

WESTERN AUSTRALIAN COLLEGE OF TEACHING

ANNUAL REPORT

1 April 2005 – 31 March 2006



Western Australian
College of Teaching



BEGINNING TEACHERS SEMINAR
PARTICIPANTS 2005



Our College, Our Profession, Our Future

Letter of transmittal

31 July 2006

Hon Ljiljanna Ravlich MLC
Minister for Education & Training
Level 12
Dumas House
2 Havelock Street
WEST PERTH WA 6005

Dear Minister

In accordance with Section 29 of the *Western Australian College of Teaching Act 2004*, I submit to you a report of the activities of the Western Australian College of Teaching Board for the financial year of the College ending on 31 March 2006.

Yours sincerely



BRIAN LINDBERG
CHAIR

This report describes the way in which the Western Australian College of Teaching carried out its functions and met its obligations under the *Western Australian College of Teaching Act 2004* during its first full reporting year which ended on 31 March 2006.

The report's audience is the Minister for Education and Training, the Parliament of Western Australia, the teaching profession in Western Australia, teacher employing authorities, higher education institutions, teacher organisations, parents and members of the general community. Information contained in this report should be of interest to the above audience.

Copies of the Report are available online on the College website at www.wacot.wa.edu.au

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AT A GLANCE

The Western Australian College of Teaching was established through Parliament on 15 September 2004 by the *Western Australian College of Teaching Act 2004* and is now in its second year of operation.

The College is managed by a Board of Management, supported by a Secretariat.

The College is funded by a Government Grant which ceases on 30 June 2006 and fees collected from its members. From 1 July 2006, it will be funded solely on membership fees.

Corporate Directory

Western Australian College of Teaching
Level 2/165 Adelaide Terrace
EAST PERTH WA 6004

Telephone: +61 8 9221 1300
Facsimile: +61 8 9221 1301
Website: www.wacot.wa.edu.au
Email: info@wacot.wa.edu.au

Board elected Chair/Deputy Chair

Chair: Brian Lindberg
Deputy Chair: Anne Tumak

Director

Pamela Paton (April 2005 to February 2006)
Janet Rodgers (February 2006 to March 2006)

Auditors

MSI Marsdens
565 Hay Street
DAGLISH WA 6008

Bankers

Commonwealth Bank of Australia

Insurers

Riskcover

HIGHLIGHTS FOR 2005/2006

The College is now in its second year of operation, functioning independently of its former host agency, the Department of Education Services.

The College moved to its own premises in November 2005, setting up its own infrastructure and functions.

The Secretariat gained additional temporary staff to process the large numbers of membership applications and fees, although the number remained at a low 12 FTE for most of the year.

Since 15 March 2006, no teacher in Western Australia may teach full time, part time, or in a casual or relief capacity without being registered.

Under the transitional provisions of the *Western Australian College of Teaching Act 2004*, the College had 18 months to capture the data of all teachers teaching in Western Australian schools prior to the date the Act became operational on 15 September 2004. All efforts of the Board were focused on establishing the Register of Teachers to meet the requirements of the Act. By 15 March 2006, 33 624 teachers were registered to teach in Western Australia.

At the same time the College continued important work on Professional Learning and Standards and a code of ethics for the profession.

A mentored program for all Provisionally Registered Teachers (PRT) was designed in consultation with teachers from across the State and introduced in 2005. Three thousand teachers are now involved in this supported introduction into the profession.

A Beginning Teachers' Seminar was held on 30 June and 1 July 2005 attended by 500 beginning teachers.

The Board refined its disciplinary processes and conducted three inquiries during the year.

The College continued development of its strategic plan for the next five years.

A website was maintained and regularly updated with information relevant to the profession.

The College continued communication with teachers through schools until early 2006. From that point, it was electronically able to communicate individually with most members as well as to designated mailing addresses.

REPORT OF THE CHAIR



Mr Brian Lindberg is the inaugural Chair of the College and has served in this role since its inception on 15 September 2004.

Mr Lindberg is the appointed representative of the State School Teachers' Union of Western Australia (Inc.) (SSTUWA). As Chair he is responsible for leading the Board in fulfilling the College's functions as prescribed by the Western Australian College of Teaching Act 2004.

The Western Australian College of Teaching which was launched on the 15 September 2004 has now been operational for just over 18 months.

The initial part of the College's work was to inform all teachers in Western Australia of the new legislative requirements for teacher registration in this State. Information and application forms were distributed to every school in the State early in 2005 and continuing into this reporting year.

The main focus since August 2005 has been to enter the data of all teachers on the Pivotal Database developed by the College to manage the membership.

Three large groups of teachers were registered during the year:

Foundation Members

The bulk of teachers registered during the year, were many of those who were teaching in Western Australia on or before the Act came into effect on 5 September 2004. Under the transitional provisions, this group had until 15 March 2006 to be registered without penalty. This group also included teachers who had taught in Western Australia at some time in the past. This second group has until 15 September 2006 to register under these provisions. However, since 15 March 2006, no teacher may teach in a Western Australian school without being registered.

Provisional Registration as a Teacher

All persons new to the teaching profession in Western Australia had to register, including having check police clearances and assessment of their qualifications, prior to commencing duties as a teacher. These teachers were identified through this category of registration as beginning teachers and provided with a collegiate supported mentoring program. Most of these were new graduates.

Registration as a Teacher

Other teachers new to Western Australia with experience in the profession elsewhere gained membership as Registered Teachers prior to commencing in Western Australian schools.

By 31 March 2006, the end of the reporting period, 35 171 teachers were registered to teach in Western Australia.

The College, under the leadership of the former Director Ms Pamela Paton and the current Director, Ms Janet Rodgers, substantially achieved the prime goal of the College to have all teachers in the State registered by 15 March 2006.

I would like to acknowledge the work done by the Screening Unit of the Western Australian Department of Education and Training to screen every teacher in the State prior to the finalisation of their registration. This has been an enormous task and the support of the Department in achieving this outcome is commendable.

I would also like to thank the members of the Board who continued their important role in guiding the operationalising of the College through their work on the Board and the various Board Committees to achieve this.

The report outlines the other work the Board and its committees have carried out to fulfill the College functions as provided for in the Act.

On behalf of the Board, I also thank the Directors Ms Pamela Paton and Ms Janet Rodgers, and the Secretariat for their commitment and hard work in achieving the goals set for this year.

Finally, I would like to thank the teachers and principals for meeting their obligations with the new legislation and their generally strong support for the College and its aims to promote and enhance the status of teaching and teachers.

The College has taken a giant step in this last year in setting up operations and establishing the Register of Teachers for the State of Western Australia. While there have been some struggles to achieve this outcome which are described elsewhere in this report, on the whole I am exceptionally proud of how far the profession has come in one short year on limited budget and resources.

The College has received strong support from the Minister for Education and Training and other members of Parliament, from government, Catholic and independent school employers, parent associations, teacher unions and universities. Some teachers have been dissident towards the College, focused in particular on the mandatory membership fee. However the overwhelming response has been positive with teachers proud to belong in a public way through their membership to the profession. They share the Board's vision of a united profession that continually strives for excellence in teaching and learning.

With the full independence of the College imminent and the upcoming election of teacher representatives to the Board to occur later this year, I can see that the profession is well on the way to taking centre stage in educational matters in Western Australia.



BRIAN LINDBERG
CHAIR

REPORT OF THE DIRECTOR



Ms Janet Rodgers took over the Directorship of the College in February 2006 after the retirement of the inaugural Director, Ms Pamela Paton. Ms Rodgers, as the Director, is responsible to the Chair and Board for the management of the College's implementation of Board resolutions and directives and the operational aspects of College processes including effective and efficient implementation of the Board decisions and the day-to-day operations of the College. Ms Rodgers is currently on secondment from the Department of Education and Training.

After just 18 months of operation, the Western Australian College of Teaching is underway to becoming a fully functional registration authority. In the last twelve months, the College has implemented a world class database to manage the teacher registration function and has now registered some 35 000 teachers; it has relocated into modest but functional premises in East Perth for the next five years; it has formulated a staffing structure appropriate to the College's functions and workload and commenced filling positions; and it has commenced serious consultation with members of the College to fulfill its functions in professional learning and standards.

The College has continued working together with other agencies especially the Department of Education and Training, the Department of Education Services (previous host agency), all tertiary institutions, the Department for Community Development, Western Australia Police, professional associations, the media, the Director of Public Prosecutions, the Curriculum Council, other Teacher Registration Boards, and the Minister for Education and Training.

College Premises

In November 2006, the College relocated to level 2, 165 Adelaide Terrace in East Perth on a five year lease. The premises have sufficient space for the Board to have a dedicated Board Room to meet, and provides space for the College to hold other meetings and focus groups.

Human Resources

With the task of building the database and registering all teachers in the State, an enormous amount of once-off work had to be carried out. The College functioned with a team of temporary staff capable of carrying out the necessary work to register all teachers practising in the State by 15 March 2006 as required under the legislation. Additional temporary staff was hired to assist with the telephone calls, email and personal visitors to the College as well as to assist with the collection of fees. The bulk of this work was completed by March 2006, including the collection of \$1 549 059 in fees.

This allowed the College to scope its future work and commence recruitment of staff to carry out the higher level functions of developing and implementing the professional learning framework and providing professional and executive support for the Board and Director.

College Administration

Moving to its own premises out of the supported relationship previously held with the Department of Education Services required the College to manage its own administrative tasks. These were initially absorbed into the existing project officers' work.

Communications

The College has continued with its task of communicating to all members, future members and the public about the College's role; the right to Foundation Membership of all teachers who were teaching in Western Australia at the date of commencement of the *Western Australian College of Teaching Act 2004* on 15 September 2004; and the College's position on issues of importance to the profession.

The College is able to communicate with a large proportion of its membership by email, an environmentally friendly and economic method of communication. The College continues to seek to improve communications with the membership, including ongoing updating of membership data as currently not all members have provided up to date email addresses.

Direct mailing to individual members is now also possible due to the data collected and will become increasingly efficient as membership data is updated.

Membership Registrations

The College has been involved in collecting information and registering teachers as its highest priority since its commencement. Further details are provided further in the report.

No teachers were deregistered under any provisions of the Act in the reporting period.

The staff is to be commended for its dedication and commitment to meeting the important target of having the bulk of Western Australian teachers registered by the 15 March 2006. The staff have put in many hours and worked with limited resources for all of the initial implementation phase due to the necessity to wait until membership fees provided additional resources. I am very proud of the way the staff has pulled together to make this College a viable and productive operation.



JANET RODGERS
DIRECTOR

OVERVIEW OF THE WESTERN AUSTRALIAN COLLEGE OF TEACHING 2005/06

The College was established to regulate, promote and enhance the teaching profession in Western Australia. The Annual Report for 2005/2006 details the performance of each of the major functions of the College. The reporting and fiscal year for the College, as prescribed in its Act, is from 1 April 2005 until 31 March 2006.

The following provides a quick overview of the College, its history, purpose and future:

- The Western Australian College of Teaching is a regulatory authority created by the teaching profession for the teaching profession with its own enabling legislation, the *Western Australian College of Teaching Act 2004*;
- A project team worked with an advisory body, the Interim Board of the Western Australian College of Teaching, to provide advice on drafting of the legislation, support its process through Parliament and to establish the College once the legislation was passed;
- The College brings this State in line with all other Australian States, although the Western Australian model is unique insofar as it is independent of Government through its legislation and funding base. The College's functions include several relating to the enhancement of the teaching profession through professional development, research into teacher education and provision of educational leadership, as well as its regulatory function;
- The Act requires every teacher in Western Australia to be a registered member of the profession prior to working in a school. The College therefore is a cross-sectoral body representing teachers in all Government, Catholic and Independent schools in Western Australia;
- With a membership of 35 171 at 31 March 2006, the College represents the largest profession in Western Australia;
- Since moving to its leased premises, the College has assumed total independence from its host agency, the Department of Education Services, and completely taken over its own administration; and
- The Board is completing a strategic plan for the next five years of the College's existence, which will take it into the next phase of consolidation of the membership database; carrying out research into the profession and promoting or delivering professional learning and standards.

FUNCTIONS AND POWERS OF THE COLLEGE

The intention behind the *Western Australian College of Teaching Act 2004* is to ensure that all school children are taught by qualified teachers who keep their teaching standards high by participating in ongoing professional development and that in the future teachers will be held in greater esteem by the community through promoting the standard of training and professional conduct of teachers and educating the community about what it is that teachers do.

The College is mandated to perform all things necessary to fulfill its purpose, as stated in the Act *inter alia* to 'recognise, promote and regulate the teaching profession in Western Australia' and related purposes.

Western Australian College of Teaching Act 2004:

Section 16. Functions of the College:

- (a) To enhance the status of the teaching profession by facilitating the professional growth and development of teachers throughout their careers;
- (b) To establish and promote professional standards and values relating to teaching in schools;
- (c) To provide and foster professional leadership within the teaching profession;
- (d) To identify areas of priority for research in relation to teaching and education in schools and the education of teachers and, where appropriate, to promote, subsidise or conduct such research;
- (e) To confer and collaborate with persons who employ or engage teachers, teacher education institutions, the teaching profession, teacher organizations and the general community in relation to standards of courses of teacher education acceptable for the purpose of teacher registration and to provide advice on this to the Minister;
- (f) To promote and encourage —
 - (i) the continuing education of teachers in the practice of teaching; and
 - (ii) increased levels of skill, knowledge and competence in the practice of teaching;
- (g) To encourage and facilitate diversity, flexibility and responsiveness in the education of teachers;
- (h) To advise the Minister on matters to which this Act relates;
- (i) To administer the scheme of registration under Part 4; and
- (j) To perform —
 - (i) the disciplinary and other functions that are conferred on the College by this Act; and
 - (ii) any functions conferred on the College by any other Act.

Section 17: Powers of the College

- (1) The College may do all things that are necessary or convenient to be done for, or in connection with, its functions.
- (2) The College may not acquire, hold or dispose of real property other than premises used, or to be used, by it as office premises.

- (3) Without limiting subsection (1) of *The Act*, the College may, for the purpose of performing a function –
- (a) conduct courses for the professional education and development of teachers;
 - (b) conduct research and produce and publish information; and
 - (c) develop and turn to account any technology, software or other intellectual property that relates to the function, and, for that purpose, apply for, hold, exploit and dispose of any patent, patent rights, copying or similar rights.

RELATIONSHIP OF THE COLLEGE WITH THE MINISTER AND GOVERNMENT

The College reports to Parliament annually and is required to operate in accordance with other legislation impacting on its operations such as the *Public Sector Management Act 1994*, the *Working with Children Act 2005*, and other Acts such as the *Occupational Safety and Health Act 1984*, *Equal Employment Opportunity Act 1987* and the *Industrial Relations Act 1979*.

However, its own legislation provides the College with a degree of independence defining its relationship with the Minister as:

Section 14 College to give regard to advice of Minister

- (1) The College must give due regard to any advice given by the Minister in relation to the exercise of its powers and the performance of its functions.
- (2) The text of any written advice given under subsection (1) is to be included in the annual report of the College under section 29.

The College received no written advice in relation to the exercise of its powers and the performance of its functions from the Minister in the reporting period.

The Minister is to have access to information in the possession of the College in defined circumstances and the College provides advice to the Minister in relation to representations made to the Minister on education and teaching matters when requested.

The College Chair has formally met with the Minister on 27 September and 8 December 2005 and has briefed the Minister on pertinent issues impacting on the profession.

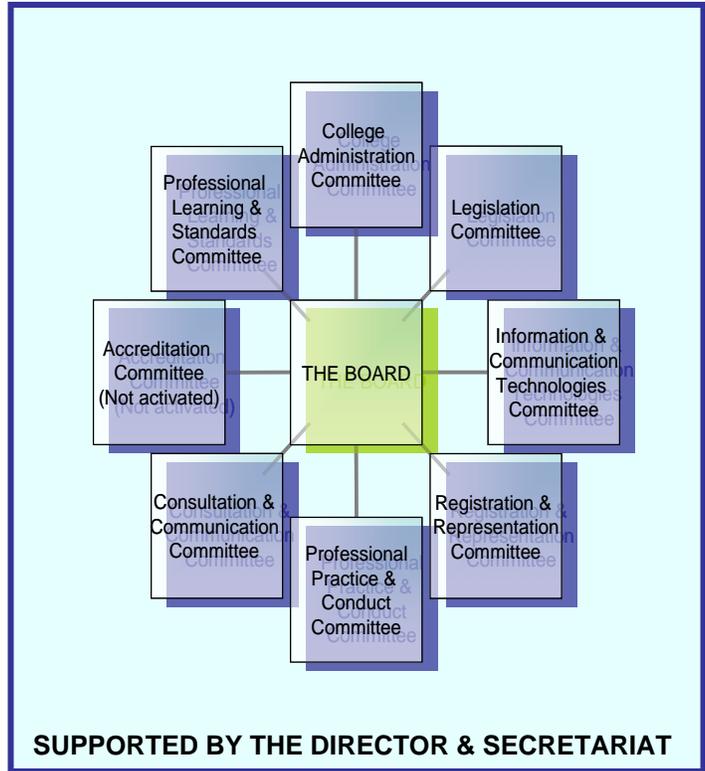
ORGANISATION CHART

The Board is the governing body of the College set up by the Western Australian College of Teaching Act 2004.

The College currently has seven active committees. The Board has approved the formation of an 'Accreditation Committee' for activation in 2006/07.

Each Committee includes members of the Board as well as co-opted members offering expertise in relevant areas.

A Director and the Secretariat support the Board and its committees.



COLLEGE MANAGEMENT

The College is managed by a Board that consists of 19 members. Nine were appointed by the Minister for Education and Training to represent key stakeholders; ten were appointed by the Minister to represent teachers pending elections by teachers. Further details are included in the section on the Board.

Mr Brian Lindberg was the inaugural elected Chair and Ms Anne Tumak was the first Deputy Chair of the College elected from within the members of the Board. Both were re-elected to serve for a second year.

Board members make decisions on the management of the College based on research and recommendations from the committees of the Board.

The secretariat, under the management of a Director appointed by the Board, provides executive support to the Board and its committees and administers the day-to-day functions of the College.

A Government grant funded the initial phase of the College and this funding will cease on 30 June 2006. Since most of the membership has paid its fees by the end of the reporting period, the College is now able to fund its own operations.

THE BOARD OF THE WESTERN AUSTRALIAN COLLEGE OF TEACHING

- Under the *Western Australian College of Teaching Act* Section 9(1), nine Board members were appointed to the Board for a term of three years commencing on 15 September 2004 and expiring on 15 September 2007, by the Minister for Education and Training upon nomination by key education stakeholders representing employers, unions, universities and parent groups.
- Ten teacher representatives would usually be elected by practising registered teacher members of the College, however until the College is established with its full membership complement, the Minister has appointed the ten teacher representatives as *Interim* Board Members pending a formal election process to be held after the transitional period ends on 15 September 2006.

MEMBERS OF THE BOARD

Ten nominees of the Board were appointed by the Minister as 'Interim Board Members' to the Board of the Western Australian College of Teaching, under Section 9.2 of the *Western Australian College of Teaching Act 2004*, as provided under Schedule 1(14) pending the holding of elections. Teachers form the majority on the Board.

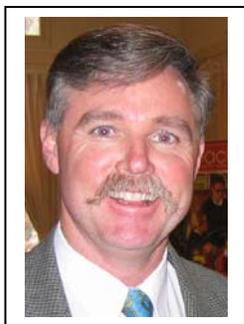
Representing Government Schools



MS VALERIE APPLGATE is a long standing classroom teacher and in 2005 was appointed Deputy Principal at Baler Primary School in South Hedland. She takes an active interest in Curriculum Development and in assisting pre-service and beginning teachers through mentoring and providing professional development for teachers in her district.



MR STEPHEN BREEN is currently the Principal of Bateman Primary School. He has held a range of teaching and administrative positions in the Department of Education and Training in both the city and country. He is an active member within the teaching profession in his roles as Senior Vice President of the Western Australian Primary Principals' Association and as a past (2001 – 2003) Chairperson of the Leadership Centre.



MR MICHAEL CAUDLE is currently the Head of the Learning Areas, Society & Environment and Languages Other Than English at Margaret River Senior High School. In a 24 year teaching career Michael has taught solely in government country schools. Michael is also currently a Trainer of Teachers in the History, Ancient and Modern Course of Study.

Michael has held numerous education related community, school based and district positions including Manager of School Development and Professional Learning / Development Coordinator at Margaret River SHS; member of the joint district (Warren Blackwood DEO & Bunbury DEO) CIP P2 Planning & Implementation Team; South West Cluster Coordinator: National ACCESS ASIA Program; Shire of Augusta/Margaret River's Margaret River Education Campus Social & Economic Impact Sub-Committee; and member of the Warren Blackwood District Education Office Curriculum Committee.

Michael was the sole country teacher representative on the Board of the Centre for Excellence in Teaching (CET) from where the highly successful Beginning Teachers' Seminar originated. He is an educational leader at school, district, state, national and international level, presenting at professional development sessions, seminars and conferences and has represented both Western Australia and Australia at a number of overseas educational study tours, conferences and symposia in Japan, China, Turkey, Singapore, Thailand and Indonesia.



MS BRONWYN CROGHAN is a Senior Teacher, Level 2, at Weld Street Primary School. She is currently an Executive member of the State School Teachers Union and the Australian Education Union (Western Australian Branch) and is actively involved in professional and industrial issues. She has 29 years experience in country and city schools including Priority Schools Program (PSP) schools. She is a trained Teacher Consultant on classroom management; a member of the Australian Labor Party Education Committee 2004; and a Member and former executive member of the Australian College of Educators.



MS SUSAN KERR is the Principal of Newton Moore Senior High School in Bunbury. She has over 20 years' teaching experience in rural communities, in particular the Goldfields, in a variety of roles in the Department of Education and Training including teacher, Head of Department, Program Coordinator, Deputy Principal, various positions in district office, and Principal.

Sue is a Member of the Western Australian Secondary School Executives Association (WASSEA).



MR LOUIS (LOU) MYLONAS is a Senior Teacher of Design and Technology/The Arts. He is also the Information and Communication Technologies manager at Warwick Senior High School, Teaching and Learning Coordinator, School Development Officer and *Success For Boys* Project Leader as well as a writer of curriculum material. Lou was a successful applicant for the inaugural United Kingdom Technology and Enterprise Study Tour 2004. He was also a Term 2 2004 nominee for the Premier's Teacher of the Year Award for West Coast Education District. Lou is currently President of The Photography Teachers Association of Western Australia and a member of the Curriculum Council's Visual Communication Design Course of Study Reference Group.



MS ANNE TUMAK has been a Society and Environment teacher in Western Australia for over 20 years and is currently a Senior Teacher at Mt Lawley Senior High School specialising in Geography. She is the elected Deputy Chair of the Board of the College. She is the National President of the Australian Joint Council of Professional Teaching Associations (AJCPTA). Anne was a member of the Interim Board of the National Institute of Quality Teaching and School Leadership (NIQTSL) which is now 'Teaching Australia'. She and has held many other senior positions with professional associations including President of the Affiliated Professional Education Association, President of the Social Science Association of Western Australia, Vice-President of the Geography Association of Western Australia, Executive Member of the Council of Secondary Tourism Teachers (Western Australian Chapter) and Board Member of the Asia Education Foundation. Anne represents professional associations and teachers on the Board of Asia Education Foundation, AGQTP cross sectorial committee, Curriculum Corporation's Values Education Advisory Committee.

Anne has been awarded an Education Department Access Asia Scholarship, an Australian Education Foundation Teacher-in-Country Fellowship (China) and an Outstanding Teacher Award - Secondary Category – Western Australian Industry Education Forum.

Representing the System of the Catholic Education Commission of Western Australia



MS ALEX SOLOSY is a Senior Teacher Level 2, currently the English/Literacy Consultant in the 7-12 Curriculum Support Section of the Catholic Education Office. She has made presentations at a state and national level showing ways of using ICT to enrich the learning experience of students in an outcomes' focused environment.



MS CAROLYN WILLIAMS is a Senior Teacher at the Good Shepherd Catholic School in Lockridge. She has many years of experience in schools, unions and community activities; is active in curriculum framework in-servicing for teachers; and a mentor of beginning teachers.

Representing Schools other than Government or Catholic schools



MS ROSEMARY SHORT is a teacher who recently retired from her position at St Hilda's Anglican Girls School in Mosman Park. She has wide experience in country and city schools in both the private and government systems and is a former Vice President of the Independent Schools Salaried Officers' Association (ISSOA) (Now IEUWA).

The remaining nine members of the Board were nominated by key education stakeholders under Section 9(1) of the Act and each appointed to the Board for a three year term from 15 September 2004:

Nominated by the Department of Education and Training



MR ALBY HUTS is currently the Executive Director, Human Resources. Previous roles include: Executive Director Teaching and Learning, People and Organisational Development; District Director; Superintendent; Principal; Head of Department, and classroom teacher, Department of Education.

Nominated by the Catholic Education Office



MS MAUREEN THOMSON is the Coordinator for the *Students with disABILITIES* Consultancy Team at the Catholic Education Office; she has also acted as Assistant Director for the Student Support Section as well as the Curriculum Support Section K-12. She has worked as a lecturer at the Edith Cowan University in the School of Education; as a teacher in charge of a Primary Education Support Centre; and as a classroom teacher in a range of schools.

Nominated by the Association of Independent Schools of Western Australia (AISWA)



MS VALERIE GOULD has a B Economics and a Diploma of Education from UWA. Her first four years in teaching were in the areas of Economics and Mathematics, and following seven years working in New York with Ernst and Young, and being greatly involved in the introduction of microcomputer applications into business, returned to Western Australia as Director of Computing at St Mary's Anglican Girls School for seven years. Following that she worked with the Curriculum Council (at the time the Secondary Education Authority) for four and a half years before joining AISWA as the Manager of Curriculum and Australian Government Targeted Programs. She has been with AISWA for over eight years and has worked closely with schools and other stakeholders in the area of curriculum change, Curriculum Framework and Post Compulsory Education. She is now the Deputy Executive Director of AISWA with responsibility for curriculum, Australian Government Targeted funding and state policy issues.

Nominated jointly by the Deans of Education of the five Western Australian Universities



PROFESSOR GRAHAM DELLAR is the Dean of the Faculty of Education, Language Studies & Social Work at Curtin University of Technology. He has taught in government and non-government secondary schools, and at both Edith Cowan and Curtin universities. Professor Dellar is actively involved in research on a range of nationally funded projects, including research into Leadership and School Renewal as well as Teacher Accountability and Professional Development. He is a contributor to professional journals and books.



ASSOCIATE PROFESSOR MARNIE O'NEILL, PhD. was the Dean of Education, the Faculty of Education and Head of the Graduate School of Education, University of Western Australia. She was the joint coordinator of the professional doctorate degree, the Doctor of Education; a former Head of Department of English in Government schools, and a regular contributor to professional books and journals. Dr O'Neill resigned from the Board in December 2005.

Nominated by the Independent Schools Salaried Officers' Association



MS THERESA HOWE is the Secretary of the Independent Education Union (Western Australian Branch). She is an Executive Member and Trustee of UnionsWA and a Director on the Board of the Broome Port Authority. Previously she was a small business owner and manager, and a teacher of Mathematics and Business Studies in Independent schools within Western Australia.

Nominated by the State School Teachers' Union of Western Australia (Inc.)



MR BRIAN LINDBERG has been an educator since 1965. Brian is well known in education circles for his professional and union leadership. He is a retired School Principal, Life Member and former President of the State School Teachers' Union of Western Australia (Inc) and a Life Member and former Federal Executive Member of the Australian Education Union. He was the Chair of the Interim Board of the Western Australian College of Teaching since its inception, was the inaugural elected Chair of the Board of the Western Australian College of Teaching and re-elected in 2005 for a second year.

Nominated by the Western Australian Council of State School Organisations (Inc.)



MR ROBERT FRY is the current President of the Western Australian Council of State School Organizations having been the Councilor for the Pilbara East Electorate for ten years prior to being elected President in 2003. Robert is also a Vice President on the Australian Council of State School Organizations, Director of the Hedland Campus of the Pilbara College of TAFE and Chair of Hedland Senior High School Council.

Nominated by the Parents and Friends' Federation of Western Australia Inc.



MR LAURIE EASTWOOD has been the Secretary and Executive Director of the Parents and Friends' Federation of Western Australia Inc since 1983; and previously its Vice-President (1976) and President (1977 – 1980); delegate to the Australian Parents' Council (APC) Conference since 1976; President 2004-2005 (the first Western Australian elected to this role); former treasurer (17 years) and Vice President (8 years) and member of its Management Committee since 1978. He is a Certified Practising Accountant by profession. In March 2003, Mr Eastwood was awarded the Prime Minister's Centenary Medal for services to Education and the Community.

BOARD MEETINGS**Board Meetings held since 1 April 2005:**

Reference	Meeting Number	Date
BOA001v8	8	11 May 2005
BOA001v9	9	22 June 2005
BOA001v10	10	27 July 2005
BOA001v11	11	31 August 2005
BOA001v12	12	19 October 2005
BOA001v13	13	16 November 2005
BOA001v14	14	14 December 2005
BOA001v15	15	15 February 2006
BOA001v16	16	22 March 2006

Attendance by Board Members

Board Member	Meetings	Total attended out of 9 meetings
Alby Huts	Attended Meetings 8-10,14,15,	5
Maureen Thomson	Attended all Meetings	9
Valerie Gould	Attended all Meetings except No 11	8
Graham Dellar	Attended all Meetings except No 12	8
Marnie O'Neill	Attended Meetings except No 11, 12 and 13	6
Theresa Howe	Attended all Meetings	9
Brian Lindberg	Attended Meetings except No 11 and 15	7
Robert Fry	Attended all Meetings except No 12	8
Laurie Eastwood	Attended Meetings except No 9 and 10	7
Valerie Applegate	Attended all Meetings except No 10	8
Stephen Breen	Attended Meetings except No 9	8
Michael Caudle ¹	Attended Meetings 13-16	4
Bronwyn Croghan	Attended all Meetings except No 14	8
Susan Kerr	Attended all Meetings	9
Louis Mylonas	Attended all Meetings except No 8	8
Anne Tumak	Attended Meetings except No 10	8
Alex Solosy	Attended Meetings 8,10,12,14,15	5
Carolyn Williams	Attended all Meetings	9
Rosemary Short	Attended Meetings 9-11, 13, 14, 16	6

¹ Mr Caudle was given permission by the Board to be absent for more than three meetings

THE COMMITTEES OF THE WESTERN AUSTRALIAN COLLEGE OF TEACHING

The College has a number of Committees to carry out specific functions for the College. The members of each committee include Board Members, and most are chaired by a Member of the Board. Additional members have been co-opted where special expertise is required. Each committee is provided with executive services by the Secretariat.

The Committees and their Committee Members are as follows:

1. Legislation Committee:

Graham Dellar (Chair), Brian Lindberg, Anne Gisborne, Theresa Howe,
Valerie Gould, Maureen Thomson
Executive Officer: Penny Griffiths

2. Registration and Representation Committee:

Robert Fry (Chair), Bronwyn Croghan, Sue Kerr, Valerie Gould, Brian Lindberg,
Maureen Thomson and Carolyn Williams
Executive officer: Keryl Gorton

3. Professional Practice and Conduct Committee:

Theresa Howe (Chair), Stephen Breen, Glenda Parkin and Peter Denton
Executive Officer: Penny Griffiths

4. College Administration Committee:

Margaret Herley (Chair), Bronwyn Croghan, Laurie Eastwood, Anne Gisborne,
Brian Lindberg, Maureen Thomson, Anne Tumak, and Janet Rodgers
Executive Officer: Emma Bright

5. Consultation and Communication Committee:

Anne Tumak (Chair), Val Applegate, Michael Caudle, Lou Mylonas, Rosemary Short,
and Alexandra Solosy
Executive Officer: Emma Bright

6. Professional Learning and Standards Committee:

Anne Tumak (Chair), Val Applegate, Stephen Breen, Michael Caudle,
Graham Dellar, Lou Mylonas, Rosemary Short and Alexandra Solosy
Executive Officer: Sonja Kuzich

7. Information and Communication Technologies Committee

Lou Mylonas (Chair), Anne Tumak, Brian Lindberg
Executive officer: Keryl Gorton

LEGISLATION COMMITTEE

The Purpose

The Purpose of the Legislation Committee is to advise the Board on matters concerning the interpretation and application of the *Western Australian College of Teaching Act 2004*.

The Role

- Provide advice in the preparation of regulations and rules;
- Provide interpretation of the Act as required;
- Recommend appropriate delegations under the Act;
- Provide advice on other pieces of legislation and their impact on the Act; and
- Provide advice to the Board regarding possible amendments to the Act in the review process required under Section 90.

Achievements

Working with Children legislation

The Legislation Committee prepared drafting instructions that sought to amend the *Western Australian College of Teaching Act 2004* so that it aligns with the *Working with Children (Criminal Record Checking) Act 2004*.

The drafting instructions had been prepared following lengthy discussions between the Board members, staff from the Department for Community Development and the State Solicitor's Office.

The drafting instructions were almost completed by the end of the reporting year and were expected to be forwarded to the Minister by May 2006 seeking her approval to instruct Parliamentary Counsel to draft amendments to the *Western Australian College of Teaching Act 2004*.

The Western Australian College of Teaching Election Rules

The Legislation Committee commenced work on the preparation of rules to conduct elections under section 9(2) of the *Western Australian College of Teaching Act 2004*. In this regard, the College Board has also been briefed by staff at the Western Australian Electoral Commission concerning the processes to be followed in conducting an election under section 9(2) of the Act.

The rules are expected to be completed to provide for the elections to take place before the end of 2006.

PROFESSOR GRAHAM DELLAR
CHAIR

REGISTRATION AND REPRESENTATION COMMITTEE

The Purpose

All teachers, under the *Western Australian College of Teaching Act 2004*, must be registered with the Western Australian College of Teaching to be legally entitled to teach in Western Australian schools.

The Role

- Maintain policies and strategies for teacher registration;
- Monitor and resolve issues which arise from the registration process; and
- Coordinate, develop and monitor services to members.

Under the transitional provisions of the Act in Schedule 4, teachers who were teaching on or who had taught prior to 15 September 2004 were given a period of grace during which they could register with the College. Teachers eligible under Schedule 4 are known as 'Foundation Members'.

Under this Schedule, Foundation Members were able to register even if they had not fully met the qualifications requirement of Section 35 of the Act.

Most teachers in the State have completed the Foundation Membership process and were listed in the College Register of Teachers by 15 March 2006.

A small group of teachers are still eligible beyond 15 March 2006 to gain Foundation Membership where they taught prior to 15 September 2004 but were not teaching on or around 15 September 2004. This group has until 15 September 2006 to register, but are not authorised to teach in the meantime without being registered.

All teachers new to the profession in Western Australia, including all graduate teachers, are now required to meet all registration requirements prior to being engaged to teach or commencing duties in a school.

Major Functions of the Committee

- To manage the registration process for all teachers in Western Australia;
- To ensure, through a scheme of registration that persons teaching students in Western Australian schools engage in continued professional growth and maintain professional standards and values relating to teaching schools;
- To confer and collaborate with persons who employ or engage teachers, teacher education institutions, the teaching profession, teacher organisations and the general community in relation to standards of courses of teacher education acceptable for the purpose of teacher registration and to provide advice on this to the Minister; and
- To continually improve and maintain the infrastructure for the Register of Teachers.

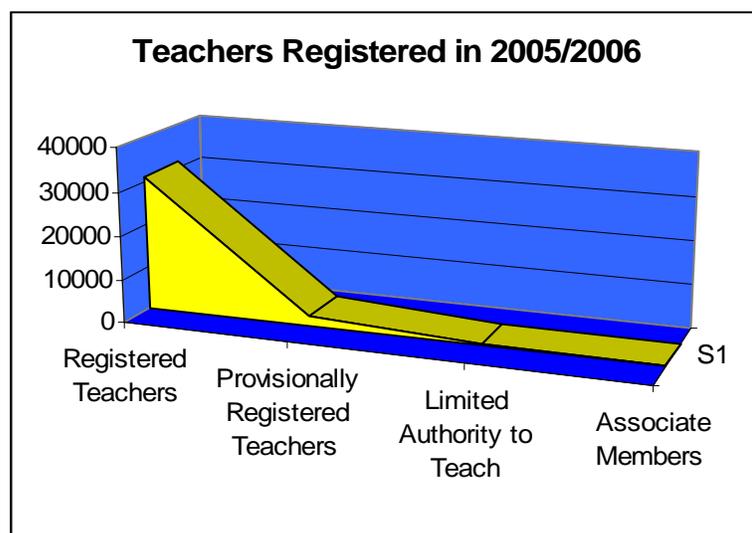
Achievements

Foundation Membership process was completed for 30 666 'currently teaching' (Schedule 4 Section 2) teachers by 31 March 2006. (The Foundation Membership process for teachers who were not teaching at the commencement of the Act, but who had taught at some time prior to that, will continue until 15 September 2006.)

The public Register of Teachers was made available on the College Website at www.wacot.wa.edu.au and online payment of fees was implemented.

Registration Statistics for the reporting period (1 April 2005 to 31 March 2006):

• Registration as a Teacher	31 117
• Provisional Registration as a Teacher	2347
• Limited Authority to Teach (LAT)	211
• Associate Members	4
TOTAL FOR 2005/2006	33 679



Tertiary Visits – College staff visit all metropolitan Western Australian university campuses to advise staff and final year teaching students of the *Western Australian College of Teaching Act 2004* and their obligations under it.

Building relationships with other educational agencies or groups such as tertiary institutions, Professional Associations, playgroups, principal groups, employers and so on, continues to be a focus for the College.

Police Criminal Record Checking (employee screening) - As the Department of Education and Training has agreements in place with CrimTrac for the screening of teachers and already undertakes this process for other education sectors, the College has availed itself of this service to fulfill its police criminal record screening obligations. The Director of the College is a member of the Employee Screening Committee and the College continues to have an input into the policy development on screening of teachers.

Overseas Qualifications Assessment – the Secretariat has been trained in the assessment of overseas teaching qualifications and assesses them in-house using advice from the National Office of Overseas Skills Recognition (NOOSR) and the Overseas Qualifications Unit (OQU).

Application forms and other information is easily accessible in downloads from the College website.

All Registered Members have been sent their Membership Certificates and Registration Cards. During this period 33 748 invoices for the 2006 annual membership period were issued.

Issues Facing the College

The College must deal with the professional practice and conduct issues among its membership. It shares information where permitted under the legislation with other agencies such as the Director of Public Prosecutions, the Police and other Teacher Registration boards.

Protocols for the exchange of information between agencies and other Teacher Registration Boards are ongoing and have worked well throughout this period.

The Registration Committee worked with the Board to establish a mechanism for a consultative approach with the providers of pre-service courses and has agreed to establish a sub-committee of the Board to oversee these matters in 2006.

Protocols have been established for the exchange of information between agencies and other Australian and New Zealand Teacher Registration Boards.

Outlook for 2006/2007

- Finalise the Foundation Membership process for Western Australia by 15 September 2006;
- Establish effective and efficient method(s) for teachers to enable them to communicate with the College on matters concerning their registration;
- Provide a valued service to all new and registered teachers seeking information/clarification about teacher registration;
- Maintain and enhance the Register of Teachers;
- Support and participate in the development of a national qualifications assessment database; and
- Develop ongoing knowledge and expertise of staff and committee members regarding registration.

**ROBERT FRY
CHAIR**

PROFESSIONAL PRACTICE AND CONDUCT COMMITTEE

The Purpose

The purpose of the Professional Practice and Conduct Committee (the Committee) is to perform the disciplinary functions conferred on the College by the *Western Australian College of Teaching Act 2004* (the Act).

The Role

The Committee considers cases of alleged unprofessional conduct against persons applying for membership with the College and existing members. The allegations of unprofessional conduct may be received from the Commissioner of Police or Director of Public Prosecutions (section 49 of the Act) or from a Principal or employer who has suspended or dismissed a teacher (section 50 of the Act).

The Committee carries out preliminary enquiries into the allegations of unprofessional conduct. These enquiries may include obtaining references, court transcripts and general background information. The Committee then prepares a report for the Board recommending whether it is necessary to conduct a formal inquiry regarding the person's application or membership.

The Inquiry Process

Section 65 of the Act provides that the College has the power to decide when it is necessary to hold an inquiry. The College may hold an inquiry itself or establish a committee to hold an inquiry.

A committee established to hold an inquiry is to consist of at least three people and is to include a registered teacher and a member of the Board.

Inquiries held in 2005/2006

The College resolved to hold inquiries into four matters in this reporting year. Two of those matters have been finalised with the College finding that the members had not engaged in unprofessional conduct. The remaining two matters are still under investigation.

In addition to the formal inquiry process, the Committee has resolved a number of matters at a preliminary investigation stage without the necessity to initiate a formal inquiry process.

Outlook

The Committee intends to work towards establishing and improving a number of aspects of the inquiry process. The Committee would like to produce an information booklet to be provided to people who are subject to the inquiry process. The Committee is also making enquiries into the application of mediation conferences to the inquiry process.

THERESA HOWE
CHAIRPERSON

COLLEGE ADMINISTRATION COMMITTEE

The Purpose

The purpose of the College Administration Committee is to advise the Board on business processes for the College and support the Director in the operational aspects of College business.

The Role

The College Administration Committee:

- Monitors and advises on structure and staffing of the Secretariat;
- Leads in the strategic planning and business planning for the College;
- Monitors and advises on the College Budget;
- Keeps the College informed on business practices and business law; and
- Provides other administrative advice as requested by the Director.

Membership of this Committee includes individuals with appropriate knowledge, expertise, and wisdom to guide the College in its business. The role of this Committee has been vital in setting up procedures and documentation that enable the Board to make responsible decisions.

The College Administration Committee Major Achievements 2005/2006

The College Administration Committee has informed the Board and the Secretariat in administrative matters, including the relocation of the College, the structure and staffing of the secretariat, the budget and financial processes, and strategic planning for the future of the College.

The Committee has continued in its role of setting up procedures and documentation for the College to carry out its operations including an accounting manual which was drafted by the Committee and ratified by the Board to inform the financial management of the College.

A strategic plan has been drafted and work-shopped with the Board and will be ratified by the Board in the near future.

Overview of major milestones for 2005/2006

Move to new premises

The College, after sharing accommodation with the Department of Education Services In Osborne Park for the first 14 months of its existence, moved into its own premises on 8 November 2005. The College selected accommodation that was considerably cheaper than that available in Osborne Park or other business areas and yet was central for access by members. The premises had an outdated telephone system which will be replaced, and it required cabling and infrastructure for the computer system. The premises included an opportunity to purchase the previous tenant's partitioning and office furniture valued at over \$100 000 for a low \$20 000, thus saving the College and its members considerable funds for the fit-out.

Human Resources

With the expansion of its operations, the College has required additional human resources. The bulk of the work associated with capturing the data for the Register of Teachers was carried out by casual or temporary employees whose services will not be required in the longer term. Staffing needs have been carefully assessed with jobs created to reflect the business of the College as funds have permitted. The College increased its FTE over the year from 7FTE to 15FTE.

College Budget

The College has operated since its project status with the Department of Education Services on an annual government grant of \$500 000 per annum which ceases on 30 June 2006. Since the College commenced operations, it has also collected a small amount in fees from graduate teachers and teachers who moved to Western Australia.

The first significant amount of money was collected from Foundation Members during February and March 2006. This has allowed the College to more precisely determine its operating requirements and budget for them. The College will continue to operate prudently and efficiently in its use of financial resources.

Next Steps

The next focus will be the implementation and refinement of the College Strategic Plan which will take the College forward over the next five years.

The College budget based on membership fees only funding the College is currently being developed and is the first priority for the next reporting year.

With all infrastructure, policies and processes either complete or nearing completion, the next phase for the College will be greater focus on functions and services to members as set out in the *Western Australian College of Teaching Act 2004*, sections 16 and 17.

Budgeting for strategic initiatives such as professional learning and standards, communication and promoting the profession has all been contingent upon collecting membership fees and providing for this diverse work in a cost effective and accountable fashion.

The solid start made by the College in managing its finances augurs well for its future, with the College Administration Committee confident that the College can meet the thrust of its legislation and the assurances made to a profession still in some doubt about the benefits of this professional body.

MARGARET HERLEY
CHAIR

CONSULTATION AND COMMUNICATION COMMITTEE

The Communication and Consultation Committee is responsible for maintaining communications between the College and its membership as well as for enhancing the public image of the College through its publications and other information dissemination, website, media statements and events management.

The Purpose

To promote the work of the College, consult with stakeholders and advocate on behalf of its members to raise the image of teaching in the community.

The Role

- Implement and maintain an on-going communication strategy to advise teachers, education stakeholders, Parliamentarians and the community on the College;
- Advise on the implementation of and monitor communication strategies;
- Consult widely with relevant stakeholders in the development of policies and practices for the College;
- Communicate to all areas of the State;
- Develop a marketing campaign to promote the Western Australian College of Teaching and the teaching profession;
- Develop public campaigns in support of the teaching profession (e.g.: World Teachers' Day);
- Celebrate the contributions made by teachers;
- Promote the value of College membership to ensure that all members understand the purpose and value of belonging to the Western Australian College of Teaching; and
- Facilitate liaison with the media.

Overview of 2005/2006

The potential outcomes from this committee during 2005-2006 were limited by the resources available to it. Efforts during the reporting year have therefore focused primarily on informing members of the profession of the requirements of the *Western Australian College of Teaching Act 2004*, the benefits to the profession of having a body which represents all teachers in the State which is independent of employers, unions and government, and in taking opportunities to promote the profession and the work that teachers do within the budget available.

In spite of its limitations, the Committee achieved the following outcomes for the year:

Achievements 2005/2006

Established an email communication tool using "Mailmaster" to communicate directly with members and with schools about the College and its processes. The cost of email communication is considerably less than regular postage. For instance, each letter costs the College approximately \$1 for the envelope, printing, distribution and postage, even if the cheapest rate of postage is used. Compared to this, each email at 0.1 cents represents considerable savings while being able to maintain regular contact with

members provided email addresses are provided. In view of the considerable economies of using electronic communication, the College is focused on encouraging members to accept that email communication is preferred and to provide up to date email addresses.

The College continued its regular written communication with over 1200 schools, five tertiary institutions, three major employers, two teacher unions, two parent groups and its 39 000 members during the year.

The College web page www.wacot.wa.edu.au is continually updated with current information and continues to attract a large number of visitors. Information on the website covers matters such as:

- College history and background;
- Board Members' information ;
- College legislation;
- Professional Learning
 - Beginning teachers
 - Ethics
 - Focus groups;
- Membership information and forms;
- Publications and other information for members; and
- Awards and Events

The regular poster style newsletter *In Class* continued to be distributed to all schools, teacher employer agencies, tertiary institutions, teacher unions and parent organizations and posted on the College website with a view to converting to an individual newsletter format now that the Register of Teachers has reached a substantial membership. Electronic copies of the poster were emailed to members and "In Class Postcards" were sent to members with short updates of information.

Ongoing management of teaching career awards, including the Western Australian College of Teaching/Edith Cowan University Institute of the Service Professions *Early Career Awards* and the *Westfield Premier's Education Scholarships* valued at \$72 000 per year, was valuable in gaining publicity for promoting the fine work being done by beginning and accomplished/experienced teachers.



Left to right Westfield Premier's Education Scholarship: William Johnstone, Debra Parry, Noelene Hocking, Trudi Barnett, Stana Couzic, Jeannie Stevenson , Melissa Rasmussen and James Nunn



Left to right: Early Career Award: Finalists Charisse Parnelle and Greg McMurdo, Winner Leah Upson



The College again participated in the celebration of World Teachers' Day on 28 October 2005 as an individual body and in joint activity with other Australian Teacher Registration Authorities.

A full page poster was published in education publications and a poster was sent to all schools to acknowledge the important role played by teachers.

College senior staff and Board Members continued to accept invitations to speak at events and functions such as the Beginning Teachers' Seminar, Westfield Scholarships presentation night, WACOT/ECU Awards, professional associations' meetings, seminars and conferences, panels, etc, to promote teaching and educate the community about teacher registration and the profession.

The College hosted the Bi-Annual Meeting of the Australasian Forum of Teacher Registration and Accreditation Authorities (AFTRAA) in Perth in August 2005, a forum of state and territories registration bodies from within Australia and New Zealand which meets twice a year.

Outlook 2006/2007

The College will have the funding from membership fees collected during March and April 2006 and has budgeted to permit a range of initiatives and projects including:

- Planning towards an international conference to be held in early 2008;
- Recruitment of a communications officer dedicated to carrying out the public relations, marketing and events management for the College;
- Regular communication with members in hard copy and electronically;
- Enhancing the website to be more accessible to members, including provision for online changing of membership data;
- Greater exposure for the profession in the celebration of World Teachers' Day;

- Consulting with the membership for its views on issues of professional significance through focus groups and symposia;
- Continuing to inform teachers and employers of their obligations under the *Western Australian College of Teaching Act 2004* and seeking compliance with the Act;
- Keeping parents informed about the work of the College and teacher registration;
- Keeping the community informed;
- Keeping the media and other key stakeholders informed;
- Reaching new and relief teachers; and
- Developing a policy and creating opportunities for business partnerships.

ANNE TUMAK
CHAIR

PROFESSIONAL LEARNING AND STANDARDS COMMITTEE

The Purpose

The College's focus on lifelong learning and continuous professional growth and development of teachers is fundamental to its advocacy aims of enhancing the status of the teaching profession. The Professional Learning and Standards Committee primary purpose is to fulfill this aspect of the *Western Australian College of Teaching Act 2004*.

The Role

- Identify issues of importance to the teaching profession, and where appropriate conduct research into these issues;
- Develop policies to encourage the development of teachers' skills and knowledge through ongoing professional learning;
- Develop strategies for the induction and mentoring of new teachers;
- Consult with the education faculties of universities concerning pre-service education of teachers;
- To establish and promote professional standards and values relating to teaching in schools; and
- Develop strategies for the induction and mentoring of new teachers.

The Professional Learning and Standards Committee operates through a broad and inclusive consultation with teachers and other key stakeholders. The committee membership includes six members who are currently working in schools, two of whom represent country teachers. The members bring a valuable range of experiences and expertise to the committee.

Achievements

Beginning Teachers Seminar

This Committee has provided support for members through conferences, and seminars, including the Beginning Teachers' Seminar.

The Beginning Teachers' Seminar was held on 30 June and 1 July 2006 at the Burswood Convention Centre and was attended by 504 delegates from around the State. The target audiences of the Seminar are teachers in their first (74%), second (18%) and third (7%) years of teaching and returning teachers (approximately 1%).



Participants in Professional Development at the Beginning Teachers' Seminar 2005

The Seminar is a vehicle by which the College offers high quality professional learning to teachers and a satisfaction survey conducted indicated that 89% of the delegates found that the seminar met their needs to a great extent (31%) or a reasonable extent (58%).

The following breakdown of the delegates indicated:

- Female – 77%
- Under 25 years of age – 52%
- Government sector teachers – 80%
- Catholic sector – 11%
- Independent sector – 9%
- Primary teachers – 48%
- Non Metropolitan schools – 43%

With positive responses, a good representation of country teachers and the number of delegates catered for, the Committee considers that the Beginning Teachers' Seminar should remain an important function in the College calendar.

Process of moving from Provisional Registration as a Teacher to full Registration as a Teacher



The focus of the committee's work to date has been on supporting teachers joining the profession for the first time. A supportive process to enable these teachers to make the transition from provisional to full registration has been trialled during the last year. An essential feature of this process is the support provided by a more experienced registered teacher, a Collegiate Support Person, in the capacity of a type of 'mentor'.

Part of this implementation was the support provided by a professional development program for beginning teachers, Collegiate Support Persons, and principals.

Health and Wellbeing Survey

The Manager Professional Learning and Standards has also assisted with the direction and implementation of the Health and Wellbeing Survey for the professions, an initiative of the Institute of the Service Professions with key stakeholders in education. Through ongoing participation with this research effort areas of need for teachers may be identified with which the College may be able to assist.

Development of a Code of Ethics

The determination of what values underpin the teaching profession in Western Australia has commenced with two symposia and numerous school – based workshops. The College has been assisted in the development of a Code of Ethics by Emeritus Professor of Education, Brian Hill. A final draft version is expected to be available for wider comment by the beginning of August 2006.



Emeritus Professor of Education Brian Hill (left) with a Focus Group in September 2005

Outlook for 2006/2007

- Over a five year period the College's Professional Learning and Standards Committee will develop, trial and evaluate standards and processes to be used to describe, support and recognize teachers' professional practice for:
 - full registration; and
 - re-registration;
- Ongoing professional growth is at the core of teacher professionalism and will form the basis of membership renewal. Develop a recording framework to enable teachers to record their engagement in professional learning;
- Consult with each member of the profession to develop a Code of Ethics. Work with the profession to view the Code of Ethics as a central facet of teachers work and daily life;
- Conduct focus groups to engage the profession in key education and teacher registration issues;
- Review the process of movement from provisional to full registration;
- Continue with developing mechanisms of support for those teachers entering and returning to the teaching profession; and
- Develop and plan an international conference.

**ANNE TUMAK
CHAIR**

INFORMATION AND COMMUNICATION TECHNOLOGIES COMMITTEE

The Information and Communication Technologies (ICT) Committee is a new committee formed by the Board in October 2005 to manage the information and communication technologies business needs of the College.

The impetus for the formation of this committee was the relocation to new premises and the new requirement for the College to support and maintain a new ICT network. The Board wanted to ensure that the relocation was effectively managed and that disruption to the College's business was minimised during this time.

To this end, the Committee continues to focus its attention on providing advice and support to the Secretariat and Board in matters that affect the management of College ICT issues.

The Role

The role for this committee is in draft and will be recommended to the Board for its endorsement in the next reporting year.

Major Functions of the Committee

- To develop protocols and procedures and maintain policies and strategies for the management of the ICT business needs of the College; and
- To monitor and resolve issues that arise relating to information technology and the associated business of the College.

Achievements 2005/2006

- Relocation of premises and moved the College network from a managed service under the Department of Education Services to College management of its own network;
- Established support of the infrastructure and communications hardware in a secure networked environment through a maintenance contract;
- Online Public Register of Teachers was developed and available to members to check membership details; and
- A Call Centre was established with extended hours to answer the large volume of calls received by the College during the Foundation Membership period.

Issues

- The College telephone system during the Foundation Membership period between January and March 2006 was found to be inadequate. This was a cause for concern as members could not contact the College in a timely manner.

Outlook 2006/2007

- Purchase and installation of a telephone system to meet the needs of the members of the College will be completed shortly;
- Provision of a secure and efficient means of securing the College's data;
- Scope the role of an ICT support person; and
- Establish the College's ICT procedures and protocols as required by the Board.

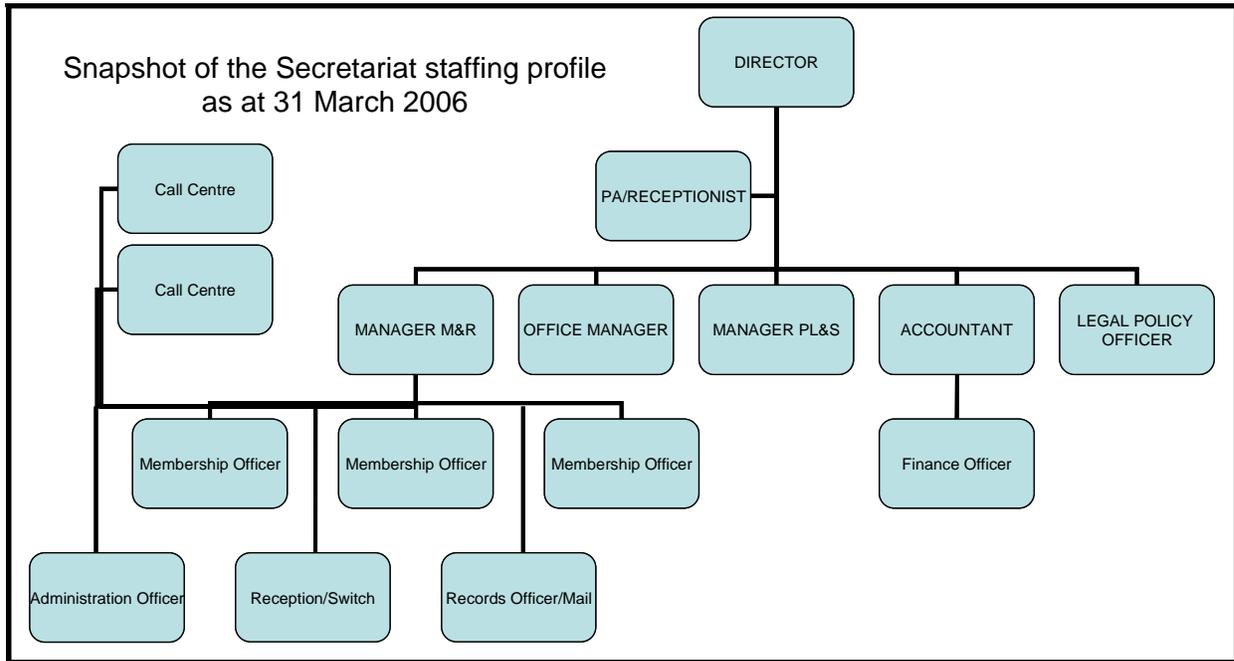
**LOUIS MYLONAS
CHAIR**

COLLEGE SECRETARIAT

Staff

The Director manages the operation of six business functions:

- Registration and membership;
- Professional Learning and Standards;
- Professional Practice and Conduct;
- Legislation;
- Communication and Consultation; and
- Administration, Finance and Corporate Services.



The staff employed in the College has grown in the reporting period from 7FTE to 15FTE with most of the additional resources allocated to the Membership and Registration function while the Register of Teachers was established. This area will be reviewed and reduced as the College manages the ongoing regular annual intake only of new members sourced from graduates from local universities and other teachers moving to Western Australia.

While the College needs more key officers to carry out its other functions, the lack of funds has forced the College to focus on the key registration operation and defer other expansion until sufficient funds could be collected to recruit appropriately qualified and skilled people.

The College has incurred a major expense early in its existence in relocating to new premises when the space allocated at the Department of Education Services proved

insufficient. However, this has set up the College for the next few years, providing space for expansion as the College grows.

RESPONSE TO PUBLIC SECTOR ANNUAL REPORTING REQUIREMENTS

Disability Access and Inclusion Plan

While the College does not yet have a disability access and inclusion plan, it has ensured that its clients are able to access its premises. The building has wheelchair ramp access to the ground floor and elevators to the College premises.

Cultural Diversity and Language Services Outcomes

The Western Australian College of Teaching is aware of its obligation to provide assistance to clients who require interpreters or other assistance in using the College services.

During the year, an AUSLAN interpreter was provided for an attendee at the Beginning Teachers' Seminar in June 2005.

As the College's members must all demonstrate proficiency in the English language, it does not attract clients whose English is such that an interpreter would be required. However, the College is aware of and would use interpreter services should the need arise.

The Environment

The College recycles waste paper.

Energy Smart Government Policy

The College has fewer than 25 FTE and is exempt from reporting requirements. However, the College is aware of the need to conserve energy and encourages staff to be energy conscious.

Information Statement

Public access is available to those documents held by the College not covered by privacy or confidentiality considerations. The College holds the following documents:

- Membership applications including personal details, qualifications, criminal histories and financial transactions – not available to public access;
- Register of Teachers – contains only the name, registration number, category of registration and date of registration. The Register is available online to the public as prescribed by the *Western Australian College of Teaching Act 2004*;
- Records of Board and Committee meetings including agendas, minutes and tabled papers. Minutes of Board Meetings may be inspected in the office premises and copies are available to members for a fee as prescribed by the *Western Australian College of Teaching Act and Regulations 2004*;
- Financial documentation – is available to the public through the Annual Report; and

- Records of correspondence – is available to the public in accordance with the *Freedom of Information (FOI) Act 1989*.

Recordkeeping Plan (RKP)

The RKP was prepared for the College by Integrated Records and Information Solutions (IRIS), PO Box 2371 NEDLANDS WA 6909 and was approved by the State Records Office on 14 July 2005. The Retention and Disposal Schedule is in preparation by IRIS and expected to be approved by mid 2006.

Key officers in the agency have been trained in records management and all staff has been in-serviced in their roles in records management. IRIS continues to provide advice to the College in the management of its records.

Compliance with Public Sector Standards and Ethical Codes

The College Board and Staff are aware of the Public Sector Standards and Code of Ethics.

Human Resource Management Standards

The College is aware of the *Public Sector Management Act 1994* and the Public Sector standards in recruitment and selection and observes same. Nil breach claims have been lodged against the agency during the reporting period.

Codes of Ethics and Code of Conduct

The College does not have a code of ethics or conduct for its own staff and observes standards applied to the public sector. It is however, developing a code of ethics for the teaching profession through a consultative process. It also plans to develop a code of conduct for the profession in a similar fashion.

Public Interest Disclosure (PID)

The College has appointed a PID Officer, Ms Penny Griffiths.

Risk Management and Corruption Prevention

The College has analysed its risk environment and has developed an accounting procedures manual, both of which are designed to minimise the College's exposure to fraud, incompetence and misconduct.

THE FUTURE

The future of the College is bright.

With a membership anticipated in the order of 40 000 by the end of 2006, the College will be able to collect sufficient fees from members to implement the Act in all aspects and to grow the organisation into a professional body with stature in the community and the ability to advocate effectively on behalf of the profession.

The College intends to hold elections to select the teacher representatives on the Board during November 2006 that will give the College greater status among the membership. With enthusiastic and committed Board Members, the Western Australian College of Teaching will become a significant entity in the professional lives of teachers.

The Board envisages a strong body with sufficient financial capital from the membership to achieve ownership of its own premises that will serve as a meeting place and collection of resources for the profession in due course.

With strong support from its members, the community and key stakeholders in the education business, the Western Australian College of Teaching will be a force in raising the status of the profession and its members.

FINANCIAL STATEMENTS

WESTERN AUSTRALIAN COLLEGE OF TEACHING BOARD'S REPORT

Your Board submits the financial report of the Western Australian College of Teaching for the financial year ended 31 March 2006.

BOARD MEMBERS

The following persons formed the Board for the reporting period:

Mr Brian Lindberg (Chair)	Ms Theresa Howe
Ms Anne Tumak (Deputy Chair)	Mr Alby Huts
Ms Valerie Applegate	Ms Susan Kerr
Mr Stephen Breen	Mr Louis Mylonas
Mr Michael Caudle	Associate Professor Marnie O'Neill
Ms Bronwyn Croghan	Ms Rosemary Short
Professor Graham Dellar	Ms Alex Solosy
Mr Laurie Eastwood	Ms Maureen Thomson
Mr Robert Fry	Ms Carolyn Williams
Ms Valerie Gould	

PRINCIPAL ACTIVITIES

The principal activities of the College during the financial period were to recognise, promote and regulate the teaching profession in Western Australia

SIGNIFICANT CHANGES

No significant change in the nature of these activities occurred during the period.

OPERATING RESULT

The profit from ordinary activities amounted to \$97,768

Signed in accordance with a resolution of the Members of the Board



Brian Lindberg
Chair



Anne Tumak
Deputy Chair

Dated this thirty-first day of July 2006

**INCOME STATEMENT
FOR THE YEAR ENDED 31 MARCH 2006**

	Note	2006 \$	2005 \$
Revenues from ordinary activities	2	1,508,823	685,138
Employee benefits expense		(655,789)	(280,953)
Depreciation and amortisation expenses	3	(9,553)	(1,630)
Services and contracts	3	(573,322)	(299,324)
Communications		(123,065)	(7,924)
Other expenses from ordinary activities		(49,326)	(20,988)
Profit from ordinary activities before income tax expense	3	97,768	74,319
Income tax expense relating to ordinary activities		-	-
Net profit from ordinary activities after income tax expense attributable to the association	10	97,768	74,319

These accounts have been audited and constitute general purpose financial statements. This statement must be read in conjunction with the attached audit report of MSI Marsdens and notes to the accounts.

BALANCE SHEET AS AT 31 MARCH 2006

	Note	2006 \$	2005 \$
CURRENT ASSETS			
Cash assets	4	1,501,570	198,827
Receivables	5	549	7,105
Other assets	6	10,386	2,343
TOTAL CURRENT ASSETS		<u>1,512,505</u>	<u>208,275</u>
NON-CURRENT ASSETS			
Property, plant and equipment	7	56,907	10,742
TOTAL NON-CURRENT ASSETS		<u>56,907</u>	<u>10,742</u>
TOTAL ASSETS		<u>1,569,412</u>	<u>219,017</u>
CURRENT LIABILITIES			
Payables	8	1,359,117	127,569
Provisions	9	23,846	17,129
TOTAL CURRENT LIABILITIES		<u>1,382,963</u>	<u>144,698</u>
NON CURRENT LIABILITIES			
Provisions	9	14,362	-
TOTAL NON CURRENT LIABILITIES		<u>14,362</u>	<u>-</u>
		<u>1,397,325</u>	<u>144,698</u>
TOTAL LIABILITIES		<u>1,397,325</u>	<u>144,698</u>
NET ASSETS		<u>172,087</u>	<u>74,319</u>
EQUITY			
Retained profits	10	172,087	74,319
TOTAL EQUITY		<u>172,087</u>	<u>74,319</u>

These accounts have been audited and constitute general purpose financial statements. This statement must be read in conjunction with the attached audit report of MSI Marsdens and notes to the accounts.

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 MARCH 2006

	Retained Earnings
	\$
Balance at 15 September 2004	-
Profit attributable to members	<u>74,319</u>
Balance at 31 March 2005	74,319
Profit attributable to members	<u>97,768</u>
Balance at 31 March 2006	<u><u>172,087</u></u>

The accompanying notes form part of these financial statements.

CASH FLOW STATEMENT FOR THE YEAR ENDED 31 MARCH 2006

	Note	2006 \$	2005 \$
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash receipts in the course of operations		2,589,945	781,810
Payments to suppliers and employees		(1,250,958)	(573,316)
Interest received		19,474	2,705
Net cash provided by operating activities	14b	<u>1,358,461</u>	<u>211,199</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Fixed asset purchases		(55,718)	(12,372)
Net cash provided by/(used in) investing activities		<u>(55,718)</u>	<u>(12,372)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings		-	-
Net cash used in financing activities		-	-
Net increase in cash held		1,302,743	198,827
Cash at the beginning of the financial year		198,827	Nil
Cash at the end of the financial year	14a	<u>1,501,570</u>	<u>198,827</u>

These accounts have been audited and constitute general purpose financial statements. This statement must be read in conjunction with the attached audit report of MSI Marsdens and notes to the accounts.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES

This financial report is a general purpose financial report that has been prepared in accordance with Australian Accounting Standards, Urgent Issues Group Consensus Views and other authoritative pronouncements of the Australian Accounting Standards Board and the requirements of the Associations Incorporations Act 1987 (WA).

The financial report covers Western Australian College of Teaching as an individual entity.

COMPARATIVE FIGURES

The Western Australian College of Teaching was established in Western Australia on 15 September 2004 under the Western Australian College of Teaching Act 2004. Accordingly the comparative amounts that are included in this financial report are for the period 15 September 2004 to 31 March 2005.

The financial report has been prepared on an accruals basis and is based on historical costs and does not take into account changing money values or, except where stated, current valuations of non-current assets. Cost is based on the fair values of the consideration given in exchange for assets.

The following is a summary of the material accounting policies adopted by the College in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

Basis of preparation

The Western Australian College of Teaching has prepared financial statements in accordance with the Australian equivalents to International Financial Reporting Standards (AIFRS) from 1 July 2005.

In accordance with the requirements of AASB 1: First-time Adoption of Australian Equivalents to International Financial Reporting Standards, adjustments to the accounts resulting from the introduction of AIFRS have been applied retrospectively to 2005 comparative figures excluding cases where optional exemptions available under AASB 1 have been applied.

These accounts are the first financial statements of The Western Australian College of Teaching to be prepared in accordance with AIFRS.

The accounting policies set out below have been consistently applied to all years presented. The entity has however elected to adopt the exemptions available under AASB 1 relating to AASB 132: Financial Instruments: Disclosure and Presentation, and AASB 139: Financial Instruments: Recognition and Measurement. Refer Note 17 Change in Accounting Policy for further details.

Reconciliations of the transition from previous Australian GAAP to AIFRS have been included in Note 1g below "First-time Adoption to AIFRS".

a. **Income Tax**

The College was established by an Act of Parliament, the "Western Australian College of Teaching Act 2004" and is exempt from income tax.

b. **Property, Plant and Equipment**

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment losses.

Plant and Equipment

Plant and equipment are measured on the cost basis less depreciation and impairment losses.

The carrying amount of plant and equipment is reviewed annually by directors to ensure it is not in excess of the recoverable amount from these assets. The recoverable amount is assessed on the basis of the expected net cash flows that will be received from the assets' employment and subsequent disposal. The expected net cash flows have been discounted to their present values in determining recoverable amounts.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

NOTE 1: STATEMENT OF SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

b. **Depreciation**

The depreciable amount of all fixed assets including building and capitalised lease assets, is depreciated on a straight-line basis over their useful lives to the commencing from the time the asset is held ready for use. Leasehold improvements are depreciated over the shorter of either the unexpired period of the lease or the estimated useful lives of the improvements.

The depreciation rates used for each class of depreciable asset are:

Class of Fixed Asset	Depreciation Rate
Plant, furniture and office equipment	20%
Computer system	33 1/3%

The assets' residual values and useful lives are reviewed and adjusted, if appropriate, at each balance date.

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount.

Gains and losses on disposals are determined by comparing proceeds with the carrying amount. These gains and losses are included in the income statement. When revalued assets are sold, amounts included in the revaluation relating to that asset are transferred to retained earnings

c. **Employee Benefits**

Provision is made for the College's liability for employee benefits arising from services rendered by employees to balance date. Employee benefits that are expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled, plus related on-costs. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits.

Contributions are made by the association to an employee superannuation fund and are charged as expenses when incurred.

d. **Cash**

Cash and cash equivalents include cash on hand, deposits held at-call with banks, other short-term highly liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities on the balance sheet.

e. **Revenue**

Revenue from the sale of goods is recognised upon the delivery of goods to the customer.

Interest revenue is recognised on a proportional basis taking into account the interest rates applicable to the financial assets.

Membership fee revenue is brought to account and recognised in the accounting period to which the membership relates. All revenue is stated net of the amount of goods and services tax (GST).

f. **Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Tax Office. In these circumstances the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense. Receivables and payables in the Statement of Financial Position are shown inclusive of GST.

g. **First-time Adoption of Australian Equivalents to International Financial Reporting Standards**

On transition to AIFRS, there are no adjustments to equity or profit or loss between previous Australian GAAP and AIFRS.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

	2006	2005
NOTE 2: REVENUE	\$	\$
Operating activities		
— Members subscriptions	487,420	80,243
— Beginning Teachers' Seminar	140,120	90,027
— Operating grants	860,000	500,000
— Other revenue	1,809	12,163
	<u>1,489,349</u>	<u>682,433</u>
Non-operating activities		
— Interest received	19,474	2,705
	<u>19,474</u>	<u>2,705</u>
Total Revenue	<u>1,508,823</u>	<u>685,138</u>
NOTE 3: PROFIT FROM ORDINARY ACTIVITIES		
Profit from ordinary activities before income tax expense has been determined after:		
a. Expenses:		
Depreciation of property, plant and equipment	9,553	1,630
b. Significant Revenues and Expenses:		
The following revenue and expense items are relevant in explaining the financial performance:		
Services contracts	573,322	299,324
NOTE 4: CASH ASSETS		
Cash on hand	200	200
Cash at bank	1,469,763	198,627
Cash on deposit (i)	31,607	-
	<u>1,501,570</u>	<u>198,827</u>
(i) A contingent liability facility is secured over this deposit in favour of Masterkey Properties Pty Ltd (refer Note 11).		
NOTE 5: RECEIVABLES		
Sundry debtors	549	7,105
	<u>549</u>	<u>7,105</u>
NOTE 6: OTHER ASSETS		
Prepayments and accrued income	10,386	2,343
	<u>10,386</u>	<u>2,343</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

	2006 \$	2005 \$
NOTE 7: PROPERTY, PLANT AND EQUIPMENT		
Office equipment — at cost	68,090	12,372
Less accumulated depreciation	(11,183)	(1,630)
	<u>56,907</u>	<u>10,742</u>
	<u>56,907</u>	<u>10,742</u>

Movements in carrying amounts

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial period

	Office Equipment \$
Balance at the beginning of period	10,742
Additions	55,718
Depreciation expense	(9,553)
Carrying amount at the end of period	<u>56,907</u>

NOTE 8: PAYABLES

CURRENT

Trade creditors and accruals	115,791	21,087
Amount due to Department of Education Services	42,804	-
Income received in advance	1,200,522	106,482
	<u>1,359,117</u>	<u>127,569</u>

NOTE 9: PROVISIONS

CURRENT

Employee benefits	<u>23,846</u>	<u>17,129</u>
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NON CURRENT

Employee benefits	<u>14,362</u>	<u>-</u>
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Number of employees at year end	<u>11</u>	<u>5</u>
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NOTE 10: RETAINED PROFITS

Retained profits at the beginning of the financial year	74,319	-
Net profit attributable to the association	97,768	74,319
Retained profits at the end of the financial year	<u>172,087</u>	<u>74,319</u>

NOTE 11: CONTINGENT LIABILITIES

There is a contingent liability facility in favour of Masterkey Properties Pty Ltd ATF Masterkey Discretionary Trust in the sum of \$31,606.97 relating to the tenancy bond for the premises occupied by the College. The facility is secured over the College's term deposit for the same amount.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

NOTE 12: EVENTS SUBSEQUENT TO REPORTING DATE

An agreement is currently being prepared between the College and the Department of Education Services ("DES") to assign the membership data base that is currently housed in the accounts of the DES to the College. This is expected to occur before 31 March 2007.

NOTE 13: SEGMENT REPORTING

The College operates predominantly in one business and geographical segment, being in the recognition, promotion and regulation of the teaching profession in Western Australia.

NOTE 14: CASH FLOW INFORMATION	2006 \$	2005 \$
a. Reconciliation of Cash		
Cash on hand	200	200
Cash on deposit	31,607	-
Cash at bank	1,469,763	198,627
	<u>1,501,570</u>	<u>198,827</u>
b. Reconciliation of Net Cash provided by Operating Activities to Profit from Ordinary Activities after Income Tax		
Profit from ordinary activities after income tax	97,768	74,319
Non-cash flows in profit from ordinary activities:		
Depreciation	9,553	1,630
Changes in assets and liabilities:		
Decrease/(increase) in receivables	6,556	(7,105)
Increase in prepayments	(8,043)	(2,343)
Increase in creditors, accruals and income received in advance	1,231,548	127,569
Increase in provisions	21,079	17,129
Net cash provided by operating activities	<u>1,358,461</u>	<u>211,199</u>
c.		
The college has no credit stand-by or financing facilities in place.		
d.		
There were no non-cash financing or investing activities during the period.		

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

NOTE 15: FINANCIAL INSTRUMENTS

a. Interest Rate Risk

The College's exposure to interest rate risk, which is the risk that a financial instrument's value will fluctuate as a result of changes in market interest rates and the effective weighted average interest rates on those financial assets and financial liabilities, is not considered to be of a material nature given that the College has no borrowings.

	Weighted Average Effective Interest Rate		Floating Interest Rate		Fixed Interest Rate Maturing	
	Rate		Rate		Within 1 Year	1 to 5 Years
	2006	2006	2006	2006	2006	2006
FINANCIAL ASSETS	%		\$	%	\$	\$
Cash	5	1,501,570	-	-	-	-
TOTAL FINANCIAL ASSETS		1,501,570	-	-	-	-
<hr/>						
	2005	2005	2005	2005	2005	2005
FINANCIAL ASSETS	%		\$	%	\$	\$
Cash	5	198,827	-	-	-	-
TOTAL FINANCIAL ASSETS		198,827	-	-	-	-

b. Credit Risk

The maximum exposure to credit risk, excluding the value of any collateral or other security, at balance date to recognised financial assets is the carrying amount, net of any provisions for doubtful debts, as disclosed in the statement of financial position and notes to the financial statements.

The College does not have any material credit risk exposure to any single debtor or group of debtors under financial instruments entered into by the College.

c. Net Fair Values

Methods and assumptions used in determining net fair value

NOTE 16: RESOURCES PROVIDED FREE OF CHARGE

In accordance with Treasurer's Instruction 1101A and AAS29 "Financial Reporting by Government Departments", the Department of Education and Training has advised that it has provided the following services free of charge to the College during the year ended 31 March 2006:

Provision of board member representation	-	2,500
Salary of Director of WACOT	123,127	101,628
	<u>123,127</u>	<u>104,128</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

NOTE 17: CHANGE IN ACCOUNTING POLICY

- a. The College has adopted the following accounting standards for application on or after 1 January 2005:

- AASB 132: Financial Instruments: Disclosure and Presentation
- AASB 139: Financial Instruments: Recognition and Measurement

The changes resulting from the adoption of AASB 132 relate primarily to increased disclosures required under the Standard and do not affect the value of amounts reported in the financial statements.

The adoption of AASB 139 has not resulted in material differences in the recognition and measurement of the group's financial instruments. There is therefore no requirement for the College to adjust comparative information resulting from the introduction of this Standard.

- b. The following Australian Accounting Standards which have been issued or amended are applicable to the association but not yet effective and have not been adopted in preparation of the financial statements at reporting date.

AASB Amend-ment	AASB Standard Affected	Nature of change in Accounting Policy and Impact	Application Date of the Standard	Application Date for the Group
2005–5	AASB 1: First-time Adoption of AIFRS	No change, no impact	1 January 2006	1 July 2006
	AASB 139: Financial Instruments: Recognition and Measurement	No change, no impact	1 January 2006	1 July 2006
2005–10	AASB 139: Financial Instruments: Recognition and Measurement	No change, no impact	1 January 2007	1 July 2007
	AASB 101: Presentation of Financial Statements	No change, no impact	1 January 2007	1 July 2007
	AASB 132: Financial Instruments: Disclosure and Presentation	No change, no impact	1 January 2007	1 July 2007
	AASB 1: First-time Adoption of AIFRS	No change, no impact	1 January 2007	1 July 2007
	AASB 4: Insurance Contracts	No change, no impact	1 January 2007	1 July 2007
	AASB 1023: General Insurance Contracts	No change, no impact	1 January 2007	1 July 2007
New Standard	AASB 7: Financial Instruments: Disclosure	No change, no impact	1 January 2007	1 July 2007

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2006

No other pending Standards issued between the previous financial report and the current reporting dates have application to the College.

AASB

Amendment	AASB Standard Affected
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2004-3	AASB 1: First-time Adoption of AIFRS AASB 101: Presentation of Financial Statements AASB 124: Related Party Disclosures
2005-1	AASB 139: Financial Instruments: Recognition and Measurement
2005-2	AASB 1023: General Insurance Contracts
2005-4	AASB 139: Financial Instruments: Recognition and Measurement AASB 132: Financial Instruments: Disclosure and Presentation
2005-9	AASB 4: Insurance Contracts AASB 1023: General Insurance Contracts AASB 139: Financial Instruments: Recognition and Measurement AASB 132: Financial Instruments: Disclosure and Presentation
2006-1 New Standard	AASB 121: The Effects of Changes in Foreign Exchange Rates New Standard AASB 119: Employee Benefits: December 2004

NOTE 18: ORGANISATION DETAILS

The principal place of business of the College is:
Western Australian College of Teaching
Level 2
165 Adelaide Terrace
EAST PERTH WA 6004

STATEMENT BY MEMBER OF THE BOARD

In the opinion of the Board the financial report as set out on pages 2 to 12:

1. Presents a true and fair view of the financial position of Western Australian College of Teaching Inc as at 31 March 2006 and its performance for the year ended on that date in accordance with Australian Accounting Standards, mandatory professional reporting requirements and other authoritative pronouncements of the Australian Accounting Standards Board.
2. At the date of this statement, there are reasonable grounds to believe that WA College of Teaching Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Board and is signed for and on behalf of the Board by:

Chair



Brian Lindberg
Chair of the Board

Dated this thirty-first day of July 2006

INDEPENDENT AUDIT REPORT TO THE MEMBERS OF WESTERN AUSTRALIAN COLLEGE OF TEACHING

Scope

The financial report and committee's responsibility

The financial report comprises the balance sheet, income statement, cash flow statement, accompanying notes to the financial statements, and the statement by members of the board for Western Australian College of Teaching (the college), for the year ended 31 March 2006.

The board of the college is responsible for the preparation and true and fair presentation of the financial report in accordance with the Western Australian College of Teaching Act 2004. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

Audit Approach

We conducted an independent audit in order to express an opinion to the members of the college. Our audit was conducted in accordance with Australian Auditing Standards, in order to provide reasonable assurance as to whether the financial report is free of material misstatement. The nature of an audit is influenced by factors such as the use of professional judgment, selective testing, the inherent limitations of internal control, and the availability of persuasive rather than conclusive evidence. Therefore, an audit cannot guarantee that all material misstatements have been detected.

We performed procedures to assess whether in all material respects the financial report presents fairly, in accordance with the Western Australian College of Teaching Act 2004 including compliance with Accounting Standards and other mandatory financial reporting requirements in Australia, a view which is consistent with our understanding of the college's financial position, and of its performance as represented by the results of its operations and cash flows.

We formed our audit opinion on the basis of these procedures, which included:

- examining, on a test basis, information to provide evidence supporting the amounts and disclosures in the financial report, and
- assessing the appropriateness of the accounting policies and disclosures used and the reasonableness of significant accounting estimates made by the committee.

While we considered the effectiveness of management's internal controls over financial reporting when determining the nature and extent of our procedures, our audit was not designed to provide assurance on internal controls.

Independence

In conducting our audit, we followed applicable independence requirements of Australian professional ethical pronouncements.

Audit Opinion

In our opinion, the financial report of Western Australian College of Teaching presents a true and fair view in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, the financial position Western Australian College of Teaching as at 31 March 2006 and the results of its operations and its cash flows for the year then ended.

MSI Marsdens

Michael John Waterson

Date:

Address: 565 Hay Street DAGLISH WA