Government of Western Australia
Department of
Education
and Training

Annual Report 2007—2008

Department of Education and Training

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Statistical information	9264 4562	9264 4888
TAFE**WA** Admissions Centre	9224 6560	9224 6548

Department of Education and Training

Annual Report

2007–2008

Statement of compliance

The Hon Elizabeth Constable MLA
Minister for Education

In accordance with section 61 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education and Training for the financial year ended 30 June 2008.

The report has been prepared in accordance with the provisions of the *Financial Management Act 2006* and incorporates reporting requirements imposed upon the Department by the following legislation:

- *School Education Act 1999;*
- *Public Sector Management Act 1994;*
- *Electoral Act 1907;*
- *Disability Services Act 1993;* and
- *Equal Opportunity Act 1984.*

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

18 SEPTEMBER 2008

From the Director General

Putting classrooms first, transforming the training system and rethinking recruitment have been key achievements this year.

Classroom First

In September I released the *Classroom First Strategy* to provide a framework for building a strong public school system where every school is a good school, every teacher an effective teacher, and every student a successful student. Changes during the year included easing the assessment and reporting workload of teachers; simplifying requirements for schools to gain funding for students with disabilities; minimising documentation for job applications; using local selection processes for principal appointments; and changing the way we review school performance.

In December we released a comprehensive syllabus and supporting resource materials for teachers from Kindergarten to Year 10. There was also a renewed emphasis on supporting schools to manage student behaviour with a number of new policies and programs in place as well as the trial of behaviour centres.

Transforming training

Major reforms to Western Australia's training system, recommended by the Skills Formation Taskforce, gathered momentum during the year with further initiatives rolled out to increase flexibility and responsiveness to industry skill needs. On the policy front, we opened eligibility for apprenticeship training funding from 2009 to private providers to boost competitiveness; and, on the legislative front, the biggest changes to vocational education and training in 30 years were introduced to Parliament.

The State Training Board's review of Western Australia's industry training advisory arrangements recommended that 10 training councils be set up to enhance industry advice. The new arrangements will be in place later this year. In addition, a new training institute was established for small businesses.

Support for employers, apprentices and trainees was boosted with the opening of the dedicated ApprentiCentre, and training infrastructure upgrades advanced at TAFE**WA** colleges around the State. Western Australia's significant growth in apprentice and trainee numbers continued its upward trend. Proof of the quality of graduates came in the form of a gold medal win in the automotive category of the 39th International WorldSkills Competition in Japan in November.

Recruitment and retention

The shortage of skilled professionals in Western Australia continued to have an impact on staffing, particularly in schools. While we started the year with 79 teachers short of requirements, it was well below the 260 we had last year. This was largely due to a major overhaul of our system of recruiting and retaining teachers and leaders.

We streamlined processes and developed new online systems to make it easier and quicker for people to apply for positions; actively recruited internationally and nationally; developed an early offer program for teacher graduates; established a comprehensive scholarship program; expanded conversion courses for support staff to qualify as teachers; and implemented transition to retirement options.

Many of these changes reflected the recommendations of the report of the Government taskforce headed by Professor Lance Twomey on Education Workforce Initiatives which was released in June.

Considerably more work is needed as our workforce planning and modelling show a continued tight market for a number of years, extending now to primary schools and continuing in certain subject areas in secondary schools. We will continue to monitor strategies and develop new approaches based on current and emerging workforce and demographic trends.

Unfortunately by the end of the year, negotiations for new agreements on salaries and conditions for teachers and administrators in public schools and for TAFE lecturers remained unresolved.

Appreciation

I would like to express my appreciation to the many public sector, industry, business and community partners who have contributed to education and training in Western Australia over the year. I would also like to acknowledge the work of staff in what has once again been a challenging year.

SHARYN O'NEILL

Contents

Overview of agency

Executive summary

The Department of Education and Training's mission is to provide world-class education and training that meets the needs of individuals, the community and the economy of Western Australia.

The Department delivers public schooling and vocational education and training services through the operation of 768 public schools and funding to 10 autonomous TAFE**WA** colleges and other providers for training delivery.

The education and training portfolio accounted for 26 per cent of the $16.1 billion State budget for 2007–2008 (compared with 25 per cent for health and 11 per cent for public order and safety). Employing some 30 500 full-time equivalent staff (excluding TAFE**WA** colleges), the Department is the largest public sector employer in Western Australia.

Education programs delivered by the Department are intended to ensure that all students have the opportunities to develop the understandings, skills and attitudes relevant to their individual needs. Additional programs are offered to cater for the needs of a diverse range of clients including students with disabilities, students from language backgrounds other than English, and gifted and talented students.

Publicly-funded vocational education and training (VET), administered by the Department, provides opportunities for people to access training to develop basic education and work-related knowledge and skills relevant to their needs, while addressing the training and employment needs of industry and the community.

School education

The Department provided high quality education to some 252 500 pre-compulsory, primary and secondary students across Western Australia and to students in the Indian Ocean Territories of Christmas and Cocos (Keeling) Islands.

In February 2008, there were 507 public primary schools with 153 490 students; 26 remote community schools with 1603 students; 86 high and senior high schools with 69 427 students; 61 district high schools with 19 067 students; and 69 education support and language development facilities with 3639 students.

There were eight senior colleges and senior campuses with 4310 students, five campuses of the WA College of Agriculture (WACoA) with 483 students, five Schools of the Air (SOTAs) with 226 students and the Schools of Isolated and Distance Education (SIDE) with 340 students.

There were 21 171 Aboriginal students enrolled in public schools accounting for 84 per cent of Aboriginal students undertaking school education in Western Australia.

The participation rate of people aged 15 to 17 years at 1 July engaged in some form of education has remained reasonably stable over the past five years and was 88.6 per cent in 2007.

The Secondary Graduation rate has remained stable for several years; and while the apparent retention rate to Year 12 has been reasonably stable over the past few years, there was a decrease this year to 60.9 per cent. The apparent retention rate for Aboriginal students plateaued this year after five years of steady increase.

Overall achievement in literacy and numeracy remained stable. The proportion of girls achieving benchmarks in literacy continued to be higher than boys, and a lower proportion of Aboriginal students achieved benchmarks in literacy and numeracy.

The average attendance rate in the primary years for Aboriginal students in 2007 was 81.2 per cent compared with 94.1 per cent for non-Aboriginal students. In the lower secondary years the average attendance rate for Aboriginal students was 69.0 per cent compared with 90.0 per cent for non-Aboriginal students.

Senior secondary school students had high levels of satisfaction with the quality of teaching they received and the quality of facilities available to them.

The Department completed the development of an *Early Childhood (K–3) Syllabus*, a *Middle Childhood (4–7) Syllabus* and syllabuses for each learning area in early adolescence (8–10). A comprehensive range of classroom-ready resources were made available on the K–10 Syllabus website to support teachers in their use of the syllabuses and to provide them with practical support in their planning, teaching and assessment programs.

DET Resources Online contained over 22 000 items covering all learning areas and year levels. Public school teachers access the collection through the Department's portal.

The Teacher Development Centre Project continued to play a critical role in supporting secondary schools in implementing the new Curriculum Council senior secondary courses.

In 2007, the Getting it Right literacy and numeracy strategy cost some $17 million to operate. It funded 200 specialist teacher full-time equivalent (FTE) staff to support classroom teachers, enabling 190 literacy and 178 numeracy teachers to work in 381 primary and 34 district high schools. A further 26 FTE was allocated to secondary schools with 11 numeracy and 30 literacy teachers working in 37 secondary schools.

English as a Second Language (ESL) programs operated in 115 schools, supporting some 4500 students. The English as a Second language/Indigenous Language Speaking Students (ESL/ILSS) Program supported 581 students in schools in the more remote education districts.

From 2007, Perth Modern School was reinstated as a selective academic school, and John Curtin College of the Arts commenced its transition to a selective arts school.

There were 7477 students with identified disabilities enrolled in local primary, secondary or specialist public schools who attracted supplementary funding through Schools Plus.

The Behaviour Management and Discipline Strategy provided additional staff and funding to reduce class sizes in Years 4–9 and develop strategies for managing student behaviour more effectively. The State Government provides $16.5 million a year, enabling 273 public schools to be involved this year.

The pilot of three secondary behaviour centres, established to deal with violent and disruptive students, commenced operation in late 2007.

Implementation of the Community Service Program for Year 10 students, which requires students to complete 20 hours of community service over Years 10–12, began in 2007. Approximately 17 000 students participated in the program.

A number of teacher recruitment and placement strategies were implemented to address the teacher shortage but, at the beginning of 2008, shortages remained. These were mainly in secondary specialist areas of Design and Technology, Mathematics, English and Science.

Final Year Teaching Scholarships in Mathematics, Science (Chemistry and Physics), Design and Technology, English, Home Economics and some Languages other than English were awarded to 128 people. Forty-two Specialist Teaching Scholarships were offered to existing teachers and individuals interested in a career change, who committed to re-training in a secondary learning area of need.

In 2007, almost $96 million was distributed to schools under the school grant process. Special purpose payments of over $188 million were transferred to schools and included specific funding for Aboriginal education, Commonwealth literacy and numeracy funding, the Investing in Our Schools Programme, and utilities.

Capital expenditure on public schools was an estimated $356 million in 2007–2008.

Vocational education and training

In 2007, the Department allocated $322 million to TAFE**WA** colleges, Curtin Vocational Training and Education Centre (VTEC), the WA Academy of Performing Arts (WAAPA) and some 165 private registered training organisations (RTOs) to deliver 27.648 million hours of training to 101 169 clients.

The vocational education and training participation rate for 15 to 64 year olds remained stable.

The module load completion rate, which gives an indication of the success of students in achieving employment-related competencies, continues to rise slowly.

Western Australian employers' satisfaction with the way vocational qualifications provided employees with the skills required to meet their needs was 72.1 per cent, down on the level reported for 2005.

The level of overall student satisfaction with vocational education and training courses remained high with 86.8 per cent satisfaction.

The proportion of VET graduates achieving their main reason for study remained high at 87.0 per cent.

There has been an increase in the number of apprentices and trainees 'in training' between May 2004 (25 993) and May 2008 (37 421) representing an increase of 44.0 per cent.

In the context of skill shortages, the number of apprentices in 'traditional trades' has increased 86.2 per cent in the five years to December 2007, compared with 40.7 per cent nationally.

More than $11 million was allocated to key trade reforms designed to support the increase in apprenticeship numbers, to improve training services and the quality of skills acquired. Key initiatives included:
- an increase in the number of field officers providing support and mentoring services to employers, apprentices and trainees;
- improvements in administrative processes to reduce red tape;
- funding for skill reform leaders to promote flexibility and innovation in delivery;
- development of assessment tools to increase trades skills recognition for experienced but unqualified workers; and
- market research and promotional campaigns to continue to attract young people to the trades.

The 'Masterclass' training initiative was piloted in hospitality, building and construction, automotive, and metals to provide opportunities for trades people to gain higher levels of skills or more specialised skills.

A Review of Industry Training Advisory Arrangements was completed and recommended an enhanced role for Industry Training Advisory Bodies, supported with an additional $2.2 million in annual advisory body funding.

The capability and capacity of the VET system to provide modern, client-focused training solutions was addressed, with a $43 million investment in new and upgraded TAFE**WA** infrastructure and equipment focused on trade training. Key projects underway included:
- a new $12.44 million trade training centre for building and construction at West Coast TAFE in Clarkson (plus an additional $6.66 million sourced from the Department);
- a $5.45 million expansion of trade workshops for building and construction, metals and heavy automotive at Swan TAFE in Thornlie; and
- a new $3.67 million workshop for metal fabrication, electro-technology and automotive delivery at Curtin VTEC in Kalgoorlie.

Better outcomes from training for Aboriginal people were targeted by increasing links to employment and improving support services. This included a $9.7 million Indigenous Trade Training package to support more Aboriginal people to participate in apprenticeships and traineeships.

The need to increase youth engagement and participation in training in response to the raised school leaving age legislation was addressed. Wide-ranging provisions for VET in Schools programs were provided to increase education and training options for young people, helping them in their transition from school to work.

Support for career pathways and articulation arrangements between school, employment, training and university were provided.

In 2007, about 52 per cent of Year 11 and 12 students from 142 public schools participated in VET programs which counted towards their secondary graduation. About 45 per cent of Aboriginal students in Years 10–12 participated in a VET program.

School Apprenticeship Link, which targets Year 11 and 12 students in their transition from school to work, had 777 students enrolled in February 2008.

User Choice arrangements for apprenticeship delivery were expanded to provide increased student choice, with private training providers eligible to deliver publicly funded apprenticeship training throughout the State from 2009.

Improved planning processes for VET provision were implemented, using detailed economic modelling and projections as well as the development of regional workforce development plans.

A 'one-stop-shop' approach to provide training information to clients was used, delivered through the Career Development Centre and ApprentiCentre.

An amendment Bill for the *Vocational Education and Training Act 1996* was presented to Parliament.

Figures 1 and 2 summarise the various sources of Department revenue and the cost of services. For full details of the Department's financial performance during 2007–2008, see the Financial Statements.

Figure 1: Department of Education and Training Revenue Sources, 2007–2008
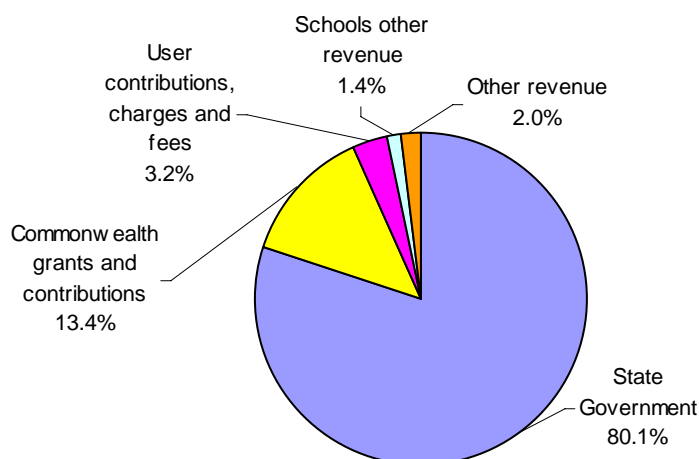
Source: Department of Education and Training Financial Statements, 2007-2008

Figure 2: Department of Education and Training Costs, 2007–2008
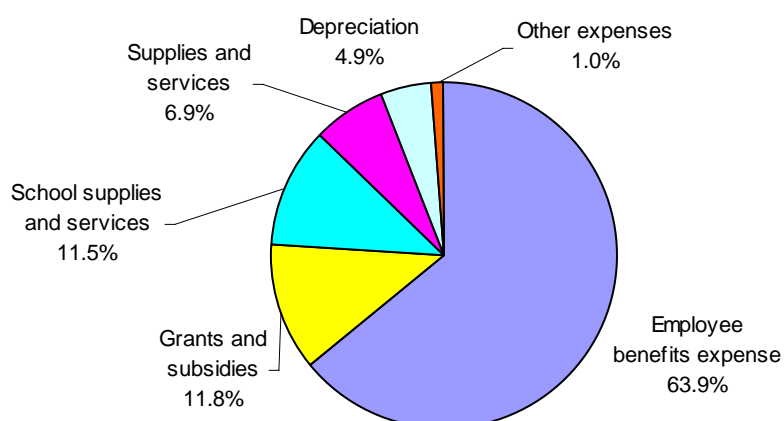
Source: Department of Education and Training Financial Statements, 2007–2008

Responsible minister

The Department of Education and Training is responsible to the Minister for Education and Training, the Hon Mark McGowan MLA.

Accountable authority

The accountable authority of the Department of Education and Training is the Director General. Sharyn O'Neill was appointed Director General on 12 June 2007.

Relevant legislation

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

The following legislation is administered by the Department and by the Minister with the assistance of the Department:

- *Building and Construction Industry Training Fund and Levy Collection Act 1990;*
- *Building and Construction Industry Training Levy Act 1990;*
- *Industrial Training Act 1975;*
- *Public Education Endowment Act 1909;*
- *School Education Act 1999;* and
- *Vocational Education and Training Act 1996.*

Changes to the *Vocational Education and Training Act 1996*

In 2007–2008, an amendment bill for the *Vocational Education and Training Act 1996* was presented to Parliament. Amendments included:
- introducing a new legislative framework to modernise apprenticeships and traineeships and bring them under a single system;
- repealing the *Industrial Training Act 1975*; and
- clarifying and updating definitions and administrative procedures within the VET Act.

Corporate structure

Director General	Sharyn O'Neill
Deputy Director General, Schools	Margery Evans
Deputy Director General, Training	Robert Player
Deputy Director General, Finance and Administration	Peter McCaffrey
Deputy Director General, Workforce (Executive Director, Workforce)	John Serich (Acting)
Executive Director, School Support Programs	David Axworthy
Executive Director, Metropolitan Schools	Allan Blagaich
Executive Director, Regional and Remote Schools	Colin Pettit
Executive Director, Policy, Planning and Accountability	Norma Jeffery (Acting)
Executive Director, Vocational Education and Training, and Career Development	Siobhan Mulvey
Executive Director, Planning and Resources	Simon Walker
Executive Director, Infrastructure	Mal Parr (Acting)
Executive Director, Professional Standards and Conduct	Paul O'Connor
Chief Information Officer	Bevan Doyle
General Manager, Education and Training Shared Services Centre	Kevin Smith
Managing Director, Education and Training International	Phil de Garis (Acting)
General Manager, WestOne Services	Sue Lapham (Acting)

As at June 2008

NOTE: The structure has been approved by the Director General and most positions have been filled. Some proposed positions are still to be finalised through the Department of the Premier and Cabinet, including the position of Deputy Director General, Workforce.

Figure 3: Department of Education and Training Corporate Structure, June 2008
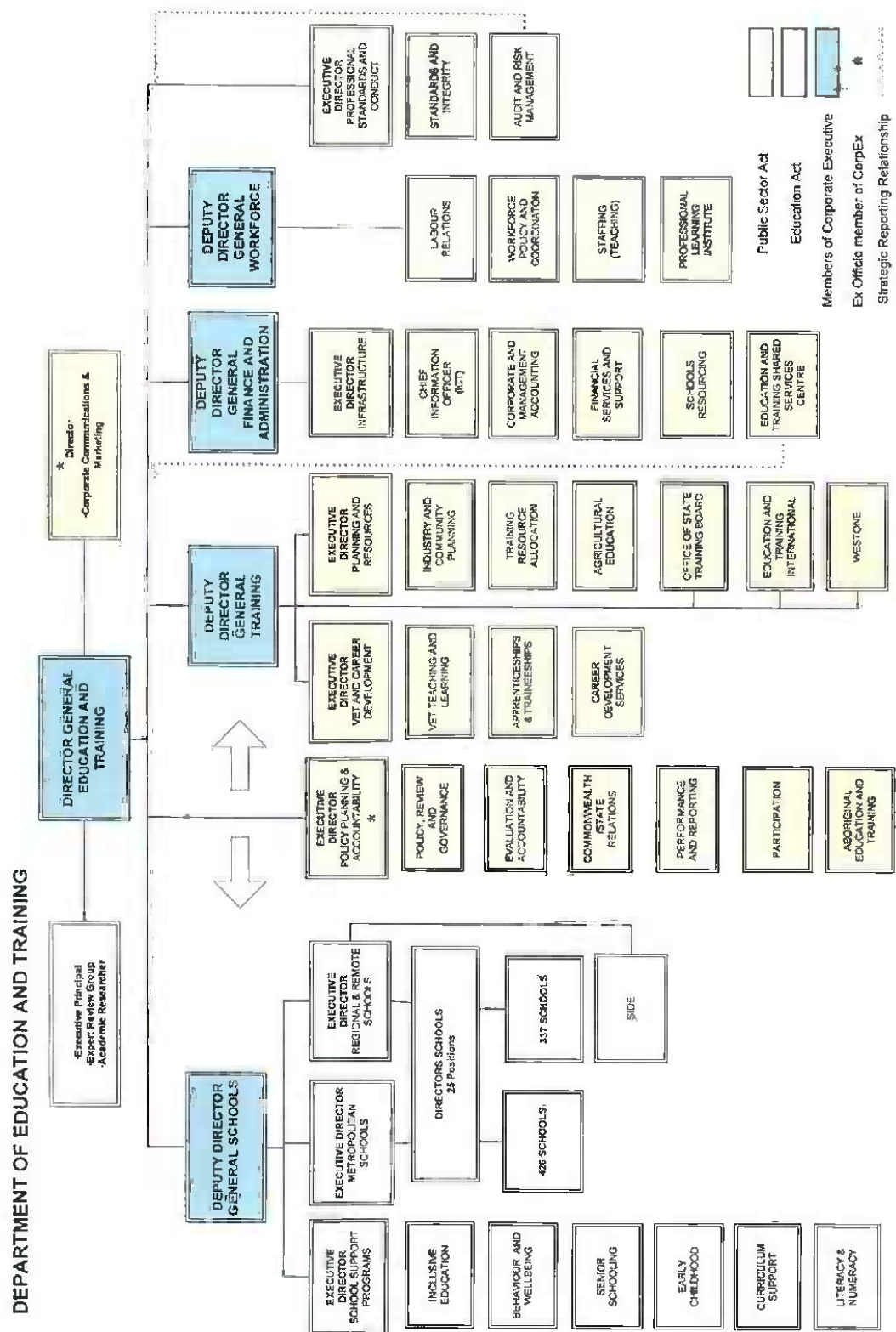
Overview of divisional responsibilities

School Support Programs

The School Support Programs Division has responsibility for providing support that directly targets individual students with identified needs and for providing general support to schools to improve educational outcomes for all students.

The Division develops and implements programs aimed at providing that support. Through central and district office services, the Division provides policy advice, allocates resources, and monitors programs and services to ensure high standards of support are provided.

Metropolitan Schools: Regional and Remote Schools

The Executive Director, Metropolitan Schools and the Executive Director, Regional and Remote Schools ensure that public schools provide high quality teaching and learning that is relevant and responsive to school community needs.

They ensure that school accountability processes operating between school principals and Directors Schools maintain a high standard of education in public schools.

Policy, Planning and Accountability

The Policy, Planning and Accountability Division provides the Department's policy, planning and accountability infrastructure in relation to public school education and vocational education and training in Western Australia.

The Division also provides the direction and strategic management for areas which operate across school education and VET, including Aboriginal education and training, and management of the Department's involvement with the Council of Australian Governments reforms.

VET and Career Development

The VET and Career Development Division provides the Department with strategic management of the apprenticeship and traineeship system in Western Australia; coordination and implementation of curriculum and professional development across TAFE**WA** colleges; management of VET in School programs and career development support services across the State.

Planning and Resources

The Planning and Resources Division is responsible for the strategic planning for the VET sector to ensure publicly funded training delivery is coordinated to match industry and student need; for funding of TAFE**WA** colleges and other providers to deliver that training; and for ensuring requirements associated with the Commonwealth VET funding agreement are achieved. Agricultural Education is also part of this Division and is responsible for the effective administration of agricultural education and overall resource management for residential agricultural colleges, farm training centres and smaller sites.

Finance and Administration

The Finance and Administration Division is responsible for the strategic and operational management of the Department's financial affairs, including the coordination and monitoring of budget processes, the development and delivery of financial services, and the acquisition and management of resources.

The Division manages the capital works program which provides for the construction of high quality schools and TAFE**WA** colleges and centres across the State; provides efficient information and communications technologies services to public schools; and allocates resources to schools to enable them to provide appropriate educational programs.

Workforce

A major restructure of the Human Resources Division was completed in April 2008, following the strategic realignment of the Department's executive structure. This took into account recommendations from the report by Gerard Daniels Australia, *Review of Teacher Recruitment Practices*.

The Division was renamed Workforce Division and its main functions are Workforce Policy and Coordination with an enhanced workforce planning role, Labour Relations, the Professional Learning Institute, and a strengthened staffing area with an additional focus on addressing the Department's workforce supply and demand imperatives.

Professional Standards and Conduct

The role of the Professional Standards and Conduct Division is to ensure that the highest standards of professional conduct and integrity are demonstrated by all Department staff. The Division manages allegations of misconduct by staff with a particular focus on behaviour which places students at risk. It also investigates other forms of misconduct and complaint, and develops measures to minimise risk in the organisation.

Education and Training Shared Services Centre

The Education and Training Shared Services Centre delivers customer-focused financial and human resources services to the Department of Education and Training, TAFE**WA** colleges, the Curriculum Council and the Department of Education Services.

Education and Training International

Education and Training International is responsible for marketing to and recruitment of international students into primary and secondary public schools, and TAFE**WA** colleges. It is also involved in offshore project activity.

WestOne Services

WestOne Services provide teaching and learning professionals with access to high quality, innovative teaching and learning resources. Research ensures new technologies are applied to learning resources to provide optimum learning opportunities, particularly for students in isolated areas or undertaking distance education.

Mission statement

The Department of Education and Training's mission is to provide world-class education and training that meets the needs of individuals, the community and the economy of Western Australia.

The Department is committed to achieving its mission by pursuing the five key objectives of the *Strategic Plan 2007–2009*:

1. To develop and support flexible approaches to learning that improve standards and motivate and engage students in appropriate programs.
2. To develop skilled workers at all levels in both traditional and emerging industries.
3. To promote professional learning, develop professional knowledge and expertise, and ensure all staff are valued and supported.
4. To provide learning environments that are safe, supportive and provide for the physical, emotional and behavioural needs of students.
5. To ensure organisational effectiveness through sound management and strong governance.

The Department's *Strategic Plan 2007–2009* has been developed within the State Government's strategic planning framework *Better Planning: Better Futures – A Framework for the Strategic Management of the Western Australian Public Sector* which provides the basis for the management of the public sector, its people and resources in achieving the long-term goals of Government.

The Department contributes primarily to the State Government's goal of Better Services:

Enhancing the quality of life and wellbeing of all people throughout Western Australia by providing high quality, accessible services.

In particular, the Department is the key agency in achieving the Government's Strategic Outcome 1.1:

A world-class education and training system that provides lifelong learning opportunities.

The Department is funded to achieve the following outcomes:

- Quality education for all Western Australians who choose public schooling.
- A responsive vocational education and training sector which meets the needs of Western Australian students and employers.

The Department operates through three services:

- Primary education (K–7)
- Secondary education (8–12)
- Vocational education and training services

The table below shows the relationship between the agency-level desired outcomes and the broad, high level Government goal they support.

Government Goal	Strategic Outcome	Desired Outcomes	Services
Goal 1: Better Services Enhancing the quality of life and wellbeing of all people throughout Western Australia by providing high quality, accessible services.	Strategic Outcome 1.1 A world-class education and training system that provides lifelong learning opportunities.	Quality education for all Western Australians who choose public schooling.	Primary education Secondary education
		A responsive vocational education and training sector which meets the needs of Western Australian students and employers.	Vocational education and training services

Schooling in Western Australia

The *Acts Amendment (Higher School Leaving Age and Related Provisions) Act 2005* increased the school leaving age for students from the end of their fifteenth year to the end of their sixteenth year in 2006 and the end of their seventeenth year in 2008. From the beginning of 2008, the compulsory education period for a child is from the beginning of the year in which he or she turns six and a half years until the end of the year in which they turn 17 years, or until they satisfy the minimum requirements for graduation.

Through the provision of alternative arrangements, students who would otherwise have left school are required to participate full-time in meaningful and flexible programs that suit their particular learning needs and interests. These include full-time or part-time schooling, vocational education and training, apprenticeships or traineeships, employment, full-time home education or combinations of these.

Under the *Curriculum Council Act 1997*, all schools and all home educators in Western Australia must deliver curriculum that is directed toward achievement of the student outcomes described in the Curriculum Framework (1998). The Curriculum Framework specifies what all students should know, understand, value and be able to do from Kindergarten to Year 12. The learning outcomes are set out within 13 Overarching Outcomes and eight Learning Area Statements.

Based on the findings of a review of post-compulsory education, the Curriculum Council restructured the senior secondary curriculum and is progressively introducing 52 new courses. The courses prepare students for a range of alternatives beyond school including university; vocational, education and training; and employment. The first courses were introduced in 2005 and it is expected that all courses will be operational by 2009.

Students choose courses and subjects that meet their post-schooling goals and contribute to their achievement of the Western Australian Certificate of Education (WACE).

Public schools in Western Australia are largely non-selective except that if there is a shortage of accommodation at a particular school, preference for enrolment is usually given to those students who live closest to it. Also, some schools offer specialised programs for which students must meet certain criteria for entry; for example, education support schools or secondary schools that offer a gifted and talented education program.

Changes to the school starting age took effect in 2001. From 2001, only students whose fourth birthday fell on or before 30 June were eligible to enter Kindergarten programs. This created a half-cohort of students that would move through primary schools from 2001 to 2009 and through secondary schools from 2010 to 2014.

In February 2008, there were 1119 schools in this State enrolling 381 086 students compared with 1123 schools and 376 425 students in February 2007. There were 63 per cent of schools and 76 per cent of students located in the Perth metropolitan education districts of Canning, Fremantle-Peel, Swan and West Coast.

As well as 768 public schools (252 585 students, representing 66.3 per cent of all enrolments) there were 37 community kindergartens (1253 students) staffed by the Department.

Other students attend the 305 private schools (126 908 students, or 33.3 per cent of all enrolments) and nine independent pre-schools (340 students).

About 1550 students received their schooling from parents or other carers.

Table 1: Enrolments at Western Australian Schools, 1994–2008 [a]

Year	Public schools	Private schools	Community kindergartens	Independent pre-schools	Total
1994	248 963	82 293	5 375	733	337 346
1995	249 847	84 752	4 903	710	340 212
1996	251 000	89 288	4 442	572	345 302
1997	255 085	93 701	3 848	515	353 149
1998	259 690	97 548	3 083	391	360 712
1999	266 046	100 586	2 952	370	369 954
2000	266 171	103 713	2 537	394	372 815
2001[b]	258 170	105 306	1 219	488	365 183
2002[b]	255 461	108 146	1 486	478	365 571
2003[b]	251 636	110 652	1 563	528	364 379
2004[b]	251 182	113 547	1 411	397	366 537
2005[b]	250 712	116 647	1 328	321	369 008
2006[b]	250 789	119 536	1 272	360	371 957
2007[b]	252 029	122 887	1 180	329	376 425
2008[b]	252 585	126 908	1 253	340	381 086

(a) First semester census.
(b) Includes the half-cohort.

Source: Evaluation and Accountability

Table 2: Western Australian Schools and Students, 2008 [a]

School type	Schools	Students			
		K and P	Primary	Secondary	All
Public					
Primary	538	34 272	120 293	754	155 319
District high	61	2 283	9 194	7 590	19 067
High and senior high	99	-	439	73 781	74 220
Education support	69	706	1 587	1 346	3 639
Schools of Isolated and Distance Education	1	26	172	142	340
Totals	**768**	**37 287**	**131 685**	**83 613**	**252 585**
Private					
Primary	157	9 575	30 939	-	40 514
Primary-secondary	105	5 683	23 628	34 545	63 856
Secondary	43	-	-	22 538	22 538
Totals	**305**	**15 258**	**54 567**	**57 083**	**126 908**
Independent pre-school	9	340	-	-	340
Community kindergarten	37	1 253	-	-	1 253
Grand totals	**1 119**	**54 138**	**186 252**	**140 696**	**381 086**

(a) First semester census.

Source: Evaluation and Accountability

Table 3: Enrolments at Western Australian Schools by Gender and Indigenous Status, 2008 [a]

Sector	All	Female	Male	Aboriginal
Public	252 585	121 441	131 144	21 171
Private	126 908	63 612	63 296	4 040
Community kindergarten	1 253	618	635	50
Independent pre-school	340	159	181	8
Totals	**381 086**	**185 830**	**195 256**	**25 269**

(a) First semester census.

Source: Evaluation and Accountability

The public school system

The Department is responsible for the education of some 252 500 pre-compulsory, primary and secondary public school students from Kalumburu in the north to Albany in the south, and from the Useless Loop in the west to the Wingellina campus of The Ngaanyatjarra lands School, on the edge of the Great Victoria Desert, in the east. It also provides education to students in the Indian Ocean Territories of Christmas and Cocos (Keeling) Islands.

Public schools were distributed among 14 education districts. Four hundred and fifty-nine schools were located in the metropolitan education districts and enrolled 183 335 students, or 72.6 per cent of all public school students. The remaining 309 public schools were located in rural and remote areas and enrolled 69 250 students.

There were 37 287 pre-compulsory students, 131 685 primary students and 83 613 secondary students. Enrolments in public pre-compulsory programs represented about 70 per cent of all pre-compulsory enrolments.

There were about 20 000 students enrolled in each year level for Years 1–7 except for Year 6 (11 330 students, due to the progression of the half-cohort). Enrolments in each of Years 8–11 averaged around 17 000 to 18 000. There has been some increase in Year 11 enrolments since the change to the school leaving age, falling to around 13 500 in Year 12.

Fifty-four per cent of public schools enrolled no more than 300 students and 39 per cent had 200 students or less. At the other extreme, three per cent of public schools had more than 1000 students.

Public schools provide access to a comprehensive general education comprising pre-compulsory, primary and secondary schooling. In addition to local primary and secondary schools, there are additional specialised services, including the campuses of WACoA, SIDE, senior colleges and campuses, education support schools and centres, and language development centres.

Pre-compulsory education (kindergarten and pre-primary) is available for children from about four years and six months and lays the foundations for compulsory education.

Primary education (Years 1–7) integrates knowledge, skills and understandings across eight key learning areas in relevant, comprehensive and challenging learning programs. Students' intellectual, moral, social and physical development is encouraged in inclusive, safe and stimulating environments, with an emphasis on achievement of high standards of literacy and numeracy.

Lower secondary education (Years 8–10) maintains continuity of learning with primary education and emphasises the development of generic and content-specific knowledge, skills and understandings across the eight learning areas.

Senior secondary education (Years 11–12) provides a wide range of programs to ensure that students are well placed to continue their schooling in order to qualify for secondary graduation and to gain TAFE**WA** or university entrance, apprenticeships, traineeships or employment.

For many years, it has been the policy of successive State governments and the Department to encourage all students to complete their secondary schooling. Alternatives to traditional secondary schools such as the learning programs provided by senior colleges, senior campuses and the campuses of WACoA help to facilitate this.

Public schools play a major role in the education of Aboriginal students, students with disabilities, and rural and remote students. Public schools enrol 21 171 Aboriginal students, accounting for 84 per cent of all Aboriginal students enrolled in school education. Public schools enrol about 76 per cent of all students in rural and remote areas.

Because of the role schools play in promoting community cohesion and development, the Department maintains a presence in many locations where it is costly to provide services. District education offices support public schools in providing a local approach to educational issues.

The broad strategic directions for public schooling are set in strategic plans, currently the *Plan for Government Schools 2004–2007* and the *Plan for Public Schools 2008–2011*. Schools are expected, through their planning, to establish their own priorities so they address the Plan as well as the specific needs of their students and communities.

Directors Schools are responsible for assuring the performance of schools in their districts and work with individual principals to ensure that corporate goals and performance targets are met.

Table 4: Full-time [a] Enrolments at Western Australian Public Schools by Year Level, 2004–2008 [b]

Year level	2004	2005	2006	2007	2008
K	16 516	16 600	17 071	17 062	17 548
P	19 942	19 471	19 360	19 825	19 739
1	19 340	20 139	19 693	19 730	20 070
2	11 024[c]	19 392	20 268	20 008	19 936
3	19 707	11 146[c]	19 548	20 602	20 182
4	20 239	19 858	11 321[c]	19 755	20 767
5	20 167	20 309	19 832	11 268[c]	19 702
6	20 373	20 322	20 367	20 025	11 330[c]
7	20 283	20 293	20 265	20 201	19 698
Totals[d]	**167 665**	**167 530**	**167 725**	**168 476**	**168 972**
8	17 208	17 107	17 248	16 974	16 783
9	18 055	17 333	17 452	17 624	17 201
10	17 663	18 061	17 401	17 706	17 636
11	17 298	17 260	17 748	17 548	17 986
12	12 846	13 001	12 718	13 189	13 494
Totals[d]	**83 517**	**83 182**	**83 064**	**83 553**	**83 613**
Grand total	**251 182**	**250 712**	**250 789**	**252 029**	**252 585**

(a) K is 4 sessions (half-day) per week.
(b) First semester census.
(c) Half cohort.
(d) Includes ungraded students.

Source: Evaluation and Accountability

Table 5: Western Australian Public Schools and Students by Education District, 2008 [a]

Education district	Schools	Students			
		K and P	Primary	Secondary	All
Metropolitan					
Canning	104	5 351	19 243	12 364	36 958
Fremantle-Peel	133	8 261	29 424	20 030	57 715
Swan	101	5 934	20 403	12 097	38 434
West Coast	121	7 678	26 060	16 490	50 228
Totals	**459**	**27 224**	**95 130**	**60 981**	**183 335**
Rural and remote					
Albany	25	783	3 546	2 509	6 838
Bunbury	37	1 739	6 265	4 675	12 679
Esperance	21	495	1 855	1 177	3 527
Goldfields	25	1 068	3 697	1 792	6 557
Kimberley	23	804	2 772	1 456	5 032
Midlands	43	880	3 135	1 921	5 936
Mid West	51	1 346	4 767	2 713	8 826
Narrogin	29	647	2 477	1 609	4 733
Pilbara	30	1 356	4 428	2 118	7 902
Warren-Blackwood	25	945	3 613	2 662	7 220
Totals	**309**	**10 063**	**36 555**	**22 632**	**69 250**
Grand totals	**768**	**37 287**	**131 685**	**83 613**	**252 585**

(a) First semester census.

Source: Evaluation and Accountability

Table 6: Western Australian Public Schools and Students by Level of Education, 2008 [a]

School type	Schools	K and P	Primary	Lower [b] Secondary	Upper Secondary	Total Secondary	Total
Primary	507	33 947	119 182	235	126	361	153 490
Schools of the air	5	53	173	-	-	-	226
Remote community	26	272	938	281	112	393	1 603
District high	61	2 283	9 194	6 205	1 385	7 590	19 067
High and senior high	86	-	439	44 299	24 689	68 988	69 427
Senior colleges/campuses	8	-	-	213	4 097	4 310	4 310
Education support	69	706	1 587	767	579	1 346	3 639
WA Colleges of Agriculture	5	-	-	56	427	483	483
Schools of Isolated and Distance Education	1	26	172	77	65	142	340
Total	**768**	**37 287**	**131 685**	**52 133**	**31 480**	**83 613**	**252 585**

(a) First semester census.

Source: Evaluation and Accountability

There are numerous public school configurations, as Figure 4 shows. The coincidence of age and Year level is approximate because of the changes made to the age of entry to schooling in 2001.

Figure 4: Western Australian Public Schools by Type, 2008
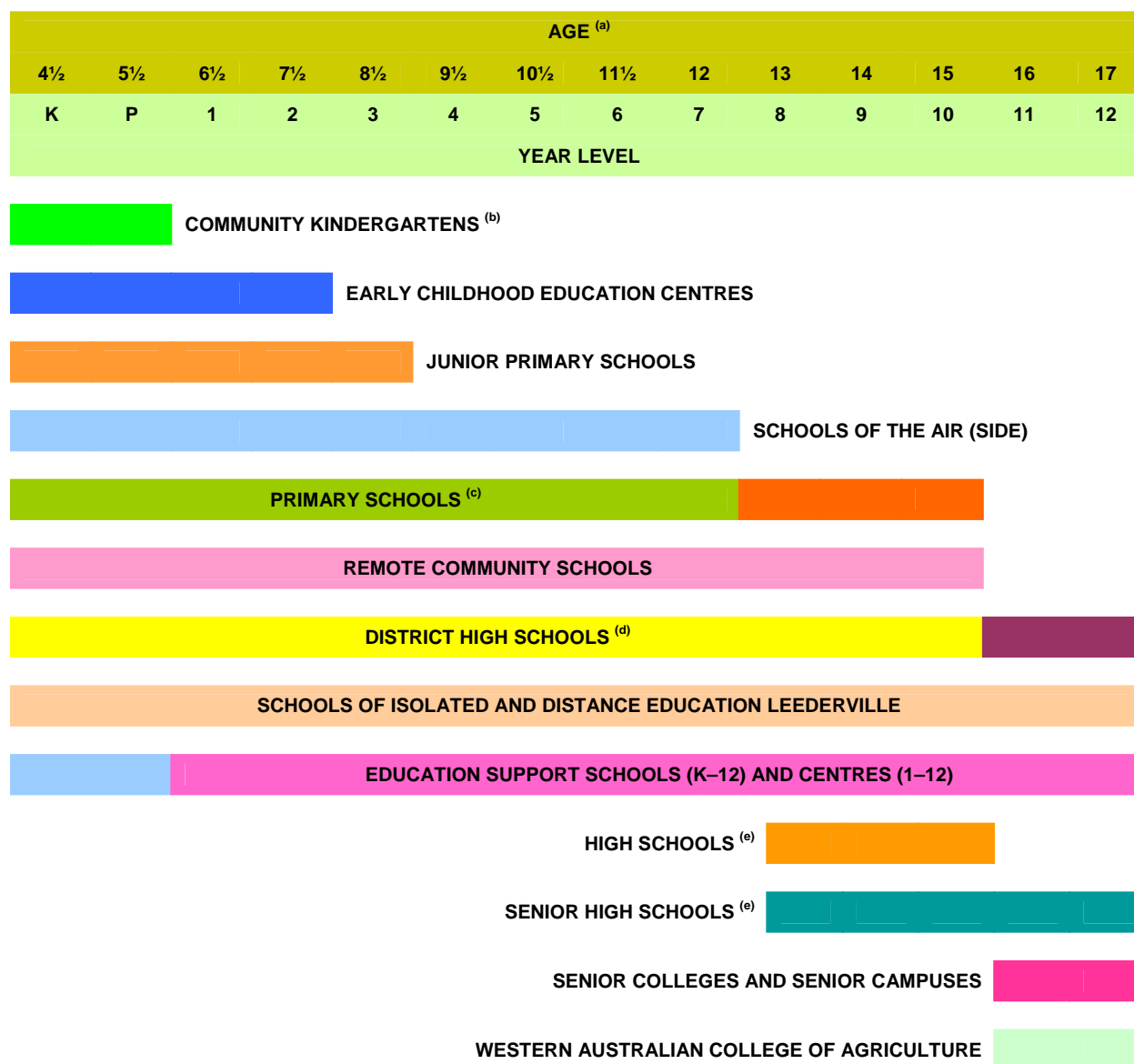
At 30 June 2008

(a) Half-cohort in Year 6 in 2008.
(b) Staffed by the Department of Education and Training.
(c) Some rural and remote primary schools enrol students in Years 8–10.
(d) Some rural and remote district high schools enrol students in Years 11–12.
(e) Variations include schools with non-traditional structures such as Years 6–10, Years 7–10 and Years 7–12.

Vocational education and training in Western Australia

The VET system is administered by the Department in its role as the State Training Authority.

The Department manages the investment of public resources in the State VET system, including planning, funding and monitoring services. It funds training which is delivered by a statewide network of TAFE**WA** colleges and private providers.

The objective of VET is to contribute to the social and economic development of the State primarily by meeting the current and future training needs of industry and the community.

Publicly-funded VET in Western Australia consists of the following:

- The Department assists the Minister for Education and Training with the administration of the *Vocational Education and Training Act 1996* and setting the strategic directions for the system. It also undertakes the funding, servicing and management of training and associated services.

- The State Training Board advises the Minister on the supply and demand for skills, particularly in relation to those industries experiencing shortages. It comprises nine members appointed by the Minister for their experience and expertise in education, training, industry or community affairs and their ability to contribute to the strategic directions for training. The primary statutory function of the Board is to prepare, for the Minister's approval, an annual State Training Profile that sets priorities for the allocation of publicly-funded training consistent with industry, regional and community needs. This Profile also forms the basis for the allocation of Commonwealth funding to Western Australia.

- The Training Accreditation Council administers the registration of training providers, accreditation of courses and recognition of skills and qualifications. It advises the State Training Board on recognition arrangements. The responsibilities of the Training Accreditation Council are administered by the Department of Education Services.

- Ten TAFE**WA** colleges each have a governing council reporting to the Minister (their 2007 Annual Reports were tabled on 1 April 2008).

- Other registered training organisations include some private training providers which receive public funding under competitive tendering (CAT) and User Choice arrangements.

- Certain operations of the Western Australian Academy of Performing Arts (Edith Cowan University, Mount Lawley) and the Vocational Training and Education Centre (Curtin University of Technology, Kalgoorlie and Esperance campuses).

The 10 TAFE**WA** colleges offer vocational education, apprenticeship and traineeship training, entry and bridging courses leading to mainstream courses, commercial (fee-for-service) customised training and short courses, adult community education (ACE) courses and education and training opportunities for full-fee paying international students at more than 120 locations throughout the State (see Appendix 5 for college contact details).

Public funding for VET is governed by the terms of the Skilling Australia's Workforce (SAW) agreement with the Commonwealth. In 2007, within the scope of this agreement, there were 101 169 clients, accounting for 125 713 course enrolments and 27 648 329 student curriculum hours.

Apprentices and trainees accounted for 31 187 (approximately 30 per cent) of clients; 55 341 (54.7 per cent) of all clients were male and 55 570 (54.9 per cent) were aged 24 years and under. There were 64 725 clients in the metropolitan area which accounted for 6.1 per cent of its population, while there were 35 793 clients in rural and remote areas which accounted for 9.6 per cent of its population.

Training is also provided through fee-for-service arrangements and ACE courses which are not funded though the Department. Section 37(1) of the VET Act allows TAFE**WA** colleges to undertake commercial activities, such as providing fee-for-service training programs.

Training is delivered within the National Skills Framework which is an industry driven system consisting of the Australian Quality Training Framework (AQTF), National Training Packages and the Australian Qualifications Framework (AQF). The AQF provides a single framework for all

qualifications while the AQTF ensures the delivery of high quality VET services through two sets of nationally agreed standards: those for RTOs and those for state and territory authorities responsible for registering and monitoring RTOs to ensure they comply with AQTF standards.

Table 7: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), by Gender, 2007

Gender	Clients	Course enrolments	Student Curriculum Hours
Female	45 828	57 387	12 790 722
Male	55 341	68 326	14 857 607
Totals	**101 169**	**125 713**	**27 648 329**

Source: Evaluation and Accountability

Table 8: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), by Nature of Training Activity, 2007

Nature of training activity	Clients [a]	Course enrolments	Student Curriculum Hours
Employment- based			
Apprentice	19 533	20 180	4 723 486
Trainee	11 676	12 332	2 786 455
Totals	**31 187**	**32 512**	**7 509 941**
Institution-based			
Totals	**72 583**	**93 201**	**20 138 388**
Grand totals	**101 169**	**125 713**	**27 648 329**

(a) Client figures do not add up to totals due to client occurrences in multiple categories.

Source: Evaluation and Accountability

Table 9: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), by Age Cohort [a], 2007

Age cohort	Clients	Course enrolments	Student Curriculum Hours
≤14	1 147	1 437	205 497
15–19	35 197	44 358	11 544 735
20–24	19 226	23 177	5 213 395
25–29	9 361	11 470	2 304 464
30–39	15 337	19 308	3 723 668
40–49	12 131	15 262	2 940 667
50–64	7 421	9 113	1 549 956
≥65	874	1 086	106 459
Missing/invalid	475	502	59 488
Totals	**101 169**	**125 713**	**27 648 329**

(a) Age as at 30 June 2007.

Source: Evaluation and Accountability

Table 10: Student Participation in Vocational Education and Training (SAW Scope), by Region of Clients' Residential Postcodes, 2007

Region	Clients	% of persons in ERP [a]
Metropolitan	64 725	6.1
Goldfields-Esperance	2 572	6.6
Great Southern	4 733	13.1
Kimberley	3 532	15.2
Mid West/Gascoyne	3 974	9.7
Peel	4 339	7.4
Pilbara	4 293	13.1
South-West	8 765	9.0
Wheatbelt	3 585	7.7
Other/not stated	651	
Totals	**101 169**	**7.0**

(a) Estimated resident population as at 30 June 2007.

Source: Evaluation and Accountability
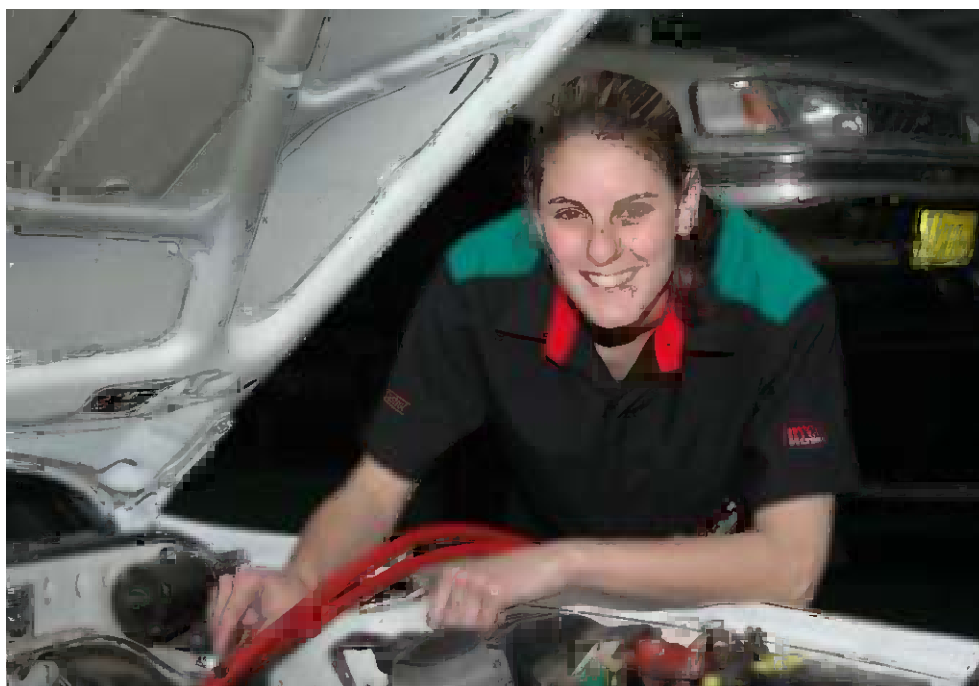
Agency performance

Agency performance

This section incorporates information about the Department's performance against budget targets for agency-level desired outcomes and services, including the key performance indicators, along with performance information in relation to the objectives of its *Strategic Plan 2007–2009*.

The table below shows the relationship between the key objectives of the Department's strategic plan and the agency-level desired outcomes they support.

Two of the objectives relate primarily to school education and one to vocational education and training. The remaining two objectives relate to services provided at a system level to support achievement of agency-level desired outcomes.

Desired Outcomes	Services	Objectives from the Strategic Plan	
Quality education for all Western Australians who choose public schooling.	Primary education (K–7) Secondary education (8–12)	High achieving, motivated and engaged students. Inclusive, safe and stimulating learning environments.	Motivated and effective workforce.
A responsive vocational education and training sector which meets the needs of Western Australian students and employers.	Vocational education and training services	Skills for industry and community.	Organisational effectiveness and governance.

DEPARTMENT OF EDUCATION AND TRAINING
Key Performance Indicators

Certification

I hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education and Training, and fairly represent the performance of the Department for the year ended 30 June 2008.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

18 September 2008

Key Performance Indicators 2007–2008

The purpose of the Department of Education and Training is to provide world class education and training that meets the needs of individuals, the community and the economy of Western Australia.

It provides publicly-funded school education and vocational education and training throughout the State.

In the case of school education, it seeks to achieve the outcome *Quality education for all Western Australians who choose public schooling* through the delivery of Service 1: Primary Education and Service 2: Secondary Education.

In the case of vocational education and training, it seeks to achieve the outcome *A responsive vocational education and training sector which meets the needs of Western Australian students and employers* through the delivery of Service 3: Vocational Education and Training Services.

Outcome:	Quality education for all Western Australians who choose public schooling

Service 1   Primary education

Service 2   Secondary education

Outcome:	A responsive vocational education and training sector which meets the needs of Western Australian students and employers

Service 3   Vocational education and training services

The Department has developed key performance indicators (KPIs) to enable its senior management to assess and monitor the extent to which it has achieved these government desired outcomes and to enhance its ability to account to the community for its performance.

The effectiveness KPIs for the school education outcome are presented first followed by the efficiency KPIs for Services 1 and 2, which relate to that outcome. The effectiveness KPIs for the vocational education and training outcome are presented next, followed by the efficiency KPI for Service 3 which relates to that outcome. The KPIs provide measures of effectiveness and efficiency at the State level.

The KPIs are presented in tables and some supplementary information is shown in the form of graphs.

Outcome 1: Quality education for all Western Australians who choose public schooling

Effectiveness

Effectiveness Indicators

- Rates of participation in education

- Retention in public schooling

- Secondary graduation rates

- Student achievement in English

- Student achievement in Mathematics

Access to a 'quality education for all Western Australians who choose public schooling' depends on that education being available to everyone aged from four and a half to 17 years, irrespective of location or circumstance. The Department must provide **all** potential students in Western Australia with access to the education provided by the public school system, whether that provision is taken up or not. Although the Department provides access to a public school education for all people of relevant age, a substantial proportion of students attend private schools. This makes it difficult to measure the extent to which access is available. Two approaches are used, with the age participation rate based on the population of a given age, and the apparent retention rate based on the cohort of students who commence a secondary education in public schools in Year 8.

The age participation rate is intended to give an indication of the extent to which everyone is engaged in some form of education during the critical years of the senior secondary period, following the years where participation in school is virtually 100 per cent. The population of interest comprises those aged 15, 16 and 17 years at 30 June of the year in question, which in general includes all those expected to be in Years 11 and 12, as well as those turning 15 in the first half of Year 10 (i.e. the older Year 10s) and those who turned 17 in the last half of Year 12 the previous year (i.e. the younger Year 12s from the previous year who would be expected to have left school already). Participants comprise students of age 15, 16 and 17 years at 1 July of that year who were enrolled in public or private schools at the August census, who attended VET during the year, or who attended a university during the year. To ensure that students are only counted once, students attending both school and VET are only counted in the schools data.

Data from all forms of education must be included because it is the responsibility of the Department to provide access to, and encourage participation in, public school education for those not engaged in some form of education, up to the end of the year in which they turn 17 years old. In other words, the Department seeks to minimise the number not in some form of education.

The greater the participation in some form of education, the more confident one can be that access to an education is both provided and taken up.

The apparent retention rate provides another way of looking at the issue. It is desirable that students complete Year 12. Therefore another indication of the success of the Department in providing access to, and encouraging participation in, a full education to the end of Year 12, is the extent to which those who begin secondary education in Year 8 in public schools actually complete their education. This is provided by the public school apparent retention rate which is defined as the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. The apparent retention rate does not account for migration between states, countries or school sectors, and other net changes to the school population.

Neither of these two indicators is perfect. There are no estimated resident population data that align with those turning 17 years old during the year (i.e. aged 17½ at 30 June) and current data do not allow for an analysis of actual education pathways of individual students. However, both indicators provide comparable year-by-year data.

Not only do they provide an indication of the extent to which universally-available access to education is taken up, but they also give an indication of a perception that the education being delivered to senior secondary students is relevant to their needs and interests because it relates directly to achievement of their intended post-school destinations and entry into society. Public schools offer a wide range of accredited and wholly-school-assessed subjects, so students are able to specialise in areas of particular personal interest and many choose courses that maximise the likelihood of their gaining entry to various university, training or work destinations. However, actual participation in the senior secondary years depends on both external factors (such as national policies) and factors affecting access to public schools, such as location or curriculum provision.

Another purpose of a 'quality education' is that students achieve high standards of learning. The remaining indicators provide measures of the extent to which students achieve high standards of learning.

Upper secondary students select courses to suit their own interests, needs and intended post-school destinations, and Year 12 performance is measured in terms of the criterion for overall success in schooling - Secondary Graduation. To achieve Secondary Graduation, students must meet a set of stringent criteria determined by the Curriculum Council. The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12, and is a measure of the overall standards of learning at the completion of school education.

Information on student achievement in specific areas is provided by indicators which provide measures of the extent to which students achieve high standards of learning in the key learning areas of English and mathematics. Students are tested in Years 3, 5, 7, and 9 in aspects of literacy and numeracy, or English and mathematics, against predetermined standards of achievement. Student achievement is reported against national or State benchmarks.

Rates of participation in education

Age participation rates demonstrate the extent to which potential students receive an education. They are defined as the number of students of a particular age who are engaged in some form of education as a percentage of the estimated resident population of persons of that age.

This indicator focuses on the senior secondary years and provides an indication of the extent to which access to education is taken up.

The extent to which some form of education in the senior secondary years is taken up by 15 to 17 year olds may be ascertained from the age participation rates presented in Table 11. Further detailed data on the participation of 15 to 17 year-old males and females by single year of age in 2007 are shown in Figure 5 and on the participation of 15 to 17 year-old males and females from 2003 to 2007 in Figure 6.

Table 11: Participation Rates (Percentages) of Persons Aged 15 to 17 Years Engaged in Some Form of Education [a], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
87.8	88.8	87.9	90.6	88.6		88

(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Evaluation and Accountability

Figure 5: Participation Rates of Persons Aged 15 to 17 Years Engaged in Some Form of Education [a], by Age, by Sex, 2007
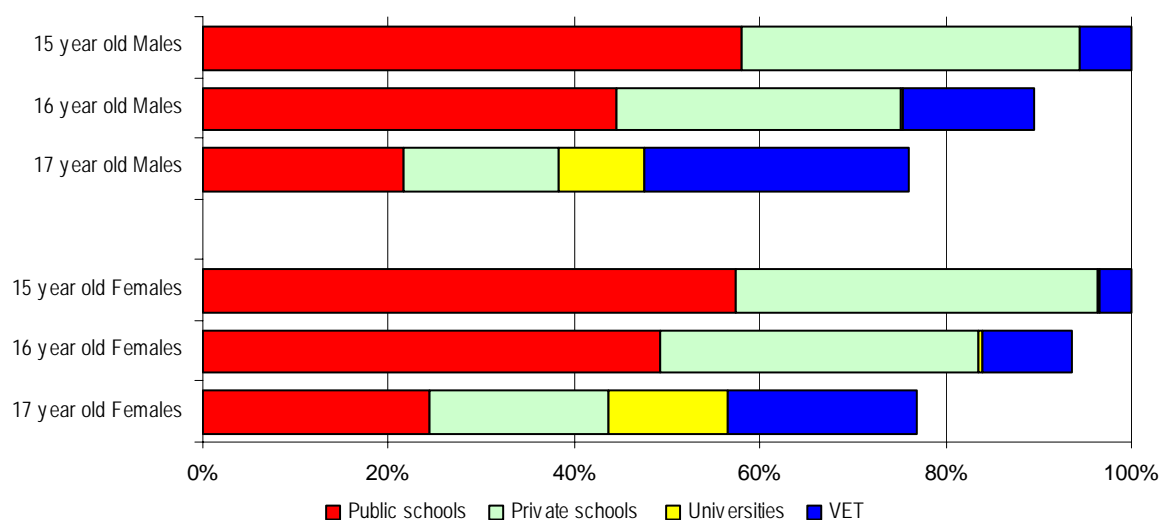
Source: Evaluation and Accountability

Figure 6: Participation Rates of Persons Aged 15 to 17 Years Engaged in Some Form of Education [a], by Sex, 2003–2007
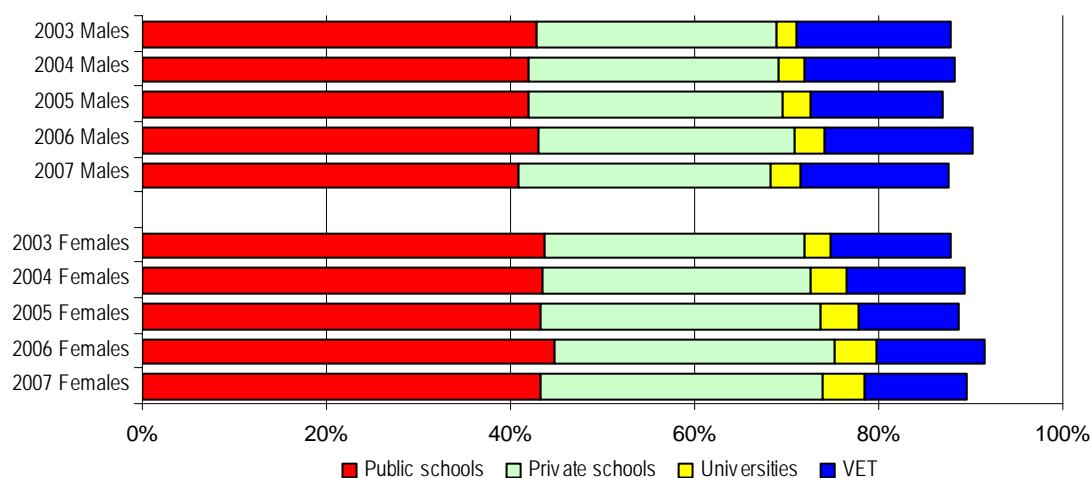
(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from public and private schools, universities and VET providers (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Evaluation and Accountability

Retention in public schooling

The extent to which students continue to participate in public school education is indicated by the apparent Year 8 to Year 12 retention rate, which is the number of full-time students in Year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in Year 8 four years earlier. Data for 2003–2007 are presented in Table 12, while Figure 7 shows the rate from 1987 to 2007.

Table 12: Apparent Retention Rates (Percentages), Public School Students, Year 8 to Year 12 [(a)] [(b)], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
62.9	62.6	63.4	63.1	60.9		63

(a) Excludes Canning and Tuart college students, part-time and international students and mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Figure 7: Apparent Retention Rate, Public School Students, Year 8 to Year 12 [(a)] [(b)], 1987–2007
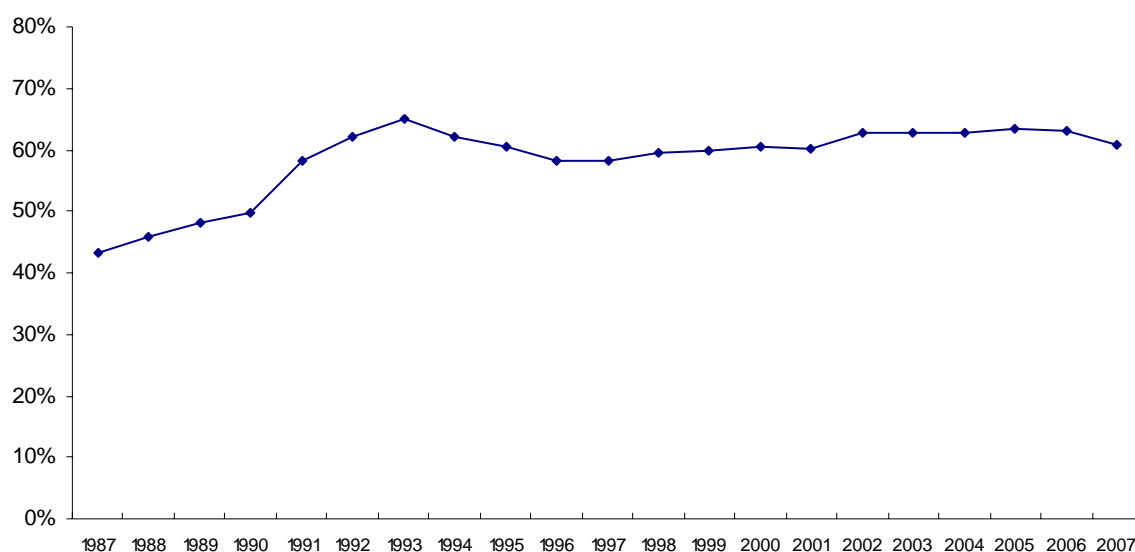
(a) Excludes Canning and Tuart college students, part-time and international students and, from 1996, mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Secondary Graduation rates

To achieve Secondary Graduation, students must complete at least 10 full-year (or equivalent) Curriculum Council subjects. Up to four of the full-year subjects may comprise stand-alone VET subject equivalents. A single course unit or an endorsed program unit equivalent counts as a half-subject equivalent.

Students must also achieve an average grade of 'C' or better in at least eight full-year (or equivalent) subjects. Four or more of these subjects or subject equivalents must have been completed during Year 12 and up to two full-year subjects may comprise stand-alone VET subject equivalents. Two completed course units count as an equivalent of one or more of the eight subjects based upon a credit system, and if completed during Year 12 can be counted towards the four full-year subjects.

In addition, students must satisfy the Curriculum Council's English language competence requirement by achieving at least an average of Level 4 or better across two units in the English course; or a 'C' grade or better in one of the following Year 12 subjects: English, English as a Second Language, English Literature, Senior English, or Vocational English. Alternatively, students may achieve a pass in the Curriculum Council English language competence test.

Students who complete Year 12 and achieve Secondary Graduation receive the WA Certificate of Education.

The Secondary Graduation rate is defined as the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12 and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education. Data for 2003–2007 are presented in Table 13.

Table 13: Secondary Graduation Rates (Percentages), Public School Year 12 Students [a], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
53.4	53.9	55.0	54.3	53.6		55

(a) Excludes Canning and Tuart college students, international and private students. Repeating students are included but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Evaluation and Accountability from Curriculum Council data

Student achievement in English

The indicators in this section provide measures of the extent to which students achieve high standards of learning in the learning area of English.

The reporting of system level student achievement in English is based on full-cohort testing of Years 3, 5, 7 and 9 students through two assessment programs.

The Western Australian Literacy and Numeracy Assessment (WALNA) is conducted annually by the Department and is designed to measure the range of performance expected of Years 3, 5 and 7 students in literacy. The Monitoring Standards in Education Year 9 assessment program (MSE9) was introduced by the Department in 2004 to provide student and school level information about lower secondary education.

In August 2007, about 48 000 students in public schools were tested in reading, writing and spelling as part of full-cohort WALNA testing.

The WALNA results for reading and writing are presented here in terms of the proportion of public school students who achieved the national benchmarks for reading and writing. The national benchmarks represent the levels of literacy without which a student would have difficulty in making sufficient progress at school.

In 2007, the MSE9 program assessed about 15 000 Year 9 public school students in reading, viewing and writing. The results for reading and writing are presented here as percentages of students meeting the state benchmark, which indicates the minimum acceptable level of reading and writing in Year 9, without which students would have difficulty in progressing in English at secondary school.

Information on sub-group performance from the WALNA program is available at www.det.wa.edu.au/education/walna/keygroup.html and under Supplementary performance information for school education at page 46.

Table 14: Percentage of Public School Year 3 Students Achieving the National Reading Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
93.9	94.1	92.7	92.8	94.3		93

Source: Standards and Moderation

Table 15: Percentage of Public School Year 3 Students Achieving the National Writing Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
83.9	84.5	84.0	87.5	84.5		87

Source: Standards and Moderation

Table 16: Percentage of Public School Year 5 Students Achieving the National Reading Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
91.7	91.1	89.3	90.5	92.6		90

Source: Standards and Moderation

Table 17: Percentage of Public School Year 5 Students Achieving the National Writing Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
85.1	84.7	84.4	82.1	82.4		84

Source: Standards and Moderation

Table 18: Percentage of Public School Year 7 Students Achieving the National Reading Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
85.7	86.1	84.6	81.0	81.0		85

Source: Standards and Moderation

Table 19: Percentage of Public School Year 7 Students Achieving the National Writing Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
86.3	85.5	85.1	82.8	82.8		85

Source: Standards and Moderation

Table 20: Percentage of Public School Year 9 Students Achieving the State Reading Benchmark, 2004–2007

2004	2005	2006	2007		Target in 2007–08 Budget Papers
84.7	88.7	87.0	87.8		89

Source: Standards and Moderation

Table 21: Percentage of Public School Year 9 Students Achieving the State Writing Benchmark, 2005–2007

2005	2006	2007		Target in 2007–08 Budget Papers
85.0	89.0	89.8		89

Source: Standards and Moderation

Student achievement in Mathematics

The indicators in this section provide measures of the extent to which students achieve high standards of learning in the learning area of Mathematics.

The reporting of system level student achievement in Mathematics is based on full-cohort testing of Years 3, 5, 7 and 9 students through two assessment programs.

The Western Australian Literacy and Numeracy Assessment (WALNA) is conducted annually by the Department and is designed to measure the range of performance expected of Years 3, 5 and 7 students in numeracy. The Monitoring Standards in Education Year 9 assessment program (MSE9) was introduced by the Department in 2004 to provide student and school level information about lower secondary education.

In August 2007, about 48 000 students in public schools were tested in numeracy as part of full-cohort WALNA testing.

The WALNA results for numeracy are presented here in terms of the proportion of public school students who achieved the national benchmarks for numeracy. The national benchmarks represent the levels of numeracy without which a student would have difficulty in making sufficient progress at school.

In 2007, the MSE9 program assessed about 15 000 Year 9 public school students in Mathematics. The results for Mathematics are presented here as percentages of students meeting the State benchmark, which indicates the minimum acceptable level of Mathematics in Year 9, without which students would have difficulty in progressing in Mathematics at secondary school.

Information on sub-group performance from the WALNA program is available at www.det.wa.edu.au/education/walna/keygroup.html and under Supplementary performance information for school education at page 46.

Table 22: Percentage of Public School Year 3 Students Achieving the National Numeracy Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
87.4	86.8	87.7	87.3	88.4		88

Source: Standards and Moderation

Table 23: Percentage of Public School Year 5 Students Achieving the National Numeracy Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
87.6	85.7	85.1	83.7	84.7		85

Source: Standards and Moderation

Table 24: Percentage of Public School Year 7 Students Achieving the National Numeracy Benchmark, 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
81.2	81.2	80.7	81.4	80.9		81

Source: Standards and Moderation

Table 25: Percentage of Public School Year 9 Students Achieving the State Mathematics Benchmark, 2004–2007

2004	2005	2006	2007		Target in 2007–08 Budget Papers
84.2	89.4	86.1	87.8		89

Source: Standards and Moderation

Efficiency

Service 1:   Primary Education

Service description: The provision of access to education in public schools for
                            eligible persons aged generally from four years and six
                            months to 12 years.

Efficiency indicator: Cost per student FTE

Service 2:   Secondary Education

Service description: The provision of access to education in public schools for
                            eligible persons aged generally 12 years and over.

Efficiency indicator: Cost per student FTE

The cost is the total cost of services for each service. The student FTE is the full-time equivalent of the full-time and part-time students associated with each service, calculated as the average of the FTE in each of the two semesters in each financial year.

Efficiency is indicated by the total cost per student FTE of each service. Data for 2003–2004 to 2007–2008 are presented in Table 26.

Table 26: Cost per Full-time Equivalent Student, by Service, Public School Education [a] [b], 2003–2004/2007–2008

Service	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	Target in 2007–08 Budget Papers
	$	$	$	$	$	$
Primary education	8 085	8 939	9 315	9 806	10 857	10 716
Secondary education	10 394	11 508	12 234	12 887	13 708	13 408

(a) Following the enactment of the *Financial Management Act 2006*, the Department was no longer required to pay the Capital User Charge (CUC) from 2007–2008. In order to make the data for previous years comparable, the 2003–2004 to 2006–2007 have been recalculated on the same basis as 2007–2008.

(a) No adjustments for inflation have been incorporated into the above figures.

Source: Corporate and Management Accounting

Outcome 2: A responsive vocational education and training sector which meets the needs of Western Australian students and employers

Effectiveness

Effectiveness indicators

- Vocational education and training (VET) participation rate

- State module load completion rate

- Employer satisfaction with vocational education and training services

- Student overall satisfaction levels

- Graduate achieved or partly achieved main reason for undertaking their course

Performance information on the VET sector is provided by indicators on overall participation in VET, on the success of students in acquiring competencies, and on how satisfied employers and students are with the VET services they access.

The VET participation rate gives an indication of the extent to which training is taken up to meet the needs of industry and individuals. VET courses are available to those wishing to learn and to acquire qualifications, so this information provides an indication of how useful and relevant people judge these VET services to be, and how responsive the system is to changing needs. This indicator shows the extent to which the entire population of working age (15–64 years old) participate in VET. There is no absolute expected value - this indicator provides a year-by-year view.

The module load completion rate provides information on the extent to which students are engaged with their training and achieve the competencies specified in the training packages. Students do not all reach the specified standard of competence and some do not complete their studies. This indicator also provides a year-by-year view.

Information on employer satisfaction is measured through a national survey, as is the extent to which graduates achieve their intended purpose for undertaking their course. Student satisfaction is measured through a state-wide survey.

Vocational education and training (VET) participation rate

Participation in vocational education and training builds the stock of skills in the State economy and is an important determinant of an individual's future economic and social wellbeing.

The VET participation rate is a measure of the Department's responsiveness in meeting industry and community needs for a highly-skilled workforce, as well as improving the employment and further education prospects of individuals. The more responsive the Department is to the needs of students, by offering and providing appropriate courses, the more likely it is that people will continue to take part in VET.

This indicator is defined as the number of VET students publicly funded through the Department, aged 15 to 64 years, expressed as a proportion of the estimated resident population for Western Australians aged 15 to 64 years.

Table 27: Vocational Education and Training (VET) Participation Rate (Percentages), 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
8.1	7.8	7.9	8.0	8.4		8

Source: Evaluation and Accountability; Australian Bureau of Statistics Population by Age and Sex: Australian States and Territories cat. 3201.0

In Western Australia, the estimated resident population of 15 to 64 year olds increased from 1 407 342 to 1 438 911 between 2006 and 2007, and the number of publicly-funded VET clients aged from 15 to 64 years increased from 112 575 to 120 809.

State module load completion rate

The module load completion rate (MLCR) is used to give an indication of the extent of the successful completion of modules. Although there are other factors that contribute to student completion of modules, the rate of module completion is an indication of the success of students in achieving the employment-related competencies specified in training packages.

The State MLCR is the sum of student curriculum hours (SCH) for successfully-completed modules expressed as a proportion of the total SCH across all module enrolments publicly funded through the Department for which a definite outcome could be expected. The successfully-completed modules are assessed as 'passed' or 'no assessment, satisfactory completion of class hours' or 'status (or credit) granted through Recognition of Prior Learning'.

Table 28: State Module Load Completion Rate (Percentages) [a] [b], 2003–2007

2003	2004	2005	2006	2007	Target in 2007–08 Budget Papers
73.4	74.0	74.7	75.4	76.5	75

(a) A module is not a standard unit. Modules vary in duration from one hour to 960 hours; therefore, student curriculum hours are used in the above calculation in place of module enrolments when calculating the State MLCR.
(b) Skilling Australia's Workforce Agreement (SAW) scope, end-of-study basis.

Source: Evaluation and Accountability

Employer satisfaction with vocational education and training services

Employer satisfaction with the quality of VET is an indication of the extent to which the Department meets the needs of industry. The National Centre for Vocational Education Research (NCVER) conducts a national survey periodically, to assess employer engagement, awareness and satisfaction with the VET system.

The indicator is the proportion of Western Australian employers surveyed who were satisfied with the way vocational qualifications provided employees with the skills required to meet their needs.

In 2007, NCVER conducted telephone surveys with 4701 employers, including 660 in Western Australia. The overall response rate for the survey in Western Australia was 66 per cent. Of the 660 respondents in WA, 300 were employers that had vocational qualifications as a job requirement and they represented an estimated population of 29 480 employers. These respondents were asked to rate how satisfied they were on a five-point scale, where one was 'very satisfied' and five 'very dissatisfied'. Table 29 shows the proportion of respondents who were either very satisfied or satisfied, while Figure 8 shows more detailed information.

Table 29: Employer Satisfaction with Vocational Education and Training Services (Percentages) [(a)], 2005 and 2007

2005	2007
83.8	72.1

Figure 8: Employer Satisfaction with Vocational Education and Training Services [(a)], 2007
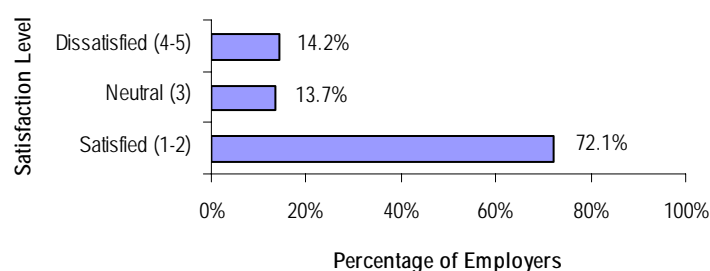
(a) Of the 300 employers in Western Australia who were in scope for this question, 294 responded, giving a response rate of 98 per cent.

Source: National Centre for Vocational Education Research (NCVER) (2007) and (2005) Survey of Employers' Use and Views of the VET System.

NCVER advises that the confidence interval for the 2007 figure was ± 8.0 per cent (at the 95 per cent level), indicating that the true value of the estimate lies between 64.1 per cent and 80.1 per cent. This compares with a confidence interval of ± 6.6 per cent for 2005, indicating a range of 77.1 per cent to 90.4 per cent.

Given the large variability between the 2005 and 2007 figures, the Department requested that NCVER investigate the possible reasons for this. The additional analysis conducted by NCVER indicated that the observed difference between 2005 and 2007 in satisfaction was real and statistically significant. NCVER compared the survey estimate with a predicted value based on a logistic regression model and concluded that the model based approach confirmed the sample estimation approach.

Student overall satisfaction levels

Student satisfaction with the quality of accredited training courses gives an indication of the extent to which these courses meet student needs.

Full-time and part-time students who are enrolled in accredited courses at TAFE**WA** colleges are invited to participate in the annual State Student Satisfaction Survey. In 2007, a usable sample of 29 003 was drawn from an identified population of 56 626. The required number of addresses was selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks. There were 7040 usable returns, achieving an overall response rate for the survey of 24 per cent.

Students were asked to respond to the question 'Overall, how satisfied were you with your course?' on a five point scale where one is 'very satisfied' and five is 'very dissatisfied'. Table 30 shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses, while Figure 9 shows more detailed information.

Table 30: Student Overall Satisfaction Levels (Percentages) [(a)], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
85.4	83.6	85.4	86.7	86.8		86

Figure 9: Student Overall Satisfaction Levels [(a)], 2003–2007
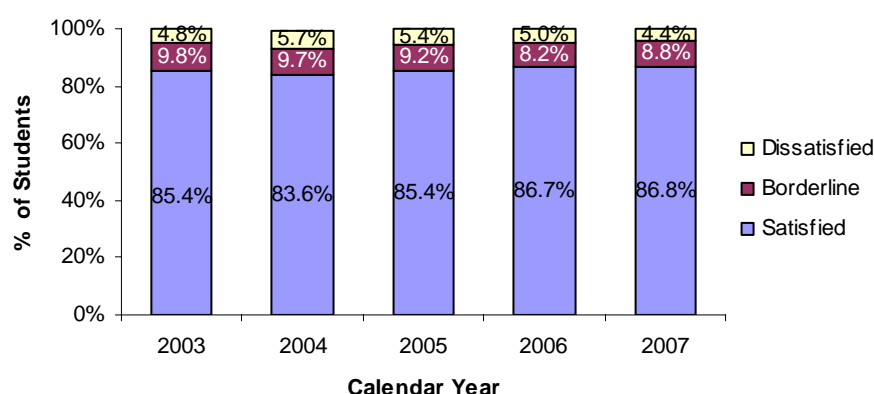
(a) Of the 7040 usable returns, 6867 or 97.5 per cent responded to this question. The reported result has a confidence interval of ± 0.8 per cent at the 95 per cent confidence level.

Sources: Colmar Brunton (2007), (2006) and (2005) Student Satisfaction Survey; Market Equity (2004) and (2003) Student Satisfaction Survey.

Graduate achieved or partly achieved main reason for undertaking course

The Department aims to contribute to the development of individuals through the provision of initial and advanced-level education and training courses that give them skills and knowledge relevant to their employment and personal development needs.

Graduate achievement of reason for undertaking their course is defined as the number of TAFE graduates who indicated they had 'wholly' or 'partly' achieved their main reason for undertaking their course, expressed as a percentage of the total number of TAFE graduates who responded to the question.

NCVER conducts an annual national survey of TAFE graduates who had completed their studies during the previous year and who had an Australian address as their usual address. In 2005, this survey was expanded to include graduates of private providers but only the data referring to TAFE graduates are used in this indicator.

Questionnaires were sent to a stratified randomly selected sample of graduates derived to allow reporting at the national, state and institute levels and responses were weighted to the total population of graduates. In Western Australia, 6354 graduates responded, representing an estimated population of 41 500. The overall response rate for the survey in Western Australia was 38 per cent.

The survey can be used to identify the success of the vocational education and training system in meeting the training needs of students and their employment and personal development aspirations.

Table 31 shows the proportion of TAFE**WA** graduates who achieved, either wholly or partly, their main reason for undertaking their course, while Figure 10 shows more detailed information.

Table 31: Graduate Achievement of Main Reason for Undertaking their Course (Percentages) [(a)], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
76.9	78.1	84.5	87.6	87.0		84

Figure 10: Graduate Achievement of Main Reason for Undertaking their Course [(a)], 2003–2007
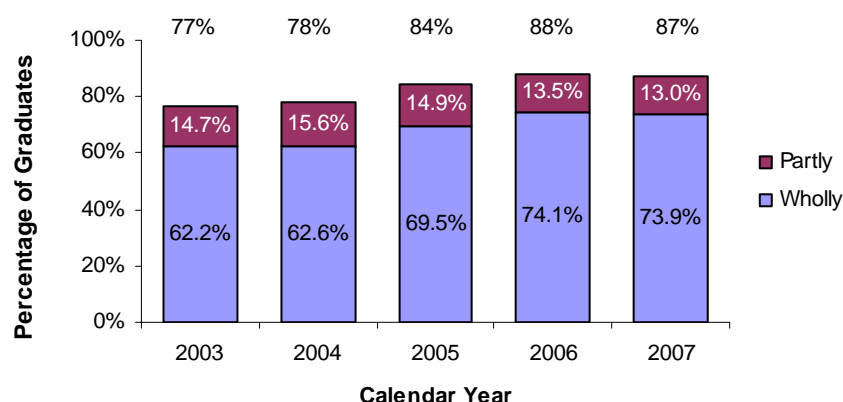
(a) In 2007, there were 5781 TAFE**WA** graduate respondents from an estimated population of 34 974 who were in scope for this question, i.e. not still enrolled. A response rate of 99.5 per cent was achieved for the survey question. The reported result has a confidence interval of $\pm$ 0.8 per cent at the 95 per cent confidence level.

Source: NCVER Student Outcomes Surveys, 2003–2007

Efficiency

Service 3: **Vocational education and training services**

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

Efficiency indicator: Cost per student curriculum hour

Cost per student curriculum hour

This indicator provides an indication of the efficiency with which the Department manages strategically the investment of government resources in the State VET system. A weighting of the course mix assists in assessing performance over time by taking into account increases or decreases in delivery in the more costly areas such as automotive, engineering and mining, electrical, gas and water.

The cost per student curriculum hour (SCH) is calculated by dividing the total expenditure for VET delivered through the Department of Education and Training under the terms of the Skilling Australia's Workforce Agreement (SAW scope), by the total SCH. Both the total expenditure and total SCH are based in calendar year data.

Table 32: Cost per Student Curriculum Hour [(a)] [(b)] [(c)], 2003–2007

2003	2004	2005	2006	2007		Target in 2007–08 Budget Papers
$13.80	$15.36	$15.57	$15.91	$16.69		$15.57

(a) No adjustments for inflation have been incorporated into the above figures.
(b) Skilling Australia's Workforce Agreement (SAW) scope.
(c) Care should be taken in comparing cost per SCH in this KPI with data in TAFE**WA** college annual reports, as the costs shown above exclude expenditure funded by student fees and charges, commercial fee-for-service activities not funded by the Department and capital depreciation and superannuation for the colleges, which are statutory authorities.

Source: Evaluation and Accountability; Corporate and Management Accounting.

Performance against financial targets

Results against agreed financial targets (based on Budget Statements and Resource Agreement) are presented in Table 33.

Table 33: Budget Targets Compared to Actual Results, 2007–2008 Financial Year

	2007–2008 Budget Estimate $'000	2007–2008 Actual $'000	Variation $'000
Total Cost of Services	3 295 640	3 368 125	72 485
Net Cost of Services	2 717 256	2 677 218	(40 038)
Total Equity	6 581 765	10 211 249	3 629 584
Net Increase/(Decrease) in Cash Held	41 320	20 010	(21 310)
Full-time Equivalent (FTE) staff level	30 668	31 552	884

Source: Corporate and Management Accounting

Notes

Total Cost of Services
The increase is mainly due to initiatives for recruitment and retention of teachers, additional apprentice and trainee places, mandatory reporting of child sexual abuse; and additional depreciation resulting from the revaluation of buildings in 2006–2007, and staff enterprise agreements and employee entitlements.

Net cost of services
The decrease is due to increased revenues ($112 million) mainly due to Commonwealth grants and contributions (primarily Schools Special projects and Schools Assistance grants), school revenue, State Development Grant, overseas student fees and interest revenue. This was partly offset by an increase in expenses ($72 million) mainly due to Employee Benefit Expenses and increases in Grants and Subsidies.

Total Equity
Increments of revaluation of Land and Buildings in 2006–2007 and 2007–2008 resulted in a $3.57 billion movement in the Asset Revaluation Reserve. The accumulated surplus increased by $81 million as a result of the increased actual surplus in 2006–2007 and 2007–2008. This was offset by a decrease in contributed equity of $23.6 million.

Net Increase/(Decrease) in Cash Held
The movement is mainly due to:
- an increase in Government inflows of which $30.7 million is attributed to capital contribution, offset by a decrease in service appropriation of $16.6 million;
- an increase in operating receipts of $78.6 million, whilst operating payments increased by $56.7 million;
- a $73 million increase in spending on capital items; and
- a $5.5 million decrease in finance lease activities.

Full-Time Equivalent (FTE) staff level
An increased actual compared to the budget estimate is primarily due to an increase in the number of Education Assistants (mainly for special needs children), conversion of contract cleaners to day labour, and the roll in of TAFE**WA** FTE into the Education and Training Shared Services Centre (ETSSC).

Outcome 1

Quality education for all Western Australians who choose public schooling

The primary purpose of school education, as outlined in the *Strategic Plan 2007–2009*, is to ensure all students have opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential and contribute to the social and economic development of Western Australia.

The two objectives in the Strategic Plan that relate primarily to school education are:

High achieving, motivated and engaged students

To develop and support flexible approaches to learning that improve standards and motivate and engage students in appropriate programs.

Inclusive, safe and stimulating learning environments

To provide learning environments that are safe, supportive and meet the physical, emotional, and behavioural needs of students.

The *Classroom First Strategy* underpins the Strategic Plan and has as its goal, a strong public school system. Classroom First has a clear focus on learning in classrooms and the job of teaching students, it directly targets improved instructional practice, and it acknowledges that schools are unique and may benefit from different forms of support.

The *Plan for Government Schools 2004–2007* and the *Plan for Public Schools 2008–2011*, with objectives linked to the important elements of Classroom First, set out the strategies for ensuring that all students in the public school system achieve the highest possible standards of learning.

Focus 2008 builds on the progress from 2007 and clarifies for school staff the priorities for 2008. It describes particular requirements related to support for teachers; raising standards in literacy, numeracy and science; improving student behaviour; developing the workforce; and meaningful school accountability. It also outlines the way in which central and district offices support schools to address these priorities.

Public school education operates through the services of Primary Education and Secondary Education.

Service 1: Primary education

Primary education (K–7) provides access to education in public schools for eligible persons aged generally from four years and six months to 12 years.

Primary education includes pre-compulsory (kindergarten and pre-primary) education and is delivered mainly through primary schools, district high schools, education support schools and centres, language development centres, remote community schools, Schools of the Air (SOTAs) and the Schools of Isolated and Distance Education (SIDE) primary school.

Activities in the primary years are integrated across eight learning areas and public schools have the capacity to offer specialist programs to cater for the needs of a diverse range of clients, including students with disabilities, students from language backgrounds other than English, and gifted and talented students.

Schools have a responsibility to implement a balanced curriculum and to ensure that school-aged (K–7) students receive at least 50 per cent of curriculum instruction in literacy and numeracy. This can be achieved by curriculum provision in English, Mathematics and all other learning areas.

The emphasis in the early years (K–3) is on the development of social, emotional, and physical wellbeing; literacy and numeracy development; and nurturing positive attitudes to learning. An integrated and inclusive curriculum is provided through a balance of child initiated and adult-directed 'hands on' learning experiences, a focus on interaction, and considered use of outdoor and indoor learning environments.

In the middle childhood years (4–7) there is an emphasis on English and Mathematics outcomes and, throughout this phase, students are provided with significant learning experiences to be able to demonstrate progress and achievement in outcomes in the other learning areas.

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

In February 2008, there were 168 972 students in primary education, 37 287 of whom were pre-compulsory and 131 685 were Years 1–7. Aboriginal students (14 569) accounted for 8.6 per cent of all public primary enrolments.

Supplementary performance information – primary education

Achievement in primary education

The Western Australian Literacy and Numeracy Assessment (WALNA) is conducted annually by the Department and gives an indication of the range of performance expected of Year 3, 5 and 7 students in literacy and numeracy. The WALNA results for 2007 are described in Tables 34, 35 and 36 and in the Key Performance Indicators.

From 2008, literacy and numeracy performance will be assessed using a common national test through the National Assessment Program – Literacy and Numeracy (NAPLAN).

Table 34: Public School Year 3 Students Achieving National Literacy and Numeracy Benchmarks (Percentages), WALNA, by Subgroup, 2007

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	95.2	93.5	92.8	76.3	94.3
Writing	89.1	80.0	84.4	52.3	84.5
Spelling	84.5	75.8	81.5	48.1	80.1
Numeracy	88.6	88.3	86.3	60.9	88.4

Source: Standards and Moderation

Table 35: Public School Year 5 Students Achieving National Literacy and Numeracy Benchmarks (Percentages), WALNA, by Subgroup, 2007

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	94.1	91.2	90.5	67.6	92.6
Writing	87.8	77.5	82.5	49.1	82.4
Spelling	83.0	74.9	80.1	49.0	78.7
Numeracy	84.0	85.3	80.5	51.6	84.7

Source: Standards and Moderation

Table 36: Public School Year 7 Students Achieving National Literacy and Numeracy Benchmarks (Percentages), WALNA, by Subgroup, 2007

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	83.5	78.8	76.2	40.2	81.0
Writing	89.3	76.9	83.8	50.7	82.8
Spelling	80.4	70.9	77.7	44.4	75.5
Numeracy	79.9	81.8	79.6	42.1	80.9

Source: Standards and Moderation

Service 2: Secondary education

This service provides access to Years 8–12 education in public schools for eligible persons aged generally 12 years and over. It is compulsory for a child to either attend school full time or undertake a range of other approved education, training and/or employment options until the end of the year in which they turn 17 years.

Secondary education includes lower secondary (Years 8–10) and senior secondary (Years 11–12) education and is delivered primarily through senior high schools, high schools, district high schools, education support schools and centres, senior colleges and senior campuses, the WA colleges of agriculture and the SIDE secondary school.

For students in early adolescence (Years 8–10), the breadth and depth of curriculum expands to encompass skills and cognitive development in all of the learning area outcomes as they progress through this phase of their schooling.

The introduction of the Curriculum Framework has helped ensure that lower secondary education maintains continuity of learning with primary education. Students' learning involves all eight learning areas and usually comprises a general program, followed by all students, and some electives.

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

There is also the provision for 'second chance' opportunities for students to continue with or re-enter senior secondary studies in learning environments that are more flexible than those of many traditional high schools.

In February 2008, there were 83 613 students in secondary education. Aboriginal students (6602) accounted for 7.9 per cent of all public secondary enrolments.

Supplementary performance information – secondary education

Participation in education

The age participation rate gives an indication of the degree to which students who could access education actually do access education. The extent to which 15 to 17 year olds take up some form of education is presented in the Key Performance Indicators.

Retention provides an indication of the extent to which students continue to participate in education. The extent to which Year 8 public school students continue to Year 12, the apparent retention rate, is presented in Table 37 and in the Key Performance Indicators.

Table 37: Apparent Retention Rates from Year 8 to Year 12 [(a) (b)], by Subgroup, 2003–2007

Subgroup	2003		2004		2005		2006		2007	
	N	%	N	%	N	%	N	%	N	%
All	11 493	62.9	11 059	62.6	11 303	63.4	11 084	63.1	10 881	60.9
Male	5 620	59.4	5 329	58.4	5 377	58.5	5 317	57.9	5 088	54.9
Female	5 873	66.6	5 730	67.1	5 926	68.6	5 767	68.8	5 793	67.3
Aboriginal	247	21.6	289	23.7	321	24.3	375	28.5	367	25.4
Male	111	20.6	127	20.7	133	19.4	219	31.6	188	24.9
Female	136	22.5	162	26.9	188	29.7	156	24.9	179	25.9

(a) Excludes Canning and Tuart college students, part-time and international students and mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Figure 11: Apparent Retention Rates from Year 8 to Year 12 [(a) (b)], 1997–2007
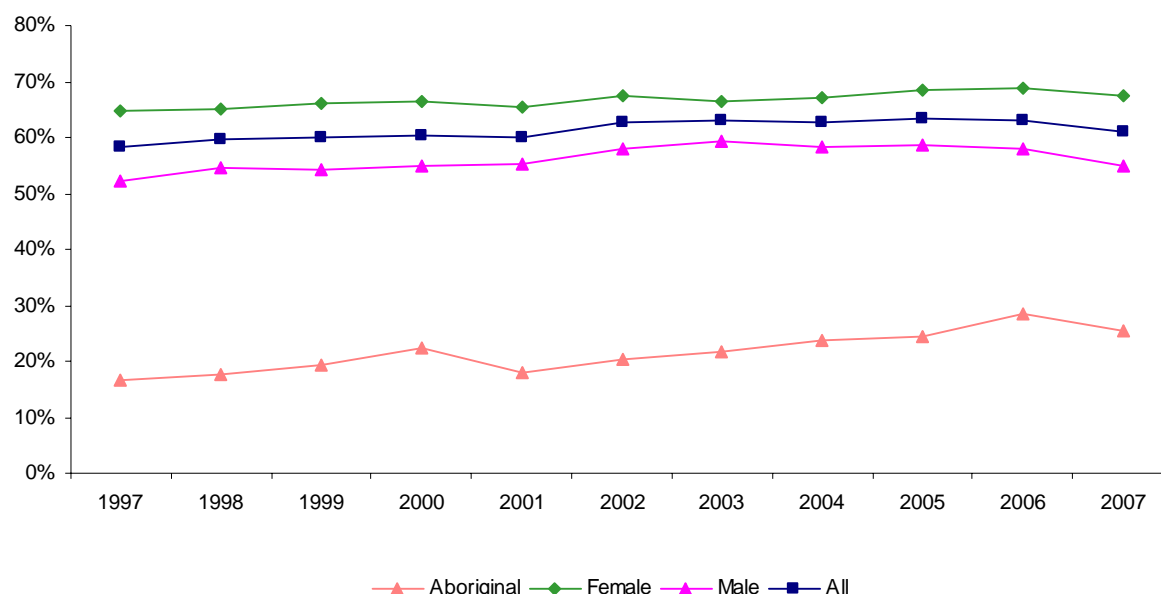
(a) Excludes Canning and Tuart college students, part-time and international students and mature-aged students at senior campuses.
(b) Second semester census.

Source: Evaluation and Accountability

Achievement in secondary education

The Monitoring Standards in Education Year 9 assessment program (MSE9) is conducted annually and provides information about performance in lower secondary education.

The 2007 MSE9 results for reading, writing and numeracy are presented in Table 38 and in the Key Performance Indicators.

Table 38: Public School Year 9 Students Achieving State Literacy and Numeracy Benchmarks (Percentages), MSE9, by Subgroup, 2007

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	90.0	85.8	79.8	53.8	87.8
Writing	93.7	86.2	88.6	63.9	89.8
Numeracy	86.8	88.7	83.3	53.5	87.8

Source: Standards and Moderation

The Secondary Graduation rate gives an indication of the extent to which students achieve high standards of learning. The extent to which the Year 8 cohort satisfies the requirements of Secondary Graduation by Year 12, the Secondary Graduation rate, is presented in Table 39 and in the Key Performance Indicators.

Table 39: Public School Secondary Graduation Rates (Percentages), Year 12 Students [(a)], 2003–2007

Subgroup	2003	2004	2005	2006	2007
All	53.4	53.9	55.0	54.3	53.6
Male	48.6	48.9	49.4	47.9	47.2
Female	58.5	59.3	61.0	61.3	60.4
Aboriginal	12.6	14.7	15.0	13.5	14.2

(a) Excludes Canning and Tuart college students, international and private students. Repeating students are included but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Evaluation and Accountability from Curriculum Council data

Student satisfaction

As part of the School Leaver Program, (a program that assists students in their transition to further study, training or employment) all senior secondary students are given the opportunity to complete the *Post School Intentions and Student Satisfaction Survey*. Two survey questions, in particular, give an indication of the level of student satisfaction with their education. These are:

Overall, how satisfied are you with the quality of teaching you have received?

How satisfied are you with the quality of education facilities that are available to you?

In second semester 2007, more than 11 000 Year 11 students (some 400 were Aboriginal), and almost 9000 Year 12 students (some 200 were Aboriginal) competed the survey. Information presented in Tables 40 and 41 below show the percentages of students who were either 'very satisfied' or 'satisfied' with the quality of teaching they had received and the quality of facilities available to them. Comparison with 2006 data is presented for major subgroups.

Table 40: Satisfaction with Quality of Teaching, by Subgroup, Years 11–12, 2006–2007

Subgroup	Year 11		Year 12	
	2006	2007	2006	2007
All	90.7	90.1	93.0	93.0
Male	89.8	88.7	92.2	92.1
Female	91.5	91.4	93.7	93.8
Aboriginal	93.8	90.7	92.6	95.2

Source: Evaluation and Accountability

Table 41: Satisfaction with Quality of Education Facilities, by Subgroup, Years 11–12, 2006–2007

Subgroup	Year 11		Year 12	
	2006	2007	2006	2007
All	85.6	86.2	87.7	87.0
Male	84.5	84.7	85.8	84.9
Female	87.4	87.6	89.4	88.8
Aboriginal	88.8	89.7	88.1	91.9

Source: Evaluation and Accountability

Outcome 2

A responsive vocational education and training sector which meets the needs of Western Australian students and employers

Service 3: Vocational education and training services

The primary purpose of VET, as outlined in the *Strategic Plan 2007–2009*, is to develop basic education and occupational or work-related knowledge and skills.

The Department manages the investment of public resources in the State VET system including planning, funding and monitoring of VET services. It funds training which is delivered by a statewide network of TAFE**WA** colleges and private providers.

The objective of VET is to contribute to the social and economic development of the State primarily by meeting the current and future training and employment needs of industry and the community. This is reflected in the Strategic Plan by the key objective:

> **Skills for industry and community**
>
> *To develop skilled workers at all levels in both traditional and emerging industries.*

VET priorities

In its commitment to ensuring that the State has a highly skilled workforce to meet the needs of our rapidly growing economy, the VET sector has established the following priorities:

- raising the qualification and skill levels of Western Australians to meet the needs of the State's economy;
- improving the flexibility and agility of the VET sector to respond to changing needs;
- improving access to, and outcomes from training for all Western Australians;
- a contemporary, effective apprenticeship and traineeship system for Western Australia;
- providing clear pathways for learners between school, VET and university that maximise employment opportunities now and into the future; and
- effective governance for the delivery of publicly-funded VET in Western Australia.

Planning and resourcing for industry needs

In 2007–2008, in planning and resourcing for the needs of industry, major activities and achievements included the following:

- The *State Training Profile 2008–2010* was developed in 2007 for the Minister's approval. The Profile sets out industry skills needs and the priorities for VET in Western Australia to respond to current and future skill requirements. The Profile identifies State priorities for VET, including priorities and targets by industry and region to inform the planning and purchasing of publicly funded training.

  The Profile was further enhanced by incorporating data obtained from the Department's new Industry Shares Model; targeted research overseen by the State Training Board, such as the *Beyond the Resources Boom* Project; and the use of detailed economic modelling and projections.

- Regional planning and workforce development supported training delivery in line with local need, and the development of local communities.

  Overseen by the Goldfields-Esperance Workforce Development Alliance, the Goldfields-Esperance 10-year Workforce Development Strategy was completed in April 2008. This strategy provided information on the capacity of key industry sectors in the region to attract and retain a suitable workforce; successful partnership models between training providers and industry, leading to enhanced training outcomes; potential areas of training and employment for Aboriginal people within the region; and existing and projected gaps in employment and training services.

- Industry Training Advisory Arrangements were reviewed by the State Training Board. In May 2008 the Minister agreed to the Board's recommendations for implementing a new industry training advisory model. Under the new arrangements, industry will take a leadership role in developing workforce plans and strategies to assist industry and government to address current and future skill shortages. The new advisory arrangements will result in the consolidation of the current 14 industry training advisory bodies into 10 new training councils. The new training councils will be given a substantial increase in resources and will comprise high-level industry representatives from both employer and employee groups who will be enlisted to drive reforms and solutions to the skill shortages. A further $2.2 million on top of the existing $1.83 million has been allocated to support the new advisory bodies. The new arrangements are scheduled to be implemented from November 2008.

- The *VET Delivery and Infrastructure Review (2006)*, completed in 2007, recommended an upgrade and refresh of plant and equipment in TAFE**WA** colleges in areas of trade skill shortages to provide industry-relevant training to apprentices and trainees. As a result, an additional $13.35 million in capital funding was made available to replace ageing and outdated trade training infrastructure at selected TAFE**WA** campuses. This $13.35 million forms part of a $43 million package of capital and infrastructure initiatives.

  Additional funding of $6.66 million is being sourced by the Department to provide a total project budget of $19 million for the new building and construction centre at West Coast TAFE in Clarkson.

- Five Industry Training Brokers were established in the manufacturing; light and heavy automotive and plant; and hospitality, tourism and food production sectors. They work with small to medium enterprises to identify current and emerging skill needs and broker this training with training providers. Key industry strategies undertaken included the following:
  - The Hospitality Skills Passport Program, in partnership with industry, was launched in October 2007. The program uses innovative approaches to attract and train talented apprentices, including the opportunity to be trained by prominent local chefs and to learn in leading establishments across the State.
  - A range of tailored training pathways and programs in the areas of fluid power, mining, metallurgy, surface finishing, aviation, general engineering and fire protection were developed.
  - Employer forums to develop a strategic marketing plan for the automotive industry were conducted in partnership with the Motor Industry Training Association.

- Seven centres of excellence in strategic industry areas were established:
  - Oil and Gas Centre, and the Defence Skills Unit at Challenger TAFE
  - Engineering, Design and Technology Centre at Central TAFE
  - Metals Manufacturing Centre at Swan TAFE
  - Batavia Marine Centre in Geraldton
  - Specialist Automotive Centre in Bunbury
  - Primary Industry Centre in Albany

- A paper, *Skills for Western Australia: a plan to transform the training system 2008–2018*, was prepared by the State Training Board and outlined the training system's response to the challenges faced by the VET sector in Western Australia over the next decade. An initial research paper informed the development of the plan and highlighted key challenges for Western Australia.

Funding of the public VET system

In 2007, the Department allocated $322 million to the TAFE**WA** colleges, Curtin Vocational Training and Education Centre (VTEC), the WA Academy of Performing Arts (WAAPA) and some 165 private registered training organisations (RTOs) to deliver 27.648 million hours of training.

Department support for TAFE**WA** colleges included recurrent funds, staff superannuation and capital works. The estimated costs of these services are included in each college's financial statements to reflect more accurately the full cost of its operations.

TAFE**WA** colleges contributed to the costs of providing transactional and processing services in relation to human resources, finance and payroll. The colleges also contributed to the operational costs in terms of computer equipment and licences and training.

Around 90 per cent of funding is accounted for through TAFE**WA** college profiles, VTEC and WAAPA.

In 2007, profile funding of $290 million ($267 million in 2006) supported the delivery of 107 839 course enrolments by 84 554 clients. About 35 per cent of this funding was provided for training in rural and remote areas.

Based on cost benchmarks, colleges of similar size and operational responsibility are grouped and allocated resources against a number of criteria. This model also recognises cost differences according to industry area, region and remoteness, type of student and any community service obligations. If colleges fail to reach agreed delivery targets, resources are returned to the Department.

The balance of funding is allocated via the competitive programs of Competitive Allocation of Training (CAT) and User Choice.

In 2007, the Department provided some $27 million to TAFE**WA** colleges, VTEC and private RTOs through Competitive Allocation of Training and User Choice. Competitive processes are mentioned specifically in the VET Act, which identifies one of the functions of the Minister as being 'to promote the development of a competitive training market'.

Competitive Allocation of Training

Competitive Allocation of Training (CAT) is institution-based training. This means that clients are not apprentices or trainees and may be unemployed and participating in CAT training to gain employment, or they may be existing workers undergoing training to upgrade their skills.

In 2007, the Department spent approximately $10.4 million on CAT, compared with about $9 million in 2006.

Training programs funded by CAT during 2007 included the following:
- CAT Access is training to meet the needs of those who might not otherwise participate in VET including Aboriginal people, women, people with disabilities, youth at risk, people aged over 45 years, and people from culturally and linguistically diverse backgrounds. Forty RTOs were funded, including seven TAFE**WA** colleges and VTEC, to provide 210 training courses.
- Critical Skills supports training programs allowing existing workers to gain new skills in critical skill shortage areas. Eighteen private RTOs were funded to provide 40 training courses in the industry areas of automotive, building and construction, aged care, child services, food processing, metals and engineering, mining, hospitality, and laboratory work.
- The Joint Indigenous Funding Program (JIFP) supports Aboriginal people by providing training aimed at improving employment outcomes, especially for those in regional areas. The JIFP is funded jointly by the Commonwealth and state governments. Seven RTOs were funded, including three TAFE**WA** colleges, to provide 16 training courses.
- The Indigenous Training Support Program (ITS) enhances training and employment outcomes for Aboriginal people in regional and remote areas. Registered training organisations and not-for-profit group training organisations are funded to provide support services for training programs delivered to Aboriginal clients. This program, jointly funded by the Commonwealth and state governments, provided funding of $1 million to six organisations to deliver support services in 2008.

User Choice

User Choice allows employers and their apprentices or trainees to choose their own training arrangements. User Choice training is delivered in Western Australia by TAFE**WA** colleges, VTEC and about 130 contracted private RTOs.

User Choice, funded through competitive arrangements, is available for private RTOs. These funds are administered by the Department through an annual expression of interest process, and RTOs must be registered with the Training Accreditation Council to participate.

User Choice training delivered by TAFE**WA** colleges and VTEC uses the profile funding mechanism.

In 2007:

- The Department spent almost $16.1 million on User Choice for private RTOs, compared with about $14 million in 2006. The increased spending reflects increased numbers of apprentices and trainees in response to skill shortages brought about by the resources boom.
- Following consideration of the review of User Choice arrangements and key elements identified in the 2006 Skills Formation Taskforce report, *Careers for Life: Creating a Dynamic and Responsive Apprenticeship and Traineeship System*, the Department will move to a managed open market model for apprenticeship training in 2009. Private RTOs with appropriate scope can apply to deliver any apprenticeship qualification, approved for delivery in Western Australia, in any region of the State.

  The traineeship market is completely open and RTOs can apply at any time to deliver traineeships throughout the State. To ensure quality outcomes are achieved, extensive performance management processes are used to manage private RTOs that deliver traineeships and apprenticeships under User Choice arrangements.
- The most significant areas of User Choice expenditure included the apprenticeship trade areas of electrical, building and construction, automotive, hairdressing, and metals and engineering; and the traineeship areas of retail, food trades and processing, office and clerical, education and childcare, transport and storage, and community services.
- Pre-apprenticeship training that was previously funded under CAT was included in User Choice. Pre-apprenticeship training provides introductory trade training that can lead to apprenticeships in the automotive, electrical, building and construction, or metals and engineering trades. Six private RTOs were funded to deliver pre-apprenticeship training during 2007 at a cost of $1.2 million.

Commonwealth-State funding arrangements

Commonwealth funding for VET is provided under the 2005–2008 Commonwealth-State Agreement for Skilling Australia's Workforce in accordance with the *Skilling Australia's Workforce Act* 2005. The Multilateral Agreement between the Commonwealth and the States and Territories (2005) sets up governance, accountability and funding arrangements.

Supplementary performance information - VET

Participation in VET

In addition to the VET participation rate, discussed in the Key Performance Indicators, other participation information is provided by statistics about student enrolments, subject enrolments and hours of curriculum delivery.

The delivery of publicly-funded VET through the Department, within the terms of the Skilling Australia's Workforce (SAW) agreement with the Commonwealth, is presented in Table 42. Table 43 shows VET provision for 2007 according to the different funding sources. Profile funded VET accounts for the majority of provision: approximately 84 per cent of clients, 86 per cent of course enrolments and 85 per cent of student curriculum hours.

Table 42: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), 2003–2007

Year	Clients	Course enrolments	Student Curriculum Hours
2003	99 268	123 247	27 052 474
2004	96 420	118 847	27 031 372
2005	96 395	119 673	27 426 573
2006	97 712	121 154	27 704 346
2007	101 169	125 713	27 648 329

Source: Evaluation and Accountability

Table 43: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), by Source of Funding, 2007

Funding source	Clients [a]	Course enrolments	Student Curriculum Hours
Profile funded	84 554	107 839	23 483 132
Competitively allocated training	3 247	3 806	1 013 068
Special projects	2 240	2 382	579 840
User Choice	11 343	11 684	2 570 678
Priority skills projects	2	2	1 611
Totals	**101 169**	**125 713**	**27 648 329**

(a) Client figures do not add up to totals due to client occurrences in multiple categories.

Source: Evaluation and Accountability

The National Centre for Vocational Education Research (NCVER) publishes national and state and territory time series data for VET, enabling comparison at the national level.

According to the NCVER publication, *Australian vocational education and training statistics, Students and courses 2007*, between 2006 and 2007 there was a decrease of 11 000 (-0.7 per cent) students in the public VET system nationally to 1.665 million. In Western Australia an additional 5100 (3.7 per cent) students enrolled, bringing the total to 142 300 students. In Western Australia subject enrolments rose by 0.9 per cent to 1.104 million, compared with the national increase of 2.6 per cent to 12.341 million. Total hours of delivery in Western Australia grew by 1.1 per cent: the national average was 2.4 per cent. (Data reported in this publication includes SAW scope plus other government-funded activity, plus TAFE fee-for-service activity).

Participation of apprentices and trainees in VET

The provision of apprenticeships and traineeships continues to be a priority for the State Government to encourage more people into apprenticeships and traineeships and to help address skill shortages.

Western Australia leads growth in apprenticeships and traineeships with figures well above national averages for 2007 in many areas. NCVER data for the 2007 December quarter shows that:

- There were 34 200 apprentices and trainees 'in training' for the year: an increase of 7.5 per cent from the previous year. This compared with a 1.5 per cent increase nationally.
- In the context of skill shortages, over half of those 'in training' were undertaking 'traditional apprenticeships' (59.2 per cent), compared with 41.3 per cent nationally. Also, there has been an increase of 86.2 per cent in 'traditional apprenticeships' between December 2003 and December 2007, compared with a 40.7 per cent increase nationally.
- Overall commencements (23 100) increased by 5.5 per cent from 2006, compared with 3.7 per cent nationally.
- Commencements in 'traditional apprenticeships' (7100) increased by 18.3 per cent from 2006 compared with 13.9 per cent nationally.
- Some 43.5 per cent of all apprentices and trainees 'in training' were 19 years and under (32.1 per cent nationally).

Table 44 shows that apprentices and trainees 'in training' in Western Australia increased by 40.2 per cent over the five years between 2003 and 2007, compared with 3.8 per cent nationally.

Table 44: Apprentices and Trainees in Training, Western Australia and Australia, 2003–2007 [(a)]

	December 2003	December 2004	December 2005	December 2006	December 2007	% increase 2003–2007
Western Australia	24 400	26 200	29 500	31 800	34 200	40.2
Australia	390 500	387 800	392 500	399 700	405 500	3.8
WA as % of Australia	6.2	6.8	7.5	8.0	8.4	

(a) Figures are as at 31 December each year.

Source: National Centre for Vocational Research, December quarter 2007

As at May 2008 there were 37 421 apprentices and trainees 'in training' compared with 34 549 in May 2007 (an 8.3 per cent increase). There has been 44.0 per cent growth in apprentices and trainees 'in training' over the five years since May 2004 (25 993), attributable mainly to increased apprenticeship numbers. (Source: Department's Training Record System)

Aboriginal participation in VET

Although Aboriginal people aged 15 to 64 years represent only 2.6 per cent of the Western Australian population, Aboriginal enrolments represent 7.5 per cent of all VET enrolments within this age cohort and 6.3 per cent of total student curriculum hours. Targeted resourcing across a number of funding models continues to increase access to VET for Aboriginal people. The Aboriginal unemployment rate in Western Australia has declined to 14 per cent and this is expected to decrease as a direct result of the increased access of Aboriginal people into VET studies that are linked to occupations and skills in demand.

A priority for the Department is to improve the participation of Aboriginal people in VET by assisting Aboriginal students to more successfully take up post-compulsory education opportunities and by supporting VET students to move from lower to high levels of the Australian Qualifications Framework (AQF).

Statistics for student enrolments, subject enrolments and hours of curriculum delivery for Aboriginal students give an indication of their participation in VET. These are provided in Table 45. Information about the level of study undertaken by Aboriginal students is provided in Table 46.

Table 45: Clients, Course Enrolments and Student Curriculum Hours (SAW Scope), by Indigenous Status, 2003–2007

Year	Clients	Course Enrolments	Student Curriculum Hours
2003			
Aboriginal	6 683	8 747	1 857 863
All	99 268	123 247	27 052 474
Aboriginal as % of All	6.7	7.1	6.9
2004			
Aboriginal	6 828	8 985	1 872 855
All	96 420	118 847	27 031 372
	7.1	7.6	6.9
2005			
Aboriginal	6 949	9 251	1 783 487
All	96 395	119 673	25 426 573
Aboriginal as % of All	7.2	7.7	7.0
2006			
Aboriginal	6 827	9 068	1 756 862
All	97 712	121 154	27 704 346
Aboriginal as % of All	7.0	7.5	6.3
2007			
Aboriginal	6 790	9 053	1 630 229
All	101 169	125 713	27 648 329
Aboriginal as % of All	6.7	7.2	5.9

Source: Evaluation and Accountability

Table 46: Clients by level of training [a] (SAW Scope), by Indigenous Status, 2003–2007

	Other	AQF Certificate I and II	AQF Certificate III and IV	Diplomas and other higher qualifications	Total
2003					
Aboriginal	598	3 866	1 991	228	6 683
All	7 169	28 305	47 915	15 879	99 268
Aboriginal as a % of All	8.3	13.7	4.2	1.4	6.7
2004					
Aboriginal	536	3 770	2 251	271	6 828
All	5 010	27 696	49 664	14 050	96 420
Aboriginal as a % of All	10.7	13.6	4.5	1.9	7.1
2005					
Aboriginal	687	3 806	2 295	161	6 949
All	5 281	25 804	51 563	13 747	96 395
Aboriginal as a % of All	13.0	14.7	4.5	1.2	7.2
2006					
Aboriginal	680	3 516	2 467	164	6 827
All	4 840	26 810	53 168	12 894	97 712
Aboriginal as a % of All	14.0	13.1	4.6	1.3	7.0
2007					
Aboriginal	548	3 652	2 440	150	6 790
All	4 119	30 169	55 130	11 751	101 169
Aboriginal as a % of All	13.3	12.1	4.4	1.3	6.7

(a) Where a client is enrolled in more than one course, the Level of Training is based on the highest level enrolled.

Source: Evaluation and Accountability

Client feedback

The *Vocational Education and Training Act 1996* requires the performance of the VET sector to be monitored continuously. The Department does this by means of three surveys that obtain information about student and employer satisfaction, and student outcomes.

Employer satisfaction with vocational education and training services

The survey of *Employers' Use and Views of the VET System* focuses on employer engagement with the VET system and how employers make the choices they do with regard to meeting their skill needs. Employers are also asked about their satisfaction with the VET system's products and services.

The latest survey was conducted by NCVER from 15 March 2007 to 29 June 2007. A total of 4701 telephone interviews were completed with employers across Australia with 660 of these interviews conducted in Western Australia. The previous survey was conducted in 2005.

According to the 2007 survey, the majority of respondents in Western Australia rated the skill level of their employees as adequate (56.2 per cent) or above what is required (36.2 per cent), compared with the national figures of 54.5 per cent and 40.3 per cent respectively. The proportion of employers in Western Australia who rated the skill level of their employees as below what is required was 7.6 per cent compared with 5.1 per cent nationally.

The survey showed employers in Western Australia continued to experience difficulties in recruiting staff with 61.0 per cent of employers reporting having some or a lot of difficultly recruiting employees during the 12 months period prior to the survey (44.4 per cent nationally). About one third of employers (29.5 per cent) in Western Australia reported no difficulty in recruiting staff (42.3 per cent nationally).

Just under a quarter of respondents (23.6 per cent) in Western Australia used nationally recognised training (for the purposes of the survey this excluded apprenticeships and traineeships). Of these employers, 81.9 per cent were satisfied with nationally recognised training as a way of meeting skill needs (80.5 per cent nationally). This compared with a State rating of 84.7 per cent in 2005 (80.3 per cent nationally).

Of those respondents in Western Australia that employed apprentices and trainees, 70.4 per cent were satisfied with VET as a way of meeting their skill needs, compared with the national figure of 83.3 per cent. A rating of 80.4 per cent was received from Western Australian respondents in 2005.

Some 34.8 per cent of respondents in Western Australia expected to increase the number of apprentices and trainees they employ in the next three years (30.0 per cent nationally). Over half of employers (52.9 per cent) expected the number to remain the same and 12.3 per cent expected to decrease the number of their apprentices and trainees.

Employer satisfaction with the quality of VET gives an indication of the extent to which the Department meets the needs of industry. Further details of the survey are provided in the Key Performance Indicators.

The Department's student satisfaction survey

The Department's annual State Student Satisfaction Survey seeks the views of current VET students about the quality and relevance of VET services, and to gain a better understanding of students and their learning needs. Students at TAFE**WA** colleges, the Western Australian Academy of Performing Arts and Curtin University's VTEC are surveyed.

Conducted since 1997, the survey provides valuable feedback about the quality of teaching, assessment, learning, course information, provider services and attitudes to learning. The latest survey was conducted between August and October 2007 and drew over 7000 responses.

Students participated by either completing a mail-back questionnaire or responding online through a dedicated website. In 2007, some 40 per cent of respondents used the online method to respond, compared with only three per cent in 2001.

Among the findings of note were:

- Overall student satisfaction levels remained high with 87 per cent of students either satisfied or very satisfied with their course in 2007 (see Key Performance Indicators).
- Satisfaction of regionally based students has remained steady for the last few years and, in 2007, it was 88 per cent. Perth metropolitan based student satisfaction has gradually risen to 87 per cent.
- The proportion of apprentices who were either satisfied or very satisfied has increased significantly over time to 88 per cent in 2007, from 85 per cent in 2006 and 81 per cent in 2001.
- Satisfaction levels of trainees have also continued to increase; up to 92 per cent in 2007 from 88 per cent in 2006, and up from 77 per cent in 2001.
- The proportion of apprentices who believe that the training they received from their employer or supervisor improved their employment prospects has increased to 89 per cent, up from 86 per cent in 2006 and 85 per cent in 2001.
- Eighty seven percent of students agreed that their training was relevant to the occupation they intend to work in, while 85 per cent agreed that, as a result of their training, they are more positive about achieving their goals.
- Eighty four percent of students agreed that most of their lecturers understood their learning needs and how to help them learn.

NCVER student outcomes survey

NCVER has conducted a Commonwealth-funded national TAFE graduate destination survey each year since 1995. The survey measures the employment and further education outcomes of students who have graduated from courses or completed at least one course module.

The most recent survey was conducted between July and September 2007. Some of the results are used to construct the Key Performance Indicator 'graduate achievement of the main reason for undertaking their course'.

Details of the survey are provided in Key Performance Indicators and information about the survey as a whole is available in the document, *Student Outcomes 2007 - Summary*.

The 2007 survey showed that satisfaction ratings and outcomes for TAFE**WA** graduates had improved significantly since 2001, as indicated by the following:

- Eighty three per cent of graduates were employed after training, up from 71 per cent in 2001.
- The proportion of graduates who fully or partly achieved their main reason for study has increased to 87 per cent in 2007, up from 77 per cent in 2001.
- The proportion of graduates who were satisfied with the overall quality of their training has increased to 87 per cent in 2007, up from 76 per cent in 2001.
- Average annual earnings for full-time graduates increased from $41 464 in 2006 to $45 395 in 2007. The highest paying industries were mining ($66 830); electricity, gas and water ($57 719); and government administration and defence ($52 881).

School support services

Curriculum support

Curriculum

In Western Australian public schools, teaching and learning in Years K–10 is structured according to eight learning areas specified in the Curriculum Framework, which sets out the agreed processes, skills and knowledge to be achieved by students.

When planning curriculum pathways for Year 11 and 12 students, schools can consider a mix of Curriculum Council approved courses, subjects, and vocational education and training programs to cater for students' interest and different rates of learning and motivation.

In 2007, the Director General's *Classroom First Strategy* provided a clear educational rationale for focusing on learning in classrooms. It seeks to improve instructional practice in public schools with an initial implementation phase of minimising the workload of system requirements.

K–10 Syllabuses

In December 2007, the Department completed development of an *Early Childhood (K–3) Syllabus*, *Middle Childhood (4–7) Syllabus* and syllabuses for each learning area in early adolescence (8–10). The syllabuses and associated resources can be accessed by teachers from the K–10 Syllabus website via the Department's portal.

The syllabuses were developed on the basis of national and international research and wide consultation with teachers. They align with and incorporate the *Nationally Consistent Curriculum Outcomes Statements of Learning* and were validated and endorsed by a national panel of experts convened by the Minister for Education and Training.

A comprehensive range of classroom-ready resources were made available on the K–10 Syllabus website to support teachers in their use of the syllabuses and to provide them with practical support in their planning of learning, teaching and assessment programs.

Development of K–10 Syllabuses involved broad and responsive statewide consultation with over 6000 teachers, school leaders and key stakeholders to ensure that the syllabuses provided high quality practical resources for teachers.

Feedback from teachers indicated that the K–10 Syllabuses are user friendly and provide support that communicates educational policy in a practical and manageable way.

Standards

The Department has defined realistic yet challenging standards (achievement targets) for Years 3, 5, 7 and 9.

Ongoing support to assist teachers to understand the standards, make confident judgements and engage in moderation processes with their colleagues will continue. The Making Consistent Judgements professional learning program ended in 2007.

The Department is currently developing a resource that will assist teachers of students in Years 1–10 to make judgements of student achievement. Through the use of graded and annotated student work samples, teachers can increase their understanding of the standards and assessment practices.

Reporting to parents

In July 2005, the Minister signed the Quadrennial Funding Agreement 2005–2008 with the Commonwealth and determined that reports would be sent to parents twice yearly, and would use common standards and reporting in grades of A to E.

In 2007, all schools with K–10 enrolments complied with Department reporting requirements to report using a standard report template which includes information about children's achievement across eight learning areas. In addition to formal reporting twice a year, schools have informal reporting processes and parent-teacher meetings.

Teachers were able to use remote access to enter report data from home through the broadband network.

In 2007, a survey designed to collect parent satisfaction data on aspects of student reports was developed in collaboration with the State School Teachers' Union of Western Australia (SSTUWA). Approximately 14 000 surveys were distributed to metropolitan and regional primary and secondary schools in December, and the findings indicated that parents were overwhelmingly positive about the current reporting.

Assessment literacy

Data Club First Cut, system-developed software, provides information to schools on growth in student performance based on WALNA and MSE9 population assessments. This information is valuable in supporting whole-school accountability processes and strategic planning at the school and classroom level.

In 2007, the Department developed and released to schools the Student Achievement Information System (SAIS). This system provides teachers and schools a range of longitudinal student performance data based on teacher judgements.

The Department's suite of tools and professional learning programs provide public schools with quality information and targeted support, focused on improving student performance.

Schools online curriculum services

Resources and support for information and communications technologies (ICT) continued to focus on developing schools as networked learning communities with the use of ICT as an integral part of teaching and learning.

Professional learning support in ICT for teachers and school leaders was delivered through the following five major initiatives:

- The Schools Online Curriculum Services Project (SOCS) is a Commonwealth Government funded project which began implementation into 54 schools in 2007. It will be made available to all public schools by 2012. Teachers in public schools can access the secure web-based portal to engage in a range of online activities such as creating lesson plans; working with other teachers, curriculum experts and parents; accessing teaching resources; monitoring student performance and providing feedback; connecting with students in different locations; and undertaking professional development.

  The project currently provides access to the online system to 600 teachers and almost 12 000 students.

- The Learning with ICT Project is a State Government commitment to upgrade and maintain ICT infrastructure to 211 selected schools. This project commenced in 2002 with 100 schools, and there are currently 164 schools involved with the remaining schools to be completed by 2010. This project provides critical professional development for school staff.

- The General Deployment Program provides a standard operating environment for new schools and for schools that are upgrading their curriculum networks to receive online services.

- The Notebooks for Teachers Program provides support to nearly 16 000 teachers to improve teachers' skills in ICT and thereby provide opportunities for improved educational outcomes.

- The Notebooks for Students Project at John Willcock College in Geraldton provides every student in Years 8 and 9 with a notebook computer for the time they attend the College.

Online curriculum resources
Online curriculum resources support students in their learning and teachers in their preparation of relevant and engaging learning activities.

DET Resources Online is a collection of resources covering all learning areas and year levels and contains over 22 000 items. Teachers access the collection through the Department's portal via the Internet.

Many items in the collection were created by The Le@rning Federation, an initiative involving all Australian states and territories and New Zealand. The Department has committed more than $6 million over 2001–2009 to this initiative and, by June 2008, the Federation had published some 8800 resources.

The Department is in the last year of a three-year statewide subscription to MacquarieNet®, an online reference library licensed for students and teachers in Years 4-10. MacquarieNet® contains a million up-to-date multimedia resources across a broad range of topics.

Curriculum through ICT research and innovation
The Department continued to support research into the use of ICT in school communities through partnerships with universities and ICT organisations. The Vox Pod research project provided insight into the ways students use ICT in their everyday life and what technology they wanted schools to provide for their learning.

Curriculum Materials Information Services
Curriculum Materials Information Services (CMIS) supports all Western Australian schools in the selection, purchase, organisation and access to curriculum resources for all students in Years K–12.

Curriculum resource reviews were published online and integrated into DET Resources Online for use in the Online Teaching and Learning System. Appropriate resources were also identified to support the K–10 syllabus scope and sequence statements and for units of work being developed by syllabus writers. Curriculum Materials Information Services continued a contract with the Curriculum Council to develop resource lists for the Western Australia Certificate of Education Year 11 and 12 courses.

Catalogue records for use in school library systems were created for 15 748 curriculum resources during 2007–2008. Metadata records for online curriculum resources were also created and integrated into DET Resources Online.

Pre-compulsory education

Western Australia leads other Australian jurisdictions in providing two years of publicly-funded pre-compulsory education that is available to all eligible children. The kindergarten program is eleven hours per week and the pre-primary program is five full school days per week.

In addition to the pre-compulsory program in public schools, the Department supports the operation of community kindergartens by providing staff and an annual operating grant.

The Department has identified four focus areas for early childhood education:
- consultation, communication and coordination with early childhood stakeholders including schools and other government and non-government agencies across Western Australia;
- increased leadership opportunities to promote the professional status of early childhood teachers;
- defining high quality early learning/education and developing resources to support classroom teachers and schools; and
- leading the early childhood education agenda within a 0–8 year old context.

The Family Links Strategy is being progressed as an online resource enabling easier access for schools. Family Links encourages parents and extended family members to become actively involved in young children's education and increases the capacity of schools to engage with parents to support their child's learning at home.

The Kindergarten and Pre-primary Profile supports teachers to monitor children's progress in literacy, numeracy, social and emotional development, physical development, creativity, and knowledge and understanding of the world. The Profile aligns to the Outcomes and Standards Framework and the philosophy underpinning the Curriculum Framework. The Profile was evaluated in 2007 and will be reviewed in 2008 to provide additional information in relation to teaching opportunities to strengthen children's social and emotional development.

Senior secondary schooling

The Department provided customised analysis of student performance information to individual schools and provided resources, materials and tools to help schools deliver effective and engaging programs to senior secondary students. There was a focus on strengthening the understanding of school staff about how results can be improved.

The Department plays a critical role in supporting schools in the implementation of the Curriculum Council's new Western Australian Certificate of Education (WACE) courses in Years 11 and 12. In 2008, eight WACE courses are being taught and examined in Year 12 while a further 13 new WACE courses are being taught in Year 11.

Course implementation is supported through the Teacher Development Centre (TDC) Project and by senior schooling consultants with appropriate learning area expertise. Practising teachers act as TDC coordinators supporting a network of schools. They provide curriculum leadership and act as mentors to teachers in their network.

Integral to the long term success of the TDC Project is the availability of suitable teaching and learning resources for teachers engaged in senior schooling. The Online Resource Production and Copyright Protocols Project has been a focus of the past 12 months. This ensures the correct processes are taken to achieve accreditation with the National Educational Access Licensing Scheme (NEALS) and that developed resources are readily available to public school teachers.

Literacy and numeracy

Commonwealth literacy and numeracy funding

Through a quadrennial funding agreement with the Commonwealth, the Department receives annual funding to provide supplementary resourcing to public schools that cater for large numbers of educationally-disadvantaged students in Years K-10.

Programs operate in schools that serve communities with the largest proportions of students at risk of not achieving successful outcomes in literacy and numeracy. The aim is to improve these outcomes measurably and to support the National Literacy and Numeracy Plan. Aboriginal students, ESL students, students with learning difficulties and low socioeconomic status students receive particular attention.

In 2007, some $26 million was provided: $7.3 million in the form of direct grants to 349 public schools, $4.8 million to English as a Second Language (ESL) general support, $3 million to First Steps and the remainder to other central initiatives, including $7 million to education support school salaries and $1 million to the Aboriginal Literacy Strategy.

Funding contributed to systemic initiatives including professional development on First Steps modules, the provision of specialist ESL teachers to support their mainstream colleagues, development of the Literacy and Numeracy Nets, research into literacy and numeracy practices, and retention and participation programs.

Public schools determined the most effective use of the direct grant funding to address their needs.

Getting it Right

The Getting it Right (GiR) literacy and numeracy strategy, which involved an initial State Government commitment of $26 million over the first four years of operation, trains and places specialist teachers in selected primary and secondary schools. For 2007, the GiR strategy cost some $17 million to operate across selected primary and secondary schools.

The strategy focuses on students whose standards of literacy and numeracy are behind those of the general population, with particular attention given to boys, students from language backgrounds other than English, students in rural and remote areas, and Aboriginal students.

Specialist teachers support classroom teachers in diagnosing the needs of students experiencing difficulties with literacy and numeracy learning and providing programs that meet their needs.

In 2007, the 200 specialist teacher full-time equivalent (FTE) staff was reallocated with 190 literacy and 178 numeracy teachers working in 381 primary and 34 district high schools. Twenty-six FTE was allocated to secondary schools with 11 numeracy and 30 literacy teachers working in 37 secondary schools.

Specialist teachers receive 21 days of professional development over their first two years as GiR teachers, with ongoing involvement in professional forums thereafter. They receive further support from the GiR central office team through school-based visits once a term during the first two years with ongoing support provided on request in subsequent years. Principals are involved in a one-day seminar to share an understanding of the role of GiR teachers and what they as principals need to do to get the maximum value from the strategy.

All schools with GiR teachers are required to set challenging but realistic targets for improvement and to report progress to the Directors Schools at the end of each year.

The 2007 primary school GiR allocations were centrally determined based on system evidence. Schools with the greatest needs in terms of students performing close to or below the benchmark have received an appropriate proportion of available resources. This method of allocating GiR FTE has continued for 2008.

The Department commissioned Edith Cowan University to conduct case study research in a sample of GiR literacy secondary schools to identify key principles underpinning effective implementation of GiR. The findings will be reported to the Department in 2008.

Reading Assistance Voucher Programme

In 2007, the Department had responsibility for the organisation and management of the Australian Government's Additional Reading Assistance Program across the Catholic, Independent and public school sectors in Western Australia. The program provided one-on-one tuition in reading for eligible students up to the value of $785. Eligibility was restricted to those students who did not meet the Year 3 National Benchmark in reading and students who were formally exempt from the WALNA testing. For the 2007 programme, 1819 students were eligible across all three education sectors and 78 per cent of eligible students undertook tuition.

For 2008, eligibility for extra tuition will broaden to include all students who, during WALNA testing conducted in 2007, did not meet National Benchmarks for reading, writing and/or numeracy in Years 3, 5 and 7. The program will be referred to as the An Even Start - National Tuition Program.

Other support

Booklets to help parents support their children at home with reading and maths were provided for every family with a child in Kindergarten to Year 3. *Raising a reader* has simple everyday activities for families to improve reading development and *Counting on you* has information and ideas for using maths in and around the home.

The fifth Premier's Summer Reading Challenge was held to encourage primary school students to continue reading during the summer school holidays. The number of entries doubled from the previous year with 7000 entries being received.

Western Australian authors visited five regional schools and 15 libraries across the State to read their books and talk with children. The sessions were attended by 829 children. The Challenge was sponsored by Members Equity, Walt Disney Studios and Wooldridges A&M.

Mingenew Primary School was named the Premier's Reading School of the Year 2007. The school was chosen from a field of 17 for its approach to improving children's reading by conducting an audit and responding to its results with the introduction of a whole school approach to reading. East Narrogin Primary School was highly commended for its approach which used data to judge the strengths and weaknesses of its teaching and learning program, and used this information to write a whole-school plan.

Health and Physical Education

Physical activity

From 2007, the State and Commonwealth governments require that all students Years 1–10 participate in a minimum of two hours of physical activity each week during the school day as part of student learning programs. In accordance with relevant Department policies and procedures, schools are also encouraged to provide opportunities for students to be physically active during breaks, and before and after school.

The Department's focus has been on providing teachers with the skills and resources to run quality physical activity programs, ensuring that school environments are conducive to the promotion of physical activity and supporting the dissemination of effective practices to all schools. Further information is available at the Physical Activity website.

The Fundamental Movement Skills (FMS) teacher resource provides teachers with skills and support in the planning, teaching and assessing of FMS (such as throwing and catching) for students in Years K–3. All districts are supported by locally-based FMS facilitators who deliver associated teacher training courses. To date, more than 1724 teaching staff in public schools have undertaken FMS training.

FUNdamental Game Strategies curriculum support materials assist teachers to provide quality physical activity opportunities for students in the middle childhood phase of learning to develop confidence and competence in specific skills and game strategies. These materials were distributed to all public primary schools in 2007 and are available for download on the Department's physical activity website. In 2008, all Year 4 to 7 teachers statewide received a copy of the FUNdamental Game Strategies activity cards.

Professional learning to assist primary school teachers in the provision of quality physical activity opportunities, and to support the use of the FUNdamental Game Strategies resource, was successfully trialled.

Swimming and water safety

In 2007–2008, in-term and vacation swimming and water safety programs were conducted for students aged five years and over. The State Government pays the costs of instruction at in-term classes for all public primary school students and for non-government primary school students in rural and remote areas. Eighty-nine metropolitan non-government schools also participated on a user-pays basis.

In 2007, the in-term program enrolled 149 686 students from 670 schools, compared with a total of 147 131 from 667 schools in 2006.

In the metropolitan area, in-term classes operated in 450 schools. In country centres, guidelines and assistance were provided to about 100 principals who coordinated and managed the local classes for both public and private schools.

The 2007–2008 VacSwim Program operated at 384 centres across the State and recorded a high number of enrolments. VacSwim classes were available for $1 a child per day.

School Sport WA

The Department contracts School Sport WA (SSWA) to provide safe and well-managed competitive sporting opportunities for students at all levels in all Western Australian schools that are appropriate to their skills levels and physical development.

Activities conducted by SSWA during 2007–2008 included management or coordination of:
- Senior High School Country Week and District High School Country Week;
- thirty-five interstate teams participating in School Sport Australia national events;
- primary and secondary schools state cross-country and triathlon championships;

- seven swimming and six track and field championships;
- the hosting of School Sport Australia National Cross Country and Tennis Championships in Perth; and
- Presentation Night for interstate players, officials and parents.

School Drug Education and Road Aware

School Drug Education and Road Aware (SDERA) provides support, resources and professional development to teachers and community agencies seeking to embed best practice drug and road safety education in their school and communities. SDERA Regional Project Officers, located in all education districts, provide support through professional development of school based staff and encourage links between school staff and key agencies in their local community.

In March 2007, SDERA released the final component in the suite of resilience, drug and road safety education support resources for schools, *Challenges and Choices: early adolescence resource for resilience, drug and road safety education.* Schools now have with a comprehensive set of support materials (Years K–10) for drug and road safety education in the context of their health and physical education program.

Languages education

In 2007, support for languages education was provided through the following programs and activities:
- The Native Speaker Tuition Program assists schools by providing funds to contract native speaking tutors for intensive conversation practice with senior students of languages. Support was provided in locating tutors, with plans in 2008 to provide professional support for tutors and teachers.
- The Community Languages Program managed the funding of after-hours and insertion classes of languages spoken in the community but not normally offered in schools. Quality assurance and professional support was provided through the School Visit Program. In conjunction with the Ethnic Schools Association of Western Australia (ESAWA), the Department oversaw the organisation and funding of professional development programs for Community Languages Program providers.
- Languages advisors for Italian and Japanese acted as a significant resource to schools offering these languages and oversaw the management of the Languages Week Film Festival to promote languages education in Western Australia.
- The Department liaised with the Japanese and Italian governments on initiatives such as the Japan Foundation National Advisory Group, the Japan Foundation teacher scholarships and the Hyogo Prefecture education exchanges.
- Languages education in public schools was supported by the Teacher Development Centre Project.
- A languages advisory group was established to provide advice on how to improve the delivery of languages education in public schools in order to increase participation rates and student achievement levels in Years 10, 11 and 12.

Science

The Department's Primary Science Project, assisted teachers of Years 1–7 in 50 public schools by providing additional resourcing for science support teachers.

In 2007, schools were provided with copies of recently developed Primary Connections science resource materials. Primary Connections is a national project funded by the then Department of Education, Science and Training and managed by the Australian Academy of Science. The science support teachers provide professional learning on implementing this resource in schools.

The three-year $5 million secondary science teachers enrichment program (SPICE) has enabled 19 science teachers to work part-time at the University of Western Australia alongside research scientists and multimedia developers to design resources that use current science as contexts for teaching. Thirty-two secondary schools are now recognised as SPICE schools.

The Australian School Innovation in Science, Technology and Mathematics (ASISTM) projects, funded through the Commonwealth, encourage innovation in Australian schools. The projects involve clusters of schools from country, metropolitan and remote locations and, in 2007, 20 schools participated.

The *Animal Welfare Act 2002* and the *Australian Code for the Care and Use of Animals for Scientific Purposes (2004)* require schools to keep detailed animal use records and, in December 2007, teachers reported the use of any live non-human vertebrate for teaching.

In 2007, the new course, Earth and Environmental Science, was introduced and is currently being taught in eight public secondary schools. Public schools provided feedback to the Curriculum Council on the Biological Sciences, Chemistry, Human Biological Sciences, Physics and Integrated Science courses. These courses have all been accredited by the Curriculum Council for introduction in 2008.

The introduction of the new science courses was supported by Teacher Development Centre coordinators.

In 2007–2008, to improve science learning in public schools, the Department continued its partnerships with the Scitech Discovery Centre, the Gravity Discovery Centre, Perth Zoo, the Grains Research and Development Corporation, and the University of Western Australia.

The Department was a major sponsor for the World Conference in Science Education held in Perth in July 2007 which resulted in the formation of the *Perth Declaration on Science Education.* Over 1000 delegates from 50 nations attended.

Society and Environment

Through the Access Asia Program, the Department, in partnership with the Asia Education Foundation, promotes and supports the studies of Asia across the curriculum in Western Australian schools. Access Asia is a cross-sectoral project that is important to:

- the State Government's commitment to the *National Statement for Engaging Young Australians with Asia in Australian Schools*;
- embedding the studies of Asia in the K–10 Syllabuses and providing resources to support teachers to develop and implement learning; and
- the provision of professional learning to support teachers in the implementation of the National Statement.

In 2007–2008, in support of these commitments, professional learning was conducted in over 60 workshops of varying length and location with over 1500 participants. Of these participants, 71 per cent were new to the Access Asia professional learning program.

The focus of professional development is to assist teachers to equip young people to know about and understand contemporary and traditional Asia, develop informed attitudes and values, make connections between Australia and Asia, and communicate through the development of intercultural skills and understandings.

Commitment to the ANZAC heritage saw schools and staff across the State running services to commemorate ANZAC Day. Students and staff from a range of schools also took part in the annual Public Schools' Commemorative ANZAC Service at Kings Park in April 2008.

Twelve students, 10 from public schools, took part in the fifth ANZAC Student Tour in April 2008. Accompanied by the Premier, students visited battlefields and cemeteries in France and Belgium. They participated in the historic ANZAC Day Dawn Service at the Australian War Memorial in northern France to commemorate the 90th Anniversary of the liberation by Australian troops of the town of Villers-Bretonneux. Schools nominated students who showed excellent interpersonal skills and self-confidence as well as an interest in history and knowledge of the ANZAC experience. Students had to present a speech on the topic 'War teaches a society many lessons.'

Technology and Enterprise

The new Applied Information Technology course was implemented in Year 11 replacing a range of existing software applications courses. For the first time, students studying this course have the opportunity to sit for an external examination in Year 12 and use their result as part of their tertiary entrance score.

Further work on the new Accounting and Finance course was undertaken by the Curriculum Council with the Institute of Chartered Accountants and universities, with the view of gaining approval for the implementation of the course in Year 11 in 2009. The Department, as a key stakeholder, contributed to course development. All remaining new Technology and Enterprise courses were approved for implementation in Year 11 in 2009.

Engineering Studies was examined in Year 12 for the first time. As a result of feedback, the Curriculum Council reviewed the examination process and has made changes in line with recommendations of this review.

Teacher Development Centre coordinators in Applied Information Technology, Accounting and Finance, Computer Science, Engineering Studies, Materials, Design and Technology and Career and Enterprise worked with schools to support course implementation. Very successful conferences were held for Applied Information Technology, and Accounting and Finance, with teachers attending from throughout the State.

Vocational education and training in schools

Vocational education and training in schools programs provide students with the opportunity to develop work-related skills while still at school. Successful completion of nationally-recognised VET units and courses contributes to the WACE, provides students credit when continuing their training at TAFE**WA** and provides a meaningful basis for entrance level employment.

The delivery of VET in Schools in public schools was supported by 14 Enterprise and Vocational Education Coordinators.

In 2007:
- There were 16 666 students in Years 8–12 who participated in VET in Schools programs in 154 public schools statewide (14 513 in Years 11–12 and 2153 in Years 8–10).
- A total of 27.5 per cent of VET in Schools activity took place in regional and remote Western Australia.
- Fifty-two per cent of all Years 11–12 students from 142 public schools participated in VET programs that contributed to their achievement of secondary graduation: a 4.3 per cent increase from 2006. This represented 23 755 VET in Schools course enrolments in 2007 compared with 22 439 in 2006.
- There were 44.9 per cent of Aboriginal and Torres Strait Islander students in Years 10–12 who participated in a VET program.
- Twenty-six per cent of VET in Schools delivery was in building and construction, automotive, hospitality, engineering, mining, community services, health and education.

Thirty-nine per cent of 2006 school leavers entered VET in 2007, compared with 33 per cent of 2005 school leavers who entered VET in 2006.

Agricultural education

Public school agricultural education is provided as either general agricultural education or entry-level vocational training at five residential Agricultural Colleges, two large Farm Training Centres and fourteen smaller sites attached to district and senior high schools throughout Western Australia.

General agricultural education ranges from awareness activities in primary schools to Curriculum Council accredited subjects at the senior secondary level. Some senior high schools (such as Kelmscott and Lockridge), with well established agriculture programs, are experiencing increased demand.

Entry-level vocational training opportunities for senior secondary students are offered by the residential campuses of the WA College of Agriculture (WACoA) at Cunderdin, Denmark, Harvey, Morawa and Narrogin and at the Esperance Farm Training Centre. All five residential campuses are RTOs and their programs prepare students for a wide range of careers.

The WACoA provides a blend of secondary education and vocational training. Each campus offers programs for Year 11 and 12 students that encompass a general education in an agricultural context. The two-year program meets the requirements of both the Western Australian Certificate of Education and national VET accreditation.

In 2007–2008, WACoA was involved in the following activities and achievements:
- In February 2008, WACoA enrolled 483 students from around the State, representing an increase of 4.3 per cent on 2007 enrolments. Approximately 12 per cent came from the Perth metropolitan area and 20 per cent had previously attended private schools.

  Most students chose to board on the campuses at a cost of $7535 per year, and all campuses were close to or over their designated capacity.
- The Department provided $1.08 million for public schools to support farm operations linked to agricultural education and $0.89 million for residential operations at WACoA campuses. Boarding fees totalling $3.26 million were remitted to the Department. Some $2.04 million was derived from farm operations and $815 000 was paid into the Agricultural Education Trust for distribution among public schools with agricultural programs.
- The Gnowangerup Training Centre operates as a training centre, concentrating on the development of skills in agriculture and related trade areas in the Great Southern region. An additional 130 hectares of new land, purchased in March 2007, is now fully incorporated into the Centre's operations and has resulted in an increase in farm revenue and training opportunities for visiting students.
- A partnership, established with the WA No-till Farmers Association, features a 12-year commitment to a trial on WACoA land focusing on innovative cropping methods.
- Teachers of agriculture were required to comply with the *Animal Welfare Act 2002* and the *National Health and Medical Research Council's Australian Code of Practice for the Care and Use of Animals for Scientific Purposes (2004)* for the first time in 2006. Teachers now present proposals and report annually on animal use to the Schools Animal Ethics Committee (SAEC) as an embedded part of operations
- A very high proportion of graduates obtain immediate employment or go on to further education and training — 99 per cent of Year 12 students in 2007 entered directly into employment, traineeships, apprenticeships, universities or TAFE**WA** colleges.

School support services

Student support

Students with disabilities and learning difficulties

The fundamental objective of the Department's services to students with disabilities and learning difficulties is to ensure they are able to participate in education on the same basis as other students. This includes the right to comparable access, services and facilities.

Students with disabilities are those students who attract supplementary funding and have been identified as having one or more of the following conditions:
- global developmental delay (up to six years of age);
- intellectual disability;
- Autism Spectrum Disorder;
- vision impairment;
- Deaf and Hard of Hearing;
- physical disability;
- severe medical or health condition; and
- severe mental health disorder.

These students constitute about three percent of the total student population and details about the criteria for identification are available at the Schools Plus website.

In June 2008, there were 7477 students enrolled in local primary, secondary and specialist public schools in Western Australia who attracted supplementary funding through Schools Plus. There were 708 (9.5 per cent of all students with identified disabilities) enrolments at the pre-compulsory level, 4291 (57.4 per cent) at the primary level and 2478 (33.1 per cent) at the secondary level.

Students identified with a learning difficulty function within the average range of intellectual ability but may demonstrate a wide range of characteristics, ranging from academic difficulties to cognitive and socio-emotional problems, or they may have an identified specific learning disability.

Students who have speech and/or language impairments (as diagnosed by speech pathologists) and demonstrate average to above average cognitive functioning (as determined by psychologists) are said to have a specific language impairment.

All students with learning difficulties and most students with disabilities attend their local public school. Support is provided by local district education office staff (Inclusive Education Teams) and a Statewide Specialist Services Visiting Teacher Service. Some students attend specialist facilities, including education support schools and centres, Autism Units, schools and centres for the Deaf and language development centres. Support for students with disabilities is underpinned by 'informed parent choice'.

Many students with high support needs aged 4–18 years attend education support schools or centres in metropolitan and larger country areas. Education support centres are co-located within the local primary or secondary school. All students attending education support schools or centres participate in education programs that reflect the outcomes specified in the Curriculum Framework.

The learning outcomes of students with disabilities and learning difficulties may vary across the eight learning areas depending on the nature of their disability. For some students with high support needs, learning progress is assessed against the Foundation Outcome Statements.

District–based services

District-based Inclusive Education Teams of visiting and support teachers collaborate with schools to provide responsive and context-specific strategies for students with Autism Spectrum Disorders,

learning difficulties as well as intellectual and physical disabilities. Consultancy services include curriculum adaptations, professional learning, interagency support and referrals to specialist teams. Schools are assisted with applications for minor works, resources and specialised equipment.

Statewide Specialist Services

Statewide Specialist Services support inclusive teaching and learning practices in districts and schools for students with disabilities and learning difficulties across the State and include the following services:

- The Centre for Inclusive Schooling provides whole school and classroom based practical support and professional learning through specialist teams in the areas of Autism education, assistive technology, disabilities high support needs and learning difficulties. It also enhances curriculum access for some students with disabilities through the provision of assistive technologies and specialised equipment.

- Hospital School Services (HSS) provides services to both public and private school students whose physical or mental health prevents them from participating successfully in educational programs. The identification and provision of services for students with a severe mental disorder is an area of growing concern and HSS has responded with new models of support services.

  In 2007, approximately 30 teachers provided support to 3650 students.

- The Vision Education Service supports very young children in their homes and supports students in local public and private schools up to the end of Year 12. Services are available to students who have a vision loss that affects learning. Visiting teachers enhance curriculum access and also address the orientation and mobility needs of students. Young children are introduced to literacy in a Braille enriched educational setting for a half day per week on the Brentwood Primary School site.

  Over 350 students statewide are supported with specialised resources and visiting teachers from the Vision Education Service.

- The Western Australian Institute for Deaf Education provides a range of inclusive educational services for over 1400 Deaf and Hard of Hearing students and their families throughout the State. Services are available to both public and private school students with a hearing loss that affects learning.

  The majority of Deaf and Hard of Hearing students attend their local school and are supported by the Visiting Teacher of the Deaf Service according to their individual needs. Currently, Teachers of the Deaf are located in the Perth metropolitan area, Albany, Broome, Bunbury, Esperance, Geraldton and Karratha. Specialist visiting teachers also support schools and families in the education and communication development of students who are Deafblind.

- The Statewide Speech and Language Service provides specialised support to schools for students Years K–12. Four speech and language consultants work with a multidisciplinary team of support officers (18 FTE), who are either teachers or speech pathologists, to provide professional learning and consultancy services to schools. The service works with districts and schools to achieve improved literacy outcomes for students through speech and language planning.

  Direct support to approximately 1000 eligible students (Years K–3) is provided through the four metropolitan language development centres and the language development school.

Autism Spectrum Disorder in public schools

The number of students with an Autism Spectrum Disorder in public schools continues to increase by at least 18 per cent per year.

Statewide support is provided through inclusive education teams while services for students with high support needs and challenging behaviours are provided by the Autism Education Team.

Four early intervention Autism units at Beldon, Beckenham, Hillcrest and North Fremantle primary schools provide programs for K and P students with an Autism Spectrum Disorder.

Improving support for older students with an Autism Spectrum Disorder who exhibit low levels of participation and retention during secondary education is a high priority. There are currently 230 students with Autism in secondary schools with 78 students entering Year 8.

In 2008, two secondary Autism Units have been established and are being trialled at Padbury Senior High School and Canning Vale College. There are five to eight students in Years 8, 9 and 10 in each Autism Unit.

Ten Point Action Plan

In 2004, the State Government committed an additional $39.9 million over four years to improve services and support for students with disabilities and learning difficulties in public schools. Initiatives implemented from the *Ten Point Action Plan* provide a strong foundation upon which the Government and the Department build safe, inclusive and engaging learning environments.

Achievements in 2007–2008 included the following:

- Coordinated support from the Statewide Specialist Services was delivered in response to local needs.
- The Building Inclusive Classrooms Strategy, designed to support teachers in developing effective pedagogy to support students with disabilities and diverse learning needs continued. This strategy has continued to provide additional capacity for schools via extra FTE to schools for the role of Learning Support Coordinator (LSC) and provision of a quality professional learning program. In June 2008, there were LSCs (145 FTE) operating in 738 public schools across the State. The role of the LSC is to collaborate with classroom teachers, modelling teaching strategies to help plan and implement effective learning programs. The LSC also promotes inclusive practices in school and accesses appropriate support and services that assist teachers to help students.
- An online resource and professional learning program for teachers in relation to students with learning disabilities and diverse learning needs was developed.
- Flexible models of support and assistive technology for students with Autism Spectrum Disorder in K–P were developed and implemented.
- The Seamless Transition Trial for students in their final year of school moving to Alternative to Employment service providers was completed.

Support for the management of student behaviour

Effective management of student behaviour leads to improved student engagement and learning; and safer, more supportive learning environments.

All public schools are required to demonstrate and document school behaviour management planning. Planning occurs in consultation with the school community and includes strategies to prevent violence and bullying. During the year, the Department's *Behaviour Management in Schools* policy was reviewed to provide schools with greater clarity regarding their requirements in relation to the management of student behaviour.

In 2007–2008, a range of programs, approaches and resources supported schools in their management of student behaviour, including the following:

- The Behaviour Management and Discipline (BM&D) Strategy provided an additional $16.5 million of State Government funding to 273 public schools to develop strategies for managing student behaviour more effectively. Priorities included reducing class sizes in Years 4–9, reducing suspensions, improving attendance and the introduction of programs to support students to manage their own behaviour.

  At the end of the year, all BM&D schools were required to report on the outcomes they had achieved against targets set. School reports indicated notable achievements by these schools in the areas of behaviour, attendance, and teacher competence and confidence.

  The strategy is currently being reviewed by Edith Cowan University and a report is expected during 2008.

- The Classroom Management Strategies (CMS) Program offered professional learning for teachers in every district. Using in-class observation, peer conferencing and professional development, teachers develop skills to minimise student misbehaviour.

  By the end of 2007, 3300 staff members had undergone Level 1 CMS training since its introduction in 2004. A Level 2 program, implemented in 2007, provided professional learning in the observation and conferencing process to 150 teachers and administrators.

  Evaluation of data over two years indicates that teachers participating in the CMS Program demonstrate measurable improvements in their confidence and capacity to manage the behaviour of students.

- In June 2007, the Minister announced the trial of behaviour centres as an additional strategy to deal with the most violent and disruptive students — three secondary centres to be established in late 2007 and five primary centres in 2008.

  The pilot of three secondary centres commenced operation in Term 4 2007 and will continue until the end of 2008, with an evaluation conducted externally to inform future operation. Since October 2007, some 50 students have been enrolled across the centres.

  The five primary centres will commence operation in Term 3 2008 and will provide intensive support to primary students with challenging behaviour.

- *Keeping Our Workplace Safe* (a resource developed in partnership with WA police, schools, professional associations and the State School Teachers' Union of Western Australia) contains a wide range of practical strategies to guide and support school administrators when dealing with incidents of violence against school staff. This is supported by a professional learning program jointly presented by Department staff and WA police.

Suspensions and exclusions

Suspension involves the removal of a student from school for a number of days, depending on the nature of the offence and the context in which it occurred. The process gives students and their parents the chance to consider what led to the suspension and how further periods of suspension could be avoided. It also sends a clear message that inappropriate behaviour will not be tolerated in public schools.

In 2007, there was a total of 21 934 suspensions involving 10 536 students or approximately four per cent of all students in Years K–12. The average period of suspension was 2.1 days. The total number of days suspension was 46 667. Two-thirds of the students were only suspended once, an indication that this strategy has been effective for these students. The most common reason for student suspension was physical assault or intimidation of other students.

Advisory panels

The *School Education Act 1999* requires district education offices to convene advisory panels to provide independent perspectives on particular issues and make recommendations to the Director General on how these issues can be addressed. Advisory panels require community and parent representation and, to date, most panels have dealt with issues of school discipline and attendance.

Schools may recommend exclusion for students who commit serious or persistent breaches of the schools' codes of conduct. In each case, a panel is convened to investigate the situation and make recommendations to the Director General.

An exclusion order may completely exclude a student from attending the school and direct them to participate in an alternative educational program. The Director General makes the final decision whether to accept such recommendations.

During 2007 there were 35 recommendations for exclusion with 28 being accepted by the Director General. There were 14 attendance panels convened.

Table 47: Advisory Panels Convened by District Education Offices, 2003–2004/2007–2008

	Discipline Panel					School Attendance Panel				
	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Metropolitan	25	19	19	18	25	2	2	2	9	12
Rural and remote	10	9	6	6	3	5	1	-	4	2
Totals	**35**	**28**	**25**	**24**	**28**	**7**	**3**	**2**	**13**	**14**

Source: Behaviour Standards and Wellbeing

Student attendance

Unless exempted by the Minister for Education and Training under section 11 of the *School Education Act 1999* or working under a 'Notice of Arrangement', all young people who are living permanently in Western Australia must participate in some form of schooling until the end of the year in which they turn 17 years.

District officers support schools with student attendance issues, and they encourage schools to work in partnership with parents and local communities to promote the benefits of regular student attendance.

The *Attendance* policy requires schools to accurately record and monitor attendance. Where students have attendance issues, the school is required to follow up with and support the student.

Public schools participated in the Student Attendance Audit which provided attendance information to support the identification of students considered to be 'at-risk' because of irregular patterns of attendance. Schools used attendance data to direct resources to areas of need.

The Department has Standardised Leave Passes for students who are away from school for authorised reasons but not under direct supervision of teachers. Police officers and school attendance officers are authorised to direct students to return to school.

The Department participated in the Northbridge Strategy, an interagency initiative focusing on issues young people unsupervised in the Northbridge precinct at night. Enrolment and attendance information is used in follow-up support for these students.

In February 2008, a Memorandum of Understanding was formalised between the Department and the Department for Corrective Services. This clarified the roles and responsibilities of both agencies when working with young people involved with the justice system, to ensure improved educational planning for this group.

Student mobility

The Student Tracking System database is a cross-sectoral initiative with the Catholic Education Office and Association of Independent Schools of Western Australia to track transient and missing students across the State. The Student Tracking Workgroup issues a list of children who are reported to have been missing from an educational program for 15 days. The Children Whose Whereabouts are Unknown List is distributed to all public and private schools on a monthly basis.

In 2008, there were just over 600 students whose whereabouts could not be accounted for. There has been a noticeable increase in students identified as missing from education programs, consistent with the raising of the compulsory school age.

Support for health and wellbeing

Community Service Program

Implementation of the Community Service Program for Year 10 students began in 2007. The program requires students to undertake 20 hours service over Years 10–12 as one of the requirements to achieve the Western Australian Certificate of Education at the end of Year 12.

In 2007, approximately 17 000 students participated in the program. Support for schools included additional funds for implementation, professional development and networking at district level, a two-day forum for coordinators, school visits and advice from central office personnel.

In 2007, 30 per cent of Year 10 public school students completed the required 20 or more hours of service. Eighteen per cent completed 11–19 hours and 31 per cent completed between one and 10 hours. About 20 per cent of students appear not to have completed any hours of service because of limited options offered to students; delays to the start of the program; student non-attendance; and community issues, particularly in remote community schools.

Schools provided a wide range of school and community-based activities for students. The program promoted connections between the community and the school, spread a positive understanding of youth, promoted a culture of service, and helped to prepare students for their careers and for life after school.

Pastoral care

Pastoral care is the provision of care that promotes and enhances student wellbeing and learning. The Department developed a resource to support pastoral care planning at the whole-school level which draws on research commissioned by the Department. The resource will assist schools to review their current pastoral care processes against indicators of effective practice. A trial of the resource is planned for 2008–2009.

Child protection

A range of reports, including *Sexual Contact with Children by Persons in Authority in the Department of Education and Training Report* (Corruption and Crime Commission, October 2006), and the introduction of legislative reform have guided the revision of the Department's *Child Protection* policy and professional learning in 2007–2008.

In March 2007, the State Government approved drafting of legislation for mandatory reporting of child sexual abuse by doctors, nurses, teachers and police. The *Children and Community Services Amendment (Reporting of Sexual Abuse of Children) Bill 2007* has passed through Parliament and is anticipated to be enacted in January 2009.

Funding of $5.1 million over five years has been approved by the Department of the Premier and Cabinet for the creation of a Child Protection Coordination Team to manage the implementation of mandatory reporting within the Department. This team will coordinate the provision of support and training to schools across the State. The Department's mandatory Child Protection Professional Learning Program will continue, and it has been revised to reflect the legislative requirement for mandatory reporting of child sexual abuse by teachers.

In response to the *Review of the Department for Community Development* (Ford, 2007), the Child Safety Directors' Group has worked to ensure coordinated interagency services. Accordingly, in preparing for the introduction of the legislation, the Department participates in interagency working groups and also in a project involving health and education planning for children in care.

Information management systems are being enhanced to monitor compliance with the training and to monitor all child protection reports.

Domestic violence

In 2007, the Department participated in two family and domestic violence pilot projects:

- The Dating/Family and Domestic Violence Prevention Peer Education Project was piloted in two metropolitan public secondary schools. The project was managed by the Women's Council in collaboration with the Family and Domestic Violence Unit (Department for Communities) and the Department. In 2008, with funding from Lotteries West, the project will be expanded to six schools.
- Relationships Australia Western Australia (RAWA), in conjunction with the Department, commenced implementation of a three-year Family and Domestic Violence Prevention Project in three rural primary schools. In 2008, the project will extend to three additional primary schools with a focus on schools in the Goldfields and Mid West. The project encourages schools to use a health-promoting schools model to with engage students, parents and the wider community.

Community programs

The Department continued to work in partnership with local community organisations to provide a range of services to students in public schools. Community organisations received financial support from the Department to deliver services including, therapy support for children with disabilities, and speech and language difficulties; literacy mentoring; sporting activities and pastoral care.

Service level agreements, incorporating accountability and reporting mechanisms, have been developed for each organisation. Approximately $2.8 million was allocated to the community-based program sector for the provision of specialist services to schools.

School Chaplaincy Program

The Department continues to support the Churches Commission on Education (YouthCare) in implementing the School Chaplaincy Program on behalf of 14 Christian denominations. In 2007, it provided funding of $700 000, representing about a quarter of the cost of the program.

This funding is used to support the administrative operations of YouthCare, thus ensuring maintenance of the secular status of public schools. In May 2008, there were 199 chaplains operating in 236 public schools.

School Volunteer Program

The School Volunteer Program is a volunteer group that aims to improve the life skill, self-esteem and self-concept of selected primary and secondary students through literacy support. In 2007, the Department provided some $317 000 to assist the program in the provision of mentoring services to public schools. There are currently 1836 volunteers operating in 251 public schools.

School health services

In 2007, the revised Memorandum of Understanding between the Department of Health and the Department of Education and Training for *The Provision of School Health Services for Students Attending Public Schools 2007–2010* was endorsed by the Directors General of the respective departments. Local service agreements between education districts and area health services provide a local context for the implementation of the statewide Memorandum of Understanding. The agreements provide details about the health resources available within a district and programs to be implemented, taking into account local health priorities.

Student health care documentation

Standardised templates have been provided to schools to assist with developing health care plans for students who require health care support. The medical section of the Schools Information System is undergoing further development to align with the new health care templates. The upgrade is expected to be rolled out to all public schools in Semester 2 2008.

Anaphylaxis

The Western Australian Anaphylaxis Expert Working Committee delivered its Report, *Anaphylaxis: Meeting the Challenge for Western Australian Children,* to the Minister for Health in December 2006. In October 2007, the Premier announced that all the Report's recommendations had been accepted by the Government and that funding of $6.6 million would be available over four years to support their implementation. Approximately $1.1 million is allocated for training and resources for the education and child care sectors; and further funding is available for the provision of Epipens in first aid kits, subject to the necessary legislative changes.

Support for continued participation

Changes to legislation affecting the school leaving age require that, from 2008, all young people in Western Australia must either attend school full time or participate in a range of other approved education, training and/or employment options until the end of the year in which they turn 17 years.

The Department, through the Participation Directorate, has undertaken a range of measures to develop more flexible and improved pathways for young people between schools, VET, universities and employment. This is a cross-sectoral, multi-agency initiative involving public and private schools, TAFE**WA** colleges and private RTOs, community organisations and employers.

Achievements and activities to support student participation included the following:
- To date, there are 85 field based workers (Managers Participation and Participation Coordinators) throughout the State to support young people to make successful transitions from school into further education, training and/or employment.
- In 2007, the Education and Training Participation Plan (ETPP) planning process involved over 1000 participants statewide who developed more than 130 education and training programs to engage those young people affected by the legislation:
  - Fifty-four of these programs are Senior School Engagement Programs (SSEPs) which provide effective teaching and learning programs for students who, in the past, may not have returned to Years 11 and 12.
  - Over $5.3 million was distributed to public schools and colleges through ETPP and SSEP funding in 2007.
- A research and development framework has been developed to produce a comprehensive statewide map identifying young people not engaged in education, training and employment. This data informs ongoing program planning for students affected by the legislation.
- The Participation Management Database, which records Notices of Arrangements (NoAs) logged by students accessing options other than full-time schooling, processed 4040 NoAs in 2007 compared with 3253 in 2006. As at 1 May 2008, the database had processed 7349 NoAs, with the total for 2008 anticipated to exceed 10 000.
- The Clontarf Football Academy, which currently operates on seven sites across the State, has provided education, training and employment opportunities for over 300 young Aboriginal males.
- The Australian Government Quality Teacher Programme supported the Promoting a Career Development Culture in Schools project which provided professional development to over 200 classroom teachers. This project supports classroom teachers by providing resources and professional learning to help young people make effective transitions and become self-directed lifelong learners and personal career managers.

Education of Aboriginal students

Public schools account for 84 per cent of the 25 269 Aboriginal students undertaking school education in Western Australia. Aboriginal enrolments in public schools continue to rise. In February 2008 there were 21 171 such enrolments compared with 18 039 in 2003, 15 106 in 1998, 12 013 in 1993 and 9763 in 1988.

Aboriginal enrolments account for 8.4 percent of all enrolments: 4.6 per cent of enrolments in the metropolitan districts and 18.4 per cent of enrolments in the rural and remote districts.

Table 48: Aboriginal Enrolments at Western Australian Public Schools, By Education District, 2008 [a]

Education district	Aboriginal students in public schools	Total students in public schools	Aboriginal students as % of all public school students
Metropolitan			
Canning	2 515	36 958	6.8
Fremantle-Peel	2 353	57 715	4.1
Swan	2 663	38 434	6.9
West Coast	907	50 228	1.8
Sub-totals	**8 438**	**183 335**	**4.6**
Rural and remote			
Albany	503	6 838	7.4
Bunbury	772	12 679	6.1
Esperance	273	3 527	7.7
Goldfields	1 668	6 557	25.4
Kimberley	3 206	5 032	63.7
Midlands	705	5 936	11.9
Mid West	2 451	8 826	27.8
Narrogin	532	4 733	11.2
Pilbara	2 326	7 902	29.4
Warren-Blackwood	297	7 220	4.1
Sub-totals	**12 733**	**69 250**	**18.4**
Grand totals	**21 171**	**252 585**	**8.4**

(a) First Semester census.

Source: Evaluation and Accountability

Table 49: Aboriginal Enrolments at Western Australian Public Schools by Year Level, 2005–2008 [a]

Year Level	2005		2006		2007		2008	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
K	1 305	7.9	1 448	8.5	1 437	8.4	1 443	8.2
P	1 564	8.0	1 594	8.2	1 772	8.9	1 698	8.6
1	1 730	8.6	1 719	8.7	1 709	8.7	1 847	9.2
2	1 592	8.2	1 782	8.8	1 787	8.9	1 730	8.7
3	928[b]	8.3	1 597	8.2	1 820	8.8	1 792	8.9
4	1 614	8.1	950[b]	8.4	1 607	8.1	1 831	8.8
5	1 579	7.8	1 628	8.2	973[b]	8.6	1 658	8.4
6	1 641	8.1	1 576	7.7	1 657	8.3	960[b]	8.5
7	1 585	7.8	1 620	8.0	1 617	8.0	1 610	8.2
Primary Sub-totals	**13 538**	**8.1**	**13 914**	**8.3**	**14 379**	**8.5**	**14 569**	**8.6**
8	1 443	8.4	1 505	8.7	1 525	9.0	1 467	8.7
9	1 459	8.4	1 507	8.6	1 569	8.9	1 514	8.8
10	1 347	7.5	1 388	8.0	1 528	8.6	1 483	8.4
11	924	5.4	1 165	6.6	1 280	7.3	1 371	7.6
12	414	3.2	494	3.9	640	4.9	767	5.7
Secondary Sub-totals [c]	**5 592**	**6.7**	**6 060**	**7.3**	**6 547**	**7.8**	**6 602**	**7.9**
Grand totals	**19 130**	**7.6**	**19 974**	**8.0**	**20 926**	**8.3**	**21 171**	**8.4**

(a) First semester census.
(b) Includes half cohort.
(c) Includes ungraded secondary students.

Source: Evaluation and Accountability

While there is continuing focus on closing the performance gap between Aboriginal and non-Aboriginal students, some of the former continue to lag well behind the general population. Measures of participation in schooling, retention and achievement reflect the continuing relative disadvantage of Aboriginal students.

In 2007, the average attendance rate in the primary years for Aboriginal students was 81.2 per cent compared with 94.1 per cent for non-Aboriginal students. In the lower secondary years the gap was greater with an average attendance rate for Aboriginal students of 69.0 per cent compared with 90.0 per cent for non-Aboriginal students.

The retention rates for Aboriginal students continue to be rather low. While 96.3 per cent of Year 8 Aboriginal students stayed on until the end of Year 10 and 75.3 per cent to Year 11, only 25.4 per cent stayed to Year 12.

In Semester 2 2007, of the 369 Aboriginal students in Year 12, 206 met the requirements for a Year 12 certificate, up from 178 in 2006. Of these students, 20 received a Tertiary Entrance Rank high enough for entry to university.

Support for the transition to school

Aboriginal kindergartens
In Western Australia, all children who turn four before 30 June are eligible to access kindergarten. Aboriginal kindergartens have the specific purpose of providing education programs for three and a half and four and a half year old Aboriginal students. There are 28 Aboriginal kindergartens and 42 remote community schools which provide education programs to assist Aboriginal children in their transition from home to school. These programs are inclusive of their Aboriginality, culture, language and learning styles.

The Aboriginal students in these facilities develop the literacy skills and understandings which are necessary to prepare them for reading and writing at school.

Indigenous Early Childhood Initiative
The document, *Australian Directions in Indigenous Education 2005–2008 (MCEETYA 2006)* addresses areas where action is needed to improve Indigenous student outcomes in early childhood education; school and community partnerships; school leadership; quality teaching; and pathways to employment, training and further education.

The document includes national recommendations for vital action in early childhood education. Western Australia plays the role of lead jurisdiction in the development of educational programs for Aboriginal children to better prepare them for formal schooling. In 2007, the Indigenous Early Childhood Education Project commenced and focused on:
- development of a framework to describe enabling conditions, skills and understanding to increase participation and readiness for formal schooling;
- development of a set of high quality and culturally inclusive early childhood education teaching and learning resource materials for Western Australian schools; and
- provision of a language service in education districts to address the oral language learning needs of early childhood (K–1) Aboriginal children and support early literacy development of students in a diversity of contexts.

Support for literacy and numeracy

Although the proportion of Aboriginal students achieving the national benchmarks in literacy and numeracy has remained reasonably stable over the past five years, there has been an upward trend in the number of Aboriginal students sitting the tests and therefore an upward trend in the number of students achieving the benchmark.

Aboriginal Literacy Strategy
The Aboriginal Literacy Strategy (ALS) services schools in the four remote education districts of the Kimberley, Pilbara, Mid West and Goldfields. It is highly focused on consistency and sustainability over time to counteract the negative effects of student absenteeism and constant changes to personnel.

The centrepiece of the strategy is focused English language and literacy instruction through a daily two hour literacy session delivered to every student who attends school. The literacy session comprises a prescribed sequence of English language and literacy learning components. The components provide a framework for the planning and delivery of effective language and literacy instruction. Instructional practices utilised in each component reflect evidence-based planning, careful text selection, and explicit teaching and support of English as a second language/dialect.

In 2007, the strategy operated at 49 school sites (including all school annexes) and involved approximately 340 teaching staff. This was the first year where the Aboriginal Education Team members of all four education districts were involved in the training and co-delivery of professional development to school staff.

All ALS schools participated in six days of professional learning, and training for English Language and Literacy Consultants (ELLCs) was expanded to include all district-based staff. Schools which implemented the literacy session noticed improvements in student attendance and student engagement in literacy learning activities.

English as a Second Language/Indigenous Language Speaking Students
The English as a Second Language/Indigenous Language Speaking Students (ESL/ILSS) Program operated in schools throughout the Goldfields, Kimberley, Mid West and Pilbara education districts. In 2007, 581 students were assessed as having a language barrier impeding participation in the classroom in English, and professional learning was made available to staff involved. There were 24.5 FTE Aboriginal positions created, funded and supported by this program.

Indigenous Tutorial Assistance Scheme
The Indigenous Tutorial Assistance Scheme is a partnership between the Department; the Department of Employment, Education and Workplace Relations; and schools, aimed at achieving improved literacy and numeracy skills for Indigenous students at key points of schooling. The Indigenous Tutorial Assistance Scheme targets students in Years 4, 6 and 8 who were just at or below the WALNA benchmarks in Years 3, 5 and 7.

In 2007, a total of 193 schools participated in the program involving 1875 Aboriginal students and 90.4 FTE staff.

Students in Years 4, 6 and 8 were re-tested using WALNA tests different from those they sat the previous year in Years 3, 5 and 7. For students with data available across the two consecutive years, the results from re-testing in 2007 indicated that, on average, these students had gained considerable literacy and numeracy skills during the program.

Aboriginal Education Specialist Teacher Program
The Aboriginal Education Specialist Teacher Program is a culturally inclusive and collaborative program to enhance literacy and numeracy outcomes for Aboriginal students in Years 3–7 across 39 schools.

Support for participation and achievement

Follow the Dream
The Follow the Dream Strategy targets successful Aboriginal secondary school students and provides a supportive learning environment to enable them to complete school and go on to university. Students enter the program on the basis of a formal commitment and are assisted by the provision of support that focuses on academic excellence, including access to tutors and well-equipped facilities for after-school study.

Follow the Dream is conducted after school in learning centres that employ tutors and mentors who assist Aboriginal students in all facets of their education. In 2007, the strategy supported 527 students in Years 6–12. There were 24 learning centres that supported students from 58 schools across the State.

In 2007, Follow the Dream students were selected for various programs including the Premier of Western Australia's annual ANZAC student tour. Other students received academic excellence awards or national awards including the Pride of Australia medal (peace category) for promoting tolerance, understanding and social harmony in the community. This indicates that high expectations can lead not only to higher academic outcomes but to outstanding achievement in other facets of education and personal growth.

Aboriginal Education Awards of Achievement
The Aboriginal Education Awards of Achievement promote a positive image of Aboriginal education, both within the school and broader communities, and acknowledges the achievements of teachers, schools and community groups in improving the educational outcomes for Aboriginal students. In 2007, a total of 123 nominations were received which doubled the number received in the previous year.

Aboriginal Perspectives across the Curriculum
The Aboriginal Perspectives across the Curriculum Online Resource is a project that aims to broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being. Regional lesson materials were collected and collated during 2007. Currently, the website contains over 150 lesson plans and was visited 58 483 times in 2007. It will be expanded during 2008.

Support for school leadership

Dare to Lead
Dare to Lead is a shared initiative between the Department and the Australian Principals Association Professional Development Council. Dare to Lead offers a variety of professional development opportunities and a range of specifically designed resources are provided to school leaders.

There are currently 19 action areas covering the entire State with 18 of these coordinated by public school principals. The percentage of public schools that are Dare to Lead coalition members is currently 63 per cent.

The 2007 Dare to Lead Excellence in Leadership in Indigenous Education Awards High Achievement winners were the Midland Indigenous Youth Program and Yule Brook Community College. Achievement winners were Challis Early Childhood Education Centre and East Kenwick Primary School.

Leading from the Front
Leading from the Front is a shared initiative between the Department and the Western Australian Primary Principals Association. It is accredited training that builds the capacity of principals to provide leadership in improving the outcomes of Aboriginal students.

During 2007, 90 principals/deputy principals attended three forums to enhance their leadership in Aboriginal education. Participants examined and shared current educational thinking and practice in relation to Aboriginal education and effective whole school strategies for improving outcomes for Aboriginal students. A key component of the professional development was an action research project where principals develop and implement approaches in their schools and share findings at future conferences.

Support for parent and community involvement

In 2007, a trial was conducted in six schools to enhance the involvement of Aboriginal parents/caregivers in the education of their children and in school decision-making. In 2008, as a result of the trial, a resource package is being developed for schools statewide to support principals, their staff and the parent community in the process of developing and implementing formal agreements in relation to school/community partnerships.

Students for whom English is a second language or second dialect

The Department provides specialist support, predominantly funded through a range of Commonwealth Government programs, for students whose first language or dialect is not Standard Australian English.

In 2007, English as a Second Language (ESL) programs operated in 115 public schools, supporting some 4500 as students identified by schools.

In order to provide the most appropriate form of language support, ESL students are classified according to their level of English language development: Stage 1 (intensive support needs) and Stage 2 (post-intensive).

Of the 1100 students newly arrived in Australia in 2007, most were from the Sudan, with significant numbers from Burma, Afghanistan, Kenya, the Congo, and China. New arrivals in the metropolitan area were assisted through 12 Intensive English Centres (IECs) in the Swan (six), Fremantle-Peel (five) and West Coast (one) districts, apportioned roughly equally between the primary and secondary levels. Approximately 780 limited schooling background students received up to 24 months in intensive English tuition before enrolling in mainstream schools. Some 135 newly arrived students in regional schools were supported through a specialist staff allocation.

Two Integrated Service Centres were established at IECs, designed to provide an integrated service delivery model for newly arrived students who have experienced torture and trauma.

Eligible Stage 2 students can attend either ESL support or cell programs. Both offer specialist services in mainstream contexts. In 2007, 3572 students participated in these programs.

An increasing number of students on temporary visa subclasses are enrolling in public schools. In 2007, 581 primary-aged students and 582 secondary-aged students attended public schools. Approximately 1000 of these students were dependents of principal holders of the temporary visa subclass 457. While some 800 of these temporary resident students were identified as having Stage 1 ESL needs, only 131 were able to access a place in Stage 1 ESL programs. The remainder enrolled directly into mainstream schooling.

The Department employed 130 FTE bilingual education assistants to support learners and to facilitate liaison with families. Their work was supplemented by purchasing commercial interpreter and translator services.

Various assessment tools have been used in public schools to monitor English as a second language/English as a second dialect (ESL/ESD) students' progress in acquiring English language and literacy skills. To ensure a more consistent approach and to develop explicit connections with the Outcomes and Standards Framework, the draft edition of the ESL/ESD Progress Map was rolled out to all schools in 2007.

The ESL Resource Centre provided some 6463 ESL teaching resources for teachers of students with English language needs across Western Australia.

Education of gifted and talented students

The Department provides support, guidance and resources to schools to identify gifted students and to develop quality programs to meet these students' needs. This includes the management and provision of resourcing to Gifted and Talented programs, testing and student placement, management of Approved Specialist Programs, coordination of professional learning opportunities, and appropriate strategic support to all public primary and secondary schools.

An integral function is the management of the testing and placement process for the Selective Schooling and Selective Academic, Arts and Languages programs.

From 2007, Perth Modern School was reinstated as a selective academic school. Also, John Curtin College of the Arts commenced its transition to a selective arts school with students able to apply for Drama, Dance, Music and Visual Arts from Year 8, and Artsmedia and Music Theatre from Year 10.

Comet Bay College and Melville Senior High School welcomed their first intake of gifted and talented students, having been awarded a Selective Academic Program from 2007 and 2008, respectively.

In December 2007, an electronic database to enable online applications became active, reducing the time and cost associated with data entry.

This year 82 works were selected for the Young Originals Exhibition from a record 245 entries from students across senior secondary schools. Visual arts students from the Gifted and Talented programs at Applecross, Balcatta and Kalamunda senior high schools were well represented among the 27 schools to have student work displayed.

Geographically isolated students

There are more than 69 000 public school students in rural and remote areas of the State, and the Department has a range of programs and services to support these students.

Priority Country Areas Program

The Commonwealth's Country Areas Program complements the Department's provision for isolated students. In 2007, funds allocated under the Priority Country Areas Program (PCAP) totalled $3.6 million. The majority of funds were used to support specialist programs that were unavailable in eligible schools (such as Music, Dance, or Languages Other Than English); visits to schools by educational, artistic and cultural groups; accessing ICT technical support; and excursions and camps.

The program provides professional learning and support to new or inexperienced school administrators to assist them in applying the funds to achieve the best outcomes for their students, particularly in areas such as standards in literacy, numeracy, and the attendance and retention of students.

A smaller proportion of PCAP funding was used for a variety of related purposes, including resource production, specialist equipment, projects, training, professional development and central administration. There was also an allocation of $0.22 million to the Schools of Isolated and Distance Education to support programs for bringing students and home tutors together.

Schools of Isolated and Distance Education

The Schools of Isolated and Distance Education (SIDE) provide a quality education to young Western Australians who, primarily because of remoteness, are unable to attend regular schools. SIDE consists of six campuses: Leederville (Primary K–7 and Secondary 8–12 schools) and Kalgoorlie, Port Hedland, Geraldton, Carnarvon and Derby (which are K–7 Schools of the Air).

SIDE offers the same educational opportunities as most primary and secondary schools including support for students with disabilities, students with learning difficulties, and gifted and talented students.

In Semester 1 2008, there were 340 students enrolled in the primary and secondary schools at the Leederville campus, and the schools of the air (SOTAs) provided distance education to a further 226 students.

Many SIDE students receive lessons using a satellite service which allows them to interact with each other and to access a range of programs. The service also allows students to participate in activities such as music lessons and assemblies.

SIDE also provides the opportunity for students to access secondary subjects and courses which are not available in their local school.

SIDE information and communications technologies
SIDE's adoption of new broadband-based online technologies accelerated in 2008. Previous trials of Centra Symposium software moved to full implementation. This synchronous multimedia teaching platform allows direct speech and video communication between and amongst teachers and students. Shared applications and learning objects, and a shared 'whiteboard' workspace have revolutionised the delivery of distance learning. On average, 500 scheduled lessons are delivered weekly with many more 'ongoing events' utilised for point-of-need teaching. Traditional school events, such as assemblies and extra-curricular activities, can now be offered by the SIDE schools.

SatWeb, the web-based two-way satellite communications system, continued as the mainstay for many remote students of SIDE and the SOTAs. The expanding availability of mainstream broadband technologies is also assisting in an online approach, which is overcoming previous limitations when teaching students in remote locations.

Extensive use is made of Janison Toolbox, SIDE's Learning Management System, to develop online courses. There are 212 courses online with more than 1500 students enrolled. Additional courses, especially for senior students, are being developed and added regularly.

The SIDE Online Teaching and Learning team has delivered extensive training and support in the new technologies, and adoption rates by teachers have accelerated. Supplementary tools for teaching are being explored, with teachers receiving training in the development of learning objects and adaptation of audio visual materials.

In 2008, SIDE language teachers are delivering French, Indonesian, Italian (Years 3–12) and Japanese (Years 3–7) lessons to some 2000 students in over 100 public schools using teleconferencing, online virtual classrooms and videoconferencing. Voice recording hardware and software are used to collect evidence of student achievement.

The Flexible Learning in Schools (FLIS) Project, which enhances educational opportunities for senior secondary students, continued in 2008. The project was established to provide opportunities for students in Hedland and Newman and has now been extended to Tom Price, Kalbarri, Karratha, Katanning, North Lake, and Padbury. It is supported by BHP Billiton Iron Ore.

Each receiving school has appointed a learning facilitator who supports the local students and interacts with the delivery teacher. A number of other schools have expressed an interest in future involvement.

Further analysis of the results for FLIS students in 2007 showed a good degree of comparability between subjects studied at school and through FLIS, in combinations such as Chemistry and Physics or Calculus and Applicable Maths. This means that achievement tended to be similar with these matched subjects – and importantly, that FLIS students suffered no disadvantage.

The School of Instrumental Music

The instrumental music program, provided through the School of Instrumental Music (SIM), reaches around 14 000 students in Years 3–12 in more than 450 public schools across the State. There was a total of 280 ensembles.

There were a number of woodwind, brass and guitar workshops for primary students held during the year. Several thousand, mostly secondary, students were involved in the instrumental festivals held in Term 3 for bands, orchestras, guitar ensembles, choirs and jazz groups. A number of secondary students also participated in workshops and master classes by leading professional performers.

The School of Instrumental Music is also venturing into the contemporary music scene with specialised instruction in electric guitar being offered in a number of schools, especially those enrolling students in VET accredited courses.

The schools' showcase concerts, Opus 2007 and Opus 2008, enabled students to perform in a professional setting of the highest quality and to present their talents to best advantage.

Table 50: Student enrolments, School of Instrumental Music, by Level of Education, 2001 and 2006–2008.

Level of education	2000	2006	2007	2008
Primary (Years 3–7)	6 981	7 517	8 047	6 968
Lower secondary (Years 8–10)	4 730	5 746	5 813	5 874
Senior secondary (Years 11–12)	758	1 150	1 260	1 251
Total	**12 469**	**14 413**	**15 120**	**14 093**

Source: School of Instrumental Music

In 2008 a total of 233 staff, including classroom music teachers and instrumental music teachers, were appointed to SIM.

A pilot program providing instrumental lessons online (using Centra software) to students of Carnarvon SOTA started in 2007 and continued in 2008. A studio for delivery of lessons to remote students is being set up in the SIM premises in Maylands.

Home-schooled students

Under the *School Education Act 1999*, the Department is responsible for registering providers of home education and monitoring the educational programs undertaken by the children in their care, through moderators employed at the district level. The Act permits special evaluations to be conducted if moderators are not satisfied with home-schooled students' progress.

The number of home-schooled students has not increased markedly since the Act came into force. There were 1079 home students in 1999 and numbers since have shown a slight upwards trend with fluctuations from year to year. An audit in Term 1 2008 revealed that there were about 1550 home educators registered.

Government support is provided in the form of access to district education resource centres, means tested secondary school allowances, in-term swimming lessons, dental and medical services, and student travel permits.

Table 51: Home Education Students Registered with the Department of Education and Training, 2008 [a]

Education district	2004	2005	2006	2007	2008	Education district	2004	2005	2006	2007	2008
Metropolitan						**Rural and remote**					
Canning	160	180	190	220	266	Albany	135	93	113	111	126
Fremantle-Peel	212	208	207	254	240	Bunbury	65	63	66	74	73
Swan	213	188	200	197	324	Esperance	40	40	46	46	38
West Coast	200	207	227	245	132	Goldfields	29	34	27	26	38
						Kimberley	16	19	26	23	22
						Midlands	72	71	76	85	94
						Mid West	37	45	43	45	71
						Narrogin	40	35	36	41	58
						Pilbara	8	9	11	26	14
						Warren-Blackwood	77	72	69	71	71
Totals	**785**	**783**	**824**	**916**	**962**	**Totals**	**519**	**481**	**513**	**548**	**605**
						Grand totals	**1 304**	**1 264**	**1 337**	**1 464**	**1 567**

(a) First semester data.

Source: Department of Education and Training district education offices

Vocational education and training support services

Support for teaching and learning

A challenge for vocational education and training services is to ensure all sectors of the community are able to access training to benefit from the State's economic growth, while providing the skills necessary to address the needs of industry.

Achievements in training delivery for 2007–2008 included the following:

- The Higher Level Qualifications Working Group was established, comprising Department staff and TAFE**WA** Managing Directors, to increase the uptake of higher level qualifications in Western Australia. The Department undertook higher level skills initiatives in a range of industries including the resources, health, water and local government sectors. There were 44.8 per cent of Western Australians aged 15–64 years with VET qualifications at Certificate III level and above (ABS 2007).
- Opportunities were provided for the existing workforce to acquire new skills and formal qualifications to meet the needs of the labour market, including:
    - an additional 4000 applications for trade skills equivalence recognition;
    - the provision of recognition, training and employment services to 5000 migrants to support the Government's skilled migration; and
    - the conducting of Recognition of Prior Learning (RPL) assessments for the Fast Track apprenticeship program, with 124 completions and 438 'in training' as at December 2007.
- Funding of $746 000 was allocated to 92 VET product development projects to support new, innovative and flexible approaches to VET program delivery in research and evaluation, accredited courses, innovation, and assessment tool development.
- Innovative and flexible delivery programs were developed for trade-related qualifications as part of the $1.2 million Transforming the Trades Stage 1 sector-wide project led by Swan TAFE.
- The use of an interactive CD and the internet enabled apprentices and trainees in the Hospitality Passport Project to study and communicate with their training provider, wherever they were in the State.
- The WA Training Awards, in their 14th year in 2007, once again recognised and celebrated the vocational education and training achievements of students, employers, trainers and training providers.

    Zoe Howarth, WA Trainee of the Year, was runner up in the Australian Apprentice of the Year (Trainee) category and SMYL Community Services was short-listed in the Australian Training Initiative category.

Masterclass post trade training

The Masterclass post trade training initiative established training programs to provide opportunities for tradespeople to seek higher levels of skills and knowledge, develop specialised skills and move into supervisory roles or take up self-employment opportunities.

Four Masterclass pilot programs established in targeted industry areas of hospitality, building and construction, automotive and metals have either been completed or will be completed by mid 2008, including:

- the Hospitality Group Training Scheme (HGT) pilot of the Kitchen Management Supervisory Skills and Mentoring Program;
- the Housing Industry Association (HIA) pilot in Trade Contracting (Building and Construction), established to develop learning and assessment resources;
- the Swan TAFE pilot in Automotive Technology Diagnostic Skills Set, with units of competency taken from the Automotive Training Package at an indicative AQF level IV and V; and
- the Swan TAFE pilot in Certificate IV in Engineering – Higher Engineering Trade (Fluid Power) with a focus on high level technical and supervisory skills. (The innovative delivery strategy enabled students to complete the training within 12 months — part-time or work-based).

Professional learning

In 2007–2008, a range of professional learning opportunities were provided:

- The Professional Development Workshop Program for VET practitioners attracted 463 participants across twenty-eight events. A workforce development plan for VET practitioners which will inform content and delivery options for the next five years has been commissioned.
- Three Hot Topics events were attended by 242 participants, and presented leading edge practice in VET for strategic leaders in the VET sector. The workshops were broadcast by videoconference to three regional centres.
- The establishment and maintenance of professional networks promoted good practice and supported practitioners in the VET sector. These included the following:
    - The Trainers and Assessors Network (TAN) enabled 147 VET practitioners to access professional development on training and assessment issues.
    - The Professional Development Support Network delivered professional development support for TAFE**WA**, providing a collaborative link between colleges to ensure that project outcomes are shared across the college network.
    - Twelve participants from eight TAFE**WA** metropolitan and regional colleges participated in the Supporting the New VET Practitioner Network professional development initiative. New VET practitioners attended the E-learning Showcase in Perth and met to share their experiences.
    - Teams from 10 TAFE**WA** colleges and Curtin University VTEC participated in the Instructional Intelligence Program, designed to extend the delivery and assessment strategies and behaviour management skills of TAFE**WA** lecturers working with 15–19 year olds.
    - The Lecturer Technical Skills Project provided professional development for the maintenance and up-skilling of industry technical skills for lecturing staff across the State in the 16 identified areas of skill shortages.
- Five publications on assessment in VET were launched in May 2008 to provide best practice information to assist practitioners.
- In May 2008, 861 Western Australian and national participants attended the Training Forum 2008 – Revolution or Evolution?
- In July 2007, a Roadshow provided professional development to VET practitioners at Central West College of TAFE on topics from the Professional Development Workshop Program.
- Funding of $172 000 for 18 Professional Development Support Programs targeted trades reform, Recognition of Prior Learning (RPL), apprenticeships and traineeships, and change management.
- Funding of $93 500 for five RPL Action Learning projects supported the implementation of improved and streamlined RPL for candidates.
- To meet COAG and Skills Formation Taskforce priorities, a referral centre for RPL and a bank of assessment tools for RPL have been developed, and a TAFE**WA** RPL reference group was established.
- Nineteen LearnScope (Australian Flexible Learning Framework funding for work-based professional development) projects and one individual project were funded.
- The TWA Start-Up Program enabled 24 VET practitioners statewide to gain broad skills, knowledge and understanding about the current flexible e-Learning environment.
- The E-Learning Showcase which featured flexible learning initiatives was attended by 200 VET practitioners.

Adult literacy

Adult literacy programs provided learners with opportunities to develop the literacy and numeracy skills required to fulfil a range of responsibilities in their roles as parents and community members.

- Thirteen workshops were conducted for new teachers, teachers transferring to the adult sector, and for teachers who team-teach with VET lecturers. Regular professional development was also offered online through web-conferencing.
- Funding for the Read Write Now! Program supported 1000 volunteers to provide one-to-one tuition for individuals who are unable or unwilling to participate in formal literacy training.

- To promote consistency in assessment, 245 teachers participated in the moderation network for the Certificate in General Education for Adults.

Adult Community Education

Adult Community Education (ACE) is any learning that is non-accredited and occurs in a community setting. ACE offers people opportunities to build their self-esteem and skills, encourages them to pursue further learning, take up employment or meet personal and social goals and develop a sense of community belonging in culturally-appropriate, non-threatening and supportive learning environments.

In 2007–2008, ACE was supported by the following activities and programs:

- Funding of $114 000 was provided for ACE grants to 16 organisations to provide community learning opportunities for people who are under-represented in formal training. These include people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islanders, people with disabilities, learners in regional and remote areas, welfare recipients and other adults not actively engaged in learning programs
- Adult Learners Week (ALW), held in September 2007 and coordinated by the Department, promoted and celebrated ACE opportunities and achievements. A statewide press campaign in May 2007 promoted the Adult Learners' Week Awards and grants program. State awards were presented for learners, tutors, community organisations and RTOs. Forty community organisations shared in grant funding of $24 000 to host adult learning activities during the week, including two very successful workshops presented by a visiting researcher on the topics of Men's Learning and Network Mapping for the ACE sector.
- The ACE Advisory Committee provided advice on issues relating to ACE in Western Australia, promotes ACE within the government and community sectors and supports the goals of the State's ACE Strategy. Meeting on a quarterly basis, the committee comprises a range of community, TAFE**WA**, local and State Government stakeholders.
- Eighty not-for-profit, community-based, incorporated organisations across the State received funding from the First Click grants program.

   More than 4300 people accessed free computer literacy skills training through First Click and Second Click projects. First Click projects introduce people to basic computer literacy skills, including the internet and email. Second Click projects allow people with basic computer literacy skills the opportunity to build on those skills through remedial training, extension training or on-line learning.

Vocational education and training support services

Client support

Apprentices and trainees

Apprenticeships combine practical experience at work with complementary off-the-job training, usually over a two to four-year period depending on the trade, and lead to qualifications as tradespersons.

Traineeships provide employment and structured training over a period of a year or more, on either a full-time or part-time basis. They lead to nationally recognised qualifications, generally in non-trades areas.

The Skills Formation Taskforce (established by the Minister for Education and Training in September 2005) provided advice on the reforms required to the apprenticeship and traineeship system to address skill shortages and encourage more people into apprenticeships and traineeships. The Taskforce's report, *Careers for Life: Creating a dynamic and responsive apprenticeship and traineeship system,* provided 53 recommendations for reforming the apprenticeship and traineeship system.

The 2007–2008 budget allocated $11.125 million for implementation of the Skills Formation Task Force recommendations over four years. The Skills Formation Taskforce Implementation Team was established to facilitate and support internal Department directorates, industry, TAFE**WA** colleges and private RTOs in implementing the Taskforce recommendations.

Western Australia leads the growth in apprenticeships and traineeships with the highest per cent increase in 'in-training' numbers for the year to December 2007: 7.5 per cent compared with 1.5 per cent nationally. (More detailed information on apprenticeships and traineeship numbers is available in the VET supplementary performance information section on page 56).

The Department administers 71 trades and 513 traineeships through ApprentiCentre (formerly Apprenticeship and Traineeship Support Network). A list of current trades and traineeships in Western Australia can be found at ApprentiCentre's new website.

ApprentiCentre was officially launched by the Minister in October 2007. Key changes to ApprentiCentre include:
- an increase in Apprenticeship Officers from 21 to 29 in the metropolitan area with a re-focus of the role of field officers from geographical locations to industry portfolios;
- an increase in the support and mentoring services provided to employers, apprentices and trainees;
- re-branding of services and products to increase ApprentiCentre's profile with industry including new logos, uniforms for staff, decals on cars and support material;
- the establishment of *NewsCentre,* a newsletter specifically designed for employers (produced on a quarterly basis); and
- Jobs Board which provides a free online apprenticeship and traineeship vacancy listing, enabling employers and prospective apprentices and trainees to view vacancies through ApprentiCentre's website.

In 2007–2008, the following achievements supported the apprenticeship and traineeship system:
- The Training Guarantee Initiative, announced in April 2007, provides for an additional 9000 apprenticeship and traineeship places in Western Australia over the next four years.
- The Get Activ8ed campaign, launched in June 2007, targeted young people and provided information on the career opportunities available across a number of trades, including 'How to get started on a trade qualification whilst still at school'.
- Funding of $67 000 was allocated to the redevelopment, re-accreditation and implementation of pre-apprenticeship programs.

- An Employer Recognition Program was developed, providing all 10 500 employers of apprentices and trainees with a Certificate of Appreciation and promotional stickers, supported by advertising, to recognise their commitment to training the current and future workforce.
- The Get Ahead marketing strategy was developed as the overarching Skills Campaign promotional vehicle. Using traditional and innovative media, the campaign focused on attracting more people to become apprentices and trainees, and more businesses to employ them.
- A pilot program has been developed using a number of units from the Certificate IV in Training and Assessment. The set of skills was specifically selected to help employers and supervisors build and improve training skills so they can provide apprentices with a quality training experience. The program commenced in January 2008 and is offered to employers and their staff who are involved in the direct supervision of apprentices in the automotive, building and construction, electrical, hospitality, and metals and engineering trades.
- Reduced nominal terms applied to an additional six trades, making a total of 40 trades with reduced terms.
- Part-time apprenticeships were expanded to a total of 27 trades and school based apprenticeships to a total of 57 trades.
- As part of a strategy to raise awareness of services offered by ApprentiCentre, apprentices and trainees were provided with a free loyalty card that gave discounts at a number of WA retailers.
- *Training Matters* was published quarterly to inform the VET sector of major reforms, and to showcase best practice in VET teaching, learning and assessment.
- There were 540 contractors registered under the *Priority Start - Building* policy. This policy applies to all Western Australian State Government building and construction contracts, including civil and engineering contracts with an estimated labour component in excess of $300 000.
- WorldSkills competitions provided apprentices, trainees and VET in Schools students with the opportunity to compete in skill-based state, national and international competitions:
    - Three Western Australian gold medal winners from the May 2006 national competition excelled at the international WorldSkills competition in Japan in November 2007. Dale McMullen won the international gold medal in Automotive Technology and was the only Australian to win a gold medal. John Alebakis achieved a medal of excellence in Wall and Floor Tiling and Candice Faranda competed in hairdressing.
    - The Western Australian State WorldSkills competitions attracted a 50 per cent increase in applications (over 680 applicants). After regional skill-offs 268 persons competed in State competitions which were held from June to November 2007. Competitions were held in 34 industry categories planned in conjunction with industry, an increase of 5 categories over 2005. Over 100 industry sponsors supported the competitions as did an increased number of volunteer judges.
    - The Western Australian Worldskills Team (TeamWA) of 50 gold and silver State competition medallists will compete in the national competition in Sydney in July 2008.

Fast Track apprenticeships

Fast Track apprenticeships enabled mature-aged and semi-skilled workers to have their current skills and industry experience formally recognised. Fast Track apprentices undertake an accelerated progression through the relevant trade apprenticeship. Their attainment of trade status helps in meeting industry skill shortages.

As at May 2008, 517 Fast Track participants had completed their apprenticeships and 588 were on course to do so.

Group training organisations

Group training organisations (GTOs) employ apprentices and trainees under training contracts and place them with host employers. The organisation undertakes the employer responsibilities for the quality and continuity of the employment and training apprentices and trainees, and it also manages the additional care and support necessary to achieve successful completion of the training contract.

As at May 2008, 26 group training organisations employed 5408 apprentices (23 per cent of the total) and 1518 trainees (10.9 per cent of the total). This is approximately 18.5 per cent of the combined total of 37 421 apprentices and trainees 'in training'.

School Apprenticeship Link

School Apprenticeship Link (SAL) targets Year 11 and 12 students in their transition from school to work. It gives students the opportunity to try a range of trades within an industry area and to gain credit toward an apprenticeship.

Industries involved in SAL include automotive, building and construction, food trades, horticulture, furniture trades, metals and engineering, and personal services industries. The program is particularly important in introducing young people to apprenticeship opportunities in the skill shortage areas of building and construction, metals, food, automotive, hospitality, and hairdressing.

As at February 2008:
- There were 777 students enrolled in the SAL program from 54 metropolitan and 31 regional schools, both public and private.
- Over 200 Year 11 students in the Pilbara region have participated in the SAL metals apprenticeship program since it commenced in 2005: the original target was 76 participants.

Since SAL commenced in 2005, 2410 students have participated and approximately $1.2 million has been spent.

School based apprenticeships and traineeships

School based apprenticeships were available in Western Australia for the first time from March 2007. These, and school based traineeships, enable students in Years 11 and 12 to commence an apprenticeship or traineeship while still at school and complete it on a part-time or full-time basis after leaving school.

As at May 2008:
- There were 57 school based apprenticeships available. Seventy-six school based apprentices were 'in training' in a range of industry areas including:
    - 26 apprentices in the automotive sector;
    - 17 apprentices in the hospitality and tourism sector; and
    - 30 apprentices in the building and construction sector.
- There were 1040 school based trainees 'in training', in a range of industry areas including:
    - 380 trainees in the finance, property and business services sector;
    - 84 trainees in the automotive sector; and
    - 102 trainees in the wholesale, retail and personal services.

Aboriginal school based traineeships

The Aboriginal School Based Traineeship Program, which makes school based traineeships available to Aboriginal students in Years 10, 11 and 12, was reviewed in 2007.

In 2007, the Aboriginal School Based Traineeship Program consisted of either a Certificate I in Workplace Readiness or a Certificate I in Employment Skills traineeship for Year 10 students to equip them for a Certificate ll industry-specific qualification in Years 11 and 12. As trainees, all students received payment for the on-the-job component of their traineeship: 290 students undertook the Certificate I traineeship and 213 students participated in the Certificate II traineeship.

As at May 2008, there were 325 registered Aboriginal school based trainees.

Aboriginal students

The Department has targeted elements of its Supplementary Recurrent Assistance funding and State funding to include a strong focus on accredited training that is directly linked to the needs of industry and the aspirations of Aboriginal students and Aboriginal communities.

In 2007, $9.7 million in funding was allocated to provide more support for Aboriginal people to participate in apprenticeships and traineeships. This included the following:

- Funding of $1.64 million was allocated for GTOs to provide increased pastoral care by GTOs and reduced charge out rates for Aboriginal apprentices and trainees to small business.

- An allocation of $2.62 million was made to RTOs and GTOs to enable more support to be provided to Aboriginal people in regional and remote areas to undertake apprenticeships and trade-based traineeships.

- An allocation of $4.86 million was made to expand Aboriginal school based apprenticeships and traineeships places, and a further $0.46 million was provided for employability and work-readiness skills development programs for Aboriginal students.

Funding of $2 million was made available for four new mobile trade training facilities in the north-west of Western Australia to provide Aboriginal people in remote and regional communities with pre-employment plant, fitting, machining and boiler-making skills to further improve their job readiness. Tenders have been awarded for three trucks for the Kimberley, Pilbara and Central West TAFE**WA** colleges. Training delivery will commence in Semester 2 2008, with Curtin VTECs mobile training unit scheduled to commence delivery in 2009.

The Indigenous Aerospace Initiative has been designed to provide opportunities for Aboriginal students to undertake pilot training and enter the Australian aviation industry. It is an aspirational program intended to increase the achievement outcomes of Aboriginal students, not only among program participants but through their impact as role models for other students. Theoretical training is provided by Swan TAFE and aviation flying training is delivered by The Aeroplane Company Pty Ltd at Jandakot Airport.

Two students graduated from the Indigenous Aerospace Initiative Program at Swan TAFE in November 2007. A third student is expected to complete his Commercial Pilot Licence in June 2008 and another three students are anticipated to graduate from the Western Australian Aviation College in July 2008. One graduate has entered the Qantas cadet pilot program, with a further two students currently being considered by Qantas.

Career development

The Department, through a range of career development initiatives, seeks to improve the employment environment in Western Australia to support the State's continued economic growth. In 2007–2008, career development was offered through a number of services and activities including the following:

- Over 100 000 people contacted the Career Development Centre seeking career advice and information. The service can be accessed through face-to-face interviews (by appointment), by toll-free call or by email (career.developmentcentre@det.wa.edu.au).

- The Getaccess website was accessed by 25 million people. It is an interactive website that contains a wide range of information and tools to assist 15–19 year old Western Australians to make informed decisions in relation to their future career, employment and training options.

- More than 10 000 people contacted the Overseas Qualifications Unit (OQU) for information and referral for skills recognition in the trades and professions. There were 1559 educational comparative assessments of overseas qualifications completed, including qualifications awarded in India (319), the United Kingdom (271), South Africa (119), the Philippines (85) and Thailand (48).

- Finding My Place! provided alternative learning and career development for young people assessed by their schools as being at serious risk of not completing school or taking up training or employment opportunities.

  There were 500 young people who accessed a series of 10 career development workshops, hosted by local libraries. These covered a range of topics including career guidance,

apprenticeships and traineeships, the dangers of drug and alcohol abuse, and information on careers in a range of occupations. Finding My Place! was endorsed by the Curriculum Council so that students who complete the program can receive credit toward the WACE.

- Funding of $7.7 million supported the statewide Employment Directions Network of 24 not-for-profit community-based agencies, which offer free career development services to all Western Australians.

  Through the Network the following was achieved:
    - Approximately 57 000 people were assisted to explore their career options through workshop activities, one-to-one career guidance interviews, employment and training information, work experience insurance cover, internet access services and job search support
    - There were 11 230 school leavers contacted and offered career development services through the School Leaver Program.
    - There were 6551 people assisted to update their skills and learn new skills through the Profit from Experience Program. The program provides career information, advice and assistance to people aged over 40 years (over 35 for Aboriginal people) who are unemployed or underemployed. Financial assistance was provided to 2540 people to access training to meet their career goals.
    - There were 1002 people who accessed work experience programs to learn practical, on-the-job skills to help them reach their career goals. A small contribution toward placement costs, such as travel and protective clothing, was allocated.
    - Free Parents as Career Partners seminars were attended by 1087 people. These seminars help parents to understand the current work and training environment, and provide practical steps to assist their children with career planning.

- In June 2007 the Department held the 11th Annual Career Choices Expo to showcase career and education options to young Western Australians and their parents, as well as others interested in re-skilling and up-skilling. The Expo incorporated more than 30 Try-A Trade activities which enabled people try a range of trades such as bricklaying, cooking and horticulture.

  The Expo attracted 16 000 visitors, 71 exhibitors and 72 schools. Market research indicated that schools and exhibitors were once again highly satisfied and would attend in the future.

TAFEWA Admissions

During 2007, the TAFE**WA** Admissions Centre received about 16 500 applications. Of these, 49 per cent were lodged by school leavers and 51 per cent were lodged by mature-aged applicants. Almost two-thirds of total applications were lodged electronically. This is the highest rate to date, compared with only seven per cent in 2004.

A total of 93 per cent of successful applicants received offers for their first preference, which is an outcome of a new student selection paradigm.

A change in admissions policy enabled current TAFE students to re-enrol directly at their colleges. For 2007, this was in excess of 5000 students. Consequently, overall applications to TAFE increased despite the strength of the current labour market.

Between August 2007 and January 2008, a statewide television, radio, press and outdoor campaign was run to promote full-time studies for 2008. This was supported by the release of the *TAFEWA Full-Time Studies Guide 2008*. Evaluation showed the campaign successfully reached the target audiences. Second semester full-time courses were advertised on radio and in the press in May 2008.

In February 2008, a strategic marketing plan was developed focusing on the ongoing positioning and brand development of TAFE**WA**. *TAFEWA Courses and Careers* was published in May 2008 to provide course information to students considering study options at TAFE**WA** colleges. Part-time TAFE**WA** courses were promoted each semester to people wanting to re-skill or up-skill, and those seeking promotions.

Support for transition

Learning pathways between schools, the vocational education and training and higher education sectors and employment are more diverse and more effective than ever before. Pathways now exist for students to articulate from school to employment, further training or university, with experience and advanced standing.

Programs have been developed across all education sectors with industry and employers to create flexible pathways for school students and school leavers. The management, coordination and transition support required to facilitate these diverse opportunities is significant and involves many stakeholders. Students who articulate from school to TAFE**WA** (or other RTOs) are able to build on their VET in Schools experience and complete Certificate III, IV and diploma qualifications.

There are also clear articulation arrangements between VET and all Western Australian universities. Many VET diploma and advanced diploma qualifications provide advanced standing toward associated bachelor degree qualifications.

In 2007–2008:
- The Department's state-of-the-art Career Development Centre maintained its strong links with schools, TAFE**WA**, industry and community groups and continued to provide free information and career advice to assist students in their transition from school to employment or further education and training.
- There were 847 unemployed and underemployed young people aged 19–24 years without formally recognised qualifications who took part in training through the Youth Skills Investment Program.
- The School Leaver Program provided school leavers with information about transitions from school to further education, training, apprenticeships, traineeships, employment and other career and lifestyle options.

  School career workshops were provided to 12 599 students, including 3514 who attended specialist workshops to raise awareness about available apprenticeships and traineeships.
- In consultation with the Curriculum Council, the Department implemented the Access Careers promotion to help school leavers in making career decisions. Statewide press advertising directed people to various career information and advisory services and information was mailed to all Year 12 students after they received their results.

Support for business

The Small Business Training Institute was established in response to recommendations of the State Training Board's Small Business Advisory Committee. Following a negotiated agreement, West Coast TAFE will pilot the Institute in 2008 and 2009. The focus of the Institute is to work with stakeholders to address the training needs of the small business sector.

The Small Business Smart Business Program provided 2600 vouchers for training to small business operators (up to the value of $200) to improve business management.

Access and equity

In 2007, over 22 500 VET clients described themselves as being members of major equity target groups: 10 651 from non-English speaking backgrounds, 6790 Aboriginal and 5438 with disabilities.

There were 45 828 women, 20 426 people aged over 40 years and 35 793 people in rural and remote areas.

In 2007, 5438 people (5.4 per cent of SAW scope clients) indicated that they had a disability, while 74.1 per cent stated that they did not. However, the 20.5 per cent who did not respond may have included some people with disabilities.

There were 501 additional places provided for people with disabilities compared with 2006.

In 2007, 15 Equity Development projects received funding totalling $500 000. Of these, nine Pave the Way projects had an Adult Community Education focus, and six Building Diversity projects focussed on supported training in accredited qualifications. Seven projects from 2007 were selected for further funding in 2008 (to a value of $250 000) to consolidate and build on their projects.

The following activities and programs supported access to training for equity groups in 2007:

- Thirteen pilots of the new access qualification Certificate 1 in Industry Pathways were supported.
- Policy and guidelines to support implementation of funding for the non-educational high support needs of students with a disability in TAFE**WA** were developed.
- The *Guide for New Migrants on Employability Skills and Australian Workplace Culture* and the *Practical Guide to Reasonable Adjustment in Assessing VET Students with a Disability* publications were developed.
- Funding of $25 000 was allocated to the annual Abilities Careers Expo. The Expo showcases the achievements of students with a disability and the post-school opportunities available to them.
- Over 70 project managers and VET stakeholders attended the Access and Equity Forum held in December 2007 for projects funded in 2007 through Equity Development and Innovation, Certificate 1 Pathways and Adult Community Education grants.

System support services

Governance

A corporate governance framework is in place that enables the Department's governance arrangements to be assessed in terms of the *Australian Standard of Corporate Governance (AS8000)* and the *Australian Business Excellence Framework*. In developing the framework, key themes surveyed included people; leadership; strategy and planning; customer and market focus; and process management, improvement and innovation.

Strategic planning

The *Strategic Plan 2007–2009* provides the overarching directions for the Department. It captures key objectives, high level outcomes and critical progress measures. With a clear emphasis on governance, the plan provides a framework to drive planning, accountability and professional standards across all areas of the public education and training system.

The plan was developed within the context of:
- Government election commitments;
- *Better Planning: Better Futures – A Framework for the Strategic Management of the Western Australian Public Sector (2006);*
- *TAFE**WA** Strategic Plan 2006–2010*; and
- statutory and other requirements relating to the Department's strategic management.

The *Plan for Public Schools 2008–2011* draws heavily on the directions of the *Strategic Plan 2007–2009* and the Director General's *Classroom First Strategy*.

Focus 2008 clarifies the Department's priorities for schools and outlines the significant leadership role of principals and the expectations of central office and district staff to support schools in addressing these priorities and building on progress made in 2007.

Research

The Department recognises the importance of quality research to strengthen the public education and training system, and it supports research projects conducted by Department staff and external parties that contribute to enhancing the quality of public education.

In May 2007, a revised policy on the conduct of research on Department sites by external parties was endorsed. Major additions to the former policy were:
- the inclusion of all Department sites under the scope of the policy, rather than the sole focus being schools;
- the introduction of a centrally administered, formal application process; and
- procedures aimed at protecting the welfare and rights of all site participants, including staff, students and their parents.

The Research Projects Register database was been developed to store and present summarised information from the formal applications. It brings together to the Department's intranet site, information about internal and external research and evaluation projects.

In the last twelve months 164 applications by external parties to undertake research on Department sites have been reviewed and extensive liaison with applicants has occurred.

Policy frameworks

Staff and interested community members can access the rules and regulations that govern our operations through the Our Policies website.

The website is the definitive online repository for all Department policies and other key documents, and it contains references to related legal documents (including acts, regulations, industrial awards and agreements) and some associated reference material. It links to other relevant sites, such as the Curriculum Council and the State Law Publisher.

Achievements during 2007–2008 included the following:
- The new *Policy Development, Approval and Publication* policy was developed which provides the procedures to follow in developing new policies.
- Fifty-one new and reviewed policies, Chief Executive Officer instructions, and guidelines were published on the Our Policies website.
- Approximately 500 policy enquiries were responded to by the Policy Framework Team.
- The Policy Framework Review Group investigated ways to streamline and strengthen the current Our Policies website and made recommendations to improve content of our policies.
- A policy cluster approach for the Department's policy framework was implemented which cluster the 260 documents currently on the Our Policies website into approximately 80 policies.
- An online pilot for an upgraded 'Our Policies' framework and website has been developed.
- Policies resulting from the student safety audit were evaluated and revised.
- A new School Term Dates website was launched.

Reconciliation Action Plan
All State Government agencies are required to develop a Reconciliation Action Plan. This is part of the State Government's commitment to developing positive relationships with Aboriginal communities based on mutual respect, understanding and an awareness of their capacities and rich cultures.

In 2007–2008, the Department identified focus areas, actions and measurable targets to improve the education and training outcomes for Aboriginal students. The Department will conduct a consultation process on the plan to ensure it is responsive to the needs of the Aboriginal community.

Intergovernmental relations

The Department's Intergovernmental Relations team provided ongoing, high-level strategic policy advice on Commonwealth-State relations, and it coordinated the Department's interactions with the Commonwealth Government and key national decision-making forums. This included policy briefing packages and the development of Western Australian agenda and position papers for the Department's Executive and the Minister to support their participation in national meetings.

During 2007–2008, briefing packages were prepared for 33 national meetings with advice provided for 432 agenda items and sub-items. The Department also provided responses for 91 out-of-session items related to the national meetings.

Reforms being driven by the Council of Australian Governments (COAG), specifically through the COAG Productivity Agenda Working Group, have seen a rise in demand for strategic policy development pertaining to new Commonwealth-State funding arrangements and special reforms in the schools, training and early childhood policy areas. The Department is managing this policy agenda through the National Productivity Working Groups and local WA interagency processes to achieve a positive outcome for the WA community.

Risk management

The Department has systemic strategies for dealing with the various forms of risk that face a complex organisation, ranging from physical risks associated with storms, fires, floods and terrorist activities to financial risks associated with theft, forgery and fraud; to information risks associated with computer failures. In addition, schools' risk management strategies relate to the care of students.

Following last year's *Risk Management* policy review, central and district offices continued to refine their risk management process, with schools being earmarked for greater engagement towards the latter part of 2008.

Quality assurance

The Department maintains a wide range of quality assurances measures. These include an internal audit function, procedures for measuring and reporting student performance, system-level quality assurance processes, a school improvement accountability framework, an internal evaluation unit and appropriate financial controls.

The audit function provides an independent, objective assurance and consulting activity designed to add value and improve the organisation's operations. It helps the organisation accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

The School Audit Program provided independent assurance on the adequacy of compliance with internal control requirements within the financial and administration systems in schools, and has contributed to system improvements.

During 2007–2008, staff audited 139 public schools including 82 primary schools, three agricultural colleges, nine colleges, two high schools, 35 senior high schools, three district high school, four remote community schools and one alternative school.

A further 638 public schools were required to complete self-assessment questionnaires. For 2008–2009, the number of audits of public schools is anticipated to increase significantly to 224.

Other audit activity for 2007–2008 included nine information systems audits, eight special investigation audits, six compliance audits and a performance audit.

During the year the Department's Audit and Risk Management Directorate strengthened relationships with other support services, in particular the Financial Services and Support Directorate, with the aim of improving efficiency and governance in our schools. However, from 1 January 2008, TAFE**WA** colleges assumed responsibility for their audits

School accountability

A revised *School Improvement and Accountability* policy and supporting framework were released in May 2008. The revised policy reinforces the importance of school self assessment, planning, action and reporting. It requires all schools to participate in and respond to Standards Reviews conducted by the Directors Schools. The Standards Reviews are focused on the standards of student achievement. The review component is also strengthened through the introduction of an Expert Review Group.

The Expert Review Group was established in January 2008 to conduct comprehensive reviews of schools. The focus is schools whose performance has raised concern. Reviews will also be undertaken in schools identified as having areas of exemplary practice and to validate system-based Standards Reviews. The first reviews were commenced in March 2008. Reports on the first schools reviewed have been presented to the Director General. The reports include prescribed strategies directed at improving school performance. Directors Schools will work with schools reviewed to develop and implement improvement plans.

Schools Online provides schools and the community with a comprehensive array of information including school performance information. A mapping facility was added to the tool in order to assist the community in locating public schools.

Reporting Requirements of Schools specifies and reminds schools of reporting compliance in the areas of Aboriginal Education, Behaviour Standards and Wellbeing, Finance, Schools Resourcing and Internal Assurance, Human Resources, External Agencies and Student Testing.

The School Compliance Survey monitors school compliance with Australian Government requirements under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, including reporting student performance to parents, physical activity in the classroom and the implementation of the National Safe Schools Framework. The survey also checked and reported on compliance with the *Healthy Food and Drink* policy, students with disabilities and diverse learning needs, child protection training, and students with a health care condition or need.

Evaluations

Ongoing systematic monitoring and evaluation of programs and initiatives is used to assist in improving the Department's performance. The Strategic Evaluation Plan 2007–2010 identifies agreed areas for corporately commissioned and directorate level evaluation activity. Evaluation information is available for use in strategic planning decisions, change initiatives, policy development and program planning across the Department.

Reports of four evaluations have been completed over the past twelve months:

Middle schooling
This was a three-year longitudinal study that critically examined whether public schools that introduce a 'middle schooling' approach achieve better student outcomes and demonstrate practices that differ significantly from more traditional forms of teaching and learning. It was found that 'middle schooling' schools differ markedly from one another in terms of the specific organisational structures and combinations of practices they use. The evaluation identified a number of issues and challenges that schools face when implementing a 'middle schooling' approach and compared the outcomes of students in selected 'middle schooling' schools to those achieved by students in matched traditional schools. The report is currently being considered by Corporate Executive.

Behaviour management
A system-wide evaluation of support for behaviour management in schools provided information about the collective impact of behaviour management support programs and services schools used, and how the overall behaviour management supports to schools can be improved.

Building Inclusive Classrooms Phase 1
Building Inclusive Classrooms is part of the wider Building Inclusive Schools Strategy. This strategy was implemented as a result of *Pathways to the Future: A Report of the Review of Educational Services for Students with Disabilities in Government Schools 2004*. The first stage of the Building Inclusive Classrooms Strategy consists of a Professional Learning Program attended by the Learning Support Coordinators. The *Building Inclusive Classroom Phase One Evaluation* report details the evaluation of the Professional Learning Program in terms of its effectiveness in empowering the Learning Support Coordinators to build the capacity of their colleagues at the local school so that they incorporate inclusive practices into their teaching and learning routine. Phase One of the evaluation provides a qualitative analysis and lays the foundation for a more extensive quantitative evaluation of the effectiveness of Building Inclusive Classrooms in terms of teacher and school capacity building and student outcomes.

Wellbeing of the teaching profession
The Wellbeing of the Professions: Policing, Nursing and Teaching Project, conducted by Edith Cowan University in collaboration with the Department and other partners, surveyed teachers on a wide range of factors, such as professional status, occupational commitment and job image. The survey also asked about organisational factors that are likely to influence teachers' views about their profession and how satisfied they are with their work. The final report, *Wellbeing of the Professions: Policing, Nursing and Teaching in Western Australia*, was made available in May 2008.

Evaluations that are currently underway include Vocational Education and Training in Schools, Raising the Leaving Age Initiative, the Single Gender Classrooms Project, the Aboriginal Literacy Strategy, and the Aboriginal and Islander Education Officer Program.

Ministerial and executive services

Ministerial Services supports the office of the Minister for Education and Training by responding to ministerial correspondence, request for briefings and speech notes, parliamentary questions, cabinet comments and enquiries from the public.

The role of Ministerial Services focuses on enabling and facilitating ministerial requests using effective internal procedures, protocols and support mechanisms ensuring that responses are completed promptly and accurately. It also undertakes liaison between the Department and the Minister.

During 2007–2008, 4268 requests were processed compared with 3907 the previous year.

Table 52: Ministerial Requests Processed by the Department of Education and Training, 2003–2004/2007–2008

Type	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Letters	3 596	2 391	2 106	2 403	2 652
Briefing notes	227	268	625	743	659
Answers to Parliamentary questions	190	139	351	251	387
Ministerial electronic requests	196	206	241	458	530
Cabinet comments [a]				52	40
Totals	**4 209**	**3 004**	**3 323**	**3 907**	**4 268**
Percentages processed on time	56	62	80	86	81

(a) Cabinet comments have been identified as a separate category since 2006–2007.

Source: Ministerial Services

Executive Services provides advice, coordination and quality assurance of reports to the Minister in relation to State Government commitments, contentious issues, government achievements and policy commitments. Quality assurance and accuracy of Regional Cabinet and Parliamentary Estimates briefings have been provided to the Minister in a timely manner.

Table 53: Executive Services Provided by the Department of Education and Training, 2006–2007 and 2007–2008 [a]

Briefings	2006–2007	2007–2008	Reports	2006–2007	2007–2008
Regional Cabinet briefings	56	87	Contentious issues reports	5	4
Parliamentary Estimates briefings	87	70	Election commitments reports	5	5
			Government achievements Capital Works reports	4	4
			Government achievements media reports	4	4
			Policy Commitments Reports	1	3
Totals	**143**	**157**	**Totals**	**19**	**20**

(a) Executive Services were not reported before 2006–2007.

Source: Ministerial Services

Research and analysis of communications between the Department and the Minister is prepared quarterly to obtain information regarding issues that are important to the education and training community and to society in general. This enables the Department to respond more effectively to clients' concerns.

Executive Services provide the coordination and administration of executive meetings and ensures consistency with each committee's terms of reference and the business rules for the Department's governance framework.

Media liaison

The Department continued to manage media enquiries and issues, proactively sought positive media coverage, and trained staff in media performance and presentation.

From July 2007 to June 2008, the Department recorded an increase to more than 1650 enquiries from the media compared with 1070 the previous year. Requests for information on industrial action, staffing, curriculum, critical incidents, capital works and facilities dominated the enquiries, followed closely by media attention on student behaviour, attendance and safety.

Support, advice and mentoring on media and communication issues were provided to staff in executive, schools, districts and TAFE**WA** colleges. Media statements were drafted for the Premier and Minister on initiatives and achievements, and statements were issued by the Department on education and training programs, activities and achievements.

Media strategies were developed for Department campaigns and initiatives with significant coverage achieved across print and broadcast media. For the first time in the ANZAC Student Tour's five-year history, a news crew from Golden West Network travelled with the tour. This resulted in unprecedented television coverage of the students on statewide and national news.

The Department further developed a media training program for principals and Directors Schools. A series of two-hour training sessions were held to inform participants of protocols in handling media enquiries and to build their confidence in effectively liaising with the media.

Legal services

The Legal Services unit provides support to central office, district offices and schools, and in 2007–2008 it:
- provided legal advice on a range of matters;
- assisted with the preparation of instructions to the State Solicitor's Office;
- coordinated the activities of the Department in terms of freedom of information and related legislation;
- assisted with the development of a proactive approach to risk management policy and practice, particularly in relation to contracts;
- coordinated discussion of contracts and agreements in order to achieve consistency in commercial practice; and
- assisted with the coordination and analysis of claims and claims-management processes.

Freedom of information

The *Freedom of Information Act 1992*, provides a general right of access to documents (subject to some exemptions) held by State and local government agencies in Western Australia.

The Department's policy is to make documents available to applicants, where possible and appropriate, without having to make a formal application through Freedom of Information (FOI). Principals, managers and directors of the Department can exercise discretion in releasing documents.

The Department's Freedom of Information Unit deals with applications for information about public schools, district offices and central office. TAFE**WA** colleges receive and respond to their own applications and report the outcomes to the Information Commissioner.

The Department's Information Statement provides information about the kind of documents held and the procedures to be followed in obtaining those documents. The Information Statement is available from the FOI Unit (08) 9264 5412 or the Our Policies website.

Statistics about FOI applications are provided to the Information Commissioner's Office as required by Section 111(3)(a) of the *Freedom of Information Act (1992)* and published in that agency's annual report which is publicly available from the FOI Commissioner's website www.foi.wa.gov.au.

Information and communication technologies

The Department's investment in computers, communications networks and software is accompanied by initiatives to improve teachers' and lecturers' ICT skills and their ability to use ICT to enhance students' learning; and expanded services to business, the community, parents and other stakeholders in education and training.

In 2008, according to Management Information Strategies and Fairfax Business Research, the Department has one of the largest ICT operations in Australia.

The Department has been recognised for excellence in ICT in the following:
- the Hewlett Packard – Asia Pacific and Japan award for Excellence in Managing Change;
- a High Commendation for the Australian Telecommunication Users Group awards for Excellence in the Innovative Use of Broadband; and
- Computerworld Honours Laureate — A global award for the Learning with ICT Project in the field of Education and Academia

Important ICT projects undertaken in 2007–2008 included the following:
- Server virtualisation, a project to rationalise servers within the data centre commenced and, to date, the fleet of servers has been reduced by 33 per cent. This has reduced the greenhouse gas output from the centre as well as improved service availability through the deployment of blade servers operating in a virtual environment.
- The deployment of the router refresh program commenced, which provides every school and TAFE**WA** campus with a replacement router under a five-year hardware refresh program.
- Due to the increased demand on centralised servers and the need to develop failover capability, work began to upgrade the core network within the Department.
- The Student Assessment Information System was implemented which provides analysis facilities for teacher-assessed student performance at the individual and aggregated levels, including comparison with system-level performance information from WALNA, MSE9 and Tertiary Entrance Examinations (TEE) data.
- Implementation of the Online Teaching and Learning System was extended to 34 additional schools to give a total of 54 schools participating in the initiative with 600 teachers and 1800 Years K-12 students involved.
- The TAFE**WA** website redevelopment was completed in April 2008 with a new design, improved functionality and a contemporary technology platform underpinning the site. The website is the primary online entry point into TAFE**WA** colleges, providing information for the general public, school leavers, students, parents, career advisors and employers.
- In 2007, the production feature of the TAFE**WA** College Product & Services Catalogue was enhanced and the brochure quality improved. The system was also modified to provide support for marketing of part-time course offerings for colleges. The catalogue provides detailed information about what is offered by each college and is integrated with the TAFE**WA** website and TAFE**WA** college websites.

Information and communications technologies projects in public schools

Schools involved in the 100 Schools Project, which provided upgraded infrastructure to schools experiencing socioeconomic disadvantage, continued to receive ongoing technical support and have this year received funding for new computers, recurrent over four years.

Over 2006–2009, the Learning with ICT Project will provide a further 106 public schools with upgraded infrastructure including power supplies, data cabling, and the standardisation and integrated purchasing of computers. To date, a total of 70 schools have been upgraded. During 2007–2008, the project replaced 564 computers under the four-year refresh program.

The 100 Schools and Learning with ICT projects provide a Standard Operating Environment for schools. A further upgrade to the current standard is currently underway with a new standard expected in 2009.

There are 16 019 computers currently leased under the Notebooks for Teachers Program. Under lease arrangements 5818 notebooks were replaced in 2007–2008.

In July 2007, a custom-designed Web application was used to collect data from public schools. It showed that nearly 59 800 computers were used for learning and teaching: approximately one for every 3.9 students. Just over 13 000 computers were used for administrative purposes in central office, district offices and public schools.

School Information System

The School Information System (SIS) is the approved and supported school information management software solution used in almost all public schools to assist staff to manage student information, school finances, aspects of teaching and learning, and reporting.

SIS is regularly upgraded to ensure that the needs of stakeholders and all reporting obligations can be met. Software functionality is regularly reviewed to identify processes which can be automated to reduce the workload at the school level. Significant funds are invested annually for software development to ensure that upgrades and enhancements occur on a continuing basis.

Work was undertaken on a systemic approach to Short Message Service (SMS) messaging for schools. A number of systems have been assessed and a preferred system was identified in 2007. This SMS solution will be available to schools in the latter part of 2008. SMS messaging will allow schools to streamline communications with parents and carers, students and staff.

Portals

The Learning Gateway Portal is an Internet-based gateway designed to deliver online information and services to public schools. It will allow teachers to collaborate with one another more effectively and give them access to rich online content to create exciting and innovative lessons. Students will be able to interact and learn and parents will be able to obtain information about their children's education and other Department services.

It is being developed in a number of stages, with 363 schools, two district offices, 762 central office staff and 167 703 users (accounts) of web-based email and calendar being involved so far.

Access to the K–10 syllabus system and content services (e.g. Education Network Australia, The Learning Federation Resources) have been made available, via the Department portal, to all teachers.

The TAFE**WA** Portal is the primary online entry point to TAFE**WA** providing information for the general public, school leavers, students, parents, career advisors and employers.

The TAFE**WA** Student Portal provides a number of online self-service capabilities for enrolled students including the ability for students to manage their own personal information, retrieve course results, review current enrolment information and to nominate for work experience and job opportunities. The Student Portal has been redeveloped and includes online enrolment services. This provides TAFE**WA** students with a one-stop customer self-service experience when interacting with TAFE**WA** colleges. The portal is used at most colleges and is being implemented at remaining colleges during 2007–2008.

Telecommunication services

The Department has a broadband network which provides reliable, high-speed, quality telecommunications services to public schools, TAFE**WA** colleges and district education offices across the State.

As an anchor tenant in the Ngaanyatjarra Lands Telecommunications Project, the Department was involved in planning for six remote sites to transition from low bandwidth high latency satellite-based services to broadband terrestrial services. The deployment of these sites was completed in 2007.

Satellite-based services

SatWeb is a web-based two-way satellite communication system that enables SIDE/SOTA to provide 24 hour access; 20 simultaneous classes for up to 200 students; high-quality voice communications; interactive lessons using streaming video and graphics; Internet and email access; collaborative learning, including discussion forums and chat facilities; and document sharing (lessons in which students and staff work together on a single document).

Each participating family is provided with a satellite dish, modem, computer, printer, copier and scanner, with access to Internet and email services and technical support. SatWeb is backed by professional development and training for teachers and home tutors.

Centra, a Synchronous eLearning Application Services product replacing the Conferencing Server, has been successfully demonstrated at SIDE to facilitate more effective teaching capabilities and to improve student learning outcomes. Centra has been deployed to all SIDE home-based students, SOTA sites, SIDE Secondary and Primary schools, Primary LOTE and the Flexible Learning in Schools Project sites. The application is being piloted for general deployment across schools.

Telephone services

PABX maintenance arrangements are provided under a preferred supplier contract to service all existing school PABXs across the State.

The PABX replacement program was enhanced with the preparation of a tender to provide a contract for all new PABX requirements including VOIP (Voice Over Internet Protocol) enabled equipment. Further development of a business case for implementation of VOIP is being progressed.

Data centre

Stage 1 of the upgrade to a number of aspects of the data centre infrastructure and environment is complete and Stage 2, which includes an additional 12 racks along with associated trays and cabling to allow commencement of the server equipment, was completed in 2007. The installation of new uninterrupted power supply and batteries is expected to be completed in the second half of 2008. The deployment of new air-conditioning units has been completed and is awaiting power upgrades before being fully commissioned in July 2008

The redevelopment of the data centre's air conditioning and power supplies has been undertaken with an awareness of the need to reduce carbon output. These units have replaced 25 year-old high carbon output units. In addition, through the server rationalisation program, the server fleet has been reduced by more than 200 devices, which also reduced the carbon output and at the same time improved efficiency and availability.

Technical support

Central technical support is provided for more than 30 000 workstations, file servers and notebook computers supplied under the Notebooks for Teachers Program.

Most public schools make local arrangements to support their computers and networked equipment for teaching and learning, using funds allocated directly to them as part of the school grant. The central office sets technical directions and standards, manages a standardised procurement service which enables schools to purchase high quality, low cost technical equipment and services, and provides schools with an unbiased technical consultancy service.

During 2007–2008, the ICT Customer Service Centre took more than 240 000 calls from staff in schools, colleges, district offices and the central office. More than 70 per cent of support calls were resolved at the first point of contact. Within specific services like the Notebooks for Teachers support service where high levels of standardisation have been achieved, a first point resolution rate of more than 90 per cent was achieved.

The Corporate Systems Development group supports 30 systems/subsystems and approximately 2500 users. System availability was near 100 per cent partly due to the implementation of a new fully Corporate Systems Development support into the Departments HP Service Desk Support tool.

TAFEWA colleges

The TAFE**WA** Customer Liaison and Management System (CLAMS) is used by four TAFE**WA** colleges to record and track customer enquiries. The system enables recording of customer details, customer tracking and the efficient provision of information to customers via email, post, fax or SMS. It is integrated with the TAFE**WA** Referral Service, which channels enquiries between TAFE**WA** colleges and the Training Information Centre.

Table 54: TAFEWA Applications

Application	Description
GET Access Now	Provides information about careers and jobs. Receives some 365 000 hits per annum.
TAFE**WA** Admissions	A new TAFE Admissions system was completed in 2007 which provides a web-based solution and streamlined work flow processing, including improved service for students. In 2008, system capability was extended to support 'instant offers' for non-competitive courses.
Hot Leads (TAFE**WA** Referral System)	The system manages and tracks the referral of some 60 000 enquiries from potential TAFE**WA** students.
TAFE**WA** Learning Management System	Provides an e-learning environment for TAFE**WA** colleges.
TAFE**WA** Jobnet	Online system used by three TAFE**WA** colleges to improve the employability of their graduates and assist students to form relationships with employers for work experience or part-time or full-time employment.
TAFE**WA** Assessments and Results System	Supports compliance with the Australian Quality Training Framework is implemented in all TAFE**WA** colleges. Capabilities include course and student study planning, assessment planning, results and award management. It also provides apprentice and trainee management functions in accordance with national and state compliance requirements.
TAFE**WA** Unified Enrolment System	Used by all colleges to manage enrolment. In 2007–2008, the system was modified to support a new fees policy and there was major maintenance of the system, including a technology upgrade.

Source: Information and Communications Technologies

ICT risk Guidelines

Guidelines have been developed to assist contract managers in assessing risks in the development of ICT contracts. The guidelines focus on identifying risks in contracting with the aim of assessing liability. Advice is provided on all aspects of risk assessment from defining the risk context through to monitoring and review of identified risks. The ICT Contracts Office assisted with the establishment of 45 contracts with a combined contract value of $138.7 million during the year.

WestOne Services

WestOne produces curriculum resources and learning materials for the education and training sector. Intellectual property is managed in order to enable and enhance customer access to the widest possible range of resources. WestOne also provides a specialised resource production and distribution service to SIDE and makes these curriculum resources available for use in all schools.

WestOne has a key role in the design and development of technology-enabled learning resources for schools and the VET sector. It provided access to online courses for the VET sector via the WebCT/Blackboard Learning Management System. This enabled classes to be managed electronically and included e-learning content, online assessments, a chat/discussion function and a student records system.

In 2007–2008 achievements and activities included the following:

- WestOne distributed digital resources free of cost to all public secondary schools and, in partnership with the Curriculum Council, provided professional learning opportunities to support implementation of resources in schools.

- In collaboration with SIDE and remote schools, the Australian School in Innovation in Science, Technology and Mathematics Project was completed and an online science resource for Aboriginal students was developed.

- WestOne collaborated with principals from the SIDE primary school and the schools of the air to review middle childhood resources.

- In partnership with the Isolated Children Parent's Association and the Department, WestOne completed the Home Tutor Resource.

- WestOne engaged in strategic partnerships that supported the Western Australian VET sector. These included the following:
    - The national Workplace English Language and Literacy Program funded two projects:
        - In partnership with the private RTO, LitCom Training Services, a cultural diversity training program CD/DVD for the aged care sector was developed.
        - In partnership with Geoff Pearson, an interactive CD-ROM to teach the AUSLAN language for non-hearing people was developed.
    - In collaboration with TAFE**WA** colleges, WestOne supported the 'Transforming the Trades' Project and developed CD-ROM-based resources.
    - In collaboration with TAFE**WA** and the Metals Curriculum Support Services Network, the 'Metals and Fabrication' (Big Blue Book) series of resources was completed.
    - In partnership with the Department, the 'Trade Skills Recognition' CD-ROM was developed to support lecturers undertaking RPL in carpentry and joinery, automotive, and bricklaying/blocklaying.
    - In partnership with the Australian Centre for Energy and Petroleum Training, online delivery modules for 10 units of competency under the Chemical, Hydrocarbons and Oil Refining Training Package were developed.
    - Two professional development CD-ROMs ('How to get your business on the Web' and 'Marketing your business) were developed for small business owners under contract to the Small Business Development Corporation.

- WestOne supported the Curriculum Support Services Network by publishing 53 resources for teaching, learning and assessment for the WA VET sector. It also facilitated the design and development of technology-enabled learning resources for schools and RTOs operating outside the traditional classroom model.

- WestOne provided 70 professional development sessions for over 600 clients statewide, with a focus on effective technology-led teaching and learning practice.

- In partnership with Central TAFE, WestOne produced the Resource Development Framework which provides a step-by-step guide to help college staff plan and create their own high-quality training resources.

- WestOne managed national initiatives on behalf of the Australian Flexible Learning Framework including:
    - the development of two new Flexible Learning Toolboxes (Certificate I in Water Sustainability developed in partnership with Great Southern TAFE, and the Certificate IV in Financial Services (Bookkeeping) developed in partnership with Great Southern TAFE);
    - updating the 'Cybertots' (Certificate III in Children's Services) Toolbox;
    - working with eWorks, Edith Cowan University and Kangan Batman TAFE, (with collaboration from TAFE Tasmania) on a professional development tool for VET teachers and trainers; and
    - the development of the 'Aged Care RPL Guide' to support the RPL process in the Certificate III in Aged Care qualification.

- As part of the New Practices in Flexible Learning Project, which focuses on new and innovative products and practices in the VET sector, WestOne supported six teams from around Australia.

Intellectual property

Intellectual property (IP) of the Western Australian VET and schools sectors is managed by WestOne Services for the benefit of both sectors, and to ensure the IP of third parties is used responsibly.

Teachers, lecturers and support staff generate their own IP while also using a wide range of copyrighted works such as text from books, music, software, vision and artworks. WestOne manages professional development relating to the use of IP (particularly in schools), to limit the costs related to

copying under the Copyright Agency Limited (CAL) agreements, and to foster best practice throughout the sector.

In 2007, the Department paid collecting agencies $5.37 million on behalf of public schools ($4.77 million) and TAFE**WA** colleges ($0.6 million) to enable them to reproduce copyright material for educational purposes. This was an increase of just over $0.15 million from 2006–2007.

Table 55: Payments made by the Department for Copyright Material, 2007

Agency	$
CAL Print	3 223 034
CAL Digital	207 079
Apra	36 898
AMCOS	128 318
AMCOS/ARIA	119 608
Screenrights	955 752
TAFE CAL	481 828
TAFE Screenrights	219 313
Total	**5 371 829**

Source: WestOne Services

Asset services

School site planning

The planning and development of new residential subdivisions in the Perth metropolitan area and major country centres has continued at a very high rate. The Department continues to work closely with the development industry on strategic and subdivisional planning issues related to the provision of public school sites.

All new residential subdivisions require assessment by the Department for the provision of public primary and secondary school sites, and the extent and pace of developments in recent years have presented significant challenges. The Department has implemented a thorough due diligence investigation process, using consulting engineers, to ensure that school sites are assessed to identify potential geotechnical, environmental, ethnographic and heritage issues. In addition, the Department has developed strong links with the Department for Planning and Infrastructure and local governments to manage school site planning issues.

Site planning takes into account sustainability principles and the shared use of facilities. Wherever possible, public school sites are located adjacent to public open spaces so that school ovals can be used as shared community resources. This reduces the overall land area required for public open space in subdivisions, makes more economical use of costly infrastructure and reduces maintenance costs and water usage.

Research and development

Many new facilities briefs were developed in response to changing needs or specific sites. These briefs benefited from post-occupancy evaluations of new schools, and research into national and international developments in educational facilities design and construction. Major sites included Fitzroy Crossing District High School and Atwell College.

Recent activities included extensive work in the development of briefs for Stage 2 of Ellenbrook Secondary and Comet Bay colleges.

Extensive consultation for the replacement primary schools at Bannister Creek, Craigie Heights, Lockridge, Greenwood and Roseworth, refined the designs and contributed to updates to the Primary Brief. In addition, there has been a major review of the technical specifications of the Primary School Brief. Updating of drawings is underway after widespread consultation with principals of recently constructed schools.

Expansion of the Department's digital resource of images, plans and data provides a showcase of innovations and good practice that is now accessible to a wide audience.

Education support schools and centres were funded for improvements through the Capital Works Program - Student Services Improvement Process. A significant inclusive education minor works program resulted in access to the curriculum by students with disabilities at previously inaccessible facilities.

A major research and development project has been the replacement of Kim Beazley School, co-located at the new Atwell College and Success Primary School sites. This has seen the implementation of the Inclusive Education Support Planning Guide.

Staff involved in research and development, participated in policy development on planning school sites and continued to provide support for sustainable practice in school building design, construction and operation.

Building maintenance

A record amount is being spent on the maintenance of Western Australian public schools, as part of the State Government's $1 billion four-year capital works program.

Rapidly escalating labour and material costs, together with the increased use of ICT and air-conditioning, are increasing the cost of maintenance work. Works such as access for students with disabilities, residual current device testing and tagging of portable electrical equipment are also contributing to cost pressures.

The Department has one of the largest asset portfolios within the government sector. Currently, the Department operates 768 schools throughout the State with a replacement value approaching $7 billion. There are also 10 TAFE**WA** colleges.

School cleaning

Public schools use day labour cleaning with staff employed directly by the Department. In the metropolitan area contract cleaners are only used on a short-term or emergency basis to clean schools where the school is, or has been, experiencing difficulties recruiting their own cleaners.

However, in some other areas of the State, labour costs for unskilled and semi-skilled workers are well above award rates. As the Department is unable to match the wages being paid in these markets, there are difficulties for schools in these areas in recruiting and retaining cleaners. In these urgent circumstances, contract cleaners are used as short-term emergency alternatives whilst other options are explored.

Asset security

Protection of some 800 worksites and their contents against theft, wilful damage and arson is a major concern for the Department. Continuous attention is given to improving the effectiveness of warning and detection systems and the patrols of contracted security services. Some local government security services also cooperate in monitoring the Department's sites.

In June 2008, 688 sites were protected by electronic security systems, compared with 689 in June 2007 and 681 in June 2006.

Although TAFE**WA** colleges manage their own security, alarm systems at 44 TAFE**WA** sites are monitored by the Department's security services.

During 2007-2008, break-ins reported to the Department totalled 2285. There were 5243 instances of wilful damage and 16 acts of arson.

A total of 264 people (283 in 2006-2007) were apprehended while committing various offences against Department sites after detection by intruder alarms or security staff. Total offences decreased by 20.5 per cent and the costs of repairs and replacements decreased by 2.2 per cent to $7.7 million.

Intruder detection systems were upgraded at 30 public schools.

Aside from numerous day-to-day security improvements, major security audits were undertaken at three high-risk schools in the Canning and Fremantle-Peel districts, bringing the number of such audits since 2000 to 36. Post-audit security improvements are customised to deal with site-specific risks but included target hardening, fencing, electronic security, landscape management, lighting, procedural changes and education programs. In addition, funding was also spent to implement back-up capabilities for the Department's alarm monitoring system in the event of network failure.

School Watch encourages community awareness of threats to the security of local public schools and involves the use of a free-call number to report suspicious after-hours activity. Since the introduction of the program in 1988, over 51 000 calls have been made to the Department's security section by members of the community. During 2007-2008, 3604 calls were received (3385 in 2006-2007) and 2873 people were removed from Department sites (2817 in 2006-2007).

School resourcing

School Grant

The school grant is central to the Department's policy of devolving financial management and encouraging self-determination among public schools. It is the major source of income for most, and it is intended to encourage them to manage their resources carefully and utilise them to put their development plans into practice.

The grant is paid to schools in two instalments: one at the beginning of each semester. The second instalment contains the balance of the schools' annual allocations, adjusted according to staff and student numbers obtained from the February census.

The school grant is distributed using a model that comprises a base payment according to the category of the school and a per capita payment linked to the Year levels of the students. Other factors taken into account include unique site management costs, location, the nature of student enrolments and special programs.

The school development grant is provided to resource the school planning process and provide for the professional development of staff in accordance with the school's needs and priorities. The allocation is based on the size, type and geographical location of the school.

In 2007, $95.7 million in school grant funding was distributed, compared with $92.8 million in 2006; including school development funding of $9.9 million, compared with $9.5 million in 2006.

In addition, special-purpose payments of $188.4 million ($160.6 million in 2006) were transferred to public schools and included specific funding for Aboriginal education, Commonwealth literacy and numeracy funding, Investing in Our Schools, and utilities.

These payments were distributed using various indices that included socioeconomic status, isolation, ethnicity and disability. Public schools are able to hold funds centrally to pay for relief or temporary staff in order to achieve specific outcomes or to support learning programs.

Student allowances

Secondary Assistance Scheme
The Secondary Assistance Scheme helps low-income families to pay school contributions and charges, and buy school uniforms. It is available to parents holding an appropriate Centrelink Family Health Care Card, Centrelink Pensioner Concession Card or Veterans' Affairs Pensioner Concession Card, current at some time during first term. It applies up to and including the year in which students turn 18 years of age.

The Scheme provides a clothing allowance of $115 and an education program allowance of $135 which is paid directly to schools, and is used to offset the costs of voluntary contributions in Years 8–10 and charges in Years 11–12.

In 2007, 19 385 applications were processed and payments amounting to $2.61 million were made under the education program allowance and $2.23 million under the clothing allowance.

The State Government provides a subsidy for public secondary schools of $100 per student in Years 8–12, paid through the school grant process. In Years 8–10, where a voluntary contribution of up to a maximum of $235 applies, eligible students have the voluntary contribution funded completely ($135 education program allowance + $100 government subsidy). In 2007, $8.35 million was transferred to schools for this subsidy.

It Pays to Learn
The It Pays to Learn allowance assists parents of students aged 16 and 17 years, at all public and private schools, TAFE**WA** colleges and RTOs. The allowance assists parents to meet the costs of education or training.

In 2007, a total of $9.66 million was distributed under this State Government initiative, including 48 300 payments of $200 to parents of students in secondary schooling and $400 to parents of young people undertaking training in first and second semester.

Boarding Away From Home Allowance for Isolated Children
The Boarding Away From Home Allowance for Isolated Children supplements the Centrelink Allowance for Isolated Children (AIC) and assists parents in remote areas whose children do not have access to local primary or secondary schools. In 2007, the allowance was $1155 and 2185 applications were processed ($2.35 million).

A Boarding Away From Home Allowance Special Subsidy is paid to eligible parents of students boarding at WACoA campuses. Parents cannot claim this allowance if receiving AIC or the Youth Allowance at the away rate. In 2007, the subsidy was $1155 and 266 applications amounting to $229 425 were processed.

International education and training

The number of international students choosing the Western Australian public school and TAFE systems to further their education and training continues to grow.

Education and Training International (ETI) operates as the Department's marketing division and is also involved in a number of offshore education and training projects. In 2007–2008, this business activity generated gross revenues in excess of $26 million.

As the Minister's representative on the Board for Perth Education City, ETI has been closely aligned to achieving the Government goals for international education across all sectors in Western Australia.

Fee-paying overseas students in public education

Primary schools participate in the provision of education services to fee-paying overseas students, but only if there is spare capacity and they do not displace an Australian resident. Primary-aged students are enrolled in the program only if they are accompanied by, and live with, a parent or blood relative.

In Semester 1 2008, there were 112 students enrolled across 51 primary schools compared with 145 students in 2007,107 in 2006, 61 in 2005 and 37 in 2004. There were 164 students enrolled in primary schools by the end of 2007.

Primary school fees have remained at $7500 plus health cover, with host schools receiving 70 per cent of tuition fees.

There are currently 264 secondary students participating in the program in 23 approved senior high schools, colleges and campuses compared with 237 students in 2007, 168 in 2006, 154 in 2005 and 113 in 2004. There were 304 students enrolled in secondary schools by the end of 2007.

Fees for lower secondary students are $8900 and $10 000 for upper secondary students. In addition, there is an application fee of $110 and students are required to have compulsory private health insurance of $324.

Senior Colleges Overseas Project Education

The Senior Colleges Overseas Project Education is a joint activity of Tuart College and Canning College and, over the 22 years that the colleges have operated, their full-fee-paying education programs have enrolled some 9000 students.

In 2007, there were 491 students enrolled in Senior Colleges Overseas Project Education which represented a slight decrease on the 2006 numbers of 493. There were 304 international students enrolled in university entrance examinations with 294 selecting the Western Australian Universities Foundation Program and 10 students selecting the Tertiary Entrance Examinations (TEE) Program.

The main sources of students were China (101), Hong Kong/Macau (62), Malaysia/Brunei (101), Africa (35), Singapore (18) and Vietnam (18).

Course fees for 2007–2008 enrolments ranged from $1600, for a four-week bridging course, to $12 900 for the TEE Program and the Western Australian Universities Foundation Program.

TAFEWA international student enrolments

Enrolments in English Language Intensive Courses for International Students (ELICOS) increased from 311 in Term 1 2007 to 405 in Term 1 2008 (30 per cent). By the end of 2007, 1127 students had enrolled in ELICOS courses.

The key markets for English language courses are Korea, Japan, Brazil, China, France, Taiwan, Thailand, Vietnam, Switzerland, Reunion Island, Indonesia and Hong Kong.

In Semester 1 2008, there were 1854 international students undertaking mainstream courses in TAFE**WA** colleges compared with 1460 in 2007 — an increase of 27 per cent. By the end of 2007, 2063 students had attended mainstream courses.

Offshore projects

A range of offshore projects were led by ETI representing schools, senior colleges and TAFE delivery aspects of the public education system.

Education and Training International continued involvement in the aid and development area through basic education projects in Indonesia and the Fiji Education Support Program.

Involvement in commercial projects included the VETASSESS Offshore Skills Assessment Project where ETI is a member of a consortium contracted by the Department of Education, Employment and Workplace Relations for the skills assessment of foreign workers in eight different trades in the United Kingdom, South Africa, Sri Lanka and the Philippines. Successful applicants are able to apply for permanent Australian residency.

Education and Training International provided offshore skills assessment for welders and chefs from Bangladesh and Nepal, with a view to them applying for permanent residency in Australia.

Education and Training International was contracted by the Malaysian-based Leighton International Limited, a subsidiary of Leighton's Australia, for the auspicing of Certificate I in General Construction. The purpose of this arrangement was to up-skill its trades employees and to have its offshore workforce trained to meet Leighton's own quality building standards.

The following projects are being progressed:
- Haan TrainEdge Australia — to set up and manage an offshore skills assessment project for welders and metal fabricators, and an auspicing arrangement in construction trades.
- IE Solutions (formerly Illawara Technology Corporation) — through an expression of interest for the Lao Peoples' Democratic Republic Basic Education Sector Project (BESDP) to provide technical services in relation to education management and capacity building.
- China Metallurgical Corporation (MCC) — to provide offshore trades skills assessments for 457 visa processing of MCC's international workforce from China for employment on projects in the Mid West.

- Bandung Polytechnic in Indonesia — to provide offshore skills assessments as a benchmarking process against Australian standards for electrical, welding, and air conditioning and refrigeration mechanical occupations.
- TAFE**WA** college projects in China, Kuwait, Mauritius, the United Arab Emirates, Qatar and Singapore.
- The Schools of Isolated and Distance Education projects in Ghana.
- The Swan Education District project in Indonesia.

Education and training shared services centre

The primary role of the Education and Training Shared Services Centre (ETSSC) is to provide human resources and financial services to the Department of Education and Training, TAFE**WA** colleges, the Curriculum Council and the Department of Education Services; whilst creating value for clients, increasing efficiencies and establishing significant cost savings.

The Business Services Directorate provides transactional services in human resources and financial services to internal and external clients and agencies, as well as within the ETSSC.

The Management Support Directorate provides tactical human resources and financial services to external clients and agency partners.

The Executive Support Branch provides direct support to the General Manager of the ETSSC, in the strategic management and delivery of services.

The ETSSC Project Team has major responsibility for implementing the ETSSC's approved Business Systems Strategy. This involves the implementation of Oracle R12 and the upgrading of PeopleSoft v8.8 to v9.0 for the Department, Curriculum Council and Department of Education Services, as well as the migration of all TAFE**WA** colleges from their existing business systems to Oracle R12 and PeopleSoft v9.0. The strategy will provide the necessary system preparation for meeting the Government's Shared Corporate Services reform agenda.

Key achievements in 2007–2008:
- The award for Best New Shared Service Organisation (less than three years in operation) was received by ETSSC at the 11th Annual Shared Services APAC in Sydney in April 2008.
- In line with the Department's Strategic Plan, the ETSSC Business Plan and ETSSC Branch Business Plans were developed.
- The ETSSC Communications Plan was developed.
- An independent ETSSC staff satisfaction survey was completed with an 83 per cent response rate.
- An independent ETSSC client satisfaction survey was completed which measured client service performance and identified opportunities for improvement.
- An ETSSC Customer Service Charter was developed.
- ETSSC participated in a national government shared services benchmarking initiative, coordinated by the NSW Department of Commerce.
- Planning of key projects for the implementation of the ETSSC Business Systems Strategy was completed.

Significant issues and trends

Significant issues and trends

The Department continues to respond to challenges arising from changes in society and in the education environment. The economic and population growth has resulted in new issues and increased pressure on the public school education and vocational education and training systems, particularly in relation to skill needs and shortages. These challenges and the Department's strategies to meet them are being shaped by the community's expectations of standards with respect to literacy and numeracy; pathways for senior students; and the quality and conduct of staff, particularly in relation to the care of students.

Literacy and numeracy standards

The community expects high standards of academic excellence and quality teaching in public schools, especially in literacy and numeracy. Research has clearly demonstrated the importance of the early years as the critical period for language development and literacy learning. Consequently, a key challenge is to ensure that young children continue to progress through all stages of learning with their peers. Achieving full participation rates in early learning programs is one important aspect of the challenge, and difficulties with literacy and numeracy need to be identified as early as possible and addressed so that that they do not become a barrier to further learning.

Parental involvement in children's education is an important element in preparing young children for learning and maximising the effectiveness of schooling.

The Department has established a range of complementary and strategically-focused initiatives targeting literacy and numeracy improvement across public schools. Different initiatives target different groups and schools. The common factor, and point of cohesion, is that there is a clear focus on diagnosing and monitoring the progress of under-performing students, and the development of effective literacy and numeracy programs to address this.

The Aboriginal Literacy Strategy supports schools in providing a daily literacy session to Aboriginal students. It complements other systemic programs operating in schools, such as First Steps and Getting it Right. Improvements include student engagement in literacy activities, and the benefits of a consistent whole-school approach to the teaching of literacy. Renewed effort to improve the school attendance of Aboriginal students is expected to contribute to lifting their literacy and numeracy achievement standards.

Behaviour standards

Changes in demographic and social structures are creating the need for a greater emphasis in public schools on behaviour management, values education, pastoral care and citizenship. Parents have high expectations of pastoral care and behaviour management in their school and look for a clear set of values to underpin the school programs. They expect schools to promote student health and wellbeing and to provide a safe positive learning environment.

The challenging behaviour of a small number of students has led to a decision to pilot secondary behaviour centres for those students whose behaviour is severely and persistently disruptive. The work of school psychologists has been re-focused on student behaviour and their capacity to provide practical assistance to schools has been enhanced.

One way that citizenship is being developed is through the Community Service Program which gives students the opportunity to be involved in activities that help others. Participation in the program is a requirement for students who wish to gain a Western Australian Certificate of Education.

Standards in the senior years

The completion of Year 12 or its equivalent is regarded as the minimum standard for entry to employment, training or further education, and involves the attainment of high levels of literacy and numeracy as well as competencies that are recognised in the workplace.

Raising the school leaving age to 17 years of age from January 2008 was a key strategy to address this issue. It presented a range of challenges including providing appropriate programs for students with special needs, and additional staff requirements to deal with increased student numbers.

Flexible and clear pathways between schools, vocational education and training providers, universities and employment are all elements of the strategy to increase participation. Programs have been developed which build on needs identified by industry, business and the community, and which provide a wide range of pathways and opportunities for students. New senior school courses which prepare students for entry to any post-school destination are also part of this approach. Teachers and schools have been well prepared for the change and the wider community accepts the benefits that will be gained.

At the same time, the high standards of academic achievement in senior secondary education must be maintained and promoted. Students' achievement in all senior secondary courses will count for entry to all post-school destinations. The teacher development centre coordinators support the implementation of new senior secondary courses by working directly with teachers in schools to assist them in improving the standards of student work.

Skill needs and shortages

Skill shortages have been experienced across a range of industries, occupations and regions, due to the State's economic boom. There is a very high demand for labour and these skill shortages are placing significant pressure on the VET sector as the demand for training, particularly apprenticeships and traineeships, increases to meet industry's skill needs.

Improvements in the apprenticeship and traineeship system have occurred. The Skills Formation Taskforce was established by the Government to develop a more flexible and responsive apprenticeship and traineeship system that would help WA to address its current skill shortages. The reforms focus on improvements in training delivery and assessment; streamlining and simplifying apprenticeship and traineeship processes; and additional support services being provided to apprentices, trainees and employers.

The aim is to improve the flexibility and agility of the VET sector to respond to changing needs, improve access and provide clear pathways for learners between, schools, VET and university that maximise employment opportunities now and into the future.

Staffing schools and TAFEWA colleges

The strong labour market, low unemployment rates and the ageing population are having an impact on the staffing of schools and TAFE**WA** colleges, with significant staff shortages emerging. Attracting and retaining new teachers are particular challenges given the buoyant labour market and the increasing number of teachers reaching retirement age. Building skills of the current workforce, particularly in the use of technology in teaching, is needed and will increase confidence and job satisfaction.

New strategies are being implemented in a number of areas to attract and retain teachers, including an overseas campaign to sponsor teachers to Western Australia, a recruitment campaign aimed at retired teachers, and an extensive professional learning program for the first two years of new teachers' employment. Alternative methods of staffing and service delivery are also being considered.

Standards of staff conduct

Community expectations of standards of staff conduct and probity in public education and training continue to rise, with a demand for high levels of risk management and close monitoring and management of misconduct.

The Department established a dedicated Professional Standards and Conduct Division to manage complaints and misconduct, with an emphasis on prevention. A child protection focus has been added to risk management training.

Information and communications technologies

The rapid changes in and widespread use of information and communications technologies in the workplace require students to be technology smart, and teachers and lecturers to be skilled in the use of technology in teaching.

The Department continues to be challenged by the scale of rollout of technology required to ensure that schools and TAFE**WA** colleges have the level of access required to meet the needs of students, lecturers and teachers. The issue is multifaceted. It involves investment in computers, communications networks and software, and includes the professional development of teachers using technologies, online learning for students, and access to online curriculum resources and business applications.

Creative and innovative approaches to the use of technology are being used to ensure the highest quality of education to students irrespective of location. The networked learning communities where students and teachers learn, communicate and have access to a rich range of syllabus materials are being enhanced by Schools Online Curriculum Services being progressively implemented in all public schools. The advances made in implementing a modern online learning environment build on the robust technical environments being established. These approaches enhance the Department's capacity to improve students' access to educational programs that may have been affected by teacher shortages in some areas of the State or by geographic location.

Infrastructure needs and cost pressures due to economic prosperity

Population growth and other factors driving the construction of new schools, and the significant pressure to upgrade or refurbish existing facilities, demand a high level of capital investment. These influences include major demographic changes; ageing facilities and the reform of teaching approaches, especially the introduction of new technologies. Coupled with the cost pressures and demands of the economic boom, the overall effect on costs is significant.

A comprehensive evidence based statewide schooling planning process provides a systematic approach to making decisions on building new schools and facilities, closing and amalgamating schools, and the refurbishment of existing buildings. This approach also underpinned the *WA VET Delivery and Infrastructure Review* which is being progressively implemented with $13.35 million in capital funding. The challenge for the future is to be able to meet the demand in the regions.

The National Reform Agenda

The initiatives and targets of the Council of Australian Governments (COAG) are strongly influencing State education policy, which has funding implications for the State and requires long term strategic planning.

Commonwealth election commitments are being negotiated through a number of new National Partnership and Reform Agreements, which will sit alongside the new Education and Workforce Agreements. These include funding for Trade Training Centres, Computers in Secondary Schools, interventions in Low SES Schools, Teacher Quality Initiatives, Increases in Training (Productivity) Places and Training Market reforms. In the Early Childhood area there are commitments to build new child care centres and achieve universal access as well as increase the number of hours (to 15) per week for Kindergarten children (4 year-olds).

A key future policy direction for VET is driving further competition in current training arrangements. The Productivity Agenda Working Group developed a National Partnership reform proposal which focuses on structural reform of the VET sector to lift demand and reform supply, in addition to expanding training places.

The current COAG reforms have the potential to drive worthwhile improvements to both the education and training sectors. However, considerable investment will be required by governments.

Disclosures and legal compliance

Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION AND TRAINING
FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS
FOR THE YEAR ENDED 30 JUNE 2008

I have audited the accounts, financial statements, controls and key performance indicators of the Department of Education and Training.

The financial statements comprise the Balance Sheet as at 30 June 2008, and the Income Statement, Statement of Changes in Equity, Cash Flow Statement, Schedule of Income and Expenses by Service, and Summary of Consolidated Account Appropriations and Income Estimates for the year then ended, a summary of significant accounting policies and other explanatory Notes.

The key performance indicators consist of key indicators of effectiveness and efficiency.

Director General's Responsibility for the Financial Statements and Key Performance Indicators
The Director General is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions, and the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role
As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. Refer "http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf".

An audit does not guarantee that every amount and disclosure in the financial statements and key performance indicators is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements and key performance indicators.

Department of Education and Training
Financial Statements and Key Performance Indicators for the year ended 30 June 2008

Audit Opinion

In my opinion,

    (i) the financial statements are based on proper accounts and present fairly the financial position of the Department of Education and Training at 30 June 2008 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions;

    (ii) the controls exercised by the Department provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and

    (iii) the key performance indicators of the Department are relevant and appropriate to help users assess the Department's performance and fairly represent the indicated performance for the year ended 30 June 2008.

COLIN MURPHY
AUDITOR GENERAL
19 September 2008

Financial statements

Certification
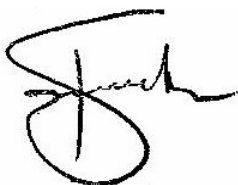
The accompanying financial statements of the Department of Education and Training have been prepared in compliance with the provisions of the *Financial Management Act 2006* from proper accounts and records to present fairly the financial transactions for the financial year ending 30 June 2008 and the financial position as at 30 June 2008.

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

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

18 September 2008

KEVIN SMITH
A/DEPUTY DIRECTOR GENERAL
FINANCE AND ADMINISTRATION
(CHIEF FINANCE OFFICER)

18 September 2008

Income Statement for the year ended 30 June 2008

	Note	2007-2008 ($'000)	2006-2007 ($'000)
COST OF SERVICES			
Expenses			
Employee benefits expense	9	2 153 373	1 970 138
Supplies and services	10	233 892	232 478
Depreciation and amortisation expense	11	163 930	161 046
Grants and subsidies	12	397 376	406 329
School supplies and services	13	386 682	353 639
Capital user charge	14	-	465 574
Finance costs	15	1 497	1 534
Other expenses	16	29 635	22 607
Loss on disposal of non-current assets	17	1 720	3 583
Impairment expense	18	20	20
Total cost of services		3 368 125	3 616 929
Income			
Revenue			
User contributions, charges and fees	19	110 328	83 484
Schools other revenue	20	50 173	44 129
Other revenue	21	55 588	58 079
Commonwealth grants and contributions	22	462 709	427 953
Interest revenue		12 109	8 870
Total revenue		690 907	622 515
Total income other than income from State Government		690 907	622 515
NET COST OF SERVICES		**2 677 218**	**2 994 414**
INCOME FROM STATE GOVERNMENT	23		
Service appropriation		2 770 306	3 058 372
Liabilities assumed by the Treasurer		-	13 713
Resources received free of charge		2 426	2 723
Total income from State Government		**2 772 732**	**3 074 808**
SURPLUS FOR THE PERIOD		**95 514**	**80 394**

The Income Statement should be read in conjunction with the accompanying notes.

Balance Sheet as at 30 June 2008

	Note	2007-2008 ($'000)	2006-2007 ($'000)
ASSETS			
Current assets			
Cash and cash equivalents	24	278 370	263 704
Restricted cash and cash equivalents	25	36 385	39 624
Amounts receivable for services	26	19 144	19 144
Receivables	27	49 985	32 554
Inventories	28	3 429	3 403
Non-current assets classified as held for sale	29	-	5 487
Total current assets		**387 313**	**363 916**
Non-current assets			
Restricted cash and cash equivalents	25	22 490	13 907
Amounts receivable for services	26	733 123	561 650
Property, plant and equipment	30	9 681 217	7 938 715
Leased plant and equipment	31	23 703	22 647
Intangible assets	33	7 405	5 765
Total non-current assets		**10 467 938**	**8 542 684**
TOTAL ASSETS		**10 855 251**	**8 908 600**
LIABILITIES			
Current liabilities			
Provisions	35	368 775	344 817
Payables	37	84 641	55 252
Borrowings	36	11 249	12 508
Other current liabilities	38	13 070	13 211
Total current liabilities		**477 735**	**425 788**
Non-current liabilities			
Provisions	35	150 625	151 321
Borrowings	36	15 542	13 301
Total non-current liabilities		**166 167**	**164 622**
TOTAL LIABILITIES		**643 900**	**590 410**
NET ASSETS		**10 211 351**	**8 316 190**
EQUITY	39		
Contributed equity		912 255	708 619
Reserves		8 712 530	7 121 607
Accumulated surplus		586 566	485 964
TOTAL EQUITY		**10 211 351**	**8 316 190**
TOTAL LIABILITIES AND EQUITY		**10 855 251**	**8 906 599**

The Balance Sheet should be read in conjunction with the accompanying notes.

Statement of Changes in Equity for the year ended 30 June 2008

	Note	2007-2008 ($'000)	2006-2007 ($'000)
Balance of equity at start of period		8 316 190	6 025 351
CONTRIBUTED EQUITY	39		
Balance at start of period		708 619	480 958
Change in Accounting Policy (*see note 7(iii)*)		-	(2 025)
Restated balance at start of period		708 619	478 933
Capital contribution		257 686	237 210
Distributions to owners		(54 050)	(7 524)
Balance at end of period		**912 255**	**708 619**
RESERVES	39		
Asset revaluation reserve			
Balance at start of period		7 121 607	5 140 379
Prior periods error (*see note 6 (ii)*)		0	(68)
Restated balance at start of period		7 121 607	5 140 311
Gains from asset revaluation		1 596 011	1 981 395
Transfers to Accumulated Surplus		(5 088)	(99)
Balance at end of period		**8 712 530**	**7 121 607**
ACCUMULATED SURPLUS			
Balance at start of period	39	485 964	404 014
Correction of prior period errors (see note 6 (i))		-	(582)
Correction of prior period errors (see note 6 (ii))		-	14
Change in Accounting Policy (see note 7 (iii))		-	2 025
Restated balance at start of period		485 964	405 471
Surplus for the period		95 514	101 253
Correction of prior period errors (see note 6 (ii))		-	19
Correction of prior period errors (see note 6 (iii))		-	(2 183)
Correction of prior period errors (see note 6 (iv))		-	(18 695)
Restated Surplus for the Period		95 514	80 394
Transfer from Asset Revaluation Reserve		5 088	99
Balance at end of period		**586 566**	**485 964**
Balance of equity at end of period		**10 211 351**	**8 316 190**
Total income and expense for the period (i)		**1 691 525**	**2 061 789**

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

(i)   The aggregate net amount attributable to each category of equity in 2007–2008 is: surplus $95 514 000 plus gains from asset revaluation $1 596 011 000 (2006–2007: surplus $80 394 000 plus gains from asset revaluation $1 981 395 000).

Cash Flow Statement for the year ended 30 June 2008

	Note	2007-2008 ($'000)	2006-2007 ($'000)
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		2 579 689	2 912 847
Capital contributions		257 686	237 210
Holding account draw downs		19 144	22 516
Net cash provided by State Government		**2 856 519**	**3 172 573**
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash receipts		724 006	692 130
Interest received		11 896	9 272
Cash payments to suppliers and employees		(3 222 804)	(3 505 261)
Interest paid		(1 538)	(1 538)
Net cash provided by / (used in) operating activities	40	**(2 488 440)**	**(2 805 397)**
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of property, plant and equipment		(334 793)	(344 205)
Proceeds from sale of non-current physical assets		69	30
Net cash provided by / (used in) investing activities		**(334 724)**	**(344 175)**
CASH FLOWS FROM FINANCING ACTIVITIES			
Payment of finance lease liabilities		(13 345)	(12 859)
Net cash provided by / (used in) financing activities		**(13 345)**	**(12 859)**
Net increase / (decrease) in cash and cash equivalents		20 010	10 142
Cash and cash equivalents at the beginning of the period		317 235	307 093
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		**337 245**	**317 235**

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

Summary of Consolidated Account Appropriations and Income Estimates for the year ended 30 June 2008

	2007-2008 Estimate ($'000)	2007-2008 Actual ($'000)	Variance ($'000)	2007-2008 Actual ($'000)	2006-2007 Actual ($'000)	Variance ($'000)
DELIVERY OF SERVICES						
Item 96 net amount appropriated to deliver services	2 766 492	2 769 345	2 853	2 769 345	3 057 022	(287 677)
Amount authorised by other statutes - *Salaries and Allowances Act 1975*	823	961	138	961	1 350	(389)
Total appropriations provided to deliver services	**2 767 315**	**2 770 306**	**2 991**	**2 770 306**	**3 058 372**	**(288 066)**
CAPITAL						
Item 173 capital contribution	226 963	257 686	30 723	257 686	237 210	20 476
	226 963	257 686	30 723	257 686	237 210	20 476
GRAND TOTAL	**2 994 278**	**3 027 992**	**33 714**	**3 027 992**	**3 295 582**	**(267 590)**
Details of expenses by service						
Primary education	1 673 337	1 715 217	41 880	1 715 217	1 818 348	(103 131)
Secondary education	1 124 790	1 127 781	2 991	1 127 781	1 269 734	(141 953)
Vocational education and training services	497 513	525 127	27 614	525 127	528 847	(3 720)
Total cost of services	**3 295 640**	**3 368 125**	**72 485**	**3 368 125**	**3 616 929**	**(248 804)**
Less total income	578 384	690 907	112 523	690 907	622 515	68 392
Net cost of services	**2 717 256**	**2 677 218**	**(40 038)**	**2 677 218**	**2 994 414**	**(317 196)**
Adjustment for movement in cash balances and other accrual items	50 059	93 088	43 029	93 088	63 958	29 130
Total appropriations provided to deliver services	**2 767 315**	**2 770 306**	**2 991**	**2 770 306**	**3 058 372**	**(288 066)**
Capital expenditure						
Purchase of non-current physical assets	295 017	353 293	58 276	353 293	360 542	(7 249)
Adjustments for movement in cash balances and other funding sources	(68 054)	(95 607)	(27 553)	(95 607)	(123 332)	27 725
Capital contribution (appropriation)	**226 963**	**257 686**	**30 723**	**257 686**	**237 210**	**20 476**
Details of Income estimates						
Income disclosed as Administered Income	0	0	0	0	4 987	(4 987)

The Summary of Consolidated Account Appropriations, Variance to Budget and Actual should be read in conjunction with the accompanying notes.

Note 51, 'Explanatory Statement', provides details of any significant variations between estimates and actual results for 2008 and the actual results for 2007 and 2008.

Schedule of Income and Expenses by Service for the year ended 30 June 2008

	Primary Education		Secondary Education		Vocational Education and Training Services		Total	
	2007-08 ($'000)	2006-07 ($'000)	2007-08 ($'000)	2006-07 ($'000)	2007-08 ($'000)	2006-07 ($'000)	2007-08 ($'000)	2006-07 ($'000)
COST OF SERVICES								
Expenses								
Employee benefits expense	1 295 242	1 156 981	792 742	750 657	65 389	62 500	**2 153 373**	**1 970 138**
Supplies and services	97 562	99 147	80 922	83 279	55 408	50 052	**233 892**	**232 478**
Depreciation and amortisation expense	89 945	88 363	68 198	66 998	5 787	5 685	**163 930**	**161 046**
Grants and subsidies	-	-	-	-	397 376	406 329	**397 376**	**406 329**
School supplies and services	212 797	194 509	173 541	158 545	344	585	**386 682**	**353 639**
Capital user charge	-	263 116	-	199 499	-	2 959	**-**	**465 574**
Finance costs	821	842	623	638	53	54	**1 497**	**1 534**
Other expenses	17 817	13 263	11 110	8 788	708	556	**29 635**	**22 607**
Loss on disposal of non-current assets	1 021	2 126	639	1 330	61	127	**1 721**	**3 583**
Impairment expense	12	1	7	-	1	-	**20**	**1**
Total cost of services	**1 715 217**	**1 818 348**	**1 127 782**	**1 269 734**	**525 127**	**528 847**	**3 368 126**	**3 616 929**
Income								
User contributions, charges and fees	43 290	33 218	34 629	32 481	32 409	17 785	**110 328**	**83 484**
Schools other revenue	27 878	24 520	22 295	19 609	-	-	**50 173**	**44 129**
Other revenue	35 089	34 311	20 462	21 546	37	2 222	**55 588**	**58 079**
Commonwealth grants and contributions	200 897	188 438	125 811	122 861	136 001	116 654	**462 709**	**427 953**
Interest revenue	6 728	4 929	5 381	3 941	-	-	**12 109**	**8 870**
Total income other than income from State Government	**313 882**	**285 416**	**208 578**	**200 438**	**168 447**	**136 661**	**690 907**	**622 515**
Net Cost of Services	**1 401 335**	**1 532 932**	**919 204**	**1 069 296**	**356 680**	**392 186**	**2 677 219**	**2 994 414**
Income from State Government								
Service appropriations	1 411 442	1 538 020	927 872	1 073 554	430 992	446 798	**2 770 306**	**3 058 372**
Liabilities assumed by the Treasurer	-	8 360	-	5 230	-	123	**-**	**13 713**
Resources received free of charge	1 236	1 369	813	956	377	398	**2 426**	**2 723**
Total income from State Government	**1 412 678**	**1 547 749**	**928 685**	**1 079 740**	**431 369**	**447 319**	**2 772 732**	**3 074 808**
Surplus for the period	**11 343**	**14 817**	**9 481**	**10 444**	**74 689**	**55 133**	**95 513**	**80 394**

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

Notes to the Financial Statements

1. DEPARTMENTAL MISSION AND FUNDING

The Department of Education and Training's mission is to provide world class education and training that meets the needs of individuals, the community and the economy of Western Australia.

The Department of Education and Training is predominantly funded by Parliamentary appropriations, supplemented by funding received from the Australian Government.

Financial support provided by parents has always played a significant role in enabling the provision of resources that extend the schools' capacity to maximise students' learning experiences. In education to Year 10, this support takes the form of voluntary contributions to fund, for example, textbook purchases, compulsory charges for additional cost options such as excursions, and additional requests of parents for whole school projects such as air-conditioning. In Years 11 and 12, all subject costs are compulsory charges. Contributions and charges are individually set by each school and approved by the school council.

The financial statements encompass all funds which the Department controls to meet its outcomes and services. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated (*see note 3(u)*).

2. AUSTRALIAN EQUIVALENTS TO INTERNATIONAL FINANCIAL REPORTING STANDARDS

The Department's financial statements for the year ended 30 June 2008 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS), which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework) and Australian Accounting Standards (including the Australian Accounting Interpretations).

In preparing these financial statements the Department has adopted, where relevant to its operations, new and revised Standards and Interpretations from their operative dates as issued by the Australian Accounting Standards Board (AASB) and formerly the Urgent Issues Group (UIG).

Early Adoption of Standards
The Department cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by Treasurer's Instruction (TI) 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Standards and Interpretations that have been issued or amended but are not yet effective have been early adopted by the Department for the annual reporting period ended 30 June 2008.

Notes to the Financial Statements

3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) General Statement

The financial statements constitute a general purpose financial report, which has been prepared in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by the *Treasurer's Instructions*. Several of these are modified by the *Treasurer's Instructions* to vary application, disclosure, format and wording.

The Financial Management Act and the *Treasurer's Instructions* are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required, and has a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in individual notes to these financial statements.

(b) Basis of Preparation

The financial statements have been prepared in accordance with Accounting Standard AAS 29 'Financial Reporting by Government Departments' on the accrual basis of accounting using the historical cost convention, modified by the revaluation of land and buildings which have been measured at fair value.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars and all values are rounded to the nearest thousand dollars ($'000) or in certain circumstances to the nearest dollar.

The judgements that have been made in the process of applying the Department's accounting policies that have the most significant effect on the amounts recognised in the financial statements are disclosed at note 4 'Judgements made by management in applying accounting policies'.

The key assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet date that have significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year, are disclosed at note 5 'Key sources of estimation of uncertainty'.

(c) Reporting Entity

The reporting entity comprises the Department of Education and Training including central and district offices, the Education and Training Shared Services Centre and public schools.

The Department holds private monies in special trust accounts that are used in accordance with conditions or restrictions imposed by the donor or contributor. The Department is responsible for administration of these accounts. These accounts are not recognised in the principal financial statements of the Department, but schedules are prepared using the same basis as the financial statements and are presented at note 53 'Special Purpose Accounts'.

The Department administers income and expenses on behalf of Government which are not controlled by, nor integral to the function of the Department. These administered balances and transactions are not recognised in the principal financial statements of the Department but schedules are prepared using the same basis as the financial statements and are presented at note 52 'Special Purpose Accounts'.

Notes to the Financial Statements

(d) Contributed Equity

The UIG Interpretation 1038 'Contributions by Owners Made to Wholly Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) have been designated as contributions by owners by TI 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

Transfers of net assets to/from other agencies are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (*see note 39 'Equity'*).

(e) Income

Revenue
Revenue is measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

Sale of Goods
Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser.

Rendering of Services
Revenue is recognised upon delivery of the service to the client or by reference to the stage of completion.

Student Fees and Charges
Revenue is recognised when fees and charges are due.

Commonwealth Grants
Revenue is recognised in accordance with AASB 1004 'Contributions'. AASB 1004 requires contributions received or receivable to be recognised immediately as revenue when:
(a) the entity obtains control of the contribution or the right to receive the contribution;
(b) it is probable that the economic benefits comprising the contribution will flow to the entity; and
(c) the amount of the contribution can be measured reliably.

Service Appropriations
Service Appropriations for the delivery of services comprise two components – amounts to meet the immediate cash needs of the Department and amounts set aside in a suspense (holding) account in the Department of Treasury and Finance to meet relevant commitments in relation to depreciation (asset replacement) and leave liabilities when these emerge.

Service Appropriations are recognised as revenues in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited into the Department's bank account or credited to the holding account held at the Department of Treasury and Finance (*see note 23 'Income from State Government' for further detail).*

Net Appropriation Determination
The Treasurer may make a determination providing for prescribed receipts to be retained for services under the control of the Department. In accordance with the determination specified in the 2007-2008 Budget Statements, the Department retained $501 million in 2007-2008 ($470 million in 2006-2007) from the following:
- User contributions, charges and fees;
- Commonwealth specific purpose grants and contributions; and
- Other departmental revenue.

Notes to the Financial Statements

Grants, donations, gifts and other non-reciprocal contributions
Revenue is recognised at fair value when the Department obtains control over the assets comprising the contributions, which is usually when cash is received. Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would have been purchased if not donated. Where contributions recognised as revenues during the reporting period were obtained on the condition that they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the reporting date, the nature of, and amounts pertaining to, those undischarged conditions are disclosed in the notes.

Gains
Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising from the disposal of non-current assets and some revaluations of non-current assets.

(f) Property, Plant and Equipment

Capitalisation/Expensing of assets
Items of property, plant and equipment costing $5000 or more are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of property, plant and equipment costing less than $5000 are immediately expensed direct to the Income Statement (other than where they form part of a group of similar items which are significant in total). An example of group assets is Library Collections where individual items are below the capitalisation threshold, but the collection has a long and useful life and a material value.

Initial recognition and measurement
All items of property, plant and equipment are initially recognised at cost.

For items of property, plant and equipment acquired at no cost or for nominal consideration, the cost is their fair value at the date of acquisition.

Items of property, plant and equipment costing less than $5000 are expensed in the year of acquisition (other than where they form part of a group of similar items which are significant in total).

Derecognition
Upon disposal (derecognition) of an item of property, plant and equipment transferred to TAFE**WA** colleges as a Distribution to Owner, any revaluation reserve relating to that asset is transferred into accumulated surplus.

Subsequent measurement
After recognition as an asset, the Department uses the revaluation model for the measurement of land and buildings and the cost model for all other property, plant and equipment. Land and buildings are carried at fair value less accumulated depreciation on buildings. All other items of property, plant and equipment are carried at historical cost less accumulated depreciation and accumulated impairment losses.

Where market-based evidence is available, the fair value of land and buildings is determined on the basis of current market buying values determined by reference to recent market transactions. When buildings are revalued by reference to recent market transactions, the accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount.

Where market evidence is not available, the fair value of land and buildings is determined on the basis of existing use. This normally applies where buildings are specialised or where land use is restricted. Fair value for existing use assets is determined by reference to the cost of replacing the remaining future economic benefits embodied in the asset, i.e. the depreciated replacement cost.

Independent valuations of land are provided annually by the Western Australian Land Information Authority (Valuation Services) and recognised with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date.

Notes to the Financial Statements

The valuations of the Department's buildings, provided annually by a private valuer and endorsed by the Western Australian Land Information Authority (Valuation Services), are recognised in the financial statements. They are recognised with sufficient regularity to ensure that the carrying amount does not differ materially from the asset's fair value at the balance sheet date.

The most significant assumptions in estimating fair value are made in assessing whether to apply the existing use basis to assets and in determining estimated useful life. Professional judgement by the valuer is required where the evidence does not provide a clear distinction between market-type assets and existing use assets.

Refer to notes 30, 31, 32 and 39 for further information on revaluations.

Depreciation

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner which reflects the consumption of their future economic benefits.

Depreciation is calculated on the straight-line basis using rates which are reviewed annually. Expected useful lives of each class of depreciable asset are:

Buildings	*40 years*
Communication equipment	*5 years*
Computer equipment	*4 years*
Furniture and fittings	*10 years*
Motor vehicles	*5 years*
Musical instruments	*12 years*
Office equipment	*8 years*
Plant and equipment	*8 years*
Transportables	*16 years*
Software	*4 years*
Library collections	*Depreciated at 100 % in the sixth year after acquisition*

The Department of Education and Training owns works of art, which are anticipated to have long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(g) Intangible Assets

Capitalisation/Expensing of assets
Acquisitions of intangible assets costing $5000 or more and internally generated intangible assets costing $50 000 or more are capitalised. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are immediately expensed directly to the Income Statement.

All acquired and internally developed intangible assets are initially recognised at cost. For assets acquired at no cost or for nominal consideration, the cost is their fair value at the date of acquisition.

The cost model is applied for subsequent measurement requiring the asset to be carried at cost less any accumulated amortisation and accumulated impairment losses.

The carrying value of intangible assets is reviewed for impairment annually, when the asset is not yet in use or more frequently when an indicator of impairment arises during the reporting year indicating that the carrying value may not be recoverable.

Notes to the Financial Statements

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life) on the straight-line basis using rates, which are reviewed annually. All intangible assets controlled by the Department have a useful life of four years and zero residual value.

Research and Development
Research costs are expensed as incurred. Development costs incurred for an individual project are carried forward when the future recoverability can reasonably be regarded as assured and the total project costs are likely to exceed $50 000. Other development costs are expensed as incurred.

Computer Software
Software that is an integral part of the related hardware is treated as property, plant and equipment. Software that is not an integral part of the related hardware is treated as an intangible asset. Software costing less than $5000 is expensed in the year of acquisition.

Website costs
Website costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalised and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed. Costs incurred in the building or enhancing a website, to the extent that they represent probable future economic benefits that can be reliably measured, are capitalised.

(h) Non-current Assets Classified as Held for Sale

Non-current assets held for sale are recognised at the lower of carrying amount and fair value less costs to sell and are presented separately in the Balance Sheet. Assets classified as held for sale are not depreciated or amortised.

The Department for Planning and Infrastructure (DPI) is the only agency with the power to sell Crown land. The properties transferred to DPI are treated as a distribution to owner in the Balance Sheet. The Department transfers Crown land and any attaching buildings to DPI when the land becomes available for sale.

The Department has the power to sell Freehold land, however cannot retain revenues derived from sale unless specifically approved for retention by the Treasurer.

Non-current assets held for sale comprise surplus Crown and Freehold land and buildings to be disposed of by the Department as a distribution to owner.

(i) Resources Received Free of Charge or for Nominal Value

Resources received free of charge or for nominal value, which can be reliably measured, are recognised as revenues and as assets or expenses as appropriate at fair value.

(j) Impairment of Assets

Property, plant and equipment and intangible assets are tested for any indication of impairment at each balance sheet date. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered to be impaired and is written down to the recoverable amount and the impairment loss is recognised. As the Department is a not-for-profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated or where the replacement cost is falling. Each relevant class of asset is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of the asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

Notes to the Financial Statements

The Department tests intangible assets with an indefinite useful life and intangible assets not yet available for use for impairment at each balance sheet date irrespective of whether there is any indication of impairment.

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence.

Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at each balance sheet date (*see note 34*).

(k) Provisions

Provisions are liabilities of uncertain timing and amount and are recognised where there is a present legal, equitable or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at each balance sheet date (*see note 35*).

(i) Provisions – Employee Benefits

Annual Leave and Long Service Leave

The liability for annual and long service leave expected to be settled within 12 months after the end of the balance sheet date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the end of the balance sheet date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the balance sheet date.

When assessing expected future payments, consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the balance sheet date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the Department does not have an unconditional right to defer settlement of the liability for at least 12 months after the balance sheet date.

Purchased Leave
The provision for purchased leave relates to Public Sector employees who have entered into an agreement to self-fund up to an additional four weeks leave per calendar year. The provision recognises the value of salary set aside for employees and is measured at the normal amounts expected to be paid when the liabilities are settled. This liability is measured on the same basis as annual leave.

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

Notes to the Financial Statements

Remote Teaching Services Leave
The provision for remote teaching services leave relates to Public Sector employees who are working in remote and isolated communities within Western Australia. Employees that stay in the same remote location continuously for three years are entitled to an additional ten weeks paid leave, and those who remain in the same location continuously for four years are entitled to an additional twenty-two weeks paid leave. The provision recognises the value of salary set aside for employees and is measured at the normal amounts expected to be paid when the liabilities are settled. This liability is measured on the same basis as annual leave.

Superannuation
The Government Employees Superannuation Board (GESB) administers the following superannuation schemes:

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS) a defined benefit lump sum scheme also closed to new members. The Department has no liabilities for superannuation charges under the Pension or the GSS Schemes as the liability has been assumed by the Treasurer.

Employees commencing employment prior to 16 April 2007 who are not members of either the Pension or the GSS Schemes became non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). Both of these schemes are accumulation schemes. The Department makes concurrent contributions to GESB on behalf of employees in compliance with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS Schemes.

The GESB makes all benefit payments in respect of the Pension and GSS Schemes, and is recouped by the Treasurer for the employer's share. See also note 3(l) 'Superannuation Expense'.

(ii) Provisions – Other

Employment On-Costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the Department's 'Employee benefits expense'. The related liability is included in Employment on-costs provision *(see notes 16 and 35).*

(l) Superannuation Expense

The following elements are included in calculating the superannuation expense in the Income Statement:

- Defined benefit plans - Change in the unfunded employer's liability assumed by the Treasurer in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme (GSS); and
- Defined contribution plans - Employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

Defined benefit plans - in order to reflect the true cost of services, the movements (i.e. current service cost and, actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses directly in the Income Statement. As these liabilities are assumed by the Treasurer, a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement *(see note 23 'Income from State Government').*

Notes to the Financial Statements

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

Defined contribution plans - in order to reflect the Department's true cost of services, the Department is funded for the equivalent of employer contributions in respect of the GSS (excluding transfer benefits). These contributions were paid to the GESB during the year and placed in a trust account administered by the GESB on behalf of the Treasurer. The GESB subsequently paid these employer contributions in respect of the GSS to the Consolidated Account.

The GSS is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, apart from the transfer benefit, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the agency to the GESB extinguish all agency obligations to the related superannuation liability.

(m) Leases

The Department's rights and obligations under finance leases, which are leases which effectively transfer to the Department substantially all of the risks and benefits incident to ownership of the leased items, are initially recognised as assets and liabilities equal in amount to the fair value of the leased items or, if lower, the present value of the minimum lease payments determined at inception of the lease. The assets are disclosed as plant and equipment under lease, and are depreciated over the period during which the Department is expected to benefit from use of the leased assets. Minimum lease payments are apportioned between the finance charge and reduction of the outstanding lease liability, according to the interest rate implicit in the lease. Finance charges are interest expenses relating to finance leases.

Finance lease liabilities are allocated between current and non-current components. The principal component of lease payments due on or before the end of the succeeding year is disclosed as a current liability, and the remainder of the lease liability is disclosed as a non-current liability.

The Department has entered into a number of operating lease arrangements for the rent of buildings and other assets where the lessor effectively retains all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Income Statement over the lease term, as this is representative of the pattern of benefits to be derived from the leased property.

(n) Amounts Receivable for Services (Holding Account)

The Department receives appropriation funding on an accrual basis that recognises the full annual cash and non-cash cost of services. The appropriations are paid partly in cash and partly as an asset (Holding Account receivable) that is accessible on the emergence of the cash funding requirement to cover items such as leave entitlements and asset replacement.

(o) Cash and Cash Equivalents

For the purpose of the Cash Flow Statement, 'Cash and cash equivalents' includes restricted cash and cash equivalents. These are comprised of cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash, and which are subject to insignificant risk of changes in value.

(p) Receivables

Receivables are recognised and carried at original invoice amount less any provision for uncollectable amounts (impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectable are written off against the allowance account. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Department will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days. See note 3(r) 'Financial Instruments' and note 27 'Receivables'.

Notes to the Financial Statements

(q) Payables

Payables are recognised when the Department becomes obliged to make future payments as a result of a purchase of assets or services at the amounts payable. The carrying amount is equivalent to fair value, as they are generally settled within 30 days. See note 3(r) 'Financial Instruments' and note 37 'Payables'.

(r) Financial Instruments

In addition to cash and bank overdraft, the Department has two categories of financial instruments:
- Loans and receivables; and
- Financial liabilities measured at amortised cost.

These have been disaggregated in to the following classes:

Financial Assets
- Cash and cash equivalents
- Restricted Cash
- Receivables
- Term Deposits

Financial Liabilities
- Payables
- Deferred Salary Scheme
- Employee Provisions
- Finance Lease Liabilities
- Other Liabilities

Initial recognition and measurement of financial instruments is at fair value. Usually the transaction cost or face value is equivalent to the fair value. Subsequent measurement is at amortised cost using the effective interest method.

The fair value of short-term receivables and payables is the transaction cost or the face value as there is no interest rate applicable. Subsequent measurement is not required as the effect of discounting is not material.

(s) Accrued Salaries

The accrued salaries suspense account *(see note 25)* consists of amounts paid annually into a suspense account over a period of 10 financial years to meet the additional cash outflow in each eleventh year when 27 pays occur in that year instead of the normal 26. No interest is received on this account.

Accrued salaries *(see note 37)* represent the amount due to staff but unpaid at the end of the financial year, as the end of the last pay period for that financial year does not generally coincide with the end of the financial year. Accrued salaries are settled within a few days of the financial year-end. The Department considers the carrying amount of accrued salaries to be equivalent to its net fair value.

Notes to the Financial Statements

(t) Inventories

Inventories are measured at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis. Inventories not held for resale are valued at cost unless they are no longer required, in which case they are valued at net realisable value. Inventories 'held for distribution' are measured at cost adjusted when applicable for any loss of service potential.

(u) Amalgamation of Accounts

Financial information from 798 schools and other educational sites has been amalgamated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis with appropriate accrual information provided for the financial statements. All intra-entity transactions and balances have been eliminated.

(v) Comparative Figures

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

4. JUDGEMENTS MADE BY MANAGEMENT IN APPLYING ACCOUNTING POLICIES

The Department has not made any judgements during 2007–08 in the process of applying accounting policies that have a significant effect on the amounts recognised in the financial statements.

5. KEY SOURCES OF ESTIMATION UNCERTAINTY

The key estimates and assumptions made concerning the future, and other key sources of estimation uncertainty at the balance sheet date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year include:

Impairment of Intangible Assets with Indefinite Useful Lives
The Department assesses impairment of intangible assets at each balance sheet date. Where there is an indication of impairment (such as falling replacement costs), the recoverable amount (depreciated replacement cost) of the intangible asset is estimated. Calculations performed in assessing recoverable amounts incorporate a number of key estimates.

6. CORRECTION OF PRIOR PERIOD ERRORS

(i) Correction of error in recording asset transactions prior to 2007-08
Due to incorrect recording of asset transactions prior to the 2006-07 financial year, Property, Plant and Equipment was overstated by $0.582 million for the year ended 30 June 2006. The error has been corrected by reducing Property, Plant and Equipment by $0.582 million for the year ended 30 June 2006 and restating the opening balance in the accumulated surplus as at 1 July 2006.

(ii) Correction of error in recording assets held for sale
Due to incorrect recording of Assets Held for Sale, Property, Plant and Equipment was understated by $5.505 million for the year ended 30 June 2007. The error has been corrected by reducing the Assets Held for Sale by $5.472 million ($0.130 million prior to 2006–07 and $5.375 million for 2006–07) and increasing Property, Plant and Equipment by $5.505 million ($0.115 million prior to 2006–07 and $5.355 million for 2006–07). The net adjustment for impairment expense was $0.033 million against accumulated surplus ($0.014 million prior to 2006–07 and $0.019 million for 2006–07). The net adjustment against revaluation reserves was an increase of $0.295 million (-$0.068 million prior to 2006–07 and $0.364 million for 2006–07).

Notes to the Financial Statements

(iii) Correction of error in recording Freehold Land and Buildings
Incorrect recording of proceeds and disposal of multiple assets has resulted in the following errors. Land and Buildings were overstated by $1.800 million, Distribution to Owner was overstated by $0.383 million and Gain/loss on disposal of assets were understated by $2.183 million for the year ended 30 June 2007. The error has been corrected by reducing Property, Plant and Equipment by $1.800 million, reducing accumulated surplus by $2.183 million and reducing Contributed Equity by $0.383 million in 2006–07.

(iv) Correction of error in recording Accrued Expense
A number of invoices were not accrued in 2006–07. This resulted in Payables being understated by $18.694 million and surplus for the period being overstated by the same amount. This error has been corrected by increasing the appropriate expenditure accounts thereby reducing accumulated surplus by $18.694 million and increasing Payable by $18.694 million in 2006–07.

7. DISCLOSURE OF CHANGES IN ACCOUNTING POLICY AND ESTIMATES

Voluntary changes in Accounting Policy

(i) Revaluation of Land and Buildings
The Department has voluntarily changed its accounting policy for the adoption of revaluations of land and buildings to ensure consistency with the recommendation in TI 954. For the year ended 30 June 2008, the Department has adopted valuations with a valuation date of 1 July 2007 on 31 May 2008. In the prior years valuations with a valuation date of 1 July 2006 were adopted on 1 July 2006. The impact of the change is not considered to be material and has not been applied retrospectively.

(ii) Recognition of Library Collections as an Asset
The Department has voluntarily changed its accounting policy to now recognise Library Collections as assets from 1 July 2007 to accurately reflect the Department's net asset position in its financial statements and ensure consistency and compliance with library collection recognition and disclosure policies of the various Western Australian universities and the Government of Western Australia Consolidated Financial Statements. Retrospective application of this policy is impractical and has not been applied due to the unavailability of reliable data prior to 1 July 2007.

(iii) Transfer Completed TAFE Asset at Fair Value
The Department has voluntarily changed its accounting policy to transfer completed TAFE Assets at fair value instead of at cost to ensure consistency and compliance with TI 955. The revaluation increment (decrement) is transferred to accumulated surplus, once the TAFE asset has been recognised. Contributed Capital is adjusted by -$2.025 million and Accumulated Surplus is adjusted by $2.025 million in 2006-07. Comparative amounts, in 2006–2007, have been restated to decrease Contributed Capital by $0.99 million and increase Accumulated Surplus by $0.099 million.

Initial application of an Australian Accounting Standard
The Department has applied the following Australian Accounting Standards and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 July 2007:

1. AASB 7 'Financial Instruments: Disclosures' (including consequential amendments in AASB 2005-10 'Amendments to Australian Accounting Standards [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023 and AASB 1038]). This standard requires new disclosure in relation to financial instruments and while there is no financial impact, the changes have resulted in increased disclosures, both qualitative and quantitative, of the Department's exposure to risks, including enhanced disclosure regarding components of the Department's financial position and performance, and changes to the way of presenting certain items in the notes to the financial statements.

Notes to the Financial Statements

Future impact of Australian Accounting Standards not yet operative

The Department cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the Department has not applied the following Australian Accounting Standards and Australian Accounting Interpretations that have been issued and which may impact the Department but are not yet effective. Where applicable the Department plans to apply these Standards and Interpretations from their application date:

1. Operative for reporting periods beginning on/after 1 July 2008:
   a) AASB 1004 'Contributions'
   b) AASB 1050 'Administered Items'
   c) AASB 1052 'Disaggregated Disclosures'
   d) AASB 2007-9 'Amendments to Australian Accounting Standards arising from the review of AASs 27, 29 and 31 [AASB 3,AASB 5, AASB 8, AASB 101, AASB 114, AASB 116, AASB 127 & AASB 137]
   e) Interpretation 1038 'Contribution by Owners Made to Wholly-Owned Public Sector Entities'

The existing requirements in AAS 27, AAS 29 and AAS 31 have been transferred to the above new and existing topic-based Standards and Interpretation. These requirements remain substantively unchanged. The new and revised Standards make some modifications to disclosures, otherwise there will be no financial impact.

2. Operative for reporting periods beginning on/after 1 January 2009:
   a) AASB 101 'Presentation of financial Statements' (September 2007). This Standard has been revised and will change the structure of the financial statements. These changes will require that owner changes in equity are presented separately from non-owner changes in equity. The Department does not expect any financial impact when the Standard is first applied.
   b) Review of AAS 27 'Financial reporting by Local Government Departments', 29 'Financial reporting by Government Departments' and 31 'Financial Reporting by Government'. The AASB has made the pronouncements mentioned above form its short-term review of AAS 27, AAS 29 and AAS 31.

Notes to the Financial Statements

8. SERVICES OF THE DEPARTMENT

The Department of Education and Training has two outcomes:

- Quality education for all Western Australians who choose public schooling.
- A responsive vocational education and training sector which meets the needs of Western Australian students and employers.

The Department of Education and Training provides world-class education and training that meets the needs of individuals, the community and the economy of Western Australia. The services and their descriptions are:

Service 1: Primary education

This service provides access to education in public schools for eligible persons aged generally from four years and six months to 12 years.

Service 2: Secondary education

This service provides access to education in public schools for eligible persons aged generally 12 years and over.

Service 3: Vocational education and training (VET) services

This service provides the strategic management of the investment of government resources in the State VET system including the planning, purchasing and monitoring of VET services.

Information about the expenses and income which are reliably attributable to these services are set out in the Schedule of Income and Expenses by Service.

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

9.   EMPLOYEE BENEFITS EXPENSES

Wages and Salaries	1 915 238	1 749 918
Superannuation - defined contribution plans	178 143	161 348
Superannuation - defined benefit plans (ii)	-	13 713
Long service leave	20 409	11 865
Annual leave	2 542	3 095
Other related expenses (i)	37 041	30 199
	2 153 373	**1 970 138**

(i) These employers expenses include staff accommodation, Fringe Benefits Tax and other subsidies. Employment on-costs such as workers' compensation insurance are included in note 16 'Other Expenses'. The employment on-costs liability is included in note 35 'Provisions'.

(ii) There was a decrease in unfunded liability for Gold State transfer benefit; therefore, no expense has been recognised.

10.   SUPPLIES AND SERVICES

Travel	10 090	10 470
Communication expenses	28 452	29 889
Insurance	1 034	1 351
Computer software and system support	14 039	9 867
Repairs, maintenance and minor works	26 110	37 329
Contract staff and consulting	54 517	51 513
Scholarships and allowances	33 241	32 059
Electricity and water expenses	1 048	1 131
Operating leases	18 226	16 725
Other	47 135	42 144
	233 892	**232 478**

11.   DEPRECIATION AND AMORTISATION EXPENSE

Depreciation

Buildings	137 277	138 482
Plant and equipment	3 247	2 403
Motor vehicles	791	743
Computers and communication equipment	4 759	2 501
Office equipment	3 847	3 241
Miscellaneous	380	277
Leased office equipment	13 290	13 153
Leased plant and equipment	12	13
Leased motor vehicles	28	28
Total depreciation	**163 631**	**160 841**

Amortisation

Intangible assets	299	205
Total amortisation	**299**	**205**
Total depreciation and amortisation	**163 930**	**161 046**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

12. GRANTS AND SUBSIDIES

This expenditure item reflects grants, subsidies and contract service payments for the delivery of training and employment initiatives made by the Department to private training providers and the autonomous public sector providers.

Recurrent		
Mainstream delivery of training and education services	373 891	401 238
Capital grants (i)	23 485	5 091
	397 376	**406 329**

(i) Capital grants are moneys granted to public sector and private providers and capital works expenditure incurred by the Department on behalf of the autonomous public sector providers.

13. SCHOOL SUPPLIES AND SERVICES

These expenses are paid by the central office to or on behalf of schools.

Insurance	10 675	12 519
Maintenance, facilities and minor upgrades	75 734	62 110
Lease payments	1 022	1 103
Contract cleaning and gardening	7 091	10 932
Other schools supplies and services	18 155	15 479
	112 677	**102 143**

These expenses are paid by schools.

Administration	59 516	54 777
Maintenance and repairs	23 138	20 078
Electricity and water expenses	34 379	32 639
Teaching and learning expenses	98 427	90 351
Education programs	58 545	53 651
	274 005	**251 496**
Total schools supplies and services	**386 682**	**353 639**

14. CAPITAL USER CHARGE

The charge was a levy applied by Government for the use of its capital. The final charge was levied in 2006–07.

Capital user charge	-	465 574
	-	**465 574**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
15. FINANCE COSTS		
Finance lease - finance charges	1 497	1 534
	1 497	**1 534**
16. OTHER EXPENSES		
Workers' compensation	28 218	22 481
Workers' compensation on-costs	1 417	126
	29 635	**22 607**

The on-costs liability associated with the recognition of the employee benefits liability is included in note 35 'Provisions'.

17. LOSS ON DISPOSAL OF NON-CURRENT ASSETS

Costs of Disposal of Non-Current Assets		
Buildings	269	7 352
Plant and equipment	439	246
Motor vehicles	1	18
Computers and communication equipment	333	256
Office equipment	664	351
Miscellaneous assets	62	347
Intangible assets	-	30
	1 768	**8 600**
Proceeds from Disposal of Non-Current Assets		
Buildings	-	4 987
Plant and equipment	4	2
Motor vehicles	2	11
Computers and communication equipment	14	-
Office equipment	28	17
	48	**5 017**
Net loss	**1 720**	**3 583**

18. IMPAIRMENT EXPENSE

Impairment expense - Land *(see note 34)*	20	1
	20	**1**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

19. USER CONTRIBUTIONS, CHARGES AND FEES

Schools

Contributions, charges and fees	69 103	53 594
	69 103	**53 594**

Central Office

Overseas student course fees	34 616	23 061
Agricultural schools fees	3 259	3 077
Other charges and fees	3 350	3 752
	41 225	**29 890**
Total user contributions, charges and fees	**110 328**	**83 484**

20. SCHOOLS OTHER REVENUE

Hire of facilities	2 034	1 912
Donations to schools	13 007	11 127
Bookshops and canteens	4 989	4 181
Direct grants from the Commonwealth	9 768	7 465
Direct grants from other state agencies	2 653	2 290
Other revenue	17 722	17 154
	50 173	**44 129**

21. OTHER REVENUE

Recoveries and refunds	16 622	14 196
Sale of goods and services	14 703	11 736
Development grant	3 516	11 114
Other miscellaneous revenue	20 747	21 033
	55 588	**58 079**

22. COMMONWEALTH GRANTS AND CONTRIBUTIONS

Commonwealth Grants – recurrent	404 517	382 430
Commonwealth Grants – capital	58 192	45 523
	462 709	**427 953**

Undischarged grants

The Department of Education and Training receives Commonwealth grants on the condition that the moneys shall be expended in a particular manner. Grants which are yet to be fully spent as at the balance sheet date do not constitute a liability but do require disclosure. Unexpended grants yet to be fully spent at 30 June 2008 total $50.288m compared with $40.261m as at 30 June 2007 and comprise the following:

- Public schools capital grants	-	7 871
- Public schools recurrent grants	8 077	23 031
- Public schools specific grants	5 656	1 722
- Indigenous education program grants	2 722	1 939
- Special project grants	11 012	3 424
- Indian Ocean Territories education program	3 577	263
- Skilling Australia's Workforce capital	18 688	1 789
- Skilling Australia's Workforce specific grants	556	222
	50 288	**40 261**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

23. INCOME FROM STATE GOVERNMENT

Appropriation revenue received during the year:

Service appropriation (i)	2 770 306	3 058 372

The following liabilities have been assumed by the Treasurer:

- Superannuation (ii)	-	13 713

Resources received free of charge (iii)

Determined on the basis of the following estimates provided by the agencies:

Department of Treasury and Finance	1 749	1 711
Landgate	181	521
Department of Housing and Works	52	45
State Solicitors' Office	424	436
Department of Culture and the Arts	20	10
	2 426	2 723
	2 772 732	3 074 808

(i) Service appropriations are accrual amounts reflecting the full cost of services delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year *(see notes 3(e) and 26)*.

(ii) The assumption of the superannuation liability by the Treasurer is only a notional revenue to offset the notional superannuation expense reported in respect of current employees who are members of the Pension Scheme and current employees who have a transfer benefit entitlement under the Gold State Superannuation Scheme.

(iii) Where assets or services have been received free of charge or for nominal consideration, the Department recognises revenues equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable. The exception occurs where the contribution of assets or services are in the nature of contributions by owners, in which case the Department makes the adjustment direct to equity.

24. CASH AND CASH EQUIVALENTS

Schools

Bank accounts	187 069	173 425
Cash on hand	220	199
	187 289	173 624

Central Office

Operating bank account	90 100	89 216
Cash held in district office bank accounts	923	798
Cash on hand and advances	58	66
	91 081	90 080
Total cash and cash equivalents	**278 370**	**263 704**

25. RESTRICTED CASH AND CASH EQUIVALENTS

Commonwealth grants trust accounts (*see notes 3(e) and 22*) (i)	36 385	39 624
Accrued Salaries suspense account (27th pay) - Non-current (ii)	22 490	13 907
	58 875	53 531

(i) The amounts held in the Commonwealth Grant Trust Accounts are only to be used for the purpose agreed with the Commonwealth.
(ii) The amount held in the suspense account is only to be used for the purpose of meeting the 27th pay in a financial year that occurs every 11 years (*see also note 3(s)*).

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

26. AMOUNTS RECEIVABLE FOR SERVICES

Current	19 144	19 144
Non-current	733 123	561 650
	752 267	**580 794**

The asset represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.

27. RECEIVABLES

Current

Prepayments	3 595	4 297
GST Receivable	9 393	9 541
Receivables	37 026	18 762
Allowance for impairment of receivables	(524)	(328)
Accrued income	495	282
	49 985	**32 554**

Reconciliation of changes in the allowances for impairment of receivables:

Balance at start of year	328	305
Doubtful debts expense recognised in the income statements	361	242
Amounts written off during the year	(165)	(219)
Amounts recovered during the year	-	-
Balance at the end of the year	**524**	**328**

Credit Risk

Ageing of receivables past due but not impaired based on the information provided to senior management, at the balance sheet date:

Not more than 3 months	-	-
More than 3 months but less than 6 months	341	266
More than 6 months but less than 1 year	685	843
More than 1 year	2 477	1 425
	3 503	**2 534**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
28. INVENTORIES		
Current		
Inventories held for sale:		
School canteens, publications and bookshops stocks (at cost)	2 387	2 032
Livestock and farm produce (at cost)	1 042	1 371
	3 429	**3 403**
29. NON-CURRENT ASSETS CLASSIFIED AS HELD FOR SALE		
Opening balance		
Land and buildings	5 514	5 755
Less write-down to fair value less selling costs	(27)	(50)
	5 487	**5 705**
Less Adjustment – policy change (reversal) (a)		
Land and buildings		130
Less write-down to fair value less selling costs		(15)
	-	**115**
Revised opening balance		
Land and buildings	5 514	5 625
Less write-down to fair value less selling costs	(27)	(35)
	5 487	**5 590**
Assets reclassified as held for sale		
Land and buildings (a)	150	7 264
Less write-down to fair value less selling costs	-	-
	150	**7 264**
Total assets classified as held for sale		
Land and buildings	5 664	12 889
Less write-down to fair value less selling costs	(27)	(35)
	5 637	**12 854**
Less assets sold		
Land and buildings	5 664	7 375
Less write-down to fair value less selling costs	(27)	(8)
	5 637	**7 367**
Closing Balance		
Land and buildings	-	5 514
Less write-down to fair value less selling costs	-	(27)
	-	**5 487**

(a) See note 6 – Correction of Prior Period Errors (ii)

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
30. PROPERTY, PLANT AND EQUIPMENT		
Land (i)		
At fair value	3 514 038	2 603 766
	3 514 038	**2 603 766**
Buildings (i)		
At fair value	5 927 908	5 292 407
Accumulated depreciation	(13 838)	(138 462)
	5 914 070	**5 153 945**
Plant and equipment		
At cost – central office	586	405
At cost - schools	37 885	30 500
Accumulated depreciation	(18 858)	(16 340)
	19 613	**14 565**
Motor vehicles		
At cost – central office	11	11
At cost - schools	9 524	7 860
Accumulated depreciation	(6 907)	(6 349)
	2 628	**1 522**
Computers and communication equipment		
At cost – central office	9 874	11 414
At cost - schools	12 103	11 937
Accumulated depreciation	(17 742)	(19 087)
	4 235	**4 264**
Office equipment		
At cost – central office	2 850	2 771
At cost - schools	21 634	21 926
Accumulated depreciation	(15 042)	(14 992)
	9 442	**9 705**
Asset to be transferred to TAFEWA colleges		
At fair value	-	-
Accumulated depreciation	-	-
	-	**-**
Library collection		
At cost – central office	55	-
At cost - schools	8 555	-
Accumulated depreciation	-	-
	8 610	**-**
Miscellaneous assets		
At cost - central	560	495
At cost - schools	3 835	3 043
Accumulated depreciation	(1 810)	(1 469)
	2 585	**2 069**

Miscellaneous assets include musical instruments, works of art and furniture and fittings. Although works of art are included under Miscellaneous assets, no accumulated depreciation is recorded in relation to them as they have long and indeterminable useful lives.

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
Capital works in progress (at cost)		
New primary schools	24 638	19 813
New secondary schools	113 426	45 629
Additions and improvements to schools	50 466	51 734
Additions and improvements to TAFE**WA** colleges	17 466	31 703
	205 996	**148 879**

The Department carries out capital works projects on behalf of TAFE**WA**. Upon completion of construction, these assets are transferred out to TAFE**WA** as distributions to owners.

Total property, plant and equipment	**9 681 217**	**7 938 715**

(see also notes 32 and 34)

(i) Land and Buildings were revalued as at 1 July 2007 and reflected at fair value as at 31 May 2008. Land valuations were performed by Landgate Valuation Services and building valuations were performed by an independent quantity surveyor and endorsed by Landgate Valuation Services. In undertaking these valuations, fair value was determined with reference to current use land values for land and depreciated replacement cost for building. Land comprises of Crown and Freehold land.

Valuation Services, the Office of the Auditor General and the Department of Treasury and Finance assessed the valuations globally to ensure that the valuations provided as at 31 May 2008 were compliant with fair value at 30 June 2008.

31. LEASED PLANT AND EQUIPMENT

	2007-2008 ($'000)	2006-2007 ($'000)
Leased plant and equipment		
At capitalised cost	56	56
Accumulated depreciation	(38)	(26)
	18	**30**
Leased office equipment		
At cost	47 932	47 278
Accumulated depreciation	(24 309)	(24 751)
	23 623	**22 527**
Leased motor vehicles		
At cost	199	199
Accumulated depreciation	(137)	(109)
	62	**90**
Total leased plant and equipment	**23 703**	**22 647**

(see also notes 32 and 34)

Total of all property, plant and equipment	**9 704 920**	**7 961 362**

(see also notes 32 and 34)

Notes to the Financial Statements

32. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment at the beginning and end of the current financial year are set out below.

	Land	Buildings	Plant & equipment	Leased plant & equipment	Motor vehicles	Leased motor vehicles	Computers & communic-ations	Office equipment	Leased office equipment	Library Collection	Misc. assets	Works in progress Capital Works	Assets transferred to TAFEWA colleges	Totals
	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
2008														
Carrying amount at start of year	2 603 766	5 153 945	14 565	30	1 522	90	4 264	9 705	22 527	-	2 069	148 879	-	**7 961 362**
Additions	7 789	3 664	8 703	-	1 771	-	5 054	4 250	14 386	8 610	995	306 180	-	**361 402**
Disposals	-	(269)	(431)	-	(2)	-	(323)	(682)	-	-	(62)	-	(48 414)	**(50 183)**
Transferred to non-current assets for disposal	(10)	(140)	-	-	-	-	-	-	-	-	-	-	-	**(150)**
Transfers to/from Works in Progress	22 246	183 491	-	-	-	-	-	-	-	-	-	(249 063)	43 326	-
Revaluation	880 257	710 666	-	-	-	-	-	-	-	-	-	-	5 088	**1 596 011**
Impairment losses	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Depreciation	-	(137 277)	(3 247)	(12)	(791)	(28)	(4 758)	(3 847)	(13 290)	-	(380)	-	-	**(160 630)**
Transfers/ Adjustments	(10)	(10)	23	-	128	-	(2)	16	-	-	(37)	-	-	**108**
Carrying amount At end of year	3 514 038	5 914 070	19 613	18	2 628	62	4 235	9 442	23 623	8 610	2 585	205 996	-	9 704 920

(see notes 29-31 and 34)

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale (NCAHFS) and related impairment losses have been transferred out.

The Department for Planning and Infrastructure is the only agency with the power to sell Crown land. Such land is transferred to DPI for sale and the Department accounts for the transfer as a distribution to owner.

Where NCAHFS are written down to lower of cost of fair value less selling expenses, an impairment loss is recognised in the Income Statement.

Notes to the Financial Statements

32. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other leased plant and equipment for the period 2006–2007, year ended 30 June 2007.

	Land	Buildings	Plant & equipment	Leased plant & equipment	Motor vehicles	Leased motor vehicles	Computers & communic-ations	Office equipment	Leased office equipment	Library Collection	Misc. assets	Works in progress Capital Works	Assets transferred to TAFEWA colleges	Totals
	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
2007														
Carrying amount at start of year	1 795 036	3 857 743	10 658	44	1 325	118	6 275	9 288	24 671	-	2 043	75 715	-	**5 782 916**
Prior period adjustment	61	(4 017)	-	-	-	-	-	-	-	-	-	-	-	**(3 956)**
Revised carrying amount at start of year	1 795 097	3 853 726	10 658	44	1 325	118	6 275	9 288	24 671	-	2 043	75 715	-	**5 778 960**
Additions	11 160	3 854	6 589	-	886	-	1 340	4 033	11 009	-	694	336 007	-	**375 572**
Disposals	-	(182)	(285)	-	(18)	-	(256)	(351)	-	-	(347)	-	(2 964)	**(4 403)**
Transferred to non-current assets for disposal	(6 600)	(623)	-	-	-	-	-	-	-	-	-	-	-	**(7 283)**
Transfers to/from Works in Progress	39 792	220 186	-	-	-	-	-	-	-	-	-	(262 843)	2 865	**-**
Revaluation	764 342	1 216 954	-	-	-	-	-	-	-	-	-	-	99	**1 981 395**
Impairment losses	(1)	-	-	-	-	-	-	-	-	-	-	-	-	**(1)**
Depreciation	-	(138 482)	(2 403)	(13)	(743)	(28)	(2 501)	(3 241)	(13 153)	-	(277)	-	-	**(160 841)**
Transfers/ Adjustments	36	(1 488)	6	(1)	72	-	(594)	(24)	-	-	(44)	-	-	**(2 037)**
Carrying amount At end of year	3 603 766	5 153 945	14 565	30	1 522	90	4 264	9 705	22 527	-	2 069	148 879	-	**7 961 362**

(see notes 29-31 and 34)

The carrying amount of land at the end of year in this note is after land classified as non-current assets held for sale (NCAHFS) and related impairment losses have been transferred out.

The Department for Planning and Infrastructure is the only agency with the power to sell Crown land. Such land is transferred to DPI for sale and the Department accounts for the transfer as a distribution to owner.

Where NCAHFS are written down to lower of cost of fair value less selling expenses, an impairment loss is recognised in the Income Statement.

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
33. INTANGIBLE ASSETS		
Computer Software		
At cost – central office	1 296	1 132
At cost - schools	62	103
Accumulated amortisation	(589)	(330)
Work in progress intangibles internally generated	6 636	4 860
	7 405	**5 765**
Reconciliation:		
Carrying amount at start of year	905	79
Additions	164	1 064
Disposals	-	(33)
Amortisation	(300)	(205)
	769	**905**
add Work in Progress intangibles internally generated	6 636	4 860
	7 405	**5 765**

Computer software for the Department includes purchased and internally generated software systems that are not considered integral to hardware.

34. IMPAIRMENT OF ASSETS

All surplus assets at 30 June 2008 have either been classified as assets held for sale or written off. An impairment loss of $0.02m has been recognised in the Income Statement in relation to land held for disposal. *(see note 18)*

Except for land there were no indications of impairment of property, plant and equipment and intangible assets as at 30 June 2008.

35. PROVISIONS

The Department considers the carrying amount of employee benefits to approximate the net fair value.

Current

Employee Benefits Provision

Annual leave (i)	143 183	140 398
Long service leave (ii)	216 316	197 780
Remote Teaching Service (iv)	5 540	3 838
	365 039	**342 016**
Other Provision		
Workers' Compensation on-costs (iii)	3 736	2 801
	3 736	**2 801**
	368 775	**344 817**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)
Non-current		
Employee Benefits Provision		
Long service leave (ii)	133 858	132 425
Deferred salary scheme (v)	12 472	16 266
Remote Teaching Service (iv)	2 711	1 528
	149 041	**150 219**
Other Provision		
Workers Compensation on-costs (iii)	1 584	1 102
	1 584	**1 102**
	150 625	**151 321**

(i) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	141 210	136 077
More than 12 months after balance sheet date	1 973	4 321
	143 183	**140 398**

(ii) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	44 801	43 037
More than 12 months after balance sheet date	305 373	287 168
	350 174	**330 205**

(iii) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs including workers' compensation insurance. The provision is the present value of expected future payments. The associated expense is included in note 9 as' Other related expenses'.

(iv) Remote Teaching Service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	1 624	1 565
More than 12 months after balance sheet date	6 627	3 801
	8 251	**5 366**

(v) Deferred Salary Scheme leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	3 701	4 668
More than 12 months after balance sheet date	8 771	11 598
	12 472	**16 266**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
Employee benefit liabilities		
The aggregate employee benefit liability recognised and included in the Financial Statements is as follows:		
Provision for employee benefits:		
Current	365 039	342 016
Non-current	149 041	150 219
Total employee benefit liabilities	**514 080**	**492 235**
Movements in other provisions		
Movements in each class of provisions during the financial year, other than employee benefits are set out below:		
Workers Compensation On-Costs		
Carrying amount at start of year	3 903	3 777
Additional provisions recognised	1 039	(188)
Unwinding of the discount	378	314
Carrying amount at end of year	**5 320**	**3 903**
36. BORROWINGS		
Lease liabilities are effectively secured as the rights to leased assets revert to the lessor in the event of default.		
Current		
Finance lease liabilities (secured)	11 249	12 508
Non-Current		
Finance lease liabilities (secured)	15 542	13 301
Total Borrowings	**26 791**	**25 809**
The carrying amounts of non-current assets pledged as security are:		
Finance leases		
Leased plant & equipment	18	30
Leased office equipment	23 623	22 527
Leased motor vehicles	62	90
	23 703	**22 647**
37. PAYABLES		
Current		
Central office – trade and other	30 373	20 128
Schools – trade and other	4 296	4 516
Accrued expenses	27 402	23 484
Accrued salaries	22 567	7 125
	84 639	**55 252**
38. OTHER CURRENT LIABILITIES		
Current		
Income received in advance	6 716	5 374
Amounts held in schools trust and suspense accounts	4 535	4 631
Other	1 819	3 206
Total Current	**13 070**	**13 211**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

39. EQUITY

Equity represents the residual interest in the net assets of the Department of Education and Training. The Government holds the equity interest in the Department of Education and Training on behalf of the community. The Asset Revaluation Reserve represents that portion of equity resulting from the revaluation of non-current assets.

Contributed equity

	2007-2008	2006-2007
Balance at the start of the year	708 619	480 958
Change in Accounting Policy *(see note 7 (iii))*	-	(2 025)
Adjusted opening balance	708 619	478 933
Contribution by owner		
Capital contributions (i)	257 686	237 210
Total contribution by owner	257 686	237 210
Distribution to owners (ii)		
Land and Buildings for sale transferred to the Department for		
Planning and Infrastructure	(5 635)	(171)
Land and Buildings for sale transferred to the		
Department of Treasury and Finance	-	(4 987)
Land and Buildings transferred to TAFE**WA** colleges	(48 415)	(2 366)
Total distribution to owner	(54 050)	(7 524)
Balance at the end of the year	**912 255**	**708 619**

(i) Capital contributions have been designated as contributions by owners and are credited directly to equity in the Balance Sheet.
(iii) Crown Land and Buildings transferred to the Department for Planning and Infrastructure, Freehold Land proceeds transferred to the Consolidated Account and completed capital works carried out on behalf of TAFE**WA** colleges.

Reserves
Asset revaluation reserve

The Asset Revaluation Reserve is used to record increments and decrements in the revaluation of non-current assets, as described in accounting policy note 3(f).

	2007-2008	2006-2007
Balance at the start of the year	7 121 607	5 140 379
Correction of Prior Period Error *(see note 6 (ii))*	-	(68)
Adjusted opening balance	7 121 607	5 140 311
Net revaluation increments/(decrements) of land	880 257	764 343
Net revaluation increments/(decrements) of buildings	710 666	1 216 953
Net revaluation increments/(decrements) of TAFE Assets	5 088	99
Transfer to Accumulated Surplus	(5 088)	(99)
Closing balance	**8 712 530**	**7 121 607**

Accumulated surplus/(deficit)

	2007-2008	2006-2007
Balance at the start of the year	485 964	404 014
Correction of prior period errors *(see note 6(i))*	-	(582)
Correction of prior period errors *(see note 6(ii))*	-	14
Change in Accounting Policy (*see note 7(iii)*)	-	2 025
Adjusted opening balance	485 964	405 471
Result for the period	95 514	101 253
Correction of prior period errors *(see note 6(ii))*	-	19
Correction of prior period errors *(see note 6(iii))*	-	(2 183)
Correction of prior period errors *(see note 6(iv))*	-	(18 695)
Restated result for the period	95 514	80 394
Derecognised TAFE assets	5 088	99
Balance at the end of the Year	**586 566**	**485 964**

Notes to the Financial Statements

	2007-2008	2006-2007
	($'000)	($'000)

40. NOTES TO THE STATEMENT OF CASH FLOWS

(a) Reconciliation of cash
Cash at the end of the financial year as shown in the Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:

	2007-2008	2006-2007
Cash and cash equivalents	278 370	263 704
Restricted cash and cash equivalents	58 875	53 531
Total	**337 245**	**317 235**

(b) Reconciliation of net cost of services to net cash flows provided by operating activities

	2007-2008	2006-2007
Net cost of services	**(2 677 218)**	**(2 994 414)**
Non-cash items:		
Superannuation expense	-	13 713
Depreciation and amortisation expense	163 930	161 046
Resources received free of charge	2 426	(2 723)
Other revenue	(13 264)	(10 039)
Net (gain)/loss on sale of property, plant and equipment	1 720	3 583
Impairment expense	20	1
Bad and Doubtful Debts Expense	361	242
(Increase)/decrease in assets:		
Current receivables	(18 965)	(4 829)
Current Inventories	(27)	(371)
Accrued income	(213)	(30)
Increase/(decrease) in liabilities:		
Current Payables and other liabilities	29 192	16 848
Current Provisions	23 958	17 236
Non-current Provisions	(696)	(187)
Net GST Receipts/(Payments)	485	(2 807)
Change in GST in receivables and payables	(149)	(2 666)
Net cash provided by/(used in) operating activities	**(2 488 440)**	**(2 805 397)**

41. INDIAN OCEAN TERRITORIES

Reconciliation of Commonwealth funds received and expended for the Indian Ocean Territories.

	2007-2008	2006-2007
Opening balance	263	87
Receipts	10 274	8 958
Payments	(9 460)	(8 782)
Closing balance	**1 077**	**263**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)

42. COMMITMENTS

(a) Capital expenditure commitments

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

	2007-2008	2006-2007
Within one year	270 674	297 470
Later than one year and not later than five years	41 754	65 931
Later than five years	8 457	2 350
	320 885	**365 751**

The capital commitments include amounts for the following:

	2007-2008	2006-2007
New secondary schools	39 620	139 445
Additions and improvements to secondary schools	24 994	41 484
Additions and improvements to district high schools	13 134	35 540
New primary schools	112 960	44 172
Additional stages to secondary schools	17 763	41 613
Additions and improvements to primary schools	-	299
Other school facilities	8 572	9 592
Secondary Schools Refurbishment Program	-	-
TAFE**WA** colleges	81 001	50 447
Miscellaneous projects	22 841	3 159
	320 885	**365 751**

Completed TAFE**WA** works are transferred as distribution to owners to TAFE**WA** colleges upon completion.

(b) Lease commitments

Operating leases

Commitments in relation to non-cancellable operating leases contracted for at the balance sheet date but not recognised as liabilities are payable:

	2007-2008	2006-2007
Within one year	12 397	17 341
Later than one year and not later than five years	28 541	34 985
Later than five years	36 092	30 310
	77 030	**82 636**

Finance leases

Minimum lease payments in relation to finance leases are payable as follows:

	2007-2008	2006-2007
Within one year	12 709	13 751
Later than one year and not later than five years	17 042	14 211
Minimum finance lease payments	29 751	27 962
Less future finance charges	(2 960)	(2 154)
Present value of finance lease liabilities	26 791	25 808
The present value of finance leases payable is as follows:		
Within one year	11 249	12 508
Later than one year and not later than five years	15 542	13 300
	26 791	25 808
Included in the financial statements as:		
Current (note 36 'Borrowings')	11 249	12 508
Non-current (note 36 'Borrowings')	15 542	13 300
	26 791	25 808

The Department has the option to purchase leased assets at their agreed fair value on expiry of the lease. These leasing arrangements do not have escalation clauses, other than in the event of payment default. There are no restrictions imposed by these leasing arrangements on other financing transactions *(see also note 36).*

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)

43. RESOURCES PROVIDED FREE OF CHARGE

The following types of services are provided to other Government Agencies free of charge for functions outside the normal operations of the Department:

- Marketing and publications
- Delivery support systems – wide-area network
- College management information systems support
- Accounting services
- Asset and building management services
- Industrial relations support
- Secondments
- Lease costs
- Outgoings
- School census information
- Administration support

	2007-2008	2006-2007
Country High School Hostels Authority	98	51
Health Department of Western Australia	1 457	1 398
Department of Culture and the Arts	86	69
Department of Education Services	155	177
Department of the Premier and Cabinet	119	129
Department of Consumer and Employment Protection	-	1
Curriculum Council	77	47
Department of Environment and Conservation	42	78
Department of Treasury and Finance	33	95
Department of Industry and Resources	-	1
Department of Housing and Works	-	7
Perth Zoo	20	79
	2 087	**2 132**

The estimated value of these services provided to the following TAFE**WA** colleges is:

	2007-2008	2006-2007
Central TAFE	1 824	1 815
Central West TAFE	782	820
Challenger TAFE	1 576	1 691
C. Y. O'Connor College of TAFE	771	803
Great Southern TAFE	775	787
Kalgoorlie VTEC (Curtin University)	531	530
Kimberley TAFE	854	877
Pilbara TAFE	835	829
South West Regional College of TAFE	885	885
Swan TAFE	1 769	1 821
WA Academy of Performing Arts (Edith Cowan University)	15	14
West Coast TAFE	1 246	1 396
	11 863	**12 268**
	13 950	**14 400**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)

44. REMUNERATION OF SENIOR OFFICERS

The number of senior officers, whose total of fees, salaries, non-monetary benefits, superannuation and other benefits for the financial year, fall within the following bands are:

Salary ranges	2007-2008	2006-2007
$10 001–$20 000	1*	-
$30 001–$40 000	1*	1*
$50 001–$60 000	1	-
$70 001–$80 000	2*	1*
$80 001–$90 000	2*	1*
$90 001–$100 000	2*	-
$100 001–$110 000	2*	2*
$110 001–$120 000	1*	-
$120 001–$130 000	1	-
$130 001–$140 000	3	-
$140 001–$150 000	2	4
$150 001–$160 000	3*	2
$160 001–$170 000	1	1
$170 001–$180 000	-	1
$240 001–$250 000	-	1
$270 001–$280 000	-	1
$340 001–$350 000	1	-
Total number of senior officers	**23**	**15**

*Includes senior officers where period of service is less than 12 months.

The total remuneration of senior officers for 2007-2008 amounted to $2.738m and for the period 2006-2007 the amount was $2.143m.

The total remuneration includes the superannuation expense incurred by the Department in respect of senior officers.

No senior officers are members of the Pension Scheme.

45. REMUNERATION OF AUDITOR

Remuneration to the Auditor General for the financial year is as follows:

Auditing the accounts, financial statements and performance indicators	**520**	**474**

46. SUPPLEMENTARY FINANCIAL INFORMATION

Write-offs

During the financial year $915 000 ($1 059 000 for 2007) of Accounts Receivable was written off under the authority of:

Accountable Authority	915	1 035
The Minister	-	24
Executive Council	-	-
	915	**1 059**

Asset Register

During the financial year $143 000 ($117 000 for 2007) was written off the Department's asset register under the authority of:

Accountable Authority	143	117
The Minister	-	-
	143	**117**

Losses through Theft, Defaults and Other Causes

Losses of public moneys through theft and default	10	6
	10	**6**

Notes to the Financial Statements

	2007-2008 ($'000)	2006-2007 ($'000)
47. FUNDING TO NON-GOVERNMENT BODIES		
Other educational institutions and non-government organisations	33 100	30 500
	33 100	**30 500**

48. FINANCIAL INSTRUMENTS

(a) Financial Risk Management Objectives and Policies

Financial instruments held by the Department are cash and cash equivalents, finance leases and receivables and payables. The Department's cash is held in the public bank account (both interest bearing and non-interest bearing) apart from the cash held in approved school and district office bank accounts. The Department has limited exposure to financial risks. The Department's overall risk management program focuses on managing the risks identified below.

Credit risk
Credit risk arises when there is a possibility of the Department's receivables defaulting on their contractual obligations resulting in a financial loss to the Department. The Department measures credit risk on a fair value basis and monitors risk on a regular basis. The maximum exposure to credit risk at balance sheet date in relation to each class of recognised financial assets is the gross carrying amount of these assets inclusive of any provisions for impairments. Credit risk associated with the Department's financial assets is minimal because the main receivable is the amounts receivable for services (holding account). For receivables other than government, the Department trades only with recognised, creditworthy third parties. The Department has policies in place to ensure that sales of products and services are made to customers with an appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Department's exposure to bad debts is minimal. There are no significant concentrations of credit risk.

Provisions for impairment of financial assets is calculated based on past experience, and current and expected changes in client credit ratings. For financial assets that are either past due or impaired, refer to note 27 'Receivables'.

Liquidity risk
The Department is exposed to liquidity risk through its trading in the normal course of business. Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due. The Department has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk
The Department does not trade in foreign currency and is not materially exposed to foreign currency trading.

Cash flow interest rate risk
The Department is exposed to interest rate risk because cash and cash equivalents, restricted cash and term deposits are in variable and fixed interest rates deposits. All other financial assets and liabilities are non-interest bearing other than finance leases (fixed interest rate).

(b) Categories of Financial Instruments

In addition to cash and bank overdraft, the carrying amounts of each of the following categories of financial assets and financial liabilities at the balance sheet date are as follows:

	2008 ($'000)	2007 ($'000)
Financial Assets		
Cash and cash equivalents	278 370	263 704
Restricted cash and cash equivalents	58 875	53 531
Loans and receivables [a]	802 252	613 348
Financial Liabilities		
Financial liabilities measured at amortised cost	643 900	590 410

(a) The amount of loans and receivables excludes GST recoverable from the ATO (statutory receivable).

Notes to the Financial Statements

(c)   Financial Instrument Disclosures

Credit Risk, liquidity Risk and Interest Rate Risk Exposure
The following table details the exposure to liquidity risk and interest rate risk as at the balance sheet date. The Department's maximum exposure to credit risk at the balance sheet date is the carrying amount of financial assets as shown in the following table. The table is based on information provided to senior management of the Department. The contractual maturity amounts in the table are representative of the undiscounted amounts at the balance sheet date. An adjustment for discounting has been made where material.

The Department does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The Department does not hold any financial assets falling past due or becoming impaired.

30 June 2008	Weighted average effective Interest rate	Variable Interest rate	Fixed Interest rate maturities: less than 1 year	Fixed Interest rate maturities: 1 to 5 years	Fixed Interest rate maturities: more than 5 years	Non-interest bearing	Totals
	(%)	($'000)	($'000)	($,000)	($'000)	($'000)	($'000)
Financial assets							
School bank accounts	5.34	113 838					**113 838**
Cash resources	6.54	16 859				74 222	**91 081**
Restricted cash assets						22 490	**22 490**
Commonwealth grants trust accounts						36 385	**36 385**
Receivables						49 985	**49 985**
Term deposits	6.96		73 451				**73 451**
Amounts receivable for services						752 267	**752 267**
Total Financial assets		**130 697**	**73 451**	**-**	**-**	**935 349**	**1 139 497**
Financial liabilities							
Payables						84 639	**84 639**
Deferred salaries scheme						12 472	**12 472**
Employee benefit provisions						506 928	**506 928**
Finance lease liabilities	6.51		11 249	15 542			**26 791**
Other liabilities						13 070	**13 070**
Total Financial liabilities		**-**	**11 249**	**15 542**	**-**	**617 108**	**643 900**
Net Financial assets/(liabilities)		**130 697**	**62 202**	**(15 542)**	**-**	**318 240**	**495 597**

Fair values
All financial assets and liabilities recognised in the balance sheet, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

Notes to the Financial Statements

Comparative figures 2006-2007

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

30 June 2007	Weighted average effective Interest rate	Variable Interest rate	Fixed Interest rate maturities: less than 1 year	Fixed Interest rate maturities: 1 to 5 years	Fixed Interest rate maturities: more than 5 years	Non-interest bearing	Totals
	(%)	($'000)	($'000)	($'000)	($'000)	($'000)	($'000)
Financial assets							
School operating accounts	3.33	106 576					**106 576**
Cash resources	5.86	18 607				71 473	**90 080**
Restricted cash assets						13 907	**13 907**
Commonwealth grants trust accounts						39 624	**39 624**
Receivables						32 554	**32 554**
Term deposits	5.26		67 048				**67 048**
Amounts receivable for services						580 794	**580 794**
Total Financial assets		**125 183**	**67 048**	**-**	**-**	**738 352**	**930 583**
Financial liabilities							
Payables						48 127	**48 127**
Deferred salaries scheme						16 266	**16 266**
Accrued salaries						7 125	**7 125**
Employee provisions						479 872	**479 872**
Finance lease liabilities	5.89		12 508	13 301		-	**25 809**
Other liabilities						13 211	**13 211**
Total Financial liabilities		**-**	**12 508**	**13 301**	**-**	**564 601**	**590 410**
Net Financial assets/(liabilities)		**125 183**	**54 540**	**(13 301**)	**-**	**173 751**	**340 173**

Interest rate sensitivity analysis

The following table represents a summary of the interest rate sensitivity of the Department's financial assets and liabilities at the balance sheet date on the surplus for the period and equity for a 1% change in interest rates. It is assumed that the change in interest rates is held constant throughout the reporting period.

2008	Carrying amount ($'000)	-1% change Profit ($'000)	-1% change Equity ($'000)	+ 1% change Profit ($'000)	+ 1% change Equity ($'000)
Financial Assets					
School bank accounts	113 838	(1 138)	(1 138)	1 138	1 138
Cash resources	16 859	(169)	(169)	169	169
Totals	**130 697**	**(1 307)**	**(1 307)**	**1 307**	**1 307**

2007	Carrying amount ($'000)	-1% change Profit ($'000)	-1% change Equity ($'000)	+ 1% change Profit ($'000)	+ 1% change Equity ($'000)
Financial Assets					
School bank accounts	106 576	(1 066)	(1 066)	1 066	1 066
Cash resources	18 607	(186)	(186)	186	186
Totals	**125 183**	**(1 252)**	**(1 252)**	**1 252**	**1 252**

Notes to the Financial Statements

49. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent liabilities

In addition to the liabilities included in the financial statements, the Department has the following contingent liabilities:

Litigation in progress
The Department is involved in legal proceedings with a number of claimants. In particular, the State Solicitor's Office has reported that the Department has a possible exposure of $0.35m.

Contaminated sites
Under the *Contaminated Sites Act 2003*, the Department is required to report known and suspected contaminated sites to the Department of Environment and Conservation (DEC). In accordance with the Act, DEC classifies these sites on the basis of the risk to human health, the environment and environmental values. Where sites are classified as c*ontaminated - remediation required* or *possibly contaminated - investigation required*, the Department may have a liability in respect of investigation or remediation expenses.

In respect to the twenty suspected sites and one known contaminated site reported as at 31 May 2007, the Department of Education and Training is still awaiting notification of classification from the DEC. The Department received advice from DEC dated 15 July 2008 advising that classification was still pending due to the large volume of sites reported.

Other – GST overclaim
The Department has a contingent liability in regards to overclaimed GST to the amount of $1.08m.

50. EVENTS OCCURRING AFTER THE BALANCE SHEET DATE

There are no events subsequent to balance sheet date having a material effect on these financial statements.

Notes to the Financial Statements

51. EXPLANATORY STATEMENT

The Summary of Consolidated Account and Income Estimates disclose appropriations and other statutes expenditure estimates, the actual expenditures made and income estimates and payments into the Consolidated Account. Appropriations are now on an accrual basis.

The following explanations are provided in accordance with Treasurer's Instruction 945. Significant variations are considered to be those greater than 10%.

Significant variation between estimate and actual for 2007-2008

Total appropriation to deliver services   **$3m**

The increase in the appropriation is mainly due to additional funding relating to additional places for apprentices and trainees.

2007-2008 Budget Estimate ($'000)	2007-2008 Actual ($'000)	Variance ($'000)
2 767 315	2 770 306	2 991

Significant variation between actual for 2007-2008 and prior year actual

Total appropriation to deliver services   **-$288m**

The decrease in the appropriation mainly reflects the abolition of capital user charge offset by increased funding for staff enterprise agreements and employee entitlements, additional places for apprentices and trainees, Learning and Training Guarantee and general cost pressures.

2007-2008 Actual ($'000)	2006-2007 Actual ($'000)	Variance ($'000)
2 770 306	3 058 372	(288 066)

Significant variation between estimate and actual for 2006-2007

Total Cost of Services   **$72m**

The increase is mainly due to initiatives for recruitment and retention of teachers, additional apprentice and trainee places, mandatory reporting of child sexual abuse and additional depreciation resulting from the revaluation of buildings in 2006–07 and staff enterprise agreements and employee entitlements.

2007-2008 Budget Estimate ($'000)	2007-2008 Actual ($'000)	Variance ($'000)
3 295 640	3 368 215	72 485

Total Revenue from Ordinary Activities   **$112m**

The increase is due mainly to increases in Commonwealth grants and contributions (primarily Schools Special projects and Schools Assistance grants), school revenue, State Development Grant, overseas student fees and interest revenue.

2007-2008 Budget Estimate ($'000)	2007-2008 Actual ($'000)	Variance ($'000)
578 384	690 907	112 523

Notes to the Financial Statements

51. EXPLANATORY STATEMENT (cont'd)

Purchase of Non-current physical assets   **$58m**

The increase is mainly due to delays in both the commencement and completion of 2006–07 projects subsequently carried over into 2007–08.

2007-2008 Budget Estimate ($'000)	2007-2008 Actual ($'000)	Variance ($'000)
295 017	353 293	58 276

Significant variations between actuals for 2007–2008 and prior year actuals

Capital Contribution   **$20m**

The increase is due to cost escalation and a carry over of funds from 06–07 to 07–08

2007-2008 Actual ($'000)	2006-2007 Actual ($'000)	Variance ($'000)
257 686	237 210	20 476

Total Cost of Services   **-$249m**

The decrease mainly reflects abolition of capital user charge offset by increase in staff enterprise agreements and employee entitlements, initiatives for recruitment and retention of teachers, additional apprentice and trainee places, information and communication technologies, school maintenance and minor works, and school education programs.

2007-2008 Actual ($'000)	2006-2007 Actual ($'000)	Variance ($'000)
3 368 125	3 616 929	(248 804)

Total Revenue from Ordinary Activities   **$68m**

The increase is due mainly to increased Commonwealth grants and contributions, overseas student fees and schools revenue.

2007-2008 Actual ($'000)	2006-2007 Actual ($'000)	Variance ($'000)
690 907	622 515	68 392

	2007–2008 ($'000)	2006–2007 ($'000)
52. ADMINISTERED INCOME AND EXPENSES		
Income		
For transfer: Other revenue (i)	-	4 987
Total administered income	**-**	**4 987**

(i) Other revenue is the net proceeds from the sale of freehold land which paid into the Consolidated Account. The proceeds (net) and the subsequent payment to the Consolidated Account (Distribution to Owner) are recognised in the controlled financial statements. The proceeds are also disclosed as administered revenue in the financial statements, i.e. payment to the Consolidated Account (*see note 17*).

Notes to the Financial Statements

53. SPECIAL PURPOSE ACCOUNTS

The Department of Education and Training manages the following special purpose accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the accounts. These are not included in the financial statements.

Special Purpose Account	2007-2008				2006-2007			
	Opening balance ($)	Receipts ($)	Payments ($)	Closing balance ($)	Opening balance ($)	Receipts ($)	Payments ($)	Closing balance ($)
1. Olive A. Lewis Scholarship	4 736	28 500	28 500	4 736	4 736	25 000	25 000	4 736
2. Scholarship – Council of War Service Land Settlers Association	669	48	-	717	631	38	-	669
3. R.S. Sampson Scholarships	253	-	-	253	253	-	-	253
4. John Henry Kendall	1 108	76	-	1 184	1 793	97	782	1 108
5. Margueretta Wilson Scholarships	2 762	191	-	2 953	2 792	170	200	2 762
6. Perth Girls' Memorial Scholarships	78 108	5 403	500	83 011	74 095	4 513	500	78 108
7. Sir Thomas Coombe Scholarships	80 724	5 593	-	86 317	76 089	4 635	-	80 724
8. Margery Bennett Prize	897	62	-	959	845	52	-	897
9. W.J. Reid Memorial Prize	6 757	446	600	6 603	6 369	388	-	6 757
10. James and Rose Coombe Scholarships	5 351	9 299	14 650	-	5 351	8 100	8 100	5 351
11. Perth Boys' Memorial Scholarships	18 845	1 296	500	19 641	17 763	1 082	-	18 845
12. Roy Grace English Scholarships	7 595	490	2 000	6 085	7 123	4 972	4 500	7 595
13. James A. Heron Memorial Prize	10 411	721	-	11 132	9 813	598	-	10 411
14. Ernest Smith Memorial Prize for English	1 793	125	-	1 918	1 690	103	-	1 793
15. Bentley Senior High School	18 137	1 256	-	19 393	17 096	1 041	-	18 137
16. Elaine Nora Walker Scholarships	80 179	5 554	-	85 733	76 518	4 661	1 000	80 179
17. William Samuel Bequest	2 590	175	150	2 615	2 538	152	100	2 590
18. Howard Porter Memorial Prize for Good Citizenship	3 049	206	150	3 105	2 971	178	100	3 049
19. Ian Bremner Memorial Scholarships	47 821	3 257	1 600	49 478	26 663	23 758	2 600	47 821
20. Catherine & Ernest Bennett Memorial Scholarship	27 050	1 857	1 000	27 907	26 439	1 611	1 000	27 050
Totals	**398 835**	**64 555**	**49 650**	**413 740**	**361 568**	**81 149**	**43 882**	**398 835**

Notes to the Financial Statements

PURPOSE OF TRUST ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To hold funds received from the Trustees of the Olive A. Lewis Scholarship Trust pending payment of scholarships to students of ability whose further education might otherwise be restricted by virtue of financial need.

2. Scholarship Council of War Service Land Settlers Association Trust Account

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes to students who have at least 3 years secondary schooling in public schools in the Swan Electorate.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a Year 9 student at the Collie Senior High School.

6. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a public secondary school in the metropolitan area.

7. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Western Australian Certificate of Secondary Education.

8. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

9. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above average scholastic development.

10. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for public country school students who are in need of financial assistance to complete a high school education.

11. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a public secondary school in the metropolitan area.

Notes to the Financial Statements

12. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both Years 10 and 11 who is attending a public secondary school and who demonstrates exceptional ability in the area of English.

13. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Western Australian Certificate of Education course at any recognised high school.

14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at the North Perth Primary School.

15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School or Como Secondary College.

16. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education and Training.

17. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from the White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

18. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for 'good citizenship' to a female student at the White Gum Valley Primary School.

19. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful student at the Cowaramup Primary School.

20. Ernest and Catherine Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace District High School.

Ministerial directives

Treasurer's Instruction 903 (12) requires the Department to disclose details of any Ministerial directives relevant to the setting of desired outcomes or operational objectives, the achievement of desired outcomes or operational objectives, investment activities and financing activities.

No such directives were issued by the Minister during 2007–2008.

Other financial disclosures

Pricing policies of services provided

Charges and contributions

School education

Parents of students attending public schools have always supplemented the funds provided by government for the education of their children.

The provision of public education is regarded as a partnership between the Government and the community. On one hand, the Government accepts its responsibility to provide access to quality schooling anywhere in Western Australia and, on the other; the community accepts that parents and carers should, if they are able, make a contribution to meeting the costs of providing that access.

Sections 97–108 of the *School Education Act 1999* and the accompanying Regulations 58–66 and 102 govern this process.

Under the Act, only certain adult and overseas students can be required to pay for being taught the standard curriculum by public school teachers and no student of compulsory school age can be denied access to the standard curriculum because of an unwillingness or inability to pay charges or contributions.

All charges and contributions and lists of personal items must be approved by school councils and be made known to parents at least two months before the school year begins.

During the years of primary schooling, contributions from parents are voluntary. The maximum that can be requested is $60 for the provision of an educational program that satisfies the requirements of the Curriculum Framework. If students elect to participate in extra-cost optional components of the learning program, such as camps, compulsory charges apply.

Before 2002, all course charges in Years 8–10 were compulsory, with a maximum of $225. Now public schools can ask for voluntary contributions of up to $235 for standard courses that satisfy the requirements of the Curriculum Framework. For extra-cost optional components, compulsory charges apply. These include outdoor education programs, specialised design and technology courses, excursions, camps, visiting performances, graduation dinners and balls.

The Education Assistance Fund was established in 2002 to help public schools to meet possible shortfalls in the collection of voluntary contributions in Years 8–10. An amount of $1 million was distributed to schools according to a formula designed to assist parents in greatest need of assistance.

From 2003, the Fund was replaced with the $100 subsidy for all public secondary students, at a cost of $8.4 million per year, with the objective of making schooling more affordable for parents and improving retention rates in the senior secondary years. The initiative has had the effect of improving public schools' revenue streams and their relationships with parents.

Course charges in Years 11 and 12 are compulsory. However, the It Pays to Learn allowance for 16 and 17 year olds provides $200 for school students and up to $400 for full-time VET students, and apprentices and trainees. The costs are further mitigated by the $100 Government Secondary Subsidy and the $135 Education Program Allowance through the Secondary Assistance Scheme.

Students boarding at WACoA campuses pay an annual fee for accommodation, meals and other services of $7535 in 2007–2008.

Overseas students at public schools pay $7500 (primary) and up to $10 000 (secondary) per year for tuition, excursions and sport. At senior colleges, depending on the course, tuition costs up to $12 900 per year. Senior colleges also charge modest course fees to local students.

Publicly-funded VET providers

For VET, fees and charges differ according to the courses being studied. Section 67 of the *Vocational Education and Training Act 1996,* and the accompanying Regulation 12 and Schedule 1 govern this process.

A new model for student fees and charges was developed to simplify the fee structure and the administration of fees, and to legitimise the basis on which the fees were charged. The new student fee structure for publicly-funded VET was introduced for Semester 1 2008. This change included amendments to the *Vocational Education and Training Regulations 1996* and the introduction of a comprehensively revised *VET Fees and Charges* policy.

For vocational courses, students pay a course fee and a resource fee. The course fee is the sum of fees for all units the student enrols in. Students pay one of four fees per unit (Band 1, Band 2, Band 3 or Band 4). The new course fee structure for vocational courses is outlined in Table 56.

Table 56: Vocational Course Fees for a Semester, 2008

Category of Enrolment	Unit Fee ($)	Semester Maximum ($)	Unit Fee (concession) ($)	Semester Maximum (concession) ($)
		550.00		275.00
Band 1	14.00		7.00	
Band 2	30.00		15.00	
Band 3	58.00		29.00	
Band 4	120.00		60.00	

Source: Policy, Review and Governance

The new fee structure has retained the maximum course fee per semester, in line with the previous fee structure. The concession rate has also been retained and fees have been rounded for simplicity. A comparison to maximum semester costs from previous years is provided in Table 57.

A resource fee applies to most courses and varies according to their content.

Table 57: Charges for Vocational Courses and Qualifications, Department of Education and Training, 2003–2008

Year	Semester maximum ($)	Semester maximum (concession) ($)
2004	470.85	248.20
2005	481.80	251.85
2006	496.40	259.15
2007	518.30	270.10
2008	550.00	275.00

Source: Policy, Review and Governance

Students entitled to concession rates on course fees include holders of Pensioner Concession Cards, Repatriation Health Benefits Cards (issued by the Department of Veterans Affairs) or Health Care Cards, and their dependants; those receiving Austudy or Abstudy, and their dependants; those receiving Youth Allowance, and their dependents; inmates of custodial institutions; and young people who are at least 15 years of age but are not due to reach 18 years of age in the calendar year for which they enrol.

Students in Access and Bridging courses pay a flat fee of $25 per semester and may pay the resource fee.

Capital works

Capital expenditure on public schools has risen from $140.4 million in 2001–2002 to an estimated $356 million in 2007–2008.

The budget included funding for 11 new schools which opened for the start of the 2008 school year. The schools included Bletchley Park, Ellen Stirling, Hocking, South Halls Head, Waikiki primary schools; Stage 1 of the primary facilities at Mt Barker Senior High School; primary facilities at Bullsbrook District High School, Atwell College, Cape Naturaliste College, Gilmore College and Wiluna Remote Community School.

Funding was allocated for Ashdale College, Dalyellup College, Manea College, Karratha Senior High School, Kingston Primary School, Madeley Primary School, Somerly Primary School, Success Primary School; and replacement schools at Fitzroy Crossing District High School, Greenwood Primary School, Roseworth Primary School, Craigie Heights Primary School, Bannister Creek Primary School, Safety Bay Primary School and Lockridge Primary School. Construction is underway and schools are scheduled to open in 2009.

Major training facilities being progressed include:
- a new major trade training centre at West Coast TAFE in Clarkson;
- a $5.45 million expansion of trade workshops for building and construction, metals and heavy automotive at Swan TAFE in Thornlie;
- a new $3.45 million specialist training centre for metals trades at Swan TAFE in Midland;
- a new $3.67 million workshop for metal fabrication, electro-technology and automotive delivery at Curtin VTEC in Kalgoorlie;
- a $2.28 million extension to existing workshops to increase building and construction training at South West TAFE Bunbury;
- a $2.4 million extension of the metals and automotive workshop at Pilbara TAFE (Karratha campus); and
- $57 million Stage 2 Central TAFE.

In addition, in 2007–2008 $13.35 million was allocated to TAFE**WA** colleges to enable a major upgrade and refresh of trade-related plant and equipment to replace ageing and outdated trade training infrastructure.

A range of TAFE**WA** facilities were completed in 2007–2008, including:
- a $6 million expansion of Broome campus, opened in October 2007;
- a $1 million upgrade of the Kununurra workshops of Kimberley TAFE, opened in October 2007;
- a $19 million new training centre for the resources industry at Challenger TAFE's Australian Centre for Energy and Process Training, opened in May 2008; and
- a $8.4 million new print and jewellery building for creative industries opened at Central TAFE's Northbridge campus.

Table 58: Completed Major Capital Works [a], 2007-2008

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2008	Variation	Reason for Variation over 5% [b]
		Budget	Revised	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New secondary schools							
Ellenbrook SC (2007)	2008	26 000	30 395	(4 395)		16.9	Contribution from Shire of Swan for joint project
Sub-totals		**26 000**	**30 395**	**(4 395)**			
Additions and improvements to secondary schools							
Carnarvon SHS	2008	1 500	3 424	(1 924)		128.3	Higher costs due to building escalation
Carnarvon SHS - Science upgrade	2008	1 000	1 000	0		0.0	
Hedland SHS	2008	6 000	5 561	439		(7.3)	Lower tender result
Willetton SHS	2008	4 400	4 944	(544)		12.4	Higher costs due to building escalation
Sub-totals		**12 900**	**14 929**	**(2 029)**			
Additions and improvements at district high schools							
Bullsbrook DHS	2008	7 000	7 588	(588)		8.4	Higher costs due to building escalation
Kalbarri DHS	2007	8 000	7 975	25		(0.3)	
Sub-totals		**15 000**	**15 563**	**(563)**			
New primary schools							
Mt Barker PS - replacement	2008	7 000	8 140	(1 140)		16.3	Higher costs due to building escalation
Wiluna RCS - replacement	2008	7 000	7 073	(73)		1.0	
Sub-totals		**14 000**	**15 213**	**(1 213)**			
Miscellaneous programs							
Consultants fees 2007–2008	2008	800	675	125		(15.6)	Balance used to offset overrun from previous year
Contingencies 2007–2008	2008	750	1 705	(955)		127.3	Unavoidable commitments
Land acquisition 2007–2008	2008	19 300	21 292	(1 992)		10.3	Unavoidable commitments
Power supply upgrade 2007–2008	2008	500	1 509	(1 009)		201.8	Unavoidable commitments
Transportable classrooms 2007–2008	2008	5 600	6 663	(1 063)		19.0	Unavoidable commitments due to student numbers
Transportable relocations 2007–2008	2008	6 000	7 658	(1 658)		27.6	High demand for classrooms
Sub-totals		**32 950**	**39 502**	**(6 552)**			

(a) Major projects are defined as those with an estimated total cost exceeding $500 000.
(b) Cost variations exceeding 5 per cent are defined as 'significant'.

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2008	Variation	Reason for Variation over 5%
		Budget ($'000)	Revised ($'000)	Variation ($'000)	($'000)	%	
Other school facilities							
Covered assembly areas 2005–2006	2008	1 500	881	619		(41.3)	Balance used to offset overrun from previous year
Early childhood program 2006–2007	2008	1 500	2 290	(790)		52.7	Unavoidable commitments
Communication upgrades 2007-2008	2008	800	583	217		(27.1)	Balance used to offset overrun from previous year
Ground developments 2007–2008	2008	200	437	(237)		118.5	Balance used to offset overrun from previous year
Sub-totals		**4 000**	**4 191**	**(191)**			
New buildings and additions at TAFEWA colleges and centres							
Central TAFE							
Perth – Redevelopment Stage 1	2008	7 300	8 236	(936)		12.8	Higher tender result
Challenger TAFE							
Henderson – Oil & Gas	2008	19 046	19 214	(168)		0.9	
Other projects							
Capital Maintenance (was System-wide Upgrades)							
2004–2005 to 2006-2007 program	2008	2 200	2 443	(243)		11.0	Unavoidable commitments
General Equipment (was Plant & Equipment)							
2005–2006 to 2006–2007 program	2008	5 767	3 733	2 034		(35.3)	Balance used to offset overrun from previous year
Trade Equipment Industry Upgrade (refresh)	2008	13 350	13 347	3		0.0	
Skills Centres							
2004–2005 to 2006–2007 program	2008	6 000	4 108	1 892		(31.5)	Reduced scope of works
2007–2008 program	2008	2 000	0	2 000		(100.0)	Reduced scope of works
Sub-totals		**55 663**	**51 081**	**4 582**			
Total completed works 2007–2008		**160 513**	**170 874**	**(10 361)**			

Table 59: Major Capital Works in Progress [(a)], 2007-2008

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2008	Variation	Reason for Variation over 5% [(b)]
		Budget	Revised	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New secondary schools							
Ashdale (Landsdale) College (2009)	2009	30 000	33 500	(3 500)	19 810	11.7	Higher costs due to building escalation and additional site works
Atwell College (2008)	2008	29 000	36 286	(7 286)	2 572	25.1	Higher costs due to building escalation
Cape Naturaliste (Vasse) College (2008)	2008	27 000	20 541	6 459	463	(23.9)	Revised budget allocation to be expended in 2008–2009
Dalyellup SC (2009)	2009	30 000	26 185	3 815	4 400	(12.7)	Revised budget allocation to be expended in 2008–2009
Gilmore (Kwinana) College – redevelopment (2008)	2008	35 000	42 943	(7 943)	150	22.7	Higher costs due to building escalation
Manea College (2009)	2009	14 000	27 501	(13 501)	12 473	96.4	Higher costs due to building escalation
Sub-totals		**165 000**	**186 956**	**(21 956)**	**39 868**		
Additional stages at secondary schools							
Geraldton SC - redevelopment	2009	15 000	16 000	(1 000)	4 232	6.7	Higher costs due to building escalation
Karratha SHS - redevelopment	2009	27 000	31 500	(4 500)	12 238	16.7	Higher costs due to building escalation
Sub-totals		**42 000**	**47 500**	**(5 500)**	**16 470**		
Additions and improvements to secondary schools							
Belridge SHS	2008	1 000	1 100	(100)	800	10.0	Revised budget allocation to be expended in 2008–2009
Bunbury SHS	2008	1 500	1 976	(476)	185	31.7	Revised budget allocation to be expended in 2008–2009
Newton Moore SHS	2009	9 500	12 900	(3 400)	3 614	35.8	Higher costs due to building escalation
Padbury SHS	2008	1 000	1 100	(100)	850	10.0	Revised budget allocation to be expended in 2008–2009
Perth Modern School (school)	2009	16 900	25 723	(8 823)	12 502	52.2	Higher costs due to building escalation
Perth Modern School (hostel)	2009	8 000	595	7 405		(92.6)	
Rockingham SHS	2008	1 500	1 500	0	1 448	0.0	
Safety Bay SHS	2008	1 500	1 500	0	1 262	0.0	
Wanneroo SHS	2009	6 000	6 000	0	5 381	0.0	Project to be completed in 2008-2009
Sub-totals		**46 900**	**52 394**	**(5 494)**	**26 042**		

(a) Major projects are defined as those with an estimated total cost exceeding $500 000.
(b) Cost variations exceeding 5 per cent are defined as 'significant'.

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2008	Variation	Reason for Variation over 5% [b]
		Budget	Revised	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
Additions and improvements at district high schools							
Fitzroy Crossing DHS - redevelopment	2009	12 000	32 500	(20 500)	13 824	170.8	Higher tender result due to building escalation
Sub-totals		**12 000**	**32 500**	**(20 500)**	**13 824**		
New primary schools							
Bannister Creek (Lynwood/Ferndale/Kinlock) PS - replacement	2009	13 000	13 000	0	12 428	0.0	
Bletchley Park (Southern River) PS	2008	6 500	9 212	(2 712)	568	41.7	Higher costs due to building escalation
Craigie (Camberwarra) PS- replacement	2009	13 000	13 000	0	12 156	0.0	
Ellen Stirling (Coolamon) PS	2008	6 500	9 100	(2 600)	200	40.0	Higher costs due to building escalation
Greenwood (Allenswood) PS - replacement	2009	13 000	13 000	0	11 971	0.0	
Hocking PS	2008	6 500	10 100	(3 600)	214	55.4	Higher costs due to building escalation
Kingston (Australind) PS	2009	10 500	12 200	(1 700)	6 839	16.2	Higher costs due to building escalation
Lockridge PS - replacement	2009	13 000	13 000	0	12 446	0.0	
Madeley PS	2009	10 500	11 800	(1 300)	7 627	12.4	Higher costs due to building escalation
Roseworth (Montrose/Hainsworth) PS - replacement	2009	13 000	13 000	0	12 237	0.0	
Safety Bay PS - replacement	2009	14 000	12 800	1200	12 500	(8.6)	Lower tender result
Somerley (East Clarkson) PS	2009	10 500	12 300	(1 800)	9 376	17.1	Higher costs due to building escalation
South Halls Head PS	2008	6 500	9 500	(3 000)	29	46.2	Higher costs due to building escalation
Success & Beazley PS	2009	22 000	21 995	5	14 910	0.0	Project to be completed in 2008–2009
Waikiki PS	2008	6 500	9 000	(2 500)	274	38.5	Higher costs due to building escalation
Sub-totals		**165 000**	**183 007**	**(18 007)**	**113 775**		
Miscellaneous programs							
Seat belts in school buses	2010	22 053	22 053	0	20 085	0.0	
Sub-totals		**22 053**	**22 053**	**0**	**20 085**		
Other school facilities							
Administration upgrades 2006–2007	2008	2 000	2 650	(650)		32.5	Higher costs due to building escalation
Covered assembly areas 2006–2007	2008	2 000	1 900	100		(5.0)	
Covered assembly areas 2007-2008	2009	2 044	2 041	3	1 900	(0.1)	
Early childhood program 2007–2008	2009	1 500	924	576	838	(38.4)	
Library resource centres 2006–2007	2008	2 000	3 198	(1 198)		59.9	Higher costs due to building escalation
Student services – improvements 2007–2008	2008	1 000	1 042	(42)		4.2	
Sub-totals		**10 544**	**11 755**	**(1 211)**	**2 738**		

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2008	Variation	Reason for Variation over 5% [b]
		Budget	Revised	Variation			
		($'000)	($'000)	($'000)	($'000)	%	
New buildings and additions at TAFEWA colleges and centres							
Central TAFE							
Perth – redevelopment Stage 2/3	2011	33 620	59 527	(25 907)	52 602	77.1	Higher costs due to building escalation
Central West TAFE							
Geraldton Batavia Coast Marine Centre	2009	9 019	13 765	(4 746)	1 813	52.6	Higher costs due to building escalation
Challenger TAFE							
Kwinana – Automotive Centre (S)	2009	10 000	10 403	(403)	1 026	4.0	
Curtin VTEC							
Kalgoorlie – Metal, Electrical & Automotive (ERC)	2009	3 670	3 670	0	3 580	0.0	
Pilbara TAFE							
Karratha – Metals & Automotive W'shop Ext (ERC)	2009	2 400	2 400	0	2 217	0.0	
South West Regional TAFE							
Bunbury – Building and Construction W'shop Ext (ERC)	2008	2 288	2 288	0	1 615	0.0	
Swan TAFE							
Midland – Metals & Advanced Trade CNC W'shop Ext (ERC)	2009	3 450	3 450	0	2 090	0.0	
Thornlie, Midland & Balga – Trades re-alignment	2008	5 450	5 450	0	650	0.0	
West Coast TAFE							
Clarkson – Trades Training (ERC)	2010	12 435	12 435	0	12 334	0.0	
Other Projects							
General equipment							
2007–2008 program	2009	1 775	3 055	(1 280)	1 900	72.1	Budget re-allocation for increased scope
Mobile Trade Training Facilities							
2007–2008 to 2008–2009 program	2009	2 000	2 000	0	1 700	0.0	
Sub-totals		**86 107**	**118 443**	**(32 336)**	**81 527**		
Total works in progress 2007–2008		**549 604**	**654 608**	**(105 004)**	**314 329**		
Total capital works 2007–2008		**710 117**	**825 482**	**(115 365)**	**314 329**		

Employment and industrial relations

Workforce profile

With some 39 000 teachers, administrators, public servants and other support staff, the Department is the largest public sector employer in Western Australia.

During 2007–2008, an average of 31 522 full-time equivalent staff were employed by the Department of whom 19 422 (61.6 per cent) were teachers. The remainder of the workforce comprised 7583 (24.1 per cent) support staff, 2451 (7.8 per cent) administrative and clerical staff, and 2066 (6.6 per cent) cleaners and gardeners.

About 70 per cent of school-related staff were located in the four metropolitan districts.

Table 60: Department of Education and Training Employees [a] by Category, 2003–2004/2007–2008

Category	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Administrative and clerical	2 022	2 080	2 237	2 406	2 451
Teaching	18 191	18 555	18 843	19 039	19 422
Support	6 442	6 799	6 829	7 109	7 583
Cleaning and gardening	1 043	1 244	1 685	1 872	2 066
Totals	**27 698**	**28 678**	**29 594**	**30 426**	**31 522**

(a) Average full-time-equivalent staffing levels.

Source: Corporate and Management Accounting

Table 61: Department of Education and Training Employees [a] by Operational Area and Category, 2007–2008

Operational area	Administrative and clerical [b]	Teaching	Support [c]	Cleaning and gardening	Totals
Office of Director General, strategic services	189	-	-	-	189
Corporate services	258	-	-	-	258
Education and training shared services	316	-	-	-	316
Human resources	125	-	-	1	126
Aboriginal education and training	29	-	1	-	30
Student behaviour and wellbeing	36	-	-	-	36
Curriculum policy and support	172	-	-	-	172
Student services	35	-	-	-	35
District education offices [d]	341	331	4	9	685
Schools [e]	488	19 091	7 578	2 055	29 212
VET Planning and Resourcing	62	-	-	-	62
VET Career Development and Workers Assistance Program	400	-	-	1	401
Totals	**2 451**	**19 422**	**7 583**	**2 066**	**31 522**

(a) Average full-time-equivalent staffing levels.
(b) Comprises Public Sector Management Act positions and teaching staff in administrative roles.
(c) Includes school clerical staff and education assistants (teacher aides).
(d) The 'teaching' category in district education offices includes school psychologists and school development officers.
(e) See next table.

Source: Corporate and Management Accounting

Table 62: Department of Education and Training School-related Employees [(a)] by Category, 2007–2008

Level of schooling	Administrative and clerical	Teaching [(b)]	Support	Cleaning and gardening	Totals 2007–2008	Variations from 2006–2007	% Variations from 2006–2007
Community kindergarten	0	38	38	-	76	-4	-4.8%
Pre-compulsory/primary	7	9 859	4 490	1 097	15 453	550	3.9%
District high	4	1 266	536	169	1 975	-70	-3.4%
Secondary	277	6 463	1 398	724	8 862	383	4.8%
Education support	57	831	984	31	1 903	227	15.7%
Other [(c)]	143	634	132	34	943	75	7.9%
Totals	**488**	**19 091**	**7 578**	**2 055**	**29 212**	**1 161**	**4.4%**

(a) Average full-time-equivalent staffing levels.
(b) Includes principals and deputies.
(c) Includes camp schools, Canning and Tuart senior colleges, SIDE, campuses of WACoA and Gnowangerup Training Centre, swimming teachers, teachers of instrumental music and the WA Institute of Deaf Education.

Source: Corporate and Management Accounting

Table 63: Student-Teacher Ratios [(a)], Public Schools, 2002–2007 [(b)]

Level of Schooling	2002	2003	2004	2005	2006	2007
Primary (including pre-primary FTE [(c)])	17.6	16.7	16.1	16.2	16.7	15.8
Secondary	12.4	12.4	11.9	12.2	12.8	12.1
Education support schools and centres	5.5	5.4	5.3	5.7	5.5	5.5

(a) The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time equivalents. Excludes SIDE and Tuart and Canning senior colleges.
(b) Second semester census.
(c) Pre-primary FTEs are based on the number of sessions attended by individual students.

Source: Evaluation and Accountability

Table 64: School-based Teaching Staff [(a) (b) (c)] at Public Schools, by Category and Level of Schooling, 2007 [(d) (e)]

Category	K	P	Primary	Secondary	Education support	All
Principal	0	0	541	159	69	769
Deputy principal	0	0	759	292	28	1 079
Head of department/program coordinator	0	0	1	733	0	734
Teacher	256	1 152	7 124	5 413	0	13 945
Education support teacher	29	79	34	73	473	688
Guidance/counselling	0	0	3	8	1	12
Totals	**285**	**1 231**	**8 462**	**6 678**	**571**	**17 227**

(a) Full-time equivalents rounded to the nearest whole number.
(b) Includes teachers (but not teacher aides) at community kindergartens.
(c) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.
(d) Second semester census.
(e) Reporting of K and P school-based teaching staff has been done differently from previous annual reports. Staff have been apportioned to K and P on the basis of individual student numbers.

Source: Evaluation and Accountability

Table 65: School-based Teaching Staff [a] [b] at Public Schools, by Level of Schooling and Gender, 2007 [c]

Level of Schooling	Female N	Female %	Male N	Male %	Total N
Community kindergarten [d]	33	100	0	0	33
Pre-compulsory	1 451	98	34	2	1 485
Primary	6 591	78	1 870	22	8 461
Secondary	3 636	54	3 041	46	6 677
Education support	478	84	94	16	572
Totals	**12 189**		**5 039**		**17 228**

(a) Full-time equivalents rounded to the nearest whole number.
(b) Teaching staff figures are based on the counting method used for the National Schools Statistics Collection and do not include staff on extended leave.
(c) Second semester census.
(d) Department teaching staff at community kindergartens.

Source: Evaluation and Accountability

Review of teacher recruitment practices

The report by Gerard Daniels Australia, *Review of Teacher Recruitment Practices (2007),* made 33 recommendations in the areas of workforce planning, reforming recruitment and staffing processes, teacher recruitment and retention, the status of the teaching profession, and contingency planning.

This report was the catalyst for significant changes and new investment across the Department's human resources functions over the 2007–2008 financial year. The recommendations are aimed at improving the capacity of the Department to attract and retain teachers in an environment of national workforce shortage, and they are considered essential for the successful delivery of educational outcomes in the future.

After consideration of the report findings, major reforms implemented include:
- the creation of the new Workforce division within the Department;
- development of a 'Teacher Workforce Supply and Demand' model;
- design of a public marketing campaign focused on teacher recruitment;
- launch of an e-recruitment process 'Graduate Connect';
- streamlining of the recruitment process for principals;
- enhanced graduate commencement salary and an increase in the graduate allowance over two years; and
- expansion of the current scholarship program to assist in filling regional vacancies, by attracting quality graduates and encouraging existing teachers to retrain in areas of subject shortages.

In August 2007, the Expenditure Review Committee approved funding of $84 918 million over four years for the 'Attraction and Retention of Teachers: Implementation of Workforce Programs' in response to report recommendations. Programs funded will deliver the following:
- Through the Final Year Teaching Scholarships program, 127 teachers will be available for placement statewide in 2009.
- From students who lodged applications through the Graduate Connection initiative, there is the potential for 550 graduate teachers in 2009.
- The Bachelor of Education Conversion Course for Education Assistants will produce 55 qualified teachers in 2010.
- The Bachelor of Education Conversion Course for Aboriginal Islander Education Officers will produce 56 qualified teachers in 2010.

Teacher recruitment and supply

The number of teacher resignations has increased by 220 per cent since 2003. The number of retirements has also increased significantly since 2003.

Table 66: Teacher Retirements and Resignations, Public Schools, 2003–2007 [(a)]

Category	2003	2004	2005	2006	2007
Retirements	162	177	229	300	337
Resignations	286	314	410	552	908

(a) Calendar year.
(b) The numbers reported here for teacher resignations in 2003–2006 are different from those reported in previous annual reports. The method for counting resignations is different from that previously used.

Source: Workforce Policy and Coordination

The number of graduates appointed has generally increased since 2003–2004, with numbers expected to stabilise at the current level.

Table 67: Graduates Appointed to Public Schools, 2003–2004/2007–2008

Category	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Early childhood	92	106	102	107	126
Primary	326	423	475	607	602
Secondary	278	307	354	349	314
Education support	12	9	5	2	2
Psychology/guidance		4	3	3	1
Totals	**712**	**849**	**939**	**1 068**	**1 045**

Source: Workforce Policy and Coordination

To address the issue of teacher shortages in rural areas, the Department sponsored overseas teachers through the Business Sponsorship Sub-class 457 Program under agreement with the Department of Immigration and Citizenship. The arrangement authorises the Department to sponsor up to 250 teachers on 457 visas. In 2007, 46 overseas trained teachers were recruited under the 457 Visa Program.

In 2007 and 2008, Department representatives visited the UK, New Zealand and Ireland on recruitment campaigns. The visits resulted in more than 100 interviews being conducted with teachers keen to migrate to Australia. The visits to the UK included participation in two immigration expositions in Manchester and London and presentations to graduate students at Leeds University.

In October 2007, a collaborative agreement was established between the Minister for Education and Training and the University of Tasmania which focused on recruitment initiatives aimed at securing graduates in their final year of teaching. This includes WA rural teaching practicums for potential graduates, recruitment opportunities through university events and provision of Department educational resources to support the University of Tasmania Remote Communities Program. At the start of 2008, 53 interstate teachers were recruited for Western Australian public schools: three teachers were placed in metropolitan schools and 50 teachers in country schools.

The Entry and Orientation Program is designed to facilitate return to teaching for any teacher who has not taught in an Australian school in the last five years. The program has been successful in supporting these returning teachers and placing them in employment in public and private schools. A total of 341 teachers attended the program in Perth or completed a country package if they were in rural or remote locations. Of those who attended this program, 68 appointments were made.

With the commitment of the *Classroom First Strategy* to prioritise the staffing of regular classrooms, an alternate strategy has been developed to relieve the workload pressures resulting from teacher supply issues. The strategy focuses on employing non-teacher trained personnel to complete tasks which do not necessarily require a teaching background. This will allow teachers, previously undertaking these tasks, to take up more class time. To effect this strategy, schools are able to convert unfilled teaching full-time equivalent positions for the purpose of employing non-education trained staff to undertake roles such as teacher relief rostering, attendance monitoring and structured workplace learning placements.

Transfer and placement of teachers

As a result of initiatives to address the mobility of teachers within the system, there was an increase in the number of transfers and placements for permanent and fixed-term (non-permanent) teachers. A total of 6083 appointments were made for the commencement of the 2008 school year. This included the placement of 501 primary/specialist and 203 secondary unplaced permanent teachers into substantive positions.

Further initiatives implemented by the Department to address teacher shortages included the Early Graduate Offer, an interstate and overseas recruitment campaign and the implementation of service conditions associated with the Country Teaching Program. However, at the beginning of 2008, shortages remained, mainly in secondary specialist teaching areas such as Design and Technology, Mathematics, English and Science. There continued to be a reluctance for teachers to apply for classroom teaching positions in rural and remote areas.

Whilst teaching vacancies in local selection schools were utilised to ensure teacher mobility, approximately 1033 teachers were appointed through local selection processes.

The Department also recognised the service of rural teachers, who had been appointed for two or more years to a country school, by offering permanent employment status. A total of 402 fixed-term teachers accepted this offer.

Teaching scholarships

The Final Year Teaching Scholarship Program is an important strategy for recruiting graduate teachers. Scholarship recipients make a commitment to statewide availability. This enables workforce planning to fill vacancies in rural areas and in specialist subject areas of need.

In 2007, scholarships were offered in Mathematics, Science (Physics and Chemistry), Design and Technology, English, Home Economics and some languages other than English. A total of 158 scholarships were offered and 128 scholarships were awarded. Scholarships of up to $60 000 were offered to graduate teachers who committed to the program.

Forty-two Specialist Teaching Scholarships were offered to existing teachers and career change individuals who committed to retraining in a secondary learning area of need. The scholarship amount ranged from $20 000 to $60 000.

The Bachelor of Education Conversion Course Sponsorship is offered to Aboriginal and Islander Education Officers (AIEO) and education assistants to do the conversion course in order to gain a four-year primary teaching qualification. These participants are already employed with the Department and their scholarship comprises the maintenance of salary during study periods. In 2007, 120 AIEOs and education assistants signed up to participate in this program.

In order to attract teachers to work in rural locations, the Department has established the Rural Teaching Program. The Rural Teaching Program provides financial assistance to student teachers who undertake their final year teaching practicum in a rural school. The aim of this program is to introduce students to rural communities in an effort to direct them towards a rural teaching placement upon graduation. In 2007, 108 students participated in the program.

Employee housing

The provision of suitable housing at an acceptable cost to both the Department and our employees is essential to attract and retain staff in rural and remote areas.

The Department subsidises approximately 72 per cent of the rent of the 2280 properties occupied by our staff and owned or leased by the Government Regional Officers' Housing (GROH).

In 2007–2008, the total rent the Department paid to GROH was $43.022 million. Employee rentals collected totalled $12.372 million, resulting in rent subsidies totalling $30.65 million.

Table 68: GROH Properties [(a)] Used by the Department, by Education District, 2006–2007/2007–2008

District	2006–2007	2007–2008	District	2006–2007	2007–2008
Pilbara	479	513	Warren-Blackwood	56	68
Goldfields	334	343	Albany	47	55
Kimberley	320	346	Bunbury	38	43
Mid West	302	329	West Coast	12	12
Midlands	211	233	Fremantle/Peel	7	7
Narrogin	165	183			
Esperance	128	148			
			Totals	**2 099**	**2 280**

(a) Education and Training staff only. Responsibility for the housing of TAFE**WA** staff lies with the individual colleges.

Source: Government Regional Officers' Housing invoices for months of June 2006–2007 and June 2007–2008

An extra 181 quality properties were obtained during the year through leasing arrangements, new construction and reallocations from government agencies.

Workforce management

In September 2007, the Director General endorsed a strategic realignment of the Department's executive to establish a structure comprising of public servants and Education Act employees. Some public service positions in the previous structure were amended, with new classifications incorporated under the Education Act. Currently there are 13 positions established under the Education Act and 33 Senior Executive Service public servant positions.

During the year, nine Senior Executive Service positions were filled substantively and the recruitment process for a further four is currently underway. In the Education cohort three Executive Director positions, Director Schools positions across the State and positions in the new Expert Review Group were filled.

The restructure of Human Resources resulted in a change in reporting relationship of 18 District Operations Support Officers (DOSOs) located in 14 district offices across the State to Workforce Management in central office. The aim is to enhance the non-teaching human resource expertise in schools by providing DOSOs a direct link to central office human resources personnel, as well as a greater focus on non-teaching workforce issues.

Schools are resourced with non-teaching support staff through a differential staffing formula that takes into account student enrolments as well as other factors like socioeconomic indicators. The formula provides an equitable distribution of support staff resources across schools statewide.

In August 2006, a Workload Review Committee, which included union membership, was formed to examine and report on factors contributing to school support staff workload pressures. The report was finalised in May 2007 and identified a number of issues impacting on school support staff. These were identified under the broad headings of workload monitoring, training, benchmarking, resourcing, management, and information and computing technology. These issues are now being considered as part of the *Classroom First Strategy*. A School Support Staff Review group has also been established to examine resourcing methodology for school support staff.

A Staffing Review Group oversees staffing matters, including the filling of non-teaching positions to ensure the Department complies with human resources legislation, Government policies and Public Sector Standards.

Human resources policy development and review

Human resources procedures and guidelines and other related documents make up about half of the content of Our Policies framework.

In 2007–2008:
- A revised selection process for Level 4, 5 and 6 principals was introduced. The revised process is consistent with the Director General's *Classroom First Strategy*, it is simpler for applicants and panels, and it encourages local input.
- A comprehensive review of all recruitment selection and appointment policies commenced.
- Significant progress was made in the development of a flexible working arrangements package.
- A review of principals' performance management arrangements commenced.

Labour relations

Teachers, administrators and support staff in public schools, district offices and central office are employed under various awards and agreements that are negotiated by the Department with unions. Lecturers in TAFE**WA** colleges are employed by individual institutions but their conditions are negotiated centrally.

The School Education Act Employees' (Teachers and Administrators) General Agreement 2006 covers approximately 22 500 staff including teachers, school administrators, education officers and school psychologists. The Agreement expired on 1 March 2008 but remains in force while negotiations for a replacement industrial instrument continue.

The TAFE Lecturers' Certified Agreement 2005 applies to approximately 3000 lecturers in the TAFE sector. The agreement remains in force while negotiations with the Australian Education Union for a new agreement in the State industrial relations jurisdiction are ongoing.

The Public Service General Agreement 2006 and the *Government Officers Salaries, Allowances and Conditions Agreement 2006* apply to many non-teaching employees within the Department, including many employees in central and district offices. Replacement instruments for these agreements have been finalised.

Professional learning

The Department's Professional Learning Institute (PLI) has responsibility for coordinating professional learning linked to system-wide initiatives and developing a systemic approach to career development that acknowledges the value of professional learning.

The PLI provides services that support the work of staff in public schools, district education offices and central office, and it works collaboratively with groups including the SSTUWA, the Western Australian College of Teaching, universities and professional associations.

The PLI designs and delivers an extensive range of quality professional learning programs for teaching and non-teaching staff, and provides advice to districts and central office in relation to principles of effective professional learning.

Staff induction is an important aspect of workforce management and was provided by the Department, through a number of programs and activities in 2007–2008:
- The Graduate Teacher Professional Learning Program, delivered by the PLI, is a major support for beginning teachers. A total of 1929 graduate teachers attended with 95 per cent indicating high levels of satisfaction that the program met their needs.
- The In-Class Coaching Program supports first year teachers through the provision of a trained coach who works along side the teacher in the classroom to develop their expertise. There were 412 teachers engaged in the program.

The annual Remote Teaching Service Induction Conference aims to develop teacher skill and confidence in providing appropriate learning environments to support the learning outcomes of Aboriginal students. It was attended by 79 newly-appointed teachers.

- The Business Manager/Registrar Induction Program was developed to provide staff with a basic understanding of every aspect of their role. Currently there are 150 involved in the trial.
- Induction programs are held for all new staff in central office to introduce them to the Department's culture and values. An online induction program to support managers in inducting staff at the local level is being developed. This will complement the organisation induction. An induction manual for managers has been produced to support new appointees.
- A human resource manual and induction modules are being developed to support the induction and development of school support staff.

In 2007–2008, leadership development was supported by the following programs and activities to provide opportunities for the professional growth and learning of school leaders and contribute to enhancing professional standards:

- There were 338 school leaders who attended at least one of five modules of the Introductory School Leadership Professional Learning Program: School Accountability and Planning, Finance and Budgeting, Leading Curriculum, Our Policies and Human Resources.
- Eighty-two school leaders were engaged in the Launch into Leadership Professional Learning Program which aims to increase the strength, size and diversity of selection pools for school leadership positions.
- New Directions in School Leadership promotes the development of learning communities to build the capacity of school leaders to support teachers in implementing school-wide pedagogy.
- The Senior Teaching Professional Learning Program supports aspiring teachers to undertake teacher-leader roles within their schools and enhance teacher professionalism through continuous professional learning. A total of 503 teachers participated in the program.

Other activities to support professional learning included the following:

- The Effective Staff Development Program, a two-day program which provides participants with the knowledge, skills and understandings for designing and presenting more effective professional learning for staff; was completed by 172 school, district and central office staff.
- Preliminary work was done on the Department's Professional Learning Register and an online Professional Learning Management Information System.
- The Australian Government Quality Teacher Programme (AGQTP) is managed by the PLI. It funds professional learning to improve teacher quality through annual agreements. The Department shared the 2007 funding of $1 434 600 across five projects.

  All program-funded activities were completed and engaged 2762 teachers. Examples of activities included the IIDEAS Project, Career and Transition Framework and Quantitative Course of Study.

Recognition of staff

Long service of Department staff was acknowledged with a letter, certificate and medallion from the Director General to each staff member retiring or leaving after 20 or more years of service. Valedictory functions were held during the year for these staff, including staff from TAFE**WA** colleges, to thank them for their contribution to education and training in Western Australia. The policy was extended to include recognition of staff retiring or leaving after 10 to 19 years continuous service. These employees received a letter signed by the relevant Director Schools or Director, acknowledging their service to the Department.

The Premier's Teacher of the Year Award was run for the fourth year in 2007 to recognise and reward the special skills and excellence of teachers and lecturers in public schools and TAFE**WA** colleges across Western Australia. This year the Government increased the prize to $100 000 for the winner and $25 000 for runners up.

The winner was Ray Roberts from Ballajura Community College and high commendations were awarded to Gail Linton of Mount Lockyer Primary School and Ken Gwyer of Challenger TAFE. The awards program saw 120 teachers and lecturers recognised as round winners throughout the year and eligible for the final awards. Each round winner received a prize of $1000.

Through sponsorship from ExxonMobil, the winning schools and a TAFE**WA** college received $5000 for teaching and learning resources.

The Rotary Club of Heirisson continued to run the prestigious Rotary Principal of the Year Award with support from the Department. The State Government this year increased the prize for the winner to $40 000 and $5000 for finalists. Babakin Primary School principal, Linda Crombie, was named 2007 Rotary Principal of the Year in recognition of her leadership and work with the school and wider community.

Governance disclosures

During the year ending 30 June 2008, one officer of Level 9 or above relevantly declared an interest in a contract existing, or proposed to exist, between the Department of Education and Training and a company in which she has an interest. She declared that, through a company of which her husband and brother are directors and shareholders, her husband and brother conduct a consultancy business that has undertaken contracts with the Department of Education and Training. The senior officer declared that she has excluded herself from any part of the development, selection and management of the contracts and has received no direct payment from, or in relation to, the consultancy work or from the company.

Other legal requirements

Advertising

Section 175ZE of the *Electoral Act 1907* requires government agencies to report expenditure on advertising, market research, polling, direct mail and media advertising. Only total expenditures per category of more than $1800 are reported.

Table 69: Department Expenditure on Advertising Agencies and Media Advertising, 2007–2008

Category	Provider	2007–2008 ($)
Media advertising organisations	Marketforce Media Decisions	
Sub-total		**2 536 225**
Advertising agencies	RARE creativethinking Vinten Browning	
Sub-total		**1 426 408**
Total		**3 962 633**

Source: Corporate Communications and Marketing

Disability Access and Inclusion Plan outcomes

The *Western Australian Disability Services Act 1993* (amended 2004) requires State Government agencies to develop and implement a Disability Access and Inclusion Plan (DAIP) by July 2007, replacing the 1995 Disability Services Plan.

The Department continues to progress towards eliminating barriers for people with disabilities in accessing services and facilities. The Department's *Disability Access and Inclusion Plan 2007–2011*, which articulates directions for a more inclusive teaching and learning system, is available at the Our Policies website.

Achievements in 2007–2008 include:

Outcome 1
People with disabilities have the same opportunities as other people to access the services of, and any events organised by the Department of Education and Training.
- The range of services and programs for students with disabilities has been expanded to support inclusive practices.
- An educational needs model of resource allocation (Schools Plus) has been adopted to ensure targeted students with disabilities have equitable and flexible access to resources.
- The representation of equity and diversity groups across all employment levels in the Department has been increased through the *Employment of People with Disabilities 2001* policy and the *Equity and Diversity Management Plan 2007–2010*.
- The apprenticeship and traineeship system has been restructured to improve pathways into employment for people with disabilities.
- Targeted funding, specific to the needs of people with disabilities, is available through the Competitive Allocation Training (CAT) Access Program.
- Funding to TAFE**WA** colleges to provide support for students with disabilities has been increased through college Delivery and Performance Agreements.
- Pilot models to encourage group training organisations to employ trainees and apprentices with a disability have been completed.

- The Building Diversity Framework, which aims to improve VET outcomes for people with disabilities, has been implemented.
- A pilot project to address the non-educational high support needs of students with a disability in VET is underway.

Outcome 2
People with disabilities have the same opportunities as other people to access the buildings and facilities of the Department of Education and Training.

- A staged capital works program has been implemented to support planning and design of accessible buildings and facilities.

Outcome 3
People with disabilities receive information from the Department of Education and Training in a format that will enable them to access the information as readily as other people are able to access it.

- Access to information including websites and written documentation is improved. All new Web publications are compliant with the Guidelines for State Government Websites and meet Priority One accessibility standards of the World Wide Web Consortium.
- Audio visual material is captioned on request for deaf and hard of hearing teachers and students.

Outcome 4
People with disabilities receive the same level and quality of service from the staff of the Department of Education and Training.

- Auslan sign language interpreters are provided on request.
- Policy and procedures for people with psychiatric disabilities to receive the same level and quality of service are being established.
- Brailled and enlarged text is provided on request.
- Assistive Technology is provided on request.
- Accessibility to websites via screen reading programs is provided.

Outcome 5
People with disabilities have the same opportunities as other people to make complaints to the Department of Education and Training.

- A robust and comprehensive complaints management system is being developed to support the Department's framework for the recording, management and monitoring of complaints and investigations. This strengthens the Department's compliance with the Australian Standard 4269 for the handling of complaints. Information on the complaints management mechanism is accessible to all at the Department's Our Policies website, where a framework of policies on complaints management can be located.
- A Standards and Integrity Directorate has been established to improve the Department's capacity to deal with misconduct. A dedicated Prevention and Education team within the Directorate has been established to provide general and targeted awareness raising, and education and professional learning about the processes surrounding the making of and management of complaints.
- The Equal Opportunity Contact Officer Network has been established to provide support and information for employees.

Outcome 6
People with disabilities have the same opportunities as other people to participate in any public consultation by the Department of Education and Training.

- Staff understanding of disability has been raised through an ongoing disability awareness training strategy.

Recordkeeping plans

Compliance with the *State Records Act 2000*

The proper management of records in government agencies is now an auditable legal requirement which is enunciated in the *State Records Act 2000.*

Sections 12 and 61 of the Act require each government agency to have a record keeping plan (RKP), approved by the State Records Commission, that describes how records are created, maintained, managed and disposed of in accordance with the Commission's Standards and Principles.

The Education and Training Sector RKP applies to over 1100 worksites (including external and multi-campus worksites) and more than 45 000 staff. Details of the Department's compliance with State Records Commission (SRC) requirements are given in Table 70.

Table 70: Compliance with State Records Commission Standard 2 Record Keeping Plan (Principle 6 – Compliance), 2007–2008

SRC requirement	Department compliance
The efficiency and effectiveness of the organisation's record keeping systems are evaluated not less than once every five years.	The new Corporate Information Services (CIS) Section (ex Records Management and Library Services) restructure has been approved and positions are being filled. Staff in CIS have responsibility for best practice information management training, consulting and monitoring RKP compliance across all 1100 worksites.
	Record keeping responsibilities continue to be devolved to business units. Business units are now required to:
	• record all their significant communication, actions and decisions into an approved Department record keeping system.
	The new TRIM Context implemented on 29 May 2008 includes:
	• a master file plan including pre-assigned retention and disposal schedules has been developed to enable staff in central and district education offices to easily create their own files; and
	• a new and simplified security model, based on access control, which is integrated with the Department's HR system.
	More business units, including the Housing and Transport Branch, have adopted Rightfax so that more records are received electronically and registered at point of receipt.
	Business units are encouraged to manage their information electronically and to use Rightfax where it is not possible or practical to scan their hard copy correspondence.
	There were 11 436 files culled and transferred to commercial storage.
	The Retention and Disposal Schedule for school records was revised and approved by the State Records Commission in December 2007.
	Dedicated Records Management Officers have been relocated to the Corporate Executive Services to assist with managing ministerials and the Director General's correspondence.
	Records management operations of ApprentiCentre has been devolved to the business unit.
	The Country High Schools Hostels Authority records have been incorporated into the Department's Retention and Disposal schedule and in November their RKP will be incorporated into the Department's RKP.

SRC requirement	Department compliance
The organisation conducts a record keeping training program.	Records awareness sessions were conducted for: • ETSSC directorates in central office; • District office staff in the Fremantle/Peel district; • School Administration officers in the Goldfields district; and • School Administration officers in the Fremantle/Peel district. There were 73 staff who completed the 'Online Record keeping Awareness and Induction Program'. The Department made the online training program available to TAFE**WA** colleges. Regular TRIM training sessions are conducted for business units in central office and ETSSC. All current TRIM staff will be trained in the new TRIM Context system implemented on 29 May 2008
The efficiency and effectiveness of the record keeping training program are reviewed from time to time.	A training consultant is developing a new online training program for TRIM Context. Record keeping training for all Department staff statewide is a key feature of the new Corporate Information Services section. TRIM Context training materials have been developed and staff training commenced in April 2008. Further online training is also planned to be implemented.
The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's record keeping plan.	Training tools in relation to proper record keeping are all in place for use by school principals when inducting new staff. The Corporate Information Services website is maintained and updated regularly. The *Welcome Manual 2007* for teaching staff provides new teachers with information about their record keeping responsibilities. The online record keeping awareness program is in place and includes a section on employees' record keeping roles and responsibilities. The program has monitoring facilities to measure progress of RKP compliance.

Compliance with public sector standards and ethical codes

Public Sector Standards

Workforce Policy and Coordination has responsibility for managing Breach of Standard claims for the Department. This responsibility was assumed after the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005* came into effect on 1 September 2005.

Table 71: Public Sector Standards Claims, Department of Education and Training, by Status of Claim, 2007–2008

Standard	Recruitment, Selection and Appointment	Grievance Resolution	Transfer	Total
Resolved internally, relief provided	4	-	-	4
Claim withdrawn, no relief provided	3	-	-	3
Breach of Standard Claim	-	1	-	1
Dismissed following formal review	13	-	-	13
Ineligible breach claim	2	-	2	4
Claim lapsed by OPSSC	-	-	-	0
Under investigation	4	-	-	4
Totals	**26**	**1**	**2**	**29**

Source: Workforce Policy and Coordination

Of the 29 claims received in 2007–2008, there was one adverse finding made against the Department in relation to the Grievance Resolution Standard.

The Department ensures compliance with Public Sector Standards by:
- including information about the Standards in relevant human resource management policies;
- providing a consultancy service to staff on Standards related matters;
- raising awareness of the Standards in induction programs;
- notifying all job applicants of their rights and obligations prescribed in the Recruitment, Selection and Appointment Standard; and
- monitoring and reporting allegations of breaches of the Standards.

Complaints and misconduct management

The Department is committed to ensuring high standards of professional conduct and integrity of all staff, with a particular focus on the protection and safety of children and young people within the public school system.

Through the Standards and Integrity Directorate, the Department is responsible for the receipt, recording, assessment and allocation of complaints to relevant business areas for investigation. The Standards and Integrity Directorate manages matters of misconduct for all Department staff, including child protection issues.

In 2007, a Ministerial Directive required all TAFE**WA** colleges to adopt and comply with the new centralised misconduct and complaints management system. This system requires collaboration between the Department and the TAFE**WA** colleges Managing Directors. Significant progress to centralise the colleges' complaints management process has been made and details about the system are available in the policy, *TAFEWA and Centralised Misconduct and Complaints*.

Achievements since the formation of the Standards and Integrity Directorate in early 2007 include:

- The Department's Complaints Management Framework was endorsed after a comprehensive consultation process with key internal and external stakeholder groups. The Framework builds on the research into best practice approaches to complaints management undertaken by Professor Lance Twomey.

- Recruitment for the Directorate is almost complete and some realignment of staff in the Directorate has occurred to ensure the appropriate focus on child protection matters. This has had a major impact on the timeliness of response to and management of complaints.

- All matters within the jurisdiction of the Directorate are actively managed and, where possible, outstanding historical cases have been progressed or closed.

- Compliance with the Corruption and Crime Commission standards for investigation increased to 97 per cent, with 100 per cent as the target for the coming year;

- All discipline investigations are conducted by the Directorate, effectively removing this responsibility from schools and districts so they can focus on the core business of educating children.

- An analysis of business practices has been completed with complaints categorised into the areas of service delivery, misconduct and employee complaints. Processes to ensure that complaints are directed to the business area most appropriate to manage them continue to evolve.

- Consultation and support is provided to other business areas to ensure that misconduct issues are a priority and are clearly represented.

Online complaints management system
The development of the Department's comprehensive online complaints management system for the recording and management of complaints will be completed by September 2008, with implementation to continue into 2009.

The system will provide a range of functionalities such as case management, automated monitoring and tracking, significant intelligence and analysis capability, and will link to numerous other systems within the Department.

Public interest disclosures
The *Public Interest Disclosure Act 2003* facilitates the disclosure of public interest information about wrongdoing committed by employees within the public sector. The Act provides a number of protections, both for the person raising the disclosure and the person about whom a disclosure is made.

The Department is fully committed to its compliance obligations under the Act and now has 22 PID officers designated to receive public interest disclosures — amongst the largest number across the State and local government sectors. Information on the Act is now disseminated to all new staff during induction programs and as part of an ongoing education program to all staff on misconduct and complaints management.

Staff conduct
The review of the Department's *Staff Conduct* policy is ongoing, and the updated policy will incorporate aspects of the new draft Public Sector Conduct Guide (Office of the Public Sector Standards Commissioner).

Parent advocacy and liaison
The Department's dedicated Parent Advocacy and Liaison Officer has formed strong links with the Department's peak parent body, the Western Australian Council of State Schools Organisation. Regular publications and presentations on a range of complaints advocacy issues are accessible to parents, and parent and citizen groups.

Employee screening

Through the national CrimTrac agency, the Department's Screening Unit screened 13 771 applicant employees for employment in the education sector during 2007–2008.

Working with children

The Department is responsible for implementing the *Working with Children (Criminal Record Checking) Act 2004,* which came into effect on 1 January 2006, making it compulsory for people in child-related work to apply for a Working with Children Check. A project officer has been appointed to provide support and advice on the legislation. Work undertaken in 2007–2008 includes the following:

- Protocols are being developed to manage the sharing of information between the Standards and Integrity Directorate and the Working with Children Screening Unit as a way of achieving mutually beneficial outcomes concerning child protection.
- Development of systems and processes throughout implementation of the legislation to help monitor the Department's compliance with the legislation has continued.

Table 72: Complaints Received and Closed by the Standards and Integrity Directorate, 2006–2007/2007–2008

	Received		Closed		% of all complaints	
Category	**2006–2007**	**2007–2008**	**2006–2007**	**2007–2008**	**2006–2007**	**2007–2008**
Discipline [a] [b]	226	343	63	202	89.7	89.8
Child protection	*n/a*	*139*	*n/a*	*85*	*n/a*	*36.4*
Local management	*n/a*	*80*	*n/a*	*33*	*n/a*	*20.9*
Other discipline	*n/a*	*124*	*n/a*	*84*	*n/a*	*32.5*
Equal Employment Opportunity [c]	9	2	0	2	3.6	0.5
Sub-standard performance [d]	3	1	2	3	1.2	0.3
Other	14	36	14	16	5.6	9.4
Totals [e]	**252**	**382**	**79**	**223**	**100**	**100**

(a) Discipline – matters relating to the discipline provisions of the *Public Sector Management Act 1994* are managed by the Standards and Integrity Directorate on behalf of the Director General.
(b) Discipline sub-categories of Child protection and Local management were available for reporting for the first time in 2007–2008.
(c) Equal Employment Opportunity – matters relating to allegations of discrimination raised with the Office of the Equal Opportunity Commissioner are managed by the Standards and Integrity Directorate on behalf of the Director General.
(d) Sub-standard performance – allegations of sub-standard performance by employees are dealt with under the provisions of the *Public Sector Management Act 1994* and are coordinated by the Standards and Integrity Directorate on behalf of the Director General.
(e) Component percentages may not add to 100 because of rounding.

Source: Standards and Integrity

Government policy requirements

Corruption prevention

The Department's commitment to misconduct resistance was strengthened this year with the appointment of four consultants dedicated to the task of misconduct prevention and education. These appointments will enhance the Department's approach to building a corruption resistant culture, along with the development of a corruption prevention strategy which will address systemic as well as targeted corruption risks. The first phase of the strategy will be aimed at developing a common understanding of corruption, identifying corruption risk themes, and developing a prevention plan framework designed to provide a foundation for corruption prevention for the foreseeable future.

In 2007–2008, a range of strategies addressing misconduct have been progressed including the following:

- The Department collaborated with the Corruption and Crime Commission on its Misconduct Resistance Framework to assist with the development of the Department's own integrity management planning process.
- Presentations by the Department on ethical behaviour and codes of conduct were attended by approximately 750 staff.
- Formalised training programs were developed aimed at promoting a common understanding across staff about misconduct, their responsibilities and accountabilities.
- In collaboration with the Department of the Premier and Cabinet, the Department commenced development of a number of professional learning units to deliver its Accountability and Ethical Decision Making Training Program.
- Clear procedures were developed to articulate the Department's response to complaints, and reports about misconduct and dissatisfaction with the delivery of educational services.
- Progress was made in developing a range of publications to assist staff, parents and other customers in relation to the Department's complaint handling procedures.
- Consultancy was provided to the TAFE**WA** sector to support misconduct prevention and education for TAFE**WA** staff.

Substantive equality

The State Government's Substantive Equality policy, launched in 2005, seeks agency commitment and action to attain equitable outcomes for different client groups; in particular, Aboriginal and Torres Strait Islanders, and clients from diverse cultural and linguistic backgrounds. The Department is responsible for ensuring that the policy is reflected appropriately in operational, strategic and Departmental plans. The Department has developed a whole of agency approach which requires the assessment of all existing policies in terms of substantive equality.

As part of the School Accountability Framework, all schools are required to make available to the public a School Report that describes the school's performance. In 2007–2008 the Department has explored systemic racial discrimination and client sensitivity with respect to annual School Reports. The project investigated a stratified sample of metropolitan and regional schools (including primary, secondary, district high and education support schools) which provided useful information on ways the Department can better communicate with its clients. The Metropolitan and Regional and Remote Schools divisions will use the information to ensure Aboriginal and ethnic minority people benefit equally from our services.

The Department has a process in place for determining its focus area for substantive equality in 2008–2009. In consultation with the Equal Opportunity Commission and following completion of a report on the Department's 2007–2008 focus area, the selection of the next focus area will be finalised.

Sustainability

In line with the Sustainability Action Plan and consistent with the Director General's *Classroom First Strategy*, the Department has continued the ongoing development and expansion of the Australian Sustainable Schools Initiative in Western Australia (AuSSI-WA) — part of the national Australian Sustainable Schools Initiative (AuSSI).

The Initiative (jointly funded by the Commonwealth Department of the Environment, Water, Heritage and the Arts and the Department) supports the development of teachers' and students' knowledge, skills, understandings and values in the area of sustainability, with the goal of embedding sustainability within the culture of Western Australian school communities. One hundred and forty-seven schools (including 115 public schools) are currently participating in the initiative, with a further 100 schools scheduled to be participating by the end of 2008.

In Western Australia, schools are provided with a whole-school planning framework that supports the use of sustainability as a key context for teaching and action-based learning, consistent with the Curriculum Framework and K–10 Syllabuses. The planning framework also connects existing school-based programs and resources such as Waterwise Schools, Waste Wise, Ribbons of Blue and Solar Schools. Broad-based 'sustainability action plans' that typically address issues relating to water and energy consumption, waste reduction, biodiversity, social justice and student wellbeing are developed by schools through this process.

The national Australian Sustainable Schools Initiative supports the implementation of the 2005 National Environmental Education Statement, *Educating for a Sustainable Future*, and the AuSSI-WA website provides information from a Western Australian perspective.

Under the Solar Schools Program, the Department continues to work with the Sustainable Energy Development Organisation to install banks of photovoltaic solar cells at public schools to reduce their reliance on electricity generated from non-renewable sources. To date, 131 schools have been successful in their applications for this technology linked to schools' respective learning and teaching programs. The expansion of the program will see over 350 of the State's schools using some renewable energy by 2010.

The Department supports the work of Perth Zoo, Department of Environment and Conservation (Ribbons of Blue Program) and Scitech by providing officers to work with programs that specifically deliver education outcomes for schools in the area of 'education for sustainability'.

The Waterwise Schools Program, conducted by the Water Corporation in association with Department, has proved highly successful in educating primary and secondary students in the basics of water conservation and a range of other water-related topics, including the importance of water to health and the environment. There are now 368 recognised Waterwise Schools, 262 of these public schools, working toward recognition.

Utilities management

The Department operates a utilities management program in public schools that provides devolved funding ($37.8 million in 2007–2008) to meet the cost of each school's electricity, water, gas and rubbish removal.

The program encourages schools to reduce consumption to achieve financial savings and, more importantly, to develop positive attitudes among students regarding the use of renewable and recyclable resources, and the conservation of the environment.

Consumption is monitored centrally and adjustments are made annually to funding baselines to take account of changes in schools' circumstances. As energy costs are substantial, the Utilman system monitors consumption at each site. Data are downloaded monthly from the systems of Western Power and other suppliers.

Facilities operations

The Department has responsibility for cleaning and gardening, and associated training; strategic maintenance; and environmental health in public schools.

Sustainability is a focus of the Department's facilities operations, with research into new technologies, methods and behaviours that promote more sustainable school communities. Advice is provided to schools on the viability of sustainability initiatives and their cost effectiveness.

Current projects include the following:

Bore licensing.
The need for individual schools with bores to have them licensed and pay the associated fees has led to a program to place all bore assets under the Department's name. This program will result in significant annual savings for the Department.

Gardener training on water sustainability
The need for a training program on water use in schools, linked to the management of the allocated water allowance, is being investigated. This has the potential for significant savings in utility costs. Also under investigation is the planned use of fertiliser and wetting agents, and the need to introduce water meters for all school bores.

Because of severe water shortages in the area, waterless urinals have been introduced in schools in the Ellenbrook area (located on the Gnangara Mound). The project, which used chemical cubes to convert existing urinals at 26 schools, will save 10 to 20 megalitres of water annually.

Energy use in schools
A grant of $50 000 from the Sustainable Energy Development Office will be used to investigate energy use practices in schools, by using energy audits and focusing on sustainable design techniques currently being developed for new schools. The project will also examine new technology and its use in future design, as well as allowing for retro-fitting of energy saving fittings for older schools.

Pesticides management
Pesticides usage in schools is being reviewed with the purpose of developing a strategic management approach, in line with the State Sustainability Strategy. This should facilitate better management of school ovals and grounds; reducing impact on the environment, particularly in water catchments or sensitive areas; and achieve cost savings.

Occupational safety and health

The Department is committed to providing and promoting a workplace that is safe and healthy and in which hazards are minimised and controlled. The Department has an *Occupational Safety and Health* policy and an *Injury Management and Workers' Compensation* policy, which outline the roles and responsibilities of line managers, including the requirement to identify and manage hazards and risks in the workplace.

The Department is committed to ensuring school administrators are aware of their responsibilities for managing occupational safety and health and, through the Employee Support Bureau, coordinated a two-day course which was offered in metropolitan and country districts. During 2007–2008, 71 school administrators attended this training.

In November 2007, Employee Support Bureau staff attended a two-day National Forum on Occupational Safety and Health and Injury Management with representatives from other state and territory education departments. The forums are conducted biannually and have been established for the purpose of sharing and reporting on major aspects of occupational safety and health information that is of interest and common across state education sectors.

The Department consults with a wide range of key stakeholders in the development of polices and guidelines related to occupational safety and health, workers' compensation and injury management.

To ensure that there is a formal method of consultation on occupational safety and health issues between management and staff in the workplace, the Department encourages all worksites to establish safety and health committees and have trained safety and health representatives.

Following consultation with key stakeholders and quarterly meetings of the TAFE**WA** Occupational Safety and Health Network Group, an occupational safety and health manual was developed for the TAFE**WA** colleges, the Curriculum Council and the Department of Education Services.

Workers' compensation

The coordination of the management of workers' compensation claims and injury management programs for all Department employees is conducted by the Employee Support Bureau. This service now includes the TAFE**WA** colleges, the Department of Education Services and the Curriculum Council.

The Employee Support Bureau established a Memorandum of Understanding between the Department and RiskCover that formally sets out the roles and responsibilities of both parties, and agreed partnership processes in managing workers' compensation and injury management. Regular claims review meetings between RiskCover and the Employee Support Bureau are in place to ensure that best practice strategies in the management of workers' compensation claims are implemented.

The Department's *Injury Management and Workers' Compensation* policy was updated to ensure compliance with changes to the *Workers' Compensation and Injury Management Act 1981*. Consultation on the changes to the Department's injury management system was conducted with internal and external stakeholders including the unions, professional associations and RiskCover. All senior and line managers were formally advised on the impact of the legislative changes, and on the requirement for managers to ensure that, where injured employees could not return to their normal duties or hours of work, written return-to-work programs were developed in consultation with key parties.

In 2007–2008, the number of workers' compensation claims totalled 1385 compared with 1300 in 2006–2007.

Claims for mental stress rose from 119 in 2006–2007 to 140 in 2007–2008 and claims for body stressing rose by 41 claims in 2007-2008.

In 2007-2008, the number of claims lodged by school officers and registrars was 138, up from 81 last year. Claims lodged by secondary teachers also rose; 313 this year compared with 274 last year.

Table 73: Occupational Safety and Health Performance Indicators, 2007–2008 [a]

Indicator	Statistics
Number of fatalities	0
Lost time injury/diseases (LTI/D) incident rate [b]	1.8
Lost time injury severity rate [c]	15.2

(a) This is the first year that occupational, health and safety data has been reported in this form.

(b) The lost time injuries/diseases incidence rate is the number of lost time/injuries/diseases, where one day/shift or more was lost in this financial year per 100 employees, i.e. the number of incidents resulting in lost time per 100 employees.

(c) The severity rate is the number of severe injuries (actual or estimated 60 days/shifts or more lost from work) divided by the number of lost time injuries multiplied by 100, i.e. the percentage of incidents resulting in lost time that were classified as severe.

Source: RiskCover

Occupational safety and health training

In 2007–2008, 138 employees who are required to drive vehicles in remote locations were provided with training in defensive four wheel driving and recovery. The two-day course focused on defensive driving techniques that emphasise low risk and hazard management strategies as they apply to everyday driving, off road driving and four wheel drive recovery techniques.

During the year, 78 newly elected safety and health representatives undertook a five-day WorkSafe accredited training course. A further 33 safety and health representatives who had been a representative for at least two years attended a two-day refresher training course.

Manual handling training was provided to 257 school based employees, most of whom were education assistants working with students with special needs.

During 2007–2008, mediation training was provided to 154 line managers to assist them in dealing with conflict in the workplace. This training was backed up by mentoring services through the contracted training provider.

Regional science technicians visited district high schools to train laboratory staff. This included training in safe working practices, and advising schools on the safe handling, storage and disposal of hazardous substances.

Appendixes

1. Support for other educational institutions and non‑government organisations

This function involves payments by way of grants to certain national organisations (including the Ministerial Council on Education, Employment, Training and Youth Affairs) and Western Australian organisations that support or provide education or training services.

The total expenditure for 2007–2008 was $33.1 million, compared with $30.5 million in 2006–2007.

Table 74: Department of Education and Training Grants to Educational Institutions and Private Organisations, 2006–2007/2007–2008

Organisation	2006–2007 ($'000)	2007–2008 ($'000)
ABMUSIC (Aboriginal Corporation)	420	475
AFL Sportsready Ltd	171	126
Albany Worklink	449	535
Apprenticeships Australia Pty Ltd	-	176
Association for the Blind	381	-
Association of Independent Schools	185	143
Australian Red Cross	247	-
Autism Association of Western Australia	420	-
Automotive Training Australia (WA) Inc.	125	128
Balga Job Link Inc.	-	465
BJL Connecting Communities	1 063	603
Bloodwood Tree Association Inc.	191	211
Blueearth Institute	100	103
Bridging the Gap Inc.	196	251
Building and Construction Industry Training Council	125	128
CCI Training Services Pty Ltd	239	-
Central Area Regional Training Scheme Inc.	763	242
Centrecare Incorporated	126	128
Cerebral Palsy Association of WA	753	438
Chamber of Commerce and Industry	115	156
Clontarf Foundation	1 100	1 227
Community Services, Health & Education Industry Training Advisory Body Inc.	-	128
Community Solutions Inc.	341	363
Curriculum Corporation	220	-
Curtin University of Technology	162	337
Directions	196	763
Down Syndrome Association of WA Inc.	-	110
Early Childhood Intervention Australia	-	296
Edith Cowan University	215	251
education.au Limited	164	166
Electrical Group Training Ltd	409	539
Esperance Group Training Scheme Inc.	470	-
Extra Edge Services Inc.	730	724
Finance Property and Business Services Industry Training Council Inc.	150	128
Forest Heritage Centre Inc.	300	589
Fremantle Children's Literature Centre Inc.	155	161
Fremantle Multicultural Centre	132	113
Government Schools Leadership Centre	515	612
Great Southern Group Training Inc.	170	168
Group Training South West T/As The Apprentice & Traineeship Co.	587	611
Health Training Australia (Inc.)	-	181
Hospitality and Tourism Industry Training Council Inc.	137	128
Hospitality Group Training (WA) Inc.	239	237
Housing Industry Association (HIA)	-	233
Independent Living Centre of WA (Inc.)	-	106
Italo - Australian Welfare and Cultural Centre	921	905

Organisation	2006–2007 ($'000)	2007–2008 ($'000)
Joblink Enterprises Inc.	170	179
Joblink Midwest Inc.	384	404
Jobs South West	432	471
Karrayili Adult Education Centre	610	490
Kimberley Group Training	564	603
Kimberley Personnel Incorporated	103	-
Kuljak Aboriginal Employment Centre	110	-
Learning Centre Link	108	112
Light Manufacturing Industry Training Council	135	128
Marr Mooditj Foundation Inc.	258	431
Meerilinga Young Children's Services Inc.	140	140
Metals Manufacturing And Services Industry Training Council Inc.	125	135
Midland Joblink Inc.	679	797
Ministerial Council on Education, Employment Training and Youth Affairs	1 018	1 847
Motor Industry Training Association Of WA (Inc.)	299	324
Multicultural Services Centre of Western Australia Inc.	-	125
Newman Employment Task Force Inc.	115	120
Ngaanyatjarra Council (Aboriginal Corporation)	-	395
Ngaanyatjarra Community College	305	-
Outcare Incorporated	137	209
Parkerville Children and Youth Care Inc.	192	198
Plumbing And Painting Training Company T/A MPA Skills	173	236
Process Manufacturing Industry Training Council of WA Inc.	125	128
School Sport WA Inc.	306	316
School Volunteer Program	279	-
Skill Hire Pty Ltd	338	-
Small Business Centre Bunbury Wellington	-	160
Small Business Centre Stirling	127	144
South East Metropolitan Youth Action	108	114
South Metropolitan Youth Link	1 611	1 848
Telethon Speech & Hearing	232	337
The Apprentice And Traineeship Company	287	304
The Churches' Commission On Education Inc	724	748
The Community Development Foundation	-	256
The Dyslexia-Speld Foundation WA (Inc.)	149	154
The Graham Polly Farmer Foundation Inc.	108	108
The School Volunteer Program Inc.	-	288
The Smith Family	155	199
The University of Notre Dame	-	276
The West Australian Group Training Scheme Inc.	246	327
Therapy Focus Inc.	-	314
Transport and Storage Industry Training Council	125	135
University Of Western Australia	894	591
WA Council Of State School Organisations	218	268
WA Disabled Sports Association	112	191
WA Foundation for Deaf Children Inc.	-	129
WA Information, Electrotechnology and Utilities Industry Training Council	125	128
WA Primary Industries Training Council (Inc.)	171	183
WA Primary Principals Association	244	-
WA Telecentre Kununurra Inc.	-	139
Western Australian Food and Beverage Industry	125	128
Western Australian School Canteen Association	168	299
Wholesale, Retail and Personal Services Industry Training Council Of WA	125	128
Workplace Services	121	-
Youth Focus	100	100

(a) Only grants/subsidies of $100 000 or more are listed.
(b) Excludes payments made under service delivery agreements to TAFE**WA** colleges and other Registered Training Organisations, which are not considered to be 'grants' for the purposes of Appendix 1.

Source: Corporate and Management Accounting

2. Publications 2007–2008

A guide to continuous improvement of assessment
A guide to university options for TAFE**WA** graduates
Adult community education
Adult Learners' Week 2007
An even start national tuition program
ANZAC Student Tour 2009
ApprentiCentre

Beyond the resources boom

Career Choices Expo 2008
Career Development Centre
Changes to the leaving age
Classroom First
Community services program
Competency framework for teachers
Counting on you: a guide to helping your child with maths
Country High Schools Hostel Authority: Annual report 2006–2007

Department of Education and Training: Annual report
Designing assessment tools to ensure quality outcomes
Disability discrimination legislation: What it means for vocational education and training

Early childhood education
Education workforce initiatives: Shaping the education and training workforce of tomorrow
Employment Directions Network

First Click
Focus 2008
Follow the Dream guidelines

Gifted and talented education
Guidelines for assessment in vocational education and training in WA
Healthy food and drink choices in schools
How to inspire our digital natives
Interactive games
ITAS 2008: Indigenous tutorial scheme

John Curtin College of the Arts

K–10 syllabus and resources
Keeping our schools safe
Kindergarten and pre-primary enrolments 2008

Languages in senior school and beyond
Looking for a change

Managing student behaviour
Marketing your school toolkit

National Assessment Program in Literacy and Numeracy
New graduate welcome manual 2008

Opus 2007
Opus 2008
Overcoming I'm too busy: An audit of small business training in WA

Parent reading handbook 2007
Participation coordinators
Physical activity
Plan for public schools 2008–2011
Premier's Reading School of the Year 2007
Premier's Summer Reading Challenge 2007–2008
Premier's Teacher of the Year 2007
Professional Learning Institute
Prosecution for non-attendance: A support package for district education offices

Recognition of prior learning
Rotary Principal of the Year 2007

School accountability
School of Instrumental Music
Schools and you
Second Click
Skills recognition
Small business smart business
Specialist Programs
Staff conduct and integrity
State Training Profile
Strategic plan 2006–2007

TAFE**WA** admissions report 2007
TAFE**WA** courses and careers guide 2009
TAFE**WA** full-time studies guide 2008
TAFE**WA** pathways to university 2008
Teaching WA
The climate change project: Taking action in a global challenge

WA Training Awards 2007
WA Training Awards 2008
Welcome to country and acknowledgement of traditional ownership
WorldSkills 2007

Young Originals 2008

3. Acronyms and glossary of terms

ABS	Australian Bureau of Statistics
ACE	Adult community education
Accreditation	Process by which specific courses are approved by State and Territory training authorities to ensure they meet specified quality requirements.
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework: The quality assurance and recognition arrangements underpinning the National Training Framework. The main elements include nationally-recognised competency standards, qualifications and training organisations.
Articulation	Formal linkages between different levels of qualifications. Articulation arrangements allow for horizontal and vertical movement between courses and training programs.
AUSLAN	Australian sign language
CAT	Competitive allocation of training
COAG	Council of Australian Governments
Competency standard	Reflects knowledge and skills and their application to the standard of performance required in employment.
Completion	Fulfilment of all of the requirements of a course or module enrolment
Credit	Progress toward a qualification granted to an individual on the basis of achievement of relevant competencies or learning outcomes. Credit can be based on prior agreement between organisations about the credit value of specific courses and programs.
DET	Department of Education and Training (Western Australia)
ESD	English as a second dialect
ESL	English as a second language
ETI	Education and Training International
ETSSC	Education and Training Shared Services Centre
Fee-for-service activity	Activity funded by fees received from individuals and organisations, other than regular student fees, including Commonwealth and State-specific funded programs (such as labour market programs and Adult Migrant English Services).
FTE	Full-time equivalent
HR	Human resources
ICT	Information and communications technologies
K	Kindergarten
KPI	Key performance indicator
Load pass rate	Ratio of students who pass assessment in an assessable module or Unit of Competency to all students who pass, fail or withdraw. The calculation is based on the nominal hours supervised for each assessable module or Unit of Competency.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MLCR	Module load completion rate
Module	Unit of training in which a student can enrol and be assessed.
Module completer	Student who completes at least one module in a vocational program of study successfully.
MSE9	Monitoring Standards in Education assessment program for Year 9 students.
National Skills Framework	The National Skills Framework comprises the Australian Quality Training Framework and Training Packages. Identifies the main components of the VET system at the national level, the relationships between those components and the quality assurance and recognition arrangements that enable individuals to gain national recognition.
NCVER	National Centre for Vocational Education Research
OPSSC	Office of the Public Sector Standards Commissioner
P	Pre-primary
Participation rate	Number of full-time students of a particular age, expressed as a proportion of the estimated resident population of the same age at June.
Registration	Formal process of assuring the quality of a training provider.
RPL	Recognition of Prior Learning: acknowledges competencies acquired through training, work or life experiences that may be used to grant status or credit in a subject or module.
RTO	Registered training organisation

SAL	School Apprenticeship Link
SAW scope	SAW Scope delivery is all VET delivered through the Department under the terms of the Skilling Australia's Workforce (SAW) Agreement. It includes TAFE**WA** college activity funded by the Department; VET enrolment activity of the WA Academy of Performing Arts (Edith Cowan University) and Curtin VTEC; private providers' enrolment activity funded by the Department; VET in Schools delivered through Profile funding in TAFE**WA** colleges; and VET activities of Canning and Tuart senior colleges. It does not include VET in Schools which is not delivered through Profile funding, VET delivered on a fee-for service basis, VET delivered to overseas full-fee-paying students, or VET delivered under Commonwealth programs outside the SAW agreement. SAW Scope delivery is measured on an end-of-study basis.
SCH	Student curriculum hour
SES	Socioeconomic status
SIDE	Schools of Isolated and Distance Education
SOTA	School of the Air
SSTUWA	State School Teachers' Union of Western Australia
TAFE	Technical and further education
TAFE**WA**	Technical and further education in Western Australia
TDC	Teacher Development Centre
TI	Treasurer's Instruction
Training contract	Contractual agreement between an employer and employee (apprentice or trainee) specifying the competencies to be developed over the period of the contract and the rights and obligations of each party.
Training Package	Set of national training resources, consisting of national competency standards, assessment guidelines and national qualifications. These components are endorsed by the National Training Framework Committee. A package can also include non-endorsed components: assessment materials, learning strategies and professional development materials.
Training provider	Individual or organisation in the private or public sectors registered with a State training authority to deliver training courses.
VET	Vocational education and training
VTEC	Vocational training and education centre
WACE	Western Australian Certificate of Education
WACoA	Western Australian College of Agriculture
WALNA	Western Australian Literacy and Numeracy Assessment

4. Contacting the Department of Education and Training

School education

Metropolitan

Central office
151 Royal Street, East Perth WA 6004
Tel: 9264 4111
Fax: 9264 5005
Email: websupport@det.wa.edu.au
Web: www.det.wa.edu.au/

Canning
Ground Floor, Mason Bird Building, 303 Sevenoaks Street, Cannington WA 6107 (PO Box 592, Cannington WA 6987)
Tel: 9311 0500
Fax: 9258 9602
Email: cannington.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/cannington/

Fremantle-Peel
184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162)
Tel: 9336 9563
Fax: 9430 8028

24 Sutton Street, Mandurah WA 6210 (PO Box 1050, Mandurah WA 6210)
Tel: 9550 2555
Fax: 9550 2500
Email: fremantle.deo@det.wa.edu.au; peel.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/fremantle

Swan
18 Blackboy Way, Beechboro WA 6063 (PO Box 95, Beechboro WA 6063)
Tel: 9442 6666
Fax: 9442 6600
Email: swan.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/swan

West Coast
110 Shenton Avenue, Joondalup WA 6027 (PO Box 741, Joondalup WA 6919)
Tel: 9406 7300
Fax: 9406 7311
Email: joondalup.deo@det.wa.edu.au
Web: http://westcoastdeo.det.wa.edu.au/

Rural and remote

Albany
85 Serpentine Road, Albany WA 6330
Tel: 9841 0333
Fax: 9841 7542
Email: albany.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/albany/

Bunbury
5th Floor, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230
Tel: 9791 0300
Fax 9791 2228
Email: bunbury.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/bunbury/

Esperance
86 Windich Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450)
Tel: 9071 9100
Fax: 9071 2796
Email: esperance.deo@det.wa.edu.au
Web: www.det.wa.edu.au/education/deo/esperance

Goldfields   Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6430)
                                    Tel: 9093 5600
                                    Fax: 9093 5656
                                    Email: goldfields.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/Goldfields/

Kimberley   10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725)
                                    Tel: 9193 6488
                                    Fax: 9193 6718
                                    Email: kimberley.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/kimberley/

Midlands   McIver House, 297 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401)
                                    Tel: 9622 0200
                                    Fax: 9622 3996
                                    Email: midlands.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/midlands/

Mid West   Level 2, SGIO Building, 45 Cathedral Avenue, Geraldton WA 6530 (PO Box 63, Geraldton WA 6530)
                                    Tel: 9956 1600
                                    Fax: 9964 1391
                                    Email: midwest.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/MidWest/

Narrogin   Homer Street, Narrogin WA 6312 (PO Box 535, Narrogin WA 6312)
                                    Tel: 9881 0000
                                    Fax: 9881 3178
                                    Email: narrogin.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/narrogin/

Pilbara   Corner of Searipple and Welcome Roads, Karratha WA 6714 (PO Box 384, Karratha WA 6714)
                                    Tel: 9185 0111
                                    Fax: 9185 0137
                                    Email: pilbara.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/pilbara/

Warren-Blackwood   49 Rose Street, Manjimup WA 6258
                                    Tel: 9771 7100
                                    Fax: 9771 2474
                                    Email: warrenblackwood.deo@det.wa.edu.au
                                    Web: www.det.wa.edu.au/education/deo/warrenblackwood/

Vocational education and training

Central office   151 Royal Street, East Perth WA 6004
                                    Tel: 9264 4111
                                    Fax: 9264 4388
                                    Email: websupport@det.wa.edu.au/
                                    Web: www.det.wa.edu.au/

Career Development Centre   Level 2, City Central Building
                                    166 Murray Street Mall
                                    Perth WA 6000
                                    Tel: 9224 6500
                                    TTY: 9225 7831
                                    Freecall:1800 999 167
                                    Fax: 9421 1391
                                    Email: career.developmentcentre@det.wa.edu.au
                                    Web: www.det.wa.edu.au/training/cdc/

Education and Training International	Level 2, Hyatt Centre 123 Adelaide Terrace, East Perth WA 6004 Tel: 9218 2100 Fax: 9218 2160 Email: study.eti@det.wa.edu.au Web: www.eti.wa.edu.au/
Overseas Qualifications Unit	Level 2, City Central Building 166 Murray Street Mall Perth WA 6000 Tel: 9224 6566 Fax: 9224 6580 Email: oqu@det.wa.edu.au Web: www.det.wa.edu.au/training/oqu/
TAFE**WA** Admissions	Level 2, City Central Building 166 Murray Street Mall Perth WA 6000 Tel: 9224 6560 Fax: 9224 6548
WestOne Services	1 Prospect Place, West Perth WA 6005 Tel: 9229 5200 Fax: 9227 8393 Email: contact.us@westone.wa.gov.au Web: www.westone.wa.gov.au/

Corporate

Corporate Communications and Marketing	Level 2, 151 Royal Street, East Perth WA 6004 Tel: 9264 4990 Fax: 9264 4896
Education and Training Shared Services Centre	Level 6, 8–14 Bennett Street, East Perth WA 6004 Tel: 9264 8660 Fax: 9268 8465

5.   Contacting TAFEWA Colleges

Metropolitan	
Central TAFE	Tel: 1300 300 822 Email: enquiry@central.wa.edu.au Web: www.centraltafe.wa.edu.au
Challenger TAFE	Tel: 9239 8189 Tel: 1800 001 001 (freecall STD) Email: info@challengertafe.wa.edu.au Web: www.challengertafe.wa.edu.au
Swan TAFE	Tel: 9267 7500 Email: info.centre@swantafe.wa.edu.au Web: www.swantafe.wa.edu.au
West Coast TAFE	Tel: 1300 134 881 Email: getitright@westcoasttafe.edu.wa.adu Web: www.westcoasttafe.wa.edu.au
WA Academy of Performing Arts	Tel: 9370 6594 Email: waapa@ecu.edu.au Web: www.waapa.ecu.edu.au

Regional	
Central West TAFE	Tel: 1800 672 700 Tel: 9956 2700 (Geraldton) Tel: 9941 0100 (Carnarvon) Tel: 9949 2624 (Exmouth) Email: tafe@centralwest.wa.edu.au Web: www.centralwest.wa.edu.au
Curtin Vocational Training and Education Centre (VTEC)	Tel: 9088 6741 (Kalgoorlie) Tel: 9071 9570 (Esperance) Email: enquiries@kalg.curtin.au Web: www.kalg.curtin.edu.au
C. Y. O'Connor College of TAFE	Tel: 1800 627 256 Email: info@cyoctafe.wa.edu.au Web: www.cyoctafe.wa.edu.au
Great Southern TAFE	Tel: 1800 675 781 Email: info@gstafe.wa.edu.au Web: www.gstafe.wa.edu.au
Kimberley TAFE	Tel: 9168 0877 Email: info@kimtafe.wa.edu.au Web: www.kimberley.tafe.wa.edu.au
Pilbara TAFE	Tel: 9159 6700 Tel: 1300 304 244 (freecall STD) Email: info@pilbaratafe.wa.edu.au Web: www.pilbaratafe.wa.edu.au
South West Regional College of TAFE	Tel: 9780 7070 Tel: 1800 621 445 (freecall STD) Email: courseinfo@bunbury.training.wa.gov.au Web: www.swrc.wa.edu.au