



Department of
Education and Training

Annual Report 2008–09

Department of Education and Training





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Department of Education and Training

Annual Report

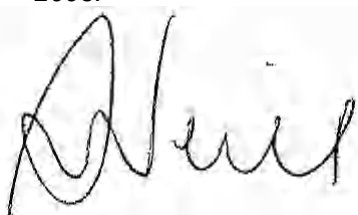
2008–09

Statement of compliance

Hon Dr Elizabeth Constable MLA
Minister for Education
19th Floor, Governor Stirling Tower
197 St Georges Terrace
PERTH WA 6000

In accordance with section 63 of the *Financial Management Act 2006*, I hereby submit for your information and presentation to Parliament the annual report of the Department of Education and Training for the financial year ended 30 June 2009.

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

A handwritten signature in black ink, appearing to read 'Sharyn O'Neill', is positioned above the printed name and title.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

9 SEPTEMBER 2009

From the Director General

This year has seen major reforms at both State and national levels focused on raising the standards, quality and provision of education and training across Western Australia.

Commitments to education and training

Shortly into this financial year a State election was called and, in October 2008, the Liberal/National Government took office. The new Government brought with it a commitment in education to literacy and numeracy, student behaviour, capital works and early childhood. In training there was a commitment to develop a strong training system able to meet the demands of changing economic conditions.



In December 2008 teachers accepted the Western Australian Government's \$1 billion pay deal which ensured they continued to be among the highest paid in Australia. Shortly after, I was pleased to start the 2009 school year with only two teacher vacancies across the State. The new pay deal, changed economic conditions and the suite of short and medium term workforce initiatives introduced by the Department over the past 18 months contributed to this great result.

While we have been very successful in staffing our schools in 2009, we cannot afford to be complacent. All our projections show that we will be facing ongoing teacher shortages over the next decade.

In May 2009 TAFE lecturers accepted the Western Australian Government's \$168 million Enterprise Bargaining Agreement, benefiting 3200 lecturers in 10 TAFEWA colleges across the State. In an Australian first, this agreement included the option of arrangements for flexible hours.

The capital works program will see a record \$1.1 billion spent on education and training in Western Australia over the new financial year, with a comprehensive asset improvement program in schools and TAFEWA colleges. The program will see 14 new schools built over six years and an expanded four year capital improvements program. We also started implementing the Australian Government's capital works programs across all our schools.

Driving the directions of Classroom First

Throughout the year I continued to drive the directions set in Classroom First to make every school a good school, every teacher an effective teacher and every student a successful student.

Literacy and numeracy continued to be a key priority with the need to do more to lift the performance of individual students who fail to reach minimum standards. For the first time, common tests were administered to students in Years 3, 5, 7 and 9 across the nation and provided a basis for comparison of student performance. Results showed about 90 per cent of Western Australian students in Years 3, 5, 7 and 9 were at or above the national minimum standard.

During the year we renewed our emphasis on the explicit teaching of grammar, spelling and punctuation, and provided additional resources for teachers including simplified syllabuses and sample lessons. We continued work to select a tool, to be implemented from 2010, that will inform teachers of the literacy and numeracy capabilities of students when they start school. We will release a five year plan to improve literacy and numeracy achievements of our students early in the new financial year.

We also reviewed the Department's curriculum policy and, as a result, from 2010 the process of reporting to parents will be simplified as teachers will no longer have to use 'levels' to assess student achievement.

Our response to critical incidents in schools was strengthened during the year. We revised policies and procedures, provided more guidance and support to schools, and strengthened our relationship with WA Police.

During the year the Western Australian Government announced an expert review of curriculum, assessment and reporting policies and procedures in all Western Australian schools. I welcomed this review, which will also consider the impact on Western Australian schools of the new national curriculum, to ensure our schools and teachers are well supported to implement curriculum changes.

We continued to develop strategies and programs to improve the management of student behaviour in our schools. This included a broad range of new early intervention and prevention programs as well as an expansion of behaviour centres.

In response to the Western Australian Government's commitment to early childhood, a new Office of Early Childhood Development and Learning was set up. This office started driving reforms in this area and coordinating all programs, policies and services for young children up to eight years old.

Considerable work was done in 2008 in relation to the national reform agenda which aims to lift Australia's productivity through education and training. This culminated in December 2008 with the signing of partnerships on early childhood education, low socioeconomic status school communities, literacy and numeracy, and improving teacher quality. These partnerships will improve outcomes for schooling in Western Australia.

Training for the future skills needs of Western Australia

As a result of changed economic conditions, the demand for training increased at the same time as the capacity of employers to take on apprentices and trainees decreased. We provided a great deal of support and assistance to employees and employers throughout this period of adjustment.

In May 2009, the Western Australian Government released *Training WA: Planning for the future 2009–2018*, a blueprint for training over the next decade, and invested an additional \$47.4 million for immediate and short term initiatives to counter the changing economic situation. The directions and strategies in *Training WA* aim to increase the State's long term productivity and ensure the skills needs of industries and communities continue to be met.

Amendments to the *Vocational Education and Training Act 1996* came into effect in June 2009 and provided a framework for greater flexibility and a more contemporary training system. The changes built on major reforms to training we had implemented over the last three years.

For 2009 we established an open market in apprenticeship training, enabling the level of competitively allocated training to increase significantly. An overall increase from 27 per cent to 50 per cent in competitively allocated funding is planned over the next four years. We also set up a new Aboriginal School Based Training Program to give Aboriginal secondary students more options and opportunities to progress to an apprenticeship or traineeship, and gain secure and meaningful employment.

New national agreements were put in place from 2009 affirming the commitment of all governments to work in partnership with business and industry to develop the skills of Australians. We began implementing agreements for youth attainment and transitions, productivity places, retrenched workers and TAFE fee waivers for childcare qualifications.

Conclusion

Enormous changes have taken place this year, shaped considerably by the changing global economic landscape and by the reforms of the new Western Australian Government and those agreed to across Australia in education and training.

I would like to acknowledge the many people who contributed to education and training over the last year and helped set the directions for the future. I would particularly like to thank staff for their ongoing commitment and dedication.

SHARYN O'NEILL

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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.

Changes to legislation affecting the school leaving age meant that 2008 was the first year that all young people in Western Australia were required to 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 delivered public schooling and vocational education and training services (VET) through the operation of 772 public schools and funding to 10 TAFEWA colleges and some 210 private registered training organisations (RTOs) for training delivery.

The education and training portfolio accounted for 26 per cent of the forecast \$18.0 billion State Government expenses for the 2008–09 financial year (compared with 24 per cent for health and 11 per cent for public order and safety). The total cost of the Department's provision of education and training services was \$3.8 billion. Employing some 32 500 full-time equivalent staff (excluding TAFEWA 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 VET, administered by the Department, provides opportunities for people to access training to develop education and work-related knowledge and skills to maximise their potential, while addressing the training and employment needs of industry and the community.

School education

The Department provided high quality education to some 257 000 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 2009, there were 508 public primary schools with 156 052 students; 26 remote community schools with 1663 students; 88 high and senior high schools with 70 375 students; 62 district high schools with 19 513 students; and 68 education support and language development facilities with 3729 students.

There were nine senior colleges and senior campuses with 4431 students, five campuses of the Western Australian College of Agriculture (WACoA) with 491 students, five Schools of the Air (SOTAs) with 235 students and the Schools of Isolated and Distance Education (SIDE) with 411 students.

There were 21 737 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 stable over the past five years and was 90.2 per cent in 2008.

In May 2008, the literacy and numeracy performance of Years 3, 5, 7 and 9 students was assessed for the first time using common national tests through the National Assessment Program – Literacy and Numeracy (NAPLAN). The results for public school students showed that, for all year groups, in all the content areas assessed, the performance of Aboriginal students, unlike that of non-Aboriginal students, declined with relative isolation (geolocation).



The Secondary Graduation rate has remained stable with the rate for girls higher than the rate for boys.

In 2008, the apparent retention rate to Year 12 increased to 65.6 per cent after a decrease in 2007. Prior to 2007, the rate had shown a slight upward trend. The apparent retention rate for Aboriginal students showed a marked increase in 2008.

The average attendance rate in the primary years (Years 1–7) for Aboriginal students was 80.7 per cent compared with 93.6 per cent for non-Aboriginal students. In the lower secondary years (Years 8–10) the average attendance rate was 69.0 per cent compared with 89.6 per cent for non-Aboriginal students.

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

In February 2009, the Director General launched a simplified assessment process for all teachers, announcing that, from 2010, teachers will no longer be required to refer to the *Outcomes and Standards Framework* nor levels to allocate grades A - E across Years 1–10.

In 2008, the Department developed and trialled an online resource to assist teachers of students in Years 1–10 to make judgements of student achievement.

The Online Curriculum Services Project has been made available to 320 schools and it provided access to a range of online activities and resources to more than 1600 teachers and almost 48 000 students.

The Teacher Development Centre (TDC) project continued to provide support for staff in secondary schools in the implementation of Curriculum Council senior secondary courses.

In 2008, \$25.8 million was allocated to programs to improve the achievement of students 'at risk' of not achieving successful outcomes in literacy and numeracy and to support the *National Literacy and Numeracy Plan*.

The Getting it Right Strategy funded 347 specialist literacy and numeracy teachers to work in 289 primary and district high schools, and 44 specialist teachers in 42 secondary schools.

There were 7145 students with identified disabilities enrolled in local primary schools, local secondary schools, and education support schools and centres, who attracted supplementary funding through Schools Plus.

The Behaviour Management and Discipline (BM&D) Strategy provided an additional \$16.5 million of State Government funding to 274 public schools to develop strategies for managing student behaviour more effectively.

Five primary behaviour centres commenced operation in Semester 2 2008 to provide intensive support to primary students with challenging behaviour. These centres also operate an outreach service that provides assistance to country districts across the State.

Funding of \$5.1 million over five years has been provided 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. The team coordinates the provision of support, advice and training on issues of child abuse to staff in public schools across the State.

Approximately 100 Participation Officers are employed in 14 education districts to broker services to support 15–17 year olds 'at risk' of not engaging in education, training or employment. More than 400 public and private secondary schools, training colleges and community providers used these brokerage services.

There were nearly 63 000 computers used for teaching and learning purposes: approximately one for every 2.9 students.

DET Resources Online, a collection of online resources covering all learning areas and year levels, contained over 27 000 items.

In 2008, \$99.1 million in school grant funding was distributed to schools under the school grant process. In addition, special-purpose payments of \$166.1 million were transferred to schools and included specific funding for Aboriginal education, Commonwealth literacy and numeracy funding, and utilities.

Teacher recruitment and placement strategies, together with the current economic climate, have resulted in fewer vacancies at the start of the 2009 school year. However, subject specialist and location factors still have the potential to create teacher vacancies.

Through the Council of Australian Governments (COAG) reform agenda, the Department is embarking on ambitious approaches to deliver the best possible learning programs for students through the new financial framework, the National Education Agreement, and National Partnerships on Early Childhood Education, Low Socio-Economic Status School Communities, Literacy and Numeracy, and Improving Teacher Quality.

Capital expenditure on public schools was an estimated \$249 million in 2008–09.

Vocational education and training

In May 2009, the Minister for Training launched *Training WA: Planning for the future 2009–2018*, aimed at investment in targeted training and reforms to the VET system to increase the State's long-term productivity and ensure the skills needs of industry and communities are met into the future.

The *Training Legislation Amendment and Repeal Act 2008* came into effect on 10 June 2009, amending the *Vocational Education and Training Act 1996* and repealing the *Industrial Training Act 1975*. The amendments provide a new legislative framework which will allow for greater flexibility and a more contemporary training system. The modernised apprenticeship system will be different in three important ways: it will be more streamlined, responsive and fairer.

Western Australia exceeded targets set under the 2005–2008 Skilling Australia's Workforce (SAW) Agreement with the Commonwealth. From 2009, Commonwealth funding for VET will be provided under the new *National Agreement for Skills and Workforce Development*.

In 2008, the Department allocated \$335 million to TAFEWA colleges, Curtin Vocational Training and Education Centre (VTEC), the WA Academy of Performing Arts, Notre Dame University and some 210 private RTOs to deliver 29.234 million hours of training to 104 193 clients.

The VET participation rate for 15 to 64 year olds, after remaining stable for a number of years, has shown an upward trend in the past two years.

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

The level of overall student satisfaction with VET courses, although down on the previous two years, remained high at 85.4 per cent.

The proportion of TAFEWA graduates achieving their main reason for study remained high at 89.1 per cent.

There has been a 37.0 per cent increase in the number of apprentices and trainees 'in training' between December 2004 (26 200) and December 2008 (35 900). This compared with a 7.3 per cent increase nationally. (Source: *National Centre for Vocational Education Research (NCVER) December quarter, 2008*)

The number of apprentices in 'traditional trades' has increased 56.2 per cent in the five years to December 2008, compared with 25.0 per cent nationally. (Source: *NCVER December quarter, 2008*)

The new Aboriginal School Based Training program was launched to encourage and support Aboriginal students in Years 10, 11 and 12 and, as at 30 June 2009, 672 students were registered to participate in the Certificate I program.

An open market model for apprenticeship training in 2009 was advertised, enabling private RTOs with appropriate scope to become eligible to deliver publicly-funded apprenticeship training. Twenty private providers were contracted to commence training delivery in 2009.

There was a focus on improving the training provision for individuals in areas of skill shortages through the Recognition of Prior Learning Program in which recognition of people's existing skills and knowledge contributes to gaining a formal qualification.

During 2008–09, TAFEWA Admissions received more than 22 000 applications, a 31 per cent increase on 2007–08. Of these, 39 per cent were lodged by school leavers and 61 per cent by mature-aged applicants.

Approximately 51 per cent of Years 11 and 12 students from 141 public schools participated in VET programs which counted towards their secondary graduation. Approximately 42 per cent of Aboriginal students in Years 10–12 participated in a VET program.

To address trade skill shortages, a number of major trade infrastructure projects commenced in 2008. These included the following projects:

- Planning was completed for the \$19 million Clarkson Trade Training Centre for building and construction trades, a new \$3.67 million trades workshop for Curtin VTEC's Kalgoorlie Campus, and a new \$2.4 million metals trades workshop for Pilbara TAFE's Karratha Campus.
- Construction began on a new \$1.9 million automotive workshop at Great Southern TAFE's Albany Campus; a \$2.9 million expansion of building and construction workshop facilities at South West Regional College of TAFE's Bunbury Campus; and a \$5.45 million expansion, upgrade and realignment of trade training facilities across Swan TAFE campuses located at Thornlie, Balga and Midland. Additional construction projects at Swan TAFE campuses included a \$1.5 million upgrade of building and construction workshops at Balga Campus and a \$3.45 million specialist metals centre at Midland Campus.

Major capital projects were completed at Challenger TAFE in 2008 and included the \$19.5 million Australian Centre for Energy Process Training and a \$10.5 million automotive training centre at Kwinana.

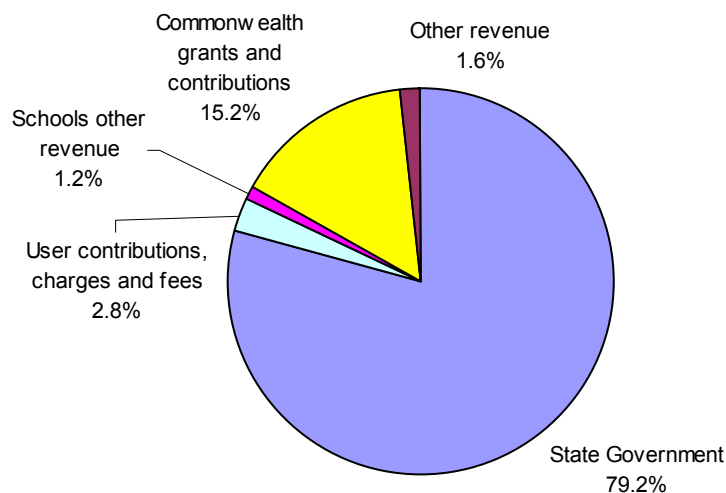
The new National Skills and Workforce Agreement between the Commonwealth and the State Government provides a platform for employment and training initiatives to meet the needs of the current economic conditions. To support the reform agenda in training, the Productivity Places Program National Partnership has been developed and signed. In addition, the Youth Attainment and Transitions National Partnership, which addresses reform in both schooling and training, was agreed.

Comprehensive information about VET was delivered to clients by [ApprentiCentre](#) and the [Career Development Centre](#), and also through the [GetAccess](#) and [VetinfoNet](#) websites.



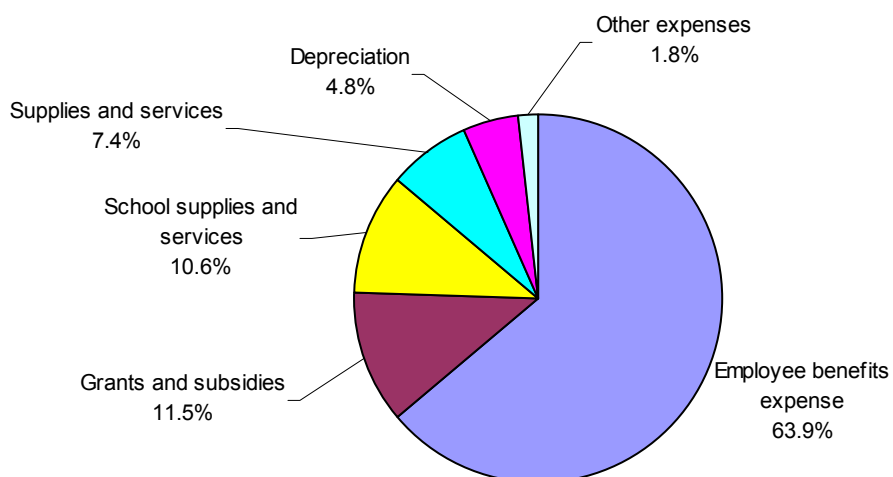
Figure 1 and Figure 2 summarise the various sources of Department revenue and the cost of services. For full details of the Department's financial performance during 2008–09, see the [Financial Statements](#).

Figure 1: Department of Education and Training Revenue Sources, 2008–09



Source: Department of Education and Training, Financial Statements, 2008–09

Figure 2: Department of Education and Training Costs, 2008–09



Source: Department of Education and Training, Financial Statements, 2008–09

Operational Structure

Responsible ministers

The Department of Education and Training is responsible to the Minister for Education, the Hon Dr Elizabeth Constable MLA and to the Minister for Training, the Hon Peter Collier MLC.

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 relevant Ministers with the assistance of the Department:

- *School Education Act 1999*; and
- *Vocational Education and Training Act 1996*.

Changes to the *Vocational Education and Training Act 1996*

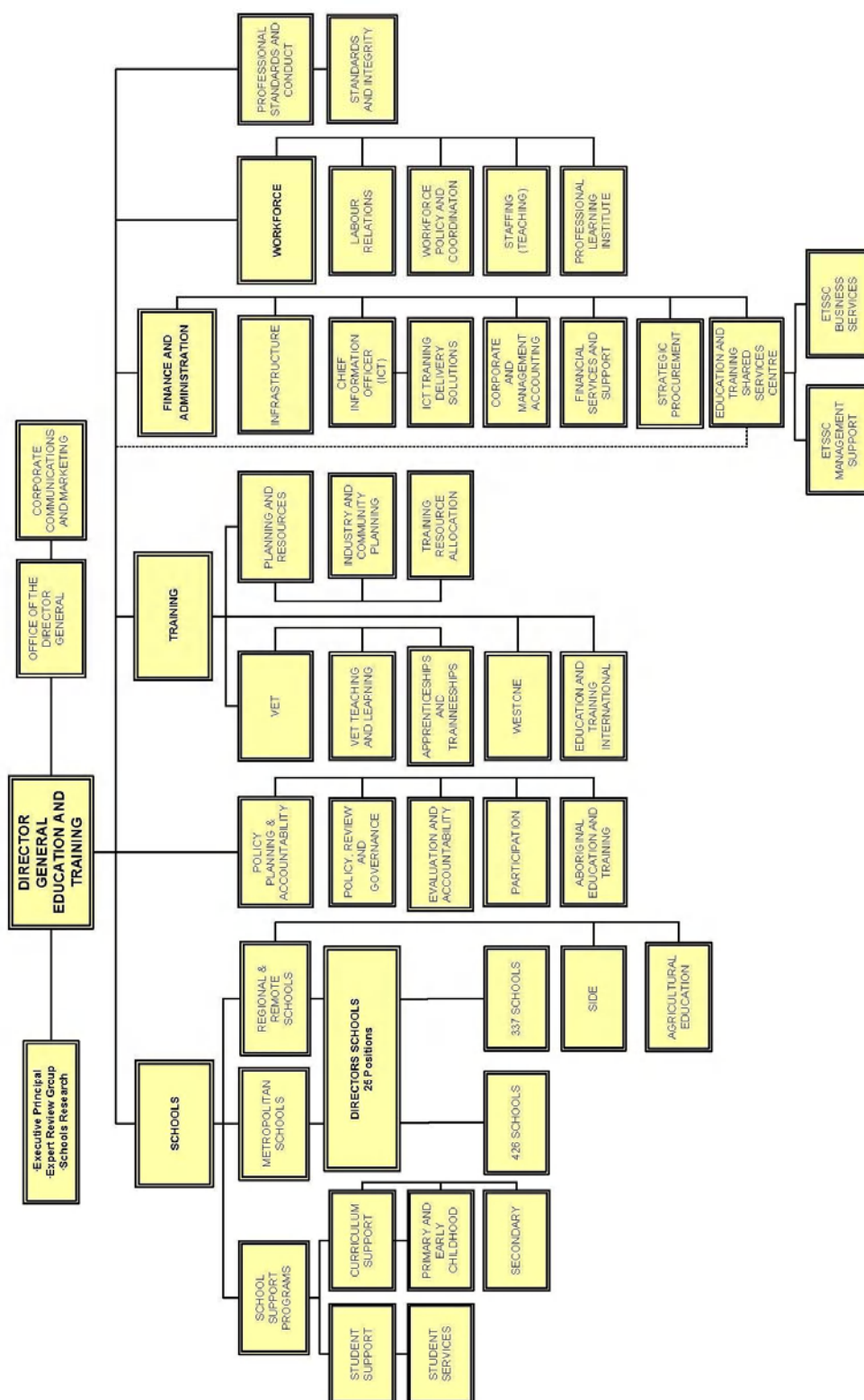
The *Training Legislation Amendment and Repeal Act 2008* was assented to on 10 December 2008 and came into operation on 10 June 2009. This legislation, which amended the *Vocational Education and Training Act 1996* and repealed the *Industrial Training Act 1975*, provides a new legislative framework which will allow for greater flexibility and a more contemporary training system.

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
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
Executive Director, Vocational Education and Training	Siobhan Mulvey
Executive Director, Planning and Resources	Simon Walker
Executive Director, Infrastructure	James Thom
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 2009

Figure 3: Department of Education and Training, organisational chart, June 2009



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 VET in Western Australia.

The Division also provides the direction and strategic management for areas that 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.

Vocational Education and Training

The VET 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 TAFEWA colleges and private providers, management of VET in Schools 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 the funding of TAFEWA colleges and other providers to deliver that training, and for ensuring the requirements associated with the Commonwealth VET funding agreement are achieved.

The Division resources the Office of the State Training Board which provides executive and administrative support to the State Training Board.

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 support and training, and the acquisition and management of resources.

The Division manages the capital works program which provides for the construction of high quality schools and TAFEWA colleges and centres across the State. It also provides efficient information and communication technologies services to public schools, and allocates resources to enable them to provide appropriate educational programs.

Workforce

The main functions of the Workforce Division are Workforce Policy and Coordination with a strong workforce planning role, Labour Relations, the Professional Learning Institute, and a Staffing Directorate with a 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 that 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, TAFEWA colleges, the Curriculum Council and the Department of Education Services.

Education and Training International

Education and Training International is responsible for marketing the Department of Education and Training and recruiting international students to primary and secondary public schools, and TAFEWA 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* was developed within the context of State Government priority commitments and initiatives, statutory and other requirements relating to the Department's strategic management, and agreements between the State and the Commonwealth.

The Department contributes primarily to the State Government's goal related to the delivery of services. This was described in the 2008–09 Budget Statements as:

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

With a change of government during the year, a new set of long-term government goals has been established. The activities of the Department now mainly contribute to the goal, Outcomes Based Service Delivery:

Greater focus on achieving results in key service delivery areas for the benefit of all Western Australians.

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 its services.

Desired Outcomes	Services
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

Recent changes to legislation increased the school leaving age for students in two stages: in 2006, from the end of the year in which they turn 15 years of age to the end of the year they turn 16 years; and in 2008, to the end of the year in which they turn 17 years. Consequently, the compulsory education period for children in this State is now from the beginning of the year in which they turn 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 from secondary school.

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 (public and private) and all home educators in Western Australia must deliver curriculum that is directed toward achievement of the learning outcomes described in the Curriculum Framework. These include outcomes that apply across all learning areas as well as the learning outcomes for the eight learning areas: The Arts, English, Health and Physical Education, Languages other than English, Mathematics, Science, Society and Environment, and Technology and Enterprise. The Curriculum Framework specifies what all students should know, understand, value and be able to do over the course of their schooling from Kindergarten to Year 12.

Following a review of senior secondary education, Years 11 and 12 students study newly developed and accredited Curriculum Council (www.curriculum.wa.edu.au) courses which have been progressively implemented since 2005. These courses prepare students for a range of alternatives beyond school, including university, VET and employment.

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 2009, there were 1118 schools in this State enrolling 389 372 students compared with 1119 schools and 381 086 students in February 2008. 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 772 public schools (256 900 students, representing 66.0 per cent of all enrolments) there were 35 community kindergartens (1232 students) staffed by the Department. The Department further supports the operation of community kindergartens by providing an annual operating grant.

Other students attend the 302 private schools (130 907 students, or 33.6 per cent of all enrolments) and nine independent pre-schools (333 students).

There were some 1650 students registered to receive their education from parents or other carers.

Table 1: Enrolments at Western Australian schools, 1995–2009^(a)

Year	Public schools	Private schools	Community kindergartens	Independent pre-schools	Total
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
2009 ^(b)	256 900	130 907	1 232	333	389 372

(a) First semester census.

(b) Includes the half-cohort.

*Source: Evaluation and Accountability***Table 2: Western Australian schools and students, 2009^(a)**

School type	Schools	Students			
		K and P	Primary	Secondary	All
Public					
Primary	539	35 852	121 509	589	157 950
District high	62	2 296	8 993	8 224	19 513
Secondary	102	201	842	74 254	75 297
Education support	68	713	1 623	1 393	3 729
Schools of Isolated and Distance Education	1	23	193	195	411
Totals	772	39 085	133 160	84 655	256 900
Private ^(b)					
Primary	158	9 968	30 365	-	40 333
Primary-secondary	112	5 771	25 912	43 825	75 508
Secondary	32	-	-	15 066	15 066
Totals	302	15 739	56 277	58 891	130 907
Independent pre-school	9	333	-	-	333
Community kindergarten	35	1 232	-	-	1 232
Grand totals	1 118	56 389	189 437	143 546	389 372

(a) First semester census.

(b) As from 2009, some private schools classified Year 7 students as secondary students.

*Source: Evaluation and Accountability***Table 3: Enrolments at Western Australian schools by gender and Indigenous status, 2009^(a)**

Sector	All	Female	Male	Aboriginal
Public	256 900	123 329	133 571	21 737
Private	130 907	65 822	65 085	4 017
Community kindergarten	1 232	583	649	70
Independent pre-school	333	165	168	17
Totals	389 372	189 899	199 473	25 841

(a) First semester census.

Source: Evaluation and Accountability

The public school system

The Department is responsible for the education of some 257 000 pre-compulsory, primary and secondary public school students across the State. 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 sixty-one schools were located in the four metropolitan education districts and enrolled 187 024 students, or 72.8 per cent of all public school students. The remaining 311 public schools were located in regional and remote areas and enrolled 69 876 students.

There were 39 085 pre-compulsory students, 133 160 primary students and 84 655 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 7 (10 931 students, due to the progression of the half-cohort). Enrolments in each of Years 8–10 averaged around 17 000. There has been some increase in Year 11 enrolments since the change to the school leaving age with nearly 19 000 enrolments this year. There were around 13 500 students enrolled in full-time schooling in Year 12.

Fifty-three per cent of public schools enrolled no more than 300 students and 38 per cent had 200 students or fewer. At the other extreme, three-and-a-half 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 TAFEWA or university entrance, apprenticeships, traineeships or employment.

With recent changes to the school leaving age, programs also exist for senior secondary students wishing to pursue avenues other than full-time schooling.

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 regional and remote students. Public schools enrol 21 737 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 regional and remote education districts.

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 goal of the Department is to have a strong public school system where every school is a good school, every teacher is an effective teacher and every student is a successful student. The Department's plans and strategies are focused on achieving this goal.

The broad strategic directions for public schooling are set in strategic plans, currently 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, 2005–2009 ^(b)

Year level	2005	2006	2007	2008	2009
K	16 600	17 071	17 062	17 548	18 626
P	19 471	19 360	19 825	19 739	20 459
1	20 139	19 693	19 730	20 070	20 249
2	19 392	20 268	20 008	19 936	20 361
3	11 146 ^(c)	19 548	20 602	20 182	20 269
4	19 858	11 321 ^(c)	19 755	20 767	20 439
5	20 309	19 832	11 268 ^(c)	19 702	20 892
6	20 322	20 367	20 025	11 330 ^(c)	20 019
7	20 293	20 265	20 201	19 698	10 931 ^(c)
Totals	167 530	167 725	168 476	168 972	172 245
8	17 107	17 248	16 974	16 783	16 666
9	17 333	17 452	17 624	17 201	17 155
10	18 061	17 401	17 706	17 636	17 633
11	17 260	17 748	17 548	17 986	18 878
12	13 001	12 718	13 189	13 494	13 703
Totals ^(d)	83 182	83 064	83 553	83 613	84 655
Grand total	250 712	250 789	252 029	252 585	256 900

(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, 2009 ^(a)

Education district	Schools	Students			
		K and P	Primary	Secondary	All
Metropolitan					
Canning	104	5 732	19 797	12 534	38 063
Fremantle-Peel	133	8 569	29 764	20 227	58 560
Swan	102	6 049	20 524	12 131	38 704
West Coast	122	8 260	26 498	16 939	51 697
Totals	461	28 610	96 583	61 831	187 024
Regional and remote					
Albany	25	835	3 481	2 541	6 857
Bunbury	39	1 899	6 314	4 804	13 017
Esperance	21	525	1 845	1 208	3 578
Goldfields	25	1 057	3 716	1 685	6 458
Kimberley	23	895	2 864	1 566	5 325
Midlands	43	909	3 140	1 896	5 945
Mid West	51	1 315	4 768	2 709	8 792
Narrogin	29	686	2 476	1 607	4 769
Pilbara	30	1 395	4 347	2 145	7 887
Warren-Blackwood	25	959	3 626	2 663	7 248
Totals	311	10 475	36 577	22 824	69 876
Grand totals	722	39 085	133 160	84 655	256 900

(a) First semester census.

Source: Evaluation and Accountability

Table 6: Western Australian public schools and students by level of education, 2009 ^(a)

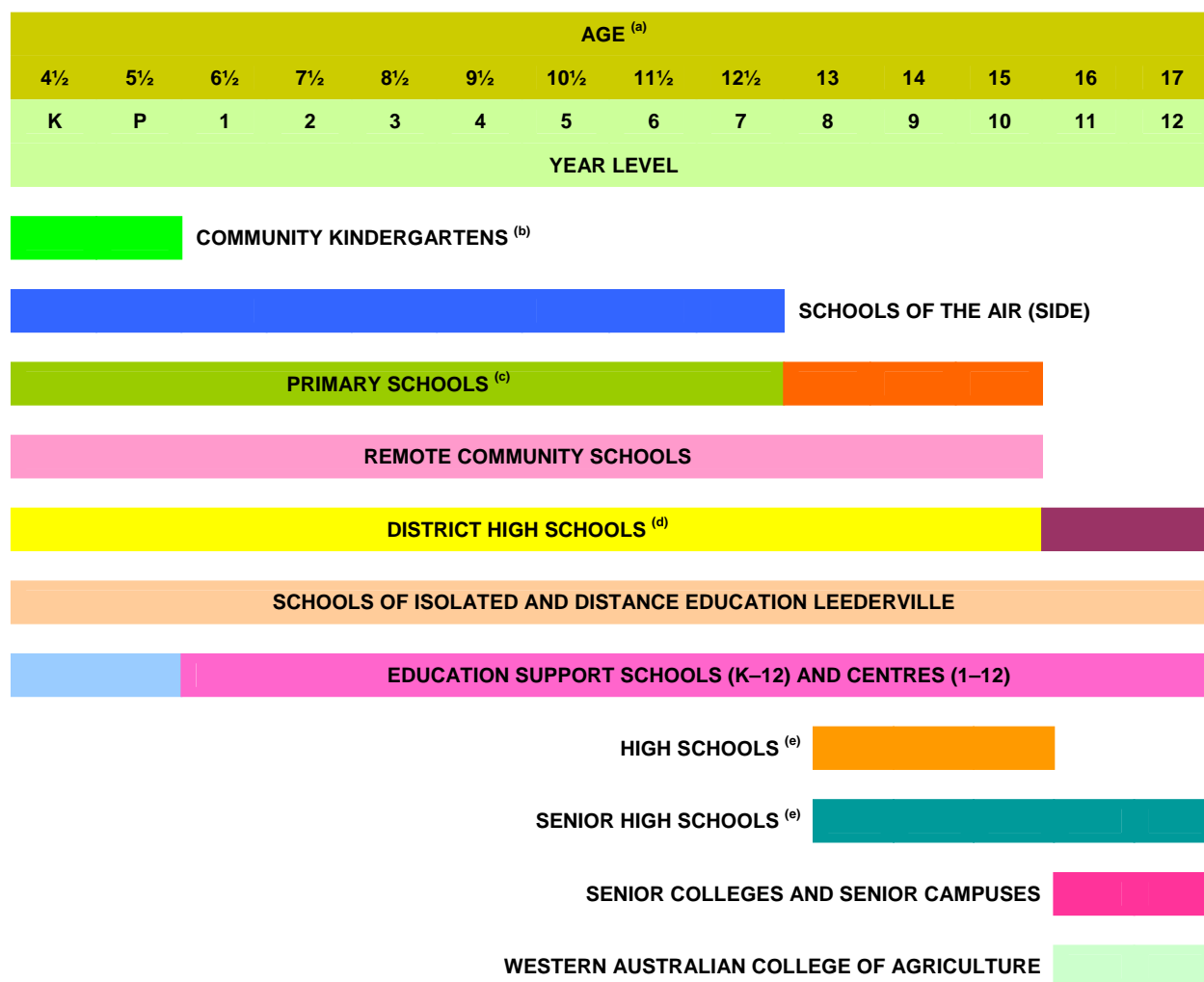
School type	Schools	Students					
		K and P	Primary	Lower Secondary	Upper Secondary	Total Secondary	Total
Primary	508	35 512	120 309	146	85	231	156 052
Schools of the air	5	46	189	-	-	-	235
Remote community	26	294	1 011	250	108	358	1 663
District high	62	2 296	8 993	6 564	1 660	8 224	19 513
High and senior high	88	201	842	43 964	25 368	69 332	70 375
Senior colleges/campuses	9	-	-	205	4 226	4 431	4 431
Education support	68	713	1 623	819	574	1 393	3 729
WA Colleges of Agriculture	5	-	-	51	440	491	491
Schools of Isolated and Distance Education	1	23	193	75	120	195	411
Total	772	39 085	133 160	52 074	32 581	84 655	256 900

(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, 2009



At 30 June 2009

(a) Half-cohort in Year 7 in 2009.

(b) Staffed by the Department of Education and Training.

(c) Some regional and remote primary schools enrol students in Years 8–10.

(d) Some regional 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 TAFEWA 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 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 Plan that sets priorities for the allocation of publicly-funded training consistent with industry, regional and community needs. This Plan 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. The responsibilities of the Training Accreditation Council are administered by the Department of Education Services.
- Ten TAFEWA colleges each have a governing council reporting to the Minister (their 2008 Annual Reports were tabled on 31 March 2009).
- Other registered training organisations, including some private training providers, receive public funding under competitive tendering 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 TAFEWA colleges (www.tafe.wa.edu.au) 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 and community education (ACE) courses, and education and training opportunities for full fee-paying international students at numerous locations across 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 2008, within the scope of this agreement, there were 104 193 clients, accounting for 130 303 course enrolments and 29 234 206 student curriculum hours. A new agreement with the Commonwealth, the *National Agreement for Skills and Workforce Development*, operated from the beginning of 2009.

Apprentices and trainees accounted for 33 479 (approximately 32 per cent) of clients; 57 472 (55.2 per cent) of all clients were male and 56 368 (54.1 per cent) were aged 24 years and under. There were 65 871 clients in the metropolitan area which accounted for 6.0 per cent of its population, while there were 37 582 clients in regional and remote areas which accounted for 9.7 per cent of its population.

Training is also provided through fee-for-service arrangements and ACE courses which are not funded through the Department. Section 37(1) of the *Vocational Education and Training Act 1996* allows TAFEWA colleges to undertake commercial activities, such as providing fee-for-service training programs.

VET in Schools programs provide students the opportunity to participate in VET while still enrolled at school. In 2008, 21 611 students from 154 public and 85 private schools participated in VET in Schools programs. Public school students accounted for 74.7 per cent of all VET in Schools enrolments while Aboriginal students accounted for 6.2 per cent (7.1 per cent of enrolments in public schools and 3.8 per cent of enrolments in private schools) of all VET in Schools students.

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, 2008

Gender	Clients	Course enrolments	Student curriculum hours
Female	46 707	59 130	13 492 510
Male	57 472	71 157	15 737 768
Not stated	14	16	3 928
Totals	104 193	130 303	29 234 206

Source: Evaluation and Accountability

Table 8: Clients, course enrolments and student curriculum hours (SAW scope), by nature of training activity, 2008

Nature of training activity	Clients ^(a)	Course enrolments	Student curriculum hours
Employment-based			
Apprentice	20 870	21 609	5 241 576
Trainee	12 639	13 438	3 170 701
Totals	33 479	35 047	8 412 277
Institution-based			
Totals	73 708	95 256	20 821 929
Grand totals	104 193	130 303	29 234 206

(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), 2008

Age cohort	Clients	Course enrolments	Student curriculum hours
≤14	1 261	1 594	242 485
15–19	36 228	46 100	12 103 755
20–24	18 879	22 932	5 292 425
25–29	9 842	12 188	2 535 559
30–39	16 027	20 209	4 038 999
40–49	12 783	16 180	3 202 249
50–64	8 034	9 724	1 669 769
≥65	865	1 082	113 177
Missing/invalid	274	294	35 788
Totals	104 193	130 303	29 234 206

(a) Age as at 30 June 2008.

Source: Evaluation and Accountability

Table 10: Student participation in vocational education and training (SAW scope), by region of clients' residential postcodes, 2008

Region	Clients	% of persons in ERP ^(a)
Metropolitan	65 871	6.0
Goldfields-Esperance	2 670	6.6
Great Southern	4 392	11.9
Kimberley	3 476	14.5
Mid West/Gascoyne	4 682	11.2
Peel	4 577	7.3
Pilbara	4 899	14.7
South-West	9 187	9.1
Wheatbelt	3 699	7.8
Other/not stated	740	
Totals	104 193	7.0

(a) Estimated resident population, aged 15 to 64 years, as at 30 June 2008.

Source: Evaluation and Accountability



Agency performance

Agency performance

This section comprises information about the Department's achievements for the year. It incorporates information about the Department's performance against budget targets for agency-level desired outcomes and services, including the key performance indicators. This section also describes major initiatives and projects implemented during the year to support achievement of these outcomes.

Table 11: Key Performance Indicators, summary of performance against the 2008–09 budget targets

Outcomes and Key Effectiveness Indicators		Target 2008–09	Actual 2008–09
Outcome:	Quality education for all Western Australians who choose public schooling		
Participation rate (proportion of persons aged 15 to 17 years in some form of education)		91	90.2
Apparent retention rate (proportion of Year 8 cohort studying in Year 12)		63	65.6
Secondary graduation rate (proportion of Year 8 cohort achieving Secondary Graduation in Year 12)		54	53.7
Literacy and numeracy performance in population tests at Years 3, 5, 7 and 9 ^(a)			
National Assessment Program - Literacy and Numeracy (NAPLAN)			
Year 3 students at or above national minimum standards:			
Reading		-	87.6
Writing		-	94.2
Numeracy		-	93.6
Year 5 students at or above national minimum standards:			
Reading		-	87.2
Writing		-	89.5
Numeracy		-	89.6
Year 7 students at or above national minimum standards:			
Reading		-	91.0
Writing		-	88.2
Numeracy		-	93.6
Year 9 students at or above national minimum standards:			
Reading		-	88.4
Writing		-	80.8
Numeracy		-	89.0
Western Australia Literacy and Numeracy Assessment (WALNA)			
Year 3 students achieving national benchmarks:			
Reading		94	94
Writing		87	-
Numeracy		88	89
Year 5 students achieving national benchmarks:			
Reading		93	92
Writing		82	-
Numeracy		85	89
Year 7 students achieving national benchmarks:			
Reading		83	84
Writing		83	-
Numeracy		81	82

(a) The Western Australian Literacy and Numeracy Assessment (WALNA) program, which measured the performance of Years 3, 5 and 7 students against the national benchmarks, ended in 2007 and was replaced by the National Assessment Program – Literacy and Numeracy (NAPLAN) in 2008. NAPLAN data are reported against a new set of standards which are not directly comparable with WALNA benchmark data from previous years.

WALNA data were available for the last time in 2007. In order to report against the 2008–09 Budget Targets, the NAPLAN 2008 data were used to construct estimates of performance against the national benchmarks for Years 3, 5 and 7 in reading and numeracy.

Performance of Year 9 students in literacy and numeracy is now also measured by NAPLAN and reported against the new set of standards. Estimates of Year 9 performance in literacy and numeracy against the previous framework were not constructed.

Outcomes and Key Effectiveness Indicators	Target 2008–09	Actual 2008–09
Outcome: A responsive vocational education and training sector which meets the needs of Western Australian students and employers		
Proportion of the Western Australian population aged 15 to 64 years enrolled in publicly-funded VET through the Department	8	8.6
Successful training completions – Module load Completion Rate (MLCR) (proportion of Student Curriculum Hours (SCH) successfully completed)	75	77.8
Employer satisfaction ^(b)	-	-
Student satisfaction	87	85.4
Graduate achieved or partly achieved main reason for undertaking the course	88	89.1
Key Efficiency Indicators		
Cost per student Full-time equivalent (FTE) — Primary education	\$11 428	\$12 164
Cost per student Full-time equivalent (FTE) — Secondary education	\$15 338	\$15 755
Average cost per Student Curriculum Hour — VET services	\$15.91	\$16.67

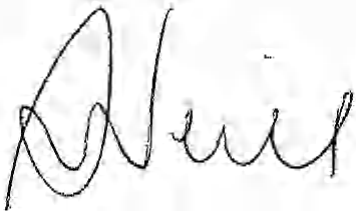
(b) Measurement of employer satisfaction enables comparison of trends over time but is not measured every year and therefore does not provide for the construction of targets.

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 2009.

A handwritten signature in black ink, appearing to read 'Sharyn O'Neill', is positioned above the printed name and title.

SHARYN O'NEILL
DIRECTOR GENERAL
(ACCOUNTABLE AUTHORITY)

9 September 2009

Key Performance Indicators 2008–09

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
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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
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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 literacy
- Student achievement in numeracy

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 are 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 does 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 literacy and numeracy. Students are tested in Years 3, 5, 7, and 9 in aspects of literacy and numeracy, against predetermined standards of achievement. Student achievement is reported against national minimum standards.

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 12. Further detailed data on the participation of 15 to 17 year-old males and females by single year of age in 2008 are shown in Figure 5 and on the participation of 15 to 17 year-old males and females from 2004 to 2008 in Figure 6.

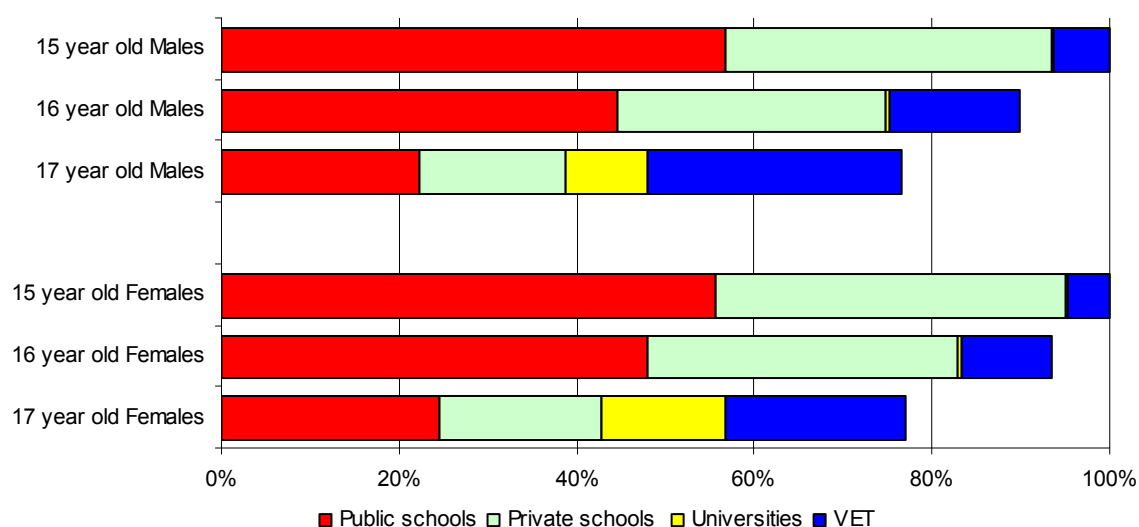
Table 12: Participation rates (percentages) of persons aged 15 to 17 years engaged in some form of education^(a), 2004-2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
88.8	87.9	90.6	88.9	90.2	91

(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 attain a specific age by the end of the year.

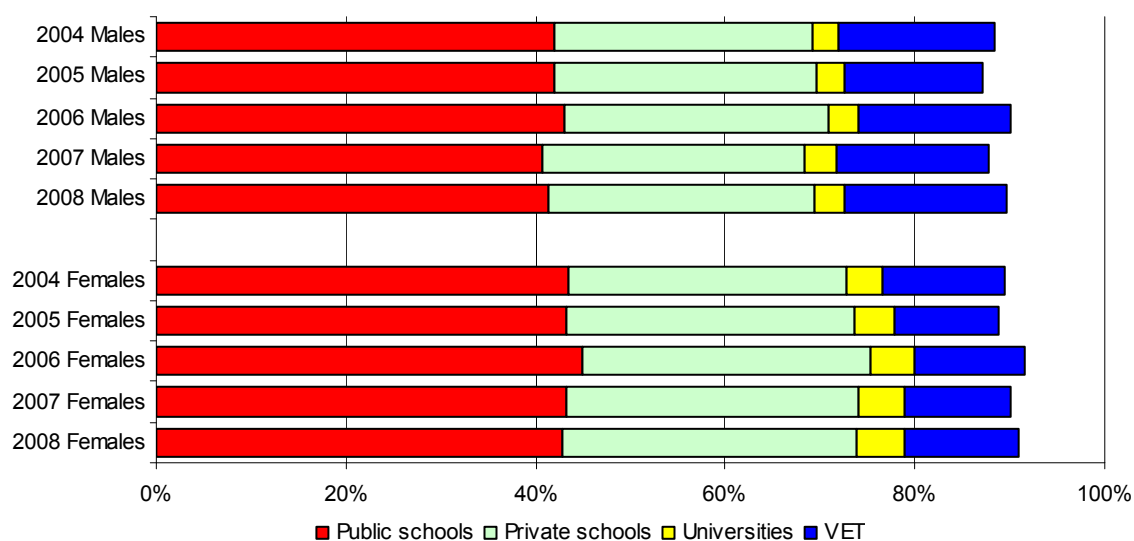
Source: *Evaluation and Accountability*

Figure 5: Participation rates of persons aged 15 to 17 years engaged in some form of education ^(a), by age, by sex, 2008



Source: Evaluation and Accountability

Figure 6: Participation rates of persons aged 15 to 17 years engaged in some form of education ^(a), by sex, 2004–2008



(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 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 2004–2008 are presented in Table 13, while Figure 7 shows the rate from 1988 to 2008.

Table 13: Apparent retention rates (percentages), public school students, Year 8 to Year 12^{(a) (b)}, 2004-2008

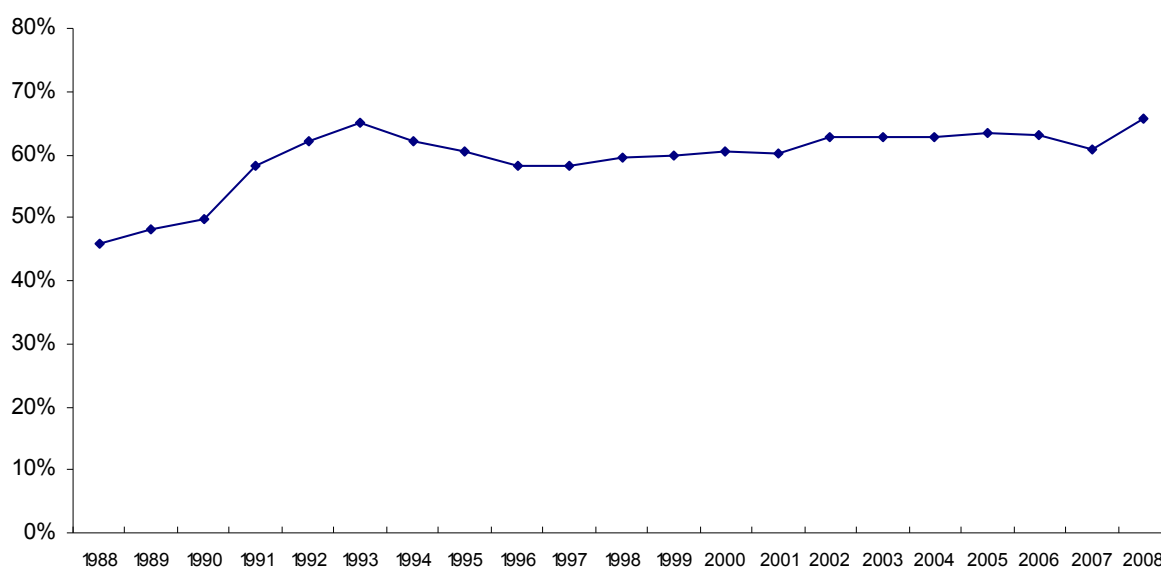
2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
62.6	63.4	63.1	60.9	65.6	63

(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 rates, public school students, Year 8 to Year 12^{(a) (b)}, 1988–2008



(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 2004–2008 are presented in Table 14.

Table 14: Secondary graduation rates (percentages), public school Year 12 Students ^(a), 2004–2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
53.9	55.0	54.3	53.4 ^(b)	53.7	54

(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.

(b) The figure for 2007 is different to that reported in the previous annual report. It has been revised to adjust for repeating students who were counted but had graduated before 2007.

Source: Evaluation and Accountability from Curriculum Council data

Student achievement in literacy

The Western Australian Literacy and Numeracy Assessment (WALNA), designed to measure the range of performance expected of Years 3, 5 and 7 students in literacy and numeracy, was conducted annually by the Department. 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.

The National Assessment Program – Literacy and Numeracy (NAPLAN) superseded the WALNA testing program, which was conducted for the last time in 2007. NAPLAN was implemented for the first time in May 2008, when more than a million Australian school students in Years 3, 5, 7 and 9 undertook common tests across the country. The results are reported in [2008 National Assessment Program - Literacy and Numeracy](#), which includes national and state level data presented against national minimum standards.

The indicators for literacy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and writing. As 2008 was the first year of testing, results are only available for one year. The results for Western Australian public school students follow.

Information on subgroup performance for public school students from the NAPLAN program is available in the [NAPLAN 2008 Public School Report](#) and also in the [Supplementary performance information](#) section for school education on page 47 of this report.

Table 15: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Reading, 2008 (NAPLAN)

2008
87.6

Source: Evaluation and Accountability

Table 16: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Writing, 2008 (NAPLAN)

2008
94.2

Source: Evaluation and Accountability

Table 17: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Reading, 2008 (NAPLAN)

2008
87.2

Source: Evaluation and Accountability

Table 18: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Writing, 2008 (NAPLAN)

2008
89.5

Source: Evaluation and Accountability

Table 19: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Reading, 2008 (NAPLAN)

2008
91.0

Source: Evaluation and Accountability

Table 20: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Writing, 2008 (NAPLAN)

2008
88.2

Source: Evaluation and Accountability

Table 21: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Reading, 2008 (NAPLAN)

2008
88.4

Source: Evaluation and Accountability

Table 22: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Writing, 2008 (NAPLAN)

2008
80.8

Source: Evaluation and Accountability

In order to report achievement against the Budget targets, equating studies in numeracy and reading were carried out in schools in Western Australia at the time that the NAPLAN testing was completed. These studies allowed the 2008 NAPLAN data to be used to construct estimates of performance against the national benchmarks for Years 3, 5 and 7 in reading and numeracy.

The WALNA results for 2004–2007 and the estimated 2008 WALNA results for reading are presented here in terms of the proportion of public school students who achieved at or above the national benchmarks for reading.

Table 23: Percentage of public school Year 3 students achieving the National Reading Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
94.1	92.7	92.8	94.3	93.6	94

Source: Evaluation and Accountability

Table 24: Percentage of public school Year 5 students achieving the National Reading Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
91.1	89.3	90.5	92.6	91.8	93

Source: Evaluation and Accountability

Table 25: Percentage of public school Year 7 students achieving the National Reading Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
86.1	84.6	81.0	81.0	83.8	83

Source: Evaluation and Accountability

Student achievement in numeracy

As described above in 'Student achievement in literacy', WALNA was conducted for the last time in 2007, and the NAPLAN testing was implemented for the first time in May 2008.

The indicators for numeracy provided by the NAPLAN results are defined as the proportion of public school students in Years 3, 5, 7 and 9 achieving at or above the national minimum standards in numeracy. As 2008 was the first year of testing, results are only available for one year. The results for Western Australian public school students follow.

Information on subgroup performance for public school students from the NAPLAN program is available in the [NAPLAN 2008 Public School Report](#) and also in the [Supplementary performance information](#) section for school education on page 47 of this report.

Table 26: Percentage of Western Australian public school Year 3 students achieving at or above the National Minimum Standard in Numeracy, 2008 (NAPLAN)

2008
93.6

Source: Evaluation and Accountability

Table 27: Percentage of Western Australian public school Year 5 students achieving at or above the National Minimum Standard in Numeracy, 2008 (NAPLAN)

2008
89.6

Source: Evaluation and Accountability

Table 28: Percentage of Western Australian public school Year 7 students achieving at or above the National Minimum Standard in Numeracy, 2008 (NAPLAN)

2008
93.6

Source: Evaluation and Accountability

Table 29: Percentage of Western Australian public school Year 9 students achieving at or above the National Minimum Standard in Numeracy, 2008 (NAPLAN)

2008
89.0

Source: Evaluation and Accountability

In order to report achievement against the Budget targets, equating studies in numeracy and reading were carried out in schools in Western Australia at the time that the NAPLAN testing was completed. These studies allowed the 2008 NAPLAN data to be used to construct estimates of performance against the national benchmarks for Years 3, 5 and 7 in reading and numeracy.

The WALNA results for 2004–2007 and the estimated 2008 WALNA results for numeracy are presented here in terms of the proportion of public school students who achieved at or above the national benchmarks for numeracy.

Table 30: Percentage of public school Year 3 students achieving the National Numeracy Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
86.8	87.7	87.3	88.4	89.4	88

Source: Evaluation and Accountability

Table 31: Percentage of public school Year 5 students achieving the National Numeracy Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
85.7	85.1	83.7	84.7	89.3	85

Source: Evaluation and Accountability

Table 32: Percentage of public school Year 7 students achieving the National Numeracy Benchmark, 2004–2008 (WALNA)

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
81.2	80.7	81.4	80.9	81.9	81

Source: Evaluation and Accountability

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 2004–05 to 2008–09 are presented in Table 33.

Table 33: Cost per full-time equivalent student, by service, public school education ^(a), 2004–05 to 2008–09

Service	2004–05 \$	2005–06 \$	2006–07 \$	2007–08 \$	2008–09 \$	Target in 2008-09 Budget Papers \$
Primary education	8 939	9 315	9 806	10 871	12 164	11 428
Secondary education	11 508	12 234	12 887	13 727	15 755	15 338

(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 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 vocational education and training (VET) participation rate demonstrates the extent to which people engage in training provided by the Department. 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.

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 statewide survey.

Vocational education and training participation rate

The vocational education and training (VET) participation rate demonstrates the extent to which people aged 15–64 years engage in training provided by the Department.

Current and future skill needs of students and employers are met through the provision of training that responds to these needs. The more responsive the Department is to providing training that satisfies demand, the more likely it is that individuals will engage in VET. Therefore the VET participation rate provides an indication of how well the Department responds to the needs of students and employers.

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 (ERP) for Western Australians aged 15 to 64 years.

Table 34: Vocational education and training (VET) Participation Rate (percentages), 2004–2008

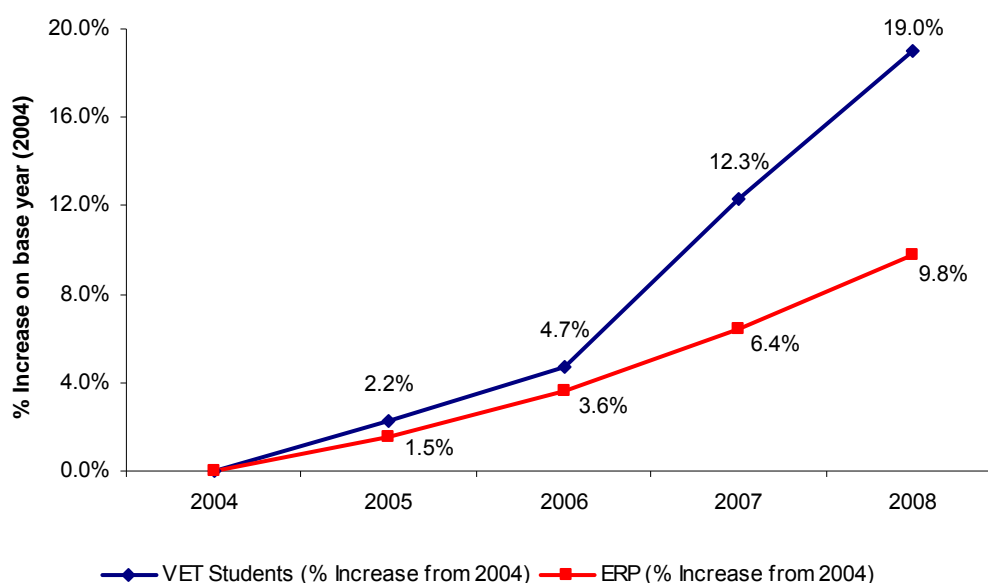
2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
7.8	7.9	8.0	8.4	8.6	8

Source: Evaluation and Accountability, and Australian Bureau of Statistics (ABS) data
Australian Demographic Statistics, 3101.0, December Quarter 2008 (released June 2009) ABS

In Western Australia, the estimated resident population of 15 to 64 year olds increased from 1 438 911 to 1 484 923 between 2007 and 2008: a growth of 3.2 per cent. During the same period, the number of publicly-funded VET students aged from 15 to 64 years increased from 120 809 to 127 974: a growth of 5.9 per cent.

As presented in Figure 8, the cumulative percentage increase of VET students has continuously exceeded the growth rate of the estimated resident population. From 2004 (base year), the number of VET students has increased by 19.0 per cent compared to a 9.8 per cent increase in the estimated resident population.

Figure 8: Percentage increase in student numbers and estimated resident population (ERP) on base year (2004)



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 35: State Module Load Completion Rate (percentages) ^{(a) (b)}, 2004–2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
74.0	74.7	75.4	76.5	77.8	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.

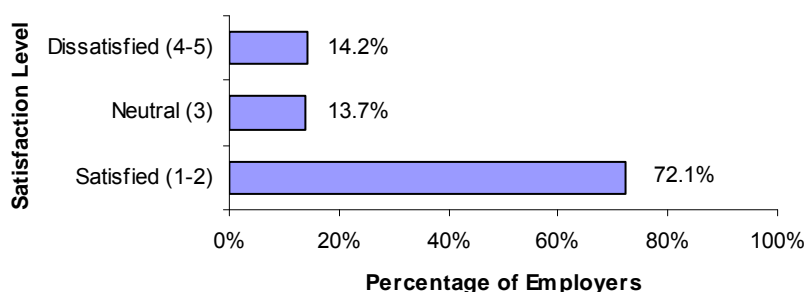
The indicator is the proportion of Western Australian employers surveyed who were satisfied with the way vocational qualifications provided employees with the skills required to meet their needs.

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 36 shows the proportion of respondents who were either very satisfied or satisfied, while Figure 9 shows more detailed information.

Table 36: Employer satisfaction with vocational education and training services (percentages), 2005 and 2007

	2005	2007
	83.8	72.1

Figure 9: 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) *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.

The national survey of *Employers' use and views of the VET system* will be conducted again in 2009.

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.

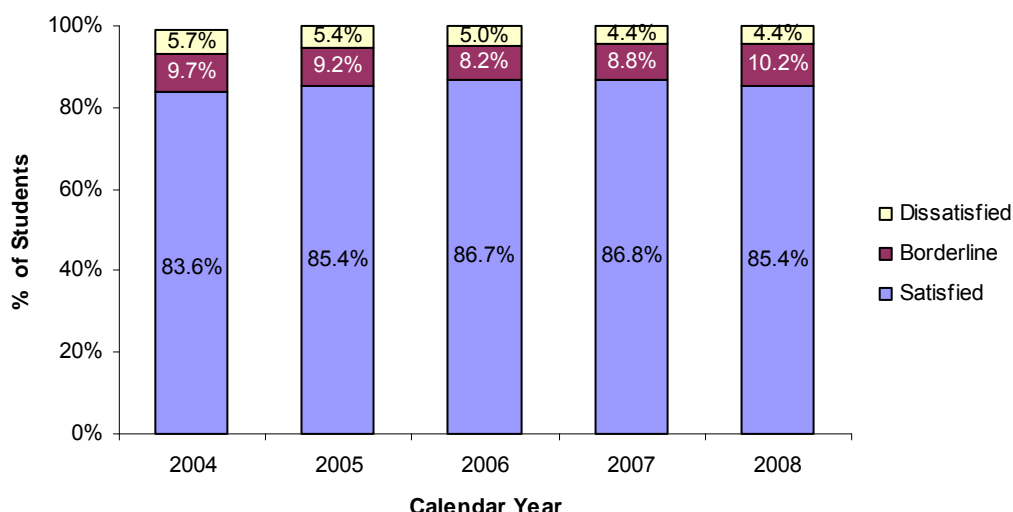
Full-time and part-time students who are enrolled in accredited courses at TAFEWA colleges are invited to participate in the annual Student Satisfaction Survey. In 2008, a usable sample of 29 999 was drawn from an identified population of 58 621. The required number of addresses was selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks. There were 7033 usable returns, achieving an overall response rate for the survey of 23 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 37 shows the proportion of respondents who were either very satisfied or satisfied with the overall aspects of their courses, while Figure 10 shows more detailed information.

Table 37: Student overall satisfaction levels (percentages) ^(a), 2004–2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
83.6	85.4	86.7	86.8	85.4	87

Figure 10: Student overall satisfaction levels ^(a), 2004–2008



(a) Of the 7033 returns, 6919 or 98.4 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 (2008), (2007), (2006) and (2005) Student Satisfaction Survey; Market Equity (2004) and 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, 2125 graduates responded, representing an estimated population of 45 180. The overall response rate for the survey in Western Australia was 37.5 per cent.

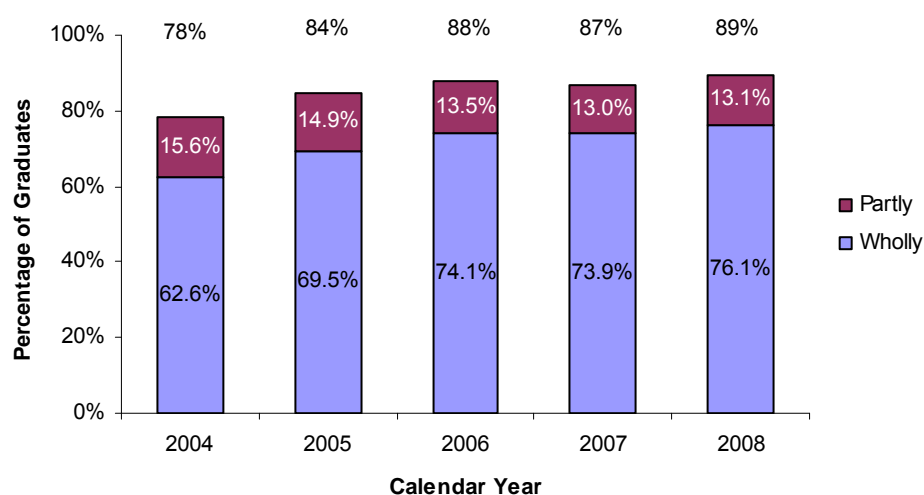
The survey can be used to identify the success of the vocational education and training system in meeting the training needs of students and their employment and personal development aspirations.

Table 38 shows the proportion of TAFEWA graduates who achieved, either wholly or partly, their main reason for undertaking their course, while Figure 11 shows more detailed information.

Table 38: Graduate achievement of main reason for undertaking their course (percentages) ^(a), 2004-2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
78.1	84.5	87.6	87.0	89.1	88

Figure 11: Graduate achievement of main reason for undertaking their course ^(a), 2004-2008



(a) In 2008, there were 1851 TAFEWA graduate respondents from an estimated population of 40 741 who were in scope for this question, i.e. not still enrolled. A response rate of 99.6 per cent was achieved for the survey question. The reported result has a confidence interval of ± 1.4 per cent at the 95 per cent confidence level.

Source: NCVER Student Outcomes Surveys, 2004-2008

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 on calendar year data.

Table 39: Cost per student curriculum hour ^{(a) (b) (c)}, 2004–2008

2004	2005	2006	2007	2008	Target in 2008-09 Budget Papers
\$15.36	\$15.57	\$15.91	\$16.69	\$16.67	\$15.91

(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 TAFEWA 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 40.

Table 40: Budget targets compared to actual results, 2008–09 financial year

	2008–09 Budget Estimate \$'000	2008–09 Actual \$'000	Variation \$'000
Total Cost of Services	3 592 078	3 808 067	215 989
Net Cost of Services	2 989 157	2 999 218	10 062
Total Equity	8 752 734	10 983 120	2 230 386
Net Increase/(Decrease) in Cash Held	26 410	55 722	29 312
Full-time Equivalent (FTE) staff level	31 173	32 499	1 326

Source: Corporate and Management Accounting

Notes

Total Cost of Services

The increase is mainly due to staff enterprise agreements, additional expenditure on Commonwealth programs, depreciation resulting from the revaluation of buildings in 2007–08, increased schools' expenditure, and write down due to demolition of several buildings offset by the 3 per cent Efficiency Dividend.

Net cost of services

The increase is due to increases in expenses (\$216 million), mainly due to employee benefits, grants and subsidies, other expenses and schools' expenses. This was offset by increased revenues (\$205.9 million) mainly due to Commonwealth grants and contributions (primarily Council of Australian Governments (COAG) additional funding and other special projects), schools' revenue, overseas student fees and developers' land contributions.

Total Equity

Increments of revaluation of land and buildings in 2007–08 and 2008–09 resulted in a \$2.1 billion movement in the Asset Revaluation Reserve. The accumulated surplus increased by \$89.8 million as a result of the increased actual surplus in 2007–08 and 2008–09. Contributed equity also increased by \$36.8 million.

Net Increase/(Decrease) in Cash Held

The movement is mainly due to:

- a decrease in government inflows of which \$80.3 million can be attributed to capital contribution, offset by an increase in service appropriation of \$11.8 million;
- an increase in operating receipts of \$783.8 million, whilst operating payments increased by \$728.1 million; and
- a \$41.6 million increase in spending on capital items.

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 Learning and Training Guarantee.

School education

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 Director General's [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 Public Schools 2008–2011*, with objectives linked to the important elements of Classroom First, sets out the strategies for ensuring that all students in the public school system achieve the highest possible standards of learning.

Focus 2009 builds on the progress from 2008 and clarifies for school staff the priorities for 2009 and the expectations of central and district staff to support them. It describes particular requirements related to providing practical support for teachers, raising standards in literacy and numeracy, improving student behaviour, developing the workforce and supporting school improvement.

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 and six months.

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.

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.

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 students, including students with disabilities, students from language backgrounds other than English, and gifted and talented students.

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.

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

The emphasis in the early childhood years (K–3) is on the development of literacy and numeracy skills; social, emotional and physical wellbeing; and the development of positive attitudes to learning.

In the middle childhood years (4–7) there is an emphasis on literacy and numeracy, primarily through the English and Mathematics learning areas, and increasing engagement with the other learning areas.

In February 2009, there were 172 245 students in primary education, 39 085 of whom were pre-compulsory and 133 160 were Years 1–7. Aboriginal students (14 982) accounted for 8.7 per cent of all public primary enrolments.

Service 2: Secondary education

This service provides access to Years 8–12 education in public schools for eligible persons aged generally from 12 years and six months. It is compulsory for a child to either attend school full time or undertake one of 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.

Lower secondary education maintains continuity of learning with primary education and, for students in the early adolescent years (8–10), the breadth and depth of curriculum expands to encompass skills and understandings across all learning areas.

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

Programs also exist for senior secondary students wishing to pursue avenues other than full-time schooling, such as part-time schooling in combination with other approved education, training or employment options.

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 2009, there were 84 655 students in secondary education. Aboriginal students (6755) accounted for 8.0 per cent of all public secondary enrolments.

Supplementary performance information

Information in this section supplements the school education performance information provided in the [Key Performance Indicators](#).

Achievement in literacy and numeracy

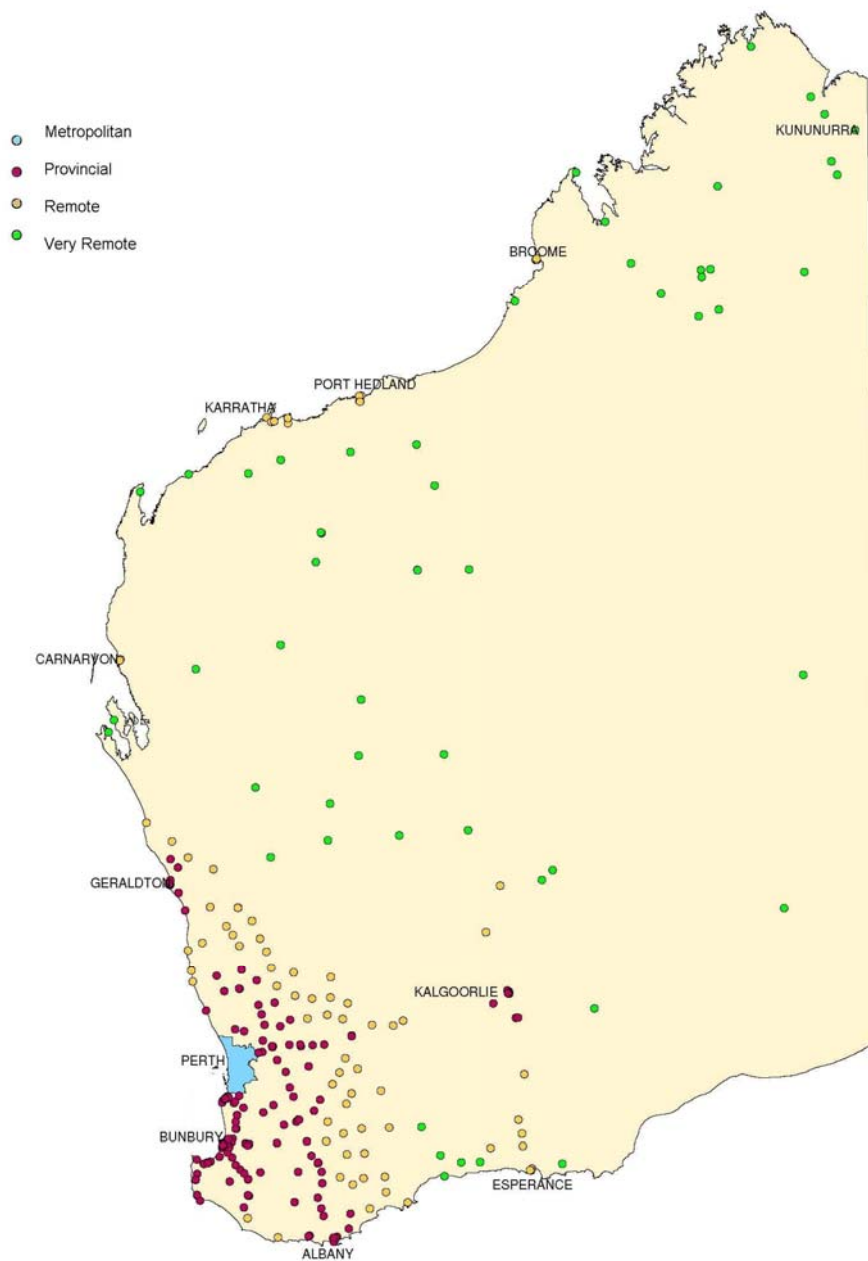
In 2008, the literacy and numeracy performance of Years 3, 5, 7 and 9 students was assessed for the first time using common national tests through the National Assessment Program – Literacy and Numeracy (NAPLAN). These assessments replaced the previous full-cohort testing programs: the Western Australian Literacy and Numeracy Assessment (WALNA) for Years 3, 5 and 7, and the Monitoring Standards in Education Year 9 (MSE9) Reading, Writing and Mathematics assessments.

Students were assessed in Reading, Writing, Language Conventions (Spelling, and Grammar and Punctuation) and Numeracy. The 2008 NAPLAN results for Years 3, 5, 7 and 9 for major subgroups of students are described in Tables 42, 43, 44 and 45.

Geolocation

The 2008 NAPLAN assessment also provides the opportunity to report results according to geolocation. Geolocation is based on the locality of individual schools and is used to group the data according to metropolitan, provincial, remote and very remote locations. Geolocation is assigned according to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Schools Geographic Location Classification System. The results for Years 3, 5, 7 and 9 students according to geolocation are described in Figures 13, 14, 15 and 16.

Figure 12: Map of Western Australia showing geolocation



Source: Evaluation and Accountability

Nearly 70 per cent of public school students in primary education (Years K–7) and lower secondary education (Years 8–10) are located in schools in the metropolitan area.

Table 41: Distribution of students by schools' geolocation (percentages), by year level, 2008^(a)

	Years K–7	3	5	7	9	Years 8–10
Metropolitan	68.4	68.1	68.4	68.4	67.7	67.6
Provincial	21.4	21.9	21.5	22.0	23.6	23.8
Remote	6.3	6.2	6.3	6.2	5.7	5.5
Very remote	3.8	3.8	3.7	3.5	3.0	3.0

(a) Semester 2 census.

Source: Evaluation and Accountability

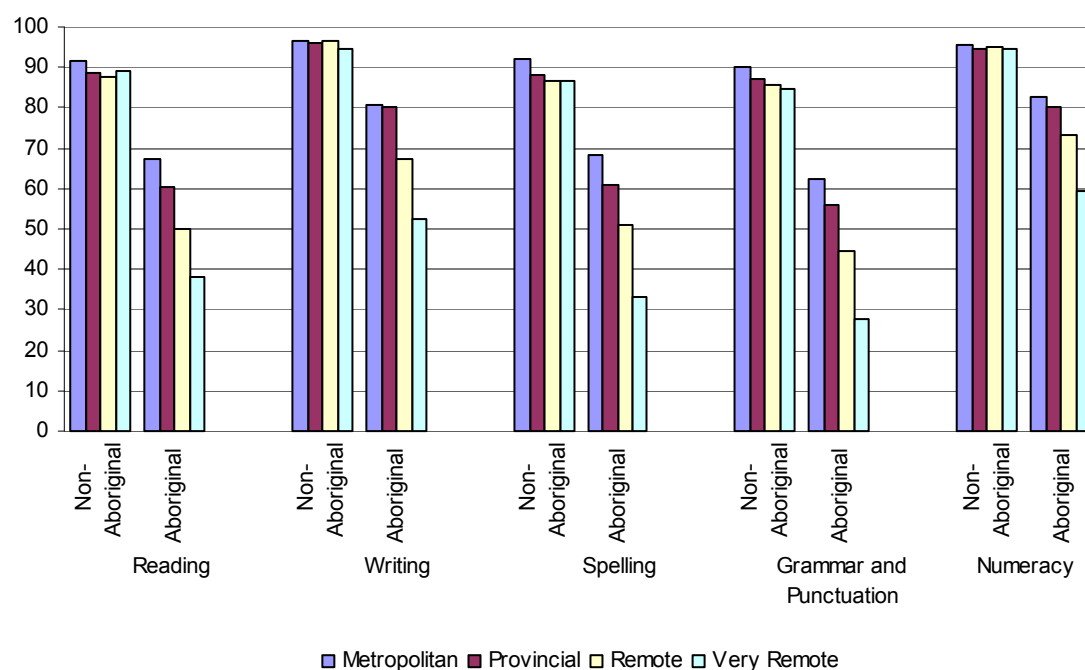
Year 3

Table 42: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2008

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	90.3	84.9	86.6	56.6	87.6
Writing	96.4	92.2	92.6	72.5	94.2
Spelling	91.2	84.3	89.4	56.3	87.6
Grammar and Punctuation	89.4	82.3	84.3	50.6	85.7
Numeracy	94.1	93.1	92.1	75.6	93.6

Source: Evaluation and Accountability

Figure 13: Public school Year 3 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2008



Source: Evaluation and Accountability

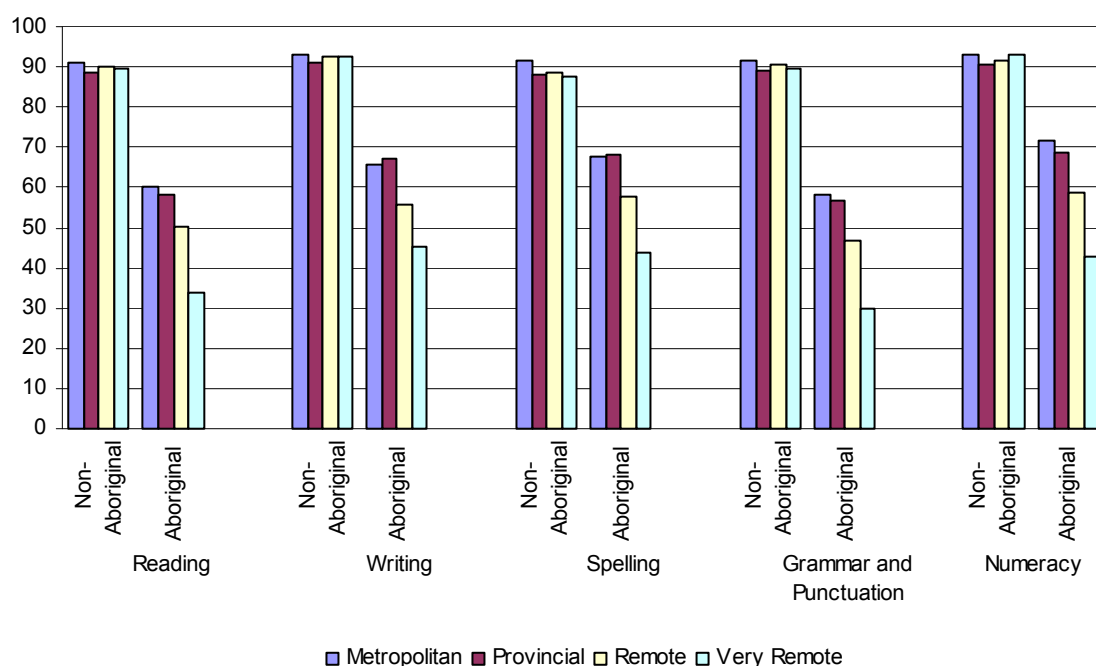
Year 5

Table 43: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2008

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	89.7	84.9	84.4	52.7	87.2
Writing	93.7	85.6	88.7	60.3	89.5
Spelling	91.9	84.2	87.9	61.2	87.9
Grammar and Punctuation	91.2	83.9	84.4	50.2	87.4
Numeracy	89.2	89.9	88.6	62.8	89.6

Source: Evaluation and Accountability

Figure 14: Public school Year 5 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2008



Source: Evaluation and Accountability

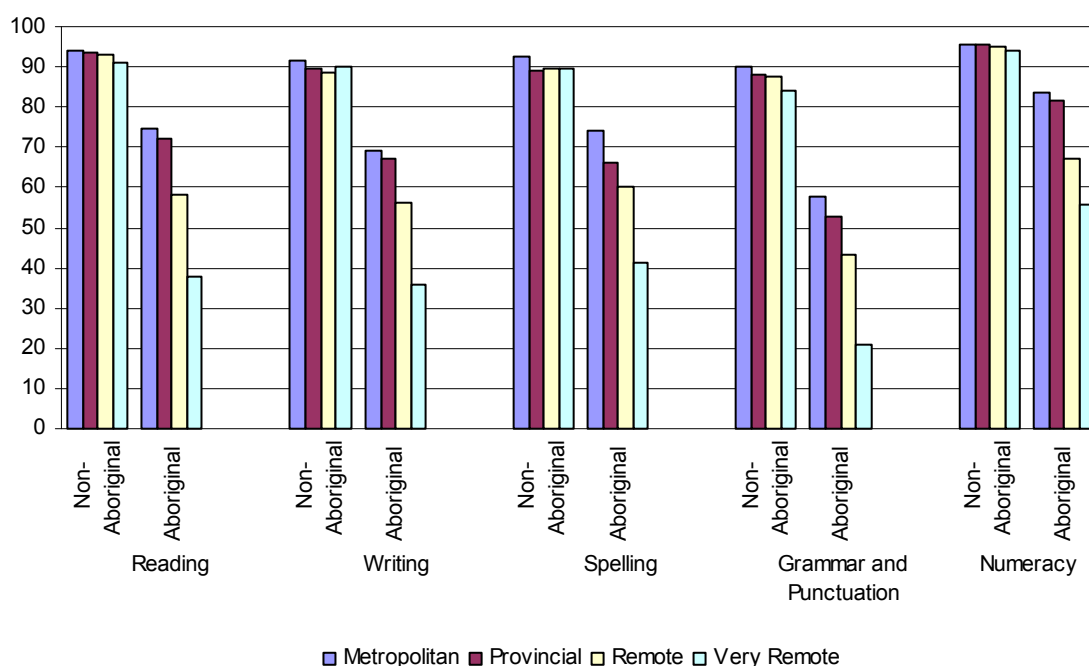
Year 7

Table 44: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2008

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	93.2	89.1	88.4	64.1	91.0
Writing	92.6	84.1	87.1	60.1	88.2
Spelling	92.2	86.0	88.4	63.4	88.9
Grammar and Punctuation	90.2	81.6	82.8	47.1	85.7
Numeracy	93.3	93.8	91.9	74.9	93.6

Source: Evaluation and Accountability

Figure 15: Public school Year 7 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2008



Source: Evaluation and Accountability

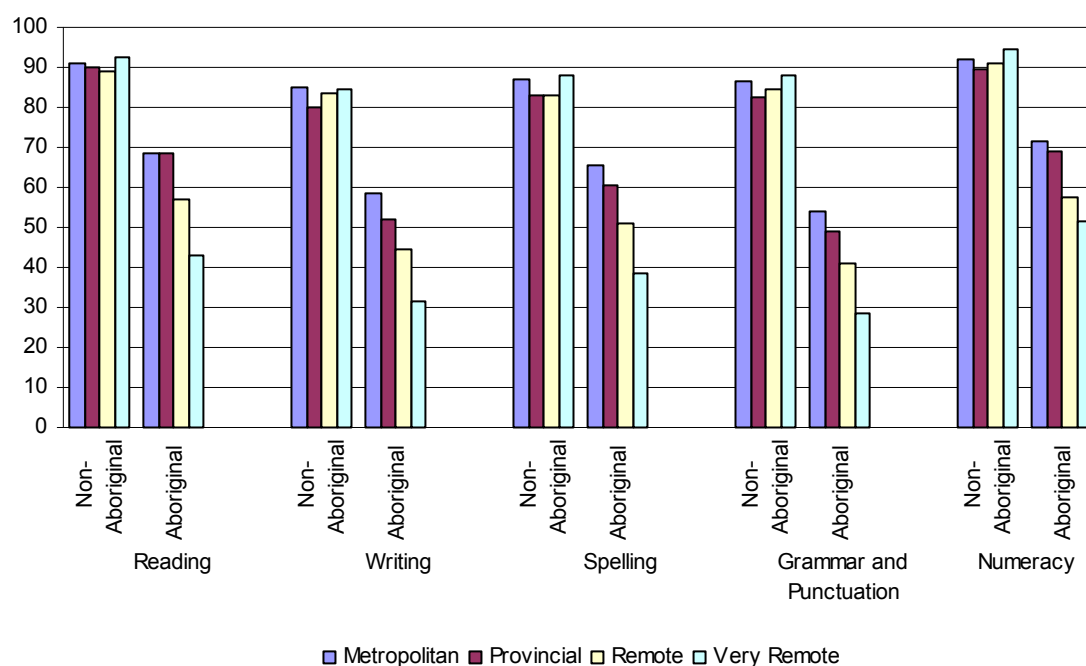
Year 9

Table 45: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by subgroup, 2008

Assessment area	Female	Male	Language background other than English	Aboriginal	All
Reading	90.7	86.3	85.3	62.0	88.4
Writing	88.1	74.3	80.7	49.4	80.8
Spelling	88.5	79.1	83.0	56.7	83.6
Grammar and Punctuation	88.0	77.1	81.3	45.7	82.2
Numeracy	88.5	89.4	87.8	64.9	89.0

Source: Evaluation and Accountability

Figure 16: Public school Year 9 students at or above national minimum standards in literacy and numeracy (percentages), NAPLAN, by geolocation, by Indigenous status, 2008



Source: Evaluation and Accountability

Retention of secondary students to Year 12

The extent to which students continue to participate in school education is indicated by the 'apparent' Year 8 to Year 12 retention rate. This is the number of full-time students in Year 12 in a particular year as a percentage of the number of full-time students enrolled in Year 8 four years earlier. Apparent retention rates are presented in Table 46 and Figure 17.

Table 46: Apparent retention rates, public school students, Year 8 to Year 12 ^{(a) (b)}, by subgroup, 2004–2008

Subgroup	2004		2005		2006		2007 ^(c)		2008	
	N	%	N	%	N	%	N	%	N	%
All	11 059	62.6	11 303	63.4	11 084	63.1	10 893	60.9	11 215	65.6
Male	5 329	58.4	5 377	58.5	5 317	57.9	5 094	55.0	5 331	60.3
Female	5 730	67.1	5 926	68.6	5 767	68.8	5 799	67.4	5 884	71.4
Aboriginal	289	23.7	321	24.3	375	28.5	369	25.5	585	40.2
Male	127	20.7	133	19.4	219	31.6	189	25.0	286	37.9
Female	162	26.9	188	29.7	156	24.9	180	26.0	299	42.7

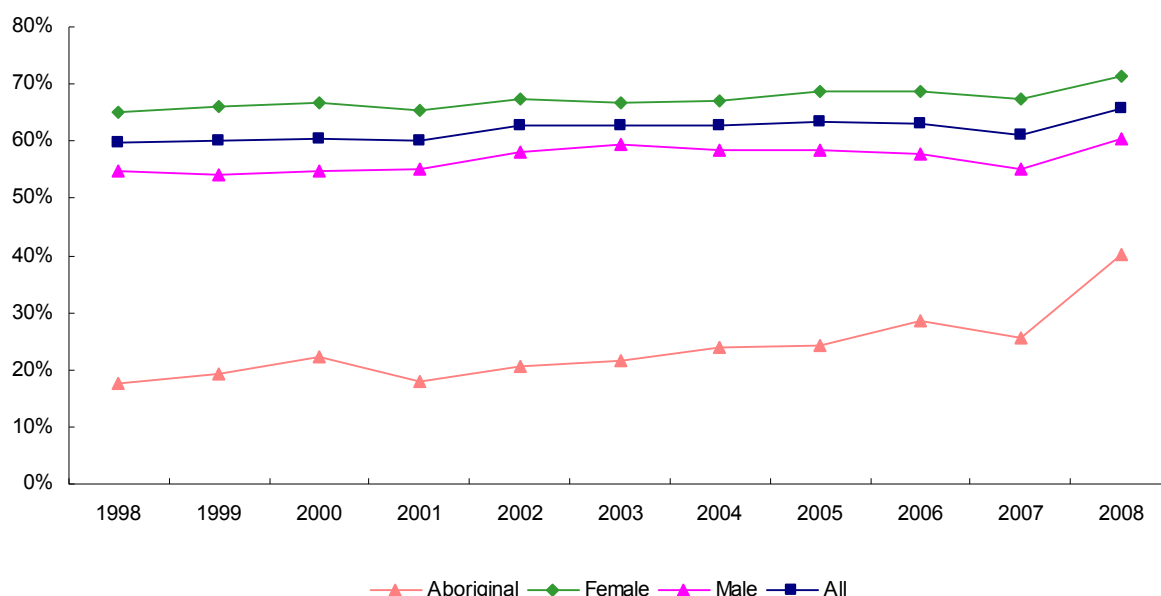
(a) Excludes Canning and Tuart college students, part-time and international students and mature-aged students at senior campuses.

(b) Second semester census.

(c) Some figures for 2007 are different to those reported in the previous annual report.

Source: Evaluation and Accountability

Figure 17: Apparent retention rates, public school students, Year 8 to Year 12 ^{(a) (b)}, 1998–2008



(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

Secondary graduation

The Secondary Graduation rate is the percentage of the Year 8 cohort that satisfies the requirements for Secondary Graduation by Year 12. It is an indicator of the extent to which that age cohort reaches a high level of education. Secondary Graduation rates are presented in Table 47.

Table 47: Public school secondary graduation rates (percentages), public school Year 12 students ^(a), 2004–2008

Subgroup	2004	2005	2006	2007 ^(b)	2008
All	53.9	55.0	54.3	53.4	53.7
Male	48.9	49.4	47.9	47.0	46.7
Female	59.3	61.0	61.3	60.3	61.3
Aboriginal	14.7	15.0	13.5	14.2	15.6

(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.

(b) The figures for 2007 are different to those reported in the previous annual report. They have been revised to adjust for repeating students who were counted but had graduated before 2007.

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?

The survey was completed in Semester 2, 2008 and responses from more than 11 100 Year 11 students (some 380 were Aboriginal) and more than 8700 Year 12 students (some 240 were Aboriginal) are reported in Table 48 below. Information in the table shows the percentages of students who were either 'satisfied' or 'very satisfied' with the quality of teaching they had received and the quality of facilities available to them. Comparison with 2007 and 2006 data is presented for major subgroups.

Table 48: Student satisfaction, by subgroup, public school students, Years 11–12, 2006–2008

Subgroup	Year 11			Year 12		
	2006	2007	2008	2006	2007	2008
Satisfaction with Quality of Teaching						
All	90.7	90.1	89.9	93.0	93.0	92.4
Male	89.8	88.7	88.7	92.2	92.1	91.0
Female	91.5	91.4	91.0	93.7	93.8	93.5
Aboriginal	93.8	90.7	91.8	92.6	95.2	96.2
Satisfaction with Quality of Education Facilities						
All	85.6	86.2	85.3	87.7	87.0	87.2
Male	84.5	84.7	84.0	85.8	84.9	85.8
Female	87.4	87.6	86.7	89.4	88.8	88.3
Aboriginal	88.8	89.7	90.7	88.1	91.9	92.1

Source: Evaluation and Accountability

Vocational education and training services

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 *Training WA: Planning for the future 2009–2018*, is to have a flexible and innovative training sector which provides the skills required of people to realise their potential.

The Plan, launched by the Minister for Training in 2009, outlines the Government's vision and direction for training over the next decade. It includes a series of strategies and deliverables to increase the skills and participation of all Western Australians in the workforce and in the community. The two major goals for training delivery are to achieve:

- an increase of 17 500 working aged Western Australians undertaking accredited training by 2012; and
- an increase in the proportion of workplace and/or flexible training delivery from 27 per cent to 40 per cent by 2012.

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

'Pillars' for increased productivity and participation in vocational education and training

Training is vital to maximise Western Australia's economic development into the future and this requires the training system to be able to anticipate and adapt to change. In its commitment to meeting the requirements of industry, the VET sector needs to ensure that skills needs are met.

Strategies to increase the skills and participation of all Western Australians in the workforce and in the community have been identified. Productivity and participation in training will be increased through achievement of the following six 'pillars':

- A skilled workforce
- A contemporary apprenticeship and traineeship system
- Individual participation in training
- Support for regional communities
- A vibrant and diverse training market
- Training system capability and capacity

Achievement will be supported through immediate, medium and long-term initiatives aimed at building a flexible and innovative training system to benefit all Western Australians.

Planning and resourcing for industry and community needs

In 2008–09, in planning and resourcing for the needs of industry, major activities and achievements included the following:

- The *State Training Profile 2009–2011* was developed in 2008 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.

Changing economic circumstances prompted a review of the Profile, which commenced in early 2009. Using the most up-to-date data available, the purpose of the review is to make an assessment of the ongoing relevance of the priorities and directions of the *State Training Profile 2009–2011* in light of changes in economic outlook and indicators of labour demand. The findings of the review will inform the development of the *State Training Plan 2010–2012*.

- Regional planning and workforce development supported training delivery in line with local need and the development of local communities.
- Industry Training Advisory Arrangements were implemented in 2009. Ten new Training Councils were established:
 - Community Services, Health and Education Training Council Incorporated
 - Construction Training Council
 - Creative and Leisure Industries Training Council Incorporated
 - Electrical, Utilities and Public Administration Training Council Incorporated
 - Engineering and Automotive Training Council Incorporated
 - Financial, Administrative & Professional Services Training Council Incorporated
 - Logistics Training Council Incorporated
 - Primary, Food and Beverage, Furnishing and Textiles Industries Training Council (WA) Incorporated
 - Resources Industry Training Council
 - Retail and Personal Services Training Council Incorporated
- In accordance with recommendations from the *VET Delivery and Infrastructure Review*, completed in 2007, a number of major trade infrastructure projects commenced in 2008 to address trade skill shortages. These included the following projects:
 - Planning was completed for the \$19 million Clarkson Trade Training Centre for building and construction trades, a new \$3.67 million trades workshop for Curtin VTEC's Kalgoorlie Campus, and a new \$2.4 million metals trades workshop for Pilbara TAFE's Karratha Campus.
 - Construction began on a new \$1.9 million automotive workshop at Great Southern TAFE's Albany Campus; a \$2.9 million expansion of building and construction workshop facilities at South West Regional College of TAFE's Bunbury Campus; and a \$5.45 million expansion, upgrade and realignment of trade training facilities across Swan TAFE campuses located at Thornlie, Balga and Midland. Additional construction projects at Swan TAFE campuses included a \$1.5 million upgrade of building and construction workshops at Balga Campus and a \$3.45 million specialist metals centre at Midland Campus.
- Major capital projects completed and opened in 2008 focused on Challenger TAFE and included the \$19.5 million Australian Centre for Energy Process Training and a \$10.5 million automotive training centre at Kwinana.

Funding of the public VET system

In 2008, the Department allocated \$335 million to the TAFEWA colleges, Curtin (VTEC), the WA Academy of Performing Arts, Notre Dame University and some 210 private registered training organisations (RTOs) to deliver 29.234 million hours of training.

Department support for TAFEWA colleges included recurrent funds for training delivery, staff superannuation and capital works.

The funding of training delivery is managed through three main programs: Profile Funding, Competitive Allocation of Training and User Choice.

Profile Funding

Under profile funding arrangements the Department negotiates a profile of training delivery with each of the TAFEWA colleges, Curtin VTEC, the WA Academy of Performing Arts and Notre Dame University. Profile funding supports training in all regions of the State across 42 industry groups, including apprenticeship and traineeship training.

In 2008, profile funding of \$298 million (\$290 million in 2007) supported the delivery of 111 387 course enrolments by 86 838 clients. About 35 per cent of this funding was provided for training in regional and remote areas.

Profile funding allocated to each college is calculated through a funding model which estimates the cost of delivering each college profile. Based on cost benchmarks, colleges of similar size and operation 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 community service obligations. If colleges fail to reach agreed profile delivery targets, resources are returned to the Department.



Competitive Allocation of Training

Competitive Allocation of Training (CAT) is directed towards clients who are not apprentices or trainees. Training can be for unemployed clients seeking employment or existing workers upgrading their skills.

In 2008, the Department spent approximately \$14.5 million on CAT, compared with about \$10.4 million in 2007. Training programs funded under CAT during 2008 included the following:

- The Access program provides training to meet the needs of those who might not otherwise participate in VET, including Aboriginal people, people with disabilities, youth 'at risk', people aged over 45 years and people from culturally and linguistically diverse backgrounds. Forty-seven RTOs were funded, including eight TAFEWA colleges, to provide 202 training courses.
- Critical Skills supports training programs for existing workers to gain new skills in critical skill shortage areas. Eighteen private RTOs were funded to deliver 40 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 supports Aboriginal people by providing training aimed at improving employment outcomes, especially for those in regional areas. The program is jointly funded by the Commonwealth and State Government and provided funding to six RTOs to deliver 29 training courses.
- The Indigenous Training Support Program, jointly funded by the Commonwealth and State Government, 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 attraction and retention support services for training programs delivered to Aboriginal clients.

User Choice

User Choice allows employers and their apprentices or trainees to choose their own training arrangements and is delivered by TAFEWA colleges, Curtin VTEC and approximately 170 contracted private RTOs.

User Choice is funded under competitive arrangements and administered by the Department through an annual expression of interest process to all private RTOs registered with the Training Accreditation Council. User Choice training delivered by TAFEWA colleges and Curtin VTEC is administered through profile funding arrangements.

Important aspects of User Choice training in 2008 included the following:

- The Department spent almost \$22.7 million on User Choice for private RTOs, compared with approximately \$16.1 million in 2007. The increased spending reflects increased numbers of apprentices and trainees receiving training 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*, an open market model for apprenticeship training in 2009 was advertised. This resulted in any private RTO with appropriate scope being eligible to apply to deliver any apprenticeship qualification, approved for delivery in Western Australia, in any region of the State. A total of 20 private providers were contracted to commence apprenticeship delivery in 2009, compared with 15 contracted in 2008.
- The traineeship market has continued to be open for any RTO with the appropriate scope to apply to deliver traineeships throughout the State.
- The most significant areas of User Choice expenditure included the apprenticeship trade areas of electrical, building and construction, automotive, hairdressing, metals and engineering; and the traineeship areas of retail, food trades and processing, office and clerical, community services, health and education, and transport and storage.
- Pre-apprenticeship training previously funded under CAT was included in User Choice in 2008. Pre-apprenticeship training provides introductory trade training that can lead to apprenticeships in the automotive, electrical, building and construction, or metals and engineering trades. Eight private RTOs were funded to deliver pre-apprenticeship training during 2008 at a cost of approximately \$2 million.

Commonwealth-State funding arrangements

Commonwealth funding for VET was 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.

Western Australia exceeded targets under the Skilling Australia's Workforce (SAW) Agreement as outlined in the table below.

Table 49: Increases in identified target areas over the period of the SAW Agreement, Western Australia, 2005–2008

Target area	Numbers in base year (2003)	Target increase	Increase achieved
Additional New Apprenticeship commencements in the traditional trades	5 215	1 500	11 777
Additional commencements in other areas of skill shortages	18 133	500	4 027
Additional places for youth aged 15–19 years	39 920	2 600	16 145
Additional places for people with a disability	5 078	1 000	5 293
Additional places in regional and remote locations for Aboriginal Australians	6 145	150	2 845
Increased participation by Aboriginal Australians at higher qualification levels	2 318	150	2 194

Source: Training Resource Allocation

From 2009, the new *National Agreement for Skills and Workforce Development* replaced the SAW Agreement. The new Agreement affirms the commitment of all governments to work in partnership, and with businesses and industry, to develop the skills of Australian people. It also recognises that the centrepiece to achieving this is a shared commitment of all governments to a national training system that is responsive to local needs, and delivers high quality and nationally-consistent training outcomes.

The Department is also implementing a number of national partnership agreements. These include:

- The National Partnership for Youth Attainment and Transitions;
- The National Partnership Agreement on Productivity Places Program;
- The On-the-Job Training Initiative; and
- The National Partnership Agreement on TAFE Fee Waivers for Childcare Qualifications.

The Department undertook two programs within Phase II of the National Partnership Agreement on Productivity Places Program:

- Under the Existing Worker High-level Traineeship Program, the full allocation of 1000 existing workers commenced high-level traineeships in 2008 and continued training in 2009.
- Under the Existing Worker Health Occupations Program, 410 of the 444 allocated existing health worker places commenced training in 2009.

Supplementary performance information

Information in this section supplements the VET performance information provided in the [Key Performance Indicators](#).

Participation in vocational education and training

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

Time series data for 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 50. Table 51 shows VET provision for 2008 according to the different funding sources. Profile-funded VET accounts for the majority of provision: approximately 83 per cent of clients, 85 per cent of course enrolments and 85 per cent of student curriculum hours.

Table 50: Clients, course enrolments and student curriculum hours (SAW scope), 2004–2008

Year	Clients	Course enrolments	Student curriculum hours
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
2008	104 193	130 303	29 234 206

Source: Evaluation and Accountability

Table 51: Clients, course enrolments and student curriculum hours (SAW scope), by source of funding, 2008

Funding source	Clients ^(a)	Course enrolments	Student curriculum hours
Profile funded	86 838	111 387	24 968 004
Competitively allocated training	4 869	5 724	1 293 655
Special projects	260	302	51 920
User Choice	12 321	12 816	2 864 475
Priority skills projects	74	74	56 152
Totals	104 193	130 303	29 234 206

(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) is Australia's principal provider of VET research and statistics. It publishes national and state and territory time series data, enabling comparison at the national level.

According to the NCVER publication, *Australian vocational education and training statistics, Students and courses 2008, Preliminary data*, between 2007 and 2008 there was an increase of 31 400 (1.9 per cent) students in the public VET system nationally to 1.696 million. In Western Australia an additional 6800 (4.8 per cent) students enrolled, bringing the total to 149 100 students. In Western

Australia subject enrolments rose by 9.7 per cent to 1.210 million, compared with the national increase of 4.9 per cent to 12.951 million. Total hours of delivery in Western Australia grew by 7.3 per cent: the national average was 4.7 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 vocational education and training

Apprenticeships and traineeships continue to be a priority for the State Government by encouraging more people into apprenticeships and traineeships.

Western Australia leads growth in apprenticeships and traineeships with figures well above national averages for 2008 in many areas. NCVER data for the 2008 December quarter shows that:

- There were 35 900 apprentices and trainees 'in training' as at December 2008, an increase of 5.9 per cent from the previous year. This compared with a 2.6 per cent increase nationally.
- In the context of skill shortages, 63.5 per cent of those 'in training' were undertaking 'traditional apprenticeships', compared with 47.3 per cent nationally. There has also been an increase of 56.2 per cent in 'traditional apprenticeships' between December 2004 and December 2008, compared with a 25.0 per cent increase nationally.
- Overall commencements (25 000) increased by 8.2 per cent from 2007, compared with 4.6 per cent nationally.
- Commencements in 'traditional apprenticeships' (9500) remained stable from 2007 compared with a small increase nationally (2.1 per cent).
- Some 40.9 per cent of all apprentices and trainees 'in training' were 19 years and under (31.9 per cent nationally).

Table 52 shows that apprentices and trainees 'in training' in Western Australia increased by 37.0 per cent over the five years between 2004 and 2008, compared with 7.3 per cent nationally.

Table 52: Apprentices and trainees 'in training', Western Australia and Australia, 2004–2008 ^(a)

	December 2004	December 2005	December 2006	December 2007	December 2008	% increase 2004–2008
Western Australia	26 200	29 500	31 700	33 900	35 900	37.0
Australia	387 200	391 100	396 700	405 000	415 500	7.3
WA as % of Australia	6.8	7.5	8.0	8.4	8.6	

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

Source: National Centre for Vocational Research, December Quarter 2008

Participation of equity groups in vocational education and training

In 2008, more than 27 000 VET clients described themselves as belonging to major equity target groups: 15 234 from non-English speaking backgrounds, 6976 Aboriginal and 5203 with disabilities. There were 46 707 women, 21 682 people aged 40 years and over, and 37 582 in regional and remote areas.

Participation of Aboriginal people in vocational education and training

Although Aboriginal people aged 15 to 64 years represent only 3.0 per cent of the Western Australian population of 15 to 64 year olds, they represent 7.3 per cent of VET course enrolments (SAW scope). Targeted resourcing across a number of funding models continues to facilitate access to VET for Aboriginal people.

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, course enrolments and hours of curriculum delivery for Aboriginal students give an indication of their participation in VET. These are provided in Table 53. Information about the level of study undertaken by Aboriginal students is provided in Table 54.

Table 53: Clients, course enrolments and student curriculum hours (SAW scope), by Aboriginal status ^(a), 2004–2008

Year	Clients	Course Enrolments	Student Curriculum Hours
2004			
Aboriginal	6 828	8 985	1 872 855
All	96 420	118 847	27 031 372
Aboriginal as % of All	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
2008			
Aboriginal	6 976	9 491	1 679 068
All	104 193	130 303	29 234 206
Aboriginal as % of All	6.7 %	7.3%	5.7%

(a) In 2008 more than 18 per cent of clients were in the 'Not stated' Category.

Source: Evaluation and Accountability

Table 54: Clients by level of training ^(a) (SAW Scope), by Aboriginal status ^(b), 2004–2008

	Other	AQF Certificate I and II	AQF Certificate III and IV	Diplomas and other higher qualifications	Total
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
2008					
Aboriginal	351	3 982	2 464	179	6 976
All	1 844	30 893	59 592	11 864	104 193
Aboriginal as a % of All	19.0	12.9	4.1	1.5	6.7

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

(b) In 2008 more than 18 per cent of clients were in the 'Not stated' category.

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.

The Department's student satisfaction survey

The Department's annual TAFEWA Student Satisfaction Survey seeks the views of current VET students about the quality and relevance of VET services, and uses this information to gain a better understanding of students and their learning needs. Students at TAFEWA colleges, the Western Australian Academy of Performing Arts and Curtin 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 November 2008 and drew over 7000 responses.

Students participated by either completing a mail-back questionnaire or responding online through a dedicated website. In 2008, some 50 per cent of respondents used the online method to respond, compared with only three per cent in 2001.

Findings of note from the 2008 survey included the following:

- Overall TAFEWA student satisfaction levels have remained relatively high, with 85 per cent of students either satisfied or very satisfied with their course, compared with 87 per cent in 2007 and 83 per cent in 2001.
- Satisfaction of regionally-based students increased slightly to 89 per cent from 88 per cent in 2007.
- Metropolitan-based student satisfaction has declined to 84 per cent from 87 per cent in 2007.
- The proportion of apprentices who were either satisfied or very satisfied has decreased to 85 per cent from 88 per cent in 2007. However, there has been a reasonable increase since 2001, when 81 per cent of apprentices were satisfied.
- Satisfaction levels of trainees have decreased to 82 per cent from 92 per cent in 2007 (88 per cent in 2006 and 77 per cent in 2001).
- The proportion of apprentices who believed that the training they received from their workplace supervisor improved their employment prospects remained steady at 88 per cent, compared with 89 per cent in 2007.
- The proportion of students who indicated that their training was relevant to their intended occupation remained high at around 86 per cent (87 per cent in 2007).
- Eighty-six per cent of students agreed that they are gaining the skills they want to learn, compared with 83 per cent in 2007.
- There were 78 per cent of students who were satisfied with the quality of lecturers, down from 80 per cent in 2007.

Employer satisfaction with vocational education and training services

The national survey of [Employers' use and views of the VET system](#) is conducted every two years. It 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 conducted in Western Australia.

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.

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 who 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.

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.

Results from the 2009 survey of employers will be available by the end of 2009.

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 2008. 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 NCVER document, [Student Outcomes 2008](#).

The 2008 survey showed that satisfaction ratings and outcomes for TAFEWA graduates remained high and had improved significantly since 2001, as indicated by the following:

- Employment rates of graduates increased from 71 per cent in 2001 to 81 per cent in 2008 (80 per cent nationally).
- The proportion of all graduates who fully or partly achieved their main reason for study increased from 77 per cent in 2001 to 89 per cent in 2008 (87 per cent nationally).
- Overall satisfaction rates of graduates increased from 76 per cent in 2001 to 90 per cent in 2008 (89 per cent nationally).
- Average earnings for TAFEWA graduates in full-time work increased from \$599 per week in May 2001 to \$954 in May 2008. Australian Bureau of Statistics data shows the average weekly earnings (ordinary time earnings) for all workers in WA increased from \$828 in May 2001 to \$1270 in May 2008.
- TAFEWA graduate average incomes increased by an average of nine per cent annually between 2006 and 2008, compared with an average annual increase of four per cent for all Western Australian workers.

School support services:

School resourcing and accountability

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 actual staff and student numbers.

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 differential 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 school needs and priorities. The allocation is based on the size, type and geographical location of the school.

In 2008, \$99.1 million in school grant funding was distributed, compared with \$95.7 million in 2007; this included school development funding of \$10.5 million, compared with \$9.9 million in 2007.

In addition, special-purpose payments of \$166.1 million (\$188.4 million in 2007) were transferred to public schools and included specific funding for Aboriginal education, Commonwealth literacy and numeracy funding 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.



The School Support Programs Allocation

Funding of particular programs, designed to improve the academic and non-academic outcomes of students, has been brought together to provide schools with greater flexibility in implementing strategies and interventions. These programs include the Behaviour Management and Discipline Strategy, the Learning Support Program, the Getting it Right Strategy, the Primary Science Program and the Learning with ICT Project. In 2009, schools were funded for the first time under these new arrangements.

Through existing accountability procedures, schools are held accountable by their Directors Schools for standards of student performance. These procedures require schools to set targets and monitor student performance against a range of academic and non-academic indicators in literacy and numeracy, student behaviour, science, and the use of information and communication technologies (ICT). Schools are also expected to participate in system-level evaluations when these are undertaken.

Utilities management

The Department operates a utilities management program in public schools that provides devolved funding (\$41.2 million in 2008–09) 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.

School accountability

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

The revised *School Improvement and Accountability* policy was implemented in 2008. Additional support resources were made available and professional development sessions were conducted throughout the State. The policy maintains an emphasis on school self assessment, planning, action, reporting and review. All public schools participated in, and responded to, Standards Reviews which focused on the standards of student achievement. Standards Reviews were conducted by the Directors Schools who were also responsible for the performance management of principals and the nomination of schools for reviews undertaken by the Expert Review Group.

Established in January 2008, the Expert Review Group conducts comprehensive reviews for identified schools and presents a report with prescribed strategies directed at improving school performance. Improvement plans are developed and implemented with the support of the Directors Schools and, where necessary, additional resources are made available to schools. Six-month follow-up reviews assess the school's progress towards successfully implementing the improvement plan.

In 2008–09, the Expert Review Group conducted 17 reviews of schools of concern, 13 in the metropolitan area and four in regional areas of the State. Nine secondary schools were reviewed (eight metropolitan and one regional), two regional district high schools and six primary schools (five metropolitan and one regional). Seven six-month follow-up reviews were completed.

[Schools Online](#) continued to provide schools and the community with a comprehensive array of information including school performance information. A range of system enhancements were implemented, including the provision of data from the 2008 National Assessment Program – Literacy and Numeracy (NAPLAN).

The online Reporting Requirements of Schools system specified and reminded schools of their reporting responsibilities across a wide range of legislative and planning requirements. In addition, the 2008 *School Compliance Survey* specifically monitored school compliance with legislation and policy, in areas of physical activity in the curriculum, the National Safe Schools Framework, healthy food and drink, anaphylaxis, performance management, human resource professional learning and school councils.

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 Years 11 and 12 students, schools can consider a mix of Curriculum Council approved courses, subjects and VET programs to cater for students' interests and different rates of learning and motivation.

The Director General's *Classroom First Strategy* provides 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.

In February 2009, the Director General launched a simplified assessment process for all teachers. The Director General announced that from 2010, teachers will no longer be required to refer to the *Outcomes and Standards Framework* nor levels to allocate grades A - E across Years 1–10. The Curriculum Support website (www.det.wa.edu.au/curriculum-support) provides further information on the simplified assessment process.

K–10 Syllabuses and resources

A comprehensive range of classroom-ready curriculum resources are available on the K–10 Syllabus website. These provide teachers with practical support when planning relevant and engaging learning, teaching and assessment programs.

The resources support the explicit teaching of literacy and numeracy skills across learning areas and link directly to the *Early Childhood (K–3) Syllabus*, *Middle Childhood (4–7) Syllabus*, *Early Adolescence (8–10) syllabuses* and *First Steps* materials. The syllabuses and teaching resources supporting the syllabuses are accessible to school staff via the K–10 Syllabus website on the Department's portal.

Feedback from teachers indicated that the online resources could be used flexibly to facilitate effective learning and teaching and were easily accessed.

Standards

The Department has defined realistic yet challenging standards (achievement targets) for Years 3, 5, 7 and 9. The Making Consistent Judgements professional learning program, which assisted teachers to understand the standards and make confident judgements, ended in 2007.

In 2008, the Department developed and trialled an online resource to 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 were able to increase their understanding of the standards and assessment practices. Work on this project will continue throughout 2009, culminating in the production of a resource that teachers can use for all learning areas, across all year groups. This resource can be accessed via the Curriculum Support website.

Reporting to parents

An agreement between the Commonwealth and the states and territories requires that reports are to be sent to parents twice yearly, and use common standards and reporting in grades of A to E.

In 2008, 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 an online service to enter report data from home through the Department's portal.

Schools with senior school enrolments complied with requirements for data provision to the Curriculum Council and to report formally and informally to parents.

Assessment literacy

Intensive professional learning regarding data analysis was provided to school leaders, classroom teachers and central and district office staff. This support enables staff to more efficiently and effectively analyse student performance information for school improvement purposes.

The First Cut data program is a highly valued tool which provides information to schools on growth in student performance, as measured by prescribed whole-year population assessments. It is used throughout the Department to measure the effectiveness of targeted intervention strategies. Development of the program as a web-based application has enabled more flexible access for educators. This has led to more efficient evaluation of whether systemic or local school programs have added value to cohort and/or individual student performance. The Expert Review Group, Directors Schools and school leaders rely increasingly on First Cut as part of school review processes.

Cross-divisional and inter-directorate liaison ensured that the consultation services provided to staff were based on national and international research, incorporating educational measurement understandings as well as best practice teaching and learning strategies. A comprehensive range of ready-to-use hard copy and electronic resources provided further support for staff in the analysis of student performance information. These are available on the Department's website.

Online curriculum services

Resources and support for information and communication 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. The Commonwealth Government's Digital Education Revolution complements and aligns well with the Department's directions and initiatives in ICT by providing increased numbers of computers for Years 9–12 students, improved broadband infrastructure to schools, and technologies to access and use digital resources.

Support for using ICT for teachers and school leaders was delivered through five major initiatives:

- The [Online Curriculum Services](#) project is being progressively implemented in all public schools and began with implementation in 54 schools in 2007. Currently the project has been made available to 320 schools and will be expanded to all public schools by 2012. Teachers and students 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 was recognised internationally through the UNESCO King Hamad Bin Isa Al-Khalifa Prize for ICT in Education and the IMS - Global Learning Consortium as the best K-12 system implementation of ICT systems. The Online Curriculum Services project currently provides online services to more than 1600 teachers and almost 48 000 students.

Online professional learning is now a viable option for all staff in the Department. This year saw the rollout of an adult learning system that delivers online learning courses including:

- a specific course for the new *Students Online* policy which assists school staff to put in place school-based processes and procedures designed to protect and inform students and parents in their use of Department online services;
- a records management course for Central Office staff; and
- the staged release of the Child Protection Course to over 5000 principals and teachers, providing vital information for the new mandatory reporting by teachers of child sexual abuse.

Webmail, calendar sharing and instant messaging are now all available as online collaboration tools for teachers, students and Department staff. Implementation of these tools is aligned to

the online teaching and learning system rollout in schools or by request from a school or business unit.

- The Learning with ICT Project is a State Government commitment to upgrade and maintain ICT infrastructure to 210 selected schools. This project commenced in 2002 with 100 schools and currently 205 project schools have had work on their ICT infrastructure completed. The remaining five schools are due to have this work completed by the end of 2009. This project also provides online professional support for school ICT leaders.
- The Schools Standard Operating Environment program provides a standard and managed ICT operating environment for new schools and for schools that are upgrading their curriculum networks to receive online services.
- The Notebooks for Teachers Program continued to provide notebook computers to nearly 16 000 teachers to improve their use of ICT in teaching and thereby provide opportunities for relevant and engaging learning opportunities for students.
- DET Resources Online is a collection of resources covering all learning areas and year levels and contains more than 27 000 items. Teachers access the collection through the Department's portal via the Internet. Online curriculum resources support students in their learning and teachers in their preparation of curriculum activities.

Much of the digital content in the collection was created by The Le@rning Federation, an initiative involving all Australian states and territories and New Zealand. The Department continues to support this initiative to provide national base content services.

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

The Department supported research into the use of ICT in school communities through partnerships with universities and ICT organisations. The Department's Innovation Awards showcased teachers and students providing and producing innovative work with ICT in our public schools.

Senior secondary schooling

The Department provided customised analysis of student performance information to schools and districts. These included resources, materials and strategies to assist schools to deliver effective and engaging programs to secondary students, particularly those in senior school. There was a continued focus on strengthening the understanding of student achievement information and its monitoring that best provides practical feedback to teachers, students and school administrators to improve student learning.

The Department continued to play a critical role in supporting schools in the implementation of the Curriculum Council's Western Australian Certificate of Education (WACE) courses. In 2008, eight WACE courses were examined in Year 12 with a further 13 introduced into Year 11. In 2009, an additional 31 new courses and 10 VET industry specific courses are being implemented for the first time.

Course implementation is supported through the Teacher Development Centre (TDC) project and by secondary consultants with appropriate learning area expertise. Teacher Development Centre coordinators provide curriculum leadership and act as mentors, in their areas of expertise, to teachers of senior school courses. Coordinators successfully led professional learning activities accessed by teachers across the State.

Feedback from school administrators and teachers indicated that curriculum and assessment support provided by the Department is practical and meets their needs.

Literacy and numeracy

Commonwealth literacy and numeracy funding

The final year of funding was received under the 2005–2008 quadrennial agreement with the Commonwealth Government. These funds provided resources to public schools with the largest proportions of students 'at risk' of not achieving successful outcomes in literacy and numeracy.

In 2008, \$25.8 million was allocated to achieve demonstrable improvement in the literacy and numeracy outcomes of these 'at risk' students and to support the *National Literacy and Numeracy Plan*. Target groups included Aboriginal students, students with English as a second language, students with disabilities or learning difficulties and students from communities with a low socioeconomic status.

The funds supported systemic initiatives and also supported:

- direct school grants to enable selected public schools to explicitly address the literacy and numeracy priorities identified in their school plans;
- English as a Second Language (ESL) support programs;
- development and implementation of First Steps literacy and numeracy modules, resources and associated professional learning; and
- implementation of the Aboriginal Literacy Strategy and the ABC of Two-Way Literacy and Learning professional learning program.

Getting it Right

The Getting it Right - Literacy and Numeracy Strategy (GiR-LNS) operates in selected primary, district high and secondary schools across the State. In 2008, 347 GiR-LNS specialist literacy and numeracy teachers worked in 289 public primary and district high schools, and 44 GiR-LNS teachers worked in 42 public secondary schools with the greatest need.

The specialist teacher has a specific focus on supporting those students whose progress in literacy and/or numeracy is close to, or below, the expected standard.

Specialist teachers work 'shoulder to shoulder' with colleagues in classrooms to extend and consolidate teacher understandings about literacy and numeracy learning, teaching and curriculum content. They model teaching strategies that are likely to lead to literacy or numeracy improvement, and they assist classroom teachers to diagnose students' learning needs and plan intervention for individuals and groups of students.

Specialist teachers are provided with professional learning and ongoing support is available from the Central Office team. Support for specialist teachers and their principals is provided through school-based visits and collegiate forums.

An Even Start National Tuition Program

In 2008, the Department implemented the An Even Start National Tuition Program in public schools. The program provided one-on-one tuition for students who had not met the Year 3, 5 or 7 benchmarks for reading, writing or numeracy and those who were formally exempt from the Western Australian Literacy and Numeracy Assessment in 2007. For the 2008 program, 12 989 public school students were eligible. Of those, 8138 students registered for school-based tuition and 5864 completed their allocated tuition entitlement of at least 12 hours of tuition conducted by 2042 registered school-based tutors.

Other support

Other resources and initiatives were provided to support improvement in literacy and numeracy and these included the following:

- 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 *Early Childhood (K-3) Syllabus* and philosophy of teaching and learning captured in the early childhood phase of the Curriculum Framework.
- 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 Department, in partnership with the Western Australian Primary Principals Association (WAPPA), developed a whole-school literacy planning and mentoring program. In 2009, the program will deliver to more than 50 schools. The program provides a framework and process for schools to use to design, develop, implement and evaluate whole-school literacy plans and incorporates school and classroom literacy improvement strategies.
- The Charting the Course: Year 3 Intensive Reading pilot is being used as a research base to trial the effectiveness of improvement strategies and targeted interventions. Teachers from the 21 schools involved in the pilot have been supported with resources and professional learning, and identified students receive explicit teaching of specific reading skills and fine-grained monitoring of progress.
- Parent booklets were produced during the year to help parents support their children's education. They included:
 - *Helping your teenager develop good study skills* for every family with a child in Years 8 to 12;
 - *Learning begins at home* for every family with a child entering Kindergarten and Pre-primary;
 - *At Home with spelling* for parents of children in Kindergarten to Year 3; and
 - *Gearing up for secondary school* for parents with children starting secondary school.

Surveys showed that, as a result of reading the booklets, more than 90 per cent of parents found the information useful, learnt new ideas and changed their behaviour to better support their children.

- A parent e-newsletter was sent once a term to members of a subscriber database with details about achievements of students, staff and schools as well as upcoming events and programs.
- The sixth Premier's Summer Reading Challenge was held to encourage primary school students to continue reading during the summer school holidays. The number of students participating rose from 5000 entries in 2007–08 to 6400 in 2008–09.

Western Australian authors visited four regional schools and 20 libraries across the State to read their books and talk with children. The sessions were attended by 620 children. The Challenge was sponsored by Members Equity, Walt Disney Studios and Wooldridges.

The Arts

In 2008, support for the Arts was provided through a range of programs and activities:

- At the national level, the Department was represented on the Joint Implementation Working Party for Education and the Arts, established by MCEETYA and the Cultural Ministers' Council, to support the implementation of activities arising from the *National Education and the Arts Statement*.
- ArtsEdge, a strategic partnership between the Department and the Department of Culture and the Arts, facilitates collaboration between the education, arts and cultural sectors. By creating opportunities through partnership, the Department aims to encourage, develop, promote and celebrate learning environments which spark creativity in young people and their school communities. A conference marked the 10th anniversary of the ArtsEdge partnership. The conference showcased local, national and international guest speakers with performance

previews and professional development sessions, and was attended by arts and education sector representatives from across the State.

- In May, the Australian Government announced a four-year, \$5.2 million initiative in which professional artists will participate as 'artists in residence' in schools, and as sessional staff in universities, to improve young people's access to quality arts education programs. This initiative is to be managed by the Australia Council for the Arts.
- The Department worked in collaboration with the Australia Council for the Arts and the Department of Culture and the Arts to develop a national partnership between the three agencies to facilitate the effective delivery of the *Creative Education Partnerships: Artists-in-Residence Initiative*.
- The Young Originals Exhibition featured a significant number of visual artworks by secondary students from public schools in Western Australia. The exhibition, in its 18th year, was organised by the Department with support from Central TAFE Art Gallery. It is open to all public secondary school and district high school art students; 86 works were selected from more than 200 entries across 27 secondary schools. Visual arts students from gifted and talented programs at Applecross, Balcatta and Kalamunda senior high schools were well represented.
- The Department supported the Visual Arts and Performing Arts Perspectives which showcased the outstanding work of Year 12 arts students.



Health and Physical Education

Physical activity

From 2007, the State and Commonwealth governments required 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 and service providers 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 (www.det.wa.edu.au/education/physicalactivity)

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 1948 teaching staff in public schools have undertaken FMS training. Online support materials are available to teaching staff in public schools, including the 22 FMS skills on video resource and the FMS resources.

FUNDamental Game Strategies (FGS) 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 Years 4–7 teachers received a copy of the FUNDamental Game Strategies activity cards.

All primary schools are able to access professional learning to assist in the provision of quality physical activity opportunities and to support the use of the FUNdamental Game Strategies. Professional learning and support is provided through a network of locally-based FGS facilitators.

Swimming and water safety

In 2008–09, the Interm Swimming and VacSwim programs were conducted for students aged five years and over. The State Government pays the costs of instruction for in-term classes for all public primary school students in the State and for private primary school students in regional and remote areas.

In 2008, the Interm Program enrolled 151 083 students from 667 schools, compared with a total of 149 686 from 670 schools in 2007. In the metropolitan area, Interm classes operated in 379 public schools and a further 80 metropolitan private schools participated on a user-pays basis. There were 164 public and 43 private schools that participated in regional and remote areas.

The 2008–09 VacSwim Program operated at 376 centres across the State in the October and December/January school holidays, with a total enrolment of 51 601. Enrolments have increased by 11.2 per cent since the introduction of the low enrolment fee of \$1 per day per enrolment in 2004.

School Sport WA

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

Activities conducted by SSWA during 2008–09 included the 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 Surfing Championship in Margaret River;
- a Pacific School Games contingent of 450 participants who travelled to competition in Canberra; and
- a Presentation Dinner 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, road safety and resilience education in their school and communities. SDERA Regional Consultants, located in all education districts, provide a consultancy service, professional development of school-based staff and encourage links between school staff and key agencies in their local community.

To complement the *Challenges and Choices K–10* drug, road safety and resilience education curriculum support resources, SDERA has developed support materials for the Health Studies Course in the senior years of schooling in both drug education (*Choices: making sense of alcohol and other drug issues*) and road safety education (*Licensed to drive*). Schools now have access to a comprehensive set of support materials for Years K–12 that are supported by professional learning delivered on a statewide basis.

Two resources are currently in development, *Getting it Together: A whole school approach to road safety education* and *Getting it Together: A whole school approach to drug education*. Both resources will encourage schools to adopt and provide guidelines for developing a health promoting school approach to student health and wellbeing (an approach which engages with all levels of the school community).

Languages education

In 2008, support for languages education was provided through a range of programs and activities:

- At the national level, the Department was represented on the MCEETYA Languages Education Working Party to oversee the final year of implementation of the *National Statement and Plan for Languages Education in Australian Schools 2005–2008*. The Department was involved in a range of projects, including the national data collection on participation rates to measure effectiveness of the Plan and other professional learning/language learning advocacy initiatives.
- Languages education is supported at the district level by Languages TDC programs. Teacher Development Centres for K–10 language programs and WACE (Years 11–12) languages courses maintained and strengthened teacher networks across primary and secondary education, provided advice on teaching methodology and facilitated development of programs and teaching resources, including assessment tasks.
- The Native Speaker Tuition Program assisted schools through the provision of funds to contract native speaking tutors for intensive conversation practice with senior students of languages.
- 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, the Department provided financial and professional support to the Community Languages Australia national conference which was held in Perth.
- Languages advisors for Italian and Japanese acted as a significant resource to schools and oversaw the management of the Languages Week Film Festival.
- The Young Ambassadors Project focused on Years 9 and 10 students. The personal accounts of a team of young people who had studied a language, and whose careers had benefited from these skills, were collated into a brochure which was distributed to all schools. School visits were also conducted. In 2009, there are plans to develop a DVD featuring these accounts, with professional support for teachers in using the resource.
- The Department liaised with the Japanese Government, through the Japan Foundation, Sydney, on initiatives such as the Japan Foundation intensive teacher seminars and the ongoing work of the Japanese Language Advisor. A new initiative, the Jenesys program, was established in which two Japanese Language Assistants will work in four secondary schools in 2009.
- The Japanese Teacher Exchange Program with Hyogo Prefecture was re-established and the Program continued in 2009.
- The Department began consultation with the Confucius Institute regarding plans to improve and expand Chinese language programs in schools.
- The Languages Assistants Teacher Program was expanded to include three assistants from Indonesia. Along with the assistants from France and Germany, they provided support at the school level in language skills and advocacy.
- The Languages Advisory Group continued to operate, providing 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 10–12.

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. The outreach component of the Project helped an additional 139 schools and 985 teachers in 2008. A further 142 schools also accessed professional learning to support them to implement the Primary Connections science resource materials, with 105 accessing similar support through the Department-funded position at Scitech. Primary Connections is a national project funded by the Commonwealth Department of Education, Employment and Workplace Relations that links science and literacy and is managed by the Australian Academy of Science.

The partnership between the Department and the University of Western Australia to support secondary science teachers has produced a range of curriculum resources that incorporate contemporary science, the use of modern technologies and effective pedagogies. This three-year, \$5 million program, the Science Teachers Enrichment Program (Spice), has provided teachers in all education districts with the opportunity to access professional development on using the curriculum resources and provided focused professional learning on new areas of scientific research. Fifty secondary schools are now recognised as Spice schools.

The Department actively supported and promoted science competitions and programs in 2008, including the national Re-Engineering Australia (REA) challenges, F1 in Schools and BioGENEius.

To improve science learning in public schools, the Department continued its partnerships with the Scitech Discovery Centre, the Gravity Discovery Centre, Perth Zoo and the University of Western Australia, and commenced a partnership with the Canning River Ecosystem Centre.

State assessment

The Western Australian Monitoring Standards in Education (WAMSE) population assessment program superseded the Year 9 (MSE9) program in 2008 and included an assessment for Year 7 students in Science.

A WAMSE test standard has been established for each of the Years 7 and 9 Science assessments. The standards have been set to match a realistic and challenging level of performance on the assessments. The WAMSE test standards are at a fixed point on the WAMSE scale and can be used as reference points for reporting changes in performance at the system, school and student level.

In 2008, the proportion of students achieving the Year 7 Science WAMSE test standard was 47 per cent.

The proportion of Year 9 students achieving the Year 9 Science WAMSE test appears stable with 45 per cent achieving the standard in 2008, compared with 45 per cent in 2007 and 2006, and 46 per cent in 2005.

National assessment

The National Assessment Program – Science Literacy is one of a suite of national assessments (with ICT, and Civics and Citizenship) conducted with a random sample of students (from public and private schools) in three-yearly cycles. The report, [2006 National Year 6 Science Assessment](#) (MCEETYA 2008), provides a snapshot of student results against the national scientific literacy scale. It also enables comparison with other states and territories and with findings from the 2003 assessment.

The results for 2006 indicated that, in terms of the mean score in scientific literacy, the achievement of students in Western Australia was similar to that of students in Queensland and South Australia but below that of students in the Australian Capital Territory, New South Wales, Tasmania and Victoria. There was no significant difference in mean scores for Western Australian students in 2006 compared with 2003.

International assessment

Results from two international assessments in science became available in 2008: *Trends in International Mathematics and Science Study (TIMSS) 2007* and the OECD's *Program for International Student Assessment (PISA) 2006*.

TIMSS 2007 assessed samples of Year 4 and Year 8 students from participating countries and reported performance against the 'advanced', 'high', 'intermediate' and 'low' international benchmarks. Australia performed reasonably well at some levels against the science benchmarks for both year groups:

- Ten per cent of Year 4 Australian students (eight per cent for WA) achieved the advanced benchmark, compared to the international median of seven per cent, and 76 per cent (67 per cent for WA) achieved at the intermediate benchmark, compared with 74 per cent internationally. However, seven per cent of Australian Year 4 students (eight per cent for WA), compared with seven per cent internationally, were unable to reach the low benchmark.

- Eight per cent of Australia's Year 8 students (4 per cent for WA) reached the advanced benchmark, compared to the international median of three per cent, and 70 per cent reached the intermediate benchmark (67 per cent for WA) compared to the international median of 49 per cent. However, eight per cent of Australian Year 8 students (10 per cent for WA), compared with 22 per cent internationally, were unable to reach the low benchmark.

PISA assesses students' knowledge and skills in science, reading and mathematical literacy. The focus for PISA 2006 was on scientific literacy and was concerned with how well 15-year-old students apply science knowledge acquired from school and other sources, in everyday situations involving science and technology. Just over 14 000 15-year-old students in Australia were assessed, including 873 students from 23 public schools in Western Australia.

A comparison of mean scores from PISA 2006 indicated that Australia achieved a higher score than the OECD average and was outperformed by only three countries, with seven countries performing at a similar level. Western Australia, along with five other states and territories, performed above the OECD average. The scores of students in Western Australia were statistically similar to those of students in the Australian Capital Territory, New South Wales and South Australia but higher than those of the other states.

Society and Environment

The *Melbourne Declaration on Educational Goals for Young Australians* December 2008 identified the need for students to be 'Asia literate', active and informed citizens, and able to problem solve global environmental, social and economic issues. The knowledge, understandings and skills that need to be taught are provided for teachers within the *Society and Environment Scope and Sequence Statements* in the K–10 Syllabus.

In 2008, more than 15 000 Year 9 students participated in Western Australian Monitoring Standards in Education (WAMSE) population assessment in Society and Environment.

A WAMSE test standard has been established for the Year 9 Society and Environment assessment to match a realistic and challenging level of performance. The proportion of Year 9 students achieving the Year 9 Society and Environment WAMSE test standard was 43 per cent.

Civics and Citizenship

The report for the *2007 National Assessment Program – Civics and Citizenship Years 6 and 10*, which reports the performance of public and private schools students, was released in February 2009. In general, the performances by students in Years 6 and 10 in relation to mean scores, distribution of scores and percentage of students at and above defined proficiency levels across states and territories has not changed significantly since the 2004 assessment. Similarly, the performance of Western Australian students in 2007, as measured by mean scores, is not significantly different to their performance in 2004.

To support Civics and Citizenship Education (CCE), key content to be taught from the Statements of Learning for Civics and Citizenship was identified within the K–10 Syllabus, primarily in the Society and Environment learning area. In 2009, the Department entered into a partnership project with the Commonwealth to provide WA teachers with two days of CCE professional learning. Teachers who attended the workshop are writing online curriculum materials. The Department is developing a CCE resources website linking teachers directly to other agencies.

Access Asia

The Asia Education Foundation annually provides the Department with funds to support Studies of Asia initiatives in Western Australia. The project supports the appointment of a part-time project officer who works across educational jurisdictions to implement professional learning programs in Studies of Asia, the delivery of the Leading 21st Century Schools Project and dissemination of information to teachers in relation to curriculum materials and other initiatives. Over 50 sessions of professional learning were conducted in the past year, involving approximately 1000 participants.

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. The State Government's commitment to the *National Statement for Engaging Young Australians with Asia in Australian Schools* is coordinated by a designated project officer. Initiatives this year included:

- the Leading 21st Century Schools: Engage with Asia project for principals;
- an Australia–Korea teacher exchange;
- a Western Australian teacher visit to Cambodia;
- a Thailand study tour;
- development of the *Student International Asian Regional Assembly* resource package plus supporting teacher professional development;
- an evening program of professional development 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; and
- the National Asian Languages and Studies in Schools Program grants to schools to embed the study of China, Indonesia, Japan or Korea through language or other curriculum studies.

Sustainable Schools Initiative

As part of the Department's *Sustainability Action Plan* and consistent with the Director General's *Classroom First Strategy*, ongoing development and expansion of the Australian Sustainable Schools Initiative in WA (AuSSI-WA) has continued. The initiative, jointly funded by the Commonwealth Department of the Environment, Water, Heritage and the Arts and the Department, has 208 public schools currently participating. The new Sustainable Schools Initiative website (www.sustainableschools.wa.edu.au) provides schools with a planning framework to enable them to develop sustainability action plans that address issues relating to water and energy consumption, waste reduction, biodiversity, social justice and student wellbeing.

Under the Solar Schools Program, the Department continued to work with the Sustainable Energy Development Office to install banks of photovoltaic solar cells at public schools to reduce their reliance on electricity generated from non-renewable sources. The expansion of the program will see over 350 of the State's schools using some renewable energy by 2010.

The Department provides support to Perth Zoo, Department of Environment and Conservation (Ribbons of Blue Program), Herdsman Lake Wildlife Centre and Canning River Eco Education Centre for officers working with programs that specifically deliver education outcomes for schools in education for sustainability.

ANZAC commemoration

Commitment to the ANZAC heritage saw schools across the State running services to commemorate ANZAC Day.

Twelve students, 10 from public schools, took part in the sixth ANZAC Student Tour in April 2009. Accompanied by the Agent General Kerry Sanderson, students visited battlefields and cemeteries in France and Belgium. Students who were selected showed excellent interpersonal skills and self-confidence, as well as an interest in history and knowledge of the ANZAC experience. Students were required to write an essay and present a speech on the development of ANZAC Day as a commemorative event of significance to the nation and to Western Australia.

Technology and Enterprise

The new Applied Information Technology course was implemented in Year 12 and, for the first time, students were able to use this course as part of their tertiary entrance score. Computer Science and Materials Design and Technology were implemented in Year 11.

The Accounting and Finance course was approved for implementation in Year 11 in 2009, following significant modification in response to feedback from teachers and other stakeholders.

Preparation for the implementation of the remaining new Technology and Enterprise courses was the focus of activity in the final semester of 2008. Teacher Development Centre coordinators were appointed to set up support networks and to assist teachers with preparation for delivery of these courses, which included Automotive Engineering and Technology; Building and Construction; Business Management and Enterprise; Children, Family and Community; and Food Science and Technology.

Teacher Development Centre workshops and network meetings were held throughout the year to support teachers implementing new courses. These proved to be very successful in building the confidence of teachers and setting up partnerships between schools.

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 Years 11 and 12 students that encompass a general education in an agricultural context. The Harvey and Morawa campuses also offer a Year 10 program.

The two-year program meets the requirements of both the Western Australian Certificate of Education and national VET accreditation. In 2008, 97.4 per cent of graduates achieved Secondary Graduation.

In 2008–09, WACoA was involved in the following activities and achievements:

- In February 2009, WACoA enrolled 492 students from around the State, representing an increase of 1.0 per cent on 2008 enrolments. Approximately 12 per cent of students 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 \$7791 per year, and all campuses were close to or over their designated capacity.
- The Department provided \$1.30 million for public schools to support farm operations linked to agricultural education and \$0.87 million for residential operations at WACoA campuses.
- In 2008, boarding fees totalling \$3.13 million were remitted to the Department. \$2.90 million was derived from farm operations and \$1.16 million was paid into the Agricultural Education Farm Provision 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. A review is currently underway to inform the future use of this site.
- 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. Most other sites conduct cropping and animal feed trials in partnership with Department of Agriculture and Food and other industry partners.
- Teachers of agriculture (and teachers of Science) are 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*. Teachers 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 continue to obtain immediate employment or go on to further education and training. In 2008, 99 per cent of Year 12 students entered directly into employment, traineeships, apprenticeships, universities or TAFEWA colleges.

School support services:

Student support

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 2008, 17 626 applications were processed and payments amounting to \$2.34 million were made under the education program allowance and \$2.02 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 2008, \$8.44 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, TAFEWA colleges and RTOs. The allowance assists parents to meet the costs of education or training.

In 2008, a total of \$9.69 million was distributed under this State Government initiative, including 48 471 payments of \$200 to parents of students in secondary schooling and \$400 (\$200 per semester) 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 2008, the allowance was \$1215 and 2142 applications were processed (\$2.36 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 2008, the subsidy was \$1215 and 257 applications amounting to \$274 747 were processed.

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. Details of these services are available at the Department's Inclusive Education website (www.det.wa.edu.au/inclusiveeducation).

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
- severe mental health disorder

These students constitute approximately three percent of the total student population and details about the criteria for identification are available at the Schools Plus website (www.det.wa.edu.au/schoolsplus).

In April 2009, there were 7145 students enrolled in local primary schools, local secondary schools, education support centres and education support schools in Western Australia who attracted supplementary funding through Schools Plus. There were 344 enrolments at the pre-compulsory level, 4216 at the primary level and 2585 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 may have an identified specific learning difficulty.

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 (Disability 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 Hard of Hearing and language development centres. Support for students with disabilities is underpinned by informed parent choice.

Many students with high support needs, aged 4 to 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 and 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.

Speech and Language Service

The Speech and Language Service provides specialised support to schools for students Years K–12. Four Consultant Principals, Speech and Language work with a multidisciplinary team of support officers (13.3 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 1038 eligible students (Years K–3) is provided through the four metropolitan language development centres and the language development school.

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:

- The Visiting Teacher Service 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. The Visiting Teacher Service provides direct services to over 7700 eligible students with disabilities and additional whole-school services to students with learning difficulties across all public schools. Per school term, the Service provides direct in-classroom services to more than 1000 students with disabilities enrolled in mainstream school settings, and, in some instances, to students enrolled in education support settings.
- Hospital School Services (HSS) provide services to referred students from both public and private schools. Support is provided to eligible students Years K–12 and also extends to some tertiary and mature-aged students.

The HSS community consists of students, their families, staff from the education and health sectors, volunteers and other agencies; it has an administrative base at Princess Margaret Hospital. Services are provided in both classroom and ward settings to patients of Princess Margaret Hospital, other hospitals within the metropolitan area, Child and Adolescent Mental Health Services, and in the home setting for students who cannot attend school for medical reasons.

Currently the Service operates over 40 programs. Goals are achieved through realistic, collaborative planning based on individual student need.

In 2008, a staff of 34 FTE teachers and school support staff assisted 3896 students by working within inter-disciplinary health teams and ensuring continued access to students' schools. Links and working relationships are made with schools to devise and deliver programs in line with student need and the school curriculum. Technology provides a key tool in enabling students, their schools and the Services to maintain connection during and after access to programs.

- 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.

More than 390 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 more than 1600 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.

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.

The Autism Education Service acknowledges the complexity and challenges of Autism Spectrum Disorder and supports districts and schools to achieve learning outcomes for students in public schools. The Autism Education Team provides intensive school support and statewide professional learning to maximise outcomes for students with the disorder through a clearly-defined referral process. The Autism Education Service provides standards of excellence through strategies and resources based on current evidence-based research and practice.

Two early intervention Autism units at Heathridge and Beckenham primary schools provide programs for K and P students with an Autism Spectrum Disorder.

Improving support for secondary students with an Autism Spectrum Disorder who exhibit low levels of participation and retention during secondary education is a high priority. There are currently 573 students with Autism in local secondary schools with 114 students in Year 8.

There are currently four schools with secondary Autism Units that have been established and are being trialled. They are located at Padbury Senior High School, Canning Vale College, Ashdale Secondary College and South Fremantle Senior High School.

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 2008–09 included the following:

- Coordinated support from the Statewide Specialist Services was delivered in response to local needs.
- The allocation of FTE through the Building Inclusive Classrooms Strategy to remaining schools in the State was completed. Training workshops for Learning Support Centres have been completed. The second phase of evaluation of Building Inclusive Classrooms training was undertaken. The Learning Support Coordinator source book has been published and distributed statewide. Student support programs such as Getting it Right and Behaviour Management and Discipline have considered the needs of students with disabilities and learning difficulties.
- The Innovations in Education Support trial is in its second year, with eight schools/centres sharing their expertise with nearby schools.

Pathways and transitions

Two initiatives to improve pathways and transitions for students with disabilities and learning difficulties commenced in 2009. These were:

- the Further Education Pathway pilot (2009–10), which aims to provide flexible and relevant post-school pathways for students with high support needs; and
- the transition planning framework guidelines, including a complementary website on transition planning.

Support for the management of student behaviour

Effective management of student behaviour leads to improved student engagement 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, including cyber bullying.

In 2008–09, a range of programs, approaches and resources supported schools in their management of student behaviour:

- The Behaviour Management and Discipline (BM&D) Strategy provided an additional \$16.5 million of State Government funding to 274 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 2008, all BM&D schools were required to report on the outcomes they had achieved against targets set. Schools reported notable achievements in the areas of behaviour, attendance, and teacher competence and confidence.

- 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 2008, 4330 staff members had undergone Level 1 CMS training since its introduction in 2004. A Level 2 program, implemented in 2007, has now provided professional learning in the observation and conferencing process to 290 teachers and administrators. In Semester 2 2008, a CMS Instructional Strategies Program was developed, trialled and implemented; 120 teachers completed the program.

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

- In 2008, three secondary behaviour centres and five primary behaviour centres were established to deal with the most challenging and disruptive students.

The five primary centres commenced in Term 3 2008 and now provide intensive support to primary students with challenging behaviour. These centres also operate an outreach service that provides assistance to country districts across the State.

- *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 2008, there was a total of 24 043 suspensions involving 11 416 students or approximately 4.5 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 51 528. The majority of students were suspended only once. The number of suspensions decreased rapidly after the first suspension; students suspended for the second time were less than one third of those suspended just once. This trend continued with few students being suspended three times or more. Suspension continues to be an effective strategy in managing inappropriate student behaviour. 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 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 School Discipline Advisory 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. In 2008, there were 45 recommendations for exclusion with 37 being accepted by the Director General.

Cases of persistent non-attendance may be referred to a School Attendance Advisory Panel, which provides advice and recommends assistance to parents (and/or students) who are not fulfilling the legal requirements of attendance. In the 2008 calendar year, 18 Attendance Panels were convened.

Table 55: Advisory panels convened by district education offices, 2006–2008 ^(a)

	Discipline panel			School attendance panel		
	2006	2007	2008	2006	2007	2008
Metropolitan	18	32	35	15	12	17
Regional and remote	8	4	10	1	4	1
Totals	26	36	45	16	16	18

(a) Data presented here are not comparable with data presented previously. The database established in 2006 allowed for a consistent mechanism for recording data which are now reported on a calendar year basis

Source: *Behaviour Standards and Wellbeing*

Student attendance

Children of compulsory school age in Western Australia must attend a public or private school full time or be registered for home education, unless an alternative arrangement has been made. Young people, 16 and 17 years of age, have additional options available to them including employment, TAFEWA, apprenticeships and traineeships.

Officers in districts support schools with individual attendance concerns, encouraging schools to work in partnership with parents and local communities to promote the benefits of regular student attendance. These officers are involved in bi-annual professional development offered by the Department.

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. Parents have a responsibility to inform the school of the reason for their child's absence within three days of the absence commencing.

Public schools participate in an annual Student Attendance Audit which provides attendance information to support the identification of students considered to be 'at-risk' due to irregular patterns of attendance. Schools use attendance data to plan for improvement and 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 or a responsible adult. A joint initiative between the Office of Crime Prevention and the Department has been implemented in a number of local shopping centre precincts across the State. The initiative, Keeping Kids in School, involves

retailers working with the school community to reduce truancy by redirecting young people without a Leave Pass back to school.

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

SMS text messaging for attendance has now been implemented in 130 schools throughout the State. The system is used to automatically inform parents when their child is absent from school if the school has not already been provided with an explanation. The system can also be used to inform parents of such events as P&C meetings or cancellation of sporting events.

Student mobility

The Department manages enquiries relating to children missing from all schools and educational programs. The Student Tracking System database is used to record information and search for new enrolment details in available databases. A list of children whose whereabouts are unknown is distributed each month to all private and public schools and some agencies by agreement.

The number of children currently missing from schools and educational programs is 753. There has been a noticeable increase in students identified as missing from education programs, consistent with the raising of the compulsory school age to 17 years.

The Department is leading a tri-border attendance strategy with a focus on tracking the most 'at risk' transient Aboriginal students.

Specialist Behaviour Psychology Service

Specialist Behaviour Psychologists assist in the management of the most complex behavioural issues across the State. Consultancy support is provided at both whole school and individual levels, and includes working collaboratively with district personnel.

In addition to direct school support, the Specialist Behaviour Psychologists have other responsibilities including representation on senior interagency committees and Department working groups, provision of advice to the Director General, and the identification of training needs for the School Psychology Service.

Since becoming fully operational in August 2008, the Specialist Behaviour Psychology team has provided school-wide consultancy to nine schools in the Fremantle-Peel, West Coast, Swan and Canning education districts. School-wide support is planned in three Canning District schools during 2009.

In the first part of 2009, the Specialist team received 11 referrals for individual case consultancy in the Bunbury, Warren-Blackwood, Kimberley, Fremantle-Peel, Mid West, Canning, Swan and West Coast education districts.

The Specialist team also provided consultancy support to the Fremantle-Peel Secondary Behaviour Centre, through staff training, and is currently working with the Canning District Student Services team on effective behaviour management support models for school-wide improvement.

Support for health and wellbeing

Pastoral Care

Pastoral care is the provision of care that promotes and enhances student wellbeing and learning. The Department is developing a resource to support pastoral care planning at the whole-school level which draws on previously commissioned research. The resource will assist schools to review their current pastoral care processes against indicators of effective practice.

Public schools implement many pastoral care strategies designed to enhance educational programs for students. Two existing programs which make a significant contribution to the promotion of student wellbeing and learning are the School Chaplaincy and School Volunteer programs.

School Chaplaincy Program

The Department continues to support the Churches Commission on Education (YouthCare) in implementing the School Chaplaincy Program on behalf of 18 Christian denominations. In 2008, it provided funding of \$883 000, 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. As at May 2009, there were 260 chaplains operating in 300 public schools.

School Volunteer Program

The School Volunteer Program is a volunteer group that aims to improve the life skills, self-esteem and self-concept of selected primary and secondary students through literacy support. In 2008, the Department provided \$320 000 to assist the program in the provision of mentoring services to public schools. There are currently 1836 volunteers operating in 251 public schools.

Child protection

The *Children and Community Services Amendment (Reporting of Sexual Abuse of Children) Bill 2007* was enacted in January 2009.

Funding of \$5.1 million over five years has been provided 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, established late in 2008, coordinates the provision of support, advice and training to staff in public schools on issues of child abuse.

In 2008–09 the Child Protection team:

- revised the *Child Protection* policy to reflect the introduction of legislation of mandatory reporting of child sexual abuse on 1 January 2009;
- designed, developed and commenced the online Child Protection Professional Learning Program;
- designed, developed and delivered 32 customised face-to-face workshops and briefings on the mandatory reporting of child sexual abuse to 1484 participants in regional, remote and metropolitan venues;
- developed and launched the Child Protection website;
- developed supporting material, including an information booklet for distribution to all teachers and principals, to inform them of roles and responsibilities as a mandatory reporter;
- established a database to monitor the degree of compliance of Department staff completing compulsory online child protection training;
- reported statistics of compliance on compulsory training to relevant regulatory bodies;
- provided direct support to schools requiring advice on policy, mandatory reporting and the support of children affected by abuse;
- provided training to pre-service teacher education students on request;
- developed Memoranda of Understanding with the Department for Child Protection in the areas of health and education plans for children in care and mandatory reporting of child sexual abuse; and
- strengthened existing interagency relationships with membership of working groups at a strategic and operational level.

Domestic violence

In 2008, in collaboration with other agencies, the Department participated in the following family and domestic violence pilot projects:

- The Dating/Family and Domestic Violence Prevention Secondary Peer Education project is managed by the Women's Council for Domestic and Family Violence Services (WA), in collaboration with the Department and the Family and Domestic Violence Unit of the Department for Communities. The project has been included in the Australia Domestic and Family Violence Clearinghouse's best practice database.

The project was piloted in two metropolitan secondary schools in 2007 and expanded in 2008 to involve two metropolitan and two regional secondary schools. These schools received classroom sessions and teacher presentations. A resource for teachers about 'how to respond to family and domestic violence and teen dating violence' was also developed in 2008, and a train-the-trainer model for communities in remote areas was trialled. Two of the schools will continue with the program in 2009, with a further two committed to involvement.

- Relationships Australia Western Australia (RAWA) is working in partnership with a number of primary schools to implement several Family and Domestic Violence Prevention projects. In 2008, an Art Therapy Program for 'at risk' students operated in two primary schools in the Albany district and is continuing in 2009. Two primary schools in the Mid West are implementing the RAWA KIDCARE project which supports schools with Aboriginal students. The project uses an approach that engages with students, parents and the wider community, and RAWA supports the project at a community level by appointing Aboriginal resource workers to assist families.

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 \$4.6 million was allocated to the community-based program sector for the provision of specialist services to schools. This funding has allowed districts and schools to access additional support programs and therefore to expand their current services to more effectively manage student diversity.

School health services

A Memorandum of Understanding between the Department and the Department of Health (*The Provision of School Health Services for Students Attending Public Schools 2007–2010*), provides a framework for the delivery of school health services by school/community nurses.

Local service agreements between education districts and area health services provide a local context for the implementation of the statewide Memorandum. The local agreements are developed for the period of the Memorandum and updated each year. The agreements provide details about the health resources available within a district and programs to be implemented, taking into account local health priorities.

A Joint Consultative Group comprising representatives from the Departments of Health, and Education and Training oversees and supports the implementation of the Memorandum. The Group also addresses concerns with regard to school health service delivery. A focus for 2009 is the development of a model for the equitable distribution of school health service resources in the light of increasing numbers of students and increasingly complex student health care needs.

Student health care documentation

Standardised templates assist with developing health care plans for students with a health care condition or need, who require support while in the care of the school. The medical section of the Schools Information System (SIS) has undergone further development to align with the new health care templates. Training for school staff to manage student health care data on SIS began in January

2009 and there has been a continuing demand for training. Feedback from the training sessions will be used to refine the changes to the medical section on SIS.

Anaphylaxis

The Department is represented on the independently chaired Anaphylaxis Management Implementation Group (AMIG), convened in February 2008 to oversee the implementation of the recommendations of the report *Anaphylaxis: Meeting the Challenge for Western Australian Children*. The Department of Health is the lead agency and has appointed a project officer to assist with the implementation of the Report's recommendations.

Key outcomes in 2008 for the Group include the:

- commencement of the development of an Anaphylaxis Guidelines and Training Resources for schools and child care services;
- planning of a community awareness-raising strategy; and
- development of an Anaphylaxis website hosted by the Department of Health.

The Department provided ongoing support in the development of the draft resources and in the consultation process with relevant stakeholders.

In keeping with the Report's recommendations, regulatory changes and legislation are currently being drafted that will enable schools to have a generic adrenaline auto-injector in the first aid kit and to provide explicit protection for staff who administer it if they believe a child is experiencing an anaphylactic reaction. The proposed legislation will also require schools to have an adequate number of staff trained to manage an anaphylaxis emergency. There has been ongoing consultation with the Department's Legal Services throughout the drafting process.

Support for continued participation

Changes to legislation affecting the school leaving age meant that 2008 was the first year that all young people in Western Australia were required to 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. Information about options available to 16 and 17 year olds are available on the Department's website (www.det.wa.edu.au/schoolleavingage).

A survey conducted annually by the Department since 2006 indicates that approximately 9000 (16 per cent) of students aged 16 and 17 years are 'at risk' of disengaging from the education and training system due to poor attendance; literacy and numeracy, health and wellbeing, or behavioural issues; and/or lack of family support.

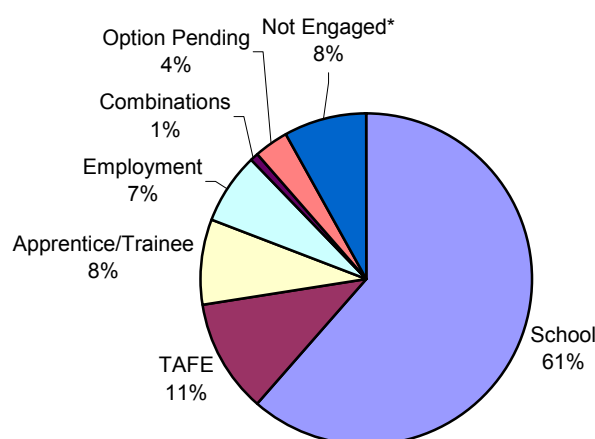
Changes to the leaving age, along with specialised support for young people affected by the changes, are aimed at assisting all students to achieve their potential through enhanced educational attainment and pathways to further education, training or employment. This is the first year that measurement of the impact of these provisions has been possible.

Key achievements and activities to support participation in 2008–09 included the following:

- Approximately 95 per cent of 16 and 17 year olds in Western Australia are now actively participating in education, training and/or employment (up from 87 per cent prior to 2006).
- There was an estimated additional 3800 young people aged 16 and 17 years engaged in activities to enhance their education levels, skills and general readiness for work in a difficult economic climate.
- There has been a rise in the apparent retention rates for senior schooling students (combined public and private schools). For Year 11 students, there has been an increase of approximately five to eight per cent compared with rates in the five years prior to 2006: the rate for 2008 was 92.7 per cent. For Year 12 students, there has been an increase of approximately two to three per cent compared with rates in the five years prior to 2008: the rate for 2008 was 71.6 per cent.

- Increases in apparent retention rates (combined public and private schools) for Aboriginal students have been significant. For Year 11 students, there has been an increase of between 19 and 29 per cent compared with rates in the five years prior to 2006: the rate for 2008 was 80.6 per cent. For Year 12 students, there has been an increase of 11 to 16 per cent compared with rates in the five years prior to 2008: the rate for 2008 was 42.4 per cent.
- Approximately 100 Participation Officers employed in 14 education districts provide 'transition brokerage services' to support 15 to 17 year olds 'at risk' of not engaging in education, training or employment.
- More than 400 public and private secondary schools, training colleges and community providers currently utilise these brokerage services.
- Since the progressive implementation of changes to the school leaving age in 2006, 229 programs and initiatives have been established to assist young people 'at risk' of disengagement from education, training and/or employment.
- More than 1000 key stakeholders statewide were involved in the development of annual Education and Training Participation Plans. Planning occurs in each district and initiatives are developed that take into consideration local needs. Funding of \$4.2 million was provided through the Plans to support young people's participation in education and training programs.

Figure 18: Education, training and employment destinations, 17 year olds, 2008



* Not Engaged = In Transition, Refusal, Whereabouts Unknown, Deceased, Left WA

Source: Participation

Education of Aboriginal students

Public schools account for 84 per cent of the 25 841 Aboriginal students undertaking school education in Western Australia. Aboriginal enrolments in public schools continue to rise. In February 2009 there were 21 737 such enrolments compared with 18 790 in 2004, 15 904 in 1999, 12 514 in 1994 and 9954 in 1989.

Aboriginal enrolments account for 8.5 percent of all enrolments: 4.5 per cent of enrolments in the metropolitan districts and 19.0 per cent of enrolments in the regional and remote districts.

Table 56: Aboriginal enrolments at Western Australian public schools, by education district, 2009 ^(a)

Education district	Aboriginal students in public schools	Total students in public schools	Aboriginal students as % of all public school students
Metropolitan			
Canning	2 600	38 063	6.8
Fremantle-Peel	2 347	58 560	4.0
Swan	2 551	38 704	6.6
West Coast	970	51 697	1.9
Sub-totals	8 468	187 024	4.5
Regional and remote			
Albany	518	6 857	7.6
Bunbury	836	13 017	6.4
Esperance	330	3 578	9.2
Goldfields	1 659	6 458	25.7
Kimberley	3 411	5 325	64.1
Midlands	757	5 945	12.7
Mid West	2 494	8 792	28.4
Narrogin	558	4 769	11.7
Pilbara	2 390	7 887	30.3
Warren-Blackwood	316	7 248	4.4
Sub-totals	13 269	69 876	19.0
Grand totals	21 737	256 900	8.5

(a) First Semester census.

Source: Evaluation and Accountability

Table 57: Aboriginal enrolments at Western Australian public schools, by year level, 2006–2009 ^(a)

Year Level	2006		2007		2008		2009	
	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments	N	% of all enrolments
K	1 448	8.5	1 437	8.4	1 443	8.2	1 533	8.2
P	1 594	8.2	1 772	8.9	1 698	8.6	1 702	8.3
1	1 719	8.7	1 709	8.7	1 847	9.2	1 813	9.0
2	1 782	8.8	1 787	8.9	1 730	8.7	1 869	9.2
3	1 597	8.2	1 820	8.8	1 792	8.9	1 771	8.7
4	950 ^(b)	8.4	1 607	8.1	1 831	8.8	1 804	8.8
5	1 628	8.2	973 ^(b)	8.6	1 658	8.4	1 836	8.8
6	1 576	7.7	1 657	8.3	960 ^(b)	8.5	1 683	8.4
7	1 620	8.0	1 617	8.0	1 610	8.2	971 ^(b)	8.9
Primary Sub-totals	13 914	8.3	14 379	8.5	14 569	8.6	14 982	8.7
8	1 505	8.7	1 525	9.0	1 467	8.7	1 464	8.8
9	1 507	8.6	1 569	8.9	1 514	8.8	1 530	8.9
10	1 388	8.0	1 528	8.6	1 483	8.4	1 478	8.4
11	1 165	6.6	1 280	7.3	1 371	7.6	1 474	7.8
12	494	3.9	640	4.9	767	5.7	794	5.8
Secondary Sub-totals^(c)	6 060	7.3	6 547	7.8	6 602	7.9	6 755	8.0
Grand totals	19 974	8.0	20 926	8.3	21 171	8.4	21 737	8.5

(a) First semester census.

(b) 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 2008, the average attendance rate in the primary years (Years 1–7) for Aboriginal students was 80.7 per cent compared with 93.6 per cent for non-Aboriginal students. In the lower secondary years (Years 8–10) the average attendance rate for Aboriginal students was 69.0 per cent compared with 89.6 per cent for non-Aboriginal students.

The retention rates for Aboriginal students continue to be rather low, although there has been some increase in retention to upper school since the change to the school leaving age. In 2008, while 94.3 per cent of Year 8 Aboriginal students stayed on until the end of Year 10 (compared with 96.3 per cent in 2007) and 79.9 per cent to Year 11 (compared with 75.3 per cent in 2007), only 40.2 per cent stayed to Year 12 (compared with 25.5 per cent in 2007).

In Semester 2 2008, of the 585 Aboriginal students in Year 12, 227 met the requirements for a Year 12 certificate, up from 206 in 2007. Of those students receiving secondary graduation, 16 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 years of age before 30 June are eligible to attend kindergarten. Aboriginal kindergartens have the specific purpose of providing education programs for Aboriginal children up to a year younger. Twenty-eight Aboriginal kindergartens and 42 remote community schools provided 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

Australian Directions in Indigenous Education 2005–2008 (MCEETYA 2006) outlines areas where action is needed to improve Aboriginal student outcomes in early childhood education; school and community partnerships; school leadership; quality teaching; and pathways to employment, training and further 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 2008, Western Australia chaired a national working party with representatives from all jurisdictions, all schooling sectors and Aboriginal education consultative bodies. The working party was established to develop an Indigenous Early Years Learning Framework to describe the enabling conditions, skills and understandings necessary to increase participation and readiness of Aboriginal children for formal schooling.

The Indigenous Early Years Learning Framework, due for completion in mid-2009, is a direct response to commitments made in *Australian Directions in Indigenous Education 2005–2008 (MCEETYA 2006)* to provide high quality, culturally inclusive early education programs for Aboriginal children and will align with the Early Years Learning Framework.

Support for literacy and numeracy

Aboriginal Literacy Strategy

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

In 2008, the strategy operated at 52 school sites (including all school annexes) and involved approximately 350 staff. Schools implementing the literacy session noted improvement in student attendance and increased engagement in literacy learning.

The strategy is underpinned by focused English language and literacy instruction in a daily two-hour literacy session. The session comprises a prescribed sequence of English language and literacy learning components which provide a framework for the planning and delivery of effective language and literacy instruction. Instructional practices reflect evidence-based planning, careful text selection, and explicit teaching and support of English as a second language/dialect.

English as a Second Language/Indigenous Language Speaking Students

The English as a Second Language/Indigenous Language Speaking Students (ESL/ILSS) Program provided support to students in the Goldfields, Kimberley, Mid West and Pilbara education districts.

In 2008, 482 commenced ESL/ILSS tuition and 390 students had their English language skills assessed at the completion of their ESL/ILSS tuition. There were 24.5 FTE Aboriginal positions supported through 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 Aboriginal 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 2008, a total of 136 schools participated in the program involving 1634 Aboriginal students and 81.8 FTE staff.

Students in Years 4, 6 and 8 were re-tested using WALNA tests different from those they sat when in Years 3, 5 and 7 the previous year. For students with data available across the two consecutive years, the results from re-testing in 2008 indicated that, on average, these students had made gains in 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 supports them to complete school and go on to university. Students enter the program on the basis of a formal commitment and are provided with support that focuses on academic excellence, including access to tutors and well-equipped facilities for after-school study.

The strategy enables Aboriginal students to be assisted by tutors and mentors in all facets of their education. In 2008, staff in 24 learning centres provided assistance to 634 Years 7–12 students from 58 schools across the State.

In 2008, Follow the Dream students were selected for various programs recognising not only higher academic outcomes but outstanding achievement in other facets of education and personal growth.

Seventy-seven students who participated in Follow the Dream completed Year 12 in 2008.

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 2008, 66 nominations were received.

Aboriginal Perspectives across the Curriculum

The Aboriginal Perspectives across the Curriculum Online Resource project aims to broaden and deepen students' and teachers' understanding of Aboriginal cultures and ways of being. Regional lesson materials were collected and collated and, by the end of 2008, the website contained over 200

lesson plans: 50 more than the previous year. The site averaged approximately 7000 visits per month and is being expanded during 2009 with an additional 100 lesson plans and an updated Principal's Presenter's Kit.

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. It offers school leaders a variety of professional development opportunities and a range of specifically designed resources.

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 participate in Dare to Lead is currently 68 per cent: 5 per cent more than 2007.

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 2008, 80 principals/deputy principals attended three forums, including the first secondary principals symposium to enhance leadership in Aboriginal education. Forums focused on current educational thinking and practice in relation to Aboriginal education and ways of improving outcomes for Aboriginal students. Action research was an important aspect of the professional development where principals developed, implemented and monitored approaches to Aboriginal education in their schools.

Support for parent and community involvement

In 2008, a trial to enhance the involvement of Aboriginal parents/caregivers in the education of their children and in school decision-making was completed in four schools. As a result of the trial, a resource package has been 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 English as a Second Language (ESL) and English as a Second Dialect (ESD) programs for students newly arrived in the country, or those born in Australia who speak a language other than English. During 2008, 696 newly arrived non-humanitarian migrant students and 326 newly-arrived humanitarian migrant students were enrolled in intensive English programs.

English as a Second Language programs operated in 94 public schools to develop Standard Australian English and enable students to access the curriculum. ESL programs include Intensive English Centres (IECs), support programs at local primary and secondary schools, the ESL Country Float and the ESL Resource Centre. Specialist programs provided support to 2345 students through local schools.

The students' level of English language competence and the time spent in Australia determines the nature of ESL support provided. Eligible new arrivals with intensive English language needs, living in the metropolitan area, are assisted through 12 IECs in the Swan, Fremantle-Peel and West Coast education districts. The centres cater for primary and secondary students including humanitarian and migrant entrants. Newly arrived students in regional schools are supported through the Country Float which provides for specialist staff and/or resource allocations.

In 2008, 1125 students on temporary visa subclasses enrolled in public schools. Many were dependents of principal holders of the temporary visa subclass 457. Although many of these students were identified as having ESL needs, only a limited number were able to participate in intensive IEC programs on a 'spare capacity' basis. This was due to Commonwealth funding guidelines which stipulated ESL support for eligible visa holder students but did not include funding for holders of temporary visa subclass 457.

The Department employed Ethnic Education Assistants to provide first language and cultural support for newly-arrived ESL students in ESL/ESD programs.

The ESL Resource Centre provided ESL/ESD specialist teaching resources and professional learning opportunities across the State. A total of 1358 schools borrowed 20 300 ESL/ESD resources to promote the development of Standard Australian English language competency, literacy and numeracy.

Education of gifted and talented students

The Department provides support, guidance and resources to schools and districts to identify gifted and talented students and to develop quality programs to meet these students' learning needs. This includes the management and provision of resourcing to gifted and talented programs, the management of specialist programs, coordination of professional learning opportunities, and appropriate strategic support to all public primary and secondary schools.

An integral function of the management of Gifted and Talented programs is the testing and placement process for the two selective schools and for the Selective Academic, Arts and Languages programs. In 2008, identification of all students in the arts, languages and academic domains occurred through a centralised process.

In 2008, Department staff presented information evenings on opportunities for gifted and talented students to over 2000 parents.

In 2008, changes to the selection process for Year 8 entry into Gifted and Talented programs were made, with selection now occurring a year earlier when students are in Year 6. Entry points to the programs have also been created for students in Years 7, 8, 9 and 10. There were approximately 1800 applications for Year 8 programs in 2010: 1428 from Year 6 testing and 344 from Year 7 testing.

The majority of students currently at Perth Modern School, the selective academic school, have won a place there through the selective entrance test. The school will complete its transition to a fully-selective school in 2011. Also, John Curtin College of the Arts is in transition to becoming a fully-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.

Year 12 Gifted and Talented program students performed strongly in 2008:

- The six public schools that featured in the 'Top 20 Schools' league table of tertiary entrance performance had Gifted and Talented programs.
- Eight of the 55 works in the Visual Arts Perspectives were exhibited by students from the selective arts program in Visual Arts.
- John Curtin College of the Arts was the only school with multiple representation in the Performing Arts Perspectives in both Dance and Drama.

In addition to Gifted and Talented programs, schools can apply to establish their own specialist programs to provide the opportunity for students to follow their passion and explore their area of interest. The management and coordination of these programs is developing at a system level to ensure their strategic location, consistent processes of application and endorsement, ongoing quality assurance and commitment to excellent standards. In 2008, there were 95 centrally-approved academic, arts and sports specialist programs.

Geographically isolated students

There are almost 70 000 public school students in regional 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 2008, funds allocated under the Priority Country Areas Program (PCAP) totalled \$4.0 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. Of the total PCAP allocation, \$0.22 million went to the Schools of Isolated and Distance Education to support programs for bringing students and home tutors together at the Leederville site.

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.

Many SIDE students receive lessons using a satellite service which allows them to interact with each other and to access a range of programs. SIDE also provides the opportunity for secondary students to access subjects and courses not available in their local school.

In Semester 1 2009, there were 677 students enrolled in the primary and secondary schools at the Leederville campus. This included 411 full-time students, students enrolled at the secondary school on a part-time basis and students from other schools enrolled in individual subjects. The Schools of the Air (SOTAs) provided distance education to a further 235 students.

SIDE information and communication technologies

In 2008, SIDE's use of broadband-based online technologies became fully embedded in the teaching and learning process. Web conferencing using Centra Symposium software, was used by all SOTAs and SIDE teachers. 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, 900 lessons a month were delivered during the year with many more 'ongoing events' utilised for point-of-need teaching. Traditional school events, such as assemblies and extra-curricular activities, became part of school life for SIDE students. Teachers reported an improvement in student achievement after a course involving online lessons.

In recognition of the expertise and quality of delivery available from SIDE, representatives from the secondary school were invited to present at numerous local, national and international forums and conferences.

[SatWeb](#), the web-based two-way satellite communications system, continued as the main form of communication for many remote students of SIDE and the SOTAs. The expanding availability of mainstream broadband technologies is also helping to overcome previous limitations when teaching students in remote locations.

SIDE made extensive use of Janison Toolbox, its Secondary School's Learning Management System, to develop online courses. There were 157 semester units available online at the start of 2008 and this grew to 230 in 2009 with SIDE teachers increasingly developing their own interactive online courses.

The partnership between SIDE and WestOne Services provided improved processes for online curriculum design and delivery, joint running of eLearning professional learning programs and the piloting of innovative online learning strategies.

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

In 2009, SIDE language teachers are delivering French, Indonesian, Italian (Years 3–12) and Japanese (Years 3–7) lessons to some 1800 students in over 100 public schools using online virtual classrooms, videoconferencing and teleconferencing. Voice recording hardware and software are used to collect evidence of student achievement.

The Flexible Learning in Schools (FLIS) Project enhances educational opportunities for senior secondary students and is supported by BHP Billiton Iron Ore. Although established to provide opportunities for students in Hedland and Newman it extended to other schools. In 2009, the project continued to provide opportunities for students in Hedland, Newman, Broome, Kalbarri, Karratha, Katanning, North Lake, Cyril Jackson and Padbury.

Each receiving school has appointed a learning facilitator who supports the local students and interacts with the delivery teacher. Analysis of the results for FLIS students in 2008 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.

The School of Instrumental Music

The School of Instrumental Music Service provided an exceptional instrumental music program for more than 14 500 students in Years 3–12, from more than 450 public schools statewide. There were 300 ensembles which provided opportunities for extension work for students.

During the year, primary students had the opportunity to participate in a number of woodwind, brass and guitar workshops. Several thousand, mostly secondary, students were involved in the instrumental festivals held in Term 3 for bands, orchestras, guitar ensembles, choirs and jazz groups. Some secondary students also participated in workshops and master classes led by visiting professional performers.

Participation in the contemporary music field has grown with specialised instruction in electric and bass guitar offered in more secondary schools. The School continued to provide instrumental lessons online (using Centra software) from its Maylands studio to schools in the Pilbara and, for the first time, schools in the south-west. The School is also in the process of developing further online content with WestOne.

The culmination of musical excellence is showcased in the annual Opus concert, which offers opportunities for selected schools to perform at the Perth Concert Hall.

Table 58: Student enrolments, School of Instrumental Music, by level of education, 2006–2009

Level of education	2006	2007	2008	2009
Primary (Years 3–7)	7 517	8 047	6 968	7 375
Lower secondary (Years 8–10)	5 746	5 813	5 874	5 842
Senior secondary (Years 11–12)	1 150	1 260	1 251	1 346
Total	14 413	15 120	14 093	14 554

Source: School of Instrumental Music

Home-educated 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-educated students' progress.

The proportion of home-educated students has not increased since the Act came into force. There were 1079 home-educated students in 1999 and the numbers fluctuate from year to year. There were 1634 students registered for home education in Semester 1 2009.

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. Information about home education is available on the Department's website (www.det.wa.edu.au/education/homeeducation).

Table 59: Home education students registered with the Department of Education and Training, 2005–2009 ^(a)

Education district	2005	2006	2007	2008	2009	Education district	2005	2006	2007	2008	2009
Metropolitan						Regional and remote					
Canning	180	190	220	266	261	Albany	93	113	111	126	117
Fremantle-Peel	208	207	254	240	273	Bunbury	63	66	74	73	70
Swan	188	200	197	324	269	Esperance	40	46	46	38	55
West Coast	207	227	245	132	243	Goldfields	34	27	26	38	42
						Kimberley	19	26	23	22	19
						Midlands	71	76	85	94	80
						Mid West	45	43	45	71	73
						Narrogin	35	36	41	58	37
						Pilbara	9	11	26	14	21
						Warren-Blackwood	72	69	71	71	74
Totals	783	824	916	962	1 046	Totals	481	513	548	605	588
						Grand totals	1 264	1 337	1 464	1 567	1 634

(a) First semester data.

Source: Department of Education and Training district education offices

Vocational education and training services:

Support for teaching and learning

The Department provides support to the Western Australian VET sector through a wide range of teaching, learning and professional development resources and initiatives. A significant aspect of the VET system is the provision of nationally-recognised training at various levels, ranging from Certificate I to Associate Diploma level. Underlying these courses and learning programs are nationally endorsed Training Packages, which describe the skills and knowledge needed to perform effectively in the workplace. Priority areas also supported by the Department include adult literacy and numeracy, VET sector professional development, adult and community education, equity development and innovation, and VET in Schools programs.

Achievements in training delivery for 2008–09 included the following:

- The MasterCLASS post-trade training program provides 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. Following the successful completion of the pilot programs in October 2008, the Department has contracted private and public RTOs to deliver MasterCLASS post-trade training to existing workers throughout Western Australia.
- The VETinfoNet website (www.vetinfo.net.det.wa.edu.au), which provides information on a range of VET teaching and learning activities, has been updated, including the addition of a designated [Recognition of Prior Learning](#) (RPL) page in September 2008.
- In September 2008, a peer review conference was held to establish the effectiveness of the Transforming Trade Training project.
- Great Southern TAFE and Swan TAFE completed projects to develop a more effective and valid mechanism to gather and record evidence of student competency on and off the job.

Adult literacy

Adult literacy programs provide 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. Funding is provided for the delivery of accredited access and bridging courses, a volunteer tutor program, and literacy and numeracy support programs, designed to be delivered alongside vocational training programs.

In 2008–09, RTOs were supported in the delivery of adult literacy programs in the following ways:

- A professional development program for specialist adult literacy and numeracy teachers delivered eight workshops for new teachers, teachers transferring from schools to the adult sector and teachers who team teach with vocational lecturers.
- Eighteen teachers from remote regions were sponsored to attend professional training in the metropolitan area and nine teachers were selected on merit to access interstate professional networking and learning opportunities.
- New resources were developed to assist vocational trainers to respond more effectively to the needs of students with language, literacy and numeracy needs. Skills recognition opportunities were built into these resources by linking their outcomes to the Certificate IV in Training and Assessment.
- New protocols were established to support a network of literacy and numeracy specialist teachers in their use of online technologies to moderate assessment outcomes and develop and share resources.
- Funding was provided to support the management and training of a volunteer workforce to provide tuition to approximately 1000 individuals unable or unwilling to access formal education services.
- The Department supported RTOs in implementing a new course, the *Course in Underpinning Skills for Industry*, which enables them to respond more effectively to students who may experience educational disadvantage and/or disadvantage in the labour market.

Professional development

In 2008–09, a range of professional learning opportunities were provided:

- The State Training Quality Committee provided high level strategic advice for the achievement of quality outcomes across the Western Australian VET sector. Major achievements included commissioning the VET Workforce Development Framework project and endorsement of the 2009 VET Workforce and Curriculum Development Grant Program which consists of \$3 million in funding to target strategic priorities for VET workforce development.
- The Professional Development Workshop program for VET practitioners attracted 386 participants. A project to develop a professional development framework for VET practitioners commenced in late 2008.
- Three Hot Topics events, with the key themes of innovative apprenticeship delivery and VET delivery, were attended by 229 participants. The workshops were recorded as podcasts and made available on the web through VETinfoNet.
- The Department supported the following networks:
 - The Trainers and Assessors Network (TAN) which provided professional development on training and assessment issues for 234 practitioners.
 - The RPL Community of Practice which was developed to support practitioners in implementing a new simplified and streamlined process for RPL and provide a forum to share good practice across the State.
 - The RPL Reference Group, comprising TAFEWA Academic Directors, was created to provide high level strategic advice to, and work collaboratively with, the Department on matters critical to supporting the provision and uptake of RPL in the TAFEWA network.
- Two new publications were launched:
 - *Apprenticeships and Traineeships – A Good Practice Guide for Registered Training Organisations*, was launched by the Minister for Training at the November 2008 Exploring Good Practice Conference.
 - *Reasonable Adjustment: A practical guide to reasonable adjustment in assessment of candidates with disability in VET* was launched in December 2008.
- In May 2009, approximately 750 Western Australian and national participants attended the Training Forum 2009.
- Funding of more than \$38 000 for nine Professional Development Support Programs targeted RPL.
- Recognition of prior learning services and funding were enhanced:
 - As part of the three-year bi-laterally funded Council of Australian Governments (COAG) RPL Program, initiatives were developed to focus on:
 - o consolidation of the skills of the RPL professional through the provision of information and professional development for more than 250 practitioners;
 - o the introduction of an Action Learning Strategy to provide team-based professional development opportunities for VET professionals to improve their skills, knowledge and practice in relation to RPL; and
 - o the development of 19 whole-of-qualification assessment tool kits in skill shortages areas which will be made available free of charge from the WestOne website.
 - The Trade Skills Recognition Project - Streamlining the Process enabled six successful applicants to deliver trade recognition services using a new streamlined and simplified process for RPL assessment targeting individuals in key skill shortages areas.
 - The introduction of the 'One Stop Shop RPL Referral Service' at the Career Development Centre.
 - Amendments to RPL funding arrangements with:
 - o all RPL (including Trade Skills Recognition) being funded at the same rate as other delivery;
 - o RTOs receiving funding RPL assessment activity subject to quality assurance mechanisms which apply to all funded delivery, where a candidate has been unsuccessful in the RPL process; and
 - o the removal of ceilings on the amount of RPL funded per qualification.

Adult and community education

Adult and community education (ACE) in Western Australia is community-focused learning delivered through a diverse range of programs and activities. It encompasses learning activities that are non-accredited and non-formal in nature but contribute to the development of a person's skills and knowledge, and encourage social participation. From 2009, it also encompasses a range of accredited formal courses for those looking for a pathway to re-enter or re-engage with education, training and employment.

During 2008–09, the Department supported ACE in various ways:

- A new strategy for ACE, *Community Learning in Focus: A Strategy for Adult and Community Education (ACE) in Western Australia for 2009–2018*, was developed based on extensive consultation with the ACE sector. The strategy provides a stronger focus on the Department's involvement with ACE and gives a platform for its support of non-formal learning. The goals of the strategy, while responding to the local environment, also support the direction of the national Ministerial Declaration on ACE.
- Funding of \$128 000 was provided for ACE grants to 12 organisations to provide community learning opportunities for people who are under-represented in formal training. These included people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islanders, people with disability, and regional and remote learners.
- Adult Learners' Week (ALW), held in September 2008 and coordinated by the Department, promoted and celebrated ACE opportunities and achievements. State awards were presented for learners, tutors, community organisations and RTOs. A total of 29 community organisations statewide shared in grant funding of \$30 000 to host adult learning activities during the week.
- Research began on the informal learning needs of men, particularly those who are unemployed, withdrawn from the workforce or retired. The research project, *Beyond the Workplace: Men's Learning and Wellbeing in Western Australia*, is being conducted by a team from the University of Ballarat and it will also contribute a comparable Australian data set to an international study.
- Funding of \$116 970 was provided to Learning Centre Link — the peak body that coordinates and promotes ACE through the learning centre movement and across the State.
- The ACE Advisory Committee was convened to provide advice on issues relating to ACE in Western Australia, promote ACE within the government and community sectors, and support the goals of the State's ACE Strategy.
- The \$1 million First Click grants program allocated grants to nearly 70 not-for-profit, community-based, incorporated organisations across the State to enable more than 3900 people to access free computer literacy skills training through First Click and Second Click projects.

Equity Development Initiatives

In 2008, 23 Equity Development and Innovation projects received funding totalling \$794 000. Of these, 13 Pave the Way projects had an ACE focus, and 10 Building Diversity projects focused on supported training in accredited qualifications. Ten projects funded in 2007 and 2008 received further funding in 2009, to a value of \$395 475, to consolidate and build on their projects.

Equity Development and Innovation projects provide learning opportunities for people who are under-represented in formal training, such as people with a disability, learners in regional and remote areas, women returning to study and work, youth 'at risk', people from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islanders, welfare recipients, ex-offenders or adults not actively engaged in learning programs.

Current projects include:

- a horticulture training and employment program for people with a mental illness;
- assistance to culturally and linguistically diverse women to strengthen their job research skills and their capacity to study and work in Australia; and
- a driving skills program to address an identified need of unemployed youth in regional areas.

The following activities and programs supported access to training for equity groups in 2008–09;

- Implementation of recommendations from the report *Effective transition pathways from school to VET for students with disability in WA schools* commenced.
- Development of policy and guidelines to support implementation of funding for the non-educational high support needs of students with disability in TAFEWA continued.
- A revised second edition of *Employability Skills and Workplace Culture in Australia* was published and translated into Arabic and Chinese.
- *Reasonable Adjustment: A practical guide to reasonable adjustment in assessment of candidates with disability in VET* was published and widely distributed.
- Disability Service Officers were supported through regular networking and attendance at a national conference.
- Funding was continued for the Read Write Now! program to support 1000 volunteers to provide one-to-one tuition for individuals unable or unwilling to participate in formal literacy training.
- A full day of professional development was presented to 54 practitioners from TAFEWA colleges and private RTOs delivering access and bridging programs.
- More than 90 project managers and VET stakeholders attended the Access and Equity Forum in December 2008 for projects funded through EDI and ACE grants.

TAFEWA Admissions

During 2008–09, TAFEWA Admissions received more than 22 000 applications, a 31 per cent increase on 2007–08. Of these, 39 per cent were lodged by school leavers and 61 per cent by mature-aged applicants.

Sixty-nine per cent of total applications were lodged electronically, which was the highest rate ever achieved and contrasts with a rate of only seven per cent in 2004.

An outstanding 98 per cent of successful applicants received offers for their first preference, the highest rate ever achieved.

A sharp decrease in the number of applicants not meeting entrance requirements was noted. Four per cent of applicants were assessed as not meeting entrance requirements in 2007–08 and this has reduced 1.7 per cent in 2008–09.

The capabilities of the new TAFEWA Admissions information technology system enabled lecturing staff in TAFEWA colleges to review the eligibility status of those applicants who had not met entrance requirements. This system also provided a new electronic service to schools which gave career counsellors the capacity to review their students' applications prior to lodgement.

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 contribute to the WACE, provides students with credit when continuing their training 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 2008:

- approximately 51 per cent of Years 11 and 12 students from 141 public schools participated in VET programs that contributed toward achievement of secondary graduation;
- approximately 28 per cent of VET in Schools activity took place in regional and remote areas of the State;
- forty-two per cent of Aboriginal and Torres Strait Islander students in Years 10–12 participated in a VET program; and
- more than 27 per cent of delivery occurred in building and construction, automotive, hospitality, engineering, mining, community services, health and education, with large numbers of students

also completing VET programs in business and clerical, entertainment, sport and recreation, and primary industries.

In addition to VET in Schools delivery the following activity occurred:

- A major evaluation of VET in Schools was undertaken and will be completed in late 2009. The evaluation will help inform the future direction and focus of VET in Schools delivery and outcomes.
- The Curriculum Council continued to implement the new requirements for the Western Australian Certificate of Education. These requirements strengthen the role for VET with VET programs clearly acknowledged as mainstream pathways in the future.
- A new publication, *Partnership Arrangements between schools and Registered Training Organisations*, was launched in February 2009.



Vocational education and training services:

Apprenticeships and traineeships

Apprenticeships are a structured employment-based training program, over a two to four year period depending on the trade, which leads 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.

Through the recommendations of the Skills Formation Taskforce (2005), significant reform of the apprenticeship and traineeship system has been implemented. These reforms have provided an environment for continued growth in apprenticeships and traineeships and have been instrumental in ensuring that the needs of industry, employers, apprentices and trainees are met.

In 2008–09:

- Additional part-time apprenticeships became available, bringing the total number of part-time apprenticeships to 28.
- A new Aboriginal School Based Training program was implemented to encourage and support Aboriginal students to undertake training.
- Awareness of the career opportunities that apprenticeships and traineeships provide was significantly increased through the successful *Get Ahead* marketing campaign.
- The Ambassador Program was introduced in August 2008 and featured 25 current and former apprentices and trainees sharing their training experiences through video download on the ApprentiCentre website.
- The number of ApprentiCentre Apprenticeship Officers in the metropolitan area increased from 29 to 32.
- A single training contract was introduced in August 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.

Since the inception of this program in December 2008, 748 Fast Track participants had completed their apprenticeships and a further 511 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 of apprentices and trainees, and manages the additional care and support necessary to achieve successful completion of the training contract.

As at December 2008, 28 GTOs employed 4759 apprentices (21.9 per cent of the total) and 1237 trainees (8.6 per cent of the total). This is approximately 16.6 per cent of the combined total of 36 146 apprentices and trainees 'in training'. (Source: *Department's Training Record System, June 2009*)

School Apprenticeship Link

School Apprenticeship Link (SAL) targets Years 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 December 2008:

- There were 750 students enrolled in the SAL program from 54 metropolitan and 31 regional schools, both public and private.
- More than 250 Year 11 students have participated in the SAL metals apprenticeship program since it commenced in 2005: the original target was 76 participants.
- A total of 3110 students have participated in SAL since it commenced in 2005.

School based apprenticeships and traineeships

School based apprenticeships and 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 December 2008:

- There were 110 school-based apprentices 'in training' in a range of industry areas including:
 - 42 apprentices in the automotive sector;
 - 6 apprentices in the hospitality and tourism sector; and
 - 21 apprentices in the building and construction sector.
- There were 910 school based trainees 'in training', in a range of industry areas including:
 - 253 trainees in the finance, property and business services sector;
 - 105 trainees in the automotive sector; and
 - 102 trainees in the wholesale, retail and personal services.

Aboriginal School Based Training

Following a review of the Aboriginal School Based Traineeship Program, a new program, Aboriginal School Based Training (ASBT) was developed and began implementation in 2009. Under the new program:

- Year 10 students will complete a Certificate I preparatory program which may include work experience to prepare them for the world of work.
- Students will undertake a pre-employment assessment to ensure they are work ready.
- Years 11 and 12 students will be given the opportunity to commence a school based or full-time apprenticeship or traineeship.

Improvements to the program include opening the market for delivery of the Certificate 1 courses to private training providers, increased funding to provide enhanced mentoring and support services to participants, cultural awareness training for program partners and the creation of a high-level steering committee to provide strategic direction and advice on ASBT.

As at June 2009, 672 Aboriginal students had registered to participate in the ASBT Certificate I program.

Recognition of training achievements

The Western Australian Training Awards, in their 14th year, recognised and celebrated the training achievements of students, employers, trainers and training providers in the State.

Eligible winners went on to represent Western Australia at the Australian Training Awards in Darwin in November 2008. Western Australia celebrated great success with four national winners and one runner-up.

Vocational education and training services:

Client support

Support for participation of Aboriginal students

The Department has targeted elements of its Commonwealth 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 their communities.

In 2007, \$9.7 million in funding was allocated over four years to provide more support for Aboriginal people to participate in apprenticeships and traineeships. Approximately half of this funding has been provided to expand school based apprenticeship and traineeship places and a further quarter of the funding has been allocated to enable more Aboriginal people in regional and remote areas to undertake apprenticeships and trade-based traineeships.

The [Indigenous Aerospace Initiative](#) provides opportunities for Aboriginal students to undertake pilot training and enter the Australian aviation industry. It is an aspirational program intended to improve the achievement outcomes of Aboriginal students, not only among program participants but through their impact as role models to others. Theoretical training is provided by Swan TAFE and aviation flying training is delivered by The Aeroplane Company Pty Ltd at Jandakot Airport.

Successful inaugural students have finished their study and gained commercial pilots licences and other industry certificates from the Australian Aviation College. An additional student commenced the program late in 2008.

One inaugural student graduated from the QANTAS Cadet Program and is now employed by QANTASlink. A further two students are currently being considered by QANTAS.

Support for Aboriginal students provided through Aboriginal School Based Training is described under the Apprenticeship and Traineeship section on the previous page.

Career development services

The Department, through a range of career development initiatives, seeks to improve the employment environment in Western Australia to support the State's economic growth. In 2008–09, career development was offered through a number of services and activities:

- More than 100 000 people contacted the Career Development Centre (www.det.wa.edu.au/training/cdc) seeking career advice and information. The service can be accessed through face-to-face interview (by appointment), a toll-free number or email (career.developmentcentre@det.wa.edu.au). Following a successful pilot in late 2008, the Centre became the shop front for the Department's recognition of prior learning service in March 2009.
- The Getaccess website (www.getaccess.wa.gov.au/) contains a wide range of information and tools to assist 15–19 year olds to make informed decisions in relation to their future career, employment and training options.
- More than 10 000 people contacted the Overseas Qualifications Unit (www.det.wa.edu.au/training/oqu/) for information and referral for skills recognition in the trades and professions. There were 2114 educational comparative assessments of overseas qualifications completed, including qualifications awarded in India (513), the United Kingdom (343), the Philippines (152), South Africa (98) and Thailand (53).

- Funding of \$7.7 million supported the statewide Employment Directions Network of 23 not-for-profit community-based agencies which offer free career development services to all Western Australians. Through the Network the following was achieved:
 - Approximately 21 700 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.
 - 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 10 256 students, including 3289 who attended specialist workshops to raise awareness about available apprenticeships and traineeships.
 There were 11 435 school leavers contacted and offered career development services through the School Leaver Program.
 - There were 6640 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 2783 people to access training to meet their career goals.
 - There were 1094 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 1319 people. These seminars help parents to understand the current work and training environment, and provide practical steps to assist their children with career planning.

Support for business

The Small Business Training Institute was established in response to recommendations of the State Training Board's Small Business Advisory Committee. The purpose of the Institute is to address the training needs of small business operators in Western Australia, with a focus on:

- promoting an entrepreneurial and continuous learning culture within the small business sector; and
- working with key stakeholders to enhance small business operators' access to business training that meets the needs of the client group.

The Department undertook to fund a pilot of the Small Business Training Institute and negotiated an agreement with West Coast College to pilot the Institute for two years (2008 and 2009).

Following the purchase of the Small Business Solutions® Program which enables small business owners to access mentoring services, the Institute was formally launched on 18 November 2008. Premises in both the northern and southern corridors of Perth have been established, staff have been recruited and a web portal has been launched. In addition, an advisory board has been appointed with representation from both the training and small business sectors.

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

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*. Key themes of the framework include 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.

Development of the next Strategic Plan for the period 2010–2012 has begun. It is being prepared within the context of:

- State Government priority commitments and initiatives;
- Commonwealth Government priorities and reform agenda; and
- statutory and other requirements relating to the Department's strategic management.

Research

The Department recognises the importance of quality research to strengthen the public education and training system. It supports research projects conducted by Department staff and external parties where there is potential benefit to education, training and to the broader community.

The Department's policy on research enables researchers to work with the Department through a smooth and coordinated application process; is supportive of site managers participating in selected research projects conducted by external parties; and seeks to ensure that the rights, safety, and wellbeing of participants are protected.

All applications given approval under the policy are entered on the Research Projects Register. This database has been developed to store and present summarised information from the formal applications. It brings together information about internal and external research and evaluation projects on the Department's Intranet site.

In the last 12 months, 122 applications by external parties to undertake research on Department sites have been reviewed and extensive liaison with applicants has occurred.

Research Briefs, a fortnightly newsletter highlighting research reports on relevant and current issues in education and training, has continued to be made available to all staff.

Policy frameworks

The Department has a consolidated policy framework and processes for policy development, approval and publication.

The Our Policies website (www.policies.det.wa.edu.au) provides the definitive online repository for all Department policies, other key documents including Acts, Regulations, Industrial Awards and Agreements as well as some associated reference material. All current policies relating to school education, school staff, school communities and VET are available on the Our Policies website which also links to other relevant sites, such as the Curriculum Council and the State Law Publisher.

The Department's policies have been made more accessible so that all schools, the VET sector and the community can access the rules and regulations that govern our operations. In addition, a quarterly notification that details all changes to Department policy is published on the Our Policies website.

Achievements during 2008–09 included the following:

- The *Policy Development, Approval, Publication and Implementation* policy, which provides the procedures to follow in developing or reviewing new policies, was revised and published.
- Support was provided to the Policy Reference Group, and policy advice and support was provided to policy owners and authors.
- Two new policies, 26 revised policies and seven guideline documents were published on the Our Policies website.
- Responses were provided to 420 email and telephone policy enquiries.
- The *School Development Days 2009* policy was revised and published.
- Assistance was given to the determination and publication of school term dates, the School Term Dates website and phone line was maintained and future school term dates were published in the *Western Australian Government Gazette*.
- The Policy Framework Website Project was implemented:
 - The content on the Our Policies website was rationalised in preparation for migration to the new platform and its content was reduced to 145 documents with mandatory content and 40 support documents. Previously, the policy website comprised 241 documents containing mandatory instructions as well as 21 support documents. Further reductions will occur when the policies are clustered for uploading to the new website in late 2009.
 - The project's Vision and Scope document, which details the capabilities and features of the new policies website, was developed in conjunction with the ICT project team.

Reconciliation Action Plan

All State Government agencies are required to develop a *Reconciliation Action Plan* as 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.

A combined Department and TAFEWA *Reconciliation Action Plan* has been developed in consultation with TAFEWA colleges, the Aboriginal Education and Training Council and the Department of Indigenous Affairs.

The Plan highlights the key focus areas and activities for the Department and TAFEWA colleges in building partnerships with Aboriginal Australians and improving education and training outcomes for Aboriginal students. These areas strongly link to and are explained more fully in the Department's other strategic planning documents. The Department and TAFEWA colleges will regularly monitor and report on the implementation of the Plan.

Intergovernmental relations

The Department provides high-level strategic advice on Commonwealth–State policy in relation to public schooling and VET in Western Australia. This is achieved through the following two broad functions:

- Intergovernmental Relations – development of advice and coordination of the Department's interactions with the Commonwealth Government and key national decision-making forums, specifically:
 - the Council of Australian Governments (COAG)
 - the Council of Australian Federation (CAF)
 - the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA)
 - the Ministerial Council on Vocational and Technical Education (MCVTE)
 - the Australian Education Senior Officials Committee (AESOC)
 - the National Senior Officials Committee (NSOC)
- Strategic Projects – development of strategic policies and initiatives and the setting of policy direction in response to issues of a high priority and/or high risk, including Commonwealth–State funding policy, as identified by the State Government, Ministers and Corporate Executive.

Quality assurance

Audit and 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.

During the year, negotiations were undertaken with RiskCover towards examining the feasibility of implementing their recording system, *RiskBase*, in a phased manner throughout the agency.

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

The audit function provides an independent, objective assurance and consulting activity designed to add value and improve an organisation's operations. It helps an 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 2008, 166 public schools were audited comprising 103 primary schools, one agricultural college, five colleges, three high schools, 12 education support centres, 18 senior high schools, 13 district high schools, six remote community schools and five other sites.

For 2009, the number of audits of public schools is anticipated to increase significantly to 201.

A further 559 public schools completed control self-assessment questionnaires.

Other audit activity for the period included six information systems audits, two special investigation audits, five compliance audits and a performance audit.

Evaluations

The *Strategic Evaluation Plan 2007–2010* identifies agreed areas for corporately commissioned and directorate-level evaluation activity. Information from evaluation reports on Middle Schooling and Behaviour Management has been used over the past 12 months in strategic planning and policy development.

A report on the evaluation of the Single Gender Classrooms Trial will be completed in July 2009. Single gender classes were trialled in five Western Australian public secondary schools over three years, commencing in 2006 and concluding in 2008. Each trial school took a different approach, with a range of curriculum areas and year groups being targeted. The design of the trial required the evaluation to take a case study approach with performance measures agreed with each participating school. The data collected includes a range of quantitative and qualitative measures, such as student academic, social and behavioural outcomes; parent and student attitudes; and teacher perceptions. The evaluation report will provide insight into the experiences of these schools, the conditions that support improved student learning and the pedagogy that was found to be successful in single gender classes.

An evaluation of VET in Schools was commissioned by Corporate Executive in April 2008 to examine current trends in VET in Schools programs and delivery, to determine how effectively the programs are operating, and to identify areas for improvement and suggestions for improvement. The Catholic and independent school sectors, the Curriculum Council and TAFEWA colleges are also participating in the evaluation.

The evaluation incorporates information from the following major sources:

- stakeholder perceptions of VET in Schools and how it can be improved;
- data linkage for longitudinal tracking of students' outcomes and destinations;
- a survey of former VET in Schools students; and
- a survey to collect information about the factors that underpin the costs of VET in Schools.

The report will be completed in late 2009.

Ministerial and executive services

Services to the Department's executive and ministerial liaison were provided, including responses to ministerial correspondence, requests for briefings and speech notes, parliamentary questions and cabinet comments. In addition, the Department monitored emerging issues and significant trends from ministerial correspondence and provided regular updates of contentious issues, research and advice regarding government policy and programs.

The State election of September 2008 impacted on the volume and nature of the ministerial liaison work. Following the election, the education and training portfolio became the responsibility of two ministers with the appointment of a Minister for Education and a Minister for Training.

Table 60: Ministerial requests processed by the Department of Education and Training, 2005–06 to 2008–09

Type	2005–06	2006–07	2007–08	2008–09 ^(a)
Letters	2 106	2 403	2 652	2 423
Briefing notes	625	743	659	562
Answers to Parliamentary questions	351	251	387	439
Ministerial electronic requests	241	458	530	303
Cabinet comments ^(b)		52	40	88
Totals	3 323	3 907	4 268	3 815
Percentages processed on time	80	86	81	62

(a) The caretaker period and change of government impacted on the number and type of requests and the percentage of requests processed on time.

(b) Cabinet comments have been identified as a separate category since 2006–07.

Source: Ministerial Services

Table 61: Executive services ^(a) provided by the Department of Education and Training, 2007–08 to 2008–09

Briefings	2006–07	2007–08	2008–09
Regional Cabinet briefings	56	87	17 ^(b)
Parliamentary Estimates briefings	87	70	77
Contentious Issues briefings	5	4	14
Totals	148	161	108

(a) Executive Services were not reported before 2006–07.

(b) Affected by the election cycle.

Source: Ministerial Services

Corporate communications and marketing

Corporate Communications and Marketing continued to develop and implement marketing and communications strategies, and provide strategic communications counsel to meet the objectives of the Department. These included recognition and awards programs, advertising campaigns, issues management, internal communications, publications, stakeholder engagement, branding, corporate identity and market research. Details are included across the Report on Operations.

In the area of media relations, the Department continued to develop media strategies, manage media issues and enquiries, seek positive media coverage, and train staff in media performance and presentation. During the year more than 1600 enquiries from journalists were responded to. Requests for information on student behaviour, critical incidents, staffing, capital works and facilities dominated enquiries, followed closely by media attention on health and safety, enrolments and student assessment.

Legal services

The Legal Services unit continued to provide support to personnel in Central Office, district offices and schools and, in 2008–09, this included:

- provision of legal advice on a range of matters;
- assistance with the preparation of instructions to the State Solicitor's Office;
- provision of guidance and support for amendment of legislation and parliamentary processes;
- coordination of the activities of the Department in terms of freedom of information and related legislation;
- assistance with the development of a proactive approach to risk management policy and practice, particularly in relation to contracts;
- coordination of the discussion of contracts and agreements in order to achieve consistency in commercial practice and governance; and
- assistance 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. TAFEWA 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 at www.foi.wa.gov.au.

Information and communication technologies

The Department's investment in computers, communication 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
- expand services to other stakeholders in education and training, including business, the community and parents.

In 2008, according to Management Information Strategies and Fairfax Business Research, the Department was the tenth largest ICT operation in Australia.

The Department has been recognised for excellence in ICT in the following:

- A Western Australian Information Technology and Telecommunications Award in Telecommunications for the Broadband solution.
- An Honourable Mention in the UNESCO King Hamad Bin Isa Al-Khalifa global awards for the Use of ICT in Education for the schools Online Curriculum Services program.
- The Global Computerworld Honours Program awarded a Laureate for the Learning with ICT initiative.

Important ICT projects undertaken in 2008–09 included the following:

- The server virtualisation project has continued to rationalise servers within the data centre and a trial of the rationalisation of the school-based server fleet has commenced. This has reduced the greenhouse gas output from the centre and improved service availability through the deployment of blade servers operating in a virtual environment.
- The router refresh program, which provides every school and TAFEWA campus with a replacement router under a five-year hardware refresh program, has replaced all 853 routers this financial year.
- The Department has negotiated a new service agreement with Optus for services to SOTAs. Deployment of a new higher speed satellite service has commenced and will provide the SOTA sites with a two-fold increase in broadband capacity.
- The network core upgrade has been completed. The Department now has a fully redundant centralised core network giving it the capability for uninterrupted functioning of the centralised servers. This has increased reliability and improved availability to 99.99 per cent.
- The Student Assessment Information System was enhanced to provide additional Years K–10 and senior secondary school functionality, including analysis of National Assessment Program – Literacy and Numeracy (NAPLAN) results, a facility to create and display student work samples to assist with the assessment process and a Tertiary Entrance Rank (TER) predictor.
- The Complaints Management System was released to support the recording, tracking, management and reporting process for complaints received by the Department.
- Implementation of the Online Curriculum Services program was extended to a total of 320 schools, which are currently at various stages of implementation, with 112 having commenced or completed training in the Online Teaching and Learning System (OTLS) by June 2009. The OTLS, part of the Online Curriculum Services program, was utilised by 1319 teachers to deliver to 4461 Years K–12 students who actively engaged with the system.
- A Content Management System to support the delivery of customer-focused websites was implemented. Key features of the system include improved search and site management functionality.

Information and communication 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 received funding for new computers, recurrent over four years. In 2008–09, refurbishment of the server and network switch fleet commenced in schools that participated in this project.

The Learning with ICT (LWICT) project, which provides schools with upgraded infrastructure including power supplies, data cabling, and the standardisation and integrated purchasing of computers, is on

target for completion in 2009 and is expected to continue in an operational mode from 2010 onwards. Scheduled computer fleet replacement is every four years, school critical infrastructure replacement is every five years and ongoing technical support is available.

The 100 Schools and LWICT projects provide a Standard Operating Environment (SOE) for schools. The schools were provided with an upgraded SOE this year, with all schools now operating on the same SOE. During 2008–09, the project installed and/or replaced 1272 computers (fewer than 600 in 2007–08).

During 2008–09 the broadband service availability exceeded service level targets of 99.85 per cent. The Department downloaded in excess of 180 terabytes of Internet traffic and received more than 1.2 billion emails.

To improve network security, ICT deployed Intrusion Protection and Detection software which provides reports on attempted network intrusions as well as internal threats within the organisation.

In 2008–09 a custom-designed Web application was implemented to collect data from public schools. It reported that nearly 63 000 computers were used for learning and teaching, approximately one for every 2.9 students. Of these computers, 17 005 are due for replacement. Just over 11 120 computers were used for administrative purposes in Central Office, district offices and public schools.

A National Secondary Schools Computer Fund (NSSCF) project team managed the ICT infrastructure upgrade associated with the Commonwealth Government's NSSCF program. The program has been established to provide students in Years 9–12 with improved access to new or upgraded ICT.

There are approximately 15 000 computers currently leased under the Notebooks for Teachers program. Under lease arrangements 6898 notebooks were replaced in 2008–09.

School Information Management System

The School Information System (SIS) is the approved and supported school information management software solution used, in all but nine 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 for school-based staff. Significant funds are invested annually for software development to ensure that upgrades and enhancements occur on a continuing basis. Work is underway to assess upgrade options to a web-based system that will provide remote, secure, real time access.

In 2008–09 a preferred supplier contract was awarded for the use of Short Message Service (SMS) software. The *messageyou* software provides schools with the ability to SMS parents and guardians automatically to advise them of unauthorised student absences. There are currently 130 schools, ranging in size from very small schools to very large secondary schools, set up with the SMS software. While the rate of messaging is dependent upon student numbers, messages are being sent at an average rate of 1000 messages per school per month.

Central Office staff undertake planning sessions with school staff and implement the software in schools on request. All software licensing and support costs are met by the Department and costs associated with the SMS delivery to parents and guardians are met by the school. Significant savings have been achieved through bill centralisation and volume discounts. As more schools take up the service, larger volume discounts will be available, further reducing the unit cost for schools.

Portals

The Department's portal is an Internet-based gateway designed to deliver online information and services to public schools. It allows teachers to collaborate with one another more effectively and to access rich online content to create exciting and innovative lessons. Teachers now have access to the K–10 syllabus system and content services (e.g. Education Network Australia, The Learning Federation Resources).

Students can interact and learn through the student portal. The planning phase has commenced for the parent portal which will provide parents and guardians with access to information about their children's education and other Department services.

The Department's portal is being developed in a number of stages, with 586 schools (76 per cent), 14 district offices and 1250 Central Office staff migrated to the new system which provides users with access to web-based email, calendar, applications and applicable information. There are approximately 249 000 activated user accounts.

Telecommunication services

The Department has a broadband network which provides reliable, high-speed, quality telecommunication services to public schools, TAFEWA colleges and district education offices across the State.

Satellite-based services

SatWeb is a web-based two-way satellite communication system that enables SIDE and SOTAs 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 access and email; 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 learning for teachers and home tutors.

Centra, a synchronous e-learning application service product which replaces the Conferencing Server, has been successfully demonstrated at SIDE to facilitate more effective teaching capabilities and to improve student learning outcomes. Centra is available to all SIDE home-based students, SOTA sites, SIDE secondary and primary schools, Primary LOTE and the Flexible Learning in Schools Project sites. A contract for the broader deployment of web-based conferencing services is being developed.

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 approval of a contract for a standard PABX environment for all schools. A program for PABX replacement has commenced.

Data centre

The ICT data centre upgrade was completed in 2008–09. Power services and cooling systems have now been replaced with upgrades to the power system providing for uninterrupted power supplies.

Technical support

Central technical support is provided for more than 40 000 workstations and file servers, and approximately 15 000 notebook computers supplied under the Notebooks for Teachers program.

Public schools, except schools in the 100 Schools or LWICT projects, make local arrangements to support their computers and networked equipment for teaching and learning, using funds allocated directly as part of the ICT school grant. Devices attached to the administration networks in schools are supported centrally. Central Office makes available to schools:

- a Customer Relationship Management service to assist with technical directions and standards and the management of a standardised procurement service; and
- a Service Level Management service to ensure that quality centrally-supplied technical support is maintained and that opportunities for improved levels of support are exploited in a timely manner.

During 2008–09, the ICT Customer Service Centre took more than 205 000 calls from staff in schools, colleges, district offices and Central Office. Close to 60 per cent of support calls were resolved at the first point of contact. Customer satisfaction surveys confirmed that high levels of satisfaction had been maintained. The two surveys undertaken in 2008–09 showed that 94 per cent of customer responses rated service as satisfactory or better, compared with 92 per cent and 93 per cent in 2007–08.

Business systems support

e-Business products are hosted and developed by the Department for the use of TAFEWA colleges and Central Office. This includes the management of TAFEWA Training Delivery Systems, which incorporate student self service, enrolment, class management, course and assessment management capabilities which interface to systems such as Financial Management and the Training Records System.

During 2008–09, a suite of business systems was developed to support Department initiatives focusing on increasing the number of people undertaking training, the recognition of prior learning in the TAFE sector and the improvement of existing systems.

A business system was developed, in consultation with the Career Development Centre, which supports the skills recognition service and manages general enquiries. The system assists in the preliminary assessment stages of skills recognition, as well as a referral service, monitoring, follow-up and reporting service.

A business system was developed for the Overseas Qualifications Unit which resulted in a significant improvement in the quality of customer information and has streamlined the Unit's application and assessment process.

Metropolitan TAFEWA colleges implemented a new customer relationship management system which allows colleges to record, monitor and track enquiries. The system also includes the ability to correspond with customers through a range of media including SMS, email, phone or post.

The Lecturer Portal focuses on improving the systems and services provided for TAFEWA lecturers. The first release of the Lecturer Portal includes electronic attendance tracking. The benefits of the portal include significant efficiency gains in student absence management and student tracking.

More than 120 000 students were successfully enrolled this financial year in TAFEWA using enrolment systems the Department developed and supports. Approximately 22 000 students applied for full-time studies via the TAFEWA Admissions System, of which approximately 75 per cent applied using the Online Application System.

Corporate systems development

During 2008–09, corporate systems development serviced over 2000 VET clients Australia-wide and received 3897 requests for service of which 877 were for new State Training and Recognition System (STARS) accounts.

STARS is a suite of applications designed to assist with the management of VET in Western Australia. During 2008–09, enhancements were made to the Curriculum Management, Training Records and Resource Allocation modules of the application. Google Analytics have also been added to all STARS websites to enable the capture of accurate performance statistics.

The Corporate Reporting module upgrade has been implemented, providing a more robust environment with enhanced reporting functionality and improved security.

ICT contracts

ICT contracts have continued to be developed and enhanced using a framework for contract management to satisfy the highest standards of corporate governance and accountability.

The Department currently manages over 130 ICT contracts with a combined contract value of almost \$600 million and has initiated a contract consolidation process, resulting in eight less contracts established compared with last financial year.

In 2008–09 the ICT Contracts Office assisted with the establishment of 52 contracts with a combined contract value of \$318 million. The total contract value increased due to the commencement of two large contracts: Desktop Computers (\$100 million) and Technology Infrastructure Support Services (\$185 million).

WestOne Services

WestOne Services (www.westone.wa.gov.au) provides practical support for teachers of Years K–12, VET practitioners and training providers. It provides access to high quality, innovative teaching and learning resources to enable staff to deliver exceptional learning experiences. In particular, WestOne plays a key role in the design and development of technology-enabled learning resources.

Also, Intellectual Property is managed on behalf of the Department to enable and enhance customer access to the widest possible range of learning resources.

Products and Services

School education

WestOne produces and distributes specialised K–12 curriculum resources for SIDE and makes these available for use in all schools.

In 2008, products and services included the following:

- There was a focus on the senior secondary years with the completion of 86 teaching and learning resources across eight learning areas. Six resources were also produced for middle primary teachers.
- In collaboration with SIDE, easily accessible online teacher resources were developed so that teachers could readily adapt them to suit different student contexts.
- The establishment of standards-based benchmarks for multimedia development of K–12 curriculum materials improved productivity by 20 per cent.
- WestOne supported the Curriculum Council and language and science teachers associations with professional development to assist teachers with the implementation of WACE courses, and supported home tutors to effectively use WestOne resources with their children.

Curriculum Materials Information Services (CMIS) (www.det.wa.edu.au/education/cmisis/) 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. Development of resource lists for the Western Australian Certificate of Education Years 11 and 12 courses has continued.

In 2008–09, catalogue records for use in school library systems were created by CMIS for 14 981 curriculum resources, and metadata records for 124 Department online curriculum resources were created and integrated into DET Resources Online.

Vocational education and training

WestOne provides access to online courses for the VET sector via a learning management system that enables classes to be managed electronically and includes e-learning content, online assessments, chat/discussion functions and student progress tracking.

WestOne's content management system enables it to integrate with the learning management systems used by the VET sector and with the National Learning Object Repository Network (where digital learning content from a range of repositories can be accessed).

In 2008 WestOne:

- developed and updated resources for the VET sector, including Certificate IV in Engineering – Fluid Power and Stages 1–8 for Certificate III in Roof Plumbing;
- updated a suite of Business Services Online material for Certificates I–III for the new BSB07 Training Package;
- completed four new teaching and learning resources for the Metals and Fabrication industry, as well as six new review/assessment resources; and
- in collaboration with TAFEWA colleges, supported the ‘Transforming the Trades’ project and developed CD-ROM based resources, which are currently being converted for the online environment.

Collaborative leadership

WestOne provides leadership at the state and national level in its areas of expertise: instructional design, learning technology, intellectual property and copyright.

In 2008, WestOne was involved in a number of partnerships including the following:

- On behalf of the Australian Flexible Learning Framework, WestOne managed the national Access to E-Learning Knowledge and Know-How business activity and WA’s E-Learning Innovations Grants. Fifteen E-Learning Innovations Grants projects (with a combined budget of \$566 300) operated across 10 RTOs and focused on embedding e-learning into their organisations.
- In partnership with Central TAFE, WestOne commenced development of the Satellite City Toolbox, supporting units from the Certificate IV in Surveying and the Certificate IV in Spatial Information Services.
- In collaboration with West Coast TAFE, WestOne completed redevelopment of the Cybertots Toolbox (supporting the Certificate III in Children’s Services) to align with the new Training Package.
- WestOne supported the Curriculum Support Services Network by publishing over 50 teaching, learning and assessment resources for the VET sector. The internal project development production process was streamlined, resulting in a 50 per cent decrease in turnaround time.
- WestOne worked with the Department to:
 - update the First Click and Second Click learning resources, including the development of a web-based First Click program to extend its availability;
 - develop a website to enable the download of assessment tools to support the recognition of prior learning; and
 - review and redevelop existing K–10 Syllabus online resources, accessible via the Department’s portal.

In 2008, WestOne also:

- promoted national e-learning opportunities and delivered online professional development to 11 public and 480 private RTOs;
- completed the redevelopment of three Training and Assessment Toolboxes (Series 6 TAA Flexible Learning Toolbox, Series 8 TAA eLearning Flexible Learning Toolbox and the TAA RPL Guide Flexible Learning Toolbox) to update their content to align with changes in the TAA Units of Competency, and completed a technical rebuild of the Toolboxes to improve their useability and functionality;
- was awarded the Inaugural Employer of the Year Award (Category C) by the Career Development Association of Australia at their 2009 National Annual Conference;
- established an Indigenous Trainee Multimedia Development Team to provide opportunities for young Aboriginal people to move into the field; and
- attracted 200 participants to the Innovate08 conference.

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 to limit the costs related to copying under the Copyright Agency Limited (CAL) agreements and to foster best practice throughout the sector. In 2008, this included:

- providing support and advice in relation to IP contractual arrangements and policy positions;
- providing practical assistance to staff in public schools and TAFEWA colleges through 49 IP workshops statewide; and
- re-issuing the *Intellectual Property Guidelines for TAFEWA Colleges* to accommodate changes to the *Vocational Education and Training Act 1996*.

In 2008, the Department paid collecting agencies \$5.57 million on behalf of public schools (\$4.86 million) and TAFEWA colleges (\$0.7 million) to reproduce copyright material for educational purposes: an increase of just over \$0.19 million from 2007. The increase was minimised through ongoing negotiation and review.

Table 62: Payments made by the Department for copying materials under statutory licences, 2008

Agency	\$
CAL Print	3 345 550
CAL Digital	215 227
Apra	37 272
AMCOS	130 326
AMCOS/ARIA	121 489
Screenrights	1 005 928
TAFE CAL	481 824
TAFE Screenrights	231 976
Total	5 569 592

Source: WestOne Services

Asset services

School site planning

The intensity of planning and development of new residential subdivisions in the Perth metropolitan area and major country centres has reduced over the last twelve months as the property market has declined from its high of 2007–08. However, the development industry is still progressing long-term planning and the Department's workload has not diminished as it works closely with the industry on strategic planning issues related to the provision of public school sites.

All new structure plans prepared by developers and local governments require assessment by the Department for the provision of public primary and secondary school sites. To ensure these sites meet the Department's site planning criteria, the Department has implemented a thorough due diligence investigation process using consulting engineers. These investigations have enabled the Department to identify site problems at an early stage and address them early in the structure planning process to avoid potentially costly site issues.

The Department has also been working closely with local governments, the Western Australian Local Government Authority (WALGA) and the Department of Sport and Recreation on the shared use of educational facilities to maximise community use. These initiatives support sustainability principles by ensuring the most effective provision and maintenance of costly infrastructure. The Department is developing a Memorandum of Understanding with WALGA on the planning and road safety around new and existing school sites.

Building maintenance

The Department has one of the largest asset portfolios within the government sector. Currently, the Department operates 772 schools throughout the State with a replacement value approaching \$7 billion. There are also 10 TAFEWA colleges.

Given the size of the portfolio, maintenance costs are significant and with an ageing building stock these costs are increasing. The recently announced Commonwealth Government's Building the Education Revolution – National School Pride program has afforded all schools the opportunity to apply for funding to address priority maintenance items.

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 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, schools have difficulty in recruiting and retaining cleaners. In these urgent circumstances, cleaning contracts of 12 months duration have been put in place to ensure the health and safety of students, staff and the school community.

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 2009, 689 sites were protected by electronic security systems, compared with 688 in June 2008 and 689 in June 2007.

Although TAFEWA colleges manage their own security, alarm systems at 44 TAFEWA sites are monitored by the Department's security services.

During 2008–09, break-ins reported to the Department totalled 1959. There were 5755 instances of wilful damage and 23 acts of arson.

A total of 188 people (264 in 2007–08) were apprehended while committing various offences against Department sites after detection by intruder alarms or security staff. Total offences decreased by 29.7 per cent and the costs of repairs and replacements increased by 20.1 per cent to \$11.9 million. This was caused by a disappointing rise of 35.3 per cent in incidents of arson in 2008–09, accounting for approximately half of the costs associated with security incidents.

Intruder detection systems were upgraded at 12 public schools.

Aside from numerous day-to-day security improvements, major security audits were undertaken at five high-risk schools in the Canning, Fremantle-Peel and West Coast districts, bringing the number of such audits since 2000 to 42. 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 on the installation of closed circuit television systems into 16 schools as part of the risk management program.

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 54 000 calls have been made to the Department's security section by members of the community. During 2008–09, 3780 calls were received (3604 in 2007–08) and 3443 people were removed from Department sites (2873 in 2007–08).

Sustainability

Sustainability is a focus of the design of new schools and the ongoing operation of facilities, 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.

In 2009, the Department established the Environmental Sustainability Reference Group comprising internal stakeholders from key operational areas. The work of this group informs the advice provided to schools through the identification, development and implementation of sustainability strategies in compliance with government directives and in recognition of community expectations.

Current projects in water management and conservation include the following:

- A training program on water use in schools, linked to the management of the allocated water allowance, continued to be developed. A consultant, engaged jointly by the Department and Water Corporation, produced a training course and manual for the efficient use of irrigation systems in school grounds. It is anticipated that training will commence prior to summer 2009.
- To promote the effective use of water, the Department began a trial of the use of wetting agents with its fertiliser program. The simultaneous spreading of fertiliser and wetting agent will save on application cost and help address the issue of water repellency (hydrophobic soils).
- Individual schools with bores are required to have them licensed and pay the associated fees. This led to a program to place individual bore assets under the Department's name. Aggregation of licences continued in 2008–09 and will result in significant annual savings for the Department. A database has been established to include all licence details plus the reporting commitment for each site. In addition, a program of progressive bore metering began (40 currently underway) which enables the water application of school bore reticulation systems to be monitored.
- A severe water shortage in the Ellenbrook area (located on the Gnangara Mound) resulted in a commitment by the Department to introduce waterless urinals in schools in the area. A trial was conducted at 26 schools, where chemical cubes were used to convert existing urinals. A report on this trial showed that the savings made through reduced water use was in excess of cube costs. Subsequently, the report recommends that the Department increase the cleaning allowance at each school to fund the supply of consumables, which should still realise a cost savings.

Current achievements and initiatives in energy management include the following:

- The Department developed and provided to the Sustainable Energy Development Office (SEDO) its *Energy Management Plan*, as required by the *Energy Smart* Government policy. The Plan outlines the process for the identification and implementation of energy efficient initiatives.
- A \$50 000 grant from the SEDO in 2007–08 funded a project that investigated energy use in schools through energy audits and by focusing on sustainable design techniques developed for new schools. The project also allowed for retro-fitting of energy-saving fittings for older schools. A report on the project has been completed and presented to SEDO and the Department of Treasury and Finance – Building Management and Works. The findings show that significant savings in energy utilities can be achieved by targeting lighting in schools.
- SEDO has funded experimental lighting at two schools using solid state lighting and this will be evaluated in 2009–10.

Pesticides usage in schools continued to be reviewed with the purpose of developing a strategic management approach, in line with the State Sustainability Strategy. A more strategic approach should help reduce the potential impact of pesticides on the environment, particularly in sensitive areas, while achieving cost savings.

Financial services and support

The Department is responsible for the strategic and operational management of financial services and support to public schools; the development of financial accounting policies and the maintenance of a financial policy framework; and the facilitation, review and delivery of school financial data for consolidation of monthly and annual financial and budget reporting.

The Department provides strategic policy development and advice in key areas of financial and asset management in schools, and is committed to the development and maintenance of a coordinated, cohesive and systemic approach to improving schools financial management and accountability. This approach is facilitated through a range of services to schools, including professional development; the implementation and monitoring of policies, systems and processes; and the application of financial management tools.

The development and maintenance of the Department's financial management, accounting and asset management (excluding land, buildings and transportable) policy is informed by research, analysis and application of relevant legislation; the Australian equivalent to the International Financial Reporting Standards (AIFRS); and contemporary financial and asset management and accounting reforms.

International education and training

International education continues to be an important export industry for Australia with income estimated at \$14.2 billion in 2008–09. In Western Australia this represents income of \$1 billion and the creation of more than 12 000 jobs.

The number of international students choosing the Western Australian public school and TAFEWA systems to further their education and training continues to grow.

Education and Training International (ETI) operates as the Department's marketing division and student management centre for public schools, TAFEWA and English Language Intensive Courses for Overseas Students (ELICOS) centres. ETI continues to be involved in a number of offshore education and training projects, which generated gross revenues in excess of \$33 million in 2008–09.

ETI provides a single contact point for the conduct of international education in government institutions in Western Australia and enables a consistent position to be provided at national forums and meetings. In this role ETI is able to provide an important contact point for the Government and government agencies in relation to the very important international education industry in Western Australia.

ETI represents the Minister for Education and the Minister for Training on the Board for Perth Education City, and is 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 2009, 114 students were enrolled across 51 public primary schools compared with 112 students in Semester 1 2008. By the end of 2008, 140 students were enrolled in primary schools which compared with 37 students when the ETI program commenced in 2004.

Primary school fees have remained at \$8000 plus health cover, with host schools receiving 70 per cent of tuition fees (\$7500 for siblings).

There are currently 316 secondary students participating in the program in 43 approved senior high schools, colleges and campuses, compared with 264 students in 2008. There were 336 students

enrolled in secondary schools by the end of 2008 compared with 113 when the ETI program commenced in 2004.

Fees for lower secondary students are \$9500 (\$9000 for siblings) and \$10 500 for upper secondary students (\$10 000 for siblings).

In addition, all students are required to have compulsory private health insurance.

Senior Colleges Overseas Project Education

The Senior Colleges Overseas Project Education (SCOPE) is a joint activity of Tuart College and Canning College.

In 2008, 604 students enrolled through SCOPE in the senior colleges. This represents a significant increase on the 2007 enrolments of 491. There were 336 international students enrolled in university entrance examinations with 324 selecting the Western Australian Universities Foundation Program and 12 students selecting the Tertiary Entrance Examinations (TEE) Program.

Course fees for 2008–09 enrolments ranged from \$1675 for a four-week bridging course to \$13 500 for the TEE Program and the Western Australian Universities Foundation Program.

Canning College also offers the Certificate IV in Commerce and the Diploma of Commerce. The Diploma is the first year of the University of Western Australia and Curtin University of Technology Commerce degrees.

At the beginning of 2008, 140 international students were enrolled in the Diploma of Commerce course and 21 in the Certificate IV course and, in Semester 2, 125 were enrolled in the Diploma course and 21 in Certificate IV course. The course fee for the Diploma UWA stream was \$15 900 and for the Curtin stream \$13 400. The fee for the Certificate IV was \$10 600. Ninety per cent of all enrolments in the Diploma program gained entry to the second year of a Commerce degree.

TAFEWA international student enrolments

In 2008, there were 1230 students enrolled in English Language Intensive Courses for Overseas Students (ELICOS) courses in TAFEWA colleges.

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 2009, there were 2633 international students undertaking mainstream courses in TAFEWA colleges compared with 1854 in 2008: an increase of 42 per cent. By the end of 2008, a total of 2730 students had studied mainstream courses. This represents 12 per cent of all students in publicly-funded international VET programs across Australia: better than expected when overall population share is used as the comparison measure (Western Australia's population is 10 per cent of Australia's population).

Offshore projects

Education and Training International led several system-wide offshore projects during the year representing schools, senior colleges and the TAFEWA system.

Education and Training International continued its involvement in aid and development projects in Indonesia and Fiji through the delivery of basic education projects with education ministries in those countries. Aspects of the Fiji project included:

- the delivery of teacher workshops in Fiji by 12 Western Australian teachers during their holidays;
- a visit to Perth in August 2008 by eight staff of the Fiji Ministry of Education to undertake work across the Department to enhance their understanding of the Western Australian education system; and
- a visit by a delegation of eight representatives of the Indonesian Ministry of National Education to the Department in December 2008 under the auspices of the AusAID Basic Education Program.

As a participant in an Australian consortium of training providers, contracted by the Department of Education, Employment and Workplace Relations (DEEWR), ETI provided trades assessors from the TAFEWA system to meet the requirements of the VETASSESS Offshore Skills Assessment project. An initiative of COAG, this project provided 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.

A contract signed with Victoria University, Australia and North Glasgow College, Scotland, provides for the delivery of pre-assessment workshops for candidates seeking skills assessments prior to applying for permanent Australian residency.

Negotiations have concluded with the China Metallurgical Corporation (MCC) to provide offshore trades skills assessments for 457 visa processing of MCC's international workforce.

ETI concluded contracted auspicing of Certificate I in General Construction for the Malaysian-based Leighton International Limited (LIL), a subsidiary of Leighton Holdings in Australia. This training was for the upskilling of the company's international workforce in India. Negotiations are underway with LIL for similar auspicing arrangements in Indonesia.

A Heads of Agreement was signed with Sustainability Pty Ltd, a Western Australian RTO involved in the Mining Safety sector, to conduct separately negotiated consulting, auspicing and training delivery projects in countries identified through Sustainability's offshore involvement. This included preparation of funding documentation for the Government of Balochistan, Pakistan to assist it to secure World Bank funding for a Mining Training Centre of Excellence proposed for Quetta, Balochistan. Other opportunities in Timor-Leste, Indonesia and Mongolia are currently being examined.

Education and training shared services centre

The primary role of the Education and Training Shared Services Centre (ETSSC) is to provide human resource and financial services to the Department of Education and Training (including Central Office and district education offices), TAFEWA 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 the areas of 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.

During the year, work continued on implementation of ETSSC's approved Business Systems Strategy. This involves implementing Oracle R12 and upgrading PeopleSoft v8.8 to v9 for the Department, the Curriculum Council and the Department of Education Services as well as migrating the existing business systems at all TAFEWA colleges to Oracle R12 and PeopleSoft v9. The migration will contribute substantially towards the Government's Shared Services reform agenda.

Key achievements in 2008–09:

- The ETSSC Business Systems Strategy progressed in accordance with Whole-of-Government Reform Agenda timelines.
- Savings outlined in the Reviewed ETSSC Business Systems Strategy Business Case were achieved in accordance with agreed timelines.

Significant issues impacting the Department

Significant issues impacting the Department

Changes to the training system

The *Training Legislation Amendment and Repeal Act 2008* came into effect on 10 June 2009, amending the *Vocational Education and Training Act 1996* and repealing the *Industrial Training Act 1975*.

The amendments provide a new legislative framework which will allow for greater flexibility and a contemporary training system. The modernised apprenticeship system will be more streamlined, responsive and fairer:

- The streamlined apprenticeship system combines apprenticeships and traineeships within a single legislative framework consistent with other states and territories. The system will be easier and clearer for employers and apprentices to use and will attract more employers to participate in it.
- The apprenticeship system will be responsive to the needs of the economy, today and into the future:
 - The State Training Board will be responsible for making recommendation to the Minister on the creation and variation of apprenticeships.
 - There will be a prescribed consultation process that will give industry and unions a say in what type of employment-based training best suits their industry area.
 - Beyond apprenticeships, there are amendments that enable the State Training Board, the Training Accreditation Council and TAFEWA colleges to operate in the changed and changing environment.
- The apprenticeship system will be made fairer by increasing the level of protection and support for all types of apprentices — it will be extended to cover all trainees at Certificate III or higher.

The apprenticeship system will be fairer for people who have been working in an industry for many years who may have the experience to be recognised as a tradesperson but have never done the formal training.

The system will have greater clarity so that employers and apprentices know what their obligations are and what is expected of them.

Information and fact sheets relating to key changes to the *Vocational Education and Training Act 1996* are available on the State Training Board website at www.stb.wa.gov.au.

Impact of the economic downturn on training services

Following a period of sustained economic growth, the Western Australian economy was affected by the global economic downturn, impacting on demand for training services and influencing apprenticeship opportunities as employers sought to save costs. With the Western Australian economy experiencing a period of rapid economic expansion over the past five years, industry was forced to focus on attracting staff to meet urgent skill shortages, rather than on skills development for existing workers. The economic downturn has increased competition for jobs and provided individuals and displaced workers with the time and motivation to invest in training, and given businesses the opportunity to focus on the skills development of their staff. This has impacted on the demand for training services.

TAFEWA Admissions experienced a significant increase in demand for full-time training places, with 22 107 applications received in 2008–09, a 31 per cent increase on 2007–08. The demand for full-time training places also saw an increase in the conversion from application to enrolment. During 2008–09, a 67 per cent conversion rate was recorded, a five per cent increase on 2007–08.

The Department provided a wide range of support and career guidance services to employers, employees, apprentices and trainees affected by the economic downturn through the Career Development Centre, Employment Directions Network and ApprentiCentre. A range of strategies were introduced to support employers, apprentices and trainees, including:

- enhanced support and assistance through ApprentiCentre;
- funding of \$1800 per out-of-contract apprentice to assist group training organisations to employ these apprentices to enable them to complete their training and reduce costs for host employers to employ the apprentices;
- the establishment of an Out-of-Contract register to enable apprentices and trainees who have had their training contracts cancelled to be placed on the register, continue their off-the-job training for up to six months and be referred to new employers; and
- the opportunity for employers to post job vacancies and apprentices and trainees to register for notification of new apprenticeships and traineeships through ApprentiCentre's Jobs Board.

Closing the performance gap for Aboriginal students

The gap between the performance of Aboriginal and non-Aboriginal students persists. Disproportionate numbers of Aboriginal school students do not meet minimum standards in annual national literacy and numeracy testing while attendance rates have shown marginal or no improvement. While Aboriginal people are well represented in training, compared with non-Aboriginal people, they have higher rates of withdrawal from units and participate in lower level VET courses.

To address Aboriginal disadvantage, state and federal governments have committed to a comprehensive program of collaborative and coordinated action. The Council of Australian Governments (COAG) has set ambitious targets, including specific targets relating to Aboriginal education. To strengthen and galvanise effort, the Department is developing a new five-year plan for Aboriginal education and training, which reflects priority areas from *Australian Directions in Indigenous Education 2005–2008*; the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) guide to action; and COAG targets.

A wide range of measures are being implemented to close the gap, all underpinned by a strong emphasis on quality teaching, effective leaders and engaging with parents and communities. Key focus areas are: improving the readiness for formal schooling of Aboriginal children; raising attendance rates by assisting students, schools and families through case management and the development of local solutions; improving literacy and numeracy standards; increasing retention rates and senior schooling outcomes through additional support and the expansion of successful programs; and increasing skills and qualifications for employment by building collaborative partnerships and improving training to employment outcomes.

Early Childhood Education

In response to strong evidence identifying the importance of the early childhood years in building a successful foundation for schooling and later life, the provision of Kindergarten hours will be progressively increased over a three-year period from 11 to 15 hours per week under the COAG Universal Access initiative, commencing from the 2010 school year. Implementation of the Building Education Revolution and the Universal Access initiative will provide opportunities to improve local access to schooling from Kindergarten through to Year 7.

The following initiatives will also advance the early childhood reform agenda:

- On-entry assessment will build upon the Universal Access initiative, providing diagnostic information on critical early literacy and numeracy skills of children entering school.
- The Department plans to conduct the Review of Educational Practices in Kindergarten, Pre-primary and Year 1 in 2009.
- There are plans to establish four Early Learning and Care Centres on public school sites by 2010 and five Children and Family Centres by 2013.
- The Australian Early Development Index (AEDI) will be implemented for every pre-primary student in public, Catholic and independent schools in 2009.
- The State is providing input to the Early Years Learning Framework.

In addition, Western Australia managed development of an *Indigenous Early Childhood Education Framework* which will support Aboriginal children aged three to six years to make a smooth and supported transition from home to school. The *Indigenous Early Childhood Education Framework* was completed and will align with the Early Years Learning Framework to form an integrated document.

Standards of staff conduct

To support community expectations for staff conduct and probity the Department has in place a robust mechanism for the prevention, detection and management of misconduct allegations against its employees, through the Professional Standards and Conduct Division.

During 2008–09 the Department finalised its implementation of the recommendations made by the Corruption and Crime Commission (the Commission) and the Ombudsman in their 2006 reports into the Department's handling of certain disciplinary and misconduct matters.

This implementation was formally acknowledged by the Commission and the period of their involvement in assisting the Department to develop and refine its misconduct resistance strategies was concluded. The accountable and transparent management processes for dealing with disciplinary and misconduct matters are firmly embedded within the standard operations and established procedures of the Department's Standards and Integrity Directorate.

Information and communication technologies

The rapid changes in, and widespread use of, information and communication 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 TAFEWA colleges have the level of access required to meet the needs of students, lecturers and teachers. The issue is multifaceted and involves investment in computers, communication networks and software, and includes the professional learning 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 education is provided to students irrespective of location. The networked learning communities (where students and teachers learn, communicate and have access to a range of syllabus materials) are being enhanced by Online Curriculum Services, which are being progressively implemented in all public schools. The advances made in implementing an online learning environment, built on robust technologies, enhances the Department's capacity to improve students' access to educational programs.

Behaviour standards

Changes in demographic and social structures continue to create 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.

This has led to the development of the 'Strategy for Better Behaviour and Stronger Pastoral Care'. This strategy will be progressively implemented from 2009 to 2012 and includes the expansion of the number of primary and secondary behaviour centres, an increase in the number of school psychologists and an increased focus on the implementation of appropriate programs for early intervention and parenting skill development.

Literacy and numeracy standards

The community expects high standards of academic excellence and quality teaching in public schools, especially in literacy and numeracy. Research literature overwhelmingly supports the importance of early intervention in improving literacy and numeracy, the need for a clear focus on diagnosing and monitoring the progress of under-performing students and the development of effective literacy and numeracy strategies to address their needs.

Parental involvement in children's education is an important element in preparing young children for learning and maximising the effectiveness of schooling. Explicit literacy and numeracy support materials have been developed for parents.

To support the improved literacy and numeracy outcomes for all students, the Department has a range of complementary and strategically-focused initiatives, informed by current research and best practice, to ensure that literacy and numeracy improvement is a focus across the State, at all levels of the system, and that gains made for students are measurable and sustainable. The continuity of literacy and numeracy learning through the early, middle and later stages of schooling is critical.

These initiatives have a focus on the importance of explicit teaching of literacy and numeracy skills, assessment of essential skills and the provision of sufficient time in the teaching program for these activities. The provision of shoulder-to-shoulder teacher support and targeted intervention strategies that include First Steps, the Aboriginal Literacy Strategy, and specialist literacy and numeracy teachers, helps to address the literacy and numeracy needs of students from diverse backgrounds.

The National Reform Agenda

In November 2008, COAG agreed to a package of reforms to lift Australia's productivity through a reform agenda in schooling, early childhood and skills and workforce development. Through this agenda, the National Education Agreement and the National Skills and Workforce Agreement were established as new financial frameworks.

The new National Education Agreement sets out the reform directions for schooling which are designed to support improved student achievement, engagement in schooling and transition to work and further study. To support the reform agenda in schooling and early childhood, National Partnerships on Early Childhood Education, Low Socio-Economic Status School Communities, Literacy and Numeracy and Improving Teacher Quality were developed and signed by the Hon Kevin Rudd MP, Prime Minister of Australia, and the Hon Colin Barnett MLA, Premier of Western Australia, in December 2008.

The partnerships support system-wide reforms that will improve high-level outcomes for schooling agreed by COAG and reduce the educational disadvantage of particular groups.

The Department led a collaborative approach to the development of the State's bilateral agreements and State implementation plans for the national partnerships; consulting with the Catholic Education Office of WA and the Association of Independent Schools of WA, as well as with the Department of the Premier and Cabinet, Department of Treasury and Finance and the Department for Communities. These preliminary implementation plans are subject to further consultation and negotiation between the parties to develop final plans by November 2009.

The new National Skills and Workforce Agreement provides a platform for employment and training initiatives to meet the needs of the current economic conditions. To support the reform agenda in training, the Productivity Places Program National Partnership has been developed and signed.

In addition, the Youth Attainment and Transitions National Partnership, which addresses reform in both schooling and training, was agreed.

The Department also negotiated additional Commonwealth election commitments through a number of national partnership and reform agreements. These include:

- the establishment of Trade Training Centres in all secondary schools;
- Local Schools Working Together — a limited term initiative to encourage new models of schooling;
- the establishment of the Australian Curriculum, Assessment and Reporting Authority to manage national curriculum, assessment and data management, analysis and reporting functions;
- a National Asian Languages and Studies in Schools Program to promote the study of Asian languages;
- the National Secondary Schools Computer Fund under the Australian Government's Digital Education Revolution initiative, providing computers and some associated infrastructure in secondary schools; and
- the *Building the Education Revolution* plan that provides for major and minor infrastructure projects in Western Australian schools.

Restructure of the Department of Education and Training

On 31 August 2009 the Premier announced the creation of the Department of Training and Workforce Development. The Department of Education and Training will be separated into two departments during the 2009–10 financial year. The new Department of Training and Workforce Development will provide a focus on skills training and education to help meet the expected need for skilled workers in coming years.

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 2009

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 2009, and the Income Statement, Statement of Changes in Equity, Cash Flow Statement, Schedule of Income and Expenses by Service, Schedule of Assets and Liabilities 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 www.audit.wa.gov.au/pubs/AuditPracStatement_Feb09.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 2009

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 2009 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 2009.



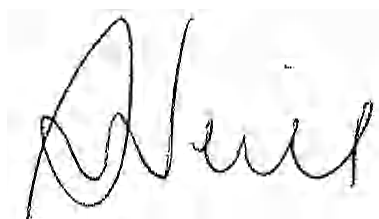
COLIN MURPHY
AUDITOR GENERAL
16 September 2009

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 2009 and the financial position as at 30 June 2009.

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)

9 September 2009



JOHN LEAF
A/DEPUTY DIRECTOR GENERAL
FINANCE AND ADMINISTRATION
(CHIEF FINANCE OFFICER)

9 September 2009

Income Statement for the year ended 30 June 2009

	Note	2008–09	2007–08
		(\$'000)	(\$'000)
COST OF SERVICES			
Expenses			
Employee benefits expense	8	2 432 584	2 153 856
Supplies and services	9	282 318	233 892
Depreciation and amortisation expense	10	183 740	163 930
Grants and subsidies	11	439 449	397 376
School supplies and services	12	402 994	386 682
Finance costs	13	2 104	1 497
Other expenses	14	55 790	29 655
Loss on disposal of non-current assets	15	9 088	1 720
Total cost of services		3 808 067	3 368 608
Income			
Revenue			
User contributions, charges and fees	16	107 307	110 328
Schools other revenue	17	46 031	50 173
Other revenue	18	53 307	56 071
Commonwealth grants and contributions	19	592 363	462 709
Interest revenue		9 840	12 109
Total revenue		808 848	691 390
Total income other than income from State Government		808 848	691 390
NET COST OF SERVICES		2 999 219	2 677 218
INCOME FROM STATE GOVERNMENT			
	20		
Service appropriation		3 074 857	2 770 306
Resources received free of charge		2 710	2 426
Total income from State Government		3 077 567	2 772 732
SURPLUS FOR THE PERIOD		78 348	95 514

See also the 'Schedule of Income and Expenses by Service' at page 137.

The Income Statement should be read in conjunction with the accompanying notes.

Balance Sheet as at 30 June 2009

	Note	2008–09 (\$'000)	2007–08 (\$'000)
ASSETS			
Current assets			
Cash and cash equivalents	21	214 571	278 370
Restricted cash and cash equivalents	22	144 316	36 385
Amounts receivable for services	23	19 144	19 144
Receivables	24	36 398	49 985
Inventories	25	3 245	3 429
Non-current assets classified as held for sale	26	999	-
Total current assets		418 673	387 313
Non-current assets			
Restricted cash and cash equivalents	22	34 080	22 490
Amounts receivable for services	23	918 814	733 123
Property, plant and equipment	27	10 286 883	9 710 517
Leased plant and equipment	28	29 448	23 703
Intangible assets	30	8 616	7 405
Total non-current assets		11 277 841	10 497 238
TOTAL ASSETS		11 696 514	10 884 551
LIABILITIES			
Current liabilities			
Provisions	32	417 572	371 589
Payables	34	58 883	84 639
Borrowings	33	12 451	11 249
Other current liabilities	35	24 652	13 070
Total current liabilities		513 558	480 547
Non-current liabilities			
Provisions	32	179 577	147 811
Borrowings	33	20 259	15 542
Total non-current liabilities		199 836	163 353
TOTAL LIABILITIES		713 394	643 900
NET ASSETS		10 983 120	10 240 651
EQUITY			
Contributed equity	36	1 092 777	912 255
Reserves		9 195 798	8 712 530
Accumulated surplus		694 545	615 866
TOTAL EQUITY		10 983 120	10 240 651

See also the 'Schedule of Assets and Liabilities by Service' at page 138.

The Balance Sheet should be read in conjunction with the accompanying notes.

Statement of Changes in Equity for the year ended 30 June 2009

	Note	2008–09 (\$'000)	2007–08 (\$'000)
Balance of equity at start of period		10 240 651	8 316 190
CONTRIBUTED EQUITY	36		
Balance at start of period		912 255	708 619
Capital contribution		194 273	257 686
Distributions to owners		(13 751)	(54 050)
Balance at end of period		<u>1 092 777</u>	<u>912 255</u>
RESERVES	36		
Asset revaluation reserve			
Balance at start of period		8 712 530	7 121 607
Gains from asset revaluation		483 599	1 596 011
Transfer to Accumulated Surplus		(331)	(5 088)
Balance at end of period		<u>9 195 798</u>	<u>8 712 530</u>
ACCUMULATED SURPLUS			
Balance at start of period	36	615 866	485 964
Prior period error (see note 6(i))		-	29 300
Restated balance at start of period		<u>615 866</u>	<u>515 264</u>
Surplus for the period		78 348	95 514
Transfer from Asset Revaluation Reserve		331	5 088
Balance at end of period		<u>694 545</u>	<u>615 866</u>
Balance of equity at end of period		<u><u>10 983 120</u></u>	<u><u>10 240 651</u></u>
Total income and expense for the period (i)		<u>561 947</u>	<u>1 691 525</u>

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 2008–09 is: surplus \$78 348 000 plus gains from asset revaluation \$483 599 000 (2007–08: surplus \$95 514 000 plus gains from asset revaluation \$1 596 011 000).

Cash Flow Statement for the year ended 30 June 2009

	Note	2008–09 (\$'000)	2007–08 (\$'000)
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		2 870 022	2 579 689
Capital contributions		194 273	257 686
Holding account draw downs		19 144	19 144
Net cash provided by State Government		3 083 439	2 856 519
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Cash receipts		884 717	724 472
Interest received		10 175	11 896
Cash payments to suppliers and employees		(3 606 157)	(3 223 270)
Interest paid		(2 104)	(1 538)
Net cash provided by / (used in) operating activities	37	(2 713 369)	(2 488 440)
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(301 516)	(334 793)
Proceeds from sale of non-current physical assets		256	69
Net cash provided by / (used in) investing activities		(301 260)	(334 724)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payment of finance lease liabilities		(13 088)	(13 345)
Net cash provided by / (used in) financing activities		(13 088)	(13 345)
Net increase / (decrease) in cash and cash equivalents		55 722	20 010
Cash and cash equivalents at the beginning of the period		337 245	317 235
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD		392 967	337 245

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

Schedule of Income and Expenses by Service for the year ended 30 June 2009

	Primary Education		Secondary Education		Vocational Education and Training Services		Total	
	2008-09 (\$'000)	2007-08 (\$'000)	2008-09 (\$'000)	2007-08 (\$'000)	2008-09 (\$'000)	2007-08 (\$'000)	2008-09 (\$'000)	2007-08 (\$'000)
COST OF SERVICES								
Expenses								
Employee benefits expense	1 428 981	1 295 532	940 780	792 923	62 823	65 401	2 432 584	2 153 856
Supplies and services	159 919	97 562	83 547	80 922	38 852	55 408	282 318	233 892
Depreciation and amortisation expense	100 802	89 945	82 572	68 198	366	5 787	183 740	163 930
Grants and subsidies	-	-	-	-	439 449	397 376	439 449	397 376
School supplies and services	204 340	212 797	198 377	173 541	277	344	402 994	386 682
Finance costs	1 384	821	717	623	3	53	2 104	1 497
Other expenses	42 842	17 829	12 220	11 117	728	709	55 790	29 655
Loss on disposal of non-current assets	8 616	1 021	466	638	6	61	9 088	1 720
Total cost of services	1 946 884	1 715 507	1 318 679	1 127 962	542 504	525 139	3 808 067	3 368 608
Income								
User contributions, charges and fees	26 974	43 290	52 551	34 629	27 782	32 409	107 307	110 328
Schools other revenue	22 963	27 879	23 068	22 294	-	-	46 031	50 173
Other revenue	29 260	35 415	17 618	20 619	6 429	37	53 307	56 071
Commonwealth grants and contributions	278 935	200 897	144 351	125 811	169 077	136 001	592 363	462 709
Interest revenue	3 915	6 728	4 921	5 381	1 004	-	9 840	12 109
Total income other than income from State Government	362 047	314 209	242 509	208 734	204 292	168 447	808 848	691 390
Net Cost of Services	1 584 837	1 401 298	1 076 170	919 228	338 212	356 692	2 999 219	2 677 218
Income from State Government								
Service appropriations	1 605 646	1 411 442	1 088 310	927 872	380 901	430 992	3 074 857	2 770 306
Resources received free of charge	1 587	1 236	1 054	813	69	377	2 710	2 426
Total income from State Government	1 607 233	1 412 678	1 089 364	928 685	380 970	431 369	3 077 567	2 772 732
Surplus for the period	22 396	11 380	13 194	9 457	42 758	74 677	78 348	95 514

The Schedule of Income and Expenses by Service should be read in conjunction with the accompanying notes.

Schedule of Assets and Liabilities by Service as at 30 June 2009

	Primary Education		Secondary Education		Vocational Education and Training Services		Total	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
ASSETS								
Current Assets	168 500	189 368	217 643	162 262	32 530	35 683	418 673	387 313
Non-Current Assets	5 765 295	5 422 386	5 340 936	4 933 147	171 610	141 705	11 277 841	10 497 238
Total Assets	5 933 795	5 611 754	5 558 579	5 095 409	204 140	177 388	11 696 514	10 884 551
LIABILITIES								
Current Liabilities	295 364	274 207	195 605	182 083	22 589	24 257	513 558	480 547
Non-Current Liabilities	118 470	96 326	76 769	63 110	4 597	3 917	199 836	163 353
Total Liabilities	413 834	370 533	272 374	245 193	27 186	28 174	713 394	643 900
NET ASSETS	5 519 961	5 241 221	5 286 205	4 850 216	176 954	149 214	10 983 120	10 240 651

The Schedule of Assets and Liabilities by Service should be read in conjunction with the accompanying notes.

Summary of Consolidated Account Appropriation and Income Estimates for the year ended 30 June 2009

	2008–09 Estimate (\$'000)	2008–09 Actual (\$'000)	Variance (\$'000)	2008–09 Actual (\$'000)	2007–08 Actual (\$'000)	Variance (\$'000)
DELIVERY OF SERVICES						
Item 92 Net amount appropriated to deliver services	3 050 615	3 073 845	23 230	3 073 845	2 769 345	304 500
Amount authorised by other statutes - <i>Salaries and Allowances Act 1975</i>	1 002	1 012	10	1 012	961	51
Total appropriations provided to deliver services	3 051 617	3 074 857	23 240	3 074 857	2 770 306	304 551
CAPITAL						
Item 168 Capital Contribution	274 618	194 273	(80 345)	194 273	257 686	(63 413)
	274 618	194 273	(80 345)	194 273	257 686	(63 413)
GRAND TOTAL	3 326 235	3 269 130	(57 105)	3 269 130	3 027 992	241 138
Details of expenses by service						
Primary education	1 826 654	1 946 884	120 230	1 946 884	1 715 507	231 377
Secondary education	1 259 963	1 318 679	58 716	1 318 679	1 127 962	190 717
Vocational education and training services	505 461	542 504	37 043	542 504	525 139	17 365
Total cost of services	3 592 078	3 808 067	215 989	3 808 067	3 368 608	439 459
Less total income	602 921	808 848	205 927	808 848	691 390	117 458
Net cost of services	2 989 157	2 999 219	10 062	2 999 219	2 677 218	322 001
Adjustment for movement in cash balances and other accrual items	62 460	75 638	13 178	75 638	93 088	(17 450)
Total appropriations provided to deliver services	3 051 617	3 074 857	23 240	3 074 857	2 770 306	304 551
Capital expenditure						
Purchase of non-current physical assets	342 825	301 516	(41 309)	301 516	353 293	(51 777)
Adjustments for movement in cash balances and other funding sources	(68 207)	(107 243)	(39 036)	(107 243)	(95 607)	(11 636)
Capital contribution (appropriation)	274 618	194 273	(80 345)	194 273	257 686	(63 413)
Details of Income estimates						
Income disclosed as Administered Income	-	24	24	24	-	24

Adjustments comprise movements in cash balances and other accrual items such as receivables, payables and superannuation.

Note 49 'Explanatory Statement' provides details of any significant variations between estimates and actual results for 2008–09 and the actual results for 2007–08 and 2008–09.

Notes to the Financial Statements For the year ended 30 June 2009

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) 'Amalgamation of Accounts'*).

2. AUSTRALIAN EQUIVALENTS TO INTERNATIONAL FINANCIAL REPORTING STANDARDS

General

The Department's financial statements for the year ended 30 June 2009 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 and are not yet effective have been early adopted by the Department for the annual reporting period ended 30 June 2009.

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.

Notes to the Financial Statements For the year ended 30 June 2009

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 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 a 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 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 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 50 'Administered Income and Expenses'.

(d) Contributed Equity

AASB Interpretation 1038 'Contributions by Owners Made to Wholly Owned Public Sector Entities' requires transfers, other than as a result of a restructure of administrative arrangements, 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 Treasurer's Instruction (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, other than as a result of a restructure of administrative arrangements, are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal (see note 36 'Equity').

Notes to the Financial Statements For the year ended 30 June 2009

(e) Income

Revenue recognition

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 and can be measured reliably.

Rendering of Services

Revenue is recognised upon delivery of the service to the client or by reference to the stage of completion.

Interest

Revenue is recognised as the interest accrues.

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 Department 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 Department; 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 Treasury 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 Treasury (see note 20 '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 2008–09 Budget Statements, the Department retained \$491 million in 2008–09 (\$475 million in 2007–08) from the following:

- User contributions, charges and fees (excluding user contributions, and fees and charges in respect of schools);
- Commonwealth specific purpose grants and contributions; and
- Other departmental revenue

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.

Notes to the Financial Statements For the year ended 30 June 2009

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 \$5 000 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 \$5 000 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 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.

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 and accumulated impairment loss. 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

For the year ended 30 June 2009

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 reviewed annually 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 judgment 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 27, 29 and 36 for further information on revaluations.

Derecognition

Upon disposal (derecognition) of an item of property, plant and equipment transferred to a TAFEWA College as a Distribution to Owner, any revaluation reserve relating to that asset is transferred into accumulated surplus.

Upon disposal (derecognition) of any other item of property, plant and equipment, any revaluation reserve relating to that asset is retained in the asset revaluation reserve.

Asset Revaluation Reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets as described in note 27 'Property, Plant and Equipment'.

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.

Land is not depreciated. Depreciation on other assets is calculated on the straight-line basis, using rates, which are reviewed annually. Estimated useful lives of each class of depreciable asset are:

<i>Buildings</i>	<i>40 Years</i>
<i>Communication equipment</i>	<i>5 Years</i>
<i>Computer equipment</i>	<i>4 Years</i>
<i>Furniture and fittings</i>	<i>10 Years</i>
<i>Motor vehicles</i>	<i>5 Years</i>
<i>Buses</i>	<i>10 Years</i>
<i>Musical instruments</i>	<i>12 Years</i>
<i>Office equipment</i>	<i>8 Years</i>
<i>Plant and equipment</i>	<i>8 Years</i>
<i>Transportables</i>	<i>16 Years</i>
<i>Software</i>	<i>4 Years</i>
<i>Library Collections</i>	<i>Depreciated at 100% in the sixth year after acquisition</i>

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. Therefore, no amount for depreciation has been recognised in respect of them.

Notes to the Financial Statements For the year ended 30 June 2009

(g) Intangible Assets

Capitalisation/Expensing of assets

Acquisitions of intangible assets costing \$5 000 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.

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 have a 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 \$5 000 is expensed in the year of acquisition.

Web site costs

Web site 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 web site, and ongoing costs of maintenance during the operating phase are expensed. Costs incurred in building or enhancing a web site, 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.

Non-current assets held for sale comprise of surplus Crown and Freehold land and buildings to be disposed of by the Department as a distribution to owner.

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.

Notes to the Financial Statements

For the year ended 30 June 2009

(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 income and as assets or expenses as appropriate at fair value.

(j) Impairment of Assets

Property, plant and equipment and intangible assets at Central Office and district office are tested for any indication of impairment at each balance sheet date and property, plant and equipment and intangible assets at Schools are tested for any indication of impairment every two years, at 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 within Central Office and district offices are 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. Schools are reviewed every two years.

The Department, Central Office and district offices, test 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. Schools test intangible assets every two years for 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 31 'Impairment of Assets')

(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 32 'Provisions')

(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.

Notes to the Financial Statements For the year ended 30 June 2009

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, unconditional long service and long service leave expected to become unconditional within the next 12 months 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.

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 the 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.

Remote Teaching Services Leave

The provision for remote teaching services leave relates to teaching staff 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 remote 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) in accordance with legislative requirements administers public sector superannuation arrangements in WA.

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 were 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')

Notes to the Financial Statements

For the year ended 30 June 2009

(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 14 'Other Expenses' and note 32 'Provisions').

(l) Superannuation Expense

The following element is included in calculating the superannuation expense in the Income Statement:

- Defined contribution plans – Employer contributions paid to the GSS (concurrent contributions), the West State Superannuation Scheme (WSS), and the GESB Super Scheme (GESBS).

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.

Commencing in 2008–09, the reporting of annual movements in Defined Benefit Plan notional liabilities has been discontinued and is no longer recognised in the Income Statement. In 2006–07, there was a decrease in the unfunded liability, therefore no expenditure was recognised in 2007–08.

(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.

Notes to the Financial Statements For the year ended 30 June 2009

(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. (See note 20 'Income from State Government and note 23 'Amounts receivable for services'.)

(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 allowance for uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible 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 24 'Receivables').

(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 34 '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 into the following classes:

Financial Assets

- School Bank Accounts
- Cash and cash equivalents
- Restricted Cash and cash equivalents
- Receivables
- Term Deposits
- Amounts receivable for service

Financial Liabilities

- Payables
- 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.

Notes to the Financial Statements For the year ended 30 June 2009

The fair value of short term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

(s) Accrued Salaries

The accrued salaries suspense account (*see note 22 'Restricted cash and cash equivalents'*) 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 pay days occur in that year instead of the normal 26. No interest is received on this account.

Accrued salaries (*see note 34 'Payables'*) 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 fortnight of the financial year end. The Department considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(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. (*See note 25 'Inventories'*)

(u) Amalgamation of Accounts

Financial information from 772 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 2008–09 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

Central Office and district offices assess impairment of intangible assets at each balance sheet date. Schools are tested for any indication of impairment every two years at balance sheet date. The impact of impairment of intangible assets in schools is minimal. 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.

Notes to the Financial Statements

For the year ended 30 June 2009

Provisions

In the calculations for provisions, several estimates are made. These include future salary rates and discount rates used. The liability for long-service leave is measured at the present value of amounts expected to be paid when liabilities are settled. The assessment of future payments is based on estimated retention rates and remuneration levels and discounted using current market yields on national government bonds with maturity dates that match the estimated future cash outflows.

6. CORRECTION OF PRIOR PERIOD ERROR

(i) Correction of error in recording Land

Due to incorrect recording of land transactions prior to the 2007–08 financial year, the fair value of land has been understated by \$29.300 million. The error has been corrected by increasing the 2007–08 opening balance of land and accumulated surplus by \$29.300 million

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 Treasurer's Instruction 954. For the year ended 30 June 2009, the Department has adopted valuations with a valuation date of 1 July 2008 on 30 June 2009. In the prior year (2007–08), valuations with a valuation date of 1 July 2007 were adopted on 31 May 2008. The impact of the change is not considered to be material and has not been applied retrospectively.

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 2008 that impacted on the Department:

Review of AAS 27 'Financial Reporting by Local Governments', AAS 29 'Financial Reporting by Government Departments' and AAS 31 'Financial Reporting by Governments'. The AASB has made the following pronouncements from its short term review of AAS 27, AAS 29 and AAS 31:

- AASB 1004 'Contributions'
- AASB 1050 'Administered Items'
- 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]
- Interpretation 1038 'Contributions by Owner 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 revised topic-based Standards and Interpretations. These requirements remain substantively unchanged. The new and revised Standards and Interpretation make some modifications to disclosures and provide additional guidance, otherwise there is no financial impact.

Notes to the Financial Statements For the year ended 30 June 2009

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 Treasurer's Instruction 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the Department has not applied early 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 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.
2. Operative for reporting periods beginning on/after 1 July 2009:
 - (a) AASB 2008-13 'Amendments to Australian Accounting Standards arising from AASB 17 - Distribution of Non-cash Assets to Owner [AASB 5 & AASB 110]. This standard amends AASB 5 'Non-current Assets Held for Sale and Discounted Operations' in respect of the classification, presentation and measurement of non-current assets held for distribution to owners in their capacity as owners. This may impact on the presentation and classification of Crown land held by the Department where Crown land is to be sold by the Department for Planning and Infrastructure. The Department does not expect any financial impact when the Standard is first applied prospectively.

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

8. EMPLOYEE BENEFITS EXPENSES

Wages and Salaries	2 113 670	1 915 238
Superannuation - defined contribution plans (i)	193 442	178 143
Long service leave	65 323	20 409
Annual leave	8 669	2 542
Other related expenses (ii)	51 480	37 524
	2 432 584	2 153 856

(i) Defined contribution plans include West State, Gold State and GESB Super Scheme (contributions paid)

(ii) These employers expenses include staff accommodation, Fringe Benefits Tax and other subsidies.

Employment on-costs such as workers' compensation insurance are included in note 14 'Other Expenses'. The employment on-costs liability is included in note 32 'Provisions'

9. SUPPLIES AND SERVICES

Communication expenses	29 538	28 452
Computer software and system support	17 193	14 039
Contract staff and consulting	55 197	54 517
Electricity and water expenses	1 263	1 048
Insurance	874	1 034
Minor Equipment Purchases	5 966	7 934
Operating leases	25 617	18 226
Other staffing costs	12 591	12 782
Printing and publishing	6 816	6 098
Repairs, maintenance and minor works	18 418	26 110
Scholarships and allowances	20 339	19 335
Security	3 860	3 892
Travel	9 958	10 090
Non-training grants	52 208	13 906
Other	22 480	16 429
	282 318	233 892

10. DEPRECIATION AND AMORTISATION EXPENSE

Depreciation

Buildings	158 587	137 277
Plant and equipment	3 968	3 247
Motor vehicles	478	304
Buses	805	487
Computers	1 752	1 808
Communication equipment	416	2 951
Office equipment	3 363	3 847
Miscellaneous	653	380
Leased office equipment	13 221	13 290
Leased plant and equipment	13	12
Leased motor vehicles	29	28
Total depreciation	183 285	163 631

Amortisation

Intangible assets	455	299
Total amortisation	455	299
Total depreciation and amortisation	183 740	163 930

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

11. 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.

Contracts and Agreements for the Delivery of Training and Employment Services by:

Recurrent

TAFEWA Colleges; Curtin VET Centre; Kalgoorlie and Western Australian Academy of Performing Arts	361 683	322 943
Other	67 436	50 948

Capital grants (i)

TAFEWA Colleges; Curtin VET Centre; Kalgoorlie and Western Australian Academy of Performing Arts	3 715	22 403
Other	6 615	1 082

439 449

397 376

(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.

12. SCHOOL SUPPLIES AND SERVICES

These expenses are paid by the Central Office on behalf of schools.

Insurance	11 164	10 675
Maintenance, facilities and minor upgrades	81 144	75 734
Lease payments	1 687	1 022
Contract cleaning and gardening	7 573	7 091
Other schools supplies and services	15 103	18 155
	<hr/> 116 671	<hr/> 112 677

These expenses are paid by schools.

Administration	89 661	59 516
Maintenance and repairs	23 246	23 138
Electricity and water expenses	34 173	34 379
Teaching and learning expenses	139 243	156 972
	<hr/> 286 323	<hr/> 274 005

Total schools supplies and services

402 994

386 682

13. FINANCE COSTS

Finance lease - finance charges	2 104	1 497
	<hr/> 2 104	<hr/> 1 497

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

14. OTHER EXPENSES

Workers' compensation	24 608	28 218
Workers' compensation on-costs	3 109	1 417
Write down of previously closed schools	28 071	-
Impairment expense - Land (see also note 31)	2	20
	55 790	29 655

The on-costs liability associated with the recognition of the employee benefits liability is included in note 32 'Provisions'.

Superannuation contributions accrued as part of the provision for leave are employee benefits and are not included in employment on-costs

15. LOSS ON DISPOSAL OF NON-CURRENT ASSETS**Costs of Disposal of Non-Current Assets**

Buildings	7 710	269
Plant and equipment	592	439
Motor vehicles	131	1
Buses	206	-
Computers	153	333
Communication equipment	49	-
Office equipment	363	664
Intangible assets	42	-
Library Collections	9	-
Miscellaneous assets	89	62
	9 344	1 768

Proceeds from Disposal of Non-Current Assets

Buildings	24	-
Plant and equipment	1	4
Motor vehicles	57	2
Buses	149	-
Computers	-	14
Communication equipment	-	-
Office equipment	22	28
Library Collections	-	-
Miscellaneous assets	3	-
	256	48

Net loss

9 088	1 720
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16. USER CONTRIBUTIONS, CHARGES AND FEES**Schools**

Contributions, charges and fees	65 066	69 103
	65 066	69 103

Central Office

Overseas student course fees	36 113	34 616
Agricultural schools fees	2 773	3 259
Other charges and fees	3 355	3 350
	42 241	41 225
Total user contributions, charges and fees	107 307	110 328

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

17. SCHOOLS OTHER REVENUE

Bookshops and canteens	4 773	4 989
Direct grants from other state agencies	2 433	2 653
Direct grants from the Commonwealth	5 033	9 768
Donations to schools	11 761	13 007
Hire of facilities	2 924	2 034
Other revenue	19 107	17 722
	46 031	50 173

18. OTHER REVENUE

Development grant	1 168	3 516
Land Contributions	15 143	14 419
Recoveries and refunds	17 111	17 105
Sale of goods and services	16 759	14 703
Other miscellaneous revenue	3 126	6 328
	53 307	56 071

19. COMMONWEALTH GRANTS AND CONTRIBUTIONS

Commonwealth Grants	516 078	462 709
Commonwealth Grants – Non Government Sector	76 285	-
	592 363	462 709

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. Commonwealth grants yet to be fully spent at 30 June 2009 total \$151.710 million compared with \$50.288 million as at 30 June 2008 and comprising the following:

- National Schools SPP	31 572	16 455
- COAG National Partnership Program	18 456	-
- National Secondary Schools Computer Fund	6 207	-
- Building Education Revolution - Non Government Sector	1 754	-
- Digital Education Revolution - Non Government Sector	40 755	-
- National Skills and Workplace Development	9 079	19 244
- Trade Training Centres in Schools (Capital)	12 909	-
- Central West TAFE - Wiluna (Capital)	982	-
- Special Projects Grants	28 619	11 012
- Indian Ocean Territories	1 377	3 577
	151 710	50 288

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

20. INCOME FROM STATE GOVERNMENT

Appropriation revenue received during the year:

Service appropriation (i)	3 074 857	2 770 306
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Resources received free of charge (ii)

Determined on the basis of the following estimates provided by agencies:

Department of Treasury and Finance	1 962	1 749
Landgate	140	181
Department of Housing and Works	-	52
Department of Treasury and Finance - Building Management and Works	93	-
State Solicitors' Office	496	424
Department of Culture and the Arts	19	20
	2 710	2 426

(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 note 3(e) 'Income' and note 24 'Receivables').

(ii) 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.

21. CASH AND CASH EQUIVALENTS**Schools**

Bank accounts	184 166	187 069
Cash on hand	233	220
	184 399	187 289

Central Office

Operating bank account	29 217	90 100
Cash held in district office bank accounts	868	923
Cash on hand and advances	87	58
	30 172	91 081

Total cash and cash equivalents

214 571	278 370
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22. RESTRICTED CASH AND CASH EQUIVALENTS**Current**

Commonwealth grants trust accounts (see notes 3(e) and 19) (i)	144 316	36 385
	144 316	36 385

Non-Current

Accrued Salaries suspense account (27th pay) (ii)	34 080	22 490
	34 080	22 490

Total Restricted Cash and Cash Equivalents

178 396	58 875
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Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

(i) The amounts held in the Commonwealth Grant Trust Accounts are only to be used for the purpose as determined by 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) 'Accrued Salaries').

23. AMOUNTS RECEIVABLE FOR SERVICES

Current	19 144	19 144
Non-current	918 814	733 123
	937 958	752 267

The asset represents the non-cash component of service appropriations. See also note 3(n) 'Amounts receivable for services (Holding Account)'. It is restricted in that it can only be used for asset replacement or payment of leave liability.

24. RECEIVABLES

Current

Prepayments	3 562	3 595
GST Receivable	6 094	9 393
Receivables	27 210	37 026
Allowance for impairment of receivables	(628)	(524)
Accrued income	160	495
	36 398	49 985

Reconciliation of changes in the allowances for impairment of receivables:

Balance at start of year	524	328
Doubtful debts expense recognised in the income statement	464	361
Amounts written off during the year	(360)	(165)
Amounts recovered during the year	-	-
Balance at end of the year	628	524

The Department does not hold any collateral as security or other credit enhancements relating to receivables.

See also note 3(p) 'Receivables' and note 46 'Financial Instruments'

25. INVENTORIES

Current

Inventories held for resale:

School canteens, publications and bookshops stocks (at cost)	1 716	2 387
Livestock and farm produce (at cost)	1 529	1 042
	3 245	3 429

See also note 3(t) 'Inventories'

Notes to the Financial Statements

	2008–09 (\$'000)	2007–08 (\$'000)
26. NON-CURRENT ASSETS CLASSIFIED AS HELD FOR SALE		
<u>Opening balance</u>		
Land and buildings	-	5 514
Less write-down from cost to fair value less selling costs	-	(27)
	<u>-</u>	<u>5 487</u>
<u>Assets reclassified as held for sale</u>		
Land and buildings	1 753	150
Less write-down from cost to fair value less selling costs (a)	(2)	-
	<u>1 751</u>	<u>150</u>
<u>Total assets classified as held for sale</u>		
Land and buildings	1 753	5 664
Less write-down from cost to fair value less selling costs	(2)	(27)
	<u>1 751</u>	<u>5 637</u>
<u>Less assets sold (b)</u>		
Land and Buildings (i)	753	5 664
Less write-down from cost to fair value less selling costs	(1)	(27)
	<u>752</u>	<u>5 637</u>
<u>Closing Balance</u>		
Land and Buildings (ii)	1 000	-
Less write-down from cost to fair value less selling costs	(1)	-
	<u>999</u>	<u>-</u>
(a) Disclosed in Other Expenses. See note 14 'Other Expense - Impairment Expense - Land'		
(b) See note 36 'Equity - Distribution to Owners'		
See also note 3(h) 'Non-current asset classified as held for sale' and note 15 'Loss on disposal of non-current assets'		
(i) North Boyanup site was considered surplus to the Department and was sold to the adjacent owner. Karragullen Primary School was also considered surplus to the Department and has been sold to Seventh Day Adventist Church.		
(ii) The Department intends to dispose of Edgewater Primary School subject to a rezoning proposal. The sale is expected to proceed during the 2009–10 financial year.		
27. PROPERTY, PLANT AND EQUIPMENT		
Land (i)		
At fair value	3 502 515	3 543 338
	<u>3 502 515</u>	<u>3 543 338</u>
Buildings (i)		
At fair value	6 556 763	5 927 908
Accumulated depreciation	(984)	(13 838)
	<u>6 555 779</u>	<u>5 914 070</u>
Plant and equipment		
At cost - central office	723	586
At cost - schools	43 651	37 885
Accumulated depreciation	(21 809)	(18 858)
	<u>22 565</u>	<u>19 613</u>

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)
Motor vehicles		
At cost - central office	11	11
At cost - schools	4 804	3 121
Accumulated depreciation	(2 905)	(2 787)
	1 910	345
Buses		
At cost - central office	-	-
At cost - schools	14 044	6 403
Accumulated depreciation	(4 051)	(4 120)
	9 993	2 283
Computers		
At cost - central office	8 045	7 982
At cost - schools	8 511	8 179
Accumulated depreciation	(12 667)	(13 065)
	3 889	3 096
Communication equipment		
At cost - central office	1 786	1 892
At cost - schools	3 856	3 924
Accumulated depreciation	(4 487)	(4 677)
	1 155	1 139
Office equipment		
At cost - central office	2 948	2 850
At cost - schools	22 318	21 634
Accumulated depreciation	(15 193)	(15 042)
	10 073	9 442
Asset to be Transferred to TAFEWA Colleges		
At fair value	-	-
Accumulated depreciation	-	-
	-	-
Library Collection		
At cost - central office	110	55
At cost - schools	18 593	8 555
Accumulated depreciation	-	-
	18 703	8 610
Miscellaneous assets		
At cost - central office	571	560
At cost - schools	4 555	3 835
Accumulated depreciation	(2 429)	(1 810)
	2 697	2 585

Miscellaneous assets includes 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

	2008–09	2007–08
	(\$'000)	(\$'000)
Capital works in progress (at cost)		
New primary schools	40 922	24 638
New secondary schools	32 437	113 426
Additions and improvements to schools	51 512	50 466
Additions and improvements to TAFE WA colleges	32 733	17 466
	157 604	205 996
The Department carries out capital works projects on behalf of TAFE WA. Upon completion of construction, these asset are transferred out to TAFE WA as distributions to owners.		
Total property, plant and equipment	10 286 883	9 710 517
<i>(see also note 29 'Reconciliation of Property, Plant and Equipment')</i>		
(i) Land and Buildings were revalued as at 1 July 2008 and reflected at fair value as at 30 June 2009. 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 buildings. Land comprises of Crown and Freehold Land.		
Valuation Services and the Department of Treasury and Finance assessed the valuations globally to ensure that the valuations provided as at 1 July 2008 were compliant with fair value at 30 June 2009.		
The Department, as lessor, derives operating lease income from the following leased assets included in the above:		
Land		
At fair value	46 073	33 994
	46 073	33 994
Buildings		
At fair value	29 266	18 710
Accumulated depreciation	-	(39)
	29 266	18 671
28. LEASED PLANT AND EQUIPMENT		
Leased plant and equipment		
At capitalised cost	69	56
Accumulated depreciation	(51)	(38)
	18	18
Leased office equipment		
At cost	51 691	47 932
Accumulated depreciation	(22 294)	(24 309)
	29 397	23 623
Leased motor vehicles		
At cost	199	199
Accumulated depreciation	(166)	(137)
	33	62
Total leased plant and equipment	29 448	23 703
<i>(see also note 29 'Reconciliation of Property, Plant and Equipment')</i>		
Total of all property, plant and equipment	10 316 331	9 734 220

Notes to the Financial Statements

29. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of total 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	Buses	Computers	Communications	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)	(\$'000)	(\$'000)
2008–09																
Carrying amount at start of year	3 543 338	5 914 070	19 613	18	345	62	2 283	3 096	1 139	9 442	23 623	8 610	2 585	205 996	-	9 734 220
Additions	12 925	5 550	7 424	13	2 097	-	8 708	2 556	508	4 277	18 994	9 633	707	259 517	82	332 991
Disposals	-	(35 765)	(592)	-	(131)	-	(206)	(159)	(43)	(363)	-	(9)	(89)	-	(12 991)	(50 348)
Transferred to non-current assets for sale	(1 533)	(218)	-	-	-	-	-	-	-	-	-	-	-	-	-	(1 751)
Transfers to/from Works in Progress	24 617	270 714	-	-	-	-	-	-	-	-	-	-	-	(307 909)	12 578	-
Revaluation	(76 830)	560 098	-	-	-	-	-	-	-	-	-	-	-	-	331	483 599
Impairment losses	(2)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(2)
Depreciation	-	(158 586)	(3 968)	(13)	(478)	(29)	(805)	(1 752)	(416)	(3 363)	(13 220)	-	(655)	-	-	(183 285)
Transfers / Adjustments	-	(84)	88	-	77	-	13	148	(33)	80	-	469	149	-	-	907
Carrying amount at end of year	3 502 515	6 555 779	22 565	18	1 910	33	9 993	3 889	1 155	10 073	29 397	18 703	2 697	157 604	-	10 316 331

(see notes 26-28 and 31)

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 or fair value less selling expenses, an impairment loss is recognised in the Income Statement.

Notes to the Financial Statements

29. RECONCILIATION OF PROPERTY, PLANT AND EQUIPMENT

Reconciliations of the carrying amounts of total 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	Buses	Computers	Communication	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)	(\$'000)	(\$'000)
2007–08																
Carrying amount at start of year	2 603 766	5 153 945	14 565	30	1 522	90	-	3 326	938	9 705	22 527	-	2 069	148 879	-	7 961 362
Prior period adjustment	29 300	-	-	-	-	-	-	-	-	-	-	-	-	-	-	29 300
Carrying amount at start of year	2 633 066	5 153 945	14 565	30	1 522	90	-	3 326	938	9 705	22 527	-	2 069	148 879	-	7 990 662
Additions	7 789	3 664	8 703	-	288	-	1 483	1 655	3 399	4 250	14 386	8 610	995	306 180	-	361 402
Disposals	-	(269)	(431)	-	(2)	-	-	(73)	(250)	(682)	-	-	(62)	-	(48 414)	(50 183)
Transferred to non-current assets for sale	(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)	(304)	(28)	(487)	(1 808)	(2 950)	(3 847)	(13 290)	-	(380)	-	-	(163 630)
Transfers/Adjustments	(10)	(10)	23	-	(1 159)	-	1 287	(4)	2	16	-	-	(37)	-	-	108
Carrying amount at end of year	3 543 338	5 914 070	19 613	18	345	62	2 283	3 096	1 139	9 442	23 623	8 610	2 585	205 996	-	9 734 220

(see notes 26-28 and 31)

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 or fair value less selling expenses, an impairment loss is recognised in the Income Statement.

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

30. INTANGIBLE ASSETS**Computer Software**

At cost - central office	1 944	1 296
At cost - schools	57	62
Accumulated amortisation	(1 041)	(589)
Work in progress intangibles internally generated	7 656	6 636
	8 616	7 405

Reconciliation:

Carrying amount at start of year	769	905
Additions	686	164
Disposals	(10)	-
Adjustment / transfer	(30)	-
Amortisation	(455)	(300)
	960	769
add Work in progress intangibles internally generated	7 656	6 636
	8 616	7 405

Computer software for the Department includes purchased and internally generated software systems that are not considered integral to hardware.

31. IMPAIRMENT OF ASSETS

All surplus assets at 30 June 2009 have either been classified as assets held for sale or written off. An impairment loss of \$2 000 has been recognised in the Income Statement in relation to land held for disposal. (see also note 14 'Other Expenses')

Except for land there were no indications of impairment of property, plant and equipment and intangible assets as at 30 June 2009.

32. PROVISIONS

The Department considers the carrying amount of employee benefits to approximate the net fair value.

Current*Employee Benefits Provision*

Annual leave (i)	152 763	143 183
Long service leave (ii) (vi)	250 239	216 316
Deferred Salary Scheme (iii)	5 519	2 814
Remote Teaching Service (iv)	3 144	5 540
	411 665	367 853

Other Provision

Workers' Compensation on-costs (v)	5 907	3 736
	5 907	3 736
	417 572	371 589

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)
Non-current		
<i>Employee Benefits Provision</i>		
Long service leave (ii) (vi)	164 736	133 858
Deferred salary scheme (iii)	9 461	9 658
Remote Teaching Service (iv)	2 858	2 711
	177 055	146 227
<i>Other Provision</i>		
Workers Compensation on-costs (v)	2 522	1 584
	2 522	1 584
	179 577	147 811
(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	151 676	141 210
More than 12 months after balance sheet date	1 087	1 973
	152 763	143 183
(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	55 360	44 801
More than 12 months after balance sheet date	357 903	305 373
	413 263	350 174
(iii) 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	6 057	3 701
More than 12 months after balance sheet date	10 361	8 771
	16 418	12 472
(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	802	1 624
More than 12 months after balance sheet date	5 475	6 627
	6 277	8 251

(v) 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, apart from the unwinding of the discount (finance cost), is disclosed in note 8 as 'Other related expenses'.

(vi) For the financial year 2008–2009 super on-costs expense for Deferred Salary Scheme, both current and non-current, is included in the Long Service Leave current and non-current provisions. Remote Teaching Service super on-cost non-current is included in Long Service Leave non-current provision.

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

Employee benefit liabilities

The aggregate employee benefit liability recognised and included in the Financial Statements is as follows:

Provision for employee benefits:

Current	411 665	367 853
Non-current	177 055	146 227
Total employee benefit liabilities	588 720	514 080

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	5 320	3 903
Additional provisions recognised	2 748	1 039
Unwinding of the discount	392	378
Carrying amount at end of year	8 460	5 320

33. BORROWINGS

Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default.

Current

Finance lease liabilities (secured) (i)	12 451	11 249
---	--------	--------

Non-Current

Finance lease liabilities (secured) (i)	20 259	15 542
---	--------	--------

Total borrowings	32 710	26 791
-------------------------	---------------	---------------

(i) Lease liabilities are effectively secured as the rights to the leased assets revert to the lessor in the event of default

The carrying amounts of non-current assets pledged as security are:

Finance leases		
Leased plant & equipment	18	18
Leased office equipment	29 397	23 623
Leased motor vehicles	33	62
	29 448	23 703

34. PAYABLES**Current**

Central office - trade and other	4 136	30 373
Schools - trade and other	3 872	4 296
Accrued expenses	18 005	27 402
Accrued salaries	32 870	22 567
	58 883	84 639

See also note 3(q) 'Payables' and note 46 'Financial Instruments'

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

35. OTHER CURRENT LIABILITIES**Current**

Income received in advance	17 901	6 716
Amounts held in schools trust and suspense accounts	5 186	4 535
Other	1 565	1 819
Total Current	24 652	13 070

36. 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

Balance at the start of the year	912 255	708 619
Contributions By Owner		
Capital contributions (i)	194 273	257 686
Total Contribution By Owner	194 273	257 686

Distribution To Owners (ii)*Transfers of net assets to other agencies:*

Land and Building for sale transferred to the Department for Planning and Infrastructure	(736)	(5 635)
Land and Buildings transferred to TAFE WA Colleges	(12 991)	(48 415)

Transfers of net assets to Government:

Land and Building for sale transferred to the Department of Treasury and Finance	(24)	-
--	------	---

Total Distribution to Owner	(13 751)	(54 050)
Balance at the end of the year	1 092 777	912 255

(i) Capital contributions have been designated as contributions by owners and are credited directly to equity in the Balance Sheet.

(ii) Crown Land and Buildings transferred to the Department for Planning and Infrastructure, Freehold Land proceeds transferred to 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) 'Property, Plant and Equipment'.

Balance at the start of the year	8 712 530	7 121 607
Net revaluation increments/(decrements):		
Land	(76 830)	880 257
Buildings	560 098	710 666
TAFE WA Assets	331	5 088
Total net revaluation increments/(decrements)	483 599	1 596 011
Transfer to Accumulated Surplus	(331)	(5 088)
Closing balance	9 195 798	8 712 530

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)
Accumulated surplus/(deficit)		
Balance at the start of the year	615 866	485 964
Correction of Prior Period Error (<i>see note 6(i)</i>)	-	29 300
Adjusted Opening Balance		515 264
Result for period	78 348	95 514
Derecognise TAFEWA Assets	331	5 088
Balance at the end of the year	694 545	615 866

37. 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:

Cash and cash equivalents	214 571	278 370
Restricted cash and cash equivalents (<i>See note 22 - Restricted cash and cash equivalents</i>)	178 396	58 875
Total	392 967	337 245

(b) Reconciliation of net cost of services to net cash flows provided by operating activities

Net cost of services	(2 999 219)	(2 677 218)
Non-cash items:		
Depreciation and amortisation expense	183 740	163 930
Resources received free of charge	2 710	2 426
Other Revenue	(15 104)	(13 264)
Net (gain)/loss on sale of property, plant and equipment	9 088	1 720
Impairment expense	2	20
Bad and Doubtful Debts Expense	464	361
Write down of previously closed schools	28 071	
(Increase)/decrease in assets:		
Current receivables	9 824	(19 178)
Current Inventories	185	(27)
Increase/(decrease) in liabilities:		
Provisions	77 749	23 262
Current Payables and other liabilities	(14 178)	29 192
Net GST Receipts/(Payments)	4 276	485
Change in GST in receivables and payables	(977)	(149)
Net cash provided by/(used in) operating activities	(2 713 369)	(2 488 440)

38. INDIAN OCEAN TERRITORIES

Reconciliation of Commonwealth funds received and expended for the Indian Ocean Territories

Opening Balance	1 077	263
Receipts	9 933	10 274
Payments	(10 176)	(9 460)
Closing Balance	834	1 077

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

39. COMMITMENTS**(a) Capital expenditure commitments**

Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the Financial Statements, are payable as follows:

Within one year	909 498	270 674
Later than one year and not later than five years	634 554	41 754
Later than five years	20 498	8 457
	1 564 550	320 885

The capital commitments include amounts for the following:

New secondary schools	54 613	39 620
Additions and improvements to secondary schools	65 177	24 994
Additions and improvements to district high schools	-	13 134
New primary schools	122 120	112 960
Additional stages to secondary schools	48 310	17 763
Additions and improvements to primary schools	8 462	-
Other school facilities	56 588	8 572
Trade training centres in schools	13 633	-
Building the education revolution program	1 089 698	-
TAFEWA Colleges	65 380	81 001
Miscellaneous projects	40 569	22 841
	1 564 550	320 885

Completed TAFEWA works are transferred as distribution to owners to TAFEWA 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:

Within one year	13 545	12 397
Later than one year and not later than five years	30 627	28 541
Later than five years	41 265	36 092
	85 437	77 030

Future minimum rentals receivables for operating leases at reporting date but not recognised as assets:

Within one year	509	491
Later than one year and not later than five years	1 931	2 442
Later than five years	1 615	2 388
	4 055	5 321

Finance leases

Minimum lease payments in relation to finance leases are payable as follows:

Within one year	14 105	12 709
Later than one year and not later than five years	21 863	17 042
Minimum finance lease payments	35 968	29 751
Less future finance charges	(3 258)	(2 960)
Present Value of finance lease liabilities	32 710	26 791

The present value of finance leases payable is as follows:

Within one year	12 451	11 249
Later than one year and not later than five years	20 259	15 542
	32 710	26 791

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)
Included in the financial Statements as:		
Current (see note 33 'Borrowings')	12 451	11 249
Non-current (see note 33 'Borrowings')	20 259	15 542
	<u>32 710</u>	<u>26 791</u>

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 33 'Borrowings').

40. 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

Country High School Hostels Authority	97	98
Health Department of Western Australia	1 508	1 457
Department of Culture and the Arts	9	86
Department of Education Services	105	155
Department of the Premier and Cabinet	252	119
Curriculum Council	78	77
Department of Environment and Conservation	-	42
Department of Treasury and Finance	-	33
Perth Zoo	-	20
Edith Cowan University	7	-
	<u>2 056</u>	<u>2 087</u>

The estimated value of these services provided to the following TAFE WA colleges is:

Central TAFE	1 539	1 824
Central West TAFE	796	782
Challenger TAFE	1 396	1 576
C. Y. O'Connor College of TAFE	766	771
Great Southern TAFE	686	775
Kalgoorlie VTEC (Curtin University)	484	531
Kimberley TAFE	789	854
Pilbara TAFE	801	835
South West Regional College of TAFE	809	885
Swan TAFE	1 570	1 769
WA Academy of Performing Arts (Edith Cowan University)	17	15
West Coast TAFE	1 072	1 246
	<u>10 725</u>	<u>11 863</u>
	<u>12 781</u>	<u>13 950</u>

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

41. 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	2008–09	2007–08
\$10 001 - \$20 000	-	1*
\$30 001 - \$40 000	-	1*
\$50 001 - \$60 000	-	1
\$60 001 - \$70 000	1*	0
\$70 001 - \$80 000	1*	2*
\$80 001 - \$90 000	-	2*
\$90 001 - \$100 000	-	2*
\$100 001 - \$110 000	-	2*
\$110 001 - \$120 000	1*	1*
\$120 001 - \$130 000	-	1
\$130 001 - \$140 000	-	3
\$140 001 - \$150 000	-	2
\$150 001 - \$160 000	4	3*
\$160 001 - \$170 000	3	1
\$170 001 - \$180 000	2	-
\$180 001 - \$190 000	1	-
\$190 001 - \$200 000	1	-
\$250 001 - \$260 000	2	-
\$290 001 - \$300 000	1	-
\$340 001 - \$350 000	-	1
\$380 001 - \$390 000	1	-
Total number of senior officers	18	23

*Includes senior officers where period of service is less than 12 months.

The total remuneration of senior officers for 2008–09 amounted to \$3.275 million and for the period 2007–08 the amount was \$2.738 million.

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.

42. REMUNERATION OF AUDITOR

Remuneration payable to the Auditor General in respect of the audit for the current financial year is as follows:

Auditing the accounts, financial statements and performance indicators	530	572
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These amounts are due and payable in the next financial year.

The expense for the 2007–08 audit of the financial statements is included in note 9 'Supplies and Services - Other' for 2008–09

Notes to the Financial Statements

	2008–09	2007–08
	(\$'000)	(\$'000)

43. SUPPLEMENTARY FINANCIAL INFORMATION

Write-offs

During the financial year \$365 000 (\$915 000 for 2007–08) of Accounts Receivable was written off under the authority of:

Accountable Authority	365	915
The Minister	-	-
Executive Council	-	-
	365	915

Asset Register

During the financial year \$41 000 (\$143 000 for 2007–08) was written off the Department's asset register under the authority of:

Accountable Authority	41	143
The Minister	-	-
Executive Council	-	-
	41	143

Losses Through Theft, Defaults and Other Causes

Losses of public moneys through theft and default	-	10
	-	10

44. FUNDING TO NON-GOVERNMENT BODIES

Other educational institutions and non-government organisations	71 600	33 100
	71 600	33 100

45. AFFILIATED BODIES

The following table below are government affiliated bodies that received grants from the Department. These Training Councils are not subject to operational control. (i)

Food and Beverage Industry Training Council	100	129
WA Primary Industry Training Council	115	128
Light Manuafcuturing Industry Training Council (WA)	99	129
Agriculture, Forestry, Fishing, Food and Beverage Manufacturing, Light Manuafcuturing and Veterinary Services Training Council	110	-
Hospitality and Tourism Industry Training Council	11	128
Creative and Leisure Industries Training Council	296	129
Construction Training Council	173	128
Community Services, Health and Education Training Council	232	128
Financial, Administrative and Professional Services Training Council	296	128
Automotive Training Australia (WA) Industry Training Council	78	128
Metals, Manufacturing and Service Industry Training Council	88	129
Engineering and Automotive Training Council	198	-
Electrical, Utilities and Public Administration Training Council	223	128
Resouces Industry Training Council	121	128
Retail and Personal Service Training Council	223	128
Logistics Training Council	223	128
	2 586	1 796

(i) Industry Training Councils were amalgamated in 2008–09 and were replaced by Training Councils

Notes to the Financial Statements

46. FINANCIAL INSTRUMENTS

(a) Financial Risk Management Objectives and Policies

Financial instruments held by the Department are cash and cash equivalents, restricted cash and cash equivalents, finance leases, 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 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, as shown in the table Note 46(c) 'Financial Instruments Disclosures' and Note 24 'Receivables.'

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.

Allowance for impairment of financial assets is calculated based on objective evidence such as observable data indicating changes in client credit rating. For financial assets that are either past due or impaired, refer to Note 46(c) 'Financial Instrument Disclosure.'

Liquidity risk

Liquidity risk arises when the Department is unable to meet its financial obligations as they fall due. The Department is exposed to liquidity risk through its trading in the normal course of business.

The Department has appropriate procedures to manage cash flows including drawdown's of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

Market risk is the risk that changes in market prices such as foreign exchange rates and interest rates will affect the Department's income or the value of its holdings of financial instruments. The Department does not trade in foreign currency and is not materially exposed to other price risks. Other than as detailed in the Interest rate sensitivity analysis table at Note 46(c) 'Financial Instrument Disclosure', the Department is not exposed to interest rate risk because apart from minor amounts of restricted cash, all other cash and cash equivalents and restricted cash are non-interest bearing, and have no bearing, and have no borrowings other than the Treasurer's advance (non-interest bearing) and 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:

	2008-09	2007-08
	(\$'000)	(\$'000)
Financial Assets		
School Bank Accounts	117 388	113 838
Cash and cash equivalents	30 172	91 081
Restricted cash and cash equivalents	178 396	58 875
Receivables ^(a)	36 398	49 985
Term Deposits	67 011	73 451
Amounts receivable for service	937 958	752 267
Financial Liabilities		
Payables	58 883	84 639
Employee Benefit Provisions	597 149	519 400
Finance lease liabilities	32 710	26 791
Other Liabilities	24 652	13 070

(a) The amount of loans and receivables excludes GST recoverable from the ATO (statutory receivable)

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Credit 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 and the ageing analysis of financial assets. The Department's maximum exposure to credit risk at the balance sheet date is the carrying amount of financial assets as shown below. The table discloses the ageing of financial assets that are past due but not impaired and impaired financial assets. The table is based on information provided to senior management of the Department.

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 that had to have their terms renegotiated that would have otherwise resulted in them being paid past due or impaired.

Interest rate exposure and ageing analysis of financial assets (a)

	Weighted Average Effective Interest Rate	Interest Rate Exposure					Past due but not Impaired					Impaired Financial Assets
		Carrying Amount	Variable Interest Rate	Non-interest Bearing	Up to 3 Months	3 - 12 Months	1 - 2 Years	2 - 3 Years	3 - 4 Years	4 - 5 Years	More than 5 Years	
		(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	
<u>Finanical Assets</u>												
2008–09												
School Bank Accounts	1.95	117 388	117 388	-	-	-	-	-	-	-	-	-
Cash and cash equivalents	6.48	30 172	29 731	441	-	-	-	-	-	-	-	-
Restricted cash assets	-	178 396	-	178 396	-	-	-	-	-	-	-	-
Receivables (a)	-	36 398	-	36 398	-	1 416	1 058	563	317	131	152	401
Term Deposits	3.93	67 011	-	-	-	-	-	-	-	-	-	-
Amounts receivable for services	-	937 958	-	937 958	-	-	-	-	-	-	-	-
		1 367 323	147 119	1 153 193	-	1 416	1 058	563	317	131	152	401

(a) The amount of receivables excludes the GST recoverable from the ATO

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Interest rate exposure and ageing analysis of financial assets (a)

	Weighted Average Effective Interest Rate	Interest Rate Exposure			Past due but not Impaired							Impaired Financial Assets
		Carrying Amount	Variable Interest Rate	Non-interest Bearing	Up to 3 Months	3 - 12 Months	1 - 2 Years	2 - 3 Years	3 - 4 Years	4 - 5 Years	More than 5 Years	
	%	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Financial Assets												
2007–08												
School Bank Accounts	5.34	113 838	113 838	-	-	-	-	-	-	-	-	-
Cash and cash equivalents	6.54	91 081	16 859	74 222	-	-	-	-	-	-	-	-
Restricted cash assets	-	58 875	-	58 875	-	-	-	-	-	-	-	-
Receivables (a)	-	49 985	-	49 985	-	1 026	1 477	704	125	49	122	481
Term Deposits	6.96	73 451	-	-	-	-	-	-	-	-	-	-
Amounts receivable for services	-	752 267	-	752 267	-	-	-	-	-	-	-	-
		1 139 497	130 697	935 349	-	1 026	1 477	704	125	49	122	481

(a) The amount of receivables excludes the GST recoverable from the ATO

Notes to the Financial Statements

(c) Financial Instruments Disclosures

Liquidity Risk

The following table details the contractual maturity analysis for financial liabilities. The contractual maturity amounts are representative of the undiscounted amounts at the balance sheet date. The table includes both interest and principal cash flow.

Interest rate exposure and ageing analysis of financial liabilities

	Weighted Average Effective Interest Rate	Carrying Amount	Variable Interest Rate	Interest Rate Exposure		Total Nominal Amount	Maturity Dates						
				Non-interest Bearing	Adjustment for Discounting		Up to 3 Months	3 - 12 Months	1 - 2 Years	2 - 3 Years	3 - 4 Years	4 - 5 Years	More than 5 Years
	%	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)	(\$'000)
Financial Liabilities													
2008–09													
Payables	-	58 883	-	58 883	-	-	-	-	-	-	-	-	-
Employee Benefit Provisions	-	597 149	-	597 149	-	-	-	-	-	-	-	-	-
Finance Lease Liabilities	5.95	35 968	-	-	(3 258)	32 710	3 351	9 100	9 740	6 438	3 216	865	-
Other liabilities	-	24 652	-	24 652	-	-	-	-	-	-	-	-	-
		716 652	-	680 684	(3 258)	32 710	3 351	9 100	9 740	6 438	3 216	865	-
2007–08													
Payables	-	84 639	-	84 639	-	-	-	-	-	-	-	-	-
Employee Benefit Provisions	-	519 400	-	519 400	-	-	-	-	-	-	-	-	-
Finance Lease Liabilities	6.51	29 751	-	-	(2 960)	26 791	3 265	7 984	7 507	4 530	2 256	1 249	-
Other liabilities	-	13 070	-	13 070	-	-	-	-	-	-	-	-	-
		646 860	-	617 109	(2 960)	26 791	3 265	7 984	7 507	4 530	2 256	1 249	-

The amounts disclosed are the calculated undiscounted cash flow of each class of financial liabilities

Notes to the Financial Statements

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.

Carrying Amount		-1% change		+1% change	
	(\$'000)	Profit (\$'000)	Equity (\$'000)	Profit (\$'000)	Equity (\$'000)
2008-09					
Financial assets					
School bank accounts	117 388	(1 174)	(1 174)	1 174	1 174
Cash and Cash equivalents	29 731	(297)	(297)	297	297
Totals	147 119	(1 471)	(1 471)	1 471	1 471
2007-08					
Financial assets					
School bank accounts	113 838	(1 138)	(1 138)	1 138	1 138
Cash and Cash equivalents	16 859	(169)	(169)	169	169
Totals	130 697	(1 307)	(1 307)	1 307	1 307

Fair Value

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.

47. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

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's Solicitor's Office has reported that the Department has a possible exposure of \$0.50 million.

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 environment values. Where sites are classified as *contaminated - remediation required or possibly contaminated - investigation required*, the Department may have a liability in respect of investigation or remediation expense.

In respect to the contaminated sites identified in December 2007, the Department is still waiting notification of classification from DEC. The delay is due to the large number of sites reported.

During 2008-09, the Department identified contamination on several sites undergoing demolition and disposal or reconstruction. For three of these sites, Asbestos Containing Material (ACM) was the contaminated problem and Dieldrin pesticide was the contaminated problem for the rest of the sites. The cost of site remediation to DEC requirements was factored into site redevelopment costs.

The Departments does not have any contingent assets

48. EVENTS AFTER THE BALANCE SHEET DATE

The Department of Education and Training will be restructured in 2009-10 into two departments: the Department of Education and the Department of Training and Workforce Development. A detailed plan has not been finalised, therefore an estimate of the financial impact cannot be made.

Notes to the Financial Statements

49. EXPLANATORY STATEMENT

The Summary of Consolidated Account and Income Estimates discloses 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% or \$20 million.

Significant variation between estimate and actual for 2008–09

Total appropriation to deliver services **\$23.2m**

The increase in the appropriation is mainly due to additional funding for staff enterprise agreements, increased staff housing for teachers and TAFE lecturers in regional areas, and transfer of expensed works to recurrent offset by the 3% Efficiency Dividend and reappropriation of funds to 2009-10.

2008–09 Budget Estimate (\$'000)	2008–09 Actual (\$'000)	Variance (\$'000)
3 051 617	3 074 857	23 240

Significant variation between actual for 2007–08 and 2008–09

Total appropriation to deliver services **\$304.6m**

The increase in the appropriation mainly reflects funding for staff enterprise agreements, increased staff housing for teachers and TAFEWA lecturers in regional areas, depreciation resulting from the revaluation of buildings, transfer of expensed works to recurrent, Learning and Training Guarantee, and workforce initiative programs offset by the 3% Efficiency Dividend.

2008–09 Actual (\$'000)	2007–08 Actual (\$'000)	Variance (\$'000)
3 074 857	2 770 306	304 551

Significant variation between estimate and actual for 2008–09

Total Cost of Services **\$216.0m**

The increase is mainly due to staff enterprise agreements, additional expenditure on Commonwealth programs, depreciation resulting from the revaluation of buildings in 2007–08, increased schools' expenditure, and write down due to demolition of several buildings offset by the 3% Efficiency Dividend.

2008–09 Budget Estimate (\$'000)	2008–09 Actual (\$'000)	Variance (\$'000)
3 592 078	3 808 067	215 989

Total Revenue from Ordinary Activities **\$205.9m**

The increase is due mainly to increases in Commonwealth grants and contributions (primarily additional Council of Australian Governments (COAG) funding and other special projects), schools' revenue, overseas student fees and developers' land contributions.

2008–09 Budget Estimate (\$'000)	2008–09 Actual (\$'000)	Variance (\$'000)
602 921	808 848	205 927

Purchase of Non-current physical assets **(\$41.3m)**

The decrease is mainly due to delays in both the commencement and completion of some capital projects and the expensing of some works.

2008–09 Budget Estimate (\$'000)	2008–09 Actual (\$'000)	Variance (\$'000)
342 825	301 516	(41 309)

Notes to the Financial Statements

Significant variations between actuals for 2008–09 and 2007–08

Capital Contribution

(\$63.4m)

The decrease is due to the result of decisions taken as part of the budget process from 2004–05 to 2008–09, in particular the deferral of some works and the transfer of expensed works to recurrent.

2008–09 Actual (\$'000)	2007–08 Actual (\$'000)	Variance (\$'000)
194 273	257 686	(63 413)

Total Cost of Services

\$439.5m

The increase mainly reflects staff enterprise agreements and employee entitlements, increased expenditure on Commonwealth programs, schools' maintenance and education programs, additional apprentice and trainee places, depreciation from the flow-on of the revaluation of buildings in 2007–08 and write down due to demolition of several buildings.

2008–09 Actual (\$'000)	2007–08 Actual (\$'000)	Variance (\$'000)
3 808 067	3 368 608	439 459

Total Revenue from Ordinary Activities

\$117.5m

The increase is due mainly to increased Commonwealth grants and contributions (primarily Council of Australian Governments (COAG) funding, capital grants and special projects).

2008–09 Actual (\$'000)	2007–08 Actual (\$'000)	Variance (\$'000)
808 848	691 390	117 458

Significant variations between estimates and actual for 2008–09, and actual for 2007–08 and 2008–09

Administered income: No significant variances

The following table summarises all supplementary funding (Section 27 of the FMA) received by the Department for 2008–09:

	(\$'000)
Election Commitments	
Better behaviour in public schools	1 292
Media, marketing advertising and consultants savings	(721)
Sports leadership program	25
3% Efficiency Dividend	
Education sector	(22 019)
TAFEWA Sector	(4 012)
Salary Agreements	
Education sector - teachers	(4 778)
Education sector - other staff	19 265
TAFEWA sector - paid as grants to TAFEWA Colleges	(4 909)
Other Adjustments	
Transfer of expensed capital works from capital works program	21 183
COAG findings for building the education revolution - primary schools for the 21st century	372
Increased rental expense for government regional officers' housing (GROH)	12 018
Rental expense for Royal Street premises	7 649
Revised indexation policy for grants to non-government organisations	74
Depreciation adjustments	12 791
Deferral of \$15 million appropriation from 2008–09 to 2009–10	(15 000)

Notes to the Financial Statements

50. ADMINISTERED INCOME AND EXPENSES

	2008–09	2007–08
	(\$'000)	(\$'000)

Income

For transfer:

Other Revenue (i)	(24)	-
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Total administered income	(24)	-
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(i) See note 36 'Equity - Distribution to Owners'

51. 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	2008–09				2007–08			
	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)
1. Olive A.Lewis Scholarship	4 736	26 500	26 500	4 736	4 736	28 500	28 500	4 736
2. Scholarship – Council of War Service Land Settlers Association	717	48	-	765	669	48	-	717
3. R.S. Sampson Scholarships	253	948	1 200	1	253	-	-	253
4. John Henry Kendall	1 184	74	214	1 044	1 108	76	-	1 184
5. Margueretta Wilson Scholarships	2 953	199	-	3 152	2 762	191	-	2 953
6. Perth Girls' Memorial Scholarships	83 011	5 599	500	88 110	78 108	5 403	500	83 011
7. Sir Thomas Coombe Scholarships	86 317	5 828	-	92 145	80 724	5 593	-	86 317
8. Margery Bennett Prize	959	65	-	1 024	897	62	-	959
9. W.J. Reid Memorial Prize	6 603	435	400	6 638	6 757	446	600	6 603
10. James and Rose Coombe Scholarships	-	19 600	19 600	-	5 351	9 299	14 650	-
11. Perth Boys' Memorial Scholarships	19 641	1 321	500	20 462	18 845	1 296	500	19 641
12. Roy Grace English Scholarships	6 085	415	4 500	2 000	7 595	490	2 000	6 085
13. James A. Heron Memorial Prize	11 132	752	-	11 884	10 411	721	-	11 132
14. Ernest Smith Memorial Prize for English	1 918	130	-	2 048	1 793	125	-	1 918
15. Bentley Senior High School	19 393	1 309	-	20 702	18 137	1 256	-	19 393
16. Elaine Nora Walker Scholarships	85 733	5 778	1 000	90 511	80 179	5 554	-	85 733
17. William Samuel Bequest	2 615	171	200	2 586	2 590	175	150	2 615
18. Howard Porter Memorial Prize for Good Citizenship	3 105	204	200	3 109	3 049	206	150	3 105
19. Ian Bremner Memorial Scholarships	49 478	3 292	1 800	50 970	47 821	3 257	1 600	49 478
20. Catherine & Ernest Bennett Memorial Scholarship	27 907	1 884	1 000	28 791	27 050	1 857	1 000	27 907
Totals	413 740	74 552	57 614	430 678	398 835	64 555	49 650	413 740

Notes to the Financial Statements

PURPOSE OF SPECIAL PURPOSE 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 West 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

PURPOSE OF SPECIAL PURPOSE ACCOUNTS

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 West Australian Certificate of Secondary Education course at any recognised high school.

14. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at the North Perth Primary School.

15. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School 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 Ministers during 2008–09.

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 of \$7791 for accommodation, meals and other services in 2008–09.

Overseas students at public schools pay \$8000 (primary) and up to \$10 500 (secondary) per year for tuition, excursions and sport. At senior colleges, depending on the course, tuition costs up to \$13 500 per year. Senior colleges also charge modest course fees to local students.

Publicly-funded vocational education and training providers

The fees charged by TAFEWA colleges for VET delivery are governed by Section 67 of the *Vocational Education and Training Act 1996*, and the accompanying Regulation 12 and Schedule 1 of the *Vocational Education and Training (Colleges) Regulations 1996*. Other publicly-funded VET providers are required to charge fees in accordance with the Department's *VET Fees and Charges in 2009* policy.

For vocational courses, students are required to pay a course fee and a resource fee. The course fee is the sum of fees for all units in which the student enrolls. Students pay one of four fees per unit (Band 1, Band 2, Band 3 or Band 4). The course fee structure for vocational courses is outlined in Table 63.

Table 63: Vocational course fees for a semester, 2009

Category of Enrolment	Unit Fee (Non-concession) (\$)	Semester Maximum (Non-concession) (\$)	Unit Fee (Concession) (\$)	Semester Maximum (Concession) (\$)
Band 1	14.00	570.00	7.00	285.00
Band 2	31.00		15.50	
Band 3	60.00		30.00	
Band 4	124.00		62.00	

Source: Policy and Review

Course fees and semester maximum fees are the same if a student opts for a Recognition of Prior Learning service, undertakes the training, or uses a combination of recognition of prior learning and training. A comparison of semester maximum fees from previous years is provided in Table 64.

An additional resource fee applies to most courses and varies according to their content.

Table 64: Semester maximum charges for vocational courses, Department of Education and Training, 2005–2009

Year	Semester maximum (\$)	Semester maximum (concession) (\$)
2005	481.80	251.85
2006	496.40	259.15
2007	518.30	270.10
2008	550.00	275.00
2009	570.00	285.00

Source: Policy and Review

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 dependants; 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 for 2008–09 is estimated at \$249 million.

The budget included funding for the following new schools which opened for the start of the 2009 school year: Ashdale Secondary College, Dalyellup College, Fitzroy Valley District High School, Kingston Primary School, Madeley Primary School, Somerly Primary School, Success Primary School and Manea College. Karratha Senior High School Stage One will open during 2009.

Funding was allocated for the construction of the following replacement schools to be completed during 2009: Bannister Creek, Craigie Heights and Safety Bay primary schools. Roseworth, Greenwood and Lockridge primary schools received funding and will be completed during 2010.

Funding was allocated for Stage Two of Mount Barker Community College and replacement schools for Wattle Grove and Deanmore primary schools (due for completion in 2010 and 2011 respectively). In addition, the final stages of the new primary schools of Bletchley Park, Ellen Stirling, Hocking, South Halls Head and Waikiki were completed in 2008.

The final stages of Gilmore College and Atwell College were completed in 2008.

Funding was allocated to the establishment of early childhood units in transportable classrooms to provide relief to Butler, Harmony, Settlers and Tapping primary schools in 2010.

Funding of \$63 million was allocated for the redevelopment of Governor Stirling Senior High School and planning commenced at the beginning of 2009.

Major additions and improvements were funded for Perth Modern School, Newton Moore and Bunbury senior high schools.

Upgrades have commenced at Wanneroo, Rockingham and Safety Bay senior high schools. These works will be completed during 2009.

Additional facilities are under construction at Baldivis Primary School and due to be completed in 2010. The majority of additional facilities at Hudson Park Primary School were completed at the beginning of 2009 with the remainder to be completed during 2009.

Funding has been provided for administration upgrades, covered assembly areas, libraries and toilet upgrades at various schools.

Major training facilities being progressed include:

- a \$59.5 million Stage 2 Central TAFE Campus Redevelopment that will address critical skill shortages and allow for the consolidation of campuses;
- a \$1.5 million new dedicated automotive workshop and expansion of the carpentry and joinery trades workshop at Great Southern TAFE's Albany campus;
- a \$2.28 million extension to existing workshops to increase building and construction, and plumbing and gas training at South West TAFE Bunbury;
- \$1 million to the hospitality training area at Swan TAFE's Bentley campus;
- a \$1.5 million upgrade to the carpentry, upholstery and carpet laying workshop at Swan TAFE's Balga Campus;
- an \$800 000 refurbishment of an existing commercial hangar at Jandakot into an Engineering Aviation Centre for Swan TAFE; and
- a \$2.2 million commercial training kitchen at West Coast's Joondalup campus.

Major projects expected to commence construction in the latter half of 2009 include:

- a \$19 million major trade training centre at West Coast TAFE in Clarkson that will provide training in electrical, metals and building and construction trades;
- a \$3.67 million workshop for metal fabrication that will also allow the expansion of other trades such as electrical and automotive delivery at Curtin VTEC in Kalgoorlie; and
- a \$2.4 million new metals trade workshop at Pilbara TAFE's Karratha campus.

A range of TAFEWA facilities were completed in 2008–09 including the following:

- The \$10.5 million state-of-the-art Automotive Technology Skill Centre for Challenger TAFE in Kwinana, which opened in August 2008, provides innovative and flexible training to address the range of skill shortages across the light automotive industry.
- A \$5.45 million project to realign and expand trade training workshops at the Thornlie, Midland and Balga campuses. The signcraft workshop component at Midland and the Construction Trades Rationalisation project at Balga, with upgraded training areas for plumbing and gas, were opened in June 2009.
- The \$3.45 million Specialist Metals Centre at Swan TAFE's Midland campus, which opened in June 2009, will provide high-tech facilities for training in higher qualifications for the metals and mining industry.

In addition, \$2 million was provided for four new mobile training facilities in the Goldfields, Central West, Pilbara and Kimberley regions to provide Aboriginal people with pre-employment plant, fitting, machining and boiler-making skills to further improve their job readiness.

Table 65: Completed major capital works ^(a), 2008–09

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2009 (\$'000)	Variation %	Reason for Variation over 5% ^(b)
		Budget	Revised	Variation			
		(\$'000)	(\$'000)	(\$'000)			
<i>New secondary schools</i>							
Atwell College (2008)	2009	29 000	37 170	(8 170)		28.2	Higher costs due to building escalation
Comet Bay College (2007)	2008	28 000	25 176	2 824		(10.1)	Lower tender result
Cape Naturalist (Vasse) College (2008)	2008	27 000	20 577	6 423		(23.8)	Lower tender result
Dalyellup College (2009)	2009	30 000	26 283	3 717		(12.4)	Lower tender result
Ellenbrook Secondary College (2007)	2008	26 000	30 395	(4 395)		16.9	Higher costs due to additional site works
Gilmore (Kwinana) College – redevelopment (2008)	2009	35 000	48 975	(13 975)		39.9	Higher costs due to building escalation
Manea Senior College (2009)	2009	14 000	27 300	(13 300)		95.0	Higher costs due to building escalation
Sub-totals		189 000	215 876	(26 876)			
<i>Additional stages to secondary schools</i>							
Geraldton Senior College – redevelopment	2009	15 000	17 374	(2 374)		15.8	Higher costs due to building escalation
Mindarie Senior College - Stage 2	2008	4 000	5 827	(1 827)		45.7	Higher costs due to building escalation
Sub-totals		19 000	23 201	(4 201)			
<i>Additions and improvements to secondary schools</i>							
Bunbury SHS	2009	1 500	2 658	(1 158)		77.2	Higher costs due to building escalation
Carnarvon SHS	2008	3 423	4 487	(1 064)		31.1	Higher costs due to building escalation
Newton Moore SHS	2009	9 500	13 030	(3 530)		37.2	Higher costs due to increased scope
Perth Modern School	2009	24 900	30 129	(5 229)		21.0	Higher costs due to building escalation
Pinjarra SHS	2008	3 907	3 910	(3)		0.1	
Safety Bay SHS	2009	1 500	1 290	210		(14.0)	Lower tender result
Willetton SHS	2008	4 400	4 956	(556)		12.6	Higher costs due to building escalation
Sub-totals		49 130	60 460	(11 330)			
<i>Secondary school refurbishment program</i>							
Fitzroy Valley DHS	2009	1 500	1 500	0		0.0	
Sub-totals		1 500	1 500	0			
<i>Additions and improvements to district high schools</i>							
Fitzroy Valley DHS - redevelopment	2009	12 000	31 613	(19 613)		163.4	Higher costs due to building escalation
Kalbarri DHS	2008	8 000	7 985	15		(0.2)	
Sub-totals		20 000	39 598	(19 598)			

(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 2009 (\$'000)	Variation %	Reason for Variation over 5%
		Budget	Revised	Variation			
		(\$'000)	(\$'000)	(\$'000)			
New primary school							
Bletchley Park (Southern River) PS	2008	6 500	8 899	(2 399)		36.9	Higher costs due to building escalation
Caladenia (Bushy Grove) PS	2008	6 500	8 612	(2 112)		32.5	Higher costs due to building escalation
Ellen Stirling (Coolamon) PS	2008	6 500	8 975	(2 475)		38.1	Higher costs due to building escalation
Hocking PS	2008	6 500	9 969	(3 469)		53.4	Higher costs due to building escalation
Kingston (Australind) PS	2009	10 500	12 339	(1 839)		17.5	Higher costs due to building escalation
Madeley PS	2009	10 500	9 924	576		(5.5)	Lower tender result
Mount Barker PS	2008	7 000	8 278	(1 278)		18.3	Higher costs due to building escalation
Somerly (East Clarkson) PS	2009	10 500	10 927	(427)		4.1	Higher costs due to building escalation
South Halls Head PS	2008	6 500	9 531	(3 031)		46.6	Higher costs due to building escalation
Success and Beazley PS	2009	22 000	19 489	2 511		(11.4)	Lower tender result
Tapping PS	2008	7 000	8 206	(1 206)		17.2	Higher costs due to building escalation
Waikiki PS	2008	6 500	8 544	(2 044)		31.4	Higher costs due to building escalation
Wiluna RCS – replacement	2008	7 000	7 082	(82)		1.2	Higher costs due to building escalation
Sub-totals		113 500	130 775	(17 275)			
Miscellaneous programs							
Land acquisition	2009	20 524	26 353	(5 829)		28.4	Unavoidable commitments
Power supply upgrade	2009	2 500	3 522	(1 022)		40.9	Unavoidable commitments
Transportable classrooms	2009	4 000	2 669	1 331		(33.3)	Covering overspend on previous years
Sub-totals		27 024	32 544	(5 520)			
Other school facilities							
Covered assembly areas	2009	2 000	2 212	(212)		10.6	Unavoidable commitments
Early childhood education program	2009	1 500	1 472	28		(1.9)	
Library resource centres	2009	2 000	2 728	(728)		36.4	Unavoidable commitments
Student services - improvements	2009	1 000	2 833	(1 833)		183.3	Unavoidable commitments
Toilet replacement	2009	1 500	1 943	(443)		29.5	Unavoidable commitments
Sub-totals		8 000	11 188	(3 188)			
Training							
New buildings and additions at TAFEWA colleges and centres							
Challenger TAFE							
Kwinana - Automotive Centre	2008	10 000	10 065	(65)		0.6	
Henderson - Oil & Gas	2008	19 214	19 292	(78)		0.4	
South West Regional TAFE							
Bunbury – Building & Construction Workshop Extension	2009	2 288	2 483	(195)		8.5	Higher costs due to building escalation
Other projects							
Mobile Trade Training Facilities							
2007–08 to 2008–09 program	2009	2 000	2 003	(3)		0.2	
Sub-totals		33 502	33 843	(341)			
Total completed works 2008–09		460 656	548 985	(88 329)			

Table 66: Major capital works in progress ^(a), 2008–09

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2009 (\$'000)	Variation %	Reason for Variation over 5% ^(b)
		Budget (\$'000)	Revised (\$'000)	Variation (\$'000)			
<i>New secondary schools</i>							
Ashdale (Landsdale) Secondary College (2009)	2009	30 000	33 500	(3 500)	1 623	11.7	Higher costs due to building escalation
Governor Stirling SHS (2014)	2014	63 000	63 000	0	62 490	0.0	
Sub-totals		93 000	96 500	(3 500)	64 113		
<i>Additional stages to secondary schools</i>							
Comet Bay College (Stage 2)	2011	25 000	25 060	(60)	22 377	0.2	Higher costs due to building escalation
Ellenbrook Secondary College (Stage 2)	2011	25 000	25 100	(100)	23 439	0.4	
Karratha SHS - redevelopment	2010	27 000	31 500	(4 500)	2 494	16.7	
Sub-totals		77 000	81 660	(4 660)	48 310		
<i>Additions and improvements to secondary schools</i>							
Belridge SHS	2009	1 000	1 100	(100)	188	10.0	Higher costs due to building escalation
Darling Range (Forrestfield) Sports College *	2010	4 000	4 000	0	4 000	0.0	
Geraldton Senior College *	2010	5 000	5 000	0	4 930	0.0	Higher costs due to building escalation
Kalamunda SHS *	2011	5 000	5 000	0	4 930	0.0	
Karratha SHS (Stage 2) (2012)	2011	46 000	46 000	0	45 982	0.0	
Padbury SHS	2009	1 000	1 100	(100)	148	10.0	
Rockingham SHS	2009	1 500	1 500	0	237	0.0	
Wanneroo SHS	2009	6 000	6 000	0	1 538	0.0	
Woodvale SHS *	2010	3 250	3 250	0	3 224	0.0	
Sub-totals		72 750	72 950	(200)	65 177		
<i>New primary schools</i>							
Pre-primary/kindergarten facilities – transportables (2010)							
Ashby PS	2010	1 500	1 500	0	1 363	0.0	
Aubin Grove PS	2010	1 500	1 500	0	1 363	0.0	
Baldivis PS	2010	1 500	1 500	0	1 363	0.0	
Butler PS	2010	1 500	1 500	0	1 363	0.0	
Bannister Creek (Lynwood/Ferndale/Kinlock) PS - replacement	2010	13 000	12 500	500	3 511	(3.8)	Lower tender result
Craigie (Camberwarra) PS - replacement	2010	13 000	12 500	500	5 455	(3.8)	Lower tender result
Deanmore PS (2010)	2010	14 250	14 250	0	13 672	0.0	
Greenwood (Allenswood) PS - replacement	2010	13 000	13 000	0	11 484	0.0	
Karratha PS – replacement (2011)	2011	26 000	26 000	0	25 128	0.0	
* Liberal/National Party election commitment							

(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 2009 (\$'000)	Variation %	Reason for Variation over 5% ^(b)
		Budget	Revised	Variation			
		(\$'000)	(\$'000)	(\$'000)			
<i>New primary schools (continued)</i>							
Lockridge PS – replacement	2010	13 000	13 000	0	7 530	0.0	
Mount Barker Stage 2 – replacement (2010)	2010	12 000	12 196	(196)	9 697	1.6	
Roseworth (Montrose/Hainsworth) PS - replacement	2010	13 000	11 033	1 967	8 975	(15.1)	Lower tender result
Safety Bay PS - replacement	2010	14 000	12 800	1 200	2 147	(8.6)	Lower tender result
Wattle Grove PS (2011) *	2011	14 250	14 250	0	13 614	0.0	
Yakamia PS (2012) *	2012	14 000	16 000	(2 000)	15 455	14.3	Higher costs due to building escalation
Sub-totals		165 500	163 529	1 971	122 120		
<i>Additions and improvements to primary schools</i>							
Baldivis PS	2010	3 500	3 500	0	3 105	0.0	
Coolbinia PS *	2011	3 000	3 000	0	2 865	0.0	
Hudson Park (Girrawheen) PS	2009	2 000	5 122	(3 122)	416	156.1	Higher costs due to unavoidable commitments
Mount Lawley PS *	2010	2 000	2 000	0	1 905	0.0	
Sub-totals		10 500	13 622	(3 122)	(8 291)		
<i>Trade training centres in schools (Commonwealth)</i>							
Broome SHS	2010	1 500	1 500	0	1 425	0.0	
Girrawheen SHS	2010	2 980	2 980	0	2 862	0.0	
John Forrest SHS	2010	2 550	2 550	0	2 431	0.0	
Merredin SHS	2010	3 910	3 910	0	3 815	0.0	
Northam SHS	2010	3 200	3 200	0	3 100	0.0	
Sub-totals		14 140	14 140	0	13 633		
<i>Building the Education Revolution</i>							
Primary schools in the 21 st Century	2011	992 698	992 698	0	989 698	0.0	
Science and language centres for secondary schools	2011	100 000	100 000	0	100 000	0.0	
Sub-totals		1 092 698	1 092 698	0	1 089 698		
<i>Miscellaneous programs</i>							
East Kimberley Clontarf Football Academy	2009	500	579	(79)	0	15.8	Unavoidable commitments
Seat belts in school buses	2009	22 053	20 853	1 200	1 377	(5.4)	Country High School Hostels Authority purchases
Sub-totals		22 553	21 432	1 121	1 377		
<i>Other school facilities</i>							
Early childhood program	2009	1 500	1 335	165	165	(11.0)	Covering overspend in previous years
Student services - improvements	2009	1 000	1 100	(100)	0	10.0	Unavoidable commitments
Sub-totals		2 500	2 435	65	165		

* Liberal/National Party election commitment

Project	Year of Completion	Estimated Total Cost			Est. Cost to complete as at 1 July 2009	Variation	Reason for Variation over 5% ^(b)
		Budget	Revised	Variation			
		(\$'000)	(\$'000)	(\$'000)			
					(\$'000)	%	
Training							
New buildings and additions at TAFEWA colleges and centres							
Central TAFE							
Perth – redevelopment Stage 2/3	2011	33 620	59 777	(26 157)	34 612	77.8	Higher costs due to building escalation
Central West TAFE							
Geraldton Batavia Coast Marine Centre	2010	9 019	13 765	(4 746)	1 655	52.6	Higher costs due to building escalation
Wiluna – Education and Vocational Training Centre	2010	2 000	3 000	(1 000)	2 846	50.0	Higher costs due to building escalation
Geraldton Skills Barn	2010	1 800	1 800	0	1 776	0.0	
Curtin VTEC							
Kalgoorlie – Metal, Electrical & Automotive	2010	3 670	3 671	(1)	3 127	0.0	
Pilbara TAFE							
Karratha – Metals & Automotive Workshop Extension	2010	2 400	2 400	0	2 273	0.0	
Swan TAFE							
Balga Building & Construction Workshop - upgrade	2009	2 000	2 000	0	569	0.0	
Jandakot Aviation	2009	2 000	2 000	0	769	0.0	
Midland – Metals & Advanced Trade CNC W'shop Ext.	2009	3 450	3 450	0	92	0.0	
Thornlie, Midland and Balga – Trades realignment	2009	5 450	5 450	0	75	0.0	
West Coast TAFE							
Clarkson – Trades training	2010	12 435	19 000	(6 565)	17 586	52.8	Higher costs due to building escalation
Sub-totals		77 844	116 313	(38 469)	65 380		
Total works in progress 2008–09		1 628 485	1 675 279	(46 794)	1 478 264		
Total capital works 2008–09		2 089 141	2 224 264	(135 123)	1 478 264		

Employment and industrial relations

Workforce profile

With some 40 000 teachers, administrators, public servants and other support staff, the Department is the largest public sector employer in Western Australia.

During 2008–09, an average of 32 499 full-time equivalent staff were employed by the Department of whom 19 773 (60.8 per cent) were teachers. The remainder of the workforce comprised 8 118 (25.0 per cent) support staff, 2 442 (7.5 per cent) administrative and clerical staff, and 2 166 (6.7 per cent) cleaners and gardeners.

About 70 per cent of school-related staff were located in the four metropolitan districts.

Table 67: Department of Education and Training employees ^(a), by category, 2004–05 to 2008–09

Category	2004–05	2005–06	2006–07	2007–08	2008–09
Administrative and clerical	2 080	2 237	2 406	2 451	2 442
Teaching	18 555	18 843	19 039	19 422	19 773
Support	6 799	6 829	7 109	7 583	8 118
Cleaning and gardening	1 244	1 685	1 872	2 066	2 166
Totals	28 678	29 594	30 426	31 522	32 499

(a) Average full-time-equivalent staffing levels.

Source: Corporate and Management Accounting

Table 68: Department of Education and Training employees ^(a), by operational area and category, 2008–09

Operational area	Administrative and clerical ^(b)	Teaching	Support ^(c)	Cleaning and gardening	Totals
Office of Director General, strategic services	185	8	–	–	193
Corporate services	287	8	–	–	295
Education and training shared services	346	–	–	–	346
Human resources	154	3	–	–	157
Aboriginal education and training	27	–	–	–	27
Student behaviour and wellbeing	16	19	–	–	35
Curriculum policy and support	110	58	–	–	168
Student services	67	5	–	–	72
District education offices ^(d)	336	321	5	13	675
Schools ^(e)	475	19 335	8 113	2 152	30 075
VET Planning and Resourcing	50	–	–	–	50
VET Career Development and Workers Assistance Program	389	16	–	1	406
Totals	2 442	19 773	8 118	2 166	32 499

(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 69: Department of Education and Training school-related employees ^(a), by category, 2008–09

Level of schooling	Administrative and clerical	Teaching ^(b)	Support	Cleaning and gardening	Totals 2008–09	Variations from 2007–08	% Variations from 2007–08
Community kindergarten	–	39	38	–	77	1	1.3%
Pre-compulsory/primary	9	10 004	4 687	1 131	15 831	378	2.4%
District high	4	1 275	561	172	2 012	37	1.9%
Secondary	293	6 505	1 573	779	9 150	288	3.2%
Education support	25	862	1 121	31	2 039	136	7.1%
Other ^(c)	144	650	133	39	966	23	2.4%
Totals	475	19 335	8 113	2 152	30 075	863	3.0%

(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 70: Student-teacher ratios ^(a), public schools, 2004–2008 ^(b)**

Level of Schooling	2004	2005	2006	2007	2008
Primary (including pre-primary FTE ^(c))	16.1	16.2	16.7	15.8	15.8
Secondary	11.9	12.2	12.8	12.1	12.1
Education support schools and centres	5.3	5.7	5.5	5.5	5.3

(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 71: School-based teaching staff ^{(a) (b) (c)} at public schools, by category and level of schooling, 2008 ^{(d) (e)}**

Category	K	P	Primary	Secondary	Education support	All
Principal	0	0	538	161	69	768
Deputy principal	0	0	757	281	29	1 067
Head of department/program coordinator	0	0	1	771	0	772
Teacher	299	1 176	7 116	5 436	0	14 027
Education support teacher	27	92	25	75	481	700
Guidance/counselling	0	0	2	4	1	7
Totals	326	1 268	8 439	6 728	580	17 341

(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) In reporting of K and P school-based teaching staff, staff have been apportioned to K and P on the basis of individual student numbers.

Source: Evaluation and Accountability

Table 72: School-based teaching staff ^{(a) (b)} at public schools, by level of schooling and gender, 2008 ^(c)

Level of Schooling	Female N	Female %	Male N	Male %	Total N
Community kindergarten ^(d)	33	100	0	0	33
Pre-compulsory	1 540	98.6	22	1.4	1 562
Primary	6 551	77.6	1 887	22.4	8 438
Secondary	3 730	55.4	2 997	44.6	6 727
Education support	492	84.8	88	15.2	580
Totals	12 346		4 994		17 340

(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 2007–08 financial year. The recommendations are aimed at improving the capacity of the Department to attract and retain teachers. After consideration of the report findings, major reforms implemented include:

- 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.

Teacher recruitment and supply

The number of teacher resignations and retirements remained high for the 2008 school year. However, there has been a recent significant reduction in the beginning of the 2009 school year in both resignations and retirements following the global financial crisis and labour market deterioration.

Table 73: Teacher retirements and resignations, public schools, 2004–2008 ^(a)

Category	2004	2005	2006	2007	2008
Retirements	244	368	371	422	358
Resignations	531	646	892	1 134	1 054

(a) Calendar year.

(b) The numbers reported here for teacher retirements and resignations for 2004–2007 are different from those reported in previous annual reports. A new method for counting retirements and resignations was introduced in 2007 and this was further amended in 2008.

Source: Workforce Policy and Coordination

Overall, the number of graduates appointed has been increasing in recent years. However, the number has fallen in 2008–09 as there are fewer employment opportunities due to a recent decline in teacher resignations and retirements, and the increasing selectiveness of graduates with respect to work locations.

Table 74: Graduates appointed to public schools, 2004–05 to 2008–09

Category	2004–05	2005–06	2006–07	2007–08	2008–09
Early childhood	106	102	107	126	130
Primary	423	475	607	602	543
Secondary	307	354	349	314	291
Education support	9	5	2	2	0
Psychology/guidance	4	3	3	1	1
Totals	849	939	1 068	1 045	965

Source: Workforce Policy and Coordination

To address shortages in regional 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. During 2008 the overseas recruitment campaign was expanded and included participation in immigration expos, interviews and presentations across the United Kingdom in October and November 2008. As a result, the number of overseas teachers employed on 457 visas increased to 40 teachers during 2008 and 53 in January 2009.

New strategies were implemented during the year and others continued from last year to attract, recruit and retain teachers. They included encouraging secondary school students to consider teaching as a career, promotion to university students of the opportunities of teaching in public schools, enhancement of the *Teaching WA* website and the introduction of teacher advocates in universities. The Department continued to promote the Remote Teaching Service, Rural Teaching Program, Graduate Connection and teaching scholarships.

A major public campaign was run in December 2008 and January 2009. It included television, radio, cinema, outdoor and online advertising. Evaluation showed the campaign was highly successful in meeting its objectives with strong levels of awareness and reach among all target audiences; positive changes in opinions about teaching; an increase in positive associations with teaching as a career and a decrease in negative associations when compared with earlier research; and an increase in the number of people who would recommend teaching as a career, compared with 2007.

In October 2007, a collaborative agreement was established between the then 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 regional 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. The agreement has been renegotiated in 2009.

The Entry and Orientation Program supports teachers returning to teaching who have not taught in an Australian school in the last ten years. In 2008, a total of 295 teachers attended the program in Perth or completed a country package if they were in regional or remote locations. Of those who attended this program, 107 appointments were made and 132 teachers have subsequently undertaken relief teaching work.

In April 2009, the Department undertook a program to encourage and support career advancement for teachers, with new guides for Senior Teacher and Level 3 Classroom Teacher programs.

Transfer and placement of teachers

The 2009 school year commenced with two vacancies in schools. Whilst there continued to be a reluctance for teachers to apply for teaching positions in regional areas, initiatives such as the Early Graduate Offer, the interstate and overseas recruitment campaign and the implementation of service conditions associated with the Country Teaching Program worked to assist the Department to appoint teachers to these schools.

The Department recognised the service of teachers in outer metropolitan areas by offering permanent employment status. A total of 60 fixed term teachers who had served for two or more years in these schools and had been appointed to a vacant position accepted this offer of permanency.

Subject specialist and location factors still have the potential to create teacher vacancies. Teacher recruitment and placement strategies, together with the current economic climate have resulted in fewer vacancies for 2009. However, there is still the potential for secondary teacher shortages, mainly in the areas of Design and Technology, Mathematics, English and Science.

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 the filling of vacancies in regional and specialist subject areas of need. A total of 132 final year scholarships were awarded.

Seven specialist teaching scholarships were also awarded to existing teachers and career change individuals who committed to retraining in secondary Design and Technology or Mathematics.

The Bachelor of Education Conversion Course Sponsorship was 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. In 2007, 120 AIEOs and education assistants agreed to participate in this program. The Bachelor of Education Conversion Course for Aboriginal Islander Education Officers will produce up to 29 qualified teachers in 2010. The Bachelor of Education Conversion Course for Education Assistants will produce up to 49 qualified teachers in 2010.

Internship Trial

The Department is supporting a pilot of a new internship model as an alternative approach to pre-service teacher training. The approach supports the final year of learning of pre-service teachers completing a Bachelor of Education in a school. The internship model offers improved integration of theory and practice. The model is being piloted at Kingston Primary School in Bunbury and involves 12 Edith Cowan University students.

Employee housing

The provision of suitable housing at an acceptable cost to both the Department and its employees is essential to attract and retain staff in regional and remote areas.

The Department subsidises approximately 80 per cent of the rent of the 2301 properties occupied by its staff and owned or leased by the Government Regional Officers' Housing (GROH).

In 2008–09, the total rent the Department paid to GROH was \$58.56 million. Employee rentals collected totalled \$11.75 million, resulting in rent subsidies totalling \$46.81 million.

Table 75: GROH properties ^(a) used by the Department, by education district, 2007–08 and 2008–09

District	2007–08	2008–09	District	2007–08	2008–09
Pilbara	513	520	Warren-Blackwood	68	64
Goldfields	343	334	Albany	55	53
Kimberley	346	368	Bunbury	43	44
Mid West	329	343	West Coast	12	16
Midlands	233	221	Fremantle/Peel	7	10
Narrogin	183	180			
Esperance	148	148			
			Totals	2 280	2 301

(a) Education and Training staff only. Responsibility for the housing of TAFEWA staff lies with the individual colleges.

Source: Government Regional Officers' Housing invoices for months of June 2008 and June 2009

During 2008–09, the Department was allocated 281 properties through leasing arrangements, new construction and reallocations from government agencies.

Workforce management

Schools are resourced with 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.

Threatened industrial action by School Support Staff on the first day of the 2009 school year was averted by an Order from the Western Australian Industrial Relations Commission. With the assistance of the Commission, the Department and the Civil Service Association (the union representing Support Staff) jointly conducted a benchmarking exercise by surveying a representative sample of schools to evaluate the extent of the workload issue for School Support Staff. The results are being analysed and the parties will seek to agree on recommendations.

Education Assistants make up a significant proportion of School Support Staff. Their deployment to vacancies has been addressed by consultants in liaison with principals.

Human resources policy development and review

The Department supports the development and delivery of human resource policies, programs and services, including professional competencies and standards, career structures and equity and diversity. The following activities have been undertaken:

- The *Equity and Diversity Management Plan 2009–2010* and the related *Women in Leadership Strategy 2009–2010* and *Aboriginal and Torres Strait Islander Employment Strategy 2008–2009* were completed and implementation activities have commenced, including:
 - Aboriginal and Torres Strait Islander Workforce Support program focusing on professional learning for all Department Aboriginal and Torres Strait Islander employees and cultural awareness programs for all Departmental staff;
 - an online resource (Working in Harmony) to support schools in building and developing inclusive workplaces; and
 - an Equal Opportunity Contact Officer network established with 100 school, district and Central Office staff trained.
- A revised selection process for Level 4, 5 and 6 principals, introduced in 2008, was extended to Level 3 principals in 2009. 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.
- Significant progress was made in the development of the School Psychologist's Competency Framework and career structures for Senior School Psychologists.
- A Graduate Development Program for Central Office staff was introduced. This program is designed to attract new graduates into the Department's workforce.
- A review of the Department's performance management (including substandard) policies has commenced.

- A range of human resource policies and guidelines have been reviewed, including the *Staff Exit Policy*, *457 Visa Policy*, *Senior Teacher and Level Three Classroom Teacher Guidelines*, *Salary Packaging Information Guide*, *Country Housing Policy* and the *Children in the Workplace Policy*.

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 TAFEWA colleges are employed by individual institutions but their salaries and conditions are negotiated centrally by the Department.

At the end of 2008, the Department successfully completed negotiations with the State School Teachers' Union of Western Australia for a new enterprise agreement covering teachers and school administrators. The *School Education Act Employees' (Teachers and Administrators) General Agreement 2008* became effective from December 2008 and operates until July 2011. This Agreement covers approximately 27 000 employees of the Department. It provides for significant increases in salaries and some allowances over the life of the Agreement. The Agreement will provide greater flexibility and opportunity for the Department to attract and retain teachers and provides more incentives for those teachers in remote locations.

The *Western Australian TAFE Lecturers General Agreement 2008* was also successfully negotiated by the Department acting on behalf of the various autonomous TAFE colleges. This Agreement took effect from April 2009 and will operate for three years. It also provides significant salary increases for TAFE lecturers and greater flexibility in the workplace. Approximately 3700 employees are covered by the new Agreement. The new Agreement will assist the colleges in attracting and retaining experienced lecturers across many professional and trades areas.

Professional learning

The Department's Professional Learning Institute (PLI) has responsibility for the development and provision of a range of high quality, relevant professional learning and leadership opportunities to enhance the practices and expertise of teachers, school leaders, school support staff and other staff involved with public school education.

The Institute provides services that support the work of staff across the system, working collaboratively with major stakeholders in public education, including the State School Teachers' Union of Western Australia, the Western Australian College of Teaching, universities and professional associations.

In 2008, staff induction was provided by the Department through a range of professional learning programs including the following:

- The Graduate Teacher Professional Learning Program provides support to beginning teachers. Ninety-three per cent of the 1525 graduate teachers who attended the program indicated 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 alongside the teacher in the classroom to develop their expertise. Of the 320 teachers engaged with the program, 80 per cent reported the program assisted them both professionally and personally.
- Induction for Business Managers and Registrars provides participants with information relating to the human resource component of their roles. The sessions are a face-to-face version of the online Fast Track Training Course for Business Managers and complement the Business Managers and Registrars Resource File.
- Inductions for new Education Assistants were conducted at district offices and coordinated centrally.
- An Induction Manual for employees, Level 7 and above, has been approved for release and will be launched simultaneously with the Online Induction program.

An important aspect of professional learning is leadership development; this was supported by the Department through the following programs and activities in 2008:

- The Leadership Centre is a partnership between the Department, professional associations representing school leaders and the State School Teachers Union of Western Australia, which

fosters the professional growth and leadership capacity of aspirants and school leaders. The strategic priorities for the Centre included the Department's Leaders Strategy, New Directions – Focus on Instructional Leadership and Introductory Leadership Modules.

- The Senior Teaching Professional Learning Program supports aspiring senior teachers to undertake teacher-leader roles and enhance teacher professionalism through engagement and continuous professional learning. A total of 672 teachers were engaged in the program.

Other activities to support professional learning in 2008 included the following:

- The Effective Staff Development Program provides participants with the knowledge, skills and understandings for designing and presenting more effective professional learning for staff. The two-day program was completed by 120 school, district and Central Office staff.
- The School Support Staff Program produced a range of engaging and interactive resources including reference tools, on-line learning material (enrolled 2339) and professional learning modules. Workshops covered a range of topics such as Public Speaking, Leading Versus Managing and How to Get the Best from Your Staff. The majority of the 729 workshop participants rated the workshops as highly effective.
- A Professional Learning Register of all formal, event-based professional learning offered to public schools has been developed and is available on the Department's website (www.det.wa.edu.au/pli/detcms/navigation/professional-learning-register/).
- The Professional Learning Shopfront Project is currently being scoped. Its purpose is to rationalise and integrate existing professional learning systems across the Department to provide a more consistent approach to the development and provision of professional learning.
- The Professional Learning Scholarships Program offers three scholarship programs. There were 126 enrolments in the Academic Scholarship Program, 11 in the Public Sector Management Program and three in the Self Directed Education Program. The program is currently being reviewed in terms of its alignment to Department priorities and ongoing funding.
- The Australian Government, through the Australian Government Quality Teacher Programme, funds professional learning to improve teacher quality through annual funding agreements with the Department. Funding of \$1 505 700 was shared across seven projects including Grants to Professional Learning Communities, New Directions for School Leaders, Innovative Design for Enhancing Achievements in Schools (IDEAS), Coaching for School Leaders, Facilitation Skills for School Based Facilitators, Promoting a Career Development Culture in Classrooms, and Consumer and Financial Literacy.

Recognition of staff

Long service of Department staff was acknowledged with a letter and certificate from the Director General to each staff member retiring or leaving after 20 or more years of service.

The WA Education Awards were run for the first time this year, following a review of award programs. The awards include the Premier's Teacher of the Year and Principal of the Year with new categories for support staff and schools. The awards recognise and reward excellence in public education. The winners were announced in December 2008.

Governance disclosures

During the year ending 30 June 2009, two officers 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 respectively they have an interest.

One declared that, through a company of which the officer's spouse and brother are directors and shareholders, the officer's spouse and brother conduct a consultancy business that has undertaken contracts with the Department of Education and Training. The senior officer declared to have excluded themselves 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.

The other declared that, through a company of which the senior officer is a partner, human resource consultancy services have been provided to the Department of Education and Training for payment. Since the officer's temporary appointment to the Department of Education and Training this financial year, this senior officer has not undertaken any consultancy work for the company, the company has not been engaged by the Department of Education and Training and the senior officer declared that within those areas in which they report or manage, they have excluded themselves from any part of the selection process for human resource consultancy services.

Other legal requirements

Advertising

Section 175ZE of the *Electoral Act 1907* requires government agencies to report expenditure with advertising agencies and market research, polling, direct mail and media advertising organisations. Only total expenditures per category of more than \$1800 are reported.

Table 76: Department expenditure on advertising agencies and media advertising organisations, 2008–09

Category	Provider	2008–09 (\$)
Media advertising organisations	AdCorp Media Decisions OMD Mitchell and Partners	
Sub-total		1 572 749
Advertising agencies ^(a)	Marketforce Retail RARE creativethinking Vinten Browning	
Sub-total		1 869 852
Total		3 442 601

(a) These agencies provide a full range of creative services not limited to advertising, including graphic design, printing, video production and related services.

Source: Corporate Communications and Marketing, Education and Training Shared Services Centre

Disability Access and Inclusion Plan outcomes

Disability Access and Inclusion Plan outcomes

The *Western Australian Disability Services Act 1993* (amended 2004) required 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.

Department staff continue to attend Disability Access and Inclusion Plan information sessions conducted by the Disability Services Commission.

Outcomes in 2008–09 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.
- 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* (recently updated to the *Equity and Diversity Plan 2009–2010*). A focus group for the Employment of People with Disabilities has been established.

- The apprenticeship and traineeship system continues 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 Access Program.

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 continues to support planning and design of accessible buildings and facilities that meet Australian design standards.

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.
- Brailled and enlarged text is provided on request.
- Assistive Technology is provided on request.
- Accessibility to websites via screen reading programs is provided.
- The Department continues to implement the 'agents and contractors' requirements consistent with its Disability Access and Inclusion Plan.

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 ongoing 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.

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 recordkeeping 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 more than 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 77.

Table 77: Compliance with State Records Commission Standard 2 RecordKeeping Plan (Principle 6 – Compliance), 2008–09

SRC requirement	Department compliance
The efficiency and effectiveness of the organisation's record keeping systems are evaluated not less than once every five years.	<p>Staff in Corporate Information Services have responsibility for best practice in information management training, consulting and monitoring RKP compliance across all Department worksites. The Corporate Information Services section was restructured in 2008–09 to align with changing business needs.</p> <p>Record keeping responsibilities have been devolved to Central Office and district education office business units. Staff in these worksites record all their significant communication, actions and decisions into TRIM, the Department's approved record keeping system.</p> <p>There were 27 629 inactive files transferred to commercial storage.</p> <p>The Retention and Disposal Schedule for the Department was revised to incorporate Country High School Hostels Authority records and the schedule was approved by the State Records Commission in October 2008.</p> <p>The Country High School Hostels Authority RKP was incorporated into the education and training sector's RKP in March 2009.</p> <p>The following record keeping systems have been integrated with TRIM:</p> <ul style="list-style-type: none"> - Training Records Systems - Oscar (Complaints Management System) - Media Management System - Corporate Systems Development Utility System - Curriculum Management - Intranet DocServer <p>A plan is being developed to interface other business applications with the record keeping system.</p>
The organisation conducts a record keeping training program.	<p>TRIM training continues to be offered to Central Office staff and its offsite locations. To date 1390 staff have been trained in TRIM Context, 51 per cent of total metropolitan staff.</p> <p>A dedicated district education office training plan was put in place in late 2008. In 2008–09 all regional district offices, except the Pilbara, have undertaken initial training and have had follow-up visits. Training in Pilbara is scheduled for early August. Some training has occurred at both the Canning and Swan district education offices with further training being negotiated. Plans to train staff at West Coast and Peel district education offices are still to be put in place.</p> <p>The 'Online Record Keeping Awareness and Induction Program' has been completed by 1467 staff.</p>

SRC requirement	Department compliance
The efficiency and effectiveness of the record keeping training program are reviewed from time to time.	<p>The Online Record Keeping Awareness Training Program was revised in December 2008.</p> <p>In the future it is also anticipated that TRIM training will be available online via the Department's iLearning facility.</p> <p>TRIM Context training materials have been developed and are available to all staff.</p>
The organisation's induction program addresses employees' roles and responsibilities with regard to their compliance with the organisation's record keeping plan.	<p>Training tools in correct and appropriate record keeping are available for use by school principals when inducting new staff.</p> <p>The Corporate Information Services website is maintained and updated regularly.</p> <p>The <i>Welcome Manual 2009</i> for teaching staff provides new teachers with information about their record keeping responsibilities.</p> <p>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.</p> <p>At the formal Department induction program for Central Office and its offsite locations, Corporate Information Services staff provide:</p> <ul style="list-style-type: none">- information on staff responsibilities for record keeping; and- a brief outline of the <i>State Records Act 2000</i> and the TRIM system.

Compliance with public sector standards and ethical codes

Public Sector Standards

The Department manages Breach of Standard claims as required by the *Public Sector Management (Breaches of Public Sector Standards) Regulations 2005*.

Table 78: Public Sector Standards claims, Department of Education and Training, by status of claim, 2008–09

Standard	Recruitment, Selection and Appointment	Grievance Resolution	Redeployment	Temporary Deployment	Totals
Resolved internally, relief provided	1	-	-	-	1
Claim withdrawn, no relief provided	2	-	-	1	3
Breach of Standard Claim	3	-	-	-	3
Dismissed following formal review	13	1	-	1	15
Ineligible breach claim	2	-	1	-	3
Claim lapsed by the OPSSC	-	-	-	-	-
Under investigation	6	2	2	-	10
Totals	27	3	3	2	35

Source: Workforce Policy and Coordination

Of the 35 claims received in 2008–09, there were three adverse findings made against the Department in relation to the Recruitment, Selection and Appointment Standard.

The Department ensures compliance with Public Sector Standards by:

- including information about the Standards in relevant human resource management policies and resources;
- providing an advisory and consultancy service to staff on Standards-related matters;
- raising awareness of the Standards in induction programs, selection panel training and a range of professional development programs;
- notifying all job applicants of their rights and obligations prescribed in the Grievance Resolution Standard and Recruitment, Selection and Appointment Standard;
- monitoring compliance through the Department's breach of standards process;
- reporting allegations of breaches of the Standards; and
- reporting to the Office of the Public Sector Standards Commissioner (OPSSC) and the Director of Equal Opportunity in Public Employment on compliance with the Standards through the *Annual Agency Survey* and *Employee Perceptions Survey*.

Complaints and misconduct management

The Department is committed to ensuring that the expected standards of professional conduct, ethical behaviour and integrity are exhibited by all of its employees. This is achieved through the accountable and transparent management of processes to deal with disciplinary and misconduct matters and also implementation of prevention and education strategies.

The Standards and Integrity Directorate is responsible for the receipt, recording, assessment, coordination and allocation of complaints involving staff misconduct. The Standards and Integrity Directorate manages matters of serious misconduct involving Department employees, including those matters related to child protection.

During 2008–09 the Department finalised its implementation of the recommendations made in relation to three key reports released in 2006. These were:

- the Corruption and Crime Commission's report, *Sexual Contact With Children By Persons in Authority in the Department of Education and Training*;
- the Ombudsman's *Report on the Complaints Management Processes in the Department of Education and Training*; and
- the Department's *Complaints Management Review*.

The Commission has formally acknowledged that the Department has achieved complete implementation of the recommendations synthesised from these reports, and in light of this, has indicated that the Commission's involvement in assisting the Department to develop and refine misconduct resistance strategies has concluded.

Table 79: Management of misconduct matters ^(a), 2007–08 and 2008–09

Category	2007–08			2008–09 ^{(b) (c)}		
	Received	Resolved	% of matters received	Received	Resolved	% of matters received
Misconduct matters ^(d)	343	202	89.8	305	281	81.3
Central management:	263	169	68.8	157	203	41.9
Child protection	139	85	36.4	104	121	27.7
Other misconduct (non-child protection)	124	84	32.5	53	82	14.1
Local management with central oversight	80	33	23.3	148	78	39.5
Other ^(e)	39	21	10.2	70	90	18.7
Totals ^(f)	382	223	100	375	371	100

(a) The number of matters received in one year may not be the same as the number resolved that same year, as resolution may occur in subsequent years.

(b) In December 2008, a new complaints recording and case management system was implemented. Unlike the previous system, the new system differentiates between complaints and cases, and categorises matters differently. In this transition year, the 2008–09 data are reported against the categories used to report the 2007–08 data. Reporting in the future will reflect the new parameters available.

(c) The 2008–09 data are not directly comparable with the 2007–08 data as they have different scope. The 2008–09 data represent those cases where reported matters required formal follow-up while the 2007–08 data also included matters not requiring formal follow-up.

(d) Misconduct matters relating to the discipline provisions of the *Public Sector Management Act 1994* or the principles of Common Law are managed by the Standards and Integrity Directorate on behalf of the Director General.

(e) From 2008–09, matters which had previously been categorised as 'Other' are primarily captured within the 'Local management with central oversight' category and it now includes matters involving the Parent Advocacy and Liaison Officer (PALO).

(f) Component percentages may not add to 100 because of rounding.

Under the provisions of Section 240 of the *School Education Act 1999*, the Department may direct an employee away from school premises where it is suspected that their continued presence constitutes a risk to the safety or welfare of students.

Under the provisions of Section 82 of the *Public Sector Management Act 1994*, where an employee is suspected of misconduct and disciplinary proceedings have been initiated, the Department may suspend the employee without pay.

The numbers of suspensions and redirection orders issued against employees are reported for the first time.

Table 80: Suspension or redirection orders issued against employees, 2007–08 and 2008–09

Category	Redirection		Suspended without pay	
	2007–08	2008–09	2007–2008	2008–09
Teaching staff	22	8	4	2
Non-teaching staff	3	1	0	0
Totals	25	9	4	2

Source: Standards and Integrity

Online complaints management system

During 2008–09, the Department's Online System for Complaints Assessment and Response (Oscar) was developed and implemented.

The system provides a range of functions and capabilities such as case management, record keeping, automated monitoring and tracking; and significant intelligence, reporting and analysis capabilities. It also links to several other Department online systems.

Public Interest Disclosures

The *Public Interest Disclosure Act 2003* facilitates the disclosure of public interest information about wrongdoing committed by public sector employees. The Act provides a number of protections, both for the person raising the disclosure and the person about whom the disclosure is made.

The Department is fully committed to its compliance obligations under the Act and has 16 Public Interest Disclosure officers able to receive disclosures made under this legislation. New employee induction programs also include information about the Act, as do ongoing misconduct and complaints management prevention and education programs.

Staff conduct

The Department's *Staff Conduct* policy has been reviewed and a redrafted policy, consistent with the Office of Public Sector Standards Commissioner's *Conduct Guide*, is being developed. The final updated policy will be implemented shortly and will incorporate key aspects of the *Conduct Guide*.

Parent advocacy and liaison

The Department's dedicated Parent Advocacy and Liaison Officer continued to foster strong links with the Department's peak parent body, the Western Australian Council of State School Organisations. Regular publications and presentations on a range of complaints advocacy issues are accessible to parents, and parents and citizens groups. Through this position, advice and assistance was provided to parents and caregivers in negotiating and resolving complaints through the available complaints mechanisms.

Employee screening

Through the national CrimTrac agency, the Department's Screening Unit screened 11 700 applicants in the education and training sectors during 2008–09. Applicants were from the public and private sectors in both teaching and non-teaching roles.

During 2008–09, primary responsibility for the criminal screening of teachers was transferred to the Western Australian College of Teaching as part of the teacher registration process. The Department continues to screen non-teaching employees of the Department, employees in the training sector and applicants from a range of other areas, including swimming instructors, specialist tutors and contracted services.

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 (WWC) Check. A project team has been operating within the Professional Standards and Conduct Division to provide support and advice on the legislation, and to ensure that the Department's obligations with respect to the legislation are achieved. Work undertaken in 2008–09 included:

- the development of a WWC policy and supporting procedures; and
- continued development of a recording system to monitor and assist with the Department's compliance requirements with the legislation.

In 2008–09, in consideration of the then Department of Consumer and Employment Protection's (DOCEP) circular, [Circular to Departments and Authorities No: 6 of 2008](#), in relation to the reimbursement to employees for a WWC Check, the Director General agreed that the Department would reimburse the cost of the WWC Check fee for:

- existing employees who are obliged to obtain the WWC Check after their employment has commenced;
- existing employees who are required to renew their WWC Check; and
- new employees who are obliged to obtain the WWC Check as a requirement of their employment with the Department.

In addition to permanent staff, 'employees' includes all fixed-term contract employees, casual employees and volunteers.

In 2008–09, the Department issued \$914 550 (\$778 000 to education and \$136 550 to training employees) by way of reimbursement and payment.

Government policy requirements

Corruption prevention

During the year, the activities of the prevention and education portfolio of the Standards and Integrity Directorate were central to the Department's commitment to building a misconduct and corruption resistant culture.

In 2008–09, corruption prevention, education and training strategies aimed at addressing systemic as well as targeted corruption risks included the following:

- Customised presentations and formalised training courses focusing on ethical behaviour, responsibilities and accountabilities (Accountable and Ethical Decision Making (AEDM) and Behaviour) were attended by 1953 Department employees.
- In addition to the face-to-face delivery of a number of AEDM modules, work was initiated to develop and implement an online learning package and a videoconference capability to deliver the Department's AEDM training program.
- A number of publications were developed and disseminated to assist staff, parents and others in relation to accessing and understanding the Department's complaints handling processes. These included:
 - *Talking to Your School*;
 - *An Employee Guide to the Department's Disciplinary Process*;
 - *Reporting Misconduct*; and
 - *Accountable and Ethical Decision Making – An Introductory Handbook*
- Consultancy was provided to the TAFEWA sector to support misconduct prevention and education for TAFEWA 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. In cooperation with the Equal Opportunity Commission, the Department has developed a corporate policy and implementation plan for ensuring that policies, practices and procedures are assessed to ensure a positive impact on Indigenous and ethnic groups. Members of senior executive report quarterly on how the Department complies with the requirements of substantive equality.

Occupational safety, health and injury management

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 the Employee Support Bureau coordinates a two-day course that is offered in metropolitan and country districts. During 2008–09, 81 school administrators attended this training.

To further promote awareness raising and provide information in relation to occupational safety and health, workers' compensation and injury management, presentations were conducted at 10 districts with Directors Schools and at principals' forums.

The Department demonstrated its commitment to providing a safe and healthy workplace by conducting extensive research into identifying the causes and factors contributing to the main types of injury and illness. The four areas of research included:

- identification of the causes and factors contributing to mental stress in the workplace and barriers to early return to work;
- the high rate of slips, trips and falls injuries;
- incidents relating to manual handling; and
- violence in education support workplaces.

The Department consults with a wide range of key stakeholders in the development of policies 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.

An OSH Reference Network, comprising representatives from all TAFEWA colleges, met on a quarterly basis to discuss occupational safety and health issues and plan a performance review of colleges' occupational safety and health management systems.

The Department initiated training of three Occupational Safety and Health Consultants as WorkSafe Plan Assessors to undertake review of OSH management systems. To date, five TAFEWA colleges and campuses have been reviewed and it is planned that this process will be rolled out across Department worksites during 2009–10.

A review of hazardous substance use in design and technology areas was undertaken and a hazardous materials training package (Hazmat) for staff is currently under development.

In addition to management of workers' compensation claims, the Department provided assistance to over 270 employees who experienced difficulties in remaining at work or returning to work due to a non-compensable injury, illness or disease.

In 2009–10 it is planned to appoint an accredited WorkSafe Plan Assessor to evaluate the Department's OSH management systems.

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 of the Department of Education and Training Shared Services Centre. This service includes the TAFEWA colleges, the Department of Education Services and the Curriculum Council.

The Employee Support Bureau workers' compensation officers and injury management consultants held regular claims review meetings with RiskCover to ensure the implementation of best practice strategies in the management of workers' compensation claims. During 2008–09, 43 formal case review meetings were conducted with RiskCover.

In 2008–09, the number of workers' compensation claims totalled 1445 compared with 1385 in 2007–08.

Claims for mental stress decreased from 140 claims in 2007–08 to 134 claims in 2008–09. Claims for body stressing injuries increased from 353 claims in 2007–08 to 398 claims in 2008–09 and claims for falls, slips and trips increased from 358 in 2007–08 to 385 in 2008–09.

Occupational Safety and Health Training

In 2008–09, 124 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, 108 newly elected safety and health representatives undertook the five-day WorkSafe accredited training. A further 15 safety and health representatives who had been representatives for at least two years attended a two-day refresher training.

During 2008–09, mediation training was provided to 157 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 26 district high schools to provide assistance and guidance on safety issues in science. This included training in safe working practices, and advising schools on the safe handling, storage and disposal of hazardous substances.

Table 81: Occupational safety and health performance indicators, 2007–08 and 2008–09

Indicator	2007–08	2008–09
Number of fatalities	0	0
Lost time injury/diseases (LTI/D) incident rate ^(a)	2.2 ^(b)	2.5
Lost time injury severity rate ^(c)	15.2	20.2

(a) The lost time injuries/diseases incidence rate is the number of lost time injuries/diseases claims, where one day/shift or more was lost in the financial year, per 100 FTE employees, i.e. the number of incidents resulting in lost time per 100 FTE employees.

(b) The figure for 2007–08 is different to that reported in the previous annual report. The 2007–08 calculation used a rate per 100 employees. It has been recalculated using the 2008–09 formula to give a comparable rate per 100 FTE 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

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 2008–09 was \$71.6 million, compared with \$33.1 million in 2007–08.

Table 82: Department of Education and Training grants to educational institutions and private organisations ^{(a) (b)}, 2007–08 and 2008–09 ^(c)

Organisation	2007–08 (\$'000)	2008–09 (\$'000)
ABMUSIC (Aboriginal Corporation)	475	365
AFL Sportsready Ltd	126	-
Albany Worklink	535	469
Anglicare WA	-	106
Apprenticeships Australia Pty Ltd	176	-
Association for the Blind	-	399
Association of Independent Schools	143	18 420
ATC Mid West	-	325
Australian Red Cross	-	255
Autism Association of Western Australia	-	245
Automotive Training Australia (WA) Inc.	128	-
Balga Job Link Inc.	465	130
BJL Connecting Communities	603	867
Bloodwood Tree Association Inc.	211	223
Bluearth Institute	103	108
Bridging the Gap Inc.	251	247
Building and Construction Industry Training Council	128	163
Catholic Education Office of WA	-	15 974
Central Area Regional Training Scheme Inc.	242	961
Centrecare Incorporated	128	119
Cerebral Palsy Association of WA	438	-
Chamber of Commerce and Industry	156	204
Child Australia	-	279
Clontarf Foundation	1 227	1 705
Community Services, Health & Education Industry Training Advisory Body Inc.	128	232
Community Solutions Inc.	363	353
Curriculum Corporation	-	211
Curtin University of Technology	337	380
Directions	763	-
Disability in the Arts, Disadvantage in the Arts, Australia (DADAA (WA))	-	128
Down Syndrome Association of WA Inc.	110	-
Early Childhood Intervention Australia	296	135
Edith Cowan University	251	-
education.au limited	166	182
Electrical Group Training Ltd	539	477
Electrical Utilities and Public Administration Training Council (Inc.)	-	223
Engineering and Automotive Training Council (Inc.)	-	198
Extra Edge Services Inc.	724	724
Financial Administrative and Professional Services Training Council Inc.	-	296
Finance Property and Business Services Industry Training Council Inc.	128	-
Forest Heritage Centre Inc.	589	270
Fremantle Children's Literature Centre Inc.	161	241
Fremantle Multicultural Centre	113	154
Futurenow – Learning for Life	-	296
Government Schools Leadership Centre	612	244
Great Southern Group Training Inc.	168	116
Group Training South West T/As The Apprentice & Traineeship Co.	611	578
Health Training Australia (Inc.)	181	182
Hills Community Support Group Inc. – Leisure Focus	-	163
Hospitality and Tourism Industry Training Council Inc.	128	-
Hospitality Group Training (WA) Inc.	237	176
Housing Industry Association (HIA)	233	100
Independent Living Centre of WA (Inc.)	106	-
Italo – Australian Welfare and Cultural Centre	905	816

Organisation	2007–08	2008–09
	(\$'000)	(\$'000)
Joblink Enterprises Inc.	179	215
Joblink Mid West Inc.	404	356
Jobs South West	471	512
Joondalup Youth Support Services (Inc.)	–	153
Kangan Batman Institute of TAFE	–	104
Karrayili Adult Education Centre	490	490
Kimberley Group Training	603	788
Learning Centre Link	112	117
Light Manufacturing Industry Training Council	128	–
Logistics Training Council	–	223
Marr Mooditj Foundation Inc.	431	187
Meerilinga Young Children's Services Inc.	140	140
Metals Manufacturing And Services Industry Training Council Inc.	135	–
Midland Joblink Inc.	797	684
Ministerial Council on Education, Employment Training and Youth Affairs	1 847	784
Motor Industry Training Association of WA (Inc.)	324	297
Multicultural Services Centre of Western Australia Inc.	125	139
Newman Employment Task Force Inc.	120	145
Ngaanyatjarra Council (Aboriginal Corporation)	395	383
Noahs Ark Toy Library and Resource Centre (Inc.)	–	127
Office of Native Title	–	614
Outcare Incorporated	209	194
Parkerville Children and Youth Care Inc.	198	207
Perth Education City	–	1 850
Plumbing and Painting Training Company T/A MPA Skills	236	318
Primary, Food and Beverage, Furnishing and Textiles Industry Training Council (WA) Inc.	–	110
Process Manufacturing Industry Training Council of WA Inc.	128	121
Retail and Personal Services Training Council	–	223
Safety House Association of WA	–	102
School Sport Western Australia Inc.	316	380
Skilled Group Limited	–	154
Small Business Centre Bunbury Wellington	160	110
Small Business Centre Stirling	144	167
South East Metropolitan Youth Action	114	130
South Metropolitan Youth Link	1 848	1 929
Telethon Speech & Hearing	337	155
The Apprentice And Traineeship Company	304	–
The Cerebral Palsy Association of Western Australia	–	466
The Churches' Commission On Education Inc	748	802
The Community Development Foundation	256	100
The Dyslexia-Speld Foundation WA (Inc.)	154	240
The Graham Polly Farmer Foundation Inc.	108	150
The School Volunteer Program Inc.	288	291
The Smith Family	199	187
The University of Notre Dame	276	421
The University of Western Australia - DUIT Multimedia	–	393
The West Australian Group Training Scheme Inc.	327	273
Therapy Focus Inc.	314	386
Transport and Storage Industry Training Council	135	–
University Of Western Australia	591	695
WA Council Of State School Organisations	268	288
WA Disabled Sports Association	191	578
WA Foundation for Deaf Children Inc.	129	138
WA Information, Electrotechnology and Utilities Industry Training Council	128	–
WA Primary Industries Training Council (Inc.)	183	115
WA Primary Principals Association	–	476
WA Telecentre Kununurra Inc.	139	218
Western Australian Food and Beverage Industry	128	–
Western Australian School Canteen Association	299	213
Wholesale, Retail and Personal Services Industry Training Council of WA	128	–
Youth Focus	100	100

(a) Only grants/subsidies of \$100 000 or more are listed.

(b) Excludes payments made under service delivery agreements to TAFEWA colleges and other Registered Training Organisations, which are not considered to be 'grants' for the purposes of Table 82.

(c) The increase in 2008–09 is due mainly to the one-off receipt of Commonwealth non-government grant moneys for the Building the Education Revolution and the Digital Education Revolution. The Commonwealth arrangements have since changed and the Department is not expecting to receive any further non-government moneys for these programs.

Source: Corporate and Management Accounting

2. Acronyms and glossary of terms

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.
BM&D	Behaviour management and discipline
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
ICT	Information and communication 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.
NAPLAN	National Assessment Program – Literacy and Numeracy
NCVER	National Centre for Vocational Education Research
OECD	Organisation for Economic Co-operation and Development
OPSSC	Office of the Public Sector Standards Commissioner
P	Pre-primary
PABX	Private automated branch exchange
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 TAFEWA 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 TAFEWA 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
SIDE	Schools of Isolated and Distance Education
SOTA	School of the Air
SMS	Short message service
TAFE	Technical and further education
TAFEWA	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
WAMSE	Western Australian Monitoring Standards in Education is a program of population assessments in Science, and Society and Environment, which report results on a WAMSE scale of achievement using WAMSE units. A WAMSE scale has scores that range from 0 to 800 to include the full range of achievement observed in the assessment. The scale is constructed so that any given score represents the same level of achievement over time, enabling changes in standards to be monitored over time.

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/

Regional 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: ogu@det.wa.edu.au Web: www.det.wa.edu.au/training/ogu/
TAFEWA 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.centraletafe.wa.edu.au
Challenger TAFE	Tel: 9239 8200 Email: info@challengertafe.wa.edu.au Web: www.challengertafe.wa.edu.au
Swan TAFE	Tel: 9267 7777 Email: info.centre@swantafe.wa.edu.au Web: www.swantafe.wa.edu.au
West Coast TAFE	Tel: 1300 134 881 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 6857 (Kalgoorlie) Tel: 9071 9570 (Esperance) Email: enquiries@kalg.curtin.au (Kalgoorlie) Email: espclientserv@curtin.edu.au (Esperance) 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: 1300 304 244 Email: info@pilbaratafe.wa.edu.au Web: www.pilbaratafe.wa.edu.au
South West Regional College of TAFE	Tel: 1800 621 445 or 9780 7070 Email: courseinfo@swrc.wa.gov.au Web: www.swrc.wa.edu.au