

**DEPARTMENT OF EDUCATION SERVICES
ANNUAL REPORT 2000/2001**

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Annual Report

2000 – 2001

Letter of Transmittal

Hon A J Carpenter MLA

Minister for Education

In accordance with Section 62 of the Financial Administration and Audit Act 1985, I hereby submit for your information and presentation to Parliament, the Annual Report of the Department of Education Services for the financial year ended 30 June 2001.

The Annual Report has been prepared in accordance with the provisions of the Financial Administration and Audit Act 1985.



PAUL ALBERT

A/CHIEF EXECUTIVE OFFICER

(ACCOUNTABLE OFFICER)

31 August 2001

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Chief Executive Officer's Overview

The Department of Education Services continues to offer significant contributions to education outcomes therefore ensuring a world-class education for Western Australians.

It is a tribute to all those involved over the past five years that the Department has established a commendable record of achievement and a genuine commitment in providing the highest standards of customer service.

Following the recommendations of the Machinery of Government (MOG) Taskforce, certain departmental functions will be progressively realigned with the Curriculum Council and the Department of Education.

The past year has seen many new initiatives being implemented, all of which are directed at better service to the Western Australian students in primary, secondary, vocational, international and higher education. Over the past twelve months the Department has concentrated its efforts towards the following initiatives:

- ?? Following consultation with key stakeholders, the preparation of drafting instructions for the preparation of a Bill to establish a teacher registration body to be known as the Western Australian College of Teaching.
- ?? The completion of projects, commissioned by the Aboriginal Education and Training Council, considering the issues of Aboriginal participation, retention and success in years 11 and 12, vocational education and training, and higher education in relation to the Curriculum Council's review of post-compulsory education.
- ?? The implementation of the Millennium Indigenous Teaching Scholarship program, a joint State-Commonwealth initiative aimed at preparing more Aboriginal teachers.
- ?? Development of a monitoring plan for the implementation of the State strategy for rural and remote education and training.
- ?? The award of 41 scholarships to student teachers to enable them to undertake their final teaching practice in rural or remote schools, 36 of whom, following graduation, accepted appointments to rural/remote schools
- ?? Attracted Capital Development Pool funding of \$5.9 million for expanding the provision of higher education with a specific emphasis on regional Western Australia.
- ?? Managed major changes to university legislation incorporated in the Universities Legislation Amendment Bill 2000, which received Royal Assent on 8 December 2000.
- ?? Managed the promotion, selection and administration of two State Government funded scholarship programmes to enable students to attend university in Japan or to study teaching in Western Australian universities.
- ?? Completed a report entitled 'Enhancing University Opportunities in Geraldton' in September 2000.

- ?? Registered eight new schools.
- ?? General per capita grants to non-government schools increased by 6 per cent. Total expenditure increased to \$138.451 million.
- ?? Approved \$36.5 million in low interest loans for land acquisition and capital works projects at non-government schools and at The University of Notre Dame Australia.
- ?? Distributed \$5 million in capital grants to non-government schools for the purchase of computers as part of the previous Government's \$20 million commitment.
- ?? Registered four new educational and training institutions and 1,447 courses for full fee international students.
- ?? Commencement of the School Education Act 1999 on 1 January 2001.
- ?? Completion of the School Education Regulations 2001 to come into effect from 1 January 2001.

I would like to thank the many individuals who have contributed their expertise and time to the work of the many councils, committees, and working groups convened by the Department.

Finally, I express my utmost appreciation to the dedication and commitment of departmental staff for their efforts over the year. I am indebted to the work of my Corporate Executive Management Group and their staff.



PAUL ALBERT
A/CHIEF EXECUTIVE OFFICER

2000/2001: Major Achievements

Education Policy and Planning

- ?? Following consultation with key stakeholders, the preparation of drafting instructions for the preparation of a Bill to establish a teacher registration body to be known as the Western Australian College of Teaching.
- ?? The completion of the third – and commencement of the fourth - joint agency report on the implementation of the WA Aboriginal Education and Training Strategic Plan.
- ?? The completion of projects, commissioned by the Aboriginal Education and Training Council, considering the issues of Aboriginal participation, retention and success in years 11 and 12, vocational education and training, and higher education in relation to the Curriculum Council's review of post-compulsory education.
- ?? The implementation of the Millennium Indigenous Teaching Scholarship program, a joint State-Commonwealth initiative aimed at preparing more Aboriginal teachers.
- ?? Development of a monitoring plan for the implementation of the State strategy for rural and remote education and training.
- ?? The award of 41 scholarships to student teachers to enable them to undertake their final teaching practice in rural or remote schools, 36 of whom, following graduation, accepted appointments to rural/remote schools

Higher Education

- ?? Attracted Capital Development Pool funding of \$5.9 million for expanding the provision of higher education with a specific emphasis on regional Western Australia.
- ?? Enhanced collaboration between the five universities in Western Australia in a wide range of endeavours.
- ?? Managed major changes to university legislation incorporated in the Universities Legislation Amendment Bill 2000 which received Royal Assent on 8 December 2000.
- ?? Undertook a legislative review of the university Acts in relation to competitive neutrality as required under the Competition Policy Agreement.
- ?? Managed the promotion, selection and administration of two State Government funded scholarship programmes to enable students to attend university in Japan or to study teaching in Western Australian universities.
- ?? Developed a paper on the Western Australian universities - State Government relationship.
- ?? Completed a report entitled 'Enhancing University Opportunities in Geraldton' in September 2000.

Non-Government and International Education

- ?? Registered eight new schools.

- ?? Non-government school enrolments increased by 3.5 per cent. The non-government sector's share of the State's total school enrolments increased to 28.3 per cent.
- ?? General per capita grants to non-government schools increased by 6 per cent. Total expenditure increased to \$138.451 million.
- ?? Approved \$36.5 million in low interest loans for land acquisition and capital works projects at non-government schools and at The University of Notre Dame Australia.
- ?? Distributed \$5 million in capital grants to non-government schools for the purchase of computers as part of the previous Government's \$20 million commitment.
- ?? Registered four new educational and training institutions and 1,447 courses for full fee international students. Re-registered 20 institutions. The number of students increased by 8 per cent to 21,362 due to a 32 per cent increase in overseas students studying offshore in the higher education sector.
- ?? International students contributed over \$370 million to the Western Australian economy in 2000 through payment of course fees and personal expenditure on goods and services.

Education Act Review Project

- ?? Commencement of the School Education Act 1999 on 1 January 2001.
- ?? Completion of the School Education Regulations 2001 to come into effect from 1 January 2001.

The Organisation

Legislative Framework

The Department of Education Services was established in July 1996 under Section 35 of the *Public Sector Management Act 1994* as a department of the Public Service. The Department was created through the amalgamation of the Education Policy and Coordination Bureau and the Western Australian Office of Non-Government Education, the integration of the Country High School Hostels Authority and the transfer of responsibility for administering the *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*.

Minister Responsible

The Minister responsible for the Department of Education Services is the Hon Alan J Carpenter, MLA, Minister for Education.

Role

Our role is to contribute to the development of education in Western Australia by:

- ?? providing objective and independent advice to the Minister for Education;
- ?? planning and managing cross-sectoral initiatives directed at improving the delivery of education services; and
- ?? delivering education services.

In carrying out this role we provide:

- ?? policy advisory services;
- ?? strategic planning services;
- ?? registration and regulatory services;
- ?? executive support and policy coordination for Ministerial councils and committees; and
- ?? residential accommodation, care and services to country students.

We also manage:

- ?? financial resources; and
- ?? cross-sectoral education projects.

Administrative Framework

Four operational directorates, each responsible to the Chief Executive Officer, comprise the Department of Education Services. They are:

- ?? Office of Country High School Hostels Authority;
- ?? Office of Education Policy and Coordination;
- ?? Office of Higher Education; and
- ?? Office of Non-Government and International Education.

Each Office is committed to providing an accessible, efficient, forward looking, integrated, responsive and quality system of education. The responsibilities of each Office are manifest through the provision of education services, policy and planning.

The Department also provides office accommodation and administrative support for the Education Act Review Project and the Public Education Endowment Trust.

Office of Education Policy and Coordination

Director: Terry Werner

The services provided by the Office of Education Policy and Coordination are:

- ?? Provision of executive support to Ministerial Councils and Committees:
 - ?? Aboriginal Education and Training Council
 - ?? Early Childhood Education Council
 - ?? Rural and Remote Education Advisory Council
 - ?? Teacher Registration Cross-sectoral Reference Committee
 - ?? Taskforce on Structures, Services and Resources Supporting Government Schools
- ?? Project Management - the management of cross-sectoral and inter-sectoral projects:
 - ?? Aboriginal Education and Training projects
 - ?? Rural and Remote Education: Rural teacher liaison project
 - ?? Teacher registration in Western Australia
 - ?? Millennium Indigenous Scholarship Program
 - ?? Future of Community Kindergartens
- ?? Administering contracts for the provision of education services to complement the mainstream services provided by government and non-government schools:
 - ?? Fremantle Children's Literature Centre
 - ?? Meerilinga Young Children's Foundation
 - ?? Parkerville Children's Home

Office of Higher Education

Director: Berry Durston

Services provided by the Office of Higher Education:

- ?? Promoting excellence and innovation in higher education including supporting the development of the universities.
- ?? Providing policy support and advice from a State perspective on higher education.
- ?? Representing the State in national consultations and meetings.
- ?? Servicing the Western Australian Higher Education Council and the Resources Institute.

Office of Non-Government and International Education

Director: Bronte Parkin

Services provided by the Office of Non-Government and International Education:

- ?? Assuring that minimum educational standards and other requirements in registered non-government schools and independent pre-schools are met and maintained.
- ?? Providing recurrent funding, low interest loans and financial assistance to registered non-government and independent pre-schools.
- ?? Regulating international education providers and courses, and promoting student welfare matters to support full fee paying international students studying in Western Australia.
- ?? Ensuring that planning and opening of new non-government schools accords with educational needs and provision of choice through the New Non-Government Schools Planning Advisory Committee.

Education Act Review Project

Director: Ken Booth

The Education Act Review Project has now been wound up, having been hosted over a period of six years by the Department and, before that, the Education Policy and Coordination Bureau.

The task of the Project was to undertake a review of the *Education Act 1928* and associated regulations and to prepare replacement legislation.

Following the passage of the *School Education Act 1999*, the preparation of supporting regulations was undertaken during 2000. The *School Education Regulations 2000* were approved by the Executive Council and came into effect at the same time as the commencement of the Act on 1 January 2001.

The topics covered in the regulations include: enrolment; school charges; discipline; advertising and sponsorship; special religious education; school premises; School Councils; and disputes and complaints. These topics mainly affect government schools.

Consultation on relevant matters was undertaken with the Education Department of Western Australia, as well as representatives of the Catholic Education Office of WA and schools in the independent sector.

Throughout the year, the Director provided presentations and advice about the legislation in various education forums.

Mr Philip Joppek, on secondment from the Education Department, provided support to the Director as a Project Consultant until December 2000.

Office of Country High School Hostels Authority

Director: Jim Hopkins

Services provided by the Office of Country High School Hostels Authority:

- ?? Directs and manages Authority policies, strategies and operations in the delivery of quality accommodation, care and services for isolated students who have to board away from home to attend school.
- ?? Provides executive and secretarial support to the Country High School Hostels Authority.

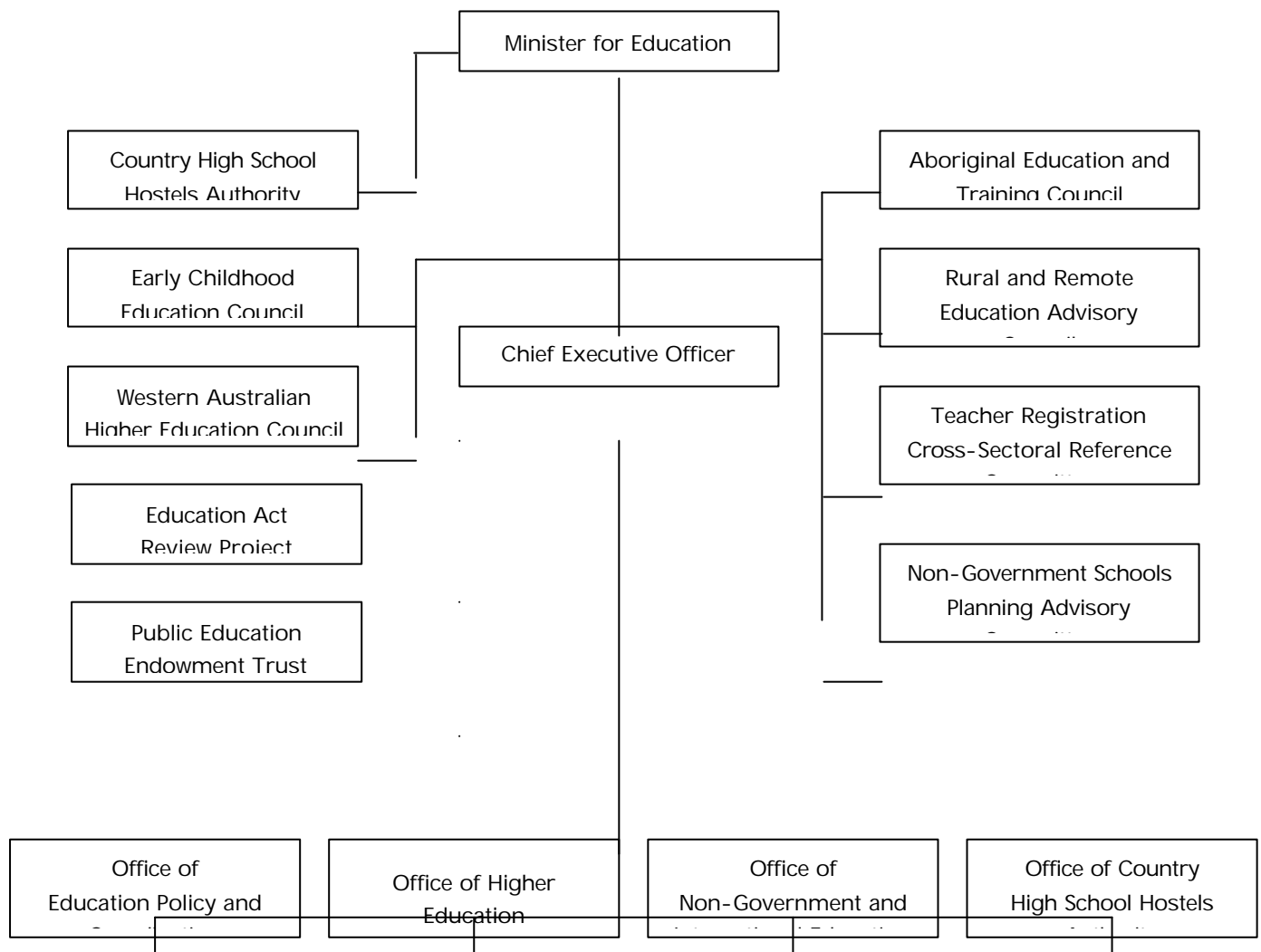
As a separately funded agency the Country High School Hostels Authority prepares an Annual Report on its operations. Services provided by its Office are reported on in the Authority's Annual Report.

Office of Public Education Endowment Trust

Executive Officer: Ros Lutz

The Office of Public Education Endowment Trust has separate statutory status and is accountable to its five Trustees appointed under the Public Education Endowment Act 1909. The trust presents an independent Annual Report for tabling in Parliament.

The Organisational Structure of the Department



The Organisation's Operating Environment

EMERGING ISSUES AND TRENDS

Education Policy and Coordination

A distinctive feature of the Department's role in education policy and planning is its cross-sectoral nature with much of the work involving the pursuit of outcomes that require collaboration across two or more of the education and training sectors. This is evident in the nature of many of the Department's projects and is embedded in the composition, strategic plans and terms of references of ministerial councils and committees serviced by the Department.

The push for collaborative effort is attributable to a number of factors. Budgetary constraint across government – both at state and national levels – has provided the impetus to look for ways to use available resources more efficiently. Communities are seeking what has become known as 'seamless' provision: linkages within and between the education and training sectors and to realistic employment opportunities. The advent of the Education Department's local area education planning framework for government schools has enhanced the opportunities for the Department of Education Services to contribute the perspectives on communities' requirements for TAFE, university, non-government schooling and hostel accommodation that must also be taken into account to achieve the desired degree of seamlessness.

The provision of education and training to rural and remote areas of Western Australia presents special challenges, as evidenced by ongoing consultations carried out both by the Rural and Remote Education Advisory Council and the Aboriginal Education and Training Council.

The key features of the environment, which the Aboriginal Education and Training Council's advice to Government must consider, is evident in findings of consultative projects undertaken by the Office on behalf of the Council. These findings include evidence that many Aboriginal students (58%) feel that they experience racism at school and that a significant number of Aboriginal people involved in education decision making forums feel that they need more formal training to undertake this role effectively.

Higher Education

There are five universities in Western Australia, four public and one private. Each is established under its own Act of State Parliament.

University	Year of Establishment
Public	

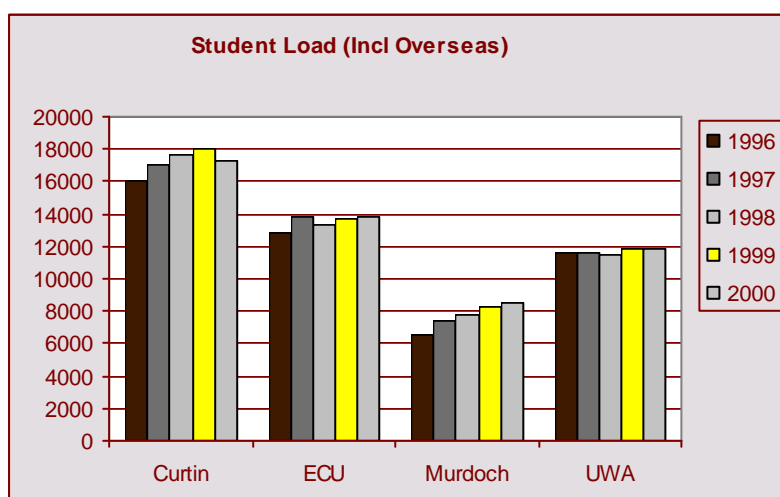
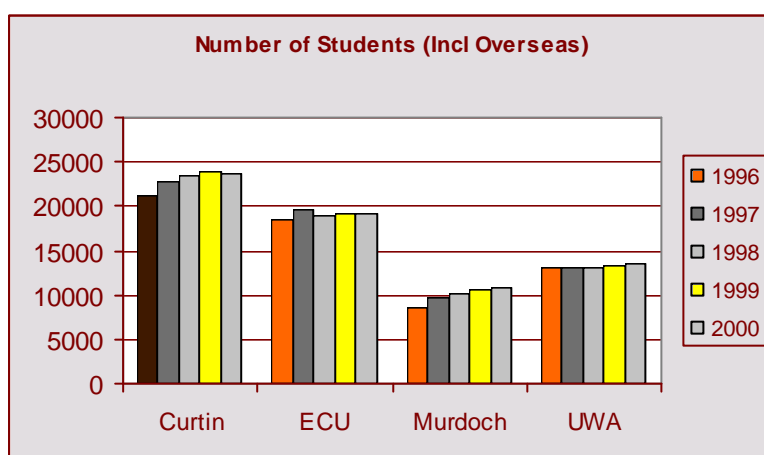
The University of Western Australia	1911
Curtin University of Technology	1966
Murdoch University	1973
Edith Cowan University	1984

Private

The University of Notre Dame Australia	1989
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Source: University Annual Reports

All five universities are located in the Perth metropolitan area. Edith Cowan University has four metropolitan campuses (Claremont, Churchlands, Mount Lawley and Joondalup) and one country campus (Bunbury). Murdoch University's main campus is in the suburb of Murdoch. A second campus has been established in outer-metropolitan Rockingham with links to Mandurah.



Curtin University of Technology has its main campus at Bentley, an annexe at Shenton Park and a presence in the city. It also has a campus at Kalgoorlie that incorporates the WA School of Mines and the former Kalgoorlie College of TAFE. In addition to the Muresk Institute of Agriculture at Northam, the University is a partner in the Esperance Community College. The University of Notre Dame Australia has its main campus in Fremantle and a small campus at Broome. The University of Western Australia has recently established the UWA Albany Centre.

The growth of the higher education sector can be put into some perspective by considering that in 1961 there was one university in Western Australia with about 3,500 students. At that time, the population of Western Australia about 0.75 million people. By 1999 the population had more than doubled to 1.8 million people but the number of university students had increased some sixteen-fold to more than 56,000, together with approximately 11,000 overseas students.

The universities contribute enormously to the economic, social and cultural well-being of the State. In operating grants alone the four public universities receive over \$500 million (including \$150 million from the HECS scheme) a year in Commonwealth funding. Their total operating revenue in 1999 was close to \$900 million. They are major employers and producers of knowledge.

During recent years the universities have been encouraged to diversify their revenue base and they now generate about half of their income from sources other than the Commonwealth. An important source of revenue comes from fee-paying international students.

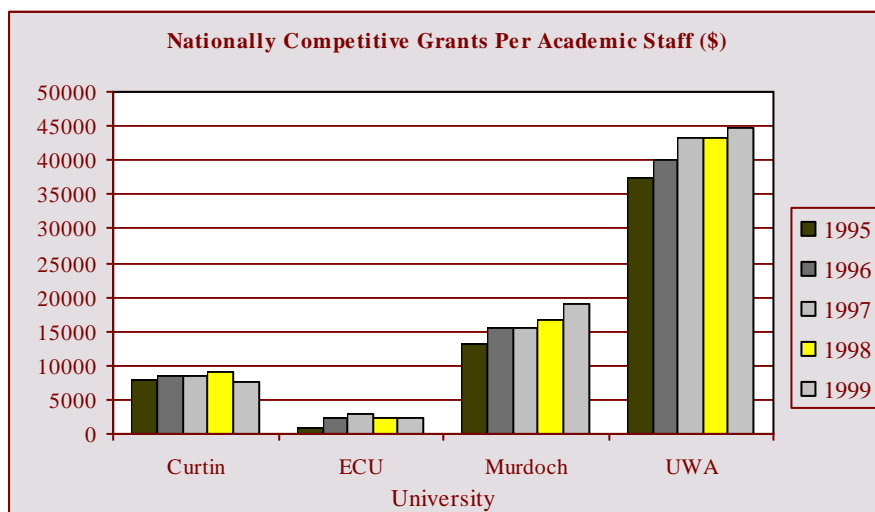
The universities have developed quite distinctive missions while preserving the essential characteristics of a modern university. Taken collectively, they constitute a loose knit higher education system providing a comprehensive array of quality programs at undergraduate and graduate levels that aim to have an international focus. They are well attuned to the needs of Western Australia.

Growth of Sector

While student numbers from 1999 to 2000 declined slightly, overseas student numbers increased by almost 1,000. Enrolments now total some 67,100 with a student load of 51,500 (including overseas students). The University of Notre Dame Australia had an enrolment of 1,200 in 1999.

In 2000 the universities as a whole were overenrolled slightly against their Commonwealth funded targets.

In terms of academic staffing (FTE), the ratio of total student load/teaching staff (exclusive of casual staff) continued to increase from 18.5 to 21.8 between 1996 and 2000.



The National Competitive Grant funds allocated to an institution are an indication of its relative success in research although to some extent they tend to reflect the high cost of medical research grants. In 1999 UWA, which is a research intensive institution, maintained the position it has held since 1992 of receiving the highest allocation of funds nationally per FTE of academic staff.

Non-Government Schools

Growth of sector

During 2000/01, a number of new non-government schools opened in response to community demand with the financial support of the State and Commonwealth Governments.

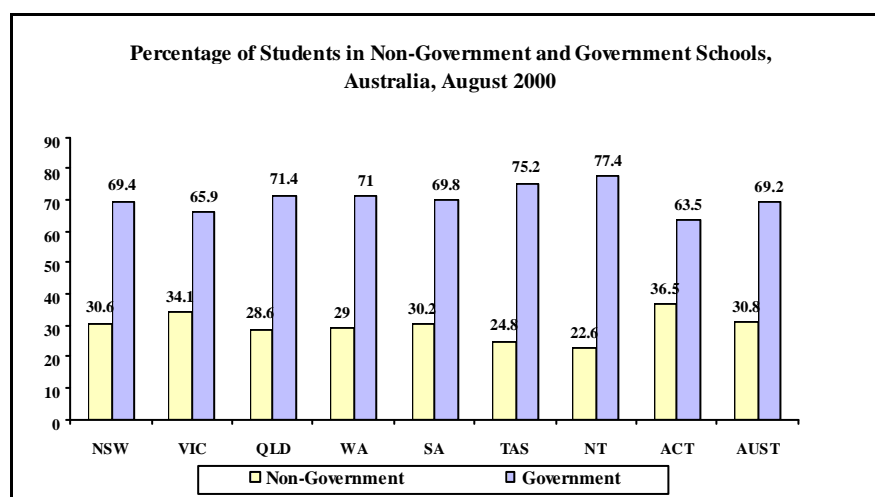
Eight new non-government schools were registered in 2000/01 bringing the total number of registered schools to 305. An additional 22 established non-government schools were registered to provide additional education levels.

Total non-government school enrolments increased by 3.5 per cent between August 1999 and August 2000. In government schools over the same period enrolments decreased by 0.6 per cent.

The trend over recent years has been for enrolment growth in non-government schools to exceed government school growth. Non-government school growth has averaged 4.0 per cent per annum over the last five years, compared to approximately 1.0 per cent in government schools.

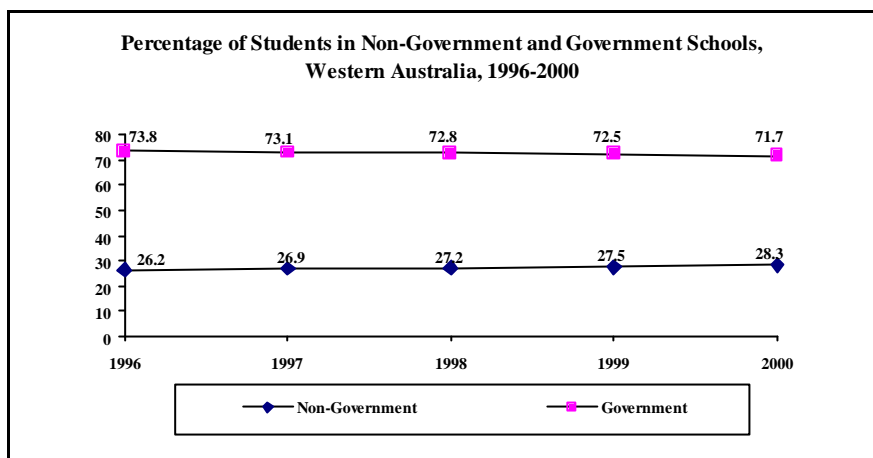
The percentage of all kindergarten, pre-primary, primary and secondary students in Western Australia who attended non-government schools and independent pre-schools has increased steadily from 17.3 per cent of all students in 1980 to 28.3 per cent in August 2000 and 29.0 per cent in February 2001.

National data (which does not include enrolments at independent and community pre-schools) shows that in August 2000, non-government schools enrolled 29.0 per cent of the student population. This data shows that Western Australia is just under the national average of 30.8 per cent.



Source: ABS Cat. No. 4221.0, *Schools Australia*, 2000.

Note: Figures for this graph exclude enrolments at independent pre-schools and community pre-schools because such institutions fall outside the scope of the National Schools Statistics Collection.



Source: Education Department, Education Statistics System, August Census Data 1996-2000.

Growth in funding

Funding for per capita grants to non-government schools is "formula" driven increasing through rises in enrolments and through indexation to allow for changes in the costs of government school education as measured by the AGSRC (Average Government School Recurrent Cost).

The 2000/01 budget included the third \$5 million capital funding allocation for the purchase of computers and related information technology services by non-government schools. Non-government schools will receive \$20 million for this initiative over four years.

Access to capital development funding, through the Low Interest Loan Scheme, has assisted new non-government schools to open, existing non-government schools to expand, and others to upgrade their facilities to government school standards. In many cases these projects also qualify for capital grants from the Commonwealth Government. All projects assisted by a low interest loan are required to make a minimum 10 per cent equity contribution and each loan (principal and interest) is fully repayable over 15 years.

The amount of funds available in 2000/01 was again insufficient to meet a backlog of loan applications. As a result, a number of schools have deferred projects to 2001/02 and beyond, in the hope that additional funds will be forthcoming in a future budget. Several schools, in need of new facilities, have proceeded with bridging finance from other sources until low interest loan funds become available.

International Education

The Department of Education Services is committed to maintaining Western Australia's excellent reputation as an internationally recognised study destination for overseas students. The Department continues to ensure that all registered institutions provide quality educational services to overseas students and that the standards of delivery are monitored for compliance.

Growth in revenue

Western Australia generated over \$370 million in private and public revenue (approximately 7 per cent increase in 2000 total revenue) from the direct payment of tuition fees by overseas students in 2000/01 and indirectly through their expenditure on living costs such as accommodation, food, transportation and entertainment. The increase in total revenue was primarily due to enrolment increases in the higher education and ELICOS sectors.

Growth within the industry

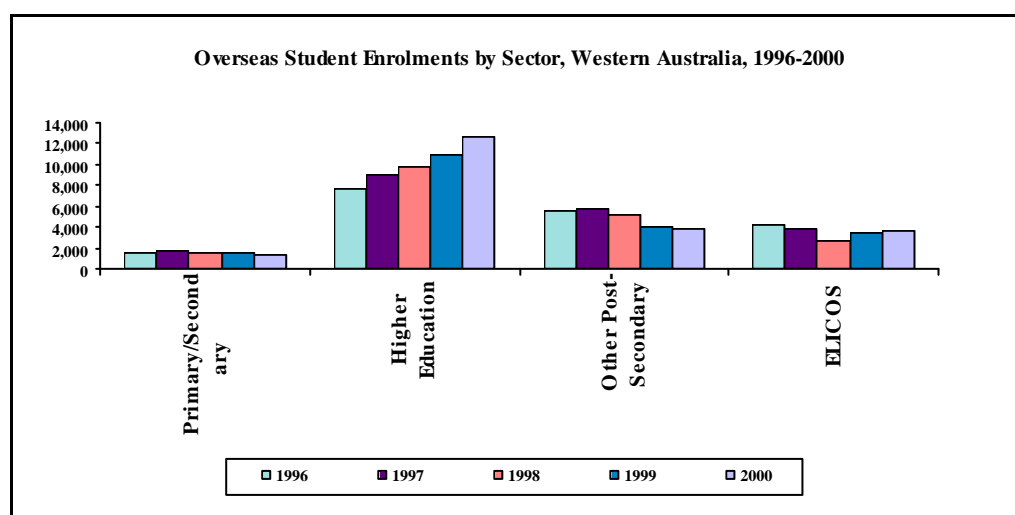
Over the past four years, international student enrolments have increased slightly, from 20,340 in 1997 to 21,362 in 2000. A noticeable trend is the significant number of international students studying at offshore campuses of Western Australia's higher education institutions.

International students from South East Asia continued to outnumber students from other regions. The top source countries in 2000/01 were Singapore, Hong Kong, Malaysia and Indonesia. Together these four countries accounted for 42 per cent of all international students across Australia. Other Asian countries such as China, India and Japan contributed 19 per cent of national enrolments while non-Asian regions (Americas, Europe, Africa and Oceania) contributed only 15 per cent.

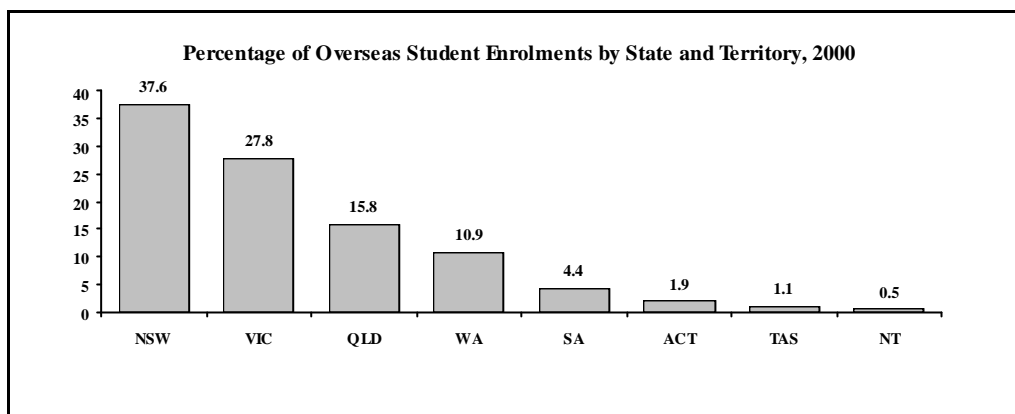
National market share

Over the 12 month reporting period, Western Australia experienced a slight contraction of 1.3 per cent of its share of the national market for international students. This translated to 10.9 per cent of the market. This contraction occurred despite a 6 per cent increase in international student enrolments in onshore higher education and an 8 per cent increase in ELICOS. Vocational Education enrolments declined by 7 per cent and School Education also decreased by 6 per cent.

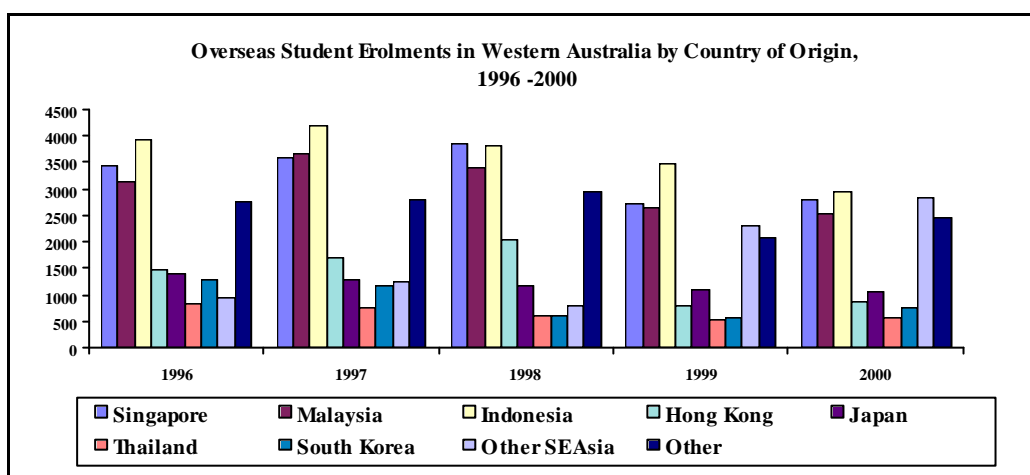
Queensland and South Australia attracted a larger proportion of the national market in 2000 compared to 1999, accounting for 15.8 and 4.4 per cent respectively.



Source: Overseas Student Statistics 1996-2000, Australian Education International, DETYA.



Source: Overseas Student Statistics 2000, International Division, DETYA.



Source: Overseas Student Statistics Collection (OSSC) 1996-2000, International Division, DETYA.

Note: DETYA has implemented changes to methodology affecting the OSSC. Student numbers for the periods 1996-1999 have been revised with the aim of improving the accuracy of the OSSC.

Quality Assurance

The Department undertakes a careful assessment of financial viability and other aspects of compliance with the legislation when registering and monitoring providers, particularly ELICOS, vocational education and newly registered providers. Quality control audits and investigation of providers suspected of being in breach of State and Commonwealth legislation were undertaken.

Registered Providers of Education Services to Full Fee Overseas Students Western Australia, 1996-2000					
Provider Category	1996	1997	1998	1999	2000
Public universities	4	4	4	4	4
Private universities	1	1	1	1	1
TAFE International	1	1	1	1	1
Education Department		1	1	1	1
Government senior colleges	2	2	2	2	2
Non-government schools	54	64	72	78	71
Aviation institutions	6	7	7	7	4
ELICOS institutions	5	5	9	9	8
ELICOS and Business studies institutions	21	21	22	24	35
Theological institutions	6	6	6	8	8
Total	100	112	125	135	135
Registrations ceased	2	2	2	1	6
Total operating at 31 December	98	110	123	134	129

Source: Western Australia Register, Department of Education Services.

Report on Operations

Output 1: Education Policy and Planning

Output Description:

The development of policies on higher education, non-government education, international education and cross-sectoral education and the provision of policy and planning advice to assist government and other agencies to promote, develop and advance education in Western Australia.

Education Policy and Coordination

The Office provides planning, policy development and project management expertise on system-wide initiatives through the provision of executive support to Ministerial Councils and Committees:

- ?? Aboriginal Education and Training Council
- ?? Early Childhood Education Council
- ?? Rural and Remote Education Advisory Council
- ?? Teacher Registration Cross-sectoral Reference Committee

It also does this through the management of cross-sectoral and inter-sectoral projects:

- ?? Aboriginal Education and Training projects
- ?? Monitoring of the Strategic Plan for Rural and Remote Education
- ?? Teacher Registration - College of Teaching
- ?? Rural Teacher Liaison project
- ?? Millennium Indigenous Scholarship Program

Aboriginal Education and Training Council

Background

The Aboriginal Education and Training Council, which includes Aboriginal community members as well as the chief executives (or equivalent) of provider agencies, is responsible for the development and monitoring of a rolling State strategic plan for Aboriginal education and training. A monitoring report is produced annually. The Council also commissions projects that have a direct bearing on achieving further progress on the strategic plan's goals. The projects undertaken during the reporting period are described in the next section of the report.

Terms of reference

The Council will:

- ?? provide policy advice on all issues relating to Aboriginal education and training;
- ?? coordinate the development of a strategic plan for Aboriginal education and training;
- ?? provide a forum for Aboriginal members to contribute to determining issues and policy directions;
- ?? ensure that effective consultation occurs with Aboriginal communities on matters relating to Aboriginal education and training;
- ?? ensure that appropriate monitoring occurs of the operational plans of the State's education and training providers; and
- ?? consult with State and Commonwealth agencies regarding programs, plans and financial arrangements relating to Aboriginal education and training.

Membership

As at 30 June 2001, the Council had the following membership:

May O'Brien BEM, (Chairperson)
Karon Anderson, Aboriginal Community Member
Ron Mance, Education Department of WA
Kim Collard, Aboriginal Community Member
Eddie Dimer, Aboriginal Community Member
Dale Forsyth, Aboriginal Community Member
Ian Hill, WA Department of Training
Richard Curry, Aboriginal Affairs Department
Jean Mackay, Aboriginal Community Member
Rowena Mitchell, Aboriginal Community Member
John Moody, Association of Independent Schools of WA
Sr Pat Rhatigan, Higher Education
Therese Temby, Catholic Education Office
Jane Tittums, Aboriginal Community Member

Russell Simpson, Executive Officer
Cindy Chan, Coordinator

In the period 1 July 2000 to 30 June 2001 six Council meetings were held on 15 August, 17 October, 12 December 1999; and 13 February, 10 April and 12 June 2000.

Early Childhood Education Council

Background

The Early Childhood Education Council is a forum for the discussion of early childhood education and related issues, and the preparation of independent advice to Government through the Minister for Education. As the Government's financial commitment to early childhood education over the forthcoming period is very significant, the Council provides ongoing advice on how the maximum benefit from this investment can be achieved for young children and their families.

Terms of Reference

The Council's terms of reference are:

- ?? To identify effective strategies for ensuring that provision for kindergarten and pre-primary education are coordinated with other government-funded services for young children.
- ?? To advise on early intervention strategies that take account of the need for family support; early identification of health problems or developmental delay; continuity of support from home to preschool to school; and a coordinated approach by all service providers.
- ?? To advise the Minister and, through him, service providers on current research findings in the early childhood area and the issues which will require local research.
- ?? To advise on the educational outcomes that may be expected from early education programs (for children aged 4 - 8 years), taking into account the non-compulsory nature of kindergarten and pre-primary, the current curriculum provision, and the phased introduction of an older entry age to these programs from 2000.
- ?? To advise on the teaching and learning methodologies appropriate to program outcomes, taking into account current practices and resources in early childhood education and the junior primary years.
- ?? To provide advice on the pre-service and in-service needs of staff involved in early childhood programs.
- ?? To promote the benefits of quality early childhood programs in the community.
- ?? To consult with the community on issues referred to the Council by the Minister.

Membership

As at 30 June 2001, the Council had the following membership:

Professor Ann Zubrick (Chairperson)
Barbara Bosich, Curtin University of Technology
Bernie Boss, Catholic Education Office
Elizabeth Bowker, Education Department of WA
Valerie Burns, Education Department of WA
Mark Glasson, Family and Children's Services
Oriol Green, Community Member
Julie McCredlin, Education Department of WA
Patricia O'Sullivan OAM, Community Member

Mary Reynolds, Community Member

Terry Werner, Executive Officer

Nhi Do, Coordinator

In the period 1 July 2000 to 30 June 2001 five Council meetings were held on 11 August, 13 October, 8 December 1999, and 2 February and 1 March 2000.

Rural and Remote Education Advisory Council

Background

The role of the Rural and Remote Education Advisory Council, established by the Minister for Education in June 1997, is to provide advice to government on the specific education and training needs of non-metropolitan Western Australians. The Council's membership is made up of people who have first-hand knowledge of the issues that arise for country students in relation to equity, access and achievement in education and training. The Council frames its advice in the context of a State strategic plan that was completed during the previous period.

Terms of Reference

- ?? To prepare a rolling strategic plan, to be endorsed by the Minister for Education, for improving provisions and outcomes for students in rural and remote regions of Western Australia.
- ?? To monitor the extent to which the objectives of the Council's strategic plan are being met.
- ?? To identify projects appropriate to the implementation of the strategic plan.
- ?? To act as an advocate for rural and remote communities with special regard to:
 - ?? the educational needs of their children and families;
 - ?? the technological and human resource needs of their schools;
 - ?? the needs of the staff who work in their schools;
 - ?? increasing the range of accessible and affordable post-compulsory education and training options; and
 - ?? ensuring that education and training provisions are attuned to community and industry needs.
- ?? To offer advice to the Minister for Education on rural and remote education issues as they arise.
- ?? To establish channels of communication between the Council and rural and remote communities.
- ?? To consult rural and remote communities on issues referred to the Council by the Minister.

Membership

The membership as at 30 June 2001 is as follows:

Dr Murray Lake, (Chairperson)

Anne Napolitano, Representative, WA School Principals

Nigel Haywood, WA Department of Training

John Borserio, Catholic Education Office

Don Boyd, School of Isolated and Distance Education

Paul Albert, Department of Education Services

Simon Hudson, WA Primary Industries Training Council Inc

Kath Finlayson, Regional Development Council

Rod Lowther, Country High School Hostels Authority

Marianne Hasson, Country Women's Association

Cr Christine Hardwick, WA Municipal Association

John Bednall, Association of Independent Schools of WA

Pat Byrne, SSTUWA and ISOA

Shelley Norrish, Representative WACSSO & PFA

Carina Kopke, Isolated Children's Parents' Association

May O'Brien BEM, Aboriginal Education and Training Council

Ron Mance, Education Department of WA

Kathie Meldrum, WA Telecentre Advisory Board

Margaret Williams, WA Higher Education Council

Rosa Lincoln, A/Executive Officer

Cindy Chan, Coordinator

In the period 1 July 2000 to 30 June 2001 Council meetings were held on 11 August, 13 October, 8 December, 2 February, 30 March and 1 June.

Teacher Registration Cross-sectoral Reference Committee

During debate in the Western Australian Parliament on the *School Education Bill* in 1998 an amendment was proposed to establish a Teacher Registration Board in Western Australia. While the Government did not support the amendment, the then Minister said that he would commission a discussion paper, which was subsequently prepared (August 1999) by a Cross-sectoral Reference Committee convened by the Department. Following analysis of 356 written submissions this committee then prepared a position paper, which was released in November 2000. The Committee was dissolved following the completion of the position paper.

Membership

The membership as at 30 November 2000 was as follows:

Paul Albert (Chair)

Ken Booth, Education Act Review Project

Peter Browne, Education Department of Western Australia

Pat Byrne, State School Teachers' Union of WA

Associate Professor Dr Glenda Campbell-Evans, Deans of Education

Pamela Duckworth, Education Department of Western Australia

Ron Dullard, Catholic Education Office

Laurie Eastwood, Parents and Friends' Federation (Inc.)

Shelley Norrish, Western Australian Council of State School Organisations (Inc.)

Theresa Howe, Independent Schools Salaried Officers' Association of WA

Audrey Jackson, Association of Independent Schools of WA

Anne Tumac, Affiliation of Professional Education Associations

Terry Werner, Department of Education Services

Peter Wishart, Western Australian Department of Training

Cindy Chan, Secretary

Taskforce on Structures, Services and Resources Supporting Government Schools

This three-person Taskforce, under the chairmanship of Professor Alan Robson, was established on 29 April 2001 by the Minister for Education to review the structures, support services and resources provided by the agencies within the education portfolio to government schools. The Taskforce, which is based in the Department of Education Services, is being assisted by a secretariat seconded from the Department of Education, the Department of Education Services and the Curriculum Council. Terry Werner and Rosa Lincoln were the two officers seconded from the Department of Education Services' Office of Education Policy and Coordination. The Taskforce is due to report no later than 27 July 2001.

Aboriginal Education and Training Council Projects

The Office of Education Policy and Coordination on behalf of the Aboriginal Education and Training Council (AETC) managed the following projects.

Monitoring of progress towards achieving the strategic plan's outcomes

The *Aboriginal Education and Training Strategic Plan 1997 - 1999* was launched in April 1997. Given the limited value of a plan that is not monitored, the Council prepares an annual progress report. Information is collected through:

- ?? state-wide consultations with Aboriginal people;
- ?? reports prepared by the providers of services (schools and school systems, universities, TAFE colleges etc.).

This information is then compiled into a single monitoring report for endorsement by the Council and transmission to the relevant State and Commonwealth Ministers, government agencies and key Aboriginal groups. The 1999 monitoring report was completed by

Professor Stephen Kemmis and presented by the AETC to the Government and to the Aboriginal Justice Council. The fourth such report will be prepared in the latter half of 2001.

Implementation and impact of Aboriginal studies

In May 2000 the AETC commissioned an investigation of the implementation and impact of the Aboriginal Studies curriculum in Western Australian schools. Questionnaires designed to provide information on the following issues were sent to all schools, non-government and government:

- ?? The extent to which Aboriginal Studies curriculum has been implemented in Western Australian government, Catholic and Independent schools;
- ?? Perceived factors or impediments affecting the implementation of the Aboriginal Studies curriculum (e.g. professional development; funding; teachers' attitudes); and
- ?? The extent to which Aboriginal Studies has impacted on or contributed to the reconciliation process.

At 30 June 2001 the final report of this project was nearing completion.

The Post-compulsory Education of Aboriginal students

Independent consultants completed two reports on the nature Aboriginal students' participation and achievement in years 11 and 12 of school and in vocational education and training and university education. These reports were commissioned by the AETC in conjunction with the Aboriginal Advisory Committee of the Curriculum Council. The commissioning was prompted by the desire of the AETC to ensure that a comprehensive analysis of the current situation could be submitted to the Curriculum Council in the context of the latter's ongoing Review of Post-compulsory education. The first report summarises all available statistical information across the sectors. The second report summarises the findings of a very extensive consultation, based on the Curriculum Council's Position Paper on Post-compulsory education, with Aboriginal people across the State.

Provision for Aboriginal children prior to them being eligible to commence kindergarten

One of the consequences of the introduction of the altered school entry age is that children born after 30 June must wait a further year before they may begin their schooling. While this has implications for many children and families, those for Aboriginal children are especially important. The basic concern is children who are already disadvantaged will be further disadvantaged by having the beginning of their education delayed by a further year. The children directly affected are those who turn four years of age between 1 July and 31 December.

On 27 November 2000, the Chair of the AETC convened a conference of Aboriginal people from across the State to identify and develop ways in which service provision can be improved to ensure continuity and the provision of culturally appropriate programs for Aboriginal children aged 2½ to 5½ years, and in particular, to recommend what kind of programs need to be put in place for children aged 2½ to 3½ years. A follow-up conference will be convened in 2001 to consider what progress has been made in addressing the issues identified at the first conference.

Review of the Western Australian Strategic Plan for Aboriginal Education and Training

On behalf of government, the AETC developed the first four-year State plan for Aboriginal education and training in 1997. In order to prepare the plan for 2001-2004, the AETC commissioned a working party to review the priorities, outcomes and strategies of the first plan, especially in the light of the findings of the AETC's annual monitoring of that plan, and recommend the priorities, outcomes, strategies that should apply for the forthcoming period. This review has been completed and a new plan drafted. It is expected that government in the forthcoming reporting period will adopt the new plan.

Rural and Remote Education Initiatives

The Rural and Remote Education Advisory Council undertook a number of initiatives during the reporting period:

- ?? Development of a monitoring plan for the State strategic plan known as *Country Roads*;
- ?? Completion of a report on attracting and retaining teachers to teaching posts in rural and remote areas;
- ?? Planning of a consultative tour of schools in the Wheatbelt region; and
- ?? Planning of a conference on the application of learning technologies in rural and remote schools across the State.

Future of Community Pre-Schools

In 1993 and 1996 the Government made a commitment to help community kindergartens remain viable. From 1995 the Director of the Office of Education Policy and Coordination acted on behalf of the interests of community pre-schools in policy negotiations with the Minister for Education and the Education Department. The outcomes of these negotiations include:

- ?? the introduction of contracts between selected pre-schools and the Education Department to provide full-time pre-primary programs;
- ?? the development of the 'common funding model' which was introduced in 1998;
- ?? the issuing of permits in 1997 to enable five new community kindergartens to begin operating in 1998; and
- ?? the inclusion of a Part in the *School Education Act 1999* to enable new centres to be created beyond 2000, when the new Act is to be proclaimed.

Throughout their history, community pre-schools kindergartens have never had a greater level of financial assistance from government than they enjoy now. Within the current policy framework, decisions about the management of centres remain with their management committees, as they have always done. The involvement of the Department in this project concluded at 31 December 2000.

Teacher Registration

Departmental staff, under the direction of the Teacher Registration Cross-sectoral Reference Committee, produced a position paper on the issues that have a bearing on the desirability of establishing a formal process of teacher registration in Western Australia.

As the question arose during the parliamentary debate on the School Education Bill, the Education Act Review Project was closely involved in the development of the paper.

Registration, as a form of licensing that regulates entry to and the conduct of a profession, is a common practice in many occupations. In some States of Australia and in other countries, teacher registration authorities, independent of employers, exist for these purposes.

As the issue is of interest to all teachers, the position paper was widely circulated. Cabinet endorsed the position paper's recommendations in December 2000.

A major policy commitment of the current Government is to establish a teacher registration body to be known as the Western Australian College of Teaching. In the period to June 30 2001, the Department, in consultation with the Minister and major stakeholders in the school, training and university sectors, prepared drafting instructions for the preparation of a Bill to establish the College of Teaching. It is expected that this Bill will be introduced to the Parliament during the next reporting period.

Rural Teacher Liaison Project

During 1999 the Rural and Remote Education Advisory Council made successful representation to both the government and non-government school sectors and to the universities for the appointment of a rural teacher liaison officer. The officer's role would be to increase the number of undergraduate trainees undertaking their teaching practicums in rural and remote schools with the expectation that this would increase the number of graduates who would be prepared to take up offers of employment in these areas.

The project aims to:

- ?? negotiate efficiencies in rural practicums through liaison with universities;
- ?? broke support for rural practicums from schools, rural communities and other agencies;
- ?? promote and organise a range of rural teaching scholarships;
- ?? encourage more school leavers to enter teacher education courses;
- ?? liaise with universities over the relevancy of their courses to graduate posting to rural and remote schools;
- ?? liaise with rural bodies such as the Isolated Children's Parents' Association, the Country Women's Association and the WA Municipal Association to encourage support for rural practicums and related initiatives; and
- ?? act as an advocate for rural teaching.

Forty-one scholarships were awarded during 2000 (calendar year): 36 of the awardees subsequently sought and accepted teaching positions in rural or remote schools in 2001.

In the period 1 January to 30 June 2001, a further 44 scholarships have been awarded. It is expected that a further 17 will be awarded during the remainder of 2001.

Following a recommendation of the Machinery of Government Taskforce (June 2001) this project is to be transferred during the latter half of 2001 to the Department of Education.

The Millennium Indigenous Teaching Scholarship Program

This program provides opportunities for Aboriginal people to become teachers. It is a Western Australian initiative funded by the Commonwealth through the National Indigenous Literacy and Numeracy Strategy. The program is administered by the Department of Education Services on behalf of and in consultation with the Department of Education, the Catholic Education Office, the Association of Independent Schools of Western Australia and the Commonwealth Department of Education, Training and Youth Affairs. The scholarships are designed to assist Aboriginal people to become teachers while maintaining their status and living conditions during the training period with no accumulation of debt at the conclusion of the course. Ten scholarships were awarded at the beginning of 2001.

Higher Education

Western Australian Higher Education Council

The Western Australian Higher Education Council (WAHEC) was established in March 1990. The current Mission Statement and Functions for the Council are as follows:

Mission

- ?? To bring a State perspective and State priorities to the development of higher education in Western Australia.
- ?? To advise the State Minister on the plans and priorities for the State in respect of the development of higher education in Western Australia.
- ?? To foster cooperation between the universities in Western Australia.

Functions

- ?? Provide a forum for the discussion of State development of higher education in Western Australia.
- ?? Provide a forum for discussion of whole-of-university sector issues, new initiatives and inter-university cooperation.
- ?? Review of higher education statistics.
- ?? Review the State case for higher education funding.
- ?? Provide a forum for discussion of university sector response to government initiatives and reviews.
- ?? Undertake promotion and advocacy for the university sector as a whole.
- ?? Promote discussion on universities' perspectives on intersectoral cooperation.
- ?? Advise on policy matters in response to matters referred by the Minister.

Membership of Council

Professor Millicent Poole succeeded Professor Deryck Schreuder as Chair of the Western Australian Higher Education Council at the beginning of 2001.

At 30 June 2001 the Council had the following membership:

Professor M Poole, Chair, Vice-Chancellor, Edith Cowan University

Professor D Schreuder, Vice-Chancellor, The University of Western Australia

Professor S Schwartz, Vice-Chancellor, Murdoch University

Professor P Tannock AM, Vice-Chancellor, The University of Notre Dame Australia

Professor L Twomey AM, Vice-Chancellor, Curtin University of Technology

Mr Berry Durston AM, Member and Executive Officer

In the period 1 July 2000 to 30 June 2001, five Council meetings were held. The meeting dates were 17 August, 16 October 2000; and 20 February, 10 April and 7 June 2001.

The Operating Environment

Australian higher education has been operating in a national policy vacuum for a number of years. The current Federal approach is to emphasise that universities should aim to be more efficient and driven by competition and the discipline of the market place without addressing the policy settings and the required national directions and priorities to ensure the sector can flourish under deregulation. In this environment the universities have been forced to concentrate on generating increasing levels of private revenue, from all sources, to offset the relative decline in federal funding, and this has raised a number of issues which now must be addressed.

With the impetus to operate and to use their resources more commercially the Western Australian public universities have made strong representation to the State Government to introduce legislation to facilitate their engagement in commercial activities, to make the best use of their lands and other resources and to enable them to operate outside Western Australia.

International Education

In response to university concerns about Western Australia lagging behind other States in new international education marketing initiatives, particularly at the school level, the Office has worked closely with the Department of Education on a number of initiatives. Particular developments in the United Arab Emirates, Mozambique, China and Indonesia are currently being pursued.

Capital Development Pool Funding

Capital Development Pool funding allocations for 2003 totalled \$5.9 million for universities in Western Australia were negotiated as follows:

Edith Cowan University

?? \$2 million additional allocation for a science and health building at the Joondalup campus.

Curtin University of Technology

?? \$2 million towards a Centre of Wine Excellence in Margaret River.

The University of Notre Dame Australia

?? \$1.3 million for the development of a multi-partner library in Broome. It is envisaged that the new centre at Broome will be a resource for the Broome region and used by a range of providers, particularly all universities with students in the region such as Edith Cowan University. The allocation is conditional on the receipt of a satisfactory collaborative proposal, agreed at state level, for the delivery of higher education in Broome. A further allocation will be considered in 2004.

?? \$0.6 million has been allocated for IT infrastructure linking the Broome and Fremantle campuses. The improved electronic link between the two campuses will address the current limited capacity for electronic access and flexible delivery and strengthen the viability of the Broome campus.

National Consultations

The Office of Higher Education represents Western Australia in a number of national forums which include the Commonwealth and all States/Territories and which provide a forum for the negotiation of national policy and procedures in higher education. The national bodies include the Multilateral Joint Committee on Higher Education (JCHE), which has concentrated recently on the development of a quality assurance framework in higher education including the development of the Australian Universities Quality Agency (AUQA) and the implementation of the *National Protocols for Higher Education Approval Processes*. These initiatives have been developed to address the issue of maintaining high standards in Australian higher education in both the public and private sectors. Western Australia, as a signatory to the *National Protocols* and a member of the AUQA is required to implement higher education quality assurance legislation and procedures to fully implement the *National Protocols* as soon as possible after 30 June 2001. In addition to the membership of the JCHE, the Office of Higher Education represents Western Australia on the Higher Education Recognition Officers Committee, which acts as a clearinghouse for detailed negotiations between the States, Territories and the Commonwealth on the detailed operations and procedures of the emerging private higher education sector in Australia.

During the year the Office of Higher Education represented the State in the annual cycle of Commonwealth/State negotiations with the Department of Education, Training and Youth Affairs on higher education developments, capital development pool funding and issues related to the higher education system in Western Australia.

Quality Assurance

A major development in the higher education sector is the increasing emphasis on quality assurance both at a national and State level. The establishment of the AUQA to undertake a national audit role in higher education and the development of the *National Protocols* are major elements in Australia's emerging quality assurance framework in higher education. With the significant expansion in education as an international exported service, there has been a rapid expansion in private non-university institutions seeking to offer higher education courses in Australia and overseas. The Australian export of education services earns in excess of \$3.1 billion, with Western Australia contributing

approximately \$400 million. The growth of the industry is highly reliant on the maintenance of Australia's reputation for delivering quality education services. The various Commonwealth and State/Territory quality assurance legislation which are required to implement the *National Protocols* represent an essential element in maintaining quality in Australian Higher education.

Regional Needs

An integrated regional higher education strategy is being developed in Western Australia supported by the universities and by the Commonwealth. Together with developments in Kalgoorlie, Esperance, Bunbury and Albany the State is supporting new initiatives in Broome, Margaret River and Geraldton. These developments will be supported by the allocation by the Commonwealth of targeted regional student places, which have been strongly promoted by the Office of Higher Education.

Non-Government Schools

Policy Advice

Major policy and planning advice provided to the Minister on behalf of non-government schools included:

Reviewed, under the aegis of the Non-Government Schools Planning Advisory Committee and following a public consultation process, the criteria for approving the planning of new and significantly changing non-government schools. The amended and new criteria were endorsed by the Minister and became operative from October 2000.

Non-Government Schools Planning Advisory Committee

Background

The Non-Government Schools Planning Advisory Committee (previously the New Non-Government Schools Committee) was established as a Ministerial advisory committee to ensure proposals for the planning of all new non-government schools (or significantly changing non-government schools) do not proceed without the Minister for Education's approval.

The Department developed an application process to ensure that all proposals meet specified planning and related criteria. The main criterion is that educational programs and services for students in existing schools, and the financial viability of existing non-government schools, are not adversely affected.

The committee, which has representation from the government and non-government school sectors, has served as a forum for the sharing of information between the sectors on school planning matters. It provides the Minister with comments and advice on planning matters that impact on the growth and development of the non-government school sector.

Terms of reference

?? Consider all proposals for the establishment of new non-government schools, or proposals for significant change to existing non-government schools (such as

addition of new education levels, a relocated or additional school or campus, etc), against planning and related criteria.

- ?? Recommend to the Minister for Education whether a proposed new or significantly changed non-government school should be given "Stage 1 Approval".
- ?? Serve as a forum for the sharing of information between the government and non-government school sectors on school planning matters.
- ?? Provide the Minister for Education with comments and advice as required on any other planning matter that may impact on the growth and development of the non-government school sector.

Membership

Associate Professor Owen Watts, Curtin University of Technology (Chairperson)

Michael Bromilow/Alan Campbell, Association of Independent Schools of WA

Tony Giglia, Catholic Education Office

Audrey Jackson, Association of Independent Schools of WA

Neil Jarvis, Education Department of WA

Eileen Lawrence, Catholic Education Office

Bronte Parkin, Department of Education Services

Ron Grimley, Department of Education Services (Executive Officer)

Meeting Dates

31 July, 6 October, 20 December 2000, 3 April 2001

The committee recommended the opening of three new non-government schools, one new campus for an existing school and the introduction of additional educational levels at four other schools.

International Education

Legislative review

Amendments were made to the Education Service Providers (Full Fee Overseas Students) Registration Act 1991 (ESPRA) by incorporating them into the Statutes (Repeals and Minor Amendments) Act 2000.

The amendments now make ESPRA more consistent with the equivalent Commonwealth legislation. The amendments also provide the Department's Chief Executive Officer with increased discretionary power over providers' financial and auditing requirements, thereby potentially reducing providers' compliance costs (administrative and financial). The amendments also widen the membership of a Minister for Education's advisory council on international education, should there be a need to establish one to address specific issues with ESPRA.

Output 2: Education Services

Output Description:

The provision of services to non-government education, higher education, international education and government contracted services.

Higher Education

Teaching Scholarships

The Department of Education Services manages the Western Australia Government Teaching Scholarships which were introduced in 1997 to attract young talented school leavers and more Aboriginal people to the teaching profession. The scholarships pay the up front (discounted) HECS fees for students undertaking an undergraduate teacher education program at any of the five universities in Western Australia.

Candidates are initially selected on their tertiary entrance rank and up to forty of the highest achieving students are then selected for interview. Aboriginal students are selected on the basis of their previous work and study experiences and their eligibility to enrol in an undergraduate teacher education program.

Currently there are some 130 students in the scholarship program, 32 of whom are Aboriginal students. Since the introduction of the scholarships, sixteen students have withdrawn from the program and there are a number of students who have sought to defer their studies for twelve months for a variety of personal reasons.

Although the number of applications for the scholarships has fluctuated slightly, the standard remains very high. The first intake of students is expected to graduate at the end of 2001 and they will be offered employment by the Department of Education.

Japanese Scholarships

The Western Australian Government continues to sponsor two Japanese Studies Scholarships for promising students to study at a university in Japan for twelve months. One scholarship is tenable at any university in Japan and the other at a university in Hyogo Prefecture. Each scholarship is valued at around \$40,000 - \$50,000 (Australian) depending on the exchange rate.

The scholarships have been sponsored by the Western Australian Government for nearly thirty years and for the past ten years they have been managed by the Office of Higher Education/Department of Education Services.

In 2000 three scholarship were awarded. Funding for the additional scholarship was carried over from the previous year when only one scholarship was offered due to the standard of applicant not being as high as in previous years. The scholarship recipients for 2000 are Ms Tara Delaporte, Ms Nitya Narayanan and Ms Melinda Leeder. All are outstanding students from Murdoch University.

Selection for the scholarship is based on a Japanese language proficiency test with short-listed applicants invited to discuss their proposed study program in Japan with the selection committee. Candidates are expected to have a well-developed study plan and provide some indication of how they expect their experiences in Japan will benefit the Western Australian community on their return.

Information Service

The Department of Education Services maintains a higher education database. The database is developed using information supplied to the Department by the universities (a copy of the data that is forwarded annually to the Department of Education, Training and Youth Affairs).

Information from this database is extracted to produce a comprehensive profile on higher education in Western Australia and is presented in two publications printed annually, *Western Australian Higher Education Course Statistics* and *Statistics – Higher Education in Western Australia*.

In addition to the use of the database for its own policy development and advice, the Department responds to specific requests for higher education data from both the public and the private sector.

Contracted Services

Parkerville Children's Home

In the reporting period the Office provided financial assistance to the Education, Employment and Training program, at the Parkerville Children's Home. This unique program provides for young people who, because of an extensive history of failure at school, are not able educationally or socially to enter the workforce or to continue with their schooling. The services provided by the program support those of schools and school systems and the broader community.

Fremantle Children's Literature Centre

During the reporting period the Office provided financial assistance to the Fremantle Children's Literature Centre. Based at the Old Fremantle Prison, the Centre brings students and teachers into direct contact with writers, storytellers and illustrators. It aims to make literature more enjoyable and accessible to students and regularly holds exhibitions of the original artwork and manuscripts of works published for young people.

Meerilinga Young Children's Foundation

During the reporting period the Office provided financial assistance to the Meerilinga Young Children's Foundation, a not-for-profit organisation based in West Perth. The services supported under the contractual arrangement between the Department and the Foundation are:

- ?? access to educational materials, books and videos for young children that may be borrowed by families, centres and schools;

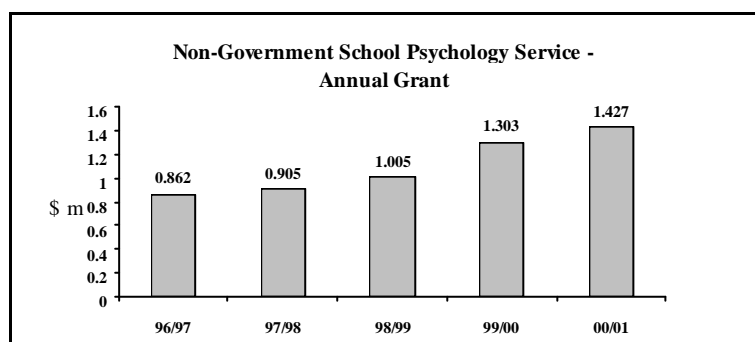
- ?? professional development courses for those who work with children including teachers and carers;
- ?? parenting education, focused on children's development and learning, provided through telephone advice, workshops, and written materials; and
- ?? support for over 50 community groups working with or for children in health, education, care and recreation.

Following a recommendation of the Machinery of Government Taskforce (June 2001) the administration of these three contracted services is to be transferred to the Department of Education from 1 July 2001.

Non-Government School Psychology Service

The Department allocated \$1.427 million to the Catholic Education Office to administer the Non-Government School Psychology Service. This is a counselling and career guidance service available to non-government schools and independent pre-schools in the Perth metropolitan area, the Kimberley region, and the regional centres of Albany, Bunbury, Geraldton and Kalgoorlie.

In 2000/01 the service responded to over 1,300 formal referrals, conducted over 1,800 case consultations, provided professional development programs for teachers, and gave presentations on a wide variety of topics including learning disorders and disabilities, student behaviour management, youth suicide prevention, drug education and crisis management planning.



Students at Educational Risk

Of the additional \$3.1 million (over four years) that the previous Government allocated to target students at educational risk, \$0.289 million was allocated to the non-government sector in 2000/01.

The Catholic Education Office was allocated \$216,900 to act as project manager for a teacher professional development program for a number of Catholic and independent schools. The program aims to assist schools develop strategies in prevention, identification and intervention of students at risk of not achieving fundamental literacy and numeracy skills.

\$50,000 was provided to Port Community High School and \$10,000 to Corridors College for developing specific programs to support alienated secondary school students, and \$12,100 was held over pending applications from other non-government schools for new projects that were being finalised.

Registration of Non-Government Schools

In 2000/01, eight new non-government schools were inspected and registered in accordance with the *Education Act 1928* or *School Education Act 1999*. Registration inspections were undertaken at 22 established non-government schools planning to introduce additional educational levels. A registration inspection was undertaken at one school following its relocation to new premises. Three inspections were undertaken following the establishment of additional campuses at existing non-government schools.

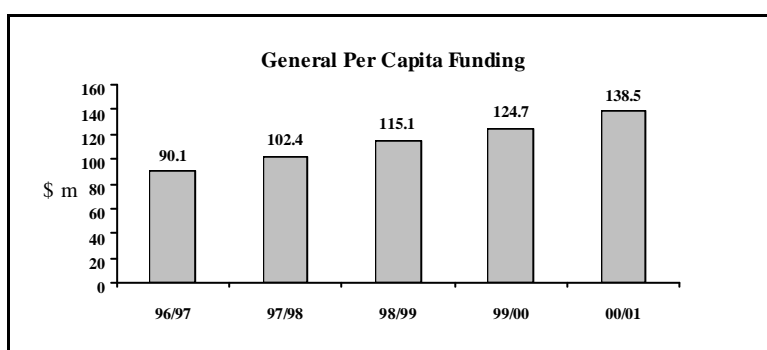
Fourteen schools were inspected for review or to confirm their initial provisional registration. In ten cases the registration was confirmed. Four schools remained provisionally registered pending further action to address outstanding matters. Another school was inspected on two occasions in response to a formal complaint about aspects of the school's operations.

Financial Assistance to Schools

The major areas of financial assistance were:

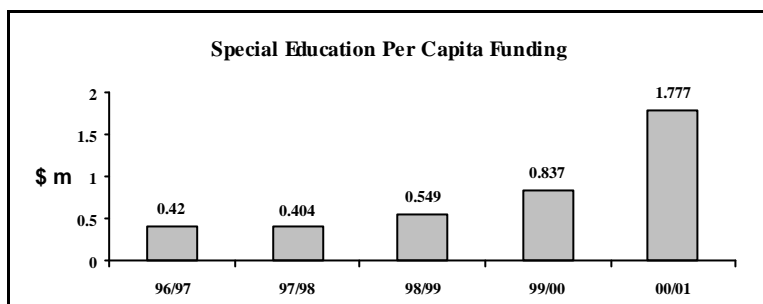
General Per Capita Funding

\$138.451 million or 88.23 per cent of recurrent funding was expended on a general per capita basis to registered schools and pre-schools. The increased expenditure in 2000/01 reflected the increase in non-government school enrolments for 2001 and the increase in indexation of the grants for 2001 based on the estimated movement in the Average Government School Recurrent Costs between 1997/98 and 1998/99. The 2001 per capita grants were indexed by 6 per cent. The specific rates paid in 2000 and 2001 are included in the section 5 of the Appendix.



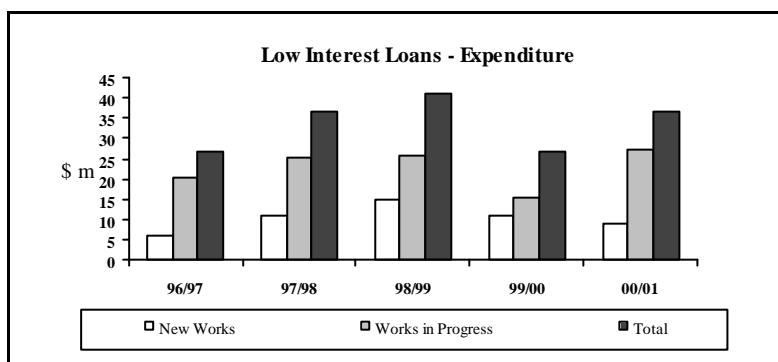
Special Education Funding

\$1.777 million was expended to supplement the general per capita grants for special education students at non-government schools whose eligibility was determined in the first instance by the Commonwealth Government. The amount also included special funding for severely disabled students with high support needs, including hearing-impaired students enrolled at the Speech and Hearing Centre.



Low Interest Loans

Access to \$36.5 million in low interest loans was provided for approved capital works at 60 non-government schools and The University of Notre Dame Australia. This assistance was made available under the Low Interest Loan Scheme through expenditure of \$3.7 million in interest subsidies. Of the \$36.5 million, \$34.5 million was borrowed by schools and \$2.0 million by the University. Of that total, \$9.2 million was for new works and \$27.3 million for works in progress. A complete list of schools that received low interest loans in 2000/01 is included in section 6 of the Appendix.



Computers in schools funding

Capital funding of \$5 million was allocated to non-government schools for the purchase of computers and related technology. This allocation was the second tranche of \$20 million over four years utilising proceeds from the previous Government's sale of the Dampier to Bunbury gas pipeline.

In 2000/01, \$3,429,680 was allocated to the Catholic Education Office and \$1,570,320 to the Association of Independent Schools of WA (Inc) for distribution to schools. To qualify for funding, schools were required to submit a learning technologies plan indicating their current ratios of computers to students and outlining their purchasing plan over the next four years for achieving the previous Government's nominated target ratios of one computer for every five secondary students and one for every ten primary students.

International Education

Regulation of Providers

Following ongoing reviews of the Commonwealth's *Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act 1991* and the *Migration Act 1958*, the States, Territories and the Commonwealth worked collaboratively to develop strategies to address problems associated with the illegal entry of overseas students.

These included developing processes and systems to improve tracking the students while they are in Australia.

Following the reviews, the Commonwealth passed new legislation in 2000 to regulate the education and training export industry. The *Education Services for Overseas Students Act 2000* provides for a new National Code of Practice, new State and Commonwealth powers for monitoring institutions, electronic tracking of students' attendance and academic performance, and an assurance fund to protect students' fees. The State Government's policy framework for the regulation and administration of International Education is being systematically amended to provide consistency with the Commonwealth changes.

Four new institutions were registered, 20 existing institutions were re-registered, and 1,447 courses were registered. These institutions met the registration and compliance requirements of the State's *Education Service Providers (Full Fee Overseas Students) Registration Act 1991 (ESPRA)* and the Commonwealth's *Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act 1991* and *Education Services for Overseas Students Act 2000*. Financial assessments of 38 registered providers were undertaken to produce evidence of their viability and commercial standing as required under ESPRA. Thirty institutional visits were undertaken to investigate instances of non-compliance with respect to ESPRA, issues of quality assurance and to discuss matters relating to the International Education industry.

Disputes Resolution

The Department's Conciliator dealt with sixty instances of grievance between registered education service providers and international students.

Assistance for Isolated Students

Student Boarding Away from Home Allowance

In 2000/01, \$1,102,417 was paid in boarding allowances to 1,897 students, the majority of whom were geographically isolated students. Many of the students attending government schools were residents of the colleges operated by the Country High School Hostels Authority.

The students qualified for the State Government's Boarding Away From Home Allowance of \$600 per annum if they received the Commonwealth Government's Assistance for Isolated Student benefit. A number of students in respite care also qualified for the allowance if they received equivalent Commonwealth benefits.

Government Compliance

Advertising and Sponsorship

In accordance with Section 175 ZE of the Electoral Act 1907, the total departmental expenditure on advertising in 2000/01 was \$4 147. The following expenditure was incurred for the advertising of student boarding allowances and teaching scholarships.

Class of Expenditure: Media Advertising Organisations

Marketforce Productions	\$2 430
The West Australian	\$1 079
The Farm Weekly	\$ 366
School Matters	\$ 272

Class of Expenditure: Advertising Agencies

No direct expenditure incurred.

Class of Expenditure: Market Research Organisations

No direct expenditure incurred.

Class of Expenditure: Polling Organisations

No direct expenditure incurred.

Class of Expenditure: Direct Mail Organisations

No direct expenditure incurred.

Disability Service Plan

The Department has continued to implement its Disability Service Plan in 2000/01. Moreover, it confirms its commitment and adherence to the principles and practices of the Plan. The outcomes achieved to date include the following:

The submission of the Department's Disability Service Plan 2000/01 to the Disability Services Commission

?? Departmental human resource policies provide for opportunities for people with disabilities to participate in public consultations and decision making processes. Moreover, the policies also provide for any injured or disabled staff to be referred to specialists in occupational injuries and disablement.

?? All departmental publications are available in alternative formats.

- ?? Access to interpreter services for the deaf and hearing impaired.
- ?? Revised corporate emergency procedures include the implementation of new evacuation procedures to assist with the safe evacuation of people with disabilities.

Equal Employment Opportunity Outcomes

The Department's Equal Employment Opportunity Public Sector Yearly Report (2000/01), which was submitted on its behalf by the Curriculum Council, ensured the Department's commitment and adherence to the State Government's Equal Employment Opportunity Management Plan.

Freedom of Information

The Department continues to comply with the legislative requirements contained in the *Freedom of Information Act (1992)* and the compliance standards that apply to the Commissioner for Freedom of Information.

For the year ended 30 June 2001, there were no formal requests for information under the *Freedom of Information Act (1992)*.

Language and Cultural Diversity Outcomes

The Department provided access to interpreter services for its non-English speaking and hearing impaired customers. All departmental publications were available in alternative formats for the visually impaired and a Language Services policy has been implemented to ensure that people with a hearing impairment are able to access the Department's services.

Appropriate professional development programs in Aboriginal and multi-cultural awareness were developed and implemented with departmental staff throughout 2000/01.

Strategic Management of Risk

The Department is committed to the effective management of all foreseeable risks that may impinge on its operations.

A review of the Risk Register/Management Plan was undertaken to assess the effectiveness of the Department's proactive approach to risk management. The systematic approach enabled the Corporate Executive to maintain a direct link between risks and the controls being exercised within each Directorate. It provides a consistent process for the identification, assessment and recording of risks and a mechanism for reviewing all risk related activities throughout the Department.

Two Year Plan for Women

Gender equity and non-discrimination policies are promoted through the Department's human resource management and operational procedures. The Department ensures that

gender balance is an explicit consideration in all Government appointments to university governing bodies, education policy and planning committees, and councils.

The Department embraced the State Government's *Two-Year Plan for Women (1999/2001)* and is strongly supportive of the key strategic areas of customer service, safety, health, decision making and economic independence. Its policies and operational procedures reflect this ethos and ongoing commitment.

Regional Customers

Western Australia's rural and remote areas include some of the most isolated communities in the world.

In 2000/01, the Department continued to work collaboratively with Aboriginal representatives and community groups in rural and remote areas. In particular, the Department guided and coordinated the activities of all interest groups to ensure a fair, reasonable and equitable access to quality education and training services.

Through the development and adoption of strategic plans for Aboriginal education and training and rural and remote education, the State Government is able to monitor the initiatives implemented to assess planned educational outcomes. In addition, as part of a statewide visitation program, departmental officers visited 12 non-government schools and kindergartens in regional areas over the reporting period.

Compliance Statement

The Department of Education Services has complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Conduct and the Department's Code of Conduct. For the year ended 30 June 2001, there were no applications made for breach of Public Sector Standards.

I have implemented policies and procedures to ensure such compliance and have conducted appropriate internal assessments to satisfy myself that the abovementioned statements are correct.

PAUL ALBERT

A/CHIEF EXECUTIVE OFFICER

31 August 2001

Corporate Services

The Curriculum Council continued to manage the corporate services for the Department, which included the corporate responsibilities of financial, payroll and accounting services, human resource management, information technology services, and internal audit services. Specific initiatives undertaken in the corporate services area during 2000/01 include:

Records Management

In the 2000/01 reporting period, a Records Manager was engaged to provide strategic advice on the Department's records management system.

Strategic and operational policies, procedures and systems were developed that now underpin the administration of the Department's records management system. Additional resources will be required in 2001/02 to enable effective compliance with the requirements of the new *State Records Act 2000*.

Training and Development

The Department, in conjunction with the Curriculum Council, completed an extensive review of the performance development requirements of both organisations. The new Performance Development Policy links, through a hierarchical planning and accountability process, organisational outputs with an individual officer's work plans. The objectives are to enhance organisational performance through the personal and professional development of staff.

In May 2001, the Department's Corporate Executive formally approved the policy and all departmental staff were provided with comprehensive professional development training opportunities.

Productivity Improvement-Workplace And Industrial Agreements

During 2000/01, departmental staff continued to work under the conditions incorporated in both the Workplace Agreement (1998) and the Industrial Agreement (1998). In December 2000, a new Workplace Agreement (2000) and an Enterprise Agreement (2000) were negotiated and agreed to by the A/Chief Executive Officer and departmental staff.

The Agreements specified a 4.0% salary increase from the date of registration, to be followed by a further 2% increase after 12 months of operation, pending the satisfactory completion of designated productivity milestones.

Performance Indicators

CERTIFICATION OF PERFORMANCE INDICATORS

I hereby certify that the following performance indicators are based on proper records and fairly represent the performance of the Department of Education Services for the period 1 July 2000 to 30 June 2001.

A handwritten signature in dark ink, appearing to read 'Paul Albert', is positioned above a faint, light blue rectangular stamp.

PAUL ALBERT

A/CHIEF EXECUTIVE OFFICER

10 August 2001



Auditor General

To the Parliament of Western Australia

**DEPARTMENT OF EDUCATION SERVICES
PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2001**

Scope

I have audited the key effectiveness and efficiency performance indicators of the Department of Education Services for the year ended June 30, 2001 under the provisions of the Financial Administration and Audit Act 1985.

The Chief Executive Officer is responsible for developing and maintaining proper records and systems for preparing and presenting performance indicators. I have conducted an audit of the key performance indicators in order to express an opinion on them to the Parliament as required by the Act. No opinion is expressed on the output measures of quantity, quality, timeliness and cost.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, evidence supporting the amounts and other disclosures in the performance indicators, and assessing the relevance and appropriateness of the performance indicators in assisting users to assess the Department's performance. These procedures have been undertaken to form an opinion as to whether, in all material respects, the performance indicators are relevant and appropriate having regard to their purpose and fairly represent the indicated performance.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Department of Education Services are relevant and appropriate for assisting users to assess the Department's performance and fairly represent the indicated performance for the year ended June 30, 2001.

A handwritten signature in dark ink, appearing to read 'D D R Pearson'.

**D D R PEARSON
AUDITOR GENERAL
September 28, 2001**

Performance Indicators 2000/2001

Introduction

1. The current functions and activities of the Department of Education Services are summarised under one Outcome and two Outputs.

The Country High School Hostels Authority is integrated with the Department, although its activities do not formally appear as a separate Output of the Department while it retains its separate statutory authority status.

2. The Department's Outcome approved by Treasury for budgeting purposes in 2000/01 was:

A high quality, integrated, responsive, forward looking and efficient education system.

3. The Department has two Outputs:

Output 1: Education Policy and Planning.

"Provision of objective, independent and timely advice to the Minister for Education on higher education, non-government education, international education and cross-sectoral education".

Output 2: Education Services.

"Registration of non-government schools; provision of funding to facilitate students' access to non-government schools; regulation of providers of international education services; and provision of funding for contracted services".

Effectiveness Indicators

KEY EFFECTIVENESS INDICATOR 1	
Non-government schools inspected in response to formal complaints*	
	%
2000/01	0.3
1999/00	0.3
1998/99	0.7

* Number of schools expressed as a percentage of all non-government schools.

Note to the Indicator

This indicator relates to the quality attribute of the education system as referred to in the Department's stated Outcome. Non-government schools are required to meet minimum obligatory requirements in curriculum, teacher qualifications, educational buildings and resources, and strategies for enhancing student learning. The indicator gives an indirect measure of the effectiveness with which the Department ensures standards are maintained. The indicator is the percentage of schools for which an inspection was necessary in response to formal complaints received about the schools.

KEY EFFECTIVENESS INDICATOR 2**Disciplinary action taken against providers of education services to full fee international students for breach of State legislative requirements***

	%
2000/01	1.4
1999/00	1.5
1998/99	1.6

* Expressed as a percentage of all registered providers.

KEY EFFECTIVENESS INDICATOR 3**Audit reports with qualifications received on private providers of education services to full fee international students***

	%
2000/01	10.3
1999/00	3.4
1998/99	1.2

* Expressed as a percentage of the number of audit reports requested of providers as a condition of their registration.

KEY EFFECTIVENESS INDICATOR 4**Incidence of disputation involving full fee international students requiring mediation**

	1998/99	1999/00	2000/01
Number of full fee international students enrolled	19,203	19,807	21,362
Number of disputes mediated as a percentage of the number of students	0.21%	0.28%	0.28%

Notes to Indicators 2-4

- Indicators 2-4 relate to the quality attribute of the education system as referred to in the Department's stated Outcome. The *Education Service Providers (Full Fee Overseas Students) Registration Act 1991* requires registered private providers to meet and maintain specific conditions including good financial standing. Providers must periodically provide assurance of their financial stability in order to provide students with quality education services. The Department monitors compliance with the Act and indicators of the effectiveness with which it maintains quality include the incidence of breaches of the Act and the incidence of receiving qualified audit reports on providers' financial standing.
- The percentage increase in the number of audit reports with qualifications in 2000/01 is a reflection of the changing financial circumstances of a number of providers (mainly English language and other specialist providers) whose operations were affected by changes in the international student market caused by the economic downturn in key Asian countries and reduced market share caused by increased competition from providers in other States.
- An indirect indicator of quality is the incidence of disputation between individual full fee international students and registered providers that required mediation by the Department's Conciliator for International Education. Disputes most commonly centre on matters of student

welfare that have potential to impact adversely on the ability of a student to gain maximum educational benefit from his or her enrolment with a registered provider.

KEY EFFECTIVENESS INDICATOR 5

Satisfaction of customers with the services delivered by the Department

Degree of satisfaction	1998/99	1999/00	2000/01
Highly satisfied	30.9	27.9	23.3
Satisfied	59.4	61.3	64.2
Undecided	5.4	5.0	7.0
Dissatisfied	1.2	2.5	1.9
Highly dissatisfied	0.5	0	0.6
No response	2.6	3.4	2.9

Notes to the Indicator

1. This indicator reports the level of satisfaction of customers with the range of services delivered by the Department. To the extent that the services reflect the intention of the stated Outcome, the indicator is a measure of customers' satisfaction with the Department's achievement of the Outcome.
2. The Department's "population" of customers includes schools, institutions and peak bodies each of which is counted as one population unit. It also includes members of Ministerial councils/committees, recipients of allowances and scholarships, and other targeted individuals, each of which is also counted as one population unit.
3. Sampling, response rates and sampling error were as follows:

	1998/99	1999/00	2000/01
Population *	2,582	2,754	1,990
Desired sample	961	981	777
Achieved sample	424	359	313
Response rate	44.1%	36.6%	40.3%
Sampling error	±5% (approx.)	±5% (approx.)	±5% (approx.)

* The population of customers of the Department includes approximately 1,500 families whose children were the recipients of Boarding Away From Home Allowances.

Efficiency Indicators

General Note

The Key Efficiency Indicators address each of the Department's nominated Outputs. Indicators 1-5 are relevant to Output 1: Education Policy and Planning. Indicators 6-13 are relevant to Output 2: Education Services.

KEY EFFICIENCY INDICATOR 1

Cost of providing policy advice to the Minister for Education

	1998/99	1999/00	2000/01
Units of policy advice*	696	700	656
Average administration cost per unit	\$744.54	\$680.46	\$696.17

of advice**

* Policy advice units were identified from the Ministerial correspondence register.

** Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

Fluctuations in the unit cost are attributed to annual variations in the type of work completed for the Minister and the salary levels of the staff involved (eg routine "Ministerials" prepared by junior staff compared with more complex policy papers prepared by senior staff).

KEY EFFICIENCY INDICATOR 2

Cost of servicing Minister's advisory councils/committees*

	1998/99	1999/00	2000/01
Number of councils	5	5	5
Average administration cost per council/committee**	\$80,318.74	\$83,598.00	\$84,544.00

* The five councils/committees that met in 2000/01 were:
 AETC: Aboriginal Education and Training Council
 ECEC: Early Childhood Education Council
 NGSPAC: Non-Government Schools Planning Advisory Committee
 RREAC: Rural and Remote Education Advisory Council
 WAHEC: Western Australian Higher Education Council

** Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

The increase in the average servicing cost per council/committee is attributed to the increase in work activity generated by the councils/committees.

KEY EFFICIENCY INDICATOR 3**Cost of managing portfolio-wide projects***

	1998/99	1999/00	2000/01
Number of current projects	12	14	14
Average administration cost per project**	\$23,977.45	\$18,786.43	\$40,395.00

* Projects include:

New projects commenced in 2000/01:

4 x AETC Projects (#6,#7,#8,#9)

Hedland Sport and Education Strategy

Ministerial Taskforce on Government Schools

National Indigenous English Literacy and Numeracy Strategy

Teacher Supply and Demand

Projects continuing in 2000/01 from 1999/00:

AETC Project #1

Early Intervention Project

Education Act Review

Future of Community Pre-Schools

Rural Teacher Liaison

Teacher Registration

** Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

The significant increase in the average cost per project in 2000/01 is attributed to the substantial increase in time spent by staff on the Rural Teacher Liaison Project and on the five AETC projects in particular.

KEY EFFICIENCY INDICATOR 4**Cost of providing State Government strategic and planning support services for higher education in Western Australia***

	1998/99	1999/00	2000/01
Number of universities	5	5	5
Administration cost per university**	\$78,874.38	\$96,744.00	\$93,048.00

* Services provided by the State include development of a State Strategic Plan for Higher Education, provision of statistical and other information relating to the operation of the universities, advice on legislation, and responding to public enquiries about higher education.

** Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

The increased cost per university since 1998/99 reflects the inclusion of additional planning activities by staff.

KEY EFFICIENCY INDICATOR 5**Cost of preparing and presenting submissions to the Commonwealth on higher education***

	1998/99	1999/00	2000/01
--	---------	---------	---------

Number of submissions	3	2	3
Administration cost per submission**	\$6,622.34	\$13,910.00	\$12,636.67

* Submissions made by the State to the Commonwealth support requests for Commonwealth funded student places in universities consistent with the State Strategic Plan for Higher Education.

** Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

Fluctuations in the unit cost are attributed to annual variations in the number and complexity of the respective submissions with more complex submissions requiring a greater investment of time by staff

KEY EFFICIENCY INDICATOR 6

Cost of contracted services*

	1998/99	1999/00	2000/01
Number of contracted services	7	6	7
Cost per contract	\$167,023.66	\$251,243.33	\$244,314.29
Administration cost per contract**	\$880.80	\$876.67	\$900.00

* Contracted services are services provided to the community by private providers on behalf of and with funding from the State Government. Service Agreements are developed between each provider and the Department. The following six (7) contracted services operated in 2000/01:

Fremantle Children's Literature Centre
 Meerilinga Young Children's Foundation
 Non-Government School Psychology Service (Catholic Education Office)
 Parkerville Children's Home
 Students at Educational Risk Project (Catholic Education Office)
 Students at Educational Risk Project (Corridors College)
 Students at Educational Risk Project (Port Community High School)

** Administration costs were calculated from the Task Analysis Information System.

Notes to the Indicator

1. Measurement of the indicator includes the amounts granted to the Non-Government School Psychology Service and to the Students at Educational Risk Projects. These amounts are included in the Department's Operating Statement. The amounts granted to Fremantle Children's Literature Centre, Meerilinga Young Children's Foundation and Parkerville Children's Home are excluded from the Operating Statement, as these amounts appear as Administered Items. However, the cost of staff time in administering all contracts is included here for performance reporting purposes.
2. The increase in the cost per contract since 1998/99 is attributed to the increases in grants provided to the Non-Government School Psychology Service and to the Students at Educational Risk Project (Catholic Education Office).
3. The administration cost per contract excludes grants.

KEY EFFICIENCY INDICATOR 7

Cost of low interest loans advanced to non-government schools

Performance Indicators

	1998/99	1999/00	2000/01
Cumulative total number of loans up to and including the current financial year	675	724	761
Cost per loan*	\$4,214.75	\$7,090.29	\$11,866.93
Administration cost per loan*	\$535.51	\$572.43	\$456.27

* Administration costs were calculated from the Task Analysis Information System.

Notes to the Indicator

1. Measurement of the cost per loan includes the amounts paid in interest and interest subsidies for loans advanced to schools under the Low Interest Loan Scheme, together with the cost of staff time in administering the scheme. The interest and interest subsidy amounts are taken from the Department's Operating Statement, however the revenue received from interest is not deducted.
2. The increasing cost per loan each financial year is attributed to the effects of the increasing expenditure on interest as the number of loans increases.
3. The administration cost per loan excludes all interest and interest subsidy.

KEY EFFICIENCY INDICATOR 8

Cost of administering the State's registration system for non-government schools

	1998/99	1999/00	2000/01
Number of schools	298	300	303
Administration cost per school*	\$329.60	\$465.30	\$426.50

* Administration costs were calculated from the Task Analysis Information System.

Notes to the Indicator

1. This indicator reflects not only inclusion of the costs of inspecting and registering new schools, or schools undergoing significant change, but also the costs of providing general and specific information and advice to schools and the public (but excluding enquiries from or on behalf of the Minister for Education) about registered non-government schools and relevant educational topics and issues. The number of schools in the indicator is the total number of registered schools in each year.
2. The increase in the administration cost per school since 1998/99 is attributed to the increase in the hours staff are engaged in supporting the registration system in the manner described in the previous note.

KEY EFFICIENCY INDICATOR 9

Cost of administering per capita funding to non-government schools

	1998/99	1999/00	2000/01
Number of FTE students qualifying for per capita funding	97,078	100,120	102,892
Administration cost per student*	\$0.48	\$1.20	\$1.56

* Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

The increase in the administration cost per student since 1998/99 is attributed to the increase in the hours staff are engaged to perform this function, with additional time spent in 2000/01 to meet the requirements of the GST and for processing adjustments to kindergarten grants caused by introduction of the change in school entry age in 2001.

KEY EFFICIENCY INDICATOR 10

Cost of administering the State's registration system for providers of education services to full fee international students

	1998/99	1999/00	2000/01
Number of international education service providers registered or significantly assisted but not yet registered	135	140	140
Administration cost per provider registered/re-registered*	\$2,416.99	\$2,475.07	\$2,356.21

* Administration costs were calculated from the Task Analysis Information System.

KEY EFFICIENCY INDICATOR 11

Cost of mediating disputes involving full fee international students			
	1998/99	1999/00	2000/01
Number of disputes mediated	40	55	60
Administration cost per mediated dispute*	\$1,016.19	\$939.45	\$843.83

* Administration costs were calculated from the Task Analysis Information System.

Note to the Indicator

For approximately constant overhead costs, the unit cost of mediated disputes has decreased as the number of disputes increased.

KEY EFFICIENCY INDICATOR 12

Cost of providing State Boarding Away From Home Allowances*			
	1998/99	1999/00	2000/01
Number of qualified recipients of the Allowance	2,021	2,222	1,897
Cost per recipient**	\$653.06	\$640.42	\$653.13
Administration cost per recipient**	\$70.13	\$67.21	\$72.52

* The Department of Education Services undertook administration of the State Boarding Away From Home Allowance between 1 July 1998 and 30 June 2001. Responsibility returned to the Department of Education on 1 July 2001. The Allowance is paid to students attending government and non-government schools who qualify for the Commonwealth Government's Assistance for Isolated Children benefit.

** Administration costs were calculated from the Task Analysis Information System.

Notes to the Indicator

1. The cost per recipient is based on inclusion of the total amount allocated for payment of the allowances (\$600 per student) together with the cost of staff time in administering them.
2. The administration cost per recipient excludes the \$600 allowance.

KEY EFFICIENCY INDICATOR 13

Cost of providing State Government scholarships awarded to higher education students*			
	1998/99	1999/00	2000/01
Number of scholarships awarded	69	110	183
Cost per scholarship**	\$3,278.72	\$3,669.08	\$3,185.81
Administration cost per scholarship**	\$795.11	\$862.45	\$658.80

* Each academic (calendar) year the State Government awards: 2 full year Japanese Studies Scholarships; 30 full year Teaching Scholarships; 10 full year Millennium Indigenous Teaching Scholarships (which commenced in 2001); and 51 short term Rural Student Teaching Scholarships (which commenced in 2000). The number of scholarships shown in the table for each financial year is the cumulative total number of individual scholarships of all types that are administered, after adjustments for withdrawals.

** Administration costs were calculated from the Task Analysis Information System.

Notes to the Indicator

1. The cost per scholarship is based on inclusion of the total amount allocated for payment of scholarships together with the cost of staff time in administering them.
2. The administration cost per scholarship excludes the value of the scholarships.

Financial Statements

CERTIFICATION OF FINANCIAL STATEMENTS

The accompanying financial statements of the Department of Education Services have been prepared in compliance with the provisions of the Financial and Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the financial year ending 30 June 2000 and the financial position as at 30 June 2001.

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.



PAUL ALBERT
A/CHIEF EXECUTIVE OFFICER
(ACCOUNTABLE OFFICER)



ELDA IASCHI
(PRINCIPAL ACCOUNTING OFFICER)

10 August 2001



Auditor General

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION SERVICES FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2001

Scope

I have audited the accounts and financial statements of the Department of Education Services for the year ended June 30, 2001 under the provisions of the Financial Administration and Audit Act 1985.

The Chief Executive Officer is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing and presenting the financial statements, and complying with the Act and other relevant written law. The primary responsibility for the detection, investigation and prevention of irregularities rests with the Chief Executive Officer.

My audit was performed in accordance with section 79 of the Act to form an opinion based on a reasonable level of assurance. The audit procedures included examining, on a test basis, the controls exercised by the Department to ensure financial regularity in accordance with legislative provisions, evidence to provide reasonable assurance that the amounts and other disclosures in the financial statements are free of material misstatement and the evaluation of accounting policies and significant accounting estimates. These procedures have been undertaken to form an opinion as to whether, in all material respects, the financial statements are presented fairly in accordance with Accounting Standards, other mandatory professional reporting requirements and the Treasurer's Instructions so as to present a view which is consistent with my understanding of the Department's financial position, the results of its operations and its cash flows.

The audit opinion expressed below has been formed on the above basis.

Audit Opinion

In my opinion,

- (i) the controls exercised by the Department of Education Services provide reasonable assurance that the receipt and expenditure of moneys and the acquisition and disposal of property and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows, Output Schedule of Expenses and Revenues and Summary of Consolidated Fund Appropriations and Revenue Estimates and the Notes to and forming part of the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards, other mandatory professional reporting requirements and the Treasurer's Instructions, the financial position of the Department at June 30, 2001 and the results of its operations and its cash flows for the year then ended.

D D R PEARSON
AUDITOR GENERAL
September 28, 2001

Statement of Financial Performance

for the year ended 30 June 2001

		2000/01	1999/00
	Note	\$ 000	\$ 000
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	4	1,929	1,634
Superannuation expense	5	299	178
Communications expense		55	57
Supplies and services	6	824	846
Consumable expense		49	66
Maintenance expense		23	23
Borrowing costs expense	7	8,684	4,719
Grants and transfer payments	8	3,270	3,085
Net loss on disposal of non-current assets	9	-	131
Depreciation expense	10	49	55
Total cost of services		15,182	10,794
Revenues from ordinary activities			
User fees	11	21	24
Interest from low interest loans	12	2,754	2,083
Other revenues from ordinary activities	11	472	217
Total revenues from ordinary activities		3,247	2,324
NET COST OF SERVICES	13	(11,935)	(8,470)
REVENUES FROM GOVERNMENT			
Appropriations		10,159	8,148
Liabilities assumed by the Treasurer	5	299	178
Resources received free of charge	14	90	84
Total revenues from Government		10,548	8,410
CHANGE IN NET ASSETS	15	(1,387)	(60)
Net increase in asset revaluation reserve		20	20
Total revenues, expenses and valuation adjustments recognised directly in equity	24	20	20
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS		(1,367)	(40)

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

Statement of Financial Position as at 30 June 2001

	Note	2000/01 \$ 000	1999/00 \$ 000
Current Assets			
Cash assets	16	1,340	222
Receivables	17	580	665
Loans to schools	18	7,455	5,288
Other financial assets	19	28	232
Total Current Assets		9,403	6,407
Non-Current Assets			
Property, office equipment and furniture	10	595	613
Loans to schools	18	122,933	93,900
Total Non-Current Assets		123,528	94,513
Total Assets		132,931	100,920
Current Liabilities			
Payables	20	2,111	4
Other liabilities	21	86	32
Interest bearing liabilities	22	7,455	5,288
Provisions	23	220	189
Total Current Liabilities		9,872	5,513
Non-Current Liabilities			
Interest bearing liabilities	22	122,933	93,900
Provisions	23	169	183
Total Non-Current Liabilities		123,102	94,083
Total Liabilities		132,974	99,596
Equity			
Reserves	24	40	20
Accumulated surplus	15	(83)	1,304
Total Equity		(43)	1,324
Total Liabilities and Equity		132,931	100,920

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

Statement of Cash Flows for the year ended 30 June 2001

	Note	2000/01 \$ 000	1999/00 \$ 000
Cash Flows From Government			
Recurrent Appropriation		10,159	8,148
Net cash provided by government		10,159	8,148
Utilised as follows:			
Cash Flows from Operating Activities			
Payments			
Employee costs		(1,847)	(1,531)
Communications		(53)	(66)
Supplies and services		(750)	(753)
Consumables		(48)	(67)
Maintenance of plant and equipment		(24)	(23)
Loans advanced to schools		(36,500)	(26,500)
Borrowing costs		(6,379)	(4,807)
Grants, subsidies and transfer payments		(3,270)	(3,085)
GST payments on purchases		(304)	-
GST payments to taxation authority		(6)	-
Receipts			
User fees		21	24
Interest received on loans to schools		2,721	1,925
Repayment of loans by schools		5,301	3,300
Other receipts		624	65
GST receipts		14	-
GST received from taxation authority		271	-
Net Cash used in operating activities	13	(40,229)	(31,518)
Cash Flows from Investing Activities			
Payments for the purchase of non-current assets		(11)	(39)
Net Cash used in investing activities		(11)	(39)
Cash Flows from Financing Activities			
Proceeds from borrowings		36,500	26,500
Repayments of borrowings		(5,301)	(3,300)
Net Cash provided by financing activities		31,199	23,200
Total Cash Flows used in Operating, Investing and Financing Activities		(9,041)	(8,357)
Net increase/(decrease) in cash held		1,118	(209)
Cash assets at the beginning of the financial year		222	431
CASH ASSETS AT THE END OF THE FINANCIAL YEAR	16	1,340	222

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

Output Schedule of Expenses and Revenues

for the year ended 30 June 2001

	Policy & Planning		Education Services		Total	
	2000/01	1999/00	2000/01	1999/00	2000/01	1999/00
	\$ 000	\$ 000	\$ 000	\$ 000	\$ 000	\$ 000
COST OF SERVICES						
Expenses from ordinary activities						
Employee expenses	1,164	955	765	679	1,929	1,634
Superannuation expense	180	104	119	74	299	178
Communications	33	33	22	24	55	57
Supplies and services	497	493	327	353	824	846
Consumable supplies	30	39	19	27	49	66
Maintenance expense	14	13	9	10	23	23
Borrowing cost expense	-	-	8,684	4,719	8,684	4,719
Grants, and transfer payments	-	-	3,270	3,085	3,270	3,085
Net loss on disposal of non-current assets	-	-	-	131	-	131
Depreciation expense	30	32	19	23	49	55
Total Cost of Services	1,948	1,669	13,234	9,125	15,182	10,794
Revenues from ordinary activities						
User fees	-	-	21	24	21	24
Interest from low interest loans	-	-	2,754	2,083	2,754	2,083
Other revenues from ordinary activities	5	9	467	208	472	217
Total Revenues from ordinary activities	5	9	3,242	2,315	3,247	2,324
NET COST OF SERVICES	(1,943)	(1,660)	(9,992)	(6,810)	(11,935)	(8,470)
REVENUES FROM GOVERNMENT						
Appropriations	1,504	1,442	8,655	6,706	10,159	8,148
Liabilities assumed by the Treasurer	180	99	119	79	299	178
Resources received free of charge	54	47	36	37	90	84
Total revenues from Government	1,738	1,588	8,810	6,822	10,548	8,410
CHANGE IN NET ASSETS	(205)	(72)	(1,182)	12	(1,387)	(60)

The Output Schedule of Expenses and Revenues should be read in conjunction with the accompanying notes.

Summary of Consolidation Fund Appropriations and Revenue Estimates

for the year ended 30 June 2001

	2000/01			1999/00		
	Estimates \$ 000	Actual \$ 000	Variation \$ 000	Estimates \$ 000	Actual \$ 000	Variation \$ 000
RECURRENT						
Amount required to fund outputs for the year	57,710	55,471	2,239	43,096	39,755	3,341
Less retained revenue – Section 23A of the FAAA	47,689	45,452	(2,237)	32,103	31,749	(354)
Item 47 amount provided to fund outputs for the year	10,021	10,019	2	10,993	8,006	2,987
Amount authorised by Other Statutes - Salaries and Allowances Act 1975	140	140	-	140	142	(2)
Sub-total	10,161	10,159	2	11,133	8,148	2,985
Item 48 Administered grants and transfer payments	150,230	146,230	4,000	133,639	132,464	1,175
Total recurrent services	160,391	156,389	4,002	144,772	140,612	4,160
CAPITAL						
Item 148 Administered capital grants	5,000	5,000	-	5,000	5,000	-
Total capital services	5,000	5,000	-	5,000	5,000	-
GRAND TOTAL	165,391	161,389	4,002	149,772	145,612	4,160

Details of Expenditure

Recurrent

Outputs:

1. Education Policy and Planning	1,682	1,830	(148)	1,460	1,384	76
2. Education Services	14,929	10,851	4,078	12,413	8,987	3,426
Recurrent expenditure	16,611	12,681	3,930	13,873	10,371	3,502
Less retained revenue	6,500	3,651	(2,849)	2,805	2,014	(791)
	10,111	9,030	1,081	11,068	8,357	2,711

Adjustments for cash balances and other
funding sources

	50	(28)	78	65	1,207	(1,142)
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Administered expenditure	150,230	147,387	2,843	133,639	131,048	2,591
	160,391	156,389	4,002	144,772	140,612	4,160

Capital

Capital Administered expenditure	5,000	5,000	-	5,000	5,000	-
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Capital Expenditure	5,000	5,000	-	5,000	5,000	-
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Grand Total of Appropriations	165,391	161,389	4,002	149,772	145,612	4,160
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DETAILS OF REVENUE ESTIMATES

Revenues disclosed as Administered revenues	158,599	154,653	(3,946)	141,619	141,233	(386)
Total Revenue Estimates	158,599	154,653	(3,946)	141,619	141,233	(386)

The Summary of Consolidated Fund Appropriations and Revenue Estimates should be read in conjunction with the accompanying notes. This Summary provides the basis for the Explanatory Statement information requirements of T1945.

Notes to the Financial Statements

for the year ended 30 June 2001

1. Departmental mission and funding

The Department's mission is to contribute to the development of an accessible, efficient, forward-looking, integrated, responsive and quality system of education.

The Department is predominantly funded by Parliamentary appropriations. The financial statements encompass all funds through which the Department controls resources to carry out its functions.

2. Significant accounting policies

The following accounting policies have been adopted in the preparation of the financial statements. Unless otherwise stated these policies are consistent with those adopted in the previous year.

General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Australian Accounting Standards and Urgent Issues Group (UIG) Consensus Views as applied by the Treasurer's Instructions. Several of these are modified by the Treasurer's Instructions to vary the application, disclosure, format and wording. The Financial Administration and Audit Act and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over Australian Accounting Standards and UIG Consensus Views. The modifications are intended to fulfil the requirements of general application to the public sector together with the need for greater disclosure and also to satisfy accountability requirements.

If any such modification has a material or significant financial effect upon the reported results, details of that modification and where practicable, the resulting financial effect is disclosed in individual notes to these financial statements.

Basis of accounting

The financial statements have been prepared in accordance with Australian Accounting Standard AAS 29 as modified by Treasurer's Instruction 1101A (where Australian Accounting Standards and UIG Consensus Views are modified by Treasurer's Instructions, any material or significant financial effects resulting are quantified, where practicable and disclosed by way of a note).

The statements have been prepared on the accrual basis of accounting using the historical cost convention, with the exception of certain non-current assets, which subsequent to initial recognition, have been measured on the fair value basis in accordance with the option under AAS 38(5.1). (refer note 10)

Administered assets, liabilities, expenses and revenues are not integral to the Department in carrying out its functions and are disclosed in the notes to the financial statements forming part of the general purpose financial report of the Department. The administered items are disclosed on the same basis as is described above for the financial statements of the Department. The administered assets, liabilities, expenses and revenues are those which the Government requires the Department to administer on its behalf. The assets do not render any service potential or future economic benefits to the Department, the liabilities do not require the future sacrifice of service potential or future economic benefits of the Department, and the expenses and revenues are not attributable to the Department.

As the administered assets, liabilities, expenses and revenues are not recognised in the principal financial statements of the Department, the disclosure requirements of Australian Accounting Standard AAS 33 'Presentation and Disclosure of Financial Instruments' are not applied to administered transactions.

(a) Appropriations

Appropriations in the nature of revenue, whether recurrent or capital, are recognised as revenues in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited into the Department's bank account.

(b) Net Appropriation Determination

Pursuant to section 23A of the Financial Administration and Audit Act, the net appropriation determination by the Treasurer provides for the retention of the following moneys received by the Department:

- ?? registration fees;
- ?? Commonwealth Specific Purpose Program – Aboriginal Education and Training Council;
- ?? borrowings from WA Treasury Corporation;
- ?? interest repayments;
- ?? principal repayments;
- ?? miscellaneous revenue; and
- ?? GST input credits.

Retained revenues may only be applied to the outputs specified in the 2000/01 Budget Statements.

Details of retained revenues are disclosed in the Summary of Consolidated Fund Appropriations and Revenue Estimates.

(c) Grants and Other Contributions Revenue

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the Department obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

Contributions are recognised at their fair value.

(d) Operating accounts

Amounts appropriated are deposited into the account and any revenues which are the subject of net appropriation determinations are also deposited into the account. Revenues not subject to net appropriation determinations are deposited into the Consolidated Fund. All payments of the Department are made from the operating account.

(e) Depreciation of non-current assets

All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner which reflects the consumption of their future economic benefits. Depreciation is provided for on the straight-line basis, using rates which are reviewed annually. Useful lives for depreciable assets are: computer equipment 3 years; office equipment 5 years; and furniture 10-15 years.

(f) Employee entitlements

Annual leave and long service leave

Annual leave is recognised at current remuneration rates and is measured at the amount unpaid at the reporting date in respect to employees' service up to that date.

A liability for long service leave is recognised, and is measured as the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. This method of measurement of the liability is consistent with the requirements of Australian Accounting Standard AAS 30 "Accounting for Employee Entitlements".

Superannuation

Staff may contribute to the Superannuation and Family Benefits Act Scheme, a defined benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined benefit and lump sum scheme now also closed to new members. All staff who do not contribute to either of these schemes become non-contributory members of the West State Superannuation Scheme, an accumulation fund complying with the Commonwealth Government's Superannuation Guarantee (Administration) Act 1992.

The superannuation expense comprises the following elements:

- (i) change in the unfunded employer's liability in respect of current employees who are members of the Superannuation and Family Benefits Act Scheme and

current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme; and

- (ii) notional employer contributions which would have been paid to the Gold State Superannuation Scheme and West State Superannuation Scheme if the Department had made concurrent employer contributions to those Schemes.

(The superannuation expense does not include payment of pensions to retirees, as this does not constitute part of the cost of services provided by the Department in the current year).

(g) Leases

The Department has entered into a number of operating lease arrangements for building and office equipment where the lessors effectively retain all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

(h) Receivables and Payables

Receivables are recognised at the amounts receivable. Collectability of accounts receivable is reviewed on an ongoing basis. A provision for doubtful debts is raised where some doubts as to collection exist.

Payables, including accruals not yet billed, are recognised when the Department becomes obliged to make future payments as a result of a purchase of assets, goods or services. Payables are generally settled within 30 days.

(i) Accrued Salaries

The accrued salaries suspense account consists of amounts paid annually into a suspense account over a period of 10 financial years to largely meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26. No interest is received on this account.

Accrued salaries represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a few days of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to the net fair value.

(j) Interest Bearing Loans

Bank loans and other loans are recorded at an amount equal to the net proceeds received. Borrowing costs expense is recognised on an accrual basis.

(k) Net Fair Values of Financial Assets and Liabilities

Net fair values of financial instruments are determined on the following bases:

- ?? Monetary financial assets and liabilities not traded in an organised financial market - cost basis carrying amounts of accounts receivable, accounts payable and accruals (which approximates net market value).
- ?? Loan principal outstanding is measured on discounted cash flow technique based on interest applicable.
- ?? Leave liabilities – current risk adjusted market rates.
- ?? Revaluation of Land – the Department has a policy of valuing land at fair value. The annual revaluation of the Department's land undertaken by the Valuer General's Office for the Government Property Register is recognised in the financial statements.

(l) Comparative Figures

Comparative figures are, where appropriate, reclassified so as to be comparable with the figures presented in the current financial year.

3. Outputs of the Department

Information about the Department's outputs, and the expenses and revenues, which are reliably attributed to those outputs, is set out in the Outputs Schedule. Information about expenses, revenues, assets and liabilities administered by the Department are given in the schedule of Administered Expenses and Revenues and the schedule of Administered Assets and Liabilities (refer note 31).

The Department's outcome and outputs during the reporting period were:

Outcome: A high quality integrated, responsive, forward-looking and efficient education system.

Output 1: Education Policy and Planning.

Output Description: Provision of objective, independent and timely advice to the Minister for Education on higher education, non-government education, international education and cross-sectoral education.

Output 2: Education Services.

Output Description: Registration of non-government schools, provision of funding to facilitate students' access to non-government schools, regulation of providers of international education services, and provision of funding for contracted services.

4. Employee expenses

	2000/01	1999/00
	\$ 000	\$ 000
Salaries	1,774	1,428
Change in annual and long service leave entitlements	17	95
Other staff costs	138	111
	<u>1,929</u>	<u>1,634</u>

5. Superannuation expense

Notional superannuation expense

Superannuation liabilities are assumed by the Treasurer.

These comprise:

	2000/01	1999/00
	\$ 000	\$ 000
Change in unfunded employer's liability	93	29
Notional employer contributions	206	149
	<u>299</u>	<u>178</u>

6. Supplies and services

	2000/01	1999/00
	\$ 000	\$ 000
Consultants and contractors	279	382
Accommodation	229	146
Other	316	318
	<u>824</u>	<u>846</u>

7. Borrowing costs expense

	2000/01	1999/00
	\$ 000	\$ 000
Interest expense	5,026	1,837
Interest subsidy expense	3,658	2,882
	<u>8,684</u>	<u>4,719</u>

8. Grants, and transfer payments

	2000/01	1999/00
	\$ 000	\$ 000
Boarding Away from Home Allowance	1,102	1,274
Other grants	2,168	1,811
	<u>3,270</u>	<u>3,085</u>

9. Net Loss on disposal of non-current assets

	2000/01	1999/00
	\$ 000	\$ 000
Net loss on disposal of land	-	130
Net loss on disposal of computer equipment	-	1
Gross proceeds on disposal of non-current assets	<u>-</u>	<u>131</u>

10. Property, office equipment and furniture

At Cost At Fair Value Accumulated Written

Notes to the Financial Statements

			Depreciation	Down Value	Depreciation
2000/01	\$ 000	\$ 000	\$ 000	\$ 000	\$ 000
Property - at Albany	-	540	-	540	-
Equipment and furniture	210	-	155	55	49
	210	540	155	595	49

Property at the Shire of Albany comprises land and building formerly vested in the WA Post Secondary Education Commission. The ownership was transferred to the Department and first recognised as controlled by the Department on 1 July 1997. The asset value of \$0.54m (land of \$0.54m and building of \$0) is based on the valuation provided by the Valuer General's Office (VGO) in connection with its report on Government Property Register (GPR) for 2000/01.

	At Cost	At Valuation	Accumulated Depreciation	Written Down Value	Depreciation
1999/00	\$ 000	\$ 000	\$ 000	\$ 000	\$ 000
Property - at Albany	-	520	-	520	-
Equipment and furniture	250	-	157	93	55
	250	520	157	613	55

Reconciliation

Reconciliation of the carrying amounts of property equipment and furniture at the beginning and end of the current financial year is set out below:

	Land	Equipment & Furniture	Total
2000/01	\$ 000	\$ 000	\$ 000
Carrying amount at start of year	520	93	613
Additions	-	11	11
Disposals	-	(51)	(51)
Written back value of accumulated depreciation on disposals	-	51	51
Revaluation increments	20	-	20
Depreciation	-	(49)	(49)
Carrying amount at end of year	540	55	595

11. User fees and other revenues from ordinary activities

	2000/01	1999/00
	\$ 000	\$ 000
Registration fees	21	24
	21	24

Other revenues

Commonwealth funds AETC (Aboriginal Education Training Council)	350	151
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Other revenues	122	66
	<u>472</u>	<u>217</u>

Registration fees are collected by the Department under the Education Service Providers (Full Fee Overseas Students) Registration Act 1991. Other revenues contains Crown Law fees of \$39,000. Prior to the introduction of GST, costs incurred in the preparation of documentation for newly approved low interest loans, were directly charged to loan recipients. Since 1 July 2000 the Department is invoiced and then recovers the costs from the loan recipients.

12. Interest from low interest loans

The amount reflects the interest charges on low interest loans received and receivable from loans to schools. In 1999/00 loans to the value of \$26.5m were advanced to schools, a further \$36.5m has been advanced in 2000/01.

	2000/01	1999/00
	\$ 000	\$ 000
Interest charges receivable as at 30 June	546	513
Interest charges received during the year retained by the Department	2,208	1570
	<u>2,754</u>	<u>2,083</u>

13. Reconciliation of net cash used in operating activities to net cost of services

For the purpose of the Statement of Cash Flows, 'cash' has been deemed to include cash on hand and amounts in suspense.

	2000/01	1999/00
	\$ 000	\$ 000
Net cash used in operating activities	(40,229)	(31,518)
Services received free of charge	(90)	(84)
Loss on sale of non-current assets	-	(131)
Depreciation	(49)	(55)
Net change in non-current employee entitlements	14	(52)
Net change in non-current low interest loans	29,032	21,189
Liabilities assumed by the Treasurer	(299)	(178)
Change in current assets and current liabilities		
Accounts receivable	(85)	310
Low interest loans	2,167	2,011
Prepayments	(204)	77
Accounts payable	(2,107)	15
Accrued salaries	(54)	(11)
Employee entitlements	(31)	(43)
Net cost of services (Statement of Financial Performance)	<u>(11,935)</u>	<u>(8,470)</u>

14. Resources received free of charge

	2000/01	1999/00
	\$ 000	\$ 000
Other services and contracts		
Office of the Auditor General – external audit services	18	20
Valuer General's Office	-	5
Curriculum Council	72	59
	90	84

The resources received free of charge have been determined on the basis of the estimates provided by the agencies listed above.

15. Accumulated surplus

Equity represents the residual interest in the net assets of the Department. The Government holds the equity interest in the Department on behalf of the community.

	2000/01	1999/00
	\$ 000	\$ 000
Accumulated surplus at the beginning of the year	1,304	1,364
Change in net assets resulting from ordinary activities	(1,387)	(60)
Accumulated surplus at end of the year	(83)	1,304

16. Cash assets

	2000/01	1999/00
	\$ 000	\$ 000
Operating account	1,299	188
Accrued salaries suspense account	40	33
Cash on hand	1	1
	1,340	222

Accrued salaries suspense account is represented by a cash balance and is therefore equivalent to the net fair value.

17. Receivables

	2000/01	1999/00
	\$ 000	\$ 000
GST receivable	34	152
Accrued revenue - interest receivable from schools from low interest loans (refer Note 18).	546	513
	580	665

The carrying amounts of debtors approximate their net fair values.

18. Loans to schools

The Department provides low interest loans to the non-government education sector. During 2000/01 a further \$36.5m in loans was advanced to the sector. The loans were funded by borrowings from the Western Australian Treasury Corporation (WATC) (refer Note 22).

	2000/01	1999/00
	\$ 000	\$ 000
Amount due and receivable within the next 12 months	7,455	5,288
Amount due and receivable after the next 12 months	122,933	93,900
	<u>130,388</u>	<u>99,188</u>

Loans to schools are at a reduced average interest rate of 2.05% per annum as the Department meets the subsidised interest on behalf of the schools (refer Note 7). These loans have maturity terms not exceeding 15 years.

19. Other financial assets

	2000/01	1999/00
	\$ 000	\$ 000
Prepayments – services and contracts	28	232

20. Payables

	2000/01	1999/00
	\$ 000	\$ 000
GST payable	9	-
Borrowing costs expense	2,078	-
Goods and services	24	4
	<u>2,111</u>	<u>4</u>

These relate to borrowing costs on low interest loans and goods and services received during the year. The carrying amounts of accounts payable approximate their net fair values.

21. Other liabilities

	2000/01	1999/00
	\$ 000	\$ 000
Amounts owing for 6 working days from 22 June 2000 to 30 June 2000 (1999/00 – 6 working days from 23 June 1999 to 30 June 1999)	86	32

Accrued salaries are settled in the fortnight following the financial year end. The carrying amount of accrued salaries is equivalent to the net fair value.

22. Interest bearing liabilities

The Department borrows from Western Australian Treasury Corporation to finance loans provided under the Low Interest Loan Scheme. In 2000/01 a further \$36.5m was utilised to fund loans of that amount to the non-government education sector.

	2000/01	1999/00
	\$ 000	\$ 000
Amount due and payable within the next 12 months	7,455	5,288
Amount due and payable after the next 12 months	122,933	93,900
	<u>130,388</u>	<u>99,188</u>

The carrying amounts are equivalent to their net fair values. Loans are borrowed at an average rate of interest of 5.82% and with varying maturity dates up to 2 years normally, at which time outstanding balances are rolled over with similar maturity periods at prevailing interest rate until loans are extinguished.

23. Provisions

	2000/01	1999/00
	\$ 000	\$ 000
Current liabilities -		
Liability for annual leave	66	50
Liability for long service leave	154	139
	<u>220</u>	<u>189</u>
Non-current liabilities -		
Liability for long service leave	169	183
Total employee entitlements liability	<u>389</u>	<u>372</u>

The carrying amounts of the entitlements are equivalent to their net fair values.

24. Reserves

	2000/01	1999/00
	\$ 000	\$ 000
Asset revaluation reserve (property at Albany)	<u>40</u>	<u>20</u>

The Valuer Generals Office has re-valued the property at Albany owned by the Department. Previous valuation was \$0.52m. Current valuation is \$0.54m.

25. Lease commitments

	2000/01	1999/00
	\$ 000	\$ 000

Non-cancellable operating lease commitments:

Not later than one year	289	201
Later than one, not later than two years	172	193
Later than two, not later than five years	3	138
Later than five years	-	-

26. Remuneration and retirement benefits of senior officers

	2000/01 \$ 000	1999/00 \$ 000
The total of salaries and other benefits received, or due and receivable for the financial year by senior officers	672	511

The total number of senior officers whose total of salaries and other benefits received or due and receivable for the financial year, falls within the following bands:

	2000/01 \$ 000	1999/00 \$ 000
\$60,001 - \$70,000	-	1
\$80,001 - \$90,000	-	1
\$90,001 - \$100,000	2	1
\$100,001 - \$110,000	2	-
\$110,001 - \$120,000	1	-
\$120,001 - \$130,000	-	1
\$130,001 - \$140,000	-	-
\$140,001 - \$150,000	-	-
\$160,001 - \$170,000	1	-
\$200,001 - \$210,000	-	1

Retirement benefits

Total notional contributions to the Gold State Superannuation Scheme	71	58
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The acting Chief Executive Officer (CEO), in addition to fulfilling this role at the Department of Education Services, also continues to perform the role of CEO at the Curriculum Council. The Department of Education Services meets the acting CEO's remuneration expense.

Retirement benefits of members of the Accountable Authority

The following amounts in respect of retirement benefits were paid or became payable for the financial year:

1. Redundancy payments	116	-
2. Total notional contributions to Gold State Superannuation Scheme and West State Superannuation Scheme	-	-
	116	-

27. Additional financial instruments disclosure

(a) Interest risk exposure

The Department's exposure to interest rate risk and the effective interest rates on financial instruments are:

	Weighted Average Effective Interest Rate	Quarterly Fixed Due Within 1 Year \$ 000	Quarterly Fixed Due After 1 Year \$ 000	Non Interest Bearing \$ 000	Total \$ 000
30 June 2001	%				
Assets					
Cash assets		-	-	1,340	1,340
Receivables and accrued revenue		-	-	580	580
Low interest loans	2.05	7,455	122,933	-	130,388
Total financial assets		7,455	122,933	1,920	132,308
Liabilities					
Payables		-	-	2,111	2,111
Accrued salaries		-	-	86	86
Borrowings from WATC	5.82	7,455	122,933	-	130,388
Employee entitlements		-	-	389	389
Total financial liabilities		7,455	122,933	2,586	132,974
Net financial assets		-	-	(666)	(666)

27. Continued

(b) Interest risk exposure

	Weighted Average Effective Interest Rate	Quarterly Fixed Due Within 1 Year \$ 000	Quarterly Fixed Due After 1 Year \$ 000	Non Interest Bearing \$ 000	Total \$ 000
30 June 2000	%				
Assets					
Cash assets		-	-	222	222
Receivables and accrued revenue		-	-	665	665
Low interest loans	2.67	5,288	93,900	-	99,188
Total financial assets		5,288	93,900	887	100,075
Liabilities					
Payables		-	-	4	4
Accrued salaries		-	-	32	32

Notes to the Financial Statements

Borrowings from WATC	6.16	5,288	93,900	-	99,188
Employee entitlements		-	-	372	372
Total financial liabilities		5,288	93,900	408	99,596
Net financial assets		-	-	479	479

Credit risk exposure

Credit exposure represents the extent of credit related losses that the Department may be subject to on amounts to be received from financial assets. The Department, while exposed to credit related losses in the event of non performance by non-government schools, universities and training providers to loan agreements, does not expect any of these to fail to meet their obligations given their good credit ratings. In all cases, collateral is obtained in the form of mortgages or loan agreements. The credit exposure is represented by the net fair value of these loans.

The Department does not have a significant exposure to any one of the non-government schools, universities and training providers.

Net fair value

The net fair values of the financial assets, and liabilities, except for Low Interest Loans assets, approximate their carrying values as disclosed in the Statement of Financial Position and the Notes to the Financial Statements. No financial assets and financial liabilities held by the Department are readily traded on organised markets in standardised forms.

The carrying amount and estimated fair value of Low Interest Loans assets held at balance date follows. The method of measurement is detailed in note 2(k).

	2000/01		1999/00	
	Carrying Amount \$ 000	Net Fair Value \$ 000	Carrying Amount \$ 000	Net Fair Value \$ 000
Financial assets				
Low interest loans	<u>130,388</u>	<u>106,293</u>	<u>99,188</u>	<u>81,897</u>

28. Explanatory statement for significant variations

Significant variations are considered to be those greater than \$100,000.

(a) Variation between budget estimates and actual for 2000/01 (Summary of Consolidated Fund Appropriations and Revenue Estimates)

Expenditure	Budget Estimate \$ 000	Actual \$ 000	Variation \$ 000
Output:			
1. Education Policy and Planning The increase is due to salary increases, a full year effect of additional staff to assist with GST implementation and extra costs incurred on the Rural Teacher Liaison project and the National Indigenous English Literacy and Numeracy Strategy (NIELNS).	1,682	1,830	+148
2. Education Services The decrease is mainly due to the interest expense to WATC being lower than estimated by \$3.4m as estimates were based on a higher borrowing profile. Further reduction of \$0.2m relates to savings in boarding away from home allowance due to a decrease in applicants and \$0.5m relates to decrease in estimated GST costs.	14,929	10,851	-4,078
Retained Revenue Decrease in revenue of \$2.6m is due to estimates of interest revenue being based on a higher interest rate and a further decrease of \$0.5m is due to GST revenue relating to expenditure being overstated.	6,500	3,651	-2,849
Administered Expenditure The savings are mainly due to per capita grants of \$4m being underspent due to estimated student growth not being achieved. This was offset by higher expenditure for special education grant \$0.3m, higher cost for superannuation for higher education institutions \$0.4m and carried forward expenditure for the Institute of Mining \$0.9m	150,230	147,387	-2,843
Administered Revenues Reduction in Appropriation mainly due to savings in per capita funding of \$4m due to estimated student growth not being achieved.	158,599	154,653	-3,946

(b) Variation between actual for 2000/01 and actual for 1999/00

Expenditure	
1. Education Policy and Planning Increase in actual expenditure is due to funding for the Rural Teacher Liaison project and the National Indigenous English Literacy and Numeracy Strategy (NIELNS) \$0.3m, and part of redundancy expenditure of \$0.15m.	+446
2. Education Services Increase in expenditure is related to an increase of interest repayments of \$1.6m to WATC for extra annual borrowings to fund LILS, increased payments of \$0.3m for contracted services and scholarships.	+1,864
Retained Revenue	+1,637

The increase is made up of, interest received from schools \$0.8m, GST revenue \$0.3m and Commonwealth funding \$0.5m.

Administered Expenditure

The increase of \$13.7m is mainly due to per capita funding and special education funding increases to reflect a 6% increase in Average Government Schools Recurrent Costs (AGSRC) for WA as well as a 3.2% increase in student numbers. Further increases of \$2.1m relate to increases of various grants relating to increased student numbers and indexation as well as extra funding of \$0.3m for Centre for Excellence included for the first time this year, \$0.44m relates to an increase in the Superannuation charge for the Universities. +16,339

Administered Revenues

Increase from actual of last year is extra appropriation to cover the extra cost of growth and indexation for per capita funding. +13,420

28. Continued

(c) Variation between actual for 2000/01 and actual for 1999/00

Variation
\$ 000

(Statement of Financial Performance)

Expenditure

Salaries

The increase is due to 3.75% salary increase, \$0.17m redundancy and retirement payout, as well as the full year effect of additional staff to assist with GST implementation and extra staff for the Rural Teacher Liaison project and the Commonwealth funded NIELNS. +295

Superannuation Expense

The increase is due to increase in staff and increase in salaries. +121

Interest Expense

This is due to increased interest payments of \$3.965m to WATC for the extra annual borrowings and accrued interest. +3,965

Grants, and Transfer Payments

The increase is due to extra funding of \$0.12m for the non-government schools psychology service, increased scholarships of \$0.15m, increase in students at risk funding of \$0.08m with a \$0.17m decrease due to decrease of applicants for boarding away from home allowance. +185

Revenue

Interest revenue from loans to non-government schools, which increases as more loans are approved to non-government schools. +671

Other revenues

Increase due to Commonwealth funds of \$0.2m for the AETC. +255

Appropriation

The variation is mainly due to provision for an increase in the subsidy of \$1.54m for low interest loans, increased payments for contracted services of \$0.12m, boarding away from home allowance of \$0.17m, scholarships of \$0.16m and other small miscellaneous increases. +2,011

Liabilities assumed by the Treasurer	+121
This is due to an increase for the superannuation expense due to increased staff and increased salaries.	

29. Capital commitments

The Department has no capital commitments as at 30 June 2001.

30. Contingent liabilities

No contingent liabilities exist as at 30 June 2001.

31. Schedule of administered items

		2000/01	1999/00
	Note	\$ 000	\$ 000
Administered expenses and revenues			
Expenses			
Transfer payments	(i)	<u>155,718</u>	<u>139,751</u>
Total administered expenses		<u>155,718</u>	<u>139,751</u>
Revenues			
For transfer	(ii)	<u>154,653</u>	<u>141,233</u>
Total administered revenues		<u>154,653</u>	<u>141,233</u>
Administered assets and liabilities			
Assets			
Current			
Cash assets		1,250	2,407
State Professorial Trust Fund – Cash at bank		30	28
Receivables		398	333
Low interest loans		<u>14,467</u>	<u>14,118</u>
Total administered current assets		<u>16,145</u>	<u>16,886</u>
Non-current			
Low interest loans		<u>87,633</u>	<u>102,182</u>
Total administered non-current assets		<u>87,633</u>	<u>102,182</u>
Total administered assets		<u>103,778</u>	<u>119,068</u>
Liabilities			
Current			
Interest bearing liabilities		14,467	14,118
Accrued Interest		288	333
Payables		39	21
State Professorial Trust Fund		<u>30</u>	<u>28</u>
Total administered current liabilities		<u>14,824</u>	<u>14,500</u>
Non-current			
Interest bearing liabilities		<u>87,633</u>	<u>102,182</u>
Total administered non-current liabilities		<u>87,633</u>	<u>102,182</u>
Total administered liabilities		<u>102,457</u>	<u>116,682</u>

The difference between the total administered assets and total administered liabilities is \$1.321m this is represented by the following:

1. Expenditure commitments and accrued revenue for 2000/01 of \$0.071m
2. Cash at bank of \$1.250m.

31. Continued

Notes to the schedule of administered items

(i) Transfer payments

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

	2000/01 \$ 000	1999/00 \$ 000
Financial assistance for non-government schools and		
Independent pre-schools	138,489	124,648
Interest payments to Treasury	3,311	3,769
Other grants and subsidies	4,344	2,295
Subsidies for debt charges incurred by statutory authorities		
in the education sector	83	106
Subsidies for unfunded superannuation liabilities of higher		
education institutions	4,379	3,933
Bad debt written off	112	-
Computers in schools	5,000	5,000
	<u>155,718</u>	<u>139,751</u>

The administered loans were funded by Treasury, prior to the enactment of the Acts Amendment (Education Loan Scheme) Act 1998.

This Act, together with the approval from Treasury under Section 23A of the Financial Administration and Audit Act 1985, allowed the Department to borrow moneys from the WATC for on-lending to the schools and to retain the loan repayments from the borrowers. Loans after the Acts Amendment (Education Loan Scheme) Act 1998 are deemed controlled.

Bad debt representing two loans written off under the authority of the Executive Council amounted to \$0.108m principal and \$0.004m interest.

(ii) Transfer revenues

	2000/01 \$ 000	1999/00 \$ 000
Financial assistance for non-government schools and		
independent pre-schools	139,882	126,151
Interest on loans	3,311	3,769
Other grants and subsidies	1,998	2,274
Subsidies for debt charges incurred by statutory authorities		
in the education sector	83	106
Subsidies for unfunded superannuation liabilities of higher		
education institutions	4,379	3,933
Computers in schools	5,000	5,000
	<u>154,653</u>	<u>141,233</u>

32. Resources provided free of charge

	2000/01	1999/00
	\$ 000	\$ 000
The estimated costs of resources provided free of charge are:		
Curriculum Council	156	120
Country High School Hostels Authority	55	40
	<u>211</u>	<u>160</u>

33. Events occurring after reporting period

As a result of the report of the taskforce established to review the machinery of Western Australia's Government it is proposed to abolish the Department of Education Services with continuing functions being transferred to either the Department of Education or the Curriculum Council.

34. Supplementary information

Write-offs

During the financial year \$0.003m relating to overpaid staff entitlements of two members of staff who resigned after taking all of their annual leave was written off under the authority of the Accountable Officer.

Appendices

1 Departmental Publications

Aboriginal Education and Training Council Newsletter, Vol 8, August 2000

Aboriginal Education and Training Council Newsletter, Vol 9, December 2000

Annual Report 1999/2000, Perth, August 2000.

Consultation Related to Post-compulsory Schooling of Aboriginal Students in WA, June 2001

Non-Government Schools of Western Australia: A Guide for Parents, Perth, 2000.

Post-compulsory Education of Aboriginal Students in WA: A Background Report, Dec 2000

2000 Statistics: Higher Education in Western Australia, Perth, December 2000.

Western Australian Higher Education Course Statistics 2000, Perth, September 2000.

Western Australian Council of Teaching - A Position Paper, September 2000

Administrative Guidelines

Guidelines for the Establishment and Registration of Non-Government Schools

Information provided to prospective non-government schools outlining the requirements for State registration.

Low Interest Loan Scheme Guidelines and Procedures

Outlines the guidelines and procedures governing the administration of the Low Interest Loan Scheme for non-government schools and independent pre-schools. Separate guidelines and procedures are also available for the Low Interest Loan Scheme for The University of Notre Dame Australia.

Policy Guidelines: Registration of Providers of Education Services to International Students

Information provided to prospective education service providers outlining policy and guidelines for State Government and Commonwealth Government registration.

2 Statistics

Table 1.1: Western Australian Higher Education Statistics - 2001

	Curtin University of Technology	Edith Cowan University	Murdoch University	The University of Western Australia	Total
Students					
Total Students	22649	19092	10736	13768	66245
Commencing Students	9321	7721	4188	4853	26083
Female Students	12250	11762	6349	7096	37457
Male Students	10399	7330	4387	6672	28788
Full-Time Students	16406	11462	7273	11420	46561
Part-Time Students	4660	4323	2227	2348	13558
External Students	1583	3307	1236		6126
Students -19 Years and Under	6739	4175	2835	5756	19505
Aboriginal Students	430	610	144	111	1295
Fee-Paying Overseas Students	4499	2314	1809	1605	10227
Higher Degree Students	2438	1715	1355	2067	7575
Student Load					
Total Load	17321	14313	8175	12214	52023
Commencing Load	7389	6063	3457	4427	21336
Load by Level of Course					
- Doctorate	629	325	473	1061	2488
- Masters	797	860	679	496	2832
- Postgraduate	673	719	264	295	1951
- Bachelors	14614	11911	6717	10328	43570
- Other	608	498	42	34	1182

Source: DETYA Higher Education Student Data Collection 2001.

Students as at 31 March 2001, (summer school and cross institution students excluded).

Table 1.2: Number of Non-Government Schools - August 2000

	Number	Total
INDEPENDENT PRE-SCHOOLS		17
PRIMARY SCHOOLS		162
Primary only	1	
Pre-Primary * and Primary	161	
PRIMARY/SECONDARY SCHOOLS		81
Primary and Lower Secondary	2	
Pre-Primary *, Primary and Lower Secondary	28	
Primary, Lower and Upper Secondary	9	
Pre-Primary *, Primary, Lower and Upper Secondary	42	
SECONDARY SCHOOLS		42
Lower Secondary only	4	
Lower and Upper Secondary	36	
Upper Secondary only	2	
Total		302

* Includes Kindergarten

Table 1.3: Number of Non-Government School Students - August 2000

	Number of Schools	Pre-Primary Students*	Primary Students	Lower Secondary Students	Upper Secondary Students	Total Secondary Students	Total Students
NON-GOVERNMENT SCHOOLS							
Primary	162	9167	33 313				42 480
Primary/Secondary	81	2 591	14 603	14 843	7 954	22 797	39 991
Secondary	42			13 785	7 470	21 255	21 255
Independent Pre-Schools	17	545					545
Total Non-Government %	302 27.0%	12 303 24.4%	47 916 25.0%	28 628 34.5%	15 424 36.1%	44 052 35.0%	104 271# 28.3%
GOVERNMENT SCHOOLS	767	35 519	144 087	54 421	27 259	81 680	261 286
COMMUNITY PRE-SCHOOLS	49	2 540					2 540
Total	1 118	50 362	192 003	83 049	42 683	125 732	368 097

* Includes Kindergarten

The total number of students exceeds the number of students for whom per capita grants were paid as the student census includes students who were ineligible for per capita grants,

eg 4 year old and younger students, and students enrolled at independent profit-making pre-school centres.

Table 1.4: Number of Non-Government Schools by Religious Affiliation – August 2000

Religious Affiliation	Number	%
Anglican	13	4%
Baptist	11	4%
Catholic	156	52%
Seventh Day Adventist	7	2%
Uniting Church	8	3%
Other Religions	41	13%
	<u>236</u>	<u>78%</u>
No Religious Affiliation	49	16%
Independent Pre-Schools	17	6%
Total	302	100%

Table 1.5: Number of Full Fee International Students Service Providers Registered During 2000

	Number	Total
STATUTORY PROVIDERS		80
Public universities	4	
Private universities	1	
TAFE International	1	
Government senior colleges	2	
Education Department	1	
Non-government schools	<u>71</u>	
PRIVATE NON-STATUTORY PROVIDERS		55
Aviation	4	
ELICOS only	8	
ELICOS and Business	35	
Theological	<u>8</u>	
Total		135
Including new registrations	10	
Excluding registrations ceased	6	
Total operating at 31 December 2000		129

Table 1.6: Number of Full Fee International Student Enrolments - March 2000

	Number
COUNTRY OF ORIGIN	
Singapore	2 944
Indonesia	2 806
Malaysia	2 542
Hong Kong	1 046
Japan	915
Other SE Asia	2 210

Other	9 611
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Total	22 074
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EDUCATION AND TRAINING SECTOR

School Education	1 713
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Higher Education	*13 726
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Other Post Secondary Education	2 949
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ELICOS	3 686
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Total	22 074
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* Note: Data includes 5 224 offshore students

3 Non-Government Schools Registered in 2000/2001

New Schools

Alexander Institute of Technology (Perth)
 Clearwater School (Middle Swan)
 Ellenbrook Christian College
 Nyikina Mangala Community School (via Derby)
 Perth Institute of Business & Technology (Churchlands)
 Romper Place Kindergarten (Kenwick)
 Sowilo Community High School (Wembley)
 Woodthorpe Drive Secondary School (Welshpool)

Additional Campus

Beehive Montessori School (Mosman Park) (Additional Campus in Mosman Park)
 Living Waters Lutheran College (Warnbro) (Halls Head Campus)
 St Stephens School (Duncraig) (Carramar Campus)

Additional Level(s)

Aboriginal Community College (Gnangara) (Kindergarten & Pre-Primary)
 All Saints College (Bull Creek) (Kindergarten)
 Bethel Christian School (Albany) (Kindergarten)
 Bunbury Community School (Kindergarten)
 Carey Baptist College (Forrestdale) (Upper Secondary)
 Carmel Adventist College Primary School (Bickley) (Kindergarten)
 Christian Aboriginal School (Coolgardie) (Kindergarten & Pre-Primary)
 Emmanuel Christian Community School (Girrawheen) (Kindergarten)
 Gumnut Montessori School (Claremont) (Primary)
 John Septimus Roe Anglican Comm School (Kindergarten)
 Kingsway Christian College (Darch) (Kindergarten)
 Kingsway Christian College – Merriwa (Kindergarten)
 Pioneer Village School (Armadale) (Kindergarten)
 Riverside Community School (Victoria Park) (Kindergarten)

Silver Tree Steiner School (Parkerville) (Primary)
 Southlands Christian College (Albany) (Upper Secondary)
 Speech & Hearing Centre (Wembley) (Kindergarten)
 St Andrews Grammar (Dianella) (Lower Secondary)
 Strathalbyn Christian College (Geraldton) (Upper Secondary)
 Tranby College (Baldivis) (Upper Secondary)
 Treetops Montessori School (Darlington) (Lower Secondary)

Wilgie View Learning Centre (Denmark) (Primary)

New Location

Bold Park Community School (Shenton Park) (Relocation from City Beach)

Review/Confirmation of Registration

Blue Gum Montessori School (Bibra Lake)
 Carmel Adventist College Primary School (Bickley)
 Ellenbrook Christian College
 Emmanuel Christian Community School (Girrawheen)
 Foundation Christian School (Mandurah)
 Hope Christian College (Roelands)
 Kingsway Christian College (Darch)
 Kingsway Christian College – Merriwa
 Living Waters Lutheran College (Warnbro)
 Living Waters Lutheran College (Halls Head)
 Peter Moyes Anglican Community School (Mindarie)
 Phoenix West Secondary Vocational College (Geraldton)
 Pioneer Village School (Armadale)
 Romper Place Kindergarten (Kenwick)
 Silver Tree Steiner School (Parkerville)
 St Andrews Grammar (Dianella)

4 Providers of Education Services to Full Fee International Students Registered in 2000/2001

New Registrations

Bold Park Community School (*Shenton Park*)
 International School of Perth (*City Beach*)
 Language Links (*Perth*)
 XLT Industrial Training (*Spearwood*)

Helena College (*Glen Forrest*)
 Institute of the Nations (*Perth*)
 International Business College (*Perth*)
 International Language Academies (*West Perth*)

Re-Registrations

Australian Child Care Academy (*Perth*)
 Australian Institute of Holistic Medicine (*Jandakot*)
 Australian School of Tourism & Hotel Management (*Perth*)
 Curtin University of Technology (*Bentley*)
 Divine Mercy College (*Rivervale*)
 Edith Cowan University (*Churchlands*)
 Education Department (*East Perth*)

Landsdale Gardens Christian School (*Landsdale*)
 Murdoch University (*Murdoch*)
 Orana Catholic Primary School (*Willetton*)
 Our Lady of Grace School (*North Beach*)
 Swan International Language Academy (*Perth*)
 Swan International Institute of Management & Technology (*Perth*)
 Tabor College (*Bayswater*)
 St Norbert's College (*Queens Park*)
 West Coast Steiner School (*Nollamara*)

5 Per-Capita Grants paid to Non-Government Schools in 2000/01

C'wth Funding Category	Kindergarten (2 sessions)	Kindergarten (4 sessions)	Pre- Primary (FTE) & Primary 2000	Pre-Primary (FTE) & Primary 2001	Secondary 2000	Secondary 2001
	2000	2001				
	\$	\$	\$	\$	\$	\$
1,2,3	640	1 386	852	904	1 296	1 374
4,5	702	1 488	936	992	1 516	1 606
6,7	726	1 540	968	1 026	1 596	1 692
8,9	760	1 612	1 014	1 074	1 666	1 766
10,11	794	1 684	1 058	1 122	1 722	1 826
12	820	1 736	1 092	1 158	1 784	1 892
Remote schools	1 230	2 608	1 640	1 738	2 676	2 836

Details of the financial entitlements for individual non-government schools and independent pre-schools are available on request under the Freedom of Information Act from the Office of Non-Government and International Education, Department of Education Services.

6 Low Interest Loans Advanced to the Non-Government Education Sector in 2000/2001

Aranmore Catholic Primary School
 Armadale Christian College
 Banjup Catholic School (Proposed)
 Bunbury Catholic College
 Canning Vale Catholic School (Proposed)
 Carey Baptist College
 Christian Brothers College (Fremantle)
 Chrysalis Montessori School
 Currambine Catholic Primary School
 El Shaddai College
 Ellenbrook Catholic Secondary School
 Ellenbrook Christian College
 Emmanuel Catholic College
 Foundation Christian Comm School
 Geraldton Grammar School
 Great Southern Grammar School
 Hale School
 Helena College Junior School
 Helena College Senior School
 Holy Rosary School (Doubleview)
 Iona Presentation College
 John Paul College
 John Septimus Roe Anglican School
 Kolbe Catholic College
 Living Waters Lutheran College
 Liwara Catholic Primary School
 Luurnpa Catholic School
 MacKillop Catholic College
 Maranatha Christian College
 Mater Dei Catholic College
 Mel Maria Catholic Primary School
 Mundaring Christian School
 Newman Junior College
 Our Lady of the Cape Primary School
 Our Ladys Assumption School (Dianella)
 Peter Moyes Anglican School

Quinns Baptist College
 Quintilian School
 Sacred Heart College
 Santa Clara Primary School
 St Anthonys School (Wanneroo)
 St Dominics School (Innaloo)
 St Johns School (Geraldton)
 St Josephs Primary School (Busselton)
 St Josephs Primary School (Waroona)
 St Josephs School (Moora)
 St Josephs School (Pemberton)
 St Lawrences Primary School (Geraldton)
 St Marys Anglican Girls School
 St Marys College (Broome)
 St Marys School (Merredin)
 St Stephens School
 St Thomas Primary School (Claremont)
 Strathalbyn Christian College
 The University Of Notre Dame
 Treetops Montessori School
 Trinity College
 Ursula Frayne Catholic College
 Wandalgu Catholic Primary School
 Warlawurru Catholic School
 Yallingup Steiner School

The total amount of low interest loans advanced to the non-government education sector during the 2000/2001 financial year was \$36.5 million. Details of the amounts advanced to specific schools and institutions are available on request under the Freedom of Information Act from the Office of Non-Government Education, Department of Education Services.

7 Ministerial Councils and Committees

Aboriginal Education and Training Council

Chairperson: Mrs May O'Brien

Early Childhood Education Council

Chairperson: Professor Ann Zubrick

Non-Government Schools Planning Advisory Committee

Chairperson: Associate Professor Owen Watts

Rural and Remote Education Advisory Council

Chairperson: Dr Murray Lake

Teacher Registration Cross-Sectoral Reference Committee

Chairperson: Mr Paul Albert

Western Australian Higher Education Council

Chairperson: Professor Millicent Poole

8 Department of Education Services Personnel

Office of the Chief Executive

Paul Albert	A/Chief Executive Officer
Linley Hine	Executive Assistant
Morgyn Dreaver	Clerical Officer (from 12 March 2001)
Nicole Glessing	Clerical Officer (from 29 August 2000 to 22 June 2001)
Jan Gurner	Receptionist
Emma Lacey	Administrative Assistant (parental leave from 23 November 2000)

Office of Country High School Hostels Authority

Jim Hopkins	Director
Mavis Kho	Executive Assistant
John Flood	Project Officer (from 12 February 2001)

Office of Education Policy and Coordination

Terry Werner	Director
Cindy Chan	Administrative Assistant
Nhi Dho	Executive Graduate Assistant (from 13 October 2000)
Bruce Keane	Principal Policy Officer (from 1 July 2000 to 12 April 2001)
Rosa Lincoln	Rural Teaching Liaison Officer
Russell Simpson	Principal Policy Officer (from 2 May 2001)

Office of Higher Education

Berry Durston	Director
Narelle Green	Executive Assistant (from 1 July 2000 to 4 May 2001)

Theresa King	Manager, Organisational Change
Alan Marshall	Principal Policy Officer
Laurie Money	Principal Policy Officer

Office of Non-Government and International Education

Bronte Parkin	Director
Sue Schwass	Executive Assistant
Gavin Agacy	Policy and Registration Officer
Con Contos	Finance Officer
Krys Coppard	Finance Officer
Anne Duncan	Conciliator
Ron Grimley	Senior Planning Officer
Elda Iaschi	Manager, Financial Services
Gerri Moisevich	Administrative Officer
Brad Viney	Senior Executive Officer

Office of Public Education Endowment Trust

Ros Lutz	Executive Officer
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Education Act Review Project

Ken Booth	Director
Phil Joppek	Project Consultant (to 31 December 2000)