These programs have been offered since the beginning of 2024 and it is understood that enrolments have been strong. Murdoch University has also recently introduced the Graduate Diploma as an exit award following the completion of one year of a Master of Teaching.

Table 7: Accredited initial teacher education programs at 30 June 2023–24 and 2024–25

ITE programs	Undergraduate		Postgraduate		Total	
	2023–24	2024–25	2023–24	2024–25	2023–24	2024–25
Early childhood	4	4	1	1	5	5
Early childhood/primary	1	1	2	2	3	3
Primary	6	7	3	4	9	11
Primary/secondary	1	2	0	0	1	2
Secondary	5	6	5	4	10	10
Early childhood/primary/secondary	0	0	2	1	2	1
Total	**17**	**20**	**13**	**12**	**30**	**32**

Stakeholder engagement

We aim to provide clear and consistent information about registration requirements and processes to assist stakeholders to understand our regulatory and compliance requirements. In addition, engagement with stakeholders provides the opportunity to improve our regulatory services.

In 2024–25, we consulted with stakeholders to review the *Teacher-Student Professional Boundaries* resource, which was last updated in 2019. This resource assists teachers to understand their professional responsibilities. Information, wording and references were updated to reflect current legislation, policy and practice. The updated version was published in May 2025.

At the start of 2025, we contacted all registered teachers by SMS who have a mobile phone number recorded with us, to remind them to update any personal details. This prompted a large number of teachers to update their email addresses and mailing addresses, which then decreased the incidence of bounce-back messages on important teacher registration communications, such as renewal or annual fee reminders.

Employers of teachers are contacted annually about their obligations under the Teacher Registration Act and are reminded:

- to provide notifications when required
- to appoint, employ or engage only registered teachers to teach in educational institutions, 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 Register Information (Professional) online service (TRIP).

In May 2025, we ran a webinar to explain and answer questions about employers' obligations when employing registered teachers.

The TRIP online management tool for employers is available for use by all schools. It provides principals and employers with up-to-date information on the registration status of current and prospective teachers, including:

- any conditions placed on a teacher's registration
- the annual fee due date
- the registration expiry date
- the most recent fit and proper determination date.

In 2024, in addition to the above annual communications to employers about their obligations under the Teacher Registration Act, we emailed principals to remind them of the importance of active use of TRIP to access live information on the registration status and any conditions placed on the registration of current and prospective teachers, to help ensure they are employing teachers who are professional, competent and safe.

In 2024–25, we conducted a pilot program as preparation for the wide-scale sector rollout of TRIP for education and care services. TRIP is available for school-based employers, however modifications and upgrades are now underway to make it fit-for-purpose for education and care services.

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

We supported the Australian Teacher Workforce Data initiative for the fifth year by providing registered teachers with access to the Australian Teacher Workforce Survey. This data collection provides insights into the national teacher workforce.

We 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 our regulatory services.

In 2024–25, feedback from stakeholders assisted us to prepare for moving Limited Registration online and the rollout of TRIP to the education and care services sector, as well as improve several policies and communications. Feedback from applicants and teachers is important to us and informs improvements to regulatory services, online services, communication and policies. Feedback can be made in person, by email or by mail.

Feedback on our annual report can be sent to feedback@trb.education.wa.edu.au.

End of Teacher Registration Board of Western Australia Annual Report 2024–25.

Key performance indicators and financial statements

Certification of key performance indicators

I hereby certify that the key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Department of Education's performance, and fairly represent the performance of the Department for the financial year ended 30 June 2025.

Jay Peckitt
Director General
(Accountable Authority)

29 August 2025

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 2025 and the financial position as at 30 June 2025.

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.

Jay Peckitt
Director General
(Accountable Authority)

29 August 2025

Philippa Beamish Burton
Chief Finance Officer

29 August 2025

Auditor General

INDEPENDENT AUDITOR'S REPORT

2025

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 as at 30 June 2025, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended
- administered schedules comprising the administered assets and liabilities as at 30 June 2025 and administered income and expenses by service for the year then ended
- notes comprising a summary of material accounting policies and other explanatory information.

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 for the year ended 30 June 2025 and the financial position as 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 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.

7th Floor Albert Facey House 469 Wellington Street Perth MAIL TO: Perth BC PO Box 8489 Perth WA 6849 TEL: 08 6557 7500

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. The controls exercised by the Department are those policies and procedures established 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 the State's financial reporting framework (the overall control objectives).

In my opinion, in all material respects, the controls exercised by the Department are sufficiently adequate to provide reasonable assurance that the controls within the system were suitably designed to achieve the overall control objectives identified as at 30 June 2025, and the controls were implemented as designed as at 30 June 2025.

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 for the year ended 30 June 2025 reported in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions (legislative requirements). 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 report of the Department for the year ended 30 June 2025 is in accordance with the legislative requirements, and the key performance indicators are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2025.

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 controls 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 3 Financial Sustainability – Requirement 5: 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 3 Financial Sustainability - Requirement 5 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 management relating to the report on financial statements, 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 ASQM 1 *Quality Management for Firms that Perform Audits or Reviews of Financial Reports and Other Financial Information, or Other Assurance or Related Services Engagements,* the Office of the Auditor General maintains a comprehensive system of quality management 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 2025, but not the financial statements, key performance indicators and my auditor's report.

My opinions on the financial statements, controls and key performance indicators do not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, controls and key performance indicators my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements and key performance indicators or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I did not receive the other information prior to the date of this auditor's report. When I do receive it, I will read it and if I conclude that there is a material misstatement in this information, I am required to communicate the matter to those charged with governance and request them to correct the misstated information. If the misstated information is not corrected, I may need to retract this auditor's report and re-issue an amended report.

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

This auditor's report relates to the financial statements and key performance indicators of the Department of Education for the year ended 30 June 2025 included in the annual report 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 the annual report. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version.

Caroline Spencer
Auditor General for Western Australia
Perth, Western Australia
2 September 2025

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

Safe, strong and fair communities: Supporting our local and regional communities to thrive

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 4 services in 2024–25. The indicators are as per our approved outcome-based management (OBM) framework.

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 4 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. It provides an indication of the proportion of students in Year 7 that completed Year 12 at public schools 5 years later.

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 Western Australia.
- 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 the Strong or Exceeding proficiency levels 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 or 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 2020 to 2024 are in Table 22 with rates by gender in Appendix 3.

The target in the 2024–25 Budget Papers was based on the higher of the preliminary actual for 2022 and the estimated actual for 2023, rounded up to the next integer, using the latest available data at the time of the 2024–25 State Budget.

The participation rate in 2024 was affected by changes in net interstate and overseas migration, and movement of students between full-time school and alternatives such as employment.

Table 22: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education 2020 to 2024[(a)(b)]

2020	2021	2022[(c)]	2023[(d)]	2024	Target for 2024–25
96.1	95.6	93.8	93.3	94.6	94

(a) Based on Australian Bureau of Statistics 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 2024 is an estimate based on 2023 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous 4 years.
(c) Revised figure for 2022 due to updated data for estimate of resident population. The 2022 figure published in our 2022–23 annual report was 94.0% and in our 2023–24 annual report was 93.9%.
(d) Revised figure for 2023 due to updated data for estimate of resident population and updated university data for 2023. The 2023 figure published in our 2023–24 annual report was 93.2%.
Source: System and School Performance, using data from the Australian Bureau of Statistics, Department of Training and Workforce Development and the Australian Government Department of Education

Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent secondary retention rate. 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. Retention rates for 2020 to 2024 are in Table 23 with rates by subgroup in Appendix 3.

The target in the 2024–25 Budget Papers was based on the higher of the 2 most recent years' performance at that time (2022 and 2023 Year 7 to Year 12), rounded up to the next integer.

The apparent retention rate in 2024 was affected by changes in net interstate and overseas migration, and movement of students between school sectors and between full-time school and alternatives such as training or employment.

Table 23: Apparent secondary retention rate (%) of public school students 2020 to 2024[a][b][c]

2020	2021	2022	2023	2024	Target for 2024–25
81.5	80.4	75.7	74.4	76.1	76

(a) Excludes Canning College students, part-time and international students, and mature-aged students at senior campuses.
(b) Calculated using the number of students in the Semester 2 student census.
(c) The apparent secondary retention rate is from Year 7 to Year 12.
Source: System and School Performance

WACE achievement by Year 12 public school students

To achieve the Western Australian Certificate of Education (WACE) qualification, students must meet requirements established by the School Curriculum and Standards Authority. For 2024, 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 one of the following:
  - at least 4 Year 12 Australian Tertiary Admission Rank (ATAR) courses
  - at least 5 Year 12 General courses (or a combination of General and up to 3 Year 12 ATAR courses) or equivalent
  - a certificate II (or higher) vocational education and training (VET) qualification in combination with ATAR, General or Foundation courses
- achieve a grade of C or better in 14 course units (or equivalent) of which at least 6 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. The rates for 2020 to 2024 are in Table 24, with further breakdowns in Appendix 3.

The target in the 2024–25 Budget Papers was based on the higher of the 2 most recent years' performance at that time (2022 and 2023), rounded up to the next integer.

Table 24: WACE achievement rate (%) of Year 12 public school students 2020 to 2024[a][b]

2020	2021	2022	2023	2024	Target for 2024–25
81.7	81.1	80.7	82.5	81.3	83

(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.
Source: System and School Performance

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 (ACARA).

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

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 on the ACARA website.

In 2023, new national proficiency standards with 4 levels of achievement (Exceeding, Strong, Developing and Needs additional support) were introduced, replacing the previous NAPLAN bands and national minimum standards. A new time series commenced and results from 2023 are not to be compared with results from 2008 to 2022. Prior to 2023, results are generally comparable over time.

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 the Strong or Exceeding proficiency levels in NAPLAN Reading and Numeracy. These key indicators supersede our previous proficiency standards set in 2018–19.

The targets in the 2024–25 Budget Papers were based on the 2023 performance, rounded up to the next integer.

Results for Western Australian public school students achieving proficiency for 2020 to 2022 are in Table 25 and achieving the Strong or Exceeding proficiency levels for 2023 and 2024 are in Table 26. Further results are summarised in Appendix 2.

Refer to our website for Western Australian NAPLAN public school performance reports.

Table 25: Percentage of Western Australian public school Year 3, 5, 7 and 9 students achieving proficiency standards in NAPLAN Reading and Numeracy 2020 to 2022[(a)(b)]

	Assessment	2020	2021	2022
Year 3	Reading	n/a	68.6	69.4
	Numeracy	n/a	65.9	64.2
Year 5	Reading	n/a	71.3	72.0
	Numeracy	n/a	66.2	65.0
Year 7	Reading	n/a	64.3	66.9
	Numeracy	n/a	61.9	60.8
Year 9	Reading	n/a	69.3	67.9
	Numeracy	n/a	70.1	68.3

(a) 2020 NAPLAN assessments were cancelled due to COVID-19.
(b) Results prior to 2023 are not comparable to those from 2023 onwards due to new national proficiency levels superseding the Department's previous proficiency standards.
Source: System and School Performance

Table 26: Percentage of Western Australian public school Year 3, 5, 7 and 9 students achieving Strong or Exceeding proficiency levels in NAPLAN Reading and Numeracy 2023 and 2024[(a)]

	Assessment	2023	2024	Target for 2024–25
Year 3	Reading	60.5	59.8	61
	Numeracy	59.8	58.5	60
Year 5	Reading	67.9	65.2	68
	Numeracy	63.1	63.5	64
Year 7	Reading	60.2	58.9	61
	Numeracy	60.7	60.5	61
Year 9	Reading	61.7	63.8	62
	Numeracy	62.6	63.5	63

(a) Results prior to 2023 are not comparable to those from 2023 onwards due to new national proficiency levels superseding the Department's previous proficiency standards.
Source: System and School Performance

Efficiency indicators

Efficiency indicators show how efficiently we delivered our 4 services in 2024–25. 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 4 years and 6 months to 11 years and 6 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 2 semesters of the financial year.

The 2024–25 result is higher than 2023–24 primarily due to the following:

- salary cost growth in accordance with the state government's public sector wages policy
- additional teachers and other school-based staff employed to meet the growing demand in schools
- additional special needs education assistants in mainstream schools to support the learning needs of students with an eligible disability
- higher RiskCover Fund insurance premium
- higher depreciation expenditure due to the flow-on effect of the land, buildings and school land improvements revaluation.

The 2024–25 result is higher than the 2024–25 budget target primarily due to approved adjustments to the Department's budget during 2024–25. This included additional funding for:

- salary increases for teachers under the new Enterprise Bargaining Agreement, including additional support and classroom resources to address teacher workload, enhance career pathways, and new initiatives to attract and support quality teachers in regional and remote areas
- supporting student enrolment growth and the growing demand in schools
- the provision of universal access to affordable, quality preschool programs to all children under the Preschool Reform Agreement
- improving equity and excellence in our schools, supporting student wellbeing for learning and engagement, and providing a strong and sustainable school workforce under the Better and Fairer Schools Agreement
- the repair and maintenance of school buildings affected by current market conditions and cost escalations.

Table 27: Cost ($) per full-time equivalent student of public primary education 2020–21 to 2024–25[(a)]

2020–21	2021–22	2022–23	2023–24	2024–25	Target for 2024–25
16,816	17,374	18,778	19,608	21,028	19,784

(a) Figures are not adjusted for inflation.
Source: Education Business Services

Service 2: Public secondary education

This service provides access to education in public schools for persons aged generally from 11 years and 6 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 2 semesters of the financial year.

The 2024–25 result is higher than 2023–24 primarily due to the following:

- salary cost growth in accordance with the state government's public sector wages policy
- additional teachers and other school-based staff employed to meet the growing demand in schools
- additional special needs education assistants in mainstream schools to support the learning needs of students with an eligible disability
- higher RiskCover Fund insurance premium
- higher depreciation expenditure due to the flow-on effect of the land, buildings and school land improvements revaluation
- higher repairs and maintenance expenditure on school buildings affected by current market conditions and cost escalations.

The 2024–25 result is higher than the 2024–25 budget target primarily due to approved adjustments to the Department's budget during 2024–25. This included additional funding for:

- salary increases for teachers under the new Enterprise Bargaining Agreement, including additional support and classroom resources to address teacher workload, enhance career pathways, and new initiatives to attract and support quality teachers in regional and remote areas
- supporting student enrolment growth and the growing demand in schools
- improving equity and excellence in our schools, supporting student wellbeing for learning and engagement, and providing a strong and sustainable school workforce under the Better and Fairer Schools Agreement
- the repair and maintenance of school buildings affected by current market conditions and cost escalations.

Table 28: Cost ($) per full-time equivalent student of public secondary education 2020–21 to 2024–25[a]

2020–21	2021–22	2022–23	2023–24	2024–25	Target for 2024–25
19,500	20,209	21,778	22,603	23,943	22,933

(a) Figures are not adjusted for inflation.
Source: Education Business Services

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 2024–25 result is higher than 2023–24 primarily due to an increase in employee benefits expense associated with the delivery of regulatory services.

The 2024–25 result is lower than the 2024–25 budget target primarily due to lower than expected operational costs associated with the delivery of regulatory services and a higher number of non-government schools.

Table 29: Cost ($) of non-government school regulatory services per non-government school 2020–21 to 2024–25[a][b]

2020–21	2021–22	2022–23	2023–24	2024–25	Target for 2024–25
6,330	6,116	6,132	6,215	7,087	7,528

(a) Figures are not adjusted for inflation.
(b) The calculation of this indicator excludes expenditure not relating to regulatory services.
Source: Education Business 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 2024–25 result is higher than 2023–24 primarily due to higher employee benefits expense and operational costs associated with the provision of teacher regulatory services.

Table 30: Cost ($) of teacher regulatory services per teacher 2020–21 to 2024–25[a][b]

2020–21	2021–22	2022–23	2023–24	2024–25	Target for 2024–25
109	103	89	94	107	111

(a) Figures are not adjusted for inflation.
(b) The calculation of this indicator excludes expenditure not relating to regulatory services.
Source: Education Business 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 2 semesters of the financial year.

The 2024–25 result is higher than 2023–24 primarily due to higher employee benefits and operational costs related to work being undertaken to adopt and adapt version 9.0 of the Australian Curriculum for implementation in Western Australian schools and increased operational costs in examinations.

The 2024–25 result is lower than the 2024–25 budget target primarily due to lower than expected operational costs related to work being undertaken to adopt and adapt version 9.0 of the Australian Curriculum for implementation in Western Australian schools.

Table 31: Cost ($) per student of support to the School Curriculum and Standards Authority 2020–21 to 2024–25[a]

2020–21[b]	2021–22	2022–23	2023–24	2024–25	Target for 2024–25
77	80	81	88	95	110

(a) Figures are not adjusted for inflation.
(b) The 2020–21 actual varies from what was published in our 2020–21 annual report due to a refinement in the calculation methodology for salary on-costs resulting in a reduction in employee benefits expense.
Source: Education Business Services

Financial statements

For the year ended 30 June 2025

The Department has pleasure in presenting its audited general purpose financial statements for the financial reporting period ended 30 June 2025 which provides users with the information about the Department's stewardship of resource entrusted to it. The financial information is presented in the following structure:

Statement of Comprehensive Income

For the year ended 30 June 2025

	Notes	2024–25 $'000	2023–24 $'000
COST OF SERVICES			
Expenses			
Employee benefits expense	3.1.1	5,493,026	5,055,050
Supplies and services	3.3	1,248,584	1,166,738
Depreciation and impairment expense	5.1.1, 5.2, 5.3.1	332,916	297,995
Accommodation expenses	3.3	23,778	21,291
Grants and subsidies	3.2	50,566	34,823
Finance costs	7.4	56,299	50,956
Other expenses	3.3	26,442	40,013
Total cost of services		**7,231,611**	**6,666,866**
Income			
User contributions, charges and fees	4.2	135,200	133,174
Interest revenue	4.4	32,275	30,231
Other revenue	4.5	167,315	116,462
Australian Government grants and contributions	4.3	1,470,884	1,354,446
Total income		**1,805,674**	**1,634,313**
NET COST OF SERVICES		**5,425,937**	**5,032,553**
Income from State Government	4.1		
Service appropriation		5,517,638	4,953,640
Income from other public sector entities		57,025	31,493
Resources received free of charge		16,034	15,932
Royalties for Regions Fund		25,790	26,805
Total income from State Government		**5,616,487**	**5,027,870**
SURPLUS/(DEFICIT) FOR THE PERIOD		**190,550**	**(4,683)**
OTHER COMPREHENSIVE INCOME			
Items not reclassified subsequently to profit or loss			
Changes in asset revaluation surplus	9.11	1,286,344	1,758,372
Total other comprehensive income		**1,286,344**	**1,758,372**
TOTAL COMPREHENSIVE INCOME/(LOSS) FOR THE PERIOD		**1,476,894**	**1,753,689**

See also the ‘Schedule of Income and Expenses by Service’.
The Statement of Comprehensive Income should be read in conjunction with the accompanying notes.

Statement of Financial Position

As at 30 June 2025

	Notes	2024–25 $'000	2023–24 $'000
ASSETS			
Current Assets			
Cash and cash equivalents	7.5.1	654,765	543,885
Restricted cash and cash equivalents	7.5.2	78,196	64,411
Amounts receivable for services	6.2	43,151	20,177
Inventories	6.4	8,114	6,700
Receivables	6.1	104,374	92,964
Other current assets	6.3	68,824	69,837
Non-current assets classified as assets held for sale	9.10	3,322	3,360
Total Current Assets		**960,746**	**801,334**
Non-Current Assets			
Receivables	6.1	485,082	454,221
Amounts receivable for services	6.2	4,471,471	4,211,132
Property, plant and equipment	5.1	19,658,085	18,062,657
Service concession assets	5.3	44,686	40,442
Right-of-use assets	5.2	429,799	411,744
Total Non-Current Assets		**25,089,123**	**23,180,196**
TOTAL ASSETS		**26,049,869**	**23,981,530**
LIABILITIES			
Current Liabilities			
Payables	6.5	236,345	255,588
Borrowings	7.1	44,757	43,773
Lease liabilities	7.2	52,495	44,864
Employee related provisions	3.1.2	795,789	805,270
Other provisions	6.6	1,351	2,951
Other current liabilities	6.7	38,808	32,856
Total Current Liabilities		**1,169,545**	**1,185,302**
Non-Current Liabilities			
Payables	6.5	3,429	3,157
Borrowings	7.1	364,238	356,268
Lease liabilities	7.2	374,415	364,292
Employee related provisions	3.1.2	324,040	279,940
Other provisions	6.6	5,917	5,137
Total Non-Current Liabilities		**1,072,039**	**1,008,794**
TOTAL LIABILITIES		**2,241,584**	**2,194,096**
NET ASSETS		**23,808,285**	**21,787,434**
EQUITY			
Contributed equity	9.11	16,842,189	16,298,232
Reserves	9.11	6,846,828	5,560,484
Accumulated surplus/(deficit)	9.11	119,268	(71,282)
TOTAL EQUITY		**23,808,285**	**21,787,434**

See also the ‘Schedule of Assets and Liabilities by Service’.
The Statement of Financial Position should be read in conjunction with the accompanying notes.

Statement of Changes in Equity

For the year ended 30 June 2025

	Notes	Contributed equity $'000	Reserves $'000	Accumulated surplus / (deficit) $'000	Total equity $'000
Balance at 1 July 2023	9.11	**15,742,616**	**3,802,112**	**(66,599)**	**19,478,129**
Surplus/(deficit)		-	-	(4,683)	(4,683)
Other comprehensive income		-	1,758,372	-	1,758,372
Total comprehensive income for the period		-	1,758,372	(4,683)	1,753,689
Transactions with owners in their capacity as owners:					
Capital appropriations		540,655	-	-	540,655
Other contributions by owners		15,303	-	-	15,303
Distribution to owners		(342)	-	-	(342)
Total		555,616	-	-	555,616
Balance at 30 June 2024		**16,298,232**	**5,560,484**	**(71,282)**	**21,787,434**

	Notes	Contributed equity $'000	Reserves $'000	Accumulated surplus / (deficit) $'000	Total equity $'000
Balance at 1 July 2024	9.11	**16,298,232**	**5,560,484**	**(71,282)**	**21,787,434**
Surplus/(deficit)		-	-	190,550	190,550
Other comprehensive income		-	1,286,344	-	1,286,344
Total comprehensive income for the period		-	1,286,344	190,550	1,476,894
Transactions with owners in their capacity as owners:					
Capital appropriations		504,911	-	-	504,911
Other contributions by owners		39,084	-	-	39,084
Distribution to owners		(38)	-	-	(38)
Total		543,957	-	-	543,957
Balance at 30 June 2025		**16,842,189**	**6,846,828**	**119,268**	**23,808,285**

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

Statement of Cash Flows

For the year ended 30 June 2025

	Notes	2024–25 $'000	2023–24 $'000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		5,213,528	4,629,095
Capital contribution		508,115	540,655
Holding account draw downs		20,797	18,467
Royalties for Regions Fund		61,670	42,107
Funds from other public sector entities		54,959	30,282
Net cash provided by State Government		**5,859,069**	**5,260,606**
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits expense		(5,472,758)	(4,899,668)
Supplies and services		(1,230,243)	(1,148,888)
Accommodation expenses		(23,941)	(20,947)
Grants and subsidies		(46,757)	(33,822)
Finance costs		(41,024)	(38,335)
GST payments on purchases		(182,427)	(172,318)
Loans advanced to non-government schools		(52,792)	(43,633)
Other payments		(25,177)	(8,005)
Receipts			
User contributions, charges and fees		128,895	127,329
Australian Government grants and contributions		1,469,500	1,299,824
Interest received		27,039	25,935
GST receipts on revenue		4,783	6,753
GST receipts from taxation authority		176,815	166,411
Repayments of loans by non-government schools		43,838	41,601
Other receipts		124,014	121,130
Net cash used in operating activities	7.5.3	**(5,100,235)**	**(4,576,633)**
CASH FLOW FROM INVESTING ACTIVITIES			
Payments			
Purchases of non-current physical assets		(554,926)	(566,809)
Receipts			
Receipts from sale of non-current physical assets		433	701
Net cash provided by/(used in) investing activities		**(554,493)**	**(566,108)**
CASH FLOW FROM FINANCING ACTIVITIES			
Payments			
Repayment of lease liabilities		(58,777)	(52,421)
Repayment of borrowings		(43,838)	(41,601)
Payment to accrued salaries account		(29,853)	(18,951)
Receipts			
Proceeds from borrowings		52,792	43,633
Net cash used in financing activities		**(79,676)**	**(69,340)**
Net increase/(decrease) in cash and cash equivalents		124,665	48,525
Cash and cash equivalents at the beginning of the period		608,296	559,771
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	7.5.3	**732,961**	**608,296**

Administered Schedules

Administered income and expenses by service

	Regulation and Non-Government Sector Assistance[a]		2024 Western Australian Student Assistance Payment[b]		2025 Western Australian Student Assistance Payment[b]		Other[c]		Total	
	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000
Income										
Service appropriation	499,401	469,467	-	94,350	82,111	-	6,000	-	587,512	563,817
Total administered Income	**499,401**	**469,467**	**-**	**94,350**	**82,111**	**-**	**6,000**	**-**	**587,512**	**563,817**
Expenses										
Grants to individuals, and charitable and other public bodies	491,347	459,796	167	75,186	77,457	-	6,000	-	574,971	534,982
Transfer to the Consolidated Account	-	-	18,997	-	-	-	-	-	18,997	-
Superannuation – higher education institutions	2,519	2,576	-	-	-	-	-	-	2,519	2,576
Schools of Special Educational Needs: Medical and Mental Health and Sensory	5,514	6,768	-	-	-	-	-	-	5,514	6,768
Total administered expenses	**499,380**	**469,140**	**19,164**	**75,186**	**77,457**	**-**	**6,000**	**-**	**602,001**	**544,326**

(a) The Department is responsible for transfers of appropriations to eligible beneficiaries consistent with the requirements of the *School Education Act 1999* (WA), the School Education Regulations 2000 (WA) and the applicable Government Gazettes. The Department does not control amounts for transfer but acts only as an agent.

(b) The Department is responsible for the transfer of the Western Australian Student Assistance Payment in 2024 and 2025 to Western Australian families to meet out of pocket schooling expenses for students with an active enrolment at a Western Australian public or non-government school; or is registered for home education. The Department does not control amounts for transfer but acts only as an agent.

(c) The Department is responsible for other transfers (but does not control amounts for transfer but acts only as an agent), which includes the following:
- A grant payment of $5.00 million to General Sir John Monash Foundation to support scholarships for outstanding university graduates to undertake postgraduate studies at top overseas programs.
- A donation of $0.50 million to Dandelions WA to support its work distributing school supplies to children in need.
- A donation of $0.50 million to Give Write to support its work in distributing new and recycled stationery to school children in need, so they can get the best out of their education.

Administered Schedules (continued)

Administered assets and liabilities

	2024–25 $'000	2023–24 $'000
Assets		
Current assets		
Cash and cash equivalents	17,372	14,832
Restricted cash and cash equivalents	6,793	21,888
Total administered current assets	**24,165**	**36,720**
TOTAL ADMINISTERED ASSETS	**24,165**	**36,720**
Liabilities		
Current liabilities		
Payables	4,658	2,724
Total administered current liabilities	**4,658**	**2,724**
TOTAL ADMINISTERED LIABILITIES	**4,658**	**2,724**

Notes to the financial statements

For the year ended 30 June 2025

1. Basis of preparation

The Department is a Government not-for-profit entity controlled by the State of Western Australia, which is the ultimate parent.

A description of the nature of its operations and its principal activities have been included in the ‘Overview’ which does not form part of these financial statements.

These annual financial statements were authorised for issue by the accountable authority of the Department on 29 August 2025.

Statement of compliance

The financial statements constitute general purpose financial statements that have been prepared in accordance with Australian Accounting Standards (AAS), the Framework, Statement of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board (AASB) as applied by Treasurer’s instructions (TIs). Several of these are modified by TIs to vary application, disclosure, format and wording.

The *Financial Management Act 2006* (WA) (The Act) and the TIs are legislative provisions governing the preparation of financial statements and take precedence over AAS, the Framework, the Statement of Accounting Concepts and other authoritative pronouncements of the AASB. Where modification is required and has had a material or significant financial effect upon the reported results, details are disclosed in the notes to the financial statements.

Reporting entity

The reporting entity comprises the Department of Education including public schools and residential colleges across the State, central and regional offices.

The School Curriculum and Standards Authority continued as a statutory authority under the *School Curriculum and Standards Authority Act 1997* (WA). The Teacher Registration Board of Western Australia also continued as a statutory entity.

Amalgamation of accounts

Financial information from 833 educational sites including 816 schools is amalgamated into the financial statements. Schools provide data generally drawn from accounts prepared on a cash basis with appropriate accrual information. All intra-entity transactions and balances between the Department and educational sites are eliminated.

Basis of preparation

These financial statements are presented in Australian dollars applying the accrual basis of accounting and using the historical cost convention. Certain balances will apply a different measurement basis (such as the fair value basis). Where this is the case the different measurement basis is disclosed in the associated note. All values are rounded to the nearest thousand dollars ($’000).

Judgements and estimates

Judgements, estimates and assumptions are required to be made about the financial information being presented. The significant judgements and estimates made in the preparation of these financial statements are disclosed in the notes where amounts affected by those judgements and/or estimates are disclosed. Estimates and associated assumptions are based on professional judgements derived from historical experience and various other factors that are believed to be reasonable under the circumstances.

Accounting for Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of goods and services tax (GST), except that the:

a. amount of GST incurred by the Agency as a purchaser that is not recoverable from the Australian Taxation Office (ATO) is recognised as part of an asset’s cost of acquisition or as part of an item of expense; and

b. receivables and payables are stated with the amount of GST included.

Cash flows are included in the Statement of cash flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

1. Basis of preparation (continued)

Contributed equity

AASB Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities requires transfers in the nature of equity contributions, other than as a result of a restructure of administrative arrangements, to be designated as contributions by owners (at the time of, or prior, to transfer) before such transfers can be recognised as equity contributions. Capital appropriations have been designated as contributions by owners by TI 8 – Requirement 8.1(i) and have been credited directly to Contributed Equity.

Administered items

The Department administers, but does not control, certain activities and functions for and on behalf of Government that do not contribute to the Department’s services or objectives. It does not have discretion over how it utilises the transactions in pursuing its own objectives.

Transactions relating to the administered activities are not recognised as the Department’s income, expenses, assets and liabilities, but are disclosed in the accompanying schedules as 'Administered income and expenses', and 'Administered assets and liabilities’.

The accrual basis of accounting and applicable AAS has been adopted.

2. Department outputs

This section includes information regarding the nature of funding the Department receives and how this funding is utilised to achieve the Department's objectives. This note also provides the distinction between controlled funding and administered funding:

	Note
Department objectives	**2.1**
Schedule of Income and Expenses by Service	**2.2**
Schedule of Assets and Liabilities by Service	**2.3**

2.1 Department objectives

Mission

The Department's mission is to ensure school students across Western Australia have access to high quality education.

Services

The Department provides the following services:

Service 1: Public Primary Education

This service provides access to education in public schools for persons aged generally from 4 years and 6 months to 11 years and 6 months.

Service 2: Public Secondary Education

This service provides access to education in public schools for persons aged generally from 11 years and 6 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.

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 Western Australia 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.

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).

2.2 Schedule of Income and Expenses by Service

	Primary Education		Secondary Education		Regulation and Non-Government Sector Assistance		Support to the School Curriculum and Standards Authority		Total	
	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000
COST OF SERVICES										
Expenses										
Employee benefits expense	3,255,155	3,002,581	2,170,431	1,990,846	30,103	27,342	37,337	34,281	5,493,026	5,055,050
Supplies and services	685,686	640,510	534,621	500,507	19,272	17,596	9,005	8,125	1,248,584	1,166,738
Depreciation and amortisation expense	183,882	164,969	148,209	132,237	787	748	38	41	332,916	297,995
Accommodation expenses	12,643	11,398	7,710	6,847	479	449	2,946	2,597	23,778	21,291
Grants and subsidies	6,206	6,459	14,391	7,098	29,704	20,994	265	272	50,566	34,823
Finance costs	16,388	15,633	11,617	10,873	28,291	24,448	3	2	56,299	50,956
Other expenses	12,953	21,248	13,344	18,147	72	484	73	134	26,442	40,013
Total cost of services	**4,172,913**	**3,862,798**	**2,900,323**	**2,666,555**	**108,708**	**92,061**	**49,667**	**45,452**	**7,231,611**	**6,666,866**
Income										
User contributions, charges and fees	37,002	36,409	88,712	87,485	9,479	9,274	7	6	135,200	133,174
Interest revenue	8,129	7,552	8,328	7,362	15,818	15,317	-	-	32,275	30,231
Other revenue	113,540	68,284	43,536	37,570	6,276	7,320	3,963	3,288	167,315	116,462
Australian Government grants and contributions	915,668	856,077	536,110	480,382	19,106	17,987	-	-	1,470,884	1,354,446
Total income	**1,074,339**	**968,322**	**676,686**	**612,799**	**50,679**	**49,898**	**3,970**	**3,294**	**1,805,674**	**1,634,313**
NET COST OF SERVICES	**3,098,574**	**2,894,476**	**2,223,637**	**2,053,756**	**58,029**	**42,163**	**45,697**	**42,158**	**5,425,937**	**5,032,553**
Income from State Government										
Service appropriation	3,152,019	2,841,722	2,260,553	2,024,923	58,849	44,995	46,217	42,000	5,517,638	4,953,640
Income from other public sector entities	26,161	13,566	29,322	16,296	1,539	1,629	3	2	57,025	31,493
Resources received free of charge	9,803	9,758	6,173	6,116	58	58	-	-	16,034	15,932
Royalties for Regions Fund	13,264	13,671	11,190	11,808	1,336	1,326	-	-	25,790	26,805
Total income from State Government	**3,201,247**	**2,878,717**	**2,307,238**	**2,059,143**	**61,782**	**48,008**	**46,220**	**42,002**	**5,616,487**	**5,027,870**
SURPLUS/(DEFICIT) FOR THE PERIOD	**102,673**	**(15,759)**	**83,601**	**5,387**	**3,753**	**5,845**	**523**	**(156)**	**190,550**	**(4,683)**

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

2.3 Schedule of Assets and Liabilities by Service

	Primary Education		Secondary Education		Regulation and Non-Government Sector Assistance		Support to the School Curriculum and Standards Authority		Total	
	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000	2024–25 $'000	2023–24 $'000
ASSETS										
Current assets	489,190	402,196	393,377	325,547	77,697	73,158	482	433	960,746	801,334
Non-current assets	14,126,217	13,122,335	10,582,049	9,686,028	379,934	371,255	923	578	25,089,123	23,180,196
Total assets	**14,615,407**	**13,524,531**	**10,975,426**	**10,011,575**	**457,631**	**444,413**	**1,405**	**1,011**	**26,049,869**	**23,981,530**
LIABILITIES										
Current liabilities	671,699	687,774	431,662	436,042	63,587	59,090	2,597	2,396	1,169,545	1,185,302
Non-current liabilities	305,874	271,198	399,194	379,095	365,460	357,372	1,511	1,129	1,072,039	1,008,794
Total liabilities	**977,573**	**958,972**	**830,856**	**815,137**	**429,047**	**416,462**	**4,108**	**3,525**	**2,241,584**	**2,194,096**
NET ASSETS	**13,637,834**	**12,565,559**	**10,144,570**	**9,196,438**	**28,584**	**27,951**	**(2,703)**	**(2,514)**	**23,808,285**	**21,787,434**

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

3. Use of our funding

Expenses incurred in the delivery of services

This section provides additional information about how the Department's funding is applied and the accounting policies that are relevant for an understanding of the items recognised in the financial statements. The primary expenses incurred by the Department in achieving its objectives and the relevant notes are:

	Note
Employee benefits expense	**3.1.1**
Employee related provisions	**3.1.2**
Grants and subsidies	**3.2**
Other expenditure	**3.3**
Net loss on disposal of non-current assets	**3.4**

3.1.1 Employee benefits expense

	2024–25 $'000	2023–24 $'000
Salaries and allowances	4,842,656	4,475,590
Termination benefits	109	92
Superannuation - defined contribution plans[(a)]	566,412	504,707
Other employee-related expense[(b)]	83,849	74,661
Total employee benefits expense	**5,493,026**	**5,055,050**
Add: AASB 16 Non-monetary benefits not included in employee benefits expense	45,859	38,198
Less: Employee rental contributions from subletting GROH houses (note 4.5)	(21,742)	(20,309)
Net employee benefits	**5,517,143**	**5,072,939**

(a) Defined contribution plans include Government Employees Superannuation Board (GESB) Super and GESB West State Super ($454.14 million), GESB Gold State Super ($16.13 million) and other superannuation funds (contributions paid) and includes the superannuation contribution component relating to leave movement.
(b) Includes furniture (staff relocation costs) and fringe benefits tax.

Employment on-cost expenses, such as workers' compensation insurance are included in Note 3.3 'Other Expenditure'.

Employee benefits

Includes wages, salaries and social contributions, accrued and paid leave entitlements and paid sick leave, and non-monetary benefits recognised under accounting standards other than AASB 16 (such as medical care, housing, cars and free or subsidised goods or services) for employees.

Termination benefits

Payable when employment is terminated before normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. Termination benefits are recognised when the Department is demonstrably committed to terminating the employment of current employees according to a detailed formal plan without possibility of withdrawal or providing termination benefits as a result of an offer made to encourage voluntary redundancy. Benefits falling due more than 12 months after the end of the reporting period are discounted to present value.

Superannuation

The amount recognised in profit or loss of the Statement of Comprehensive Income comprises employer contributions paid to the Government Employees Superannuation Board (GESB) Gold State Super (GSS) with concurrent contributions, the GESB West State Super (WSS), the GESB Super, or other superannuation funds. The employer contribution paid to the GESB in respect of the GSS is paid back into the Consolidated Account by the GESB.

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

3.1.1 Employee benefits expense (continued)

Superannuation (continued)

The Department does not recognise any defined benefit liabilities because it has no legal or constructive obligation to pay future benefits relating to its employees. The Liabilities for the unfunded Pension Scheme and the unfunded GSS transfer benefits attributable to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS obligations are funded by concurrent contributions made by the Department to the GESB.

The GESB and other fund providers administer public sector superannuation arrangements in Western Australia in accordance with legislative requirements. Eligibility criteria for membership in particular schemes for public sector employees vary according to commencement and implementation dates.

AASB 16 Non-monetary benefits

Non-monetary employee benefits predominantly relating to the provision of vehicle and housing benefits that are recognised under AASB 16 which are excluded from the employee benefits expense.

Employee contributions

Contributions made to the Department by employees towards employee benefits that have been provided by the Department. This includes both AASB 16 and non-AASB 16 employee contributions.

3.1.2 Employee related provisions

	2024–25 $'000	2023–24 $'000
Current		
Employee related provisions		
Annual leave liabilities	44,376	41,763
Entitlement to payment during student vacation	325,574	368,633
Long service liabilities	382,306	355,311
Deferred salary scheme liabilities	36,488	32,357
Remote teaching service	7,045	7,206
	795,789	**805,270**
Non-current		
Employee related provisions		
Long service leave	322,203	278,360
Remote teaching service	1,837	1,580
	324,040	**279,940**
Total employee related provisions	**1,119,829**	**1,085,210**

Provision is made for benefits accruing to employees in respect of wages and salaries, annual leave and long service leave for services rendered up to the reporting date and recorded as an expense during the period the services are delivered.

Annual leave liabilities

Annual leave liabilities are classified as current, as there is no right at the end of the reporting period to defer settlement for at least 12 months after the reporting period. Assessments indicate that actual settlement of the liabilities is expected to occur as follows:

	2024–25 $'000	2023–24 $'000
Within 12 months of the end of the reporting period	32,512	30,748
More than 12 months after the end of the reporting period	11,864	11,015
	44,376	**41,763**

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

3.1.2 Employee related provisions (continued)

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

Entitlement to payment during student vacation

	2024–25 $'000	2023–24 $'000
Within 12 months of the end of the reporting period	325,574	368,633
	325,574	**368,633**

Entitlement to payment during student vacation is paid during the student vacation period for most school-based staff employed under the Teachers (Public Sector Primary and Secondary Education) Award 1993, the Teachers' Aides' Award 1979 and the Education Department Ministerial Officers Salaries Allowances and Conditions Award 1983 No. 5 of 1983, subject to meeting relevant conditions of the Award (including teachers, education assistants and some administration and school support staff).

The entitlement to payment during student vacation is used during the school vacations, leaving no balance at the end of the summer holidays (i.e. zero balance when school resumes at the start of each calendar year).

As at financial year end, the Department recognises a liability for the entitlement to payment during student vacation accrued during the current calendar school year (accrued daily) and not yet taken as at 30 June.

Long service liabilities

	2024–25 $'000	2023–24 $'000
Within 12 months of the end of the reporting period	168,416	152,388
More than 12 months after the end of the reporting period	536,093	481,283
	704,509	**633,671**

A liability for long service leave is recognised across all employees, including casual employees, using a short-hand approach which allows for the likelihood of payment, salary increases, and a discount rate based on remuneration rates and bond yields current as at the end of the reporting period. The short-hand approach was not materially different from the liability determined using the present value of expected future payments. This calculation is consistent with the Department's experience of employee retention and leave utilisation.

All long service leave provisions which are unconditional or expected to become unconditional within 12 months of the reporting date, plus all conditional long service leave provisions which are vested (i.e. the employee has met the age (55) or other criteria which allows early access) or will become vested within 12 months of the reporting date are classified as current liabilities. The remaining long service leave provisions are classified as non-current liabilities because the Department has an unconditional right to defer the settlement of the liability until the employee has completed the requisite criteria (e.g. age or years of service).

Deferred salary scheme liabilities

	2024–25 $'000	2023–24 $'000
Within 12 months of the end of the reporting period	8,400	7,456
More than 12 months after the end of the reporting period	28,088	24,901
	36,488	**32,357**

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

3.1.2 Employee related provisions (continued)

Remote teaching service

	2024–25 $'000	2023–24 $'000
Within 12 months of the end of the reporting period	3,710	3,680
More than 12 months after the end of the reporting period	5,172	5,106
	8,882	**8,786**

The provision for Remote Teaching Service leave relates to teaching staff who are working in remote and isolated communities within Western Australia. Employees who stay in the same remote location continuously for 3 years are entitled to an additional 10 weeks paid leave and those who remain in the same remote location continuously for 4 years are entitled to an additional 22 weeks paid leave. The provision recognises the value of salary set aside for employees. This liability is measured on the same basis as long service leave.

Employment on-costs

The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance.

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of Note 3.3 'Other expenditures' and are not included as part of the Department's 'employee benefits expense'.

Key sources of estimation uncertainty – long service leave

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

Several estimates and assumptions are used to calculate the Department's long service leave provision. These include:

- expected future salary rates
- discount rates
- employee retention rates
- expected future payments.

Changes in these estimations and assumptions may impact on the carrying amount of the long service leave provision.

Any gain or loss following revaluation of the present value of long service leave liabilities is recognised as employee benefits expense.

3.2 Grants and subsidies

	2024–25 $'000	2023–24 $'000
Recurrent		
Parents from public schools	8,482	2,091
Non-government schools and other organisations	42,084	32,732
Total grants and subsidies	**50,566**	**34,823**

Transactions in which the Department provides goods, services, assets (or extinguishes a liability) or labour to another party without receiving approximately equal value in return are categorised as 'Grant or subsidy expenses'. These payments or transfers are recognised at fair value at the time of the transaction and are recognised as an expense in the reporting period in which they are paid. They include transactions such as: grants, subsidies, personal benefit payments made in cash to individuals, and other transfer payments made to public sector agencies, local governments, non-government schools, and community groups.

3.3 Other expenditure

	2024–25 $'000	2023–24 $'000
Supplies and services		
Communication services	26,165	23,990
Consumables - utilities	88,033	83,829
Consumables - other	4,453	3,929
Equipment purchases (less than $5,000)	6,521	5,749
Insurance	128,971	105,053
Minor works[(a)]	57,341	53,140
PPP - School maintenance costs	19,441	14,816
Repairs and maintenance	189,311	176,129
Service and contracts - property	25,620	22,271
Service and contracts[(b)]	270,740	252,034
Staff-related expense	7,070	4,592
Travel	18,329	16,193
Schools expenses	400,157	396,374
Other	6,432	8,639
Total supplies and services expenses	**1,248,584**	**1,166,738**
Accommodation expenses		
Office rental	18,180	16,823
Other accommodation expenses	5,598	4,468
Total accommodation expenses	**23,778**	**21,291**

(a) Minor works are small, low risk works that improve the function, safety and appearance of a building or infrastructure.
(b) Included within service and contracts are short-term and low value leases of up to $5,000 when new. This excludes leases with another wholly owned public sector entity lessor agency. Refer to Note 5.2 for aggregate short-term and low value leases expense.

Supplies and services

Supplies and services are recognised as an expense in the reporting period in which they are incurred. The carrying amounts of any materials held for distribution are expensed when the materials are distributed.

Repairs and maintenance

Repairs, maintenance and cleaning costs are recognised as expenses as incurred, except where they relate to the replacement of a significant component of an asset. In that case, the costs are capitalised and depreciated.

Employee on-costs

Employee on-cost includes workers' compensation insurance and other employment on-costs. The on-costs liability associated with the recognition of annual and long service leave liabilities is included at Note 3.1.2 'Employee related provisions'. Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs.

Other

Other operating expenses generally represent the day-to-day running costs incurred in normal operations.

Office rental

Office rental is expensed as incurred because significant substitution rights are contained in Memorandum of Understanding Agreements between the Department and the Department of Finance for the leasing of office accommodation.

3.3 Other expenditure (continued)

	2024–25 $'000	2023–24 $'000
Other expenses		
Loss on disposal of non-current assets[a]	2,481	298
Refund of prior period revenue	157	157
Expected credit losses expense[b]	6,766	6,512
Insurance performance adjustments	17,038	33,046
Total other expenses	**26,442**	**40,013**
Total other expenditure	**1,275,026**	**1,206,751**

(a) Refer to Note 3.4 Net loss on disposal of non-current assets for detailed breakdown.
(b) Refer to Note 6.1.1 Movement in the allowance for impairment of trade receivables for detailed breakdown.

Expected credit losses expense

Expected credit losses is recognised for movement in allowance for impairment of trade receivables. Please refer to Note 6.1.1. 'Movement in the allowance for impairment of trade receivables' for details.

Insurance performance adjustments

Insurance performance adjustments relate to the insurance premiums that RiskCover charged in previous years. The adjustments are the result of consideration of the latest forecast claims costs, claims administration expenses, reinsurance expenses and net investment income, and they can be both favourable and unfavourable.

Prior year performance adjustments are considered changes in accounting estimates. As such, they are recognised prospectively in profit or loss in the period of the change.

3.4 Net loss on disposal of non-current assets

	Notes	2024–25 $'000	2023–24 $'000
Carrying amount of disposal of non-current assets			
Land	5.1	1,784	155
Plant and equipment	5.1	961	451
Motor vehicles	5.1	5	-
Buses	5.1	99	98
Computers	5.1	33	8
Communication equipment	5.1	1	10
Office equipment	5.1	122	244
Miscellaneous assets	5.1	23	56
		3,028	**1,022**
Proceeds from disposal of non-current assets			
Land		-	343
Plant and equipment		148	92
Motor vehicles		39	110
Buses		186	37
Computers		28	4
Communication equipment		1	4
Office equipment		101	91
Miscellaneous assets		44	43
		547	**724**
Net loss on disposal of non-current assets		**2,481**	**298**

Gains and losses on the disposal of non-current assets

Gains and losses on the disposal of non-current assets are presented by deducting from the proceeds on disposal the carrying amount of the asset and related selling expenses. Gains and losses are recognised in profit or loss in the Statement of Comprehensive Income.

4. Our funding sources

How we obtain our funding

This section provides additional information about how the Department obtains its funding and the relevant accounting policy notes that govern the recognition and measurement of this funding. The primary income received by the Department and the relevant notes are:

	Note
Income from State Government	**4.1**
User contributions, charges and fees	**4.2**
Australian Government grants and contributions	**4.3**
Interest revenue	**4.4**
Other revenue	**4.5**

4.1 Income from State Government

	2024–25 $'000	2023–24 $'000
Appropriation received during the period:		
Service appropriation	5,517,638	4,953,640
Total service appropriation received	**5,517,638**	**4,953,640**
Income received from other public sector entities during the period:		
Department of Treasury	22,274	2,806
Department of Training and Workforce Development	15,778	13,575
Insurance Commission of Western Australia	7,391	6,840
Department of Communities	2,894	1,388
Department of Local Government, Sport and Cultural Industries	2,532	453
Mental Health Commission	2,224	2,224
Western Australia Police Force	1,981	1,897
Department of the Premier and Cabinet	255	275
Department of Fire and Emergency Services	133	70
Department of Jobs, Tourism, Science and Innovation	101	289
Department of Water and Environmental Regulation	69	64
Department of Health	57	183
Healthway	55	98
Rottnest Island Authority	46	-
Department of Finance	40	-
Department of Transport	23	-
State Library of Western Australia	17	-
Lotterywest	15	-
Department of Primary Industries and Regional Development	9	44
Department of Planning, Lands and Heritage	8	36
Horizon Power	-	509
Other	1,123	742
Total income from other public sector entities	**57,025**	**31,493**

4.1 Income from State Government (continued)

	2024–25 $'000	2023–24 $'000
Resources received from other public sector entities during the period		
Resources received free of charge		
Department of Communities - general maintenance	13	16
State Solicitor's Office - legal services	1,081	878
Department of Finance - government accommodation	206	271
Department of Health - curriculum support materials and funded teacher training	284	538
Department of Primary Industries and Regional Development - digital downloads	-	1
Landgate - valuation services	107	215
Western Australian Electoral Commission - election programmes	289	206
WA Child and Adolescent Health Service - school health services	14,053	13,807
Department of Planning, Lands and Heritage - spatial data	1	-
Total resources received	**16,034**	**15,932**
Royalties for Regions Fund:		
Regional Community Services Fund	25,790	26,805
Total Royalties for Regions Fund	**25,790**	**26,805**
Total Income from State Government	**5,616,487**	**5,027,870**

Service appropriations are recognised as income at the fair value of consideration received in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited in the bank account or credited to the ‘Amounts receivable for services’ (holding account) held at Treasury.

Income from other public sector entities is recognised as income when the Department has satisfied its performance obligations under the funding agreement. If there is no performance obligation, income will be recognised when the Department receives the funds.

Resources received from other public sector entities is recognised as income equivalent to the fair value of assets received or the fair value of services received that can be reliably determined and which would have been purchased if not donated.

The Regional Community Services Accounts and Regional Reform Fund are sub-funds within the overarching ‘Royalties for Regions Fund’. The recurrent funds are committed to projects and programs in regional WA areas and are recognised as income when the Department receives the funds. The Department has assessed Royalties for Regions agreements and concluded that they are not within the scope of AASB 15 as they do not meet the ‘sufficiently specific performance obligation’ criterion.

4.1 Income from State Government (continued)

Summary of consolidated account appropriations

	2024–25 Budget $'000	2024–25 Section 25 transfers $'000	2024–25 Additional funding* $'000	2024–25 Revised budget $'000	2024–25 Actual $'000	2024–25 Variance $'000
DELIVERY OF SERVICES						
Item 63 Net amount appropriated to deliver services	5,174,492	259,844	81,197	5,515,533	5,515,533	-
Amount authorised by other statutes						
Salaries and Allowances Act 1975 (WA)	2,033	-	72	2,105	2,105	-
Total appropriations provided to deliver services	**5,176,525**	**259,844**	**81,269**	**5,517,638**	**5,517,638**	**-**
CAPITAL						
Item 141 Capital appropriations	513,138	3,100	(11,327)	504,911	504,911	-
ADMINISTERED TRANSACTIONS						
Item 64 Amount provided for Administered Grants, Subsidies and Other Transfer Payments	497,984	-	89,528	587,512	587,512	-
TOTAL CONSOLIDATED ACCOUNT APPROPRIATIONS	**6,187,647**	**262,944**	**159,470**	**6,610,061**	**6,610,061**	**-**

* Additional funding includes supplementary funding and new funding authorised under section 27 of the *Financial Management Act 2006* and amendments to standing appropriations.

4.2 User contributions, charges and fees

	2024–25 $'000	2023–24 $'000
Schools		
Contributions, charges and fees	115,477	112,566
	115,477	**112,566**
Central Office		
Agricultural schools fees	3,924	3,952
Other charges and fees	15,799	16,656
	19,723	**20,608**
Total user contributions, charges and fees	**135,200**	**133,174**

Revenue is recognised at the transaction price when the Department transfers control of the services to customers. Revenue is recognised for the major activities as follows:

Contributions, charges and fees (schools and central office)

Revenue is recognised when the Department transfers control of services to a customer for the amount to which the Department expects to be entitled in line with AASB 15 requirements.

Net appropriation determination

The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2024–25 Budget Statements, the Department retained $1,974.88 million in 2024–25 ($1,788.98 million in 2023–24) from the following:

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

4.3 Australian Government grants and contributions

	2024–25 $'000	2023–24 $'000
Central office		
Australian Government grants - recurrent	1,469,359	1,326,675
Australian Government grants - capital	-	26,761
	1,469,359	**1,353,436**
Schools		
Australian Government grants - recurrent	1,525	965
Australian Government grants - capital	-	45
	1,525	**1,010**
Total Australian Government grants and contributions	**1,470,884**	**1,354,446**

Recurrent Australian Government grants are recognised as income when the grants are receivable.

Income from grants to acquire/construct a recognisable non-financial asset to be controlled by the Department is recognised when the Department satisfies its obligations under the transfer. The Department satisfies the obligations under the transfer over time as the non-financial assets are being constructed. The Department typically satisfies the obligations under the transfer when it achieves milestones specified in the grant agreement and amounts received in advance of obligation satisfaction are reported at Note 6.7.

4.4 Interest revenue

	2024–25 $'000	2023–24 $'000
Interest revenue	17,115	15,387
Loan interest revenue	15,160	14,844
Total interest revenue	**32,275**	**30,231**

Loan interest revenue amount reflects the interest charged and receivable from low interest loans to non-government schools and the University of Notre Dame Australia (UNDA). In 2024–25 loans to the value of $52.79 million ($43.63 million in 2023–24) were advanced to non-government schools. Interest has been calculated using the effective interest rate method in compliance with AASB 9. Participating institutions pay financial costs applicable to their loans, with the balance of the interest rate charged (see Note 7.4 Finance Costs) being met by a government appropriation.

4.5 Other revenue

	2024–25 $'000	2023–24 $'000
Schools		
Bookshops and canteens	5,383	5,286
Donations to schools	23,082	23,986
Hire of facilities	2,162	1,515
Lease income	19,075	15,273
Other revenue	15,861	14,516
Total other revenue - Schools	**65,563**	**60,576**
Capital contributions and recoveries		
Developer contributions	18,937	7,849
Transferred assets at fair value[(a)]	33,000	-
	51,937	**7,849**
Other		
Recoveries and refunds	9,313	8,564
Sale of goods and services	16,717	17,297
Employee rental contributions[(b)]	21,742	20,309
Other miscellaneous revenue	2,043	1,867
	49,815	**48,037**
Total other revenue - Central office	**101,752**	**55,886**
Total other revenue	**167,315**	**116,462**

(a) Transferred assets at fair value are transfers to the Department from organisations other than other state government agencies.
(b) The Department leases a number of right-of-use assets from the Government Regional Officer Housing (GROH) Program, which it sub-leases to employees at a subsidised rate. Information on the Department's leasing arrangements with the GROH Program in Note 3.1.1.

Other revenue

Other revenue is recognised in the accounting period in which the relevant performance obligations has been satisfied.

5. Key assets

Assets the Department utilises for economic benefit or service potential

This section includes information regarding the key assets the Department utilises to gain economic benefits or provide service potential. The section sets out both the key accounting policies and financial information about the performance of these assets:

	Note
Property, plant and equipment	**5.1**
Right-of-use assets	**5.2**
Service concession assets	**5.3**

5.1 Property, plant and equipment

	Land $'000	Land improvements $'000	Buildings $'000	Plant and equipment $'000	Motor vehicles $'000	Buses $'000	Computers $'000	Communication equipment $'000	Office equipment $'000	Miscellaneous assets $'000	Capital works in progress $'000	Total $'000
1 Jul 2023												
Gross carrying amount	4,632,775	2,634,541	8,064,547	460,725	7,000	25,832	23,460	6,069	22,720	10,412	459,692	16,347,773
Accumulated depreciation	-	(9,534)	(47,342)	(210,175)	(6,283)	(17,861)	(20,824)	(5,898)	(14,899)	(7,248)	-	(340,064)
Accumulated impairment loss	-	-	(2,218)	-	-	-	-	-	-	-	-	(2,218)
Carrying amount at start of period	**4,632,775**	**2,625,007**	**8,014,987**	**250,550**	**717**	**7,971**	**2,636**	**171**	**7,821**	**3,164**	**459,692**	**16,005,491**
Additions	-	13,202	24,664	7,629	854	2,295	995	1,163	3,641	1,066	515,446	570,955
Disposals	(155)	-	-	(451)	-	(98)	(8)	(10)	(244)	(56)	-	(1,022)
Transferred to land & buildings held for distribution to owner[(a)]	(526)	-	-	-	-	-	-	-	-	-	-	(526)
Transferred from land & buildings held for distribution to owner	155	-	-	-	-	-	-	-	-	-	-	155
Transferred to/from works in progress	10,096	756	498,719	21,729	-	-	-	-	-	-	(531,300)	-
Revaluation increments/(decrements)	303,552	192,090	1,259,299	-	-	-	-	-	-	-	-	1,754,941
Impairment losses	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation	-	(57,202)	(136,050)	(45,415)	(412)	(1,665)	(1,212)	(458)	(2,836)	(427)	-	(245,677)
Transfers/adjustments[(b)]	-	52	(52)	-	2	1	(53)	(7)	2	1	(21,606)	(21,660)
Carrying amount at 30 June 2024	**4,945,897**	**2,773,905**	**9,661,567**	**234,042**	**1,161**	**8,504**	**2,358**	**859**	**8,384**	**3,748**	**422,232**	**18,062,657**
Gross carrying amount	4,945,897	2,782,900	9,709,079	486,076	7,675	27,641	22,513	6,717	23,548	11,058	422,232	18,445,336
Accumulated depreciation	-	(8,995)	(47,512)	(252,034)	(6,514)	(19,137)	(20,155)	(5,858)	(15,164)	(7,310)	-	(382,679)

(a) The Department of Planning, Lands and Heritage (DPLH) is the only department with the power to sell Crown land. The land is transferred to DPLH for sale and the Department accounts for the transfer as a distribution to owner.
(b) Transfers include $21.64 million of capital works in progress transferred to right-of-use assets, refer to note 5.2.

Information on fair value measurements is provided in Note 8.3.

5.1 Property, plant and equipment (continued)

	Land $'000	Land improvements $'000	Buildings $'000	Plant and equipment $'000	Motor vehicles $'000	Buses $'000	Computers $'000	Communication equipment $'000	Office equipment $'000	Miscellaneous assets $'000	Capital works in progress $'000	Total $'000
1 Jul 2024												
Gross carrying amount	4,945,897	2,782,900	9,709,079	486,076	7,675	27,641	22,513	6,717	23,548	11,058	422,232	18,445,336
Accumulated depreciation	-	(8,995)	(47,512)	(252,034)	(6,514)	(19,137)	(20,155)	(5,858)	(15,164)	(7,310)	-	(382,679)
Carrying amount at start of period	**4,945,897**	**2,773,905**	**9,661,567**	**234,042**	**1,161**	**8,504**	**2,358**	**859**	**8,384**	**3,748**	**422,232**	**18,062,657**
Additions	33,000	13,222	25,127	5,303	1,678	2,547	1,228	363	2,288	483	504,625	589,864
Disposals	(1,784)	-	-	(961)	(5)	(99)	(33)	(1)	(122)	(23)	-	(3,028)
Transferred to/from works in progress	12,864	-	390,667	39,002	-	-	-	-	-	-	(442,533)	-
Revaluation increments/(decrements)	278,296	248,208	754,809	-	-	-	-	-	-	-	-	1,281,313
Impairment losses	-	-	(5,420)	-	-	-	-	-	-	-	-	(5,420)
Depreciation	-	(61,808)	(164,353)	(34,276)	(596)	(1,587)	(1,120)	(392)	(2,769)	(417)	-	(267,318)
Transfers/adjustments	-	(14)	33	-	(170)	173	(1)	(1)	(1)	(1)	(1)	17
Carrying amount at 30 June 2025	**5,268,273**	**2,973,513**	**10,662,430**	**243,110**	**2,068**	**9,538**	**2,432**	**828**	**7,780**	**3,790**	**484,323**	**19,658,085**
Gross carrying amount	5,268,273	2,980,990	10,715,928	522,636	8,959	28,964	21,304	6,693	23,217	11,329	484,323	20,072,616
Accumulated depreciation	-	(7,477)	(48,078)	(279,526)	(6,891)	(19,426)	(18,872)	(5,865)	(15,437)	(7,539)	-	(409,111)
Accumulated impairment loss	-	-	(5,420)	-	-	-	-	-	-	-	-	(5,420)

Information on fair value measurements is provided in Note 8.3.

5.1 Property, plant and equipment (continued)

Initial recognition

Items of property, plant and equipment (PPE), costing $5,000 or more with a useful life of 2 or more years are measured initially at cost. Where an asset is acquired for no cost or significantly less than fair value, the cost is valued at its fair value at the date of acquisition. Items of PPE and land improvements costing less than $5,000 are immediately expensed to the Statement of Comprehensive Income.

Any costs directly attributable to bringing the asset to the location and condition necessary for it to be capable of operating in the manner intended by management to be included in the cost of an item. Examples include project and professional fees, installation and assembly costs, costs of site preparation and costs of employee benefits arising directly from the construction or acquisition of the item of PPE.

Assets transferred as part of a machinery of government change are transferred at their fair value.

The cost of a leasehold improvement is capitalised and depreciated over the shorter of the remaining term of the lease or the estimated useful life of the leasehold improvement.

Subsequent measurement

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

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

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

School land improvements consists of roads, foot paths and paved areas, boundary walls, fences and gates, soft landscaping, and external services. Information from the quantity surveyor engaged by the Department, previous analysis of school land improvements, and a cross reference to industry cost guide publication is considered to estimate the building replacement cost for school land improvements.

Land and Buildings are measured at fair value every 3 years, consistent with TI 8 – Requirement 7 Revaluation of Non-Current Physical Assets, issued by the Department of Treasury. The last revaluation for land, buildings and school land improvements was effective for the year ended 30 June 2025. The revaluation of land and buildings was conducted by the Western Australian Land Information Authority (Landgate). The revaluation of land improvements was conducted by an independent quantity surveyor.

Indices are reviewed annually and when they indicate a cumulative change of greater than or equal to 15% since last comprehensive revaluation an out of cycle revaluation will be triggered. The Department uses indices from a reputable and publicly available source, the Australian Bureau of Statistics for the measurement of indices relevant to the Department's assets.

For 2024–25, although the cumulative movement in indices was less than 15% since the last comprehensive revaluation in 2023–24, the Department revalued land, buildings and land improvements due to significant movements in valuations provided by Landgate and the independent quantity surveyor.

The Department includes Project and Professional Fees in the fair value.

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

5.1 Property, plant and equipment (continued)

Key sources of estimation uncertainty – Valuation of land improvements

The Department recognises school land improvements comprising roads, footpaths and paved areas; boundary walls, fencing and gates; landscaping and improvements, and external services from an independent quantity surveyor as determined by the Department's valuer. Currently the value of roads, footpaths and paved areas, and landscaping and improvements are measured by applying the appropriate current rate per square metre. Boundary walls, fencing and gates are measured by applying the appropriate current rate per metre. External services area is measured by applying the appropriate current rate to buildings' gross floor area and, where appropriate, site area. The rate applied by the Department's quantity surveyor is benchmarked against recent project tender prices and are applied as of 1 July 2024 and adjusted for the ages and conditions based on straight line depreciation of each asset over time.

5.1.1 Depreciation and impairment

Depreciation charge for the period

	Notes	2024–25 $'000	2023–24 $'000
Depreciation			
Land Improvements	5.1	61,808	57,202
Buildings	5.1	164,353	136,050
Plant and equipment	5.1	34,276	45,415
Motor vehicles	5.1	596	412
Buses	5.1	1,587	1,665
Computers	5.1	1,120	1,212
Communication equipment	5.1	392	458
Office equipment	5.1	2,769	2,836
Miscellaneous assets	5.1	417	427
Total depreciation		**267,318**	**245,677**

Impairment charge for the period

	Notes	2024–25 $'000	2023–24 $'000
Impairment			
Buildings	5.1	5,420	-
Total impairment		**5,420**	**-**

Useful lives

All property, plant and equipment having a limited useful life are systematically depreciated over their estimated useful lives in a manner that reflects the consumption of their future economic benefits. The exception to this rule includes assets held for sale and land.

Depreciation is calculated on a straight-line basis, at rates that allocate the asset's value, over its estimated useful life. Estimated useful lives for the different asset classes for current and prior years are included in the table below:

5.1.1 Depreciation and impairment (continued)

Buildings	50 to 80[(a)]	Years
Land improvements	40 to 80	Years
Communication equipment	5	Years
Computers	4	Years
Furniture and fittings	10	Years
Motor vehicles	5	Years
Buses	10	Years
Musical instruments	8 to 12	Years
Office equipment	5	Years
Plant and equipment	8 to 25[(b)]	Years
Software	4	Years

(a) School buildings have total useful life of 80 years and residential college buildings have a useful life of 50 years.
(b) Includes transportables and demountables with useful life of 25 years.

The estimated useful lives and the depreciation method are reviewed at the end of each annual reporting period, with adjustments made where appropriate.

Land and works of art, which are considered to have an indefinite life, are not depreciated. Depreciation is not recognised in respect of these assets because their service potential has not, in any material sense, been consumed during the reporting period.

Furniture and fittings, and musical instruments are included within miscellaneous assets.

Impairment

Non-financial assets, including items of plant and equipment, are tested for impairment whenever there is an indication that the asset may be impaired. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised.

Where an asset measured at cost is written down to its recoverable amount, an impairment loss is recognised through profit or loss.

Where a previously revalued asset is written down to its recoverable amount, the loss is recognised as a revaluation decrement through other comprehensive income.

As the Department is a not-for-profit entity, the recoverable amount of regularly revalued specialised assets is anticipated to be materially the same as fair value.

If there is an indication that there has been a reversal in impairment, the carrying amount shall be increased to its recoverable amount. However, this reversal does not increase the asset's carrying amount above what would have been determined, net of depreciation or amortisation, if no impairment loss had been recognised in prior years.

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

5.2 Right-of-use assets

	Land $'000	Buildings $'000	Buildings PPP $'000	Motor vehicles $'000	Other $'000	Total $'000
1 Jul 2023						
Gross carrying amount	1,718	72,452	329,062	10,908	34,771	448,911
Accumulated depreciation	(916)	(32,792)	(16,914)	(6,352)	(16,129)	(73,103)
Carrying amount at start of period	**802**	**39,660**	**312,148**	**4,556**	**18,642**	**375,808**
Additions	1,888	12,786	-	4,293	5,649	24,616
Disposals	-	25	-	(2)	-	23
Lease reassessment	72	40,821	-	355	-	41,248
Transfers/adjustments[(a)]	-	22	21,637	(2)	2	21,659
Depreciation	(568)	(37,808)	(4,194)	(2,428)	(6,612)	(51,610)
Carrying amount at 30 June 2024	**2,194**	**55,506**	**329,591**	**6,772**	**17,681**	**411,744**
Gross carrying amount	3,678	92,774	350,699	13,613	34,018	494,782
Accumulated depreciation	(1,484)	(37,268)	(21,108)	(6,841)	(16,337)	(83,038)

(a) Transfers include $21.64 million of capital works in progress transferred to right-of-use assets, refer to note 5.1.

	Land $'000	Buildings $'000	Buildings PPP $'000	Motor vehicles $'000	Other $'000	Total $'000
1 Jul 2024						
Gross carrying amount	3,678	92,774	350,699	13,613	34,018	494,782
Accumulated depreciation	(1,484)	(37,268)	(21,108)	(6,841)	(16,337)	(83,038)
Carrying amount at start of period	**2,194**	**55,506**	**329,591**	**6,772**	**17,681**	**411,744**
Additions	659	17,461	578	3,085	5,502	27,285
Disposals	-	-	-	(3)	-	(3)
Lease reassessment	(4)	49,816	-	345	-	50,157
Transfers/adjustments	-	24	21	-	-	45
Depreciation	(674)	(44,604)	(4,461)	(2,742)	(6,948)	(59,429)
Carrying amount at 30 June 2025	**2,175**	**78,203**	**325,729**	**7,457**	**16,235**	**429,799**
Gross carrying amount	4,022	127,512	351,299	15,296	35,959	534,088
Accumulated depreciation	(1,847)	(49,309)	(25,570)	(7,839)	(19,724)	(104,289)

5.2 Right-of-use assets (continued)

Initial recognition

At the commencement date of the lease, the Department recognises right-of-use assets measured at cost including the following:

- the amount of the initial measurement of lease liability
- any lease payments made at or before the commencement date less any lease incentives received
- any initial direct costs
- restoration costs, including dismantling and removing the underlying asset.

This includes leased assets other than investment property right-of-use assets, which are measured in accordance with AASB 140 Investment Property.

The corresponding lease liabilities in relation to these right-of-use assets have been disclosed in Note 7.2 'Leases'.

The Department has leases for mostly vehicles, computer equipment, private public partnership schools and residential accommodations.

The residential accommodation leases are mostly on a fixed-term basis through the Government Regional Officer Housing (GROH) Program. These are included in Buildings. The Department also has open-ended leases via the GROH Program, where either party may exit the agreement with limited penalty. As the agreements work on a month-to-month 'extension' basis, the lessee and lessor can elect to not continue extending the arrangement. As a result, under AASB 16, there is no non-cancellable period that gives rise to specific rights and obligations, and they are therefore accounted for as an expense as incurred.

The Department has entered into a Memorandum of Understanding Agreement (MOU) with the Department of Finance for the leasing of office accommodation. These are not recognised under AASB 16 because of substitution rights held by the Department of Finance and are accounted for as an expense as incurred.

The Department has elected not to recognise right-of-use assets and lease liabilities for short-term leases (with a lease term of 12 months or less) and low-value leases (with an underlying value of $5,000 or less when new). Lease payments associated with these leases are expensed over a straight-line basis over the lease term.

Subsequent measurement

The cost model is applied for subsequent measurement of right-of-use assets, requiring the asset to be carried at cost less any accumulated depreciation and accumulated impairment losses and adjusted for any remeasurement of leases.

Depreciation and impairment of right-of-use assets

Right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the underlying assets.

If ownership of the leased asset is transferred to the Department at the end of the lease term or the cost reflects the exercise of a purchase option, depreciation is calculated using the estimated useful life of the asset.

Right-of-use assets are tested for impairment when an indication of impairment is identified. The policy in connection with testing for impairment is outlined in Note 5.1.1.

The following amounts related to leases are recognised in the Statement of Comprehensive Income:

	Notes	2024–25 $'000	2023–24 $'000
Depreciation			
Land	5.2	674	568
Buildings	5.2	44,604	37,808
Buildings PPP	5.2	4,461	4,194
Vehicles	5.2	2,742	2,428
Other	5.2	6,948	6,612
Total depreciation expense of right-of-use assets		**59,429**	**51,610**
Lease interest expense		27,901	26,513
Low-value leases		24,478	21,661

The total cash outflow for leases in 2024–25 was $110.92 million (2023–24: $100.65 million). As at 30 June 2025, there were no indications of impairment to right-of-use assets.

5.3 Service concession assets

	Land $'000	Land improvements $'000	Buildings $'000	Plant and equipment $'000	Total $'000
1 Jul 2023					
Gross carrying amount	12,090	6,722	18,496	651	37,959
Accumulated depreciation	-	-	-	(275)	(275)
Carrying amount at start of period	**12,090**	**6,722**	**18,496**	**376**	**37,684**
Additions	-	-	17	-	17
Revaluation increments/(decrements)	990	340	2,101	-	3,431
Depreciation	-	(198)	(430)	(80)	(708)
Transfers/adjustments	-	-	18	-	18
Carrying amount at 30 June 2024	**13,080**	**6,864**	**20,202**	**296**	**40,442**
Gross carrying amount	13,080	6,864	20,202	651	40,797
Accumulated depreciation	-	-	-	(355)	(355)

Information on fair value measurements is provided in Note 8.3.

	Land $'000	Land improvements $'000	Buildings $'000	Plant and equipment $'000	Total $'000
1 Jul 2024					
Gross carrying amount	13,080	6,864	20,202	651	40,797
Accumulated depreciation	-	-	-	(355)	(355)
Carrying amount at start of period	**13,080**	**6,864**	**20,202**	**296**	**40,442**
Revaluation increments/(decrements)	795	1,029	3,207	-	5,031
Depreciation	-	(205)	(483)	(61)	(749)
Transfers/adjustments	-	(38)	1	(1)	(38)
Carrying amount at 30 June 2025	**13,875**	**7,650**	**22,927**	**234**	**44,686**
Gross carrying amount	13,875	7,650	22,927	651	45,103
Accumulated depreciation	-	-	-	(417)	(417)

Information on fair value measurements is provided in Note 8.3.

Initial measurement

Service concession assets are initially measured at current replacement cost in accordance with the cost approach to fair value in AASB 13 Fair Value Measurement.

The same measurement approach applies to existing assets of the Department that have been reclassified as service concession assets at the date of reclassification. Any difference between the carrying amount of the asset and its current replacement cost is accounted for as if it is a revaluation of the asset.

Subsequent measurement

After initial recognition, service concession assets, other than plant and equipment, are subsequently measured by applying the revaluation model (refer to Note 5.1 Property, Plant and Equipment).

5.3.1 Depreciation and impairment of service concession assets

	Notes	2024–25 $'000	2023–24 $'000
Depreciation			
Land improvements	5.3	205	198
Buildings	5.3	483	430
Plant and equipment	5.3	61	80
Total depreciation		**749**	**708**

Depreciation and impairment of service concession assets

Subsequent to initial recognition or reclassification, a service concession asset is depreciated in accordance with AASB 116 Property, Plant and Equipment. Any impairment recognised in accordance with AASB 136 Impairment of Assets (refer to Note 5.1.1 Depreciation and Impairment).

The Department's camp schools and Landsdale Farm meet the eligibility requirement of a service concession asset. The Department leased 5 camp schools to Fairbridge Western Australia Inc for a period of 15 years (renewable for another 2 five-year lease terms) for a nominal cost, and Landsdale Farm to Strive Community Services Inc. for an initial period of 5 years (renewable for another 2 five-year lease terms) at an annual rental amount.

6. Other assets and liabilities

This section sets out those assets and liabilities that arose from the Department's controlled operations and includes other assets utilised for economic benefits and liabilities incurred during normal operations:

	Note
Receivables	**6.1**
Amounts receivable for services (Holding account)	**6.2**
Other current assets	**6.3**
Inventories	**6.4**
Payables	**6.5**
Other provisions	**6.6**
Other liabilities	**6.7**

6.1 Receivables

	2024–25 $'000	2023–24 $'000
Current		
Trade receivables	56,334	45,241
Loans to non-government schools and the UNDA	44,757	43,773
Allowance for impairment of receivables (Note 6.1.1)	(17,390)	(15,951)
GST receivable	20,673	19,901
Total current	**104,374**	**92,964**
Non-current		
Accrued Salaries account [(a)]	157,057	127,204
Loans to non-government schools and the UNDA	328,025	327,017
Total non-current	**485,082**	**454,221**
Total receivables at end of period	**589,456**	**547,185**

(a) Funds transferred to Treasury for the purpose of meeting the 27th pay in a reporting period that generally occurs every 11 years. This account is classified as non-current except for the year before the 27th pay year.

Trade receivables

Trade receivables are initially recognised at their transaction price or, for those receivables that contain a significant financing component, at fair value. The Department holds the receivables with the objective of collecting the contractual cash flows and therefore subsequently measures at amortised cost using the effective interest method, less an allowance for impairment.

The Department recognises a loss allowance for expected credit losses (ECLs) on a receivable not held at fair value through profit or loss. The ECLs represent the difference between the contractual cash flows and the cash flows that the entity expects to receive, discounted at the original effective interest rate. Individual receivables are written off when the Department has no reasonable expectations of recovering the contractual cash flows.

For trade receivables, the Department recognises an allowance for ECLs measured at the lifetime expected credit losses at each reporting date. The Department has established a provision matrix that is based on its historical credit loss experience, adjusted for forward-looking factors specific to the debtors and the economic environment. Please refer to Note 3.3 for the amount of ECLs expensed in this reporting period.

6.1 Receivables (continued)

Loans to non-government schools and the UNDA

The Department reports the value of subsidised loans it provides to non-government schools and the UNDA, in accordance with AASB 9. The loans are measured at amortised cost and have a maturity term not exceeding 15 years, as per the Low Interest Loan Scheme (LILS) guidelines. These loans are not held for trading purposes. See Note 8.1 Financial risk management.

The loans are granted at a subsidised average interest rate of 2.40% per annum. The Department meets the difference between the subsidised interest and the cost of borrowing through a government appropriation (refer to Note 4.4).

Estimated credit losses are provided for the life of loans using the simplified approach under AASB 9, taking into account historical trends as well as current and forecast credit risks. A progressive provisioning matrix is applied based on an ageing analysis. All loans were classified as current at the end of the reporting with a general provision for estimated credit losses at 0.40% (2023–24: 0.40%).

Accrued salaries account

Accrued salaries account contains amounts paid annually into the Treasurer's special purpose account. It is restricted for meeting the additional cash outflow for employee salary payments in reporting periods with 27 pay days instead of the normal 26. No interest is received on this account.

6.1.1 Movement in the allowance for impairment of trade receivables

	2024–25 $'000	2023–24 $'000
Reconciliation of changes in the allowance for impairment of trade receivables:		
Opening balance	15,951	14,846
Expected credit losses expense	6,765	6,512
Amounts written off during the period	(5,326)	(5,407)
Allowance for impairment at end of period	**17,390**	**15,951**

The maximum exposure to credit risk at the end of the reporting period for trade receivables is the carrying amount of the asset inclusive of any allowance for impairment as shown in the table at Note 8.1(c) Credit risk exposure.

The State Government's Low Interest Loan Scheme (LILS) lends public funds to the governing bodies of registered non-government schools and non-government school systems, as well as the University of Notre Dame Australia (UNDA). Although these loans are low-risk, comprehensive financial safeguards are in place to protect the recoverability of public funds provided through the scheme. This includes undertaking financial and other risk assessments of all governing bodies prior to lending the funds. Additionally, direct mechanisms are in place to permit the recovery of outstanding debts through the withholding of future recurrent funding provided by the State Government. In some instances, where a higher financial risk is present, collateral or other credit enhancements are held as security, including the registration of mortgages, to provide stronger protection for the recoverability of public funds.

6.2 Amounts receivable for services (Holding Account)

	2024–25 $'000	2023–24 $'000
Current	43,151	20,177
Non-current	4,471,471	4,211,132
Total amounts receivable for services at end of period	**4,514,622**	**4,231,309**

Amounts receivable for services represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

The amounts receivable for services are financial assets at amortised cost and are not considered impaired (i.e. there is no expected credit loss of the holding accounts).

6.3 Other current assets

	2024–25 $'000	2023–24 $'000
Current		
Contract assets	48,406	48,014
Prepayments	20,418	21,823
Total other current assets at end of period	**68,824**	**69,837**

Contract assets

Where the Department transfers either goods or services to a customer before the payment is due or before the customer pays for consideration, they are classified as contract assets. Contract assets exclude any amounts presented as a receivable.

Prepayments

Represents payments in advance of receipt of goods or services or that part of expenditure made in one accounting period covering a term extending beyond that period.

6.4 Inventories

	2024–25 $'000	2023–24 $'000
Inventories held for resale:		
School canteens, publications and bookshops stocks (at cost)	2,272	2,280
Livestock and farm produce (at cost)	5,842	4,420
Total inventories at end of period	**8,114**	**6,700**

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

Inventories not held for resale are valued at cost unless they are no longer required, in which case they are valued at net realisable value.

6.5 Payables

	2024–25 $'000	2023–24 $'000
Current		
Trade and other payables - central office	1,503	4,914
Trade and other payables - schools	4,034	3,756
Accrued expenses	95,262	99,530
Accrued salaries	135,546	147,388
Total current	**236,345**	**255,588**
Non-current		
Trade and other payables - central office	3,429	3,157
Total non-current	**3,429**	**3,157**
Total payables at end of period	**239,774**	**258,745**

Payables

Payables are recognised at the amounts payable when the Department becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value as settlement for the Department is generally within 15 to 20 days.

Accrued salaries

Accrued salaries represent the amount due to staff but unpaid at the end of the reporting period, including an accrual for backpay. Accrued salaries are normally settled within a fortnight of the reporting period end. The Department considers the carrying amount of accrued salaries to be equivalent to its fair value.

6.6 Other provisions

	2024–25 $'000	2023–24 $'000
Current		
Make-good provision	126	154
Asbestos remediation provision	1,225	1,225
School ventilation program	-	1,572
Total current	**1,351**	**2,951**
Non-current		
Make-good provision	1,286	1,106
Cladding rectification provision	4,631	4,031
Total non-current	**5,917**	**5,137**
Total other provisions at end of period	**7,268**	**8,088**

A restoration provision needs to be recognised for the present value of the estimated expenditure required, due to the Department's legal or constructive obligation, to dismantle and restore leasehold improvements, and undertake cladding rectification works.

A restoration provision is recognised when:

- there is a present obligation
- it is probable that an outflow of economic benefits will be required to settle the obligation
- the amount of the provision can be measured reliably.

The provision for future restoration cost is the best estimate of the expenditure required to settle the restoration obligation at the reporting date. Future restoration costs are reviewed annually for cladding rectification works and every 3 years for make-good. Any changes in the estimate are reflected in the restoration provision at each reporting date.

Make-good (restoration) provision

Some leased premises are required to be restored to their original condition at the end of their respective lease terms.

Asbestos remediation provision

The Department currently has contaminated sites registered with Department of Water and Environmental Regulation under the *Contaminated Sites Act 2003* (WA).

Cladding rectifications (restoration) provision

Following a fire involving aluminium composite panels, the Building Commission requested agencies assess their facilities. The Department has assessed all projects where aluminium composite panels were used since 2000. Where projects are identified as having potentially combustible cladding, fire engineering assessments were undertaken. At the time of reporting, 3 buildings belonging to the Department have been identified in the Department of Energy, Mines, Industry Regulation and Safety report. Further investigations have been undertaken by Department of Finance on the behalf of the Department for 13 schools. This work has resulted in the identification of solutions for 11 schools, signage solutions for 2 schools and one school was found to require no work. The program has been divided into 2 tranches. Schools deemed to be of the highest priority (moderate risk) will have works initiated as part of Tranche 1, with works at the remaining schools in Tranche 2 prioritised as the program progresses and budget constraints better understood. Tranche 1 is currently being documented and anticipated to go to tender in August 2025.

6.6.1 Movement in provisions

Movements in each class of provision during the period are set out below:

	2024–25 $'000	2023–24 $'000
Make-good provision		
Carrying amount at start of period	1,260	602
Additional/(reversals of) provisions recognised	152	658
Carrying amount at end of period	**1,412**	**1,260**
School ventilation program provision		
Carrying amount at start of period	1,572	2,838
Additional/(reversals of) provisions recognised	(1,572)	(1,266)
Carrying amount at end of period	**-**	**1,572**
Cladding rectification provision		
Carrying amount at start of period	4,031	3,302
Additional/(reversals of) provisions recognised	600	729
Carrying amount at end of period	**4,631**	**4,031**
Asbestos remediation provision		
Carrying amount at start of period	1,225	1,225
Carrying amount at end of period	**1,225**	**1,225**

6.7 Other liabilities

	2024–25 $'000	2023–24 $'000
Current		
Amounts held in schools suspense accounts	6,560	6,048
Accrued interest expense	16,154	12,708
Other	3,542	3,264
Contract liabilities	12,552	10,836
Total current	**38,808**	**32,856**
Total other liabilities at end of period	**38,808**	**32,856**

Contract liabilities

Contract liabilities, classified as amounts due to customers for services yet to be provided, primarily relate to when the Department has received consideration in advance of satisfying the performance obligation. Refer to Notes 4.2, 4.3 and 4.5 for details of the revenue recognition policy.

6.7.1 Movement in contract liabilities

	2024–25 $'000	2023–24 $'000
Reconciliation of changes in contract liabilities		
Opening balance	10,836	28,999
Additions	6,875	11,610
Revenue recognised in the reporting period	(5,159)	(29,773)
Balance at end of period	**12,552**	**10,836**

The Department expects to satisfy the performance obligations unsatisfied at the end of the reporting period within the next 12 months.

7. Financing

This section sets out the material balances and disclosures associated with the financing and cash flows of the Department.

	Note
Borrowings	**7.1**
Leases	**7.2**
Assets pledge as security	**7.3**
Finance costs	**7.4**
Cash and cash equivalents	**7.5**
Reconciliation of cash	**7.5.1**
Restricted cash and cash equivalents	**7.5.2**
Reconciliation of operating activities	**7.5.3**
Commitments	**7.6**

7.1 Borrowings

	2024–25 $'000	2023–24 $'000
Current		
WATC loans	44,757	43,773
Total current	**44,757**	**43,773**
Non-current		
WATC loans	364,238	356,268
Total non-current	**364,238**	**356,268**
Total borrowings at end of period	**408,995**	**400,041**

Borrowings refer to interest bearing liabilities mainly raised through Western Australian Treasury Corporation.

Interest bearing financial liabilities are classified at amortised cost and initially recognised at fair value of the consideration received less directly attributable transactions costs.

Subsequent to initial recognition, the borrowings are measured at amortised cost using the effective interest method. Gains and losses are recognised in profit or loss when the liabilities are derecognised or through the amortisation process.

The Department has not designated any financial liabilities as at fair value through profit or loss.

Western Australian Treasury Corporation (WATC) Low Interest Loans

The Department borrows from the WATC to finance loans provided under the Low Interest Loan Scheme (LILS), see also Note 6.1 'Receivables'. Loans are borrowed at an average rate of interest of 3.17% per annum. The carrying amounts are equivalent to their net fair values.

The current WATC Low Interest Loans relates to the portion of the principal repayments payable to WATC within the next 12 months. The amount is derived from estimates provided through the low interest loans system and the repayment schedule provided by WATC.

7.2 Leases

	2024–25 $'000	2023–24 $'000
Current	52,495	44,864
Non-current	374,415	364,292
	426,910	**409,156**

At the commencement date of the lease, the Department recognises lease liabilities measured at the present value of lease payments to be made over the lease term. The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, the Department uses the incremental borrowing rate provided by WATC.

Lease payments included by the Department as part of the present value calculation of lease liability include:

- fixed payments (including in-substance fixed payments), less any lease incentives receivable
- amounts expected to be payable by the lessee under residual value guarantees
- the exercise price of purchase options (where these are reasonably certain to be exercised)
- payments for penalties for terminating a lease, where the lease term reflects the Department exercising an option to terminate the lease.

The interest on the lease liability is recognised in profit or loss over the lease term to produce a constant periodic rate of interest on the remaining balance of the liability for each period. Lease liabilities do not include any future changes in variable lease payments (that depend on an index or rate) until they take effect, in which case the lease liability is reassessed and adjusted against the right-of-use asset.

Periods covered by extension or termination options are only included in the lease term by the Department if the lease is reasonably certain to be extended (or not terminated).

This section should be read in conjunction with Note 5.2.

Subsequent measurement

Lease liabilities are measured by increasing the carrying amount to reflect interest on the lease liabilities; reducing the carrying amount to reflect the lease payments made; and remeasuring the carrying amount at amortised cost, subject to adjustments to reflect any reassessment or lease modifications.

Public Private Partnerships

The State Government partnered with a single Project Company to design, build, finance and maintain 4 new primary schools and 4 secondary schools which opened between 2017 to 2020, with a subsequent maintenance period ending in December 2047.

Schools are designed, constructed and made available to the Department, upon commercial acceptance (CA). The Project Company is to provide, over the duration of the term, agreed facilities management services, maintenance and refurbishment of the schools. At the end of the term, the Project Company is to hand over the schools to the Department in a well-maintained condition, for nil consideration.

These Public Private Partnership (PPP) schools are recognised by the Department as a right-of-use asset with a right-of-use liability on achievement of CA of each phase of each school. The Department takes control of the school upon CA and provides school activities, including educational services and administration. The Department makes Quarterly Service Payments (QSP) over the term comprising repayment of design and construction costs and maintenance and service payments. The payment of the QSP will result in a reduction of the lease liability over time.

7.3 Assets pledged as security

	Notes	2024–25 $'000	2023–24 $'000
Assets pledged as security			
The carrying amounts of non–current assets pledged as security are:			
Right-of-use asset - Land	5.2	2,175	2,194
Right-of-use asset - Buildings	5.2	78,203	55,506
Right-of-use asset - Buildings PPP	5.2	325,729	329,591
Right-of-use asset - Motor vehicles	5.2	7,457	6,772
Right-of-use asset - Other	5.2	16,235	17,681
Total assets pledged as security		**429,799**	**411,744**

The Department has secured the right-of-use assets against the related lease liabilities. In the event of default, the rights to the leased assets will revert to the lessor.

7.4 Finance costs

	2024–25 $'000	2023–24 $'000
Lease interest expense	27,901	26,513
Loan fair value expense[(a)]	15,065	12,515
Interest expensed[(b)]	13,333	11,928
Total finance costs expensed	**56,299**	**50,956**

(a) Represents the financial cost of the subsidised low interest loans (LILS) disbursed and, committed but not yet disbursed. The loans are provided to non-government schools and a total of $52.79 million in new loans were disbursed in 2024–25 (2023–24: $43.63 million).

(b) Represents the amounts charged for loans provided to the Department by the WATC for the operation of the LILS and special loan to the UNDA. Refer to Note 4.4 Interest Revenue and Note 6.1 Receivables for further details.

7.5 Cash and cash equivalents

7.5.1 Reconciliation of cash

	2024–25 $'000	2023–24 $'000
Schools		
Bank accounts	445,183	427,518
Cash on hand	73	79
	445,256	**427,597**
Central office		
Operating bank account	209,509	116,288
	209,509	**116,288**
Total cash and cash equivalents at end of period	**654,765**	**543,885**

For the purpose of the Statement of Cash Flows, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of 3 months or less that are readily convertible to a known amount of cash, and which are subject to insignificant risk of changes in value.

7.5.2 Restricted cash and cash equivalents

	2024–25 $'000	2023–24 $'000
Current		
Grants accounts[(a)]	54,747	48,462
Royalties for Regions Fund	6,815	1,870
Paid Parental Leave	541	467
Special purpose account - TRBWA[(b)]	14,845	11,893
Special purpose account - Student Residential Colleges Fund[(b)]	1,248	1,719
	78,196	**64,411**
Total restricted cash and cash equivalents at end of period	**78,196**	**64,411**

(a) Unspent cash balances relating to Australian Government grants, state and private partnerships funding, which can only be used for the purpose stipulated by the grant or funding arrangement.
(b) Refer to Note 9.7 for further details.

For the purpose of the Statement of Cash Flows, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of 3 months or less that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value.

7.5.3 Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities

	Notes	2024–25 $'000	2023–24 $'000
Cash and cash equivalents	7.5.1	654,765	543,885
Restricted cash and cash equivalents	7.5.2	78,196	64,411
		732,961	**608,296**
Reconciliation of net cost of services to net cash flows used in operating activities			
Net cost of services		(5,425,937)	(5,032,553)
Non-cash Items			
Depreciation expense	5.1.1, 5.2, 5.3.1	327,496	297,995
Impairment expense	5.1.1	5,420	-
Resources received free of charge	4.1	16,034	15,932
Expected credit losses expense	3.3	6,766	6,512
Loss on disposal of non-current assets	3.3	2,481	298
Adjustment for other non-cash items		(8,335)	8,619
(Increase)/decrease in assets			
Current receivables[(a)]		(12,077)	1,723
Current inventories		(1,414)	2,550
Other current assets		1,013	(41,893)
Non-current receivables		(30,861)	(14,399)
Increase/(decrease) in liabilities			
Provisions		33,799	104,469
Current payables and other liabilities[(a)]		(13,291)	71,905
Non-current payables		272	522
Net GST receipts/(payments)[(b)]		(829)	846
Change in GST in receivables and payables[(c)]		(772)	841
Net cash used in operating activities		**(5,100,235)**	**(4,576,633)**

(a) The Australian Taxation Office (ATO) receivable/payable in respect of GST and the receivable/payable for the sale/purchase of non-current assets are not included in these items as they do not form part of the reconciling items.
(b) This is the net GST paid/received, i.e. cash transactions.
(c) This reverses the GST in receivables and payables.

7.6 Commitments

7.6.1 Capital commitments

	2024–25 $'000	2023–24 $'000
Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to the amounts reported in the financial statements, are payable as follows:		
Within 1 year	395,405	383,258
Later than 1 year and not later than 5 years	328,857	358,594
	724,262	**741,852**
The capital commitments include amounts for:		
Additional Stages at High Schools	70,116	92,038
Additions and Improvements to Agricultural Colleges	1,160	1,432
Additions and Improvements to High Schools	171,773	267,076
Additions and Improvements to Residential Colleges	776	480
Additions and Improvements at Primary Schools	80,588	112,397
Additions and Improvements to District High Schools	334	2,317
COVID-19 Response - Capital	16,821	49,191
Election Commitments 2021	20,643	75,630
Fire Damage	1,846	5,470
Miscellaneous	86,574	22,982
Modular Buildings	7,316	13,740
New High Schools	116,764	336
New Primary Schools	146,363	93,202
Other School Facilities	3,188	5,561
	724,262	**741,852**

8. Risks and contingencies

This section sets out the key risk management policies and measurement techniques of the Department.

	Note
Financial risk management	**8.1**
Contingent assets and liabilities	**8.2**
Fair value measurements	**8.3**

8.1 Financial risk management

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, receivables, payables, Western Australian Treasury Corporation (WATC) borrowings and finance leases. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

(a) Summary of risks and risk management

Credit risk

Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department.

Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than Government, the Department trades only with recognised, creditworthy third parties. Policies are in place to minimise exposure to credit risk associated with loans to non-government schools and the University of Notre Dame Australia (UNDA), students and other debtors. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. Debt will be written off against the allowance account when it is improbable or uneconomical to recover the debt. At the end of the reporting period there were no significant concentrations of credit risk.

Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations on time.

The Department is exposed to liquidity risk through its trading in the normal course of business. The Department has appropriate procedures in place to manage cash flows including drawdown of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks. The Department's exposure to market risk for changes in interest rates relate primarily to the long-term debt obligations.

All borrowings are due to the WATC and are repayable at fixed rates with varying maturities. Other than as detailed in the interest rate sensitivity analysis table at Note 8.1(e), the Department is not exposed to interest rate risk because the majority of cash and cash equivalents and restricted cash are non-interest bearing, and it has no borrowings other than the WATC borrowings and lease liabilities (fixed interest rate).

8.1 Financial risk management (continued)

(b) Categories of financial instruments

At the end of the reporting period, the carrying amounts for the following financial assets and financial liabilities are as follows:

	Notes	2024–25 $'000	2023–24 $'000
Financial assets			
Cash and cash equivalents	7.5.1	654,765	543,885
Restricted cash and cash equivalents	7.5.2	78,196	64,411
Financial assets at amortised cost(a)	6.1, 6.2	4,926,348	4,631,389
Total financial assets		**5,659,309**	**5,239,685**
Financial liabilities			
Financial liabilities measured at amortised cost(b)	7.1, 7.2, 6.5, 6.7	1,114,487	1,100,798
Total financial liabilities		**1,114,487**	**1,100,798**

(a) The amount of receivables/financial assets at amortised cost excludes GST recoverable from the ATO (statutory receivable).
(b) The amount of financial liabilities at amortised cost excludes GST payable to the ATO (statutory payable).

8.1 Financial risk management (continued)

(c) Credit risk exposure

The following table details the credit risk exposure on the Department's trade receivables using a provision matrix.

		Days past due			
	Total $'000	Current $'000	<30 Days $'000	31 - 60 days $'000	>60 days $'000
30 June 2025					
Central Office					
Expected credit loss rate		1.00%	2.00%	5.00%	20.00%
Estimated total gross carrying amount at default	4,359	1,485	397	314	2,163
Expected credit losses	(471)	(15)	(8)	(16)	(433)
Loans to non-government schools and UNDA[(a)]					
Expected credit loss rate		0.40%			
Estimated total gross carrying amount at default	372,781	372,781	-	-	-
Expected credit losses	(1,491)	(1,491)			
Schools, Residential Colleges and other debtors[(b)]					
Estimated total gross carrying amount at default	209,033				
Expected credit losses	(15,428)				
Total					
Estimated total gross carrying amount at default[(c)]	586,173				
Expected credit losses	(17,390)				
30 June 2024					
Central Office					
Expected credit loss rate		1.00%	2.00%	5.00%	20.00%
Estimated total gross carrying amount at default	4,209	714	1,533	152	1,809
Expected credit losses	(407)	(7)	(31)	(8)	(362)
Loans to non-government schools and UNDA[(a)]					
Expected credit loss rate		0.40%			
Estimated total gross carrying amount at default	370,790	370,790	-	-	-
Expected credit losses	(1,483)	(1,483)			
Schools, Residential Colleges and other debtors[(b)]					
Estimated total gross carrying amount at default	168,237				
Expected credit losses	(14,061)				
Total					
Estimated total gross carrying amount at default[(c)]	543,235				
Expected credit losses	(15,951)				

(a) The provision is based on estimated credit losses on outstanding loan balances.
(b) The calculation of past due aged analysis is not available for $32.47 million of this class of debtor ($30.30 million 2023–24). The residual $176.56 million ($137.93 million 2023–24) comprise state government agency debtors and not considered to be impaired.
(c) The estimated total gross amount and expected credit losses includes all debtors except for the GST recoverable from the ATO (statutory receivable).

8.1 Financial risk management (continued)

(d) Liquidity risk and interest rate exposure

The following table details the Department's interest rate exposure and the contractual maturity analysis of financial assets and financial liabilities. The maturity analysis section includes interest and principal cash flows. The interest rate exposure section analyses only the carrying amount of each item.

Interest rate exposure and maturity analysis of financial assets and financial liabilities

		Interest rate exposure					Maturity dates				
	Weighted Average Effective Interest Rate %	Carrying Amount $'000	Fixed Interest rate $'000	Variable Interest rate $'000	Non-Interest bearing $'000	Nominal Amount[c] $'000	Up to 1 month $'000	1 to 3 months $'000	3 months to 1 year $'000	1 to 5 years $'000	More than 5 years $'000
2023–24											
Financial Assets											
Schools cash balances	3.09	324,277	-	324,198	79	324,277	324,277	-	-	-	-
Schools term deposits	3.33	103,320	103,320	-	-	103,320	90,514	4,766	8,040	-	-
Central office cash balances		116,288	-	-	116,288	116,288	116,288	-	-	-	-
Restricted cash - TRBWA	3.99	11,893	-	11,893	-	11,893	11,893	-	-	-	-
Restricted cash - Residential Colleges Fund[a]	3.78	1,719	1,719	-	-	1,719	1,582	-	137	-	-
Restricted cash balances - other		50,799	-	-	50,799	50,799	50,799	-	-	-	-
Trade receivables[b]		156,494	-	-	156,494	156,494	29,290	-	-	127,204	-
Loans to non-government schools and UNDA[b]	4.28	370,790	370,790	-	-	466,131	-	13,415	40,556	201,053	211,107
Amounts receivable for services		4,231,309	-	-	4,231,309	4,231,309	46	4,630	15,501	80,708	4,130,424
		5,366,889	**475,829**	**336,091**	**4,554,969**	**5,462,230**	**624,689**	**22,811**	**64,234**	**408,965**	**4,341,531**
Financial Liabilities											
Payables		258,745	-	-	258,745	258,745	255,588	-	-	-	3,157
Lease liabilities	6.58	409,156	409,156	-	-	748,463	4,624	15,037	49,378	153,015	526,409
WATC loans[d]	2.89	400,041	400,041	-	-	490,066	2,978	14,089	39,035	210,742	223,222
Other liabilities		32,856	-	-	32,856	32,856	32,856	-	-	-	-
		1,100,798	**809,197**	**-**	**291,601**	**1,530,130**	**296,046**	**29,126**	**88,413**	**363,757**	**752,788**

(a) Restricted cash – Residential Colleges Fund interest rate exposure of $1.72 million has been reclassified from variable to fixed interest rate.
(b) Carrying amount approximates fair value and excludes GST recoverable from the ATO (statutory receivable).
(c) The amounts disclosed are the calculated undiscounted cash flow of each class of financial of assets or liabilities.
(d) The fair value of WATC loans was $400.04 million.

8.1 Financial risk management (continued)

(d) Liquidity risk and interest rate exposure (continued)

Interest rate exposure and maturity analysis of financial assets and financial liabilities

	Weighted Average Effective Interest Rate %	Interest rate exposure				Nominal Amount[b] $'000	Maturity dates				
		Carrying Amount $'000	Fixed Interest rate $'000	Variable Interest rate $'000	Non-Interest bearing $'000		Up to 1 month $'000	1 to 3 months $'000	3 months to 1 year $'000	1 to 5 years $'000	More than 5 years $'000
2024–25											
Financial Assets											
Schools cash balances	2.87	346,073	-	346,000	73	346,073	346,073	-	-	-	-
Schools term deposits	3.24	99,183	99,183	-	-	99,183	85,861	4,131	9,191	-	-
Central office cash balances	-	209,509	-	-	209,509	209,509	209,509	-	-	-	-
Restricted cash - TRBWA	4.54	14,845	-	14,845	-	14,845	14,845	-	-	-	-
Restricted cash - Residential Colleges Fund	2.80	1,248	964	284	-	1,248	1,248	-	-	-	-
Restricted cash balances - other	-	62,103	-	-	62,103	62,103	62,103	-	-	-	-
Trade receivables[a]	-	196,001	-	-	196,001	196,001	38,944	-	-	157,057	-
Loans to non-government schools and UNDA[a]	4.42	372,782	372,782	-	-	468,834	-	13,431	41,422	206,341	207,640
Amounts receivable for services	-	4,514,622	-	-	4,514,622	4,514,622	4,165	8,727	30,259	172,604	4,298,867
		5,816,366	**472,929**	**361,129**	**4,982,308**	**5,912,418**	**762,748**	**26,289**	**80,872**	**536,002**	**4,506,507**
Financial Liabilities											
Payables	-	239,774	-	-	239,774	239,774	236,345	-	-	-	3,429
Lease liabilities	6.67	426,910	426,910	-	-	747,244	5,089	16,247	55,993	169,967	499,948
WATC loans[c]	3.17	408,995	408,995	-	-	508,433	3,369	11,137	43,795	223,988	226,144
Other liabilities	-	38,808	-	-	38,808	38,808	38,808	-	-	-	-
		1,114,487	**835,905**	**-**	**278,582**	**1,534,259**	**283,611**	**27,384**	**99,788**	**393,955**	**729,521**

(a) Carrying amount approximates fair value and excludes GST recoverable from the ATO (statutory receivable).
(b) The amounts disclosed are the calculated undiscounted cash flow of each class of financial of assets or liabilities.
(c) The fair value of WATC loans was $409.00 million.

8.1 Financial risk management (continued)

(e) Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the end of the reporting period on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

	Carrying amount $'000	- 100 basis points		+ 100 basis points	
		Surplus $'000	Equity $'000	Surplus $'000	Equity $'000
2023–24					
Financial assets					
Schools cash balances	324,277	(3,243)	(3,243)	3,243	3,243
Special purpose account - TRBWA	11,893	(119)	(119)	119	119
Special purpose account - Residential Colleges Fund	1,719	(17)	(17)	17	17
Total increase/(decrease)		**(3,379)**	**(3,379)**	**3,379**	**3,379**
2024–25					
Financial assets					
Schools cash balances	346,073	(3,461)	(3,461)	3,461	3,461
Special purpose account - TRBWA	14,845	(148)	(148)	148	148
Special purpose account - Residential Colleges Fund	1,248	(12)	(12)	12	12
Total increase/(decrease)		**(3,622)**	**(3,622)**	**3,622**	**3,622**

8.2 Contingent assets and liabilities

Contingent assets and contingent liabilities are not recognised in the statement of financial position but are disclosed and, if quantifiable, are measured at the best estimate.

Contingent assets and liabilities are presented inclusive of GST receivable or payable respectively.

The Department had no contingent assets as at 30 June 2025. GST receivable or payable respectively.

8.2.1 Contingent liabilities

The following contingent liabilities are additional to the liabilities included in the financial statements:

Litigation in progress

The Department is involved in litigation proceedings that are either covered by the Insurance Commission of Western Australia, Government Insurance Division, or are eligible for recoup from the Department of Treasury's Special Purpose Fund. Other litigation of a minor nature not covered does not have any significant impact on the Department's financial position.

Contaminated sites

Currently, 79 sites are owned by the Department and registered with Department of Water and Environmental Regulation under the Contaminated Sites Act. Of these, 44 do not require any further action or have a site management plan in place, and 35 are still subject to investigation or require ongoing management. Where a school or school site is identified as possibly contaminated, an investigation is carried out by a qualified environmental health consultant. In addition to a visual inspection, analytical techniques, such as material, water and soil testing are used to confirm the nature and extent of the contamination. Upon completion of their investigation, the consultant submits a report to the Department of Education, which is submitted to the Department of Water and Environmental Regulation for classification according to the Contaminated Sites Act.

8.2.1 Contingent liabilities (continued)

Casual employee's entitlement to long service leave

In September 2019, the Department of Mines, Industry Regulation and Safety – Government Sector Labour Relations (GSLR) informed public sector agencies that the Western Australian *Long Service Leave Act 1958* (WA) (LSL Act) applies to casual public sector employees. Since then, public sector industrial agreements have been progressively renegotiated so that casual employees will accrue long service leave (LSL) entitlements under their applicable award or agreement from the date it is registered. In February 2021, GSLR issued a Guidance Note on the transitional arrangements for LSL entitlements of current casual employees from the LSL Act to the applicable industrial instruments.

In June 2024, the State Government endorsed an interim framework to remediate long service leave for entitled employees who have been engaged purely on a casual basis. The Department applied this framework and provided entitlements to all employees in this cohort in November 2024.

On 5 March 2025, GSLR authorised auditing of LSL entitlements for mixed mode employees (being employees who have worked across a mix of casual, fixed term and permanent employment) pursuant to an approved interim framework. The Department is in the early stages of this audit, and is unable to measure with sufficient reliability the LSL entitlement for the mixed mode cohort at the reporting date.

8.3 Fair value measurements

Assets measured at fair value	Notes	Level 1 $'000	Level 2 $'000	Level 3 $'000	Fair value at end of period $'000
2024–25					
Non-current assets classified as held for sale	9.10	-	-	3,322	3,322
Land	5.1	-	-	5,268,273	5,268,273
Land improvements	5.1	-	-	2,973,513	2,973,513
Buildings	5.1	-	-	10,662,430	10,662,430
Service concession land	5.3	-	-	13,875	13,875
Service concession land improvements	5.3	-	-	7,650	7,650
Service concession buildings	5.3	-	-	22,927	22,927
		-	**-**	**18,951,990**	**18,951,990**
2023–24					
Non-current assets classified as held for sale	9.10	-	-	3,360	3,360
Land	5.1	-	-	4,945,897	4,945,897
Land improvements	5.1	-	-	2,773,905	2,773,905
Buildings	5.1	-	-	9,661,567	9,661,567
Service concession land	5.3	-	-	13,080	13,080
Service concession land improvements	5.3	-	-	6,864	6,864
Service concession buildings	5.3	-	-	20,202	20,202
		-	**-**	**17,424,875**	**17,424,875**

There were no transfers between Levels 1, 2 or 3 during the current nor previous period.

8.3 Fair value measurements (continued)

Fair value measurements using significant unobservable inputs (Level 3)

	Non-current assets classified as held for sale $'000	Land $'000	Land improvements $'000	Buildings $'000	Service concession land $'000	Service concession buildings $'000	Service concession land improvements $'000
2024–25							
Fair Value at start of period	3,360	4,945,897	2,773,905	9,661,567	13,080	20,202	6,864
Additions	-	33,000	13,222	25,127	-	-	-
Transfer from Work in Progress	-	12,864	-	390,667	-	-	-
Disposals	(38)	(1,784)	-	-	-	-	-
Revaluation increase/(decrease)	-	278,296	248,208	754,809	795	3,207	1,029
Impairment loss	-	-	-	(5,420)	-	-	-
Depreciation expense	-	-	(61,808)	(164,353)	-	(483)	(205)
Transfers/adjustments	-	-	(14)	33	-	1	(38)
Fair Value at end of period	**3,322**	**5,268,273**	**2,973,513**	**10,662,430**	**13,875**	**22,927**	**7,650**
2023–24							
Fair Value at start of period	2,988	4,632,775	2,625,007	8,014,987	12,090	18,496	6,722
Additions	-	-	13,202	24,664	-	17	-
Transfer from Work in Progress	-	10,096	756	498,719	-	-	-
Transfers to/from held for distribution (within Level 3)	527	(371)	-	-	-	-	-
Disposals	(155)	(155)	-	-	-	-	-
Revaluation increase/(decrease)	-	303,552	192,090	1,259,299	990	2,101	340
Depreciation expense	-	-	(57,202)	(136,050)	-	(430)	(198)
Transfers/adjustments	-	-	52	(52)	-	18	-
Fair Value at end of period	**3,360**	**4,945,897**	**2,773,905**	**9,661,567**	**13,080**	**20,202**	**6,864**

Valuation techniques and inputs

Land, buildings and land improvements are measured at fair value on a cyclical basis, consistent with TI 8 – Requirement 7 Revaluation of Non-Current Physical Assets, issued by the Department of Treasury. The last revaluation for land, buildings and school land improvements was effective for the year ended 30 June 2025. The revaluation of land and buildings was conducted by the Western Australian Land Information Authority (Landgate). The revaluation of school land improvements was conducted by an independent quantity surveyor.

Effective 1 July 2019, the Department reviewed the frequency to revalue land, buildings and school land improvements from annually to every 3 years. Any interim revaluations are determined by applying relevant industry indices to determine if fair value adjustments are required. Refer to Note 5.1 for further information.

For 2024–25, although the cumulative movement in indices was less than 15% since the last comprehensive revaluation in 2023–24, the Department revalued land, buildings and land improvements due to significant movements in valuations provided by Landgate and the independent quantity surveyor.

Transfers in and out of a fair value level are recognised on the date of the event or change in circumstances that caused the transfer. Transfers are generally limited to assets newly classified as non-current assets held for distribution as Treasurer's guidance deem valuations of land, buildings and land improvements to be categorised within Level 3 where the valuations will utilise significant Level 3 inputs on a recurring basis.

8.3 Fair value measurements (continued)

Building assets

Fair value for current use buildings is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost. Depreciated replacement cost is the current replacement cost of an asset less accumulated depreciation calculated on the basis of such cost to reflect the already consumed or expired economic benefit, or obsolescence, and optimisation (where applicable) of the asset. Current replacement cost is generally determined by reference to the market-observable replacement cost of a substitute asset of comparable utility and the gross project size specifications.

In addition, professional and project management fees estimated and added to the current replacement costs provided by Landgate (Valuation Services) for current use buildings represent significant Level 3 inputs used in the valuation process.

Land assets

Fair value for restricted use land is based on comparison with market evidence for land with low-level utility (high restricted use land). The relevant comparators of land with low-level utility is selected by Valuation Services and represents the application of a significant Level 3 input in this valuation technique. The fair value measurement is sensitive to values of comparator land, with higher values of comparator land correlating with higher estimated fair values of land.

Significant Level 3 inputs used by the Department are derived and evaluated as follows:

Effective age

The effective age is determined by the Valuation Services for buildings and by the Department's valuer for the building subclasses, after taking into account factors such as planned routine maintenance, building improvements and upgrades.

Selection of land with restricted utility

Fair value for restricted use land is determined by comparison with market evidence for land with low-level utility. Relevant comparators of land with low-level utility are selected by Valuation Services.

Percentage rate of add-on cost - buildings and land improvements

Valuation Services has determined that the costs relating to contingencies, headworks and demolitions are inherent in the building valuations and therefore should not be added to its valuations. This also applies to the land improvements.

Average installation costs - transportables

The cost of transportation and connection of services determined by the Quantity Surveyor.

Project and professional fees

Project and professional fees which are directly attributable to bringing the asset to the location and condition for use as intended.

9. Other disclosures

This section includes additional material disclosures required by accounting standards or other pronouncements for the understanding of this financial report.

	Note
Events occurring after the end of the reporting period	**9.1**
Initial application of Australian Accounting Standards	**9.2**
Future impact of Australian standards not yet operative	**9.3**
Key management personnel	**9.4**
Related party transactions	**9.5**
Affiliated and related bodies	**9.6**
Special purpose accounts	**9.7**
Remuneration of auditors	**9.8**
Services provided free of charge	**9.9**
Non-current assets classified as held for sale	**9.10**
Equity	**9.11**
Supplementary financial information	**9.12**
Indian Ocean Territories	**9.13**

9.1 Events occurring after the end of the reporting period

There were no material events occurring after 30 June 2025.

9.2 Initial application of Australian Accounting Standards

There were no new Australian Accounting Standards effective for the year 2024–25 that applied to the Department.

9.3 Future impact of Australian Accounting Standards not yet operative

The Department cannot early adopt an Australian Accounting Standard unless specifically permitted by TI 9 – Requirement 4 *Application of Australian Accounting Standards and Other Pronouncements* or by an exemption from TI 9. Where applicable, the Department plans to apply the following Australian Accounting Standards from their application date.

Operative for reporting periods beginning on/after 1 Jan 2025	
AASB 2023-5	*Amendments to Australia Accounting Standards – Lack of Exchangeability* This Standard amends AASB 121 and AASB 1 to require entities to apply a consistent approach to determining whether a currency is exchangeable into another currency and the spot exchange rate to use when it is not exchangeable. The Standard also amends AASB 121 to extend the exemption from complying with the disclosure requirements for entities that apply AASB 1060 to ensure Tier 2 entities are not required to comply with the new disclosure requirements in AASB 121 when preparing their Tier 2 financial statements. There is no financial impact.
Operative for reporting periods beginning on/after 1 Jan 2026	
AASB 2024-2	*Amendments to Australian Accounting Standards – Classification and Measurement of Financial Instruments* This Standard amends AASB 7 and AASB 9 as a consequence of the issuance of International Financial Reporting Standard *Amendments to the Classification and Measurement of Financial Instruments* (Amendments to IFRS 9 and IFRS 7) by the International Accounting Standards Board in May 2024. The Department has not assessed the impact of the Standard.
AASB 2024-3	*Amendments to Australian Accounting Standards – Annual Improvements Volume 11* This Standard amends AASB 1, AASB 7, AASB 9, AASB 10 and AASB 107 as a consequence of the issuance of International Financial Reporting Standard Annual Improvements to IFRS Standards – Volume 11 by the International Accounting Standards Board in July 2024. The Department has not assessed the impact of the Standard.
Operative for reporting periods beginning on/after 1 Jan 2027	
AASB 18(FP)	*Presentation and Disclosure in Financial Statements (Appendix D) [for for-profit entities]* This Standard replaces AASB 101 with respect to the presentation and disclosure requirements in financial statements applicable to for-profit entities. This Standard is a consequence of the issuance of International Financial Reporting Standard 18 Presentation and Disclosure in financial Statements by the International Accounting Standards Board in April 2024. This Standard also makes amendments to other Australian Accounting Standards set out in Appendix D of this Standard. The Department has not assessed the impact of the Standard.
Operative for reporting periods beginning on/after 1 Jan 2028	
AASB 2014-10	*Amendments to Australian Accounting Standards – Sale or Contribution of Assets between an Investor and its Associate or Joint Venture* This Standard amends AASB 10 and AASB 128 to address an inconsistency between the requirements in AASB 10 and those in AASB 128 (August 2011), in dealing with the sale or contribution of assets between an investor and its associate or joint venture. There is no financial impact.
AASB 2024-4b	*Amendments to Australian Accounting Standards – Effective Date of Amendments to AASB 10 and AASB 128 [deferred AASB 10 and AASB 128 amendments in AASB 2014-10 apply]* This Standard defers (to 1 January 2028) the amendments to AASB 10 and AASB 128 relating to the sale or contribution of assets between an investor and its associate or joint venture. The Standard also includes editorial corrections. There is no financial impact.
AASB 18 (NFP/super)	*Presentation and Disclosure in Financial Statements (Appendix D) [for not-for-profit and superannuation entities]* This Standard replaces AASB 101 with respect to the presentation and disclosure requirements in financial statements applicable to not-for-profit and superannuation entities This Standard is a consequence of the issuance of IFRS 18 Presentation and Disclosure in financial Statements by the International Accounting Standards Board in April 2024. This Standard also makes amendments to other Australian Accounting Standards set out in Appendix D of this Standard. The Department has not assessed the impact of the Standard.

9.4 Key management personnel

The Department has determined key management personnel to include Cabinet Ministers and senior officers of the Department. The Department does not incur expenditures to compensate Ministers and those disclosures may be found in the Annual Report on State Finances.

The total fees, salaries, superannuation, non-monetary benefits and other benefits for senior officers of the Department for the reporting period are presented within the following bands:

	2024–25	2023–24
Compensation band ($)		
$550,001 - $600,000	1	1
$350,001 - $400,000	2	2
$300,001 - $350,000	2	1
$250,001 - $300,000	10[(a)]	4[(a)]
$200,001 - $250,000	5[(a)]	8
$150,001 - $200,000	-	4[(a)]
$100,001 - $150,000	4[(a)]	3[(a)]
$50,001 - $100,000	4[(a)]	3[(a)]
$0 - $50,000	2[(a)(b)]	1[(a)]

	2024–25 $'000	2023–24 $'000
Short-term employee benefits	5,840	5,202
Post employment benefits	711	530
Other long-term benefits	71	92
Total compensation of senior officers	**6,623**	**5,824**

(a) Includes senior officers where period of service is less than 12 months.
(b) One senior officer left the Department in early 2024–25.

Total compensation includes the superannuation expense incurred by the Department for senior officers.

9.5 Related party transactions

The Department is a wholly-owned public sector entity that is controlled by the State of Western Australia.

Related parties of the Department include:

- all Cabinet Ministers and their close family members, and their controlled or jointly controlled entities
- all senior officers and their close family members, and their controlled or jointly controlled entities
- other departments and public sector entities, including related bodies included in the whole-of-government consolidated financial statements
- associates and joint ventures, that are included in the whole-of-government consolidated financial statements
- the Government Employees Superannuation Board (GESB).

Significant transactions with government related entities

In conducting its activities, the Department is required to transact with the State and entities related to the State. These transactions are generally based on the standard terms and conditions that apply to all agencies. Significant transactions include:

- income from State Government (note 4.1)
- equity contributions (note 9.11)
- insurance payments to the Insurance Commission of Western Australia and Risk Cover Fund (note 3.3)
- GROH Program payments to the Department of Communities (note 3.1.1)
- superannuation contributions to GESB (note 3.1.1)
- borrowings and repayments from/to Western Australian Treasury Corporation (WATC) (note 7.1)
- building works, maintenance and leasing payments to the Department of Finance (note 3.3 and 5.2)
- land acquisition payments to the State Solicitor's Office (note 5.1)
- services provided free of charge to other State government agencies (note 9.9)
- services received free of charge from other State government agencies (note 4.1)
- student health services payments to the Department of Health (note 3.3)
- student transportation service payments to the Public Transport Authority (note 3.3)
- remuneration for services provided by the Auditor General (note 9.8)
- other payments to Water Corporation, Department of Justice, Department of Fire and Emergency Services, Department of Planning, Lands and Heritage and Department of Transport (note 3.3).

Material transactions with related parties

During the reporting period, other than superannuation payments to GESB and general citizen transactions, there were no material related party transactions that involved key management personnel and/or their close family members and/or their controlled (or jointly controlled) entities.

9.6 Affiliated and related bodies

The following are affiliated bodies that received operational support from the Department. They are not subject to operational control by the Department.

	2024–25 $'000	2023–24 $'000
Community kindergartens	5,054	4,665
Non-Government Schools Planning Advisory Panel	4	3
Rural and Remote Education Advisory Council	39	73
School Curriculum and Standards Authority	46,253	41,894
Western Australian Higher Education Council	16	10
General Sir John Monash Foundation[(a)]	5,000	-
Give Write[(a)]	500	-
Dandelions WA[(a)]	500	-
Total Affiliated bodies	**57,366**	**46,645**

(a) Refer to the Administered Schedules note for more information on these new affiliated bodies.

The Department had nil related bodies during the reporting period.

9.7 Special purpose accounts

Teacher Registration Board of Western Australia Account

The purpose of this account is to hold funds received under section 115(3) of the *Teacher Registration Act 2012* (WA) for the payment of costs and expenses incurred in the performance of the functions of the Teacher Registration Board of Western Australia (TRBWA).

The special purpose account was established pursuant to section 16(1)(b) of the *Financial Management Act 2006* (WA).

	2024–25 $'000	2023–24 $'000
Balance at start of period	11,893	9,898
Receipts	8,323	8,092
Payments	(5,371)	(6,097)
Balance at end of period	**14,845**	**11,893**

Student Residential Colleges Fund

The purpose of this account is to hold funds received under section 213Y(3) of the *School Education Act 1999* for the payment of costs and expenses incurred in the performance of the functions of the student residential colleges.

The special purpose account was established pursuant to section 16(1)(b) of the *Financial Management Act 2006* (WA).

	2024–25 $'000	2023–24 $'000
Balance at start of period	1,719	1,846
Receipts	22,280	22,511
Payments	(22,751)	(22,638)
Balance at end of period	**1,248**	**1,719**

9.7 Special purpose accounts (continued)

2024 Western Australian Student Assistance Payment (Administered)

The purpose of this account is to hold funds to be used to support Western Australian families with a one-off payment in 2024 to meet out of pocket schooling expenses for students with an active enrolment at a Western Australian public or non-government school; or is registered for home education.

The special purpose account was established pursuant to section 16(1)(d) of the *Financial Management Act 2006* (WA).

	2024–25 $'000	2023–24 $'000
Balance at start of period	21,888	-
Receipts	-	94,350
Payments	(21,888)	(72,462)
Balance at end of period	-	21,888

2025 Western Australian Student Assistance Payment (Administered)

The purpose of this account is to hold funds to be used to support Western Australian families with a one-off payment in 2025 to meet out of pocket schooling expenses for students with an active enrolment at a Western Australian public or non-government school; or is registered for home education.

The special purpose account was established pursuant to section 16(1)(d) of the *Financial Management Act 2006* (WA).

	2024–25 $'000	2023–24 $'000
Balance at start of period	-	-
Receipts	82,111	-
Payments	(75,318)	-
Balance at end of period	6,793	-

Student scholarship accounts

The Department manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the Financial Statements.

9.7 Special purpose accounts (continued)

	Special Purpose Account	2024–25 Balance at start of period $	2024–25 Receipts $	2024–25 Payments $	2024–25 Balance at end of period $	2023–24 Balance at start of period $	2023–24 Receipts $	2023–24 Payments $	2023–24 Balance at end of period $
1	Olive A Lewis Scholarship	4,757	20,500	24,000	1,257	4,757	26,000	26,000	4,757
2	Scholarship - Council of War Service Land Settlers Association	1,135	52	-	1,187	1,093	42	-	1,135
3	John Henry Kendall	1,261	59	-	1,320	1,214	47	-	1,261
4	Margueretta Wilson Scholarship	3,534	162	-	3,696	3,403	131	-	3,534
5	Perth Girls Memorial Scholarship	49,902	2,299	-	52,201	50,941	1,961	3,000	49,902
6	Sir Thomas Coombe Scholarship	135,119	6,227	-	141,346	130,110	5,009	-	135,119
7	Margery Bennett Prize	1,518	70	-	1,588	1,462	56	-	1,518
8	W J Reid Memorial Prize	9,261	428	-	9,689	8,918	343	-	9,261
9	James and Rose Coombe Scholarships	251	21,900	-	22,151	251	19,800	19,800	251
10	Perth Boys Memorial Scholarship	3,232	148	-	3,380	4,075	157	1,000	3,232
11	Roy Grace English Scholarship	-	2,000	-	2,000	-	2,000	2,000	-
12	James A Heron Memorial Prize	10,058	463	-	10,521	10,648	410	1,000	10,058
13	Ernest Smith Memorial Prize for English	3,038	139	-	3,177	2,925	113	-	3,038
14	Bentley Senior High School Memorial Scholarship	14,301	659	-	14,960	13,771	530	-	14,301
15	Elaine Nora Walker Scholarships	77,720	3,581	-	81,301	83,987	3,233	9,500	77,720
16	William Samuel Bequest	1,412	61	200	1,273	1,458	54	100	1,412
17	Howard Porter Memorial Prize for Good Citizenship	2,188	101	-	2,289	2,205	183	200	2,188
18	Ian Bremner Memorial Scholarship	38,030	1,321	2,000	37,351	38,589	1,441	2,000	38,030
19	Catherine and Ernest Bennett Memorial Scholarship	28,542	1,687	1,000	29,229	28,453	1,089	1,000	28,542
20	Laurence Armstrong Scholarship	1,037,050	47,769	-	1,084,819	998,606	38,444	-	1,037,050
21	Rural Boarding Scholarship	25,648	1,181	-	26,829	24,697	951	-	25,648
	Totals	**1,447,957**	**110,807**	**27,200**	**1,531,564**	**1,411,563**	**101,994**	**65,600**	**1,447,957**

9.7 Special purpose accounts (continued)

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

1. Olive A Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education may be restricted due to financial need.

2. Scholarship - Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

4. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at Collie Senior High School.

5. Perth Girls Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a public secondary school in the metropolitan area.

6. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on attempting to achieve a Western Australian Certificate of Education.

7. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

8. W J Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above average scholastic development.

9. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for public country school students who are in need of financial assistance to complete a high school education.

10. Perth Boys Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a public secondary school in the metropolitan area.

11. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a public secondary school and who demonstrates exceptional ability in the area of English.

12. James A Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Western Australian Certificate of Education course at any recognised high school.

13. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at North Perth Primary School.

9.7 Special purpose accounts (continued)

14. Bentley Senior High School Memorial Scholarship

To hold and invest moneys for the purpose of awarding scholarships based on academic merit to students of Kent Street Senior High School, Como Secondary College or Cannington Community College.

15. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

16. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

17. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for good citizenship to a female student at White Gum Valley Primary School.

18. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the most successful student at Cowaramup Primary School.

19. Catherine and Ernest Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

20. Laurence Armstrong Scholarship Trust Account

To hold and manage funds for the purpose of funding scholarships for students of the Northam Senior High School in accordance with terms and conditions of the Laurence Armstrong Will.

21. Rural Boarding Scholarship

To hold security monies deposited by scholarship holders. On completion of a teaching qualification, the funds in the trust account will be refunded to the successful scholarship recipient.

9.7.1 Special purpose accounts opened during the financial period

The 2025 Western Australian Student Assistance Payment special purpose account was created during the reporting period.

9.7.2 Special purpose accounts closed during the financial period

Remaining balance of $19.0 million for the 2024 Western Australian Student Assistance Payment Special Purpose Account was returned to the Consolidated Account on the 8 October 2024 and the Special Purpose Account was closed in 2024–25.

9.8 Remuneration of auditors

Remuneration paid or payable to the Auditor General in respect of the audit for the reporting period is as follows:

	2024–25 $'000	2023–24 $'000
Auditing the accounts, financial statements, controls, and key performance indicators	838	769

9.9 Services provided free of charge

During the reporting period, the following services were provided to other agencies free of charge for functions outside the normal operations of the Department:

- marketing and publications
- delivery support systems - wide area network
- college management information systems support
- accounting services
- asset and building management services
- industrial relations support
- lease costs
- outgoings
- school census information
- administration support.

	2024–25 $'000	2023–24 $'000
School Curriculum and Standards Authority	46,253	41,894
Department of Communities	1,288	285
North Metropolitan Health Services[(a)]	1,236	-
Child and Adolescent Health Service[(a)]	167	-
South Regional TAFE	96	96
Trustees of the Public Education Endowment	43	19
Department of Finance	37	21
WA Country Health Service[(a)]	7	-
Department of Justice	5	-
Department of Treasury	3	-
Department of Planning, Lands and Heritage	3	-
Department of Transport	1	-
Main Roads Western Australia	1	-
Department of Health[(a)]	1	1,316
Department of Training and Workforce Development	1	-
	49,142	**43,631**

(a) In 2023–24, services provided free of charge for the Health portfolio were recorded under the Department of Health, and in 2024–25 they were provided to the individual agencies within the Health portfolio.

9.10 Non-current assets classified as held for sale

The following table represents a summary of assets held for sale:

	2024–25 $'000	2023–24 $'000
Opening balance		
Land and buildings	3,360	2,988
Less write-down from cost to fair value less selling costs	-	-
	3,360	**2,988**
Add: Assets reclassified as held for distribution		
Land and buildings	-	527
Less write-down from cost to fair value less selling costs	-	-
	-	**527**
Total assets classified as held for distribution		
Land and buildings	3,360	3,515
Less write-down from cost to fair value less selling costs	-	-
	3,360	**3,515**
Less: Assets sold or distributed to owner		
Land and buildings	38	155
Less write-down from cost to fair value less selling costs	-	-
	38	**155**
Closing balance		
Land and buildings	3,322	3,360
Less write-down from cost to fair value less selling costs	-	-
Total non-current assets classified as assets held for sale at end of period	**3,322**	**3,360**

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

Non-current assets held for distribution comprise surplus Crown and freehold land ‘held for sale’ and buildings to be disposed of by the Department as a distribution to owner. All Crown land holdings are vested in the Department by the Government. The Department of Planning, Lands and Heritage (DPLH) is the only agency with the power to sell Crown land. The Department transfers the Crown land and any attached buildings to DPLH when the land becomes available for sale.

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

9.11 Equity

	2024–25 $'000	2023–24 $'000
Contributed equity		
Balance at start of period	16,298,232	15,742,616
Contributions by owners		
Capital appropriation	504,911	540,655
Other contributions by owners		
Royalties for Regions Fund	35,880	15,303
Digital Capability Fund - Special Purpose Account	3,204	-
Total other contributions by owners	**39,084**	**15,303**
Total contributions by owners	**16,842,227**	**16,298,574**
Distributions to owners		
Transfer of net assets to Government:		
Crown land transferred to Department of Planning, Lands and Heritage	(38)	-
Sale of land proceeds transferred to Department of Treasury	-	(342)
Total distributions to owner	**(38)**	**(342)**
Total contributed equity at end of period	**16,842,189**	**16,298,232**
Reserves		
Balance at start of period	5,560,484	3,802,112
Changes in asset revaluation surplus		
Land	279,091	304,542
Buildings and land improvements	1,007,253	1,453,830
Total of changes in asset revaluation surplus	**1,286,344**	**1,758,372**
Total reserves at end of period	**6,846,828**	**5,560,484**
Accumulated surplus		
Balance at start of the year	(71,282)	(66,599)
Result for the period	190,550	(4,683)
Total accumulated surplus at end of period	**119,268**	**(71,282)**
Total equity at end of the period	**23,808,285**	**21,787,434**

9.12 Supplementary financial information

	2024–25 $'000	2023–24 $'000
Write-offs		
Accounts Receivable		
During the reporting period, $5,326,201 (2023–24: $5,407,356) of Accounts Receivable was written off under the authority of:		
Accountable Authority	5,326	5,407
The Minister	-	-
The Treasurer	-	-
	5,326	**5,407**
Asset Register		
During the reporting period, $5,315 (2023–24: $2,223,141) was written off the Department's asset register under the authority of:		
The Accountable Authority	5	5
The Minister	-	-
The Treasurer	-	2,218
	5	**2,223**
Resource register		
During the reporting period, $297,350 (2023–24: $287,866) was written off the Department's resource register under the authority of:		
The Accountable Authority	297	220
The Minister	-	-
The Treasurer	-	68
	297	**288**
Losses through theft, defaults and other causes		
Losses of public money and other property through theft or default	82	13
Amounts recovered	(11)	(10)
	71	**3**

The dollar amount allocated to 'Losses of public money and other property through theft or default' is an estimate because some cases are still under investigation and/or the actual loss incurred is not quantifiable.

9.13 Indian Ocean Territories

	2024–25 $'000	2023–24 $'000
Reconciliation of Australian Government funds received and expended for the Indian Ocean Territories		
Balance at start of period	(1,260)	(625)
Receipts	21,440	17,762
Payments	(18,308)	(18,397)
Balance at end of period	**1,872**	**(1,260)**

The 2023–24 balance at the end of the period was offset by Commonwealth funding paid in 2024–25.

10. Explanatory statements

This section explains variations in the financial performance of the Department against the original budget presented to Parliament. The Department's budget presented to Parliament is not necessarily classified consistently with actual results prepared in accordance with Australian Accounting Standards. Whilst recognition and measurement changes of the original budget is not required under AASB 1055 Budgetary Reporting, the Department reclassifies budget lines so that they are comparable with actual results.

	Note
Explanatory statement for controlled operations	**10.1**
Explanatory statement for administered items	**10.2**

10.1 Explanatory statement for controlled operations

This explanatory section explains variations in the financial performance of the Department undertaking transactions under its own control, as represented by the primary financial statements.

All variances between annual estimates (original budget) and actual results for 2025, and between the actual results for 2025 and 2024 are shown below. Narratives are provided for major variances which are more than 10% of the comparative and which are also more than 1% of the following (as appropriate):

1. Estimate and actuals for the current year
   - Total Cost of Services of the annual estimates for the Statements of Comprehensive Income and Statement of Cash Flows (i.e. $68.33 million being 1% of $6,833.20 million)
   - Total Assets of the annual estimate for the Statement of Financial Position (i.e. $228.16 million being 1% of $22,815.85 million)
2. Actual results between the current year and the previous year actual
   - Total Cost of Services of the previous year for the Statements of Comprehensive Income and Statement of Cash Flows (i.e. $66.67 million being 1% of $6,666.87 million)
   - Total Assets of the previous year for the Statement of Financial Position (i.e. $239.82 million being 1% of $23,981.53 million).

10.1.1 Statement of comprehensive income variances

	Estimate* 2024–25 $'000	Actual 2024–25 $'000	Actual 2023–24 $'000	Variance between estimate and actual $'000	%	Note	Variance between actual results for 2024 and 2025 $'000	%	Note
COST OF SERVICES									
Expenses									
Employee benefits expense	5,287,209	5,493,026	5,055,050	205,817	4%		437,976	9%	
Supplies and services	1,131,509	1,248,584	1,166,738	117,075	10%	1	81,846	7%	
Depreciation and amortisation expense	310,727	332,916	297,995	22,189	7%		34,921	12%	
Accommodation expenses	18,907	23,778	21,291	4,871	26%		2,487	12%	
Grants and subsidies	33,545	50,566	34,823	17,021	51%		15,743	45%	
Finance costs	43,621	56,299	50,956	12,678	29%		5,343	10%	
Other expenses	7,685	26,442	40,013	18,757	244%		(13,571)	(34%)	
Total cost of services	**6,833,203**	**7,231,611**	**6,666,866**	**398,408**	**6%**		**564,745**	**8%**	
Income									
User contributions, charges and fees	145,836	135,200	133,174	(10,636)	(7%)		2,026	2%	
Other revenue	100,161	167,315	116,462	67,154	67%		50,853	44%	
Australian Government grants and contributions	1,357,083	1,470,884	1,354,446	113,801	8%		116,438	9%	
Interest revenue	17,188	32,275	30,231	15,087	88%		2,044	7%	
Total income	**1,620,268**	**1,805,674**	**1,634,313**	**185,406**	**11%**		**171,361**	**10%**	
NET COST OF SERVICES	**5,212,935**	**5,425,937**	**5,032,553**	**213,002**	**4%**		**393,384**	**8%**	
Income from State Government									
Service appropriation	5,176,525	5,517,638	4,953,640	341,113	7%		563,998	11%	A
Income from other public sector entities	41,050	57,025	31,493	15,975	39%		25,532	81%	
Services received free of charge	15,597	16,034	15,932	437	3%		102	1%	
Royalties for Regions Fund	26,850	25,790	26,805	(1,060)	(4%)		(1,015)	(4%)	
Total income from State Government	**5,260,022**	**5,616,487**	**5,027,870**	**356,465**	**7%**		**588,617**	**12%**	
SURPLUS/(DEFICIT) FOR THE PERIOD	**47,087**	**190,550**	**(4,683)**	**143,463**	**305%**		**195,233**	**(4169%)**	
OTHER COMPREHENSIVE INCOME									
Items not reclassified subsequently to profit or loss									
Changes in asset revaluation surplus	-	1,286,344	1,758,372	1,286,344	100%		(472,028)	(27%)	
Total other comprehensive income	**-**	**1,286,344**	**1,758,372**	**1,286,344**	**100%**		**(472,028)**	**(27%)**	
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	**47,087**	**1,476,894**	**1,753,689**	**1,429,807**	**3037%**		**(276,795)**	**(16%)**	

* These estimates are published in the State Budget 2024–25, Budget Papers No.2 'Budget Statements'.

10.1.2 Statement of financial position variances

	Estimate* 2024–25 $'000	Actual 2024–25 $'000	Actual 2023–24 $'000	Variance between estimate and actual $'000	%	Note	Variance between actual results for 2024 and 2025 $'000	%	Note
ASSETS									
Current Assets									
Cash and cash equivalents	455,395	654,765	543,885	199,370	44%		110,880	20%	
Restricted cash and cash equivalents	28,689	78,196	64,411	49,507	173%		13,785	21%	
Amounts receivable for services	26,093	43,151	20,177	17,058	65%		22,974	114%	
Inventories	9,250	8,114	6,700	(1,136)	(12%)		1,414	21%	
Receivables	97,750	104,374	92,964	6,624	7%		11,410	12%	
Other current assets	33,076	68,824	69,837	35,748	108%		(1,013)	(1%)	
Non-current assets classified as assets held for sale	-	3,322	3,360	3,322	100%		(38)	(1%)	
Total Current Assets	**650,253**	**960,746**	**801,334**	**310,493**	**48%**		**159,412**	**20%**	
Non-Current Assets									
Receivables	493,686	485,082	454,221	(8,604)	(2%)		30,861	7%	
Amounts receivable for services	4,542,680	4,471,471	4,211,132	(71,209)	(2%)		260,339	6%	
Property, plant and equipment	16,721,254	19,658,085	18,062,657	2,936,831	18%	2	1,595,428	9%	
Service concession assets	36,292	44,686	40,442	8,394	23%		4,244	10%	
Right-of-use assets	369,874	429,799	411,744	59,925	16%		18,055	4%	
Intangible assets	1,811	-	-	(1,811)	(100%)		-	0%	
Total Non-Current Assets	**22,165,597**	**25,089,123**	**23,180,196**	**2,923,526**	**13%**		**1,908,927**	**8%**	
TOTAL ASSETS	**22,815,850**	**26,049,869**	**23,981,530**	**3,234,019**	**14%**		**2,068,339**	**9%**	
LIABILITIES									
Current Liabilities									
Payables	196,382	236,345	255,588	39,963	20%		(19,243)	(8%)	
Borrowings	46,203	44,757	43,773	(1,446)	(3%)		984	2%	
Lease liabilities	37,461	52,495	44,864	15,034	40%		7,631	17%	
Employee related provisions	810,662	795,789	805,270	(14,873)	(2%)		(9,481)	(1%)	
Other provisions	-	1,351	2,951	1,351	100%		(1,600)	(54%)	
Other current liabilities	40,428	38,808	32,856	(1,620)	(4%)		5,952	18%	
Total Current Liabilities	**1,131,136**	**1,169,545**	**1,185,302**	**38,409**	**3%**		**(15,757)**	**(1%)**	
Non-Current Liabilities									
Payables	2,635	3,429	3,157	794	30%		272	9%	
Borrowings	380,282	364,238	356,268	(16,044)	(4%)		7,970	2%	
Lease liabilities	346,059	374,415	364,292	28,356	8%		10,123	3%	
Employee related provisions	298,980	324,040	279,940	25,060	8%		44,100	16%	
Other provisions	3,755	5,917	5,137	2,162	58%		780	15%	
Total Non-Current Liabilities	**1,031,711**	**1,072,039**	**1,008,794**	**40,328**	**4%**		**63,245**	**6%**	
TOTAL LIABILITIES	**2,162,847**	**2,241,584**	**2,194,096**	**78,737**	**4%**		**47,488**	**2%**	
NET ASSETS	**20,653,003**	**23,808,285**	**21,787,434**	**3,155,282**	**15%**		**2,020,851**	**9%**	
EQUITY									
Contributed equity	16,877,156	16,842,189	16,298,232	(34,967)	(0%)		543,957	3%	
Reserves	3,802,121	6,846,828	5,560,484	3,044,707	80%	3	1,286,344	23%	B
Accumulated surplus/(deficit)	(26,274)	119,268	(71,282)	145,542	(554%)		190,550	(267%)	
TOTAL EQUITY	**20,653,003**	**23,808,285**	**21,787,434**	**3,155,282**	**15%**		**2,020,851**	**9%**	

* These estimates are published in the State Budget 2024–25, Budget Papers No.2 'Budget Statements'.

10.1.3 Statement of cash flows variances

	Estimate* 2024–25 $'000	Actual 2024–25 $'000	Actual 2023–24 $'000	Variance between estimate and actual $'000	%	Note	Variance between actual results for 2024 and 2025 $'000	%	Note
CASH FLOWS FROM STATE GOVERNMENT									
Service Appropriation	4,821,840	5,213,528	4,629,095	391,688	8%		584,433	13%	C
Capital Contribution	519,018	508,115	540,655	(10,903)	(2%)		(32,540)	(6%)	
Holding Account Draw Downs	22,323	20,797	18,467	(1,526)	(7%)		2,330	13%	
Royalties for Regions Fund	57,618	61,670	42,107	4,052	7%		19,563	46%	
Funds from other public sector entities	52,187	54,959	30,282	2,772	5%		24,677	81%	
Net cash provided by State Government	**5,472,986**	**5,859,069**	**5,260,606**	**386,083**	**7%**		**598,463**	**11%**	
Utilised as follows:									
CASH FLOWS FROM OPERATING ACTIVITIES									
Payments									
Employees benefits	(5,218,718)	(5,472,758)	(4,899,668)	(254,040)	5%		(573,090)	12%	D
Supplies and services	(1,115,885)	(1,230,243)	(1,148,888)	(114,358)	10%	4	(81,355)	7%	
Accommodation expenses	(18,907)	(23,941)	(20,947)	(5,034)	27%		(2,994)	14%	
Grants and subsidies	(33,545)	(46,757)	(33,822)	(13,212)	39%		(12,935)	38%	
Finance costs	(37,733)	(41,024)	(38,335)	(3,291)	9%		(2,689)	7%	
GST payments on purchases	(151,193)	(182,427)	(172,318)	(31,234)	21%		(10,109)	6%	
Loans advanced to non-government schools	(57,100)	(52,792)	(43,633)	4,308	(8%)		(9,159)	21%	
Other payments	-	(25,177)	(8,005)	(25,177)	100%		(17,172)	215%	
Receipts									
User contributions, charges and fees	142,265	128,895	127,329	(13,370)	(9%)		1,566	1%	
Australian Government grants and contributions	1,355,399	1,469,500	1,299,824	114,101	8%		169,676	13%	E
Interest received	17,187	27,039	25,935	9,852	57%		1,104	4%	
GST receipts on revenue	-	4,783	6,753	4,783	100%		(1,970)	(29%)	
GST receipts from taxation authority	151,094	176,815	166,411	25,721	17%		10,404	6%	
Repayments of loans by non-government schools	44,198	43,838	41,601	(360)	(1%)		2,237	5%	
Other receipts	98,653	124,014	121,130	25,361	26%		2,884	2%	
Net cash used in operating activities	**(4,824,285)**	**(5,100,235)**	**(4,576,633)**	**(275,950)**	**6%**		**(523,602)**	**11%**	
CASH FLOW FROM INVESTING ACTIVITIES									
Payments									
Purchase of non-current assets	(607,831)	(554,926)	(566,809)	52,905	(9%)		11,883	(2%)	
Receipts									
Receipts from sale of non-current physical assets	-	433	701	433	100%		(268)	(38%)	
Net cash used in investing activities	**(607,831)**	**(554,493)**	**(566,108)**	**53,338**	**(9%)**		**11,615**	**(2%)**	
CASH FLOW FROM FINANCING ACTIVITIES									
Payments									
Payment lease liabilities	(55,005)	(58,777)	(52,421)	(3,772)	7%		(6,356)	12%	
Repayment of borrowings	(78,456)	(43,838)	(41,601)	34,618	(44%)		(2,237)	5%	
Payment to accrued salaries account	-	(29,853)	(18,951)	(29,853)	100%		(10,902)	58%	
Receipts									
Proceeds from borrowings	91,358	52,792	43,633	(38,566)	(42%)		9,159	21%	
Net cash used in financing activities	**(42,103)**	**(79,676)**	**(69,340)**	**(37,573)**	**89%**		**(10,336)**	**15%**	
Net increase/(decrease) in cash and cash equivalents	(1,233)	124,665	48,525	125,898	(10211%)		76,140	157%	
Cash and cash equivalents at the beginning of the period	636,743	608,296	559,771	(28,447)	(4%)		48,525	9%	
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	**635,510**	**732,961**	**608,296**	**97,451**	**15%**		**124,665**	**20%**	

* These estimates are published in the State Budget 2024–25, Budget Papers No.2 'Budget Statements'.

10.1.4 Major Variance Narrative

Variances between estimate and actual

Statement of Comprehensive Income

1 Supplies and services expenses were $117.1 million (or 10%) higher than the 2024–25 Estimate and $81.8 million (or 7%) more than the 2023–24 Actual, primarily due to higher than expected repairs and maintenance costs in schools, and increased direct school expenses. Schools spent more of their flexible budget allocation on supplies and services than previously forecast. The increase in repairs and maintenance costs was driven by inflationary pressures and market conditions, with additional funding received in June 2025 to meet the estimated increase in these costs.

Statement of Financial Position

2 Property, plant and equipment was $2.9 billion (or 18%) higher than the 2024–25 Estimate and $1.6 billion (or 9%) more than the 2023–24 Actual as a result of the cumulative impact of the revaluation of land, land improvements and buildings in 2023–24 and 2024–25.

3 Refer to 2.

Statement of Cash Flows

4 Refer to 1.

Variances between actual results for 2024–25 and 2023–24

Statement of Comprehensive Income

A Service appropriation was $564.0 million (or 11%) more than the 2023–24 Actual primarily due to additional funding approved for the cost of salary increases and other employee benefits that formed part of new enterprise bargaining agreements that occurred in 2024–25.

Statement of Financial Position

B Refer to 2.

Statement of Cash Flows

C Refer to A.

D Employee benefits payments were $573.1 million (or 12%) higher than the 2023–24 Actual primarily due to salary increases and other employee benefits that formed part of new enterprise bargaining agreements that were registered in 2024–25. Also contributing to this higher cost was the increase in full-time equivalent staff to support the growth in student enrolments, the opening of new schools and an increased number of education assistants employed to meet the needs of students with disability.

E Australian Government grants and contributions were $169.7 million (or 13%) higher than the 2023–24 Actual due to increased contributions under the former *National School Reform Agreement (Quality Schools)* which ceased in December 2024, and the new *Better and Fairer Schools Agreement*, which commenced from January 2025.

10.2 Explanatory statement for administered items

This explanatory section explains variations in the financial performance of the Department undertaking transactions that it does not control but has responsibility to the government for, as detailed in the administered schedules.

All variances between annual estimates and actual results for 2025, and between the actual results for 2025 and 2024 are shown below. Narratives are provided for key major variances which vary more than 10% from their comparative and that the variation is more than 1% of the following variance analyses for the:

1 Estimate and actuals for the current year
- Total Administered Income of the estimate (i.e. $4.98 million being 1% of $497.98 million)

2 Actual results for the current year and prior year actual
- Total Administered Income for the previous year (i.e. $5.64 million being 1% of $563.82 million).

				Variance					
	Estimate* 2024–25	Actual 2024–25	Actual 2023–24	Variance between estimate and actual			Variance between actual results for 2024 and 2025		
	$'000	$'000	$'000	$'000	%	Note	$'000	%	Note
Income									
Service appropriation	497,984	587,512	563,817	89,528	18%	1	23,695	4%	
Total administered Income	**497,984**	**587,512**	**563,817**	**89,528**	**18%**		**23,695**	**4%**	
Expenses									
Grants to individuals, and charitable and other public bodies	489,622	574,971	534,982	85,349	17%	2	39,989	7%	
Transfer to the Consolidated Account	-	18,997	-	18,997	100%	3	18,997	100%	A
Superannuation – higher education institutions	3,500	2,519	2,576	(981)	(28%)		(57)	(2%)	
Schools of Special Educational Needs: Medical and Mental Health and Sensory	4,862	5,514	6,768	652	13%		(1,254)	(19%)	
Total administered expenses	**497,984**	**602,001**	**544,326**	**104,017**	**21%**		**57,675**	**11%**	

* These estimates are published in the State Budget 2024–25, Budget Papers No.2 'Budget Statements'.

Major Variance Narratives

1 Administered service appropriation in 2024–25 was $89.53 million (18%) higher than the 2024–25 Estimate. The variance is primarily due to the additional appropriation for the 2025 Western Australian Student Assistance Payment ($82.11 million), which was approved in early 2025 and provided one-off payments to Western Australian families in 2025 to meet out of pocket schooling expenses for enrolled students in Western Australian registered schools.

2 Administered grants to individuals, and charitable and other public bodies in 2024–25 was $85.35 million (17%) higher than the 2024–25 Estimate mainly due to the 2025 Western Australian Student Assistance Payment grants ($77.46 million), which was approved in early 2025.

3 and A The 2024 Western Australian Student Assistance Payment Special Purpose Account was closed in 2024–25 and the remaining balance of $19.00 million was returned to the Consolidated Account on the 8 October 2024.

Appendices

In the following tables, 'Primary' includes Kindergarten to Year 6 students and 'Secondary' includes Year 7 to 12 students (unless specified otherwise).

1. Student enrolment

Table A1: Students at Western Australian schools by sector 2021 to 2025[(a)]

Year	Public schools	Non-government schools	Total
2021	319,574	154,154	473,728
2022	318,332	157,864	476,196
2023	322,294	162,556	484,850
2024	326,286	167,840	494,126
2025	330,939	172,256	503,195

(a) Semester 1 student census. Primary and full-time secondary students. Public schools include community kindergartens. Non-government schools include independent preschools.
Source: System and School Performance

Table A2: Schools and students in Western Australia by sector and subgroup 2025[(a)(b)]

Sector	Schools	Students			
		All	Female	Male	Aboriginal
Public	833	330,939	158,764	171,942	30,508
Non-government	317	172,256	86,800	85,373	6,538
Total	**1,150**	**503,195**	**245,564**	**257,315**	**37,046**

(a) Semester 1 student census. Primary and full-time secondary students. Public schools include community kindergartens.
(b) All includes gender category 'Other'.
Source: System and School Performance

Table A3: Students at Western Australian schools by year level and sector 2025[a]

Year level	Public schools	Non-government schools	Total
Pre-Kindergarten	–	2,316	2,316
Kindergarten	23,350	9,435	32,785
Pre-primary	25,143	9,685	34,828
Year 1	25,953	9,789	35,742
Year 2	26,652	9,712	36,364
Year 3	26,938	10,266	37,204
Year 4	27,235	10,688	37,923
Year 5	25,989	11,061	37,050
Year 6	26,068	11,258	37,326
Year 7	21,163	15,853	37,016
Year 8	20,817	15,701	36,518
Year 9	21,105	15,364	36,469
Year 10	21,035	14,860	35,895
Year 11	21,000	13,875	34,875
Year 12	18,480	12,393	30,873
Primary total	**207,328**	**84,210**	**291,538**
Secondary total	**123,611**	**88,046**	**211,657**
Grand total	**330,939**	**172,256**	**503,195**

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

Table A4: Students at Western Australian public schools by level of education and subgroup 2025[a][b]

Level of education	All	Female	Male	Aboriginal
Primary	207,328	99,710	107,585	18,896
Secondary	123,611	59,054	64,357	11,612
Total	**330,939**	**158,764**	**171,942**	**30,508**

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.
(b) All includes gender category 'Other'.
Source: System and School Performance

Table A5: Western Australian public schools and students by school type and level of education 2025[(a)]

School type	Schools	Students		
		Primary	Secondary	Total
Community kindergarten	18	486	0	486
Primary[(b)]	577	193,607	661	194,268
District high	53	7,205	4,143	11,348
Kindergarten–Year 12[(c)]	6	1,917	2,010	3,927
Secondary	113	0	114,875	114,875
Education support[(d)]	64	4,002	1,888	5,890
Specialist services[(e)]	2	111	34	145
Total	**833**	**207,328**	**123,611**	**330,939**

(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.
Source: System and School Performance

Table A6: Students at Western Australian public schools by year level 2021 to 2025[a]

Year level	2021	2022	2023	2024	2025
Kindergarten	24,263	23,661	23,242	22,969	23,350
Pre-primary	26,535	25,654	25,694	25,265	25,143
Year 1	25,909	26,538	26,425	26,355	25,953
Year 2	26,018	25,744	26,941	26,680	26,652
Year 3	26,049	25,786	25,955	27,237	26,938
Year 4	25,095	25,618	25,880	26,063	27,235
Year 5	24,899	24,602	25,574	25,865	25,989
Year 6	24,503	24,597	24,735	25,810	26,068
Year 7	20,892	20,330	20,550	20,383	21,163
Year 8	21,413	20,696	20,556	20,801	20,817
Year 9	20,655	21,111	20,724	20,741	21,105
Year 10	19,548	20,289	21,111	20,758	21,035
Year 11	18,286	18,363	19,380	20,594	21,000
Year 12	15,470	15,272	15,496	16,742	18,480
Primary total	**203,271**	**202,200**	**204,446**	**206,244**	**207,328**
Secondary total	**116,303**	**116,132**	**117,848**	**120,042**	**123,611**
Grand total	**319,574**	**318,332**	**322,294**	**326,286**	**330,939**

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

Table A7: Proportion (%) of students by geolocation of Western Australian public schools by level of education 2025[a][b]

Geolocation[c]	Primary	Secondary	All
Metropolitan	78.0	77.8	77.9
Inner regional	8.0	8.5	8.2
Outer regional	6.6	7.4	6.9
Remote	4.6	3.8	4.3
Very remote	2.7	2.4	2.6

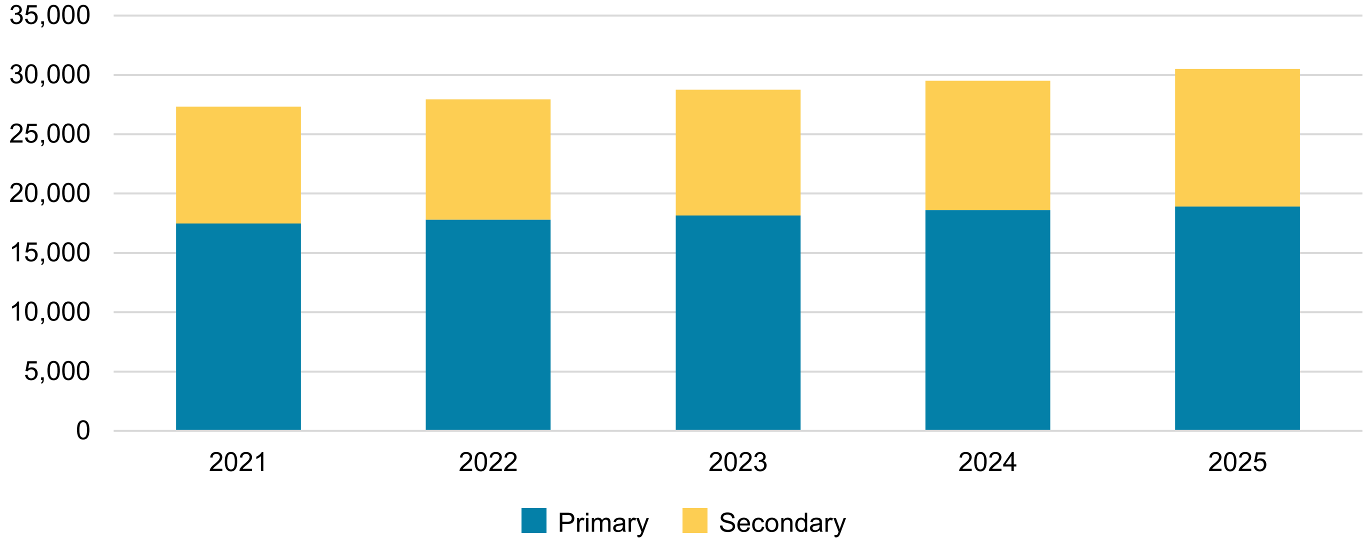
(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.
(b) Percentages may not add to 100% due to rounding.
(c) Australian Bureau of Statistics Australian Statistical Geography Standard, based on location of students' schools.
Source: System and School Performance

Table A8: Western Australian public schools and students by education region and level of education 2025[a]

Education region	Schools	Students		
		Primary	Secondary	Total
Metropolitan				
North Metropolitan	256	77,014	45,816	122,830
South Metropolitan	273	87,629	51,219	138,848
Total	**529**	**164,643**	**97,035**	**261,678**
Country[b]				
Goldfields	38	5,293	2,658	7,951
Kimberley	23	3,309	2,015	5,324
Midwest	46	4,932	2,885	7,817
Pilbara	29	6,594	3,235	9,829
South West	99	17,367	12,328	29,695
Wheatbelt	69	5,190	3,455	8,645
Total	**304**	**42,685**	**26,576**	**69,261**
Grand total	**833**	**207,328**	**123,611**	**330,939**

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.
(b) Defined as all non-metropolitan education regions.
Source: System and School Performance

Figure A1: Aboriginal students at Western Australian public schools by level of education 2021 to 2025[a]



(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.
Source: System and School Performance

Table A9: Aboriginal students at Western Australian public schools by year level 2021 to 2025[a]

Year level	2021	2022	2023	2024	2025
Kindergarten	1,893	1,908	1,873	1,893	1,941
Pre-primary	2,224	2,271	2,290	2,255	2,268
Year 1	2,242	2,328	2,401	2,439	2,368
Year 2	2,280	2,274	2,395	2,455	2,497
Year 3	2,267	2,308	2,313	2,432	2,517
Year 4	2,201	2,277	2,340	2,390	2,508
Year 5	2,226	2,185	2,311	2,361	2,386
Year 6	2,131	2,244	2,231	2,385	2,411
Year 7	2,003	1,912	2,043	2,075	2,077
Year 8	1,994	2,074	1,967	2,091	2,140
Year 9	1,886	1,923	2,036	1,945	2,103
Year 10	1,735	1,822	1,935	1,976	1,972
Year 11	1,371	1,443	1,567	1,688	1,850
Year 12	877	974	1,053	1,129	1,470
Primary total	**17,464**	**17,795**	**18,154**	**18,610**	**18,896**
Secondary total	**9,866**	**10,148**	**10,601**	**10,904**	**11,612**
Grand total	**27,330**	**27,943**	**28,755**	**29,514**	**30,508**

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

Table A10: Aboriginal students at Western Australian public schools by education region 2025[a]

Education region	Aboriginal	All	Aboriginal students as % of all public school students
Metropolitan			
North Metropolitan	6,149	122,830	5.0
South Metropolitan	9,175	138,848	6.6
Total	**15,324**	**261,678**	**5.9**
Country[b]			
Goldfields	1,970	7,951	24.8
Kimberley	3,291	5,324	61.8
Midwest	2,629	7,817	33.6
Pilbara	3,087	9,829	31.4
South West	2,645	29,695	8.9
Wheatbelt	1,562	8,645	18.1
Total	**15,184**	**69,261**	**21.9**
Grand total	**30,508**	**330,939**	**9.2**

(a) Semester 1 student census. Primary and full-time secondary students. Includes community kindergartens.
(b) Defined as all non-metropolitan education regions.
Source: System and School Performance

Table A11: Students registered to receive home education 2021 to 2025[a][b]

2021	2022	2023	2024	2025
4,562	6,151	6,466	7,325	7,526

(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.
Source: Schools division

Table A12: Western Australian non-government schools and students by school type and level of education 2025[(a)(b)]

School type	Schools	Students		
		Primary	Secondary	Total
Primary	140	40,709	0	40,709
Primary–secondary	130	43,501	59,444	102,945
Secondary	47	0	28,602	28,602
Total	**317**	**84,210**	**88,046**	**172,256**

(a) Semester 1 student census. Primary and full-time secondary students.
(b) Primary includes pre-Kindergarten students at non-government schools.
Source: System and School Performance

Table A13: Non-government schools and students by religious affiliation of school 2024 and 2025[(a)(b)]

Religious affiliation	Schools		Students	
	2024	2025	2024	2025
No religious affiliation	**55**	**56**	**8,999**	**9,340**
Total religious affiliation	**260**	**261**	**158,841**	**162,916**
Anglican	19	19	24,651	25,325
Baptist	14	14	12,454	12,686
Catholic	164	164	83,741	85,494
Seventh Day Adventist	5	5	799	796
Uniting Church	8	8	9,187	9,399
Various other	50	51	28,009	29,216
Grand total	**315**	**317**	**167,840**	**172,256**

(a) Semester 1 student census. Primary and full-time secondary students.
(b) Primary includes pre-Kindergarten students at non-government schools.
Source: System and School Performance

Table A14: Students at Western Australian residential colleges 2021 to 2025[(a)]

College	2021	2022	2023	2024	2025
Albany	71	86	74	68	74
Broome	58	43	47	53	51
City Beach	47	44	47	48	41
Esperance	80	63	64	61	55
Geraldton	53	82	89	87	90
Merredin	39	32	34	32	30
Moora	42	36	30	23	20
Narrogin	68	55	42	37	24
Northam	21	23	21	16	17
Total	**479**	**464**	**448**	**425**	**402**

(a) Semester 1 student census.
Source: Public Schools Planning

2. National Assessment Program – Literacy and Numeracy (NAPLAN) results

Figure A2: Percentage of Year 3 Western Australian public school students in each proficiency category in NAPLAN Reading and Numeracy 2023 and 2024

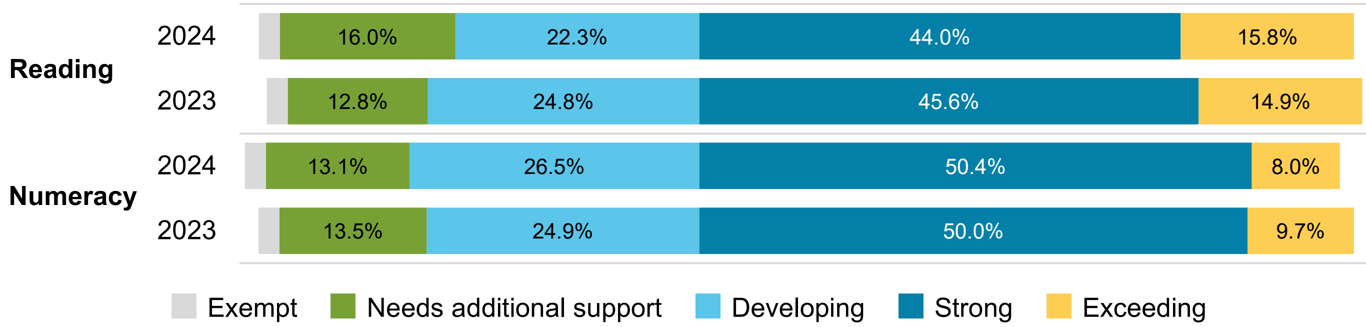


Figure A3: Percentage of Year 5 Western Australian public school students in each proficiency category in NAPLAN Reading and Numeracy 2023 and 2024

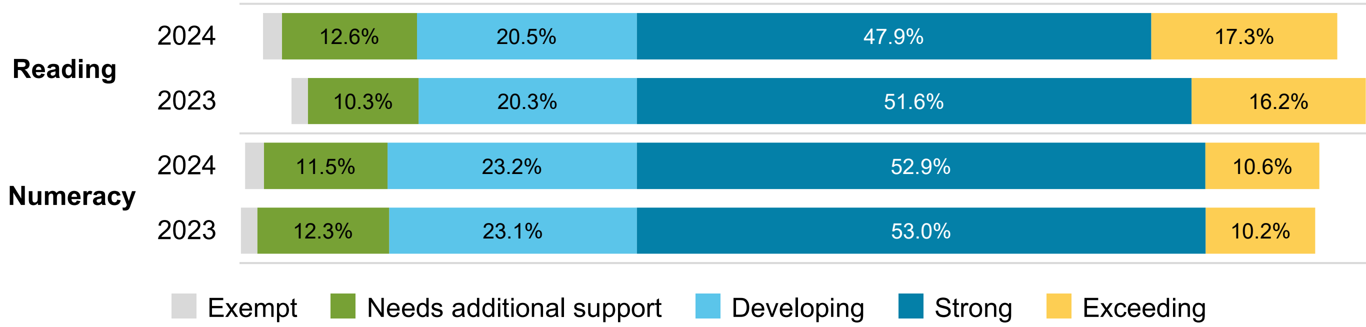


Figure A4: Percentage of Year 7 Western Australian public school students in each proficiency category in NAPLAN Reading and Numeracy 2023 and 2024

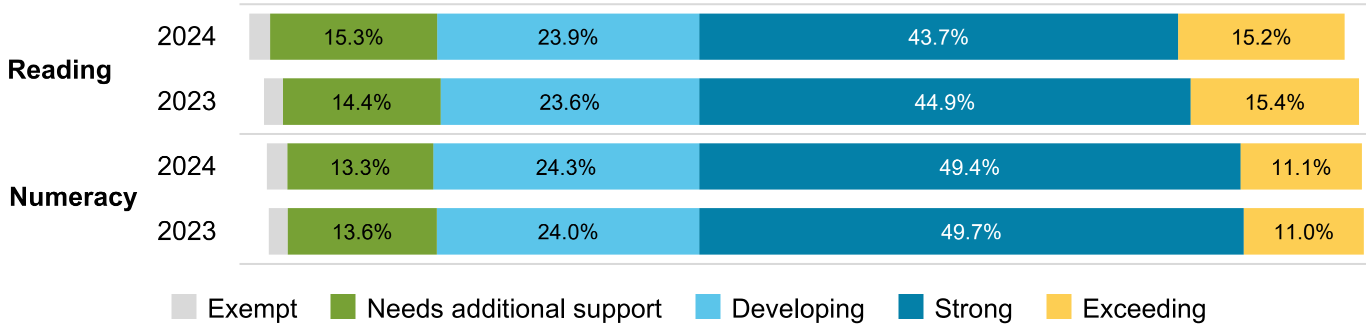
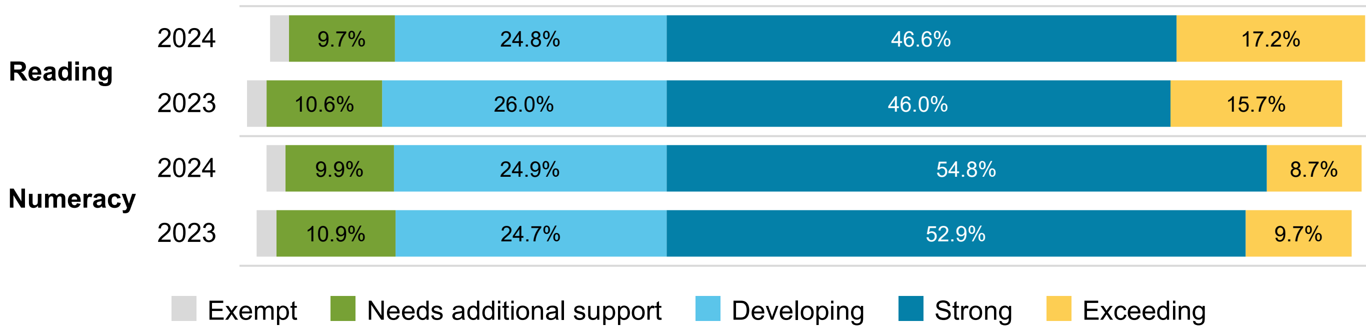
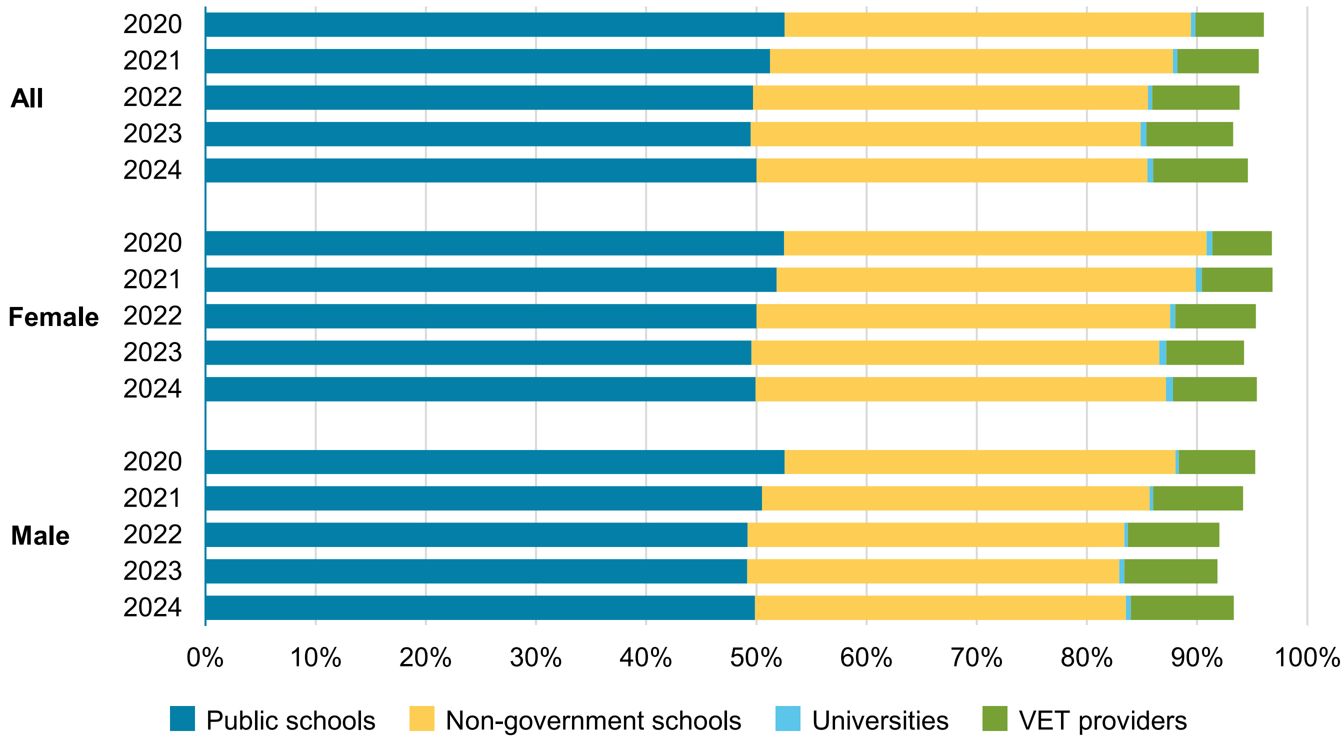


Figure A5: Percentage of Year 9 Western Australian public school students in each proficiency category in NAPLAN Reading and Numeracy 2023 and 2024



3. Student participation, achievement and satisfaction

Figure A6: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education by gender 2020 to 2024[(a)(b)(c)(d)]



(a) Based on Australian Bureau of Statistics 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 2024 is an estimate based on 2023 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous 4 years.
(c) Revised figures for 2022 due to updated data for estimate of resident population.
(d) Revised figures for 2023 due to updated data for estimate of resident population and updated university data for 2023.
Source: System and School Performance, using data from the Australian Bureau of Statistics, Department of Training and Workforce Development and the Australian Government Department of Education

Table A15: Public school student attendance rate (%) by level of education and subgroup 2024[(a)(b)]

Level of education	Aboriginal	All
All	**67.7**	**86.6**
Primary[(c)]	74.3	89.4
Secondary[(d)]	57.6	82.2

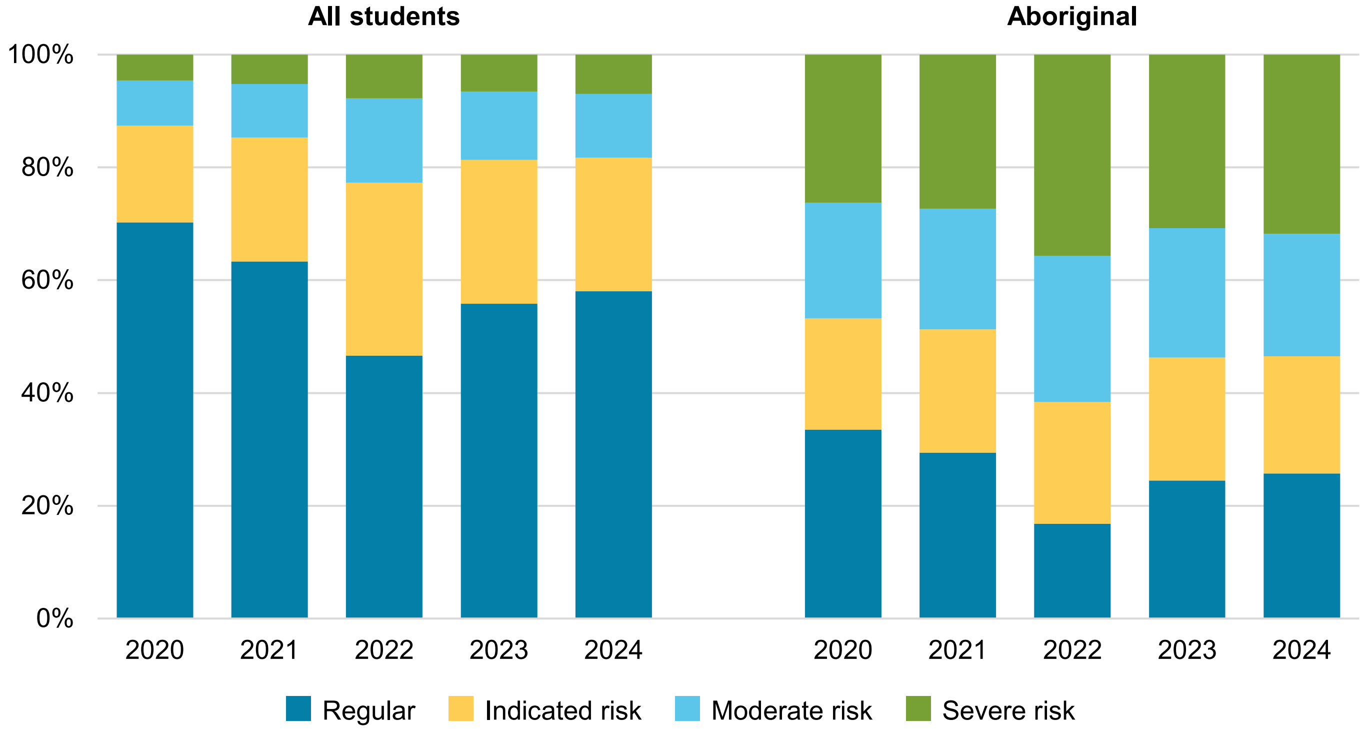
(a) Excludes Kindergarten students and Canning College students.
(b) Semester 1 only, in accordance with the National Standards for Student Attendance Data Reporting.
(c) Pre-primary to Year 6.
(d) Years 7 to 12.
Source: System and School Performance

Table A16: Percentage of public school students by attendance category by subgroup 2024[a][b][c]

Attendance category	Aboriginal	All
Regular attendance (90–100%)	25.7	58.1
Indicated attendance risk (80–<90%)	20.8	23.7
Moderate attendance risk (60–<80%)	21.7	11.3
Severe attendance risk (<60%)	31.8	7.0

(a) Excludes Kindergarten students and Canning College students.
(b) Percentages may not add to 100% due to rounding.
(c) Semester 1 only, in accordance with the National Standards for Student Attendance Data Reporting.
Source: System and School Performance

Figure A7: Percentage of public school students by subgroup by attendance category 2020 to 2024[a][b][c]



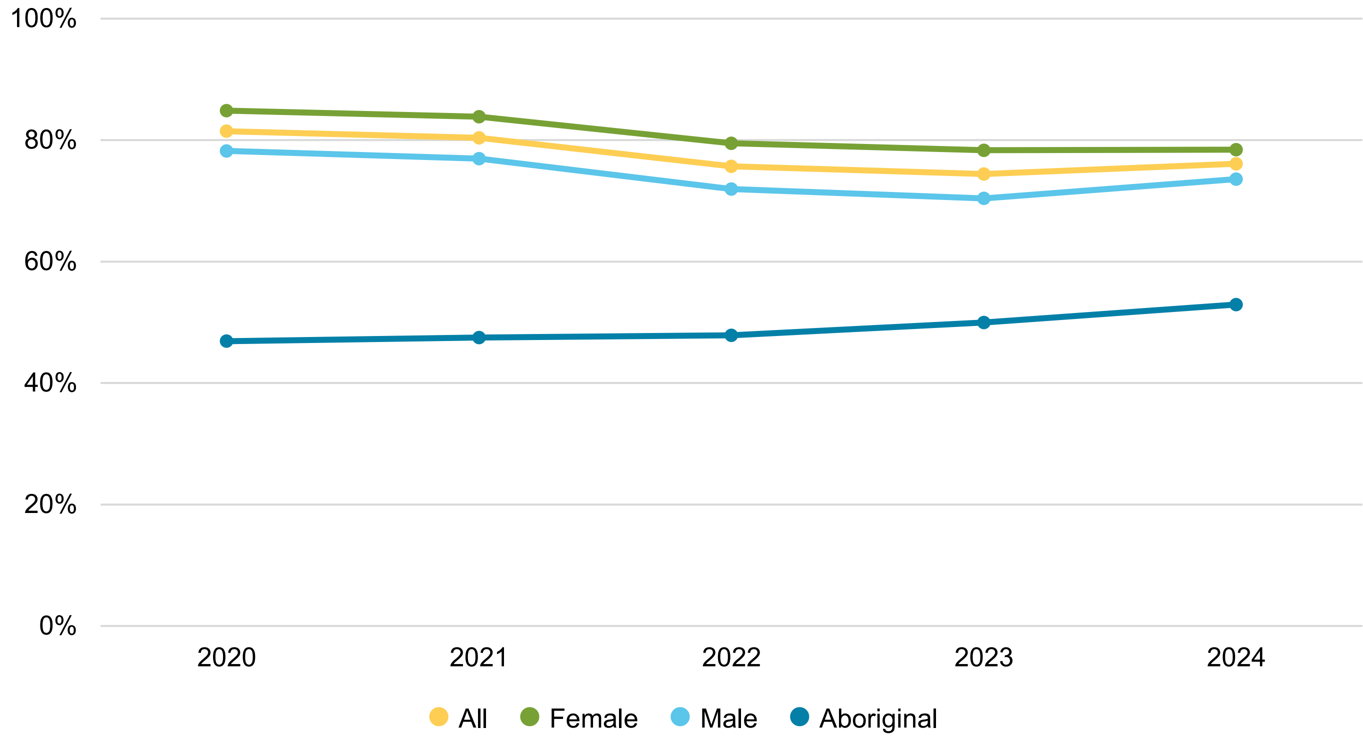
(a) Excludes Kindergarten students and Canning College students.
(b) Semester 1 only, in accordance with the National Standards for Student Attendance Data Reporting.
(c) 2020 data excludes Weeks 7 to 10, Term 1 due to disruptions caused by COVID-19.
Source: System and School Performance

Table A17: Apparent secondary retention rate (%) of public school students by subgroup 2020 to 2024[a][b][c][d]

Subgroup	2020		2021		2022		2023		2024	
	%	N	%	N	%	N	%	N	%	N
All	**81.5**	**14,189**	**80.4**	**14,329**	**75.7**	**14,140**	**74.4**	**14,598**	**76.1**	**15,795**
Female	84.9	7,154	83.9	7,167	79.5	7,114	78.3	7,460	78.4	7,840
Male	78.2	7,030	77.0	7,145	72.0	6,999	70.4	7,106	73.6	7,917
Aboriginal	**46.9**	**783**	**47.5**	**750**	**47.9**	**825**	**50.0**	**923**	**52.9**	**1,048**
Female	46.7	382	49.5	381	47.4	405	52.8	474	54.5	528
Male	47.1	401	45.6	369	48.2	419	47.3	449	51.3	519

(a) Excludes Canning College students, part-time and international students, and mature-aged students at senior campuses.
(b) All and Aboriginal subgroups include gender category 'Other'.
(c) Calculated using the number of students in the Semester 2 student census. 'N' is the number of Year 12 students.
(d) The apparent secondary retention rate is from Year 7 to Year 12.
Source: System and School Performance

Figure A8: Apparent secondary retention rate (%) of public school students by subgroup 2020 to 2024[a][b][c][d]



(a) Excludes Canning College students, part-time and international students, and mature-aged students at senior campuses.
(b) All includes gender category 'Other'.
(c) Calculated using the number of students in the Semester 2 student census.
(d) The apparent secondary retention rate is from Year 7 to Year 12.
Source: System and School Performance

Table A18: Year 12 public school student WACE achievement rate by subgroup 2023 and 2024[a]

	Subgroup	2023		2024	
		%	N	%	N
WACE achievement rate[b]	**All**	**82.5**	**12,215**	**81.3**	**13,058**
	Aboriginal	44.5	411	38.6	405

(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.
Source: System and School Performance

Table A19: Year 12 public school student ATAR achievement by subgroup 2023 and 2024[a][b]

	Subgroup	2023		2024	
		%	N	%	N
Students who achieved an ATAR[c]	**All**	**30.9**	**4,592**	**29.4**	**4,738**
	Aboriginal	4.4	41	3.1	33
ATAR students who achieved at least 55[d]	**All**	**87.8**	**4,033**	**88.1**	**4,173**
	Aboriginal	73.2	30	69.7	23

(a) Figures are 'actuals'.
(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.
Source: System and School Performance

Table A20: Year 12 public school student VET certificate II or higher achievement by subgroup 2023 and 2024[a][b]

Subgroup	2023			2024		
	Students		Total VET certificates II or higher	Students		Total VET certificates II or higher
	%[c]	N		%[c]	N	
All	**55.4**	**8,235**	**12,341**	**54.4**	**8,775**	**13,153**
Aboriginal	48.5	450	620	46.9	493	688

(a) Figures are 'actuals'.
(b) 'N' is the number of students who achieved a VET certificate II or higher achievement. 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.
Source: System and School Performance

Table A21: WACE achievement rate (%) of Year 12 public school students by subgroup 2020 to 2024[a][b][c]

Subgroup	2020	2021	2022	2023	2024
All	**81.7**	**81.1**	**80.7**	**82.5**	**81.3**
Male	80.1	79.9	78.8	80.4	79.9
Female	83.3	82.4[d]	82.5	84.6	82.8
Aboriginal	46.2	42.7	41.5	44.5	38.6

(a) Year 12 full-time students in the Semester 2 student census.
(b) All includes gender category ‘Other’.
(c) 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.
(d) Originally published in our 2021–22 annual report as 82.3.
Source: System and School Performance

Table A22: Satisfaction of Year 12 public school students by subgroup 2020 to 2024[a][b]

	Subgroup	2020	2021	2022	2023	2024[c]
% satisfied with quality of teaching	**All**	**88.4**	**86.0**	**85.1**	**86.2**	**87.3**
	Male	88.0	86.3	84.5	85.1	87.2
	Female	88.8	85.9	85.7	87.2	87.4
	Aboriginal	88.8	89.1	86.4	85.1	87.9
% satisfied with quality of education facilities	**All**	**84.2**	**81.3**	**79.4**	**79.7**	**81.9**
	Male	83.6	81.6	78.4	78.7	81.8
	Female	84.6	81.0	80.3	80.4	82.0
	Aboriginal	85.6	81.3	80.5	75.5	85.5

(a) Post-school intentions and satisfaction survey, conducted in Semester 2.
(b) All includes gender category ‘Other’.
(c) Completed by more than 7,800 Year 12 students.
Source: System and School Performance

4. Staffing

Figure A9: Organisational chart at 30 June 2025

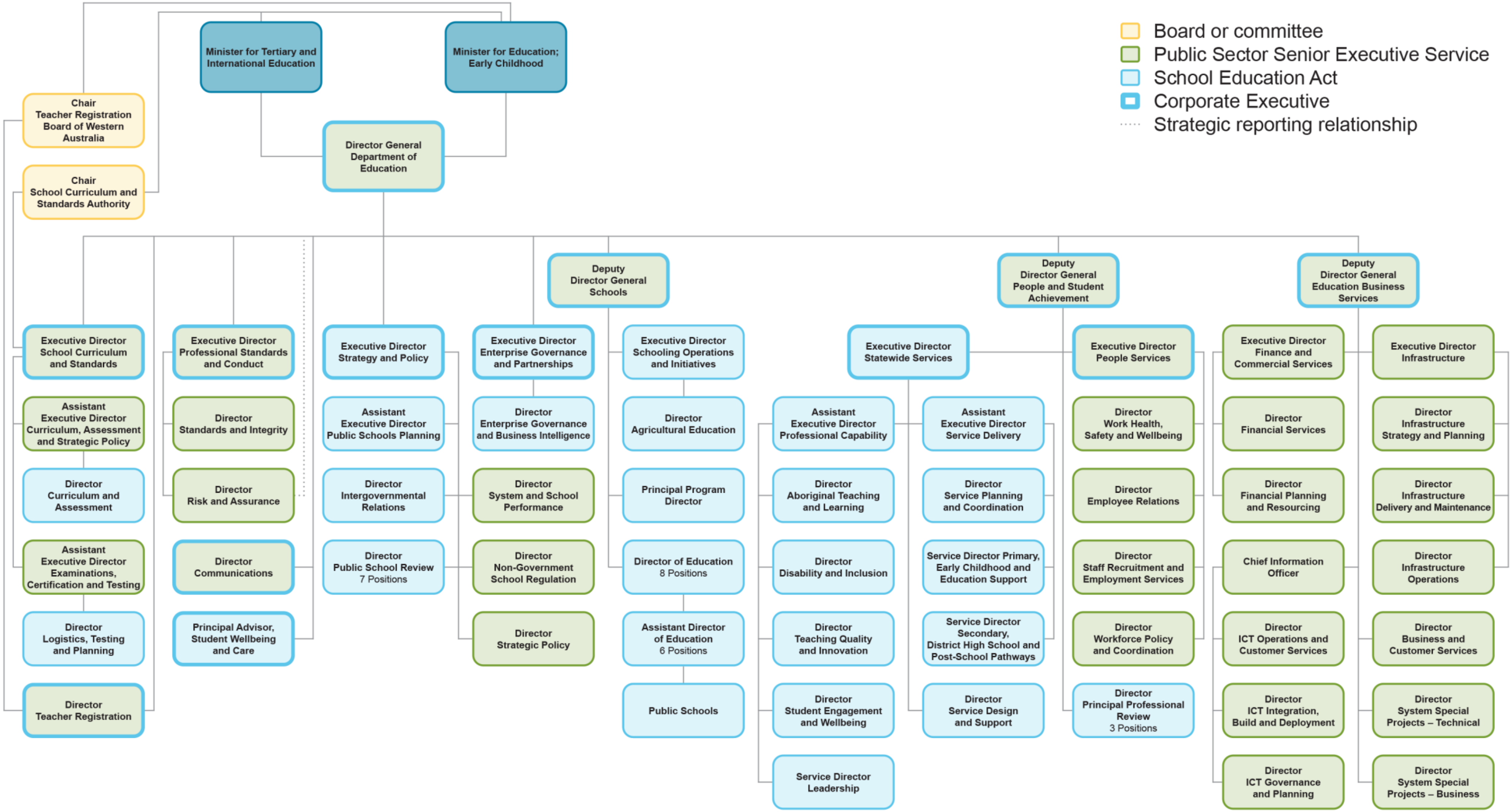


Table A23: School-based teaching staff[(a)] by education category[(b)] and female or male 2025[(c)(d)]

Education category	Female		Male		Total numbers
	N	%	N	%	
Primary	10,728	84.6	1,956	15.4	12,684
Secondary	5,544	61.0	3,539	39.0	9,083
Education support	881	84.9	156	15.0	1,038
Total	**17,154**	**75.2**	**5,651**	**24.8**	**22,805**

(a) Full-time equivalents at Semester 1 student census including teachers at community kindergartens. Based on counting method used for the National Schools Statistics Collection that does not include staff on extended leave.
(b) Staff apportioned to education category based on the student cohort in each school.
(c) Three staff recorded as Indeterminate/Intersex are excluded.
(d) Rows and columns may not add to totals and row percentages may not add to 100% due to rounding.
Source: System and School Performance

Table A24: Teacher retirements and resignations 2020 to 2024[(a)]

	2020	2021	2022	2023	2024
Retirement	538	584	726	627	636
Resignation	598	785	1,246	1,233	1,279

(a) Revised counting methodology from previous annual reports so individuals who resign or retire multiple times in a year are counted only once.
Source: People Services

5. Annual estimates for 2025–26

In the 2025–26 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 on 23 July 2025.

Estimate of Statement of Comprehensive Income
For the year ended 30 June 2026

	2025–26 Budget Estimate $'000
COST OF SERVICES	
Expenses	
Employee benefits expense	5,927,911
Supplies and services	1,293,187
Depreciation and amortisation expense	332,721
Accommodation expenses	19,263
Grants and subsidies	41,187
Finance costs	47,686
Other expenses	24,723
Total cost of services	**7,686,678**
Income	
Revenue	
User contributions, charges and fees	145,461
Interest revenue	16,547
Other revenue	116,456
Australian Government grants and contributions	1,526,772
Total revenue	**1,805,236**
Total income other than income from state government	**1,805,236**
NET COST OF SERVICES	**5,881,442**
Income from State Government	
Service appropriation	5,922,873
Income from other public sector entities	31,613
Resources received free of charge	15,597
Major Treasurer's special purpose account(s)	
Asset Maintenance Fund	36,624
Royalties for Regions Fund	
Regional Community Services Fund	28,851
Total income from state government	**6,035,558**
SURPLUS/(DEFICIT) FOR THE PERIOD	**154,116**
TOTAL COMPREHENSIVE INCOME FOR THE PERIOD	**154,116**

Estimate of Statement of Financial Position
For the year ended 30 June 2026

	2025–26 Budget Estimate $'000
ASSETS	
Current Assets	
Cash and cash equivalents	538,980
Restricted cash and cash equivalents	74,298
Amounts receivable for services	26,090
Inventories	6,700
Receivables	97,600
Other current assets	25,589
Total current assets	**769,257**
Non-Current Assets	
Loans to Schools	504,730
Amounts receivable for services	4,818,743
Property, plant and equipment	18,760,223
Service concession assets	39,087
Right-of-use assets	393,840
Total non-current assets	**24,516,623**
TOTAL ASSETS	**25,285,880**
LIABILITIES	
Current Liabilities	
Payables	257,557
Borrowings	48,520
Lease liabilities	47,710
Employee related provisions	830,410
Other current liabilities	28,856
Total current liabilities	**1,213,053**
Non-Current Liabilities	
Payables	3,698
Borrowings	376,874
Lease liabilities	338,294
Employee related provisions	286,034
Other provisions	5,137
Total non-current liabilities	**1,010,037**
TOTAL LIABILITIES	**2,223,090**
NET ASSETS	**23,062,790**
EQUITY	
Contributed equity	17,418,496
Reserves	5,560,493
Accumulated surplus/(deficit)	83,801
TOTAL EQUITY	**23,062,790**

Estimate of Statement of Cash Flows
For the year ended 30 June 2026

	2025–26 Budget Estimate $'000
CASH FLOWS FROM STATE GOVERNMENT	
Service appropriation	5,546,082
Capital contribution	546,115
Holding account drawdowns	43,151
Major Treasurer's special purpose account(s)	
Asset Maintenance Fund	36,624
Digital Capability Fund	8,139
Royalties for Regions	
Regional Community Services Fund	28,851
Regional Infrastructure and Headworks Fund	14,759
Funds from other public sector entities	31,613
Net cash provided by state government	**6,255,334**
Utilised as follows:	
CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	
Employee benefits expense	(5,854,955)
Supplies and services	(1,277,566)
Grants and subsidies	(41,187)
Accommodation expenses	(19,263)
Finance costs	(39,549)
GST payments on purchases	(150,980)
Loans advanced to non-government schools	(57,100)
Other payments	(17,038)
Receipts	
User contributions, charges and fees	141,890
Australian Government grants and contributions	1,531,641
Interest received	16,546
GST receipts on revenue	150,881
Repayments of loans by non-government schools	45,009
Other receipts	116,111
Net cash used in operating activities	**(5,455,560)**
CASH FLOW FROM INVESTING ACTIVITIES	
Payments	
Purchases of non-current physical assets	(668,889)
Net cash provided by/(used in) investing activities	**(668,889)**
CASH FLOW FROM FINANCING ACTIVITIES	
Payments	
Repayment of lease liabilities	(61,721)
Payment to accrued salaries account	(25,942)
Repayment of borrowings	(45,010)
Receipts	
Proceeds from borrowings	57,100
Net cash used in financing activities	**(75,573)**
Net increase/(decrease) in cash and cash equivalents	55,312
Cash and cash equivalents at the beginning of the period	557,966
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	**613,278**