**Department of Education**

**Annual Report**

**2019–20**

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

Acknowledgement of Country

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

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

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

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

Front cover photo

Cable Beach Primary School Pre-primary students and Aboriginal and Islander Education Officer, Shanice Flemming. The school won the WA Premier’s Excellence in Aboriginal Education Award at the 2019 WA Education Awards. Click [here](https://www.education.wa.edu.au/excellence-in-aboriginal-education-award?redirect=%2Fpast-winners) for more information about the school.

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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 State Government desired outcomes and compliance with legislation and policy.

The report addresses reporting requirements in the Western Australian Public Sector Commission’s annual report guidelines and Treasurer’s Instructions including 903 (Agency Annual Reports) and 104C (Annual Reporting 2019–20 Exemption).

Activities and performance for the 2019–20 financial year are in the context of our [strategic outline](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=22024537), [strategic directions for public schools](https://www.education.wa.edu.au/dl/qe03re?t=1575864993009), State Government budget papers and other strategy documents.

This report includes the [annual report](#_Teacher_Registration_Board_1) of the Teacher Registration Board of Western Australia.

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

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

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

## Statement of compliance

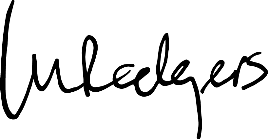
Hon Sue Ellery MLC

Minister for Education and Training

In accordance with section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education for the financial year ended 30 June 2020.

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

In accordance with section 114 of the *Teacher Registration Act 2012*, the annual report of the Teacher Registration Board of Western Australia for the financial year ended 30 June 2020 is included in this report.



Lisa Rodgers

**Director General**

(Accountable Authority)

17 September 2020

## Director General’s foreword



As I reflect on the past year, it would be easy for our progress and achievements to be overshadowed by the COVID-19 pandemic and our need to respond. Whereas, in fact, the reporting year started with a significant piece of work that set our directions for the next five years. We embarked on a series of education conversations with school communities and stakeholders across the State that informed our future directions. [Building on strength](https://www.education.wa.edu.au/dl/oelpev) – our long‑term vision for public education – is exactly that. It builds on the strong position already established and the work being done across our system.

Sitting alongside is our strategic directions for public schools 2020–2024 – [Every student, every classroom, every day](https://www.education.wa.edu.au/dl/qe03re) – which sets out our aspirations for every student and our six key improvement drivers to ensure we work together to deliver meaningful pathways for every child. Meaningful pathways for our students may mean further education, training or giving them a range of career options, so ensuring we equip students with the skills and work capabilities for the jobs of the future is a priority.

We know the best chance a student has starts from the very first day a child steps into our schools, so our focus on every student, every classroom, every day, must remain a priority throughout their schooling.

We started the school year with another year of record student numbers and six new schools to meet the ever growing student population. We continued an extensive capital works and maintenance program to ensure the best learning environments and experiences for all students, staff and school communities. We progressed our work on our leadership strategy, and plans for school improvement.

Then the unprecedented. That’s the only word that adequately describes the extraordinary circumstances we faced as a result of COVID-19 that changed so many aspects of our lives.

We established our response team to support our schools through the pandemic and safety measures were put in place. Fortunately for us in Western Australia, our schools remained open. There were only nine days when parents were encouraged to keep their children at home if possible, and four weeks when parents had the choice whether to send their children to school, or keep them at home.

To support teachers, the Connected Learning Hub was launched, providing curriculum resources across all year levels. This was in addition to the Learning at home website, developed by education experts to provide parents and students with lessons that were in line with the curriculum. At the time of writing, there had been more than 1.3 million views of the website.

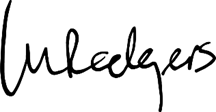
Our response shows the power and value of partnership in education. What we learned was schools became even more critical with an even greater role to play than educating children. They were sources of truth and information, and central to supporting student wellbeing during this time. In fact, schools went beyond supporting their students, to supporting their communities.

Our students and staff are to be commended for their courage, resilience and care throughout the pandemic.

While it is acknowledged that due to COVID-19 the delivery of some of our [Focus 2020](https://www.education.wa.edu.au/dl/1zxeed) priorities may need to be adjusted, our commitment to our key improvement drivers remains.

Seeing how we pulled together over the past six months, I now feel even more confident about the quality of public education being delivered to students in our schools.

This, coupled with the frameworks and strategies that guide us in our daily work, will stand Western Australian school students and their future in good stead.



Lisa Rodgers

**Director General**

## **Our strategic directions**

Our [strategic outline](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=22024537) reflects how we deliver public education and support the education of all school students in Western Australia.

During the year we developed our strategic directions for public school education from 2020 to 2024, [Every student, every classroom, every day](https://www.education.wa.edu.au/dl/qe03re). It sets clear aspirations for every student enrolled in a public school and focuses on improvement drivers across six pillars to strengthen support for teaching and learning.

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

To provide specific directions for public education each school year, we published [Focus 2019](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=22052103) and [Focus 2020](https://www.education.wa.edu.au/dl/1zxeed), aligned to our strategic directions.

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

## **Executive summary**

Our students and schools in 2020

Infographics page displaying the following information:

467,317 students were enrolled in Western Australian (WA) schools. This included 317,368 students in public schools and 149,949 students in non-government schools. 67.9% of WA students were enrolled in public schools.

1,129 schools across eight education regions. We were responsible for 818 public schools, including opening six new schools. There were 311 non-government schools.

76.4% of public school students were in metropolitan schools, 16.4% were in regional schools, 7.2% were in remote or very remote schools.

26,688 (83.7%) of WA’s 31,878 Aboriginal students were enrolled in public schools.

38,624 full-time equivalent staff were employed in public schools; nearly 96.5% of all our staff.

See [Appendix 1](#_1._Student_enrolment_1) for further enrolment data and [Staff](#_Staff) for further workforce data.

Year scorecard

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

Key performance indicators helped us assess and monitor the extent to which we achieved this outcome and enhanced our ability to account to the community for our performance.

| **Effectiveness indicators** | **Target (see note a)** | **Result** |
| --- | --- | --- |
| Rate of participation in education (proportion of persons aged 15 to 17 years in some form of education) | 97% | 97.8% |
| Retention in public schooling (proportion of Year 8 public school cohort studying in Year 12) | 82% | 81.6% |
| Western Australian Certificate of Education (WACE) achievement rate by Year 12 public school students | 81% | 80.7% |
| Year 3 public school students achieving proficiency in:   * Reading | 71% | 68.8% |
| Year 3 public school students achieving proficiency in:   * Numeracy | 70% | 68.8% |
| Year 5 public school students achieving proficiency in:   * Reading | 69% | 70.2% |
| Year 5 public school students achieving proficiency in:   * Numeracy | 67% | 66.1% |
| Year 7 public school students achieving proficiency in:   * Reading | 65% | 67.3% |
| Year 7 public school students achieving proficiency in:   * Numeracy | 63% | 64.1% |
| Year 9 public school students achieving proficiency in:   * Reading | 72% | 69.8% |
| Year 9 public school students achieving proficiency in:   * Numeracy | 71% | 67.8% |
| **Efficiency indicators** | **Target (see note a)** | **Result** |
| Service 1: Public Primary Education   * Cost per student full-time equivalents | $15,582 | $16,207 |
| Service 2: Public Secondary Education   * Cost per student full-time equivalents | $19,018 | $19,094 |
| Service 3: Regulation and Non-Government Sector Assistance   * Cost of non-government school regulatory services per non‑government school | $7,841 | $7,316 |
| Service 3: Regulation and Non-Government Sector Assistance   * Cost of teacher regulatory services per teacher | $109 | $132 |
| Service 4: Support to the School Curriculum and Standards Authority   * Cost per student of support to the School Curriculum and Standards Authority | $75 | $73 |

(a) Targets for 2019–20 are as reported in the 2019–20 State Budget.

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

The total cost of providing our services in 2019–20 was $5.4 billion. [Figures 1 and 2](#_Hlk19013000) summarise sources of revenue and cost of services. Full details of financial performance during 2019–20 are in the [Financial statements](#_SECTION_7:_FINANCIAL).

Figure 1: Revenue sources 2019–20

Revenue sources presented as a pie chart. In 2019–20, Revenue sources were as follows: 78.12% Income from State Government, 17.15% Australian Government grants and contributions, 2.20% User contributions, charges and fees, 2.10% Other revenue, and 0.43% Interest revenue.

*Source:* *Education Business Services*

Figure 2: Costs 2019–20

Costs presented as a pie chart. In 2019–20, Costs were as follows: 75.76% Employee benefits expense, 17.94% Supplies and services, 4.72% Depreciation and amortisation expense, 0.59% Grants and subsidies, 0.58% Finance costs, and 0.41% Other expenses.

*Source: Education Business Services*

Our results in 2019–20 against agreed financial targets (based on Budget Statements and the Resource Agreement) are in [Table 1](#_Hlk50816655).

Table 1: Budget targets compared to actual results 2019–20 (see note a)

|  | **2019–20 budget**  **($’000)** | **2019–20 actual**  **($’000)** | **Actual vs budget**  **($’000)** |
| --- | --- | --- | --- |
| Total cost of services | 5,241,086 | 5,359,117 | 118,031 |
| Net cost of services | 4,083,009 | 4,204,573 | 121,564 |
| Total equity | 14,490,715 | 13,935,220 | (555,495) |
| Net increase/(decrease) in cash held | (16,318) | (33,016) | (16,698) |
|  | **2019–20 budget**  **(FTE) (see note b)** | **2019–20 actual**  **(FTE)** | **Actual vs budget**  **(FTE)** |
| Staff | 39,591 | 40,011 | 420 |

*Source: Education Business Services*

(a) Results in brackets indicate a negative value.

(b) Full-time equivalent.

The variance of $118.0 million (2.3%) between the actual and the budget total cost of services was mainly due to:

* increased maintenance expenditure following the post budget announcement of the High Priority Maintenance and Minor Works program in September 2019
* additional depreciation expenditure associated with the impairment of various buildings damaged due to unforeseen events such as fire and the accelerated depreciation of assets that were disposed of during the year
* an increase in leave liability expense due to a decrease in the discount rate for long service leave liabilities and the combined impact of an increase in leave accruing over the year and less leave being taken during the year due to employees deferring their leave in light of the COVID-19 travel restrictions.

Actual employee benefits expense was higher than the forecast budget due to schools allocating more of their one-line budgets to staffing and the additional staffing costs associated with implementing enhanced cleaning regimes across all of the Department’s properties in response to the COVID-19 pandemic. This increase in expenditure was offset by a similar reduction in supplies and services expenses during 2019–20 and as a result the net impact on the total cost of services was minimal.

The increased maintenance, depreciation and leave expenditure outlined above also contributed to the $121.6 million (3.0%) variance in the net cost of services.

The $555.5 million variance in total equity was mainly due to the lower than expected value of property, plant and equipment ($468.4 million) in 2018–19. The revaluation decrement occurred after the 2019–20 budget estimate was finalised.

The 2019–20 average FTE of 40,011 was 420 FTE (1.1%) higher than the 2019–20 budget estimate due to schools allocating more of their one-line budgets to staffing and the Department’s response to COVID‑19 which resulted in additional staffing resources being allocated to improve the cleaning undertaken across all of the Department’s properties. Since 2015, funding for schools has been delivered through a one-line budget. This provides flexibility to determine how budgets are used to deliver the education programs and support their students, including staffing decisions, which are made at the local school level.

## Our structure and senior staff

At 30 June 2020

A full organisational chart is in [Appendix 4](#_4._Staffing). The following report directly to the Minister for Education and Training: Director General of the Department of Education, Lisa Rogers; Teacher Registration Board of WA; School Curriculum and Standards Authority; Rural and Regional Education Advisory Council; Non-Government Schools Planning Advisory Panel; and Non-Government Schools Registration Advisory Panel

The following roles report directly to the Director General of the Department of Education: Deputy Director General of Schools, Stephen Baxter; Deputy Director General of Education Business Services with Jay Peckitt acting in the role and Jennifer McGrath as the substantive; Executive Director of School Curriculum and Standards, Allan Blagaich (and to the Chair of the School Curriculum and Standards Authority), Director of Teacher Registration, Richard Miles (and to the Chair of the Teacher Registration Board of WA); Director of Communications and Media, Deborah Leavitt; Executive Director of Professional Standards and Conduct, Fiona Hunt; Executive Director of Strategy and Policy, Jim Bell; and Executive Director of Workforce, Damien Stewart.

The following roles report to the Deputy Director General of Schools: Executive Director of Statewide Services with Kellie Properjohn acting in the role with no substantive; Executive Director of Recovery and Coordination, Melesha Sands; Executive Director of Public Schools which is vacant; Regional Executive Director of Goldfields with Saeed Amin acting in the role and Ken Perris as the substantive; Regional Executive Director of North Metropolitan, James Webb; Regional Executive Director of Pilbara with Cheryl Parkin acting in the role and Neil Darby as the substantive; Regional Executive Directors of Southwest, Neil Milligan substantive and Alison Ramm acting in the second position with no substantive; Regional Executive Director of Kimberley, Milton Butcher; Regional Executive Director of South Metropolitan, Susan Cuneo; Regional Executive Director of Midwest with Lisa Criddle acting in the role and Gregory Thorne as the substantive; Regional Executive Director of Wheatbelt with Neil Darby acting in the role and Alison Ramm as the substantive.

The following roles report to the Deputy Director General of Education Business Services: Chief Information Officer, David Dans; Executive Director of Infrastructure, John Fischer; Executive Director of Finance and Commercial Services with Philippa Beamish Burton acting in the role and Jay Peckitt as the substantive.

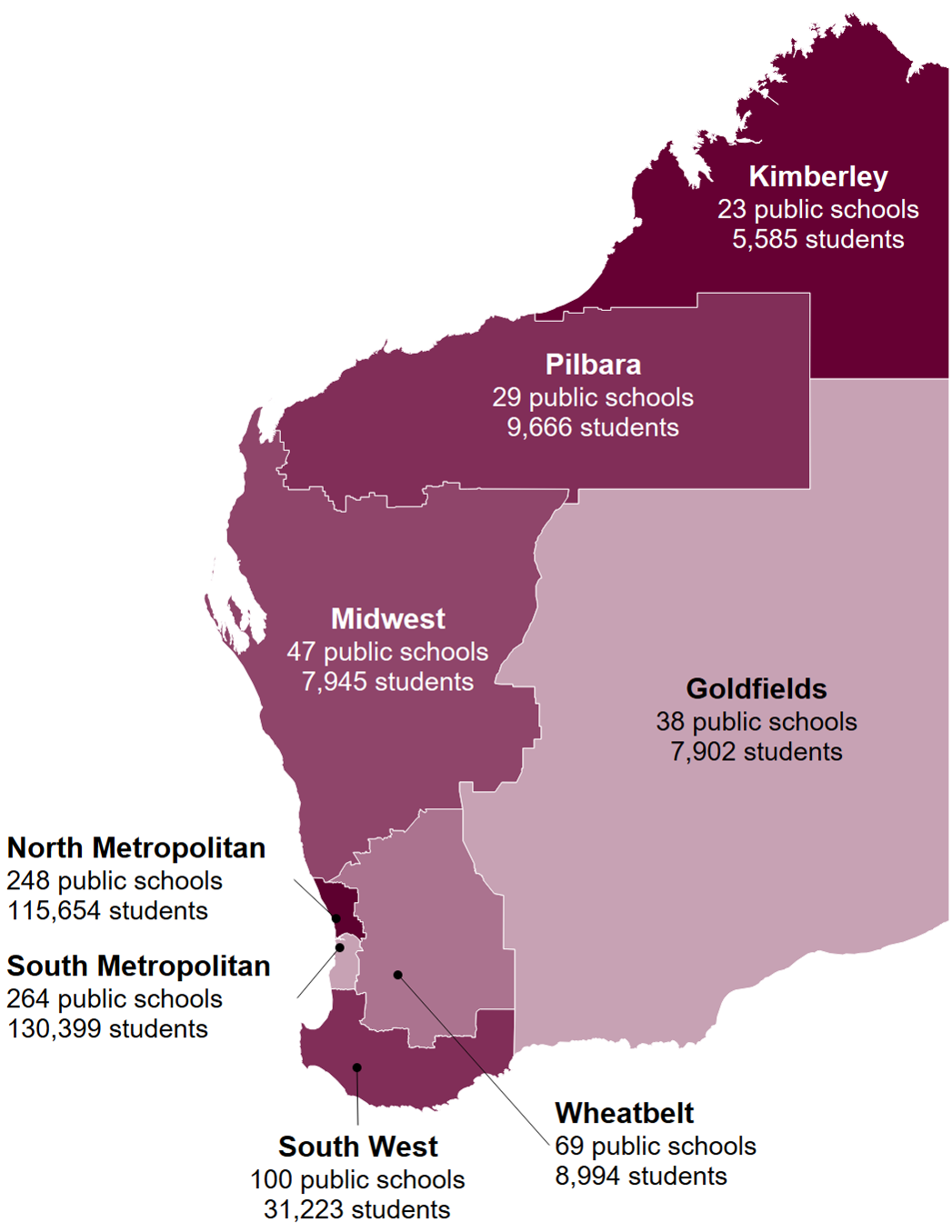

# Our performance

## Providing public education

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

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

In 2020, there were 317,368 students in Kindergarten to Year 12 across 818 public schools Statewide. Public schools increased market share for the ninth consecutive year, up from 67.6% in 2019 to 67.9%. Enrolment and school information is in [Appendix 1](#_1._Student_enrolment_1).



We were the largest public sector employer in the State, with 40,011 full-time equivalent staff. Most of our staff (96.5%) were employed in public schools.

### **Responding to COVID-19**

In response to the State Government’s declaration of a State of Emergency on 15 March 2020, the Department established a COVID-19 response team on 17 March to support schools to implement measures in accordance with health advice.

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

The Connected Learning Hub was launched to provide public school teachers with access to teaching and learning materials, including a range of resources to support student wellbeing and re-engagement.

This was in addition to the [Learning at home website](https://www.education.wa.edu.au/learning-at-home), which provided resources, activities and information to support schools, and parents with children and young people learning at home. The website also provided resources to support mental health and wellbeing.

Medically vulnerable students were supported to learn at home by their school, the School of Special Educational Needs: Medical and Mental Health, and the School of Isolated and Distance Education.

The State Government committed $43 million to support schools to meet enhanced cleaning requirements to ensure the safety of staff and students.

On the advice of the Australian Health Protection Principal Committee (AHPPC), residential and boarding facilities were identified as higher risk environments requiring additional resources and support.

Boarders were assisted to return home safely when residential colleges were closed on 27 March. Based on advice from the Chief Health Officer, students started to return to residential colleges from 5 May.

Cleaning and hygiene guidelines were developed in accordance with advice from the AHPPC and Western Australia’s Chief Health Officer to ensure the safety of staff and students.

The Department remains committed to providing a safe environment for all staff and students, and continues to act on health advice to take necessary precautions.

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

During the year, we supported schools to achieve positive learning outcomes for students. We set expectations that all students: be provided with high quality development and learning experiences; have the opportunities and support needed to achieve the building blocks on which their future success will be built; and are supported in ways that have a positive impact on their mental health and emotional wellbeing.

***Student achievement and attendance***

Public school Year 12 student performance and achievement

The student attainment rate remained high, at 90.9% in 2019 (90.9% in 2018). The attainment rate for Aboriginal students remained relatively consistent at 69.8% (69.5% in 2018). These attainment rates are based on all Year 12 students as at Semester 2 student census. These were previously reported based on a subset of Year 12 students – those who were full-time and eligible for the Western Australian Certificate of Education (WACE).

The Year 12 WACE achievement rate (one of our [key performance indicators](#_Hlk19013421)) increased slightly in 2019 to 80.7%, from 80.5% in 2018. The WACE achievement rate of Aboriginal students declined to 46.7% in 2019, from 47.7% in 2018.

In order to achieve a WACE, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy. These standards were achieved by 85.2% of Year 12 students (85.0% in 2018). For Year 12 Aboriginal students, 54.9% demonstrated the literacy and numeracy standard (54.3% in 2018).

Details of Year 12 student achievement and responses to the Year 12 student intentions and satisfaction survey are in [Appendix 3](#_Hlk19013140).

In 2019, public school students received 1,647 School Curriculum and Standards Authority awards (1,815 in 2018).

The 2019 Rob Riley Memorial Prizes for the top Year 12 Aboriginal students from public schools were won by Maya Stasiuk from Perth Modern School (Australian Tertiary Admission Rank, ATAR) and Breanna Dorrington from Western Australia College of Agriculture – Narrogin (vocational education and training, VET).

Public school student literacy and numeracy performance

In 2020, we assessed 25,016 Pre-primary students in the On-entry Assessment Program, giving teachers important information about the foundation literacy and numeracy knowledge and skills of their students in the first year of full-time school.

Almost 90,000 Western Australian public school students in Years 3, 5, 7 and 9 were assessed in aspects of literacy and numeracy as part of the 2019 National Assessment Program – Literacy and Numeracy (NAPLAN).

With the exception of Year 3 Writing, NAPLAN continued its transition from pen and paper to online assessments. Although connectivity issues caused disruption for a number of schools, the vast majority of students were able to complete the assessments online.

The Department’s NAPLAN key effectiveness indicators relate to the percentage of students achieving proficiency in Reading and Numeracy. Proficiency indicates students are on track to meet the curriculum expectations for the year level and assessment area.

The percentages of students achieving proficiency in 2019 were the highest ever recorded for three of the assessments – Year 5 Reading, Year 7 Reading and Year 7 Numeracy – and second highest on record for the remaining five proficiency results. See our [Key performance indicators](#_Hlk19013264) section for more information.

Our highest ever mean scores were achieved in 2019 for eight of the 20 assessments – Year 3 Reading, Numeracy, Writing, and Grammar and Punctuation; Year 5 Reading and Writing; Year 7 Numeracy; and Year 9 Writing.

There were substantial improvements in the mean scores and percentages achieving the national minimum standards for Writing across all year levels between 2018 and 2019. There were also improvements in the means for Year 7 Reading and Year 3 Grammar and Punctuation.

Females continued to substantially outperform males in all areas of literacy across all year levels.

Male students had marginally higher means in Numeracy across all year levels. However, slightly higher percentages of females were at or above the national minimum standards in Numeracy than males in all year levels.

While there have been several notable gains for Aboriginal students, the literacy and numeracy outcomes for many of these students continue to be of concern.

NAPLAN results tend to be lower as geographical remoteness increases.

Further NAPLAN results are in [Key performance indicators](#_Hlk19013264) and [Appendix 2](#_2._NAPLAN_results).

Education Ministers from all states and territories announced that NAPLAN would not occur in 2020 due to COVID-19 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education.

Student attendance

COVID-19 had an impact on student attendance at public schools in Semester 1, 2020. Students attending school sites dropped to less than 15% in Week 9, Term 1 (30 March to 3 April) when parents were encouraged by the State Government to keep their children at home if they could access online or other resources for their child’s education to continue. Attendance gradually increased from the start of Term 2, culminating in almost pre-COVID-19 levels of school attendance from Week 4 of Term 2, when all children (except those medically referred to learn at home) were required to attend school on-site.

Prior to 2020, attendance had remained stable since 2013 at close to 91% with a slight decline in 2019 to 89.8% (90.7% in 2018). The slight decline in 2019 was mostly due to the early onset of the influenza season. In 2019, the rate was 74.3% for Aboriginal students, down from 75.3% in 2018. Details of attendance rates are in [Appendix 3](#_Hlk522191797).

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

* developing a cross-agency approach to address the complex matter of low student attendance in remote and very disadvantaged communities
* developing operational strategies to provide stronger and more targeted support for schools
* updating our policy, procedures and guidance to improve schools’ local decision‑making to meet their legislated obligations.

We continued to work with other agencies and organisations to locate students whose whereabouts were unknown and reduce the number not participating in education or approved options. At June 2020, the whereabouts of 1,012 students of compulsory school age were unknown (1,087 in June 2019).

***Providing support and pathways that meet the needs of students***

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

The [Aboriginal Cultural Standards Framework](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=16993792) continued to drive the Department's work to strengthen the wellbeing, engagement and achievement of Aboriginal students and to build strong partnerships between families and schools. In 2019–20, we delivered 101 professional learning workshops to 4,506 principals, teachers, and Aboriginal and Islander education officers to support culturally responsive schools.

We commenced the On Country Teacher Education Pilot Program, developed with and delivered by Curtin University, to support Aboriginal staff working in support roles in our schools to complete a Bachelor of Education (Primary Education). In 2020, 28 staff began the course to become qualified teachers, studying part-time while continuing to work in their existing roles.

In 2020, KindiLink operated in 48 public schools and one Catholic school. The play and learn sessions were designed for Aboriginal children and their parents, and were also available to non-Aboriginal children at some sites. KindiLink supports children’s learning before starting school, forges positive home‑school partnerships, and builds the confidence and capability of families.

In 2020, 20 public and three non-government schools were participating in the Kimberley Schools Project (KSP). These schools were supported to intensify and accelerate children’s learning through targeted teaching practices in Kindergarten to Year 2. Extending support to Years 3 to 6 (and lower secondary students where enrolled) is underway on a school by school basis in either or both literacy and numeracy. Schools can also participate in the project’s leadership model and implement the KSP KindiLink program. Strategies that focus on improving regular attendance and community engagement will be supported from Semester 2, 2020.

In 2019, Follow the Dream: Partnerships for Success supported 1,210 Aboriginal secondary students (1,204 in 2018) across 82 public schools throughout Western Australia. One hundred and forty-six (86%) of the 169 Year 12 students in the program in 2019 achieved the WACE.

The Clontarf Foundation Academies continued in 26 schools in 2020, supporting male Aboriginal students through school and into post-school destinations. A new five‑year agreement, commencing in 2020, was signed with Clontarf Foundation for the continued provision of the academies.

We provided funding in 2019 to Glass Jar Australia, SHINE Inspire Achieve Belong, Wirrpanda Foundation, and Role Models and Leaders Australia to deliver programs to support the engagement of Aboriginal girls in education, and their transitions through school and into further study and work.

Emeritus Professor Colleen Hayward AM and Mr Ian Trust (our Elders in Residence), provided advice to the Minister for Education and Training and senior staff on matters relating to the learning and wellbeing of Aboriginal children and young people.

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

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

High quality learning environments that meet the needs of students

In 2020, 1,793 students (1,755 in 2019) in Years 5 and 6 were eligible to participate in courses through the [Primary Extension and Challenge](https://www.education.wa.edu.au/primary-program) (PEAC) program.

Selective [Gifted and Talented programs](https://www.education.wa.edu.au/ed/0d707a) were delivered by 20 secondary schools in 2020. We offered 1,266 Year 7 places (1,157 places were offered for 2019) in selective academic, languages and arts programs. The academic program was also available online for selected students in Western Australia’s rural and remote regions.

We received 4,647 applications in 2020 for Year 7 secondary places commencing in 2021, an increase of 2.4% from 2019. We also received a further 1,629 applications (1,563 in 2019) from students applying for entry to Years 9, 10 and 11 in 2021.

Our School of Isolated and Distance Education (SIDE) provided education to more than 1,900 Kindergarten to Year 12 students across Western Australia in 2019 unable to access regular schools or specific subjects. It delivered more than 4,500 virtual lessons each month and provided nearly 250 web-based courses.

We continued to provide support to students and teachers in regional and rural schools with independent learning coordinators in 10 regional schools working with a team of eight curriculum specialist teachers. In 2019, the team visited 40 schools, provided face-to-face tuition to students in 26 ATAR courses, and developed online revision resources in 26 ATAR courses.

As at the Semester 1, 2020 student census, we were providing boarding facilities to 487 students through eight country‑based residential colleges and one metropolitan‑based residential college. Sixty-seven of these students were attending non-government schools. See [Appendix 1](#_Hlk51064940) for student numbers at each residential college.

Through the Boarding Away from Home Allowance for Isolated Children, we supported 1,356 public and non-government school students in 2019 at a total cost of just over $2.4 million (1,357 students at just over $2.6 million in 2018). We also supported 283 public and non-government school students (294 in 2018) boarding at Western Australian Colleges of Agriculture and Edmund Rice College through the Agriculture Colleges Special Subsidy Boarding Away from Home Allowance, amounting to $491,630 ($543,979 in 2018).

Through the Secondary Assistance Scheme, in 2019 we supported 30,494 public and non-government school students in Years 7 to 12 from low income families to pay contributions and charges, and purchase school uniforms (29,500 in 2018). Payments of more than $7.0 million (more than $6.8 million in 2018) were made under the Education Program Allowance and just over $3.4 million (just over $3.3 million in 2018) under the Clothing Allowance.

Support for students with specific educational and engagement needs

Intensive English Centres at 14 metropolitan public schools in 2020 provided targeted programs to 1,098 primary and secondary students for whom English is an additional language or dialect. Funding is provided for students to attend a centre for 12 months, with an additional year of funding available for humanitarian entrant students with a limited schooling background.

Mainstream schools in 2020 had 32,937 English as an Additional Language or Dialect (EALD) students. Of these, 12,516 were eligible for additional funding. Changes from 2020 to the student-centred funding model provided EALD funding to 1,329 Aboriginal students, available for their first three years of schooling.

As at 30 June 2020, 2,973 (91%) of the 3,252 children in the care of the Chief Executive Officer of the Department of Communities and enrolled in our schools had documented plans.

Four hundred and eighty-three students undertook the NAPLAN reading tests while in care in both 2017 and 2019; and 470 undertook the NAPLAN numeracy tests. Between 2017 and 2019 the percentages of these children who were at or above the national minimum standard improved in reading for one of the three cohorts (Year 7 to Year 9) and in numeracy for one of the three cohorts (also Year 7 to Year 9). See [Table A16](#_Hlk522180745) for further information.

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 2019, the School of Special Educational Needs: Behaviour and Engagement managed 691 cases of intensive support for students with extreme, complex and challenging behaviour support needs at our 13 engagement centres. A further 34 students were enrolled at the Midland Learning Academy which supports severely disengaged students.

The School of Special Educational Needs: Disability supported 6,412 students in 2019. This support was provided through a consulting teacher service to schools across four specialist areas: autism, assistive technologies, disabilities and learning difficulties.

The School of Special Educational Needs: Medical and Mental Health provided education support across more than 40 health settings for students whose medical or mental health prevented them from participating in their enrolled school program. Support was provided to 5,961 students in 2019.

Our School of Special Educational Needs: Sensory provided teaching and consultative support in 2019 to 2,552 students from Kindergarten to Year 12 in both public and non-government schools, and early intervention for 124 children aged zero to four years old with hearing loss and/or vision impairment.

Our five metropolitan language development centres provided intensive language intervention programs in 2020 for 1,391 students in the early years of schooling with a diagnosed language disorder. The centres, through our Statewide Speech and Language Outreach Service, also delivered support to teachers of young students across the State who have speech and language difficulties and do not attend a centre.

We provided support in 2020 for students with Autism Spectrum Disorder (ASD) through:

* Specialised Learning Programs operating in 16 schools
* the Early Intensive Intervention Program at five education support centres, which equips students with ASD in Kindergarten and Pre-primary to transition to Year 1 at their local school.

Our consulting teachers with specialist skills in supporting students with ASD assisted 528 students in 514 schools in 2019. Professional learning was also provided to 4,276 school staff in 2019 to develop the capacity of schools to support students with ASD. This included support to 20 regional schools through the Regional Autism Collaborative Model.

At the end of 2019, we were supporting 12,229 students through the student‑centred funding model individual disability allocation to schools.

In 2019, we provided teaching and learning adjustments to 20.1% of public school Pre-primary to Year 12 students with disability, as reported through the Nationally Consistent Collection of Data on School Students with Disability. The adjustments are intended to enable these students to participate in education on the same basis as their peers.

***Student wellbeing***

Supporting student wellbeing

An average 355.7 full-time equivalent (FTE) school psychologists in 2019 (345.4 FTE in 2018) supported school staff with student behaviour, learning and disability, mental health and wellbeing, and emergency and critical incident management. School psychologists provided consultation, assessment, intervention and support for planning, with mental health and wellbeing a priority area.

In 2018 and 2019, as part of a State Government election commitment, 300 schools were provided with an additional 0.1 FTE Level 3 Classroom Teacher salary to oversee the delivery of mental health programs for students. By the end of 2019, 97% of these schools had undertaken Gatekeeper Suicide Prevention and Youth Mental Health First Aid professional learning.

Gatekeeper Suicide Prevention training was delivered to 579 public school staff in 2019 (including staff from the schools mentioned above) and the teen Mental Health First Aid program was delivered to 4,463 secondary students. Both programs were available to public and non-government schools. Youth Mental Health First Aid training was provided to more than 977 public school staff and other community members who work with young people.

As part of our pastoral care for students in 2019, 621 schools accessed chaplaincy services through in-school chaplaincy programs, school chaplaincy support and pastoral critical incident response services.

The [Student Mobile Phones in Public Schools policy](https://www.education.wa.edu.au/mobile-phones), which bans students from using their mobile phones during school hours with exceptions for health and educational purposes, took effect from the start of the 2020 school year. The policy aims to enhance student engagement and wellbeing, and protect the privacy of staff and students.

In 2020, a further eight schools joined the 10 schools already piloting the Western Australian Respectful Relationships Teaching Support Program. The program, a State Government election commitment to address our State’s high rates of family and domestic violence, is coordinated by the Department of Communities and delivered by Starick Services Inc. It provides teachers with evidence‑based skills and knowledge to implement a whole-school approach to deliver respectful relationships educational content.

For the 2019 school year, 100% of schools completed our protective behaviours education survey and all schools reported fully or partially implementing protective behaviours. The 8% of schools that indicated partial implementation were supported to identify barriers and implement full protective behaviours education.

Addressing concerning student behaviour

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

In 2019, 16,149 students (5.0% of total enrolments throughout the year) were suspended compared to 14,243 in 2018 (4.5% of total enrolments throughout the year). The majority of public school students (95.0%) received no suspensions.

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

In 2019, more than 3,450 school staff completed training in de-escalation and positive handling. This included 810 graduates who received mandatory training on how to de-escalate and manage aggressive behaviour as part of their induction program.

In 2019, 6,418 participants attended the Classroom Management Strategies and Positive Behaviour Support training programs.

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

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

Supporting teachers to attain high standards of performance

In 2019, 4,021 teachers completed components of the Graduate Teacher Professional Learning Program and 485 accessed individual support through the In‑Class Coaching component. All support is aligned to the Australian Professional Standards for Teachers.

Level 3 Classroom Teachers are exemplary teachers recognised for their exceptional teaching practices who provide and support high quality teaching in schools. In 2019–20, 84 teachers achieved Level 3 Classroom Teacher status.

In 2019–20, 581 teachers became Senior Teachers – experienced teachers committed to high quality teaching and ongoing professional learning.

The Leap program continued to provide training in identified areas of need with a focus on secondary science, technology, engineering and mathematics (STEM), and primary languages. In 2019, 233 teachers undertook training, including 181 in STEM. See [STEM](#_Hlk43117276) for our other related initiatives.

Through the annual [WA Education Awards](https://www.education.wa.edu.au/past-winners), we acknowledged our public school teachers, leaders and support staff for their role in making a difference in the lives of students in Western Australia.

Attracting and retaining high quality teachers

We supported 120 pre‑service teachers who undertook a practicum in a regional area in 2019 through an induction program; school visits that included classroom observations; coaching; and – for most – funding including access to stipends and travel allowances.

Of these, 81 pre-service teachers and school psychologists received financial support through our Country Practicum Program. Twenty-eight were supported financially through both the Professional Practice and Internships for Pre‑Service Teachers projects to undertake third year and final year practicums in rural and remote schools.

Through the Internships for Pre‑Service Teachers project, five high performing pre‑service teachers completing qualifications in subject areas of need were selected from Murdoch University to undertake an extended practicum in our secondary schools. They commenced their placements in Semester 1, 2020. The project aims to increase capacity and work readiness by delivering practical learning that integrates theory into classroom practice.

Thirty-five Teach For Australia associates commenced teaching in 11 country and 11 metropolitan secondary schools in 2020, joining the 45 associates in 23 schools in their second year of teaching. Associates are high calibre graduates willing to work in relatively disadvantaged schools for two years while also completing a Master of Teaching.

We continued to arrange and subsidise housing to attract and retain staff in our rural, regional and remote public schools. In 2019–20, $62.5 million was paid in rent for 2,055 properties occupied by our staff and owned or leased by Government Regional Officers’ Housing ($60 million for 2,042 properties in 2018–19). Of this, we subsidised 73% (71% in 2018–19).

Image providing link to our video: [Teach in WA – Discover the rewards of rural teaching.](https://www.youtube.com/watch?v=-Eg2c4EqAOg)

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

We supported our school leaders to lead improvement in their schools through our leadership strategy, professional development programs, and accountability mechanisms. We supported teachers to develop their expertise to improve teaching practices in their schools.

Leadership strategy

Guided by our [Western Australian Public School Leadership Strategy 2018–2021](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=21353095), we continued to support and develop emerging, new and experienced leaders.

In 2020, we began a new induction program for principals in their first six months in the role, who have not previously held a substantive principal position. The Newly Appointed Principal Induction Program aims to increase understanding of the key operational aspects of being a principal and provide the opportunity to forge important connections to leaders. Forty-five participants attended the inaugural two‑day induction in March 2020.

Launch: New Principal Program, designed to fast track the learning curve for leaders in their first three years of principalship, continued with 50 participants in 2019–20.

We supported 146 schools in 2019–20 to identify and develop future leaders in Western Australian Future Leaders Framework trials. Teachers identified as potential leaders were supported to pursue their aspirations through personalised development programs, the support of a mentor and practical leadership experiences in schools.

We continued to develop the Aspirant Aboriginal Leaders Program, with 20 Aboriginal staff participating in workshops to co-design the program. From these workshops participating staff developed and took part in the start of Djiral-ak djinda bidi – North Star Path, a program to support aspirant Aboriginal leaders to identify their career and leadership goals, their ‘North Star’, and the support they require to achieve those goals.

Professional development for school leaders

In 2019–20, we provided professional learning for principals and emerging leaders.

Since the Principals’ Fellowship Program began in 2015–16, three groups of principals have completed the fellowship and been inducted as Principal Fellows. The fellows form a pool of experienced leaders to support their colleagues and lead system change initiatives. A fourth group is due to complete the fellowship in the second half of 2020.

Forty managers corporate services and school leaders completed a Graduate Certificate of Education Business Leadership from Deakin University in November 2019.

In 2020, we provided a new suite of programs significantly subsidised by the Department for managers corporate services at every career stage.

Science, technology, engineering and mathematics (STEM)

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

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

Across two days in November 2019, we ran the Innovation Showcase, a professional learning event for school leaders and teachers looking to foster innovation in their schools. The Showcase was held concurrently and at the same location as the Resources Technology Showcase, which brought together mining and energy executives to provide insight into how technology is used in the resources industry. Fifty-five of our Innovation Partnership Schools attended, and shared and demonstrated their innovative practices.

Through the STEM Enterprise Schools project, an important initiative in the State STEM skills strategy, we continued to support the delivery of STEM professional learning and mentoring to teachers. In 2020, 58 pioneer schools involved in the project in 2019 established partnerships with 58 new schools. This will support the partner schools to implement the practices and the pioneer schools to refine their practices. Twenty STEM Mentor Schools, with a strong STEM culture, continued to provide practical school-based support to both sets of schools.

In 2019 and 2020, 26 of our Teacher Development Schools provided STEM related professional learning events and support.

In 2019–20, through professional learning we continued to train and support ten nominated teacher trainers to deliver an inquiry-based STEM program called Little Scientists. The teacher trainers provided 28 professional learning workshops in six Little Scientist modules to 399 participants in 2019–20.

The STEM Learning Project delivered 29 curriculum resource modules. Seven workshops with 159 attendances were held in 2019–20, supporting teachers and school leaders to implement the integrated STEM teaching and learning modules.

Across 2018 and 2019, our 110 Teachers Can Code lead teachers delivered 436 professional learning events to 5,349 participants in schools and networks. Teachers Can Code professional learning modules were created by the Department in partnership with the University of Sydney in response to the State Government election commitment to deliver professional learning to support the integration of coding in the curriculum.

An additional State Government election commitment was to engage with the Australian Government to enhance the teaching and learning of coding. In 2019–20, we distributed a total of $230,511 from the Australian Government to schools for:

* Sponsorship Grants – to sponsor students to participate in conferences, competitions and other STEM-related events
* Maker Projects grants – to set up dedicated maker spaces that offer students hands-on STEM experiences in design, technology, innovation and entrepreneurship.

Providing excellence in our curriculum

In 2019–20, the first round of 20 teachers commenced an internship program through the Western Australian Centre for Excellence in the Explicit Teaching of Literacy. The internship provides teachers with professional learning, support and mentoring opportunities.

The Centre – an election commitment aimed at increasing the application of evidence-based explicit literacy practices in our public schools – will deliver three rounds of the four-term internship program for up to 60 teachers.

In 2019, 35 Teacher Development Schools and eight Primary Language Support Schools assisted with implementing the Western Australian Curriculum through 398 professional learning events with 4,896 attendances. They also provided tailored professional learning, with 2,592 attendances in response to 314 requests for support.

As the Languages curriculum becomes mandatory for successive year groups (compulsory for students in Years 3, 4 and 5 in 2020), we continue to provide additional support to teachers including professional learning, mentoring and teaching resources.

### **Supporting increased school autonomy within a unified public school system**

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

Transparent accountability of schools

In 2019–20, we completed 165 school reviews, until reviews were suspended in March 2020 due to COVID-19. The schools reviewed included 126 primary schools, 11 education support schools and centres, three district high schools, 23 secondary schools and two Kindergarten to Year 12 schools.

The three-year review cycle is a requirement for all Western Australian public schools. Principals are expected to share the school review reports with their school communities and publish them on their websites or on [Schools Online](https://www.det.wa.edu.au/schoolsonline/home.do).

The Funding Agreement for Schools, introduced in 2016, continued to articulate accountability mechanisms for principals in managing their school budget to meet the learning and wellbeing needs of students.

Schools with students from Kindergarten to Year 2 must complete an annual internal audit against the National Quality Standard (NQS), and may request verification of their audit to ensure consistent interpretation of the Standard. In 2019, we verified the audits of 39 public schools.

We continued to support school council and board members to undertake their functions through the Linking Schools and Communities program, which had 81 participants in 2019–20.

At the start of 2020, 581 of our schools were operating as Independent Public Schools, including our six new schools. In Semester 1, 2020, 29 schools successfully completed the development and selection process and will commence as Independent Public Schools in Semester 2, 2020.

Central funding and support to public schools

During 2019–20, significantly more content has been made available through Ikon (Information and knowledge online), our customer-focused intranet. Ikon supports the needs of schools by providing a single point of entry for staff to find the information and services they need to do their jobs.

The 2018 independent [evaluation](https://www.education.wa.edu.au/dl/po03l6?t=1561709688866) of our student-centred funding model (SCFM) outlined recommendations for refining the existing methodology. In response, in 2020, changes were made to the SCFM methodology for the locality allocation and English as an Additional Language or Dialect (EALD) allocation.

The locality allocation increased for schools that are more than 200 km from Perth, providing additional support to regional schools in recognition of higher operating costs.

The changes to the EALD allocation methodology redistribute funding from students who are already proficient in English to those who are not. This includes extending eligibility to Aboriginal students and Pre-primary students and extending the funding period by a year for students who have not demonstrated proficiency in English.

We formed a working group that will consider the evaluation’s remaining recommendations based on stakeholder feedback and current best practice.

Our School Budget Review Committee provides a mechanism for public schools to seek additional funding during the school year. In 2019–20, 33 requests for additional funding from schools were approved with $1.37 million in additional funding allocated.

We provided 136 workshop and training sessions to 1,671 staff as part of a comprehensive professional learning program on leading, managing and monitoring school budgets. We also provided individual support for schools through online and in-school sessions.

We continued to address the recommendations from the 2017 Education and Health Standing Committee’s Inquiry into vocational education and training (VET) in Western Australian schools. From Term 3, 2019, schools were able to select from a panel of private registered training organisations to deliver VET at the school through an auspice arrangement using a standardised contract.

In collaboration with the Department of Training and Workforce Development and TAFE colleges, we conducted co-design workshops and consultations to identify strategies for improving the delivery of VET to better meet individual and industry needs.

Our Direct to Market program – introduced in 2017–18 and a State Government election commitment – allows schools to directly source contractors for maintenance and minor capital works, providing increased flexibility and the ability to use local contractors. During 2019–20, almost $2.04 million worth of projects were successfully delivered. Schools were supported through targeted training and an online hub.

Information and communication technologies (ICT) to support public schools

The Department signed a new interim agreement with Telstra to increase bandwidth capacity by up to five times the current capacity for 677 of our 818 schools, as well as other Department sites.

At the end of 2019–20, work to increase the bandwidth capacity at 526 schools has been completed. The work was partially delayed in Term 2 as a result of COVID-19 and further bandwidth increases will be deployed, where possible, to the remaining schools during 2020. A further three satellite serviced remote community schools are being assessed by Telstra for fibre optic connection feasibility.

Due to limited regional carrier infrastructure capacity, our remaining schools are not able to gain access to bandwidth increases through this interim agreement. We will explore alternative solutions to increase bandwidth for these sites during 2020–21.

The Department is continuing the evaluation of the [GovNext-ICT](https://www.wa.gov.au/organisation/department-of-the-premier-and-cabinet/govnext-ict-transforming-government-ict-infrastructure) telecommunication Offer for Quotation.

We provided 3,680 new notebook computers to teachers in 2019–20 through the Notebooks for Teachers program. We continued to provide technical support services, insurance and warranty cover to 8,114 teachers using a notebook provided by the program.

We addressed more than 115,000 requests by staff for ICT technical support, advice and consultancy in 2019–20, with 70% resolved at first contact.

More than 277,750 teachers, students and parents used Connect, our integrated online environment, in 2019–20. More than 54,000 online classrooms provided students with learning opportunities in Semester 1, 2020 and 196 schools provided parents with access to electronic versions of their children’s school reports through Connect at the end of Semester 2, 2019.

Investing in our public school infrastructure

Our asset investment program for 2019–20 was $428.2 million, compared with $416.9 million last year.

This included completing construction of stage one of Bob Hawke College and Alkimos College for the start of the 2020 school year. Planning has commenced for stage two of Bob Hawke College and major additions at Hedland Senior High School.

[View a time lapse of the construction of Bob Hawke College, the new secondary college which opened in Subiaco for the beginning of Term 1, 2020.](https://www.youtube.com/watch?v=I2FQ_HYmKh0)

Construction was completed for stage one of Hammond Park Secondary College and stage two of Harrisdale Senior High School for the start of the 2020 school year. Both were delivered through the WA Schools Public Private Partnership (PPP) Project. Construction commenced for stage two of Aveley Secondary College and planning commenced for stage two of Coastal Lakes College, both also delivered through the WA Schools PPP Project.

Construction was completed on Beenyup Primary School (planning name: Byford South East), Caversham Valley Primary School (planning name: Caversham South) and Sheoak Grove Primary School (planning name: Baldivis North) for the beginning of the 2020 school year.

Construction was also completed on permanent facilities for students in Kindergarten to Year 6 at Grandis Primary School (planning name: Banksia Grove East) and an annex at Harrisdale Primary School opened for Kindergarten and Pre-primary students for the beginning of the 2020 school year.

Planning commenced for a new performing arts centre, and additions and alterations at Kiara College. Construction commenced for the redevelopment of John Forrest Secondary College and for stage two of Yanchep Secondary College.

Construction commenced for additions and refurbishments at Darling Range Sports College, a new sports hall and outdoor hardcourts at Wanneroo Secondary College, and new performing arts centres at Ocean Reef Senior High School, Belmont City College and Belridge Secondary College.

Construction also commenced for a new science, technology, engineering and mathematics (STEM) building at Mount Lawley Senior High School, and a 700 seat auditorium at Perth Modern School.

Construction continued for the redevelopment of Balcatta Senior High School.

Construction was completed on a new performing arts centre at Ballajura Community College, upgrades at Morley Senior High School and Southern River College, refurbishments and additions at Carine Senior High School, and a new performing arts centre at Melville Senior High School.

Construction commenced for new primary schools in Baldivis South, Brabham, Harrisdale North, Yanchep (planning name: Sunningdale Primary School), and stage one of Southern River Precinct Three Primary School, all to open for the start of the 2021 school year. Construction also commenced for a replacement Yanchep Lagoon Primary School to be completed for the 2021 school year.

Planning commenced for new primary schools in Alkimos Shorehaven, Burns Beach, Forrestdale South East, Treeby and Wellard Village, all to open for 2022.

Construction was completed for a new Child and Parent Centre at Arbor Grove Primary School.

Construction was completed for new early childhood buildings at Attadale Primary School and Ballajura Primary School and replacement facilities for the International School of Western Australia at the old Doubleview Primary School site.

Construction was completed on a new administration building at both Weld Square Primary School and Warriapendi Primary School.

Construction commenced on a new classroom block at Victoria Park Primary School to respond to enrolment growth, as well as administration upgrades at Booragoon Primary School, Brookman Primary School, Hampton Park Primary School, Kalamunda Primary School and Mosman Park Primary School.

Planning commenced for administration upgrades at Broome Primary School, Falls Road Primary School and Hollywood Primary School.

Planning also commenced for a new administration building at Westminster Primary School to facilitate the school’s amalgamation with Westminster Junior Primary School.

Construction commenced for a new covered assembly area at Dowerin District High School and toilet upgrades were completed at 22 primary, secondary and district high schools.

Science laboratories in 51 schools in stage two of the Investing in Science program were completed. Planning commenced to provide science laboratories for the remaining 50 schools in stage two of the program (see [STEM](#_Hlk43117276) for further information).

Through the Playground Equipment and Shade Shelter Program, $1 million was allocated across 42 schools. Schools received grants of up to $25,000.

An additional $200 million was provided for the High Priority Maintenance and Minor Works program which will be used for maintenance and minor works in public schools in 2019–20 and 2020–21.

Under Royalties for Regions:

* construction commenced for additions at Broome Senior High School and Bunbury Senior High School, and additions and refurbishments at Albany Secondary Education Support Centre and North Albany Senior High School
* construction was completed for a new science block at Eaton Community College, a STEM centre at Newton Moore Senior High School and additions at Collie Senior High School
* construction was completed for early childhood teaching classrooms at both Eaton Primary School and Flinders Park Primary School, an early intervention centre at Glen Huon Primary School, and early learning and general teaching classrooms at South Bunbury Primary School
* construction was also completed for stage two at Cape Naturaliste College and Margaret River Senior High School and stage three at Carnarvon Community College.

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

Meeting our National and State commitments

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

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

Work at a state level includes addressing recommendations for ensuring schools are child safe. We are a key partner in the development of a work plan led by the Department of Communities to implement these recommendations. The plan articulates the roles and responsibilities, deliverables, priorities, timeframes, sequencing and resource implications.

We also established a team to lead the Department’s participation in the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. The team will respond to Notices to Produce (none were received in 2019–20) and is working collaboratively with other public agencies in a whole of government approach, led by the Department of Communities.

We continued to support the application of the National Disability Insurance Scheme in our schools.

In 2019–20, we continued to contribute to nationally agreed policy initiatives and provided strategic advice to support key national decision‑making forums, including the Council of Australian Governments (COAG) Education Council and the Australian Education Senior Officials Committee (AESOC).

In December 2019, COAG Education Council approved a new national declaration on educational goals for all young Australians. The Alice Springs (Mparntwe) Education Declaration builds on the impact of the 2008 Melbourne Declaration and sets out the vision for education in Australia and the commitment to improving educational outcomes for young Australians.

Agreements were negotiated with the Australian Government for the implementation of national programs or the extension of initiatives, including the National Partnership on Universal Access to Early Childhood Education, Sponsorship Grants for Student Science Engagement and International Competitions, the Australian Early Development Census, Local Schools Community Fund, Communities Environment Program, and the Sporting Schools Program. These agreements provided targeted funding to complement existing programs that support the learning and development of children and young people.

We continued to prioritise accuracy and timely turnaround of briefings and responses to Ministerial letters, Parliamentary questions and Cabinet comments (see [Table 2](#_Hlk11406800)).

Table 2: Ministerial requests processed 2017–18 to 2019–20

|  |  |  |  |
| --- | --- | --- | --- |
| **Type** | **2017–18** | **2018–19** | **2019–20** |
| Letters | 1,701 | 1,595 | 1,689 |
| Briefing notes/advice | 1,476 (see note a) | 1,561 | 1,335 (see note b) |
| Answers to Parliamentary questions | 262 | 208 | 218 |
| Cabinet comments | 29 | 20 | 44 |
| Contentious issues reports (average  number of briefings per report) | 11 (33) | 10 (47) | 8 (31) |
| **Total** | **3,479** | **3,394** | **3,294** |
| Percentages processed on time | 93 | 94 | 87 |

*Source: Strategy and Policy*

(a) As budget was not tabled until 7 September 2017, two Parliamentary Estimates Hearings were held in

2017–18, affecting the number of briefings prepared.

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

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

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

Best start to learning for young children

In 2019–20, our 21 Child and Parent Centres provided 605 programs and services with approximately 73,500 child attendances and 72,500 adult attendances. The centres continued to support families and communities to provide young children with the best start to learning.

Construction of the Child and Parent Centre at Arbor Grove Primary School in Ellenbrook was completed in June 2020.

In 2020, we finalised a new five-year grant agreement with Playgroup WA to continue the Enhanced Transition to School Project. This partnership between the Department, the Australian Government, Catholic Education Western Australia, Association of Independent Schools of Western Australia, and Playgroup WA aims to improve the transition of pre-school children and their families to Kindergarten.

In 2019, the project supported 252 playgroups on school sites and 129 community‑led playgroups providing opportunities for wrap-around services, community engagement, and support for the transition of children to school.

Collaboration with families

Schools continued to support parents, caregivers and others in the community to model and reinforce positive behaviour to young people through the Positive Parenting Program (Triple P). In 2019, 5,120 parents attended 622 Triple P sessions facilitated by our staff and offered through schools, Child and Parent Centres, and not-for-profit organisations.

In 2019–20, we managed the School Drug Education and Road Aware program. Through this program:

* 812 public and non-government school staff participated in alcohol and other drugs education professional learning
* 377 parents of children in public and non-government schools attended alcohol and other drugs information seminars
* 227 public and non-government schools delivered the Keys4Life pre-driver education program which included information sessions attended by 1,868 parents.

Collaboration with other agencies and organisations

Services commenced in 2019 at the new Hobbs Drive Youth and Community Services Hub as part of the Full Service Schools three-year pilot at Armadale Senior High School. In 2019, 12 government and 25 non-government agencies worked collaboratively to provide a range of youth and family support services to the two initial target groups: young people who are pregnant or parenting, and young people who are vulnerable to homelessness or family and domestic violence.

To support the provision of education services to children and young people in detention, we continued to fund the Department of Justice with the salaries and on‑costs for three full-time equivalent teachers employed at Banksia Hill Detention Centre. We also provided education staff at the centre with access to online professional learning courses.

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

We contributed to the Kimberley Juvenile Justice Strategy, a cross-government approach led by the Department of Justice to address youth offending rates and antisocial behaviours in the Kimberley region. In 2019–20 we:

* appointed a Youth Transition Coordinator located in the Kimberley to provide tailored support to young people exiting the care of justice services by collaborating with Banksia Hill Detention Centre staff, the community, and the young person and their family
* commenced an alternative education program in the Kimberley designed to divert vulnerable students from offending by offering a pathway for them to reengage with education, and receive life-skills training and possible employment opportunities.

We maintained partnerships with other government agencies, including the Department of Communities, Department of Justice and Department of Health, through established memoranda of understanding.

We continued to partner with BHP to improve education opportunities and outcomes for students in the Pilbara. Through targeted programs, the BHP Pilbara Education Partnership focused on increasing the range of school based traineeships and ATAR courses available to students, preparing pre-school children and their parents for school through a playgroup, and delivering academic enrichment programs for students in Years 4 to 6. Schools were also eligible for funding to trial projects and implement programs relevant to their local context.

## As a regulator and funder

The Department has a role in influencing 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 (149,949) were enrolled in 311 non-government schools in 2020. See [Appendix 1](#_Hlk521491088) for further enrolment information.

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

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

Non-government school regulation

We regulated Independent schools, and audited and reviewed the regulation of Catholic schools against the *School Education Act 1999*, registration standards set by the Minister for Education and Training, the Minister’s system agreement with Catholic Education Western Australia (CEWA) and policies adopted by the Director General. We maintained procedural safeguards to ensure our regulatory functions are transparent, and that regulatory and delivery functions are appropriately separated.

New [registration standards](https://www.education.wa.edu.au/standards) came into effect on 1 January 2020. These new standards require compliance with the [National Principles for Child Safe Organisations](https://childsafe.humanrights.gov.au/national-principles), reflecting the standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse. The registration standards also introduced new reporting requirements for critical incidents.

The Director General assessed compliance of Independent schools with the registration standards and other requirements. During the year, the Director General approved four new non-government schools, 36 registration renewals, seven additional campuses, nine extensions of year levels for existing schools, and 162 other registration changes. These other registration changes included 148 changes to Catholic schools’ registrations to reflect the establishment of CEWA as the governing body of these schools (replacing the Catholic Education Commission of Western Australia in this role).

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.

On behalf of the Minister, we conducted a review of the Minister’s Advance Determination Policy Direction 2015. This resulted in amendments to the *School Education Regulations 2000* and the publication of a new [Advance Determination Policy Direction 2019](https://www.education.wa.edu.au/establish-a-new-school).

Non-government school funding

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

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

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

During the year, we provided more than $441 million in recurrent financial assistance for 148,057 students in non-government schools (more than $439 million for 146,796 students in 2018–19), including $31.2 million ($29.7 million in 2018–19) to support students with special educational needs.

We provided $4.6 million to CEWA and the Association of Independent Schools of Western Australia (AISWA) to administer the State Government’s Non‑Government School Psychology Service.

We also provided $1.27 million to CEWA and AISWA to support the re‑engagement of students at educational risk, and $181,000 to the Australian Music Examinations Board (WA).

Through the Low Interest Loan Scheme, there were 348 active loans for non‑government schools and The University of Notre Dame Australia with an outstanding balance of $363.1 million ([Table 3](#_Hlk11403362)). Of the $51.4 million advanced in 2019–20, $44.8 million was for new works and $6.6 million was for works in progress ([Table 4](#_Hlk11403373)). In 2019–20, we received recurrent appropriation of $1.2 million ($1.3 million in 2018–19) to meet the annual costs of the interest subsidy.

Table 3: Low interest loans summary 2017–18 to 2019–20

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017–18** | **2018–19** | **2019–20** |
| Balance outstanding | $334.4m | $349.2m | $363m |
| Number of active low interest loans | 397 | 372 | 348 |

*Source: Education Business Services*

Table 4: Low interest loans nature of works summary 2017–18 to 2019–20

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2017–18** | **2018–19** | **2019–20** |
| New works | $47.7m | $42.2m | $44.8m |
| Works in progress | $5.0m | $4.1m | $6.6m |

*Source: Education Business Services*

Further information about non-government school funding in 2019–20, including financial assistance to individual schools and a list of schools that received loans, is on our [website](https://www.education.wa.edu.au/per-capita-grants).

Home education

We are responsible for registering home educators, and evaluating home education programs and children’s educational progress. In 2019–20, the Department provided $2.92 million for the employment of home education moderators and administrative support to meet this commitment. See [Table A11](#_Hlk9858968) for the number of students registered to receive home education.

### **Providing secretariat services and support**

School curriculum and standards

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

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

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

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

Teacher registration

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

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

As an independent statutory body with its functions prescribed in the *Teacher Registration Act 2012,* the Teacher Registration Board of Western Australia produces its own [annual report](#_Teacher_Registration_Board_1), which is included in this report.

Key performance indicators and budget matters related to the Board are included in the [Department's report](#_KEY_PERFORMANCE_INDICATORS_1).

Higher education

We provided secretariat services to the Western Australian Higher Education Council, chaired by the Minister for Education and Training and comprising the vice‑chancellors of Western Australia’s five universities. It met twice in

2019–20 and provided collaboration between the universities and the State Government on matters of mutual interest.

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

Rural and remote education

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

# Disclosures and legal compliance

## General disclosures

Ministerial directions

No directions were issued by the Minister for Education and Training in 2019–20 relevant to the setting or achievement of desired outcomes or operational objectives, investment activities, and financing activities.

Compliance with public sector standards and ethical codes

Our commitment to promoting high standards of professional conduct, ethical behaviour and integrity continued through ensuring policies and procedures complied with [Public Sector Standards and the Code of Ethics](https://www.wa.gov.au/organisation/public-sector-commission/integrity-the-western-australian-government-sector).

In 2019–20, we engaged in a number of initiatives to support the assurance, integrity and governance of the Department’s operations. These included:

* establishing a new independent Audit and Risk Committee with four external members (including the Chair, Mr Colin Murphy PSM) that met four times in the year to reinforce confidence in the integrity and effectiveness of management practices and identify opportunities to enhance those practices
* commencing work on a Department-wide integrity framework, aligned to the Integrity Strategy for WA Public Authorities 2020–2023
* strengthening corporate fraud and corruption assessments and investigations
* reviewing corporate integrity policies and functions, such as our staff code of conduct, and conflicts of interest.

We conducted selection panel training to ensure all our recruitment processes and employment decisions were conducted in accordance with the Public Sector Commissioner’s Instructions: Employment Standard and Filling a Public Sector Vacancy.

We managed Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005*. No breaches were found in 2019–20.

Freedom of information

Through the *Freedom of Information Act 1992*, the public has the right to access government information (subject to exemptions), including information we hold or control.

Our Information Statement can be found on our [website](https://www.education.wa.edu.au/freedom-of-information). It provides details about how the public can amend their personal information held by the Department, the range of information we hold and how information can be accessed.

Recordkeeping plans

In 2019–20, 15,122 staff completed the mandatory online recordkeeping awareness training including 14,212 school staff; 253 new TRIM users were trained; and 36 staff participated in advanced TRIM training. We reviewed all recordkeeping training guides to ensure their currency and relevance for staff who worked from home as a result of COVID-19.

In 2019–20, 1,410 school administrators and teachers received online or face-to-face training on recordkeeping practices and 248 visits (including follow-up visits) were made to schools to provide on-site advice and support on their recordkeeping programs.

We implemented TRIM Web Client at Bob Hawke College to enable compliant recordkeeping from the school’s opening in Term 1, 2020. This was the first school to have TRIM fully implemented.

We submitted our revised Retention and Disposal Schedule to the State Records Office as required.

An internal audit into the Department’s recordkeeping was completed in December 2019. The audit made 17 recommendations to improve recordkeeping and the delivery of corporate information services.

We developed records management guidelines and a checklist to assist non‑government schools with their recordkeeping requirements as per the recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse.

Disability access and inclusion plan outcomes

We continued to implement our [Disability Access and Inclusion Plan 2018–20](http://det.wa.edu.au/policies/detcms/cms-service/download/asset/?asset_id=20377447)23, which identifies strategies to enhance equitable inclusion of people with disability in our schools, services and employment. It covers outcomes required under the *Disability Services Regulations 2004* and the additional outcome of improving learning outcomes for students with disability.

For example, over 21,600 school leaders, teachers and allied professionals received targeted professional learning in 2019 to enhance their capacity to:

* meet the individual needs of students through teaching and learning adjustments
* facilitate access to the curriculum
* improve learning outcomes for students with disability and diverse learning needs.

Our Schools of Special Educational Needs also provided specialised [support for students with specific educational and engagement needs](#_Hlk45288053).

Expenditure on advertising and market research

In 2019–20, we incurred expenditure centrally of $1.82 million ($0.95 million in

2018–19 and $0.64 million in 2017–18) with media advertising organisations, advertising agencies and market research organisations (see [Table 5](#_Hlk11403502)). There was no expenditure with polling and direct mail organisations.

Table 5: Central expenditure on advertising and market research 2019–20

| **Category and providers** | **$** |
| --- | --- |
| **Media advertising organisations**  Carat Australia Media  Initiative Media | **932,521** |
| **Advertising agencies (see note a)**  Ad Capital  Gatecrasher  Rare Creativethinking | **788,314** |
| **Market research organisations**  Advantage Communications and Marketing  Kantar TNS  Perth Market Research  Thinkfield | **95,235** |

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

(a) Provided full range of creative services.

Unauthorised use of credit cards

During 2019–20, staff reported 533 unauthorised uses of corporate credit cards with no cases referred for investigation. Forty-four of these were reported by staff in central and regional offices and 489 by staff in schools. Generally, unauthorised transactions were as a result of cards being used in error. If repayment was not received within five working days, strategies were employed to recover the amount owing including reminder notices and cancellation of cards.

The number of instances reported in 2019–20 increased by approximately 16% (72 instances) in comparison to the 2018–19 results (461 instances). Further information is in [Table 6](#_Hlk11403479).

Table 6: Unauthorised use of credit cards 2019–20

| **Category** | **$** |
| --- | --- |
| **Aggregate amount of personal use expenditure for 2019–20** | **28,832.38** |
| Aggregate amount of personal use expenditure settled by the due date (payment due within five working days) | 25,197.06 |
| Aggregate amount of personal use expenditure settled after the due date (after five working days) | 3,635.42 |
| Aggregate amount of personal use expenditure outstanding at 30 June 2020 (see note a) | -0.10 |

*Source: Education Business Service*

(a) All personal credit card use reported in 2019–20 have been settled. The repayments for personal use included rounding of $0.10.

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 [Costing and Pricing Government Services: Guidelines for Use by Agencies in the Western Australian Public Sector](https://www.treasury.wa.gov.au/Treasury/Publications/Costing_and_Pricing_Guidelines/).

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

The *Education Service Providers (Full Fee Overseas Students) Registration Regulations 1992* 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* and the *Teacher Registration (Accreditation of Initial Teacher Education Programmes) Regulations 2012.* The Teacher Registration Board of Western Australia Schedule of Fees is available on the Board’s [website](https://www.trb.wa.gov.au/Further-Information/Fees).

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

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

Annual estimates

In the 2020–21 Budget Statement, the estimates for the Department of Education and the School Curriculum and Standards Authority are consolidated within a single Division of the Consolidated Account Expenditure Estimates. The annual estimates representing the budget for the Department of Education excluding the School Curriculum and Standards Authority are in [Appendix 5](#_6._Annual_estimates).

Board and committee remuneration

Members of boards and committees, as defined in Premier’s Circular 2019/07 – State Government Boards and Committees, were remunerated as determined by the Minister for Education and Training, on the recommendation of the Public Sector Commissioner. Details of these remunerations are in [tables 7 to 11](#_Hlk50710380).

Table 7: Teacher Registration Board of Western Australia remuneration 2019–20

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2019–20)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2019–20)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Margaret Collins | 5 years | 12 months | Annual | $23,433 | $23,433 |
| **Deputy Chair** | | | | | |
| Ron Dullard | 5 years | 12 months | Meeting | $505 | $5,050 |
| **Member** | | | | | |
| Nicole Brown | 3 years | 12 months | Meeting | $505 | $5,050 |
| Jeremy Bruse | 2 years | 12 months | – | – | – |
| Peter Collins | 2 years | 12 months | Meeting | $505 | $5,050 |
| Kate Offer | 3 years | 12 months | Meeting | $505 | $5,555 |
| Julie Woodhouse | 3 years | 12 months | – | – | – |
|  |  |  |  | **Total** | **$44,138** |

*Source: Teacher Registration*

Table 8: Non-Government Schools Planning Advisory Panel remuneration 2019–20

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2019–20)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2019–20)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Audrey Jackson | 3 years | 12 months | Half/full day | $380/580 | $1,920 |
| **Member** | | | | | |
| Anne Coffey | 3 years | 12 months | – | – | – |
| Natalie Gulberti | 3 years | 12 months | – | – | – |
| Giselle Lau | 3 years | 3.5 months | – | – | – |
| Carmel Quin | 3 years | 12 months | – | – | – |
| Llewellyn Woodford | 3 years | 12 months | Half day | $250 | $500 |
|  |  |  |  | **Total** | **$2,420** |

*Source: Schools Division*

Table 9: School Curriculum and Standards Authority Board remuneration 2019–20

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2019–20)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2019–20)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Emeritus Professor Patrick Garnett | 5 years | 12 months | Annual | $37,380 | $37,380 |
| **Member** | | | | | |
| Chapple Professor David Andrich | 2.5 years | 12 months | Annual | $23,475 | $23,475 |
| Associate Professor Lennie Barblett | 3 years | 12 months | Annual | $23,475 | $23,475 |
| Ms Pauline Coghlan | 2.5 years | 12 months | Annual | $23,475 | $23,475 |
| Dr Lynette Henderson-Yates | 3 years | 12 months | Annual | $23,475 | $23,475 |
| Ms Margaret Herley | 4 years | 9 months | Annual | $23,475 | $19,051 |
| Dr Bruce Matthews | 4 years | 12 months | Annual | $23,475 | $23,475 |
| Ms Denise O’Meara | 3.5 years | 3 months | Annual | $23,475 | $1,174 |
|  |  |  |  | **Total** | **$174,980** |

*Source: School Curriculum and Standards*

Table 10: School Curriculum and Standards Authority – Curriculum and Assessment Committee remuneration 2019–20

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2019–20)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2019–20)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Ms Margaret Herley | 4 years | 9 months | Meeting | $550 | $2,200 |
| Ms Denise O’Meara | 3.5 years | 3 months | Meeting | $550 | – |
| **Member** | | | | | |
| Associate Professor Caroline Barratt-Pugh | 3 years | 12 months | Meeting | $370 | $1,110 |
| Ms Elizabeth Blackwell | 3 years | 12 months | – | – | – |
| Ms Eileen Climo | 1 year | 6 months | – | – | – |
| Ms Amanda Connor | 2 years | 12 months | Meeting | $370 | $1,480 |
| Ms Fiona Forbes | 3 years | 12 months | – | – | – |
| Mr Armando Giglia | 3 years | 12 months | – | – | – |
| Mr Lindsay Hale | 3 years | 8 months | – | – | – |
| Ms Jillian Jamieson | 2 years | 12 months | Meeting | $370 | $1,110 |
| Mr Tony Misich | 3 years | 12 months | Meeting | $370 | $370 |
| Ms Kristine Stafford | 2 years | 12 months | Meeting | $370 | $1,110 |
| Ms Katherine Ward | 3 years | 12 months | – | – | – |
| Mr Roderick (Rod) Wood | 3 years | 12 months | Meeting | $370 | $1,850 |
|  |  |  |  | **Total** | **$9,230** |

*Source: School Curriculum and Standards*

Table 11: School Curriculum and Standards Authority – Standards Committee remuneration 2019–20

| **Position**  **Member name** | **Term of appointment** | **Membership length**  **(2019–20)** | **Remuneration Type** | **Remuneration Base salary/ sitting fee** | **Actual Remuneration (2019–20)** |
| --- | --- | --- | --- | --- | --- |
| **Chair** | | | | | |
| Dr Bruce Matthews | 4 years | 12 months | Meeting | $550 | $2,200 |
| **Member** | | | | | |
| Ms Anne Ford | 3 years | 12 months | Meeting | $370 | $1,110 |
| Ms Melissa Gillett | 1 year | 12 months | – | – | – |
| Associate Professor Stephen Humphry | 3 years | 12 months | Meeting | $370 | $1,110 |
| Ms Pauline White | 2 years | 12 months | – | – | – |
|  |  |  |  | **Total** | **$4,420** |

*Source: School Curriculum and Standards*

## Occupational safety, health and injury management

In 2019–20, we continued our commitment to safe and healthy workplaces. We sought to enlist the support and cooperation of all staff to minimise and control hazards as far as practicable.

Our occupational safety and health (OSH), and workers’ compensation and injury management policies outlined roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in workplaces.

Occupational safety and health

We continued to adhere to the *Occupational Safety and Health Act 1984* and *Occupational Safety and Health Regulations 1996*. In 2020, we commissioned Franklyn Work Safety to complete an audit of our OSH management systems using the [WorkSafe Plan](https://www.commerce.wa.gov.au/worksafe/worksafe-plan-audits-and-assessments-occupational-safety-and-health-management-systems). This audit has been completed and we will use the recommendations to improve our systems.

To ensure there were opportunities for formal consultation on occupational safety and health matters between management and staff, we encouraged worksites to elect safety and health representatives and establish safety and health committees.

We consulted with key stakeholders (including the Insurance Commission of Western Australia, WorkSafe, the State School Teachers’ Union of WA, United Workers Union and the Principals’ Federation of Western Australia) and sought feedback from principals and line managers to develop and implement our safety and health initiatives.

See [Responding to COVID-19](#_Toc48036852) for how we responded to OSH issues relating to COVID-19.

Workers’ compensation and injury management

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

All staff with workers’ compensation claims who had at least three days off work were advised of support available to assist recovery and return to work.

We continued to collaborate with the Insurance Commission of Western Australia to manage workers’ compensation claims.

See [Table 12](#_Hlk47611386) for details on our OSH performance indicators.

Table 12: Occupational safety and health performance indicators 2017–18 to 2019–20

| **Indicator** | **2017–18** | **2018–19** | **2019–20** | **Target (see note a)** | **Outcome** |
| --- | --- | --- | --- | --- | --- |
| Number of fatalities | 0 | 0 | 1 | 0 | Target not achieved |
| Lost time injury/disease incidence rate (see note b) | 2.6 | 2.7 | 2.8 | 0 or 10% improvement on 2017–18 | Target not achieved |
| Lost time injury/disease severity rate (see note c) | 29.9 | 27.4 | 30.6 | 0 or 10% improvement on 2017–18 | Target not achieved |
| % of injured workers returned to work within 13 weeks | 76% | 77% | 75% | No target | – |
| % of injured workers returned to work within 26 weeks | 86% | 84% | 85% | Greater than or equal to 80% | Target achieved |
| % of managers trained in occupational safety, health and injury management responsibilities, including refresher training within 3 years | 90% | 46% (see note d) | 76% (see note d) | Greater than or equal to 80% | Target not achieved |

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

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

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

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

(d) The figure is based on current principals who have ever completed the training by 30 June and uses a different methodology from 2017–18.

## Staff

During 2019–20, an average of 40,011 full-time equivalent (FTE) staff were employed. Of these, 58.2% were teachers, 29.9% were support staff, 6.9% were cleaners and gardeners, and 5.0% were administrative and clerical staff. School‑based staff represented 96.5% of total FTE.

Click [here](#_Hlk19023396) for a snapshot of our workforce demographics, and see [tables 13 to 16](#_Hlk19024393) and [figures 3 and 4](#_Hlk19024489) for further information about our staff.

Our average FTE is an increase of 806 FTE (2.1%) from 2018–19. This growth can be attributed to student enrolments, an increase in education assistants in accordance with an election commitment and the response to COVID‑19 which allocated extra staffing resources to undertake additional cleaning across Department sites.

The implementation of the State Government election commitments to fund 300 FTE education assistants and 50 FTE Aboriginal and Islander education officers to directly support students is on track. As at 30 June 2020, funding had been allocated to 200 schools with the most socially disadvantaged students for the employment of an additional 242.16 FTE education assistants. Also, an additional 37.8 FTE Aboriginal and Islander education officers were employed across 68 regional senior high schools, district high schools and remote community schools; with a further 7.0 FTE used to employ Aboriginal Boarding Supervisors at four residential colleges. All staff were employed on a permanent basis.

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

Both teacher retirements and resignations remained relatively stable in 2019 (see [Appendix 4](#_Hlk518990187)).

**Our workforce demographics in 2020**

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

|  |  |  |
| --- | --- | --- |
| **Demographics(see note a)** | **2019**  **(%)** | **2020**  **(%)** |
| Aboriginal and/or Torres Strait Islander | 2.4 | 2.3 |
| People from a culturally diverse background | 8.9 | 9.4 |
| People with disability | 1.3 | 1.3 |
| Age profile  People 24 years of age and under | 4.0 | 4.0 |
| People 25 to 44 years of age | 40.9 | 41.1 |
| People 45 years of age and over | 55.1 | 54.9 |
| Gender breakdown of Senior Executive Service (see note b)  Female | 34.6 | 40.0 |
| Male | 65.4 | 60.0 |
| Gender breakdown of school administrators (see note c) | | |
| Primary Female | 65.9 | 67.2 |
| Primary Male | 34.1 | 32.8 |
| Secondary Female | 54.1 | 55.4 |
| Secondary Male | 45.9 | 44.6 |

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

(a) Data as at June of each year.

(b) Employees who are members of the Senior Executive Service (SES) under sections 53 and 56 of the *Public Sector Management Act 1994*.

(c) Defined as Level 3 to 6 under The School Education Act Employees’ (Teachers and Administrators) General Agreement 2019.

Table 13: Staff (see note a) by category 2015–16 to 2019–20

| **Category** | **2015–16** | **2016–17** | **2017–18 (see note b)** | **2018–19** | **2019–20** |
| --- | --- | --- | --- | --- | --- |
| Teaching (see note c) | 21,862 | 22,889 | 22,878 | 23,031 | 23,303 |
| Support (see note d) | 10,390 | 11,127 | 11,447 | 11,674 | 11,944 |
| Cleaning and gardening | 2,479 | 2,541 | 2,573 | 2,593 | 2,763 |
| Administrative and clerical (see note e) | 1,673 | 1,741 | 1,938 | 1,907 | 2,001 |
| **Total** | **36,404** | **38,298** | **38,836** | **39,205** | **40,011** |

*Source: Education Business Services*

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

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

(c) Includes principals and deputy principals.

(d) Includes school clerical staff and education assistants.

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

Table 14: Staff (see note a) by operational area and category 2019–20

| **Operational area** | **Teaching (see note b)** | **Support (see note c)** | **Cleaning and gardening** | **Administrative and**  **clerical (see note d)** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Schools | 23,263 | 11,942 | 2,758 | 661 | 38,624 |
| Central strategic and corporate services | – | – | – | 1,243 | 1,243 |
| Regional offices | 40 (see note e) | 2 | 5 | 97 | 144 |
| **Total** | **23,303** | **11,944** | **2,763** | **2,001** | **40,011** |

*Source: Education Business Services*

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

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

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

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

Table 15: School-related staff (see note a) by type of school and category 2019–20

| **Type of school** | **Teaching (**see note **b)** | **Support (**see note **c)** | **Cleaning**  **and**  **gardening** | **Administrative and**  **clerical (**see note **d)** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Community kindergarten | 19 | 18 | – | – | 37 |
| Primary (see note e) | 12,240 | 6,490 | 1,460 | 12 | 20,202 |
| District high | 1,009 | 545 | 167 | 5 | 1,726 |
| Kindergarten–Year 12 (see note f) | 413 | 158 | 43 | 37 | 651 |
| Secondary | 7,968 | 2,673 | 1,049 | 526 | 12,216 |
| Education support (see note g) | 888 | 1,865 | 32 | 44 | 2,829 |
| Specialist services (see note h) | 726 | 193 | 7 | 37 | 963 |
| **Total** | **23,263** | **11,942** | **2,758** | **661** | **38,624** |

*Source: Education Business Services*

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

(b) Includes principals and deputy principals.

(c) Includes school clerical staff and education assistants.

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

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

(f) Includes School of Isolated and Distance Education.

(g) Includes language development school/centres.

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

Table 16: School-based teaching staff (see note a) by category and education category (see note b) 2020

| **Category** | **Primary** | **Secondary** | **Education support** | **Total** |
| --- | --- | --- | --- | --- |
| Principal | 563 | 171 | 66 | 800 |
| Deputy principal | 820 | 399 | 70 | 1,289 |
| Head of department or program coordinator | 10 | 975 | 7 | 992 |
| Teacher | 10,274 | 6,575 | 661 | 17,510 |
| Guidance/counselling | 180 | 123 | 30 | 333 |
| **Total** | **11,847** | **8,243** | **834** | **20,924** |

*Source: System and School Performance*

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

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

Figure 3: School-based teaching staff (see note a) by education category (see note b) and gender 2020 (see note c)

A bar chart of the data presented in Table A25.

*Source: System and School Performance*

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

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

(c) See [Appendix 4](#_Hlk11404422) for corresponding table.

Figure 4: Student-teacher ratios (see note a) 2015 to 2019

A column chart showing the student-teacher ratios for the primary years of school (see note b) to be 15.7 in 2015, 15.4 in 2016, 15.6 in 2017, 15.7 in 2018 and 15.8 in 2019. The chart also shows the student-teacher ratios for the secondary years of school to be 13.4 in 2015, 12.6 in 2016, 12.4 in 2017, 12.6 in 2018 and 12.8 in 2019.

*Source: System and School Performance*

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

(b) Excludes Kindergarten.



# Teacher Registration Board of Western Australia Annual Report 2019–20

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

### **Letter of transmittal**

Ms Lisa Rodgers

Director General

Department of Education

Dear Ms Rodgers

In accordance with section 114 of the *Teacher Registration Act 2012*, I am pleased to submit the annual report of the Teacher Registration Board of Western Australia for the period 1 July 2019 to 30 June 2020 for inclusion in the annual report of the Department of Education.

Yours sincerely



Margaret Collins

**Chairperson**

Teacher Registration Board of Western Australia

21 August 2020

## Chairperson’s report

On behalf of the Teacher Registration Board of Western Australia, I am pleased to present the Board’s 2019–20 annual report.

In the reporting period, the Board established its new Strategic Direction 2019-2022. Our vision is a quality and contemporary regulator that operates in the best interests of children.

Like other bodies that are committed to serving the public interest, responding to COVID-19 has presented unique challenges. More than ever, the vital role of teachers in our community has been demonstrated at this time. In the face of these challenges, the Board took action to provide reasonable and proportionate regulatory relief. This included extending the expiration date of all teachers’ registration, giving additional time to teachers for payment of the annual registration fee, and providing greater flexibility for the conduct of practicum placements for students completing their initial teacher education courses.

The Board will continue to work with teachers and employers to ensure teacher registration requirements are well understood, and online systems for teacher registration are easy to navigate and helpful.

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

I would like to acknowledge the national authorities with whom we work, and our regulatory counterparts around Australia and in New Zealand. Several projects of national significance are continuing related to the registration of teachers, and the accreditation of initial teacher education programs.

One of these is a national project examining the ways in which child safety in schools can be strengthened through teacher registration. The Board’s paramount consideration in the performance of its functions is the best interests of children, and the Board is looking forward to contributing to the development of a national best practice framework in this important area.

The Board, as a regulator of teachers, is provided secretariat support by the Department of Education. I extend my thanks to Ms Lisa Rodgers, the Director General of the Department, for her leadership and the support provided by the Department to the Board. The development this year of a Memorandum of Understanding has helped to clarify and enhance the support provided to the Board to perform its functions and operations as well as its independence.

In this regard, I would also like to acknowledge and thank the Director, Teacher Registration and all of the Directorate staff for their continued commitment to support the Board in line with the core values of integrity, excellence, service, fairness and respect.

Finally, I also express my appreciation to all the Board's members, as well as those who serve on or chair a committee of the Board. I value the commitment, experience and knowledge each member contributes to the Board’s work.

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



Mrs Margaret Collins

**Chairperson**

## About the board

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

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

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

**The relevant legislation**

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

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

**The Board’s vision**

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

**The Board’s purpose**

Serving the public interest in Western Australia by ensuring that teachers are registered and initial teacher education programs are accredited in accordance with the *Teacher Registration Act 2012*.

**The Board’s values**

Integrity: We act with integrity, responsibility and transparency.

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

Service: We are responsive, efficient and effective.

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

**The Board’s members**

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

At 30 June 2020, the Board members were:

* Margaret Collins (Chairperson) – former Regional Executive Director, South Metropolitan Education Region, Department of Education
* Ron Dullard (Deputy Chairperson) – former Director, Catholic Education Western Australia
* Nicole Brown – Dean of Students (PK-6), Peter Moyes Anglican Community School
* Jeremy Bruse – Associate Principal, Harrisdale Senior High School
* Peter Collins – Principal, Holy Cross College, Ellenbrook
* Kate Offer – Senior Lecturer, School of Law, The University of Western Australia
* Julie Woodhouse – Principal, Butler Primary School.

There were no changes to the Board’s membership during the reporting period.

In 2019–20, the Board formally met 11 times and considered 39 items out‑of‑session.



Back row (left to right): Kate Offer, Jeremy Bruse, Peter Collins, and Julie Woodhouse.

Front row (left to right): Ron Dullard, Margaret Collins, and

Nicole Brown.

Governance framework

The *Teacher Registration Act 2012* requires the Board to establish at least one disciplinary committee and an impairment review committee. The Board may establish other committees to assist it to perform its functions.

The Board is supported by:

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

See [Disciplinary and impairment matters](#_Disciplinary_and_impairment) for further information about the activities of these committees in 2019–20.

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

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

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

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

The operations of the Board are funded by fees collected in accordance with the *Teacher Registration Act 2012* and [Costing and Pricing Government Services: Guidelines for Use by Agencies in the Western Australian Public Sector](https://www.treasury.wa.gov.au/Treasury/Publications/Costing_and_Pricing_Guidelines/) published by the Department of Treasury. During the reporting period there were no changes to the Board’s [fee schedule](https://www.trb.wa.gov.au/Further-Information/Fees).

### **Key achievements**

Online digital solutions

The Board has continued to streamline application processes for registered teachers and applicants. During the year, the Board increased the number of applications which can be made online, reducing processing times for applicants. Access to our online management tool for employers, Teacher Register Information (Professional) or TRIP was also improved.

Collaboration on national projects

Following the National Review of Teacher Registration, which was led by an expert panel of state and territory representatives, the Board has continued to collaborate with stakeholders on projects of national significance, including projects on:

* examining the consistency of decision-making in relation to the progression of teachers from provisional to full registration
* strengthening child safety
* early childhood teacher registration
* English language competency related to initial teacher education programs.

Strengthening child safety

The paramount consideration for the Board is the best interests of children. During the year, the Board continued to work with relevant agencies, national authorities and other regulators to progress recommendations relating to teacher registration arising from the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Review of Teacher Registration.

Updates to Professional Boundaries resource

In August 2019, the Board published and communicated an update to the Board’s Teacher-Student Professional Boundaries resource. The resource is designed to inform and guide teachers about professional boundaries they should maintain when dealing with students and prompt reflective behaviour. Updated in consultation with stakeholders, feedback indicated that the resource continues to provide useful professional guidance to teachers and educational leaders.

COVID-19 regulatory relief

To mitigate the impact of COVID-19, registered teachers received a six-month registration extension, to provide more time for registration requirements to be met. Additional time was also provided for payment of the annual registration fee. The Board also provided greater flexibility for the conduct of practicum placements for students completing their initial teacher education courses and extended the expiry dates of all Western Australian accredited programs by 12 months.

### **Significant issues for the next financial year**

Review of the *Teacher Registration Act 2012*

A review of the *Teacher Registration Act 2012* was tabled in Parliament in September 2018. Recommendations from the review have been the subject of consideration by a Strategic Implementation Group. This work will contribute to the development of an amendment Bill at a future time. The Board will work to amend policies and processes in light of amendments to the Act once it is introduced.

Initial teacher education reform

The Board continues to engage with the Australian Institute for Teaching and School Leadership (AITSL), state and territory teacher regulatory authorities and other stakeholders about proposed reforms to the initial teacher education accreditation scheme. The Board will continue to ensure that the Western Australian accreditation scheme balances regulatory rigour and reasonableness.

During the year, the Board considered initial teacher education program requirements for phonics teaching methods, provider reporting requirements, and enhancing publication of accreditation decisions. The Board will continue to work with providers to implement these reforms.

Registration renewal application peak

The teacher registration cycle for the renewal of Full Registration has cyclical peaks that arise approximately every three and a half years, for an 18-month period.

In the context of the extension of the registration of all teachers by six months in response to COVID-19, the Board is expecting renewal applications to increase significantly from September 2020 to March 2022. The Board has been undertaking comprehensive preparation to ensure effective registration processes and staffing arrangements are in place.

Teacher registration system development

The Board is committed to the further development of suitable online solutions to optimise the experiences of the teachers and applicants. The Board will continue to work with the Department of Education to achieve this outcome to create services that are efficient, safe and secure.

## Activities of the board

### **Regulatory activity**

Teacher registration

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

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

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

At 30 June 2020, 55,143 teachers were registered with the Board (see [Table 1](#_Hlk16591191)).

Table 1: Teachers registered at June 30 by category 2016 to 2020

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Full Registration | 41,076 | 41,721 | 42,994 | 44,083 | 44,970 |
| Provisional Registration | 5,701 | 5,710 | 5,913 | 5,721 | 5,201 |
| Non-Practising Registration | 3,802 | 4,649 | 4,490 | 4,289 | 4,271 |
| Limited Registration | 691 | 684 | 648 | 643 | 701 |
| **Total** | **51,270** | **52,764** | **54,045** | **54,736** | **55,143** |

During 2019–20, the Board received 8,454 teacher registration applications and approved 8,680 applications (see [Table 2](#_Hlk16591210)).

Based on the Mutual Recognition Principle, the Board registered 422 teachers who were registered in another Australian state or territory or in New Zealand.

Table 2: Applications received and approved by type 2018–19 and 2019–20 (see note a)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of application** | **Received in 2018–19** | **Approved in 2018–19** | **Received in 2019–20** | **Approved in 2019–20** |
| New registration | 3,310 | 3,292 | 2,677 | 2,635 |
| Renewal of registration | 3,218 | 3,587 | 3,242 | 3,464 |
| Move registration category | 2,524 | 2,533 | 2,402 | 2,448 |
| Extension of non-practising registration (see note b) | 192 | 189 | 133 | 133 |
| **Total** | **9,244** | **9,601** | **8,454** | **8,680** |

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

(b) The extension of non-practising registration may only be approved when there are extenuating circumstances.

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

Table 3: Summary of approved applications to transition to Full Registration 2018–19 and 2019–20

|  |  |  |
| --- | --- | --- |
|  | **2018–19** | **2019–20** |
| Provisional to Full Registration | 1,653 | 1,693 |
| Non-Practising to Full Registration | 525 | 411 |

Board determinations

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

During 2019–20, 19 of the 32 applications referred to the Board for further examination were refused as they did not meet one or more of the requirements for registration or the renewal of registration (see [Table 4](#_Hlk16591234)).

Table 4: Applications considered and refused by the Board by registration requirements 2018–19 and 2019–20

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Considered in 2018–19** | | **Refused in 2018–19** | **Considered in 2019–20** | **Refused in 2019–20** |
| **One requirement considered** | |
| Qualifications | 22 | | 11 | 14 | 6 |
| English Language | 12 | | 10 | 15 | 13 |
| Professional Standards | 1 | | 0 | 1 | 0 |
| Fit and Proper | 3 | | 2 | 2 | 0 |
| **More than one requirement considered** | |
| Qualifications and English Language | 1 | | 1 | 0 | 0 |
| Qualifications and Professional Standards | 0 | | 0 | 0 | 0 |
| Professional Standards and Professional Engagement | 0 | | 0 | 0 | 0 |
| **Total** | **39** | | **24** | **32** | **19** |

The Board also considered two other applications where further information was requested from the applicant under section 13(1) of the *Teacher Registration Act 2012*. Neither applicant complied with the request, and the Board refused their applications under section 13(3).

Providing advice to prospective applicants

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

Of the requests for qualifications advice finalised, 76 were determined by the Director, Teacher Registration as meeting requirements. The remaining 28 were considered by the Board, with 22 determined as not meeting requirements.

No requests for fit and proper advice were received from prospective applicants.

Annual teacher registration fee

Registered teachers must pay an annual fee by 31 March to maintain registration. In late March 2020, to mitigate the impact of COVID‑19 on teachers, the due date for this fee was extended to 31 May and the late payment processing fee was not applied.

In January 2020, the Board raised 53,290 invoices. The registrations of 1,439 teachers who did not pay the annual fee by 4 June were cancelled. As at 30 June, 118 registrations were reinstated for teachers whose non-payment was due to extenuating circumstances.

Unregistered teaching

When a concern about unregistered teaching is identified, the case is managed to ensure the obligations of the teacher and the employer are met. No unregistered teaching matters were referred for prosecution in 2019–20 (one matter in 2018–19).

Review by the State Administrative Tribunal (SAT)

Teachers dissatisfied with a Board decision related to registration can appeal to the SAT. In 2019–20, no decisions of the Board were appealed to the SAT.

### **Disciplinary and impairment matters**

The Board’s paramount consideration in dealing with disciplinary and impairment matters is the best interests of children. The *Teacher Registration Act 2012* requires that only fit and proper people are registered as teachers, and places obligations on teachers, employers and certain other parties.

Notifications required by the *Teacher Registration Act 2012* and complaints about teachers

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

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

In 2019–20, the Board received 46 notifications and 34 complaints (see [Table 5](#_Hlk16591272)) relating to 68 matters.

Table 5: Notifications and complaints received by the Board 2018–19 and 2019–20 (see note a)

|  |  |  |
| --- | --- | --- |
|  | **2018–19** | **2019–20** |
| **Notifications from Teachers** |  |  |
| Legal actions (section 38) | 5 | 3 |
| 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)** | 5 | 6 |
| **Notifications from Employers** |  |  |
| Serious incompetence (section 42) | 6 | 5 |
| Serious misconduct (section 42) | 32 | 32 |
| **Complaints from the public/other (section 51)** | 9 | 34 |
| **Total** | **57** | **80** |

(a) As per the specified section in the *Teacher Registration Act 2012*.

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

Table 6: Status of ongoing and new matters as at 30 June 2020 (see note a)

|  |  |
| --- | --- |
| **Status of matters** | **2019–20** |
| **Matters ongoing at 30 June 2020** |  |
| Still to be decided (section 51(3)(a)) | 2 |
| Investigations continuing (section 53(2)) | 21 |
| **Completed during the reporting period** |  |
| Cancellation of registration (section 27(2)(b)) | 10 |
| Complaint not required (section 45(e)) | 22 |
| Other person or authority (section 57(1)(a)) | 0 |
| Not within power (section 57(1)(b)) | 30 |
| Without substance (section 57(1)(c)) | 6 |
| **Referred during the reporting period** |  |
| Disciplinary Committee (section 53(1)(c)) | 1 |
| Impairment Review Committee (section 53(1)(d)) | 0 |
| State Administrative Tribunal (section 53(1)(e)) | 5 |
| **Total** | **97** |

(a) As per the specified section in the *Teacher Registration Act 2012*.

Disciplinary committee

The one matter referred to a disciplinary committee in 2019–20 was dismissed.

Of the two matters referred to a disciplinary committee that remained ongoing at the end of the previous reporting period:

* one teacher was found to be seriously incompetent and had their full registration cancelled and substituted with provisional registration
* one teacher was found to have contravened the *Teacher Registration Act 2012* and received a reprimand and fine.

Referral to the State Administrative Tribunal (SAT)

Of the five matters referred in 2019–20, the SAT ordered that:

* one teacher be disqualified from applying for registration for a period of time
* the registration of four teachers be cancelled with disqualification from applying for registration for periods of time.

In 2019–20, of the eight matters referred to SAT that remained ongoing at the end of the previous reporting period:

* the Board withdrew one matter and discontinued two others
* the SAT ordered that three teachers be disqualified from applying for registration for periods of time
* two matters remain ongoing.

Interim disciplinary orders

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

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

Table 7: Matters referred to the interim disciplinary order committee 2019–20 (see note a)

|  |  |  |
| --- | --- | --- |
| **Interim disciplinary orders** | **Referred** | **Made** |
| An activity that involves a risk of imminent injury or harm  (section 59) | 5 | 0 |
| Charged with child sexual offence (section 60) | 6 | 6 |
| **Total** | **11** | **6** |

(a) As per the specified section in the *Teacher Registration Act 2012*.

One other interim disciplinary order was made directly by the Board.

The seven interim orders were revoked as the teachers concerned were no longer entitled to be registered, and their registration was cancelled.

The Board must refer all matters for which an interim disciplinary order has been made to SAT within 14 days, unless the order is revoked. None of the seven orders made were referred to SAT.

### **Accreditation of initial teacher education programs**

The accreditation of initial teacher education (ITE) programs is directly linked to teacher registration. For a person to be eligible for Full, Provisional or Non-Practising Registration under the *Teacher Registration Act 2012*, they must have a teaching qualification from an accredited program or one that the Board recognises as equivalent to such a qualification.

[Applications](https://www.trb.wa.gov.au/Initial-Teacher-Education-Programs/Applying-for-accreditation) from ITE providers for program accreditation or re-accreditation are assessed against the Western Australian Standards for the Accreditation of Initial Teacher Education Programs by a panel of education experts appointed by the Board. The standards are based on nationally agreed accreditation standards.

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

To mitigate the impact of COVID-19 during 2019–20, the Board extended the expiry dates of all Western Australian accredited programs by 12 months and afforded greater flexibility for students completing practicum placements in their initial teacher education courses.

During 2019–20, the Board approved the re‑accreditation of two existing initial teacher education programs and the accreditation of one new program. As at 30 June 2020, the assessment of one application for initial accreditation and four applications for re‑accreditation received during the reporting period remain ongoing.

Table 8: WA accredited initial teacher education programs at 30 June 2018–19 and 2019–20

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITE Programs** | **Undergraduate in 2018–19** | **Undergraduate in 2019–20** | **Postgraduate in 2018–19** | **Postgraduate in 2019–20** | **Total in 2018–19** | **Total in 2019–20** |
| Early Childhood | 3 | 3 | 1 | 1 | 4 | 4 |
| Early Childhood/Primary | 1 | 1 | 2 | 2 | 3 | 3 |
| Primary | 5 | 5 | 3 | 3 | 8 | 8 |
| Primary/Secondary | 1 | 1 | 0 | 0 | 1 | 1 |
| Secondary | 6 | 7 | 3 | 3 | 9 | 10 |
| Early Childhood/  Primary/Secondary | 0 | 0 | 1 | 1 | 1 | 1 |
| **Total** | **16** | **17** | **10** | **10** | **26** | **27** |

### **Stakeholder engagement**

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

A communication campaign was undertaken to inform all registered teachers of the Board’s new [strategic direction for 2019–2022](https://www.trb.wa.gov.au/DesktopModules/mvc/TrbDownload/PublishedDoc.aspx?number=D19/065522), and the Board’s updated [guidance](https://www.trb.wa.gov.au/DesktopModules/mvc/TrbDownload/PublishedDoc.aspx?number=D19/065558) on teacher-student professional boundaries. Both resources were developed in consultation with the Board’s key stakeholders.

Another component to the Board’s communications with the education sector is a communication program undertaken with employers of teachers, on employer obligations under the *Teacher Registration Act 2012*. The purpose of this communication is to remind employers to provide notifications when required, and to appoint, employ or engage only registered teachers, including in accordance with any conditions on their registration.

The Board’s customer service team is the first point of contact for teachers, applicants and employers. The Board’s [Service Charter](https://www.trb.wa.gov.au/DesktopModules/mvc/TrbDownload/PublishedDoc.aspx?number=D19/065573) was revised in line with the Board’s new strategic direction.

Presentations and workshops continued to be delivered to new, early career and returning teachers, and to employers of teachers within schools, and the education and care sectors. Presentations were made available online to final year pre-service teachers during the COVID-19 response to ensure that these students could continue to receive guidance about registration requirements and application processes.

Feedback from applicants and teachers is important to the Board and informs improvements to regulatory services and policies. During the year, this included the further improvement of online services for teachers and employers.

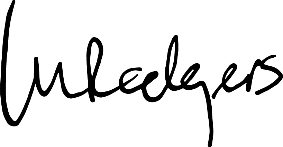
Feedback on our annual report can be sent to [feedback@trb.wa.gov.au](mailto:feedback@trb.wa.gov.au).

End of Teacher Registration Board of Western Australia Annual Report 2019–20.

# Key performance indicators and financial statements

Certification of key performance indicators

I hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education, and fairly represent the performance of the Department for the year ended 30 June 2020.



Lisa Rodgers

**Director General**

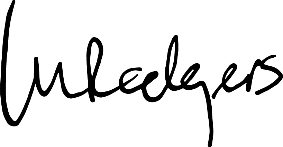
(Accountable authority)

14 September 2020

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* from proper accounts and records to present fairly the financial transactions for the financial year ended 30 June 2020 and the financial position as at 30 June 2020.

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



Lisa Rodgers

**Director General**

(Accountable authority)

14 September 2020



Philippa Beamish Burton

**Acting Chief Finance Officer**

14 September 2020

**INDEPENDENT AUDITOR'S REPORT**

**To the Parliament of Western Australia**

**DEPARTMENT OF EDUCATION**

**Report on the financial statements**

***Opinion***

I have audited the financial statements of the Department of Education which comprise the Statement of Financial Position as at 30 June 2020, the Statement of Comprehensive Income, Statement of Changes in Equity, Statement of Cash Flows, and Summary of Consolidated Account Appropriations for the year then ended, and Notes comprising a summary of significant accounting policies, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities by Service, and other explanatory information, including administered transactions and balances.

In my opinion, the financial statements are based on proper accounts and present fairly, in all material respects, the operating results and cash flows of the Department of Education for the year ended 30 June 2020 and the financial position at the end of that period. They are 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 Responsibility for the Audit of the Financial Statements section of my report. I am independent of the Department in accordance with the *Auditor General Act 2006* and the relevant ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial statements. I have also fulfilled my other ethical responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

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

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

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 and 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 responsibility 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.

A further description of my responsibilities for the audit of the financial statements is located on the Auditing and Assurance Standards Board website at [https://www.auasb.gov.au/auditors responsibilities/ar4.pdf](https://www.auasb.gov.au/auditors%20responsibilities/ar4.pdf). This description forms part of my auditor's report.

**Report on controls**

***Opinion***

I have undertaken a reasonable assurance engagement on the design and implementation of controls exercised by the Department of Education. The controls exercised by the Department are those policies and procedures established by the Director General to ensure that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions (the overall control objectives).

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

In my opinion, in all material respects, the controls exercised by the Department of Education are sufficiently adequate to provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions during the year ended 30 June 2020.

***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 to report on the design and implementation of controls involves performing procedures to obtain evidence about the suitability of the design of controls to achieve the overall control objectives and the implementation of those controls. The procedures selected depend on my judgement, including the 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 the controls are 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 key performance indicators**

***Opinion***

I have undertaken a reasonable assurance engagement on the key performance indicators of the Department of Education for the year ended 30 June 2020. The key performance indicators are the Under Treasurer-approved key effectiveness indicators and key efficiency indicators that provide performance information about achieving outcomes and delivering services.

In my opinion, in all material respects, the key performance indicators of the Department of Education are relevant and appropriate to assist users to assess the Department's performance and fairly represent indicated performance for the year ended 30 June 2020.

***The Director General's responsibility for the key performance indicators***

The Director General is responsible for the preparation and fair presentation of the key performance indicators in accordance with the *Financial Management Act 2006* and the Treasurer's Instructions and for such internal control as the Director General determines necessary to enable the preparation of key performance indicators that are free from material misstatement, whether due to fraud or error.

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

***Auditor General's responsibility***

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

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

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

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

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

**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 2020 included on the Department's website. The Department's management is responsible for the integrity of the Department's website. This audit does not provide assurance on the integrity of the Department's website. The auditor's report refers only to the financial statements and key performance indicators described above. It does not provide an opinion on any other information which may have been hyperlinked to/from these financial statements or key performance indicators. If users of the financial statements and key performance indicators are concerned with the inherent risks arising from publication on a website, they are advised to contact the entity to confirm the information contained in the website version of the financial statements and key performance indicators.

Signature of Caroline Spencer, Auditor General for Western Australia. .

CAROLINE SPENCER AUDITOR GENERAL

FOR WESTERN AUSTRALIA Perth, Western Australia

17 September 2020

## Key performance indicators

Key performance indicators enable senior management to assess and monitor the extent to which we achieve our Government desired outcome, and enhance our ability to account to the community for our performance.

**Government Goal**

Strong Communities: Safe communities and supported families

**Desired Outcome**

School students across Western Australia have access to high quality education

**Services**

1. Public Primary Education
2. Public Secondary Education
3. Regulation and Non‑Government Sector Assistance
4. Support to the School Curriculum and Standards Authority

This section presents effectiveness indicators that show how well we met our desired outcome and efficiency indicators that show how efficiently we delivered our four services in 2019–20. The indicators are as per our Outcomes-Based Management (OBM) reporting structure. We revised our OBM reporting structure in 2018–19 to better reflect our current operations.

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

### **Effectiveness indicators**

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

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

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

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

The apparent retention rate is the second measure of our success in providing access to education through the public system. It provides an indication of the proportion of students in Year 8 that completed Year 12 at public schools four 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 WA.

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

*Rate of participation in education*

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

These ages align to Years 10, 11 and 12. The rate includes young people of these ages who (i) were enrolled in public and non-government schools at the Semester 2 student census; (ii) attended vocational education and training during the year; or (iii) attended university during the year. To ensure students are only counted once, students attending both school and vocational education and training are only counted in the school data.

Participation rates for 2015 to 2019 are in [Table 17](#_Hlk519777049) with rates by gender in [Appendix 3](#_Hlk50710654).

The target in the 2019–20 Budget Papers is based on the higher of the preliminary actual for 2017 and the estimated actual for 2018, rounded up to the next integer, using the latest available data at the time of the 2019–20 State Budget.

Table 17: Participation rate (%) of persons aged 15 to 17 years engaged in some form of education 2015 to 2019 (see note a) (see note b)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2015** | **2016** | **2017** | **2018 (see note c)** | **2019** | **Target for 2019–20** |
| 96.7 | 96.8 | 96.2 | 98.1 | 97.8 | 97 |

*Source: System and School Performance*

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

(b) University enrolment data for 2019 is an estimate based on 2018 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous four years.

(c) Revised rate for 2018 due to updated data for 2018 university student enrolments and estimate of resident population. The 2018 rate published in our 2018–19 annual report was 98.0%.

*Retention in public schooling*

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to 12 retention rate. This is the number of full‑time students in Year 12 as a percentage of the number of full‑time students who enrolled in Year 8 four years earlier (the start of secondary school at that time). Retention rates for 2015 to 2019 are in [Table 18](#_Hlk519776919), with rates by subgroup in [Appendix 3](#_Hlk19783329).

The apparent retention rate does not account for net changes to the school population caused by interstate and overseas migration, or students moving between school sectors.

The target in the 2019–20 Budget Papers was based on the higher of the two most recent years’ performance at that time (2017 and 2018), rounded up to the next integer.

Table 18: Apparent retention rate (%) of public school students from Year 8 to Year 12, 2015 to 2019 (see note a) (see note b)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2015** | **2016** | **2017** | **2018** | **2019** | **Target for 2019–20** |
| 80.4 | 77.7 | 80.1 | 81.4 | 81.6 | 82 |

*Source: System and School Performance*

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

(b) Semester 2 student census.

*WACE achievement by Year 12 public school students*

To achieve the Western Australian Certificate of Education (WACE) qualification, students must meet criteria established by the School Curriculum and Standards Authority. For 2019, students had to:

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

The WACE achievement rate shows the percentage of Year 12 students enrolled in a public school in Semester 2 who achieved the WACE qualification that same year. The rates for 2015 to 2019 are in [Table 19](#_Hlk519777087) with further breakdowns in [Appendix 3](#_Hlk11749826).

The introduction of higher requirements for WACE achievement affected results from 2016. From 2016, Year 12 students had to meet designated standards in reading, writing and numeracy through either the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or the School Curriculum and Standards Authority’s Online Literacy and Numeracy Assessment (OLNA) to achieve the WACE.

The target in the 2019–20 Budget Papers was based on the higher of the two most recent years’ performance at that time (2017 and 2018), rounded up to the next integer.

Table 19: WACE achievement rate (%) of Year 12 public school students 2015 to 2019 (see note a) (see note b)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2015** | **2016** | **2017** | **2018 (see note c)** | **2019** | **Target for 2019–20** |
| 87.7 | 79.8 | 79.5 | 80.5 | 80.7 | 81 |

*Source: System and School Performance*

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

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

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

*Student proficiency in reading and numeracy*

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

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

This program provides valuable information for parents on their children’s achievements as well as useful information at school level and Australia-wide. The national and state/territory results are reported in the [2019 NAPLAN national report](https://nap.edu.au/docs/default-source/resources/naplan-2019-national-report.pdf?sfvrsn=2).

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

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

Results for WA public school students for 2015 to 2019 are in [Table 20](#_Hlk519777122).

The targets in the 2019–20 Budget Papers were based on the higher of the two most recent years’ performance at that time (2017 and 2018), rounded up to the next integer.

WA public school students’ NAPLAN results are summarised [online](https://www.education.wa.edu.au/school-data-and-performance) and in [Appendix 2](#_Hlk519777278) of this report.

Table 20: Percentage of Western Australian public school Year 3, 5, 7 and 9 students achieving proficiency standards in NAPLAN Reading and Numeracy, 2015 to 2019 (see note a)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Assessment** | **2015** | **2016** | **2017** | **2018** | **2019** | **Target for 2019–20** |
| Year 3 | Reading | 63.8 | 64.6 | 67.3 | 70.0 | 68.8 | 71 |
| Numeracy | 60.9 | 63.5 | 67.6 | 69.2 | 68.8 | 70 |
| Year 5 | Reading | 58.1 | 62.8 | 65.0 | 68.4 | 70.2 | 69 |
| Numeracy | 61.4 | 62.2 | 64.5 | 66.3 | 66.1 | 67 |
| Year 7 (see note b) | Reading | 62.0 | 60.6 | 62.6 | 64.3 | 67.3 | 65 |
| Numeracy | 52.8 | 58.7 | 61.1 | 62.1 | 64.1 | 63 |
| Year 9 | Reading | 63.2 | 65.1 | 64.3 | 71.1 | 69.8 | 72 |
| Numeracy | 64.0 | 63.8 | 65.3 | 70.5 | 67.8 | 71 |

*Source: System and School Performance*

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

(b) Year 7 became part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

### **Efficiency indicators**

Efficiency indicators show how efficiently we delivered our four services in 2019–20. The indicators have been calculated based on costs of services excluding any non‑cash revaluation decrement, extraordinary asset write-offs and any other costs that are not related to the approved efficiency indicators.

Service 1: Public Primary Education

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

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

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

The 2019–20 result is higher than 2018–19 mainly due to:

* An increase in employee benefits expense due to salary cost growth in accordance with State Government’s Public Sector Wages Policy. An increase in leave liability expense also contributed to the higher expenditure and was due to a decrease in the discount rate for long service leave liabilities and the combined impact of an increase in leave accruing over the year and less leave being taken during the year due to employees deferring their leave in light of the COVID-19 travel restrictions.
* An increase in depreciation expenditure due primarily to the costs associated with Right-of-Use Assets following the introduction of AASB 16 Leases; higher building impairment expense due to fire and accident damage; and the accelerated depreciation for assets that were disposed of during the year.

The 2019–20 result is higher than the 2019–20 budget target primarily due to:

* Increased maintenance expenditure following the post budget announcement of the High Priority Maintenance and Minor Works program in September 2019.
* Additional depreciation expenditure associated with the impairment of various buildings damaged due to unforeseen events, such as fire; and the accelerated depreciation of assets that were disposed of during the year.
* An increase in leave liability expense due to a decrease in the discount rate for long service leave liabilities and the combined impact of an increase in leave accruing over the year and less leave being taken during the year due to employees deferring their leave in light of the COVID-19 travel restrictions.

Table 21: Cost ($) per full-time equivalent student of public primary education 2017–18 to 2019–20 (see note a)

|  |  |  |  |
| --- | --- | --- | --- |
| **2017–18 (see note b)** | **2018–19** | **2019–20** | **Target for 2019–20** |
| 15,155 | 15,242 | 16,207 | 15,582 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

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

Service 2: Public Secondary Education

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

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

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

The 2019–20 result is higher than 2018–19 mainly due to:

* An increase in employee benefits expense due to salary cost growth in accordance with State Government’s Public Sector Wages Policy. An increase in leave liability expense also contributed to the higher expenditure and was due to a decrease in the discount rate for long service leave liabilities and the combined impact of an increase in leave accruing over the year and less leave being taken during the year due to employees deferring their leave in light of the COVID-19 travel restrictions.
* An increase in depreciation expenditure due primarily to the costs associated with Right-of-Use Assets following the introduction of AASB 16 Leases; higher building impairment expense due to fire damage; and the accelerated depreciation for assets that were disposed of during the year.

Table 22: Cost ($) per full-time equivalent student of public secondary education 2017–18 to 2019–20 (see note a)

|  |  |  |  |
| --- | --- | --- | --- |
| **2017–18 (see note b)** | **2018–19** | **2019–20** | **Target for 2019–20** |
| 18,383 | 18,488 | 19,094 | 19,018 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

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

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 higher 2019–20 result compared to the 2018–19 is due to a refinement in the cost allocation methodology in 2019–20, which resulted in an increased allocation of office accommodation costs.

The 2019–20 result is lower than the 2019–20 budget target due to lower than expected corporate costs associated with the delivery of regulatory services.

Table 23: Cost ($) of non-government school regulatory services per non-government school 2017–18 to 2019–20 (see note a)

|  |  |  |  |
| --- | --- | --- | --- |
| **2017–18(see note b)** | **2018–19** | **2019–20** | **Target for 2019–20** |
| 7,407 | 6,747 | 7,316 | 7,841 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

(b) Includes expenditure associated with the Training Accreditation Council secretariat function and staff which transferred to the Department of Training and Workforce Development on 1 January 2019.

*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 higher 2019–20 cost compared to 2018–19 and the 2019–20 budget target is as a result of the approved budget increase allocated during 2019–20 to meet the operational costs of increased activity associated with a large cohort of teachers’ registrations falling due for renewal in the year. An increased allocation of office accommodation costs following a refinement in the cost allocation methodology also contributed to higher cost in 2019–20, compared to 2018–19.

Table 24: Cost ($) of teacher regulatory services per teacher 2017–18 to 2019–20 (see note a)

|  |  |  |  |
| --- | --- | --- | --- |
| **2017–18 (see note b)** | **2018–19** | **2019–20** | **Target for 2019–20** |
| 95 | 110 | 132 | 109 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

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

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*.

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

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

The 2019–20 result is lower than 2018–19 mainly due to a reduction in expenditure associated with NAPLAN markers fees, consultant fees and evaluation materials following the cancellation of NAPLAN testing in 2020.

Table 25: Cost ($) per student of support to the School Curriculum and Standards Authority 2017–18 to 2019–20 (see note a)

|  |  |  |  |
| --- | --- | --- | --- |
| **2017–18** | **2018–19** | **2019–20** | **Target for 2019–20** |
| 76 | 77 | 73 | 75 |

*Source: Education Business Services*

(a) Figures are not adjusted for inflation.

## Financial statements

For an alternative format of the Financial statements please telephone

0 8 9 2 6 4 5 8 0 2.

# Appendices

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

## 1. Student enrolment

Table A1: Students at Western Australian schools by sector 2006 to 2020 (see note a) (see note b)

| **Year** | **Public schools** | **Non-government schools** | **Total** |
| --- | --- | --- | --- |
| 2006 | 252,061 | 119,896 | 371,957 |
| 2007 | 253,209 | 123,216 | 376,425 |
| 2008 | 253,838 | 127,248 | 381,086 |
| 2009 | 258,132 | 131,240 | 389,372 |
| 2010 | 258,115 | 134,335 | 392,450 |
| 2011 | 261,013 | 137,372 | 398,385 |
| 2012 | 268,129 | 140,006 | 408,135 |
| 2013 | 276,275 | 142,883 | 419,158 |
| 2014 | 283,739 | 144,877 | 428,616 |
| 2015 | 292,952 | 148,980 | 441,932 |
| 2016 | 296,377 | 148,545 | 444,922 |
| 2017 | 302,271 | 147,471 | 449,742 |
| 2018 | 307,520 | 147,813 | 455,333 |
| 2019 | 311,199 | 148,836 | 460,035 |
| 2020 | 317,368 | 149,949 | 467,317 |

*Source: System and School Performance*

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

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

Table A2: Schools and students in Western Australia by sector and subgroup 2020 (see note a) (see note b)

| **Sector** | **Schools** | **All students** | **Female students** | **Male students** | **Aboriginal students** |
| --- | --- | --- | --- | --- | --- |
| Public | 818 | 317,368 | 153,184 | 164,150 | 26,688 |
| Non-government | 311 | 149,949 | 74,883 | 75,066 | 5,190 |
| **Total** | **1,129** | **467,317** | **228,067** | **239,216** | **31,878** |

*Source: System and School Performance*

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

(b) All includes gender category Other.

Table A3: Students at Western Australian schools by year level and sector 2020 (see note a)

| **Year level** | **Public schools** | **Non-government schools** | **Total** |
| --- | --- | --- | --- |
| Pre-kindergarten | – | 1,628 | 1,628 |
| Kindergarten | 25,060 | 8,387 | 33,447 |
| Pre-primary | 25,785 | 8,627 | 34,412 |
| Year 1 | 26,130 | 8,849 | 34,979 |
| Year 2 | 26,197 | 8,953 | 35,150 |
| Year 3 | 25,427 | 9,201 | 34,628 |
| Year 4 | 25,288 | 9,486 | 34,774 |
| Year 5 | 24,777 | 9,837 | 34,614 |
| Year 6 | 24,227 | 10,074 | 34,301 |
| Year 7 | 21,594 | 13,180 | 34,774 |
| Year 8 | 20,854 | 13,566 | 34,420 |
| Year 9 | 19,663 | 12,817 | 32,480 |
| Year 10 | 18,760 | 12,300 | 31,060 |
| Year 11 | 18,288 | 12,074 | 30,362 |
| Year 12 | 15,235 | 10,904 | 26,139 |
| **Primary total** | **202,891** | **75,042** | **277,933** |
| **Secondary total** | **114,477** | **74,907** | **189,384** |
| **Grand total** | **317,368** | **149,949** | **467,317** |

*Source: System and School Performance*

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

Table A4: Students at Western Australian public schools by level of education and subgroup 2020 (see note a) (see note b)

| **Level of education** | **All** | **Female** | **Male** | **Aboriginal** |
| --- | --- | --- | --- | --- |
| Primary | 202,891 | 97,956 | 104,930 | 17,250 |
| Secondary | 114,477 | 55,228 | 59,220 | 9,438 |
| **Total** | **317,368** | **153,184** | **164,150** | **26,688** |

*Source: System and School Performance*

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

(b) All includes gender category Other.

Table A5: Western Australian public schools and students by school type and level of education 2020 (see note a)

| **School type** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| --- | --- | --- | --- | --- |
| Community kindergarten | 18 | 538 | 0 | 538 |
| Primary (see note b) | 563 | 189,670 | 516 | 190,186 |
| District high | 53 | 7,384 | 3,946 | 11,330 |
| Kindergarten–Year 12 (see note c) | 6 | 2,033 | 2,007 | 4,040 |
| Secondary | 112 | 0 | 106,313 | 106,313 |
| Education support (see note d) | 64 | 3,172 | 1,674 | 4,846 |
| Specialist services (see note e) | 2 | 94 | 21 | 115 |
| **Total** | **818** | **202,891** | **114,477** | **317,368** |

*Source: System and School Performance*

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

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

(c) Includes School of Isolated and Distance Education.

(d) Includes language development school/centres.

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

Table A6: Students at Western Australian public schools by year level 2016 to 2020 (see note a)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year level** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Kindergarten | 23,877 | 24,543 | 24,644 | 24,397 | 25,060 |
| Pre-primary | 25,171 | 25,174 | 25,953 | 25,839 | 25,785 |
| Year 1 | 25,171 | 25,465 | 25,444 | 26,075 | 26,130 |
| Year 2 | 24,859 | 25,102 | 25,425 | 25,417 | 26,197 |
| Year 3 | 25,261 | 24,853 | 25,064 | 25,344 | 25,427 |
| Year 4 | 24,647 | 25,172 | 24,708 | 24,985 | 25,288 |
| Year 5 | 22,797 | 24,301 | 24,775 | 24,351 | 24,777 |
| Year 6 | 21,639 | 22,737 | 24,132 | 24,644 | 24,227 |
| Year 7 | 17,783 | 18,673 | 19,679 | 20,824 | 21,594 |
| Year 8 | 17,469 | 17,970 | 18,762 | 19,612 | 20,854 |
| Year 9 | 17,326 | 17,582 | 18,057 | 18,702 | 19,663 |
| Year 10 | 17,451 | 17,462 | 17,576 | 17,923 | 18,760 |
| Year 11 | 18,187 | 18,088 | 17,954 | 17,839 | 18,288 |
| Year 12 | 14,660 | 15,075 | 15,278 | 15,159 | 15,235 |
| **Primary total** | **193,422** | **197,347** | **200,145** | **201,052** | **202,891** |
| **Secondary total** | **102,955** | **104,924** | **107,375** | **110,147** | **114,477** |
| **Grand total** | **296,377** | **302,271** | **307,520** | **311,199** | **317,368** |

*Source: System and School Performance*

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

Table A7: Proportion (%) of students by geolocation of Western Australian public schools by level of education 2020 (see note a) (see note b)

| **Geolocation (see note c)** | **Primary** | **Secondary** | **All** |
| --- | --- | --- | --- |
| Metropolitan | 76.8 | 75.8 | 76.4 |
| Inner regional | 8.5 | 9.5 | 8.9 |
| Outer regional | 7.1 | 8.2 | 7.5 |
| Remote | 4.7 | 4.1 | 4.5 |
| Very remote | 2.9 | 2.4 | 2.7 |

*Source: System and School Performance*

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

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

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

Table A8: Western Australian public schools and students by education region and level of education 2020 (see note a)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Education region** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| **Metropolitan** |  |  |  |  |
| North Metropolitan | 248 | 74,744 | 40,910 | 115,654 |
| South Metropolitan | 264 | 83,842 | 46,557 | 130,399 |
| **Total** | **512** | **158,586** | **87,467** | **246,053** |
| **Country (see note b)** |  |  |  |  |
| Goldfields | 38 | 5,198 | 2,704 | 7,902 |
| Kimberley | 23 | 3,560 | 2,025 | 5,585 |
| Midwest | 47 | 5,102 | 2,843 | 7,945 |
| Pilbara | 29 | 6,720 | 2,946 | 9,666 |
| South West | 100 | 18,187 | 13,036 | 31,223 |
| Wheatbelt | 69 | 5,538 | 3,456 | 8,994 |
| **Total** | **306** | **44,305** | **27,010** | **71,315** |
| **Grand total** | **818** | **202,891** | **114,477** | **317,368** |

*Source: System and School Performance*

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

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

Figure A1: Aboriginal students at Western Australian public schools by level of education 2006 to 2020(see note a)(see note b)(see note c)

A stacked column chart showing the number of Aboriginal public school students by primary and secondary. The total number of Aboriginal students increased from 20,037 in 2006 to 26,002 in 2019 and 26,688 in 2020. The number of Aboriginal primary students gradually increased from 13,977 in 2005 to 17,056 in 2014. It then decreased to 15,739 in 2015 when Year 7 moved to secondary, and has steadily increased thereafter to 16,887 in 2019 and 17,250 in 2020. The number of Aboriginal secondary students gradually increased from 6,060 in 2006 to 6,755 in 2009. There was a substantial decrease to 5,824 in 2010 which was due to the half cohort entering secondary, followed by a gradual increase to 6,163 in 2014. In 2015 there was a substantial increase to 8,379 after the half cohort exited secondary at the end of 2014 and the move of Year 7 to secondary. Since then the secondary numbers have increased gradually to 9,115 in 2019 and 9,438 in 2020.

*Source: System and School Performance*

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

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

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

Table A9: Aboriginal students at Western Australian public schools by year level 2016 to 2020 (see note a)

| **Year level** | **2016** | **2017** | **2018** | **2019** | **2020** |
| --- | --- | --- | --- | --- | --- |
| Kindergarten | 1,714 | 1,854 | 1,860 | 1,800 | 1,897 |
| Pre-primary | 2,027 | 2,020 | 2,115 | 2,137 | 2,151 |
| Year 1 | 2,025 | 2,123 | 2,108 | 2,181 | 2,234 |
| Year 2 | 2,076 | 2,073 | 2,160 | 2,139 | 2,240 |
| Year 3 | 2,065 | 2,134 | 2,074 | 2,192 | 2,173 |
| Year 4 | 2,089 | 2,095 | 2,141 | 2,125 | 2,218 |
| Year 5 | 1,989 | 2,129 | 2,128 | 2,169 | 2,129 |
| Year 6 | 1,872 | 2,032 | 2,156 | 2,144 | 2,208 |
| Year 7 | 1,534 | 1,714 | 1,856 | 1,975 | 1,979 |
| Year 8 | 1,619 | 1,584 | 1,726 | 1,858 | 1,958 |
| Year 9 | 1,544 | 1,570 | 1,530 | 1,637 | 1,789 |
| Year 10 | 1,375 | 1,457 | 1,464 | 1,390 | 1,549 |
| Year 11 | 1,228 | 1,262 | 1,301 | 1,362 | 1,245 |
| Year 12 | 736 | 816 | 852 | 893 | 918 |
| **Primary total** | **15,857** | **16,460** | **16,742** | **16,887** | **17,250** |
| **Secondary total** | **8,036** | **8,403** | **8,729** | **9,115** | **9,438** |
| **Grand total** | **23,893** | **24,863** | **25,471** | **26,002** | **26,688** |

*Source: System and School Performance*

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

Table A10: Aboriginal students at Western Australian public schools by education region 2020 (see note a)

| **Education region** | **Aboriginal** | **All** | **Aboriginal students as % of all public school students** |
| --- | --- | --- | --- |
| **Metropolitan** |  |  |  |
| North Metropolitan | 5,062 | 115,654 | 4.4 |
| South Metropolitan | 7,542 | 130,399 | 5.8 |
| **Total** | **12,604** | **246,053** | **5.1** |
| **Country (see note b)** |  |  |  |
| Goldfields | 1,800 | 7,902 | 22.8 |
| Kimberley | 3,417 | 5,585 | 61.2 |
| Midwest | 2,324 | 7,945 | 29.3 |
| Pilbara | 2,730 | 9,666 | 28.2 |
| South West | 2,322 | 31,223 | 7.4 |
| Wheatbelt | 1,491 | 8,994 | 16.6 |
| **Total** | 14,084 | 71,315 | 19.7 |
| **Grand total** | **26,688** | **317,368** | **8.4** |

*Source: System and School Performance*

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

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

Table A11: Students registered to receive home education 2016 to 2020 (see note a) (see note b)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2016** | **2017** | **2018** | **2019** | **2020** |
| 3,303 | 3,464 | 3,563 | 3,720 | 4,116 |

*Source: Statewide Services*

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

(b) As at end of March.

Table A12: Western Australian non-government schools and students by school type and level of education 2020 (see note a) (see note b)

| **School type** | **Schools** | **Primary students** | **Secondary students** | **Total students** |
| --- | --- | --- | --- | --- |
| Primary | 147 | 39,518 | 0 | 39,518 |
| Primary–secondary | 120 | 35,524 | 48,031 | 83,555 |
| Secondary | 44 | 0 | 26,876 | 26,876 |
| **Total** | **311** | **75,042** | **74,907** | **149,949** |

*Source: System and School Performance*

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

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

Table A13: Non‑government schools and students by religious affiliation of school 2019 and 2020 (see note a)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Religious affiliation** | **Schools in 2019** | **Schools in 2020** | **Students in 2019** | **Students in 2020** |
| **No religious affiliation** | **52** | **53** | **7,175** | **7,476** |
| **Total religious affiliation** | **257** | **258** | **141,661** | **142,473** |
| Anglican | 19 | 19 | 22,104 | 22,069 |
| Baptist | 15 | 15 | 10,199 | 10,791 |
| Catholic | 164 | 164 | 78,617 | 78,521 |
| Seventh Day Adventist | 5 | 5 | 701 | 717 |
| Uniting Church | 8 | 8 | 8,826 | 8,459 |
| Various other | 46 | 47 | 21,214 | 21,916 |
| **Grand total** | **309** | **311** | **148,836** | **149,949** |

*Source: System and School Performance*

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

Table A14: Students at Western Australian residential colleges2011 to 2020 (see note a)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **College** | **2011** | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
| Albany | 95 | 97 | 80 | 81 | 86 | 94 | 82 | 69 | 66 | 67 |
| Broome | 52 | 77 | 51 | 72 | 73 | 72 | 102 | 99 | 81 | 75 |
| City Beach | 66 | 69 | 60 | 57 | 54 | 56 | 52 | 54 | 56 | 45 |
| Esperance | 78 | 86 | 75 | 73 | 82 | 79 | 95 | 87 | 83 | 80 |
| Geraldton | 100 | 89 | 89 | 62 | 60 | 80 | 68 | 55 | 62 | 49 |
| Merredin | 24 | 44 | 47 | 48 | 59 | 60 | 41 | 37 | 37 | 37 |
| Moora | 29 | 40 | 30 | 28 | 34 | 35 | 32 | 26 | 26 | 37 |
| Narrogin | 156 | 142 | 133 | 124 | 125 | 113 | 102 | 92 | 93 | 83 |
| Northam | 37 | 21 | 19 | 18 | 21 | 24 | 19 | 13 | 9 | 14 |
| **Total** | **637** | **665** | **584** | **563** | **594** | **613** | **593** | **532** | **513** | **487** |

*Source: Schools Division*

(a) Semester 1 student census.

## 2. NAPLAN results

Figure A2: Percentage of Western Australian public school students achieving standards in NAPLAN Reading by year level, 2008 to 2019 (see note a)

A line chart showing the percentage of public school students achieving national minimum standards and the percentage achieving proficiency standards in Reading in Years 3, 5, 7 and 9. The data for national minimum standards for 2019 are in Table A15 and for proficiency from 2015 to 2019 are in Table 20.

*Source: System and School Performance*

(a) Year 7 became part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Figure A3: Percentage of Western Australian public school students achieving standards in NAPLAN Numeracy by year level, 2008 to 2019 (see note a)

A line chart showing the percentage of public school students achieving national minimum standards and the percentage achieving proficiency standards in Numeracy in Years 3, 5, 7 and 9. The data for national minimum standards for 2019 are in Table A15 and for proficiency from 2015 to 2019 are in Table 20.

*Source: System and School Performance*

(a) Year 7 became part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Table A15: Percentage of Western Australian public school students achieving the national minimum standards in NAPLAN by year level 2019

| **Assessment** | **Year 3** | **Year 5** | **Year 7** | **Year 9** |
| --- | --- | --- | --- | --- |
| Reading | 94.9 | 93.0 | 91.2 | 91.1 |
| Writing | 95.6 | 90.7 | 85.9 | 81.2 |
| Numeracy | 94.4 | 93.5 | 91.0 | 95.6 |

*Source: System and School Performance*

Figure A4: Mean NAPLAN Reading scores of Western Australian public school students by year level 2008 to 2019 (see note a)

A line chart showing mean Reading results for Years 3, 5,7 and 9. All year levels have improved since 2008.

*Source: System and School Performance*

(a) Year 7 became part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Figure A5: Mean NAPLAN Numeracy scores of Western Australian public school students by year level 2008 to 2019 (see note a)

A line chart showing mean Numeracy results for Years 3, 5,7 and 9. All year levels have improved since 2008.

*Source: System and School Performance*

(a) Year 7 became part of public school secondary education in Western Australia from 2015, having previously been part of primary education.

Table A16: Percentage of children in care achieving the national minimum standards 2017 and 2019 (see note a)

| **Assessment** | **Year level in 2017** | **% in 2017** | **Year level in 2019** | **% in 2019** |
| --- | --- | --- | --- | --- |
| Reading | Year 3 | 81.4 | Year 5 | 79.2 |
| Reading | Year 5 | 77.8 | Year 7 | 74.1 |
| Reading | Year 7 | 67.8 | Year 9 | 71.1 |
| Numeracy | Year 3 | 86.6 | Year 5 | 84.4 |
| Numeracy | Year 5 | 80.1 | Year 7 | 73.9 |
| Numeracy | Year 7 | 87.1 | Year 9 | 91.8 |

*Source: System and School Performance*

(a) Only includes students with results in 2017 and 2019.

## 3. Student participation, achievement and satisfaction

Figure A6: Participation rate (%) of persons aged 15 to 17 years engaged in some form of educationby gender 2015 to 2019 (see note a) (see note b) (see note c)

A bar chart showing participation data. This data is quite complex but essentially the chart shows that in 2015 just over 88% of 15 to 17 year olds were enrolled in either public or non-government schools, less than 1% at universities and approximately 7% in VET. The percent enrolled in schools has increased to just over 90% in 2019. By contrast, less than 1% were in university from 2015 onwards and the percent enrolled in VET has fluctuated between six and eight percent. Overall the percentage of people aged 15 to 17 years who were engaged in some form of education increased from 96.7% in 2015 to 98.1% in 2018 and decreased slightly to 97.8% in 2019. The bar chart shows that a slightly higher proportion of females enrolled in private schools and university and a slightly higher proportion of males enrolled in VET.

*Source: System and School Performance*

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

(b) University enrolment data for 2019 is an estimate based on 2018 university enrolment data and an annual compound growth factor calculated from university enrolment data across the previous four years.

(c) Revised figures for 2018 due to updated data for 2018 university student enrolments and estimate of resident population.

Table A17: Public school student attendance rate (%) by level of education and subgroup 2019 (see note a) (see note b)

| **Level of education** | **Aboriginal** | **Non-Aboriginal** | **All** |
| --- | --- | --- | --- |
| **All** | **74.3** | **91.2** | **89.8** |
| Primary (see note c) | 79.5 | 92.7 | 91.6 |
| Secondary | 65.8 | 88.8 | 86.8 |

*Source: System and School Performance*

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

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

(c) Pre-primary to Year 6.

Table A18: Percentage of public school students by attendance category by subgroup 2019 (see note a) (see note b) (see note c)

| **Attendance category** | **Aboriginal** | **Non-Aboriginal** | **All** |
| --- | --- | --- | --- |
| Regular attendance (90–100%) | 33.3 | 71.0 | 67.7 |
| Indicated attendance risk (80–<90%) | 22.3 | 19.8 | 20.0 |
| Moderate attendance risk (60–<80%) | 20.5 | 7.0 | 8.2 |
| Severe attendance risk (<60%) | 23.9 | 2.2 | 4.2 |

*Source: System and School Performance*

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

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

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

Figure A7: Percentage of public school students by subgroup by attendance category 2015 to 2019 (see note a) (see note b)

A stacked column chart of the attendance categories for all students and Aboriginal students. The percentage of students in each risk category (Regular attendance, indicated risk, moderate risk and severe risk) has remained consistent from 2015 to 2018 but shows substantially higher percentages of Aboriginal students to be in the severe and moderate risk categories with substantially lower percentages in the regular attendance category. In 2019, the percentage of students with regular attendance decreased while the percentage at indicated risk increased and the percentages at moderate and severe risk increased slightly.

|  | **All students in 2015** | **All students in 2016** | **All students in 2017** | **All students in 2018** | **All students in 2019** | **Aboriginal students in 2015** | **Aboriginal students in 2016** | **Aboriginal students in 2017** | **Aboriginal students in 2018** | **Aboriginal students in 2019** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Regular | 71.9 | 71.4 | 71.8 | 71.8 | 67.7 | 36.1 | 36.1 | 36.5 | 36.4 | 33.3 |
| Indicated risk | 17.2 | 17.2 | 17.2 | 17.0 | 20.0 | 21.9 | 20.7 | 20.9 | 20.4 | 22.3 |
| Moderate risk | 7.2 | 7.4 | 7.1 | 7.3 | 8.2 | 21.0 | 20.8 | 20.1 | 20.3 | 20.5 |
| Severe risk | 3.7 | 3.9 | 3.9 | 3.9 | 4.2 | 21.1 | 22.4 | 22.4 | 22.8 | 23.9 |

*Source: System and School Performance*

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

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

Table A19: Apparent retention rate (%) of public school students Years 8 to 12 by subgroup 2015 to 2019 (see note a) (see note b)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subgroup** | **% in 2015** | **Number in 2015** | **% in 2016** | **Number in 2016** | **% in 2017** | **Number in 2017** | **% in 2018** | **Number in 2018** | **% in 2019** | **Number in 2019** |
| **All** | **80.4** | **13,005** | **77.7** | **13,398** | **80.1** | **13,856** | **81.4** | **13,925** | **81.6** | **14,041** |
| Female | 85.3 | 6,531 | 80.4 | 6,612 | 83.8 | 6,927 | 84.3 | 6,874 | 85.7 | 7,118 |
| Male | 76.0 | 6,474 | 75.1 | 6,786 | 76.7 | 6,929 | 78.7 | 7,051 | 77.8 | 6,923 |
| **Aboriginal** | **43.9** | **645** | **38.8** | **627** | **45.3** | **717** | **47.3** | **718** | **47.6** | **768** |
| Female | 46.2 | 306 | 38.0 | 285 | 46.7 | 356 | 47.3 | 355 | 48.4 | 397 |
| Male | 42.1 | 339 | 39.5 | 342 | 44.1 | 361 | 47.3 | 363 | 46.8 | 371 |

*Source: System and School Performance*

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

(b) ‘N’ is the number of Year 12 students. All data as at Semester 2 student census.

Figure A8: Apparent retention rate (%) of public school students Years 8 to 12 by subgroup 2000 to 2019 (see note a) (see note b)

A line chart of apparent retention rates for each subgroup showing similar trends with one another over time. Females had the highest retention rates, followed by All, then males, and substantially lower retention rates for Aboriginal students. For all groups the apparent retention rate peaked in 2014 before decreasing in 2015 and 2016. The rates increase again in 2017 and 2018 and increased slightly in 2019 for female students, Aboriginal students and overall but decreased slightly for Male students.

| **Year** | **Female** | **Male** | **Aboriginal** | **All** |
| --- | --- | --- | --- | --- |
| 2000 | 66.6 | 54.9 | 22.3 | 60.4% |
| 2001 | 65.5 | 55.2 | 18.0 | 60.1% |
| 2002 | 67.5 | 58.0 | 20.4 | 62.6% |
| 2003 | 66.6 | 59.4 | 21.6 | 62.9% |
| 2004 | 67.1 | 58.4 | 23.7 | 62.6% |
| 2005 | 68.6 | 58.5 | 24.3 | 63.4% |
| 2006 | 68.8 | 57.9 | 28.5 | 63.1 |
| 2007 | 67.4 | 55.0 | 25.5 | 61.0 |
| 2008 | 71.4 | 60.3 | 40.2 | 65.6 |
| 2009 | 73.2 | 59.5 | 37.5 | 66.0 |
| 2010 | 75.7 | 65.4 | 39.3 | 70.3 |
| 2011 | 77.8 | 64.7 | 36.7 | 70.9 |
| 2012 | 78.5 | 69.2 | 34.4 | 73.6 |
| 2013 | 83.7 | 75.3 | 43.8 | 79.3 |
| 2014 | 96.2 | 85.1 | 49.1 | 90.3 |
| 2015 | 85.3 | 76.0 | 43.9 | 80.4 |
| 2016 | 80.4 | 75.1 | 38.8 | 77.7 |
| 2017 | 83.8 | 76.7 | 45.3 | 80.1% |
| 2018 | 84.3 | 78.7 | 47.3 | 81.4 |
| 2019 | 85.7 | 77.8 | 47.6 | 81.6 |

*Source: System and School Performance*

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

(b) Semester 2 student census.

Table A20: Year 12 public school student WACE achievement rate and attainment rate by subgroup 2018 and 2019 (see note a)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Subgroup** | **% in 2018 (see note b)** | **Number in 2018 (see note b)** | **% in 2019** | **Number in 2019** |
| WACE achievement rate (see note c) | **All** | **80.5** | **11,589** | **80.7** | **11,617** |
| WACE achievement rate (see note c) | Aboriginal | 47.7 | 344 | 46.7 | 359 |
| Attainment rate (see note d) | **All** | **90.9** | **13,223** | **90.9** | **13,197** |
| Attainment rate (see note d) | Aboriginal | 69.5 | 504 | 69.8 | 538 |

*Source: System and School Performance*

(a) ‘N’ is the number of students who achieved the outcome.

(b) A few registered training organisations did not complete VET certification for some public school students in time to be included in the 2018 data. This may have affected the data reported for 2018 for WACE achievement, attainment and achievement of VET certificates.

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

(d) Percentage of Year 12 students who achieved an ATAR of at least 55 and/or a certificate II or higher VET qualification. The number of Year 12 students at Semester 2 student census is the denominator, a different methodology to previous years which only included full-time WACE eligible.

Table A21: Year 12 public school student ATAR achievement by subgroup 2018 and 2019 (see note a)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Subgroup** | **% of students in 2018** | **Number of students in 2018** | **Median ATAR in 2018** | **% of students in 2019** | **Number of students in 2019** | **Median ATAR in 2019** |
| Students who achieved an ATAR (see note b) | **All** | **36.8** | **5,355** | **79.5** | **34.1** | **4,950** | **78.25** |
| Students who achieved an ATAR (see note b) | Aboriginal | 8.3 | 60 | 62.7 | 7.3 | 56 | 57.275 |
| ATAR students who achieved at least 55 | **All** | **85.2** | **4,563** | **–** | **85.2** | **4,216** | **–** |
| ATAR students who achieved at least 55 | Aboriginal | 61.7 | 37 | – | 51.8 | 29 | – |

*Source: System and School Performance*

(a) ‘N’ is the number of students who achieved the outcome.

(b) Percentages use the number of Year 12 students at Semester 2 student census as the denominator, a different methodology to previous years which only included full-time students.

Table A22: Year 12 public student VET certificate II or higher achievement by subgroup 2018 and 2019 (see note a)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subgroup** | **% of students in 2018 (see note b) (see note c)** | **Number of students in 2018 (see note b)** | **Total VET certificates II or higher in 2018 (see note b)** | **% of students in 2018 (see note b)** | **Number of students in 2019** | **Total VET certificates II or higher in 2019** |
| **All** | **73.8** | **10,732** | **16,183** | **76.0** | **11,037** | **16,284** |
| Aboriginal | 67.4 | 489 | 716 | 68.1 | 525 | 702 |

*Source: System and School Performance*

(a) ‘N’ is the number of students who achieved a VET certificate II and higher.

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

(c) The number of Year 12 students at Semester 2 student census is the denominator, a different methodology to previous years which only included full-time students.

Table A23: WACE achievement rate (%) of Year 12 public school students by subgroup 2015 to 2019 (see note a) (see note b)

| **Subgroup** | **2015** | **2016** | **2017** | **2018 (see note c)** | **2019** |
| --- | --- | --- | --- | --- | --- |
| **All** | **87.7** | **79.8** | **79.5** | **80.5** | **80.7** |
| Male | 85.2 | 78.3 | 77.2 | 77.9 | 78.1 |
| Female | 90.1 | 81.3 | 81.9 | 83.2 | 83.2 |
| Aboriginal | 60.5 | 46.9 | 44.8 | 47.7 | 46.7 |

*Source: System and School Performance*

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

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

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

Table A24: Satisfaction of Year 12 public school students by subgroup 2015 to 2019 (see note a)

| **Subgroup** | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- |
| % of All students satisfied with quality of teaching | **88.4** | **87.3** | **88.0** | **87.7** | **87.4** |
| % of Male students satisfied with quality of teaching | 87.8 | 87.0 | 87.5 | 87.1 | 86.5 |
| % of Female students satisfied with quality of teaching | 88.9 | 87.6 | 88.6 | 88.3 | 88.3 |
| % of Aboriginal students satisfied with quality of teaching | 92.3 | 91.0 | 88.2 | 89.9 | 86.5 |
| % of All students satisfied with quality of education facilities | **84.8** | **83.3** | **83.4** | **84.8** | **83.3** |
| % of Male satisfied with quality of education facilities | 84.2 | 83.2 | 83.2 | 84.7 | 82.5 |
| % of Female satisfied with quality of education facilities | 85.4 | 83.5 | 83.7 | 84.9 | 84.1 |
| % of Aboriginal satisfied with quality of education facilities | 88.1 | 84.6 | 82.6 | 88.2 | 83.9 |

*Source: System and School Performance*

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

## 4. Staffing

Figure A9: Organisational chart at 30 June 2020The following roles report directly to the Minister for Education and Training: Director General of the Department of Education; Chair of the Teacher Registration Board of WA; Chair of the School Curriculum and Standards Authority; Chair of the Rural and Regional Education Advisory Council; Chair of the Non-Government Schools Planning Advisory Panel; and Chair of the Non-Government Schools Registration Advisory Panel.

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

The following roles report to the Deputy Director General of Schools: Regional Executive Director (nine positions) with the principals of public schools reporting to the nine Regional Executive Directors and or the four Assistant Regional Executive Directors; Executive Director of Statewide Services with Assistant Executive Director of Student Support and Aboriginal Education Services, Assistant Executive Director of Teaching, Learning and Early Childhood Services and Director of the Leadership Institute reporting to this position; Executive Director of Recovery and Coordination; Executive Director of Public Schools; Director of Public School Accountability (seven positions); and Director of Non-Government School Regulation.

The following roles report to the Assistant Executive Director of Student Support and Aboriginal Education Services: Director of Student Support Services; and Director of Aboriginal Education Teaching and Learning.

The following roles report to the Assistant Executive Director Teaching, Learning and Early Childhood Services: Director of Early Childhood Education, Literacy and Numeracy; and Director of Teaching and Learning Services.

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

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

The following roles report to the Executive Director of Professional Standards and Conduct: Director of Standards and Integrity; Director of Internal Audit and Assurance (with strategic reporting to the Director General); and Executive Coordinator of COVID-19 Support Team.

The following roles report to the Executive Director of Strategy and Policy: Director of System and School Performance; Director of Public Schools Planning; and Director of Innovation and Alignment.

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


Table A25: School-based teaching staff (see note a) by education category (see note b) and gender 2020

| **Education category** | **Number of Female staff** | **% of Female staff** | **Number of Male staff** | **% of Male staff** | **Total numbers** |
| --- | --- | --- | --- | --- | --- |
| Primary | 9,998 | 84.4 | 1,849 | 15.6 | 11,847 |
| Secondary | 5,031 | 61.0 | 3,212 | 39.0 | 8,243 |
| Education support | 704 | 84.4 | 130 | 15.6 | 834 |
| **Total** | **15,733** | **75.2** | **5,191** | **24.8** | **20,924** |

*Source: System and School Performance*

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

(b) Staff apportioned to education category based on proportion of students in each education category, and apportioned and rounded to be consistent with figures presented in [Table 16](#_Hlk17114183).

Table A26: Teacher retirements and resignations 2015 to 2019

|  | **2015** | **2016** | **2017** | **2018** | **2019** |
| --- | --- | --- | --- | --- | --- |
| Retirement | 539 | 542 | 566 | 550 | 556 |
| Resignation | 582 | 622 | 597 | 586 | 604 |

*Source: Workforce Policy and Coordination*

## 5. Annual estimates for 2020–21

In the 2020–21 Budget Statement, the estimates for the Department of Education and the School Curriculum and Standards Authority are consolidated within a single Division of the Consolidated Account Expenditure Estimates.

These annual estimates represent the budget for the Department of Education excluding the School Curriculum and Standards Authority. They were approved by the Minister for Education and Training on 15 September 2020.

**Estimate of Statement of Comprehensive Income**

**For the year ended 30 June 2021**

|  |  |
| --- | --- |
|  | **2020–21 Budget Estimate $'000** |
| **COST OF SERVICES** |  |
| **Expenses** |  |
| Employee benefits expense | 4,078,314 |
| Supplies and services | 1,104,205 |
| Depreciation and amortisation expense | 216,707 |
| Grants and subsidies | 25,514 |
| Finance costs | 36,158 |
| Other expenses | 4,857 |
| **Total cost of services** | **5,465,755** |
| **Income** |  |
| **Revenue** |  |
| User contributions, charges and fees | 147,595 |
| Interest revenue | 22,355 |
| Other revenue | 106,257 |
| Australian Government grants and contributions | 985,254 |
| **Total revenue** | **1,261,461** |
| **Total income other than income from State Government** | **1,261,461** |
| **NET COST OF SERVICES** | **4,204,294** |
| **Income from State Government** |  |
| Service appropriation | 4,255,909 |
| Grants from State Government Agencies | 5,194 |
| Services received free of charge | 15,597 |
| Royalties for Regions Fund | 26,050 |
| Other revenue | 913 |
| **Total income from State Government** | **4,303,663** |
| **SURPLUS/(DEFICIT) FOR THE PERIOD** | **99,369** |
| **TOTAL COMPREHENSIVE INCOME FOR THE PERIOD** | **99,369** |

**Estimate of Statement of Financial Position**

**For the year ended 30 June 2021**

|  |  |
| --- | --- |
|  | **2020–21 Budget Estimate $'000** |
| **ASSETS** |  |
| **Current Assets** |  |
| Cash and cash equivalents | 540,210 |
| Restricted cash and cash equivalents | 24,171 |
| Amounts receivable for services | 18,943 |
| Inventories | 6,442 |
| Receivables | 74,047 |
| Other current assets | 12,612 |
| Non-current assets held for distribution to owner | 3,499 |
| **Total current assets** | **679,924** |
| **Non-Current Assets** |  |
| Restricted cash and cash equivalents | 78,164 |
| Receivables | 317,947 |
| Amounts receivable for services | 3,318,472 |
| Property, plant and equipment | 11,376,246 |
| Right-of-use assets | 299,708 |
| Intangible assets | 4,357 |
| **Total non-current assets** | **15,394,894** |
| **TOTAL ASSETS** | **16,074,818** |
| **LIABILITIES** |  |
| **Current Liabilities** |  |
| Payables | 150,158 |
| Borrowings | 38,306 |
| Lease liabilities | 29,296 |
| Employee related provisions | 589,440 |
| Other current liabilities | 10,641 |
| **Total current liabilities** | **817,841** |
| **Non-Current Liabilities** |  |
| Payables | 2,116 |
| Borrowings | 346,897 |
| Lease liabilities | 313,006 |
| Employee related provisions | 232,268 |
| Other provisions | 189 |
| Other non-current liabilities | 172 |
| **Total non-current liabilities** | **894,648** |
| **TOTAL LIABILITIES** | **1,712,489** |
| **NET ASSETS** | **14,362,329** |
| **EQUITY** |  |
| Contributed equity | 14,885,002 |
| Accumulated surplus/(deficit) | (522,673) |
| **TOTAL EQUITY** | **14,362,329** |

**Estimate of Statement of Cash Flows**

**For the year ended 30 June 2021**

|  |  |
| --- | --- |
|  | **2020–21 Budget Estimate $'000** |
| **CASH FLOWS FROM STATE GOVERNMENT** |  |
| Service appropriation | 4,039,202 |
| Capital contribution | 306,421 |
| Administered equity contribution | 14,040 |
| Holding account drawdowns | 19,638 |
| Royalties for Regions | 49,436 |
| Grants and subsidies income | 5,194 |
| Other | 913 |
| **Net cash provided by State Government** | **4,434,844** |
| Utilised as follows: |  |
| **CASH FLOWS FROM OPERATING ACTIVITIES** |  |
| **Payments** |  |
| Employee benefits expense | (4,061,660) |
| Supplies and services | (1,088,583) |
| Grants and subsidies | (25,514) |
| Finance costs | (33,266) |
| GST payments on purchases | (151,950) |
| Loans advanced to non-government schools | (57,100) |
| Other payments | (329) |
| **Receipts** |  |
| User contributions, charges and fees | 147,556 |
| Australian Government grants and contributions | 991,062 |
| Interest received | 17,810 |
| GST receipts on revenue | 6,860 |
| GST receipts from taxation authority | 144,991 |
| Repayments of loans by non-government schools | 35,622 |
| Other receipts | 108,825 |
| **Net cash used in operating activities** | **(3,965,676)** |
| **CASH FLOW FROM INVESTING ACTIVITIES** |  |
| **Payments** |  |
| Purchases of non-current physical assets | (456,230) |
| **Receipts** |  |
| Receipts from sale of non-current physical assets | – |
| **Net cash provided by/(used in) investing activities** | **(456,230)** |
| **CASH FLOW FROM FINANCING ACTIVITIES** |  |
| **Payments** |  |
| Payment of lease liabilities | (40,767) |
| Repayment of borrowings | (73,420) |
| **Receipts** |  |
| Proceeds from borrowings | 94,889 |
| **Net cash used in financing activities** | **(19,298)** |
| Net increase/(decrease) in cash and cash equivalents | (6,360) |
| Cash and cash equivalents at the beginning of the period | 650,522 |
| Net cash transferred to/from other agencies | (1,617) |
| **CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD** | **642,545** |