



ANNUAL REPORT 2003-2004



DEPARTMENT OF
EDUCATION AND TRAINING



*Cover: during a pre-primary excursion to Yanchep National Park, Emma Wilson of Lancelin Primary School learns about Nyoongar camp life.
Inset: Certificate II in Horticulture student Keith Slater at the Geraldton campus of Central West TAFE.*



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Statement of compliance

Hon. Alan Carpenter MLA
Minister for Education and Training
12th Floor
Dumas House
2 Havelock Street
WEST PERTH WA 6005

Dear Minister

In accordance with section 62 of the Financial Administration and Audit Act 1985, I hereby submit for your information and presentation to Parliament the report of the Department of Education and Training for the year ending 30 June 2004.

This annual report deals with the operations of government schools during the 2003 calendar year and with central office activities, finance and other related matters during the 2003-2004 financial year.

Each TAFEWA college submits a separate annual report.

The report has been prepared in accordance with the provisions of the Financial Administration and Audit Act 1985 and Treasurer's Instructions.

As Accountable Officer, I warrant that:

- to the best of my knowledge, information and belief, at the date of signing this statement, all relevant written laws of the Parliament of Western Australia having a significant influence on the operations of the Department of Education and Training have been complied with and I am aware of no fact or circumstance apparent or existing at the date of signing that would lead me to conclude otherwise;
- in the administration of the Department of Education and Training I have complied with the Public Sector Standards in Human Resource Management, the Western Australian Public Sector Code of Ethics and the Department's Codes of Conduct.

I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that this statement is correct;

- applications made for breach of standards review and the corresponding outcomes for the reporting period were: number lodged – 23; ineligible – 2; withdrawn, issue resolved – 1 ; claims found on examination to lack substance

– 12; claims found on review to lack substance – 5; claims found on review to have substance – 1; claims still under review – 2; and

- I have designated persons within the Department as persons responsible for receiving disclosures of public interest information and prepared and published a policy and internal procedures relating to the authority's obligation under the Act. Matters forwarded for examination in accordance with the provisions of the Public Interest Disclosure Act 2003: two; matters remaining under examination at 30 June 2004: two; and
- I have satisfied myself that during the year ending 30 June 2004, no officer classified at Level 9 or above possessed a personal interest of any kind in a contract or contracts existing or proposed to exist between the Department of Education and Training and a business entity external to the Department.

A handwritten signature in black ink, appearing to read 'Paul Albert', with a large, sweeping initial stroke.

PAUL ALBERT
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)

30 August 2004



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Director General's message

The Department's purpose is to ensure all government school students and all adults have ongoing opportunities to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia.

One of our priorities is to enhance public confidence in public education and the training system. We welcome public scrutiny and seek opportunities to inform the public about the positive values and educational and training outcomes achieved across our school and training systems.

By the end of 2004-2005, our aim is the achievement of a seamless education for 17-19 year olds, who, for the first time, can move backward and forward between the education and training sectors without hindrance and obtain the education and training best suited to meeting their individual needs.

The Government School Teachers and School Administrators' Certified Agreement 2004 was certified by the Australian Industrial Relations Commission on 25 May 2004, following protracted negotiations between the Department and the Australian Education Union. The agreement provides very significant salary improvements in return for modest efficiency tradeoffs. Negotiations continued in respect of salary increases for other staff employed under the Public Sector Management Act.

The commitment and professionalism of all staff in schools, districts, training establishments and central office have been crucial in the delivery of high-quality programs.

I am pleased to report that the period under review has been characterised by a number of important developments, including:

Schools

- Schooling was provided to 251,182 students (February 2004 census), of whom 16,516 were enrolled in kindergarten programs and 19,942 in pre-primary programs.
- The **Plan for Government Schools 2004-2007**, which provides an overview of the strategic directions for public school education for the next four years, was published and is being implemented.
- Achievement targets for Years 3, 5, 7 and 9 were defined and phased implementation commenced with the development of support materials and a comprehensive professional learning program.
- The curriculum, assessment and reporting policy was revised and a common approach to reporting to parents developed.

- The integration of education and training has already brought substantial benefits to young people in Western Australia. Schools, district offices and TAFEWA colleges cooperated in the planning of initiatives to encourage greater participation by 15-19-year-olds in education and training and schools are now working much more closely with TAFEWA colleges.
- MSE9, a new literacy and numeracy assessment for Year 9 students, was launched as part of the successful Monitoring Standards in Education program.
- The Assessment Literacy Initiative, which helps schools to analyse and use student performance data, including Western Australian Literacy and Numeracy Assessment and Tertiary Entrance Examinations results, was introduced.
- Extra resources were provided to schools with significant numbers of 'difficult to manage' students under the Behaviour Management and Discipline program.
- The review of educational services for students with disabilities was completed.
- Implementation of the Building Inclusive Schools strategy, which is designed to ensure safe and inclusive learning environments, commenced.
- Initiatives to recruit and retain teachers included 112 pre-service scholarships in particular learning areas and generous incentives for service in rural and remote areas under the Remote Teaching Service and Difficult to Staff programs.
- All schools, including the Schools of Isolated and Distance Education and Schools of the Air, were provided with access to increased bandwidth to improve their ability to use on-line services.
- The Notebooks for Teachers program continued and it has now enabled almost 15,000 teachers to lease computers at a very favourable price.
- Professional learning programs and hardware were provided to 33 schools in the first phase of the 100 Schools project, which aims to improve the integration of technology into the curriculum in disadvantaged schools.
- The Premier's Summer Reading Challenge initiative was introduced and attracted the participation of over 6,000 children.
- Cross-cultural awareness training for teachers and the teaching of Aboriginal studies became compulsory for all government schools.
- The aspirants program for Aboriginal secondary students became operational.

- Managers, Aboriginal Education were appointed to all education districts in which Aboriginal students were enrolled.

Training

- The State Training Profile 2004-2006 and State Training Sector Strategy 2004-2010 were published.
- Over 26.5 million student curriculum hours of vocational education and training were delivered.
- The First Click program funded computer literacy courses for over 5,300 mature-aged Western Australians through 68 community-based organisations.
- The Burrup action plan, which provides 15,000 training places in skill areas relating to industrial development on the Burrup Peninsula, was implemented.
- Guidelines for credit transfer and articulation arrangements between TAFEWA colleges and universities were developed.
- More than 55,000 clients received assistance under various employment strategies.
- Over 26,000 apprentices and trainees were in training in March 2004, exceeding the target of an additional 1,250 each year, which would have seen 25,000 people in training by 2006.
- The number of school-based trainees in training (713) in 2003 exceeded the 2004 target of 650, while the number of Aboriginal school-based traineeships (305) was 11 per cent above the 2005 target of 275.
- Of apprenticeship and traineeship commencements in the year to March 2004, 34.5 per cent were in regional areas, exceeding the target of one-third.
- A broad range of professional development programs was provided to assist staff to upgrade and enhance their teaching, learning and assessment practices in vocational education and training.

Web-based financial and payroll systems, which allow for an easier transition a shared services environment, were introduced.

During the reporting period I had the opportunity to visit many schools, district offices, TAFEWA colleges and private training providers.

I continue to be impressed by the quality of our staff and services and appreciate the feedback from staff affirming their dedication to public education in Western Australia.

I am also pleased with the development of more collaborative relationships between the Department and the peak parent body, the Western Australian Council of State School Organisations; the State Training Board; the Training Accreditation Council; the numerous industry training councils; and the Curriculum Council.

A handwritten signature in black ink, appearing to read 'Paul Albert', with a stylized flourish at the end.

PAUL ALBERT

Education and training in brief

Responsible minister

The Department of Education and Training is responsible to the Minister for Education and Training, [Hon. Alan Carpenter MLA](#).

Accountable officer

The accountable officer of the Department of Education and Training is the Director General of Education and Training. Paul Albert was appointed Director General on 3 February 2003.

Relevant legislation

Enabling legislation

The Department of Education and Training is established under section 35 of the Public Sector Management Act 1994.

The following enabling State legislation provides the statutory framework for the operations of the Department:

- [Public Education Endowment Act 1909](#)
- [School Education Act 1999](#)
- [Vocational Education and Training Act 1996](#)

Legislation affecting the activities of the Department

The following State legislation is relevant to the activities of the Department:

- Animal Welfare Act 2002
- Building and Construction Industry Training Fund and Levy Collection Act 1990
- Building and Construction Industry Training Levy Act 1990
- Corruption and Crime Commission Act 2003
- Country High School Hostels Authority Act 1960
- Curriculum Council Act 1997
- Disability Services Act 1993
- Education Service Providers (Full Fee Overseas Students) Registration Act 1991
- Electoral Act 1907
- Equal Opportunity Act 1984
- Financial Administration and Audit Act 1985
- Freedom of Information Act 1992
- Government Employees Housing Act 1964

- Government Financial Responsibility Act 2000
- Industrial Relations Act 1979
- Industrial Training Act 1975
- Library Board of Western Australia Act 1951
- Minimum Conditions of Employment Act 1993
- Occupational Safety and Health Act 1984
- Public and Bank Holidays Act 1972
- Public Interest Disclosure Act 2003
- Public Sector Management Act 1994
- Salaries and Allowances Act 1975
- State Records Act 2000
- State Supply Commission Act 1991
- Workers Compensation and Rehabilitation Act 1981

The following Commonwealth legislation is relevant to the activities of the Department:

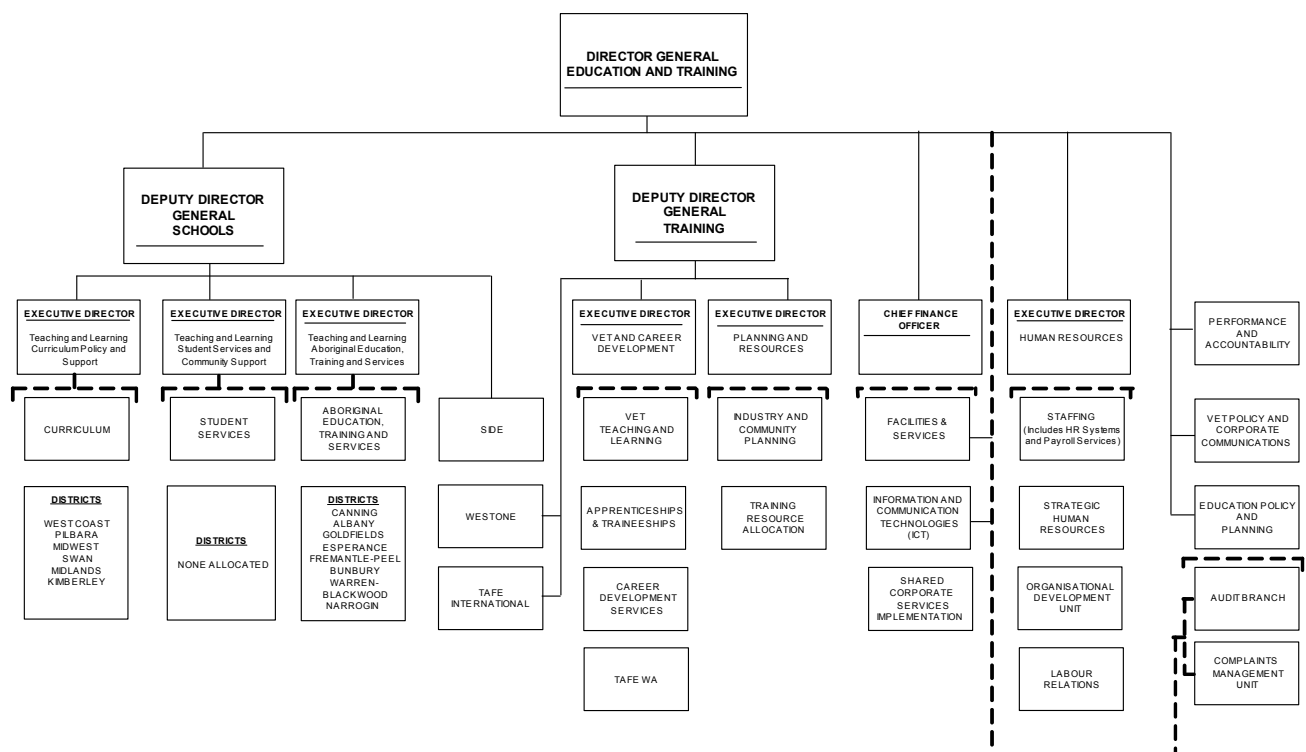
- Aboriginal and Torres Strait Islander Commission Act 1989
- Australian National Training Authority Act 1992
- Copyright Act 1968
- Copyright Amendment (Digital Agenda) Act 2000
- Disability Discrimination Act 1992
- Education Services for Overseas Students Act 2000
- Education Services for Overseas Students (Registration Charges) Act 1997
- Fringe Benefits Tax Act 1986
- Human Rights and Equal Opportunity Commission Act 1986
- Immigration (Education) Act 1971
- Immigration (Education) Charge Act 1992
- Indigenous Education (Targeted Assistance) Act 2000
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- States Grants (Primary and Secondary Education Assistance) Act 2000
- Superannuation Guarantee (Administration) Act 1992
- Superannuation Guarantee Charge Act 1992
- Trade Practices Act 1974
- Vocational Education and Training Funding Act 1992

Corporate structure^(a)

- **Minister for Education and Training:** Hon. Alan Carpenter, MLA
- **Director General:** Paul Albert; Margaret Banks (Relieving, 21 June 2004 - 6 August 2004)
- **Deputy Director General, Schools:** Margaret Banks; Greg Robson (Relieving, 21 June 2004 - 6 August 2004)
- **Deputy Director General, Training:** Neil Fernandes
- **Executive Director, Teaching and Learning – Aboriginal Education, Training and Services:** Kevin O'Keefe
- **Executive Director, Teaching and Learning – Student Services and Community Support:** Vacant
- **Executive Director, Teaching and Learning – Curriculum Policy and Support:** Greg Robson; Keith Newton (Relieving, 21 June 2004 - 6 August 2004)
- **Executive Director, Human Resources:** Alby Huts
- **Executive Director, Vocational Education and Training and Career Development:** Robert Player (Acting)
- **Executive Director, Planning and Resources:** Richard Strickland (Acting)
- **Chief Finance Officer:** Peter McCaffrey

(a). At 30 June 2004.

Figure 1: Corporate Structure, Department of Education and Training^(a)



(a). Figure 1 shows only positions from Director General to Director. As at 30 June 2004.

Mission statement

The purpose of the Department of Education and Training is to ensure that all government school students and all adults have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia.

DET is the key agency in realising the State government's strategic objective of developing 'an educated and skilled future for all Western Australians'.

This involves the attainment of more precise outcomes at the agency level and in this regard DET is funded to achieve the following government-desired outcome for school education:

- *a quality education for all Western Australians who choose government schooling*

and the following government-desired outcome for vocational education and training:

- *maximise training and employment opportunities for Western Australians.*

During 2003-2004, DET operated through four outputs:

Outputs	Government-desired outcomes
1. Primary Education (K-7)	A quality education for all Western Australians who choose government schooling.
2. Secondary Education (8-12)	
3. Vocational Education and Training Services	Maximise training and employment opportunities for Western Australians.
4. Employment Programs	

School education in Western Australia

Unless exempted by the Minister for Education and Training under section 11 of the School Education Act 1999, every person who is living permanently in Western Australia must attend a government or non-government school or receive approved home tuition from the beginning of the year in which he or she turns six and a half years until the end of the person's fifteenth year.

Broadly speaking, the curriculum delivered by government and non-government schools and people responsible for home tuition is identical, because the Curriculum Council Act 1997 requires all schooling in WA to be directed toward achievement of the student outcomes specified by the Curriculum Framework (1998).

In the [Curriculum Framework](#), thirteen overarching learning outcomes provide the fundamental objectives for all student learning. The outcomes for each of eight learning areas contribute to the achievement of these overarching outcomes.

Government schools are largely non-selective, except that if there is a shortage of accommodation at a particular school, preference for enrolment is given to those students who live closest to it, and some schools offer specialised programs for which students must meet established criteria for entry – for example, education support schools or schools that operate the Secondary Special Placement Program.

Contributions from parents are sought to meet the cost of services additional to the standard curriculum, but are not compulsory below Year 11.

Non-government schools, on the other hand, are selective in that it is necessary for students to be accepted for enrolment and for tuition and other fees to be paid as a condition of that enrolment.

Government schooling is provided, either directly by schools or indirectly by distance education services, throughout the State.

Government schools are sensitive to the needs of both their local communities and the wider Western Australian society, tailoring the kind of schooling that they deliver to those needs.

This can mean, for example, expanding local opportunities for students to experience the world of work through Vocational Education and Training in Schools, or providing for students who are not interested in university or TAFE studies by substituting Wholly-school-assessed (WSA) subjects for Tertiary Entrance (TEE) subjects in Years 11 and 12.

Government schools ensure that all students, irrespective of their personal circumstances or location, have comparable opportunities to develop the understandings, skills and attitudes relevant to their individual needs.

Additional support is provided to certain groups (including Aboriginal students, students with disabilities, students in remote or isolated situations and students from low socioeconomic backgrounds or language backgrounds other than

English) in order to give them every possible opportunity to achieve similar outcomes from schooling to other students.

It is important that students achieve academic outcomes of schooling that meet high standards.

DET supports strongly nationally-comparable whole-cohort testing in literacy and numeracy and the movement toward standards-referenced assessment under the new arrangements for post-compulsory schooling.

It is establishing standards in each learning area to which it expects all government school students to aspire.

Enrolments

In February 2004, there were 1,132 schools in the State, enrolling 366,537 students, compared with 1,132 schools and 364,206 students in February 2003.

Fifty-nine per cent of schools and 72 per cent of students were located in the Perth metropolitan area.

About 1,300 students received schooling from parents or other caregivers.

As well as 776 government schools (251,182 students, representing 68.5 per cent of all enrolments) and 302 non-government schools (113,547 students, or 31 per cent), there were 41 community kindergartens (1,411 students) staffed by DET and 13 independent pre-schools (397 students).

Over 94 per cent of students in the non-government school sector attended schools that were affiliated in some way with religious denominations.

Catholic schools predominated (158 schools and 58 per cent of non-government school students), followed by those with Anglican affiliations (14 schools and 13 per cent), the Uniting Church (seven schools and 7 per cent), Baptist (12 schools and 4 per cent) and Seventh Day Adventist (seven schools and 0.6 per cent). Other denominations, with 44 schools, accounted for 11 per cent of enrolments.

Sixty schools (6 per cent of enrolments) had no religious affiliation.

As Table 1 shows, enrolments, excluding community kindergartens and independent pre-schools, rose by 24.4 per cent between 1983 and 2003. Government school enrolments increased by 9.8 per cent, while non-government enrolments more than doubled.

Table 1: Enrolments at Western Australian Schools, 1983-2003^(a)

Year	Government schools	Non-government schools	Totals	% Government	Community kindergartens	Independent pre-schools	Grand totals
1983	225 426	55 773	281 199	80.17	7 615	1 022	289 836
1984	226 547	57 681	284 228	79.70	7 754	1 056	293 038
1985	225 543	59 709	285 282	79.05	7 666	1 013	293 931
1986	226 856	62 619	289 475	78.37	7 549	1 000	298 024
1987	229 501	65 022	294 523	77.92	6 985	1 136	302 644
1988	233 789	68 092	301 881	77.44	6 859	1 312	310 052
1989	237 659	70 799	308 458	77.05	6 835	1 251	316 544
1990	241 493	73 658	315 151	76.63	6 281	1 126	322 558
1991	245 122	75 860	320 982	76.37	6 167	1 204	328 353
1992	247 000	77 754	324 754	76.05	5 921	1 169	331 844
1993	246 538	80 028	326 566	75.49	5 712	1 018	332 296
1994	247 091	82 345	329 436	75.00	5 539	960	335 935
1995	247 229	84 596	331 825	74.50	5 104	997	337 926
1996	249 289	89 276	338 565	73.63	4 557	853	343 975
1997	253 226	93 643	346 869	73.00	3 868	750	351 487
1998	258 101	97 234	355 335	72.63	3 227	624	359 186
1999	262 752	100 125	362 877	72.41	3 073	612	366 562
2000	261 286	103 726	365 012	71.58	2 540	545	368 097
2001 ^(b)	252 784	105 194	357 978	70.61	1 229	693	359 900
2002 ^(b)	250 096	107 944	358 040	69.85	1 485	685	360 210
2003 ^(b)	247 413	111 088	358 501	69.01	1 575	478	360 554 ^(c)

(a). Second semester census.

(b). Includes half cohort.

(c). There were 9,213 more males than females enrolled at Western Australian schools (9,145 government).

Source: Information Services

The government school system

The strategic directions for public schools in Western Australia are set in a [triennial strategic plan](#), and schools are expected to establish their own priorities on the basis of the plan, as well as the specific needs of their students and communities.

DET wants all students in government schools to achieve the highest standards of learning of which they are capable, so that they are equipped to deal effectively with the opportunities and challenges they encounter in a rapidly-changing world.

It wants them to be enthusiastic about learning, in safe and supportive learning environments.

And it wants motivated and capable teachers and school leaders who feel valued and supported in their work.

Accounting for 27 per cent of the \$11.7b State budget for 2003-2004 (compared with 25 per cent for health, 11 per cent for public order and safety, 9 per cent for transport and communications, 6 per cent for housing and community amenities and 5 per cent for social security and welfare) and employing the equivalent of some 25,000 full-time staff (excluding TAFEWA colleges), DET is the largest employer in Western Australia.

It is responsible for the education of over 251,000 pre-compulsory, primary and secondary students at schools spread from Kalumburu in the north to Albany in the south, and from the Cocos (Keeling) Islands in the west to Wingellina, on the edge of the Great Victoria Desert, in the east.

In February 2004, there were 547 government primary schools with 153,764 students (mean enrolment 281); 98 secondary schools with 74,488 students (760); 60 district high schools with 18,968 students (316); and 70 education support schools and centres with 3,535 students (50).

Well over half of all government schools (427) were in the metropolitan area (defined as the Perth Statistical Division) and enrolled 169,319 students, or 67 per cent of all government school students. The mean school size was 397 students.

The 349 government schools in rural and remote areas enrolled 81,863 students, an average of 235 students per school. 'Rural and remote' is defined as comprising the South-West, Lower Great Southern, Upper Great Southern, Midlands, South-eastern, Central, Pilbara and Kimberley Statistical Divisions.

Eighty per cent of government schools enrolled no more than 500 students and 40 per cent had 200 students or less. At the other extreme, 26 schools had more than 1,000 students.

All primary years except Year 2 (due to the progression of the half-cohort) attracted enrolments of about 20,000 students in 2004. Enrolments in Years 8, 9, 10 and 11 ranged between 17,000 and 18,000 per Year, falling to around 13,000 in Year 12.

Government schools were distributed among 14 districts, ranging in size from Fremantle-Peel (56,738 students at 133 schools), West Coast (with 47,427 students and 120 schools), Swan (with 38,682 students and 101 schools) and Canning (37,401 students and 101 schools) to Kimberley with 23 schools and 4,415 students and Esperance with 20 schools and 3,374 students.

Government schools provide access to a comprehensive general education, comprising pre-compulsory, primary and secondary schooling.

For students who do not attend mainstream schools, there are additional specialised services, including campuses of the WA College of Agriculture, the Schools of Isolated and Distance Education and education support schools and centres.

Public schooling is available during the period of compulsory attendance to anyone who wishes to enrol. In addition, optional schooling is available for four and five year olds and people aged over 15.

Pre-compulsory schooling (kindergarten and pre-primary) lays the foundations for compulsory education and is delivered through primary, district high and remote community schools and offsite facilities managed by local schools.

Primary, district high and remote community schools, education support schools and centres and the Schools of Isolated and Distance Education (SIDE) provide primary (Year 1-Year 7) education.

Primary education integrates knowledge, skills and understandings from the eight key learning areas of the Curriculum Framework in relevant, comprehensive and challenging learning programs.

Each school has a specialist teacher allocation in music, drama, art or physical education, the entitlement varying according to the size of the school.

Lower secondary education (Year 8-Year 10), which is delivered mostly through senior high, high, district high and remote community schools, education support schools and centres and SIDE, maintains continuity of learning with primary education in the key learning areas and enables students to concentrate more precisely on the development of knowledge and skills in accordance with their personal learning goals and needs.

In recent years, the creation of distinct 'middle' schools or the introduction of middle schooling principles that cater specifically for young adolescents has become a feature of government secondary schooling, as has the movement toward more cooperative teaching methods involving learning communities in which students are taught the full range of learning areas by a small number of teachers instead of having a separate teacher for each area.

Most government post-compulsory schooling (Year 11-Year 12) is the responsibility of senior high schools, although other provisions include senior colleges and senior campuses, the WA College of Agriculture, SIDE and education support schools and centres.

For many years, it has been the policy of successive State governments and DET to encourage all students to complete their secondary schooling, and there has been a significant long-term increase in rates of retention to Year 12.

The larger numbers of students in Years 11 and 12 and their correspondingly wider range of post-school aspirations have driven the reform of provisions, the most recent of which is described in the [Post-compulsory Education Review \(2002\)](#).

Government schools play a major role in the education of:

- **Aboriginal students:** 83.5 per cent attend government schools and account for 7.5 per cent of all enrolments, compared with 3.3 per cent for non-government schools;

Table 2: Aboriginal Student Enrolments by Government School Type and Level of Schooling, 2004^(a)

School type	Schools	Pre-compulsory	Primary	Secondary	Totals
Community kindergarten	16	44			44
Primary	464	2 604	8 844	606	12 054
District high	55	359	1 346	886	2 591
Secondary	94			3 832	3 832
Education support	59	18	166	103	287
Schools of Isolated and Distance Ed.	1		2	9	11
Totals	689	3 025	10 358	5 436	18 819

(a). First semester census.

Source: Information Services

- **students with disabilities;** and
- **rural and remote students:** government schools enrol 79 per cent of these students. The Department maintains a presence in many locations that is costly to provide because of the role schools play in assisting community cohesion.

Table 3: All Government Schools and Students by Level of Schooling, 2004^(a)

Type of school	Schools	K & P	Primary	Lower secondary	Upper secondary	All secondary	Totals
Primary	510	32 962	118 505	159	52	211	151 678
School of the Air	5	49	183				232
Remote community	32	372	1 047	349	86	435	1 854
District high	60	2 486	9 581	5 931	970	6 901	18 968
Secondary	85			45 824	24 658	70 482	70 482
Senior college/senior campus	7			275	3 252	3 527	3 527
Education support	70	565	1 738	692	540	1 232	3 535
Agricultural college/school	6			14	465	479	479
Schools of Isolated and Distance Education	1	24	153	129	121	250	427
Totals	776	36 458	131 207	53 373	30 144	83 517	251 182

(a). First semester census.

Source: Information Services

Table 4: Metropolitan Government Schools and Students by Level of Schooling, 2004^(a)

Type of school	Schools	K and P	Primary	Lower secondary	Upper secondary	Total secondary	Totals
Primary	309	23 459	84 923				108 382
District high	6	273	1 858	2 249	650	2 899	5 030
Secondary	53			31 983	17 948	49 931	49 931
Senior college/senior campus	6			275	2 296	2 571	2 571
Education support	52	560	1 465	516	437	953	2 978
Schools of Isolated and Distance Educ.	1	24	153	129	121	250	427
Totals	427	24 316	88 399	35 152	21 452	56 604	169 319

(a). First semester census.

Source: Information Services

Table 5: Rural and Remote Government Schools and Students by Level of Schooling, 2004^(a)

Type of school	Schools	K & P	Primary	Lower secondary	Upper secondary	Total secondary	Totals
Primary	201	9 503	33 582	159	52	211	43 296
School of the Air	5	49	183				232
Remote community	32	372	1 047	349	86	435	1 854
District high	54	2 213	7 723	3 682	320	4 002	13 938
Secondary	32			13 841	6 710	20 551	20 551
Senior college/senior campus	1				956	956	956
Education support	18	5	273	176	103	279	557
Agricultural college/ school	6			14	465	479	479
Totals	349	12 142	42 808	18 221	8 692	26 913	81 863

(a). First semester census.

Source: Information Services

Table 6: Government Schools Full-time Enrolments by Year Level, 1995-2004

Year level	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
1	21 002	21 340	20 589	20 862	20 984	20 814	20 525	19 884	10 895 ^(a)	19 340
2	20 842	20 767	21 274	20 358	20 888	20 851	20 480	20 323	19 568	11 024 ^(a)
3	20 513	20 661	20 723	21 176	20 504	20 895	20 757	20 501	20 314	19 707
4	20 930	20 418	20 749	20 617	21 245	20 416	20 692	20 527	20 164	20 239
5	20 885	20 762	20 396	20 576	20 591	21 119	20 149	20 488	20 280	20 167
6	20 700	20 774	20 700	20 264	20 542	20 646	21 006	20 054	20 404	20 373
7	20 462	20 524	20 620	20 543	20 196	20 482	20 372	20 616	19 701	20 283
Ungraded primary	197	90	64	108	86	53	68	74		74
Totals	145 531	145 336	145 115	144 504	145 036	145 276	144 049	142 467	131 326	131 207
8	17 606	18 148	18 427	18 148	18 279	17 752	17 929	17 586	17 905	17 208
9	17 611	17 685	18 359	18 509	18 464	18 400	17 816	17 908	17 721	18 055
10	17 089	17 373	17 591	18 113	18 370	18 260	18 607	17 866	17 836	17 663
11	15 455	15 371	16 033	16 337	17 112	17 038	17 116	17 521	17 065	17 298
12	12 667	12 560	12 593	12 901	13 387	13 503	13 665	14 170	13 193	12 846
Ungraded secondary	308	435	400	383	444	303	274	344	464	447
Totals	80 866	81 711	83 577	84 565	86 286	85 565	85 694	85 760	84 184	83 517
Grand totals	226 397	227 047	228 692	229 069	231 322	230 841	229 743	228 227	215 510	214 677

(a). Half-cohort.

Source: Information Services

Table 7: Government Schools by Enrolment^(a) and Classification, 2004^(b)

Classification	<21	21-35	36- 100	101- 200	201- 300	301- 400	401- 500	501- 600	601- 800	801- 1 000	1 001 1 200	1 200>	Totals
Senior high ^(c)		1	3	3	6	4	2	4	24	18	12	13	90
High				2	3		1	1	1				8
District high Class 6						1	4	4	4	1		1	15
District high Class 5			1	28	10	5	1						45
Primary Class 6									16	5			21
Primary Class 5				2	14	83	68	31	18	2			218
Primary Class 4A				27	77	9							113
Primary Class 4B			3	49	14	2							68
Primary Class 3	18	26	75	8									127
Education support	8	30	26	4	2								70
Schools of Isolated and Distance Education							1						1
Totals	26	57	108	123	126	104	77	40	63	26	12	14	776

(a). K and P students are included in the calculation of enrolments.

(b). First semester census.

(c). Campuses of the WA College of Agriculture, Gnowangerup Agricultural School and senior colleges are included in this category.

Source: Information Services

The various kinds of schools operated by DET are shown below:

Figure 2: Government Schools, By Type, 2003-2004



(a). Staffed by the Department of Education and Training.
(b). Some rural and remote primary schools enrol students in Years 8-10.
(c). Some rural and remote district high schools enrol students in Years 11-12.

Vocational education and training in Western Australia

Provisions for publicly-funded vocational education and training (VET) in Western Australia comprise:

- the Department of Education and Training, which assists the Minister for Education and Training with the administration of the VET Act and the setting of strategic directions for the system, and undertakes the funding, servicing and management of training and associated services;
- ten TAFEWA colleges, each with a governing council and reporting to the Minister;
- other Registered Training Organisations (RTOs). Some private training providers also receive public funding under competitive tendering and User Choice arrangements;
- the [State Training Board](#), which provides advice to the Minister on strategic directions and priorities; and
- the [Training Accreditation Council](#), which administers the registration of training providers, accreditation of training, recognition of skills and regulation of trainees and apprentices.



The colleges are:



[C Y O'Connor College of TAFE](#)

Northam Campus and Regional Administration Lot 1 Hutt Street Northam WA 6401

Merredin Campus 42 Throssell Road Merredin WA 6145

Moora Campus 242 Berkshire Valley Road Moora WA 6510

Narrogin Campus 59 Fortune Street Narrogin WA 6312

Other locations Brookton, Jurien, Kondinin, Pingelly, Quairading

Telecentres Beacon, Bencubbin, Beverley, Bruce Rock, Corrigin, Cunderdin, Dalwallinu, Dowerin, Gingin, Goomalling, Hyden, Jurien Bay, Kalannie, Kellerberrin, Kondinin, Koorda, Kulin, Lake Grace, Lancelin, Merredin, Moora, Mukinbudin, Naremben, Newdegate, Nungarin, Pingelly, Quairading, Southern Avon, Southern Cross, Toodyay, Varley, Wagin, Wandering, Westonia, Wickepin, Williams, Wongan Hills, West Arthur (Darkan), Wyalcatchem, York



[Central TAFE](#)

Perth Campus Aberdeen Street Perth WA 6000

Leederville Campus Richmond Street Leederville WA 6007

Mount Lawley Campus Cnr Harold and Lord Streets Mount Lawley WA 6050

ECentral East Perth Campus 140 Royal Street East Perth WA 6004

Subiaco Campus Advanced Manufacturing Technologies Centre 33 Salvado Road Subiaco WA 6008

Fremantle Art and Design Campus The Terrace Fremantle WA 6160

Wembley Printing Annexe 9 Salvado Road Wembley WA 6014

Oral Health Centre of WA 17 Monash Avenue Nedlands WA 6009

Centre for Business Solutions eCentral East Perth Campus 140 Royal Street East Perth WA 6004



[Central West College of TAFE](#)

Geraldton Campus Fitzgerald Street Geraldton WA 6530

Carnarvon Campus 6 Camel Lane Carnarvon WA 6701

Exmouth Campus 12 Learmonth Street Exmouth WA 6707

Other locations Burringurrah, Cue, Coorow, Dongara, Kalbarri, Mount Magnet, Mullewa, Northampton, Shark Bay, Yalgoo

Telecentres Leeman, Meekatharra, Mingenew, Morawa, Perenjori, Geraldton



[Challenger TAFE](#)

Fremantle Campus 15 Grosvenor Street Beaconsfield WA 6162

Henderson Campus 12 Egmont Road Henderson WA 6166

Murdoch Campus Murdoch Drive Murdoch WA 6150

Peel Campus Carleton Place Mandurah WA 6210

Rockingham Campus Simpson Avenue Rockingham WA 6168

WA Centre for Leadership and Community Development Murray House, Heathcote, Duncraig Road Applecross WA 6153

WA Maritime Training Centre 1 Fleet Street Fremantle WA 6160

Boddington Centre Boddington District High School Bannister Road Boddington WA 6390

John Curtin Centre John Curtin College of the Arts Ellen Street Fremantle WA 6160

Kwinana Centre Lot 22 Hutchins Cove Kwinana WA 6167

Pinjarra Centre Pinjarra Senior High School Pinjarra WA 6208

Rossmoyne Centre Rossmoyne Senior High School Keith Road Rossmoyne WA 6148

Waroona Centre Waroona District High School Millar Street Waroona WA 6215

Business Development Directorate Level 3 Fremantle Port Authority Building 1 Cliff Street Fremantle WA 6160



[Kimberley College of TAFE](#)

Kununurra Campus Coolibah Drive Kununurra WA 6743
Broome Campus Cable Beach Road Broome WA 6725
Derby Campus Loch Street Derby WA 6728
Halls Creek Campus Cnr Terone and Bridge Streets Halls Creek WA 6770
Wyndham Campus Lot 724 Sharpe Street Wyndham WA 6740
Other locations Broome Aquaculture Centre, Fitzroy Crossing



[Pilbara TAFE](#)

Karratha Campus Millstream Road Karratha WA 6714
South Hedland Campus Hamilton Road South Hedland WA 6722
Tom Price Campus Stadium Road Tom Price WA 6751
Newman Campus Kalgan Drive Newman WA 6753
Pundulmurra Campus Parker Street South Hedland WA 6722
Minurmarghali Mia Campus Fraser Street Roebourne WA 6718
Port Hedland Training and Business Centre Dempster House Wedge Street Port Hedland WA 6721
Other locations Jigalong, Pannawonica, Paraburdoo
 Telecentre Onslow



[South West Regional College of TAFE](#)

Bunbury Campus Robertson Drive Bunbury WA 6231
Busselton Campus 2 South Street Busselton WA 6280
Collie Campus 43 Wittenoom Street Collie WA 6225
Harvey Campus Corner South West Highway and Uduc Road Harvey WA 6220
Manjimup Campus Graphite Road Manjimup WA 6258
Margaret River Campus Tunbridge Street Margaret River WA 6285
Other locations Augusta, Boyup Brook, Bridgetown, Brunswick Junction, Donnybrook, Dunsborough, Greenbushes, Nannup, Northcliffe, Pemberton



[Great Southern TAFE](#)

Albany Campus Anson Road Albany WA 6330
Katanning Campus 9 Dore Street Katanning WA 6317
Mount Barker Campus 7 Langton Road Mount Barker WA 6324
Denmark Campus South Coast Highway Denmark WA 6333
Other locations Gnowangerup, Kojonup, Tambellup, Walpole, Wellstead
Telecentres Bremer Bay, Denmark, Frankland, Gnowangerup, Jerramungup, Katanning, Kojonup, Ongerup, Ravensthorpe, Walpole, Wellstead



[Swan TAFE](#)

Balga Campus 18 Loxwood Road Balga WA 6061

Midland Campus Lloyd Street Midland WA 6056, Yelverton Drive Midland WA 6056,
Aviation Training Centre Jandakot Airport 23 Eagle Drive Jandakot WA 6164

Bentley Campus Hayman Road Bentley WA 6102

Carlisle Campus Cnr Oats and Bank Street Carlisle WA 6101

Thornlie Campus Burslem Drive Thornlie WA 6108

Equine Training Centre Lot 6 Westfield Road Armadale WA 6112

TAFEworks - Training for Business Cannington Centre 9/1468 Albany Highway
Cannington WA 6107

Other locations Armadale



[West Coast College of TAFE](#)

Carine Campus Almadine Drive Carine WA 6020

Joondalup Campus 35 Kendrew Crescent Joondalup WA 6027

West Coast Training Solutions Level 5 251 Adelaide Terrace Perth WA 6000

West Coast Adult Migrant Education Service (AMES) 14-16 Victoria Avenue Perth WA
6000

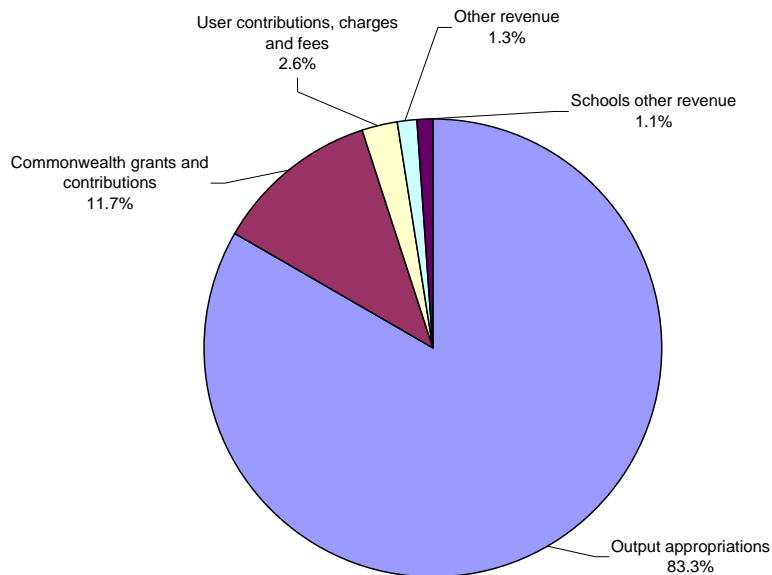
Other locations Ballajura, Carine, Churchlands, Clarkson, Craigie, Duncraig, Girrawheen,
Malaga, Maylands, Morley, Mount Lawley, Nedlands, Subiaco, Wanneroo, Warwick

In addition, public funding is provided to the Western Australian Academy of Performing Arts (Edith Cowan University) and Kalgoorlie Vocational Training and Education Centre (Curtin University of Technology).

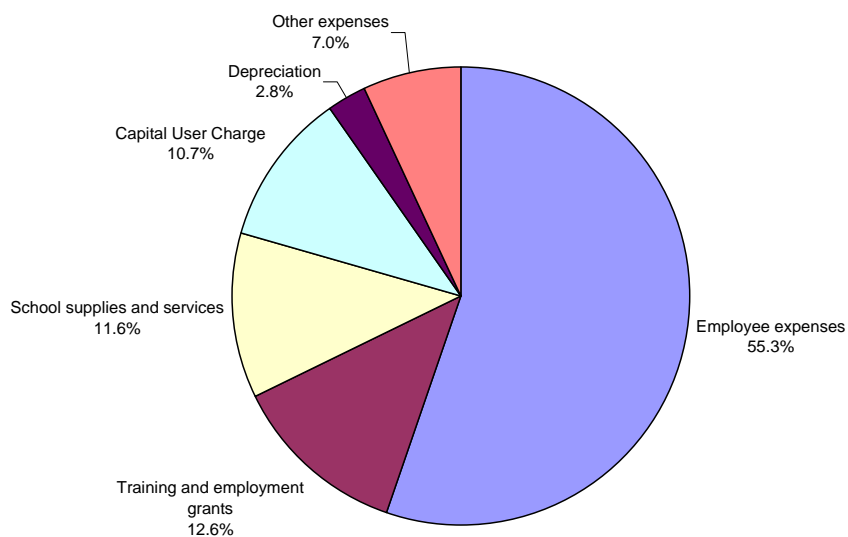
2003-2004 in summary

These graphs summarise the various sources of DET revenue and the costs of services. For full details of the agency's financial performance during 2003-2004, see *Financial Statements*.

Revenue Sources, Department of Education and Training, 2003-2004



Costs of Services, Department of Education and Training, 2003-2004



Schools

- In February 2004, 68.5 per cent of school students in Western Australia were enrolled at government schools.
- There were 547 government primary schools with 153,764 students (mean enrolment 281); 98 government secondary schools with 74,488 students (760); 60 district high schools with 18,968 students (316); and 70 education support schools and centres with 3,535 students (50).
- In the metropolitan area (defined as the Perth Statistical Division), 427 government schools enrolled 169,319 students, or 67 per cent of all government school students. The mean school size was 397 students. The 349 government schools in rural and remote areas enrolled 81,863 students, an average of 235 students per school.
- Enrolments in full-fee-paying places in selected government schools with surplus capacity rose from 91 in 2003 to 150 in 2004. Thirty-one schools were involved, compared with 21 in 2003.
- Government schools were distributed among 14 education districts, ranging in size from Fremantle-Peel (56,738 students at 133 schools), West Coast (47,427 students at 120 schools), Swan (38,682 students at 101 schools) and Canning (37,401 students at 101 schools) to Kimberley (4,415 students at 23 schools) and Esperance (3,374 students at 20 schools).
- New primary schools at Dalyellup (formerly a school in shops), Butler, Arbor Grove (formerly the Coolamon school in offices) and South Atwell (Harmony) and a secondary college at Canning Vale were opened.
- The proportion of government school Year 12 students achieving Secondary Graduation in 2003 was 53.4 per cent, compared with 53.1 per cent in 2002.
- The apparent government school retention rate from Year 8 to Year 12 increased from 62.6 per cent in 2002 to 62.9 per cent in 2003.
- In 2003 national testing, 93.9 per cent of government school Year 3 students met or exceeded the reading benchmark, 83.9 per cent the writing benchmark and 78.3 per cent the spelling benchmark. The comparable figures for Year 5 were 91.7 per cent, 85.1 per cent and 80.6 per cent, and for Year 7, 81.0 per cent, 74.6 per cent and 78.1 per cent. In numeracy, 87.4 per cent of government school Year 3 students, 87.6 per cent of Year 5 students and 77.1 per cent of Year 7 students met or exceeded the benchmarks.
- In 2003, the Curriculum Improvement Program was in its sixth year of implementation and government schools are expected to have moved completely to outcomes-based education by the end of 2005.
- Under the Getting it Right literacy and numeracy strategy, 102 literacy and 99 numeracy specialist teachers, representing 120 FTE, worked in 204 primary and eight district high schools.

- Staff were involved in the drafting of the first of the intended fifty new Curriculum Council courses of study for Years 11 and 12.
- The Post-compulsory Assessment and Performance Project group was established to assist government secondary schools to improve their Year 12 results and increase students' chances of obtaining entry to universities and TAFEWA colleges.
- Work began on the development of an inclusive strategy for children aged up to eight years in the context of the State government's Children First initiative.
- In 2003, 95 per cent of Years 3-7 students were learning a LOTE, compared with 90 per cent in 2002; in Years 8-10, the comparable figures were 62 per cent and 58 per cent. Year 10 participation rose by 28 percentage points over the year to 53 per cent.
- The number of students learning Aboriginal languages increased by 18 per cent to 4,814, with a particularly strong demand from schools in the South-West for teachers of Noongar and Wajarri.
- By December 2003, 561 government schools were offering Aboriginal studies; 11,181 staff at 512 schools had participated in the Aboriginal cross-cultural awareness training program *Our Story*, and 236 schools had participated in otitis media training.
- Vocational Education and Training in Schools (VETIS) involved 14,111 students in August 2003, of whom 12,224 were in Years 11 and 12 (45.3 per cent of the total cohort). One hundred and twenty-nine government schools participated.
- Seventeen of the top 20 VETIS schools (based on Curriculum Council data for students completing one or more Units of Competency successfully) were in the public sector.
- More than 8,400 students undertook Structured Workplace Learning incorporating Units of Competency from National Training Packages. Almost a quarter of all students in Australia involved in SWL attended Western Australian government schools.
- Students in government schools enrolled in full certificate courses increased from 4,766 in 2002 to 5,895 and included 2,328 working toward Certificate I, 3,446 Certificate II and 121 Certificate III.
- The number of students with intellectual disabilities supported in mainstream classes increased from 187 in 2003 to 342 in 2004.
- More than half of the schools participating in the Behaviour Management and Discipline initiative, which provides additional teachers and/or funding to support initiatives with Years 8 and 9 students, reported fewer suspensions and unexplained absences in 2003.

- In 2003, the number of suspensions from school totalled 12,268 (14,485 in 2002) and involved 7,996 students (7,909 in 2002). Two-thirds of those suspended did not re-offend, demonstrating that, for most students, suspension is successful in altering their behaviour.
- In 2003, forty recommendations for exclusion were made, compared with 46 in 2002. Thirty-one were accepted by the Director General.
- The Government School Teachers' and School Administrators' Certified Agreement 2000 expired on 31 July 2003. A new Agreement was registered by the Australian Industrial Relations Commission on 25 May 2004.
- Workers compensation claims totalled 1,285, compared with 1,134 in 2002-2003, with a premium increase from \$10.4m to \$11.06m. The number of stress-related claims fell slightly, from 83 in 2002-2003 to 81.
- Over 17,500 criminal record checks were conducted: 99.7 per cent of applicants for employment were cleared. Fifty-four people were designated under MCEETYA categories, compared with 51 in 2002-2003.
- In June 2004, 618 government school sites were protected by electronic security systems, compared with 603 in June 2003. Reported break-ins totalled 3,614 (4,517 in 2002-2003). There were 7,915 (6,586) instances of wilful damage and 16 (33) acts of arson. The total number of offences fell by 10.6 per cent compared with 2002-2003 and the costs of repairs and replacement by 26.2 per cent to \$7.4m.
- The networking of all government schools and district education offices was completed and almost all government schools have access to continuous terrestrial or satellite services.
- Satweb, a Web-based two-way satellite communications system, was introduced as part of the Education to Community initiative. Satweb will deliver voice services, digital content, e-mail services and secure Internet access to 330 sites throughout Western Australia by the end of 2004.
- The Internet service delivery project commenced with trials in 34 schools. Some 600 schools have now been connected to the central broadband service: the aim is to include all schools by the end of 2004.
- The number of computers used for learning and teaching in government schools in December 2003 was estimated to be 49,900, compared with 44,800 in December 2002.
- In 2003, \$93.8m was distributed in the form of the school grant, compared with \$69m in 2002. Special-purpose payments of \$97.7m (\$110m in 2002) were transferred to schools and included specific funding for Aboriginal education, the Curriculum Improvement Program and utilities.
- In 2004, 20,182 applications were processed and payments amounting to \$2.72m were made under the education program allowance and \$2.32m under the clothing allowance for government schools, compared with 20,666 applications (\$2.78m) for former and \$2.37m for the latter in 2003.

- The cost per FTE student of providing government primary schooling rose from \$8,756 in 2002-2003 to \$9,197 and for government secondary schooling from \$11,255 to \$11,989.

Training

- Some 26.5 million Student Curriculum Hours of publicly-funded VET were delivered in 2003, equating to almost 124,500 course enrolments. Of these enrolments, 33 per cent were by people aged 19 years or under, 16.8 per cent were part of apprenticeship or traineeship arrangements, 7.1 per cent were by Aboriginal and Torres Strait Islander people and 29 per cent were from rural and remote areas.
- A record 15,380 people accepted offers for full-time studies at TAFEWA colleges in 2004, an increase of 5 per cent over 2003.
- The number of international students undertaking English language and mainstream courses at TAFEWA colleges rose by 13 per cent compared with 2002-2003.
- Between 2002 and 2003, the estimated population of 15 to 64 year olds in Western Australia increased by 1.45 per cent, to 1,331,388. Over the same period, the number of publicly-funded VET clients in this age range rose from 108,654 to 112,368 (3.4 per cent).
- In the year to March 2004, WA achieved a 13 per cent increase in the number of apprentices and trainees in training to 26,200 (6 per cent nationally); a 4 per cent increase in commencements, to 17,200 (1 per cent nationally); a 17 per cent increase in completions, to 8,200 (12 per cent nationally); 87.5 per cent of apprentices and trainees were in full-time employment (76 per cent nationally); and 43.5 per cent of apprentices and trainees were aged 19 years or under (29.3 per cent nationally).
- Part of State government initiatives relating to industrial development on the Burrup Peninsula, ten new upskilling/refresher programs enrolled 80 participants, including 17 unemployed metals tradespeople.
- The Building Skills policy was applied to 34 projects, with 259 apprentices and four trainees being identified as part of employment arrangements to meet contractual obligations.
- At 30 June 2004, there were 1,898 employers registered under the Priority Access policy, compared with 584 in 2003.
- VET e-learning resources available in June 2004 totalled 372, compared with 318 in June 2003. There were 16,300 active accounts for student and teacher access to on-line resources (15,000 in June 2003).
- The Overseas Qualifications Unit provided educational comparison, counselling, advocacy, and information services to more than 1,700 immigrants. It carried out 1,027 written assessments and continued to have the lowest level in Australia of referrals of incomplete assessments to the National Office of Overseas Skills Recognition.

- The Training Info Centre in Perth assisted some 66,000 people, compared with 57,000 in 2002-2003.
- In August 2003, the annual Career Choices Expo, which displayed career and education options to young people aged between 15 and 19 years and their parents as well as to others interested in upskilling, attracted 15,500 visitors, an increase of 10 per cent compared with 2002.
- The WA Strategy for Adult Community Education 2004-2008 was launched.
- For the State as a whole, the Module Load Completion Rate in 2003 was 73.4 per cent, compared with 72.8 per cent in 2002. The MLCR for full-fee-paying overseas students was 88.9 per cent (90.2 per cent in 2002).
- The average cost per Student Curriculum Hour declined from \$14.54 in 2002 to \$13.73 in 2003. The average cost for all fee-for-service SCH provided by TAFE International WA for 2003 was \$11.80, compared with \$11.93 in 2002.
- The cost per successful SCH fell from \$20.43 in 2002 to \$18.95 in 2003. The number of successful SCH completed and passed increased from 18,274,611 to 19,529,442 (6.9 per cent).
- The cost per person in an apprenticeship or traineeship was \$349.
- Services including employment counselling, interview preparation, job search techniques, referrals and apprenticeship and traineeship information were provided on a face-to-face basis to 55,052 people at a cost of \$252 per person, compared with 46,847 people in 2002-2003.
- The average top-up redundancy payment under the Workers Assistance Program was \$18,754, paid to 149 workers (compared with \$20,917, paid to 230 workers in 2002-2003).

Corporate

- The target reduction of 200 full-time-equivalent central office staff set by the State government was met.
- An average of 27,698 full-time equivalent staff were employed, of whom 18,191, or 65.7 per cent, were teachers. The remainder of the workforce comprised 6,442 support staff (23.2 per cent), 2,022 administrative and clerical staff (7.3 per cent) and 1,043 cleaners and gardeners (3.8 per cent).
- Capital works to the value of \$177m were completed, while works in progress accounted for a further \$222m.
- The central office education and training computer networks were merged.
- Support provided for other educational institutions and non-government organisations totalled \$35.11m, \$9.16m more than in 2002-2003.

- Expenditure on advertising agencies and media advertising organisations was 2 per cent higher than in 2002-2003 at \$670,581.
- The inaugural Premier's Teacher of the Year Award, which recognises and rewards the skills and excellence of teachers and lecturers in government schools and TAFEWA colleges across the State, was launched.

Student, staff and corporate achievements

Students

- The proportion of Year 12 students achieving Secondary Graduation in 2003 was 53.4 per cent, compared with 53.1 per cent in 2002.
- In 2003 national literacy and numeracy testing, 93.9 per cent of government schools' Year 3 students met or exceeded the reading benchmark, 83.9 per cent the writing benchmark and 78.3 per cent the spelling benchmark. The comparable figures for Year 5 were 91.7 per cent, 85.1 per cent and 80.6 per cent, and for Year 7, 81.0 per cent, 74.6 per cent and 78.1 per cent.
- In numeracy, 87.4 per cent of Year 3 students, 87.6 per cent of Year 5 students and 77.1 per cent of Year 7 students met or exceeded the benchmarks.

Many government school students were recognised for their achievement of excellence:

Curriculum Council Beazley Medal: Vocational Education and Training 2003

Awarded for excellence in studies which include Structured Workplace Learning and VET to the eligible student who has demonstrated the best results in a vocational program.

- Joel Treeby, Denmark Campus, WA College of Agriculture

Curriculum Council General Exhibition 2003

Awarded to the 40 eligible students with the highest Curriculum Council award scores based on the average of five Tertiary Entrance Rank Subject scaled marks with at least two each from List A and List B.

- Amila Abeywardana, Rossmoyne Senior High School
- Jackie McArthur, Shenton College
- Christopher McGrath, Shenton College
- Casey Mitchinson, Leeming Senior High School
- Robert Moore, Thornlie Senior High School
- Chris Ooi, Willetton Senior High School
- Li Jia Xi, Mount Lawley Senior High School

Curriculum Council Subject Exhibition 2003

TEE: may be awarded to the eligible student, whether a private candidate or not, obtaining the highest raw examination mark in a Tertiary Entrance Rank subject.

WSA: may be awarded to the eligible student who is the top student in each subject for the award of the Certificate of Distinction for wholly-school-assessed subjects. To achieve a Subject Exhibition, the student must have achieved a grade of 'A' in his or her school assessment for that subject.

- Animal Production and Marketing: Joel Treeby, Denmark Campus, WA College of Agriculture
- Chinese - Advanced: Wu Xueli, Rossmoyne Senior High School

- Dance Studies: Douglas de Voogt, Hampton Senior High School
- Economics: Christopher McGrath, Shenton College
- English as a Second Language: Su An Ngeow, Applecross Senior High School
- Health Studies, Claire Beidatsch, Eastern Hills Senior High School
- Independent Living: Jadie Rowlands, Carine Senior High School
- Indonesian - Advanced: Farell Sutantio, Applecross Senior High School
- Information Systems: John Treen, Leeming Senior High School
- Physical Science: Tamlyn Deaver, Manjimup Senior High School
- Physics: Chris Ooi, Willetton Senior High School
- Plant Production and Marketing: Joel Treeby, Denmark Campus, WA College of Agriculture
- Small Business Management and Enterprise: Mark Zadow, Denmark Campus, WA College of Agriculture
- Structured Workplace Learning - Automotive: Joshua Gould, Rossmoyne Senior High School

Curriculum Council Special Award 2003

May be awarded to a student who is not eligible for the award of a Subject Exhibition because the General Criteria for Eligibility have not been satisfied, but who has otherwise satisfied all the requirements for the award of a Subject Exhibition. At most, only one is awarded in a particular subject.

- Physical Science: Steven Hoey, Tuart College

Aboriginal Education Awards of Achievement 2003

- Outstanding Female Aboriginal Student in Year 12: Amanda Sibosado, Hamilton Senior High School
- Outstanding Male Aboriginal Student in Year 12: Vance Jones, Ballajura Community College

Henrietta Drake-Brockman Prize 2003

- Krystal Spee, Balcatta Senior High School

Premier's Summer Reading Challenge 2003-2004

- Niloufar Sedigh, Highgate Primary School

Quest for Excellence Awards 2003

- Written expression: Emmaline Yearsley, John Curtin College of the Arts
- Performing arts: Adam Boys, John Curtin College of the Arts (equal with) Conrad Le Bron, Tamara Brereton, Nicola Chapple, Tara Donnelly, Paige Everingham, Kristina Ivanovski, Kym O'Mara and Natalie Pearson, John Curtin College of the Arts
- Art and design non-functional: Alexi Alcroft, Mount Lawley Senior High School
- Art and design functional: Ting Sia, Applecross Senior High School

Rotary Apprentice of the Year 2004

- Joel Benbow (retail baking – bread)

VET in Schools Awards 2004

- School-based Trainee of the Year: Christine Fullam, Safety Bay Senior High School
- Aboriginal and Torres Strait Islander Student of the Year: Hayley Garlett, Northam Senior High School
- Education Support Student of the Year: Colin Ogilvie, Cunderdin Campus, WA College of Agriculture
- VET Student of the Year: Jayden Crook, Cunderdin Campus, WA College of Agriculture

Western Australian Training Excellence Awards 2003

- Alcoa Aboriginal and Torres Strait Islander Student of the Year Award: Roberta Tacey
- Department of Education and Training Vocational Student of the Year Award: Anthony Pagan
- John Hughes Apprentice of the Year Award: Stacey Miller
- McDonald's Trainee of the Year Award: Colbi Pereira

WorldSkills Australia Gold Awards 2004

- Joel Benbow (retail baking – bread)
- Anja Fry (retail baking – pastry)
- Kyle Hoath (VET in Schools – information technology)
- Dominique Hodge (VET in Schools – business systems)
- Daniel Leach (plastering – fibrous)
- Graeme Scorer (plastering – fibrous)

WorldSkills Australia Silver Awards 2004

- John Alebakis (wall and floor tiling)
- Luke Bruni (bricklaying)
- Katrina Cowan (VET in Schools – primary industries and agriculture)
- Justin Symmans (fluid power)

WorldSkills Australia Bronze Awards 2004

- Taryn Compagnoni (jewellery)
- Michael Shepherd (construction steelwork)
- Michelle Trew (restaurant service)
- Trevor Williams (heavy vehicle mechanics)

Staff

Aboriginal Education Awards of Achievement 2003

- Outstanding Non-Aboriginal Teacher: Raelene Palfrey, Wanarn Remote Community School
- Outstanding Non-Aboriginal Educator: Peter Flavel, Norseman District High School
- Outstanding Aboriginal Educator: Maxine Farmer, Katanning Senior High School
- Barry Hayward Award: Mary Morgan, Warren-Blackwood District Education Office
- Aboriginal Education Hall of Fame Award: Geoffrey Penny, Moorditj Noongar Community College
- Aboriginal Education and Training Council Award: Sandra Harris, Aboriginal Education Directorate

Department of Education and Training Equal Opportunity and Diversity Awards 2003

- Aboriginal and Torres Strait Islander People: Simon Forrest, Mid West District Education Office

National Awards for Quality Schooling 2003

- Outstanding Achievement Individual Teacher/School Leader Award: Jacqueline Nel, Girrawheen Senior High School (literacy and numeracy)

National Discovering Democracy Achievement Awards 2003

- Primary: Jacquee Ross, Singleton Primary School
- Secondary: Robyn Cleaver, Narrogin Senior High School (joint)

Premier's Science Awards 2003 (Primary)

- Mark Merritt, Marmion Primary School

Rotary Club of Heirisson Principal of the Year 2003

- John Duzevich, Dardanup Primary School

Science Teachers Association of WA de Laeter Award 2003

- John Leahy, Belridge Senior High School

Western Australian Training Excellence Awards 2003

- Arrix Australia Trainer of the Year Award: Maria Amesz, Great Southern TAFE

Western Australian College of Teaching/Edith Cowan University Early Career Award

- Tristan Nash, Kalbarri District High School

Westfield Premier's Education Scholarship

- Catherine Bunney, Yakamia Primary School
- Kelly Denniss, Darlington Primary School
- Dianne Fry, Albany Primary School
- Jennifer McSevich, Albany Primary School
- Sharon Marchenko, Greenmount Primary School
- Deborah Wake, Cable Beach Primary School

Corporate**Aboriginal Education Awards of Achievement 2003**

- Outstanding School: Mullewa District High School
- Outstanding Aboriginal Community/ASSPA Group: South Merredin Primary School ASSPA Committee
- Ben Drayton Award: Warren-Blackwood District Education Office
- Milton Thorne Award: Gwynne Park Primary School

Department of Education and Training Equal Opportunity and Diversity Awards 2003

- Equity and Diversity - students: Warnbro Community High School Education Support Centre
- Director General's Award for Excellence: Warnbro Community High School Education Support Centre
- Diversity: Employment Group Services

Education Innovation Awards 2003

- Primary: Yangebup Primary School
- Secondary: Warnbro Community High School Education Support Centre

Eureka Schools Prize for Biological Sciences 2003

- Shenton College

National Awards for Quality Schooling 2003

- Outstanding Achievement Whole School/Team of Teachers Award: Middle Swan Primary School (literacy and numeracy)

National Literacy and Numeracy Week Awards 2003

- Excellence: Montrose Primary School

Norm Hyde Award for Excellence in Pastoral Care 2003

- Sevenoaks Senior College

Western Australian Training Excellence Awards 2003

- CDM Australia VET in Schools Award: Warnbro Community High School Education Support Centre
- West Australian Newspapers Large Training Provider of the Year Award: Central West College of TAFE

The preceding list represents a selection of the many awards received by students and staff.

Corporate governance

Strategic vision

The purpose of the Department of Education and Training is to ensure that all government school students and all adults have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia.

During 2003-2004, DET was the key agency in accomplishing the State government's strategic objective of developing 'an educated and skilled future for all Western Australians'.

Operations were conducted in accordance with the principles enunciated by the State government in *Better Planning: Better Services – A Strategic Planning Framework for the Western Australian Public Sector* (November 2003).

In relation to the five goals established by government in *Better Planning: Better Services*, DET has particular responsibility in relation to Goal 1:

- *to enhance the quality of life and wellbeing of all people throughout Western Australia;*

contributes significantly to the achievement of Goal 2:

- *to develop a strong economy that delivers more jobs, more opportunities and greater wealth to Western Australians by creating the conditions required for investment and growth;*

and participates in the achievement of the remaining goals.

Strategic planning

Like most large public and private sector organisations, DET undertakes planning at a number of levels, the highest of which is that of the periodic strategic plan, which establishes the goals the organisation seeks to achieve, the processes by which it will do so and the manner by which it will determine how well it has succeeded and what objectives need to be set for the next plan.

All other planning – at the district, school, college or directorate or branch level – takes place in the context of the strategic plan.

The most significant theme of the [Plan for Government Schools 2004-2007](#) is that of student achievement: all students in government schools are to achieve the highest standards of learning possible so that they are equipped to deal effectively with the opportunities and challenges they encounter in a changing world and to be enthusiastic about learning in safe and supportive learning environments.

Allied to this theme is that of motivated and capable teachers and school leaders who feel valued and supported in their work.

Another important theme is that of classroom, school and systemic decision making on the basis of quality information and research. This is consistent with a view of the government school system as a learning organisation.

A significant aspect of the process of developing the plan is the emphasis on consultation, collaboration and communication.

Because it is difficult for people to accept ownership of any strategic plan without having had a say in its contents, there has been widespread participation in the development process and drafts of the plan were published progressively on the DET Website late in 2002 in order to gauge the response to it.

Comments were generally positive, particularly in relation to the emphasis on the importance of teaching and learning and change management, and a further draft was released for consultation at the beginning of June 2003.

This process involved teachers, principals, P and C associations, district offices and the central office, the WA Council of State School Organisations, State School Teachers' Union, Curriculum Council and professional associations.

Following analysis of feedback from the process by senior officers and graduate research assistants, the plan was finalised and made available to schools in August 2003.

Work has now commenced on evaluation and monitoring to support evidence-based judgements about organisational performance and the implementation of the Plan, as well as to assist continuing strategic planning.

Within the parameters of the Plan for Government Schools, districts and schools establish their own plans for development and improvement.

In relation to Outputs 3 and 4, planning is undertaken within a national framework, the elements of which are outlined in the ANTA Agreement (a schedule to the Australian National Training Authority Act 1992), a national strategy for VET, annual national priorities and annual VET plans prepared by States and Territories.

In accordance with the directions set by [Shaping Our Future: Australia's National Strategy for VET 2004-2010](#), State, Territory and Commonwealth Ministers for Training agree to annual national priorities for each year.

The main purpose of these priorities is to develop a set of clear outcomes for a one-year planning period consistent with the national strategy, and a clear statement of what needs to be done by States and Territories, the Commonwealth and ANTA to achieve these outcomes.

Three major documents set paths for DET vocational education and training and employment programs: the [State Training Sector Strategy Framework 2004-2010](#); [the Western Australian State Training Profile 2004-2006](#); and [Creating the Future: Vocational Education and Training Priorities 2003 to 2004](#).

Mirroring the national arrangements, the State Training Sector Strategy Framework sets the context for the shorter-term State Training Profile (a statutory requirement of the State Training Board under the VET Act) and annual VET plans, the most recent of which is Creating the Future.

The State Training Sector Strategy Framework (November 2003) outlines and reaffirms priorities for the sector and describes the longer-term intentions of the publicly-funded VET system.

The State Training Profile, which is updated annually, articulates the short-term priorities and directions for publicly-funded VET in the annual VET plan. It identifies and explains planned resource allocations for VET as well as specifying occupational and skill development initiatives.

The Profile is developed after extensive consultation, validation, feedback and negotiation with stakeholders throughout WA, including industry and commerce, Industry Training Advisory Bodies, equity groups, training providers and government agencies.

DET employs coordinators to consult with the community, local government authorities and government agencies in regional areas, including the regional development commissions, area consultative committees and industry associations.

Policy frameworks

All DET staff – and interested members of the community – have access to the rules and regulations that govern the operations of the agency.

The Regulatory Framework features a standardised format, standardised terminology, much-improved cross referencing and integration between documents, simpler language and the coordinated electronic publication of documents on the Internet (allowing community use) and on CD-ROMs that are updated each term for all government schools.

All current policies relating to school education, school staff and school communities associated with Outputs 1 and 2 are available on the DET Website under the title [Regulatory Framework](#), which links to other relevant sites, such as the Curriculum Council and the State Law Publisher. Awards and agreements covering DET staff are also on the Framework.

During 2003-2004, five new documents were added to the Framework; four existing documents were removed and their contents revised and included in four new documents; one document was reviewed and removed without replacement; and 22 documents were revised substantially.

In June 2004, the Framework comprised 156 documents containing mandatory instructions (including 27 agreements and awards) and 19 containing non-mandatory support information.

Among the new documents were:

- an employee complaints policy that gives operational effect to the Director General's obligation under the Public Sector Management Act 1994 to establish mechanisms for the resolution of employee complaints that assist compliance with the Public Sector Standard. The policy provides practical guidance to staff with respect to lodging and/or addressing complaints in the workplace; and
- procedures for making and receiving disclosures of public interest information ('whistle-blowing') to meet DET's obligations under the Public Interest Disclosure Act 2003, which came into effect on 1 July 2003.

The merger of the departments of Education and Training necessitated changes to a number of documents, including the duty of care and excursions policies, to reflect the role now being played by universities and TAFEWA colleges in the delivery of school education.

Changes were made to the staff conduct policy as a result of a major review of the Public Sector Code of Ethics. Its coverage was extended to all DET staff.

Staff conduct

All DET employees have access to information about the standards of conduct and integrity required of them and the documents describing these standards are available in electronic and hard-copy formats.

DET management and staff in the central and district offices and schools are expected to comply with the [Public Sector Standards in Human Resource Management](#) (1994); [Western Australian Public Sector Code of Ethics](#) (revised 2002); and DET's [Staff Conduct](#) (2004).

In TAFEWA colleges, management and staff conduct is guided by the Public Sector Standards, the Public Sector Code of Ethics and each college's own internal codes of conduct.

Conflict of interest

DET ensures that there are measures in place to ensure that there is no conflict of interest between the duties of staff as public officers and their private interests. Each officer appointed at Level 9 or above is required to warrant annually to the Director General that he or she has not possessed an interest in any contract between DET and an outside party. Officers are expected to declare any such interests promptly and to secure the approval of the Director General to participate in outside employment.

Risk management

DET has strategies for dealing with the various forms of risk that face a complex organisation, ranging from physical risks associated with storms, fires, floods and terrorist activities to financial risks associated with theft, forgery and fraud to information risks associated with computer failures. Schools' risk management strategies include those for dealing with risks arising from the care of students.

Quality assurance

DET maintains a wide range of quality assurance measures.

These include an internal audit function, procedures for measuring and reporting student performance, system-level quality assurance processes, a school accountability framework, an internal evaluation unit and appropriate financial controls.

Internal audit

Modern internal auditing in large public sector organisations is no longer confined to the appraisal of accounting functions and now covers a range of activities, from assessing whether procedures comply with policy and whether they have been conducted effectively and efficiently to corporate governance, risk management and fraud detection.

The primary objective of DET internal audit is to provide management with expert, impartial advice on operations and performance.

It reports to an audit committee and is responsible to the Director General. It conducts general, information system, performance and compliance audits, as well as special investigations requested by the Director General.

The period under review was characterised by efforts to emphasise the importance of accepting the findings of internal audits promptly and taking action in relation to concerns raised in them; working with the DET corporate objective to create a strategic risk profile; and introducing a systemwide corruption awareness and education strategy.

Work on the risk profile and corruption prevention will continue during 2004-2005.

In addition, under the shared corporate services model that is integral to the success of the merger, audit services were provided to five TAFEWA colleges, including all four large metropolitan colleges.

Audit staff participated in a wider range of systemic forums and the improvements in general financial governance – particularly in terms of awareness and compliance – noted during 2003-2004 may well be associated with this.

In 2002, the procedure for school audits was changed from that of using external contractors to a combination of annual audits of 15 per cent of government schools by in-house auditors and annual self-assessments by administrators at the remaining 85 per cent of schools.

The benefits include support for schools by auditors with a sound knowledge of the systems and issues that affect them; more timely reporting to schools and the Director General on the effectiveness of systems in schools; and an educative, rather than punitive, approach designed to raise awareness of control, risk and corporate governance issues among school leaders and district office staff.

For audits for which specialised skills are required, such as those of information systems, external contractors continue to be used.

During 2003-2004, DET staff audited 120 government schools: West Coast (25), Fremantle-Peel (22), Swan (17) and Canning (12); Midlands (six); Mid West, Pilbara and Goldfields (five each); Bunbury, Kimberley, Narrogin, Albany and Warren-Blackwood (four each) and Esperance (three). The remaining schools were required to complete self-assessment questionnaires. In addition, all district education offices were audited.

Other activities included 19 information system, five performance, four compliance and four special investigation audits.

Student performance reporting

National reporting

In March 1997, the Commonwealth, State and Territory Education Ministers agreed to a national literacy and numeracy goal:

- *that every child leaving primary school should be numerate, and be able to read, write and spell at an appropriate level.*

The Ministers also adopted a sub-goal:

- *that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.*

These goals were to be achieved through a national literacy and numeracy plan, containing a range of initiatives to improve student performance.

Performance is measured annually at certain levels of schooling against nationally-agreed benchmark standards. Assessment procedures are designed and implemented in each jurisdiction and the information gained provided at various levels of complexity to teachers, schools, parents and the community at large.

The national standards, or *benchmarks*, have been introduced progressively.

Testing against the national benchmarks began in WA in 1998 and by 2003 involved virtually all students in Years 3, 5 and 7. The Western Australian Literacy and Numeracy Assessment (WALNA) was administered to some 55,000 government school students.

Information about student performance as measured by WALNA is provided in the *Key Performance Indicators*.

Details of the performance of the WA government school system against a range of national indicators are available in both the [National Report on Schooling in Australia](#) and the Productivity Commission's [Report on Government Services](#).

System-level educational quality assurance

Systemwide student performance information is provided by Curriculum Council data about the WA Certificate of Education, the Monitoring Standards in Education (MSE) program and WALNA.

Unlike WALNA, which tests entire populations, MSE assesses random samples of students from the full range of government schools to generate information about the achievements of girls, boys, students with language backgrounds other than English and Aboriginal students.

It began in 1990 with tests in reading and writing, and by 2003 had involved all eight key learning areas.

Test instruments are constructed and analysed by outside contractors, such as the Australian Council for Educational Research, in cooperation with DET staff.

The data are subjected to Rasch analysis and student performance is then described in terms of the knowledge, skills and processes defined in the Outcomes and Standards Framework for the learning area being tested.

The manner in which test instruments are prepared and analysed allows DET to compare results between successive tests and across age groups.

In addition, DET supports schools by producing assessment materials that enable them to monitor their students' performance and make Statewide comparisons within the public school system.

MSE9 was introduced to government schools in 2004 and provides data about the reading, viewing and mathematics performance of Year 9 students comparable with those derived from MSE and WALNA testing.

Figure 3: Monitoring Standards in Education, 1990-2004

Learning area	Year levels	Tested
<i>English</i>		
Reading, Writing	3, 7, 10	1990
Reading; Writing	3, 7, 10	1992
Reading; Writing; Speaking and Listening; Viewing	3, 7, 10	1995
Reading; Writing (narrative, recount and letter)	3, 7, 10	1997
Reading; Writing (narrative)	7, 10	1999
Speaking and Listening	3, 7, 10	1999
Reading; Writing (narrative and essay)	10	2001
Viewing	3, 7, 10	2001
Speaking and Listening	3, 7, 10	2003
<i>Mathematics</i>		
Algebra; Space; Measurement; Chance and Data; Number	3, 7, 10	1992
Space; Measurement; Chance and Data; Number	3, 7, 10	1996
Space; Measurement; Chance and Data; Number	3, 5, 7, 10	1998
Space; Measurement; Chance and Data; Number; Algebra	10	2000, 2002, 2004
Working Mathematically	3, 7, 10	2000, 2002, 2004
<i>Science</i>		
Working Scientifically; Energy and Change; Life and Living; Earth and Beyond; Natural and Processed Materials	3, 7, 10	1993
Investigating Scientifically; Energy and Change; Life and Living; Earth and Beyond; Natural and Processed Materials	3, 7, 10	1997
<i>Society and Environment</i>		
Place and Space; Resources; Culture; Time, Continuity and Change; Natural and Social Systems	3, 7, 10	1994
Investigation, Communication and Participation; Place and Space; Resources; Culture; Time, Continuity and Change; Natural and Social Systems; Active Citizenship (pilot study only)	3, 7, 10	1999
<i>Languages other than English</i>		
Indonesian and Italian (Writing; Reading; Listening; Speaking)	7	1997
Japanese and French (Writing; Viewing, Reading and Responding; Listening and Responding, and Speaking; Listening and Responding)	7, 10	2001
<i>Technology and Enterprise</i>		
Pilot study	3, 7, 10	1995
Design and Technology; Home Economics; Information Technology (in Technology Process, Materials, Information and Systems strands)	3, 7, 10	2000

Learning area	Year levels	Tested
<i>Health and Physical Education</i>		
Physical Skills and Fitness Levels; Conceptual Understandings of and Attitudes to Health and Physical Education	3, 7, 10	1994
Concepts for a Healthy Lifestyle; Self-management Skills; Skills for Physical Activity; Interpersonal Skills; Fitness Testing; Surveys on Self-efficacy and Attitudes to Physical Activity	3, 7, 10	1998
<i>The Arts</i>		
Dance; Drama; Media; Music; Visual Arts	3, 7, 10	1996
Media, Visual Arts	3, 7, 10	2003
Dance; Drama; Music	3, 7, 10	2004
<i>Social Outcomes of Schooling</i>		
Interpersonal Skills; Social, Moral and Ethical Development	3, 7, 10	2001
Autonomy, Independence and Enterprise	3, 7, 10	2002
Intrapersonal Skills	3, 7, 10	2004

Source: Performance and Accountability

School accountability

Schools undertake a continuous cycle of planning, self-assessment and reporting, with reviews being undertaken by district directors in accordance with the School Accountability Framework and the School Review Framework.

The full review cycle for each school must be completed within two years, with a summary report being provided by the director each year.

The reviews provide schools with valuable feedback about their performance and directions for improvement. They also provide assurance that schools have undertaken rigorous assessments of performance, reported the required outcomes in their school reports and responded with appropriate improvement plans.

All government schools are required to produce school reports on an annual basis.

Data Club

In 2003-2004, the Data Club continued to support school leaders in making performance judgements based on their school's WALNA data.

It provides additional analyses of the Years 3, 5 and 7 testing program results and an associated professional development program for school leaders.

Some 600 individual school Data Club CD-ROMs were produced in 2004 and display eight different graphs and associated data for reading, writing, spelling and numeracy. These include comparisons with 'like' schools and longitudinal analyses.

Professional development (over 50 sessions in 2003-2004) encouraged school leaders to consider the information provided by the analyses in conjunction with their understanding of their own schools' circumstances and local teachers' professional judgements about student performance.

Assessment literacy

The Assessment for Improvement program helps schools and teachers to develop the skills and understandings they need to collect, analyse and use student performance information for improvement purposes.

It builds the capacity of district office staff to support schools' use of WALNA and MSE and historical system assessment information and provides exemplars for helping teachers to make consistent judgements about student achievement, evaluate the effectiveness of their teaching programs, plan and adjust their learning programs in the light of what they know about student achievement and undertake school improvement planning and action.

In 2004, all Years 3 and 9 teachers are receiving training from district staff in using WALNA and MSE9 respectively to assist them in making judgements about students' attainment of achievement targets. Years 5 and 7 will follow in 2005.

The involvement of secondary schools in the development of assessment literacy has increased considerably with their receiving WALNA Year 7 data and the announcement of the introduction of MSE9. Seminars have been conducted in most districts to explain both programs and how the resulting data can be used for judging performance and planning for improvement.

More than 3,000 copies of literacy and numeracy assessment exemplars and profiles were distributed during 2003-2004 and some districts are already developing local assessment literacy initiatives, including the establishment of 'lighthouse' schools.

Post-compulsory assessment and performance

The Post-compulsory Assessment and Performance Project group was established in May 2004 to assist government secondary schools to enhance their Year 12 results and increase students' chances of obtaining entry to universities and TAFEWA colleges.

The group, which is composed of six secondary teachers who have had extensive experience in curriculum and school leadership, began work on the three-year project in May 2004.

Its first priority is to help schools to improve their students' TEE performance. In the longer term, PCAPP will apply the same principles to WSA and VET subjects.

The group has visited over 60 government senior high schools, in order to become familiar with each school and to share strategies that may suit its needs. Discussions with staff address five areas: analysis of historical data; teaching methods and curriculum design; issues associated with Secondary Graduation; student monitoring processes; and the academic culture that is fostered by each school.

In addition, it has conducted district seminars and workshops for senior staff.

Initiatives that have been introduced so far include:

- the provision of \$200,000 for scholarships to academically-able rural, remote or low-SES students to enable them to participate in school-based and private TEE revision programs; and
- support for schools that are experiencing difficulties because they enrol small numbers of students in certain TEE subjects and therefore must join with other schools in moderation processes. Experienced TEE markers will oversee the moderation process and provide feedback from comparability exercises to teachers.

Training quality assurance

Quality assurance arrangements for the vocational education and training sector are managed by the Training Accreditation Council.

There are 1,029 organisations registered to deliver training in Western Australia, including 408 with the TAC and 621 registered under mutual recognition arrangements. The former are monitored periodically by the TAC for compliance with standards specified in the Australian Quality Training Framework and reports on these quality assurance arrangements are provided in its Annual Report, which is available at www.tac.wa.gov.au.

Evaluations

DET maintains a small internal evaluation unit, which carries out or manages evaluations relating to the government school system.

The unit is also involved in supporting the development of an evaluation culture throughout the Department and the development of procedures and tools that enable the centre, districts and schools to improve their accountability to the community and government.

A review of evaluation activity within DET was undertaken by the unit in 2002-2003 as the first step in the development of a systemic evaluation plan and to encourage staff to take responsibility for monitoring and evaluating performance and use the results in decision making and improvement planning.

The results of the review have been used to assist the corporate executive to develop an integrated framework for monitoring and evaluating the effects of the Plan for Government Schools 2004-2007 and for directors to improve evaluation activities. In addition, a set of guidelines has been developed to ensure for the evaluation of improvement initiatives.

The State government is committed to improving Year 12 retention rates significantly and the evaluation unit investigated factors affecting retention. A critical review of the current research and literature relating to participation in education and training is to be completed in August 2004.

A follow-up case study of students who were enrolled at Clarkson Community High School in 1999 was conducted to determine where the students were in 2003 and what was required to track them; how well family, school or individual factors identified in 1999 had predicted students' locations in 2003; and the reasons students gave for leaving school.

The unit is awaiting 2004 student destination data collected through the School Leaver Program to finalise this case study. The results of both activities will be used to assist the development of initiatives to improve retention rates.

During 2003-2004, the unit continued to support the Wellbeing Project conducted by the Institute for the Service Professions at Edith Cowan University. The concept of wellbeing involves a wide range of issues such as stress, organisational commitment and job image.

A major objective of the Plan for Government Schools 2004-2007 is a motivated and capable workforce that feels supported and valued. Involvement in the project will provide DET with baseline information about the professional health of its teaching workforce and related organisational health factors that will assist strategic planning and policy development. It is also envisaged that the resulting instrument will be available for schools.

The evaluation unit assisted with setting up and conducting focus groups of teachers to identify factors teachers think are important to the health of their profession; developing a survey instrument; providing a stratified random sample of 500 teachers to pilot the survey instrument; and planning for the full survey of 3,000 teachers in early 2005. The Project has secured an Australian Research Council grant to enable the survey to be conducted among 3,000 staff from each of the service professions involved – policing, nursing and teaching.

Ministerial services

Support for the Minister for Education is an important aspect of the work of the Department's central office, and includes the drafting of letters for the signature of the Minister and the provision of briefing notes on specific matters relating to the Minister's portfolio.

During the year, more than 80 media statements were drafted for the Premier and Minister and 125 were issued by DET.

About 2,750 individual requests for information and support were processed: most were from the news media seeking statistics, policy information or comment, although an increasing number came from schools and district offices seeking assistance in strategies for communicating about critical incidents.

Major media issues included the release of Year 12 and WALNA results, the Kenwick School low-isolation facility, suspension and exclusion data, values in government schools, skills shortages and apprenticeships and traineeships.

Table 8: DET Ministerial Correspondence, 2001-2002/2003-2004

Type	2001-2002		2002-2003		2003-2004	
	Education	Training	Education	Training to 31 January 2003	Education and Training from 1 February 2003	Education and Training
Letters	1 986	547	1 311	367	931	3 596
Briefing notes	298	245	144	108	128	227
Answers to Parliamentary Questions	197	44	108	43	145	190
Totals	2 481	836	1 563	518	1 204	4 014
Percentages on time	85	36	84	43	73	56

Source: Ministerial Services

Community relations

Government school achievements and values continued to be demonstrated at events that included the Anzac schools commemorative service at the Kings Park War Memorial, at which Hon. Graham Edwards MP, a Vietnam War veteran, was guest speaker; an Aspire breakfast forum that attracted business and professional guests as mentors and featured Dr Fiona Wood as guest speaker; and displays of excellence in the arts through the Young Originals Exhibition, Quest for Excellence Awards and Shell Youth Music Concert.

Communication of school and student achievements to the wider community was extended with the free distribution of the newspaper *Education Matters* throughout the State in May 2004.

With the overall theme **Government schools are great schools**, **Education Week 2003** was held from 9 to 25 October, with more than 400 local and community events being held to showcase public education to the wider community through school open days and parent visits; performances and displays at schools, shopping centres and town halls; award presentation functions for outstanding students, educators and community partners; and sporting galas, concerts and fêtes.

DET, the Curriculum Council and TAFEWA developed **Western Australians on Show**, a set of 200 posters for display at the opening of the Perth Convention and Exhibition Centre in August 2004. Prominent Western Australians, such as the Governor, John Hughes, Dale Alcock, Glen Jakovich and Janet Holmes à Court are included, together with puppeteer Sally McKendrick and former national netballer Nicole Smith. The display features those who have benefited from attending government schools or TAFEWA colleges or have been involved in apprenticeships or traineeships.

Premier's Teacher of the Year Award

The inaugural Premier's Teacher of the Year Award, which recognises and rewards the skills and excellence of teachers and lecturers in government schools and TAFEWA colleges across the State, was launched in September 2003.

By June 2004, the first three of four rounds for teachers and the first two of three rounds for TAFEWA lecturers had been held. Round winners each received \$1,000 and progressed to the finals, at which one person will win a \$25,000 prize.

Recognising staff performance

Outstanding achievements by school and district staff were acknowledged through the Education Innovation Awards, the Principal of the Year Award and presentation of silver medallions to recently-retired principals and senior officers with more than 20 years' service.

For additional information on community relations, see individual outputs.

Operations

The operations of the Department of Education and Training are undertaken within the strategic planning framework of the State government, which establishes objectives for the improvement of Western Australian society.

The planning framework contains five emphases – **People and Communities**, **The Economy**, **The Environment**, **The Regions** and **Governance** – each with an associated goal and numerous related strategic outcomes. DET contributes to progress toward all of the goals and the achievement of many of the outcomes.

During the annual budget process, State government agencies seek funding from Parliament to achieve one or more outcomes among the community groups they serve. In the case of DET, these groups include students, workers, employers, parents and other adult members of the community.

The outcomes are set by the government in order to achieve its priorities.

The success of an agency is measured by the extent to which the outcomes are achieved, which is reported in its *Key Performance Indicators*.

Outcomes

Outcomes are the effects on or consequences for a community group of the goods or services delivered by a government agency.

DET is funded to achieve the following outcomes:

- *Quality education for all Western Australians who choose government schooling.*
- *Maximise training and employment opportunities for Western Australians.*

Figure 4 illustrates the relationship between the government's **People and Communities** strategic goal and the government-desired outcomes for education and training:

Figure 4: People and Communities Strategic Goal and DET Outcomes

Government strategic goal	Government-desired outcomes for education and training
To enhance the quality of life and wellbeing of all people throughout Western Australia	Quality education for all Western Australians who choose government schooling Maximise training and employment opportunities for Western Australians.

Key performance indicators

The extent to which the outcomes have been achieved and outputs delivered is reported twice in this Annual Report.

In this section (*Operations*), tables of 'output measures' compare DET's actual performance for each output during 2003-2004 with targets specified in the 2003-2004 Budget Statements.

In the *Key Performance Indicators* section, attention is given to DET's achievement of the government-desired outcomes.

There are two kinds of KPI:

- *effectiveness indicators*, which describe the success or otherwise of an agency in achieving the outcomes; and
- *efficiency indicators*, which are measures of the cost per unit of delivering outputs.

Outputs

An output is a good or service delivered by a government agency to its target community group with the aim of achieving the outcome desired by government for that group. DET operates through four outputs:

1. Primary Education
2. Secondary Education
3. Vocational Education and Training Services
4. Employment Programs

Output 1: Primary Education

Purpose: the provision of access to education in government schools for eligible persons aged generally from four and a half years to 12 years.

Table 8: Output Measures, Output 1 Primary Education, 2003-2004

	2003-2004 Target	2003-2004 Actual
Quantity		
Student FTE ^(a)	157 874	157 219
Quality		
Percentages of Year 3 students achieving national benchmarks:		
Reading	94	94
Writing	84	84
Spelling ^(b)	83	78
Numeracy	90	87
Percentages of Year 5 students achieving national benchmarks:		
Reading	93	92
Writing	86	85
Spelling ^(b)	80	81
Numeracy	86	88
Percentages of Year 7 students achieving national benchmarks:		
Reading ^(b)	83	81
Writing ^(b)	76	75
Spelling ^(b)	78	78
Numeracy ^(b)	79	77
Timeliness		
Primary education is delivered during the four terms comprising the designated government schools year.		
Cost		
Average cost (\$) per student FTE	8 882	9 197

(a). The student FTEs value for 2003-2004 is the average of second semester 2003 and first semester 2004.

(b) The data for spelling for Years 3 and 5 and all Year 7 data are based on provisional benchmarks because national agreement has not been reached on their locations on the measuring scales.

Sources: Information Services; Corporate and Management Accounting

Output 1 includes pre-compulsory education, which is more widely known as 'kindergarten' (K) and 'pre-primary' (P) education. The term 'early childhood education' refers to K-3 schooling.

Most students graduate from primary schooling at the end of Year 7, although middle schooling provisions allow students to progress to a 'secondary' environment at the end of Year 5 (Kinross College) or Year 6 (Ballajura and Eaton community colleges). Conversely, some primary schools in rural and remote areas enrol lower-secondary students.

Primary education is delivered through 510 primary schools, 60 district high schools, 70 education support schools and centres and 32 remote community schools, as well as five Schools of the Air, the Primary School of the Schools of Isolated and Distance Education (SIDE).

In February 2004, there were 36,458 pre-compulsory students at government schools and 131,207 primary students. All levels 1-7 enrolled about 20,000 students, except Year 2, which was affected by the passage of the half cohort and therefore enrolled only 11,024 students. The same effect will apply in Year 3 in 2005 and so on.

Of the pre-compulsory students, 32,962 were enrolled at primary schools, 2,486 at district high schools, 565 at education support schools and centres, 372 at remote community schools, 49 at Schools of the Air and 24 at the Schools of Isolated and Distance Education.

Of the primary students, 118,505 were enrolled at primary schools, 9,581 at district high schools, 1,738 at education support schools and centres, 1,047 at remote community schools, 183 at Schools of the Air and 153 at the Schools of Isolated and Distance Education.

There were 211 secondary students at primary schools and 435 at remote community schools.

Aboriginal enrolments in pre-compulsory totalled 3,025 and in primary 10,358.

Pre-compulsory education

Previous Annual Reports have referred to the very significant expansion in K and P programs that has occurred in recent years and to the decision to raise the age of entry to K programs by six months, with a consequential reduction in the number of students enrolled in 2001 and subsequent years, causing a flow-on effect that will continue until 2014.

In 2003, only children who turned four years on or before 30 June were eligible to enter the kindergarten programs provided over four half or two full days per week in government schools. Children whose fifth birthday fell on or before 30 June could enter pre-primary programs.

Western Australia is the only Australian jurisdiction that provides universal access to government-funded educational programs to children two years before they enter compulsory schooling.

These programs, delivered in partnership with families, help children to develop social, emotional, literacy, numeracy, physical and creative skills that, together with an understanding of the world, form the foundation for lifelong learning.

Research shows that children who participate in quality pre-compulsory programs are less likely to need remedial programs and are more likely to develop initiative, independence and questioning, problem-solving, decision-making, creative and social skills.

The intended outcomes for children in kindergarten and pre-primary programs are planned within the context of the eight learning areas of the Curriculum Framework and involve hands-on learning experiences, initiated by the children themselves and adults, and sustained interactions with adults and classmates.

In February 2004, 36,458 children were enrolled in government pre-compulsory programs, including 16,516 in kindergarten and 19,942 in pre-primary.

Enrolments

Changes were made to the School Education Act Regulations and DET policy regarding K and P enrolments to ensure that first priority is given to local children, followed by non-local children with brothers or sisters attending the same school. This ensured that 99 per cent of pre-compulsory students were able to attend their local or nearest schools in 2004.

Community kindergartens

The 41 community kindergartens operate under the School Education Act and form an integral part of the overall kindergarten program. All are linked to nearby schools, with the principals of those schools overseeing their educational programs and the management of the teachers and education assistants, who are employed by DET. Parent management committees are responsible for financial matters and day-to-day operations.

During 2003, all community kindergartens were provided with small grants to support the development of processes for strengthening links with their families.

Aboriginal kindergarten programs

There are 28 Aboriginal kindergartens under the direct management of local government schools. They promote learning and development through culturally-appropriate programs with an emphasis on literacy, numeracy and family and community involvement.

Fifty-nine government schools are exempted from the provisions of the Community Services (Child Care Services) Act 1972 to allow them to enrol three-year-old Aboriginal children in childcare programs during kindergarten sessions, even though these children do not turn four before 30 June.

The effectiveness of Aboriginal kindergartens was reviewed in 2003 and they were found to be well managed and supported by the local schools to which they were attached.

Isolated and distance education

Seventy-three pre-compulsory students (33 K and 40P) were enrolled with the Schools of Isolated and Distance Education in February 2004, including 24 through Leederville SIDE and 49 through the Schools of the Air.

The provision of K or P education to isolated or remote students poses challenges for both SIDE and home tutors (usually mothers), because the latter have to understand clearly the importance of play as a means of learning and, in some cases, learn to apply multi-age grouping strategies because they are working with more than one child – and age level – in the early childhood phase.

Students with disabilities

Provisions for students with disabilities are made at the local level. Specialist early intervention services are provided by education support schools and centres and Autism Intervention Units. In February 2004, there were 561 kindergarten and 747 pre-primary students with disabilities.

Class sizes

Current maximum class sizes are K, 20; P, 25 or 27 in purpose-built centres; combined K-P, 20-27, and combined K-P-1, 20 at any one time. There may, however, be minor variations according to the particular needs of the individual schools.

Home School Links

Parents are likely to form positive impressions of schools that are welcoming, flexible and show they value diversity.

The Home School Links strategy was established in 2003 with the aim of improving relationships between families and schools, and focuses on families whose experiences of schooling may not have been either enjoyable or successful.

Funding of \$120,000 has enabled the continuation of this strategy, with nominated schools participating in Family Partnership Training. This is an interagency training model developed in the United Kingdom and modified for the Australian context. Participating schools are supported in conducting activities that welcome parents and caregivers and inform them about school life.

Strategic directions

The year under review was marked by increased State and Commonwealth interest in children's learning and development in the early years and a growing emphasis on up-to-date research and evidence of best practice.

The [Children First](#) initiative outlines the State government's vision for children and young people. Within it lies the Early Years Strategy, which involves the development of a whole-of-government approach, with strong community participation, to provisions for children aged up to eight years.

DET has established a steering group of senior officers, principals, teachers and university representatives, assisted by a community reference group, to develop a departmental early years strategy within this 0-8 years context.

Table 9: Pre-compulsory Enrolments (Sessions) by Semester, Government Schools, 1999-2004

Semester	1/1999	2/1999	1/2000	2/2000	1/2001	2/2001	1/2002	2/2002	1/2003	2/2003	1/2004
<i>Sessions</i>											
2 (K)	13 574	14 440	14 392	14 444							
4 (K)	972	667	731	925	8 568	8 678	16 458	16 752	16 777	17 105	16 516
8 (P)	20 178	20 413	20 207	20 150	19 859	19 810					
10 (P)							10 776	10 593	19 176	19 013	19 942
Totals	34 724	35 520	35 330	35 519	28 427	28 488	27 234	27 345	35 953	36 118	36 458

Source: Information Services

'Mainstream' Years 1-7

Primary schooling builds on the foundations for learning established in the pre-compulsory years.

Students' intellectual, moral, social and physical development is encouraged in inclusive, safe and stimulating learning environments. They learn from a wide range of information sources and are exposed to experiences beyond their immediate environment, including those of people from other times, places and cultures, with learning programs that often build on their own interests.

The advent of new theories of learning and the availability of adequate computer technology in schools has meant that learning is more flexible and less teacher directed than in the past, and emphasis is given to the different ways in which children learn and the way in which they express what they have learnt. For example, cooperative learning models the skills of social interaction and teamwork that students later find to be valued in the modern workplace.

Additional provisions are made for students with disabilities, students from language backgrounds other than English, students in remote or isolated locations and gifted and talented students.

Learning is structured across the eight learning areas specified in the Curriculum Framework – English/literacy, Mathematics/numeracy, Science, Society and Environment, Languages other than English, Health and Physical Education, Technology and Enterprise, and The Arts – with the timetable being weighted in favour of the first two learning areas, because, without adequate literacy and numeracy skills, students cannot make progress in the other learning areas. Their significance is reflected in the fact that so far they are the only learning areas in which nationwide testing is carried out each year.

Also essential to success in primary schooling is sound social and emotional development.

In general, children are taught by one teacher for most of the school year, with learning experiences integrated across the learning areas. Teachers with specialities usually teach across Year levels and there is considerable cooperation between specialists (for example, LOTE, music or physical education) and generalist teachers.

Although children move from one Year level to the next on the basis of age, since the introduction of the Outcomes and Standards Framework it has become possible for them to move through Year levels with their peers while achieving learning area outcomes at different levels.

The importance of children acquiring, through partnerships between the home and school, a sense of the values and attitudes that underpin Australian society is underlined by the commitment of government schools to what are known as the 'core shared values' of the Curriculum Framework.

Performance measures

The overall performance of Years 3, 5 and 7 government school students in reading, writing, spelling, numeracy and some of the key learning areas is described in the *Key Performance Indicators*.

Isolated and distance education Years 1-7

The Schools of Isolated and Distance Education ([SIDE](#)) provide a quality education to young Western Australians who, because of remoteness, absence from home or some other reason are unable to attend regular schools.

SIDE consists of six campuses: Leederville (Primary K-7, Middle 8-10 and Post-compulsory 11-12 schools) and Kalgoorlie, Port Hedland, Meekatharra, Carnarvon and Derby (which are K-7 Schools of the Air, or SOTAs).

The 1-7 population of SIDE includes:

- home-based full-time students who are unable to attend regular schools because of geographic isolation;
- students with long-term illnesses or injuries that prevent them from attending regular schools;
- students who are unable to adjust to the normal school situation; and
- students who are living temporarily overseas or interstate.

Table 10: Years 1-7 Enrolments, Schools of Isolated and Distance Education, 2004^{(a)(b)}

Year levels	1	2	3	4	5	6	7	Totals
School								
Carnarvon SOTA	2	6	7	4	8	4	6	37
Kalgoorlie SOTA	3	3	4	4	2	4	9	29
Kimberley SOTA	8	5	10	9	8	6	10	56
Leederville SIDE	14	19	19	27	25	31	18	153
Meekatharra SOTA	4	7	2	5	6	5	7	36
Port Hedland SOTA	5	3	2	5	4	2	4	25
Totals	36	43	44	54	53	52	54	336

(a). First semester census.

(b). Home-based students only.

Source: Information Services

The SIDE Primary School at Leederville provides for students in the South-West of WA, who are unable to use the Schools of the Air, and students who are travelling interstate or overseas.

All students use similar curriculum resources, with some variations to achieve particular learning outcomes. Face-to-face contact with students is maintained through teacher visits, camps, seminars and student visits to SOTAs or SIDE.

Home-based primary students study full or partial workloads under the direction of tutors, usually family members or governesses.

Satellite-based communications

The most significant development in SIDE primary schooling during 2003-2004 was the introduction of a Web-based two-way satellite communications system, [SatWeb](#), as part of DET's Education to Community initiative.

Provided under a contract with Optus, Satweb will deliver voice services, digital content, e-mail services and secure Internet access to 330 sites throughout Western Australia by the end of 2004.

Advanced conference and collaboration software tools allow as many as 20 simultaneous lessons to be taken with up to 10 students per lesson and allow classes to be delivered at any time during the school day, removing the current restrictions caused by poor radio reception.

Each participating family is provided with a satellite dish, modem, computer, printer, copier and scanner, enabling them to have continuous access to Internet and e-mail services and technical support. Satweb is backed by professional development and training for teachers and home tutors.

Languages other than English

In 2003, SIDE provided quality LOTE programs to over 1,500 students at 47 rural or remote government schools without LOTE teachers, using telematics, videoconferencing, teleconferencing and interactive satellite television.

Videoconferencing technology and large-screen television receivers allowed real-time interactive video and audio to be provided at 10 new centres, including six district high schools at which large student numbers had, in the past, made telematics impractical. Up to 28 students at a time can now receive LOTE from a SIDE teacher and a teacher at the receiving site. Videoconferencing uses ISDN lines but can accommodate conversion to broadbanding.

DET funded the purchase of seven videoconferencing terminals and is meeting line and delivery costs until the end of 2004, when further negotiations will take place to ensure continuation of the LOTE service.

In order to gauge schools' responses to the delivery system, a survey was conducted at the end of 2003. All of the 27 schools that responded were satisfied with the program and considered that their students received high-quality teaching from SIDE staff.

Boys' Education Lighthouse Schools

The SIDE Primary and Middle Schools are participating in the Commonwealth's [Boys' Education Lighthouse Schools](#) program, as are other distance education schools elsewhere in Australia. The objective of BELS program is to improve learning outcomes for targeted groups of boys and subject the strategies used to rigorous, evidence-based testing of their effectiveness. The SIDE schools are working on projects to improve boys' transition into distance education learning and their engagement with it.

Home tutor seminars

Home tutor seminars are conducted annually by the Schools of the Air and the SIDE Primary School at regional centres and Leederville respectively.

The seminars provide professional development and training to assist tutors in performing their role and to increase their understandings of current directions in education. At present, seminars are concentrating on the implementation of SatWeb. In 2004, WestOne (q.v.) began producing curriculum resources for SIDE students and its officers attended the seminars to familiarise themselves with students' needs and discuss the development of curriculum resources with home tutors.

Students with disabilities Years 1-7

There were 5,050 students with disabilities receiving Years 1-7 education in government schools in February 2004. Of these, 3,754 (74 per cent) were located in metropolitan districts.

Most students with physical disabilities and some with intellectual disabilities participated in mainstream schooling, while 2,102 attended 54 education support schools and centres in Perth and larger regional centres. For students

with intellectual disabilities, particular attention was given to the achievement of outcomes in literacy, numeracy, socialisation and health and wellbeing.

Education support schools cater generally for those whose levels of disability are such that their needs can only be met through intensive medical and therapy support. **Education support centres** are located on mainstream school campuses and are intended for students with moderate to severe intellectual disabilities. Partner schools provide opportunities for the integration of their students into mainstream classes wherever appropriate.

Other specialised provisions include services to those who have vision or hearing impairments, are confined to hospitals or have language deficits. During 2004, services for students with mental health disorders are under review. Greater emphasis is being placed on assisting students with speech and language disorders through improved outreach services and support.

Table 11: Years 1-7 Enrolments, Education Support Schools and Centres, by Gender, 1999-2003^(a)

	1999	2000	2001	2002	2003
Female	558	592	627	648	619
Male	1 142	1 192	1 311	1 327	1 271
All	1 700	1 784	1 938	1 975	1 890

(a). Second semester census.

Source: Information Services

Performance measures

The learning achievements of students with disabilities may vary across learning areas, depending on the nature and severity of the disability.

Most students with disabilities have individual education plans (IEP) to describe desired learning outcomes and educational targets.

They participate in educational programs that ensure they achieve the outcomes specified in the Curriculum Framework. Most demonstrate progress and achievements that are described in the Student Outcome Statements of the Outcomes and Standards Framework.

For some students with severe or multiple disabilities, learning progress is assessed against the Foundation Outcome Statements.

Community relations Years K-7

To encourage primary school students to read, the inaugural **Premier's Summer Reading Challenge** was held over the 2003-2004 Christmas school holiday period. Students were challenged to read for 15 hours (or 20 minutes each day) from December 2003 to February 2004 and were eligible to win a family holiday at Queensland theme parks or 440 book vouchers.

Some 4,000 entries were received and each student received a certificate of participation from the Premier. The challenge was supported by TVW Channel 7, Qantas, 3 Park Super Pass and Angus and Robertson.

The **Premier's Reading School of the Year** was a new initiative to recognise the contribution made by government primary schools to improving their students' reading outcomes. The \$5,000 award will be made during Education Week 2004.

Education districts have nominated 23 schools, each of which is preparing a detailed portfolio for the judging panel.

Output 2: Secondary Education

Purpose: the provision of access to education in government schools for eligible persons aged generally 12 years and over.

Table 12: Output Measures, Output 2 Secondary Education, 2003-2004

	2003-2004 Target	2003-2004 Actual
Quantity		
Student FTE ^(a)	82 078	82 594
Quality		
Percentages of Year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 ^(b) in:		
Working Mathematically	(c)	78
Number	(c)	85
Space	(c)	53
Chance and Data	(c)	84
Measurement	(c)	81
Apparent retention rate (proportion of Year 8 cohort studying in Year 12)	63	63
Timeliness		
Secondary education is delivered during the four terms comprising the designated government schools year.		
Cost		
Average cost (\$) per student FTE	11 616	11 989

(a). The student FTEs value for 2003-2004 is the average of second semester 2003 and first semester 2004.

(b). Monitoring Standards in Education measures student performance against the Outcomes and Standards Framework, which is consistent with the Curriculum Framework and describes expected outcomes for each learning area. Learning areas are divided into strands and the outcomes are described within a framework of eight levels of increasing difficulty within each strand. The results for Year 10 are reported against Level 4 in each strand.

(c). Measurement of the quality of outputs using Monitoring Standards in Education enables comparisons to be made of trends over time but does not provide for the construction of targets, as different subject mixes are measured each year.

Sources: Information Services; Corporate and Management Accounting

Secondary education is compulsory for all children until the end of the year in which they turn 15.

Students' growing independence and peer orientation in these years is built upon by providing them with opportunities to participate in important forms of decision making within the classroom and school, and to work with others. They learn skills of inquiry, innovative thinking and problem solving. Every student is encouraged to achieve his or her personal best and to develop understandings of others, including cultural acceptance.

In the middle years, the aim is to provide students with greater opportunities to learn and grow and the emphasis is on collaboration between teachers and students. Learning concentrates on process skills such as investigating, planning, producing, evaluating and communicating.

In the senior years of secondary school, a wide range of programs ensures that students are well placed to continue their schooling to the end of Year 12 and to gain TAFE or university entry, traineeships, apprenticeships or full-time employment. Students have the opportunity to pursue subjects of their choice in greater depth.

Historically, government secondary education was provided by senior high schools (8-12), high schools (8-10), and district high schools (K-10); a small number of primary schools; and the Schools of Isolated and Distance Education.

Since the 1980s, however, a range of different forms of secondary school has appeared, beginning with the original senior colleges, Tuart and Canning, which provided students with a 'second-chance' opportunity to complete lower-secondary or upper-secondary schooling; courses leading to university entrance for fee-paying overseas students; and short adult education courses.

Additional senior colleges, which provide for Years 11 and 12 students only, have been established more recently at Mindarie, Cannington (Sevenoaks) and Mandurah.

Senior campuses at Bayswater (Cyril Jackson) and Coolbellup (North Lake) provide 'second-chance' opportunities for post-compulsory students to continue with or re-enter studies in learning environments that are more flexible than those of many traditional senior high schools.

District high schools (most of which are located in small to medium-sized country towns), remote community schools and a few primary schools enrol both primary and secondary students.

Many senior high schools, the oldest of which date from early in the last century, have undergone significant organisational and cultural change, with some introducing middle schooling policies and practices.

In 2004, most government secondary education is provided through 85 secondary schools, 60 district high schools, 54 education support schools and centres, seven senior colleges and senior campuses and six agricultural schools and colleges.

In February 2004, secondary schools enrolled 70,482 students: 13 schools had more than 1,200 students. There were 6,901 secondary students at district high schools, 3,527 at senior colleges and senior campuses, 1,232 at education support schools and centres, 479 at agricultural schools and colleges and 435 at remote community schools. There were 17,000-18,000 students in each of Years 8, 9, 10 and 11 and 13,000 in Year 12. Aboriginal students (5,436) accounted for 6.5 per cent of all government secondary enrolments.

‘Mainstream’ Years 8-10

Lower-secondary education is delivered through district high schools, remote community schools, high schools, middle schools, community colleges, secondary colleges and senior high schools, as well as a small number of primary schools, the Schools of Isolated and Distance Education, and education support schools and centres.

The introduction of the Curriculum Framework has helped to ensure that compulsory secondary education maintains continuity of learning with primary education. Students’ learning involves all eight learning areas and usually comprises a general program followed by all students and some electives. Students’ choices widen as they progress through this phase of their schooling.

While students are mostly taught by different teachers who are specialists in particular learning areas, increasing use is being made of learning communities, in which groups of students and teachers remain together for the greater part of the school day.

Middle schooling

In 2003-2004, many government schools addressed the specific needs of young adolescents by introducing or consolidating middle-schooling strategies.

‘Middle school’ refers to an organisational structure that may – but need not – have a dedicated facility or location.

While the term is sometimes used to refer to arrangements involving only secondary students, general usage and the need to consider the future placement of Year 7 students makes the following definition appropriate:

a middle school is a discrete organisational structure designed for the education of young adolescents, including students from both the upper primary and the lower secondary years.

The term ‘middle schooling’ (as distinct from ‘middle school’) refers to educational processes rather than organisational structures.

These processes are based on beliefs and understandings about the development and behaviour of contemporary adolescents. Middle schooling can be defined as:

... an overall style of teaching and learning based on well-founded beliefs and understandings about adolescents and their development.

‘Mainstream’ Years 11-12

Years 11 and 12 education is provided through senior and community high schools, secondary and senior colleges, senior campuses, as well as campuses of the Western Australian College of Agriculture, the Schools of Isolated and Distance Education, and education support schools and centres.

Students choose combinations of subjects from among the key learning areas in order to qualify for Secondary Graduation, to meet the entrance requirements of universities or TAFEWA colleges, to prepare for post-school work destinations or to satisfy personal interests and talents.

Vocational Education and Training in Schools (VETIS) programs are available in nearly all government secondary schools and are becoming increasingly popular.

The demands of post-school study, work and community living now make it almost essential that students finish the full five years of secondary schooling if they are to succeed in life.

But it is now understood that not all people learn in the same way or at the same time and a range of options is available for those for whom senior high schools are unappealing or unavailable.

Among these options are senior colleges and senior campuses, which generally enrol only those aged 16 years and over in a range of courses, some of which lead to the Tertiary Entrance Examinations.

Review of post-compulsory education

In March 2002, the Minister for Education released the report of the Post-compulsory Education Review, entitled [*Our Youth, Our Future*](#).

The aim of the review, the first since 1984, was to construct a post-compulsory education system that would contribute to increasing retention rates to Year 12; maximise educational opportunities for students in disadvantaged metropolitan, rural and remote areas; and improve educational outcomes for all students, particularly those groups whose participation rates in Years 11 and 12 were low.

During 2003-2004, DET staff were involved in the drafting by the Curriculum Council of the first of the intended 50 courses of study, and these are now available for public comment.

Agricultural education

Public agricultural education has been provided since 1904, originally to prepare farmers' sons for a life on the land. Today, it is recognised that all students should be aware of and understand the role of agriculture in society and the economy.

Agricultural education now encompasses a broad range of knowledge and understandings related to the environment and the balance between conservation and development. It includes extensive and intensive agriculture, horticulture, aquaculture, viticulture, equine management, agroforestry and other specialist production techniques.

DET provides opportunities in both general education and entry-level vocational training for a range of careers in agriculture and related industries through dedicated programs at the five residential campuses of the Western Australian College of Agriculture and units of study in agriculture within broader learning areas at other government

schools. Courses range from agricultural awareness activities in primary schools to Curriculum Council-accredited courses of study in Years 11 and 12.

In 2004, WACA enrolled 475 students from around the State. More than a fifth were females, a fifth came from the metropolitan area and more than a quarter had attended non-government schools.

About 98 per cent of students live in and all campuses are close to or over their designated capacity.

During 2003-2004, \$0.845m was provided to schools to support farm operations linked to agricultural education, while WACA campuses and Gnowangerup Agricultural School received \$0.843m for residential operations. Boarding fees totalling \$2.6m were remitted to DET.

Some \$3.2m derived from farm operations was paid into the Agricultural Education Trust for distribution to schools delivering agricultural education.

Isolated and distance education Years 8-12

SIDE secondary schooling is delivered from Leederville (by the Middle [8-10] and Post-compulsory [11-12] schools).

The 8-12 SIDE population includes:

- full-time home-based students who are unable to attend regular schools because of geographic isolation;
- students whose local schools do not offer the subjects they want to study or the timetable does not allow them to join particular classes;
- students with long-term illnesses that keep them from attending school;
- students referred to SIDE through district education offices or other agencies such as the Department of Justice;
- students who are living temporarily overseas or interstate; and
- adults who are undertaking part-time courses to improve their education and employment options. These people include inmates of correctional institutions (12 in 2003) and Australian Defence Force personnel (five in 2003).

Responsibility for the line management of schools at the Cocos and Christmas Islands for school review and performance management purposes has been transferred the Director, Isolated and Distance Education. The finance and administration officer for the IOT schools is now based at SIDE Leederville.

As a general rule, no-one under the age of 18 who meets enrolment criteria is refused access to SIDE services, although quotas can apply to some adult enrolments.

In first semester 2004, SIDE Leederville enrolled 1,078 students 8-12, of whom 414 were full-time and 664 part-time, compared with 1,256 (385 full-time and 871 part-time) in 2003. The decrease was due to a decline in adult and district high school enrolments.

Table 13: Years 8-12 Enrolments, Schools of Isolated and Distance Education, 2004^{(a)(b)}

Type of enrolment	Years					Totals
	8	9	10	11 ^(b)	12 ^(b)	
Full-time actual	65	69	129	89	62	414
Part-time actual ^(c)	28	52	72	265	247	664
Totals, all students	93	121	201	354	309	1 078
FTE of part-time actual	7	13	21	75	62	178
Totals, all FTE	72	82	201	164	124	600

(a). First semester census.

(b). Years 11-12 enrolments are particularly volatile toward the end of Term 1.

(c). A part-time student in Years 8-10 is defined as one who is studying in fewer than four learning areas. A part-time student in Years 11-12 is defined as one who is enrolled in fewer than four subjects. These definitions are based on the amount of time required to complete a subject through distance learning compared with school-based delivery.

Source: Schools of Isolated and Distance Education

Years 8-10

In first semester 2004, the SIDE Middle School enrolled 415 students, of which about half were located in 51 schools and study centres throughout the State.

The use of SIDE to support LOTE programs in French and Indonesian by rural and remote schools because of the unavailability of teachers continued in 2003-2004. One hundred and eighteen students at 22 senior high schools, 14 district high schools and five non-government schools received SIDE curriculum delivery, as did 84 students in ten secondary centres, primary schools and remote community schools.

The Middle School continues to deliver a wide range of modules across the eight learning areas and new resources in English, Society and Environment, LOTE and information technology (resulting from collaboration among WestOne writers, SIDE teachers and DET learning area consultants) represent best practice in the provision of outcomes-based education.

The Middle School operates on a cross-disciplinary and regional team basis and its pastoral care program is managed by Student Services through on-site liaison with teams and teachers and regular contact with supervisors and families.

In addition, the student contact program, which involves visits and workshops in regional centres continues to support SIDE students and their families and develop relationships among students, teachers and supervisors. During Term 2, 2004, 25 teaching staff made eighteen visits of between two and nine days' duration to students in the Kimberley, Pilbara, Goldfields, Central West, Murchison and South-West. Middle School parents and students regard these visits as important and there is a high level of satisfaction with the quality of the program.

The Middle School camp at SIDE Leederville in June 2004 provided a valuable opportunity for interaction between 22 Years 8 and 9 students and their teachers.

Students at educational risk

SIDE's SAER and learning support programs work on two levels: individualised teaching for students at significant risk and the provision of support and materials to all teachers catering for the needs of students identified as being at risk.

Because of the limited teacher resources available, the SAER program has so far concentrated on the needs of Aboriginal primary students (21 of the 27 participants). Anecdotal information indicates that many of these students encounter difficulties in adjusting to the demands of distance education and struggle with the level of reading required for SIDE print materials. The aim is to bridge gaps in literacy and numeracy, develop close working relationships with teachers and help students to develop skills that will allow them to progress to mainstream modules.

Similarly, in the learning support program, ten of the 27 students are Aboriginal.

The importance of collaborative partnerships between SIDE and, for example, Menzies Remote Community School and Laverton Primary School (and its annex, Mulga Queen) has been demonstrated by significant improvements in the consistency and quality of work returns and outcomes in reading and writing and the supported movement into mainstream modules by some students.

The Middle School is implementing a comparative assessment program using Monitoring Standards in Education to gather baseline data and measure student progress. Information obtained from the WA Literacy and Numeracy Assessment is being used to place incoming Year 8 students in appropriate learning programs.

Reporting

New strategies for reporting, including 'parent phone-outs' by all teachers and the use of student portfolios, are being trialled.

e-learning

SatWeb is expected to be available to Middle School students in Term 4, 2004. Teachers in English are delivering the on-line courses *Storylines* and *Hot off the Press* and an on-line Arts module focusing on sculpture is being piloted.

Teaching staff continue to develop their skills and adjust their teaching strategies to make the most effective use of resources such as Janison Toolbox®. Discussion forums, e-mail and chat rooms associated with on-line learning programs are being piloted with small groups of students.

Years 11-12

The Post-compulsory School offers the same subject choices as most other secondary schools, including 17 TEE, 18 WSA and three VET courses, and supports Years 11-12 students at 21 district high schools.

In 2004, the School has 214 home-based students and 33 travellers enrolled, accounting for 37 per cent of all enrolments. The remainder (416) are school based and are studying between one and four subjects through SIDE.

VET in Schools

In 2003, SIDE enrolled 50 students in Business Services and Tourism and Travel. In 2004, the number of programs increased to include Community Services (Childrens Services). In addition, 12 students were placed in school-based traineeships in a range of certificate courses.

In 2004, 88 VETIS students enrolled in five certificate courses, compared with 50 students in three courses in 2003:

Table 14: VET in Schools Students, Schools of Isolated and Distance Education, 2004

Certificate	Students
Certificate I in Business	20
Certificate II in Business	17
Certificate III in Children's Services	37
Certificate II in Engineering Production	5
Certificate II in Tourism	9
Totals	88

Source: Schools of Isolated and Distance Education

To be counted in total VETIS enrolments, students must enrol in at least one Unit of Competency as part of a certificate qualification or Structured Workplace Learning. In 2004, 88 VETIS students are undertaking a combined total of 40 different Units of Competency spread across the five certificate qualifications. SIDE's partnership arrangement with district high schools enables the Units of Competency to be delivered.

In 2004, SIDE is auspiced with two Registered Training Organisations: C. Y. O'Connor College of TAFE and Central Area Regional Training Services.

Post-compulsory reform

In preparation for the introduction of the new Years 11-12 courses of study, SIDE has established a partnership with WestOne to produce associated learning units, beginning with a unit from the English course being trialled in 2004.

Resources to support the Applied Information Technology, Geography, Careers and Enterprise, French and Chemistry courses of study are being developed.

'Special' 11-12 students

As well as catering for students unable to attend regular schools, in 2003 SIDE provided educational services to 307 metropolitan and 255 rural and remote Years 11 and 12 students who would not otherwise have been able to study certain subjects because specialist teachers were unavailable at their schools or because low numbers prevented the formation of classes.

A comparison of the performance of these students in their SIDE subjects shows that most achieve equivalent or better results in these subjects than they do in subjects they study at their own schools.

Table 15: Participation by SIDE Year 12 Students in Selected Accredited Tertiary Entrance Examinations Subjects, by Gender, 2003

Subject	Female		Male		Totals	
	N	%	N	%	N	%
Accounting	15	7	7	7.4	22	7.1
Applicable Mathematics	4	2	7	7.4	11	3.5
Art	7	3	0	0	7	2.2
Biology	17	8	6	6.4	23	7.4
Calculus	2	0.9	16	17.0	18	5.8
Chemistry	9	4.2	3	3.2	12	3.9
Discrete Mathematics	23	10.6	11	11.7	34	10.9
Economics	6	2.8	5	5.3	11	3.5
English	19	8.8	7	7.4	26	8.4
English Literature	11	5	0	0	11	3.5
French	11	5	4	4.2	15	4.8
Geography	11	5	2	2.1	13	4.2
History	25	11.5	7	7.4	32	10.3
Human Biology	38	17.6	5	5.3	43	13.8
Indonesian	6	2.8	3	3.2	9	2.9
Italian	8	3.7	2	2.1	10	3.2
Physics	4	1.8	9	9.6	13	4.2
Totals	216	99.7	94	99.7	310	99.6

Source: Schools of Isolated and Distance Education

Languages other than English

In 2003, 68 Years 11 and 12 students used telematics to study French, Italian and Indonesian.

After the successful trialling of on-line delivery in 2003, Indonesian is being offered on-line, using the Janison® learning management system, in 2004.

Performance measures

In 2003, 102 SIDE students sat the Tertiary Entrance Examinations and obtained Tertiary Entrance Ranks, compared with 135 in 2002. Twenty-six applied for university entrance and 22 received offers. Eighty per cent of students achieved Secondary Graduation.

Merger of SIDE and WestOne elements

Following the merger of the former departments of Education and Training in 2003, some of the units at SIDE were amalgamated with WestOne, which produces learning and teaching resources and technology-based solutions and systems for the school education and training sectors.

Consultation and cooperation are features of the relationship between WestOne and SIDE. A Memorandum of Understanding establishes respective responsibilities in distance education and service-level agreements cover a number of operational areas, curriculum resources, distribution and facilities.

Students with disabilities Years 8-12

There were 3,115 students with disabilities receiving Years 8-12 education in government schools in February 2004. Of these, 2,361 (75 per cent) were located in the metropolitan districts.

About half of students with intellectual disabilities and physical disabilities participated in mainstream schooling, while 1,536 (49 per cent) attended the 54 education support schools and centres in Perth and large non-metropolitan centres that enrol secondary students. For students with intellectual disabilities there was an emphasis on outcomes in literacy, numeracy, socialisation, vocational education and independent living.

Other specialised provisions included services to those with vision or hearing impairments, were confined to hospitals or had psychiatric disorders.

Table 16: Years 8-12 Enrolments, Education Support Schools and Centres, by Gender, 1999-2003^(a)

	1999	2000	2001	2002	2003
Female	364	414	422	437	444
Male	510	563	631	651	670
All	874	977	1 053	1 088	1 114

(a). Second semester census.

Source: Information Services

Performance measures

The learning achievements of students with disabilities may vary across learning areas, depending on the nature and severity of the disability. Individual education plans describe desired learning outcomes and educational targets.

They participate in educational programs that ensure they achieve the outcomes specified in the Curriculum Framework. Most demonstrate progress and achievements that are described in the Student Outcome Statements of the Outcomes and Standards Framework. For some students with severe or multiple disabilities, learning progress is assessed against the Foundation Outcome Statements.

Community relations Years 8-12

Access Career 2004

In cooperation with TAFEWA colleges, the Curriculum Council and the Tertiary Institutions Service Centre, DET again offered its Access Career program to school leavers when they received their TEE results in December/January.

This program provides comprehensive information directly to all TEE students and career advice for those seeking to enter post-secondary education or training.

Career Choices Expo 2003

In August 2003, DET held its annual Career Choices Expo to showcase career and education options to young people aged between 15 and 19 years and their parents as well as others interested in upskilling.

The Expo, which incorporated the Perth Regional WorldSkills Competition, attracted 15,500 visitors (10 per cent more than in 2002), 47 exhibitors and 80 schools. Schools and exhibitors were highly satisfied with the Expo and indicated that they would participate again in the future.

Output 3: Vocational Education and Training Services

Purpose: the strategic management of the investment of government resources in the State VET system, including the planning, purchasing, and monitoring of VET services. The objective of the Department is to identify and meet industry, regional and community training needs and priorities.

Table 17: Output Measures, Output 3 Vocational Education and Training Services, 2003-2004

	2003-2004 Target	2003-2004 Actual
Quantity		
Student Curriculum Hours delivered – apprentices and trainees ^{(a)(b)}	4 600 000	4 476 781
Student Curriculum Hours delivered – other students ^(a)	21 100 000	22 046 618
Participation rates - 15-64 year olds ^(c)	9.8	8.4
Quality		
Successful training completions (Module Load Completion Rate) – apprentices and trainees ^(d)	80	88
Successful training completions (Module Load Completion Rate) – other students ^(d)	69	71
Employers' feedback on relevance of skills and knowledge – apprentices and trainees ^(e)	(e)	(e)
Employers' feedback on relevance of skills and knowledge – other students ^(e)	(e)	(e)
Student satisfaction – apprentices and trainees ^(f)	84	88
Student satisfaction – other students ^(f)	80	85
Timeliness		
College delivery and performance agreements issued	November	December
Cost		
Average cost (\$) per Student Curriculum Hour ^(g) – apprentices and trainees ^(h)	16.37	16.45
Average cost (\$) per Student Curriculum Hour ^(g) – other students	16.61	15.91

(a). These performance measures are adjusted for Invalid Module Enrolments (IME) and calculated from calendar year data. The target for 2003-2004 assumes an IME rate of 3.15 per cent.

(b). It is estimated that between 22,500 and 25,000 apprentices and trainees would have been in training at any point in time during the course of the 2003 year.

(c). The participation rate is the proportion of Western Australians aged 15-64 years enrolled in VET courses funded by the Department of Education and Training. It is a measure of the Department's responsiveness in meeting industry and community needs for a highly-skilled workforce. The scope includes all delivery claimed under the State ANTA Agreement ('ANTA Scope') plus Commonwealth/State specific funding. This is a change in scope from previous years, introduced for the 2004-2005 budget to correspond with the participation rate figures presented in the Department's Annual Report, rather than those presented in the ANTA Annual Report. The figure is therefore not exactly comparable with the target in the 2003-2004 budget. Had the 2003-2004 budget target been constructed using the new scope and method of calculation, the expected 15-64 year-olds participation rate would have been 8.3 per cent.

(d). Successful training completions (MLCR) is the sum of SCH for successfully-completed modules expressed as a proportion of total SCH across all module enrolments for which a definite outcome could be expected. Historically, students undertaking apprenticeships or traineeships, in which their studies are linked to employment contracts, have higher MLCR than other award-course students.

(e). No survey of employer satisfaction was undertaken in 2003. Consequently, no target or actual figures are available for 2003-2004. A new National Survey of Employers will be conducted in late 2004 by the National Centre for Vocational Education and Research.

(f). An annual student satisfaction survey, which includes apprentices and trainees, is undertaken throughout the State. There were 10,685 respondents in 2003, from a population of over 40,000. The percentages represent those apprentices/trainees or other students responding 'satisfied/very satisfied' to the question 'How satisfied are you overall with your course of study?' Further information on survey results is

presented in the *Key Performance Indicators*. Caution should be used when comparing information across the survey years because of changes in survey methodologies and populations.

(g). The average cost per SCH is calculated by dividing the total expenditure for publicly-funded VET by the total SCH. The total expenditure includes costs associated with labour market, regional and community analyses; policy research and development; delivery profiling and contracts purchasing, quality monitoring and support services.

(h). The average cost per SCH (apprentices and trainees) is similar to the formula outlined in (g) above. However, there are additional services/costs for apprentices/trainees, including the training records system (which involves the collection, monitoring and central administration of reporting of employment contracts) and travel.

Sources: Information Services; Corporate and Management Accounting

According to the [Australian National Training Authority](#), VET is:

post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), and further education and training (FET).

In Western Australia, publicly-funded VET is provided by ten autonomous colleges (TAFEWA) with fifty campuses spread throughout the State, the VET sections of two public universities (Edith Cowan's WA Academy of Performing Arts and Curtin's Kalgoorlie VTEC) and approximately 150 private providers in receipt of contracts with DET under contestable funding arrangements.

VET delivered by the RTOs is monitored by DET for quality, compliance and achievement of agreed outcomes.

One in 10 Western Australians of working age is enrolled in VET and its strong relationship with industry enables TAFEWA to address the needs of new entrants to the workforce and help workers to update their existing skills or acquire new skills for a labour market that is under growing competitive pressures from the global knowledge economy.

Some 26.5 million Student Curriculum Hours of publicly-funded VET were delivered in 2003, equating to almost 124,500 course enrolments.

Of these enrolments, 33 per cent were by people aged 19 years or under, 16.8 per cent were part of apprenticeship or traineeship arrangements, 7.1 per cent were by Aboriginal and Torres Strait Islander people and 29 per cent were from rural and remote areas.

Not included in these figures were 27,000 course enrolments with TAFEWA under fee-for-service and overseas student arrangements and 25,000 course enrolments in VET in Schools (non-government schools), the Adult Migrant Education Program and other small Commonwealth programs. Just under half of these 52,000 enrolments were by students aged 19 years and under. About 2,000 overseas students, mainly from Asian countries, enrolled through TAFE International WA and there were offshore training delivery arrangements with important Asian and Middle Eastern markets. Quality on-line training services were offered through WestOne and the private RTOs.

During 2003, \$244m was allocated to funding of the training effort through public and private providers, including \$223.1m distributed through TAFEWA, \$8.8m to private providers under User Choice arrangements and \$12.1m through competitive tendering arrangements. Of the total, \$41.3m related to the training of apprentices and trainees.

The merger in February 2003 of the departments of Education and Training under one Minister has strengthened significantly the ability of the public sector to meet the State government's goals of:

- a 90 per cent retention rate to Year 12 or equivalent and successful transitions for young people into further education, training and employment;
- enhanced opportunities for Western Australians to engage in lifelong learning; and
- a highly-skilled workforce equipped with the knowledge and attributes needed to enter and maintain employment and take advantage of emerging jobs.

Priorities

The current priorities for VET are:

- **increasing retention rates:** providing support for young people to continue in education and/or training or to re-enter if they have left and are not in employment; exploring the issue of raising the school leaving age; expanding opportunities for students to obtain credit for VET studies toward the WA Certificate of Education; and increasing the number of school-based traineeships.
- **simplifying processes for students transferring between VET and universities:** establishing a framework and outcomes for articulation that promote opportunities for innovative partnerships, including dual VET and university qualifications; ensuring that information about articulation and credit transfers is widely available; and developing cross-sectoral pathways for overseas students; and
- **strengthening the TAFEWA network:** promoting TAFEWA as a coherent, collaborative and responsive system of colleges by developing consistent fee, finance and staffing protocols, policies and practice; expanding shared service arrangements to eliminate unnecessary duplication and ensure a greater proportion of public funding is directed to programs and services rather than to corporate services; supporting the professional development of TAFEWA lecturers with a renewed emphasis on the quality of teaching and learning; and encouraging wider student participation.

Industry needs

DET is responsible for ensuring that the skill needs of industry are met, either by the training of new entrants to the labour market or by the upskilling or re-skilling of the existing workforce. Training keeps businesses competitive by enabling them to respond effectively to technological and structural changes in the workplace.

In performing its function of assisting the Minister for Education and Training to administer the Vocational Education and Training Act 1996, DET must support an efficient and effective State training system that meets the needs of students, employers, regions, communities and industry.

It achieves this by identifying and funding training places and providing services to the TAFEWA college network and other training organisations. Training delivery is aligned with community and industry needs by means of research that utilises sources such as the Australian Bureau of Statistics, Monash University Centre for Policy Studies and the State departments of Industry and Resources and Planning and Infrastructure.

To supplement and verify these data, stakeholders in the VET system are consulted. Information on industry needs is collected through the Department-funded Industry Training Advisory Body (ITAB) network, peak employer and employee bodies, enterprises, individuals and other government departments.

At the regional level, there are the regional development commissions, area consultative committees and community and industry associations. DET employs regional employment coordinators, who undertake consultation at the local level.

RTOs also have input into planning processes at both the industry and regional levels.

This collection of information is undertaken as part of the development of the State Training Strategy, which provides the framework through which the Department consults on VET issues. The information is evaluated and analysed to set the training priorities and strategies for Western Australia.

The [State Training Profile](#) is the major output of the State Training Strategy, which DET produces on behalf of the State Training Board for endorsement by the Minister for Education and Training.

The Profile includes an environmental scan, analysing macroeconomic, social, cultural and demographic changes, as well as a series of regional and industry fact sheets utilising an extensive range of quantitative and qualitative information.

The Profile also serves as a foundation for the development of an annual VET plan, which is used to secure Commonwealth VET funds through ANTA under the terms of national planning arrangements.

In response to the skill needs identified in the State Training Profile, in 2003-2004 the Department provided funding for accredited training through delivery and performance agreements with the TAFEWA colleges and the Edith Cowan and Curtin universities; User Choice arrangements for apprentices and trainees, by which employers select their own training providers; the Skilling WA program; and the Competitive Allocation of Training program.

College funding

Support for TAFEWA colleges from government includes recurrent funds and funding for staff superannuation, capital works and the capital user charge.

In addition, DET provides human resources and payroll services, corporate system support, marketing and publications and other support services free. The estimated costs of these services, totalling \$10.2m, are included in each college's financial statements to reflect more accurately the full cost of operations.

Government funding of TAFEWA colleges increased from \$227.3m in 2000 to \$303.6 m in 2003. Over the same period, student fees and charges increased by nine per cent, from \$24.6m to \$26.7m and fee-for-service revenue (including contracted training courses for government and the private sector) fell by eight per cent, from \$38.8m to \$35.6m.

In 2003, the \$303.6m provided by the State government accounted for 78.1 per cent of total college revenue. This included \$83m in recurrent funding from the Australian National Training Authority and \$17.1m in Commonwealth capital funding.

The colleges managed \$592m in total assets, with half being controlled by Central TAFE (27 per cent) and Swan TAFE (23 per cent).

For more information, see the Auditor General's **Report on Universities and Other Audits Completed Since 25 November 2003: Report 2**, June 2004, at http://www.audit.wa.gov.au/reports/report2004_02.pdf.

Competitive Allocation of Training (CAT)

In order to increase the responsiveness of the national training system to users' needs, the principles of contestability and user choice began to be applied to the delivery of training services during the 1990s.

In Western Australia, CAT requires private RTOs and TAFEWA colleges to 'contest' for the right to deliver publicly-funded services through a tender process.

In 2003, \$12.1m was allocated under CAT.

User Choice

User Choice is a national funding arrangement established in 1997 for off-the-job training of apprentices and trainees that permits clients to use public or private sector RTOs. Funding is based on common costing principles. In 2003, \$36.6m was allocated under User Choice, of which \$27.8m went to TAFEWA and \$8.8m to private providers.

User Choice is intended to increase the relevance and responsiveness of the training system by giving employers and their apprentices or trainees more flexibility as to where, when and how training is delivered. Clients negotiate with RTOs of their choice to deliver training to achieve nationally-recognised qualifications. Employers can also choose RTOs that are not contracted under User Choice arrangements but no public funding is provided.

In Western Australia, DET administers User Choice through an annual tender process under which RTOs apply for the funding of training that they are registered with the Training Accreditation Council to deliver.

Funding priority is given to:

- entry-level training (usually new workers undertaking training at Certificate II or III levels);
- people aged between 15 and 24 years;
- strategic initiatives in identified skills shortage areas; and
- training in rural and remote areas.

Existing workers are eligible for funding if:

- they are aged between 15-24 years and do not have formal qualifications;
- they are undertaking apprenticeships;
- they are employed in industry areas in which skills shortages exist; or
- they are employed in industry areas or enterprises in which training needs can be demonstrated clearly and a genuine commitment to training has been established.

The funding for some apprenticeships and traineeships is limited to TAFEWA colleges – usually where there are insufficient apprentices or trainees in a trade or a region to support another RTO.

At present, User Choice arrangements for apprenticeships in the metropolitan area apply where there are more than 100 annual commencements in particular trades – the number of qualifying commencements in rural and remote areas is somewhat less. All trades with lower annual commencement rates are serviced by TAFEWA colleges.

Qualifications funded under User Choice are selected on the basis of:

- industry advice, through the Industry Training Advisory Board network;
- State training priorities, including emerging industries or occupations;
- national skill shortages; and
- entry points into industry – qualifications at Certificate II and III levels are usually given priority.

While most Certificate II and III traineeships are funded under User Choice, in certain industry areas DET specifies how many RTOs will be funded: in 2004, these areas are aged care, business, hospitality, retail and warehousing. This is to ensure a viable and sustainable training market for contracted RTOs and to maximise training outcomes.

Community relations

TAFEWA

Work continued on developing awareness of study options available through TAFEWA colleges to generate increased enrolments.

A Statewide campaign to promote full-time studies at TAFEWA in 2004 was conducted in August and September 2003, with the theme *Another career...brought to you by TAFEWA*. This campaign supported the release of the guide to full-time studies for 2004 and a newly-developed Website (www.tafe.wa.gov.au).

In addition, second semester full-time courses were promoted in May 2004.

The number of people applying and accepting offers for full-time study in 2004 increased by 5 per cent compared with 2003, reaching a record 15,380. Among young people, 79 per cent of respondents to a survey said the campaign had made them consider applying for entry to TAFEWA; 76 per cent said it had made them more interested in the TAFEWA brand; and 57 per cent of those who had already decided to go to university said it made them consider applying to TAFEWA.

A guide to TAFEWA courses and careers was again published and distributed in May 2004 to secondary schools, with particular attention being given to helping Year 10 students in their subject selections and study options for 2005 and beyond.

A teachers resource kit was developed and distributed to secondary schools.

Part-time TAFEWA courses continued to be promoted for each semester with information targeting people wanting to re-skill or upskill and those seeking career advancement.

For the first time, community short courses at metropolitan TAFEWA colleges were promoted with newspaper supplements published to enable those interested to enrol in courses each term.

Burruup skills campaign

In March 2003, the State government's Burrup Skills Taskforce and other industry sources warned of impending skills shortages in metal trades and specialisations as a consequence of new resource development activities throughout Western Australia and, most particularly, on the Burrup Peninsula, near Dampier.

Between June and August 2003, DET and TAFEWA developed initiatives to enable existing metals tradespeople to upgrade their skills in areas of high demand and former tradespeople to return to the industry.

The result was the development and implementation of 10 new upskilling/refresher programs, which were promoted during September 2003. Eighty people enrolled, including 17 unemployed metals tradespeople.

Adult Learners Week 2003

Adult Learners Week, which was celebrated in September 2003, was centred on the themes **Share the value of learning** and **Never stop learning**.

It was funded jointly by the Australian and WA governments.

The main target group comprised adults who were already involved in community education programs and those who had never participated in adult learning.

The program included a Statewide awards program, over 80 local events and activities, a Great Literacy Debate and a market day in central Perth. Grants were provided to 45 community organisations, including telecentres and learning and neighbourhood centres, to stage events during the week.

Small business training

In cooperation with the Small Business Development Corporation, **Small Business Smart Business** targeted small businesses employing fewer than five full-time staff through a direct marketing strategy that offered \$200 training vouchers to help owners obtain business development training. The strategy involved local government, the Department of Consumer and Employment Protection, Business Enterprise Centres and regional telecentres, and was supported by a small press campaign in April 2004, when new funding was announced.

WorldSkills Competitions

WorldSkills Competitions are held every two years to provide young people with the opportunity to compete against others in their trade areas, gain new skills and increase their motivation toward their chosen careers.

In 2003, 47 Competitions were held in four regions – Perth (23), North-West (9), Goldfields (8) and South-West (7).

Four VET In Schools WorldSkills Competitions were conducted in conjunction with the Career Choices Expo.

A total of 144 medals were presented to competitors. Forty medal winners went on to compete in the national competitions in Brisbane in May 2004, at which six gold, four silver and four bronze medals were awarded to Western Australians.

Training Excellence Awards 2003

The Training Excellence Awards, which are organised by DET and the State Training Board, recognise and celebrate the vocational education and training achievements of students, employers, trainers and training providers.

In 2003, Alcoa World Alumina Australia and the John Hughes Group of Companies joined the Australian Institute of Management, McDonald's Australia, Arrix Australia, CDM Australia, Pretzel Logic, Market Equity and WA Newspapers as sponsors.

The winners went on to represent the State at the Australian Training Awards on the Gold Coast in November 2003.

Perth Royal Show

Vocational education and training was the theme for the DET 2003 Royal Show display, which featured demonstrations by school and TAFEWA students, including those with disabilities.

Output 4: Employment Programs

Purpose: the development, promotion and strategic management of employment services. The role of the Department is to improve the employment environment in Western Australia through initiatives that assist job seekers, industry and the community.

Table 18: Output Measures, Output 4 Employment Programs, 2003-2004

	2003-2004 Target	2003-2004 Actual
Quantity		
People assisted through employment strategies ^(a)	45 000	55 000
People supported in apprenticeships and traineeships ^(b)	23 000	25 732
People assisted through Regional Forest Agreement Workers Assistance Package ^(c)	156	497
Quality		
In development for 2004-2005 ^(d)		
Timeliness		
Labour market programs are funded annually at commencement of financial year	Yes	Yes
Cost		
Average cost (\$) per person assisted through employment strategies	325	252
Average cost (\$) per person supported in apprenticeships and traineeships	277	349
Average cost (\$) per person assisted through Regional Forest Agreement Workers Assistance Package ^(e)	22 500	18 754

(a). This figure is a combined count from all career development, employment services and activities and may include people who receive assistance from more than one of the services offered.

(b). This is an estimated point in time figure as at 30 June 2004. The number of people supported in apprenticeships and traineeships has been amended to include those on suspension on that day to be consistent with data standards used in the national system by the Australian National Training Authority and the National Centre for Vocational Education Research.

(c). The Department is managing the Regional Forest Agreement Workers Assistance Package from 2001-2002 to 2004-2005, with a total budget of \$28.6m. The package assists approximately 1,000 workers in the native forest hardwood timber industry affected directly by the government's Protecting Our Old Growth Forests policy and includes redundancy payments, relocation allowances and re-skilling and retraining initiatives. The 2003-2004 target of 156 people assisted does not include those who first received assistance in 2002-2003 and may have been eligible for further assistance in 2003-2004.

(d). A satisfaction measure to determine quality of service has been developed and will be implemented during 2004-2005.

(e). As the Regional Forest Agreement Workers Assistance Package generally offers assistance to people over two years, the accruals, estimated accruals and target figures are cumulative. As a consequence, the target figure for the average cost per person assisted by the program is inflated.

Background

A broad range of issues affects each person's participation in the Western Australian community.

These issues have assumed greater significance in recent years as a result of changing social, economic and environmental conditions, increased globalisation, new technologies and changes in the world of work and the skill requirements of employers:

- The increased use of technology has led to higher levels of productivity in many industries, reducing the demand for unskilled labour.
- The State's workforce continues to age. By 2010, approximately 40 per cent will be over 45 years (up from 31 per cent in 2000) and less than 20 per cent will be under 25 years of age.
- Part-time, casual and contractual work are becoming the employment norm, particularly in service industries. Many of these jobs are low skilled and low paid and offer uncertain income and limited career opportunities. Significantly, more females than males work part-time.
- Employers stress consistently the difficulty they have in recruiting suitably qualified and competent people. In many cases, there is a reported lack of generic and employability skills, such as punctuality, literacy, problem solving and the ability to work in teams. Western Australians need to increase their levels of learning in order to acquire these skills.
- Opportunities for on-line training and lifelong learning are growing. To participate effectively in this virtual world of learning requires Western Australians to become more literate, both in the traditional sense and in their use of computers and related technologies.
- Many countries are seeking to attract to highly-skilled WA professionals. The increased international mobility of labour could exacerbate the problem of regional skill shortages in this State unless there are appropriate levels of skills transfer.
- Current retention rates in education and training for 15 to 19-year-olds are low in WA. A retention rate of 90 per cent by 2010 will assist Western Australians to acquire the skills they need to secure continuous, meaningful work.
- Traditional trade skills are critical to the economic wellbeing of the State and the image of apprenticeships and traineeships in the community needs to be improved.

The economic context

According to the Australian Bureau of Statistics, there were an estimated 960,000 people working in Western Australia in February 2003 and 30.2 per cent were in part-time employment (26.2 per cent in 1997). Despite a significant increase in female labour force participation rates over the past ten years, many more females are working part-time than males (an estimated 209,000, compared with 83,000 males).

Those industries with the highest proportions of full-time workers (mining, utilities, manufacturing, government, defence and construction) generally had the lowest proportions of female workers, while those with the highest proportions of part-time workers (accommodation, cafés and restaurants, health and community services, retail and cultural and recreational services) generally had the highest proportions of female workers.

Retail, property and business services and manufacturing were the biggest employers in the State, accounting for over 37 per cent of the workforce (360,000 people).

In the six years to 2010, Monash University is predicting an 11.6 per cent rate of employment growth for the State, compared with a national average of 5.9 per cent. Of the estimated 115,000 new jobs likely to be created, the service industries will account for over 80 per cent of them. Many of these jobs will be part-time, casual and contractual. During the period, property and business services, hospitality and cultural and recreational services are expected to experience strong employment growth.

The rate of growth in part-time employment has been much higher than that for full-time jobs (in the six years to February 2003, 31.1 per cent compared with 7.5 per cent). This trend is likely to continue and employers' preference for part-time labour has significant skill and earnings implications for the State's workforce.

The resource sector continues to be the main generator of wealth in the economy: the minerals and petroleum industry was valued at \$27.2b in 2001. It accounts for close to a quarter of Gross State Product, 18 per cent of employment and over 66 per cent of total exports.

The services sector employs over 70 per cent of the workforce, with the retail sector alone accounting for one in six jobs in the State.

As a result of major projects in the resource sector (particularly on the Burrup Peninsula), strong employment growth in service industries and continued inward migration from other States, Western Australia is predicted to record an average annual rate of economic growth of 4.3 per cent to 2010, compared with a national average of 3.2 per cent.

There are some 126,000 small (employing less than 20 people) businesses operating in Western Australia. They account for 96.5 per cent of all businesses in the State and involve an estimated 364,000 workers, or 49.4 per cent of total private sector employment. Nearly two-thirds of small businesses operate at home or from home.

The education and training industry is now one of the State's largest, with annual exports of \$640m making it the eighth largest export earner. Increased international market share has the potential to create significant employment growth for the State.

In recent years, there has been progress in the development of smaller, value-adding niche industries, such as biotechnology, smart card technology, shipbuilding, ecotourism, food processing and communications software. These industries have the potential to provide Western Australians with more meaningful work opportunities in globally-competitive, knowledge-based industries. The State could also become a world leader in the supply of sustainable energies, such as hydrogen and other non-fossil fuels.

Close to 30 per cent of Western Australians live outside the Perth metropolitan area and rural and remote WA produces over a third of the State's Gross Domestic Product, but most of the State's wealth in terms of minerals and resources. Overall, the gross product per capita in the regions is estimated to be 45 per cent higher than in Perth.

Regional unemployment rates are generally higher than the State average and skill shortages are often more pronounced. A significant proportion of the State's estimated 60,000 Aboriginal and Torres Strait Islander people live in these regional areas and nearly half of the population of the Kimberley region is of Aboriginal and Torres Strait Islander descent.

At the 2001 census, over 43 per cent of Western Australians reported that they used computers at home and 38 per cent that they accessed the Internet at home and elsewhere. High proportions of home computer use were reported from the north-eastern wheatbelt and the northern and eastern parts of the Great Southern region, indicating an increasing reliance by farm communities on information technology for business, education and communications.

A range of environmental issues affect Western Australia as a whole, although the more immediate impacts are felt in rural and remote areas, and the State sustainability strategy (q.v.) addresses such issues as soil salinity (with 30 per cent of the South-West at risk), declining rainfall, urban sprawl and overdependence on oil fuels.

The international context

Most developed countries are experiencing a decline in new entrants to the labour force and a consequent need to rely even more on existing workers. The necessity for reskilling the existing workforce is a key driver of lifelong learning.

Other external factors that affect the Western Australian workforce include:

- the increasing importance of China in geopolitical and trade terms to the State and Australia generally;
- the development of trading blocs and bilateral and multilateral trade agreements – participation in favourable trade arrangements is critical to the State's economic wellbeing;
- the volatility of world economic activity because of acts of terrorism, war and the changing nature and pace of globalisation;
- climatic change and recognition of the importance of the environment in determining sustainable levels of economic activity and economic growth;
- a growing realisation of the importance of education and training in less-developed countries, providing the State with training export opportunities; and
- the movement of skilled workers to more affluent countries.

As elsewhere, the debate on development and employment versus the environment in Western Australia is changing rapidly to one that recognises the importance of preserving that fragile environment and creating work opportunities in industries based on sustainability – the so-called ‘triple bottom line’.

By 2010, significantly more Western Australians will be working in ‘green’ jobs – those that reduce the impact of human activity on the environment, such as earth repair, environmental surveying, recycling and waste management, the development and marketing of energy products based on renewable resources and the production and processing of food that is uncontaminated by toxic substances.

New and emerging industries

Industries are emerging that may offer more meaningful and higher-skilled employment opportunities:

- oil, gas and petrochemical industries on the Burrup Peninsula, including downstream processing and value-adding services to the resources industry;
- biotechnology and its application to agriculture, aquaculture, food production and mining;
- services to the ageing, particularly in the healthcare industry, and including virtual services and further advances in telemedicine;
- environmental repair, both in the State and in key markets offshore;
- alternative and renewable energy sources, including wind power and fuel cell generation;
- biometric, genetic, biomedical and nanotechnologies;
- on-line coaching and mentoring services, particularly in relation to career guidance, small business and developments in lifelong learning;
- recycling;
- professional sports, leisure and cultural services; and
- e-business services, including business-to-business and business-to-consumer arrangements.

The nature of work

Emerging changes include:

- significant growth in knowledge-based work, requiring more people to engage in lifelong learning, particularly in relation to information and communications technologies;

- replacement of the traditional industrial labour model of the economy by the office economy, which is likely to account for an increasing number of people with high-level qualifications and high-level earning potential;
- more micro-businesses (less than five employees) and home-based businesses;
- skill shortages resulting from older workers lacking new technical skills and the emergence of new industries with different and/or higher skills requirements. The ageing of the workforce will also create skills shortages in the traditional trades;
- continuing growth in the casualisation of the workforce, with implications for the earning capacity of many Western Australians;

For further information, see *Western Australian employment trends and prospects December 2003* (<http://www.training.wa.gov.au/resources/docs/EmploymentTrendsAndProspectsWADEC2003Final.pdf>).

The ageing population

As the State's population continues to age and proportionally fewer younger people enter the labour market, the economy is becoming more reliant on older workers and their continued skilling is critical.

Western Australia must better harness the potential talent pool of its youth by increasing the retention rates of 15-24 year olds in education and training, creating new career pathways and improving the articulation between the education and training sectors.

At the same time, the new provisions for access to superannuation are likely to increase workforce participation, particularly on a part-time basis, by people who would otherwise have retired.

Increasing individual responsibility for lifelong learning

Faced with a variety of non-standard employment options and the disappearance of lifetime full-time employment, Western Australians are increasingly becoming their own career managers and paying for the training necessary to update their skills in an ever-changing world of work.

This need to upskill will increase as more people obtain employment in the knowledge economy.

The purpose of Output 4 is the development, promotion and strategic management of employment services.

DET seeks to improve the employment environment in this State through a range of career development initiatives that assist all Western Australians.

During 2003-2004, the emphasis on career development was strengthened by the introduction of a policy and framework for the delivery of career services throughout government schools and TAFEWA colleges.

Recent international studies and reports (for example, MCEETYA, *Adelaide Declaration on National Goals for Schooling* [1999]; MCEETYA, *Taskforce on Transition from School and Stepping Forward: Improving Pathways for All Young People* [2002]; ANTA, *High Level Review of Training Packages* [2003]; OECD, *Career Guidance A New Way Forward* [2003]; and OECD, *Career Guidance and Public Policy* [2004] echo these views and identify strategies for improving learning and employment pathways for all young people.

In response, DET has established a career development services branch. Career development is about building the skills to manage learning, work and life. It is a broad agenda, spanning the entire spectrum from the early years to old age.

During 2004-2005, a new career development policy will be drafted to achieve the goals of enhancing the capacity of Western Australians to participate fully in community life and developing a creative and innovative workforce.

The policy is inclusive of the Employment Directions Strategy and Network, which represented a significant change to the provision of employment services by shifting the emphasis from employment placement to career guidance and employability skilling.

Employment Directions Network

The EDN is the primary mechanism for the delivery of free services that help clients to enhance their career prospects. These services are provided by community agencies and can also be contacted by means of a freecall telephone service.

Metropolitan sites are located at Midland, Perth, Fremantle, Cannington and Joondalup and regional centres in the Pilbara, Kimberley, Great Southern, Mid West, Wheatbelt, Peel, South West and Goldfields.

During 2003-2004, 41 EDN projects were funded to provide services, including those to specific groups such as young people, immigrants and refugees, Aboriginal and Torres Strait Islander people and ex-offenders. The Network was supported in the rural and remote areas by 97 telecentres.

EDN services are delivered within a consistent quality framework that applies throughout the State and the service agreement between DET and the EDN requires its staff to undertake the Certificate IV Careers and Employability Skills Development course, which gives them the fundamental specialist knowledge, skills and understandings to deliver professional career and employability services to clients.

Training comprises of six units of competency from the Certificate IV in Employment Services (Community Services Training Package). Nationally-recognised statements of attainment are issued to those who complete the course.

Quality assurance is assisted by quarterly client satisfaction surveys contracted to an independent survey organisation. A survey of 539 clients in the last quarter of 2003-2004 indicated an overall mean satisfaction level of 92 per cent. Further, 81 per cent of respondents indicated they were 'most happy' with the service provided by the EDNs, compared with 77 per cent in the preceding quarter.

The proportion of clients who were more confident in the use of computer-based resources in the EDN increased from 74 to 82 per cent.

Significant programs delivered through the EDN include:

- [MyGuide](#), a Website that provides a personalised career guidance, employment and training information portal for EDN clients;
- the **School Leaver Program**, which facilitates students' transitions from school to further education, training, apprenticeships, traineeships, employment or other career and lifestyle options and incorporates processes for collecting information about students' post-schools intentions and tracking their destinations through a survey of all Years 10, 11 and 12 students in August each year to find out what they hope to do in the following year.

Local agencies work with all secondary schools throughout the year and concentrate on the provision of information and guidance to students and their parents or guardians;

- **Profit from Experience**, which assists mature-aged people to meet their career goals. The strength of this program lies in its ability to recognise that each client has individual career needs and to provide funding to help him or her gain specific skills or training. Funding is limited to people aged over 40 (over 35 if Indigenous) who are seeking employment and need assistance in updating skills, learning new skills or having skills recognised;
- **Work experience**, which involves clients learning practical, on-the-job skills that will help them to reach their career goals. A contribution toward placement costs, such as travel and protective clothing, is made by DET; and
- **Parents as Career Partners**, a new initiative of the career development services branch and delivered by EDN staff. PACP seminars give parents a framework and the knowledge to help their children to think about and plan their careers. They explore the world of work, examine where jobs are now and will be in the future, explain where students can go for career planning advice and describe how parents can help their children.

Table 19: Employment Directions Network Performance, 2003-2004^(a)

Employment Directions Network		Profit from Experience	
Client contacts	79 959	New registrations (total)	4 233
Face-to-face individual client career development sessions	50 597	Employment outcomes	1 379
Workshops and information sessions	3 417	Education/training outcomes	3 380
Self-directed activities	29 221		
Facilitated referrals	24 792		

Source: Career Development Branch

Training Info Centre

The Centre is located in Perth's Murray Street Mall and provides Statewide career guidance and information to help over a thousand people each week explore different learning pathways toward successful careers. Its unique co-location – with the Career Information Centre and Central Metropolitan EDN – makes it a convenient one-stop shop for career information seekers and builders, and possibly the largest career centre in Australia.

The number of people assisted by the Centre in 2003-2004 was 66,000, compared with 57,000 in 2002-2003.

Overseas Qualifications Unit

The OQU is the main assessor of overseas qualifications and skills in Western Australia. The Unit also has a research and development capacity and develops strategies to minimise barriers faced by particular groups of immigrants, such as teachers and child-care workers.

The OQU provided educational comparison, counselling, advocacy, and information services to more than 1,700 immigrants during 2003-2004.

It carried out 1,027 written assessments and continued to have the lowest level in Australia of referrals of incomplete assessments to the National Office of Overseas Skills Recognition.

The OQU has produced a Guide to Assessing Authorities and updates to Choices for teachers and health professionals.

With funding from the State Department for Community Development, it has developed and delivered, in consultation with major industry stakeholders, an assessment process for 150 immigrants with suitable overseas training who want to enter the child-care industry. By targeting an undersupplied labour market, OQU has delivered a direct saving in training costs of over \$1m to the State. The special skills recognition services developed from the project will now become part of the OQU's mainstream activities.

The Unit continues to consult with Australian Education International-NOOSR, other States' overseas qualification units and peak assessment bodies to contribute to developments in national policies and practices, such as those affecting the fee-free translation of educational documents for immigrants, the professional acceptance of overseas-trained teachers and the need for continuous improvements in assessment procedures for national guidelines.

TAFEWA Plus

TAFEWA Plus enables TAFEWA colleges to build the career management and employability skills of their students.

Although the services provided vary between colleges to meet local student needs, they all offer programs of career seminars and workshops on job preparation, assistance to individual students and access to self-help facilities for employment information.

finding MY Place!

During 2003, a partnership was established between DET and the Ruth Faulkner Public Library in Belmont to present the finding MY place! program, which was designed as a series of workshops for Years 10-12 students assessed as being at high risk of not completing school pursuing training or employment opportunities, such as low-SES students, Indigenous students and those with poor literacy and numeracy skills.

Choices

Choices is an innovative television series about careers in the new century.

First aired in November 2003 on Channel 31, Choices is produced by WestOne and consists of eight half-hour programs that explore topical issues such as job security, the balance between work and other aspects of people's lives and the importance of skills diversity and adaptability in the changing labour market.

Workers Assistance Program

The Workers Assistance Program forms part of the State government's Old Growth Forests policy for restructuring the native hardwood industry.

WAP helps redundant workers make the transition to new jobs. They are eligible for assistance for two years from the date of their redundancies.

Over the period 2001-2005, it is assisting eligible workers with post-redundancy support, top-up redundancy payments, mortgage and rent assistance, training, wage subsidies and relocation allowances.

Over 2001-2004, 862 workers received some form of assistance through WAP. Of these, 608 were paid a top-up redundancy payment and provided with access to the full financial support package.

Table 20: Workers Assistance Program Placements, June 2004

Status	Definition	N
Casual job	Ongoing employment of less than 10 hours per week, or where the hours worked vary from week to week, for six weeks or more	45
Deceased		4
Disability pensioner	A person receiving a disabilities pension	19
Full-time job	Employment of 35 hours or more per week for six weeks or more	301
Home duties/carers	A person who is working unpaid in the family home: for example, caring for children or ill family members	16
Not fit for work	A person who has a temporary illness or injury, so is not seeking work in the short term	20
Part-time job	Employment of more than 10 but less than 35 hours per week for six weeks or more	39
Retired	A person who has chosen to retire and is no longer seeking work	23
Self employed/ contract	A person who is self employed and manages his or her own PAYE tax obligations	131
Semi-retired	A person who has retired but is seeking casual, part-time, temporary or voluntary work for less than 10 hours per week	9
Temporary job	An employment arrangement that lasts for less than six weeks	1
Training/studies	A person undertaking full- or part-time studies and not seeking work during that period; training that is of more than two weeks' duration	14
Travelling/holidays		3
Unemployed	An unemployed person seeking assistance to increase his or her work potential	57
Work experience	Unpaid work placement for a maximum of four weeks. Work experience insurance is required	3
Voluntary work	Ongoing unpaid work placement for four weeks or more	
Total		685

Source: Workers Assistance Program

Apprenticeships and traineeships

In 2003-2004, the provision of apprenticeships and traineeships continued to be a priority for the State government because meeting the immediate and longer-term requirements of industry for appropriately-skilled labour is essential to economic development.

DET administered 54 apprenticeship trades and 456 traineeships across many industry areas through its Apprenticeship and Traineeship Support Network.

Apprenticeships combine practical experience at work with complementary off-the-job training, usually over a four-year period, and lead to qualifications as tradespersons. **Traineeships** provide work experience and the opportunities to learn new skills in a hands-on environment over a period of a year or more, on either a full-time or part-time basis. They lead to nationally-recognised qualifications, generally in non-trades areas.

Western Australia accounted for 6.3 per cent of all apprentices and trainees in Australia in March 2004 and has achieved significant growth in numbers since 2001: 40.1 per cent, compared with 38.6 per cent nationally.

Table 21: Apprentices and Trainees in Training, Western Australia and Australia, 2001-2004

	March 2001	March 2002	March 2003	March 2004	% increase 2001-2004
Western Australia	18 700	19 600	23 200	26 200	40.1
Australia	300 700	340 200	393 200	416 800	38.6
WA as % of Australia	6.2	5.8	5.9	6.3	

Source: National Centre for Vocational Education Research and Australian National Training Authority, March 2004

In the year to March 2004, WA achieved:

- a 13 per cent increase in apprentices and trainees in training to 26,200 (6 per cent nationally);
- a 4 per cent increase in commencements, to 17,200 (1 per cent nationally);
- a 17 per cent increase in completions, to 8,200 (12 per cent nationally);
- 87.5 per cent of apprentices and trainees were in full-time employment (76 per cent nationally); and
- 43.5 per cent of apprentices and trainees were aged 19 years or under (29.3 per cent nationally).

The target set in **Creating the Future – Vocational Education and Training Priorities 2003 to 2004** of an additional 1,250 apprenticeships and traineeships each year would have seen 25,000 people in training by 2006. It was exceeded in March 2004 (26,200).

School-based trainees in training (713) exceeded the 2004 target of 650, while Aboriginal school-based traineeships (305) exceeded the 2005 target of 275.

In the year to March 2004, 34.5 per cent of commencements were in regional areas, exceeding the target of one-third.

In relation to the State government's pre-election commitment to increase the number of apprenticeships and traineeships by 800 each between 2001-2002 and 2004-2005 (a third of them in regional areas), by 30 June 2004 DET had achieved an additional 2,839 apprentice and 10,357 trainee commencements, 32.5 per cent of them in rural and remote areas.

The target increase in public sector traineeships of 500 over four years has been exceeded already, with 1,118 trainees having commenced by 30 June 2004.

The **Building Skills** policy was introduced in October 2002. It requires 10 per cent of labour hours on government-funded construction projects valued at \$2m or more to be allocated to the employment of apprentices or trainees. During 2003-2004, it was applied to 34 projects, with 259 apprentices and four trainees being identified as part of the employment arrangements to meet contractual obligations.

The **Priority Access** policy requires contractors to the State government to demonstrate, through an assessment process, that they are committed to providing their employees with a range of training options, including opportunities for apprenticeships and traineeships.

At 30 June 2004, there were 1,898 registered employers, compared with 584 in 2003. The policy is estimated to have resulted in an additional 98 apprentice and trainee placements since 2000.

Community relations

Apprenticeships and traineeships

During 2003-2004, DET promoted apprenticeships and traineeships as viable career options for young people leaving school.

A kit, **Apprenticeships and Traineeships: Career and Training Guide**, with region-specific information and activities related to the Curriculum Framework, was distributed to all secondary schools.

In October- November 2003, an advertising campaign concentrated on encouraging industry and business to take on apprentices or trainees, while in May-June 2004 the emphasis was on promoting the benefits of apprenticeships or traineeships to parents and the wider community.

Career development

With the establishment of career development as priority by DET, the change of direction for the Employment Directions Network required the Network and the services it delivers, including the School Leaver Program, Profit From Experience and the newly-developed Parents as Career Partners to be rebranded.

Profit from Experience

Profit from Experience continued to target people aged 45 years and over who wanted to re-enter the workforce. A new client-focused brochure and poster were produced and distributed to all EDN centres for their main stakeholders and telecentres. Later in 2004, the target audience was widened to include all those over 40 years and Indigenous women over 35 years.

School support services: learning and teaching

Curriculum Improvement Program

Historically, what students were to learn was specified by each educational authority in the form of lists of skills, understandings, attitudes and values that it considered were necessary to their development as functioning members of society.

In some cases, such as the syllabuses for post-compulsory schooling, these lists were influenced strongly by the requirements of the higher education institutions, particularly universities. The resultant culture concentrated on students being expected to know the content of a syllabus, being able to 'cover' it in a set period of time and then convincing examiners that they did indeed know that content.

Their ability to apply the underlying conceptual understandings, to show that they understood and could apply what they had learnt, was not tested thoroughly.

What is known as 'outcomes-based education' reverses the process by establishing clearly what students are to know and be able to do when they have completed a course of study and then determining the most effective teaching and learning methods to be used to achieve these outcomes.

There are two kinds of outcomes defined in the Curriculum Framework (1998), which was developed after broad community consultation: those that all students are expected to achieve (Overarching Outcomes) and those that are more or less specific to one of eight key learning areas (Learning Area Outcomes).

The latter are expanded in the form of *strands*, which are sub-sets of outcomes (for example, reading, writing, viewing and speaking and listening are strands in the English learning area), and *levels*, of which there are eight for each learning area.

Levels do not correspond to years of schooling, although students achieving at higher levels are more likely to be in the later years of schooling. Achievement of an outcome at a particular level in a learning area indicates achievement of that outcome at an earlier level.

DET's Outcomes and Standards Framework specifies outcomes, strands and levels for government schools and is used by teachers to plan, monitor and report students' progress toward the achievement of outcomes.

The entire process of introducing outcomes-based education, establishing standards for government schools, ensuring the comparability of results achieved by different classes and schools, devising methods for collecting and analysing student data for school improvement purposes and reporting students' results is known as the **Curriculum Improvement Program**.

In 2003, the CIP was in its sixth year of implementation and government schools are expected to have moved completely to outcomes-based education by the end of 2005.

Up to 2002, the CIP was concerned mainly with developing teachers' understandings of outcomes-based education. Phase 2, which followed in 2003, involves promoting teaching methods that are more appropriate to outcomes-based education, developing standards at Years 3, 5, 7 and 9, establishing common reporting formats and introducing a systemic approach to professional learning for teachers.

Essential to the success of outcomes-based education is the ability of teachers to make reasoned judgements about student progress and achievement in terms of the levels of the Curriculum Framework and for these judgements to be comparable among schools.

District curriculum improvement teams continued to offer a wide range of professional development activities to schools, including network meetings, in-school workshops, whole-school programs on school development days and seminars and workshops on curriculum improvement.

The major components of CIP2 are the introduction of standards; a review of the Curriculum, Assessment and Reporting K-10: Policy and Guidelines; and the provision of quality professional learning for teachers and school administrators.

DET has developed realistic but challenging achievement targets that define the performance expected of students at specific Year levels in achieving outcomes considered essential to their progressing from one level to another. These outcomes have been selected after widespread consultation and the final version of the standards will be available at the end of 2004 as part of the Outcomes and Standards Framework.

The Curriculum, Assessment and Reporting K-10 Policy and Guidelines have been updated to include achievement targets, moderation processes that will ensure that all teachers, schools and districts make consistent and comparable judgements about student performance, teaching and learning emphases for each phase of schooling and common reporting templates for Years 1-10.

The professional learning program is made up of a series of modules that integrate all the elements of outcomes-focused education, including curriculum, pedagogy, assessment and reporting. These modules include formally-structured professional learning, in the form of core units, as well as opportunities for participants to explore individually their own practices.

Leading Curriculum Improvement, a professional learning module for school leaders, was delivered to 2,500 staff in all districts. It was developed to help them to understand the policy and its implications and lead and support their staff by providing clear and consistent information about processes and best practice.

The second module, which is designed for teachers of Years 3 and 9 English and Mathematics, assists them to make consistent judgements about students' achievement of the standards. Delivery of this module to over 5,000 teachers will begin in August 2004.

New post-compulsory courses of study

The new Curriculum Council courses of study are being developed in several stages. The first, **development**, includes the preparation of the course design concept and preliminary consultation that form the basis for the second, **writing**, which is followed by two spaced consultation meetings that give teachers time to examine each draft course in detail. Six months of **action research** precede the final **refinement** and **release** of each course.

Drafts of the Phase 1 courses of study, which included Aviation, English, Applied Information Technology, Career and Enterprise, Engineering Studies, LOTE: Second Language (French) and Media Production and Analysis, were completed and Year 11 Aviation will be implemented in 2005, followed by the others in 2006-2007.

The pace of development increased in the second half of 2003, with the Phase 2 courses of study: Chemistry, Drama, Geography, Physical Education Studies, Accounting and Finance, Automotive Engineering and Technology, Biological Sciences, Business Management and Enterprise, Computer Science, Economics, Food Science and Technology, English as a Second Language, Health Studies, History: Ancient and Modern, Human Biological Sciences, Mathematics and Materials Design and Technology, Physics, Psychology, Religion and Life, Visual Arts.

Earth and Environmental Studies, LOTE: Second Language (Japanese, Chinese, Italian, Indonesian and German), Music, and Politics and Law were commenced late in 2003.

The Phase 2 courses of study will be implemented in Years 11 and 12 in 2007-2008.

Formal professional development for the first five courses of study will commence in the second half of 2004, consistent with directions prepared by the Curriculum Council.

Literacy and numeracy

The strategic objective of improving student performance gives particular attention to literacy and numeracy because they are vital to progress in all eight learning areas of the curriculum and the provision of high-quality literacy and numeracy education is a continuing DET priority.

Overarching Outcomes 1 and 2 of the Curriculum Framework relate to literacy and numeracy:

- 1. Students use language to understand, develop and communicate ideas and information and interact with others*
- 2. Students select, integrate and apply numerical and spatial concepts and techniques.*

Getting it Right

The Getting it Right literacy and numeracy strategy, which involves a State government commitment of \$26m over four years, trains and places specialist teachers in selected primary and district high schools. They support classroom teachers in diagnosing the needs of students who are struggling and providing programs that meet their needs. Getting it Right is also expected to improve the quality of literacy and numeracy teaching in general.

The allocation of specialist teachers to schools is a two-step process. District data from the Year 3 WALNA are factored against the number of teachers in each district to arrive at a district needs index for literacy and numeracy. These indices are then used to distribute all available specialist teachers to districts.

The districts invite expressions of interest from schools to participate in Getting it Right. The districts use school performance data and local knowledge to rank all interested schools according to need and allocate the Getting it Right teachers accordingly.

While it concentrates on the early years of schooling, the strategy also assists certain groups of older students whose literacy and numeracy levels are lagging behind those of the general population, including boys, students with language backgrounds other than English, students in rural and remote areas and Aboriginal students.

A group of 102 literacy specialist and 99 numeracy specialist teachers, representing 120 FTE, is working in 204 primary and eight district high schools during 2003-2004. The next group of 40 FTE will be in schools during 2004-2005 and a final 40 FTE will be added for 2005-2006, making a total of 200 FTE in schools by 2005.

Specialist teachers receive 21 days of professional development over their two years as Getting it Right teachers and continuing support from central office curriculum staff. Principals of the schools involved participate in two-day seminars before the specialists arrive to give them a clear understanding of the role of these teachers and what they as principals need to do to get the maximum value from the strategy.

All schools with Getting it Right teachers are required to set challenging but realistic targets for improvement and to report progress to district directors at the end of each year.

An evaluation of Getting it Right by the Australian Council for Educational Research to guide improvements in its effectiveness began in 2002: a final report will be delivered in June 2005.

Commonwealth Literacy and Numeracy Program

CLNP operates in schools that serve communities with the largest proportions of students at risk of not achieving successful outcomes in literacy and numeracy.

In 2003, funds totalling \$7.4m were allocated directly to 360 government schools under a formula based on their index of socioeconomic disadvantage (Ross H) and P-10 enrolments, with a weighting of 1.5 applied to Years 1-3 enrolments to reflect the Commonwealth requirement that greater emphasis be placed on the early years of schooling.

An evaluation of CLNP was conducted in 2003 to determine how effective schools had been in their use of Commonwealth funds, the nature of programs they had implemented and the relative balance of literacy and numeracy reflected in their planning. It was found that most incorporated CLNP expenditure into comprehensive literacy and numeracy plans and used systemic and school data to guide their planning and monitor progress. Literacy received a substantially larger share of expenditure than numeracy.

Other systemic initiatives funded at least partly through CLNP included Literacy Net and Numeracy Net, the Retention and Participation Project (RAPP) and the Kidsmart project.

In all cases, Aboriginal students, English as a second language or second dialect students, students with learning difficulties and low socioeconomic status students received particular attention.

Literacy Net

The Literacy Net was introduced to help teachers to identify the nature of literacy difficulties being experienced by students who were unlikely to meet national benchmarks for reading, writing and spelling. It was developed in two phases (P-3 and 4-7) and revised in 2002-2003 to form one instrument with clear links to the English learning area outcomes and aspects.

The K-7 Literacy Net supports continuous monitoring of students' progress in critical aspects of reading, writing, speaking and listening and specifies expectations for each Year level so that teachers can make their judgements against known and agreed standards. It is also used to assess literacy progress among Aboriginal students being supported under the National Indigenous English Literacy and Numeracy Strategy.

Numeracy Net

The Numeracy Net follows the same lines as the Literacy Net and is intended to help teachers identify mathematical misconceptions and partial conceptions that need to be addressed to ensure continued progress towards mathematics outcomes. It was developed over 2001-2003 in parallel with the First Steps in Mathematics research and teacher resource and will be finalised for implementation later in 2004. It is also used to assess numeracy progress among Aboriginal students being supported under the National Indigenous English Literacy and Numeracy Strategy.

VET Steps

In 2003, DET contracted Edith Cowan University Resources for Learning Ltd to develop a professional learning module and resource material that would be used to help students cope with the literacy demands of vocational studies. VET Steps was completed in 2003 and implementation will commence in late 2004.

English learning area

Outcomes for the English learning area are categorised as reading, writing, speaking and listening and viewing. They focus on the development of students' functional (ability to use English to communicate) and critical (ability to examine the effectiveness of English in communicating) literacy. Students learn to understand, choose and apply the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and analyse their own use of language and that of others.

The present reforms to post-compulsory schooling have not changed the requirement for student competence in English and a new English course of study has been drafted and will be provided for consultation in late 2004.

Mathematics learning area

Outcomes for the Mathematics learning area are clustered in Working Mathematically, Number, Measurement, Space, Chance and Data and Algebra strands.

Work began in 2003 on the drafting of new courses of study for post-compulsory students.

Student performance

Draft achievement targets for English and mathematics at Years 3, 5, 7 and 9 that were referenced to existing frameworks were prepared and common assessment tasks and annotated student work samples trialled by experienced teachers in a small number of schools in 2003.

The targets describe what students should know and be able to do by the end of particular phases of schooling and indicate what DET considers to be performance that will ensure progress to the next phase.

Student performance in literacy/English is demonstrated by MSE random-sample testing at Years 3, 7 and 10 (most recently in 2003), and the Western Australian Literacy and Numeracy Assessment (WALNA) testing of the full Years 3, 5 and 7 cohorts.

Science

The science learning area, which comprises process (Investigating Scientifically), conceptual (Life and Living, Earth and Beyond, Energy and Change and Natural and Processed Materials) and values (Communicating Scientifically, Science in Daily Life, Acting Responsibly and Science in Society) outcomes, is taught as an entity K-10.

TEE students may study specialisations – Biology, Human Biology, Geology, Physical Science, Physics or Chemistry – while another option is available in the form of the wholly-school-assessed subject Senior Science.

In primary schools, science concentrates on inquiry processes and conceptual understandings that are important for developing scientific literacy and stimulating students' curiosity by engaging them in activities relating to their daily lives.

As students move through the Year levels, they are guided by teachers in investigations that lead them to recognise patterns in the changes they observe and to make generalisations.

The Curriculum Council has developed progress maps for science outcomes based on the DET Outcomes and Standards Framework, and the MCEETYA Primary Science Assessment Project, which measured the level of scientific literacy of Year 6 students across Australia in 2003, also drew on the progression of outcomes described in the Framework.

Standards for science have been developed in Years 5, 7 and 9 and are based on the process outcome Investigating Scientifically. The science standards were set using empirical data provided by MSE in Years 7 and 9, the PSAP results, teacher consultation and school-based evidence.

Science in Years 8-10 emphasises scientific literacy, building on children's learning in primary schools to establish understandings of the concepts and models needed to explain observations, patterns and generalisations.

DET has been involved heavily in the development, with the Curriculum Council, of new courses of study for Years 11 and 12. In 2003, Chemistry was the first science course of study for which preliminary consultation was completed. In addition, DET brought together experienced government school chemistry teachers for two days of intensive discussion about the new course and Bunbury Senior High School has been involved in action research to examine implementation issues.

Initial consultation with teachers for the Biological Sciences, Human Biological Sciences, Physics and Psychology courses was undertaken in June 2004. Work on the Earth and Environmental Science and Integrated Science courses has begun.

In terms of partnerships with external organisations, DET:

- strengthened its relationship with Scitech Discovery Centre in West Perth and increased the number of seconded teachers to improve the Centre's ability to stimulate student interest in science and support primary teachers;
- continued its partnership with the Gravity Discovery Centre at Gingin, which opened in November 2003. A teacher has been funded to design educational programs and provide professional development materials; and
- worked with the Grains Research and Development Corporation and the University of Western Australia on the Primary Industries Project, which aims to encourage students to establish career paths in agriculture and show them the importance of science to agriculture: a teacher was released to develop connections between Years 10-12 students, science teachers, primary industry bodies and the university.

Society and Environment

The Society and Environment learning area provides students with the knowledge, skills and values to participate effectively as informed citizens in a rapidly-changing world. Knowledge is developed that enables them to understand their world through its geography, cultures, use of resources and political and legal systems in the past, present and future. Students also learn skills of social inquiry to assist them to become more constructive members of society. The values of social justice, democratic process and ecological sustainability are explored and practised, enabling students to better exercise personal judgement on moral and ethical issues.

Society and Environment is studied as an entity in K-10, but in Years 11 and 12 individual social sciences - Economics, Geography, History, Ancient History and Political and Legal Studies - are offered as Curriculum Council-

accredited subjects, and Australian Studies, Law and Practical Geography are available as WSA courses.

Work began on the development of new Years 11-12 courses of study in History, Economics and Philosophy and Ethics in 2003. The Geography course is to be trialled by the Curriculum Council during second semester 2004.

Civics and citizenship education

One of the National Goals for Schooling in the Twenty-first Century is for students to become 'active and informed citizens with an understanding and appreciation of Australia's system of government and civic life'.

The national Discovering Democracy project is now drawing to a close with a review of the second round of funding, which was designed to improve political literacy among primary and secondary students.

Fifteen government schools were each provided with up to \$7,500 to develop whole-school approaches to civics and citizenship education between 2001 and 2004. These projects developed structures for informed and participatory decision making by students and fostered interaction with local community service groups. In June 2004, a conference drew together the schools' experiences to establish future directions for civics and citizenship education.

A national program of sample testing of civic and citizenship understandings among students in Years 6 and 10 will begin in August 2004. Trialling of the test instruments was undertaken late in 2003 and the results provided the information necessary to develop two sets of key performance measures.

A number of public and private schools across the State have been chosen to participate in testing and the results will provide baseline data on civic knowledge and understandings and the skills and values required for active citizenship. It is envisaged that testing will occur every three years.

Environmental education

Each of the school sectors in Western Australia is already following many of the directions contained in the State government's sustainability strategy, **Hope for the Future** (2003); and the Curriculum Framework supports sustainability; the concept of sustainability is embedded in outcomes for students K-12; and the new courses of study for Years 11 and 12 emphasise sustainability wherever appropriate.

A range of school- and community-based partnerships, including Ribbons of Blue, the Gould League, Waste Watch, WaterWise, Bush Rangers, AirWatch and TravelSmart Schools has been in place for many years.

Schools are also involved in a range of broader community programs, such as Landcare, Coastcare, Bushcare and Rivercare.

A new Education for Sustainability Award encourages students to develop their understandings of sustainability and school leaders to apply sustainability principles to buildings, land and school programs.

Languages other than English

The ability to communicate in a language other than English (LOTE) is now well recognised as being an important skill for Australians at home or overseas. In recent years, the nation has become increasingly multilingual and multicultural and Australians of different cultural and linguistic backgrounds interact with one another on a daily basis.

Learning a LOTE helps young people to develop their ability to empathise with people and cultures other than their own and to gain skills and understandings they can use in a range of social, cultural and vocational contexts when they leave school.

Apart from education support schools and centres, in which LOTE studies are optional, all government schools offer one or more of what are designated as 'priority' languages (Aboriginal languages, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Thai and Vietnamese). In 2003, Indonesian and Italian were the most widely studied, followed by Japanese and French. Sixty-six schools offered programs in Aboriginal languages, but no government school offered Korean, Modern Greek or Thai.

In 2003, 95 per cent of Years 3-7 students were learning a LOTE, compared with 90 per cent in 2002; in Years 8-10, the comparable figures were 62 per cent and 58 per cent. The most striking increase occurred in Year 10 participation, which rose by 28 percentage points over the year, to 53 per cent.

In the early years of schooling, LOTE involves 22 per cent of Year 1 and 32 per cent of Year 2 students, even though schools do not receive the extra staffing allowance provided for Years 3-7.

The number of students learning Aboriginal languages increased by 18 per cent to 4,814, with a particularly strong demand from schools in the south-west for teachers of Noongar and Wajarri.

While in-service teacher education programs formed a significant part of the LOTE 2000 implementation process between 1995 and 2003, the demand for teachers is now met by graduates from the universities.

In first semester 2004, twenty DET teachers participated in Phase 1 of the Asian Languages Professional Learning Project, a national DEST initiative that aims to improve the quality of Asian language programs. Opportunities were provided for teachers to visit and study in the countries whose languages they were teaching. Three teachers designed and completed their own in-country professional development activities.

Asia-related professional development courses involved 1,660 teachers and six teachers were assisted to participate in the Linking Latitudes conference in Vietnam.

Endeavour Fellowships funded through DEST enabled 12 teachers to study in the country of their LOTE.

Scholarships were awarded to eight final-year Bachelor or Diploma of Education students majoring in LOTE. Criteria included high levels of proficiency in the languages to be taught and availability for appointment to rural and remote schools.

Because of continuing security concerns, no Year 11 student scholarships were awarded in 2003.

The use of videoconferencing for primary LOTE programs in rural and remote schools was extended in 2004. Videoconferencing technology and large-screen television receivers allowed real-time interactive video and audio to be provided at 10 new centres, including six district high schools in which large student numbers had, in the past, made telematics impractical. Up to 28 students at a time can now receive LOTE from a SIDE teacher and a teacher at the receiving site.

As part of the process of developing standards of student performance, the standard equating Year 9 to Level 3 was established in relation to Listening and Responding, and Speaking on the progress map.

Table 22: Government School Students' Participation in LOTE Studies, 2003

Year level	Aboriginal	Chinese	French	German	Indonesian	Italian	Japanese	Auslan	Spanish	Vietnamese	Totals
K	271		93	1	3	70	19		12		469
P	255		331	9	121	386	124		6		1 232
1	224	11	264	57	647	930	265	2	7		2 418
2	512	109	645	93	2 041	2 057	792	7	37		6 319
3	673	338	2 499	459	5 544	5 299	3 946	17	204		19 000
4	557	340	2 586	471	5 608	5 529	3 963	8	207		19 282
5	515	320	2 553	438	5 651	5 484	4 085	24	181		19 268
6	496	328	2 855	505	5 551	5 293	4 013	25	209		19 291
7	477	316	2 604	505	5 462	5 300	3 790	20	212		18 703
8	389	220	2 856	440	3 403	4 041	3 816	2	74	14	15 282
9	266	180	2 016	468	2 754	3 136	2 813	2	37		11 689
10	138	219	1 011	235	1 095	1 577	1 501	1	28		5 828
11	35	32	139	56	99	185	135	1			682
12	6	55	108	62	82	136	123	6			578
Totals	4 814	2 468	20 560	3 799	38 061	39 423	29 385	115	1 214	14	140 041

(a). Second semester census.

Source: Information Services

Health and Physical Education

The purpose of health and physical education studies, which are compulsory K-10, is to improve students' physical fitness and instil habits that will lead them to follow healthy lifestyles during and after their schooling, including the avoidance of drugs of addiction.

Strands in the Health and Physical Education learning area include Concepts for a Healthy Lifestyle, Self-management Skills, Skills for Physical Activity and Interpersonal Skills.

In June 2001, the Premier launched the Physical Activity Taskforce, with the aim of increasing the proportion of the WA population undertaking enough physical activity to benefit their health (from 58 to 63 per cent over 10 years). This followed research by the Departments of Sport and Recreation and Health, in collaboration with the University of Western Australia.

DET has developed a four-year timeline for implementation of the targets set by the Taskforce and in 2003 appointed a project manager to coordinate interagency cooperation, resourcing, professional development and the promotion of 'active' schools.

The Fundamental Movement Skills teacher support package supports teachers in planning, teaching and assessing skills such as throwing and catching among K-3 students, and helps teachers to understand the importance of these skills. It was developed by DET and is marketed by Edith Cowan University Resources for Learning Ltd. Extra funding was provided in 2003 to enable all schools to receive district-based training in this important area of early childhood education.

In 2001, DET and the Department of Health produced a K-10 teacher resource, Growing and Developing Healthy Relationships and in 2002 an associated professional development course was trialled in the Swan and Cannington districts before being extended in 2003. By June 2004, 159 teachers and school nurses had participated in the course.

A review of the health and physical education organisational guidelines is nearing completion and is to be released in 2005.

Swimming and water safety

In 2003-2004, DET continued to conduct in-term and vacation swimming and water safety classes. The State government pays the costs of instruction at in-term classes for all government primary school students and for non-government primary students in rural and remote areas. Most metropolitan non-government schools also participate on a user pays basis. Just over 151,000 primary students (144,500 in 2002) from 678 schools were involved in the in-term program, including 24,000 students from non-government schools.

In the metropolitan area, the department's swimming and water safety section organised and operated the in-term classes, while at country centres it provided guidelines and support to about 100 principals who coordinated and managed the local classes.

The 2003-2004 Vacs Swim program was the largest of its kind in Australia, with enrolments of 46,425. However, fewer enrolments through schools and the emergence of competing programs over the past four years continued to affect numbers. The program is funded by an enrolment fee of \$26 per person and \$69 per family.

School drug education and Road Aware

In 2003-2004, DET, the Catholic Education Office and the Association of Independent Schools continued to cooperate in the intersectoral School Drug Education Project, a component of the State government's Together Against Drugs Strategy which, following its merger with the Road Aware program, became part of **School Drug Education and Road Aware (SDERA)**.

Significant progress continued to be made with SDERA, specifically in the development and production of curriculum support materials; the provision of professional learning opportunities; review of the *In Touch* materials; parent and community participation; and evaluation and monitoring of the project.

A review of all drug education teacher support materials commenced and will lead to the development of new resources in 2005.

Acquisition of the skills to walk, ride or drive safely on WA roads has been a priority in school education for many years and the State's Road Aware program, which seeks to develop *road aware parents* (children aged under four years); *road aware kids* (children aged from four to 14 years); and *road aware drivers* (youth aged from 15 to 20 years) provides K-12 curriculum resources.

Initiatives of significance in 2003-2004 included:

- progress toward the establishment of a Statewide network of child car restraint fitting and checking stations and publicity about the importance of properly-fitted restraints;
- the development of resources to encourage the safety of children as pedestrians, vehicle occupants and cyclists; and
- the provision of pre-driver and parent education resources that emphasise the importance of extensive, quality supervised driving practice and the training of teachers and agencies to deliver the Keys for Life program and Steps to Safer Driving parent workshop. Draft resources were trialled successfully in 2003 and the program is being extended during 2004.

Technology and Enterprise

The basic purpose of this learning area is to develop students' ability to plan, design, produce and market goods and services, and in doing so to learn skills and values that they can take with them when they leave school and begin to participate in the market economy that operates in the real world.

The Technology and Enterprise learning area comprises Technology Process, Materials, Information and Systems outcomes K-10. In Years 11 and 12, specific subjects, most of which are wholly school assessed, are studied.

In 2003, a representative group of experienced teachers agreed that, given appropriate tasks and activities, a significant number of Year 9 students could achieve Level 4 of the Technology Process outcome and this became

the standard after consideration of national and international research and data on Years 7 and 10 performance in Technology Process in the 2000 Monitoring Standards in Education random-sample testing.

The first drafts of the Aviation, Applied Information Technology and Engineering courses of study were completed. Work on courses of study in Accounting and Finance, Automotive Engineering and Technology, Business Management and Enterprise, Computer Science, Food Science and Technology and Materials Design and Technology began.

A \$50,000 grant from the Australian Government's Quality Teacher Program was provided to a consortium of professional associations associated with Technology and Enterprise to produce work samples that demonstrated student achievement of the Technology Process outcome.

The Value Adding Quest, funded by the State government, continued to have a significant effect on student learning. In primary schools, it has helped students to become more innovative, enterprising and creative and developed connections with the community. For example, Bicton Primary School added value to part of the Swan River foreshore by working with the City of Melville and community organisations to clean up, rejuvenate and revegetate it.

Of the one hundred entries involving 1,200 students, the majority were from government schools, which won 16 of the 19 awards.

Schools of Isolated and Distance Education curriculum packages were well received by government school teachers who trialled them. Their strength is the authenticity and relevance of the tasks and activities developed in the areas of business education, design and technology, information technology and home economics.

Useful on-line learning objects are being developed at the national level through the Learning Federation's three projects in innovation, enterprise and creativity, which are designed to engage students in meaningful interactive learning experiences. The first project, for Years 5-9, uses the theme of 'preferred futures'.

The Arts

The Arts learning area, which develops students' creativity and critical and analytical skills through dance, drama, media, music and visual arts, is taught as an entity in K-10.

In Years 11-12, TEE students may choose among Art, Drama Studies and Music, while Art and Design, Ballet Studies, Drama, Dance, Media and Music in Society are available as WSA subjects.

Students are expected to express themselves creatively in their selected arts forms, to analyse arts works from historical and cultural perspectives and to develop a critical appreciation of their own works and those of others.

Post-compulsory courses of study

Three draft courses of study – Media Production and Analysis, Drama and Visual Arts – have been developed and are being trialled during 2004; Dance and Music will follow in 2005.

Creative Connections

DET and the Department of Culture and the Arts (DCA) are collaborating in the development of a K-12 policy, Creative Connections, to support the State government's commitment to developing creative talent and promoting excellence and access in arts learning.

ArtsEdge

ArtsEdge is a strategic partnership between DET and DCA to support professional learning for teachers and facilitate the development by arts organisations of programs, resources and support materials.

Education and the Arts Partnership Initiative

The Australia Council has nominated Education and the Arts as a priority and established a Partnership Initiative to enhance knowledge and practice.

The Council, DCA, DET and the University of WA are participating in a project to examine the effects of artists on school programs for students at educational risk. It is expected to be finished by August 2004.

Australian Research Council Linkage Project

This is being undertaken by DET over 2003-2005 in conjunction with the University of Western Australia's Graduate School of Education. It examines the extent to which the creative thinking and learning skills used by K-10 students in the Arts are domain specific and how they help students to achieve the Overarching Outcomes described in the Curriculum Framework.

Vocational Education and Training in Schools

[Vocational Education and Training in Schools](#) (VETIS) is now an important element of mainstream secondary education in government schools involving 14, 111 students in August 2003, of whom 12,224 were in Years 11 and 12 (45.3 per cent of the total cohort). One hundred and twenty-nine schools participated.

For some years, all government senior high schools have offered VETIS programs but developing effective programs in small rural and remote communities has proved difficult.

However, some small schools are finding that enterprise education programs (which do not require the sophisticated infrastructure of VETIS) provide a sound basis for later VET program development and the growth in provisions in district high schools and remote community schools in 2003 is encouraging, although more will need to be done to overcome the effects of remoteness and small student numbers.

Notable achievements in 2003 included:

- Seventeen of the top 20 VETIS schools (based on Curriculum Council data for students completing one or more Units of Competency successfully) were in the public sector.
- The Certificate I Workplace Readiness school-based traineeship for Year 10 Aboriginal students, which provided the appropriate skills and attitudes for a Certificate II school-based traineeship in Year 11, was piloted. Of the 392 students who commenced the traineeship, 78 per cent were still in the program at the end of the year.
- Participation by Aboriginal students increased from 674 in 2002 to 756, representing 65.8 per cent of this group, compared with 45.3 per cent of all students.
- The number of education support students undertaking VETIS rose from 568 in 2002 to 669.
- More than 8,400 students undertook Structured Workplace Learning incorporating Units of Competency from National Training Packages. Almost a quarter of all students in Australia doing SWL were at Western Australian government schools.
- Students undertaking full certificate courses increased from 4,766 in 2002 to 5,895 and included 2,328 working toward Certificate I, 3,446 Certificate II and 121 Certificate III.
- A monitoring and assessment instrument for enterprise education was developed and the range of enterprise education projects across schools and student age groups was widened.
- Sixteen Rockingham Senior High School students were the first in Australia to undertake school-based traineeships with the Royal Australian Navy.
- The Beazley Medal for VET in 2003 was awarded to Joel Treeby of the Western Australian College of Agriculture, Denmark. Other students recognised for excellence were Jayden Crook, WA College of Agriculture, Cunderdin (VET in Schools Student of the Year Award); Christine Fullam, Safety Bay Senior High School (School-based Trainee Award); Hayley Garlett, Northam Senior High School (Aboriginal and Torres Strait Islander VET Student Award); and Colin Ogilvie, WA College of Agriculture, Cunderdin (Education Support VET Student Award).
- VET in Schools WorldSkills State finalists were Kyle Hoath, Warnbro Community High School (Information Technology); Jay Comley, Kwinana Senior High School (Metals and Engineering); Michael Kay, Duncraig Senior High School (Commercial Cookery); Casey Goodwin, North Lake Senior Campus (Food and Beverage); and Dominique Hodge, Narrogin Senior High School (Business Services).

Table 23: Government School Students' Participation in VETIS, 1996-2003

	Schools offering VETIS programs			Students undertaking VETIS programs			% of students in VETIS programs		
	Year 11	Year 12	Totals	Year 11	Year 12	Totals	Year 11	Year 12	Totals
1996 participants	36	22	36	472	211	683	3.7	1.9	2.8
1997 participants	57	45	57	1450	541	1 991	10.3	5.5	8.3
1998 participants	96	73	100	2 636	1 192	3 828	16.3	10.5	13.9
1999 February	125	115	136	4 563	2 605	7 168	27.7	22.2	25.5
1999 August	117	104	125	3 393	1 794	5 187	21.8	15.2	19.0
2000 February	135	130	138	4 960	2 734	7 694	29.1	20.2	25.2
2000 August	131	121	133	3 994	2 212	6 206	26.4	18.4	22.8
2001 February	127	120	133	8 126	4 967	13 093	47.5	36.3	42.5
2001 August	129	119	135	7 041	4 424	11 465	45.6	36.5	41.5
2002 February	133	129	133	8 781	5 761	14 542	50.1	40.7	45.9
2002 August	129	124	128	7 097	4 910	12 058 ^(a)	45.0	38.7	42.2
2003 February	125	120	125	8 531	5 419	13 950 ^(a)	50	41	46.0
2003 August	129	121	129	7 391	4 833	12 224 ^(a)	48.8	40.8	45.3

(a). If Years 9 and 10 students undertaking VET in Schools are included, the totals are February 2002, 15,230; August 2002, 12,665; February 2003, 15,109 and August 2003, 14,111. The August census figures for 1999-2003 are included to provide an indication of student attrition during the year.

Source: Vocational Education and Training in Schools

Table 24: Commencements, Enrolments and Completions for Units of Competency, Year 12, 1997-2003

	1997	1998	1999	2000	2001	2002	2003
Commencements (Department of Education February VET census)	541	1 192	2 605	2 734	4 967	5 761	5 419
Enrolments (Curriculum Council in Units of Competency – July)	NA	1 192 ^e	2 815	2 874	4 572 ^(a) 4 090 ^(b)	4 276 ^(c)	6 325 ^(d)
Ratio of enrolments to commencements (%)	NA	100 ^e	108	104	92 ^(a) 82 ^(b)	74	85.6
Completions (Curriculum Council – December)	619	1 147	2 218	2 504	3 548	3 325 ^(c)	NA ^(d)
Ratio of enrolments to completions (%)	NA	96	79	87	77 ^(a) 87 ^(b)	78 ^(c)	NA ^(d)

NA: not available; e: estimated.

(a). December 2001.

(b). July 2002.

(c). December 2002

(d). December 2003. Before 2001, the definition of VET in Schools required students to undertake both Structured Workplace Learning and Units of Competency. The current nationally-agreed definition does not require Structured Workplace Learning in a program. In order to make comparisons over the years, only the Curriculum Council enrolments for Units of Competency have been used.

Source: Vocational Education and Training in Schools

Enterprise and career education

Enterprise and career education is a component of the nationally-agreed New Framework for Vocational Education (2001-2004). While VETIS programs are designed specifically for senior students, enterprise and career education covers all school years. The nationally-agreed definition is:

... learning directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

The major central initiative for 2003 was the development of a monitoring and assessment instrument for enterprise education: this is being trialled during 2004. Its purpose is to provide students, teachers and others with some indication of students' progress toward the development of enterprising attributes, which the instrument connects to the Curriculum Framework.

Career education

The expansion of support for career education programs included the testing by schools in 13 districts of an instrument to monitor their implementation in schools. Significant curriculum and professional development in schools included use of the newly-available program, *The Real Game*.

Teacher in Industry Placements

TIPS are designed to give teachers the opportunity to develop relevant and current industry experience in areas of their choice. This experience is sometimes required in order to deliver the Units of Competency outlined in the National Training Packages. In 2003, 76 teachers participated in placements.

Certificate IV in Assessment and Workplace Training

It is a requirement of National Training Packages that teachers delivering and assessing Units of Competency have the Certificate IV qualification or be working in a team environment to meet this requirement. Over the last six years, VET in Schools has provided the opportunity for 3,600 teachers to gain the Certificate.

Information and communications technologies

The massive investment by DET in computers and communications networks over the past six years has been accompanied by parallel efforts to improve teachers' ICT skills and their ability to use ICT to improve student learning.

Professional learning

The 100 Schools Project is a four-year program to upgrade ICT infrastructure and improve teachers' ICT skills in government schools that have been chosen either because the index of socioeconomic disadvantage indicates that

their students and school communities need additional support or, because of their previous involvement in ICT trialling, they are likely to achieve significant benefits as a result of this support.

During 2003-2004, the 35 schools in Phase 1 of the Project were assisted by the central office in developing strategies to improve teachers' professional knowledge; in February 2004, they were joined by the 22 Phase 2 schools. Each school was funded to employ a curriculum ICT coordinator to support his or her teaching colleagues and provide opportunities for staff to participate in whole-school professional learning programs.

The ICT Innovators project identified 38 teachers who demonstrated innovative teaching and learning practices and an ability to apply ICT effectively and they provided quality professional learning support for their colleagues. They received a fractional higher duties allowance.

An ICT service area consultant was appointed to each of the four school service clusters. The consultants are based in the metropolitan district of each service cluster and travel throughout the cluster for two years. The positions require expertise in exemplary classroom practices, an understanding of outcomes-focused education and superior skills in the use of ICT in the classroom.

All government schools were invited to make submissions for shares of funding of \$520,000 for school-based curriculum ICT projects, with a maximum of \$15,000 per school, commencing in July 2004. Eighty-six schools were successful.

Curriculum content

On-line curriculum resources allow more flexibility in curriculum delivery and DET is committing more than \$3m over 2001-2006 to the Le@rning Federation Schools On-line Curriculum Content Initiative. This project, which involves all Australian States and Territories and New Zealand, delivers new on-line content to teachers and students. The first content has been produced in science, mathematics and literacy.

DET's Curriculum Materials Information Services supports all WA schools in the selection, purchase and application of curriculum resources for outcomes-focused education: professional reviews are published on line and in two print journals: *Fiction Focus* and *Primary Focus*. In 2003-2004, CMIS produced cataloguing data for 13,755 curriculum resources.

School Information System

SIS is a set of software modules designed to meet government schools' administrative, management and curriculum needs. During 2003-2004, 312 schools began to implement the curriculum stream elements, completing this phase of implementation.

The software enables teachers to plan, monitor, evaluate and report against the Curriculum Framework and Outcome and Standards Framework, as well as to analyse student performance. A VET in Schools module has been released to enable schools to report in accordance with national AVETMISS standards.

Specifications have been developed for upgraded SIS modules that support implementation of Phase 2 of the Curriculum Improvement Program.

School support services: student support

Government schools reflect the diversity of society and respond to community needs.

DET is responsible for ensuring that all students in government schools develop, to the extent appropriate to their abilities, the knowledge, skills and confidence to contribute effectively to society. It therefore provides additional services to those who might not otherwise achieve the same outcomes of schooling as most students because of disabilities, learning and/or speaking difficulties, language background, remoteness, transience, economic circumstances or alienation. It also provides additional opportunities for those students who display giftedness or talent.

Students with disabilities

About three per cent of all government school students have some form of disability, and intellectual, physical or sensory impairments range from autism to delays in language development. In February 2004, there were 7,783 students with disabilities.

Public education support provisions include:

- mainstream integration;
- partial integration through satellite classes and education support centres and units on mainstream campuses;
- education support schools;
- centrally-based teams that service all education districts;
- learning difficulties support officers attached to the Schools of the Air;
- language development centres;
- a hospital schools service; and
- school-based psychologists.

Education support facilities

Most students in the Perth metropolitan districts and larger country centres who have intellectual or multiple disabilities attend education support schools or centres between the ages of five and 18.

Education support schools provide for students with severe intellectual and/or multiple disabilities and who require intensive medical and therapy support. **Education support centres** for students with moderate to severe intellectual disabilities are located on mainstream school campuses. Partner schools integrate these students into mainstream activities wherever possible. **Education support units** are classes located in mainstream primary and secondary schools and are intended for students with mild to moderate intellectual disabilities, although in some country areas, units cater for the full range of intellectual disabilities. **Satellite classes** are linked to education support schools or centres and provide opportunities for both social integration and individualised educational instruction for students with intellectual disabilities. There are 70 education support schools and centres located in all districts except Kimberley and Narrogin.

Table 25: Students With Disabilities, Government Schools, 2004^(a)

Level of schooling	K	P	1	2	3	4	5	6	7	8	9	10	11	12	(b)	(c)
Female	146	162	167	138	224	224	214	227	247	228	202	195	171	185	6	2 736
Male	287	444	420	299	459	397	418	404	412	299	349	320	275	248	16	5 047
All	433	606	587	437	683	621	632	631	659	527	551	515	446	433	22	7 783

(a). First semester census, actual students.

(b). Ungraded students.

(c). Totals.

Source: Information Services

Table 26: Students With Disabilities, Government Schools, by Year Level and District, 2004^(a)

Level of schooling	K	P	1	2	3	4	5	6	7	8	9	10	11	12	(b)	(c)
Metropolitan																
Canning	92	66	114	72	113	114	107	112	120	90	86	68	88	80		3.5
Frem-Peel	91	170	148	111	185	153	147	134	145	134	146	120	98	115	1	3.3
Swan	87	132	110	84	126	113	92	113	124	91	109	99	100	86	1	3.8
West Coast	111	158	115	95	94	84	96	84	91	63	67	73	54	57	20	2.7
Totals	381	526	487	362	518	464	442	443	480	378	408	360	340	338	22	3.5
Rural and remote																
Albany	3	7	14	12	25	24	26	27	21	17	24	23	8	13		3.3
Bunbury	6	12	17	13	25	27	25	39	32	35	25	25	16	29		2.5
Esperance	0	2	9	1	4	4	8	9	8	3	4	9	4	8		2.2
Goldfields	8	11	8	11	19	19	24	14	17	12	12	11	7	7		2.6
Kimberley	3	7	6	3	11	14	17	12	10	6	6	10	4	3		2.5
Midlands	2	12	12	13	11	20	25	18	14	9	9	19	12	5		2.7
Mid West	9	13	10	9	14	16	16	18	20	22	31	17	17	10		2.6
Narrogin	4	4	7	3	13	5	17	9	8	11	9	9	5	3		2.3
Pilbara	13	8	10	7	29	23	18	23	28	20	15	10	12	9		2.7
Warr-B'wood	4	4	7	3	14	5	14	19	21	14	8	22	21	8		2.1
Totals	52	80	100	75	165	157	190	188	179	149	143	155	106	95		2.2
Grand totals	433	606	587	437	683	621	632	631	659	527	551	515	446	433	22	3.1

(a). First semester census.

(b). Ungraded secondary students.

(c). Students with disabilities as percentages of all students.

Source: Information Services

Teaching and learning

All students, regardless of their disabilities, are able to learn. However, those with intellectual disabilities or sensory impairments may learn more slowly or need different methods of instruction than their non-disabled peers.

Educational planning for these students must be individualised and collaboratively-developed individual education plans (IEPs) formalise this process.

An IEP (also known as an early intervention plan, negotiated curriculum plan, collaborative action plan or individual transition plan) identifies a student's academic, physical, social and emotional needs. It states his or her short- and long-term learning priorities and goals, the resources needed to achieve them and the means by which progress will be evaluated and reported.

Some IEPs, for students who, with minor accommodation can follow the Curriculum Framework, are simple. Other students with more complex learning needs may require quite detailed and comprehensive IEPs.

A typical IEP planning team includes the student, his or her parents, a parent advocate (possibly a representative of the Disability Services Commission or an organisation such as the Cerebral Palsy Association), the school principal, the student's teacher and his or her education assistant, a visiting teacher from the Centre for Inclusive Schooling, and a psychologist, speech pathologist, occupational therapist and physiotherapist.

EIPs allow measurable progress to be assessed and students with moderate to severe intellectual disabilities and some multiple disabilities are able to demonstrate excellence by achieving target outcomes specified in their IEPs.

The Student Outcome Statements include a series of 'foundation' outcomes in each of the eight learning areas that are appropriate to the needs of students with intellectual disabilities who may not be able to achieve at Levels 1 to 8 of the outcomes.

Inclusion

Since the mid-1990s, substantial progress has been made in including students with intellectual disabilities in mainstream classes instead of education support schools and centres. In rural and remote districts without specialised facilities, these students have always been included in mainstream classes.

In 2003, there were 187 students in the inclusion program and in 2004 there are 342.

In the context of the provisions of the School Education Act and the review of services to students with disabilities, DET is examining ways of giving more students with intellectual disabilities the choice of being supported in their local schools. An important issue is the provision of appropriate support for and professional development to teachers.

Commonwealth Disability Standards for Education

Section 31 of the Commonwealth Disability Discrimination Act 1992 allows the Attorney-General to set standards in relation to the education of people with a disability.

The draft [Disability Standards for Education](#) clarify the obligations of education and training providers under the Act and the rights of people with disabilities in relation to education and training. The Standards will apply to all students with disabilities in all sectors of education and training in both public and private educational institutions.

Drafting of the Standards commenced in 1998 and in June 2004, the Australian government made them publicly available before introducing legislation to amend the Act and putting the Standards into effect. DET is aware of the implications and is taking action to ensure that they are met.

Building Inclusive Schools

Acceptance of the need to change the culture and pedagogy of schools to bring about genuinely-inclusive school communities has resulted in the implementation of a major strategy, **Building Inclusive Schools**, which seeks to acknowledge the diversity of students, staff, parents, caregivers and members of the community in environments that are free of discrimination, abuse or exploitation. A training package has been prepared to support teachers and schools as they develop these environments.

Disability services plan

The final report of the review of educational services for students with disabilities provides a framework for updating the 1995 disability services plan, which was intended to overcome barriers to using DET facilities and participating in schooling faced by people with disabilities.

Students at educational risk

While three per cent of government school students have disabilities of some kind, 20 per cent are, at some time in their schooling, at educational risk – that is, for one reason or another there is a possibility that they will not be achieving the outcomes considered necessary to fulfil their potential in life.

The students at educational risk strategy **Making the Difference** was launched in 1998 and remains central to initiatives to improve outcomes for all students, because it provides a broad description of what it means to be 'at educational risk' and identifies the factors that contribute to that risk.

At the system level, Making the Difference ensures a coordinated approach and promotes partnerships with parents and other agencies. At the school level, it emphasises identification, appropriate educational programs and accountability.

Schools now have a range of mechanisms to identify students who may be at educational risk for various reasons, including work samples, psychometric assessment, academic performance and teacher judgements.

In most, the provision of special programs, liaison with parents and access to specialist support services (such as school psychologists and professionals from other agencies) are now established practice. Some allocate specific resources to appoint SAER coordinators to support teachers.

Making the Difference should be fully in place by 2005.

Alienation

Students' disassociation from the goals and accepted behaviours of the school can range from talking in class to alienation.

Alienation is often characterised by poor attendance, a lack of engagement in learning and a desire to leave school. Factors known to contribute to alienation include low levels of family support, poor school performance, behavioural problems, substance abuse and homelessness.

Each district education office has a Retention and Participation Plan for students at risk of not completing their education. RAPP incorporates prevention, early identification and intervention strategies. Funding of \$1.9m per year allows each district to develop programs and projects that match the needs of individual schools and students.

Behaviour management

The **Behaviour Management in Schools** policy is a major component of Making the Difference. All government schools have behaviour management plans that include codes of conduct formulated in partnership with school councils, details of the rights and responsibilities of staff and students, and mechanisms for achieving a supportive school culture and a positive learning environment, as well as strategies for encouraging diversity and individual differences in the school community.

BMIS requires schools to act positively to prevent violence, bullying and harassment.

The **Behaviour Management and Discipline** strategy was launched in August 2001 and has provided additional teachers and/or funding to support initiatives with Years 8 and 9 students in 44 secondary schools. Suspension rates and other information had shown these groups to be challenging in terms of behaviour and academic performance. More than half of BM&D schools reported fewer suspensions and unexplained absences in 2003.

Seventy-nine teachers have been trained to deliver classroom management professional development in their own schools and others in their districts. Since 2002, about 6,000 teachers have participated in workshops on effective classroom management skills facilitated by a Canadian consultant. Peer coaching and mentoring underpin this approach, which is highly practical and enables teachers to learn and develop while teaching in their own classrooms.

An Edith Cowan University evaluation of the training program, completed in February 2004, involved survey administration, participation in workshops and observation of peer coaching and found that teachers felt more

confident and believed the training had improved significantly their understanding of and ability to manage student behaviour.

BM&D is being expanded, with an additional 30 secondary and 100 primary schools being allocated resources in 2004 and 100 more primary schools in 2005 to allow them to reduce class sizes and develop local solutions to student behaviour problems.

Suspensions

Suspension involves the removal of students from the school environment for between one and ten days, depending on the nature of the offences they have committed and the contexts in which they have occurred. Suspended students are not allowed to enter their schools' grounds.

In 2003, suspensions totalled 12,268 (14,485 in 2002) and involved 7,996 students (7,909 in 2002) – or approximately one in every thirty students K-12.

Before a suspension is imposed, a school must look into the context in which a student's misbehaviour has occurred and ensure that he or she has been treated completely fairly during the suspension process as required by the School Education Act.

Table 27: Suspension Rates and Student Suspension Rates, K-12 Students, Government Schools, By Education District, 2003

District	Suspensions issued per 100 students	Students suspended per 100 students
<i>Metropolitan</i>		
Canning	4.59	4.59
Fremantle-Peel	4.66	2.68
Swan	6.47	3.59
West Coast	2.65	2.08
<i>Rural and remote</i>		
Albany	4.86	3.30
Bunbury	4.30	2.71
Esperance	9.41	4.72
Goldfields	5.42	4.42
Kimberley	4.54	3.32
Midlands	5.76	3.49
MidWest	9.63	4.92
Narrogin	4.14	3.82
Pilbara	7.67	4.37
Warren-Blackwood	4.52	2.36
Totals	4.96	3.23

Note: because of a change to counting methods, comparable data for 1999-2002 are not available.

Source: *Student Behaviour and Wellbeing Directorate*

The process requires parents to become involved in the management of their children's behaviour by supervising them during suspension and liaising directly with schools about ways of avoiding further suspensions. Thus, suspension can act to strengthen partnerships between parents and schools.

The most frequent reasons for suspensions in 2003 were assaulting or intimidating other students, violating schools' codes of conduct and abusing staff.

The average period of suspension in 2003 was 2.57 days. The total number of days of suspensions was 31,572, compared with 33,498 in 2002. The suspension rate fell from 5.79 to 4.96.

Two-thirds of those suspended did not re-offend, demonstrating that, for most students, suspension is successful in altering their behaviour.

Exclusions

Exclusion orders may involve a student being prevented from attending a school, directed to attend a specified school or educational program, excluded from attendance at a school but required to participate in specific programs for specific purposes or a combination of all three.

Schools can recommend exclusion if a student has committed a serious breach of the school's code of conduct or if there have been persistent breaches over a period of time.

For each exclusion, a school discipline advisory panel is convened to interview school staff, the student's parents, the student and other people involved in the situation leading to the exclusion recommendation. Recommendations are forwarded to the Director General, who makes the final decision on how the matter is dealt with.

In 2003, forty recommendations for exclusion were made, of which the Director General accepted 31. The majority of the recommendations were for physical assault or persistent disruption of the learning of others. The number of recommendations has fallen every year from a high of 80 in 1998 to 59 in 2001 and 46 in 2002.

Advisory panels

Under the School Education Act, DET must establish advisory panels to consider and make recommendations on certain matters that require an independent perspective: the exclusion of a student under the age of 15 years, a school's capacity to provide an appropriate educational program for a student with a disability, unsatisfactory attendance and the registration of home educators and community kindergartens.

The Act requires community and parent participation so a central database of community volunteers who have been through an application process and reference check is maintained by DET and used by district education offices in convening advisory panels. In February 2004, all 202 community volunteers were contacted to determine the accuracy of the database and their willingness to remain on it. Over 95 per cent chose to continue to provide their time and expertise.

In 2003-2004, 43 panels were convened, compared with 67 in 2002-2003.

Table 28: Advisory Panels Convened under the School Education Act, By Education District, 2001-2002/2003-2004

District	School discipline			Disabilities			Attendance			Home education		
	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004	2001-2002	2002-2003	2003-2004
<i>Metropolitan</i>												
Cannington	7											
Canning		12	10				4	2				
Fremantle	7	8										
Fremantle-Peel			4									1
Joondalup	2	1										
Peel	1	3						2				
Perth	1	4										
Swan	15	6	8				6	14	2			
West Coast			3									
<i>Rural and remote</i>												
Albany			6						2		1	
Bunbury							4	5	2			
Esperance			1					1	1			
Goldfields												
Kimberley		1		1								
Midlands	3							1				
Mid West		2	1									
Narrogin		2										
Pilbara		2	1									
Warren-B'wood			1									
Totals	36	41	35	1			14	25	7		1	1

Source: Student Behaviour and Wellbeing Directorate

Students from language backgrounds other than English

In 2003, English as a second language (ESL) programs operated in 75 government schools for the purpose of assisting students to become proficient enough in their use of English to participate successfully in mainstream schooling. Services were supported by the Commonwealth New Arrivals and Strategic Assistance for Improving Student Outcomes programs.

In order to provide the most appropriate form of support, ESL students are classified according to the level of English language development they have reached:

- **Stage 1** students have been in Australia for less than a year and have enrolled within six months of their arrival or have begun formal schooling with little or no English language skills. They are eligible for four terms of full-

time ESL tuition at Intensive English Centres. A visiting teacher service and the country new arrivals program supports those who cannot attend an IEC.

In 2003, most of the 670 new arrival students were from Afghanistan, the Democratic Republic of the Congo, Iran, Iraq, Liberia, Serbia and Sudan, and 594 students were assisted through the eight IECs in the metropolitan area (359 in Swan, 179 in Fremantle-Peel and 56 in West Coast, apportioned roughly equally between the primary and secondary levels) and 18 received support in regional schools. Services were delivered by about 60 specialist ESL teachers and 26 bilingual education assistants.

- **Stage 2** students have had no more than two years of primary or three years of secondary education in an Australian school, or, if they are from a limited or disrupted schooling background, no more than four years of secondary schooling in Australia.

Eligible Stage 2 students can attend either an ESL support or cell program. A support programs provides a specialist ESL teacher in one school, whereas a cell program provides ESL support across two or three local schools. Both these programs offer specialist services in mainstream contexts. In 2003, 1,273 eligible students (689 in Swan, 336 in Fremantle-Peel, 139 in Canning and 109 in West Coast, two-thirds of them at the primary level) participated in these programs, which involved 60 specialist ESL teachers and 17 bilingual education assistants.

About one-fifth of government school students are from language backgrounds other than English; most were either born in Australia or have Australian residency status. However, a growing number of students are entering government schools with temporary residency visas: in August 2003, there were more than 450 ESL students with these visas. They are not eligible for funding by the Commonwealth but some Intensive English Centres enrol them temporarily if they have spare capacity until places are required for students with permanent visas.

Interpreting and translating

The bilingual education assistants who provide services at ESL program schools were supplemented in 2003 by 1,030 additional interpretation and translation sessions provided by contracted professionals.

Aboriginal students

Students who speak Standard Australian English as a second language or a second dialect are supported by various Commonwealth initiatives, including over 400 in the Goldfields, Mid West, Pilbara and Kimberley districts (Indigenous Language Speaking Student Program); some 6,200 in the Goldfields, Pilbara and Kimberley (Strategic Assistance for Improving Student Outcomes Program) and, potentially, all Aboriginal students in WA (ABC of Two-way Literacy and Learning).

A survey to evaluate the impact of the ABC of Two-Way Literacy and Learning professional development program, which seeks to change attitudes toward the use of Aboriginal English in the classroom is almost finished and preliminary findings presented in May 2004 show a significant positive influence.

A collaborative research project, *Improving understanding of Aboriginal literacy: factors in text comprehension*, has been carried out recently by DET and Edith Cowan University to explore the social and cultural knowledge that Aboriginal and non-Aboriginal educators bring to the task of comprehending oral narratives produced by Aboriginal children, and is about to be published.

The research demonstrates that these students are bringing to the classroom an extensive body of unique knowledge that is not being recognised or acknowledged. Moreover, the research results suggest that many Aboriginal students' contributions to classroom activities are at risk of being misinterpreted and/or misunderstood.

The 2004-2005 ABC of Two-way Literacy and Learning Capacity Building Project aims to increase the public school system's capacity to impart knowledge and expertise to school-based educators.

The Project, which commenced in May 2004, is funded through the Commonwealth Strategic Assistance for Improving Student Outcomes Program. It provides intensive training for district-based two-way teams (each with one Aboriginal and one non-Aboriginal member) and includes participants from the Albany, Bunbury, Canning, Esperance, Fremantle-Peel, Mid West and Pilbara districts.

It involves school-based action research and participation in three university- accredited workshops.

Geographically-isolated students

For all students in rural and remote areas, isolation is, to a greater or lesser extent, a fact of life. A relatively small number is provided with services by Schools of the Air and SIDE, but most experience real disadvantage because their schools and communities have limited access to social, cultural and educational opportunities.

The Country Areas Program is funded by the Commonwealth to 'improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated primary and secondary school students'.

In WA, where the funding is allocated under the Priority Country Areas Program (PCAP), \$2.9m was provided in 2003 to government schools. Funding was provided directly to 174 PCAP schools, and to SIDE to support its Leederville schools and the SOTAs.

Table 29: Government PCAP Schools by Education District, 2003

District	Primary	District high	Secondary	Remote community	Other	All
Albany	7	1			1	9
Esperance	15	3	1		1	20
Goldfields	3	3		14		20
Kimberley	3	5	1	13		22
Midlands	24	9	2			35
Mid West	18	8	1	3		30
Narrogin	12	4	1			17
Pilbara	10	1	2	3		16
Warren-Blackwood	3	2				5
Totals	95	36	8	33	2	174

Source: Student Services

The funding supported specialist programs unavailable in the schools (such as music, dance, art and supplementary LOTE learning – about 30 per cent); visits to schools by educational, artistic and cultural groups, excursions and camps (about 40 per cent) and resources. The remaining funding was used for a wide variety of related purposes, including resources, equipment, projects, training, professional development and central administration.

To obtain PCAP funding, schools must submit proposals that have been approved by their parent communities and district directors.

Since October 2003, DEST has required details of individual schools' plans before the funds are disbursed. It then advises Federal MPs in whose electorates schools have been funded and they announce the details. This places an additional administrative burden on DET and individual schools.

Schools' use of PCAP funding is monitored by district directors and reported to DEST.

Gifted and talented students

'Giftedness' refers to a student's outstanding potential and ability in one or more domains – for example, intellectual, artistic or sensorimotor.

'Talent' refers to outstanding performance in one or more fields of human endeavour.

The proportion of students regarded as being gifted is approximately 2.5 per cent of the population at any given year level, while talent programs generally provide for students performing in the top 15 per cent.

A range of measures is used to identify these students, including formal assessments using pen and paper tests; parent, teacher or student/peer nomination; evidence from State and national competitions; or psychologists' reports.

Once recognised, the learning needs of the gifted and talented students benefit from curriculum differentiation, which involves approaching the same content in more complex ways to create diverse products, and is a responsibility of all teachers. This process benefits all students because it values creativity and encourages the more productive use of the mind.

Increased interest in ways of identifying and catering for gifted and talented students has been shown by classroom teachers during 2003-2004 as a result of professional development presented by international leaders in academic research in this field.

Provisions in government schools have two components:

- **Primary Extension and Challenge (PEAC)**, which is offered in Years 5 to 7. About 3,200 students participated in 2003, representing 5 per cent of the student population. Students are identified and selected for inclusion by district education offices. Funding is allocated according to the proportion of all Years 5-7 government school students in the State in each district. PEAC is delivered by specialist teachers selected by merit and by non-teachers who are leaders in particular fields and are willing to share their expertise. PEAC activities include small-group classroom activities across the curriculum and courses delivered from outside locations such as Scitech, AQWA and the Perth Zoo.

The effectiveness of the program is shown by the outcomes achieved by students, which they often demonstrate to real audiences at the conclusion of their courses. Monitoring indicates that the students derive great enjoyment from PEAC and attain high levels of achievement. The program is also very popular with parents.

- **Special Secondary Placement Program (SSPP)** for Years 8 to 10, which includes the Academic Talent Program in humanities and mathematics/science. In 2003, ATP involved 720 students at 28 schools, including isolated and remote children provided for by ATP OnLine.

Other SSPP initiatives provided advanced tuition in LOTE (180 students at two schools), dance (280 students at four schools), drama (120 students at one school), music (280 students at two schools) and visual arts (270 students at three schools). Host schools were funded by the DET central office.

SSPP activities include the application of innovative approaches to curriculum and often involve participation in State, national and international competitions. The effectiveness of the program is determined by the achievements of students during the three years of study and at the end of Year 10 more than 80 per cent of SSPP students attain higher standards than their chronological peers.

All Year 7 students are able to apply for admission to the SSPP and assessment, selection and placement are coordinated by the central office during Terms 2 and 3 of the year preceding entry to the program. More than 1,800 students applied in 2003 for 2004 entry to SSPP.

Government schools continued to participate in the popular TVW7 program *It's Academic* during 2003 and 2004, and notable performers included the Duncraig, Girrawheen and Willetton senior high schools.

Student Tracking System

Regular attendance at school is essential to students' effective learning and to enable DET to provide support for students who have been missing school for long periods, the computerised Student Tracking System traces those who move between localities or school sectors.

STS operates a central database of every student enrolled at every government and non-government school in each education district. When he or she leaves one school and enrolls at another, STS identifies the new enrolment and supplies an electronic confirmation of enrolment at the new school and a transfer notice at the old school.

STS operates in the Canning, Esperance, Goldfields, Kimberley, Midwest, Narrogin, Pilbara and Swan education districts.

During 2003-2004, DET continued to participate in the development of a national transfer note protocol and particular attention was given to the protection of students' privacy in relation to the transfer of information between school sectors and jurisdictions.

Education of Aboriginal students

In the last decade, influenced by national movements for land rights and reconciliation, the recommendations of the Royal Commission into Aboriginal Deaths in Custody and the Daube social justice inquiry, significant advances have been made by DET in the provision of services to Aboriginal students and in the understanding of Aboriginal culture.

Perhaps the most important outcome is the realisation that if Aboriginal students are to be both proud of their Aboriginality and able to deal effectively with non-Indigenous society, then the profound differences between the outcomes of their schooling and those of non-Aboriginal students have to be reduced.

Bridging the gap that exists between the performance and participation of Aboriginal students and their non-Aboriginal peers continues to pose a challenge to the public education system.

In 2003, average primary school attendance rates for Aboriginal students were 82.4 per cent, compared with 94.9 per cent for non-Aboriginal students, and, in the lower secondary years, the gap was considerably wider (69 per cent, compared with 91.1 per cent).

While 93.2 per cent of Aboriginal students stayed at school until the end of Year 10, only 25.5 per cent continued on to Year 12.

Just under 20 per cent of Aboriginal students who commenced Year 11 in 2002 achieved Secondary Graduation in 2003, compared with 57.2 per cent of non-Aboriginal students; and 7.3 per cent achieved at or above the Tertiary Entrance Rank required for entry to a WA public university, about one-fifth the rate for non-Aboriginal students.

WALNA data suggest that, while some improvements are being made, much remains to be done:

Table 30: Percentages of Government School Students Achieving National Benchmarks, 2000-2003

	2000		2001		2002		2003	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
<i>Year 3</i>								
Reading	87.6	96.7	76.5	93.4	78.9	94.6	77.8	94.9
Writing	54.7	87.5	51.8	93.9	53.3	86.0	57.4	85.6
Spelling	51.2	83.6	48.2	80.2	52.2	85.4	46.9	80.4
Numeracy	52.7	83.6	70.0	91.3	57.8	87.1	60.9	89.3
<i>Year 5</i>								
Reading	72.6	95.3	71.5	93.9	73.0	94.8	70.2	93.2
Writing	49.2	84.9	50.1	82.6	57.6	87.9	55.2	87.1
Spelling	53.1	86.2	50.2	81.8	47.9	80.3	50.5	82.7
Numeracy	52.8	88.2	57.5	88.4	48.4	86.5	58.8	89.7
<i>Year 7</i>								
Reading	NA	NA	39.9	84.5	43.0	85.6	44.9	83.5
Writing	NA	NA	38.6	77.7	38.7	77.6	41.5	76.8
Spelling	NA	NA	46.9	79.7	40.8	76.8	50.2	80.0
Numeracy	NA	NA	35.6	78.4	38.2	81.3	38.8	79.7

Source: Performance and Accountability

Attendance

In 2003, a new district-based strategy concentrated on Aboriginal students with problems of non-attendance or non-enrolment in Years 1-10. District education offices identified local needs, issues and solutions and provided students with comprehensive support. An information booklet is being prepared by Edith Cowan University describing effective techniques for improving attendance.

Retention

Aboriginal retention rates remain well below those for non-Aboriginal students:

Table 31: Apparent Retention Rates from Year 8 to Year 12, Aboriginal Students at Government Schools, 1999-2003

	1999		2000		2001		2002		2003	
	%	N	%	N	%	N	%	N	%	N
Female	22.6	104	24.0	121	19.3	107	25.9	150	22.5	136
Male	16.2	80	20.6	109	16.6	94	15.1	90	20.6	111
All	19.2	184	22.3	230	18.0	201	20.4	240	21.6	247

(a). Second semester census. Excludes senior college students and mature-aged students at senior campuses.

Source Information Services

Cross-cultural curriculum

By December 2003, 561 government schools were offering Aboriginal studies; 11,181 staff at 512 schools had participated in the Aboriginal cross-cultural awareness training program *Our Story*; and 236 schools had participated in otitis media training.

Follow the Dream

The Follow the Dream aspirations strategy is a collaborative partnership involving DET, DEST, the Graham (Polly) Farmer Foundation, the Smith Family, the Red Cross, industry, universities and local Aboriginal communities at each site, where learning centres are managed under the direction of representatives of the program partners.

The program provides educational opportunities and pathways for Aboriginal students at 14 (of a planned total of 36) sites. Its aim is to facilitate their retention and participation in the education system, with a 2008 target of at least 100 Aboriginal students per year gaining Tertiary Entrance Ranks that allow entry to university, TAFE or employment and 1,000 students achieving the Western Australian Certificate of Education.

Follow the Dream instils community pride by enhancing the capacity of the program partners and students to change existing mindsets to a culture of excellence and the achievement of personal goals. Participating Years 8-12 students contract for extra work outside normal school hours at the learning centres and individual education plans are developed for them. Successful older students become role models for the younger aspirants.

Parent and community involvement

A package is being developed for use by teachers, Aboriginal and Islander Education Officers and other Aboriginal employees who work with school communities to increase the involvement of Aboriginal parents, caregivers and community members in the educational decision-making process. Workshops will be presented at the district level.

Conductive hearing loss

Conductive hearing loss, caused by otitis media, has a serious effect on students' ability to achieve educational outcomes and is experienced by up to 75 per cent of Aboriginal and 25 per cent of non-Aboriginal children at any one time.

During 2003, after a campaign to raise awareness of the incidence and effects of CHL, the demand for professional development was so strong that during 2004 district offices are being supported in meeting the needs of their school communities through train-the-trainer workshops.

Creating the Vision

It is clear that most Aboriginal students attend less, leave earlier and do less well at school than non-Aboriginal students. These problems and the reasons for them have been known to educators for a long time, but their solutions are less obvious.

The contemporary approach to improving educational outcomes for Aboriginal students involves establishing relatively long-term plans containing a number of specific priority areas.

Among nine such priority areas, the Department's 2001-2004 operational plan, *Creating the Vision*, gives particular attention to literacy, numeracy and retention. The plan also seeks to reduce the incidence of otitis media and CHL and to use interagency cooperation as a means of tackling the underlying issues that affect the schooling of Aboriginal students.

Students

Table 32: Aboriginal Student Enrolments by Year Level, Government Schools^(a), 2004^(b)

Year level	Aboriginal	Non-Aboriginal	All	Aboriginal as % of all
Pre-compulsory	3 024	34 845	37 869	7.99
Year 1	1 588	17 752	19 340	8.21
Year 2	922	10 102	11 024	8.36
Year 3	1 569	18 138	19 707	7.96
Year 4	1 574	18 665	20 239	7.78
Year 5	1 582	18 585	20 167	7.84
Year 6	1 574	18 799	20 373	7.73
Year 7	1 550	18 733	20 283	7.64
Ungraded primary		74	74	0.00
Totals	10 359	120 848	131 207	7.90
Year 8	1 411	15 797	17 208	8.20
Year 9	1 438	16 617	18 055	7.96
Year 10	1 224	16 439	17 663	6.93
Year 11	949	16 349	17 298	5.49
Year 12	392	12 454	12 846	3.05
Ungraded secondary	22	425	447	4.92
Totals	5 436	78 081	83 517	6.51
Grand totals	18 819	233 774	252 593	7.45

(a). Includes community kindergartens.

(b). First semester census.

Source: Information Services

Table 33: Aboriginal Student Enrolments by Education District, Government Schools^(a), 2004^(b)

District	Aboriginal enrolments	Non-Aboriginal enrolments	All enrolments	Aboriginal enrolments as % of all enrolments	Aboriginal enrolments as % of Aboriginal enrolments
<i>Metropolitan</i>					
Canning	2 227	35 598	37 825	5.89	11.83
Fremantle-Peel	2 050	54 792	56 842	3.61	10.89
Swan	2 346	36 575	38 921	6.03	12.47
West Coast	724	47 022	47 746	1.52	3.85
Totals	7 347	173 987	181 334	4.05	39.04
<i>Rural and remote</i>					
Albany	478	7 080	7 558	6.32	2.54
Bunbury	662	12 149	12 811	5.17	3.52
Esperance	280	3 133	3 413	8.20	1.49
Goldfields	1 593	5 244	6 837	23.30	8.46
Kimberley	2 652	1 763	4 415	60.06	14.09
Midlands	678	5 949	6 627	10.23	3.60
Mid West	2 121	6 456	8 577	24.73	11.27
Narrogin	545	4 190	4 735	11.51	2.90
Pilbara	2190	6 242	8 432	25.97	11.64
Warren-Blackwood	273	7 581	7 854	3.47	1.45
Totals	11 472	59 787	71 259	16.10	60.96
Grand totals	18 819	233 774	252 593	7.45	100.0

(a). Includes community kindergartens.

(b). First semester census.

Source: Information Services

Home-schooled students

Under the School Education Act 1999, DET is responsible for registering providers of home education and monitoring the educational programs undertaken by the children in their care through moderators employed at the district level.

The Act permits special evaluations to be conducted if moderators are not satisfied with home-schooled students' progress.

If the decision is taken to withdraw a home educator's registration, he or she may have the matter reviewed by a Home Education Advisory Panel. After receiving the report of the Panel, the Minister can confirm, vary or reverse the decision.

The number of home-schooled students has not increased markedly since the Act came into force. There were 1,079 home students in 1999 and the numbers fluctuate from year to year.

Table 34: Home Education Students Registered with the Department of Education and Training, 2002-2004^(a)

District	2002	2003	2004	District	2002	2003	2004
Metropolitan				Rural and remote			
Cannington/Canning	161	165	160	Albany	140	143	135
Fremantle	98			Bunbury	84	67	65
Fremantle-Peel		195	212	Esperance	40	38	40
Perth	89			Goldfields	29	22	29
Swan	137	206	213	Kimberley	12	12	16
West Coast		205	200	Midlands	123	131	72
				Mid West	37	37	37
Totals	485	771	785	Narrogin	25	44	40
				Pilbara	17	42	8
Outer-metropolitan				Warren-Blackwood	65	106	77
Joondalup	118			Totals	572	642	519
Peel	125						
Totals	243			Grand totals	1 300	1 413	1 304

(a). First semester data.

Sources: district education offices

System support services

Human resources

Amalgamation

The organisational structure for the amalgamated Department of Education and Training was implemented and 234 new or amended positions were classified and 450 new job descriptions registered.

Staff displaced as a result of the restructure (123) were redeployed.

Voluntary severances approved by the Department of the Premier and Cabinet were granted to 24 staff.

The target reduction of 200 FTE required by the State government was achieved.

Workforce profile

All data relating to staff numbers exclude TAFEWA colleges, whose average FTE staffing levels for the last paydays of each quarter in 2003-2004 were 3,692, compared with 3,638 for 2002-2003.

During 2003-2004, an average of 27,698 full-time equivalent staff were employed, of whom 18,191, or 65.7 per cent, were teachers. The remainder of the workforce comprised 6,442 support staff (23.2 per cent), 2,022 administrative and clerical staff (7.3 per cent) and 1,043 cleaners and gardeners (3.8 per cent).

Table 35: Department of Education and Training Employees^(a) by Category, 1999-2000/2003-2004

Category	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Administrative and clerical	1 421	1 411	1 498	1 536	2 022 ^(b)
Teaching	17 577	17 478	17 613	17 855	18 191
Support	4 742	4 993	5 263	5 775	6 442
Cleaning and gardening	1 248	1 004	975	1 056	1 043
Totals	24 988	24 886	25 349	26 222	27 698

(a). Average full-time-equivalent staffing levels.

(b). The increase is due mainly to the amalgamation with the former Department of Training.

Source: Corporate and Management Accounting

Table 36: Department of Education and Training Employees^(a) by Operational Area and Category, 2003-2004

Operational area	Administrative and clerical (b)	Teaching	Support ^(d)	Cleaning and gardening	Totals
Office of Director General	18				18
Strategic Services	51				51
Corporate Services	321				321
Human Resources	244				244
Totals	634				634
Schools					
Deputy Director General	3				3
Aboriginal Education	33		2		35
Curriculum Policy and Support	86				86
Student Services	31				31
District education offices ^(c)	358	303	5	2	668
Schools ^(d)	475	17 888	6 435	1 040	25 838
Totals	986	18 891	6 442	1 042	26 661
Training					
Deputy Director General	5				5
Vocational Education and Training, Career Development and Workers Assistance Package	372			1	373
Planning and Resourcing	25				25
Totals	402			1	403
Grand totals	2 022	18 191	6 442	1 043	27 698

(a). Average full-time-equivalent staffing levels.

(b). Comprises Public Sector Management Act positions and teaching staff in administrative roles.

(c). The 'teaching' category in district education offices includes school psychologists and school development officers.

(c). See Table 37.

(d). Includes school clerical officers and education assistants (teacher aides).

Source: Source: Corporate and Management Accounting

Table 37: Department of Education and Training School-related Employees^(a) by Category, 2003-2004

Level of schooling	Adminis- trative and clerical	Teaching (c)	Support	Cleaning and gardening	Totals 2003-2004	Variations from 2002-2003	% variations from 2002-2003
Community kindergarten		43	44		87	- 2	- 2.3
Pre-compulsory/primary	12	9 097	3 796	644	13 549	+ 743	+ 5.8
District high	9	1 280	522	100	1 911	+ 21	+ 1.1
Secondary	231	6 148	1 227	252	7 858	+ 142	+ 1.8
Education support	12	658	694	15	1 379	+ 22	+ 1.6
Other ^(b)	211	662	152	29	1 054	+ 8	+ 0.8
Totals	475	17 888	6 435	1 040	25 838	+ 934	+ 3.8

(a). Average full-time-equivalent staffing levels.

(b). Includes camp schools, Canning and Tuart senior colleges, the Schools of Isolated and Distance Education, campuses of the WA College of Agriculture and Gnowangerup Agricultural School, swimming teachers, teachers of instrumental music and the WA Institute for Deaf Education.

(c). Includes principals and deputy principals.

Source: Source: Corporate and Management Accounting

Table 38: Student-Teacher Ratios^(a), Government Schools, 1999-2003^(b)

Level of schooling	1999	2000	2001	2002	2003
Primary (including pre-primary FTE ^(c))	18.2	17.9	17.7	17.6	16.7
Secondary	12.7	12.7	12.6	12.4	12.4
Education support schools and centres	5.0	5.1	5.4	5.5	5.4

(a). The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time-equivalents (FTE). Excludes Schools of Isolated and Distance Education and senior colleges.

(b). Second semester census.

(c). Pre-primary FTEs are based on the number of sessions attended by individual students.

Source: Information Services

Table 39: School-based Teaching Staff^{(a)(b)}, Government Schools, by Level and Gender, 2003

Level of schooling	Female N	Female %	Male N	Male %	Total N
Community kindergarten ^(c)	38	100			38
Pre-compulsory	1 123	99	14	1	1 137
Primary	6 202	76	1 940	24	8 142
Secondary	3 362	51	3 248	49	6 610
Education support	564	88	78	12	642
Totals	11 289	67	5 280	33	16 569

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

(b). Second semester census.

(c). DET teaching staff at community kindergartens.

*Source: Information Services***Table 40: School-based Teaching Staff^{(a)(b)}, Government Schools, By Category, 2003**

Category	Community kinder- garten (c)	Pre- compul- sory	Primary	Secondary	Education support	All
Principal			549	161	68	778
Other senior administration			1	3		4
Deputy principal			695	269	19	983
Head of department//program coordinator			2	836	3	841
Senior assistant			1			1
Teacher	38	1 134	6 815	5 253		13 240
Teacher education support		3	79	83	552	717
Guidance/counselling				4	1	5
Totals 2003	38	1 137	8 142	6 610	642	16 569
Totals 2002	41	977	7 920	6 596	620	16 154

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

(b). Second semester census.

(c). DET teaching staff but not teacher aides at community kindergartens.

Source: Information Services

The government school teaching workforce continues to age and there are now more teachers aged between 45 and 55 years than in any other age group.

The ageing is more noticeable among males: for example, in 2003, 19.2 per cent of male teachers were aged between 50 and 54 years, compared with 15.2 per cent of female teachers.

The learning areas with the greatest proportion of teachers over 45 were mathematics (56 per cent), technology and enterprise (53 per cent) and science (47 per cent). This represents a future risk to the teacher workforce as these learning areas also have the lowest proportions of their teaching staff under 35 years (mathematics, 18 per cent; technology and enterprise, 17 per cent; and science, 24 per cent).

The group with the most members aged 45 years and above and the least aged under 34 years was that of school administrators.

Rural and remote education districts tended to have more younger teachers and fewer older teachers.

Table 41: Teacher Age Profile, Teaching and Learning Areas, Government Schools, 2003

Teaching/learning area	<24 years	25-34 years	35-44 years	45-54 years	>55 years
Early childhood	5.9	25.7	31.7	30.0	6.8
Primary	3.9	21.3	25.5	37.7	11.6
Other	0.8	13.6	22.7	43.6	19.4
English	4.3	24.1	24.9	30.5	16.2
Mathematics	1.3	17.1	26.1	40.1	15.4
Science	2.6	21.7	28.1	32.7	14.9
Society and Environment	3.8	22.2	22.7	36.7	14.6
Languages other than English	4.1	24.3	27.5	31.4	12.7
Health and Physical Education	8.2	32.1	32.1	22.3	5.4
Technology and Enterprise	1.5	15.7	29.8	33.6	19.4
The Arts	6.0	25.6	29.2	24.9	14.3

Source: Strategic Human Resources

Women teachers

The increasing feminisation of the teaching workforce has been apparent for a number of years.

Table 42: Women Teachers and Administrators in Government Schools, 2003

Category	All teachers and administrators	Female teachers and administrators	Female teachers and administrators as% of all teachers and administrators
Teachers and administrators in schools	19 237	13 677	71.0
Administrators	2 730	1 070	39.2
Primary teachers	11 166	9 126	81.7
Secondary teachers	7 271	3 848	52.9
Other teachers	800	703	87.9

Source: Strategic Human Resources

However, there are significantly fewer women school administrators: they hold 39 per cent of these positions but make up 71 per cent of all school-based teachers and administrators.

In primary schools, females comprise 81 per cent of the teaching workforce and occupy 51 per cent of Level 3 administrative positions. This disparity in representation increases at the higher levels of administration, with women making up 25 per cent of Level 4 administrators, 23 per cent of Level 5 and three per cent of Level 6.

In the secondary system, females hold 32 per cent of Level 3 administrative positions, 36 per cent of Level 4, 25 per cent of Level 5 and 36 per cent of Level 6.

*Teacher exits***Table 43: Mean Retirement Age of Permanent Government School Teachers Aged Over 55 Years, 1999-2003**

Category	Years
Male	60.0
Female	59.5
Early childhood	59.8
Primary	59.7
Education support	59.9
Other	59.7
School administration	59.6
School psychologist	62.8
English	60.1
Mathematics	58.7
Science	58.8
Society and Environment	59.6
LOTE	59.4
Health and Physical Education	58.0
Technology and Enterprise	60.1
The Arts	60.0

Source: Strategic Human Resources

Table 44 shows the ages of retirement of teachers from various learning areas:

Table 44: Age of Retirement by Government School Teachers Aged 55 Years and Over, 2003

Age in years	55	56	57	58	59	60	61	62	63	64	65	All
Category												
Early childhood	9	3	5	5	4	4	4	4	5	3	2	48
Primary	106	90	78	71	66	70	73	74	38	26	25	717
Other	6	18	9	7	7	5	4	6	4	5	2	73
School admin.	26	32	32	38	36	46	30	24	21	13	15	313
School psych.	2	2	1	0	1	0	3	3	2	0	1	15
Totals	149	145	125	121	114	125	114	111	70	47	45	1 166
English	16	12	13	10	5	6	14	10	13	3	5	107
Mathematics	13	14	11	8	15	10	7	6	1	5	2	92
Science	7	10	3	9	4	3	1	0	2	2	3	44
Soc. and Environ.	12	4	3	4	7	6	4	5	2	2	4	53
LOTE	10	8	8	8	7	8	8	1	3	2	1	64
Tech. and Ent.	20	19	16	19	11	17	15	8	10	7	7	149
The Arts	2	7	3	3	4	2	4	4	5	0	1	35
Totals	80	74	57	61	53	52	53	34	36	21	23	544
Grand totals	229	219	182	182	167	177	167	145	106	68	68	1 710

Source: Strategic Human Resources

A general trend may be inferred from the number of teachers in each learning area who will reach the age of 55 years between 2004 and 2013. Table 45 refers to all teachers and is not limited to those on the permanent staff.

Table 45: Government School Teachers Reaching Age 55 Years, 2004-2013

Category	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Primary	199	267	283	313	357	391	434	466	421	466
Other	48	29	47	51	52	64	61	58	66	49
School administration	88	114	108	104	118	105	105	119	93	99
English	29	43	37	43	44	43	39	39	36	47
Mathematics	22	31	28	43	34	30	43	43	31	37
Science	32	28	32	38	22	34	30	29	29	26
Society and Environment	28	30	18	33	24	41	29	21	32	29
LOTE	14	14	18	20	16	19	19	27	26	21
Health and Phys. Education	14	8	19	21	16	14	12	24	17	18
Technology and Enterprise	10	14	11	17	10	18	17	17	15	13
Art	16	14	13	9	16	7	11	18	15	14

Source: Strategic Human Resources

Volatility

While the portability of teaching qualifications has been a positive factor in encouraging young people to enter university teacher education programs, some (particularly fixed-term teachers) take advantage of the flexibility offered by a career in teaching by choosing to work only intermittently with DET.

A significant number of beginning teachers leave within four or five years of graduation. However, in time many return: for example, 7 per cent of the 1999 cohort of new teachers aged less than 35 years who left the Department within four years have returned.

Teacher demand

There is a perception that a shortage of teachers in Australia will reach crisis proportions when the current generation of 'baby boomer' teachers begins to leave the system.

While there will be an increase in demand for teachers as the ageing workforce approaches retirement age, there is sufficient time available to implement aggressive recruitment and retention strategies.

DET now recruits enough teachers every year to replace those who retire or resign. As a result, the system as a whole is in balance, although in some rural and remote locations and some learning areas the pool of teachers available for appointment is small and short-term difficulties are experienced from time to time in filling some vacancies.

In recent years, up to 2,000 newly-qualified teachers have been graduated annually from WA universities and a large proportion of them apply for employment with DET. A further 2,100 to 2,700 qualified teachers seek to either enter or re-enter every year.

The future demand for teaching staff depends upon:

- the number of students enrolled at government schools;
- the number of teachers who leave DET; and
- new systemic initiatives that affect the number of teachers required.

Enrolments

A slight but steady increase in student numbers in both the government and non-government sectors is anticipated over the next decade. From 2007 onward, government school enrolments are projected to rise in line with overall population increases.

The numbers of students in government primary schools is at present affected by the movement of the half-cohort that leaves Year 7 at the end of 2009. In 2006, when the half-cohort moves into Year 4, there will be a slight increase in overall staffing levels as a result of the enrolment of full cohorts of students in K-3, where smaller classes are the norm. This is unlikely to total more than an additional 70 full-time-equivalent teachers across all government primary schools.

In 2010, when the half-cohort enters Year 8, full cohorts of students will again be enrolled K-7, creating a demand for about 500 extra FTE teachers in K-7 and a reduction in demand of 500 in Years 8-12. DET is developing strategies to minimise the impact of the half-cohort flowing into secondary schools.

New graduates

Enrolments in teacher education programs at the five Western Australian universities have increased significantly in recent years. About a quarter of students are enrolled in one-year Graduate Diploma of Education programs and 8 per cent in double-degree programs that include the Bachelor of Education, while the remainder are distributed across the four years of Bachelor of Education programs.

When the number of intending teachers who fail to complete their courses is taken into account, approximately 35 per cent of all students enrolled qualify as teachers each year.

More than half of BEd enrolments are in primary education, one-third in middle years or secondary education and one-sixth in early childhood education.

As the principal employer of teachers in the State, DET receives applications for teaching positions from three-quarters of graduates, who are predominantly young (under 30) females.

Table 46: Age Distribution of Teacher Education Graduates Applying for Employment with the Department of Education and Training, 2001-2003

Year/s	<24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	>60	Totals
2001	555	296	150	92	75	45	15	4	2	1 234
2002	505	294	129	72	68	49	30	4	2	1 153
2003	595	406	171	100	126	65	38	6	1	1 508
Totals	1 655	996	450	264	269	159	83	14	5	3 895

Source: Strategic Human Resources

Many applicants are prepared to serve anywhere in the State:

Table 47: New Graduates' Applications for Rural/Remote Appointments at Government Schools, 2001-2003

Category	2001	2002	2003
Applicants	1 234	1 153	1 508
Applicants nominating one or more rural/remote schools	962	893	1 090
Applicants nominating a rural/remote school among first five preferences	592	607	724
Applicants nominating a rural/remote school as first preference	460	405	562

Source: Strategic Human Resources

The learning areas for which newly-qualified teachers lodged applications for the 2003 school year are shown in Table 48:

Table 48: New Graduates' Applications by Level or Learning Area, Government Schools, 2003

Primary	Applications	Secondary	Applications
Generalist	619	Generalist	44
Specialist	8	English	99
Early childhood	200	Mathematics	35
		Science	113
Total	827	Society and Environment	96
		LOTE	27
Other	36	Health and Physical Education	104
		Technology and Enterprise	63
		Art and crafts	41
		Music	23
		Total	645

Source: Strategic Human Resources

While awaiting long-term school appointments, many teachers seek employment in relief teaching. Between 1999 and 2003, almost 11,000 teachers (81 per cent of them women) undertook some relief teaching in government schools.

During 2002, 4,530 teachers were employed as relief teachers for at least five days. By the end of 2002, 2,024 of them had taken up regular employment, while the remainder continued to work exclusively as relief teachers.

This is an indication of the size of the pool of trained teachers in the WA community.

Some of them are capable of immediate re-entry to the profession without further training. The pool is also replenished constantly with new graduates and interstate and immigrant teachers.

Leave

Teachers and school administrators have access to a number of different types of leave, some of which are unpaid. In addition to school vacation leave, long-service leave, maternity and parental leave and leave without pay, teachers took over 140,000 days of leave in 2002 for sickness, to care for children or for personal emergencies.

This equated to approximately eight days for every member of the teaching and school administrator workforce. Sick leave – both paid and unpaid – is largely unscheduled and often results in the need for schools to use relief teachers.

It appears that the average teacher takes sick leave on two to three occasions each year and that, in general, as employees get older, they take more sick leave. However, while older teachers take sick leave no more frequently than do younger teachers, they tend to be absent for longer periods. If this observation is correct, then the need to employ relief teaching staff for extended periods is likely to increase as the teacher workforce ages.

Table 49: Days of Sick Leave Taken by Teachers, by Type of Government School, 2002

School type	FTE	Days of sick leave (paid or unpaid)	Days of sick leave per FTE
Education support	686	4 392	6.4
Primary school	8 600	54 297	6.3
Early childhood education centre	30	176	5.9
Community college	200	1 154	5.8
Distance education	129	740	5.7
Senior high school	5 505	29 505	5.4
Community kindergarten	44	216	4.9
High school	214	1 040	4.9
District high school	1 337	5 971	4.5
Senior campus	204	756	3.7
Senior college	277	1 011	3.7
Remote community school	177	577	3.3
Agricultural college	61	158	2.6
All	17 464	99 993	5.7

Source: Strategic Human Resources

Recruitment

During 2003-2004, 127 permanent teachers retired and 178 resigned.

On the other hand, an average of 539 graduates has been appointed to government schools each year since 1997-1998 and, as a result of initiatives to increase recruitment, such as greater use of the media and an increase in the number of scholarships offered to undergraduates, more positions than usual were filled by new graduates in 2004.

Table 50: Graduates Appointed to Government Schools. 1997-1998/2003-2004

Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Early childhood	59	68	42	50	59	83	92
Primary	219	195	136	221	215	275	326
Secondary	248	251	188	203	189	245	278
Education support	12	5	13	19	8	5	12
Psychology/guidance	11	4	19	10	9	2	4
Totals	549	523	398	503	480	610	712

Source: Strategic Human Resources

Teacher scholarships

The policy of supporting students beginning or participating in university teacher education courses is a valuable means of attracting teachers to rural and remote schools and into learning areas in which specific needs exist, such as mathematics, physical sciences, LOTE, technology and enterprise and education support.

Scholarships and traineeships offered for 2004 included:

- Final-year Teaching Scholarships (up to \$20,000), which were awarded to 103 recipients contracted to work with DET for two or three years in a learning area of need in a country location;
- WA Government Teaching (HECS) Scholarships, which cover HECS costs (approximately \$3,000 per year) for high-achieving school leavers who enter teacher education courses.

Ninety students across all course years were supported;

- Aboriginal People Scholarships (\$3,000), which were awarded to three Indigenous people for their current year of study toward a teaching qualification; and
- an Aboriginal and Torres Strait Islander Cadetship, which provided a salary throughout the recipient's studies toward a teaching qualification.

Support continued for four other Aboriginal cadets undertaking primary teacher education programs.

Policies

Forty thousand copies of a new staff conduct policy were distributed to all staff.

The policy applying to part-time employment was reviewed and will be replaced by the provision of flexible working arrangements that maintain a balance between the delivery of services and employees' family and personal commitments.

The policy framework for performance management was updated to ensure compliance with the Public Sector Standard for Performance Management and now reflects the view that performance management is both a statutory requirement and an important element in human resource management that leads to improved educational outcomes for students.

Training materials for performance management were reviewed by a reference group of 40 school and district and central office staff.

The Office of the Public Sector Standards Commissioner and the DET internal audit branch audited existing processes and, in response to issues raised by the audit, a CD-ROM was developed in cooperation with WestOne

that will provide an interactive, self-paced tool on effective performance management and will be distributed in August 2004.

Teacher survey

In 2002, the then Department of Education conducted two surveys – *Career Perspectives* for teachers and administrators aged over 40 years and *Up, Close and Professional* for teachers aged under 31 years.

The purpose was to obtain a better understanding of the attitudes, aspirations and plans of the teaching workforce.

The *Attitudes to the Teaching Profession in Western Australian Government Schools* report is an analysis of the responses received from 2,241 teachers.

The findings are being used to improve strategies for the recruitment and retention of the most able and committed teachers.

Premier's Teacher of the Year Award 2004

The Award was launched in Term 4, 2003. Its purpose is to recognise and reward the special skills and excellence of teachers and lecturers in government schools and TAFEWA colleges and to promote to the wider community the outcomes achieved each day by students in public schools and colleges.

Each term, one primary and one secondary teacher in each education district are nominated by their school communities and qualify for a bonus of \$1,000.

Each semester, one lecturer in each of the ten TAFEWA colleges receives the same bonus.

In the three rounds conducted up to 30 June 2004, 49 teachers and 12 lecturers had received the bonus. When Round 4 has been completed, one of these teachers or lecturers will win the 2004 Premier's Teacher of the Year Award and a \$25,000 bonus.

Housing

The provision of adequate housing at an acceptable cost to both the agency and its employees is essential to ensuring that staff are willing to serve in rural and remote areas. DET subsidises about three-quarters of the rent of the 2,080 properties occupied by its staff and owned or leased by the Government Employees Housing Authority.

In 2003-2004, subsidies totalled \$21.56m, compared with employee rental payments of \$7.3m.

Table 51: GEHA Properties Occupied by Department of Education and Training Staff, by Education District, 2003-2004^(a)

District	Properties	District	Properties
Pilbara	493	Warren-Blackwood	62
Goldfields	359	Albany	44
Kimberley	296	Bunbury	38
Mid West	260	West Coast	11
Midlands	215	Fremantle-Peel	10
Narrogin	177		
Esperance	115	Total	2 080

(a). School education staff only. Responsibility for the housing of TAFEWA staff lies with the individual colleges.

Source: Human Resources

About 30 extra properties were made available during the year. A program to replace ageing properties through a combination of leases and new constructions continued.

Transfer and placement of school administrators

Recruitment and selection processes continue to be reviewed and modified to improve their effectiveness in selecting school leaders and to better match the needs of individual schools.

Appointments of Levels 5 and 6 principals from selection pools began in 2003 and proved effective in reducing the number of acting positions at these levels. As a result, selection pools for Level 4 principal positions will be introduced later in 2004.

Competency frameworks

Amendments to the draft Competency Framework for Teachers included the incorporation of personal attributes and the alignment of Phase 3 in the Framework with the Level 3 Classroom Teacher competencies for exemplary teachers. Consultative workshops were conducted in schools and districts on the Framework, with the next version to be published at the end of 2004.

The draft Competency Framework for Teachers Phase 1: Early Childhood Teacher, which is being developed and funded jointly by Edith Cowan University and DET, articulates with the generic Competency Framework for Teachers and details the knowledge, skills and values for beginning teachers working in the early childhood phase of schooling. It has been distributed to schools for feedback.

Local selection of teaching staff

All new schools and schools that had been involved in the Flexibility in Schooling project have, since 1995, been able to select and appoint their teaching staff at the local level. Local selection was extended to a further 71 schools in 1997 and by 2003-2004, 128 schools (about 16 per cent) were involved.

Since 2001, consideration has been given to further expansion of local selection and it is anticipated that new staffing arrangements may be phased in from 2005, giving all schools the opportunity to select their teaching staff. Local selection will enable schools to achieve a better matching of their ethos, aspirations and challenges with the competencies of specific teachers.

Level 3 Classroom Teacher selection

Level 3 Classroom Teachers are exemplary practitioners who undertake informal leadership roles in schools: they are paid according to the same scale as Level 3 school administrators. In 2003-2004, 297 applications were received from those seeking Level 3 status. A further 50 teachers who had completed Stage 1 of the application process in 2002 applied to undertake Stage 2.

Equal employment opportunity and diversity

DET released its [Equity and Diversity Management Plan 2002-2005](#) in November 2002. The plan is aligned with State government priorities for developing a public sector workforce that, at all levels, is representative of the community and enables employees to combine work and family responsibilities. Performance objectives have been identified.

The [Aboriginal Employment and Career Action Plan 2002-2004](#) aims to increase the representation and distribution of Aboriginal people in the DETworkforce, which at present include 91 teachers and 380 Aboriginal and Islander Education Workers. While Aboriginal students account for 7 per cent of government school enrolments, the number of Aboriginal people employed remains small, both in absolute terms and as a proportion of all staff - about 3 per cent. The long-term objective is the employment of Aboriginal people at all levels as teachers, leaders, administrators and support staff in numbers that more closely relate to Aboriginal enrolments.

Industrial relations

The Government School Teachers' and School Administrators Certified Agreement 2000 expired on 31 July 2003.

Negotiations for a new Agreement with the Australian Education Union began in February 2003 and in October 2003 DET referred the matter to the Australian Industrial Relations Commission. The parties sought the assistance of the AIRC in informal conciliation and the Agreement was endorsed by the AEU membership on 12 March 2004 and registered by the AIRC on 25 May 2004. DET believes that it represents a significant investment in public education and will raise the status of teaching.

DET also negotiated the Education Assistants General Agreement 2004.

Occupational safety and health

DET continued to promote the role of occupational safety and health representatives in schools, as they have an important role in assisting school administrators to ensure a safe learning and teaching environment for staff, students and visitors.

In 2003-2004, over 110 OSH representatives in metropolitan and country districts were trained at a cost of \$0.1m and about 160 school administrators attended workshops in identifying and managing OSH risks at a cost of \$0.04m.

Training sessions on chemical safety were held for district high school science staff in eight regional areas at a cost of \$40,000. The training was followed by visits from laboratory technicians to ensure schools had procedures for the safe storage and handling of chemicals and to assist with the disposal of chemicals that were no longer being used. The program will continue in 2004-2005.

At a cost of \$37,000, seventy-nine staff required to drive in remote locations attended two-day defensive 4WD training courses to give them the skills and knowledge to travel safely.

Staff who use computers for more than an hour at a time each day are entitled to an optical aids subsidy. The cost of the subsidy increased from \$40,000 in 2002-2003 to \$49,000 in 2003-2004. This trend is expected to continue, given the growing use of computers in schools and the ageing workforce.

Workers compensation

Workers compensation claims totalled 1,285, compared with 1,134 in 2002-2003, with a premium increase from \$10.4m to \$11.06m. The number of stress-related claims fell slightly, from 83 in 2002-2003 to 81 in 2003-2004.

The average time lost for all claims increased, a trend that has been noted in relation to workers compensation in other jurisdictions. DET is working closely with RiskCover to clarify some of the causes.

Table 52: Employers Indemnity Insurance, Department of Education and Training, 1999-2000/2003-2004

Index	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Estimated cost of claims incurred per \$100 wageroll (\$)	0.91	0.81	0.79	0.81	0.97
Premium rate (%)	1.240	1.100	0.969	0.840	0.810
Rehabilitation success rate (%)	96	93	94	93	91

Source: Insurance Commission of Western Australia and Employee Support Services

Mediation and counselling

The mediation service Nipping it in the Bud, which is provided under contract by the OSA Group, made 77 interventions in 40 schools and held workshops on conflict management skills for 211 staff (mainly principals and line managers). The service was provided at a direct cost of \$0.15m.

The resolution of conflict at the local level may be responsible in part for the stability in the number of stress-related workers compensation claims lodged.

Prime Employee Assistance Services continued to provide a free, independent and confidential counselling service to all employees and their immediate families. The cost was \$0.27m in 2003-2004.

Organisational health

In parallel with work on school and system accountability relating to teachers, DET and Edith Cowan University Institute of Service Professions are cooperating to obtain 'organisational health' information from non-teacher employees.

It is anticipated that a pilot survey will be undertaken by January 2005 which will provide a tool for principals and other managers to address the organisational health of their areas of responsibility and link to the strategic goal of a 'motivated and engaged workforce'.

Screening

DET has a moral and legal responsibility to protect all children placed in its care when they attend government schools.

One of the outcomes of the 1996 Wood Royal Commission into alleged corruption in the NSW Police Service was agreement among all Australian Ministers for Education that a common strategy was necessary to prevent paedophilia and other forms of child abuse in schools. The strategy was adopted by the then Education Department in March 1997, followed by the Catholic and independent schools.

For government schools, its most important features are the nationwide screening of all applicants for employment for criminal convictions and, for applicants for teaching positions from interstate or from other WA education sectors, 'MCEETYA category' checks, which are intended to reveal whether they have ever been dismissed, warned or subjected to unresolved allegations of child sexual abuse.

Those who are subjects of unresolved allegations are not considered for employment unless they take actions to have the matters resolved and the outcomes are favourable to them.

Checks are made with CrimTrac on all new applicants for employment in schools, as well as non-school-based DET employees and teacher education students who visit schools regularly and staff who deal with sensitive material relating to individuals' criminal records.

The DET screening unit is now fully accredited with CrimTrac for the processing of applications and, in January 2004, began to deal directly CrimTrac instead of through the Health Department.

As part of State government initiatives toward a centralised screening agency, all education sector checking was consolidated with DET, including government, Catholic and independent schools; university students and staff who visit schools; the new College of Teaching; and DEST homework tutors employed by the Aboriginal Tutorial Assistance Scheme.

A working party prepared a report for the directors of TAFEWA colleges outlining the implications of introducing a screening policy for their employees. An amendment to the Spent Convictions Act 1988 will be required if existing and prospective staff are to be screened.

The State government is anxious to ensure that all existing school education workers have been checked but this process is being delayed by the need to wait for amendments to the Act. Some 50,000 checks will be made, including those of staff working in the Catholic and independent sectors.

During 2003-2004, the DET screening unit conducted 17,600 criminal record checks and cleared 99.7 per cent of applicants for employment. A DET committee reviews all employment decisions involving consideration of criminal histories.

A total of 1,565 MCEETYA National Checks of Employment Status for unresolved allegations of child sexual abuse were exchanged with interstate and non-government education authorities. Fifty-four people were designated under MCEETYA categories, compared with 51 in 2002-2003.

Public Sector Standards

The Public Sector Standards in Human Resource Management, which were introduced in 1996, outline minimum good practice standards for government agencies.

Table 53 shows the outcomes of the resolution process in relation to 23 claims of breaches of standards received by DET in 2003-2004.

Table 53: Public Sector Standards Claims, Department of Education and Training, 2003-2004

Standard	Recruitment, Selection and Appointment	Transfer	Performance Management	Totals
Status of claim				
Ineligible		1	1	2
Withdrawn, issue resolved	1			1
Found on examination to lack substance	11	1		12
Found on review to lack substance	4	1		5
Found on review to have substance	1			1
Not yet finalised	2			2
Totals	19	3	1	23

Source: Complaints Management Unit

Twenty of the claims were examined by the Office of the Public Sector Standards Commissioner under section 24 of the Public Sector Management Act 1994. Of the six claims reviewed, five were found to lack substance and in one case, relating to the Recruitment, Selection and Appointment Standard, an adverse finding was made against DET.

Performance of a quality assurance role by the Complaints Management Unit on behalf of the Director General facilitates DET's compliance with the Public Sector Management (Examination and Review) Regulations 2001 by reducing the number of claims proceeding to the examination phase and, in relation to claims reaching that phase, improved documentation ensured that in 2003-2004 all cases except one were found to lack substance.

DET is continuing to improve its selection and appointment processes and, in turn, reducing claims of breaches of the Standards.

Public interest disclosure

The Public Interest Disclosure Act 2003 came into effect on 1 July 2003. It aims to facilitate and encourage the disclosure of public interest information and to provide natural justice for both 'whistle-blowers' and those about whom allegations are made.

In accordance with the requirements of the Act, DET has appointed three Public Interest Disclosure officers in the Complaints Management Unit. It has also prepared related policy and internal procedures, which have been communicated to all worksites through *School Matters* and are available to schools through the Regulatory Framework CD-ROM and Website.

Two disclosures were made to a PID officer during 2003-2004 and, as of 30 June 2004, both were under examination.

Human resource management information system

In response to requests from schools for greater local control and flexibility in human resources management and increased government accountability requirements. In September, 1998 the then Education Department began to replace its Staffing Payments payroll system with the human resources management information system.

HRMIS, which is based on PeopleSoft® applications software, supports on-line school-based processing of many personnel and payroll transactions carried out previously by the central office. The system enables principals and managers at the school, district and central levels to manage personnel issues locally. In addition, it enables DET to report to government on a number of operational matters about which information was previously unavailable.

It has been a critical factor in improving the school-based management of staff, because the benefits include local management of staffing issues, local access to personal data, more accurate and current data and better access to departmental information. It also provides strategic information to support workforce planning and corporate decision making.

An improved version of HRMIS, operating through the World Wide Web instead of Microsoft Windows®, was introduced in September 2003 and in November 2003 Training employee data were transferred to it.

The new version of HRMIS features expanded business capacity, enabling, for example, the Complaints Management Unit to track the progress of the handling of formal complaints; the Curriculum Council, Department of Education Services and Country High School Hostels Authority to process their payrolls; and, from October 2004, more effective and efficient occupational health and safety and workers compensation services to be provided.

Personnel and payroll

The \$1.3b annual DET payroll involves some 55,000 records. In addition to the routine handling of all salary payments, matters such as leave, resignations, retirements and overpayments, involving up to 4,000 inward telephone calls per week, are dealt with manually. During 2003-2004, approximately 250,000 forms and 160,000 telephone calls were processed.

Staffing processes

In a typical year, about 5,000 teacher placements are made. About half involve new or re-entrant teachers and the remainder transfers of permanent teaching staff.

Classroom teachers are placed centrally, assisted by an automated vacancy matching system, or by school-based selection.

Teachers are placed in batches, with a 'bulk round' run of placements in preparation for each school year and additional placements throughout the year as required.

Principals advise DET of the details of vacancies in their schools. The staffing directorate verifies the schools' allocated staffing levels and lists the vacancies. Teachers who want to be considered for placement make on-line applications that include details of the subjects they are qualified and prepared to teach and the schools in which they are prepared to work.

Applicants who are permanent teachers are placed in priority groups for transfer, from Employer-initiated Placements (first) through to teachers who are not eligible for transfer but have compassionate circumstances. Within each category, teachers are ranked according to their transfer points, which are based on the length and location of their service. A computer program assists in matching applicants to vacancies. After permanent teachers have been placed, fixed-term teachers and graduates are considered for placement. This method involves no interviews or assessment of merit: a teacher's performance is considered satisfactory unless declared otherwise. Beginning teachers are assumed to have merit because they have met the quality assurance processes of the universities and DET's entry requirements.

Applicants and schools are required to accept the placements. School-based selection operates for some or all positions at about 150 schools. Any teacher can apply for any vacancy, by-passing the eligibility restrictions associated with automated vacancy matching. Selection panels at schools make offers according to assessed merit. Transfer points play no part in the process.

Staff numbers and the ratio of classroom teachers to school administrators are determined centrally, mostly on the basis of enrolments that have been weighted for student factors such as intellectual disability or Year group.

Historically, most school administrator placements were decided centrally on the basis of seniority. Now the underlying principle for all selection is, wherever possible, merit. In accordance with Public Sector Standards in Human Resource Management, school administrators who are unable to remain in their current locations because of

factors such as school closures or school reclassification are regarded as redeployees and must be placed in suitable positions before merit-based selections occur.

Before 1998, deputy principal positions were gender-linked in that a balance between female and male appointments was maintained by deeming positions to be either Deputy Principal (Male) or Deputy Principal (Female).

Where several vacancies are being filled, the most competitive applicant gets first choice.

Status and tenure

The status of a teacher is either fixed term or permanent. Fixed-term teachers are employed on contracts – generally from four weeks to a year, at the end of which they are considered for further appointments. Permanent teachers are allowed to remain indefinitely at schools unless the schools close or are downsized.

The overall ratio of permanent to temporary teachers has changed very little since 1999. However, DET is aiming to increase the proportion of permanent teachers from about 74 per cent to at least 85 per cent.

Incentives for remote and 'difficult-to-staff' schools

Financial and career incentives have proved successful in attracting applicants to less-favoured schools. Two years' service at Remote Teaching Service or Difficult to Staff schools earns a teacher permanency and double transfer points. Teachers assessed as being suitable and prepared to work anywhere in WA can accumulate up to 21 transfer points in three years, compared with the maximum of ten points that can be earned from continuous service at most Perth schools.

The transfer benefits of rural or remote service last for ten years.

Special transfers

DET relocates teachers for a variety of compassionate reasons. Linked transfers ensure that partner teachers are appointed to geographically-close schools. Permanent teachers can transfer to rural or remote schools for up to three years while retaining the right to return to their original positions. Mobility transfers permit teachers to exchange with one another on a permanent or a temporary basis, subject to the agreement of principals and district directors.

Turnover

Overall, about three-quarters of teaching staff continue from one year to the next at the same schools.

Gender

In February 2004, there were 83 schools with no male teachers and 136 schools in which at least 90 per cent of the teaching staff were female. Secondary schools (including district high schools) have a much lower proportion of female teachers (57 per cent) than do primary schools (81 per cent).

Auditor General's follow-up examination

The Auditor General undertook a follow-up performance examination of DET staffing practices to determine whether the recommendations he had made in **A Tough Assignment- Teacher Placement in Government Schools** (2000) had been implemented. His report, which was delivered in June 2004, is available at http://www.audit.wa.gov.au/reports/report2004_04.pdf.

Professional development

A wide range of professional development programs was provided to support and enhance teaching, learning and assessment in vocational education and training at a cost of \$1.2m for staff at TAFEWA colleges and \$0.3m for other Registered Training Organisations. Central initiatives included development of a lecturers qualifications framework and a managers development framework, sixty workshops for some 1,300 participants, an innovative scholarship program and support for newly-appointed lecturers.

Teacher registration

The Western Australian College of Teaching will be a professional body representing the interests of all teachers in the State. It will seek to maintain standards of teaching that lead to quality student outcomes and to improve the status of teachers.

The enabling legislation was passed by State Parliament and assented to in June 2004. When the Western Australian College of Teaching Act 2004 is proclaimed, all teachers in WA schools will be required to register with the College.

Customer focus

Devolved decision making

In recent years, government schools have taken on considerable decision-making authority in relation to financial management, the implementation of outcomes-based education, the improvement of curriculum access for students through Local Area Education Planning and the establishment of special-interest programs. They have a greater say in relation to maintenance, while cleaning services may be contracted or provided by day labour at the discretion of the individual school.

Schools making their own decisions about the use of resources or the implementation of curriculum leads to better outcomes for students because they are able to target their human and financial resources more precisely than is possible by central direction. Communities are able to participate in the design of programs that meet local needs and interests.

TAFEWA colleges are autonomous entities operating under the Vocational Education and Training Act 1996. Similar social and economic advantages to those described for schools arise from the ability of the colleges to respond to local and regional needs and priorities.

Complaints management

It is essential that an organisation that touches almost every corner of Western Australian society and operates throughout a vast geographical area be able to respond promptly, fairly and sensitively to concerns expressed by its clients and employees.

In 2002, the Director General established a dedicated Complaints Management Unit for this purpose. At that time, its responsibilities were limited to school education but, following the merger of the former departments of Education and Training, the Unit assumed responsibility for coordinating complaints regarding training and employment received by the DET central office, but not TAFEWA colleges.

DET operates in a devolved framework for complaints management and are managed at the local level wherever appropriate. However, CMU manages the processing of complaints alleging breaches of discipline by employees.

The CMU coordinates the recording, management and monitoring of all complaints for DET and subsequent investigations to ensure that the agency complies with the Australian Standard on Complaints Handling (AS4269).

The Unit also plays a quality assurance role in relation to the investigation of alleged breaches of Public Sector Standards and manages matters referred from the Equal Opportunity Commission and Tribunal to ensure that DET meets its statutory compliance and reporting requirements.

To facilitate DET's participation in the whole-of-government complaints management strategy, [information](#) for staff and parents is available on line. Complaints management has also been integrated into the school review process to

increase accountability through line management processes and guidelines have been developed to help schools meet their obligations in relation to AS4269.

A database recording all complaints throughout the government school system is being introduced, with the aim of having every worksite using the database by the end of Term 1, 2005. A pilot program was trialled in Term 1, 2004 and all metropolitan district offices commenced using the system in Term 2, 2004. When the database is fully operational, analysis of complaints across the system will enable trends to be identified and strategies for systemic improvement to be developed.

Because complaints are often raised in a number of ways at the same time (for example, with school principals, district directors, the Director General or the Minister), CMU ensures that they are managed most effectively by retaining control of discipline complaints and referring others back to the level from which they have originated.

Complaints to the Office of the Director General, which must be in writing, are grouped into five categories and recorded for analysis and systemic improvement purposes:

- **Director General** – matters relating to the provision of education generally, which are usually directed back to schools and education districts for local management.
- **Discipline** – matters relating to the discipline provisions of the Public Sector Management Act 1994 are managed by the CMU on behalf of the Director General.
- **Statutory compliance** – matters relating to allegations of discrimination raised with the Office of the Equal Opportunity Commissioner are managed the CMU on behalf of the Director General.
- **Public Sector Standards** – the department's responses to allegations of breaches of standards referred to the Office of the Public Sector Standards Commissioner are coordinated by the CMU on behalf of the Director General.
- **Sub-standard performance** – allegations of sub-standard performance by employees are dealt with under the provisions of the Public Sector Management Act 1994 and are coordinated by the CMU on behalf of the Director General.

Table 54: Complaints Registered with the Office of the Director General of Education and Training, 2002-2003/2003-2004

Category	Received		Closed		% of all complaints registered	
	2002-2003	2003-2004	2002-2003	2003-2004	2002-2003	2003-2004
Director General	145	124	139	121	43	39
Discipline	142	156	75	63	42	49
Public Sector Standard	30	23	28	21	9	7
Statutory compliance	14	11	7	4	4	3
Sub-standard performance	7	5	6	4	2	2
Totals	338	319	255	213	100	100

Source: Complaints Management Unit

Of the 124 complaints made to the Director General during 2003-2004, 33 (27 per cent) related to staff conduct. The 156 discipline complaints included 59 (38 per cent) associated with the alleged physical assault of students.

Language services policy

DET operates an extensive range of programs, services and strategies that contribute to the maintenance and development of a culturally- and linguistically-diverse society in Western Australia.

It emphasises multiculturalism strongly in both general management and in school and college practice:

- its equal employment opportunity policies prohibit discrimination on the basis of, *inter alia*, race, religion, culture or language;
- the school curriculum contains specific multicultural elements – languages other than English, Aboriginal studies and Aboriginal languages, units of work designed to develop wider understandings of other societies and cultures in Society and Environment and the Arts, and the development of cross-cultural perspectives in other learning areas;
- forms of education and training address the special needs of those from language backgrounds other than English and Aboriginal students;
- support is provided for the teaching of community languages; and
- in communicating with parents, caregivers and the general community, linguistic and cultural differences are taken into account.

Services to youth

DET initiatives for addressing the needs of young people include the School Leaver Program, which identifies the intentions of Years 10, 11 and 12 students in government schools and provides support to those identified as at risk of not making a successful transition to further education, training or employment.

[GetAccess](#), a dynamic and interactive careers information Website, provides information for young people on a wide range of careers and the training and education required to enter them.

Other opportunities for young people are provided through Aboriginal school-based traineeships and the Employment Directions Network.

A Cabinet decision of October 2000 required agencies to undertake a range of initiatives and report on their achievements against Action: a State Government Plan for Young People 2000-2003.

Action addresses the needs of people aged between 12 and 25 years and DET plays a major role in the achievement of each of these goals:

Figure 5: Department of Education and Training Response to Action: A State Government Plan For Young People 2000-2003, 2003-2004

Goals	Typical activities
Promoting a positive image of young people	School assemblies and open days, shopping centre displays, community service work, participation in competitions in various learning areas
Promoting the broad social health, safety and wellbeing of young people	Health and Physical Education learning area, drug education programs
Preparing young people better for work and adult life	Technology and Enterprise learning area, vocational Education in Schools
Encouraging employment opportunities for young people	Enterprise and Vocational Education in Schools
Promoting the development of personal and leadership skills	Health and Physical Education learning area – sport and outdoor education
Encouraging young people to take on roles and responsibilities that lead to active adult citizenship	Society and Environment learning area, participation in class parliaments and school governance, community service work
Ensuring there are opportunities for young people in training and employment	School Leaver Program, Aboriginal school-based traineeships
Providing interactive and innovative access for young people in employment and training	Get Access, Regional Access, apprenticeships and traineeships Website
Increasing the employability of young people	State Youth Training and Employment Pathways Strategy, skills recognition for young people attending Youth Headquarters in Leederville.

Source: Department of Education and Training

Services to regions

VET and employment services play vital roles in regional development in Western Australia.

Of the State's regions, some depend heavily on the exploitation of natural resources, while others have substantial manufacturing industries; some are predominantly agricultural or pastoral, while others are important centres of tourism and hospitality. Because of these dissimilar characteristics, globalisation and structural economic change affect them in different ways.

As a result of the findings of the Employment Directions review, the Department's regional employment function was changed from assisting job seekers, industry and the community with short-term programs and services to emphasising the development of individuals and their capacity to direct and manage their future employment.

Regional employment coordinators work with regional committees in exploiting local knowledge to increase employment opportunities. Their role is to improve community access to employment and training-related information and create links between employers and training organisations.

Services to small business

Small businesses (those with fewer than 20 employees) make up 97 per cent of all business enterprises in WA. They are estimated to account for half of the State's private sector workforce and to involve some 364,000 people. Eighty-six per cent employ fewer than five people and two-thirds are home based.

During 2003-2004, DET delivered a range of programs and services to small business, including Small Business Smart Business, under which 5,975 redeemable vouchers valued up to \$200 were allocated through the Small Business Development Corporation and community-owned business enterprise centres to small businesses to spend on training to improve their management skills and productivity.

Services to Aboriginal and Torres Strait Islander people

In 2003, Aboriginal and Torres Strait Islander students represented 6.8 per cent of all VET students in Western Australia. The increase of a percentage point over 2002 confirmed the trend toward increasing participation rates evident over the previous decade.

DET continued to manage Indigenous Education Strategic Initiatives Programme funds allocated to TAFEWA colleges and community-based training organisations to support VET initiatives. It assumed responsibility from the Office of Native Title in the Department of the Premier and Cabinet for initiatives associated with the implementation of the Burrup and Maitland Industrial Estates agreement that will improve training and employment opportunities for native title claimant groups in the Pilbara. It also negotiated with claimant groups on opportunities arising from the expansion of the Dampier to Bunbury gas pipeline.

DET provided support for communities and organisations in developing locally-based training and employment initiatives and funded and managed the Remote Areas Essential Services Program, which gives local people the skills to manage water and power services in their own communities.

Services to older people

By 2010, the number of Western Australians aged between 45 and 64 is expected to reach 567,000. As the number of younger people available for work declines due to the ageing of the population, older people will be an important source of skills and expertise. The need to provide re-skilling and up-skilling opportunities for mature-aged workers to enable them to remain productive and in the workforce is obvious. Among DET initiatives intended for this purpose is Profit from Experience, an early intervention initiative to assist those aged over 45 years, who have been unemployed for less than 12 months, back into work.

It involves a network of support officers who give personal advice and provide assistance in getting people back into the workforce (including identifying and exploring work options that suit each individual) and provides formal recognition for current skills.

Research commissioned by DET in 2001 showed that two-thirds of Western Australians were, to varying degrees, computer literate. However, while a further 20 per cent used computers, they were not competent in using the Internet or electronic mail. The research also identified specific groups with significantly lower levels of computer literacy, including low-SES families, women aged 40-54 years who were not in the workforce, the unemployed, seniors, people with disabilities and Aboriginal and Torres Strait Islander people.

In 2001, the First Click fund was established to provide \$1m annually for free learning resource packages and training associated with computer literacy. In 2003-2004, 68 community-based not for profit organisations were funded to help over 5,300 people, many of them seniors, to develop computer skills, bringing the total to more than 16,000.

Services to women

There continue to be barriers to the participation of some women in training and employment. DET supports initiatives that improve access by, in particular, young mothers, women from culturally and linguistically diverse backgrounds ('CaLD': the equivalent descriptor for school students is 'language backgrounds other than English, or 'LBOTE'), and women in transition and returning to study and the workforce.

In 2003-2004, DET supported professional development for staff engaged in the delivery of womens programs and made small grants to TAFEWA colleges for International Womens Day.

Services to people with disabilities

As a result of the amalgamation of the Departments of Education and Training, the disability service plan for the merged agency is being revised. In 2003-2004, \$1.2m was allocated to TAFEWA colleges to widen opportunities for access by people with disabilities, improve their learning experiences and help them into employment.

Services to culturally- and linguistically-diverse people

DET is committed to improving training and employment opportunities for people from CaLD backgrounds under a collaborative, inclusive approach involving working with other agencies and organisations serving these people.

Building Diversity projects encourage their entry into training and employment and career development assistance is provided through the EDN.

Adult community education

Adult community education plays an important part in the lives of many Western Australians. It takes place in many different contexts, in both structured environments (such as TAFEWA colleges) and those that rely more on the sharing of skills and interests in local community learning centres. For some people, joining a course at a learning centre becomes the first step on a pathway back to formal education and training to gain work-related skills and credentials. For others, ACE courses are satisfying because more personal or social goals can be attained.

The WA Strategy for Adult Community Education 2004-2008 was launched in March 2004. The Strategy was developed by DET through its ACE Advisory Committee, in consultation with the broader ACE sector, local communities and a range of training and industry groups.

During 2003-2004, DET provided support for ACE in a number of ways, including:

- the allocation of \$1m in grants to First Click recipients;
- grants (\$100,000) for innovative projects that increase opportunities and educational pathways for specific groups, such as people with disabilities, and people from culturally and linguistically diverse backgrounds, including Aboriginal people. Examples include the Langford **Community Education for Adults** project, which brings together Indigenous young people and elders to share cultural 'business' through a variety of learning experiences that will lead to lifelong learning opportunities. The project also raises awareness of community resources for coping with life issues, including financial counselling, legal advice and family support; Swan TAFE's **Ace on Track** project, which provides opportunities for people with mental health conditions to develop their musical skills and, through the use of mentors, to build their self-esteem and interpersonal communications skills; and **South Metropolitan Migrant Resource Centre Sewing Workshops**, which bring together women from diverse cultural and linguistic backgrounds to design and make products relating to these backgrounds, thus building their confidence and awareness of other learning opportunities;
- continued funding of Learning Centre Link (\$90,000) to coordinate and promote the learning centre movement and ACE throughout the State; and
- coordination of and support for Adult Learners Week, a national event held in September each year (\$20,000).

Australians Working Together

Some \$1.2m in AWT funds was allocated to 36 new projects. Support was given to Building Diversity, Paving the Way (a new program to build confidence in people who have become disengaged from education and help them into formal training), people with disabilities and a new program to support Aboriginal students to complete higher-level VET qualifications.

Freedom of information

The Freedom of Information Act 1992 provides the public with a general right of access to documents (subject to some exemptions) held by government agencies and a right to apply for the amendment of personal information that is out of date, misleading or inaccurate.

The amalgamation of the departments of Education and Training in February 2003 enabled the processing of applications to be streamlined and ensured consistency in decision making. However, TAFEWA colleges continue to handle their own applications and report the outcomes individually to the Minister for Education and Training and the Information Commissioner.

During 2003-2004, DET has continued to pursue ways of providing information without the need for formal applications under the FOI Act and is committed to openness and accountability. It takes the position that documents should be released unless a valid exemption exists and, where possible, releases documents that are technically exempt if it believes that it is in the public interest or will serve the purposes of natural justice to do so.

In 2003-2004, DET received 64 applications for access to information. One application was transferred in full to another agency.

Forty-seven applications were requests for personal information and 16 were for non-personal information. No requests were received for the amendment of personal information. Six applicants withdrew their applications following negotiations for the release of information outside the FOI process.

Full access to documents was granted to 12 applicants and edited access to 32, while access was refused to five applicants. Thirteen applications were under consideration at 30 June 2004.

Four applications were received from the media, compared with two in 2002-2003; and two applications were received from Members of Parliament, compared with three in 2002-2003.

The average time to process FOI applications for access to information decreased from 31 days in 2002-2003 to 28 days in 2003-2004.

There were three requests for internal review, compared with 14 in 2002-2003. The original decisions were confirmed in one case, varied in another and the third decision remained under consideration at 30 June 2004.

As a result of the merger of Education and Training, which made the existing Information Statement obsolete and inaccurate, approval was sought from the Information Commissioner to remove it from the DET Website. A new Statement is being prepared and is expected to be available later in 2004.

Asset services

Capital works

The construction of five replacement primary schools (Djidi Djidi, East Maylands, Koongamia, Midvale and Midland) and four new primary schools (Butler, Dalyellup, Ellenbrook and South Atwell) was undertaken during 2003-2004.

New primary schools are being constructed at North Canning Vale, Carramar, East Marangaroo and Landsdale (Ashdale Gardens) and replacement primary schools at Coolbellup (Koorilla), Melville, Onslow, Wanneroo and Willagee. All schools except Koorilla (2006) will open in 2005.

The Canning Vale College opened in February 2004 for students in Years 8 and 9. By 2007, the school will cater for all secondary years. Its middle school campus allows schooling to concentrate on the specific needs of young adolescents. Students work with teams of teachers in learning communities that allow strong relationships to develop and more effective learning to occur.

Work commenced on additional permanent classrooms at Warnbro Community High School to cater for increased enrolments, while Major additions and improvements were completed at John Curtin College of the Arts and the Dunsborough and Upper Swan primary schools, while work continued at Mandurah Senior College; the Gosnells, Melville, Mount Lawley, South Fremantle, Thornlie and Tom Price senior high schools, Kununurra District High School and the Roebuck and South Kalgoorlie primary schools.

The Smarter Schools program involved the provision of air-cooling, security alarms, perimeter fencing, art/crafts facilities and upgraded administration facilities at primary schools, while Stage 3 of the four-year \$40m Secondary Schools Refurbishment Program was undertaken at the Esperance, Girrawheen, Hampton, Karratha, Kent Street and Safety Bay senior high schools.

Completed metropolitan works for the training sector included the refurbishment of administration areas at Central TAFE's Leederville campus to accommodate an internal shared services team that will reduce administration costs and improve management outcomes for the College.

In addition, the Joondalup campus of West Coast TAFE was reconfigured to improve security, visibility and traffic flow and realign external spaces to accommodate a new Hospitality Training Institute to be situated within the Joondalup Education Precinct, which includes Edith Cowan University's Joondalup campus and the WA Police Academy.

DET devolved funding to Swan TAFE to refurbish facilities at the Thornlie campus for signwriting and heavy fabrication and welding that include an outdoor area for the practical application of training, as well as to establish a

Hydraulic and Pneumatic Training Centre designed to be more relevant to current industry practices and so improve training outcomes.

In rural and remote areas, Central West College of TAFE's maritime training vessel was replaced and the College's Exmouth centre upgraded: the developments included new hospitality, tourism and information technology training facilities. At the Albany campus of Great Southern TAFE, the canteen and student services facilities were refurbished; horticulture, land care, trade workshops and learning facilities at Pilbara TAFE's Pundulmurra campus (South Hedland) were redeveloped; and workshops for Pilbara TAFE's Roebourne campus were constructed.

In addition, a major new campus was completed at Margaret River to replace existing leased facilities that were inadequate for the delivery of training for the growing local community. The Margaret River Education Campus – which includes a Centre for Wine Excellence – is a joint venture of DET, South West Regional College of TAFE, Curtin University, Edith Cowan University and Margaret River Senior High School.

The Campus will deliver undergraduate and postgraduate education, training and research for the wine industry in the areas of viticulture, oenology, wine tourism, wine marketing and wine business.

It will also provide broader vocational education and training opportunities in hospitality, business, art, woodcraft and ICT.

DET continued to improve training opportunities for people with disabilities through its Universal Access Program. The Program aims to provide continuous pathways so that people with disabilities can move about major training facilities more easily.

Access improvements were completed at the Midland, Bentley, Balga, Armadale and Thornlie campuses of Swan TAFE; the Beaconsfield, Murdoch and Rockingham campuses of Challenger TAFE; and the Great Southern College of TAFE's Albany campus. Types of improvements included new ramps, toilet upgrades, door automation, signage, tactile pavers, modifications to lift control panels and parking for disabled clients.

DET administers capital establishment grants for non-TAFE providers of vocational education and training under the Australian National Training Authority's Skill Centre program and commenced funding for new school, Indigenous and industry skill centre projects.

At Beeliar, the Emmanuel Catholic College's skill centre project will support training for metals and materials fabrication and processing. Indigenous skill centre funding will enable the Nirrumbuk Aboriginal Corporation to establish a centre at Broome for training in business, retail, construction, horticulture and tourism. A centre at the remote Burringurrah Community Aboriginal Corporation in the Gascoyne-Murchison region will support training in horticulture, clothing production, construction and business. Stirling Skills Training Inc. has been funded to establish an industry skill centre at Malaga to support training in logistics and ICT.

Metropolitan works in progress and due for completion in 2005 include a major upgrading of and extension to existing training facilities at Challenger TAFE's WA Centre for Maritime Studies at the Fremantle harbour entrance

on the South Mole. The Centre is well located to deliver training in marine operations, marine engineering, aquaculture, fishing and marine studies and contains the Aquaculture Development Unit applied research facility.

A major new hospitality training facility will be completed in late 2004 at West Coast TAFE's Joondalup campus. This will provide expanded facilities that replace those lost with the closure of the Carine campus.

Regional and remote works in progress that are due to be completed in 2005 include additional training facilities at Kimberley TAFE's Derby campus and upgradings to existing agriculture and landcare training facilities at Great Southern TAFE's Albany campus. These are designed to respond to emerging issues and changes in agriculture and land management in the Great Southern region.

Construction is planned to commence early in 2005 of a new aquaculture and marine training facility to support the Geraldton fishing industry. The Central West College of TAFE's Batavia Coast Marine Centre is to be part of DET's training delivery strategy for aquaculture and will complement training at Fremantle (temperate fish) and Broome (tropical fish). Construction is subject to the completion of a satisfactory lease with the City of Geraldton for the Separation Point site.

In addition, the College and DET will work with other stakeholders to expand the research and educational potential of the facility, assisting the Department of Fisheries to establish an Abrolhos Island Research Centre through a sub-leasing arrangement and supporting planning for a marine interpretive facility by the MidWest Development Commission on an adjacent site to provide marine and aquaculture education for tourists and other visitor groups. Both these developments are subject to the availability of funds.

DET and Curtin University are funding jointly the development of a new Esperance VET Centre that will enable the university's Kalgoorlie Vocational Education and Training Centre to provide more training and learning opportunities for 15-19 year olds. The new centre is being co-located with Esperance Senior High School and includes six general learning areas and a computer room linked to school's science, technology and art buildings.

DET will continue to redevelop Central TAFE, with the objective of drawing together the operations on seven campuses onto two large campuses in Northbridge and East Perth, which are well served by public transport. The consolidation is intended to improve client access and student services, update ageing buildings and equipment, reduce some duplication and improve administration processes.

Northbridge will concentrate on art, design, media, cultural studies, health and community services and management and business programs. East Perth, on the other hand, will be the centre for ICT, sustainability and engineering.

Table 55: Department of Education and Training Major Capital Works, 2003-2004

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
COMPLETED WORKS							
New secondary schools							
Eaton Community College	2003	18 089	18 211	+122		+0.67	
Kinross College	2003	15 046	15 153	+107		+0.71	
Mindarie Senior Campus	2003	14 848	14 901	+53		+0.36	
Sub-totals		47 983	48 265	+282		+0.06	
Additions and improvements at secondary schools							
Albany Senior High School	2003	6 635	6 640	+5		+0.08	
John Curtin College of the Arts	2004	2 500	2 500	±0		±0.00	
Sub-totals		15 135	12 417	-2 718		-17.96	
New primary schools							
Brighton Primary School	2004	5 000	5 351	+351		+7.02	Increased site costs
Dalyellup Primary School	2004	5 000	5 740	+740		14.80	Revised ETC
Djidi Djidi Aboriginal School replacement	2004	5 000	4 657	-343		-6.86	Reduced scope of works
East Maylands Primary School replacement	2004	5 000	5 039	+39		+0.78	
Ellenbrook Primary School	2004	5 000	5 159	(159)		+3.18	
Koongamia Primary School replacement	2004	4 500	4 771	(271)		+6.02	Increased scope of works and higher tender results
Midvale Primary School replacement	2004	4 000	4 532	+532		+13.30	Increased scope of works and higher tender results
Remote community schools 2003-2004	2004	400	2 404	+2 004		+501.00	Increased scope of works
South Atwell Primary School	2004	6 500	8 432	+1 932		+29.72	Incorporation of ecologically-sustainable design principles
Stanford Gardens Primary School	2003	5 339	5 376	+37		+0.69	
West Midland Primary School (Woodbridge)	2004	4 800	5 075	+275		+5.73	Soil remediation and increased scope of works
Sub-totals		50 539	56 536	+5 997		+11.87	
Additions and improvements to primary schools							
Dunsborough Primary School	2003	1 439	1 406	-33		-2.29	

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
Upper Swan Primary School	2004	1 500	1 563	+63		+4.20	
Sub-totals		2 939	2 969	+30		+1.02	
<i>Other school facilities</i>							
Administration upgrades 2001-2002	2003	2 931	3 032	+101		+3.45	
Early childhood program 2003-2004	2004	1 650	1 285	-365		-22.12	Reduced scope of works
Ground development 2002-2003	2003	1 550	1 733	+183		+11.81	Increased scope of works funded by third parties
Sub-totals		6 131	6 050	-81		-1.33	
<i>Miscellaneous programs</i>							
Air cooling 2001-2002	2004	7 400	5 859	-1 541		-20.82	Reduced scope of works
Land acquisition 2003-2004	2004	12 500	14 722	+ 2 222		+17.78	Increased scope of works
Transportable classrooms 2002-2003	2004	3 423	3 604	+181		+5.29	Increased scope of works
Transportable classrooms 2003-2004	2004	3 500	3 259	-241		-6.89	Reduced scope of works
Sub-totals		26 823	27 444	+621		+2.31	
<i>Secondary School Refurbishment Program</i>							
Busselton Senior High School	2003	1 612	1 608	-4		-0.25	
Geraldton Secondary College	2004	2 500	2 581	+81		+3.24	
Gosnells Senior High School	2004	2 362	2 414	+52		+2.20	
Hamilton Senior High School	2003	1 171	1 360	+189		+16.14	Revised ETC
John Curtin College of the Arts	2004	2 500	2 647	+147		+5.88	Increased scope of works
Katanning Senior High School	2003	1 036	1 018	-18		-1.74	
Rossmoyne Senior High School	2004	2 000	2 161	+161		+8.05	Increased scope of works funded by third parties
Swan View Senior High School	2003	1 050	1 057	+7		+0.67	
Sub-totals		14 231	14 846	+615		+4.32	
<i>TAFEWA colleges</i>							
Central: IT relocation to East Perth	2003	500	497	-3		-0.60	
Central West: replacement training vessel	2003	1 650	1 644	-6		-0.36	

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
Central West: Exmouth facilities upgrade	2004	390	632	+242		+62.05	Increased scope of works
Great Southern: canteen and student services	2004	800	800	±0		±0.00	
Pilbara: Pundulmurra facilities upgrade	2004	690	690	±0		±0.00	
Pilbara: upgrading of IT services and equipment on all campuses	2004	1 000	1 026	+26		2.60	
Pilbara: Roebourne workshop	2004	450	450	±0		±0.00	
Swan: Bentley administration demountables	2003	300	341	+41		+13.67	Increased scope of works
Swan: Thornlie signwriting facilities	2003	400	423	+23		+5.75	Increased scope of works
Swan: Thornlie Hydraulic and Pneumatic Training Centre	2004	170	170	±0		±0.00	
Swan: Thornlie heavy fabrication/welding facilities refurbishment	2004	70	70	±0		±0.00	
West Coast: decommissioning of Carine campus	2004	1 000	1 000	±0		±0.00	
West Coast: site realignment	2003	1 200	149	-1 051		-87.58	Reduced scope of works
Sub-totals		9 100	8 372	-728		-8.0	
Totals, completed works		172 881	176 899	4 018		+2.32	

WORKS IN PROGRESS*New secondary schools*

Canning Vale College	2004	15 822	14 814	-1 008	225	-6.37	Lower tender result
Sub-totals		15 822	14 814	-1 008	225	-6.37	

Additional stages at secondary schools

Warnbro Community High School	2005	4 000	4 000	0	3 703	±0.00	
Sub-totals		4 000	4 000	0	3 703	±0.00	

Additions and improvements at secondary schools

Gosnells Senior High School	2005	5 000	5 970	+970	5 611	+19.40	Increased scope of works
Mandurah Senior College	2004	3 000	3 248	+248	584	+8.27	Higher tender result
Melville Senior High School	2005	2 300	3 600	+1 300	3 466	+56.52	Increased scope of works

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
Mount Lawley Senior High School sports hall and performing arts facilities	2004	4 000	9 441	+5 441	1 232	+136.03	Soil remediation and joint facilities funded by third parties
Mount Lawley Senior High School Stage 2	2005	10 900	13 464	+2 564	4 744	+23.52	Joint facilities funded by third parties
Mount Lawley Senior High School Stage 3	2006	8 000	8 644	+644	8 456	+8.05	Revised ETC
South Fremantle Senior High School	2005	1 500	1 570	+70	1 348	+4.67	
Thornlie Senior High School	2005	3 000	3 548	+548	1 019	+18.27	Increased scope of works
Tom Price Senior High School	2005	4 130	4 553	+423	3 298	+10.24	Joint facilities funded by third parties
Sub-totals		41 830	54 038	+12 208	29 758	+29.18	
<i>Additions and improvements at district high schools</i>							
Kununurra District High School	2006	2 500	2 375	-125	2 339	-5.00	Revised ETC
Sub-totals		2 500	2 375	-125	2 339	-5.00	
<i>New primary schools</i>							
Canning Vale North Primary School	2005	5 000	6 566	+1 566	5 487	+31.32	Site costs and higher tender result
Carramar Primary School	2005	5 000	5 678	+678	4 221	+13.56	Higher tender result
East Marangaroo Primary School	2005	5 000	5 330	+330	3 413	+6.60	Higher tender result
Korilla Primary School replacement	2006	5 300	5 201	-99	5 180	-1.87	
Landsdale (Ashdale Gardens) Primary School	2005	5 000	5 659	+659	5 131	+13.18	Higher tender result
Melville Primary School replacement	2005	5 500	6 520	+1 020	6 194	+18.55	Higher tender result
Onslow Primary School replacement	2005	7 000	7 300	+300	6 847	+4.29	
Wanneroo Primary School replacement	2005	6 800	7 463	+663	7 083	+9.75	Site costs and higher tender result
Willagee Primary School replacement	2005	5 500	6 682	+1 182	6 284	+21.49	Increased scope of works and higher tender result
Sub-totals		50 100	56 399	+6 299	49 840	+12.57	
<i>Additions and improvements at primary schools</i>							
Roebuck Primary School	2004	3 500	4 376	+876	130	+25.03	Revised ETC
South Kalgoorlie Primary School	2005	2 000	2 000	±0	1 795	±0.00	
Upgrade program	2005	12 100	12 689	+589	1 948	+4.87	
Sub-totals		17 600	19 065	+1 465	3 873	+8.32	

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
<i>Other school facilities</i>							
Administration upgrades 2002-2003	2005	2 000	1 055	-945	71	-47.25	Reduced scope of works
Administration upgrades 2003-2004	2005	1 900	1 900	±0	1 679	±0.00	
Art, craft and music facilities	2005	1 000	1 000	±0	1 000	±0.00	
Covered assembly areas 2001-2002	2006	8 000	8 000	±0	3 403	±0.00	
Library resource centres 2002-2003	2005	1 300	2 386	+1 086	214	+83.54	Increased scope of works and higher tender results
Library resource centres 2003-2004	2005	2 000	2 178	+178	1 667	+8.90	Revised ETC
Student services improvements 2002-2003	2005	1 100	1 717	+617	315	+56.09	Increased scope of works
Student services improvements 2003-2004	2005	1 000	1 000	±0	891	±0.00	
Toilet replacements 2002-2003	2005	1 400	1 179	-221	214	-15.79	Reduced scope of works
Toilet replacements 2003-2004	2005	2 400	2 400	±0	2 301	0.00	
Sub-totals		22 100	22 815	+715	11 755	+3.23	
<i>Miscellaneous programs</i>							
Automatic reticulation 2002-2003	2005	5 000	5 000	±0	4 024	±0.00	
Transportable relocations 2003-2004	2005	5 700	5 486	-214	400	-3.75	
Sub-totals		10 700	10 486	-214	4 424	-2.00	
<i>Secondary school refurbishment program</i>							
Esperance Senior High School	2005	1 500	1 500	±0	1 180	±0.00	
Girrawheen Senior High School	2004	1 000	1 006	+6	51	+0.60	
Hampton Senior High School	2004	1 000	1 110	+110	111	+11.00	Revised ETC and contribution from school
Kent Street Senior High School	2005	1 000	1 080	+80	986	+8.00	Revised ETC
Mount Lawley Senior High School	2005	5 000	5 000	±0	2 000	±0.00	

Project	Year of completion	Estimated total cost			Estimated cost to complete at 1 July 2004 (\$'000)	Variation (%)	Reason for variation over 5%
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
Safety Bay Senior High School	2005	1 000	1 000	±0	501	±0.00	
Sub-totals		10 500	10 696	+196	4 829	+1.87	
<i>TAFEWA colleges</i>							
Central West: Batavia Coast Marine Centre	2005	5 920	5 920	±0	5 477	±0.00	
Challenger: Fremantle maritime redevelopment	2005	7 156	7 156	±0	6 810	±0.00	
Great Southern: agriculture and Landcare	2004	750	900	+150	36	+20.00	Increased scope of works
Kimberley: Derby campus refurbishment	2004	480	730	+250	730	+52.08	Increased scope of works
South West: Margaret River Wine Centre	2004	5 200	5 200	±0	177	±0.00	
West Coast: Joondalup hospitality centre	2005	7 859	7 859	±0	6 894	±0.00	
Sub-totals		27 365	27 765	+400	20 124	+1.46	
Totals, works in progress		202 517	222 453	+19 936	130 870	+9.84	

(a). 'Major' is defined as a project with a current approved estimated total cost (ETC) of \$1m or more.

(b). 'Significant' cost variations are defined as those exceeding 5 per cent.

Source: Asset Planning

Automatic irrigation for schools

The automatic irrigation program, the objectives of which are improved school grounds, more efficient use of water, lower maintenance costs and fewer injuries to gardening staff, continued during 2003-2004.

Stages 1, 2 and 3, which involved 52 schools, cost \$4.15m and realised annual savings of more than \$0.75m. Stage 4 (53 schools) cost \$5.4m and produces savings of about \$0.9m per year. Stage 5 (44 schools) will complete the program in mid-2005 at an estimated cost of \$5m and save about \$0.5m per year.

School maintenance and minor works

The DET school facilities portfolio has a replacement valuation of some \$3.2b. In 2003-2004, the building maintenance and minor works budget for schools was \$70.7m (breakdown repairs \$29m, preventive maintenance \$17m and minor works \$9.7m). In 2002-2003, the budget was \$60.5m and in 2001-2002, \$52.3m.

Under the 'Million-a-Month' program, \$10m of the budget was used for urgent preventive and immediate maintenance purposes, air conditioning replacement and security fencing.

Maintenance and minor works services in metropolitan schools were provided through a framework managed by Western Property, a business entity in the Department of Housing and Works. Under this framework, schools reported breakdowns to a call centre and repairs were managed directly by Western Property. Planned maintenance and minor works continued to be delivered through private sector service arrangers.

Security fencing was provided at 17 schools and including two swimming pools, at a total cost of \$1.068m. A further six schools were fenced or received fence upgrading.

Cleaning of schools

In March 2001, the incoming Minister for Education announced that school communities, through their school principals, would be able to choose the type of cleaning service that best met the needs of their schools.

Since then, the Choice in School Cleaning program has enabled 409 schools to choose between day labour and contracted cleaning services. Almost 60 per cent (239) have chosen to revert to day labour, bringing the total to 370.

In the case of schools choosing day labour, DET has introduced a new staffing formula that has resulted in the employment of over 1,200 new cleaners since the Choice program began. Their training and the stocking of schools with new cleaning equipment and materials have been undertaken by the facilities operations branch.

For schools that have chosen to stay with contract cleaning, contracts are now shorter and more efficient and reflect better the services required by schools. They give schools greater ownership and flexibility and provide heavier penalties for unsatisfactory performance.

Between 2004 and 2006, some 280 schools will be required to choose (in some cases, for a second time), between day labour and contract services.

School security

Protection of some 800 worksites and their contents against theft, wilful damage and arson is a major concern for DET and continuous attention is given to improving the effectiveness of warning and detection systems and patrols by security services contracted to the agency. Some local government security services also cooperate with DET in monitoring sites.

In June 2004, 618 government school sites were protected by electronic security systems, compared with 603 in June 2003 and 570 in June 2002. Although TAFEWA colleges manage their own security, alarm systems at 44 TAFEWA sites are monitored by DET security services.

During 2003-2004, break-ins reported to DET totalled 3,614 (4,517 in 2002-2003). There were 7,915 (6,586) instances of wilful damage and 16 (33) acts of arson. A total of 417 (550) people were apprehended while committing various offences against DET sites after having been detected by intruder alarms or security staff. The total number of offences fell by 10.6 per cent compared with 2002-2003 and the costs of repairs and replacement by 26.2 per cent to \$7.4m.

Intruder detection systems were installed at 14 schools and upgraded at a further 48.

Security audits were undertaken at five high-risk schools in the Canning and Swan education districts, bringing the number of such audits since 2000 to 24. A further three schools received security upgrading without full security audits. Post-audit security improvements are customised to deal with site-specific risks but included target hardening, fencing, electronic security, landscape management, lighting, procedural changes and education programs.

Funding was provided for minor security improvements at 74 schools (71 in 2002-2003).

Another initiative involved the installation of glass-break detectors at schools subjected to excessive damage.

School Watch encourages community awareness of threats to the security of local schools and involves use of a free-call number to report suspicious after-hours activity to DET. Since the introduction of the program in 1988, over 36,000 calls have been made to the DET security section by members of the community, resulting in 15,614 people being found loitering on, or committing acts of vandalism against, DET sites. During 2003, 3,744 calls were received (4,182 in 2002) and 2,416 people were apprehended (2,739).

Western Australian State Sustainability Strategy

Several initiatives have already been undertaken by DET in relation to sustainable development:

- Harmony Primary School at Atwell was designed in accordance with sustainable building principles and all design briefs for new schools direct architects and builders to give priority to sustainability considerations, including natural thermal comfort and minimisation of energy consumption.
- Air-conditioning standards were reviewed to ensure DET plant reflected best practice.
- Water usage was evaluated to determine where savings could be made.
- Under-utilised but serviced land holdings were reduced.
- The agency became a signatory to the Western Australian Cleaner Production Statement and is on target to achieve a 10 per cent reduction in energy utilisation and waste in the central and district offices by the end of 2006.

- A senior officer was given responsibility for formal environmental and sustainability education through the Curriculum Framework.

The Water Corporation conducts a Waterwise schools program that in 2003 involved 218 government and non-government schools. Of this number, 170 were recognised Waterwise schools (133 government) while 48 schools were working toward recognition, which involves arranging initial in-service courses, devising and implementing water education policies and water-related activities across various learning areas, participating in National Water Week and encouraging students to educate their parents about Waterwise principles.

DET staff and students and members of the community visiting its worksites must be protected against harm arising from various forms of environmental contamination. Since 2002, a coordinator has been employed to manage the agency's response to environmental health and safety concerns, including the management of products containing asbestos and air and ground contamination.

During 2003-2004, 32 environmental concerns were dealt with, compared with 51 in 2002-2003, and distributed as follows:

Table 56: Environmental Hazards Affecting Department of Education and Training Worksites, 2002-2003/2003-2004^(a)

Hazard	2002-2003	2003-2004
	N	N
Asbestos cement	27	19
Site contamination	10	3
Local contamination	5	5
Air pollution	2	1
Electromagnetic energy	4	2
Other	3	2
Totals	51	32

(a). Excludes TAFEWA colleges.

Source: *Facilities and Services*

Concerns relating to asbestos cement were by far the most prevalent and ranged from simple issues associated with storm damage or maintenance matters to those that had the potential to affect whole school communities.

Procedures for the management of asbestos in the workplace were reviewed and updated and are to be circulated among all interested groups for comment.

Local contamination, which is the introduction of a chemical contaminant into the immediate work environment, was the second most common concern.

Site contamination describes the presence of ground-based contaminants (such as heavy metals) that affect all or most of the work environment: there were three cases in 2003-2004.

Two cases involved electromagnetic energy emissions from mobile phone towers located near schools and one air pollution.

The Contaminated Sites Act 2003 was assented to in November 2003 and DET has prepared a strategic management plan to deal with the identification, assessment and remediation of any of its sites if they become contaminated. A strategic management framework for its environmental management plan, which incorporates the contaminated sites and asbestos management plans, has also been developed.

Local area education planning

Western Australia is characterised by a widely-dispersed population that at the same time includes areas of very rapid population growth in Perth and some regional centres.

This makes the provision of government schools a complex planning exercise.

Historically, decisions about building, closing and amalgamating government schools have been made by the DET central office on the basis of the best demographic and economic data available to it.

During the 1990s, however, it became apparent that for several reasons it was no longer appropriate to make these planning decisions unilaterally:

- the growing autonomy of schools and local areas arising from the devolution process established following the Better Schools report (1986) demanded that these schools and communities should be consulted in determining the nature of government schooling and would bring to the process a knowledge of the local area that the centre could not hope to obtain;
- the changing nature of schooling arising from the digital revolution and the introduction of outcomes-based education associated with the introduction of the Curriculum Framework in 1998 demanded that schools be developed differently from in the past; and
- rapid demographic changes were making provisions in some areas inefficient in terms of the cost of delivering schooling because of falling student numbers resulting from rural depopulation or the ageing of many inner-city populations and in others ineffective because the lack of flexibility for dealing with sudden increases in enrolments.

Earlier processes, known as Schools Renewal and Schools Rationalisation, that were intended to respond to these challenges, did not, for various reasons, achieve the outcomes sought by government: more effective, and, if possible, more efficient, schooling.

For these reasons, Local Area Education Planning (LAEP), which was introduced after extensive consultation with interest groups that included the WA Council of State School Organisations and the State School Teacher' Union,

has been used since 1997 to review the delivery of government schooling throughout the State and plan for improvement.

Through the LAEP process:

- all government schools participate in regular reviews, either singly or as members of clusters;
- there are drafting, consultation and implementation phases;
- all draft plans state objectives for improving students' educational opportunities and making the best possible use of resources within clusters;
- district directors are responsible for providing educational leadership, establishing school clusters, preparing draft plans and consultation reports and managing the implementation process;
- the central office supports the process by providing advice, support and documentation on a wide range of issues, including the application of LAEP policy, resource allocation and technical matters; change management; research information; communications strategies; learning environment briefs; and training for district office staff; and
- the Minister for Education and Training can exercise discretion at any stage of the process and makes the final decision on the outcome.

LAEP has proved successful because it:

- concentrates on improving student outcomes;
- provides better educational opportunities through increased student access to curriculum choice, appropriate facilities and resources;
- offers a range of different models for the provision of schooling;
- takes into account the needs of all students;
- involves local communities; and
- encourages the development of innovative partnerships with business and industry, local government and other educational providers.

There are five scenarios associated with the application of the LAEP process: amalgamation, closure, relocation, redevelopment and new building.

Amalgamation

In some communities, falling enrolments can make it difficult for the local government schools to provide the level of resources and choice that DET expects.

In such circumstances, it may be more effective and efficient to amalgamate two or more neighbouring schools and either renovate extensively one of the existing schools or build a new school to serve in their place.

In the Swan education district, the Maylands and East Maylands primary schools closed at the end of 2003 and re-opened as the Maylands Peninsula Primary School for the start of 2004 in new facilities on the East Maylands site. At the end of 2002, Koongamia Primary School closed and relocated to the Bellevue Primary School site, while a replacement for both schools was built on the Koongamia site.

In Canning, Woodlupine Primary School and Woodlupine Early Childhood Education Centre amalgamated on the same site for 2004.

In the Fremantle-Peel district, the Carawatha and Willagee primary schools and the Carawatha Language Development Centre will relocate to a replacement school on the Willagee site for 2005. The North Lake, Koorilla and Coolbellup primary schools and the Koorilla Education Support Centre will relocate to a new school on Len Packham Reserve in Coolbellup for 2006.

In the West Coast district, Wanneroo Primary School and Wanneroo Junior Primary School will amalgamate in new facilities on the site of the latter for 2005.

Closure

In the face of falling enrolments, it may not be possible for some schools to amalgamate, and, after consultation, a community may propose to the Minister that the best option is to close the school and relocate the students to more viable neighbouring schools where they will have access to better educational opportunities. If schools in rural areas close, student bus services to the host schools are negotiated with the Public Transport Authority.

In the Albany education district, Rocky Gully Primary School closed in December 2003 and students transferred to the Frankland River and Mount Barker primary schools, while in Warren-Blackwood Quinninup Primary closed in July 2004 and students transferred to the East Manjimup and Northcliffe primary schools.

In Fremantle-Peel, Hope Valley Primary closed in December 2003 and students relocated to several other schools: uncertainty about the future zoning of the area for industrial use had affected enrolments.

In West Coast, Craigie Senior High School also closed in December 2003 and most students moved to the Belridge or Padbury senior high schools or Mindarie Senior College.

The Craigie Academic Talent Program was relocated to Duncraig Senior High School and combined with the existing program at that school.

Relocation

Schools may change their location as a result of the LAEP process because of:

- changes to requirements for specialist educational services;
- the closure of local schools that have associated programs such as intensive language support for immigrants, language development or education support; or
- the identification of more suitable locations.

In 2003, the Graylands Intensive Language Centre was moved to Parkwood in the south-east metropolitan corridor because research showed that this region had become the primary destination of many immigrants and the students were having to travel long distances to the Centre.

The Langford Education Support Unit was relocated in 2003 to Riverton Primary School and joined the education support unit there to form an education support centre when Langford Primary closed.

Carawatha Language Development Centre will be relocated to the new Willagee school in 2005 when Carawatha Primary School closes.

The South Coogee Primary School was relocated to a new site in Beeliar in 2003 and the Djidi Djidi Aboriginal Primary School to a new site in the Bunbury suburb of Glen Iris in 2004. Melville Primary is being replaced with a new school on the oval at the corner of Rome Road and Marmion Street. Onslow Primary will be rebuilt for 2005 and Shark Bay Primary for 2006.

In Karratha, some Years 11 and 12 students moved from the senior high school to the Pilbara TAFE campus in second semester 2003. All post-compulsory students will be housed on the TAFEWA campus by 2007.

Redevelopment

In some cases, ageing schools are being redeveloped to provide the local community with educational facilities that are more appropriate for the delivery of education in the twenty-first century.

The redevelopment of Mount Lawley Senior High School (built 1955) is providing opportunities to develop physical and curriculum links with the nearby campus of Edith Cowan University. A Memorandum of Understanding among DET, the school and the university formalises cooperative initiatives in the areas of digital technology, professional development, biotechnology, performing arts and media.

The building program was delayed because of contamination to the site, but following a successful clean-up over the 2002-2003 summer vacation and a very extensive community information program, work resumed and the middle school for Years 8 and 9 was completed during Term 1, 2004. A \$7.4m joint recreation centre on the site, for which three-quarters of the funding was provided by the university, will be completed in late 2004.

Planning is under way for the third stage of this project, which will provide senior school facilities, a cafeteria, library and student services building in 2006.

At the end of 2003, Geraldton Secondary College was separated into John Willcock College (formerly the Highbury Street campus) for Years 8 and 9 and Geraldton Senior College (formerly the Carson Street campus) for Years 10-12. An annex for post-compulsory students will be built on the campus of Central West College of TAFE to enable some specialised programs to be delivered there.

Kwinana Senior High School is to be redeveloped into separate middle and senior schools on the same site for opening in 2007. Strong links with the community and other educational providers will be a feature of the school.

New schools

All new constructions involve extensive community consultation. New primary schools at Dalyellup (formerly a school in shops), Butler, Arbor Grove (formerly the Coolamon school in offices) and South Atwell (Harmony) and a secondary college at Canning Vale opened in 2004.

Among schools scheduled to open in 2005 are primaries at Ashdale Gardens, North Canning Vale, Carramar, East Marangaroo and Settlers Hills.

LAEP in progress

Many schools are at different stages of the LAEP process and a number are reviewing educational provisions in their local communities for the second time.

The consultation process for Yanchep District High School resulted in the Minister announcing the establishment of a new primary school at Two Rocks for 2006.

The Minister endorsed the draft plan for middle schooling in Karratha and community consultation is expected to end in July 2004; and the draft plan for the amalgamation of Mount Hawthorn Primary, Junior Primary and Education Support Centre is to be considered by DET in July 2004.

The Hedland education and training precinct and Exmouth District High School are developing draft plans for presentation to DET in September and December 2004 respectively. The Midland community's draft plan for closure of the local primary school is to be considered by DET in September 2004.

A LAEP process began recently in the Canning education district and involves the Kelmscott, Armadale and Cecil Andrews senior high schools. Interested parties include the Armadale Redevelopment Authority and Curtin University of Technology.

Research and development

The planning of public schools and colleges is well supported by research and an understanding of the influence of their architecture on student outcomes. And schools must be responsive to changing student needs and developments in technology.

New schools such as Canning Vale College, Halls Head Community College and Mindarie Senior College have recently won international and national awards, and Mindarie received the Royal Australian Institute of Architects George Temple Poole Award for public architecture in 2004.

However, while new government schools are setting new standards in design and are recognised internationally for their quality, some older schools are in an unsatisfactory condition and are unable to take full advantage of developments in teaching and learning.

The refurbishment of existing senior high schools such as Gosnells, Girrawheen and Hampton is helping to alter this perception by emphasising their ability to meet local needs, introducing educational and technological change and creating safer learning environments.

Site planning

The provision of school sites in new residential sub-divisions is managed by DET in consultation with the Department for Planning and Infrastructure (DPI) and local government authorities. DET and DPI have commissioned reviews of site provision policies to achieve greater effectiveness and efficiency and ensure that they integrate with other planning strategies, such as Liveable Neighbourhoods

(<http://www.sustainability.dpc.wa.gov.au/CaseStudies/LivableHoods/CaseStudyLiveable.pdf>)

The review of policies was completed by consultants Taylor Burrell in October 2003 and its recommendations are being considered by DPI in conjunction with a review of Liveable Neighbourhoods.

SJB Town Planning and Design was engaged to review the secondary school sites planning policy in the light of significant new developments in the delivery of government secondary education, including middle schooling, senior campuses and the co-location of secondary schools with TAFEWA colleges.

Its review is expected to be completed by the end of 2004.

Information and communications technologies

ICT merger

The creation of a single Department of Education and Training necessitated bringing together the ICT systems of two complex, fast-developing and constantly-changing government services.

While the technical challenges were daunting, the long-term benefits that would flow from integrating corporate applications were obvious. The first major change visible to staff was the introduction of a common e-mail address format in July 2003. Then technology infrastructure (such as servers and desktop environments) and Websites, software licences and service contracts were rationalised. Amalgamation of customer service centre functions and consolidation of PABX services realised savings through economies of scale.

By January 2004, the education and training networks had been brought together.

Data services

The networking of all government schools and district education offices, which was undertaken between March 2002 and October 2003, enables communications services to be delivered over a single network capable of handling vast quantities of information for the benefit of students, teachers, schools and their communities. Almost all schools now have access to continuous terrestrial or satellite services.

Two-way satellite services for remote community schools identical to those available in metropolitan schools but operating at bandwidths equivalent to 256Kb/s were provided.

Deployment of satellite-based communications services to 170 SOTA and 160 SIDE sites to replace the high-frequency radio system provided by the Royal Flying Doctor Service was completed and lessons from the Kalgoorlie SOTA began in February 2004, followed by Carnarvon, Port Hedland and Meekatharra in June 2004: Derby is to follow in July 2004.

Since the original project was completed, further efforts to improve services have continued. DET is a member of Network WA, a consortium of State government agencies that has received \$8m funding from the Commonwealth's National Communications Fund to upgrade telecommunications infrastructure and further increase bandwidth. The aim of the Fund is to improve the delivery of health and education services in rural and remote areas

By January 2005, DET expects to have introduced these improvements to 240 country schools and TAFEWA colleges. It will also upgrade existing data services and bandwidth at 20 metropolitan TAFEWA sites.

According to the Gartner Group, an international company whose services include research and analysis of information technology issues and innovations, DET now has the largest private network in Asia/Oceania apart from Singapore. The broadband solution puts WA ahead of all other Australian jurisdictions in the delivery of on-line services and content to schools.

Internet service delivery

This project commenced in mid-2003 with trials in 34 schools and some 600 schools have now been connected to the central broadband Internet service: the aim is to include all schools by the end of 2004. Services include browsing, virus checking of all e-mails before delivery, tracking of downloading, monthly usage reporting and intrusion detection. The use of a single Internet Service Provider benefits both schools (because economies of scale

reduce the overall cost of services) and government (because the potential offered by the investment in telecommunications services can be realised fully). The connection of TAFEWA colleges will be undertaken in conjunction with the data services upgrading.

100 Schools Project

This initiative provides professional learning, curriculum and technology services, supported where necessary by improvements to infrastructure (upgrading of power supplies, data cabling and funds to acquire more technologies) in one hundred government schools selected on the basis of socioeconomic need, geographic diversity and an ability to profit from additional central support in using ICT.

It involves strategies for standardisation, integrated purchasing, implementation and use that reduce costs.

Phase 1 (2003) involved 35 schools and Phase 2 (2004) 22 schools. Phase 3 (2005) will include 23 schools and Phase 4 (2006) 20 schools.

Computers for learning and teaching

DET's annual Computer and Connectivity Census provides information about the situation in schools at the end of each school year. Processing of returns for 2003 has not yet been completed, but it is estimated that the number of computers used for learning and teaching in December 2003 was 49,900, compared with 44,800 in December 2002 and 16,300 in December 1997.

Notebooks for Teachers

Since 2001, almost 15,000 computers (14, 449 Acer® and 368 Apple®) have been leased under the Notebooks for Teachers program and the first to be received by teachers are now due for replacement.

Free home access to the Internet via local-call-cost dialup through DET servers will soon be available to all teachers, with deployment of a solution for rural and remote areas having begun in June 2004.

Notebooks for students

All Years 8 and 9 students at John Willcock College, Geraldton, have been provided with Apple® notebook computers on long-term loan. The aim is to have students use ICT critically to support their achievement of Curriculum Framework outcomes, improve teachers' ability to use ICT and engage the school community with the students in collaborative learning and lifelong learning.

The initiative has been well received by both the school community and students, whose participation and behaviour has improved markedly.

A curriculum implementation plan ensures that students used the notebooks effectively and a deputy principal (ICT) develops and monitors on-line curriculum and measures associated benefits.

The school's network has been rebuilt to allow for wireless access throughout the campus to improve portability and secure lockers and security cameras have been installed to prevent equipment loss.

John Willcock College was chosen for this initiative as part of the continuing Local Area Education Planning process in Geraldton and there are no plans to extend it to other government schools.

Education to Community (e2c)

The e2C strategy was developed by the Department of Education for school communities K-12. The components of the strategy are still relevant and its implementation is continuing. However, in the merged organisation it is necessary to move toward a reconceptualisation of e2c that incorporates the training sector.

Learning Gateway

Learning Gateway is an e2c project designed to deliver on-line information and services to school communities. The term 'gateway' refers to a single point of access that will eventually include TAFEWA colleges.

Learning Gateway has been developed in a number of stages and is being made available first to participants in the 100 Schools Project: teachers and students are now part of a systemwide e-mail service that includes remote access for staff. Other on-line services will include document sharing and Web-based meetings.

It will allow teachers to collaborate with one another more effectively and give them access to rich on-line content to create exciting and innovative lessons. Students will be able to interact and learn and parents to obtain information about their children's education and other DET services.

Technical support

Schools make local arrangements to support computer and networked equipment used in curriculum delivery, with funding provided under their ICT grants. Central assistance takes the form of advice, standards, guidelines, hardware and software procurement arrangements and a series of panel contracts that schools can elect to use to obtain integration, maintenance, training and technical support.

Support services are supplied to some 28,000 workstations and file servers, including those used for administrative purposes and computers supplied under the Notebooks for Teachers program.

During 2003, DET's ICT Customer Service Centre took almost 115,000 calls from staff in schools, district offices, TAFEWA colleges and the central office. More than 60 per cent of user queries were answered at the first point of contact. Telephone support services operate for 14 hours on weekdays and six hours on weekends and public holidays.

School Information System (SIS)

SIS comprises four suites (referred to as 'streams') of software – Curriculum, Finance, Administration and Timetabling – and each stream contains at least one module.

The Curriculum stream includes Curriculum Manager, Assessment Manager, Transitional Reporting, Curriculum Council Reporting, and Vocational Education and Training in Schools modules.

The Finance stream comprises Cash Accounts, Asset Manager and Billing modules.

The Administration stream includes Administration Manager, Lesson Attendance, Behaviour Management and WA Census modules.

The Timetable stream facilitates the planning and scheduling of the school's educational program. It contains features that will allow a timetable to be constructed and maintained based upon parameters determined by the school. The Timetabling module has been successfully implemented in 138 schools with secondary students, including 42 of the larger senior high schools.

A Cover module designed to assist in the management of teacher relief functions in all schools is under development and is due to be released during second semester 2004.

College Management Information System (CMIS)

Curtin University of Technology delivers VET in Kalgoorlie and Esperance through its Vocational Training and Education Centre.

In January 2003, the University approached DET about replacing the Academic Administration System used by the Centre with DET's College Information Management System, which manages enrolments, fees, results and awards, and was designed specifically for the training sector in WA.

This project took 14 months to complete and represented a major change in business practices and organisational culture for VTEC. All of the project objectives were met in full and the project was completed on time and under budget.

Corporate information management

Sections 12 and 61 of the State Records Act 2000 require each government agency to have a record-keeping plan approved by the State Records Commission that describes how records are created, maintained, managed and disposed of in accordance with the Commission's Standards and Principles.

A single plan was submitted to the SRC in March 2004 on behalf of DET, the Curriculum Council, the Department of Education Services, the Public Education Endowment Trust and the TAFEWA colleges.

It applies to 833 business units and more than 41,000 staff.

Wherever practicable, common record-keeping policies, procedures, thesauruses, tools and systems will be adopted.

Figure 6: State Records Commission Standard 2 Record-keeping Plans: Principal 6 – Compliance

SRC requirement	DET compliance
1. The efficiency and effectiveness of the organisation's record-keeping systems are evaluated not less than once every five years.	<ul style="list-style-type: none"> An annual qualitative survey of central office record-keeping services is undertaken. Because of the amalgamation of the former departments of Education and Training in 2003, the survey was not conducted during that year. Internal audit assesses schools' record keeping-compliance to determine if: <ul style="list-style-type: none"> <i>records are retained and disposed of in accordance with the relevant approved retention and disposal schedule;</i> <i>relevant staff have participated in records management training; and</i> <i>systems have been introduced for the electronic storage of archived materials.</i>
2. The organisation conducts a record-keeping training program.	<ul style="list-style-type: none"> During 2003-2004, approximately bimonthly and on-request record-keeping awareness training workshops were provided in the central office. Workshops were also conducted at three district education offices and six schools (through registrar network meetings). The Government School Record keeping: Its purpose and your responsibilities CD-ROM and the Your Record-keeping Responsibilities For Government Schools brochure were distributed to schools. Record-keeping information was included in the Teachers Handbook. About eighty regular training sessions, involving 4-6 staff each, were held during 2003 on the TRIM records and EDM system, which incorporates a record-keeping responsibilities component.
3. The efficiency and effectiveness of the record-keeping training program are reviewed from time to time.	<ul style="list-style-type: none"> Biennial reviews are conducted of record-keeping awareness training. The 2002 review will be followed by another later in 2004. TRIM training content is reviewed in response to administrative and operational changes.
4. The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's record-keeping plan.	<ul style="list-style-type: none"> There is no formal process for addressing employees' roles and responsibilities with regard to their compliance with the DET record-keeping plan. Training tools have been designed for use by school principals in inducting new staff. Central office records awareness training workshops are used by branches as induction tools. The Teachers Handbook provides new teachers with information about their record-keeping responsibilities.

Source: Information and Communications Technologies

Learning resources system

The Endeavour Voyager® integrated library management system has been adopted and is available on the DET Website, making the DET library catalogue accessible on line to all staff for the first time. This represents a significant step forward in the provision of learning resource services to TAFEWA clients and connects to changes in teaching, learning and assessment brought about by the implementation of the Curriculum Framework.

Intellectual property

Both Education and Training brought to the February 2003 merger an enormous stock of intellectual property that was capable of being exploited for the benefit of the Western Australian community and economy.

Clearly, the expertise of the latter in applied science and technology was going to be of particular importance.

In 1999, Training, in consultation with the State Training Board, established the Science and Technology Innovation Strategy to support the development of a highly-skilled workforce and position Western Australia nationally and internationally as a progressive and innovative place in which to do business.

One of the main elements of the Strategy was the Science and Technology Innovation Fund, with Training funding up to \$200,000 per project out of a \$1m annual grant to allow training providers to collaborate with industry, universities, government and other bodies to undertake projects with training outcomes.

Since the Strategy was launched, 29 projects generating more than \$3.6m in co-contributions from collaborating organisations have been undertaken. The final projects were selected in November 2003 and are being carried out over the February 2004-February/March 2005 period:

Figure 7: Science and Technology Innovation Strategy Projects, 2004-2005

Project name	Managing RTO	Collaborating organisations	Project summary
Sustainable Lifecycle Housing Construction	South West Regional College of TAFE	<ul style="list-style-type: none"> • Pindan Constructions • Edith Cowan University Centre for Regional Development and Research (Bunbury Campus) • Building and Construction Industry Reference Group • Master Builders Association • LandStart. • Apprenticeship and Traineeship Company 	Design, construction and monitoring of a sustainable 'live-in model' house that demonstrates ecologically-sustainable design and high energy-efficient standards, is affordable to the entry-level housing market, focuses on State and national innovation and provides a real and Web-based database of information. Students from across trade areas, such as building design and drafting, surveying, carpentry and joinery, mortar trades, information technology, interior design and horticulture will be involved in the design and construction phases.
Crock-pot Chemistry: Rapid and Simultaneous Extraction of Essential Oils and Organic Toxins	Central TAFE	<ul style="list-style-type: none"> • Edith Cowan University • Testing and Commissioning Services • Sandalwood Plantation and Export Pty Ltd 	Development of solvent extraction techniques based on the use of ultrasound. Essential oils, pesticides or toxins embedded in solid materials are rapidly extracted in suitable solvents by a process known as acoustic cavitation. There are multiple applications of this technique, including the extraction of organic toxins for environmental monitoring and the extraction of organic compounds for the cosmetic, pharmaceutical, food and alternative medicine (naturopathy and aromatherapy) industries.
Inland Saline Aquaculture – A New Marine Industry for the Wheatbelt	C.Y. O'Connor College of TAFE	<ul style="list-style-type: none"> • Challenger TAFE Aquaculture Development Unit • Springfield Waters Aquaculture (Northam) 	There exists a strong potential for the culture of marine fish using saline groundwater in the inland regions of Western Australia, in particular the Wheatbelt. This project involves trialling of the 'Semi Intensive Floating Tank System' with mullet and pink snapper in saline groundwater facilities provided by Springfield Waters Aquaculture as the basis for a proposal for Commonwealth funding to establish an inland aquaculture demonstration and training farm in the Wheatbelt.

Project name	Managing RTO	Collaborating organisations	Project summary
On-line E-Tech Machine Condition Monitoring	Challenger TAFE	<ul style="list-style-type: none"> Aquip Systems Pty Ltd 	The aim is to develop an interactive condition monitoring system that will allow students and industry clients to collect and analyse fundamental machine condition characteristics (including vibration, bearing condition, temperature and load) locally or at a distance in real time using standard Internet browsers.
Perishable Product Export/Transport Simulator	Central West College of TAFE	<ul style="list-style-type: none"> Geraldton Fishermen's Co-operative Ltd 	Design and construction of a simulator for developing improved methods for transporting perishable goods, with an initial emphasis on the live western rock lobster export industry. Factors to be considered may include improved carbon insulation, modified gas environments and alternative pre-export selection or chilling processes. Programmable parameters may include periodic vibration, variations in temperature, humidity, and atmospheric pressure and gas composition. Lecturing staff and students from the metal fabrication, electrotechnology and design areas will work with industry to design and build the simulator. Real-life scenarios that relate to product transport or market viability will then be investigated.

Source: Department of Education and Training

Corporate responsibility for the management of intellectual property has now been consolidated with WestOne Services, which monitors copyright compliance and the exploitation of DET's intellectual property resources and ensures it operates in accordance with government policy and licensing requirements.

WestOne also provides advice to TAFEWA colleges on intellectual property issues.

Copyright agreements with various collection agencies, such as Copyright Agency Limited (CAL) and Screenrights, are negotiated and administered on behalf of DET and the colleges.

Compliance requirements have become more onerous since the introduction of the Commonwealth's Copyright Amendment (Digital Agenda) Act 2000, as educational institutions now have to account for their digital copying within established guidelines.

In addition, the ability to access multiple media complicates compliance, because advances in technology have outpaced legislative and licensing provisions for the reproduction and communication of copyright works.

During 2003-2004, a number of strategies were implemented to inform staff about their obligations under the Act and in relation to educational copying. These included articles in *School Matters* and workshops in most education districts which were also presented to individual schools and special interest groups, such as the School of Instrumental Music.

WestOne Services

WestOne Services was established in August 1999 as an institution under the Vocational Education and Training Act 1996, to support the training sector in developing flexible learning options through the innovative application of ICT to teaching and learning.

Since 2003, its role has expanded to include development of K-12 curriculum resources.

WestOne now produces a wide range of teaching and learning resources in on-line, television and print formats. In June 2004, there were 372 VET e-learning resources available, compared with 318 in June 2003 and 100 in June 2002 and there were 16,300 active on-line accounts for student and teacher access to on-line resources: the comparable figures for June 2003 and December 2002 were 15,000 and 10,000 respectively.

Resources for career, employment and lifelong learning include Choices and Try It For Five (television/video of which eleven more episodes/collections were produced and two supporting Websites developed. A suite of career resources was promoted through presentations, workshops and information booths at conferences to specialists in schools, training institutions and employment agencies.

During 2003-2004, some 500 career resources in video and print formats were purchased from WestOne.

TAFEWA JobNet, an on-line employment service, was updated and introduced to four colleges.

WestOne continued to work with colleges in implementing electronic business systems that enable students to apply for admission, review the outcomes of their applications, get course information, enrol, pay, complete their courses of study and obtain their results on-line.

Responsibility for the College Management Information System (CMIS) was transferred from from the Training ICT branch to WestOne to improve integration of e-business systems. CMIS is a data repository that supports administrative, academic and student information management practices in TAFEWA colleges. The Customer Enrolment System and Student Portal were integrated with the CMIS. Management of TAFE admissions was also transferred to WestOne.

Table 57 shows the number of TAFEWA colleges that had implemented e-business systems available through WestOne by June 2004:

Table 57: TAFEWA Colleges' Use of WestOne e-Business Systems, 2004

On-line system	Function	Colleges, June 2003	Colleges, June 2004
Product and Services Catalogue (PSC)	Provides TAFEWA college staff with management capabilities and students with access to information about college products and services	7	10
Customer Enrolment System (CES)	Enables TAFEWA colleges to provide for on-line enrolment and payment with or without user assistance	5	6
College Portal	Allows TAFEWA colleges to provide customised information and 'portal' services via the World Wide Web to their main client groups through a user-friendly content management system	4	7
Student Portal	Offers TAFEWA students secure access to results, timetables, award information and personal details on line.	2	6
Client Liaison and Management System (CLAMS)	Offers a single system for managing and responding to customer enquiries	1	5
JobNet	Allows TAFEWA colleges to offer Web-based employment matching and job placement services to students and employers	1	4
Identity Management System (IMS)	Provides students with a single source of authentication for entry to various on-line services	3	6
e-Survey	On-line survey generator and collection tool used to gather data from major clients via the World Wide Web	8	8
WebCT	On-line learning management system	10	10
Hosting	WestOne, which provides hosting for many Websites and Web-based applications, also performs this service for TAFEWA colleges	10	10
Totals		51	72

Source: WestOne Services

The [Australian Flexible Learning Framework](#) (2000-2004) is a national program to create knowledge and resources that support flexible learning in VET. WestOne is associated with the following projects:

- [New Practices in Flexible Learning](#): in 2003-2004, it is managing the distribution and supervision of Framework grants to develop new and innovative flexible learning practices;
- [Series 6 and 7 ANTA Toolboxes](#): WestOne and TAFEWA colleges developed four toolboxes in 2003-2004 and have won tenders for two more;

- [Toolbox Champions](#): WestOne provides promotional and professional development activities to increase awareness and support implementation of Toolboxes across the training and school sectors;
- [NET*Working 2004](#): WestOne has tendered successfully to conduct the November 2004 national on-line conference on flexible learning; and
- [VET Learning Objects Repository Implementation Project](#): WestOne is managing this national initiative to develop a network of learning object repositories. Learning objects are units of educational content delivered over the Internet that can be used in the delivery of a range of education and training courses.

In addition, WestOne has made important contributions to several other Framework projects that involved supporting leadership development and research opportunities for VET practitioners (**Flexible Learning Leaders, Learnscope**), promoting the Framework (**Framework Communications**) and research and development into the ability of different information management systems to interact and share information (**Collaborative Interoperability**).

WestOne also tendered successfully for the right to manage Access to Bandwidth Phase 2 under ANTA national projects funding. This project aims to build a national training network by connecting all States and Territories' networks. WestOne was involved heavily in Phase 1.

K-12 curriculum resources

In July 2003, the Curriculum Design Centre and Education Technology Unit of the Schools of Isolated and Distance Education (SIDE) were amalgamated with WestOne to achieve greater effectiveness and efficiency in curriculum resource development and to enable K-12 curriculum resources created for distance education purposes to be made available to all government schools as recommended by the Robson report, *Investing in Government Schools: Putting Children First*.

In 2003-2004, WestOne undertook 25 major curriculum resource development projects on behalf of SIDE, concentrating on increased coherence with systemic directions and improvements in product quality and timeliness. Thirteen projects related to reforms associated with the Post-compulsory Education Review.

School resourcing

School grant

The school grant is central to the department's policy of devolving financial management and encouraging self-determination among government schools: it is the major source of income for most and is intended to encourage them to manage their resources prudently and utilise them to put their development plans into practice.

The grant is paid to schools in two instalments: one at the beginning of each semester. The second instalment contains the balance of the schools' annual allocations adjusted according to staff and student numbers obtained from the February census.

As an example, Lynwood Senior High School, with 1,137 FTE students in 2004, received a school grant of \$465,000 and a school development grant of \$35,000, while Bremer Bay Primary School, with 46 students, was paid \$38,000 and \$4,200 respectively. Most of the grant comprises a base payment according to the category of the school and a per capita payment according to the year levels of the students. Other factors that are taken into account include unique site management costs, location, the nature of student enrolments and special programs.

In 2003, the amount distributed to schools was \$93.8m, compared with \$69m in 2002: ICT funding for computers and the \$100 secondary subsidy now form part of recurrent school grant funding.

In addition, special-purpose payments of \$97.7m (\$110m in 2002) were transferred to schools through the school grant gateways and included specific funding for Aboriginal education, the Curriculum Improvement Program and utilities. Special-purpose payments are distributed using various formulas relating to socioeconomic status, isolation, ethnicity and disability.

In 1996, the School Salary Pool was established to hold funds centrally to pay for relief or temporary staff needed by schools to achieve specific goals, or to support activities such as camps and excursions. The Pool reached \$50.3m in 2003-2004, compared with \$41.3m in 2002-2003.

Utilities management

Since 1991, a utilities management program has operated in government schools that provides devolved funding (\$32m in 2003-2004) to meet the cost of each school's electricity, water, gas and rubbish removal.

The program encourages schools to reduce consumption to achieve monetary savings and develop positive attitudes among students to the use of non-renewable and recyclable resources, and conservation of the environment.

Consumption is monitored centrally and adjustments are made annually to funding baselines to take account of changes in schools' circumstances. As energy costs are substantial, the Utilman system was designed specifically to allow monitoring of consumption at each site. Data are downloaded monthly from Western Power and other suppliers' systems.

Energy Smart

DET has committed to a target reduction in energy use of 12 per cent over five years (6 per cent achieved over 2002-2004). As a result of the savings already achieved in schools, a credit has been allowed by the Sustainable Energy Development Office in relation to schools participating in utilities management.

Table 58: Energy Consumption (Gigajoules), Department of Education and Training and Country High School Hostels Authority, 2001-2002/2003-2004

Agency	2001-2002 baseline	2003-2004 target	2003-2004 actual
DET	491 593	462 097	455 293
CHSHA	11 126	10 458	8 660

Source: *Schools Resourcing*

Student allowances

The Secondary Assistance Scheme helps low-income families to pay school contributions and charges and purchase school clothing. It is available to parents who hold appropriate family health care or pensioner concession cards. Assistance is available up to and including the year in which students turn 16, when they become eligible for the Centrelink Youth Allowance.

The Scheme provides a clothing allowance of \$115 and an education program allowance of \$135 for government schools, which is paid directly to schools and is used to offset the costs of voluntary contributions in Years 8-10 and charges in Years 11-12.

In addition, in 2003 the State government introduced a subsidy to government secondary schools through the school grant of \$100 per student in Years 8-12. In Years 8-10, where the voluntary contribution of up to \$235 applies, eligible students have that contribution fully funded.

In 2004, 20,182 applications were processed and payments amounting to \$2.72m were made under the education program allowance and \$2.32m under the clothing allowance for government schools, compared with 20,666 applications (\$2.78m) for former and \$2.37m for the latter in 2003.

Boarding away from home allowances

The Boarding Away From Home Allowance for Isolated Children (\$695 for 2003-2004) supplements the Centrelink Allowance for Isolated Children (AIC) and assists parents in remote areas whose children do not have access to local primary or secondary schools. In 2003-2004, 2,292 applications were processed (\$1.43m), compared with 2,220 applications (\$1.34m) in 2002-2003.

A Boarding Away From Home Allowance Special Subsidy assists parents with students boarding at campuses of the WA College of Agriculture. To be eligible for the \$1,000 subsidy, a parent must not receive either the AIC from Centrelink or the Youth Allowance at the away rate. In 2003, 204 applications amounting to \$190,000 were processed, compared with 171 (\$161,000) in 2002.

Travel and accommodation allowance

This assists apprentices and trainees in attending training provided by the contracted RTOs closest to their homes and the amount paid depends on where they live and how far they have to travel.

International education and training

Nationally, enrolments of international students in all sectors rose by 7 per cent in 2003-2004, and in the schools sector by 3.6 per cent. WA government schools and colleges were ranked fourth, behind NSW, Victoria and Queensland.

International education, defined as the onshore or offshore delivery of educational goods and services, has a long history in Western Australia that goes back to the Colombo Plan in the 1950s; the tradition of sending children from southeast Asia to be educated at non-government schools and public universities; the establishment of the SCOPE program at the Canning and Tuart senior colleges in the 1980s; and, more recently, the opening of public schools to fee-paying primary and secondary students; and the participation by DET in international consultancies in developing countries in Africa, Asia and the Pacific.

Onshore services delivered by government, Catholic and independent schools, private colleges and training organisations, TAFEWA colleges, universities and major companies now include primary and secondary education, university preparation, vocational education and training, undergraduate and postgraduate university studies, and management training.

Offshore services include teacher placements, exchange visits, consultancies, twinning with market country institutions and the marketing of locally developed hard and soft educational ware.

The strengths of WA in international education include its relative closeness to Asia, Africa, India and the Persian Gulf; its reputation for providing quality services at competitive prices; and its political and institutional stability and climate.

On the other hand, coordination among providers is not yet adequate to deal with aggressive intranational and international competition, and marketing is expensive and labour intensive, and demands expertise in the languages and cultures of market countries. WA is also distant from the Pacific market, although DET is now engaged in a major development project in Fiji.

Offshore education services

Following a visit to **Cambodia** by DET senior officers at the invitation of that nation's Deputy Prime Minister, discussions are continuing about the establishment of mutually-beneficial relationships.

In conjunction with ACIL Australia Pty Ltd, DET won a contract in April 2003 to deliver an AusAID program for the **Fiji** public education system. The purpose of the FESP (Fiji Education Sector Program) is to assist that nation's Ministry of Education to improve its planning, management, provision and monitoring of educational services.

FESP runs for three years and, apart from generating revenue, it will increase significantly the number of DET staff with experience in development education.

In 2003, two DET officers began working with the Fiji Ministry. Since then, 12 DET staff have spent between two and 20 weeks in Fiji, providing technical advice and support.

FESP activities during 2004 have included:

- organising a study tour to Western Australia for 20 officers of the Fiji Ministry of Education;
- developing the policy-writing skills of senior Ministry staff;
- providing leadership and management training for principals and head teachers;
- establishing links between head teachers/principals associations in WA and Fiji;
- building the capacity of Ministry staff to undertake strategic, corporate and other planning;
- introducing a Ministry workforce plan;
- developing and piloting science curriculum, using a key learning area approach;
- training examinations staff in contemporary procedures for assessing, analysing and reporting on student achievement;
- piloting enterprise education in 20 primary schools and upgrading courses and equipment in nine vocational centres;
- establishing an early childhood education program that concentrates on developing teachers' skills to work with their local communities on language acquisition; and
- training school management committees.

Each of these programs is proceeding well and the response from schools and teachers has been highly positive. They will be retained in 2005, with slight modifications.

Following interest from provincial education departments and schools in **China** in having their students study the English language, DET began development of an English enrichment course for delivery in the country by WA teachers.

Onshore education services

Fee-paying school students

Non-government schools in Western Australia have enrolled overseas students for many years and since 1998, DET has offered full-fee-paying places in selected government schools with surplus capacity to these students.

There has been a growth of 65 per cent in enrolments since 2003, from 91 to 150 students. This increase can be attributed to participation in marketing activities (including attendance at educational exhibitions) in Vietnam, Thailand, Hong Kong and the Republic of Korea, and the use of education agents for recruitment.

In first semester 2004, 31 schools (13 secondary and 18 primary) were involved, compared with 21 schools (12 secondary and nine primary), in 2003.

The source countries of the 113 secondary students were China (23), Japan (20), Malaysia (20), Republic of Korea (11), Hong Kong (8), Thailand (6), Indonesia (5), Vietnam (4), Taiwan (4), Singapore (2), Belgium (2), United Kingdom (2), Kenya (1), Zimbabwe (1), India (1), Mongolia (1), Germany (1) and Italy (1).

Most (32) of the 37 primary students were from Korea. The balance was drawn from Japan (3) and Singapore (2).

As well as having room for international students, schools must express an interest in the program and have the support of their staffs and communities.

Annual fees of \$7,200 apply to primary schools and \$8,000 to secondary schools, of which primary schools retain \$5,000 and secondary schools \$5,800. The remainder is remitted to general DET revenue. Fees cover tuition, excursions (up to \$100) and sporting activities (up to \$200). Mandatory additional costs include a non-refundable application fee of \$100, health cover (\$312), uniforms and examination applications, while participation in school balls or high-cost specialised courses, such as water-skiing or aeronautics, is optional. Secondary students are advised to allow \$180 per week for private homestay accommodation and \$25-\$35 per week for entertainment, clothing and travel.

Enrolments for two years or more are preferred, although one-year placements are accepted in special circumstances. Students enrolling in primary schools must be accompanied during their stay by at least one close blood relative.

Parents nominate specific secondary schools themselves but DET selects primary schools, as they must be close to where the accompanying parents or grandparents choose to live.

Until the end of 2002, DET relied on word of mouth to promote the program but in January 2003 it began to appoint its first overseas agents in Hong Kong, the Republic of Korea, China, Thailand, Vietnam and Japan. It now has agreements with 31 agents.

In addition to recruitment, agents, which are vetted carefully by DET before being appointed, are required to give accurate advice about Western Australian government schools to parents and prospective students and assist parents to prepare and lodge documents required by the Department of Immigration and Multicultural and Indigenous Affairs to Australian embassies or high commissions.

Each agent receives a 'one-off' commission of 12.5 per cent for the first 15 secondary students and 15 per cent thereafter. For primary students, the commission is a flat 15 per cent. Agents provide orientation programs, general

counselling and support while students are in WA, liaise with their parents, and monitor students' attendance, performance and general welfare. Agents who recruit primary students also assist in finding suitable accommodation for the children's families.

Agents have recruited 96 students so far in 2003-2004.

Table 59: Fee-paying International Students at Government Schools, 2003-2004

School	2003	2004	School	2003	2004
<i>Primary</i>			<i>Secondary^(a)</i>		
Ardross		2	Balcatta	2	1
Balcatta	2	2	Carine	3	4
Banksia Park	2		Churchlands	18	24
Bateman		2	Como	8	16
Brentwood	1	1	Cyril Jackson	4	12
Bull Creek		1	John Curtin	4	5
City Beach		1	John Forrest	1	1
Como	3	6	Kalamunda		1
Highgate	1	1	Melville	10	15
Karrinyup		2	Morley	3	2
Maylands	1	1	Mount Lawley	3	11
Melville		1	North Lake		3
Nedlands		1	Padbury		2
North Perth	1	2	Perth Modern	19	16
Rostrata		1	Wanneroo	1	
Swanbourne	3	7			
Tuart Hill	1	1	Totals	76	113
Willetton	1				
Winthrop		5	Grand totals	91	150
Totals	15	37			

(a). Excludes Canning and Tuart senior colleges.

Source: *International Fee-paying Students Program*

Government schools continued to undertake short-term study tours and international student exchange programs.

Senior Colleges Overseas Project Education

Senior Colleges Overseas Project Education (SCOPE) has been operated by the Canning and Tuart senior colleges since the mid-1980s and has prepared some 7,000 fee-paying international students (mainly from southeast Asia) for entry to universities. Over the years, enrolments have averaged about 400 and are currently around 500.

In 2003, the colleges offered Tertiary Entrance Examinations courses (26 students, including 16 at Canning); three WA Universities Foundation Program courses (276 students, 179 at Canning); and five bridging courses (212 students, 116 at Canning).

WAUFP enrolments were up 24 per cent and bridging courses 31 per cent.

Of the 514 students enrolled, the main source was Hong Kong (128), followed by Malaysia (91), China (82), Indonesia (34), Zambia (29) and Singapore (17). A further 92 were recruited locally.

Course fees for 2003 enrolments ranged from \$1,450 for a four-week bridging course to \$10,300 for the TEE and WAUFP, which is an alternative to the TEE that is becoming increasingly popular with students. The maximum fee will be increased to \$10,700 for 2004-2005.

Responsibility for marketing SCOPE overseas, which is undertaken by a combination of college staff and local agents, is divided between Canning (Brunei, Malaysia, Singapore, Korea, southern and eastern Africa and Japan) and Tuart (China, Hong Kong, Macau, Indonesia, Thailand, Vietnam and the Persian Gulf).

As in recent years, marketing efforts in 2003 were affected by the lowering of standards by universities to attract more students directly into them, the growth of sub-degree programs that provide less-rigorous pathways to universities, the expansion of offshore programs by Australian providers and the growing number of alliances between universities and private providers that guarantee university entrance.

Another factor that increased the cost and complexity of marketing places was the introduction of the Educational Services for Overseas Students Act, which requires expensive compliance procedures and makes certain student visas more difficult to obtain.

In these circumstances, a growth of 3.2 per cent in enrolments over 2002 was regarded as very satisfactory and was due in large measure to a combination of effective marketing and the quality of the teaching and support staff at the colleges, which bolstered their reputation among potential students.

In relation to student performance, the 175 students at Canning who completed the WAUFP achieved a mean combined score of 57.90 and a mean ELACS score of 62.10, while the comparable figures for the 74 completing students at Tuart were 63.49 and 65.51.

On the basis of students' responses to SCOPE questionnaires seeking information about their post-college destinations in 2004, it is estimated that four-fifths received enrolment offers from post-secondary institutions.

Offshore training services

TAFE International WA was established in 1997 under section 57 of the Vocational Education and Training Act 1996, which allows the Minister to set up VET institutions other than colleges. It facilitates, coordinates and monitors the international activities of the TAFEWA system and is responsible to the Deputy Director General (Training). Its principal activities are the recruitment of overseas students on behalf of the TAFEWA colleges and the provision of assistance to the colleges in exploiting growing offshore training and development opportunities.

In August 2002, it won a contract to assist the Qatar Petroleum Corporation Training Centre to recruit high-level technical training instructors to deliver training to QP students and employers from a field that included education and training institutions in Australia, Germany and Canada.

The contract requires TIWA to recruit up to 60 instructors per year in the fields of mechanical, electrical and process engineering, instrumentation, mathematics and science, security, office practice and English.

TIWA is also providing other services, including curriculum development, certification, modification of existing QP material, improvement of training delivery and overall capacity building in terms of management, academic standards and administration of the QP Training Centre. QP's ultimate goal is an internationally-recognised, industry-validated training system.

By June 2004, TIWA had placed 80 instructors and had commenced curriculum development and certification processes. The scope of this project continues to expand.

TIWA participated in a successful tender with SERCO (UK) and Edexcel (a major British educational organisation) for the Oman Joint Technical College Project (JTC), which has an estimated life of about 25 years. TAFEWA will provide trade-related training and curriculum services in a range of industry areas. Final negotiations are under way with the project partners.

In March 2003, the Minister for Education and Training launched the Australian-American Education Alliance (AAEA). This is a unique system of higher education that features the best of the Australian VET and American two-year community college systems. It also incorporates university-level e-learning and distance education strategies.

AAEA programs enable students to complete education pathways through the certificate, diploma and degree levels while gaining access to a range of educational institutions in Australia and the United States.

Onshore training services

During 2003-2004, TIWA recorded an increase of 13 per cent in the number of international students undertaking English language and mainstream courses at TAFEWA colleges, compared with 12 per cent in 2002-2003. Completion rates are high.

While TAFEWA colleges might be seen to be in competition with universities for overseas students, their courses are recognised widely in Australia and overseas as being of high quality and capable of enabling graduates to gain immediate employment, so for most of those who enrol, the choice is made on the basis of excellence in program delivery and vocational relevance, rather than as a 'second-best' alternative to university studies.

All international students are required to meet minimum English language standards established by the Commonwealth Department of Immigration and Multicultural and Indigenous Affairs.

In 2003-2004, Japan, South Korea and Hong Kong remained the main source markets for English courses, while South Africa, Nigeria, Zambia, Kenya, Zimbabwe, Qatar, Oman, the United Arab Emirates, Hong Kong, Singapore and Malaysia provided most of the students for mainstream courses.

TIWA seeks new opportunities constantly, and during 2004-2005 it will enter the Egyptian and Iranian markets as well as continuing its efforts in emerging markets in Brazil, Columbia, Mexico, France, Germany, the Czech Republic, Hungary, Holland, Poland, Sweden, Switzerland and China. Annual marketing plans direct overseas operations, which are undertaken by TIWA officers and in-country agents.

TIWA maintains ties with various overseas education ministries, such those in Malaysia and China, enabling new opportunities to be explored, including those involving the school education sector. Formal memoranda of understanding providing for mutual cooperation have been signed with some agencies: for example, TAFEWA hosts regular professional development programs for Chinese nationals in a variety of industry areas, including commerce and ICT.

In January 2003, TIWA entered into an agreement with the University Of Southern Queensland to facilitate the delivery of USQ degree programs (initially for the Bachelor of Hospitality Management) by TAFEWA colleges. It has recruited its first group of overseas students, with second semester 2004 enrolments expected to treble and to continue to grow.

To ensure that it is able to continue to provide high-quality courses to international students, TIWA will increase its fees by about 8 per cent for 2005. This decision has been taken in close consultation with the TAFEWA colleges, and, while it may have some minor effect on student numbers in the short term, it will improve the prospects for long-term growth.

For quality assurance purposes, TIWA surveys regularly international students undertaking mainstream courses at metropolitan TAFEWA colleges and develops strategies to respond to the issues identified by the surveys, such as providing more student facilities and activities and assisting colleges to improve their awareness of and relationships with international students.

In May 2004, TIWA implemented the International Student Information System, which tracks the progress of students from their initial registration of interest to the completion of their studies. ISIS handles all registrations, billing and payments to recruitment agents and will give TIWA a competitive edge in the provision of student services.

Integrated management

In 2004-2005, DET will bring together its international education and training activities under an integrated management structure. Greater efficiencies in marketing and administration will result, and more effective outcomes are expected to be achieved by taking up opportunities across both sectors. The strategy will be informed by the report of the Beere review, which was undertaken in 2003.

Appendixes

1: Charges and contributions

Parents of students attending government schools have always supplemented the funds provided by government for the education of their children. The provision of public education is regarded as a partnership between the state and the community: on one hand, the government accepts its responsibility to provide access to quality schooling anywhere in Western Australia, and, on the other, the community accepts that parents and caregivers should, if they are able, make a modest contribution to meeting the costs of providing that access.

The School Education Act 1999 provides that only certain adult and overseas students can be required to pay for being taught the standard curriculum by government school teachers, and that no student of compulsory school age can be refused access to the standard curriculum because of an unwillingness or inability to pay charges or contributions.

All charges and contributions, and lists of personal items must be approved by school councils and made known to parents at least two months before the school year begins.

Primary schooling

Contributions from parents are voluntary. The maximum that can be requested is \$60 for the provision of an education program that satisfies the requirements of the Curriculum Framework. If students elect to participate in extra-cost optional components of the learning program, such as camps, compulsory charges apply.

Lower-secondary schooling

Before 2002, all course charges were compulsory, with a maximum of \$225. The new policy provides for schools to request voluntary contributions of up to \$235 for standard courses that satisfy the requirements of the Curriculum Framework.

Schools also offer extra-cost optional components, for which compulsory charges apply: for example, outdoor education and specialised design and technology courses; excursions, camps and visiting performances; and graduation dinners and balls.

Post-compulsory schooling

Courses in years 11 and 12 are considered extra-cost optional components and course charges remain compulsory.

Assistance with secondary schooling

The Education Assistance Fund was established in 2002 to help schools to meet shortfalls in the collection of voluntary contributions in years 8-10. This followed a recommendation of the Giffard committee, which had recognised that shortfalls could occur. An amount of \$1m was distributed to schools according to a formula designed to assist parents in greatest need of assistance.

From 2003, the Education Assistance Fund was replaced with a \$100 subsidy for all government secondary students, at a cost of \$8.4m per year, with the objective of making schooling more affordable for parents and improving retention rates in the post-compulsory years. The initiative has had the effect of improving schools' revenue streams and the relationship between schools and parents.

Other government schools

Each student boarding at a campus of the WA College of Agriculture pays a fee for accommodation, meals and other services of \$6,530 per year (2004). The State government offers an annual boarding-away-from-home allowance of \$1,000 without means testing. For eligible students, further assistance is available through the State's Secondary Assistance Scheme or Centrelink's Isolated Children's Allowance or Youth Allowance.

Overseas students at government schools pay up to \$7,200 (primary) and \$8,000 (secondary) per year for tuition, excursions and sport; and at senior colleges, tuition costs up to \$9,700 per year, depending on the course. Senior colleges also charge modest course fees to local students.

Publicly-funded VET providers

Fees and charges differ according to the courses being studied. There are three types of courses for which fees may apply: vocational courses and qualifications, entry and bridging courses, and adult community education courses.

Vocational courses and qualifications

Students pay tuition, enrolment and resource fees. The tuition fee is calculated on the basis of nominal student curriculum hours (SCH), irrespective of the number of hours of off-the-job training actually attended. The tuition fee was increased between 2003 and 2004 to reflect the movement in the Consumer Price Index and offset the cost of a new concession category for 15-17-year olds. The tuition fee is charged per SCH, up to a semester maximum.

The enrolment charge in 2003 was \$21.00 per semester. It was increased by 3.3 per cent, to \$21.70, in 2004.

A resource fee applies to most courses and varies according to their content. In cases of severe financial hardship, the accountable officers of TAFEWA colleges may waive all fees and charges.

Table 61: Charges for Vocational Courses and Qualifications, Department of Education and Training, 2002-2004

Year	Fee per SCH (\$)	Semester maximum (\$)	Fee per SCH (concession) (\$)	Semester maximum (Concession) (\$)
2002	1.18	430.50	0.62	215.25
2003	1.21	441.70	0.64	220.85
2004	1.29	470.85	0.68	248.20

Source: Department of Education and Training

Students entitled to concession rates on tuition fees include holders of Pensioner Concession Cards, Repatriation Health Benefits Cards issued by the Department of Veterans Affairs or Health Care Cards, and their dependants; those receiving Austudy or Abstudy and their dependants; those receiving the Youth Allowance and their dependants; inmates of custodial institutions; and young people aged between 15 and 17 years.

Entry and bridging courses

Students are exempt from tuition fees but are liable for the enrolment fee of \$21.70 per semester and the resource fee. In cases of severe financial hardship, the accountable officers of TAFEWA colleges may waive all fees and charges.

Adult community education courses

ACE students pay course and resource fees. Course fees are set by each TAFEWA college and cover the direct and indirect costs (excluding consumables) associated with ACE delivery. Resource fees cover materials purchased by colleges to be consumed or transformed by students during courses.

Students and their dependants are entitled to concession rates on tuition fees if they hold Pensioner Concession Cards, Repatriation Health Benefits Cards issued by the Department of Veterans Affairs or Health Care Cards. Holders of Seniors Cards issued by the Western Australian Office for Seniors Interests and Volunteering and young people aged between 15 and 17 years are also eligible for concessions.

2: Support for other educational institutions and non-government organisations

This function comprises payments by way of grants to certain national organisations (including the Ministerial Council on Education, Employment, Training and Youth Affairs) and Western Australian organisations that support or provide education or training services.

Total expenditure for 2003-2004 was \$35.11m, compared with \$25.95m in 202-2003.

Table 62: Department of Education and Training Grants to Educational Institutions and Non-government Organisations, 2003-2004

Organisation	(\$'000)
ABMusic	1 090
Aboriginal Independent Community Schools Support Unit	200
Albany Worklink Inc.	295
AMA Services (WA) Pty Ltd	169
Anglicare WA	160
Apprenticeship And Traineeship	174
Arrow Training Services	88
Association of Independent Schools of WA	288
Australian School of Tourism and Hotel Management	230
Automotive Training Australia (WA) Inc.	115
Avon Catchment Council	80
Balga Joblink Inc.	876
Bega Garberringu Health Services	85
Bloodwood Tree Association	151
Building and Construction Industry Training Council	115
Business Starters Network Pty Ltd t/a Business Central	80
Career Education Association of WA	97
Carts Redo Employment	68
Caterpillar Institute (WA) Pty Ltd	294
Catholic Education Office of WA	617
CCI Training Services Pty Ltd	464
Centacare Employment and Training	87
Central Area Region Training Scheme Inc.	800
Churches' Commission on Education	336
Clontarf Football Academy	90
Coastal and Rural Training	469
College of Electrical Training Inc.	679
College of Retail Training	265
Community and Youth Training Services Inc.	84
Community Development Foundation	100
Community Services, Health and Education Industry Training Advisory Body	118

Organisation	(\$'000)
Dental Nursing Australia	365
Dillon Whitelaw and Associates Pty Ltd	87
Dome Employment Services Inc.	189
Dyslexia SPELD Foundation	110
ECU Resources for Learning Ltd	200
Edge Training Solutions	84
Education.au Ltd	151
Education Queensland	101
E. G. Green and Sons Pty Ltd	144
Electrical Group Training Ltd	212
Esperance Group Training Scheme Inc.	526
Extra Edge Services Inc.	832
Finance, Property and Business Services Industry Training Council (Inc.)	115
Fletcher International WA	95
Forest Heritage Centre Inc.	137
Fremantle Childrens Literature Centre	167
Government Schools Leadership Centre	270
Graham (Polly) Farmer Foundation	100
Great Southern Group Training Inc.	90
Group Training South West t/a The Apprentice & Traineeship Co.	310
Harvey Meat Exports	71
Hospitality and Tourism Industry Training Council	127
Hospitality Group Training WA Inc.	276
Hungry Jack's	78
IndustryI Pty Ltd	169
Joblink Enterprises Inc.	151
Joblink Midwest Inc.	282
Jobs South West Inc.	421
Jobs West	146
Karrayili Adult Education Centre	443
Kimberley Aboriginal Medical Services Council (Inc.)	139
Kimberley Group Training	146
Kimberley Regional Service Providers	88
Klein Corporation Pty Ltd	77
Kuljak Aboriginal Employment	100
Light Manufacturing Industry Training Council	118
Mandurah Joblink Inc.	271
M. and E. J. Whitby Operator Trainer and Assessor Pty Ltd	95
Marr Mooditj Foundation Inc.	587
McDonald's Australia Ltd	95
Meerilinga Young Childrens Services Inc.	140
Metals Manufacturing and Services Industry Training Council Inc.	110
Midland Joblink Inc.	523
Ministerial Council on Education, Employment, Training and Youth Affairs	889

Organisation	(\$'000)
Mission Australia	182
Motor Industry Training Assoc of WA (Inc.)	837
MPA Skills	575
Multicultural Services Centre of Western Australia Inc.	70
Newman Employment	101
Ngaanyatjarra Community College	185
Ngaanyatjarra Health Service	114
Nirrumbuk Aboriginal Corporation	475
Noah's Art Toy Library and Resource Centre	69
Northern Group Training Ltd	71
Outcare Inc.	100
Parkerville Children's Home	175
PEP Community Services	146
PEP Employment Services Inc.	211
Pilbara Aboriginal Chamber of Commerce	87
Plumbing and Painting Training Company	144
Process Manufacturing Industry Training Council of WA Inc.	116
Regional Training Services	93
Rocky Bay Inc.	78
School Sport WA	208
Script Inc.	80
South Metropolitan Youth Link	1 605
State School Teachers' Union of WA	169
Taylor Weir School of Hairdressing	468
Therapy Focus Group	457
The Smith Family	150
Trades and Labor Council of Western Australia	280
Transport and Storage Industry Training Council	115
Transport Workers Union of Australia WA Branch	2
University of Notre Dame Australia	186
WA Arts, Sport and Recreation Industry Training Council Inc.	130
WA Council of State School Organisations	194
WA Information, Electrotechnology and Utilities Industry Training Council	115
WA Landskills Inc.	73
WA Primary Principals Association	115
WA Skills Training Pty Ltd	111
WA Telecentre Kununurra Inc.	75
Westpac Banking Corporation	90
Wholesale, Retail and Personal Services Industry Training Council	123
Wooden Boat Works	254
XLT Industrial Training Pty Ltd	374

(a). Only grants/subsidies of \$65,000 or more are listed.

Source: Corporate and Management Accounting

3: Compliance with the Electoral Act 1907

Section 175ZE of the Electoral Act 1907 requires government agencies to report expenditure on market research, polling, direct mail and media advertising organisations, and on advertising agencies. Only total expenditures per category of over \$1,600 are to be reported.

In 2003-2004, there was no expenditure on direct mail, market research or polling. Expenditure on advertising agencies and media advertising organisations totalled \$670,581.

Table 63: DET Expenditure on Advertising Agencies and Media Advertising, 2003-2004

Category	Provider	\$
Media advertising organisations	Marketforce Productions	
	Media Decisions	620 084
Advertising agencies	Vinten Browning	50 497
Total		670 581

Source: Corporate and Management Accounting

4: Publications

2003 second semester census forms

2004 first semester census forms

Aboriginal school-based traineeships folders, posters and flyers

Access Career

ACE Conference

Act Now postcards

AIEO Manual

Anzac 2004 advice to schools

Apprenticeships and traineeships guide

Aspire campaign

Attitudes towards Teachers

Australian Government Quality Teacher Program Resource Manual

Building Diversity postcard

Building Inclusive Schooling

Building Inclusive Schools: A Review

Community Kindergarten Administration Guide

Creating the Future: School Leaving age

Creating your Future

Curriculum Update

Design and Technology: Hazardous Materials Manual

District Directors Resource Manual

Duty of Care booklet

Early Childhood Education Resource Book update

Early Childhood Resource Book

Education Week promotional materials

Employment Directions Network

Fees and charges policy guidelines

Fiction Focus

Gifted and Talented SSPP Program

Guide for Parents

Guide for Parents – Choosing a School

Guide to Enterprise Education Section 8

Guidelines for Level 3 Teachers

How to survive quality assurance monitoring

Information about Implementation 2004

International brochures - primary

International brochures - secondary

International Education Manual

International Profiles

Investing in Government Schools: Final Response

Kalbarri brochure

Keep your Options Open brochure

Korean brochure - international education

Languages Thru Themes

Leave Pass brochures

LOTE Japanese Writing

Managing OHS Manual

Mandurah brochure

Mature-aged People: Getting Back to Work

Monitoring Standards in Education LOTE French/Japanese Manuals

Monitoring Standards in Education: Arts trial materials – Dance Drama, Music

Monitoring Standards in Education: Arts trial papers Years 3, 7, 10

Monitoring Standards in Education: Assessing Student Numeracy

Monitoring Standards in Education: Assessing Students' Reading

Monitoring Standards in Education: Data Analysis Write/Essay/Narrative/View

Monitoring Standards in Education: English – Reading

Monitoring Standards in Education: English test papers

Monitoring Standards in Education: English Viewing 'Stamps'

Monitoring Standards in Education: English Viewing and Writing

Monitoring Standards in Education: English Viewing videotapes

Monitoring Standards in Education: Hand-marked Questions – Numeracy/Reading/Spelling

Monitoring Standards in Education: Health and Physical Education student booklets

Monitoring Standards in Education: Mathematics - Assessing Student Numeracy

Monitoring Standards in Education: Mathematics report

Monitoring Standards in Education: Mathematics test materials Pentominos/Squares

Monitoring Standards in Education: Mathematics – Space/Working Mathematically

Monitoring Standards in Education: Reading Trial: Reading Sheets

Monitoring Standards in Education: Science baseboards

Monitoring Standards in Education: Science – Life and Living

Monitoring Standards in Education: Science test papers

Monitoring Standards in Education: Social Outcomes

Monitoring Standards in Education: Society and Environment Teachers Manual

Monitoring Standards in Education: Society and Environment test materials

Monitoring Standards in Education: Teachers Guide – Technology and Enterprise

Monitoring Standards in Education: Years 3, 7 Moths School Release materials

National Equity Guide

Occupational Health and Safety Manual

Outcomes brochure: A framework for assessing student outcomes

Outcomes brochure: Student Progression

Outcomes brochure: Understanding the Enterprise

Outcomes brochure: Understanding the VET student market

Parents as Career Partners

Pathways to Social and Emotional Development

Plan for Government Schools 2004-2007

Planning for Speech and Language

Premier's Summer Reading Challenge materials

Premier's Teacher of the Year materials

Primary Focus Fiction/Non Fiction

Principal Training Materials Manual

Professional Learning Curriculum

Profit from Experience

Returning to Learning

RAM Training Manual

RAM Training Materials for SIS Contract

SBT Brochures

SBT Enterprise Guide

School alphabetical lists 2004

School Computer Census 2004

School Leadership Curriculum

School Leaving Age booklet and brochure

School Watch community and student brochures

School Watch primary and secondary posters

School Watch stickers

School Watch telephone contact lists

Schools End of Financial Year Reports

Schools Financial Information – half-yearly

Secondary: High Schools, Colleges and Campuses Brochure, International Education

Secondary: Senior High Schools, Colleges and Campuses (Chinese)

Self-evaluation – 100 Schools Project

Shaping the VET Practitioner for the Future

Skilling WA: Aged Care Workers

Skills Recognition Framework

Small Business Smart Business

Small Business Taskforce Report

Staff Conduct Guide

State Training Board Framework

Student Guide to Training

Student Outcome Statements Arts Book 2

TAFEWA Courses and Careers 2005

TAFEWA Full-time Studies 2004

Teach WA Induction Manual

Teach WA Relief Teacher brochure

Technology Focus

The Reflective Journal

The Reflective Teacher

The Reflective Teacher CD-ROM

The Teaching Workforce

Training Excellence Awards 2003 materials

Training Info Centre

Training Matters December 2003

Training Matters July 2003

Using Animals posters

VET Aboriginal School-based Traineeships brochure

VET Awards materials

VET HGT Brochure

VET Information about Implementation

VET in Schools Review 2003

VET Ballajura brochure

VET Margaret River brochure

VET Midlands brochure

VET Pilbara brochure
VET Warnboro brochure
VET Warwick Brochure

WALNA test materials
WA Training Sector Strategy 2004-2010
Ways of Being: Ways of Talk
Western Australian Government Schools Standards
Workplace Learning
Work Readiness Skills Manual (CD-ROM version)

5: Contacting the Department of Education and Training

Education and Training

Corporate Communications
and Marketing

Level 2, 151 Royal Street, East Perth WA 6004
Tel 08 9264 4990
Fax 08 9264 4597

Education

Metropolitan

Central office

151 Royal Street, East Perth WA 6004
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E-mail websupport@det.wa.edu.au
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Canning

1480 Albany Highway, Cannington WA 6107
Tel 08 9311 0500
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Fremantle-Peel

184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162)
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Rural and remote

Albany	85 Serpentine Road, Albany WA 6330 Tel 08 9841 0333 Fax 08 9841 7542 E-mail albany.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/albany
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Esperance	86 Windich Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450) Tel 08 9071 9100 Fax 08 9071 2796 E-mail esperance.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/esperance/
Goldfields	Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6430) Tel 08 9093 5600 Fax 08 9093 5656 E-mail goldfields.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/goldfields
Kimberley	10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725) Tel 08 9193 6488 Fax 08 9193 6718 E-mail kimberley.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/kimberley/
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Midlands	McIver House, 297 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401) Tel 08 9622 0200 Fax 08 9622 3996 E-mail midlands.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/midlands
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Training

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Overseas Qualifications Unit	Level 7, 190 St Georges Tce, Perth WA 6000 Tel 08 9320 3747 Fax 08 9320 3766 E-mail skill@tiwa.com.au
TAFE Admissions Centre	Level 5, 190 St Georges Tce, Perth WA 6000 Tel 08 9235 8888 Fax 08 9235 8881
TAFE International Western Australia	Level 7, 190 St Georges Tce, Perth WA 6000 Tel 08 9320 3777 Fax 08 9320 3700 E-mail study@tiwa.com.au
Western Australian Training Info Centre	Second Floor, City Central Building, 166 Murray Street, Perth WA 6000 Tel 08 9421 1344 or 1800 999 167 Fax 08 9421 1391 E-mail training.information@det.wa.edu.au
WestOne Services	1 Prospect Place, West Perth WA 6005 Tel 08 9229 5200 Fax 08 9227 8393 E-mail infodesk@westone.wa.gov.au
Metropolitan employment coordinators	
Perth	Level 1, Albert Facey House, 469-489 Wellington Street, Perth WA 6000 Tel 08 9212 0101 Fax 08 9212 0107
Midland	Unit 14, 53 The Crescent, Midland WA 6056 Tel 08 9250 2761 Fax 08 9250 4981
Rural and remote employment coordinators	
Goldfields/Esperance Region	Unit 6, 241 Hannan Street, Kalgoorlie WA 6430 Tel 08 9091 3560 Fax 08 9021 3405

Great Southern Region	228-232 Stirling Terrace, Albany WA 6330 Tel 08 9842 0603 Fax 08 9841 8739
Kimberley Region	Shop 18, Kununurra Shopping Centre, Konkerberry Drive, Kununurra WA 6743 Tel 08 9168 3235 Fax 08 9168 3062
Mid-West Region	Margaret House, Bill Sewell Complex, Chapman Road, Geraldton WA 6530 Tel 08 9921 8002 Fax 08 9921 3842
Peel Region	2 Sutton Street, Mandurah WA 6210 Tel 08 9581 1154 Fax 08 9535 7109
Pilbara Region	Unit 12, Lotteries House, South Hedland WA 6722 Tel 08 9140 2697 Fax 08 9140 1753
South West Region	Podium Level, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel 08 9791 1966 Fax 08 9791 1448
Wheatbelt Region	90 Fitzgerald Street, Northam WA 6401 Tel 08 9622 5208 Fax 08 9622 5217

Apprenticeship and Traineeship Support Network

Metropolitan	Tower Level 3, Prospect Place, West Perth WA 6005 Tel 08 9229 5450 Fax 08 9229 5451
Goldfields Region	Unit 6, 241 Hannan Street, Kalgoorlie WA Tel 08 9091 3560 Fax 08 9021 3405
Great Southern Region	228-232 Stirling Terrace, Albany WA 6330 Tel 08 9842 0600 Fax 08 9841 8739
Peel Region	2 Sutton Street, Mandurah WA 6210 Tel 08 9581 1154 Fax 08 9535 7109

6: Glossary

A

AAACE	Australian Association of Adult and Community Education
AAEA	Australia-America Education Alliance
ABS	Australian Bureau of Statistics
ACE	Adult community education
ACER	Australian Council for Educational Research
Accreditation	Process by which specific courses are approved by State and Territory training authorities to ensure they meet specified quality requirements.
ACHPER	Australian Council of Health, Physical Education and Recreation
Adjusted annual curriculum hours	Annual curriculum hours adjusted to account for module enrolments reported with an outcome of recognition of prior learning and invalid module enrolments.
Adjusted module load completion rate	Module load completions adjusted to account for module enrolments reported with an outcome of recognition of prior learning and invalid module enrolments.
AEEDO	Aboriginal Economic and Employment Development Officer
AEU	Australian Education Union
AIEO	Aboriginal and Islander Education Officer
AISWA	Association of Independent Schools of Western Australia
ALA	Adult Learning Australia
AMEP	Adult Migrant English Program
AMES	Adult Migrant Education Services
AEEDO	Aboriginal Economic and Employment Development Officer
AMTC	Advanced Manufacturing Technologies Centre (e-Central)
Annual curriculum hours	Anticipated hours of supervised learning or training deemed necessary to present instructional material adequately. These hours are generally specified in the curriculum documentation and do not include hours associated with fieldwork or work experience. Changed in 1999 to <i>Nominal hours - supervised</i> .
ANTA	Australian National Training Authority. The Commonwealth statutory authority that oversees the vocational education and training system.
AQF	Australian Qualifications Framework: a national framework for all qualifications in post-compulsory education and training.
AQTF	Australian Quality Training Framework: formerly the Australian Recognition Framework. The quality assurance and recognition arrangements underpinning the National Training Framework. The main elements include nationally-recognised competency standards, qualifications and training organisations.
ARF	Australian Recognition Framework. Superseded by the AQTF.
Articulation	Formal linkages between different levels of qualifications. Articulation arrangements allow for horizontal and vertical movement between courses and training programs.
Assessment	Process of gathering evidence and making judgments about whether competency has been achieved.
ASSPA	Aboriginal Student Support and Parent Awareness
ATSIC	Aboriginal and Torres Strait Islander Commission
ATSN	Apprenticeship and Traineeship Support Network
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. This is a specification of information standards for recording and reporting VET inputs (resource module) and activity and outputs (business module). This standard was observed in the collection and preparation of data for this report.

B

BEC Business Enterprise Centres Network

C

CALD Culturally and linguistically diverse

CAT Competitive allocation of training

CBT Competency-based training. Training that develops the skills, knowledge and attitudes necessary to achieve competency standards.

CCWA Curriculum Council of Western Australia

CDEP Community Development Employment Program

CEOWA Catholic Education Office of Western Australia

CESCEO Conference of Education Systems Chief Executive Officers

CGEA Certificate in General Education for Adults

CLNP Commonwealth Literacy and Numeracy Program

CMIS Curriculum Materials Information Services

COAG Council of Australian Governments

Competency Describes a person's ability in a range of areas, including task, task management, contingency management and job or environment skills.

Community education providers Community education training organisations that provide information to the NCVER data collection.

Competency standard Reflects knowledge and skills and their application to the standard of performance required in employment.

Completion Fulfilment of all of the requirements of a course or module enrolment.

Contract of training Contractual agreement between an employer and employee (apprentice or trainee) specifying the competencies to be developed over the period of the contract and the rights and obligations of each party.

Cost per curriculum hour (average) Total government recurrent expenditure per total adjusted annual curriculum hours.

Course Structured sequence of education or training, generally resulting in assessment against a range of specific learning outcomes and usually associated with institutional delivery. Includes assessment leading to a qualification or statement of attainment.

Credit Progress toward a qualification granted to an individual on the basis of achievement of relevant competencies or learning outcomes. Credit can be based on prior agreement between organisations about the credit value of specific courses and programs.

D

DEST Department of Education, Science and Training (Commonwealth)

DET Department of Education and Training (Western Australia)

DIMIA Department of Immigration, Multicultural and Indigenous Affairs

E

EDN Employment Directions Network

EEO Equal employment opportunity

ELICOS English Language Intensive Courses for Overseas Students

Enrolment Registration of a student with an education or training provider for the purpose of undertaking a course or module. An enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one piece of work.

ESD English as a second dialect

ESL	English as a second language
e2c	Education to Community
F	
FAAA	Financial Administration and Audit Act 1985
Fee-for-service activity	Activity funded by fees received from individuals and organisations, other than regular student fees, including Commonwealth and State-specific funded programs (such as labour market programs and Adult Migrant English Services).
Flexible delivery/learning	Approach to education and training that enables students to learn and demonstrate competence in a variety of ways. Students can choose what, where and how they learn and are provided with education or training that meets their individual learning needs and styles.
FTE	Full-time equivalent
Full-time equivalent student	The full-time equivalent of a full-time student is 1.0. The conversion of part-time student numbers to full-time equivalents is usually based on the students' workloads compared with the workloads undertaken by full-time students.
Full-time student	Person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full-time student varies across Australian jurisdictions.
G	
Geographic region	Classification (based on statistical local areas) devised by the former Department of Primary Industry and Energy and the Department of Employment, Education, Training and Youth Affairs. <i>Remote</i> : regions that contain urban centres with populations of fewer than 5,000 and are more than 150 kilometres from an urban centre with a population of 10,000 or more. <i>Rural</i> : regions that consist of statistical local areas associated with urban centres that have populations of 5,000 to 100,000 and are not classified as 'remote'.
Government cost of capital per hour of successful publicly-funded module load completions	Cost to government of using capital (physical non-current assets) per adjusted publicly-funded successful module load completion.
Government costs of capital per adjusted annual curriculum hours	Cost to government of using capital (physical non-current assets) for delivering VET services.
Government recurrent expenditure per full-time equivalent student	Total government recurrent expenditure divided by the total number of full-time equivalent students. Expenditure is based on the National School Statistics Collection, with adjustments for capital charges and payroll tax. Capital charges are excluded and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of two years.
Graduate	Person who has completed an educational or vocational program.
Government funding to private and adult and community providers	Government recurrent expenditure to private and adult and community providers for the delivery of VET services. Expenditure includes payments to secondary schools, other government providers, enterprises, private Registered Training Organisations, ACE providers, industry and local government providers.
GST	Goods and Services Tax
GTS	Group Training Scheme
H	
Hours delivered per campus	Ratio of unadjusted VET hours delivered to the number of TAFE campuses in each Australian jurisdiction.

HR	Human resources
I	
IAS	Independent Assessment Service
ICT	Information and communications technologies
IESIP	Indigenous Education Strategic Initiatives Program
Indigenous student	Student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or as being from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across Australian jurisdictions.
Industry	Organisations that represent industry, including peak business associations and unions, as well as Industry Training Advisory Bodies (ITABs), which were formerly known as Industry Training Councils (ITCs).
ITAB	Industry Training Advisory Body (or Board). Organisation recognised as representing a particular industry that provides advice to government on the vocational education and training needs of that industry.
K	
KPI	Key performance indicator
L	
LAN	Local area network
Language background other than English (LBOTE) student	Status determined by administrative processes that vary across Australian jurisdictions. Usually refers to birth in a country in which English is not the national language and/or domicile in a household in which a language other than English is spoken most of the time.
LDC	Language development centre
Learning outcome	Action or outcome of learning that can be demonstrated and/or assessed.
LLNP	Language, Literacy and Numeracy Program
Load pass rate	Ratio of students who pass assessment in an assessable module or Unit of Competency to all students who are assessed and pass, fail or withdraw. The calculation is based on the nominal hours supervised for each assessable module or Unit of Competency.
LLEP	Local Learning and Employment Partnership
M	
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs. Body comprising State, Territory, Commonwealth and New Zealand ministers responsible for the portfolios of education, employment, training and youth affairs.
MINCO	ANTA Ministerial Council. Comprises State, Territory and Commonwealth ministers responsible for vocational education and training and decides national policies, objectives and priorities.
Module	Unit of training in which a student can enrol and be assessed.
Module completer	Student who completes at least one module in a vocational program of study successfully.
MSE	Monitoring Standards in Education
Mutual recognition	Recognition by other Australian State and Territory training authorities of training organisations registered by one State or Territory.

N

NAC	New Apprenticeship Centre
National Training Framework	Comprises the Australian Quality Training Framework and Training Packages. Identifies the main components of the vocational education and training system at the national level, the relationships between those components and the quality assurance and recognition arrangements that enable individuals to gain national recognition.
NCVER	National Centre for Vocational Education Research
NIELNS	National Indigenous English Literacy and Numeracy Strategy
Nominal hours - supervised	Anticipated hours of learning or training deemed necessary to present adequately the educational material associated with the delivery of a training program in standard classroom delivery mode. These hours are generally specified in the curriculum documentation and do not include hours associated with work experience, industry placement, or field placement. See also <i>annual curriculum hours</i> .
Non-English speaking background (by country of birth)	Refers to people born in countries other than the main English-speaking countries of Australia, New Zealand, England, Scotland, Wales, Northern Ireland, the Channel Islands, the Isle of Man, Ireland, Canada, the United States and South Africa.
Non-vocational program of study	Recreation, leisure and personal enrichment course directed toward the encouragement and development of creative, social and personal pursuits and skills that enable people to make more effective use of leisure time.
NTIS	National Training Information Service

O

Occupational group	Refers to occupations linked to particular Australian Bureau of Statistics Standard Occupational Classification (ASCO) groups. Category A courses have direct links to individual ASCOs, Category B courses have multiple links to ASCOs and Category C courses have the potential to link across all ASCO areas.
Occupational level	Classified as 'general/unspecified', 'operative/clerical', 'trades/skilled' and 'para-professional/professional'. Also linked to Australian Bureau of Statistics ASCO groups.

P

Participation rate	Number of full-time students of a particular age, expressed as a proportion of the estimated resident population of the same age at June.
Part-time student	Student undertaking a workload that is less than that specified as being a full-time workload in his or her jurisdiction.
PC	(1), Productivity Commission; (2), Personal computer
PCAP	Priority Country Areas Program
PCAPP	Post-compulsory Assessment and Performance Project
PISA	Program for International Student Assessment
Potential year 12 population	Estimate of a single-year age group that could have participated in year 12 in a given year: defined as the estimated resident population aged 15-19 years divided by 5.
Pre-compulsory education	Education delivered before the statutory age of entry to formal school education.
Post-compulsory education	Education delivered beyond the statutory age of entry to formal school education.
Post-secondary education	Education delivered beyond the end of the period of formal school education.
Private provider	Commercial organisation that provides training to individuals and industry.

Q

QETO	Quality Endorsed Training Organisation
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R

RAPP	Retention and participation plan
RAPT	Resource allocation program for training
RCC	Recognition of Current Competencies: acknowledgement of competencies acquired through training, work or life experiences. More widely known as <i>Recognition of Prior Learning</i> .
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments are made using the non-farm GDP price deflator and expressed in terms of final-year prices.
Recurrent funding	Funding provided by the Australian, State and Territory governments to cover operating costs, salaries and rent.
Registration	Formal process of assuring the quality of a training provider.
RPL	Recognition of Prior Learning: acknowledges competencies acquired through training, work or life experiences that may be used to grant status or credit in a subject or module.
RTO	Registered Training Organisation: training organisation registered by State/Territory training authorities as being recognised nationally for the provision of training products and services. Meets AQTF standards and delivers, assesses and issues AQF qualifications and statements of attainment.

S

SCH	Student contact hour
Short course	Sequence of education or training that stands alone and does not lead to a credential.
SIDE	Schools of Isolated and Distance Education
SIS	School Information System
Socioeconomic status	Generally associated with access to income and/or wealth. Administrative processes for determining socioeconomic status vary across Australian jurisdictions.
SSPP	Special Secondary Placement Program
STARS	State Training and Recognition System
State VET plan	Annual publication of State training authority that outlines planned training in terms of annual hours, by occupational groupings, for the year ahead (with indicative estimates for the next two years). Also outlines initiatives to meet State and national objectives.
STB	State Training Board
STS	Student Tracking System
Student	Person who is formally enrolled or registered at an institution that provides education or training and who is active in an education or training program at that institution.
Student, primary	Student in primary education, which covers pre-Year 1 to Year 6 in NSW, Victoria, Tasmania and the ACT; pre-Year 1 to Year 7 in SA and the NT; and Year 1 to Year 7 in Queensland and WA.
Student, secondary	Student in secondary education, which commences at Year 7 in NSW, Victoria, Tasmania and the ACT, and at Year 8 in Queensland, SA, WA and the NT.
Student-to-staff ratio	Full-time equivalent students per full-time equivalent teacher or non-teaching staff member.
Student with disabilities	Usually refers to a person with physical, intellectual or multiple disabilities that are likely to be permanent and require special provisions to be made to ensure that the person is able to achieve prescribed outcomes for courses of education or training to the extent commensurate with his or her disabilities. Definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.

T

TAC	Training Accreditation Council
TAFE	Technical and further education colleges and institutes, which are the primary providers of publicly-funded VET.
TAFEWA	Technical and further education colleges in Western Australia
TI	Treasurer's Instruction
TIWA	TAFE International Western Australia
TPO	Training Plan Outline
Training Package	Set of national training resources, consisting of national competency standards, assessment guidelines and national qualifications. These components are endorsed by the National Training Framework Committee. A package can also include non-endorsed components: assessment materials, learning strategies and professional development materials.
Training provider	Individual or organisation in the private or public sectors registered with a State training authority to deliver training courses.

V

VET	Vocational education and training delivered by technical and further education colleges and institutes or private providers
VETIS	Vocational education and training delivered by schools
VET program	Course or module offered by a training organisation in which people may enrol.
Vocational program of study	Program of study intended to develop competency in skills relevant to the workplace or entry to further education. Typically associated with preparatory, operative, trades/skilled and paraprofessional education and training.

W

WACA	Western Australian College of Agriculture
WACE	Western Australian Certificate of Education
WALNA	Western Australian Literacy and Numeracy Assessment
WAN	Wide-area network

Key performance indicators

Certification

I hereby certify that the following key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education and Training, and fairly represent the performance of the Department for the year ended 30 June 2004.

A handwritten signature in black ink, appearing to read 'Paul Albert', with a large, sweeping initial 'P'.

PAUL ALBERT
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)

13 AUGUST 2004



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION AND TRAINING PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2004

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Department of Education and Training are relevant and appropriate to help users assess the Department's performance and fairly represent the indicated performance for the year ended June 30, 2004.

Scope

The Director General's Role

The Director General is responsible for developing and maintaining proper records and systems for preparing performance indicators.

The performance indicators consist of key indicators of effectiveness and efficiency.

Summary of my Role

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

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

D D R PEARSON
AUDITOR GENERAL
October 15, 2004

The output structure of the Department of Education and Training consists of the following outcomes and outputs:

Outcome: Quality education for all Western Australians who choose government schooling

Output 1: Primary Education

Output 2: Secondary Education

Outcome: To maximise training and employment opportunities for Western Australians

Output 3: Vocational Education and Training Services

Output 4: Employment Programs

The effectiveness key performance indicators for the outcome relating to government school education are presented first, followed by the efficiency key performance indicators for Outputs 1 and 2, which relate to that outcome. The effectiveness key performance indicators for the outcome relating to training and employment are presented next, followed by the efficiency key performance indicators for Outputs 3 and 4, which relate to that outcome. The key performance indicators provide measures of effectiveness and efficiency at the State level.

DET has developed key performance indicators (KPIs) to enable management to assess and monitor the achievement of government-desired outcomes and to enhance public accountability for performance. The Financial Administration and Audit Act 1985 also requires accountable agencies to prepare and submit KPIs to Parliament. The indicators presented are audited to ensure they are relevant, appropriate and represent performance fairly.

Outcome 1: Quality education for all Western Australians who choose government schooling

- | | |
|---------------------------------|---|
| Effectiveness indicators | <ul style="list-style-type: none"> • Rates of participation in education • Retention in government school education beyond the compulsory years • Rates of TEE subject participation and gender balance • Secondary Graduation rates • System-level testing of student achievement |
|---------------------------------|---|

Rates of participation in education

DET must provide *all* potential students in Western Australia access to the education provided by the government school system, whether that provision is taken up or not.

Unless exempted under section 11 of the School Education Act 1999, from the beginning of the year in which they turn six and a half to the end of the year in which they turn 15, all children in Western Australia are required to attend a government school or non-government school, receive distance education services from the Schools of Isolated and Distance Education or undertake approved home education.

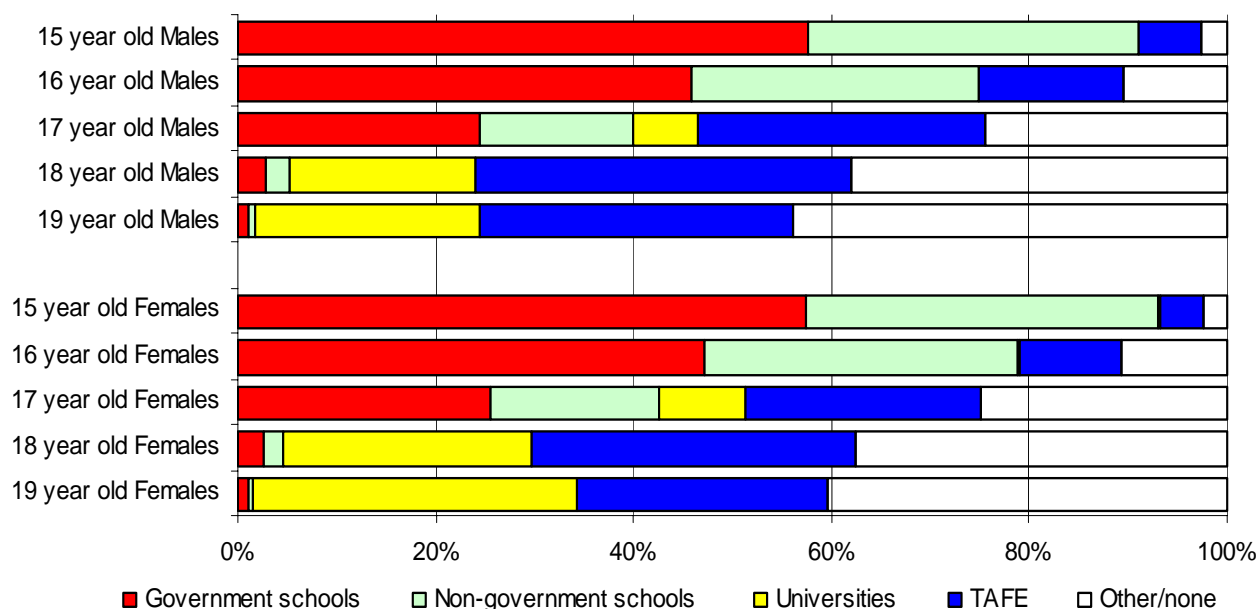
Government schools must provide access to an appropriate education for persons aged generally between four and a half years and 17 years.

Age-participation rates demonstrate the extent to which potential students receive an education.

Age-participation rates indicate the number of students of a particular age who are engaged in some form of education as a percentage of the estimated resident population of persons of that age. Figures 8 and 9 provide information on the participation of 15 to 19 year olds.

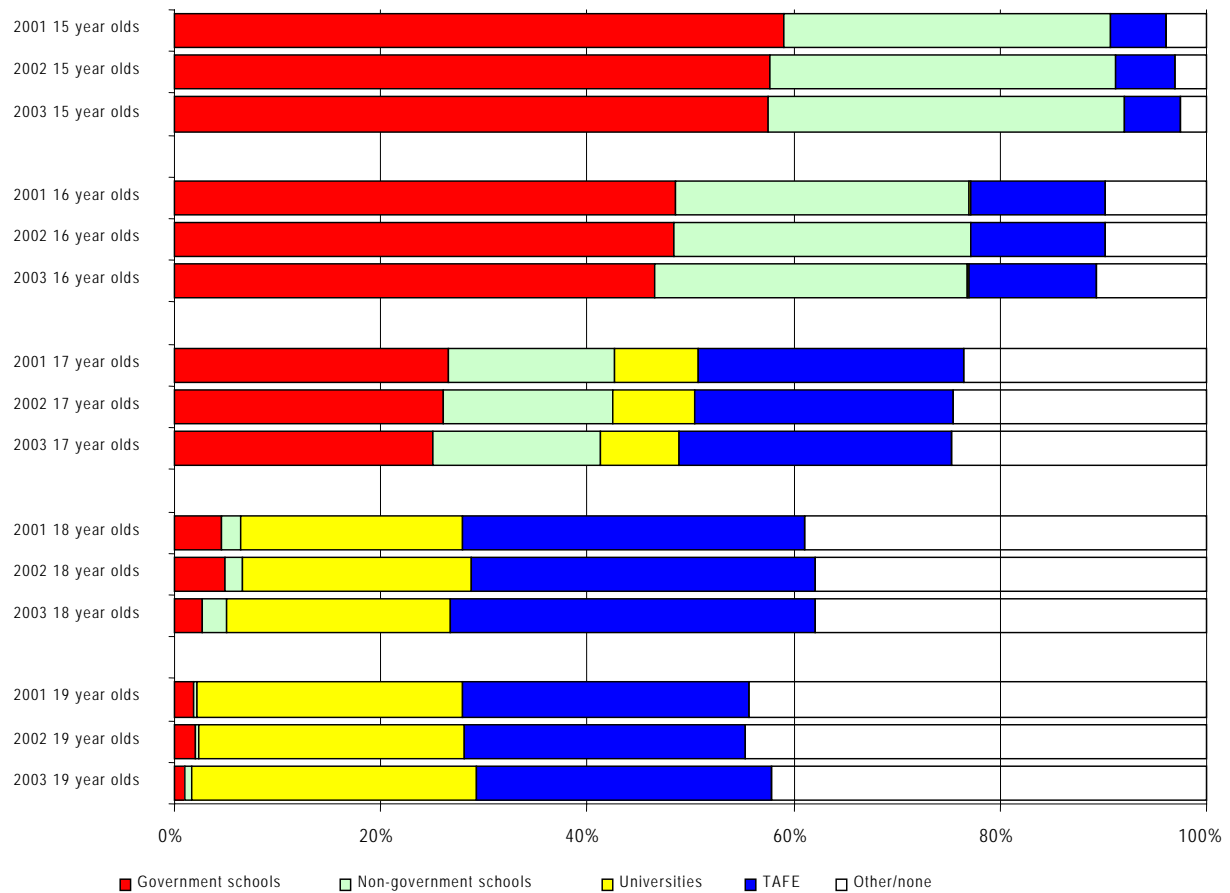
The extent to which government school education in the post-compulsory years is taken up by 15 to 17 year olds may be ascertained from the age-participation rates presented in Figures 8, 9 and 10.

Figure 8: Participation Rates of Persons Aged 15 to 19 Years Engaged in Some Form of Education, By Age Group and Gender, 2003^(a)



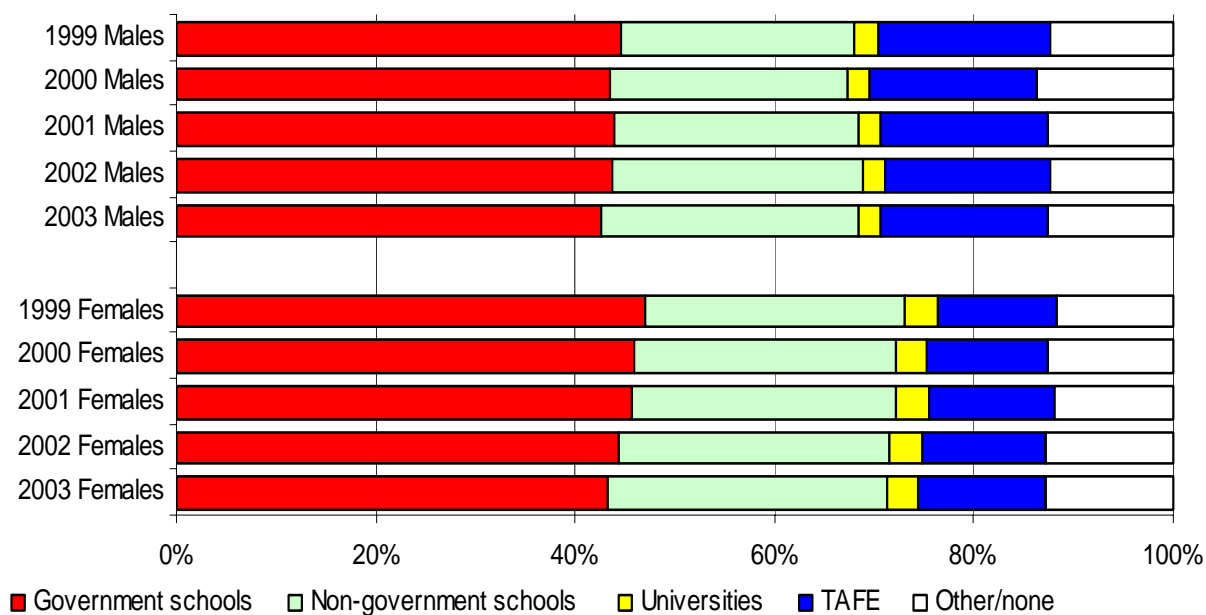
(a). The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, universities and TAFE (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services

Figure 9: Participation Rates of Persons Aged 15 to 19 Years Engaged in Some Form of Education, By Age Group, 2001-2003^(a)

(a). The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, universities and TAFE (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services

Figure 10: Participation Rates of Persons Aged 15 to 17 Years Engaged in Some Form of Education, By Gender, 1999-2003^(a)

(a). The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, universities and TAFE (age at 1 July). Regional college data reported in previous annual reports are included in the TAFE category. As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services

Retention in government school education beyond the compulsory years

An important aspect of their continued participation in schooling is a perception among post-compulsory students that the education being delivered is relevant to their needs and interests because it relates directly to the achievement of their intended post-school destinations and entry into society.

Government schools offer a wide range of accredited and wholly-school-assessed subjects, so students are able to specialise in areas of particular personal interest and many choose courses that maximise the likelihood of their gaining entry to various university, training or work destinations.

Apparent retention rates provide an indication of the extent to which students continue in government schools to the end of Year 12, given that actual participation in the post-compulsory years depends on both external factors (such as national policies) and factors affecting access to government schools, such as location or curriculum provision.

The extent to which students continue to participate in government school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier.

Table 64: Apparent Retention Rates (Percentages), Government School Students^(a), Year 8 To Year 12, By Location, Gender and Aboriginality, 1998-2003^(b)

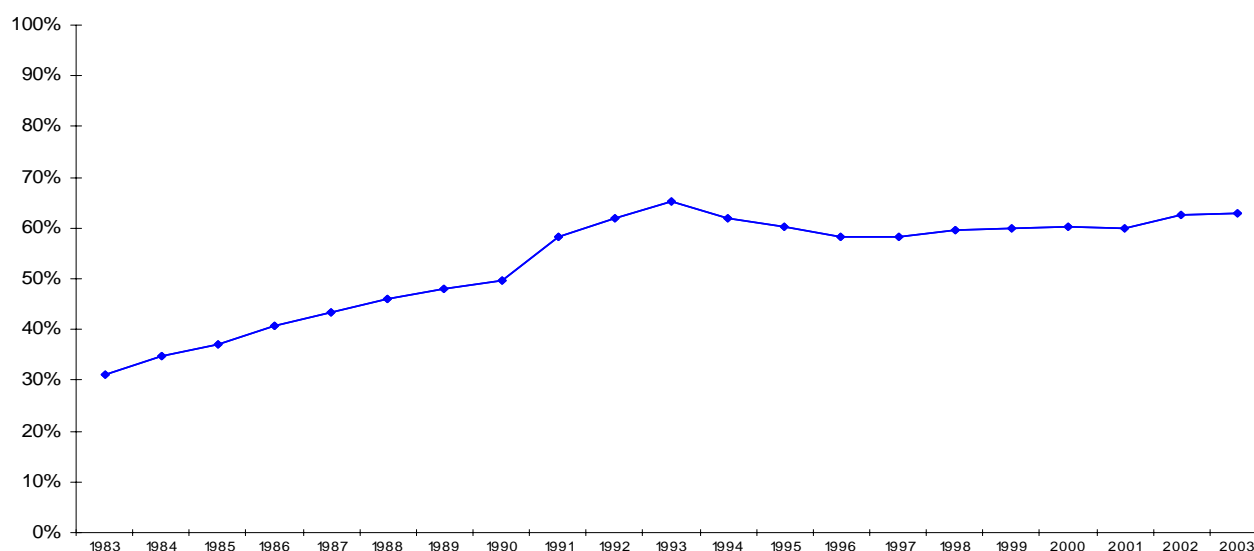
Student category	1998	1999	2000	2001	2002	2003
Metropolitan female ^(c)	72.8	73.5	73.6	72.2	74.6	72.9
Country female ^(c)	49.2	51.2	52.5	52.2	53.5	54.4
Metropolitan male	59.7	60.1	60.9	61.1	64.1	64.6
Country male	43.7	42.3	42.3	43.4	46.2	49.6
All metropolitan	65.9	66.6	66.9	66.4	69.2	68.6
All country	46.4	46.6	47.2	47.7	49.7	51.9
Aboriginal female	19.2	22.6	24.0	19.3	25.9	22.5
Aboriginal male	16.3	16.2	20.6	16.6	15.1	20.6
All Aboriginal	17.7	19.2	22.3	18.0	20.4	21.6
All female	65.0	66.1	66.6	65.5	67.5	66.6
All male	54.6	54.2	54.9	55.2	58.0	59.4
All	59.6	60.0	60.4	60.1	62.6	62.9

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

(b). Second semester census.

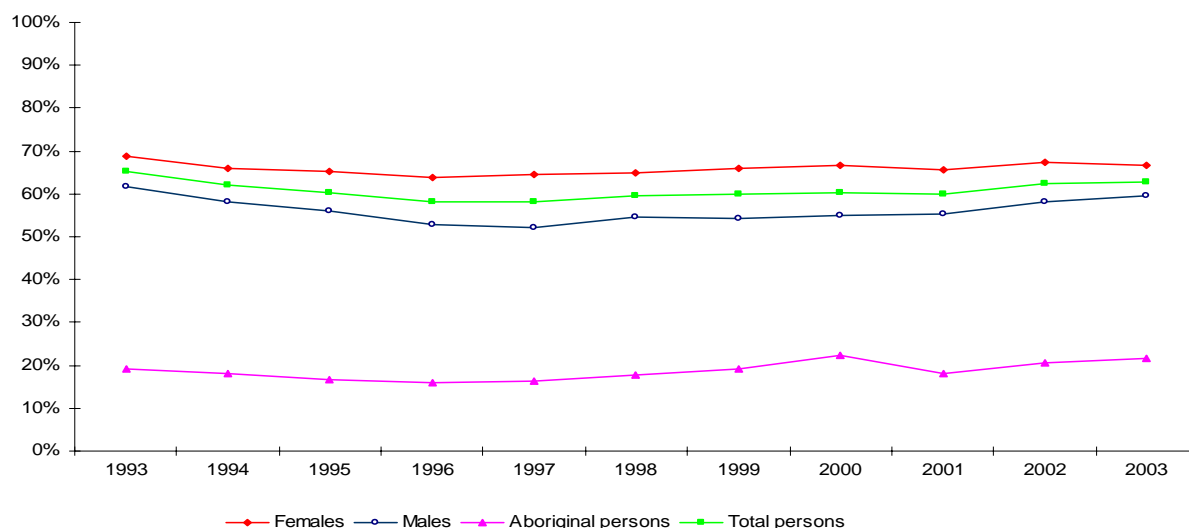
(c). 'Metropolitan' is defined as the Perth Statistical Division and 'country' as the rest of the State. The apparent retention rates shown make no allowance for student mobility.

Source: Information Services

Figure 11: Apparent Retention Rates, Government Schools^(a), Year 8 to Year 12, 1983-2003

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

Source: Information Services

Figure 12: Apparent Retention Rates, Government Schools^(a), Year 8 To Year 12, By Gender and Aboriginality, 1993-2003

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

Source: Information Services

Rates of TEE subject participation and gender balance

For many years, there have been concerted efforts to improve the participation of males in the humanities and social sciences and females in mathematics and the physical sciences.

The extent to which gender imbalances continue to exist in certain subjects can be demonstrated by means of an 'imbalance index'. The imbalance index is significant because it reflects the extent to which initiatives in support of gender equity in the curriculum are manifested in student choice.

It is also particularly important in relation to mathematics and the physical sciences, because students' failure to choose the appropriate combinations in these subject areas will prevent them from enrolling in certain university courses.

The imbalance index is calculated according to the formula:

$$1 - \frac{|a-b|}{a+b}$$

where 'a' = male participation rates and 'b' = female participation rates.

The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

Table 65: Imbalance Indices^(a), Mathematics and Physical Sciences, Government School Year 12 Students, 1999-2003

Subject	1999	2000	2001	2002	2003
Applicable Mathematics	0.77	0.76	0.78	0.78	0.74
Calculus	0.47	0.45	0.44	0.48	0.44
Chemistry	0.82	0.83	0.89	0.92	0.93
Discrete Mathematics	0.90	0.92	0.91	0.93	0.93
Physics	0.52	0.52	0.53	0.50	0.49

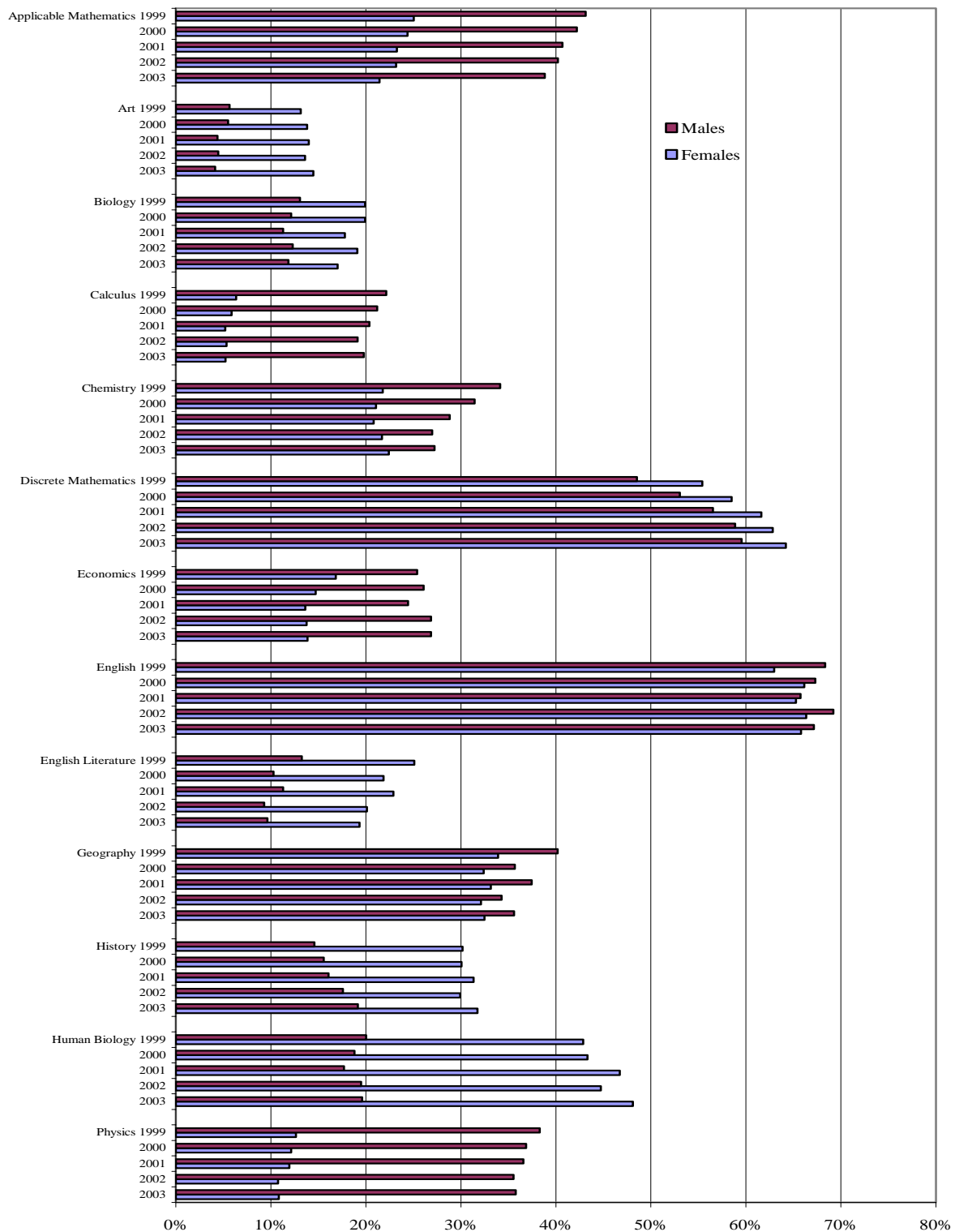
(a). The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

Source: Information Services from Curriculum Council data

The proportions of female and male students enrolled in selected major subjects in Year 12 for the Tertiary Entrance Examinations are shown in Figure 13. These subjects each enrol at least 10 per cent of TEE candidates.

The imbalance indices in Table 65 do not indicate whether female or male students are in the majority. Although there is a higher participation rate of male students in these subjects in most cases, this is not always so: for example, in Discrete Mathematics, the participation rate of female students is higher than that for male students. The index shows the extent, not the direction, of the imbalance. Figure 13 provides an indication of the direction of imbalance for TEE candidates.

Figure 13: Participation By Accredited Tertiary Entrance Examinations Subject^(a), Government School^(b) Year 12 Students, By Gender, 1999-2003



(a). Subjects in which at least 10 per cent of TEE candidates are enrolled.

(b). Data exclude senior college, international, TAFE and private students.

Source: Information Services from Curriculum Council data

Secondary Graduation rates

Upper-secondary students select their courses to suit their own interests, needs and intended post-school destinations, and Year 12 performance is measured in terms of the criterion for overall success in schooling: Secondary Graduation.

Students who complete Year 12 and achieve Secondary Graduation receive the WA Certificate of Education.

To achieve Secondary Graduation, students must complete at least 10 full-year (or equivalent) subjects, with an average grade of 'C' or better in eight subjects. Four or more of these subjects must be at Year 12 level. In addition, they must satisfy the Curriculum Council's English language competence requirement by achieving a 'C' or better in Year 12 English, English Literature, English for ESL Students, Senior English or Vocational English or, alternatively, passing the Curriculum Council's English language competence test.

A key external indicator of overall student performance is the apparent Secondary Graduation rate, which is the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education.

Table 66: Secondary Graduation Rates (Percentages), Government School^(a) Year 12 Students, By Gender, 1999-2003

Student category	1999	2000	2001	2002	2003
All female	59.0	58.2	57.7	59.2	58.5
All male	43.8	44.0	44.4	47.5	48.6
All students	51.1	50.8	50.8	53.1	53.4

(a). Data exclude senior college, international, TAFE and private students. Repeating students are included, but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Information Services from Curriculum Council data

System-level testing of student achievement

The main methods of measuring system-level student achievement are the random-sample testing conducted by the Monitoring Standards in Education program (which each year assesses student performance at Years 3, 7 and 10) and the Western Australian Literacy and Numeracy Assessment program (which assesses the literacy and numeracy performance of all students in Years 3, 5 and 7).

MSE random-sample testing has been undertaken since 1990 and measures performance at three key stages of schooling: Year 3, because it represents the first opportunity to gather reliable, consistent and comparable data on young students; at Year 7, because it marks the end of primary schooling; and at Year 10 because it is the final year of compulsory schooling.

Performance data are reported according to gender, Aboriginality and language background other than English.

The Outcomes and Standards Framework provides the framework for measuring and reporting student achievement in Western Australia. The Outcomes and Standards Framework includes student outcome statements and was developed to be consistent with the Curriculum Framework. It sets out expected student outcomes in eight learning areas along developmental continua that consist of eight levels of outcome.

MSE random-sample testing of student achievement in the eight key learning areas is undertaken on a cyclical basis. English and Mathematics are assessed in alternate years and every year one of the other six learning areas is also assessed.

In 2003, MSE testing was conducted in English and the Arts.

For literacy and numeracy an additional framework is used. A set of national benchmarks has been endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs for use in reporting state-level student achievement in a form which is comparable across the States and Territories. The benchmarks represent levels of literacy and numeracy without which a student would have difficulty making sufficient progress at school.

Where possible, data on student achievement in literacy and numeracy are reported against both the Outcomes and Standards Framework and the national benchmarks.

Student achievement in literacy and numeracy

The WALNA program assesses the performance of all students in Years 3, 5 and 7 in reading, writing, spelling and numeracy each year. In August 2003, about 55,000 students in government schools were tested.

The Curriculum Framework, Outcomes and Standards Framework and national benchmarks were used to define what Years 3, 5 and 7 students were expected to know and be able to do in relation to reading, writing, spelling and numeracy.

The data reported for Years 3 and 5 reading, writing and numeracy are based on the nationally-agreed location of the national benchmarks. The data for spelling for Year 5 and all Year 7 data are based on the provisional location of the national benchmarks because national agreement has not been reached on their locations on the measuring scales.

The tables below report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English (LBOTE).

Table 67: Percentages of Government School Year 3 Students Achieving the National Reading Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	90.6	96.9	94.0	94.7	95.2
Male	85.3	95.5	91.1	92.6	92.7
Aboriginal	57.8	87.6	76.5	78.9	77.8
LBOTE	84.9	95.7	92.3	92.6	92.3
All students	87.9	96.2	92.5	93.6	93.9

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 68: Percentages of Government School Year 3 Students Achieving the National Writing Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	85.0	89.3	87.0	88.6	88.7
Male	75.4	79.9	77.3	79.7	79.5
Aboriginal	48.6	54.7	51.8	53.3	57.4
LBOTE	77.8	82.2	81.7	83.5	83.3
All students	80.2	84.3	82.0	84.0	83.9

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 69: Percentages of Government School Year 3 Students Achieving the National Spelling Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	90.7	85.2	84.1	87.2	82.7
Male	84.0	76.1	76.6	79.5	74.3
Aboriginal	61.4	51.2	48.2	52.2	46.9
LBOTE	84.2	79.7	80.4	82.2	77.5
All students	87.9	80.4	80.2	83.2	78.3

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 70: Percentages of Government School Year 3 Students Achieving the National Numeracy Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	87.2	81.3	90.2	84.8	87.0
Male	84.1	80.0	89.7	85.5	87.8
Aboriginal	60.3	52.7	70.0	57.8	60.9
LBOTE	80.7	77.7	88.3	81.6	84.3
All students	85.6	80.6	90.0	85.1	87.4

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 71: Percentages of Government School Year 5 Students Achieving the National Reading Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	86.5	94.4	94.7	95.3	93.5
Male	78.7	91.2	90.4	91.6	90.0
Aboriginal	47.3	72.6	71.5	73.0	70.2
LBOTE	74.5	89.5	89.0	90.1	86.9
All students	82.5	92.7	92.5	93.4	91.7

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 72: Percentages of Government School Year 5 Students Achieving the National Writing Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	87.2	88.1	87.3	91.2	90.2
Male	75.3	75.7	74.0	81.1	80.1
Aboriginal	48.4	49.2	50.1	57.6	55.2
LBOTE	76.0	78.9	76.9	82.2	82.4
All students	81.1	81.7	80.6	86.0	85.1

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 73: Percentages of Government School Year 5 Students Achieving the National Spelling Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	90.1	87.2	85.3	83.9	85.4
Male	81.1	79.1	74.3	72.8	76.0
Aboriginal	58.3	53.1	50.2	47.9	50.5
LBOTE	82.3	81.3	76.8	74.8	79.1
All students	85.5	83.0	79.7	78.2	80.6

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 74: Percentages of Government School Year 5 Students Achieving the National Numeracy Benchmarks, By Sub-group, 1999-2003^(a)

Sub-group	1999	2000	2001	2002	2003
Female	85.9	85.1	87.1	84.5	88.0
Male	85.3	84.6	85.8	83.6	87.2
Aboriginal	53.2	52.8	57.5	48.4	58.8
LBOTE	78.9	80.3	82.7	78.4	82.1
All students	85.6	84.8	86.4	84.0	87.6

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 75: Percentages of Government School Year 7 Students Achieving the National Reading Benchmarks, By Sub-group, 2001-2003^(a)

Sub-group	2001	2002	2003
Female	86.2	86.4	83.6
Male	77.7	79.8	78.5
Aboriginal	39.9	43.0	44.9
LBOTE	74.0	74.5	71.6
All students	81.8	83.0	81.0

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 76: Percentages of Government School Year 7 Students Achieving the National Writing Benchmarks, By Sub-group, 2001-2003^(a)

Sub-group	2001	2002	2003
Female	83.3	83.0	82.5
Male	68.1	67.9	66.9
Aboriginal	38.6	38.7	41.5
LBOTE	73.4	72.5	69.3
All students	75.5	75.3	74.6

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 77: Percentages of Government School Year 7 Students Achieving the National Spelling Benchmarks, By Sub-group, 2001-2003^(a)

Sub-group	2001	2002	2003
Female	83.4	80.3	83.7
Male	72.3	69.0	72.8
Aboriginal	46.9	40.8	50.2
LBOTE	75.3	73.2	75.2
All students	77.7	74.5	78.1

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Table 78: Percentages of Government School Year 7 Students Achieving the National Numeracy Benchmarks, By Sub-group, 2001-2003^(a)

Sub-group	2001	2002	2003
Female	75.5	78.3	77.0
Male	76.0	78.8	77.2
Aboriginal	35.6	38.2	38.8
LBOTE	69.9	71.8	69.6
All students	75.8	78.6	77.1

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

Student achievement in English

Measurement of system-level student performance in English is undertaken using a combination of MSE random-sample testing at Years 3, 7 and 10, and WALNA testing of the full Years 3, 5 and 7 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested that achieved at or above a specified level in the test.

The WALNA results presented above are in terms of the proportion of students that achieved the national benchmark in literacy at Years 3, 5 and 7. In addition, the results of the WALNA for Years 3 and 7 cohorts in reading and writing are presented in terms of the proportion of students that achieved at or above a specified level, so that these can be compared with the MSE results over time.

In 2003, MSE conducted its seventh assessment in the English learning area through the random-sample testing program. Previous assessments had been held in 1990, 1992, 1995, 1997, 1999 and 2001.

The Speaking and Listening strand had been assessed in 1995 and 1999 and in 2003 it was tested for the third time. Student performance is reported in relation to specified levels of the Student Outcome Statements.

Results are linked to previous rounds of testing through common test items, and longitudinal data can be reported. For the 2003 Speaking and Listening assessment, secure test material based on the Narrative form and marking guides from the 1995 and 1999 assessments were used.

Students were tested at Years 3, 7 and 10. In all, over 4,200 students were assessed in Listening, with about 1,400 students at each Year level. Of these, about 400 in each Year level completed the Speaking assessment, making a total of about 1,200 students who completed the Speaking assessments.

In the Listening assessment, students were required to complete a pen-and-paper test, which was forwarded by schools to the central office for standardised marking.

The data from the secure 1995 and 1999 Listening assessments were reanalysed and calibrated on the same scale as the new 2003 data, enabling comparisons to be made across the three testing years. The 1995 and 1999 data presented here therefore differ from the data presented in previous Annual Reports.

In order to elicit student performances for the purposes of valid assessment, the speaking tasks used in the MSE Speaking assessments have been designed to reflect realistically the type of speaking behaviours that students use in the classroom.

In the Speaking assessment, students participated in small-group discussion before one member of each group presented formally to the class. Teachers scored student performances in real time using a scoring rubric in which categories were linked to the levels of the Student Outcome Statements.

To train teachers to use the scoring rubric in a consistent way and to establish marker reliability, a training CD-ROM was provided. Teachers were required to rate performances on the CD-ROM and then return their ratings to the central office (MSE), together with the ratings made of their own students.

The raw data from 1995 and 1999 were reanalysed and treated in the same way as the 2003 raw data to enable comparisons to be made across those testing years. The 1995 and 1999 data presented here therefore differ from the data presented in previous Annual Reports.

Table 79: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels In Reading, 1992, 1995, 1997, 1999, 2001 and 2003

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	94 ^(b)	94 ^(b)	92 ^(b)
All students 1995	91 ^(b)	95 ^(b)	88 ^(b)
All students 1997	92 ^(b)	95 ^(b)	90 ^(b)
All students 1999	95 ^(a)	93 ^(b)	87 ^(b)
All students 2001	99 ^(a)	97 ^(a)	88 ^(b)
All students 2003	98 ^(a)	98 ^(a)	-(c)

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

(b). Derived from Monitoring Standards in Education sample testing.

(c). Monitoring Standards in Education sample testing was not conducted in Reading in 2003.

Table 80: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in Writing, 1992, 1995, 1997, 1999, 2001 and 2003

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	99 ^(b)	99 ^(b)	91 ^(b)
All students 1995	97 ^(b)	99 ^(b)	93 ^(b)
All students 1997	98 ^(b)	98 ^(b)	97 ^(b)
All students 1999	97 ^(a)	89 ^(b)	93 ^(b)
All students 2001	92 ^(a)	92 ^(a)	87 ^{(b) (c)}
All students 2003	94 ^(a)	92 ^(a)	-(d)

(a). Derived from Western Australian Literacy and Numeracy Assessment full-cohort testing.

(b). Derived from Monitoring Standards in Education sample testing.

(c). Derived from Essay Writing testing. Essay is the predominant form of writing in Year 10.

(d). Monitoring Standards in Education sample testing was not conducted in Writing in 2003.

Table 81: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in Speaking, 1995, 1999 and 2003^(a)

Year level	3			7			10		
Year	1995	1999	2003	1995	1999	2003	1995	1999	2003
Outcome level	≥2			≥3			≥4		
All students ^(b)	75	82	86	86	79	81	67	63	65

(a). Derived from Monitoring Standards in Education sample testing.

(b). The size of the sample does not allow sub-group performance to be reported.

Table 82: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in Listening, By Sub-group, 1995, 1999 and 2003^(a)

Year level	3			7			10		
Year	1995	1999	2003	1995	1999	2003	1995	1999	2003
Outcome level	≥2			≥3			≥4		
Female	87	92	92	94	94	94	57	59	64
Male	82	88	87	91	87	90	37	36	44
Aboriginal	51	87	70	-(b)	58	60	-(b)	-(b)	-(b)
LBOTE	81	82	83	88	82	83	51	44	50
All	84	90	89	92	96	92	48	47	54

(a). Derived from Monitoring Standards in Education sample testing.

(b). The sample of Aboriginal students was too small to provide reliable information.

Student achievement in Mathematics

Measurement of system-level student performance in Mathematics is undertaken using a combination of MSE random-sample testing at Year 3, 7 and 10, and WALNA testing of the full Years 3, 5 and 7 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested who achieved at or above a specified level in the test. The levels for each learning area are set out in the Outcomes and Standards Framework.

The WALNA results presented above are in terms of the proportion of students that achieved the national benchmark in numeracy at Years 3, 5 and 7. In addition, the results of the WALNA for Years 3 and 7 cohorts are presented in terms of the proportion of students that achieved at or above specified levels, so these can be compared with the overall MSE results in Mathematics over time.

Random-sample testing in Mathematics was last undertaken in September 2002 and was reported in the 2002-2003 Annual Report. A summary of previously-reported data for the Mathematics strands is presented below. These tables report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English.

Table 83: Percentages of Government School Students, Years 3, 5, 7 and 10, Achieving At or Above Specified Levels In Mathematics, By Sub-group, 1998^(a), 2000^(b) and 2002^(c)

Year level	3			5			7			10		
Outcome level	≥2			≥2			≥3			≥4		
Year	1998	2000	2002	1998	2000	2002	1998	2000	2002	1998	2000	2002
Female	91	84	80	-(d)	98	97	93	92	93	87	70	82
Male	88	84	82	-(d)	98	96	95	92	92	85	68	77
Aboriginal	61	56	52	-(d)	84	81	79	63	68	65	31	43
LBOTE	79	80	78	-(d)	94	93	85	76	87	80	51	74
All	89	84	81	-(d)	98	96	94	92	92	86	70	79

(a). 1998: Years 3, 7 and 10 data derived from Monitoring Standards in Education sample testing.

(b). 2000: Years 3 and 5 data derived from Western Australian Literacy and Numeracy Assessment and Years 7 and 10 data derived from Monitoring Standards in Education sample testing.

(c). 2002: Years 3, 5 and 7 data derived from Western Australian Literacy and Numeracy Assessment and Year 10 data derived from Monitoring Standards in Education sample testing.

(d). Year 5 was not tested in 1998.

Table 84: Percentages of All Year 3 Government School Students Achieving At or Above Level 2 in Strands of Mathematics^(a) 1992, 1996, 1998, 2000 and 2002

Year	1992	1996	1998	2000	2002
Strand					
Number	89	90	89	-(b)	-(b)
Space	74	76	79	-(b)	-(b)
Chance and Data	98	96	89	-(b)	-(b)
Measurement	84	84	77	-(b)	-(b)
Working Mathematically	-(c)	-(c)	-(c)	86	82

(a). Derived from Monitoring Standards in Education sample testing.

(b). Data on Year 3 students are not available for separate strands for 2000 and 2002.

(c). Strand was not tested until 2000.

Table 85: Percentages of All Year 7 Government School Students Achieving At or Above Level 3 in Strands of Mathematics^(a), 1992, 1996, 1998, 2000 and 2002

Year	1992	1996	1998	2000	2002
Strand					
Number	89	93	92	88	-(b)
Space	77	78	74	72	-(b)
Chance and Data	96	97	94	89	-(b)
Measurement	88	95	93	85	-(b)
Working Mathematically	-(c)	-(c)	-(c)	92	92

(a). Derived from Monitoring Standards in Education sample testing.

(b). Data on Year 7 students are not available for separate strands for 2002.

(c). Strand was not tested until 2000.

Table 86: Percentages of All Year 10 Government School Students Achieving At or Above Specified Levels in Strands of Mathematics^(a), 1992, 1996, 1998, 2000 and 2002

Strand	Outcome level	1992	1996	1998	2000	2002
Number	≥4	82	91	87	72	85
Space	≥4	52	62	59	50	53
Chance and Data	≥4	73	81	83	67	84
Measurement	≥4	75	75	82	64	81
Working Mathematically	≥4	-(b)	-(b)	-(b)	73	78
Algebra ^(c)	≥5	-(b)	-(b)	-(b)	69	75

(a). Derived from Monitoring Standards in Education sample testing.

(b). Strand was not tested until 2000.

(c). Algebra outcomes begin at Level 5, so student performance is reported against Level 5.

Student achievement in The Arts

The Arts learning area includes the arts forms of Dance, Drama, Media, Music and Visual Arts. Each is considered as a quite separate context in which student knowledge, skills and understandings develop and these are described in the Outcomes and Standards Framework. Visual Arts and Media were tested in 2003. Dance, Drama and Music will be tested in 2004. The decision to split the testing was made because of the individual nature of each of the arts forms and the large number of students studying at least two of them.

Systemwide testing of the Arts is rare anywhere in the world. Only two other such studies have occurred in recent years. In 1996, a systemwide assessment was conducted by MSE and in 1997 a study was undertaken by the National Assessment of Educational Progress in the United States. The innovative and progressive assessment procedures used in 1996 have been refined and developed further to measure the depth and complexity of student knowledge and skills in this learning area in the current round of testing.

The experiences gained from the 1996 Arts random-sample testing were used to guide the development of the 2003 Arts testing. The Arts assessment tasks needed to model good classroom practice, allowing students to create, produce and reflect on their efforts. Usually this process occurs over a period of time that allows adaptation and refinement of the creative task.

In Visual Arts, approximately 1,500 students were assessed in Years 3 and 7, together with about 1,200 Year 10 Visual Arts students in schools not already participating in either the Media or Speaking and Listening MSE assessments. In Media, all schools with Year 10 Media courses participated and 1,200 students were tested.

The assessments comprised a range of performance tasks that required students to respond, develop, create and reflect on their own and others' work. All students in each arts form completed the same tasks.

There is no historical linkage between the 2003 Arts random sample and the 1996 random sample, as the previous testing program was based on the draft student outcome statements that have been superseded by the version now in circulation.

Table 87: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in Visual Arts, By Sub-group, 2003^(a)

Year level		3	7	10
Outcome level		≥2	≥3	≥4
Strand				
Responding to, reflecting on and evaluating The Arts	Female	87	93	69
	Male	79	83	46
	Aboriginal	68	76	43
	LBOTE	81	89	65
	All students	83	88	61
Using skills, techniques, technologies and processes	Female	98	95	70
	Male	95	91	55
	Aboriginal	96	85	54
	LBOTE	97	94	72
	All students	97	93	65

(a). Derived from Monitoring Standards in Education sample testing.

Table 88: Percentages of Government School Students, Year 10, Achieving At or Above Level 4 in Media, By Sub-group, 2003^(a)

Strand	Responding to, reflecting on and evaluating The Arts	Communicating Arts ideas	Using skills, techniques, technologies and processes
Female	17	72	75
Male	8	65	75
Aboriginal	- (b)	- (b)	- (b)
LBOTE	9	68	69
All students	12	68	75

(a). Derived from Monitoring Standards in Education sample testing.

(b). The sample of Aboriginal students was too small to provide reliable information.

Table 89: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in The Arts, 1996^(a)

Year level	3	7	10 ^(b)
Outcome level	≥2	≥3	≥4
Strand			
Dance	82	63	73
Drama	96	88	74
Media	97	90	58
Music	80	57	81
Visual Arts	96	78	57

(a). Derived from Monitoring Standards in Education sample testing.

(b). Year 10 data are not on the same scale as Years 3 and 7 data.

The following tables summarise MSE data for Languages other than English (published in the 2001-2002 Annual Report) and Technology and Enterprise (published in the 2000-2001 Annual Report). These tables present data on achievement in learning areas that have not been assessed as part of the current cycle of MSE testing. Historical data on all learning areas can be found in earlier Annual Reports.

Student achievement in Languages other than English

Table 90: Percentages of Government School Students, Years 7 and 10, Achieving At or Above Specified Levels in Languages other than English, 2001^(a)

LOTE	Year level	7	10
	Outcome level	≥2	≥3
	Strand		
French	Listening and Responding	70	71
	Listening and Responding, and Speaking	77	65
	Viewing, Reading and Responding	85	86
	Writing	66	49
Japanese	Listening and Responding	96	65
	Listening and Responding, and Speaking	68	33
	Viewing, Reading and Responding	85	62
	Writing	63	41

(a). Derived from Monitoring Standards in Education sample testing.

Student achievement in Technology and Enterprise

Table 91: Percentages of Government School Students, Years 3, 7 and 10, Achieving At or Above Specified Levels in Technology and Enterprise, 2000^(a)

Year level	3	7	10		
			Design and Technology	Home Economics	Information Technology
Outcome level	≥2	≥3	≥3	≥3	≥3
Strand					
Technology Process	94	80	84	88	91
Materials	87	61	78	85	NA
Information	89	85	88	92	93
Systems	95	84	85	95	92

(a). Derived from Monitoring Standards in Education sample testing.

Efficiency

Output 1: Primary Education

Output description: The provision of access to education in government schools for eligible persons aged generally from four and a half years to twelve years.

Efficiency indicator: Cost per student FTE

Output 2: Secondary Education

Output description: The provision of access to education in government schools for eligible persons aged generally twelve years and over.

Efficiency indicator: Cost per student FTE

The quantity of each output of government school education is measured in terms of student FTEs provided with that service.

Efficiency is indicated by the total cost per student FTE of each output.

Table 92: Cost Per Full-time Equivalent Student, By Output, Government School Education, 2001-2002/2003-2004

Output	2001-2002 (\$)	2002-2003 (\$)	2003-2004 (\$)
1. Primary education	7 965	8 756	9 197
2. Secondary education	10 366	11 255	11 989

Source: *Budgeting and Financial Management*

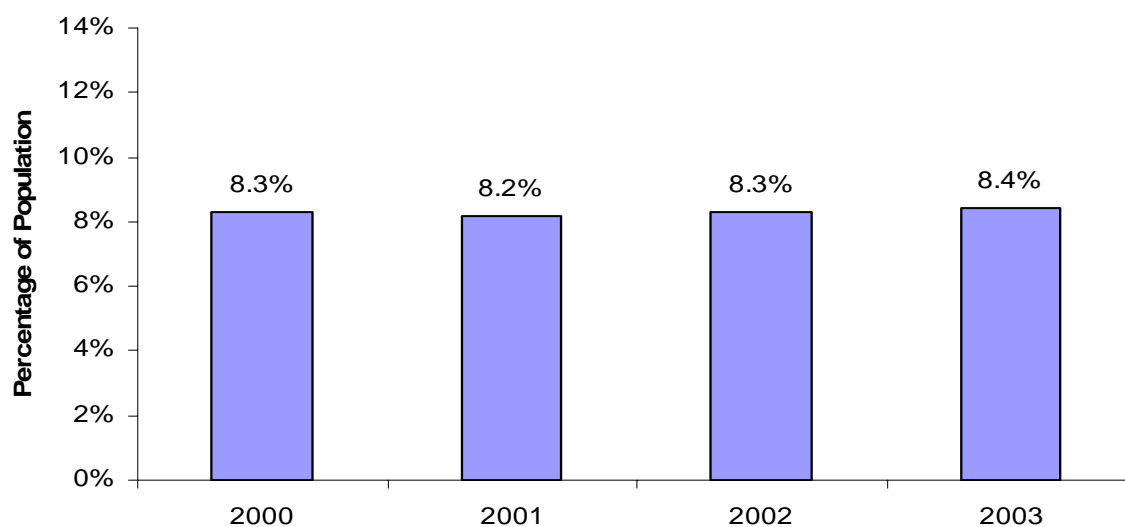
Outcome 2: To maximise training and employment opportunities for Western Australians**Effectiveness indicators**

- Proportion of the Western Australian population aged 15 to 64 years enrolled in publicly-funded VET through the Western Australian Department of Education and Training
- State Module Load Completion Rate
- Employer satisfaction with the overall performance of vocational education and training services
- Student overall satisfaction levels
- Graduates' achievement of the reasons for undertaking their courses
- Graduate employment outcomes before and after study.

Proportion of the Western Australian population aged 15 to 64 years enrolled in publicly-funded VET through the Western Australian Department of Education and Training

The proportion of the Western Australian population aged 15 to 64 years enrolled in VET courses is a measure of the Department's responsiveness in meeting industry and community needs for a highly-skilled workforce, as well as improving the employment and further education prospects of individuals. It also demonstrates the accessibility and relevance of vocational education and training programs to the population.

Figure 14: Proportion of the Western Australian Population Aged 15 to 64 Years Enrolled in Publicly-funded Vet Through the Western Australian Department of Education and Training^{(a)(b)}, 2000-2003



(a). Student enrolments (client count aged between 15 and 64 years) publicly funded by the Department, adjusted by the Student Enrolment No Participation (SENP) rate, expressed as a percentage of the Australian Bureau of Statistics population statistics for Western Australians aged 15 to 64 years.

(b). The SENP rate in 2003 was 1.58, compared with a SENP rate of 0.00 in 2002.

Source: Western Australian Department of Education and Training VET Enrolment Statistics Unit, AVETMISS student data system; Australian Bureau of Statistics, *Population by Age and Sex: Australian States and Territories, Cat. 3201.0*

Between 2002 and 2003, the estimated population of 15 to 64 year olds in Western Australia increased by 1.71 per cent, to 1,331,388. Over the same period, the number of publicly-funded VET clients aged 15 to 64 years increased from 108,654 to 112,368.

The indicators for 2000 to 2002 have been updated to reflect revisions made to the base population figures by the Australian Bureau of Statistics.

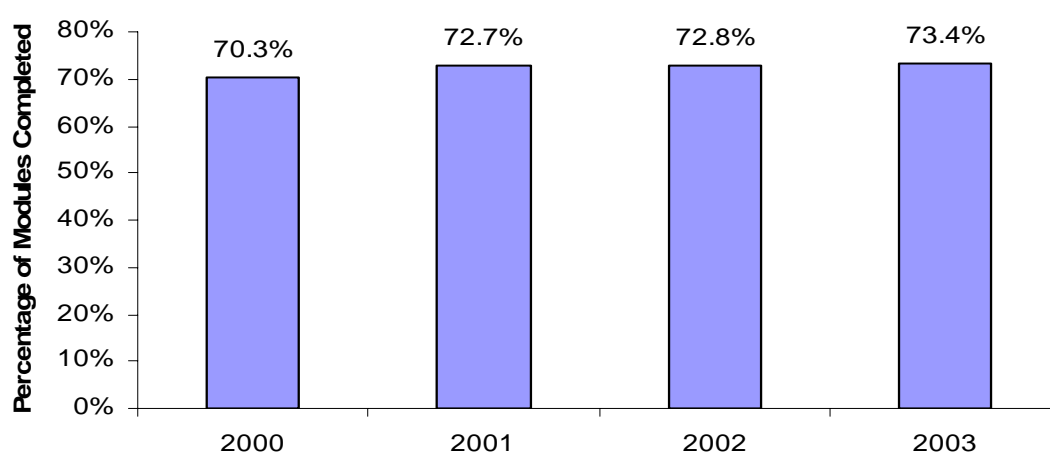
In 2002, the reported number of publicly-funded clients did not include students who commenced modules in the previous year or students who had enrolled for examinations only. This has been corrected in this year's indicators.

State Module Load Completion Rate

The Module Load Completion Rate (MLCR) is used to give an indication of hours associated with modules leading to a satisfactory completion or output. Although there are other factors that contribute, the MLCR is an indication of the effectiveness of the vocational education and training system.

The State MLCR is the sum of Student Curriculum Hours (SCH) for successfully-completed modules expressed as a proportion of the total SCH across all module enrolments publicly funded by the Department for which a definite outcome could be expected. The successfully-completed modules are assessed as 'passed' or 'no assessment, satisfactory completion of class hours' and 'status (or credit) granted through Recognition of Prior Learning'.

Figure 15: State Module Load Completion Rate^(a), 2000-2003



(a). A module is not a standard unit. Modules vary in duration from one to 960 hours, so Student Curriculum Hours are used in the above calculation in place of module enrolments when calculating the State MLCR.

Source: Western Australian Department of Education and Training VET Enrolment Statistics Unit, AVETMISS student data system

For the State as a whole, the MLCR was 73.4 per cent in 2003, compared with 72.8 per cent in 2002.

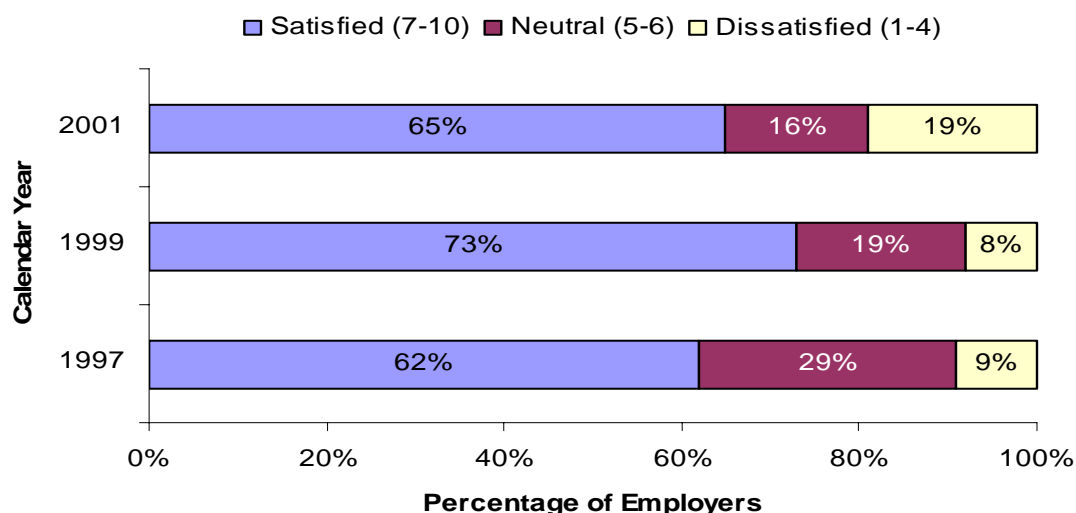
For TAFE International WA, the MLCR for full-fee-paying overseas students was 88.9 per cent in 2003, compared with 90.2 per cent, 85.1 per cent and 86.6 per cent in 2002, 2001 and 2000 respectively.

Employer satisfaction with the overall performance of vocational education and training services

Employer satisfaction with the quality of VET training is a key objective of the Department in ensuring that training meets the needs of industry. A number of factors contribute to satisfaction with overall performance, including providing appropriate skills, job readiness of employees, value for money, the content and flexibility of curriculum, the use of appropriate equipment, convenient service delivery and consultation with industry.

Satisfaction is assessed by calculating the ratio of positive responses to total responses, expressed as a percentage. Also included in the graph below is the average response. A ten-point Likert scale, in which '1' meant 'very dissatisfied' and '10' 'very satisfied', was used.

Figure 16: Employer Satisfaction with the Overall Performance of Vocational Education and Training Services, 1997, 1999 and 2001 (a)(b)(c)



(a). The estimated in-scope population for 2001 was 9,935 employers. Four hundred and nine interviews were conducted and the Standard Error was 2.1 percentage points at the 95 per cent confidence level. The sample was derived by an initial telephone contact to establish whether an employer was within the scope of the survey. The scope from which the above graph for 2001 data was derived included recent graduates (within the previous two years) of courses of at least 200 hours' duration, size of business and type of industry. The final data were weighted to reflect the population. Employers that did not fit within this scope (for example, did not have VET graduates) were interviewed on a range of other issues.

(b). The figures for 1997, 1999 and 2001 have been adjusted proportionately to total 100 per cent.

(c). The National Survey of Employer Views on Vocational Education and Training was conducted every two years until 2001. The next survey will be undertaken in 2004.

Sources: 2001 Survey of Employer Views on Vocational Education and Training; 1999 Survey of Employer Views on Vocational Education and Training; Employer Satisfaction with Vocational Education and Training 1997, Australian National Training Authority and National Centre for Vocational Education Research

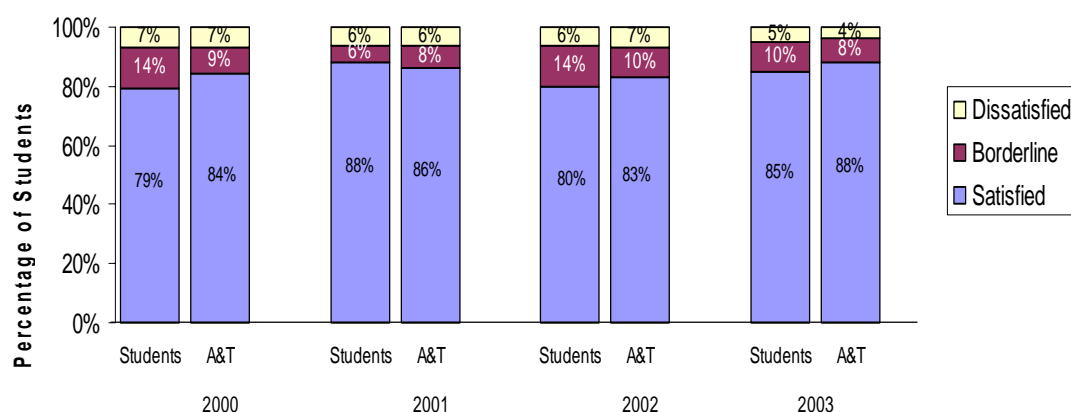
A national survey of 3,271 employers was conducted by ANTA/NCVER in 2001. In Western Australia, views were obtained from 409 employers whose employees had attained vocational training qualifications in the previous two years. Employers on average rated their level of satisfaction with the overall performance of VET services as 6.6 on the ten-point scale, compared with 7.0 in 1999 and 6.7 in 1997 (sample sizes of 451 and 369 respectively).

Student overall satisfaction levels

In 2003, full-time and part-time students who were enrolled in TAFE award courses at TAFEWA colleges or with private providers in receipt of public funds from the Department were surveyed.

Satisfaction was assessed by calculating the ratio of positive responses to total responses, expressed as a percentage (students who expressed no opinion were excluded from the calculation). A five-point scale, in which '1' or '2' meant 'satisfied'/'very satisfied', '3' borderline and '4' or '5' 'dissatisfied'/'very dissatisfied' was used.

Figure 17: Overall Satisfaction Levels, Students, Apprentices and Trainees, 2000-2003^(a)



(a). 2003 data for apprentices/trainees: mailout to a sample of 7,918, drawn from an identified population of 13,201; returns, 1, 227; response rate 15 per cent; standard error for overall satisfaction, ± 1.4 per cent at 95 per cent confidence level. Other students: mailout to a sample of 26,982, drawn from an identified population of 56,793; returns, 8,278; response rate 31 per cent; standard error for overall satisfaction, ± 0.7 per cent at the 95 per cent confidence level. The required number of addresses was selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks.

Sources: 2003 Student Satisfaction Survey, Market Equity Pty Ltd; 2002 Student Satisfaction Survey, Market Equity Pty Ltd; 2001 Student Satisfaction Survey, Market Equity Pty Ltd; 2000 Student Satisfaction State Report

Both apprentices/trainees and other students were surveyed, using slightly different instruments. In 2003 (as in 1999, 2001 and 2002) all were asked to state 'overall, how satisfied were you with your course?'. In the 2000 survey, apprentices and trainees were asked, 'taking all aspects of your apprenticeship/traineeship into consideration, how satisfied would you say you are overall with your apprenticeship/traineeship?'

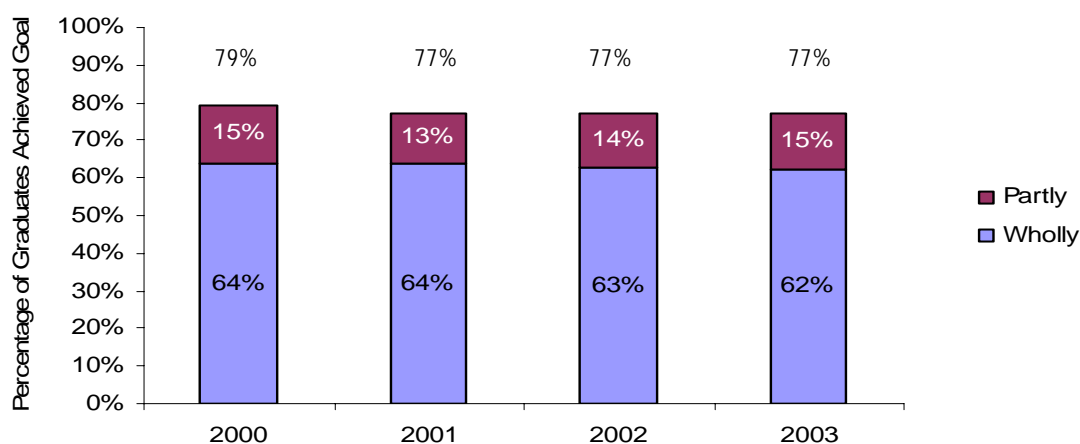
The above graph provides an important benchmark for determining the performance of the VET system. Feedback from customers from the total range of questions helps to identify areas for quality assurance improvements.

Graduates' achievement of reasons for undertaking their courses

The Department aims to contribute to the development of individuals through the provision of initial and advanced-level educational and training courses that give them skills and knowledge relevant to their employment and personal development needs.

Achievement of main reason is assessed by calculating the number of graduates who indicated they had 'wholly' or 'partly' achieved their main reason for undertaking a course, and expressing the result as a percentage of the total number of graduates who responded to the question.

Figure 18: Graduates' Achievement of Main Reasons for Undertaking Courses^(a), 2000-2003



(a). The 2003 population was 10,361; returns, 5,657; response rate 57.8 per cent; and standard error = +/- 1.0 per cent at 95 per cent confidence level. All graduates with known mailing addresses in Australia were sent questionnaires.

Sources: 2003 Student Outcomes Survey; 2002 Student Outcomes Survey; 2001 Student Outcomes Survey; 2000 Student Outcomes Survey.

In 2003, ANTA/NCVER conducted a national survey of TAFE graduates who had completed their studies during 2002.

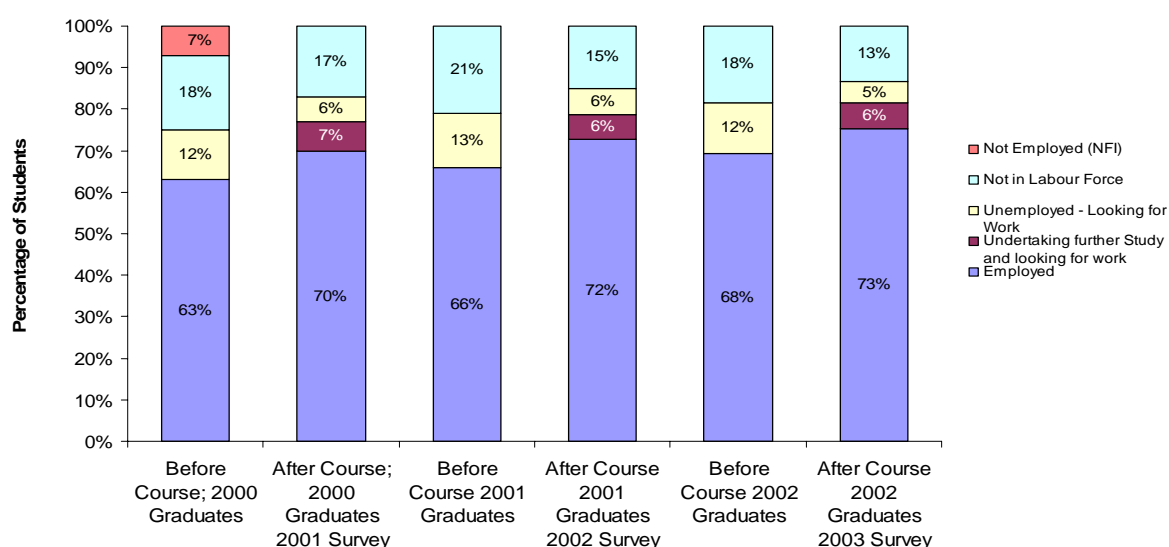
The survey can be used to identify the success of the vocational education and training system in meeting the training needs of students and their employment and personal development aspirations. The above graph shows that 77 per cent of WA graduates achieved, either wholly (62 per cent) or partly (15 per cent), their main reasons for undertaking their courses. Of the remaining respondents, 9 per cent responded in the negative and, at the time of the survey, 14 per cent did not know if their needs had been met. Nationally, 77.8 per cent of graduates indicated they had achieved, either wholly (62.5 per cent) or partly (15.3 per cent), their main reasons for study.

Graduate employment outcomes before and after study

Giving graduates the skills to gain employment is a major goal of the Department. Results of surveys of VET graduates can be used to identify the success of the VET system in meeting student training needs and employment aims.

Employment status is assessed by calculating the ratio of graduates in employment to total responses, expressed as a percentage. 'Not in the labour force' indicates graduates who were not looking actively for work at the time of the survey. It should be noted that the surveys were conducted at least five months after graduates completed their courses.

Figure 19: Graduate Employment Outcomes Before and After Study, 2000-2003^{(a)(b)}



(a). The 2003 data for Western Australia: population, 10, 361; returns 5,657; response rate, 57.8 per cent; standard error = +/- 1.0 per cent at the 95 per cent confidence level. All graduates with a known mailing address in Australia were sent a questionnaire.

(b). Each year, a small percentage of respondents indicate that they are not employed but fail to state whether or not they are seeking employment. This had previously had no effect on the percentages shown in the graph. However, in the 2001 survey this was unusually large, at 7.2 per cent of respondents, and has therefore been included to maintain the accuracy of estimates.

Sources: 2003 Student Outcomes Survey; 2002 Student Outcomes Survey; 2001 Student Outcomes Survey; and 2000 Student Outcomes Survey

The above graph shows that 73 per cent of graduates were employed on 30 May 2003, compared with 68 per cent employed before training.

Efficiency

Output 3: Vocational Education and Training Services

Output description: The strategic management of the investment of government resources in the State VET system, including the planning, purchasing, and monitoring of VET services. The objective of the Department is to identify and meet industry, regional and community training needs and priorities.

Efficiency indicators:

- Cost per Student Curriculum Hour
- Cost per successful Student Curriculum Hour

Output 4: Employment Programs

Output description: The development, promotion and strategic management of employment services. The role of the Department is to improve the employment environment in Western Australia through initiatives that assist job seekers, industry and the community.

Efficiency indicators:

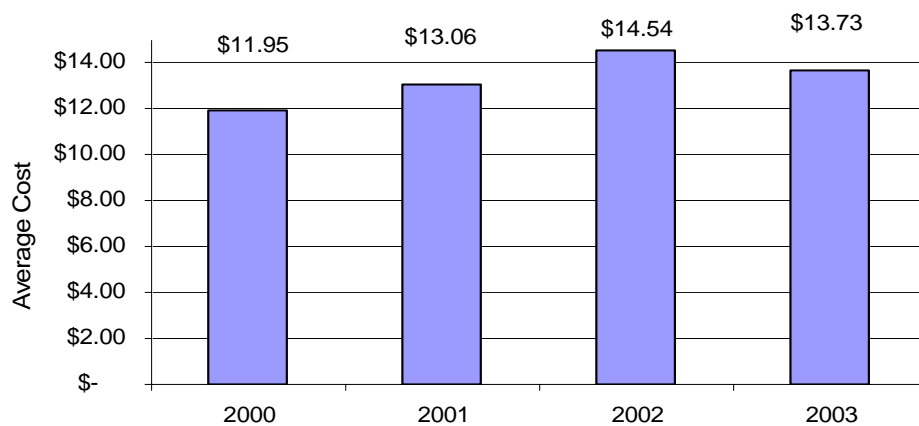
- Cost per apprenticeship or traineeship
- Cost per person assisted through employment strategies
- Cost per person assisted through the Workers Assistance Program

Cost per Student Curriculum Hour

This provides an indication of the efficiency with which the Department manages strategically the investment of government resources in the State VET system. A weighting of the course mix between the years assists in assessing performance over time by taking into account increases or decreases in delivery in the more costly areas such as Automotive, Engineering and Mining, Electrical, Gas and Water.

The average cost per Student Curriculum Hour is calculated by dividing the total expenditure for providing publicly-funded VET, excluding fee-for-service, by the total SCH.

Figure 20: Cost Per Student Curriculum Hour, 2000-2003^{(a)(b)}



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

(b). Care should be taken in comparing cost per SCH shown in the graph above with costs shown in TAFEWA college Annual Reports, as the costs shown in the graph exclude expenditure funded by student fees and charges, commercial fee-for-service activities not funded by the Department and capital depreciation and superannuation for the colleges, which are statutory authorities.

Sources: Western Australian Department of Education and Training VET Enrolment Statistics Unit, AVETMISS student data system; Corporate and Management Accounting

The average cost per SCH declined from \$14.54 in 2002 to \$13.73 in 2003.

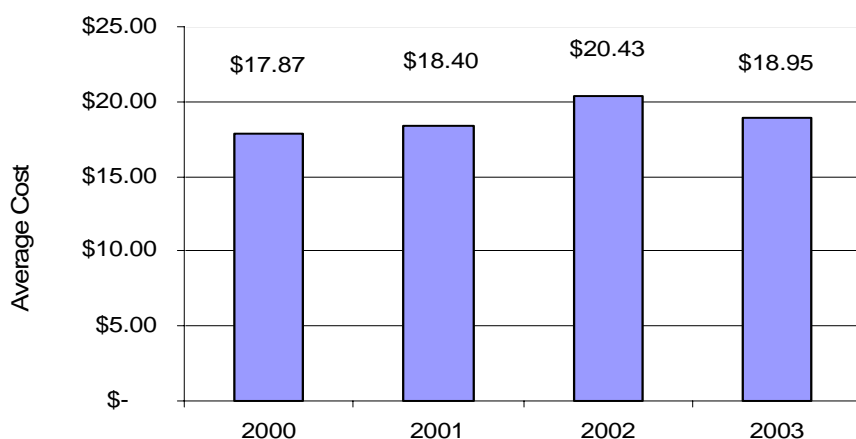
The average cost for all fee-for-service SCH provided by TAFE International WA (1,140,979) for 2003 was \$11.80, compared with \$11.93 in 2002 (1,011,183 SCH), \$13.09 in 2001 (836,952 SCH) and \$11.72 in 2000 (864,770 SCH).

Cost per successful Student Curriculum Hour

The cost per successful SCH is an indication of the overall efficiency of the vocational education and training system. The indicator adds another perspective to that of cost per SCH (Figure 20), as it reflects the cost of providing vocational education and training to students who have completed and passed a module of study.

Cost per successful SCH is calculated by dividing the Department's expenditure on providing publicly-funded VET, excluding fee-for-service, by the number of SCH completed where students were assessed as having completed a module, i.e. 'passed'; 'no assessment - satisfactory completion of class hours'; or 'credit granted through Recognition of Prior Learning'. Course mix weightings have been applied to provide meaningful comparisons between years.

Figure 21: Cost Per Successful Student Curriculum Hour^(a), 2000-2003



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

Sources: Western Australian Department of Education and Training Statistics Unit, AVETMISS student data system; Corporate and Management Accounting

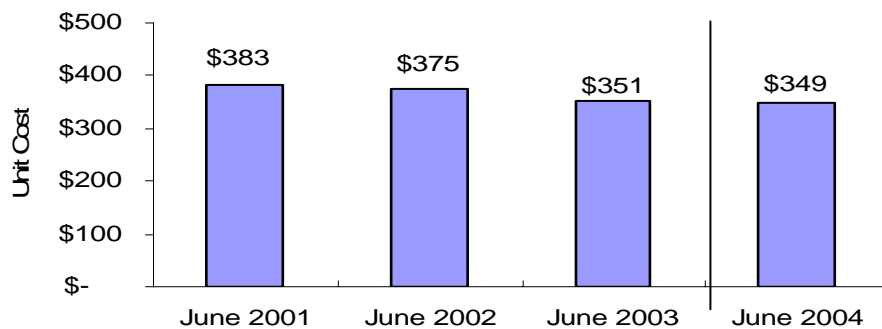
The above graph indicates that the cost per successful SCH fell from \$20.43 in 2002 to \$18.95 in 2003. Over the same period, the number of successful SCH completed and passed increased from 18,274,611 to 19,529,442 (this represents an annual increase of 6.9 per cent and an increase of 16 per cent between 2000 and 2003).

Cost per apprenticeship or traineeship

The cost per person in an apprenticeship or traineeship relates to the administration of the apprenticeship and traineeship system. The Department is responsible for coordinating the promotion and marketing of apprenticeships and traineeships, supporting and monitoring them and providing a Statewide information service.

The cost per person is derived by dividing Departmental expenditure on an accrual basis for employment-based training by the number of apprentices and trainees in training.

Figure 22: Cost Per Apprenticeship or Traineeship^(a), 2001-2004



(a). The data for 2003-2004 are not directly comparable with previous years, owing to a change in the apportionment of corporate services costs.

Source: Department of Education and Training, *Apprenticeships and Traineeships*

The total number of apprentices and trainees at 30 June 2004 was a record 25,732 (13,619 apprentices and 12,113 trainees). This represented an 8.2 per cent increase on 30 June 2003 figures of 23,773 (12,520 apprentices and 11,253 trainees). In the year to 30 June 2002, 21,462 apprentices and trainees were in training and in the year to 30 June 2001, 18,588.

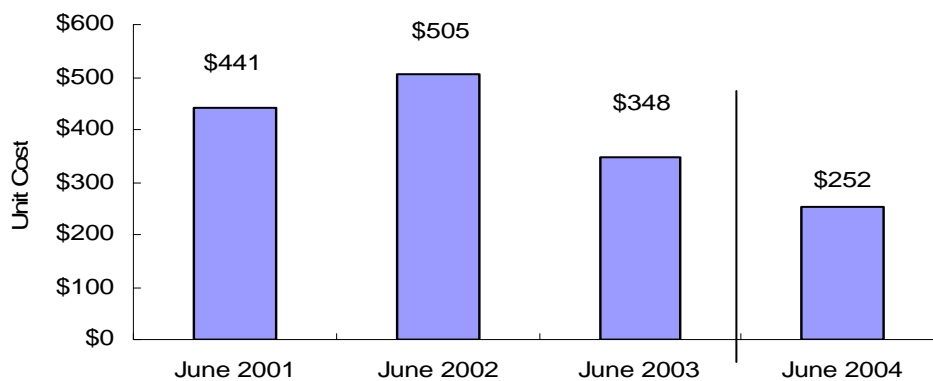
The cost per person in an apprenticeship or traineeship in 2003-2004 was \$349.

Cost per person assisted through employment strategies

The Department contributes to the growth of the Western Australian economy through a range of employment assistance initiatives, directed at ensuring jobseekers have the skills and knowledge necessary to gain and retain employment.

The cost per person was derived by dividing Departmental expenditure on an accrual basis for employment assistance initiatives by the number of individuals assisted through employment strategies including the Employment Directions Network and Small Business, Smart Business.

Figure 23: Cost Per Person Assisted Through Employment Strategies^(a), 2001-2004



(a). The data for 2003-2004 are not directly comparable with previous years, owing to a change in the apportionment of corporate services costs.

Source: Department of Education and Training Employment Services

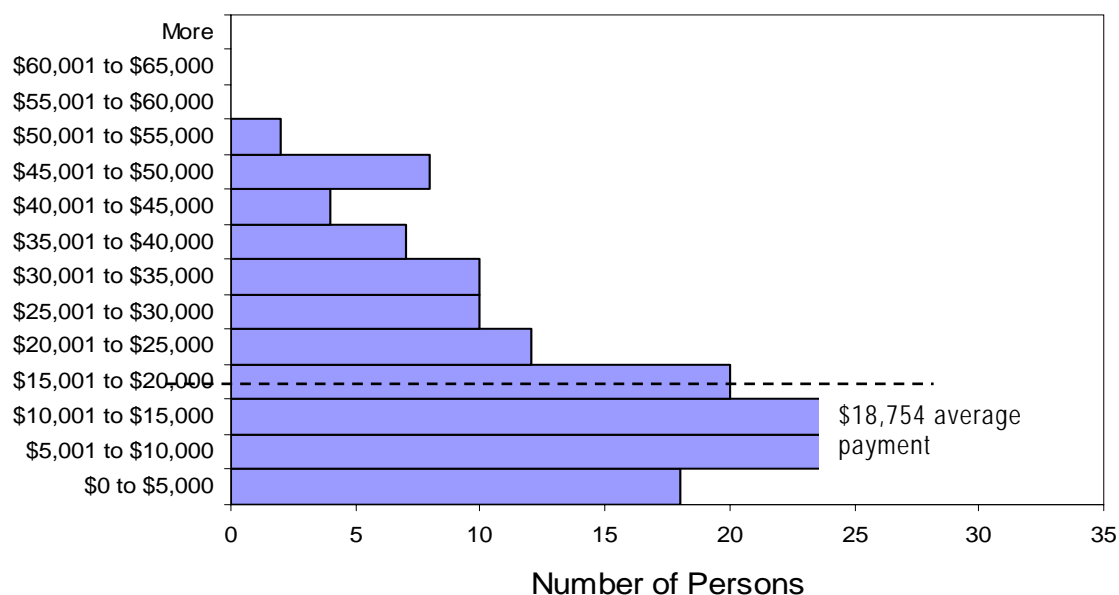
During 2003-2004, 55,052 people were assisted on a face-to-face basis with a range of services, compared with 46,847 in 2002-2003. These services included employment counselling, interview preparation, job search techniques, referrals and apprenticeship and traineeship information.

In 2003-2004, the cost per person was \$252.

Cost per person assisted through the Workers Assistance Program

The Workers Assistance Program is part of an integrated package provided by the Department of Industry and Technology, the Department of Conservation and Land Management, the Forest Products Commission, the Department for Community Development, the South West Development Commission and the Department of Education and Training, to assist timber-workers affected by the implementation of the State government's Protecting Our Old Growth Forests policy

Figure 24: Cost Per Person Assisted Through the Workers Assistance Program^(a), 2003-2004



(a). Cost per person is calculated by payments made to those qualifying for redundancy packages under the Workers Assistance Program for the period 2003-2004.

Source: Department of Education and Training, Employment Services

The average top-up redundancy payment in the 2003-2004 financial year was \$18,754, paid to 149 workers (compared with \$20,917, paid to 230 workers in 2002-2003). In addition, 640 workers also accessed other support services, at an average cost of \$9,528. Workers are eligible for assistance over a two-year period from the date of their redundancies.

Between July 2001, when the program began, and June 2004, 862 clients registered for assistance. Of these, 608 were eligible and were paid top-up redundancy payments and accessed the full financial support package. At 30 June 2004, of those looking for work, 301 had obtained full-time employment and 39 part-time employment; 131 were self-employed; and 84 were in casual or temporary work. In addition, 14 were undertaking full-time training, 42 had retired or were receiving disability pensions and 16 indicated that they were engaged in home duties and were not seeking employment.

Financial statements

Certification

The accompanying financial statements of the Department of Education and Training have been prepared in compliance with the provisions of the Financial Administration and Audit Act 1985 from proper accounts and records to present fairly the financial transactions for the financial year ending 30 June 2004 and the financial position as at 30 June 2004.

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

A handwritten signature in black ink, appearing to read 'Paul Albert', with a stylized flourish at the end.

PAUL ALBERT
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)

A handwritten signature in black ink, appearing to read 'Peter McCaffrey', with a horizontal line under the first name.

PETER McCaffrey
CHIEF FINANCE OFFICER
(PRINCIPAL ACCOUNTING OFFICER)

13 AUGUST 2004



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION AND TRAINING FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2004

Audit Opinion

In my opinion,

(i) the controls exercised by the Department of Education and Training provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and

(ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the Department at June 30, 2004 and its financial performance and cash flows for the year ended on that date.

Scope

The Director General's Role

The Director General is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing the financial statements, and complying with the Financial Administration and Audit Act 1985 (the Act) and other relevant written law.

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows, Output Schedule of Expenses and Revenues, Summary of Consolidated Fund Appropriations and Revenue Estimates, and the Notes to the Financial Statements.

Summary of my Role

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the financial statements is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements.

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

D D R PEARSON
AUDITOR GENERAL
October 15, 2004

Statement of Financial Performance for the year ended 30 June 2004

	Notes	2003-2004 (\$'000)	2002-2003 (\$'000)
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	4	1 597 076	1 478 311
Other supplies and services	5	196 540	171 327
Depreciation	6	82 351	74 070
Training and employment grants and subsidies	7	365 500	147 299
School supplies and services	8	334 009	327 230
Capital user charge	9	310 254	300 973
Costs of disposal of non-current assets	15	4 862	1 450
Total cost of services		<u>2 890 592</u>	<u>2 500 660</u>
Revenues from ordinary activities			
Revenues from operating activities			
User contributions and charges and fees	10	74 574	48 940
Schools other revenues	11	32 567	37 318
Other revenues from ordinary activities	12	28 813	15 680
Grants and contributions	13	339 472	266 693
Revenue from non-operating activities			
Interest revenue		5 527	4 893
Proceeds from disposal of non-current assets	15	125	233
Total revenues from ordinary activities		<u>481 078</u>	<u>373 757</u>
NET COST OF SERVICES	28(b)	<u>2 409 514</u>	<u>2 126 903</u>
REVENUES FROM STATE GOVERNMENT			
	14		
Output appropriations		2 407 485	2 119 886
Liabilities assumed by the Treasurer		4 461	11 477
Resources received free of charge		546	392
Initial recognition of assets not previously included		3 416	7 493
Total revenues from State Government		<u>2 415 908</u>	<u>2 139 248</u>
CHANGE IN NET ASSETS		<u>6 394</u>	<u>12 345</u>
Total changes in equity other than those resulting from transactions with WA State Government as owners		<u>6 394</u>	<u>12 345</u>

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

Statement of Financial Position as at 30 June 2004

	Notes	2003-2004 (\$'000)	2002-2003 (\$'000)
CURRENT ASSETS			
Cash assets	16	233 362	221 430
Restricted cash assets	17	55 905	0
Amounts receivable for outputs	18	18 905	18 156
Receivables	19	20 441	21 672
Inventories	20	2 380	3 241
Other assets	23	2 127	8 922
Total current assets		333 120	273 421
NON-CURRENT ASSETS			
Restricted cash assets	17	0	47 773
Amounts receivable for outputs	18	197 305	126 478
Land and buildings	21	3 718 408	3 714 104
Plant, equipment and vehicles	22	69 455	71 182
Other assets	23	53 204	34 951
Total non-current assets		4 038 372	3 994 488
TOTAL ASSETS		4 371 492	4 267 909
CURRENT LIABILITIES			
Provisions	24	205 406	192 638
Payables	25	16 741	12 111
Other liabilities	26	83 263	58 171
Total current liabilities		305 410	262 920
NON-CURRENT LIABILITIES			
Provisions	24	176 029	164 931
Total non-current liabilities		176 029	164 931
Total liabilities		481 439	427 851
EQUITY			
	27		
Contributed equity		226 722	183 121
Asset revaluation reserve		3 270 876	3 270 876
Accumulated surplus		392 455	386 061
Total equity		3 890 053	3 840 058
TOTAL LIABILITIES AND EQUITY		4 371 492	4 267 909

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

Statement of Cash Flows for the year ended 30 June 2004

	Notes	2003-2004 Inflows/ (Outflows) (\$'000)	2002-2003 Inflows/ (Outflows) (\$'000)
CASH FLOWS FROM STATE GOVERNMENT			
Output appropriations		2 318 369	2 038 430
Capital contributions		94 823	86 036
Holding account drawdowns		17 540	16 329
Net cash provided by State Government		2 430 732	2 140 795
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(1 543 775)	(1 433 560)
Other supplies and services		(184 476)	(139 289)
Capital user charge		(310 254)	(300 872)
GST payments on purchases		(52 561)	(35 041)
Training and employment grants and subsidies		(365 500)	(151 497)
School supplies and services		(334 405)	(334 472)
Receipts			
User contributions and charges and fees		76 082	48 297
Grants and contributions		339 472	265 085
School other receipts		37 281	43 491
GST receipts		54 990	33 270
Other		28 813	15 245
Net cash used in operating activities	28b	(2 254 333)	(1 989 343)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(156 457)	(140 595)
Proceeds from sale of non-current physical assets		122	211
Net cash used in investing activities		(156 335)	(140 384)
Net increase in cash held		20 064	11 068
Cash assets at the beginning of the financial year		269 203	227 897
Cash assets transferred from Department of Training		0	30 238
Cash assets at the end of the financial year	28a	289 267	269 203

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

Summary of Consolidated Fund appropriations and revenue estimates

	2003-2004 Estimate (\$'000)	2003-2004 Actual (\$'000)	Variance (\$'000)	2003-2004 Actual (\$'000)	2002-2003 Actual (\$'000)	Variance (\$'000)
PURCHASE OF OUTPUTS						
Item 95 net amount appropriated to purchase outputs	2 407 260	2 407 260	0	2 407 260	2 119 527	287 733
Amount authorised by other statutes - Salaries and Allowances Act 1975	225	225	0	225	359	(134)
Total appropriations provided to purchase outputs	2 407 485	2 407 485	0	2 407 485	2 119 886	287 599
CAPITAL						
Item 168 Capital Contribution	94 823	94 823	0	94 823	86 036	8 787
GRAND TOTAL OF APPROPRIATIONS	2 502 308	2 502 308	0	2 502 308	2 205 922	296 386
Details of expenses by outputs						
Primary Education	1 402 271	1 446 328	44 057	1 446 328	1 382 346	63 982
Secondary Education	961 380	990 565	29 185	990 565	934 625	55 940
Vocational Education and Training Services	434 392	424 443	(9 949)	424 443	170 112	254 331
Employment Programs	24 499	29 256	4 757	29 256	13 577	15 679
Total cost of outputs	2 882 542	2 890 592	68 050	2 890 592	2 500 660	389 932
Less total revenues from ordinary activities	423 223	481 078	57 855	481 078	373 757	107 321
Net cost of outputs	2 399 319	2 409 514	10 195	2 409 514	2 126 903	282 611
Adjustment for movement in cash balances and other accrual items	8 166	(2 029)	(10 195)	(2 029)	(7 017)	4 988
Total appropriations provided to purchase outputs	2 407 485	2 407 485	0	2 407 485	2 119 886	287 599
Capital expenditure						
Purchase of non-current physical assets	166 818	157 778	(9 040)	157 778	124 514	33 264
Adjustments for movement in cash balances and other funding sources	(71 995)	(62 955)	9 040	(62 955)	(38 478)	(24 477)
Capital contribution (appropriation)	94 823	94 823	0	94 823	86 036	8 787
GRAND TOTAL OF APPROPRIATIONS	2 502 308	2 502 308	0	2 502 308	2 205 922	296 386

The Summary of Consolidated Fund Appropriations, Variance to Budget and Actual should be read in conjunction with the accompanying notes.

This Summary provides the basis for the Explanatory Statement information requirements of TI 945, set out in Note 36.

Output Schedule of Expenses and Revenues

	Primary Education		Secondary Education		Vocational Education and Training Services		Employment Programs		Totals	
	2003-2004 (\$'000)	2002-2003 (\$'000)	2003-2004 (\$'000)	2002-2003 (\$'000)	2003-2004 (\$'000)	2002-2003 (\$'000)	2003-2004 (\$'000)	2002-2003 (\$'000)	2003-2004 (\$'000)	2002-2003 (\$'000)
Expenses from ordinary activities										
Employee expenses	945 079	893 979	603 202	564 295	41 718	16 897	7 077	3 140	1 597 076	1 478 311
Other supplies and services	96 026	89 578	67 146	68 422	13 552	11 334	19 816	1 993	196 540	171 327
Depreciation	45 290	43 142	34 155	29 904	2 906	889	0	135	82 351	74 070
Training and employment grants and subsidies					363 433	139 291	2 067	8 008	365 500	147 299
School supplies and services	181 853	178 166	152 156	149 064					334 009	327 230
Capital user charge	175 185	176 582	132 110	122 394	2 663	1 697	296	300	310 254	300 973
Costs of disposal of non-current assets	2 895	899	1 796	546	171	4	0	1	4 862	1 450
Total cost of services	1 446 328	1 382 346	990 565	934 625	424 443	170 112	29 256	13 577	2 890 592	2 500 660
Revenues from ordinary activities										
User contributions and charges and fees	23 961	17 400	39 466	25 538	11 145	6 002	2		74 574	48 940
School other revenue	15 612	18 261	16 955	19 057					32 567	37 318
Other revenue from ordinary activities	10 949	7 364	7 635	7 658	10 130	658	99		28 813	15 680
Grants and contributions	136 466	132 984	93 846	82 107	107 476	50 260	1 684	1 342	339 472	266 693
Interest revenue	1 875	1 826	2 839	2 790	813	277	0		5 527	4 893
Proceeds from disposal of non-current assets		125		87	125	18	0	3	125	233
Total revenues from ordinary activities	188 863	177 960	160 741	137 237	129 689	57 215	1 785	1 345	481 078	373 757
Net cost of services	1 257 465	1 204 386	829 824	797 388	294 754	112 897	27 471	12 232	2 409 514	2 126 903
Revenues from State Government										
Output appropriations	1 204 579	1 187 464	824 545	802 861	355 385	116 435	22 976	13 126	2 407 485	2 119 886
Liabilities assumed by the Treasurer (superannuation)	2 672	7 032	1 749	4 439	32	5	8	1	4 461	11 477
Resources received free of charge	273	225	187	152	81	13	5	2	546	392
Initial recognition of assets not previously recognised	2 104	4 426	1 312	3 067					3 416	7 493
Assets transferred/(assumed)										
Total revenues from State Government	1 209 628	1 199 147	827 793	810 519	355 498	116 453	22 989	13 129	2 415 908	2 139 248
Change in net assets	(47 837)	(5 239)	(2 031)	13 131	60 744	3 556	(4 482)	897	6 394	12 345

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

Notes to the financial statements

1. DEPARTMENTAL MISSION AND FUNDING

The Department of Education and Training's mission is to ensure that all government school students and all adults have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia.

The Department of Education and Training is predominantly funded by parliamentary appropriations. A determination by the Treasurer, pursuant to section 23A of the Financial Administration and Audit Act, provides for the retention of moneys received by the Department.

Financial support provided by parents has always played a significant role in enabling the provision of resources that extend the school's capacity to maximise students' learning experiences. In compulsory education to Year 10, this support takes the form of voluntary contributions to fund, for example, textbook purchases; compulsory charges for additional-cost options such as excursions; and additional requests of parents for whole-school projects such as air-conditioning. In Years 11 and 12, all subject costs are compulsory charges. Contributions and charges are set individually by each school and approved by the school council.

The financial statements encompass all funds through which the Department controls resources to carry on its functions. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated in the consolidations (refer to Note 2(p)).

Notes to the financial statements

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 Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, 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 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 Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, 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, are disclosed in individual notes to these financial statements.

Basis of accounting

The financial statements have been prepared in accordance with Accounting Standard AAS 29 *Financial Reporting by Government Departments*.

The statements have been prepared on the accrual basis of accounting using the historical cost convention, except for certain assets and liabilities which, as noted, are measured at fair value. Land and buildings are currently carried at valuation as allowed in the transitional provisions of Treasurer's Instruction 954, pending completion of valuation in 2004-2005 in accordance with Australian Accounting Standards (AAS 38, AASB1041). Additions to non-current physical assets since valuation are stated at cost.

(a) Output appropriations

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

Output appropriations 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 or credited to the holding account held at the Department of Treasury and Finance. Refer to Note 14 for further commentary on output appropriations.

(b) Contributed equity

Under UIG 38 'Contributions by Owners Made to Wholly-owned Public Sector Entities', transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions (appropriations) have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

(c) Net appropriation determination

Pursuant to section 23A of the Financial Administration and Audit Act, the net appropriation determination by the Treasurer

Notes to the financial statements

provides for retention of the following moneys received by the Department:

- user contributions and charges and fees (excluding schools);
- Commonwealth specific-purpose grants and contributions; and
- other departmental revenue.

(d) Grants and contributions

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. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

(e) Revenue recognition

Revenue from the sale of goods and disposal of other assets and the rendering of services is recognised when the Department has passed control of the goods or other assets or delivery of the service to the customer.

(f) Capitalisation and depreciation of non-current assets

In accordance with Treasurer's Instruction 410, property with an individual purchase price of \$1,000 or greater and a useful life of more than two years is recorded as an asset. All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner which reflects the consumption of their future economic benefits.

Depreciation is provided for on the straight-line basis, using rates which are reviewed annually. Estimated useful lives of each class of depreciable asset are:

<i>Buildings</i>	<i>80 years</i>
<i>Transportables</i>	<i>8 years</i>
<i>Plant and equipment</i>	<i>8 years</i>
<i>Furniture and fittings</i>	<i>10 years</i>
<i>Communications equipment</i>	<i>5 years</i>
<i>Computer equipment</i>	<i>4 years</i>
<i>Office equipment</i>	<i>8 years</i>
<i>Motor vehicles</i>	<i>5 years</i>
<i>Musical instruments</i>	<i>12.5 years</i>

The Department of Education and Training owns works of art which are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(g) Software costs and Website development

There have been no significant costs associated with the acquisition or development of computer software that have been capitalised, excepting that which forms part of the operational system of personal computers, where it is then capitalised with the full cost of the asset and depreciated on a straight-line basis over four years.

Notes to the financial statements

Costs in relation to Websites controlled by the Department of Education and Training are charged as expenses in the period in which they are incurred.

(h) Revaluation of land and buildings

The Department has a policy of valuing land and buildings at fair value. The valuations of the Department's land and building undertaken previously by the Valuer General's Office are recognised in the financial statements. The previous valuation for buildings was during 1996-1997. A revaluation of land was performed in 1999-2000. Land and buildings are being progressively revalued to fair value for 2004-2005 under the transitional provisions in AASB 1041 (8.12)(b). See Note 39.

(i) Disposal of land and buildings/distribution to owners

Land and buildings are transferred to the Department of Land Information (DLI) for disposal. The carrying value of these properties is treated as a distribution to owners in the Statement of Financial Position. DLI accounts for the proceeds and profit or loss on sale.

(j) Resources received free of charge or for nominal value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses as appropriate at fair value.

(k) Employee benefits

Annual leave

This benefit is recognised at the reporting date in respect to employees' services up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

Long service leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits and is measured at the nominal amounts expected to be paid when the liability is settled. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provisions for employee benefits and is measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given, when assessing expected future payments, to expected future wage and salary levels, including relevant on-costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

Superannuation

Staff may contribute to the Pension Scheme, a defined-benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined-benefit 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 Australian Government's Superannuation Guarantee (Administration) Act 1992. All of these schemes are administered by the Government Employees Superannuation Board (GESB).

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 Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme; and
- (ii) Employer contributions paid to the Gold State Superannuation Scheme and the West State Superannuation Scheme.

Notes to the financial statements

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.

A revenue 'Liabilities assumed by the Treasurer' equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The Department is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

Employee benefit on-costs

Employee benefit on-costs are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses (see Notes 4 and 24).

(l) Leases

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

(m) Cash

For the purpose of the Statement of Cash Flows, cash includes cash assets and restricted cash assets. These include short-term deposits that are readily convertible to cash on hand and are subject to insignificant risk of changes in value.

(n) Receivables, payables and accrued salaries

Receivables are recognised as the amounts receivable as they are due for settlement no more than 30 days from the date of recognition. Collectability of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. 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 the purchase of assets or services. Accounts payable are generally settled within 30 days.

Accrued salaries (refer to Note 26) represents the amount due to staff but unpaid at the end of the financial year. Amounts have also been remitted to the Treasury Accrued Salaries Suspense Account annually to meet the additional cash outflows in those years when 27 paydays occur instead of the normal 26. No interest is received on this account. Note 17 shows the amount currently set aside to fund the 27th pay, due in the financial year 2004-2005.

(o) Inventories

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

(p) Consolidation of school accounts

Financial information from 794 schools and other educational sites has been consolidated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis, with appropriate accrual information provided for the consolidated financial statements.

Notes to the financial statements

(q) Change in accounting policy – 2002-2003 schools reporting period

A change in accounting policy for 2002-2003 provided for schools financial data to be reported to 30 June 2003, whereas the reporting date for previous reporting periods was 12 months' data to 31 May. Schools comparatives data for 2002- 2003, therefore, comprise 13 months' information from 1 June 2002 to 30 June 2003 to effect the alignment to the financial year.

(r) Acquisition of assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost or for nominal consideration are initially recognised at their fair value at the date of acquisition.

Assets costing less than \$1,000 are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).

(s) Comparative figures

Comparative figures are, where appropriate, reclassified so as to be comparable with the figures presented in the current financial year. The Department of Education and Training was formed effective 3 February 2003. The 2002-2003 comparative figures therefore reflect five months of operations of the former Department of Training and the full 12 months of operations of the former Department of Education.

(t) Rounding of amounts

Amounts in the financial statements have been rounded to the nearest thousand dollars, or, in certain cases, to the nearest dollar.

Notes to the financial statements

3. OUTPUTS OF THE DEPARTMENT

The Department of Education and Training has two outcomes: quality education for all Western Australians who choose government schooling, and maximised training and employment opportunities for Western Australians. The Department's mission is to ensure that all government school students and all adults develop the skills, knowledge, and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia. The outputs and their descriptions are:

Output 1: Primary Education

The provision of access to education in government schools for eligible persons aged generally from four and a half to twelve and a half years.

Output 2: Secondary Education

The provision of access to education in government schools for eligible persons aged generally 12 years and over.

Output 3: Vocational Education and Training Services

The strategic management of the investment of government resources in the State VET system, including the planning, purchasing and monitoring of VET services.

Output 4: Employment Programs

The development, promotion and strategic management of employment services.

Information about the expenses and revenues which are reliably attributable to these outputs are set out in the Output Schedule of Expenses and Revenues.

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
4. EMPLOYEE EXPENSES		
Salaries and allowances	1 406 725	1 283 749
Net increase/(decrease) in annual leave and other entitlements	5 312	11 922
Net increase/(decrease) in long service leave	14 784	18 876
Superannuation expense	138 185	132 521
Superannuation on-costs on accrued leave	2 356	3 583
Workers compensation	5 083	5 408
Staff accommodation and other subsidies	21 746	19 432
Fringe Benefits Tax	2 885	2 820
Totals	1 597 076	1 478 311

5. OTHER SUPPLIES AND SERVICES

Travel expenses	8 744	8 239
Communication expenses	31 055	20 001
Insurance	1 481	634
Computer software and system support	17 700	11 371
Repairs, maintenance and minor works	31 886	29 182
Contract staff and consulting	30 675	33 929
Scholarships and allowances	17 427	21 067
Electricity and water expenses	913	759
Operating leases	23 470	16 494
Other	33 189	29 651
Totals	196 540	171 327

6. DEPRECIATION

Buildings	52 575	44 998
Plant and equipment	3 436	2 943
Motor vehicles	775	690
Computers and communications equipment	21 373	21 706
Office equipment	3 596	3 333
Miscellaneous	596	400
Totals	82 351	74 070

7. TRAINING AND EMPLOYMENT GRANTS AND SUBSIDIES

This expenditure item reflects grants, subsidies and contract service payments for the delivery of training and employment initiatives made by the Department to private training providers and the autonomous public providers.

Mainstream delivery of training and education services	342 902	135 294
Other operating grants and subsidies	4 881	2 159
Capital grants ^(a)	17 717	9 846
Totals	365 500	147 299

(a). Capital grants are monies granted to public and private providers and capital works expenditure incurred by the Department on behalf of the autonomous public providers.

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
8. SCHOOL SUPPLIES AND SERVICES		
These are expenses paid by the central office to or on behalf of schools:		
Insurance	21 846	22 245
Maintenance, minor upgrades and other expenses	72 125	59 373
Contract cleaning and gardening	34 764	37 849
Sub-totals	128 735	119 467
These expenses are met by schools from their own funds:		
Administration	61 389	64 482
Maintenance and repairs	18 309	19 180
Electricity and water expenses	28 380	28 682
Teaching and learning expenses	68 083	64 734
Education programs	29 113	30 685
Sub-totals	205 274	207 763
Totals	334 009	327 230
9. CAPITAL USER CHARGE		
A capital user charge rate of 8 per cent has been set by the Government and represents the opportunity cost of capital invested in the net assets of the Department used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.		
Totals	310 254	300 973
10. USER CONTRIBUTIONS, CHARGES AND FEES		
School		
Contributions, charges and fees collected by schools	51 491	34 390
Sub-totals of school collections	51 491	34 390
Central		
Overseas student course fees	15 790	8 889
Agricultural school fees collected by the central office	2 778	2 205
Other fees and charges	4 515	3 456
Sub-totals of central collections	23 083	14 550
Totals	74 574	48 940

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
11. SCHOOLS OTHER REVENUES		
Hire of facilities	2 044	2 066
Donations to schools	9 388	8 929
Bookshops and canteens	5 253	5 547
Direct grants from the Commonwealth	2 630	2 973
Other revenue	13 252	17 803
Totals	32 567	37 318
12. OTHER REVENUES FROM ORDINARY ACTIVITIES		
Recoveries and refunds	9 767	8 706
Sale of goods and services	8 684	6 096
State development grant (I)	9 301	375
Trading profit (II)	570	363
Other miscellaneous revenue	491	140
Totals	28 813	15 680
(I) State development grant increases in 2003-2004 are due to increased contributions received from third parties for joint facilities at schools and TAFEWA facilities. Schools received \$5.27m, including \$3.9m from Edith Cowan University for joint facilities at Mount Lawley Senior High School. Training received \$3.96m for joint facilities.		
(II) Trading profit		
Sales	926	446
Cost of sales:		
Opening inventory	162	167
Purchases	410	78
Less closing inventory	(216)	(162)
Cost of goods sold	356	83
Trading profit	570	363
13. GRANTS AND CONTRIBUTIONS		
Commonwealth grants – recurrent	299 747	238 126
Commonwealth grants – capital	39 725	28 567
Totals	339 472	266 693

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
Undischarged grants		
The Department of Education and Training receives grants on the condition that the moneys shall be expended in a particular manner. Grants which are yet to be discharged in part or in full as at the reporting date do not constitute a liability but do require disclosure.		
Grants yet to be fully discharged at 30 June 2004 total \$26.794m, comprising the following:		
<ul style="list-style-type: none"> Government schools capital grants: \$4.280m Government schools recurrent grants: \$11.740m Government schools specific grants: \$3.093m Special project grants: \$1.364m Indian Ocean Territories education program: \$0.399m Australian National Training Authority (ANTA) capital: \$3.129m ANTA and Commonwealth other specific-purpose grants: \$2.789m 		
14. REVENUES FROM STATE GOVERNMENT		
Appropriation revenue received during the year:		
(i) Output appropriations	2 407 485	2 119 886
(ii) The superannuation liability has been assumed by the Treasurer during the financial year	4 461	11 477
(iii) Resources received free of charge		
Determined on the basis of the following estimates provided by the agencies:		
Office of the Auditor General, providing audit services	0	205
Department of Land Information, for property dealings, information services and valuation services (previously performed by VGO)	139	170
Department of Housing and Works – providing accounting services	24	10
Department of Health	110	0
Crown Solicitor's Office – legal services	273	7
Totals	546	392
(iv) Initial recognition of assets (see also Note 29)	3 416	7 493
Totals	2 415 908	2 139 248
<p>(i) Output appropriations are accrual amounts reflecting the full cost of outputs delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year (see Notes 2(a) and 18).</p> <p>(ii) Where a liability has been assumed by the Treasurer or other entity, the Department recognises revenues equivalent to the amount of the liability assumed and an expense relating to the nature of the event or events that initially gave rise to the liability.</p> <p>(iii) Where assets or services have been received free of charge or for nominal consideration, the Department recognises revenues (except where the contributions of assets or services are in the nature of contributions by owners in which case the Department shall make a direct adjustment to equity) equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable. Commencing with the 2003-2004 audit, the Office of the Auditor General will be charging a fee for auditing the accounts, financial statements and performance indicators. The fee for the 2003-2004 audit (\$297,000) will be due and payable in the 2004-2005 financial year.</p> <p>(iv) Where assets have been discovered or have not been previously recognised in the financial statements, the Department recognises the corresponding credit as revenue. See also Note 29 for details.</p>		

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
15. NET GAIN / (LOSS) ON DISPOSAL OF NON-CURRENT ASSETS		
Loss on disposal of non-current assets		
Buildings	(3 328)	0
Plant and equipment	(114)	(101)
Motor vehicles	(13)	(18)
Computers and communication equipment	(1 061)	(632)
Office equipment	(178)	(425)
Other assets	(43)	(42)
Net losses	(4 737)	(1 218)
16. CASH ASSETS		
Schools		
School bank and investment accounts	113 538	104 031
Cash on hand at schools	135	102
Sub-totals of cash at schools	113 673	104 133
Central		
Departmental operating trust account		
Operating bank account	91 981	91 733
Cash held in district office bank accounts	520	722
Commonwealth grants trust accounts (see Notes 2(d), 13)	26 794	24 410
Cash on hand and advances	394	432
Sub-totals of cash centrally controlled	119 689	117 297
Totals	233 362	221 430
17. RESTRICTED CASH ASSETS		
Cash held in Treasury suspense account (27th pay) (I)		
Current	55 905	0
Non-current	0	47 773
Totals	55 905	47 773
(I) The amount held in the suspense account is only to be used for the purpose of meeting the 27th pay in a financial year that occurs every 11 years (see also Note 2(n)).		
18. AMOUNTS RECEIVABLE FOR OUTPUTS		
Current	18 905	18 156
Non-current	197 305	126 478
Totals	216 210	144 634

The asset represents the non-cash component of output appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
19. RECEIVABLES		
Goods and services tax receivable	6 799	9 424
Accounts receivable	14 038	12 631
Less provision for doubtful debts	(396)	(383)
Totals	20 441	21 672
20. INVENTORIES		
Non-trading inventory - equipment	0	1 064
School canteens, publications and bookshops stocks	1 699	1 419
Livestock and farm produce	681	758
Totals	2 380	3 241
21. LAND AND BUILDINGS		
Land		
At fair valuation	809 620	836 881
At cost	32 513	22 080
Sub-totals land (see also Note 29)	842 133	858 961
Buildings		
At fair valuation	2 495 646	2 525 011
At cost	682 090	581 594
Less accumulated depreciation	(301 461)	(251 462)
Written-down values of buildings (see also Note 29)	2 876 275	2 855 143
Totals, land and buildings	3 718 408	3 714 104
For 2003-2004, land and buildings values are carried at either cost for additions since last valuation or at a valuation equivalent to fair value. The revaluation of land was performed in accordance with an independent valuation of the Valuer General's Office, on the current existing use basis or current market valuation basis. The buildings were revalued on the basis of depreciated replacement value. See also Note 2(h), 39.		
22. PLANT, EQUIPMENT AND VEHICLES		
Plant and equipment		
At cost – central	873	626
At cost – schools	42 044	39 132
Less accumulated depreciation	(28 080)	(25 893)
Written-down values (see also Note 29)	14 837	13 865
Motor vehicles		
At cost - central	101	0
At cost – schools	7 413	6 461
Less accumulated depreciation	(5 846)	(4 967)
Written-down values (see also Note 29)	1 668	1 494

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
Computers and communications equipment		
At cost – central	19 592	16 427
At cost – schools	114 929	112 063
Less accumulated depreciation	(95 121)	(85 572)
Written-down values (see also Note 29)	39 400	42 918
Office equipment		
At cost – central	2 505	2 542
At cost – schools	23 232	22 045
Less accumulated depreciation	(16 375)	(15 486)
Written-down values (see also Note 29)	9 362	9 101
Miscellaneous assets		
At cost – central	1 519	1 308
At cost – schools	5 634	5 080
Less accumulated depreciation	(2 965)	(2 584)
Written-down values (see also Note 29)	4 188	3 804
Total plant, equipment and vehicles	69 455	71 182
23. OTHER ASSETS		
Current assets		
Prepayments	2 127	6 025
Accrued income	0	2 897
Sub-totals	2 127	8 922
Non-current assets		
Capital works in progress (at cost)		
New primary schools	7 226	7 855
New secondary schools	180	6 508
Additions and improvements to schools and TAFEWA colleges	45 798	20 588
Sub-totals capital works in progress (see also Note 29)	53 204	34 951
Total other assets	55 331	43 873
24. PROVISIONS		
Current liabilities		
Annual leave	85 362	79 870
Long service leave	100 557	96 079
Remote Teaching Service	1 495	0

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
Superannuation on-cost liability on accrued leave	17 849	16 689
Superannuation on-cost liability on accrued Remote Teaching Service leave	143	0
Totals	205 406	192 638
Non-current liabilities		
Long service leave	149 053	138 747
Deferred salary scheme	11 116	10 510
Remote Teaching Service	1 415	2 281
Superannuation on-cost liability on accrued leave	14 309	13 174
Superannuation on-cost liability on accrued Remote Teaching Service leave	136	219
Totals	176 029	164 931

The Department considers the carrying amount of employee benefits to approximate the net fair value.

25. PAYABLES

Current

Central	8 604	3 578
Schools	8 137	8 533
Totals	16 741	12 111

26. OTHER LIABILITIES

Current

Accrued expenses	14 764	12 170
Accrued salaries (I)	59 947	36 444
Income received in advance	3 605	3 573
Amounts held in schools' trust and suspense accounts	4 056	4 464
Other	891	1 520
Totals	83 263	58 171

(I) Accrued salaries includes recognition of arrears accrued but unpaid as at 30 June 2004 for salary and wage increments for teachers aides (\$8.394m) backdated to July 2002, and public servants and school officers (\$2.207m) 3.8 per cent increase backdated to 27 February 2004.

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
27. EQUITY		
Equity represents the residual interest in the net assets of the Department of Education and Training. The Government holds the equity interest in the Department of Education and Training on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.		
Contributed equity		
Opening balance	183 121	88 961
Capital contributions (I)	94 822	86 036
Contributions by owners (II)	111	41 838
Distribution to owner (III)	(51 332)	(33 714)
Closing balance	226 722	183 121
(I) Capital contributions have been designated as contributions by owners and are credited directly to equity in the Statement of Financial Position.		
(II) Reflects net assets transferred from the Department of Health and the former Department of Training on 3 February 2003.		
(III) Assets transferred to DLI for disposal and completed capital works carried out on behalf of TAFEWA colleges.		
Asset revaluation reserve	3 270 876	3 270 876
Closing balance	3 270 876	3 270 876
The asset revaluation reserve is used to record increments and decrements in the revaluation of non-current assets, as described in Accounting Policy Note 2(h).		
Accumulated surplus		
Opening balance	386 061	373 716
Change in net assets resulting from operations	6 394	12 345
Closing balance	392 455	386 061
Totals	3 890 053	3 840 058
28. NOTES TO THE STATEMENT OF CASH FLOWS		
(a) Reconciliation of cash		
Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the Related items in the Statement of Financial Position as follows:		
Cash assets	233 362	221 430
Restricted cash assets	55 905	47 773
Totals	289 267	269 203
(b) Reconciliation of net cost of services to net cash flows used in operating activities		
Net cost of services	2 409 514	2 126 903
Non-cash items:		
Superannuation expense	(5 664)	(14 845)
Depreciation expense	(82 351)	(74 069)

Notes to the financial statements

	2003-2004 \$'000)	2002-2003 (\$'000)
Resources received free of charge	(546)	0
Net gain/(loss) on disposal of non-current assets	(4 737)	(1 218)
(Increase)/decrease in assets:		
Current receivables	1 407	770
Other current assets	(6 795)	414
Inventories	(861)	(2 516)
Increase/(decrease) in liabilities:		
Payables and other liabilities	(29 130)	(10 480)
Provisions	(23 866)	(37 479)
Provision for doubtful debts	(13)	7
Increase/(decrease) other assets from reconciliations	(2 625)	1 771
(Increase/decrease in trust funds	0	85
Net cash provided by (used in) operating activities	2 254 333	1 989 343

Notes to the financial statements

29. RECONCILIATION OF PROPERTY, PLANT, EQUIPMENT, VEHICLES AND OTHER NON-CURRENT ASSETS

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other non-current assets at the beginning and end of the current financial year are set out below.

	Land (\$'000)	Buildings (\$'000)	Plant and equipment (\$'000)	Motor vehicles (\$'000)	Computers and commu- nications (\$'000)	Office equipment (\$'000)	Misc. assets (\$'000)	Works in progress (\$'000)	Totals (\$'000)
Carrying amount at start of year	858 961	2 855 143	13 865	1 494	42 918	9 101	3 804	34 951	3 820 237
Adjustment school assets	0	0	405	348	2 194	667	(198)	0	3 416
Additions	10 434	100 994	4 139	616	16 838	3 593	1 195	118 949	256 758
Disposals/transfers	(27 262)	(27 287)	(136)	(15)	(1 177)	(403)	(17)	(100 696)	(156 993)
Revaluation	0	0	0	0	0	0	0	0	0
Depreciation		(52 575)	(3 436)	(775)	(21 373)	(3 596)	(596)	0	(82 351)
Carrying amount at end of year	842 133	2 876 275	14 837	1 668	39 400	9 362	4 188	53 204	3 841 067

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
30. COMMITMENTS FOR EXPENDITURE		
(a). Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the Financial Statements, are payable as follows:		
Within one year	111 654	110 218
Later than one year and not later than five years	8 582	14 390
Totals	120 236	124 608
The capital commitments include amounts for the following:		
New high schools	225	9 823
Additions and improvements to high schools	30 089	21 718
Additions and improvements to district high schools	2 339	0
New primary schools	49 840	37 726
Additional stages to high schools	3 703	0
Additions and improvements to primary schools	3 873	12 905
Other school facilities	11 900	8 655
Secondary Schools Refurbishment Program	5 300	9 364
TAFEWA colleges	8 307	17 178
Miscellaneous projects	4 660	7 239
Totals	120 236	124 608
(b). Lease commitments		
Operating leases		
Commitments in relation to non-cancellable operating leases contracted for at the reporting date but not recognised as liabilities are payable:		
Within one year	32 784	27 519
Later than one year and not later than five years	38 269	39 173
Later than five years	6 849	12 760
Totals	77 902	79 452

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
31. RESOURCES PROVIDED FREE OF CHARGE		
The following types of services are provided to other Government agencies free of charge for functions outside the normal operations of the Department:		
<ul style="list-style-type: none"> • Marketing and publications • Delivery support systems – wide-area network • College management information systems support • Accounting services • Asset and building management services • Industrial relations support • Secondments • Lease costs • Outgoings • School address Information 		
Department of Industry and Technology	0	48
Country High Schools Hostel Authority	9	0
Health Department of Western Australia	1 276	1 285
Department for Culture and The Arts	0	46
Department of Education Services	0	112
Department of the Premier and Cabinet	47	113
Sub-totals	1 332	1 604
The estimated value of these services provided to the following TAFEWA colleges is:		
Central TAFE	2 395	785
Central West College of TAFE	555	175
Challenger TAFE	1 653	539
CY O'Connor College of TAFE	533	121
Great Southern TAFE	582	196
Kalgoorlie Campus of Curtin University	214	1
Kimberley College of TAFE	490	104
Pilbara TAFE	623	189
South West Regional College of TAFE	902	268
Swan TAFE	2 111	723
WA Academy of Performing Arts	2	1
West Coast College of TAFE	1 140	430
Sub-totals	11 200	3 532
Totals	12 532	5 136

Notes to the financial statements

	2003-2004 (\$'000)	2002-2003 (\$'000)
32. REMUNERATION OF SENIOR OFFICERS		
The number of senior officers, whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:		
Salary range		
\$60 001 - \$70 000	*1	* 1
\$70 001 - \$80 000	*2	* 1
\$100 001 - \$110 000	1	0
\$110 001 - \$120 000	2	* 2
\$120 001 - \$130 000	3	0
\$130 001 - \$140 000	2	3
\$270 001 - \$280 000	1	1
Totals	12	8

The total remuneration of senior officers for 2003-2004 amounted to \$1.453m and for 2002-2003 the amount was \$1.053m.

The superannuation included here represents the superannuation expense incurred by the Department of Education and Training in respect of senior officers.

* Includes senior officers where periods of service are less than twelve months.

No senior officers are members of the Pension Scheme.

33. LOSSES AND WRITE-OFFS

Public debts (\$'000) written off by:

(i) Accountable Officer	7	31
(ii) Minister for Education	23	29
Total of public debts written off	30	60

34. FUNDING TO NON-GOVERNMENT BODIES

Training and employment	27 825	18 731
Other	7 288	7 219
Totals	35 113	25 950

In accordance with Treasurer's Instruction 951, this note reflects the Department's funding to non-government bodies.

Notes to the financial statements

35. ADDITIONAL FINANCIAL INSTRUMENTS DISCLOSURES

Interest risk exposure

The Department of Education and Training's exposure to interest rate risk and the effective interest rates on financial instruments is:

30 June 2004	Weighted average effective interest rate (%)	Variable interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non-interest- bearing (\$'000)	Totals (\$'000)
Financial assets					
School operating accounts	2.26	67 401			67 401
Cash resources	5.02	14 901		78 129	93 030
Restricted cash assets				55 905	55 905
Commonwealth grants trust accounts				26 794	26 794
Receivables				20 441	20 441
Term deposits	4.08		46 137		46 137
Total financial assets		82 302	46 137	181 269	309 708
Financial liabilities					
Payables				16 741	16 741
Deferred salaries scheme				11 116	11 116
Accrued salaries				59 947	59 947
Employee provisions				370 319	370 319
Other liabilities				23 316	23 316
Total financial liabilities				481 439	481 439
Net financial assets/(liabilities)		82 302	46 137	(300 170)	(171 731)

Credit risk exposure

All financial assets are unsecured. In respect of accounts receivable, the carrying amounts represent the Department of Education and Training's maximum exposure to credit risk.

Net fair values

The carrying values of the financial instruments approximate net fair values.

Notes to the financial statements

30 June 2003	Weighted average effective interest rate (%)	Floating interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non-interest- bearing (\$'000)	Totals (\$'000)
Financial assets					
School operating accounts	2.63	60 106			60 106
Cash resources	5.00	12 707		80 282	92 989
Restricted cash assets				47 773	47 773
Commonwealth grants trust accounts				24 410	24 410
Receivables				21 672	21 672
Term deposits	4.16		43 925		43 925
Total financial assets		72 813	43 925	174 137	290 875
Financial liabilities					
Payables				12 111	12 111
Deferred salaries scheme				10 510	10 510
Accrued salaries				36 444	36 444
Employee provisions				347 059	347 059
Other liabilities				21 727	21 727
Total financial liabilities				427 851	427 851
Net financial assets/(liabilities)		72 813	43 925	(253 714)	(136 976)

Notes to the financial statements

36. EXPLANATORY STATEMENT

It is inappropriate to comment on the variations between 2002-2003 and 2003-2004 as the actuals are not comparable due to the part year effect as a consequence of the merger of the Department of Education and the Department of Training, which occurred on 3 February 2003.

37. CONTINGENT LIABILITIES

The Department of Education and Training is involved in legal proceedings with a number of claimants. In particular, the Crown Solicitors have reported that the Department has a possible exposure of \$0.50m in contingent liabilities.

38. EVENTS SUBSEQUENT TO REPORTING DATE

There are no events subsequent to reporting date having a material effect on reported statements of financial position.

39. THE IMPACT OF ADOPTING INTERNATIONAL ACCOUNTING STANDARDS

The Department of Education and Training is adopting international accounting standards in compliance with AASB 1, **First-time Adoption of Australian Equivalents to International Financial Reporting Standards (IFRS)**.

AASB 1 requires an opening balance sheet as at 1 July 2004 and the restatement of the financial statements for the reporting period to 30 June 2005 on the IFRS basis. These financial statements will be presented as comparative in the first annual financial report prepared on an IFRS basis for the period ending 30 June 2006.

AASB 1047, **Disclosing the Impacts of Adopting Australian Equivalents to International Financial Reporting Standards**, requires financial reports for periods ending on or after 30 June 2004 to disclose:

(1) How the transition to Australian equivalents to IFRSs is being managed

The Department of Education and Training has established a project team overseen by a working party group. The team has:

- prepared a project plan to review impacts of IFRSs at a high level;
- prepared a high-level impact summary identifying potential areas of impact IFRSs will have on the Department's financial reporting requirements;
- prepared IFRS Interpretation Summary documents and IAS/AASB Convergence Table documents for analysis of potential impact and the resulting changes required to financial management information systems and processes; and
- identified the necessary staff skills and training requirements.

The project is on schedule with the commencement of work on the opening IFRS balance sheet in accordance with AASB1 as at 1 July 2004. The project will then deal with the design, documentation and implementation of IFRS financial management systems and processes.

(2) Key differences in accounting policies that are expected to arise in adopting Australian equivalents to IFRS

The Department has identified the following key differences:

- As per TI 954, 'Revaluation of Non-current Physical Assets', land and buildings are to be measured at fair value for period ending 30 June 2005. In addition, AASB 1 requires consistent accounting policies to be applied during transition (1 July 2004 to 30 June 2006), i.e. accounting policies used in the transitional IFRS Balance Sheet to be applied throughout all periods presented in the first IFRS financial report.

In accordance with this requirement, and as already mentioned in Note 2(h), land and buildings are in the process of being revalued to fair value for 2004-2005.

- As per AASB 116, paragraphs 16c and 18, the cost of an item of Property, Plant and Equipment comprises not only its purchase price and costs directly attributable to bringing the asset to the location and condition for it to be usable, but also the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located. The Department is aware of the above requirement and is assessing the impact of the change.
- As per AASB 116, paragraphs 12 to 14, replacement parts or inspections that have been expensed in the past would need to be recognised and depreciated to 30 June 2004. The Department is aware of the above requirement, and would need to make an assessment of possible changes to existing policy.
- As per AASB 116, a class of assets must all be at cost or fair value at the date of transition (1 July 2004). Where a class has assets at cost and fair value, all assets must be measured at fair value in the opening balance sheet. Where a class of assets is measured at cost there is no requirement to revalue to fair value except land and buildings. The Department is aware of this requirement and will treat all classes of assets as fair value as at 1 July 2004.
- AASB 136 requires an annual impairment test to be performed to assess assets for impairment. If any such indication exists, the standard requires an estimate of the recoverable amount of the asset to be made. If recoverable amount is less than carrying amount, a write-down to recoverable amount must be made.

Notes to the financial statements

The Department is of the view that its assets are depreciated sufficiently and are appropriately maintained. It is also likely that current replacement cost will be higher than carrying value and it is unlikely that assets subject to the 'not-for-profit recoverable amount test' will be materially impaired. Therefore any material financial impact on results is unlikely.

However, the Department recognises the need to comply with the Standards and to assess its assets for impairment and then make a reasonable estimate of the recoverable amount.

- As per AASB 119, employee benefits payable later than 12 months need to be discounted. These include annual leave and sick leave. The Department is aware of the above requirement, and will make an assessment of any material impact.

40. RESTRICTED TRUST FUNDS

The Department of Education and Training administers the following trust accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the trusts. These are not included in the financial statements.

Notes to the financial statements

Trust account	2003-2004				2002-2003			
	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)
1. Olive A. Lewis Scholarship	3 736	63 000	63 000	3 736	3 736	31 000	31 000	3 736
2. Scholarship – Council of War Service Land Settlers Association	2 687	144	0	2 831	2 556	131	0	2 687
3. R.S. Sampson Scholarships	253	1 000	1 000	253	253	0	0	253
4. John Henry Kendall	2 286	120	53	2 353	2 221	112	47	2 286
5. Margueretta Wilson Scholarship	2 582	136	100	2 618	2 651	131	200	2 582
6. Perth Girls' Memorial Scholarship	64 014	3 416	0	67 430	61 863	3 151	1 000	64 014
7. Sir Thomas Coombe Scholarship	65 295	3 483	0	68 778	62 104	3 191	0	65 295
8. Margery Bennett Prize	725	39	0	764	690	35	0	725
9. W.J. Reid Memorial Prize	5 941	308	300	5 949	5 651	290	0	5 941
10. James and Rose Coombe Scholarship	5 351	28 250	28 250	5 351	5 351	20 750	20 750	5 351
11. Perth Boys' Memorial Scholarship	15 731	825	500	16 056	15 450	781	500	15 731
12. Roy Grace English Scholarship	6 113	326	0	6 439	6 296	317	500	6 113
13. James A. Heron Memorial Prize	8 421	449	0	8 870	8 985	436	1 000	8 421
14. Ernest Smith Memorial Prize for English	1 451	77	0	1 528	1 380	71	0	1 451
15. Bentley Senior High School	14 671	783	0	15 454	13 954	717	0	14 671
16. Elaine Nora Walker Scholarship	67 436	3 598	0	71 034	65 605	3 331	1 500	67 436
17. William Samuel Bequest	2 346	123	60	2 409	2 326	115	95	2 346
18. Howard Porter Memorial Prize for Good Citizenship	2 718	143	60	2 801	2 644	134	60	2 718
19. Ian Bremner Memorial Scholarship	27 015	1 399	1 500	26 914	27 049	1 466	1 500	27 015
20. Ernest and Catherine Bennett Memorial Scholarship	24 933	1 330	500	25 763	0	25 933	1 000	24 933
Totals	323 705	108 949	95 323	337 331	290 765	92 092	59 152	323 705

Notes to the financial statements

PURPOSE OF TRUST ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To be used as a clearing account for the receipt of moneys from the Trustees and the cash payment of prizes.

2. Scholarship-Council of War Service Land Settlers Association

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at the Collie Senior High School.

6. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a government secondary school in the metropolitan area.

7. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Certificate of Secondary Education.

8. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

9. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above-average scholastic development.

10. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for government country school students who are in need of financial assistance to complete a high school education.

11. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a government secondary school in the metropolitan area.

12. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a government secondary school and who demonstrates exceptional ability in the area of English.

13. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Certificate of Secondary Education course at any recognised high school.

14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at the North Perth Primary School.

15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School, Como Senior High School or Cannington Senior High School.

Notes to the financial statements

16. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

17. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from the White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

18. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for 'good citizenship' to a female student at the White Gum Valley Primary School.

19. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful student at the Cowaramup Primary School.

20. Ernest and Catherine Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.