



**Education Department of
Western Australia**

annual report 2000-2001



Cover: Craigie Senior High School



**Department of
Education**

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To the Minister



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

Dear Minister

In accordance with section 62 of the Financial Administration and Audit Act 1985, I hereby submit for your information and presentation to Parliament the report of the Education Department of Western Australia for the year ending 30 June 2001.

This annual report deals with the operations of government schools during the 2000 calendar year and with central office activities, finance and other related matters during the 2000-2001 financial year.

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

As Accountable Officer, I warrant that:

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

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

- the applications made for breach of standards review and the corresponding outcomes for the reporting period are: number lodged - 49; number of material breaches found - 9; number still under review - 4; and

- I have satisfied myself that during the year ending 30 June 2001, no officer classified at Level 9 or above possessed a personal interest of any kind in a contract or contracts existing or proposed to exist between the Education Department and a business entity external to the Education Department.

A handwritten signature in dark ink, appearing to read 'Ron Mance', with a long, sweeping horizontal line extending to the right.

**RON MANCE
A/DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)**

30 August 2001

Message from the Acting Director General



The new Minister for Education has made clear the government's view of the importance of school education and its determination to introduce a range of reforms to ensure that our public schools offer a world-class education to all Western Australians.

To meet the challenges of the new century, our schools must work in partnership with and be accountable to the community, and graduate students with an appetite for lifelong learning and the skills to participate productively and responsibly in an informed and caring society.



This determination to improve the image and quality of government schooling was made evident by the Minister's decision to establish an immediate review of the provision of resources and services to schools.

There is no doubt that the main purpose of the new directions taken in the coming months will be to ensure that we focus more directly on students to ensure that they achieve better outcomes. I expect the remainder of 2001 to be characterised by change, as government moves to give effect to the endorsed recommendations of the [Robson review](#).

This annual report provides details of our successes and areas in need of improvement during 2000-2001.

Among many notable achievements, we:

- implemented the School Education Act and Regulations, which are the most significant legislative changes affecting school education in this State in more than 70 years;
- introduced a later starting age for kindergarten students, creating a new cohort of older students who will be able to undertake thirteen years of school education and aligning this State more closely with other Australian jurisdictions, while at the same time improving provisions in early childhood education;
- continued the phased introduction of outcomes-based education through the Curriculum Improvement Program; and
- used innovative strategies to support the return to the workplace of staff who had been absent as a result of workers compensation claims and achieved significant reductions in premiums as a result.

The year was, of course, marked by the retirement of the Director General.

Peter Browne achieved a great deal during his short time in the position, although he would, I am certain, credit his achievements to the support of a hard-working and professional workforce.

It is true that without a workforce of the calibre we have in the Education Department, no amount of rhetoric about reform could ever be successfully transformed into action.

The current reforms have as their objectives:

- students who are more literate and numerate
- students who stay at school longer
- students and staff who enjoy better learning environments
- students who learn from teachers who know how best they learn
- teachers who are held in respect by the community
- students who are able to use quality information technology to learn about their world.

These objectives are constants in all that we do and we will strive to achieve them.

A handwritten signature in dark ink, appearing to be 'Ron Mance', with a long, sweeping horizontal line extending to the right.

RON MANCE

Education in brief



Responsible minister

The Education Department is responsible to the Minister for Education, Hon. Alan Carpenter MLA.

Accountable officer

The accountable officer of the Education Department is the Director General of Education.

Mr Peter Browne was appointed Acting Director General on 21 July 1999 and Director General on 6 September 2000. He retired on 29 June 2001 and Mr Ron Mance was appointed Acting Director General.

Enabling legislation

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

- School Education Act 1999
- Public Education Endowment Act 1909

Change of name

On 1 July 2001, the name of the Education Department of Western Australia was changed to 'Department of Education'.

Corporate structure at 30 June 2001

Minister for Education: *Hon. Alan Carpenter, MLA*

Director General (Acting): *Ron Mance*

- Director, Office of the Director General

Executive Director, Business and Resource Management (Acting): *Peter McCaffrey*

- Chief Information Officer
- Director, Facilities and Services
- Director, Finance

Executive Director, Education Programs (Acting): *Margaret Banks*

- Director, Early Childhood Education
- Director, Learning and Teaching
- Director, Student Services

Executive Director, Human Resources (Acting): *John Ryan*

- Director, Workforce Development
- Director, Staffing
- Director, Workplace Relations

Executive Director, Policy and Planning (Acting): *Rose Moroz*

- Director, Aboriginal Education (2)
- Director, Strategic Initiatives, Policy and Planning

Executive Director, Schools: *Peter Frizzell*

- Assistant Executive Director, Schools
- Director, Agricultural Education
- Director, Isolated and Distance Education
- Director, Standards and Effectiveness
- District Director (21)

16 district education offices

Albany
Bunbury
Cannington
Esperance

Fremantle
Goldfields
Joondalup
Kimberley

Midlands
Mid West
Narrogin
Peel

Perth
Pilbara
Swan
Warren-Blackwood

771 schools

Corporate structure at 23 July 2001

Minister for Education: *Hon. Alan Carpenter, MLA*

Director General (Acting): *Ron Mance**

- Executive Officer (Acting): *Sue McCarrey*

Deputy Director General (Acting): *Ed Harken**

- Executive Officer (Acting): *Lindsay Hale*

Executive Director, Teaching and Learning (Acting): *Margaret Banks**

Executive Director, Teaching and Learning (Acting): *Kevin O'Keefe**

- Learning technologies
- People and organisational development - workforce development, workplace relations, staffing
- Student services
- School and system performance - audit and review, standards and effectiveness, educational measurement
- Curriculum - early childhood education, agricultural education, learning and teaching, enterprise and vocational education
- Aboriginal education policy and operations

Executive Director, Corporate Services (Acting): *Peter McCaffrey**

- Finance - financial policy and services, finance and budgeting, schools resourcing
- Facilities and information technology services - asset services, contract services, IT technical support, information services
- International education
- Bureau services

16 district education offices

Albany
Bunbury
Cannington
Esperance

Fremantle
Goldfields
Joondalup
Kimberley

Midlands
Mid West
Narrogin
Peel

Perth
Pilbara
Swan
Warren-Blackwood

771 schools

* These officers comprise the Education Leadership Team and share responsibility for the following functions:

- | | | | |
|----------------------------------------|---------------------------------|------------------------------|-------------------------|
| • Commonwealth-State financial matters | • Liaison and planning | • Policy and planning | • School operations |
| • Cross-agency coordination | • Local area education planning | • Risk management | • Strategic initiatives |
| • Legal services | • Local management of schools | • School information systems | |

Mission statement

Our purpose

The purpose of the Education Department is to ensure that all government school students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society.

We therefore seek to ensure that all students:

- are able to communicate effectively in English;
- are able to apply mathematical concepts and processes;
- are able to find and use information;
- are able to use technology;
- work independently as well as cooperatively;
- approach learning in a manner which is both receptive and critical;
- are able to apply problem-solving skills;
- understand their society and environment and have the skills necessary to be informed, responsible citizens;
- understand the natural world and are able to apply scientific concepts and processes;
- appreciate the arts and are able to express their creativity;
- have the understandings and skills necessary to achieve health and well-being;
- are able to communicate in a language other than English;
- respect the rights of others; and
- value themselves as learners.

Our values

The actions of our staff are guided by four core values:

Learning

We have a positive approach to learning and encourage it in others. We advance student learning based on our belief that all students have the capacity to learn.

Excellence

We have high expectations of ourselves and our students. We set standards of excellence and strive to achieve them. These standards and expectations challenge all of us to give of our best.

Equity

We have a right to a workplace that is free of discrimination, abuse or exploitation. We recognise the differing circumstances and needs of our students and are dedicated to achieving the best possible outcomes for all.

Care

We treat all individuals with care. Our relationships are based on trust, mutual respect and the acceptance of responsibility.

In stating these values, we acknowledge that words are not sufficient. It is the actions, based on these values, which are important.

The government school system

Under the provisions of the School Education Act 1999, every person living permanently in Western Australia and aged between six and fifteen years must be enrolled at a government school or a non-government school, or receive approved home tuition.

Government schools provide schooling during the period of compulsory attendance to any person who wishes to enrol.

In addition, access to optional schooling is available for four-year-old and five-year-old children and persons aged over fifteen.

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

‘Special provision education’ services target students who do not attend mainstream schools: they include residential agricultural education; isolated and distance education services for students who cannot attend a school in person; educational services for students who require a non-integrated education support program; and senior college education.

Accounting for a quarter of the State budget, and employing the equivalent of some 25 000 full-time staff, the Education Department is the largest employer in Western Australia.

The Department is responsible for the education of some 258 000 students at 771 schools spread from Kalumburu in the north to Albany in the south, and from the Cocos (Keeling) Islands in the west to Wingellina, on the edge of the Great Victoria Desert, in the east.

Over 1 300 students receive approved home education.

TABLE 1: GOVERNMENT SCHOOLS BY NUMBER OF STUDENTS^(a) AND TYPE, 2001^(b)

Type of school	Enrolments												Totals
	< 21	21 - 35	36 - 100	101 - 200	201 - 300	301 - 400	401 - 500	501 - 600	601 - 800	801 - 1 000	1 001 - 1 200	> 1 200	
Senior high schools ^(c)			4	2	4	2	5	4	15	24	12	17	89
High schools				2	2	2		1	1				8
District high schools				23	17	5	6	4	3				58
Primary schools	15	27	80	80	94	99	65	33	38	10			541
Schools of Isolated and Distance Education ^(d)			5						1				6
Education support schools and centres	8	31	25	3	2								69
Totals	23	58	114	110	119	108	76	42	58	34	12	17	771

(a). Full-time equivalents. Pre-primary students are counted as full-time equivalent enrolments, irrespective of number of sessions attended. (b). First semester census. (c). Includes five campuses of the WA College of Agriculture, Gnowangerup Agricultural School, Cyril Jackson and North Lake senior campuses, Canning and Tuart senior colleges and Ballajura Community College. (d). Comprises five Schools of the Air and a Leederville campus.

Source: Information Services Directorate

TABLE 2: GOVERNMENT SCHOOLS AND STUDENT NUMBERS BY EDUCATION DISTRICT, 2001^(a)

District	Schools	Students	District	Schools	Students
<i>Metropolitan</i>			<i>Rural and remote</i>		
Cannington	81	31 482	Albany	28	7 792
Fremantle	87	36 402	Bunbury	36	12 840
Perth	84	30 732	Esperance	21	3 529
Swan	104	40 825	Goldfields	33	7 073
Totals	356	139 441	Kimberley	24	5 066
<i>Outer-metropolitan</i>			Mid West	43	9 089
Joondalup	43	20 686	Midlands	59	10 368
Peel	45	21 072	Narrogin	30	5 162
Totals	88	41 758	Pilbara	30	8 379
			Warren-Blackwood	23	7 673
			Totals	327	76 971
			All districts, totals	771	258 170

(a). First semester census.

Source: Information Services Directorate

In the Perth metropolitan area and major rural and remote centres, government primary schools provide sessional kindergarten, optional full-time pre-primary and full-time primary education (K-7 or P-7), and high, middle and senior high schools and senior campuses full-time secondary (7-12, 8-10, 8-12 or 11-12) education.

A small number of early childhood education centres and junior primary schools offer K-2 and K-3 education respectively.

Outside the major rural and remote centres, smaller primary schools, district high schools and remote community schools are provided.

K-10 (and, in some cases, K-12) schooling is delivered by district high schools supported by 'telematics' learning systems which integrate the use of personal computers, interactive television, the Internet, fax and telephone.

The remote community schools, most of which are situated in the Kimberley and Goldfields education districts, deliver K-10 education with the support of communications technology to Aboriginal children, for many of whom English is a second language or second dialect.

Campuses of the WA College of Agriculture are situated at Cunderdin, Denmark, Harvey, Morawa and Narrogin, while the Gnowangerup Agricultural School delivers specialised services to male youths experiencing social or behavioural difficulties.

Education support schools and centres cater for students with disabilities for whom specialised school environments are most appropriate. Students with mild to severe intellectual disabilities attending rural or remote schools are supported by the provision of equipment and learning materials and, for their teachers, professional development and assistance with the design of individualised education programs.

Delivery of schooling to geographically-isolated students involves the Schools of Isolated and Distance Education (SIDE); small K-7 and K-10 schools in remote areas; and a combination of face-to-face, interactive and traditional distance education teaching and learning.

The Canning and Tuart senior colleges provide repeating, re-entry, personal interest and international students aged over 16 years with access to a range of services.

The various kinds of schools operated by the Education Department are shown overleaf:

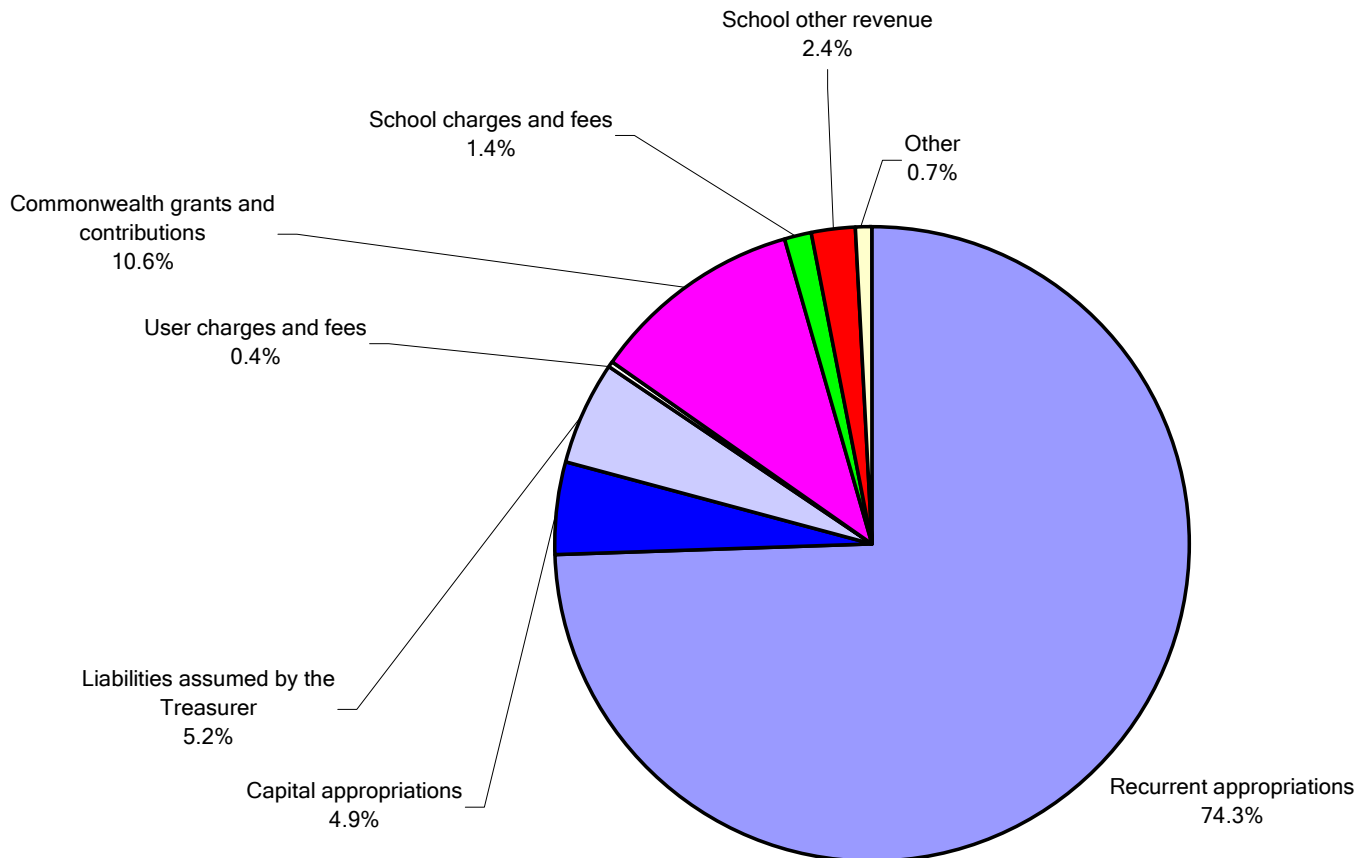
- Community kindergartens, which were formerly known as 'community pre-schools', are staffed by the Education Department.
- Some rural and remote primary schools enrol students in years 8-10.
- Some rural and remote district high schools enrol students in years 11-12.
- Kindergarten and pre-primary students may enrol at education support schools, but entry to education support centres is at year 1.

At 30 June 2001

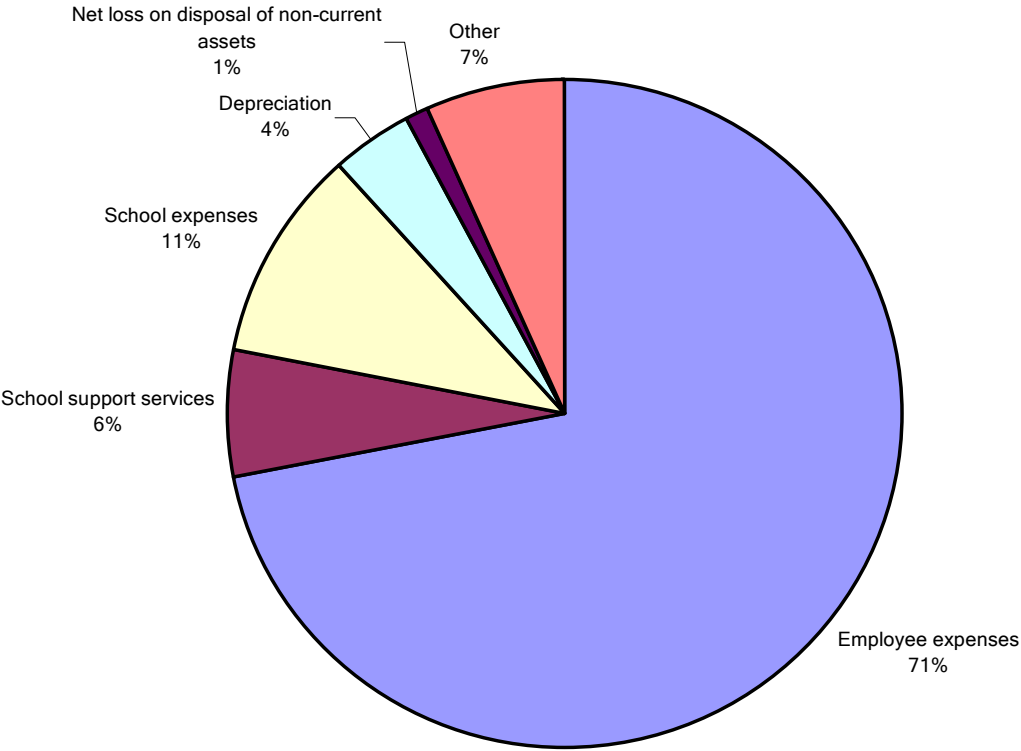
Finances

For full details of the Education Department's financial performance during 2000-2001, see *Financial Statements*. However, these graphs allow comparisons to be made between the various sources of revenue and costs of services.

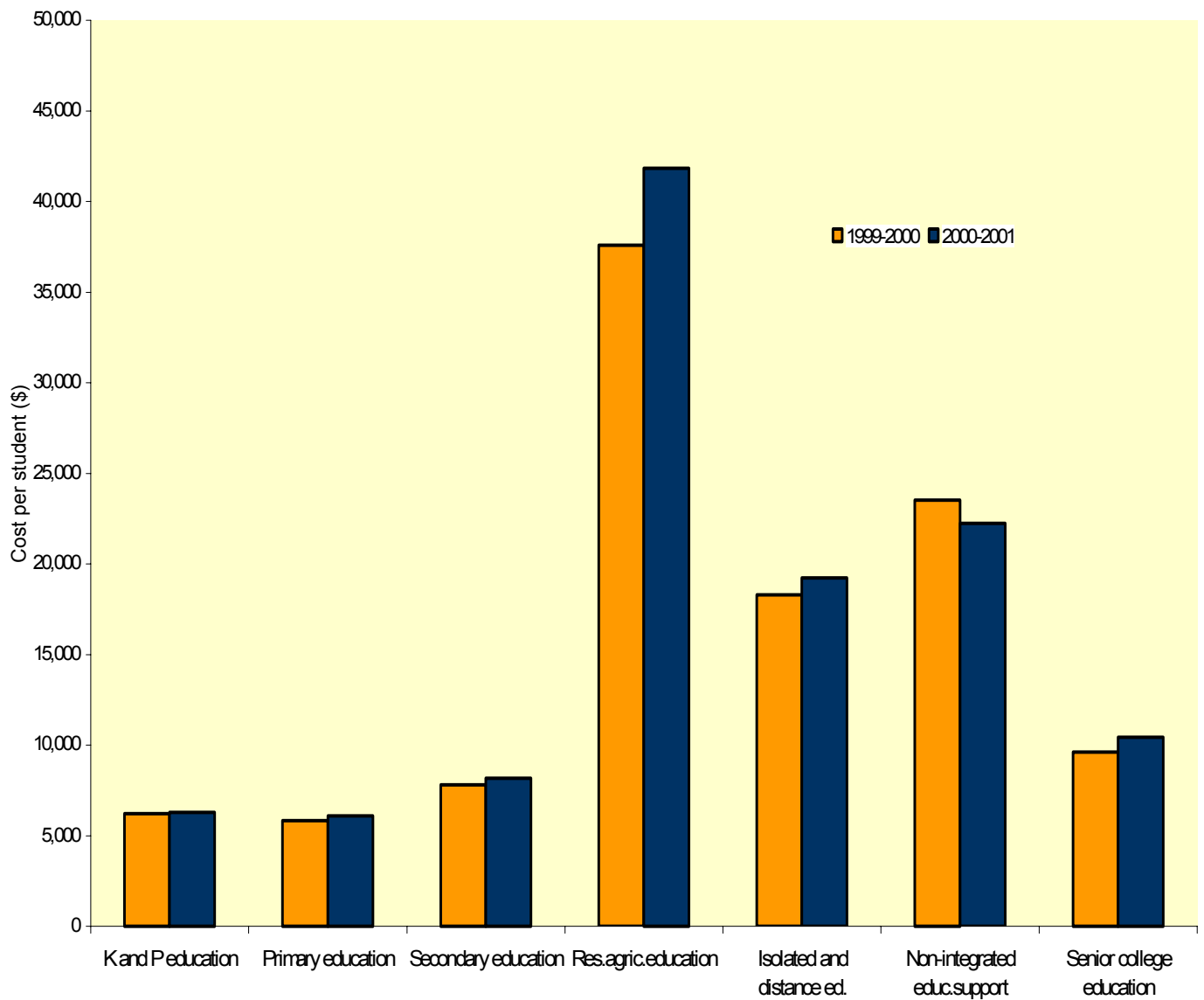
REVENUE 2000-2001



COST OF SERVICES 2000-2001

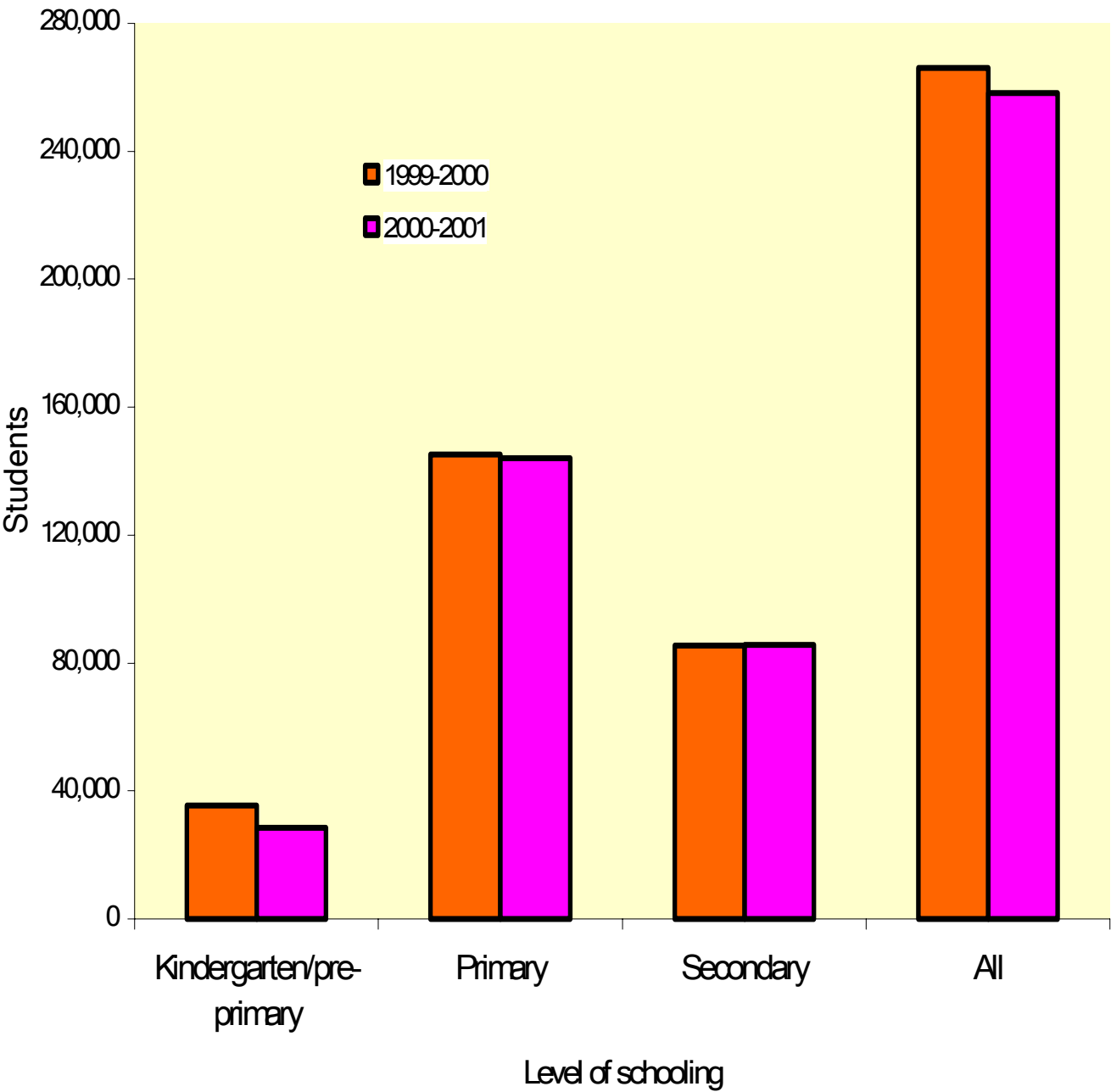


PER CAPITA COST BY OUTPUT 1999-2000/2000-2001

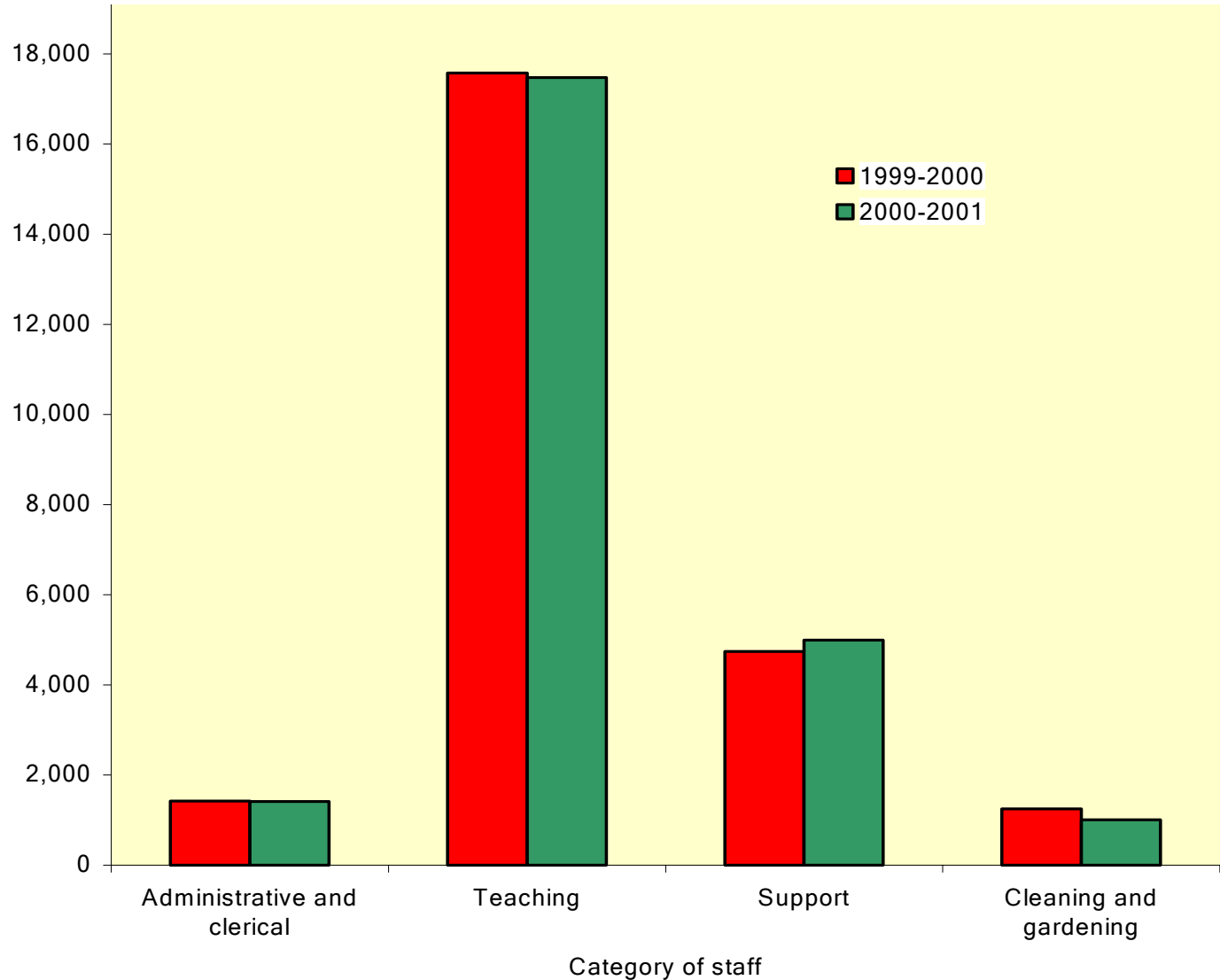


Students, staff and schools

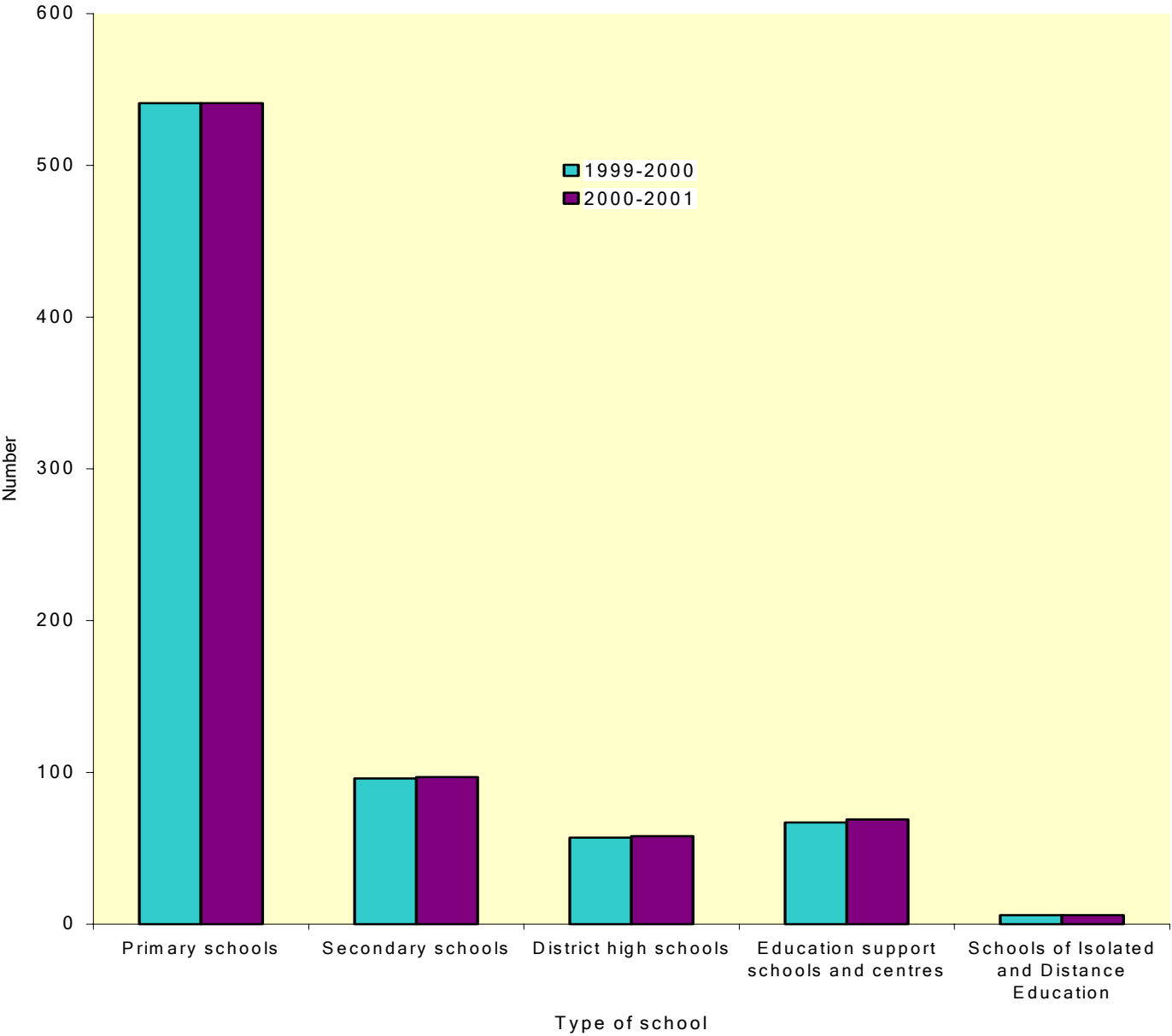
STUDENTS 1999-2000/2000-2001



STAFF 1999-2000/2000-2001



SCHOOLS 1999-2000/2000-2001



Highlights 2000-2001

Enrolments

- In February 2001, 70.7 per cent of all school students in Western Australia attended government schools.
- There were 258 170 students, compared with 266 171 in February 2000: 28 427 kindergarten and pre-primary, 144 049 primary and 85 694 secondary.

The reduction in enrolments was due to the change to the age of entry to kindergarten.

Major initiatives

- The School Education Act 1999 and Regulations 2000 came into effect and the training of school administrators, focusing on the resulting changes to operations, will continue throughout 2001.

A review of all existing policies, to ensure compliance with the Act, is well advanced.

- A later starting age for kindergarten students was introduced, creating a new cohort of older students who will be able to undertake thirteen years of education and aligning this State more closely with other Australian jurisdictions, while at the same time improving provisions in early childhood education: from 2001, only children whose fourth birthday falls on or before 30 June are eligible to enter K programs.

Western Australia is the only State that provides universal access to government-funded kindergarten and pre-primary programs.

- Innovative strategies were used to support the return to the workplace of staff who had been absent because of workers compensation claims: as a result, the 2000-2001 premium was reduced by \$1.1m.
- The first purpose-designed middle school opened at Halls Head, Mandurah in 2001 and the Mandurah and Coodanup senior high schools became 8-10 schools. Each contributes students to the Mandurah Senior College.
- Eastern Goldfields Senior High School was redesigned and upgraded to enhance the implementation of middle-schooling practices with the movement of years 11 and 12 students

to co-location with the Kalgoorlie campus of Curtin University of Technology.

- The enrolment of fee-paying international students in years 8-12 was extended to an additional nine schools.
- Schools continued to move successfully through the Curriculum Improvement Program (CIP), which involves implementation of the Curriculum Framework by 2004 and implementation of the Outcomes and Standards Framework, of which the Student Outcome Statements are the major part, by 2005.
- Responsibility for the support and future development of the Student Outcome Statements was transferred to the Curriculum Council.

This will ensure that a single student progress map is implemented in all Western Australian schools.

- Interim and final responses to the Post-compulsory Education Review Position Paper were presented to the Curriculum Council in May and June 2001 respectively.
- The first stage of *Getting it Right* was launched with a trial program in the Cannington education district. In addition, recruitment began of a further 50 teachers, who will be trained by the end of 2001.
- Refinements to the Literacy Net involved inclusion of the viewing strand of the English Learning Area and use of the Net as a comprehensive tool for the identification and diagnosis of literacy needs within the broader Literacy and Numeracy Strategy.
- Student participation in studies of languages other than English continued to increase at a very significant rate, with 131 072 students K-12 being involved, including 91 per cent of all students in years 3 to 7.
- Following an extensive review of comparative costs, the Vacswim contract was terminated and management returned to the Education Department.
- Between 1997 and 2000, Vocational Education and Training (VET) grew from being a minor additional activity for 683 students in 36 schools to a part of mainstream education for 7 694 students (a quarter of the years 11 and 12 cohort) in 137 schools.

- Under *Making the Difference*, work on developing the Social-emotional Developmental Continuum continued.

This tool assists schools and education districts to monitor and promote the mental health of all students through the provision of supportive learning environments and appropriate evidence-based curriculum strategies and programs.

- The student tracking project had considerable success in reducing the number of students in the pilot districts (Mid West, Goldfields and, in 2000, Kimberley) whose whereabouts were unknown, as well as achieving some reductions in the numbers of students reported as being regular non-attendees.
- The aim of the inclusion program - of supporting 50 students with intellectual disabilities enrolled at their local schools - was achieved, with 54 students participating in 2001.
- The apparent retention rate from year 8 to year 12 for Aboriginal students increased from 19.2 to 22.3 per cent.
- The Moorditj Noongar Community College, which provides specifically for Aboriginal students, opened and enrolled students K-3.
- Four hundred and fifty-six schools offered Aboriginal Studies.
- The number of Aboriginal employees reached 659 (2.1 per cent of the workforce) compared with 485 (1.6 per cent) in 1997.
- There were 19 200 computers in primary schools (one per eight students) and 15 100 in secondary schools (one per five students).
- The second Level 3 Classroom Teacher selection trial was completed and 94 new Level 3 teachers were appointed for 2001.
- In a joint initiative with the Overseas Qualification Unit of the Department of Training and Employment and Murdoch University, the Department developed and delivered an award-winning orientation program for overseas-trained teachers.
- Nineteen teachers participated in lower secondary mathematics retraining during 2000 and will complete their course in 2001. The program, delivered externally by Murdoch University,

enabled teachers to undertake their studies on a part-time basis.

- Thirty-four teachers, including both fixed-term and permanent staff, were selected on merit to fill vacancies.

Fixed-term contracts, ranging in duration from one to five years, were offered.

- Opportunities for permanency were extended to include fixed-term teachers appointed to clear vacancies on the completion of three years of continuous satisfactory service.
- The service requirement for permanency in Difficult to Staff schools was reduced to two years.
- A travelling advocate team was established to promote teaching as a career to school leavers and the Education Department as the employer of choice for graduating student teachers.
- The Rural Principalship Scheme was introduced to address a number of issues associated with the turnover of administrators in small rural schools.

Quality teachers may be appointed for two years to principal positions that remain vacant after the substantive promotion round.

- The introduction of the School Information System commenced.

Schools will progressively implement SIS over 2002-2003 and it is estimated that by 2003, 80 per cent of schools will be utilising it, increasing to 90 per cent by 2004.

- A final report on the local management of schools trial reported favourably on the initiative and recommended its extension.

Student achievement

- The proportion of year 12 students achieving Secondary Graduation was 50.8 per cent, compared with 51.1 per cent in 1999.
- In 2000 national literacy and numeracy testing, 96.2 per cent of government schools' year 3 students met or exceeded the reading benchmark, 80.4 per cent the provisional spelling benchmark and 84.3 per cent the provisional writing benchmark. The comparable figures for year 5 were 92.7 per cent, 83.0 per cent and 81.7 per cent. In numeracy, 80.6 per cent of year 3 students and 84.8 per cent of year 5 students met or exceeded the provisional benchmark.

Many students were recognised for their achievement of excellence:

Curriculum Council Excellence in Vocational Studies Medal

- Darren Chapman, Narrogin Campus, WA College of Agriculture

Curriculum Council General Exhibition

- Winston Almeida, Willetton Senior High School
- Lisa Baetsen, Rossmoyne Senior High School
- Samuel Bennett, Northam Senior High School
- John Bui, Willetton Senior High School
- Louise Carter, Rossmoyne Senior High School
- Chong-Heong Kwah, Churchlands Senior High School
- Michael Cleaver, Leeming Senior High School
- Jane Lock, Applecross Senior High School
- Timothy Tay, Rossmoyne Senior High School
- Wen-Yew Lee, Duncraig Senior High School
- Richard Whitehead, North Albany Senior High School

Curriculum Council Subject Exhibition

For Tertiary Entrance Score subjects, subject exhibitions are awarded to the eligible students obtaining the highest raw examination marks in each subject. For wholly-school-assessed subjects, subject exhibitions are awarded to the top eligible Certificate of Distinction students.

- Winston Almeida, Willetton Senior High School: Geography
- Lisa Baetsen, Rossmoyne Senior High School: Biology
- Pippa Bainbridge, Kalamunda Senior High School: Drama Studies
- Chong-Heong Kwah, Churchlands Senior High School: Calculus
- Tiffany Hawkins, Ballajura Community College: Modelling with Mathematics
- Lisa Jenner, Carine Senior High School: Automotive Workshop
- Michelle Ledwith, Willetton Senior High School: Work Studies
- Jane Lock, Applecross Senior High School: Applicable Mathematics
- Crystal Lilly, Coodanup Senior High School: Health Studies
- Nataly Matthews, Churchlands Senior High School: Japanese - Second Language
- Gillian McLaughlin, John Curtin College of the Arts: Dance Studies
- Claire Murphy, Kelmscott Senior High School: Aspects of the Tourism Industry
- NFP*, Hollywood Senior High School: Ancient History
- NFP, North Lake Senior Campus: Structured Workplace Learning – Tourism and Travel
- Rachael Ord, Wanneroo Senior High School: Furniture Design and Technology
- Alison Prior, Esperance Senior High School: Business Information Technology
- Taya Reid, Applecross Senior High School: English
- Lisa Tassone, Mount Lawley Senior High School: Accounting
- Yee-Khuan Teoh, Willetton Senior High School: English as a Second Language

*Not for publication

Curriculum Council Special Subject Award

- Andiana Winarto, Tuart College: Indonesian Advanced

Aboriginal Education Awards of Achievement

- Outstanding female Aboriginal year 12 student: Amanda Shedley, Eastern Goldfields Senior High School
- Outstanding male Aboriginal year 12 student: James Palmer, Coodanup Senior High School

Apex WA Teenage Fashion Awards

- Jasmine Lim, Rossmoyne Senior High School: casual/day wear
- Natalie Grundy, Willetton Senior High School: evening/ball gown

Quest for Excellence Awards

- Benjamin Bickley, Australind Senior High School: visual arts, design and technology non-functional form
- Pamela Haggas, Matthew Jajko, Jesse Matthews and Joanna Tyler, John Forrest Senior High School: citizenship
- Joel Mitchell, Kalamunda Senior High School: visual arts, design and technology functional form
- Jessica Monkhorst, Albany Senior High School: performing arts
- Nancy Page, John Curtin College of the Arts: written presentation

Western Australian Youth of the Year

- Sophie McNeill, Shenton College

Corporate achievement

Aboriginal Education Awards of Achievement

- Outstanding Aboriginal community/ASSPA group: Nulsen Aboriginal Kindergarten Board
- Outstanding school: Midvale Primary School
- Milton Thorne Award: West Northam Primary School
- Ben Drayton Award: Esperance District Aboriginal Education Council

ACS National Innovation in School Careers Programs Award

- Ocean Reef Senior High School and Hamilton Senior High School

Australia Day Council Chairman's Award

- Kwinana Industries Council Excellence in Education Compact

Education Department of Western Australia Equal Opportunity and Diversity Awards

- Aboriginal and Torres Strait Islander: Coolgardie Primary School
- Diversity: Beaconsfield Primary School

Education Innovation Awards

- Junior primary: Bakers Hill Primary School
- Middle/upper primary: Kinlock Primary School
- Lower secondary: Laverton Primary School and Toodyay District High School

- Post-compulsory: Kwinana Senior High School
- Open: Ballajura Community College
- Overall: Woodlands Primary School

Excellence in Leadership in Indigenous Education Award (Numeracy)

- Kununurra District High School

Premier's Awards for Excellence in Public Sector Management (Equal Employment Opportunity and Diversity)

- Education Department of Western Australia, in association with the Department of Training and Employment and Murdoch University

Science 2000 BHP School of the Year

- Willetton Senior High School

Young Achievement Awards Company of the Year (WA)

- Applecross Senior High School

Staff achievement

Aboriginal Education Awards of Achievement

- Aboriginal Education Hall of Fame Inductee: Fred Merredith
- Aboriginal Education and Training Council Award: Kevin O'Keefe
- Barry Hayward Award: Iris Woods, Coodanup Senior High School
- Outstanding Aboriginal educator: Hazel Hobbs, Wangkatjungka Remote Community School
- Outstanding non-Aboriginal educator: Sam Hancock, East Kenwick Primary School
- Outstanding non-Aboriginal teacher: Sandi Grylls, Mount Barker Primary School

Churchill Fellow

- Suzanne Cooper, Narrogin District Education Office
- Melanja Kwiatkowski, Workforce Development Directorate

Educational Computing Association of Western Australia Educator of the Year

- Ray Cilia, Cable Beach Primary School

National Excellence In Teaching Award

- Glenda Cain, Tranby Primary School
- Celia Costin, Perth Modern Senior High School
- Lorraine Ellis, Newton Moore Senior High School
- Janet Wood, Eden Hill Primary School

Principal of the Year

- Joseph Martin, Joondalup Primary School

Education Department of Western Australia Equal Opportunity and Diversity Awards

- Women: Darrilyn Dawson and Susan Waterhouse, Westminster Education Support Centre

Retirement of Director General

Peter Browne retired as Director General of Education on 29 June 2001.

The Minister for Education, Hon. Alan Carpenter, said:

‘His career is one that he can be thoroughly proud of; beginning as a classroom teacher and ending as Director General of Education.

‘Mr Browne used the experience he gained in the classroom to bring about improvements in the system.

‘Peter Browne's career has given him an unparalleled knowledge of our education system and the demands placed on it by our rapidly changing society.

‘At all times he has worked to deliver the best possible education for our children.

‘He has served with dedication and enthusiasm.

‘Mr Browne has worked tirelessly with me since I became Minister, to help plan implementation of the Government's policies.

‘I have appreciated and enjoyed the good working relationship we have developed.’

Reviews

Putting Children First

In April 2001, the Minister for Education announced a 12-week review by a taskforce headed by the Deputy Vice-Chancellor of the University of Western Australia, Professor Alan Robson, of services and resources provided to government schools. Professor Robson was required to recommend organisational structures and strategies that would ensure that services and resources were used to make a real difference in improving outcomes for students.

The report, Investing in Government Schools: Putting Children First, was presented to the Minister on 27 July 2001.

Students with disabilities

Also in April, the Minister commissioned a review of government school services for children with disabilities, with particular reference to the subjects of two of the government's election promises: therapy services and the provision of education assistants. The review is to:

- identify disability target groups;
- map current numbers and projected growth of target groups;
- map current services across each disability group;
- review current policy and processes for the delivery of education to students with disabilities; and
- consult widely with all stakeholders, including other government agencies.

District structure

In 1997, the Education Department implemented a realignment program that established 16 education districts with management and operating structures designed to deliver education more efficiently; enhance district leadership, management and quality assurance; provide more effective support to schools; and be more responsive to local needs and expectations.

In November 2000, a review was approved to evaluate the effectiveness of the structure in achieving these objectives and to recommend improvements. A small team carried out extensive interviews with central office divisions, education districts and focus groups of principals and stakeholders, including the State School Teachers' Union. A survey instrument was developed and sent to all schools, eliciting an exceptional return rate of over 70 per cent. The data are being subjected to detailed analysis.

School Education Act

On 1 January 2001, the School Education Act 1999 and the School Education Regulations 2000 came into operation. The Act repealed the Education Act 1928, the Education Regulations 1960 and the School Premises Regulations 1981.

It provides a new framework for the governance of school education in Western Australia.

It deals with matters affecting government schools, non-government schools, community kindergartens and home education, with the main focus being on government schools.

During the year, 25 day-long workshops on the legislation were held for 1 545 school administrators and other staff across the State. The workshops were supplemented by the distribution of resource materials, including the Regulations, regular articles in *School Matters*, a bulletin board and support by the central and district offices.

Introduction of the Act generated a review of all Departmental policies and outcomes and involved development of the [Regulatory Framework](#) (which replaces the former Policy Framework); a substantial reduction in the number of policy documents; marked improvements in the quality and readability of these documents; and the provision of convenient access to them.

Most documents in the Framework contain no new requirements, and are 'new' only in the sense that they have been rewritten to conform to a standard format and nomenclature which improves their clarity and usefulness. Furthermore, some apparently new documents are simply more efficient combinations of related documents in the Policy Framework.

Regulatory Framework documents which have no equivalents in the Policy Framework have been included because of requirements of the Act and Regulations, or because they formalise best practice which had either not been documented previously or was not included in the Policy Framework. Each new and revised document is examined by a cross-divisional team to ensure quality, accuracy and a consistent Departmental position.

The provision of access to the Regulatory Framework via the Internet and the distribution to all government schools of a CD-ROM version means that it is now much easier for staff to gain the necessary awareness of the policy settings of the Department and thus better meet their accountability responsibilities. It also provides students, parents and the general public with the opportunity to refer to these documents.

The first CD-ROM was issued in May 2001 and the second is expected to be in schools in August 2001. The response to this innovation from schools and district offices has been highly favourable.

The School Education Act requires the Department to establish a number of advisory panels to review decisions in individual cases relating to students with disabilities, school discipline, school attendance, the registration of home educators and the registration of community kindergartens. The panels provide an opportunity for community involvement in decisions affecting the education of children.

To ensure involvement of a broad cross-section of people from the community, with a wide range of experience, skills, knowledge and attributes, a recruitment strategy was developed. The strategy included placing advertising in metropolitan and country newspapers, contacting a wide range of community groups by means of a letter from the Director General, and publishing the application form and explanatory information on the Department's Website. Over 160 applications were received, providing a good coverage of all districts and panels.

Information provided by applicants was placed on a confidential database and staff responsible for establishing panels will identify individuals from the database with relevant experience and qualifications to serve on a case-by-case basis.

States Grants (Primary and Secondary Education Assistance) Act 2000

The Commonwealth provides financial assistance in the form of general recurrent grants, capital grants and targeted programs under the [States Grants \(Primary and Secondary Education Assistance\) Act 2000](#) and the [Indigenous Education \(Targeted Assistance\) Act 2000](#). Funding under the former statute will amount to about \$184.5m for the calendar year 2001.

Administrative devices used by the Commonwealth include the States Grants (Primary and Secondary Education Assistance) Regulations 2001, the Commonwealth Programmes for Schools Quadrennial Administrative Guidelines 2001 to 2004, and bilateral agreements with each State and with non-government bodies.

The Regulations prescribe performance measures, performance targets and performance information. However, the Act and Regulations contain some provisions that are of concern:

- section 12(1)(b) requires the State to commit to achieving performance targets which the Commonwealth determines unilaterally through the Regulations;
- the Regulations contain performance targets that are not practicable to reach and performance information that cannot be provided, but section 15(c) requires that they be reported on; and
- section 15(e) implies a power for the Commonwealth Minister to direct the State Minister if these targets are not met.

Home education

The Curriculum Council Act 1997 requires that home-educated students make satisfactory educational progress under the Curriculum Framework and the School Education Act 1999 recognises home education as a third tier of schooling.

Significant resources are invested by the State government in ensuring positive outcomes for children who are educated at home and it must be assured that home education is monitored and regulated using measures and standards of achievement comparable with school measures and standards.

District education offices currently manage the assessment of home education programs for some 1 300 students. In 2001, it is estimated that this process will cost approximately \$160 000, including travel undertaken by district officers and non-departmental personnel.

Local decision making and school-community partnerships

Increased local decision making has the capacity to increase parents' involvement at every level of their children's education. It encourages their involvement in learning programs and communication with teachers, as well as providing opportunities for them to have a voice in directions, policies and decisions at the school level.

While all government schools undertake significant local decision making, the Education Department is developing a new and comprehensive approach to school, family and community partnerships by building on the success of the Local Management of Schools pilot project and refocusing the Local Management of Schools Network in partnership with the State School Teachers' Union, WA Council of State School Organisations and Australian National Schools Network. It links closely to new initiatives to support values in government schools and annual school reporting to parents.

Planning and consultation are currently in progress for expanding and refocusing the Local Management of Schools Network, through forums, professional development, action research and Website construction; implementing local school-community agreements; identifying factors that affect family involvement in schools; and defining system-level parameters for increased local decision making.

The Education Department is committed to:

- empowering schools to make as many of the decisions as possible to bring about improvements for students;
- providing opportunities for parents to be more involved in, and better informed about, government schools;
- supporting schools in becoming more responsive to the needs of families; and
- helping schools to build partnerships with their communities.

Middle schools and middle schooling

Since the mid-1990s, numerous reports have appeared throughout Australia emphasising the importance of addressing the needs of young adolescents through a modified approach to schooling.

To respond to this concern, some government secondary schools have already been reconfigured through the Local Area Education Planning process and the opportunity has been taken to introduce more campuses for post-compulsory students and to convert some senior high schools into 8-10 schools. In many cases, middle schooling strategies have been introduced.

The period of middle schooling is generally defined as straddling the upper-primary/lower secondary years.

Middle-schooling strategies vary from school to school but in the main they are directed toward making school more relevant and meaningful and providing greater pastoral care through students having closer connections with fewer teachers. In order to do this, some teachers are now responsible for the learning outcomes of students in as many as three learning areas. Students are able to negotiate the curriculum with their teachers and collaborative learning and teaching styles are used wherever possible.

In metropolitan and regional areas characterised by rapid population growth (Peel, Albany, Joondalup, Kalgoorlie/Boulder, Bunbury), the preferred model is that of separate years 8-10 schools and senior campuses.

The first purpose-designed middle school opened at Halls Head, Mandurah in 2001 and the Mandurah and Coodanup senior high schools became 8-10 schools. They each contribute students to Mandurah Senior College.

With the movement of its years 11 and 12 students to co-location with the Kalgoorlie campus of Curtin University of Technology, Eastern Goldfields Senior High School has been redesigned and upgraded to enhance the implementation of middle-schooling practices.

Kinross and Eaton (to open in 2002) will be dedicated middle schools.

In areas in which consolidation is appropriate, school amalgamations are providing opportunities for the implementation of these emerging pedagogies and practices: for example, the Hollywood and Swanbourne senior high school have been closed and the replacement school, Shenton College, has separate middle and senior schools; and when the Geraldton and John Willcock senior high schools were amalgamated as Geraldton Secondary College, the former became the senior section of the new school.

In areas experiencing significant reductions in enrolments, senior high schools are being reconfigured as 8-10 or K-10 schools, complemented by the establishment of separate senior campuses: thus Maddington Senior High School has become Yule Brook College, an 8-10 school; Cannington Community College, a K-10 school, has replaced Cannington Senior High School; and both feed Sevenoaks Senior College.

The redevelopment of Mount Lawley Senior High School will involve the creation of discrete middle and senior schools.

Schools implementing middle schooling do so in ways that best suit their own particular structures and contexts, communities, teachers and, most importantly, their students.

Middle schooling is an appropriate vehicle for implementing certain teaching and learning principles within the Curriculum Framework and the Outcomes and Standards Framework, including a movement away from a prescriptive curriculum, enabling schools to focus learning and subject choice on meeting the individual needs, interests and concerns of adolescent students.

New school entry age

From 2001, only children whose fourth birthday falls on or before 30 June are eligible to enter K programs in government schools.

The change creates a half-cohort of students that will move through primary schools from 2001 to 2009 and through secondary schools from 2010 to 2014 and, as it does so, create some management issues:

- to ensure that all principals have the skills and knowledge to manage the early childhood education program in schools, the Education Department, in partnership with the Western Australian Primary Principals Association, has established the Volunteer Principals project, under which a principal in each education district takes responsibility for providing support and information to his or her colleagues on early childhood education;
- an increase in the number of mixed-age classes is anticipated and a strategy to inform parents and the community about the educational benefits of these groupings is planned;
- the impact of the half-cohort on per capita funding from the Commonwealth is factored into the forward estimates.

The Department is undertaking a review of funding for the early childhood education program as a whole that will indicate whether an application to Treasury for further funding is required;

- to ensure that schools are able to offer a full range of secondary courses between 2010 and 2014, the possibility of some courses being delivered on line will be investigated;
- changes to staffing levels may affect smaller schools and some schools' classifications may be varied as a result of their enrolling fewer students.

School staffing levels will be managed by reducing the number of temporary employees.

Corporate planning

During 2001, a Corporate Planning Reference Group was established to review planning across the Department and develop a process that would reflect whole-of-government strategic planning. The Group investigated effective models elsewhere in Australia and overseas and is drafting a framework that incorporates government outcomes, performance indicators and priorities, as well as reflecting other directions of the Department.

Workshops have been conducted with State Executive, the WA Council of State School Organisations and the State School Teachers' Union to debate issues affecting students now and in the future.

Work has commenced on the *Plan for Government School Education 2002-2006*. The new Plan will not follow directly from the *Plan for Government School Education 1998-2000*, as it is necessary to incorporate the government's plans for educational reform.

Operations

Outcomes, outputs
and output measures



Outcomes, outputs and output measures

Public sector agencies are funded by Parliament to achieve one or more outcomes established by government.

Outcomes are effects, impacts, results on or consequences for target clients of the goods or services produced by agencies. The Education Department is funded to achieve the following outcome:

Quality education for all Western Australians who choose government schooling.

An **output** is a good or service provided by an agency to its customers. To achieve the government-desired outcome, the Department operates through seven outputs:

Output 1	Pre-primary education*
Output 2	Primary education
Output 3	Secondary education
Output 4	Residential agricultural education
Output 5	Isolated and distance education services for students who cannot attend a school in person
Output 6	Educational services for students who require a non-integrated education support program
Output 7	Senior college education

* From 2000, the following descriptors apply: schooling for four year olds – 'kindergarten education'; schooling for five year olds – 'pre-primary education'; and schooling for four and five year olds – 'pre-compulsory education'. 'Pre-primary education' is retained here in reference to Output 1 because it is the title used in the 2000-2001 Budget Statements.

An important aspect of the output-based approach is measurement of the extent to which an agency has succeeded in delivering the outputs for which it has been funded. In this section, tables of output measures compare the actual performance of each output during 2000-2001 with target performance specified in the Budget Statement 2000-2001.

Change to output structure

When output-based management was introduced in 1996, the Education Department developed its output structure in accordance with Treasury guidelines. At the time, the main aim was seen to be the identification of sub-sets of the Department's services to external clients that could be separately costed and counted.

This resulted in a structure consisting of seven outputs, which has been used for the 1997-1998, 1998-1999, 1999-2000 and 2000-2001 budgets, and which has involved the development of output measures of quantity, quality, timeliness and cost.

The output structure has proved useful for the presentation of information on relative costs.

Output quantity information (full-time-equivalent students) has been more accurate and consistent than that of most other agencies, although of necessity costs have been derived through a complicated arrangement of allocation models. However, the outputs have never been connected directly to the way in which the Education Department manages its services.

In practical terms, the Department provides a single output, 'Government School Education', which is managed at the systemic and school levels. The principal method of management is through schools - resources are allocated to the school; the core quality assurance and accountability processes operate through the school as a discrete delivery unit; and the school is the interface with the public.

A proposal was put to Treasury in December 2000 for the adoption of a single output structure and the provision of more performance information in the Budget Statements. Treasury has approved a structure comprising two outputs, **Primary Education** and **Secondary Education**, which will be used for the 2001-2002 budget.

Although this output structure is not reflected in the Department's organisational structure, it is consistent with the major groupings of schools and with the major categories of school resourcing. Additional performance information and revised costing processes are being developed in the context of this structure.

Output 1: Pre-primary education

Purpose

To provide access to optional part-time or full-time schooling in government schools for children aged four and five years.

Highlights

- Expansion of the kindergarten and pre-primary programs
- Introduction of revised student starting date

Students	19 055 FTE
Recurrent expenditure	\$107.540m

The early years have a profound influence on children's development, and their participation in early childhood education helps to equip them with the social, physical and emotional skills necessary to cope effectively with life and learning.

The focus of [early childhood education](#) in Western Australia is on the young child in the context of the family, community and school. It plays a critical role in assisting families to maximise their participation in a changing society and, through quality culturally-appropriate experiences, enriching children's ability to understand their world and make appropriate decisions about their behaviour.

Learning outcomes are planned within the context of the eight learning areas of the Curriculum Framework and embedded in an interactive, play-based program.

In 2000, all children turning four were guaranteed access to two half-days per week of kindergarten, and some 17 600 children were enrolled in K programs at primary schools, district high schools or community kindergartens.

In 2001, K programs are available to children turning four before 30 June and pre-primary (P) programs to all children turning five during the year.

In 2000, K facilities were attached to 485 government schools (492 in first semester 2001). There were also 47 community kindergartens (42 in first semester 2001).

First semester 2001 K enrolments totalled about 9 800 as a result of the change to the entry age. The numbers were significantly higher than had been expected, probably because of a comprehensive campaign to inform parents and caregivers of the change. The campaign, first mounted in 1999, is continuing at a less-intensive level during 2001 to prepare for 2002.

The P program provides four full days of schooling per week for about 20 000 children; students are also able to attend on a part-time basis. It was delivered through 599 government schools in 2000 and 612 in first semester 2001.

Sixty additional transportable classrooms have been made available for K and P schooling and a further nine modified.

The new entry age has been introduced to address the issue of Western Australians starting and finishing their schooling at a younger age than those in most other States and Territories. The change improves the consistency of the organisation and delivery of schooling across the nation.

From 2001, only children whose fourth birthday falls on or before 30 June are eligible to enter K programs. The change creates a half-cohort of students that will move through primary schools from 2001 to 2009 and through secondary schools from 2010 to 2014.

In 2002, a full cohort will be enrolled.

In 2001, the K program has increased from two to four half-days per week. In 2002, P will be extended from four to five full days per week. Children will thus receive an extra 40 days of schooling per year, or almost the equivalent of an additional term.

Research shows high-quality programs in these early years are highly effective in improving long-term educational outcomes for children and from 2001, all children have the opportunity to undertake thirteen years of full-time schooling. Western Australia is the only State that provides universal access to government-funded educational programs to children two years before they enter compulsory schooling.

Community kindergartens

Community kindergartens are a relatively small component of the overall K program and operate under the School Education Act, which allows their number to be increased or individual kindergartens to request amalgamation with local government primary schools.

Each has a parent committee that is responsible for financial management and day-to-day operations.

All community kindergartens are linked to local government schools, whose principals manage the teachers and assistants (who are employees of the Education Department) and oversee the educational programs. An allocation of \$0.75m provides an operating grant for every community kindergarten and the salary of an Education Department officer with responsibility for providing administrative and educational support. In addition, parent management committees are able to request voluntary contributions from the families of children attending community kindergartens and to conduct fund-raising activities.

Aboriginal students

All 26 Aboriginal kindergartens are now under the direct management of local schools, with the final six being transferred during 2000. Their educational programs are designed to promote learning and development through culturally-appropriate programs, with an emphasis on literacy, numeracy and family and community involvement.

Aboriginal children do not as yet participate in pre-compulsory programs to the same extent as do children from the wider community.

The change to the K entry age in 2001 would have meant that Aboriginal children would be at least three and a half years of age on entering kindergarten, instead of three as they had previously been. In order to continue meeting their educational needs and improve their school retention rates, an agreement was made between the Education Department and the Department of Family and Children's Services for 2001 that allows ineligible children to continue to attend Aboriginal kindergartens and 33 schools with large Aboriginal student populations.

As an interim measure, an exemption for these 59 schools from the Community Services (Child Care Services) Act 1972 for one year has allowed them to continue the practice of enrolling Aboriginal children who were three years of age but would not turn four before 30 June 2001 in a child care program during kindergarten sessions. An inter-agency committee is working to develop a long-term solution to the issue.

An early literacy and numeracy strategy for Aboriginal children K-1 aims to improve their outcomes in a way that values their cultural and linguistic repertoire. Teachers work collaboratively with parents and Aboriginal and Islander Education Officers.

Class sizes

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

Performance

Information about the Education Department's performance in relation to Output 1 is presented in Table 3. It should be read in conjunction with the data provided in the *Key Performance Indicators*.

TABLE 3: OUTPUT MEASURES, KINDERGARTEN AND PRE-PRIMARY EDUCATION, 2000-2001

	2000-2001 Target	2000-2001 Actual
Quantity		
Student FTE ^(a)	19 282	19 055
Quality		
Percentage of four-year-old cohort enrolled in Education Department kindergarten programs	57	55
Percentage of five-year-old cohort enrolled in Education Department pre-primary-programs	78	78
Timeliness		
Pre-primary education was delivered during the four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$7 249	\$6 288

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001. Excludes community pre-schools.

Sources: Information Services Directorate and Budgeting and Financial Management Branch

Output 2: Primary education

Purpose

To provide access to full-time primary schooling in government schools for persons aged generally from 6 to 12 years.

Highlights

- Progress with the phased introduction of the Curriculum Framework and Student Outcome Statements
- Continued implementation of *Making the Difference*

Students	141 725 FTE
Recurrent expenditure	\$748.483m

Primary education (years 1 to 7) is available to all children from the beginning of the year in which they turn six and is delivered by primary, district high and remote community schools, as well as the Schools of Isolated and Distance Education (Output 5) and education support schools and centres (Output 6).

Primary education maintains continuity of learning with pre-primary education and usually consists of a general program followed by all students, with some optional programs, such as those for gifted and talented students. While most students are taught by one teacher for much of the school day, considerable use is made of team teaching and cooperative learning. Schools have the capacity to appoint specialist teachers in music, drama, art, physical education and library/information resources and most provide access to studies of a language other than English.

Curriculum Improvement Program

The main focus of activities in primary education during 2000 was on continuation of the phased introduction of the Curriculum Framework and [Outcomes and Standards Framework](#) as part of the overall [Curriculum Improvement Program](#). This preparation involved teachers becoming more familiar with an outcomes approach to learning and teaching through professional development and experimentation with it in classroom practice. Schools began to report student performance to parents in terms of outcomes. In 27 primary schools, the Curriculum Manager module of School Information System was used to plan, monitor, assess, evaluate and report on student learning.

Making the Difference

About 20 per cent of all **students are at educational risk** at any one time. It is therefore vital that schools identify and help these students. Primary schools continued to implement the *Making the Difference for Students at Educational Risk* strategy, many nominating teachers to coordinate the identification of students at risk and the delivery of programs for them.

Class sizes

In December 1997, a reduction in class sizes in the early years of schooling was proposed and \$11m was allocated over four years with the objective of reducing the average class size in years 1-3 to no more than 24 by 2003. An additional 80 teachers were placed in years 1-3 in 1999 through the teacher staffing formula. This had the effect of reducing the average number of students in those years to a maximum of 28. The current maximum class size for years 4-7 is 32 (31 in mixed years).

Performance

The Education Department seeks to ensure that primary students achieve satisfactory standards in the range of learning outcomes described in the Student Outcome Statements. In 2000, achievement of these outcomes was verified by MSE measurement of the performance of random samples of students in Mathematics at year 7 and Technology and Enterprise at years 3 and 7, WA Literacy and Numeracy Assessment whole-cohort national testing at years 3 and 5, and analysis of students' performance in internal school assessments. Information about the Education Department's performance in relation to Output 2 is presented in Table 4. It should be read in conjunction with the data provided in the *Key Performance Indicators*.

TABLE 4: OUTPUT MEASURES, PRIMARY EDUCATION, 2000-2001

	2000-2001 Target	2000- 2001 Actual
Quantity		
Student FTE ^(a)	142 739	141 725
Quality		
Percentage of year 3 students achieving the national benchmark in Reading	-	96.2
Percentage of year 3 students achieving the national benchmark (provisional location) in Writing	-	84.3
Percentage of year 3 students achieving the national benchmark (provisional location) in Spelling	-	80.4
Percentage of year 3 students achieving the national benchmark (provisional location) in Numeracy	-	80.6
Percentage of year 3 students tested by Monitoring Standards in Education achieving at or above Level 2 in Mathematics - Working Mathematically		86.0
Percentage of year 5 students achieving the national benchmark (provisional location) in Reading	-	92.7
Percentage of year 5 students achieving the national benchmark (provisional location) in Writing	-	81.7
Percentage of year 5 students achieving the national benchmark (provisional location) in Spelling	-	83.0
Percentage of year 5 students achieving the national benchmark (provisional location) in Numeracy	-	84.8
Percentage of year 7 students tested by Monitoring Standards in Education achieving at or above Level 3 in Mathematics - Chance and Data	-	89.0
Percentage of year 7 students tested by Monitoring Standards in Education achieving at or above Level 3 in Mathematics - Measurement	-	85.0
Percentage of year 7 students tested by Monitoring Standards in Education achieving at or above Level 3 in Mathematics - Number	-	88.0
Percentage of year 7 students tested by Monitoring Standards in Education achieving at or above Level 3 in Mathematics - Space	-	72.0
Percentage of year 7 students tested by Monitoring Standards in Education achieving at or above Level 2 in Mathematics - Working Mathematically		91.0
Timeliness		
Primary education was delivered during the four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$5 961	\$6 092

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Standards and Effectiveness Directorate, Information Services Directorate and Budgeting and Financial Management Branch

Output 3: Secondary education

Purpose

To provide access to full-time or part-time secondary schooling in government schools for persons aged generally 12 years and over.

Highlights

- Further progress with the introduction of the Curriculum Framework and Student Outcome Statements
- Opening of dedicated middle schools
- Participation in the review of post-compulsory education
- End of the first phase of Vocational Education and Training (VET) in Schools
- Expansion of enrolments of fee-paying international students at secondary schools

Students	80 682 FTE
Recurrent expenditure	\$573.237m

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

Compulsory secondary education (years 8 to 10) is delivered through district high schools, remote community schools, high schools, middle schools, community colleges, secondary colleges and senior high schools, as well as a small number of primary schools, the Schools of Isolated and Distance Education (Output 5) and education support schools and centres (Output 6).

Compulsory secondary education maintains continuity of learning with primary education and usually consists of a general program followed by all students and some electives, the choice of which widens as students progress through this phase of their schooling. While students are mostly taught by different teachers for each of the learning areas, increasing use is being made of learning communities, in which groups of students and teachers remain together for the greater part of the school day.

Post-compulsory education (years 11 and 12) is provided through senior and community high schools, secondary and senior colleges and senior campuses, as well as campuses of the Western Australian College of Agriculture (Output 4), the Schools of Isolated and Distance Education (Output 5), education support schools and centres (Output 6), and senior colleges (Output 7).

Most of the 27 000 students enrolled in years 11 and 12 in government schools in 2000 were aged 16 or 17 years, although some 1 600 persons aged 18 years and above were engaged in full-time post-compulsory schooling at senior high schools, senior campuses, secondary colleges and senior colleges.

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

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

Curriculum Improvement Program

As in primary schools, during 2000 there was an emphasis on implementation of the Curriculum Framework and Outcomes and Standards Framework as part of the overall Curriculum Improvement Program. In five schools, the Curriculum Manager module of School Information System was used to plan, monitor, assess, evaluate and report on student learning and this number will increase when the Timetabling module becomes available.

Middle schooling

The concept of middle schooling (generally incorporating years 7-9 or 8-10) provides an effective means of introducing specific strategies to improve learning outcomes for young adolescents.

In February 2000, Belmont City College opened with separate middle and senior campuses and Yule Brook College and City Beach High School became 8-10 middle schools.

The first purpose-built middle school opened at Halls Head, Mandurah in February 2001 and the Mandurah and Coodanup senior high schools became middle schools.

The Eastern Goldfields Senior High School 8-10 campus was redesigned and upgraded to enhance the adoption of middle schooling strategies.

Post-compulsory education

In March 1998, the then Minister for Education directed the Curriculum Council to undertake a [review of post-compulsory education](#) to consider the relevance of current courses and develop strategies for retaining up to 80 per cent of all students to year 12. The extensive consultation process continued during 2000-2001 and involved most Education Department staff engaged in

the provision of schooling in years 11 and 12.

Important issues in post-compulsory education have also been highlighted by a number of other recent inquiries in Australia, including the [Final Report of the Ministerial Review of Post Compulsory Education and Training in Victoria](#) (the Kirby Report), which was submitted in August 2000.

These issues include:

- a continuing decline in retention rates;
- insufficient real learning opportunities in work settings;
- a risk of students failing to make successful transitions from education to stable employment;
- a lack of systemic accountability for all young people;
- the need for young adults to have an appropriate environment in which to develop positive attitudes to lifelong learning and the ability to manage change and other skills necessary to be successful in the twenty-first century; and
- the impact of information technologies and the dynamic environment of work on post-compulsory education.

Young adults require learning environments that are relevant to their future and senior colleges and senior campuses are intended to better meet their needs by:

- providing organisational flexibility to allow the delivery of learning programs suited to local needs within the Curriculum Framework;
- permitting students to easily access, exit, enter and re-enter programs;
- opening at times that are convenient to students;
- encouraging organisational and structural change to suit the educational and social needs of the students;
- enabling students to gain a better understanding of the requirements of further education and training by developing stronger links with business and industry, training organisations, TAFE colleges and universities; and
- encouraging independent, self-directed learning that can be supported by on-line access to curriculum.

New delivery structures

The original senior colleges, Canning and Tuart, were established in 1983 to provide 'second-chance' education. The Cyril Jackson (1992) and North Lake (1995) senior campuses enable

students aged 16 and over to continue their education in more appropriate learning environments. Geraldton Secondary College (1996), which resulted from the amalgamation of the John Willcock and Geraldton senior high schools, includes a separate campus for years 10-12.

Since then, senior campuses have been established at the Belmont City (2000) and Shenton (2001) colleges as part of 8-12 schools, while Sevenoaks (2001) is a separate senior college. Mandurah Senior College (2001) is co-located with Challenger College of TAFE and has links with Murdoch University.

Years 11-12 students from Eastern Goldfields Senior High School have been co-located with Curtin University's Kalgoorlie campus (2000).

While no formal evaluation of the new senior campuses has yet been carried out, enrolments have exceeded predictions and have included significant numbers of students from the non-government sector. Students appear to enjoy the more 'adult' environment, particularly because:

- it is positive, quiet and mature;
- it is more focused on achievement;
- the flexible hours enhance independence;
- it encourages the development of responsible attitudes;
- it 'allows us to rely more on ourselves, a lot more like the university life a lot of us will experience next year';
- there is access to VET and other facilities not usually found in high schools, such as cafeterias; and
- flexible learning areas with access to computers encourage self-discipline and are more like post-school learning environments.

From the point of view of staff, benefits include:

- better working relationships with students;
- formal cross-sectoral planning to explore curriculum opportunities;
- a cohort with a common focus and goals;
- more interaction among staff in different learning areas;
- students' very positive response to the adult learning environment;
- improvements in students' results and commitment to post-school education; and
- a higher profile for the school in the community.

VET in Schools

[Vocational Education and Training in Schools](#), a four-year program funded by the State and Commonwealth governments, concluded. During 2000, some 7 700 students at 137 government schools participated in VET, an increase of 7 per cent in student numbers over 1999.

International students

In 1999, the enrolment of fee-paying [international students](#) in years 8-12 commenced at the Churchlands, John Forrest, Melville, Mount Lawley and Perth Modern senior high schools and North Lake Senior Campus. As the trial proved successful and other schools were interested in participating, approval was granted for its extension: in 2001, nine schools entered the program: the Balcatta, Carine, Como, Governor Stirling, Morley and Wanneroo senior high schools; Warnbro Community High School; John Curtin College of the Arts; and the Harvey campus of the WA College of Agriculture. A tuition fee of \$8 000 per year is charged, of which the school receives \$5 800.

In Term 1, 2001, 27 students enrolled, with a further two to commence in Term 2. Their countries of origin included Indonesia, Hong Kong, Burma, the Russian Federation, Thailand, Belgium, Korea, China, Vietnam, Malaysia and Japan.

Participating schools must:

- operate the program within existing staff and accommodation resources;
- allocate time for a school-based coordinator;
- conduct an English as a Second Language program;
- provide a comprehensive academic program;
- be willing to participate in homestay arrangements;
- have a record of academic success and an ability to provide separate years 11 and 12 classes; and
- be supported by their parent groups/councils and staff.

City Beach High School is to share its campus with the International School of Perth. The latter will open in August 2001 with about 200 students in years 6-10, progressing to year 11 in 2002 and year 12 in 2003. There will be a mixture of day students and boarders. About half of the current classrooms will be leased to the International School and the lease moneys will pay for the upgrading of facilities over the next few years. The curriculum will be different, so no classes will be shared, but the library, gymnasium and grounds will be used by students at both schools.

City Beach staff and students will have access to a new cafeteria, performing arts theatre and after-hours band and choir facilities.

The lease is for an initial period of 21 years.

Class sizes

The current maximum class size for years 8-10 is 32, and for years 11 and 12, 25. In 2001, \$3m has been provided for reducing class sizes in year 8 in schools in which there are student behaviour difficulties. A further \$3m has been committed for 2002 and 2003. In addition, \$1.5m per year is available for student behaviour management strategies, which can include reducing student numbers in year 9 classes.

Performance

The Education Department seeks to ensure that secondary students achieve satisfactory standards in the range of competencies described in the Student Outcome Statements. Achievement of these outcomes in 2000 is demonstrated by MSE random-sample testing of year 10 students in Mathematics and Technology and Enterprise, the Secondary Graduation performance of year 12 students, and internal school assessments. Information about the Department's performance in relation to Output 3 is presented in Table 5. It should be read in conjunction with the data provided in the *Key Performance Indicators*.

TABLE 5: OUTPUT MEASURES, SECONDARY EDUCATION, 2000-2001

	2000- 2001 Target	2000- 2001 Actual
Quantity		
Student FTE ^(a)	81 944	80 682
Quality		
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 in Mathematics - Chance and Data	-	67.0
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 in Mathematics - Measurement	-	64.0
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 in Mathematics - Number	-	72.0
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 in Mathematics - Space	-	50.0
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 5 in Mathematics - Algebra	-	69.0
Percentage of year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 in Mathematics - Working Mathematically	-	73.0
Secondary Graduation rate (percentage of year 8 cohort achieving Secondary Graduation in year 12)	51.0	50.8
Retention rate (percentage of year 8 cohort studying in year 12)	60.0	60.5
Timeliness		
Secondary education was delivered during the four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$7 781	\$8 170

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Standards and Effectiveness Directorate, Information Services Directorate and Budgeting and Financial Management Branch

Output 4: Residential agricultural education

Purpose

To provide access to residential agricultural education in government agricultural schools and colleges for persons aged generally 16 or 17 years who meet appropriate selection criteria.

Highlights

- Redevelopment of the Denmark campus
- New dairy and piggery at the Harvey campus
- Establishment of pig-breeding facility at the Muresk Institute of Agriculture

Students	433 FTE
Recurrent expenditure	\$15.961m

Residential agricultural education is delivered through the five campuses of the WA College of Agriculture at Cunderdin, Denmark, Harvey, Morawa and Narrogin, which enrol students aged 16 and 17 years. The Gnowangerup Agricultural School provides farm-based schooling for male students in years 9, 10 and 11 who are experiencing social or behavioural difficulties.

Agricultural colleges play a very significant role in rural education in Western Australia, enabling students to gain a sound general education and nationally-recognised vocational skills appropriate to careers in agricultural and related industries. Access to this program is available to any student living in the State who is qualified to enter post-compulsory studies.

WA College of Agriculture

The WA College of Agriculture, comprising the five existing agricultural colleges, commenced operations in January 2000. Under the new structure, the campuses maintain their specialised programs and students are encouraged to move among them, providing opportunities for studying a wider range of courses, such as viticulture at Denmark, horticulture at Harvey or pastoral and broad-acre farming at Morawa.

All campuses are Registered Training Organisations and offer nationally-recognised vocational qualifications as well as Curriculum Council programs.

Wider availability of literacy studies, shorter apprenticeships and access to Level 3 traineeships are among the benefits of RTO status.

During 2000, additional land was acquired at Morawa and Cunderdin to allow the development of salinity control programs and provided wider cropping opportunities. The Narrogin campus began to manage a new 200-sow pig breeding centre at the Muresk Institute of Agriculture, which is demonstrating industry best practice in pig management skills. New piglet fattening facilities were established at Narrogin, Gnowangerup and Harvey.

Development began of a second property to provide opportunities for students at educational risk in the Goldfields and Esperance districts. The property, at Salmon Gums, will be partly operational by 2007.

A major rebuilding program was completed at Denmark in December 2000 and comprised a new administration centre, library, kitchen/dining facility, dormitories and additional classrooms.

At Harvey, the practical rural education programs provided since 1953 had been restricted by the size of the property and limitations imposed by the intended development of a Water Corporation dam. These programs have now been moved to the site of the former Agriculture WA research station at Wokalup. A dairy costing \$0.75m has been completed and is milking 145 cows under contract to National Foods Ltd (WA). Planning for residential facilities at Wokalup has begun and construction is likely to commence in 2004. Training programs for the meat industry will be expanded when alliances are established with export abattoirs in the region. Planning is also under way for reciprocal student training programs with the Curtin and Murdoch universities in, for example, viticulture, horticulture and veterinary studies.

Performance

Information about the Education Department's performance in relation to Output 4 is presented in Table 6.

TABLE 6: OUTPUT MEASURES, RESIDENTIAL AGRICULTURAL EDUCATION, 2000-2001

	2000-2001 Target	2000-2001 Actual
Quantity		
Student FTE ^(a)	448	433
Quality		
Percentage of exiting year 12 residential agricultural education students achieving Secondary Graduation	91	92
Timeliness		
Residential agricultural education was delivered during four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$36 656	\$41 820

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Schools Division, Information Services Directorate and Budgeting and Financial Management Branch

Most students who graduate from the WA College of Agriculture gain employment or proceed to further studies. Their continuing success is an indicator of the quality of college programs.

TABLE 7: IMMEDIATE POST-SCHOOL DESTINATIONS OF YEAR 12 STUDENTS EXITING RESIDENTIAL AGRICULTURAL EDUCATION IN 2000^(a)

Campus	Females					Males					All				
	University	TAFE	Work	Apprentice-ship	Other/unknown	University	TAFE	Work	Apprentice-ship	Other/unknown	University	TAFE	Work	Apprentice-ship	Other/Unknown
Cunderdin		1	4		5	5	12	8	10	5	5	13	12	10	10
Denmark		2	3			2	1	14	2	1	2	3	17	2	1
Harvey	1	1	4		1	2		8	5		3	1	12	5	1
Morawa			1				3	15	4			3	16	4	
Narrogin			4			7	21	21	7	7	7	21	25	7	7
All	1	4	16	0	6	16	37	66	28	13	17	41	82	28	19

(a). Data are indicative only, as some students withdraw from their studies during year 12 to take up work or apprenticeships and their post-school destinations are not tracked.

Source: Schools Division

Output 5: Isolated and distance education services for students who cannot attend a school in person

Purpose

To provide access to isolated and distance education by the Schools of Isolated and Distance Education for persons normally resident in Western Australia who meet appropriate selection criteria.

Highlights

- Further development of delivery strategies, including two-way videoconferencing and on-line and CD-ROM learning materials
- Enrolment of over 800 students at rural and remote primary and district high schools in the primary LOTE telematics program
- Implementation of the Early Childhood Project to improve learning among isolated K-3 students
- Consolidation of the Support Officer Learning Difficulties (SOLD) model in Schools of the Air
- Extension of the middle school learning team structure
- Involvement in a national collaborative on-line year 10 Indonesian project linking to the Schools Online Curriculum Content Initiative (SOCCI)
- Wider opportunities for student-teacher interaction through camps and excursions
- Design, through the Remote Community Education Project, of distance education learning materials for Aboriginal communities
- Evaluation of alternatives to HF radio for Schools of the Air transmissions

Students	1 013 FTE
Recurrent expenditure	\$17.343m

SIDE (Schools of Isolated and Distance Education) is the Education Department's provider of distance learning and is located on six campuses: Leederville (Primary K-7, Middle 8-10 and Post-compulsory 11-12 schools), Kalgoorlie, Port Hedland, Meekatharra, Carnarvon and Derby (Schools of the Air, or SOTAs).

Its K-12 population includes:

- full-time students who are unable to attend conventional schools because of geographic isolation;

- secondary students whose local schools do not offer the subjects they want to study or who are prevented by timetabling from joining particular classes;
- students suffering from long-term illnesses or injuries that prevent them from attending school;
- students who are unable to adjust to the normal school situation;
- students who are temporarily living overseas; and
- adults who are undertaking part-time courses to improve their education and employment options.

As a general rule, no applicant under the age of 18 who meets enrolment criteria is refused access to services, although quotas can apply to some adult enrolments. SIDE offers the same subject choices as most WA primary and secondary schools, including a comprehensive range of Tertiary Entrance, Wholly-School-Assessed (WSA) and VET courses. It also provides learning materials for 11-12 students in district high schools and 8-10 students in primary schools.

Students of the SOTAs live in isolated areas and work on materials produced by SIDE's Curriculum Design Centre at Leederville and adapted to suit local needs. There is an emphasis on the production of materials for the growing number of Aboriginal students enrolling in distance education.

High-frequency radio is used for teaching and daily communication between teachers and students, but the Royal Flying Doctor Service is phasing out its support for HF radio and a portable, computer/satellite based replacement is being sought within the e2c strategy. Trials of potential replacements will begin in the second half of 2001.

Face-to-face contact is maintained through teacher visits, camps, special days at station homesteads and visits by students and their families to the SOTAs.

The appointment of Support Officers Learning Difficulties has proved very successful in assisting SOTA teachers and parents to address the learning needs of individual students.

At Leederville, the **Primary School** provides for students in the South-West who are unable to use the Schools of the Air and students who are travelling interstate and overseas. The **Middle School** delivers a wide range of courses in all key learning areas and provides the prerequisites for post-compulsory studies. A middle schooling structure has been created, with separate years 8, 9 and 10 teams and a team for students with less than a full study load.

The focus on pastoral care and learning technologies is intended to reduce student alienation and improve 10-11 transition. Greater opportunities are being provided for face-to-face meetings

between students and teachers. Those studying independently in remote locations or travelling overseas make up the majority of enrolments.

The **Post-Compulsory School** offers VET programs in combined Retail/Business Studies, Local Tourism and Hospitality, and Automotive /Mechanical Systems.

TABLE 8: PARTICIPATION BY SIDE YEAR 12 STUDENTS IN SELECTED ACCREDITED TERTIARY ENTRANCE EXAMINATIONS SUBJECTS, BY GENDER, 2000

Subject	Female		Male		Totals	
	N	%	N	%	N	%
Accounting	27	11.1	11	9.0	38	10.4
Applicable Mathematics	11	4.5	7	5.7	18	4.9
Art	12	4.9		0.8	13	3.6
Biology	24	9.8	8	6.6	32	8.7
Calculus	1	0.4	17	13.9	18	4.9
Chemistry	13	5.3	12	9.8	25	6.8
Discrete Mathematics	23	9.4	10	8.2	33	9.0
Economics	12	4.9	7	5.7	19	5.2
English	27	11.1	12	9.8	39	10.7
English Literature	8	3.3	0	0.0	8	2.2
French	20	8.2	5	4.1	25	6.8
Geography	13	5.3	3	2.5	16	4.4
History	21	8.6	6	4.9	27	7.4
Human Biology	19	7.8	8	6.6	27	7.4
Indonesian	3	1.2	2	1.6	5	1.4
Italian	6	2.5	0	0.0	6	1.6
Physics	4	1.6	13	10.7	17	4.6
Totals	244	100	122	100	366	100

Source: Schools of Isolated and Distance Education

The **Curriculum Design Centre (CDC)** develops distance learning materials which are considered among the best in Australia and consequently are in high demand. Projects include a national collaborative on-line year 10 Indonesian project linked to the Schools Online Curriculum Content Initiative (SOCCI).

The **Education Technology Unit (ETU)** supports schools in increasing educational opportunities for isolated students by enabling them to improve access to curriculum through technology. A number of alternative delivery methods have been trialled, including the redesign of print materials in Portable Document Format (PDF) for distribution on-line and via CD-ROM.

The **Open Learning Technology Training Centre (OLTTC)** at Leederville is used by students, teachers and administrators to enhance their skills and knowledge in learning technologies. The utilisation rate during 2000 was 60 per cent.

The **Accommodation Village** at Leederville provides affordable accommodation for camps and professional development or a base for conferences and seminars. It is used extensively by

teachers and students from rural and remote areas and the occupancy rate during 2000 was 65 per cent.

The **Leederville Interactive Television Centre** (LITC) presents and/or produces programs for SIDE, the Education Department as a whole, other government agencies and community groups. Some programs are interactive, enabling viewers to phone in questions on a freecall number.

In 2000, the LITC delivered, via the Optus B3 satellite, nearly 300 hours of television for learning and teaching, professional development and corporate communication. Education and other government departments are increasingly using the LITC as a cost-effective means of information dissemination, professional development and training.

Over 200 students from years 8 to 10 received weekly teleconference lessons in English, Society and Environment, Technology and Enterprise and LOTE : 40 per cent of them were enrolled at 30 schools across the State and the remainder were being home schooled. Lessons in English, Science and Society and Environment, using videoconferencing, which involved two-way sound and vision through an ISDN link, were delivered to the Kununurra and Toodyay district high schools and the Merredin and Manjimup senior high schools.

SIDE is currently supporting a videoconferencing trial in which small groups of students at Eastern Goldfields Senior High School (years 11 and 12 Aeronautics and Senior Science [Land Care] and Carnarvon Senior High School (year 11 Geometry and Trigonometry and year 12 Applicable Mathematics) are being taught from Geraldton Secondary College. The students would not otherwise be able to study these subjects, either because specialist teachers are unavailable or because low numbers prevent the formation of classes.

eLearning

Electronic learning, or 'eLearning', refers to the creation of dynamic learning environments using a range of electronic tools to engage students effectively in the learning process and facilitate collaborative activities over a distance: for example, electronic content and digital resources, on-line systems, audioconferencing and videoconferencing, interactive television and satellite delivery. SIDE is moving toward an eLearning environment while still providing traditional print courses. However, unlike conventional classrooms, in which the role of eLearning is still being explored, at SIDE this medium is a logical extension of the way in which the schools already operate.

Initiatives in 2000-2001 included:

- a two-week Integrated Studies - Marketing module for CD-ROM and Web delivery, which was

trialled, evaluated and later implemented by the Middle School;

- interactive upper-primary language material in a combination of Hypertext Markup Language (HTML) and PDF for CD-ROM or on-line delivery that includes animations, video and audio clips, graphics and student publishing activities;
- inventive use of XML and compression techniques to enable students' work to be collected and returned via small e-mail packages, using SIDE's intranet. Teachers were able to return work within hours instead of the usual four to six weeks. The course was trialled successfully at the Port Hedland SOTA, at which delivery was integrated with HF radio lessons, school visits and camps. It will be fully implemented in second semester 2001; and
- e-mail services were extended to all SOTAs after successful trialling at Port Hedland in 1999. The use of the Digital Radio Concentrator System (DRCS) presented some challenges because of the minimal bandwidth available, but these were overcome with support from Telstra.

Languages other than English

The SIDE Primary LOTE Telematics program offers 800 students at 38 small rural and remote primary and district high schools the opportunity to study high-quality courses in French, Italian, Japanese and Indonesian with guaranteed continuity of access. Telematics provides for audio and basic computer/graphic interaction in real time. In addition, French, Italian and Indonesian are delivered to years 11 and 12 students and French and Indonesian to home-based years 6 and 7 students.

Early Childhood Education Project

Implemented in 2001, this is a best-practice integrated teaching and learning program to expose K-3 distance education students to the eight curriculum learning areas. Students are provided with 14 sets of work per year and the materials have been designed to allow them to work within global themes such as transport, growth, food and communication. The Project also assists home tutors (usually parents) to work collaboratively with multi-aged groups.

Vocational Education and Training (VET)

Between 20 and 30 students per year access the SIDE VET program. When the definition of VET was widened in 2000 to include all students undertaking a unit of competency from a National Training Package, this meant that all year 12 Vocational English and year 11 Work Studies students became involved in programs delivering industry competency standards. VET students

were initially drawn from locations south of the 26th parallel of latitude, because the program had to be trialled and associated costs contained. However, in 2001 some students from the Pilbara and Kimberley have accessed the program. SIDE has VET students located in such diverse locations as Kalumburu, Looma, Laverton, Marble Bar, Wongan Hills, Denham, Dalwallinu, Gingin and Lake Grace. In 2001, 38 students have been enrolled in Structured Workplace Learning.

Most students complete the VET courses successfully, and strategies are in place to assist students at educational risk.

Remote Community Education Project

SIDE is engaged in the development of culturally-inclusive learning materials and the creation of a distance education learning model for homeland communities. The project aims to provide community members, parents and caregivers with the knowledge and skills to develop culturally-appropriate CD-ROM materials to enhance Aboriginal students' literacy, numeracy and general education.

Performance

Information about SIDE's performance is provided in Table 9.

TABLE 9: OUTPUT MEASURES, ISOLATED AND DISTANCE EDUCATION, 2000-2001

	2000-2001 Target	2000-2001 Actual
Quantity		
Student FTE ^(a)	1 067	1 013
Quality		
Percentage of eligible applicants provided with access to isolated and distance education	100	100
Timeliness		
Isolated and distance education was delivered during the four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$17 638	\$19 223

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Schools of Isolated and Distance Education, Information Services Directorate and Budgeting and Financial Management Branch

In 2000, SIDE was ranked in the top ten schools in TEE Human Biology and Wholly-School-Assessed Business Information Technology, Health Studies, Modelling with Mathematics and Senior Science and fifth among government schools in terms of the number of students who studied three or more subjects and scored an 'A' grade in at least one. Almost 87 per cent of eligible SIDE students achieved Secondary Graduation. The percentage of students offered

access to their preferred university courses compared favourably with the State average.

TABLE 10: UNIVERSITY OFFERS TO SIDE HOME-BASED STUDENTS, 2000

Students offered:	SIDE %	State %
First preference	76.2	56.7
Second preference	4.8	14.9
Third preference	9.5	5.2
Fourth preference	4.8	1.8
Students not offered a place	4.8	21.4

Source: Schools of Isolated and Distance Education

The SIDE Primary School and SOTAs participated in the 2000 WA Literacy and Numeracy Assessment.

TABLE 11: SIDE YEARS 3 AND 5 STUDENT PERFORMANCE, WA LITERACY AND NUMERACY ASSESSMENT, 2000

Year level	Reading		Writing		Spelling		Numeracy	
	3	5	3	5	3	5	3	5
Average percentage of students achieving at or above the benchmark	96	97	95	91	98	91	97	97

Source: Schools of Isolated and Distance Education

Output 6: Educational services for students who require a non-integrated education support program

Purpose

To provide access to non-integrated education support education, in government education support schools and centres, for persons aged generally 6 to 17 years who meet appropriate selection criteria.

Highlights

- Use of individual education plans with all students
- Application of best practice to meeting the special needs of students with disabilities

Students 3 126 FTE
Recurrent expenditure \$62.081m

The output provides for students whose disabilities necessitate placement in specialised environments, including education support schools and centres, and schooling services for children who have vision or hearing impairments, are confined to hospitals or have language deficits.

TABLE 12: ENROLMENTS, EDUCATION SUPPORT SCHOOLS AND CENTRES, BY GENDER, 1996-2000

	1996	1997	1998	1999	2000
Female	814	884	907	1 009	1 103
Male	1 370	1 487	1 586	1 827	1 966
All	2 184	2 371	2 493	2 836	3 069

Source: Information Services Directorate

Intensive, specialised programs are designed to promote the achievement of student outcomes in literacy, numeracy, socialisation, vocational education and independent living for students with intellectual disabilities and complement services in mainstream schools (see **Student Support Services: Students with Disabilities**).

Students in the Perth metropolitan area and larger country towns who have intellectual disabilities are enrolled at education support schools, centres or units. **Education support schools** generally

cater for students whose levels of disability are such that their needs can only be met through intensive medical and therapy support. **Education support centres** are located on mainstream school campuses and generally cater for students with moderate to severe intellectual disabilities. Partner schools provide opportunities for the integration of their students into mainstream classes wherever appropriate. In 2000, thirteen education support schools and 54 education support centres provided services to 3 069 students.

Individual education plans

Individual education plans (IEPs) are developed for all students so that measurable progress can be assessed, and students with moderate to severe intellectual disabilities and some students with multiple disabilities are able to demonstrate excellence by achieving agreed target outcomes specified in IEPs.

Performance

All education support schools and centres deliver schooling intended to ensure that students achieve the outcomes specified in the Curriculum Framework. In these settings, however, the modified goals for schooling involve students' achievement of outcomes that are different from those for other students. The Student Outcome Statements include a series of 'foundation' outcomes in each learning area that are appropriate to the particular needs of education support students. Information about the performance of education support schools and centres is provided in Table 13.

TABLE 13: OUTPUT MEASURES, NON-INTEGRATED EDUCATION SUPPORT EDUCATION, 2000-2001

	2000-2001 Target	2000-2001 Actual
Quantity		
Student FTE ^(a)	2 751	3 125
Quality		
Percentage of students enrolled at education support schools and centres learning through individual education plans	100	100
Timeliness		
Non-integrated education support education was delivered during the four terms comprising the designated government school year.		
Cost		
Cost per student FTE	\$26 189	\$22 156

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Education Programs Division, Information Services Directorate and Budgeting and Financial Management Branch

Output 7: Senior college education

Purpose

To provides access in government senior colleges to academic, vocational and personal and career education courses for Australian and international post-compulsory students wishing to continue or re-enter education.

Highlights

- Continued strong enrolments
- New year 11 course for international students
- High levels of student satisfaction

Students	2 208 FTE
Recurrent expenditure	\$20.602m

These colleges provide for people over 16 years seeking to repeat or re-enter post-compulsory education. While many of the teaching programs are similar to those of secondary schools, the adult student population, the extended hours of operation and the general approach to management and course delivery make the colleges unique providers of school-oriented education. The colleges enrol both permanent-resident and international students in several types of course:

- year 12 Tertiary Entrance Examinations (TEE) and Western Australian Universities' Foundation (WAUFP) programs, which enable local and international students to qualify for university and TAFE entry;
- secondary upgrading programs such as Flying Start, which provide adults with the opportunity to improve their education to a level equivalent to year 10 completion and qualify for the Certificate of General Education for Adults (CGEA); and
- short courses that encourage adult learners to return to education or to continue lifelong learning in a mature learning environment.

Most students fall into the following groups:

- those who are at least 19 years of age by 1 March. A large proportion need to study two or three subjects that contribute to a Tertiary Entrance Rank (TER) in order to be considered for

tertiary entrance, although to receive the maximum government financial assistance, many select four subjects. There is also a significant number of students enrolled in Flying Start and English as a Second Language preparatory programs;

- school leavers aged 16-19 who have not previously attempted the TEE and have had a break from formal education. They usually study five Curriculum Council accredited subjects;
- students who have recently sat the TEE and have not satisfied the requirements for entrance into the tertiary courses of their choice. They may study between two and five Curriculum Council accredited subjects depending on their previous results;
- international students studying between four and six TEE or WAUFP subjects to achieve tertiary entrance in Western Australia or other States; and
- members of the community studying non-formal short courses, many of which are related to their returning to education and improving their employment prospects.

Enrolments

At Canning, overall student numbers increased by 0.85 per cent compared with 1999, from 8 929 to 9 005, but the composition of the student population continued to change. With easier access to university, there has been a decline in the number of TEE enrolments, mainly in the group repeating year 12. However, this decline has been compensated for by the growth in the Flying Start and bridging programs.

At Tuart, initial enrolments for TEE, WAUFP, Flying Start and bridging programs were similar to 1999, with an unexpected increase in mid-year enrolments. Short course numbers were down slightly, possibly as a result of introduction of the GST, which increased the cost of most courses. A total of 5 906 students enrolled at some time in 2000, composed of 3 915 short course, 1 004 TEE, 316 bridging, 275 STAT, 249 Flying Start, 96 WAUFP and 51 ECAAS.

A significant recommendation of the 1999 review of the senior colleges was that they enrol sixteen-year-old students, provided that appropriate courses were available; another was that the colleges confine their short courses to those with an educational and/or training focus. The review made clear that the core business of the colleges should remain re-entry and continuing education, in particular the TEE and Flying Start.

At Canning, relatively few 16-year-olds enrolled in the TEE program, despite advertising. However, it is seen as a useful option for those who are unable to enter their preferred program at local secondary schools or for personal reasons want to complete their education in an adult environment.

At Tuart, a continuous review was undertaken of the classroom behaviour, academic performance and attrition rate of the 76 students aged under 17 years: in all respects they were similar to those of the student population as a whole.

A year 11 program, linked to the CGEA, was introduced at Tuart in 2000 for both local and international students and offered various emphases, including English language development for the latter group.

International students

International students enrol for the TEE, WAUFP, various preparatory English and bridging programs and, in the case of Canning College, Curtin Direct. The WAUFP is now more popular than is the TEE, as it is intended specifically to prepare international students for tertiary studies. Every student who successfully completes the WAUFP is guaranteed a place in one of the four Western Australian public universities. It is also recognised by many universities in other States.

It is not expected that the enrolment of international students at government secondary schools will significantly affect senior college enrolments, as many of the international students attending Canning and Tuart are beyond the age of post-compulsory schooling.

In the face of difficult market conditions in Indonesia and increased competition from other countries, enrolments were maintained during 2000. The most noticeable changes were reduced numbers from Singapore and Kenya and increased enrolments from China and Hong Kong. Malaysian enrolments appeared to have stabilised after a decline in recent years due to the Asian economic crisis.

Curtin Direct is a joint project of Canning College and the Curtin Business School. It offers the Diploma of Commerce and the Bachelor of Commerce (First Year). Successful completion of either of these provide a direct pathway to the second year of Curtin University's BCom degree. In its second year, Curtin Direct attracted 96 students in 2000 (65 enrolments in February and 31 in July), a slight increase in numbers over 1999. The results for 2000 indicated a success rate of over 80 per cent, which was comparable with that in 1999.

The program proved popular with the students, who benefited from the extra level of support.

However, during 2000 the university initiated a program with a private provider to establish Curtin International College and exercised its option to terminate its agreement with Canning. Alternatives will be explored for continuing with a program at this level.

All costs associated with the international student program must be met from student fees. This has been achieved while keeping tuition fees as low as possible in order to compete with other Australian and international providers. Fees for 2000 varied between \$1 400 and \$9 200 and will increase by about 5.5 per cent from 1 July 2001. In 2000, fees amounted to \$2.530m and expenditure to \$2.077m; refundable bonds of \$500 per student held by the Education Department totalled \$0.199m. Apart from direct expenditure on fees, bonds and medical insurance, international students contribute an estimated \$3.5m per year to the economy of Western Australia.

TABLE 14: INTERNATIONAL STUDENTS' ENROLMENTS IN TERTIARY ENTRANCE, FOUNDATION AND BRIDGING PROGRAMS, SENIOR COLLEGES, 1996-2000

Year	TEE		WAUFP		Bridging		Totals		
	Canning	Tuart	Canning	Tuart	Canning	Tuart	Canning	Tuart	All
1996	97	38	137	80	80	49	314	167	481
1997	36	16	113	70	58	57	207	143	350
1998	26	16	161	55	51	53	238	124	362
1999	26	23	166	50	45	91	237	164	401
2000	23	23	147	92	44	66	214	181	395

Source: Senior colleges international students annual report 2000

TABLE 15: INTERNATIONAL STUDENTS BY COUNTRY OF RECRUITMENT, SENIOR COLLEGES, 2000^(a)

	Canning	Tuart	All
Brunei	3	5	8
China	4	41	45
East Malaysia	21	10	31
Hong Kong	23	23	46
Indonesia	37	28	65
Kenya	9	3	12
Macau		3	3
Singapore	21	19	40
West Malaysia	18	11	29
Other	2	6	8
Local recruitment	76	32	108
Totals	214	181	395

(a). Excludes Curtin Direct enrolments.

Source: Senior colleges international students annual report 2000

Performance

The following tables provide a range of information about the performance of the senior colleges.

TABLE 16: OUTPUT MEASURES, SENIOR COLLEGE EDUCATION, 2000-2001

	2000-2001 Target	2000-2001 Actual
Quantity		
Student FTE ^(a)	2 161	2 208
Quality		
Percentage of senior college students satisfied with the quality of services delivered	93	90
Timeliness		
Senior college education was delivered during the four terms comprising the designated government school year and at such other times as was necessary to meet the needs of students.		
Cost		
Cost per student FTE	\$7 502	\$10 653

(a). Student FTE for 2000-2001 is the average of second semester 2000 and first semester 2001.

Sources: Senior colleges, Information Services Directorate and Budgeting and Financial Management Branch

As students attending the Canning and Tuart colleges are mostly adults, a major factor in assessing the quality of the courses provided is student satisfaction.

TABLE 17: SENIOR COLLEGES STUDENT SURVEY 2000

Question	N	Response	%
Overall, how satisfied are you with the services provided by the college?	1 019	Adequate to excellent	87.2
Rate the value of the college to you on a 10-point scale.	1 067	6/10 or higher	90.9
Do you expect to achieve your goals at college?	1 130	Yes	92.9
Would you recommend that a friend enrol at college?	1 125	Yes	95.0

Source: Senior colleges annual reports, 2000

TABLE 18: PERFORMANCE OF REPEATING TERTIARY ENTRANCE EXAMINATIONS STUDENTS, SENIOR COLLEGES, 2000

	Canning	Tuart
Number of students	196	114
Average original Tertiary Entrance Score	232	224
Average new Tertiary Entrance Score	281	290
Average net gain in Tertiary Entrance Score	49	66
Average original Tertiary Entrance Rank	59.64	57.61
Average new Tertiary Entrance Rank	73.86	76.61
Average net gain in Tertiary Entrance Rank	14.22	19.00

Source: Senior colleges annual reports, 2000

TABLE 19: TERTIARY ENTRANCE RANKINGS, SENIOR COLLEGES, 2000

Tertiary Entrance Rank	Canning		Tuart	
	Number of students	% of total number of students	Number of students	% of total number of students
90-100	74	19.8	73	21.7
80-89	64	17.1	52	15.5
70-79	89	23.8	73	21.7
60-69	59	15.8	63	18.7
50-59	47	12.6	33	9.8
40-49	26	6.9	23	6.8
30-39	2	0.5	6	1.8
20-29	7	1.9	7	2.1
10-19	3	0.8	4	1.2
0-9	3	0.8	2	0.1
Totals	374	100.0	336	99.4

Source: senior colleges annual reports, 2000

TABLE 20: DESTINATIONS OF STUDENTS EXITING SENIOR COLLEGES, 2000

	Canning	Tuart
Students applying for a university place	302	167
Students offered a university place	220	115
Students enrolling at a university	178	96
Students applying for a TAFE place	96	108
Students offered a TAFE place	68	82
Students enrolling at a TAFE institution	39	39

Source: Senior colleges annual reports 2000

Operations

Student support services



Learning and teaching

Curriculum Improvement Program

Government schools are committed to providing appropriate learning programs for all students through the implementation of an outcomes-focused approach to education. The Curriculum Council's Curriculum Framework describes the essential outcomes for all students and the Education Department's Outcomes and Standards Framework enables teachers to plan, monitor and report their students' progress as they work toward their achievement of these outcomes.

In 2001, schools are in the third year of the Curriculum Improvement Program (CIP), which involves implementation of the Curriculum Framework by 2004 and implementation of the Outcomes and Standards Framework, of which the Student Outcome Statements are the major part, by 2005. CIP implementation strategies have included:

- the establishment of Curriculum Improvement Teams in all districts to provide direct support for schools and continued resourcing for implementation of the Curriculum Framework (\$2.156m annually since 1999);
- a range of professional development support programs, including the Curriculum Leaders Strategy, which was successfully implemented in 1999-2000 to build school-level leadership;
- the development and publication of support materials; and
- the provision of outcomes-focused professional development for teachers and school leaders by the [Centre for Excellence in Teaching](#) and the [Leadership Centre](#) respectively.

The Department has negotiated an agreement with the State School Teachers' Union to support CIP implementation, and is working with the union to address teacher concerns, particularly those relating to time and resource support. The results of a recent comprehensive school-based evaluation of the CIP will shape its future directions.

Responsibility for supporting and developing the Student Outcome Statements has been transferred to the Curriculum Council. This will ensure that a single student progress map is implemented in all Western Australian schools.

The 'standards' of the Outcomes and Standards Framework will be developed over the next five years as more valid and reliable student performance data become available.

Statement of Standards

A cross-divisional group has been set up to develop an approach for articulating standards within the Outcomes and Standards Framework. The approach is guided by the following principles and assumptions:

- The *Statement of Standards* is intended to facilitate the improvement of student achievement across the system by establishing common expectations and helping parents, teachers and the community to make judgements about what is 'good enough'.
- The *Statement of Standards* will become the 'standards' section of the Outcomes and Standards Framework and will be consistent with existing policies.
- The *Statement of Standards* will contain information showing the performance of students at specified years across the system.
- The performance data will, at least at first, come from Monitoring Standards in Education and the WA Literacy and Numeracy Assessment. It is expected that by 2006 these data may be used in combination with school-based assessments (teacher judgements).

Initially the *Statement of Standards* will be developed for English and mathematics.

Post-compulsory Review

Current years 11-12 syllabuses do not reflect an outcomes focus. The Education Department believes that a change to an outcomes-focused approach to education is fundamental to ensuring that students achieve to the maximum of their abilities. An emphasis on curriculum relevance and flexibility will increase opportunities and encourage and support improved student retention in years 11 and 12. A simpler, more coherent structure will allow teachers to contribute more of their expertise to the development of learning and teaching programs.

The [proposed reforms](#) will have an impact on students, teachers and parents. There will be resource implications and it is essential that in making change the Department ensures that there is clear communication with parents, students, educators and the community.

Interim and final responses to the Post-compulsory Education Review Position Paper were presented to the Curriculum Council in May and June 2001 respectively. These responses followed an extensive feedback process involving discussion and workshops with the Department's State Executive, the Central Office Directors' Group and individual directorates.

Each district established a process for consultation with school administrators and teachers. Focus group meetings were used to identify and clarify specific issues with the various associations of secondary school leaders and Education Department representatives on Curriculum Council syllabus committees.

In mid-2001, the Review remains in the consultation phase and no decisions have been made. However, the Department recognises that it provides an exciting opportunity for increasing the relevance and flexibility of schooling in the post-compulsory years.

Literacy and Numeracy Strategy

The first two overarching outcomes of the Curriculum Framework relate to literacy and numeracy and the provision of high-quality literacy and numeracy education is a continuing priority for the Education Department. Student achievement has been monitored regularly since the early 1990s through MSE and, more recently, WALNA. The results indicate that students in government schools perform well, with many students consistently demonstrating high standards.

The State government, through the *Getting it Right* initiative, is providing additional support for literacy and numeracy with resources for more specialist teachers.

Wide consultation relating to the development of a literacy strategy has occurred in recent years and information gathered through this process has been integral to the Literacy and Numeracy Strategy prepared in response to *Getting it Right*. The Strategy incorporates and complements the government's school retention priority and other key strategies being implemented by the Department, including the Curriculum Improvement Program, Students at Educational Risk, Quality Teacher Program, Education to the Community (**e2c**) and localised decision making. It is a five-year commitment to dedicating resources and focusing effort across the school system.

In May 2001, the first stage of *Getting it Right* was launched with trialling in the Cannington education district. In addition, recruitment began of a further 50 teachers, who will be trained by the end of 2001. These specialists will work with teachers to:

- plan intervention for individuals and groups of students;
- assist in the monitoring and assessment of achievement;
- model learning and teaching strategies;
- improve levels of parent participation; and
- plan whole-school approaches.

The strategy also includes professional development to harness and extend the literacy and numeracy teaching expertise of classroom teachers and build stronger partnerships with parents. The main focus is on students in the early years, but not to the exclusion of older students who require additional literacy and numeracy support.

Literacy Net

The Education Department has developed the P- 10 Literacy Net program to assist teachers in the identification and support of students experiencing difficulties with literacy learning. Literacy Net is intended specifically to address the needs of students identified as being 'at risk' in relation to the National Literacy Benchmark Standards in all phases of schooling.

The P-3 phase focuses on the early identification of children who require assistance in terms of their literacy development. It incorporates continuous monitoring of student progress against literacy checkpoints, which describe critical aspects of reading, writing and oral language at each year level and define year-level expectations to assist teachers in making judgements about appropriate standards. All teachers have been able to access professional development and training in the P-3 and, more recently, the 4-7, phases of the Literacy Net.

in addition, a Literacy Net program targeting P-2 Aboriginal children in selected schools was successfully implemented in 1999 and 2000 and helped to develop more effective partnerships between schools, parents and Aboriginal communities.

Literacy Net professional development and training in the P-3 and 4-7 phases has been most successful and continues to be available to all schools in 2001.

Further refinement to the Net in 2001 involves inclusion of the viewing strand of the English Learning Area and use of the Net as a comprehensive tool for the identification and diagnosis of literacy needs within the broader Literacy and Numeracy Strategy. Developments will include extending the Net to years 8-10.

Commonwealth Literacy and Numeracy Programme

The Commonwealth Literacy and Numeracy Programme (CLNP) is implemented in schools serving communities with the largest proportion of students at risk of not achieving successful outcomes in literacy and numeracy. The aim is to improve these outcomes measurably and to support the national literacy and numeracy plan.

CLNP funds are used to assist teachers to develop programs that help students to achieve the English and Mathematics outcomes described in the Outcomes and Standards Framework. Funds

for 2000 were allocated to 417 schools under a formula based on their index of disadvantage (Ross H) and P-10 enrolments, with a weighting of 1.5 applied to years 1-3 enrolments to reflect the Commonwealth requirement that more emphasis be placed on the early years.

The Ross H index is derived from Australian Bureau of Statistics census data. Until 1999, allocations were based on data gathered by the 1991 census. For 2000 and 2001, data from the 1996 census were used, leading to increased funding allocations to some schools and decreased funding to others. To protect schools affected adversely by changes to their Ross H indices and reductions in their CLNP allocations, a transition strategy was put in place in 2000 and continues in 2001 and 2002. In 2000, reductions were limited to the greater of \$9 999 or half a school's 1999 allocation. In 2001, reductions are again limited to \$9 999 or the second half of a school's 1999 allocation. Schools that lost half their 1999 allocation in 2000 received no CLNP funds in 2001.

As part of the school planning process, schools receiving CLNP funding are required to outline how it will be used to achieve measurable improvements in literacy and numeracy.

Reading Recovery

A joint venture of the Education Department, Catholic Education Office and Association of Independent Schools, this is a short-term withdrawal program targeting students who need help with the development of literacy skills. Preparations for its introduction were undertaken during 2000 and a pilot program involving eleven government, five Catholic and four independent schools is under way in 2001.

The pilot program will operate during 2001 and 2002 with year 3 students at risk of not achieving benchmark levels in reading and be subjected to cost-benefit analysis to determine its relative efficiency compared with other intervention models and programs.

Numeracy

Numeracy is the practical and intelligent use of mathematics in a range of contexts. The skills of numeracy are fundamental to each of the learning areas and its development is particularly important in the early years of schooling.

Schools have always planned and taught mathematics programs that encompass number, measurement, space and chance and data. However, teachers in general are not familiar with recent research on how students learn mathematics and significant work has been undertaken to provide support for schools in raising numeracy standards through two initiatives:

- First Steps in Mathematics, which provides the professional knowledge and resources teachers need to make better decisions in the classroom. It focuses on developing their understanding of mathematics, how best to teach it and how to determine whether students have learned what has been taught. Resource materials and a professional development program will be available from 2002; and
- Numeracy Net, which helps teachers to identify individuals and groups of students who need assistance with specific aspects of mathematics. It draws on the research findings of First Steps in Mathematics.

Training in the use of First Steps in Mathematics and Numeracy Net will be a significant element in the development of teachers' skills proposed under the Getting it Right initiative.

Science

The development of science curriculum leadership in all education districts has been supported through the provision of three training seminars for nominated teachers, the first focusing on the nature and purpose of science and the development of Working Scientifically outcomes; the second addressing the development of students' understanding of scientific concepts; and the third examining models for planning based on the principles for teaching, learning and assessment from the Curriculum Framework.

Centrally-organised training was provided for leaders who then delivered the program in each district. Additional support came from Scitech, which began delivering the program to primary teachers in 2001.

The Department has funded a contracted research project, to be delivered by Edith Cowan University, to trial a secondary science professional development program. Exemplars of teaching resources to support the program are being prepared, based on contemporary research findings. The project is being supported by 36 teachers in one country and five metropolitan senior high schools and has provided a model to inform planning of the larger Commonwealth Science Project managed by the Curriculum Corporation, for which development of materials began in December 2000 and trialling is being undertaken between April and September 2001. It will help teachers to develop an outcomes focus in their teaching.

The Department has continued to provide consultancy advice and a seconded officer to support the innovative and motivational activities of Scitech, which is widely used by government schools.

It has also provided advice to organisations including the Science Teachers Association, the Science Week Committee and the Triple S (Science for Secondary Students) program, which organises science fairs in schools.

In anticipation of the passage of new animal welfare legislation through State Parliament, the Western Australian Schools Animal Ethics Committee was established in October 2000 as a cross-sectoral committee to guide teachers in the use of animals in schools. Animals are used for a range of activities, including those involving observing their behaviour to foster students' natural curiosity; those which help students to learn about themselves, the nature of life and the environment; and those that encourage the development of attitudes and values that promote sensitivity to the needs of all living things. The position is taken that animals can enrich learning experiences for students but that respect must always be shown toward them. Support materials will be issued to schools later in 2001.

Four hundred and seventeen fifteen-year-old students in 20 randomly-selected government schools were included in the OECD Program for International Student Assessment (PISA) during 2000, as part of a national sample of 5 793 students from 232 schools. PISA focused on three dimensions of scientific literacy: understanding of scientific concepts, ability to apply scientific processes and understanding of scientific situations. The assessment, which was conducted in July-August 2000, involved 30 countries and took the form of a mixture of multiple-choice and constructed response items in reading, mathematics and scientific literacy, together with student and school questionnaires. In Australia, PISA was managed by the Australian Council for Educational Research. The first reports will be released late in 2001.

Society and Environment

This learning area is studied as an entity in K-10, but in years 11 and 12 individual social sciences - Economics, Geography, History and Political and Legal Studies - are offered as Curriculum Council accredited subjects.

In 2000, total enrolments in these subjects fell very slightly, from 26 203 to 26 157. Year 12 Geography enrolments continued to decline (by 200 students to 4 457), although year 11 Geography and years 11 and 12 Economics held their numbers. Enrolments in year 11 Political and Legal Studies improved by over 20 per cent, to 1 274. A slight upward trend was experienced in year 11 History (3 569) and year 12 enrolments were steady at 3 130. Numbers in the wholly-school-assessed courses - Australian Studies, Law and Practical Geography - remained low.

With the focus on environment-related issues in the Society and Environment Learning Area Statement and in the Curriculum Framework's Core Shared Values, many schools developed

valuable local environmental projects during 2000: for example, at Noranda Primary School and John Forrest Senior High School, schoolwide cross-curriculum programs have included local solar power generation, bushland regeneration, worm farming and the protection of endangered species.

The Education Department has worked with a range of external organisations (such as Greening WA, Tammin Landcare Centre and Herdsman Wildlife Centre) to develop support materials and programs. Partnerships between the Department and other organisations promoted and supported educational programs and materials development: for example, the Water Corporation ('Waterwise Schools'), the Chamber of Minerals and Energy, and the Waters and Rivers Commission ('Ribbons of Blue'). Outcomes have included enriched learning opportunities at more than 300 schools.

In the area of civics and citizenship education, government schools were involved in the nationally-funded Discovering Democracy project and each school has received a small grant, a teacher resource file and two sessions of professional development. The last has assisted teachers at over 220 schools to use with confidence the wide range of materials developed by the Curriculum Corporation.

An international sample baseline survey of student civics and citizenship knowledge and understandings was undertaken during 1999 and results have since become available. Eleven WA schools participated in Phase 2 of the survey, which was organised by the International Association for the Evaluation of Educational Achievement (IEA). Australian year 9 students were ranked eleventh overall in terms of civic understandings and participation skills.

[Access Asia](#) has continued to provide professional development, learning resources and in-country fellowships to assist teaching and learning about Asia and Asian languages and cultures.

Languages other than English

Driven by both the Education Department's *LOTE 2000* initiative and the National Asian Languages and Studies in Australian Schools (NALSAS) strategy (which provided some \$2m in funding in 2000), student participation has continued to increase at a very significant rate, with 131 072 students K-12 being involved in learning a LOTE, an increase of 11 648 over 1999. Compared with 1994, the total number of LOTE students has grown by 80 272, with increases of 68 per cent at year 3, 71 per cent at year 4, 70 per cent at year 5, 54 per cent at year 6, 43 per cent at year 7 and 42 per cent at year 8. It is expected that this increase will carry through to years 9 and 10, as secondary schools implement the Department's strategy.

LOTE 2000 was introduced in 1995 with the aim of having every government school student in years 3 to 10 studying a LOTE by 2000. The strategy supports twelve priority languages: Aboriginal languages, French, German, Indonesian, Indonesian Advanced, Italian, Japanese, Korean, Modern Greek, Spanish, Thai and Vietnamese.

In 1998, the strategy was modified to align the implementation timeline for LOTE 2000 with that of the Curriculum Framework. The first target - that by 2000, all students in years 3 to 7 would be studying a LOTE - was largely achieved (91 per cent). About eight schools in rural or remote areas were unable to access a LOTE teacher.

Achievement of the second target - LOTE studies for all students in years 8 to 10 - is planned for 2003. In second semester 2000, LOTE was part of the curriculum in 90 secondary schools, 55 district high schools, 532 primary schools and 19 education support centres.

Half of all LOTE students were studying an Asian language (Mandarin, Indonesian, Japanese or Vietnamese).

Programs in Indonesian and Japanese, involving a combination of computer, telephone and satellite links, have been delivered to 577 students in small, rural and remote schools.

Over all, the most widely-studied language was Italian, followed by Indonesian, Japanese and French.

Training programs are an important part of the implementation strategy and intensive language courses in Indonesian, Japanese and Italian catered for 105 teachers, while 21 teachers participated in in-country intensive language courses in Indonesia and France. In 2001, training courses are in place for Indonesian, Italian and Japanese. Eight teachers were awarded professional development allowances to enable them to travel and study in China, Indonesia, France, Italy and Spain to enhance their language skills and cultural understandings.

Nearly 1 600 primary and secondary teachers have attended a range of Asia-related professional development courses.

TABLE 21: STUDENT PARTICIPATION IN LOTE STUDIES, 2000^(a)

Year level	Aboriginal languages	Chinese ^(b)	French	German	Indonesian ^(b)	Italian
K	98				3	
P	202		34	6	19	281
1	306		230	121	648	1 436
2	375	10	467	164	961	1 744
3	498	277	2 296	519	5 228	5 362
4	471	253	2 282	509	5 404	5 371
5	395	316	2 503	549	5 771	5 599
6	373	285	2 371	563	5 523	5 604
7	340	226	2 507	643	4 824	5 240
Ungraded primary						2
8	280	323	2 654	456	4 338	4 221
9	176	180	1 616	504	2 126	2 060
10	89	138	786	195	431	786
11	35	42	205	63	76	127
12	21	44	137	80	127	145
Ungraded secondary				7		
Totals	3 659	2 094	18 088	4 379	35 479	37 978

Year level	Japanese ^(b)	Mod. Greek	Signing	Spanish	Vietnamese	Totals	% of cohort
K						101	0.6
P						542	2.7
1	70		5	9		2 825	13.7
2	330		10	85		4 146	20.1
3	3607		15	308		18 110	87.4
4	4 022		22	286		18 620	91.7
5	3 994		18	290		19 435	92.8
6	4 286	62	14	142		19 223	93.6
7	4 249		14	130		18 173	89.7
Ungraded primary				42		44	50.0
8	3 433			27	19	15 751	89.2
9	2 140			37	11	8 850	48.3
10	1 261			23	11	3 720	20.5
11	252					800	5.3
12	169					723	6.0
Ungraded secondary	2					9	3.0
Totals	27 815	62	98	1 379	41	131 072	

(a). Students may study more than one language. (b). NALSAS languages.

Source: LOTE Learning Area

Health and physical education

During 2000, many of the initiatives of the Physical Activity Strategy for primary schools were implemented to increase students' physical activity levels, including redevelopment of the *Fundamental Movement Skills Teacher Support Package* by Edith Cowan Resources for Learning (ECURL) to reflect an outcomes-focused approach and include facilitator training and professional development modules for teachers, to be available in the second half of 2001.

The departments of Education and Health have continued to work with Curtin University's Centre for Health Promotion Research on the development of a teacher resource focusing on relationships, growth and development and sexual health that is appropriate for students K-10.

Swimming and water safety

The Education Department has conducted swimming and water safety programs since 1919. The government meets the cost of instruction for all government primary schools and for non-government primary schools in rural and remote areas. The program is also available to metropolitan non-government schools, the majority of which take up the option on a user pays basis.

In 1997, the Department reviewed its in-term and vacation swimming programs and identified the former as core business, as it was conducted as a part of the school curriculum and addressed learning outcomes in the Curriculum Framework. When it was decided that the latter was not core business, the potential for outsourcing was investigated and after contracted cost and risk analyses were made, the management and operation of Vacswim was outsourced to the Royal Life Saving Society's WA Branch, which managed and operated the Vacswim program for two years.

Although a similar number of centres conducted lessons, the trend of declining participation continued, with approximately 53 500 children enrolling in classes.

In March 2001, the incoming Minister for Education opted not to renew the contract for a final term of twelve months following an extensive review of the comparative costs of contract and departmental management and operation. The decision to return Vacswim to the Education Department will result in a lower cash cost after initial set-up costs. Links with the in-term program will be strengthened and economies of scale achieved by having both programs managed and operated by the same organisation.

During 2000, in-term swimming lessons continued to be strongly supported, with 185 metropolitan and country centres enrolling 152 000 primary students. Many schools began to establish links between the program and student outcomes. To encourage the training of swimming teachers, subsidies were provided to enable training organisations to conduct eleven courses in targeted rural and remote areas, mostly in the north of the State.

Drug education

In 2000, the Education Department, Catholic Education Office and Association of Independent Schools continued to cooperate in the cross-sectoral [School Drug Education Project](#) (SDEP), which is part of the Together Against Drugs strategy.

Significant progress was made in the five aspects of the SDEP: production of curriculum support materials, professional development, introduction of school-based policies on drug education, parent and community participation, and evaluation and monitoring of the project.

Specifically, the SDEP has initiated action in the following areas:

- **Regional Organising Committees (ROCs):** sixteen ROCs have been established and funded to address the drug education training needs of teachers and develop regional school drug education networks, which provide local forums for teachers, other school-based staff including school-based police officers, and relevant community groups such as Community Drug Service Teams and Local Drug Action Groups.
- **Whole-school approach to drug education:** SDEP provides leadership, planning and implementation training for coordinators; health/drug education professional development for teachers and school health committees (including parents) and fosters strong links between SDEP schools and regional school drug education networks.
- ***In Touch - Managing Drug Use Issues in Schools:*** this is an early intervention program developed by SDEP in association with Next Step Specialist Drug and Alcohol Services to assist school staff in managing alcohol and other drug use issues.

Regionally-based trainers have commenced training of school staff across the State and the three school sectors.

- ***Leavers Live:*** this project aims to identify, promote and support local community strategies to reduce harm to school leavers, host communities and schools during end-of-year celebrations.

A successful pilot program was conducted at Rottnest Island in 2000. SDEP offers assistance to interested communities according to their needs.

- **School Community Grant Scheme (SCGS):** established to allow schools to access funds for local school community projects, SCGS is funded by the National School Drug Education Strategy and complements current State initiatives that enable schools to provide effective drug education.

To June 2001, 128 school-based projects have been funded.

The arts

Under the curriculum leaders strategy *Developing School-based Leaders for the Arts*, some 70 full-day workshops have been conducted for over 700 participants from primary and secondary schools across the State.

New strategic partnerships were developed with the University of Western Australia and the Awesome Children's Festival during 2000-2001. Others exist with the Ministry of Culture and the Arts, professional associations for the arts forms and key providers such as dance, theatre, music and media companies and visual arts galleries. The ArtsEdge partnership with the Ministry of Culture and the Arts supports the professional development needs of teachers and has been renegotiated with the Ministry.

The development of an 'arts faculty' approach is occurring in an increasing number of secondary schools and is providing opportunities for teachers to plan collaboratively outcomes-focused arts education.

Drama Studies, introduced as an outcomes-focused Tertiary Entrance Subject in 1999, has been highly successful in attracting enrolments, with an increase of 50 per cent in 2000 and similar growth likely in 2001.

Technology and Enterprise

Student achievement in Technology and Enterprise is developed in the contexts of materials, information and systems, by producing products, processes, systems, services and environments. Teachers are now developing learning and teaching programs based on real, relevant and purposeful activities that support the focus of the learning area: applying knowledge, skills and resources to satisfy needs and wants and realise opportunities.

The Post-compulsory Review provides an opportunity for improving the status of Technology and Enterprise among students and their parents. At present, very few Technology and Enterprise subjects contribute to students' Tertiary Entrance Scores, even though the fields of technology from which they are developed form part of university study programs. These subjects were developed to address the needs of students living in a rapidly-changing technological world, so their capacity to continue their studies in years 11 and 12 and gain university entry credits will significantly affect enrolments and, in turn, teachers' participation in professional development, school facilities and resource allocations.

MSE random-sample testing at years 3, 7 and 10, which incorporated a practical design activity, was undertaken in 2000. For details, see *Key Performance Indicators*.

The Value Adding Quest, funded by the Department of Commerce and Trade, has continued to assist the development of teachers' awareness of the learning area and students' achievement of the outcomes.

In 2000, approximately 70 per cent of the 300 students who entered the Quest were from government schools, which won first, second and third prizes in three of the four categories.

Vocational Education and Training (VET) in Schools

Between 1997 and 2000, Vocational Education and Training (VET) grew from being a minor additional activity for 683 students in 36 schools to being a part of mainstream education for 7 694 students (a quarter of the years 11 and 12 cohort) in 137 schools. Over 21 000 students undertook VET programs, well in excess of the 18 000 target set at the commencement of the program. VET in Schools is particularly strong in the government sector, which accounts for 85 per cent of the total student VET numbers.

All VET programs are required to conform to the nationally-agreed Australian Recognition Framework and student attainment is recognised nationally as well as being part of the Western Australian Certificate of Education. All participating government schools have complied with this requirement, either by partnering with existing Registered Training Organisations (RTOs) or becoming RTOs in their own right.

The cohort of students has expanded to include some university-bound students and those with special needs. The participation rate for Aboriginal students is 51 per cent, compared with 25 per cent for the total cohort and there is some evidence that VET programs are beginning to improve retention rates of Aboriginal students.

The cost of VET programs is approximately 25 per cent higher than that of general education. The Commonwealth contribution to Western Australian government schools over the four-year period was \$6m and the State government's additional allocation was \$3.7m. The Commonwealth has committed \$1.5m for 2001.

Negotiations with the Commonwealth are continuing in relation to VET funding for 2002-2004. Over the quadrennium it is planned to double the number of VET placements to more than 40 000.

To conform to the standards of the ARF after 2001, a joint policy has been developed by the Curriculum Council and the Department of Training and Employment. Schools can continue with the current arrangements of partnerships with RTOs or become training providers, with the Curriculum Council providing the quality assurance.

In 1997, schools were invited to develop VET programs at a time and pace that suited their circumstances. It was recognised that this would be a major task, requiring changes to the ways in which they decided which courses to offer, to school management, to resource management, to

course delivery and to assessment and certification processes. The growth of programs within and across schools is an indication of the extent to which they have responded to emerging student needs.

During the implementation period, the Australian Recognition Framework was introduced, compelling schools to undergo a registration process or to form partnerships with RTOs and to adopt the new National Training Packages. The impact on school management and curriculum delivery was significant, but all schools managed that process effectively during 2000. At the same time, schools have widened the range of programs delivered and broadened the cohort of students with access to these programs, expanding from the historical trades base to incorporate new technologies, business and administration across a broad spectrum of industry areas.

Some university-bound students have begun to participate, as have those with special needs.

Although VET attainment did not count for university entrance, in 2000 nearly one-third of the year 12 VET cohort achieved a grade in one or more Tertiary Entrance Examinations subjects and 16 per cent a grade in four or more TEE subjects. This suggests that university-bound students are beginning to see the relevance of some vocational education in their learning programs. VET recognition for university entrance is being addressed as part of the Post-compulsory Education Review.

The national New Framework for Vocational Education (2001-2004) will build on the successes of the 1997-2000 program and introduce a broader concept of vocational education, including enterprise education and effective student transition from school to post-school destinations. Take-up of the New Framework will again be at a time and pace that suits schools' particular circumstances.

TABLE 22: GOVERNMENT SCHOOL YEARS 11 AND 12 STUDENTS PARTICIPATION IN VET IN SCHOOLS PROGRAMS, 1996-2000

	Schools offering VET programs			Students undertaking VET programs			% of years 11-12 students in VET programs		
	year 11	year 12	All	year 11	year 12	All	year 11	year 12	All
1996	36	22	36	472	211	683	3.7	1.9	2.8
1997	7	45	57	1 450	541	1 991	10.3	5.5	8.3
1998	96	73	100	2 636	1 192	3 828	16.3	10.5	13.9
February 1999	125	115	136	4 563	2 605	7 168	27.7	22.2	25.5
August 1999	117	104	125	3 393	1 794	5 187	21.8	15.2	19.0
February 2000	135	128	137	4 960	2 734	7 694	29.1	20.2	25.2
August 2000 ^(a)	131	121	133	3 994	2 212	6 206	26.4	18.4	22.8

(a). Excludes 52 years 9 and 10 students who undertook VET programs.

Source: Enterprise and Vocational Education Branch

TABLE 23: VET IN SCHOOLS PARTICIPATION, TARGETS AND COMPLETION, GOVERNMENT SCHOOLS YEARS 11 AND 12 STUDENTS, FEBRUARY 1996-FEBRUARY 2000

	1996	1997	1998	1999	2000
Participation targets as percentages of total years 11-12 cohorts	NA	5	10	15	20
Actual participations as percentages of total years 11-12 cohorts	NA	8	14	25	25
Successful completions	683 ^(a)	757	1 843	3 011	3 406
Successful completions as percentages of participations	NA	38	48	42	77
Target percentage increases in successful completions against benchmark	NA	10	80	200	300
Actual percentage increases in successful completions against benchmark	NA	10	269	760	NA

(a). Benchmark.

Source: Enterprise and Vocational Education Branch

A traditional benchmark for school relevance and success has been retention rates and there was an expectation by some that they would increase as student VET participation increased.

However, although VET programs have encouraged many students to stay at school longer than they had originally intended, their exposure to training and to work (particularly through Structured Workplace Learning, or SWL) has meant that a significant number have made successful transitions to work or other training before completing year 12, and improvements in retention have not occurred.

Of a sample of over 60 per cent of 1 436 students who ceased participating in VET programs between February and August 2000, 51 per cent moved to work or further training, which is considered to be a successful transition from school to post-school destinations. A further 14 per cent moved to other schools or courses, so could not be considered to be losses in retention. School decisions not to proceed with Units of Competency or National Training Modules dropped

from 41 per cent of the sample in 1999 to 13 per cent in 2000. This is in part attributable to greater familiarity with and confidence about VET in Schools.

In the longer term, students' successful transition from school to post-school options will provide an important performance indicator in association with retention rates. Although students attending senior high schools in years 11 and 12 comprise the core clientele of VET in Schools programs, smaller schools with upper-secondary cohorts have begun to offer VET. At a time when it has become difficult for many students to move from their home towns to further their education, the introduction of VET has increased student options.

In exceptional circumstances, some lower-secondary students also undertake VET programs and are enrolled in the Western Australian Certificate of Education, though it is unlikely they will complete a full certificate in the near future. Most of these students are located in rural and remote areas and for cultural reasons may not complete twelve years of schooling, so if they are to gain any experience of VET, it must be during the years of compulsory schooling.

VET in Schools programs require students to undertake both on-the-job (SWL) and off-the-job training (Units of Competency). All programs must be accredited through the Curriculum Council and be recognised for credit in training programs.

Structured Workplace Learning

SWL is an accredited Curriculum Council subject. Sets of skills lists related to particular industries have been developed and form the basis for grading and accreditation.

TABLE 24: STUDENT PARTICIPATION IN STRUCTURED WORKPLACE LEARNING BY ANTA INDUSTRY AREA, 1996-2000

	1996	1997	1998	1999	2000
Arts, Entertainment, Sport and Recreation	3	69	238	518	477
Automotive	19	47	467	744	502
Building and Construction	0	32	202	398	277
Business and Clerical	230	418	575	934	1 014
Communications	0	1	86	168	83
Community Services, Health and Education	22	48	286	530	578
Computing	0	0	46	139	264
Engineering and Mining	236	510	637	1 087	774
Finance, Banking and Insurance	0	0	2	0	4
Food Processing	0	0	91	154	23
General Education and Training	0	15	57	129	735
Primary Industries	19	170	598	928	811
Process Manufacturing	0	0	0	0	0
Sales and Personal Service	38	40	396	557	625
Science, Technical and Other	0	0	1	15	87
Textiles, Clothing, Footwear, Furnishings	25	32	182	323	182
Tourism and Hospitality	250	560	796	1 508	1 192
Transport and Storage	1	29	37	56	81
Utilities	10	31	118	154	127
Totals	853	2 002	4 815	8 342	7 836

(a). The total for the industry aggregate exceeds the number of students in Table 23 because many students have more than one industry placement during the year.

Source: Enterprise and Vocational Education Branch

Off-the-job training

With the advent of National Training Packages, Units of Competency replaced National Training Modules as the units of measurement. Schools either embedded the Units of Competency into existing subjects or grouped them together as 'stand alones'.

In government schools in 2000, 71 per cent of delivery was by means of embedded Units of Competency, 17 per cent by 'stand alones' and 12 per cent by a combination of the two forms of delivery.

VET in Schools programs must either articulate to traineeships and apprenticeships or provide opportunities for students to undertake traineeships or apprenticeships while still at school.

In Western Australia, the focus has been on traineeships, but the number of students who undertake traineeships while still at school is small - less than 5 per cent of the total number of students in VET in Schools programs - and is likely to remain of this order.

Entering into a traineeship is a significant vocational commitment that most students are not prepared to make at this stage of their education. Securing a traineeship also depends on the

willingness of an employer to offer a position, so some aspects of expansion are outside the control of the school.

TABLE 25: SCHOOL-BASED TRAINEESHIPS^(a), 1997-2000

	1997	1998	1999	2000
Commencements	38	75	166	216
Cancellations	9	20	41	46
In training (December)	30	69	154	256 ^(b)
Certificates awarded	11	36	24	68

(a). The average attrition rate for trainees in Western Australia is 37 per cent (Department of Training and Employment, 1998). An indication of the attrition rates for school-based traineeships can be derived by comparing the number of commencements with the number of cancellations for the same year. It is assumed that no cancellations occur in the second year of each traineeship. Using this premise, the rates of attrition for school-based trainees over the 1997-2000 period were 23, 27, 26 and 21 per cent respectively and the average rate 24.25 per cent. (b). At 30 November 2000.

Source: Enterprise and Vocational Education Branch

TABLE 26: SCHOOL-BASED TRAINEE COMMENCEMENTS BY INDUSTRY AREA, 1997-2000

	1997	1998	1999	2000
Business and Clerical	1	41	83	78
Computing				5
Community Service, Health and Education				2
Engineering and Mining	17	15	32	27
Primary Industries		9		18
Sales and Personal Service	19	6	45	33
Tourism and Hospitality		4	6	49
Transport and Storage	1			4
Totals	38	75	166	216

Source: Enterprise and Vocational Education Branch

Student transition

Significant economic changes in recent years have affected the labour market and skill requirements and, in turn, students' learning programs, their intentions on leaving school and their eventual destinations.

Some of the important characteristics of the current post-school environment include the disappearance of lifetime jobs: blurring of the distinction between university pathways, training pathways and work; fragmentation of the traditional sequence of school, university or training and work; and fewer opportunities for semi-skilled and unskilled workers. The Post-compulsory Review is taking factors such as these into account in proposing future directions.

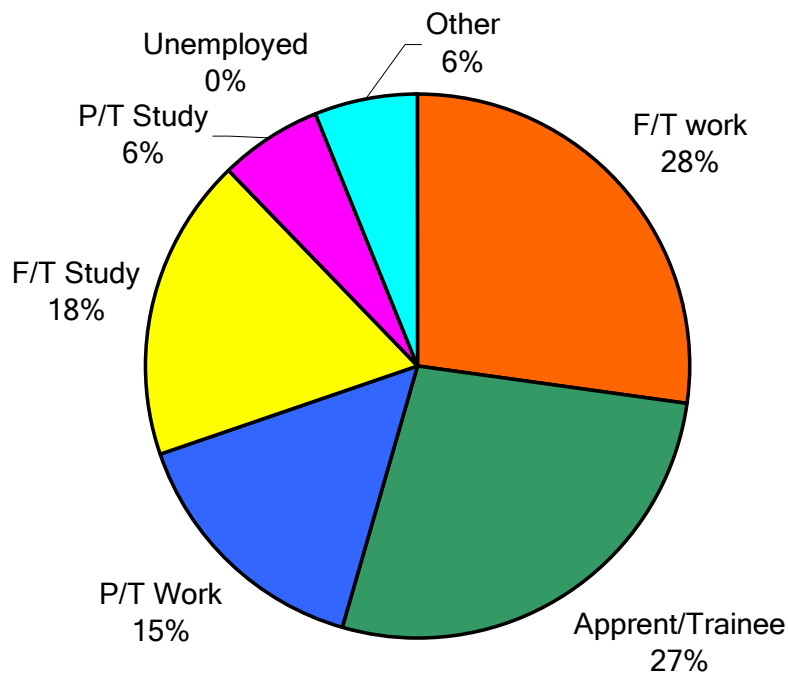
Post-school destinations

For several years, schools have obtained information about the intended post-school destinations of students and their locations early in the following year.

When students' intentions match their eventual destinations, it is a reasonable indicator of the relevance of learning programs to their needs. The spread of post-school destinations across work, university and training is a further indicator of whether school programs are meeting industry and training needs.

Illustrations of the role of the data of this type in school planning are drawn from two districts: Midlands and Cannington.

2000 DESTINATIONS OF YEAR 12 VET IN SCHOOLS SCHOOL LEAVERS – SAMPLE RESULTS FROM ONE SCHOOL IN THE MIDLANDS EDUCATION DISTRICT



Source: Enterprise and Vocational Education Branch

In the Cannington district, data were gathered about each year 10,11 and 12 cohort - not specifically the VET students - across a sample of schools.

TABLE 27: LEVELS OF SATISFACTION AND DISSATISFACTION AMONG VET AND NON-VET STUDENTS, CANNINGTON EDUCATION DISTRICT, 2000

Students	Experience			Knowledge			Personal growth			Transition		
	Satisfied	Dissatisfied	% satisfied	Satisfied	Dissatisfied	% satisfied	Satisfied	Dissatisfied	% satisfied	Satisfied	Dissatisfied	% satisfied
Year 11 VET	70	17	80.5	79	8	90.8	69	18	79.3	69	18	79.3
Year 11 non-VET	300	61	83.1	314	47	87.0	290	71	80.3	244	117	67.6
Year 12 VET	45	2	95.7	41	6	87.2	40	7	85.1	38	9	80.9
Year 12 non-VET	137	14	90.7	138	13	91.4	129	22	85.4	120	31	79.5

Source: Enterprise and Vocational Education Branch

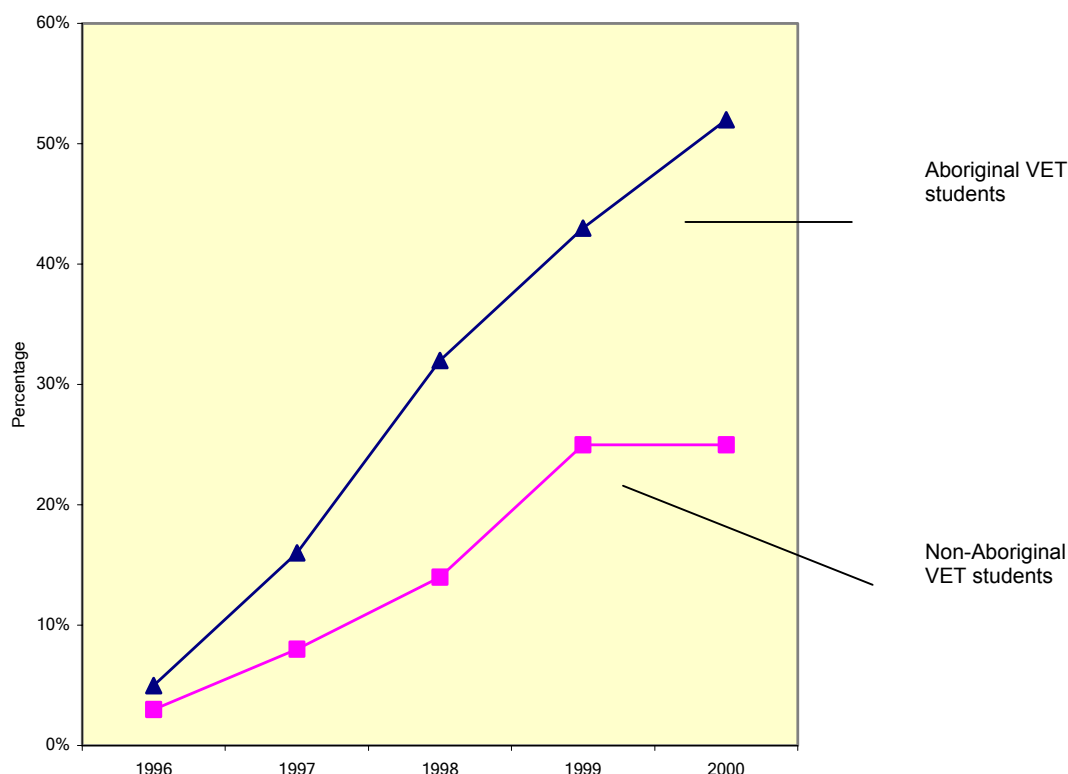
Forms of delivery

The forms of school delivery changed in 2000 when the new Australian Recognition Framework (ARF) shifted the emphasis from registration of the curriculum to registration of the deliverers of curriculum, and schools were required to become RTOs, purchase the services of RTOs such as TAFEs for delivery of their programs or enter into an arrangement known as 'auspicing', under which the schools delivered and the RTOs provided quality assurance checks.

Aboriginal students

Over half of Aboriginal students in years 11 and 12 enrolled in VET programs in 2000, compared with 25 per cent across the full cohort of students. A few students undertook VET programs before reaching year 10.

ABORIGINAL STUDENTS' VET IN SCHOOLS PARTICIPATION RATES COMPARED WITH ALL STUDENTS' PARTICIPATION RATES, 1996-2000



Source: Enterprise and Vocational Education Branch

Kimberley Multi-campus

In 2000, eight Kimberley schools - La Grange Remote Community, Broome Senior High and the Derby, Looma, Fitzroy Crossing, Halls Creek, Kununurra and Wyndham district high schools - offered VET programs that incorporated National Training Modules, Units of Competence and Curriculum Council subjects and included small business, horticulture, office skills, station skills, hospitality and tourism.

In most schools, students were able to continue with programs that had commenced in 1999. The Kimberley Multi-campus includes both Aboriginal and non-Aboriginal students.

Ngaanyatjarra Lands Rural and Remote Project

Programs target students aged from 12 to 18 years at remote community schools and in 2000, five schools - Blackstone, Jameson, Kiwirrkurra, Warburton and Wingellina - participated.

Schools are at different stages of implementation and there are other Lands schools well placed to deliver in 2001: Wingellina, Warburton and Jameson have entered into RTO partnerships with Ngaanyatjarra College to provide quality assurance for the courses they offer. The common

training units are the Workplace Communications and Job Seeking Skills National Training Modules, in conjunction with SWL. Enterprise education is seen as a viable form of delivery of VET in the Ngaanyatjarra Lands, and schools have begun to run enterprises in conjunction with Training Packages. This ensures that VET is providing students with industry-specific skills, with an emphasis on work readiness, literacy and numeracy.

Difficulties include the high turnover of staff in the Lands; the shortage of secondary-trained staff; the fact that for cultural reasons, many students leave school at the end of compulsory schooling; and the problems associated with providing SWL and forming arrangements with RTOs in a remote area.

Pilbara Cluster Enterprise and Vocational Education Program

Similar obstacles were faced by the schools in the Pilbara education district when in 1998 they identified a need to provide Aboriginal students with a program that would develop their work readiness skills to a level that would allow entrance to and successful completion of a post-compulsory VET program and/or employment. Schools commenced by teaching the students and community about enterprise. The students were gradually exposed to activities of increasing duration and complexity that would develop enterprising thinking and attitudes. They were taken to Tom Price and shown several Aboriginal enterprises and joint ventures to provide them with real-life examples of what they could aim for.

Throughout 2000, each school also incorporated varying levels of student exposure to work experience and SWL to broaden their vocational experience and confirm the development of competencies in the workplace.

School-based traineeships

During 1999-2000, the Department of Training and Employment created a model for establishing traineeships for Aboriginal students, using the same training standards and requirements that applied to any traineeship, but additional resources had to be found for a mentoring program and for trainees' salaries, because many of the students are placed in community industries that are not structured to pay trainee wages.

Because of difficulties in obtaining sustainable funding, growth was restricted during 2000, but the problem was overcome by year's end and it is likely that over 200 Aboriginal students will be able to enter into school-based traineeships over the next four years.

Positive aspects of this pilot initiative include:

- the use of Aboriginal people as mentors, which has helped students to make the adjustment from school to work environments;
- most of the traineeships are in small business, with 100 per cent on-the-job training, an environment that many students find more conducive to learning than traditional classroom situations; and
- many of the host industries are community-based businesses such as sporting clubs which provide a familiar and supportive environment for students.

There were 34 students in training in October 2000.

Education support students

Education support students are expected to meet the same criteria for VET in Schools as other students, and although they tend not to undertake major commitments such as full certificate courses, a few enter full traineeship programs. In 2000, there were 301 such students in VET programs - 178 in year 11 and 123 in year 12. Fifty-six per cent were males.

Female students

The number of girls participating in VET in Schools programs has increased from approximately 300 in the 1996 benchmark year to 3 516, or 46 per cent of the VET cohort.

TABLE 28: ENROLMENTS BY GENDER, VET EQUITY TARGET GROUPS, 1996-2000

	1996		1997		1998		1999		2000	
	Total	%	Total	%	Total	%	Total	%	Total	%
Aboriginal										
Female	12	46	37	44	77	45	168	50	275	55
Male	14	54	48	56	94	55	171	50	226	45
Totals	26	100	85	100	171	100	339	100	501	100
Education support										
Female			1	33	36	43	103	38	132	44
Male	1	100	2	67	47	57	165	62	169	56
Totals	1	100	3	100	83	100	268	100	301	100
Students at educational risk										
Female					186	42	283	39	277	38
Male	103	100	294	100	262	58	446	61	446	62
Totals	103	100	294	100	448	100	729	100	723	100

Source: Enterprise and Vocational Education Branch

Students at educational risk

Students who have not achieved year 10 standards in general subjects, particularly in English and mathematics, are identified as being at risk.

The Full Service Schools Program was implemented in 2000. The districts with high youth unemployment - Bunbury, Cannington, Fremantle, Joondalup, Peel and Swan - have been provided with additional funds for program development using Fast Track as the curriculum model.

Regional and community partnerships

The cluster approach, especially in the regions, provides a focus for community links and, in those clusters in which VET in Schools is most successful, they play a strong coordinating role.

Notable examples include:

- the Cannington and Fremantle clusters' 'Family of Trades' course, developed in collaboration with the Area Consultative Committee, the South-East Metropolitan College of TAFE and industry, and managed jointly by the schools, TAFE and the building industry;
- the Kwinana Industries Council Excellence in Education Compact, which received an international award for best practice in 2000 and was recipient in 1999 of the Australian Student Traineeship Foundation's Best School Partnership Award and the WA Department of Training and Employment's Training Excellence Award in the VET in Schools category;
- the Bunbury and Warren-Blackwood clusters, which, working in partnership, developed a strategic plan and a quality assurance framework for VET in Schools that involves strong industry participation across seven industry areas; and
- the Goldfields cluster's links with the Chamber of Minerals and Energy and the local mining industry on the one hand (for the delivery of metals and manufacturing units of competency), and the Chamber of Commerce and Industry and the small business community on the other (for the delivery of a school-based office administration traineeship).

The next phase: 2000-2004

All Australian Education Ministers have agreed to a New Framework for Vocational Education, to be implemented from 2001 to 2004. The New Framework is a response to the changed post-school environment that requires students to develop enterprising skills and incorporates the following key elements:

- explicit and well-articulated pathways for students;
- community partnerships;
- lifelong learning skills and attributes;
- enterprise and innovation;
- career information and guidance and access to student services;
- individual assistance for students at risk;
- supportive institutional funding arrangements; and
- monitoring and evaluation.

Student services

Students at educational risk

Making the Difference

At any one time, about one-fifth of all students are at of risk not achieving the major learning outcomes of schooling at levels that enable them to achieve their potential. However, this group does not remain static. Rather, students may move in and out of being at educational risk for a range of reasons. It is vital that schools identify and support these students to achieve educational outcomes.

All schools have continued to implement the *Making the Difference* strategy, many nominating teachers to coordinate the identification of students at risk and the delivery of programs for them.

The State government is committing \$3.1m annually until 2002 for implementation of *Making the Difference*, mostly to fund local initiatives. The strategy will be evaluated during this period and a final report prepared in 2005.

Alienated youth

Making the Difference includes as a focus area retention and participation and each education district is required to develop and implement a K-12 plan for the improvement of attendance, retention and participation of students alienated from schooling.

The plan incorporates prevention, early identification and intervention strategies. It ensures a coordinated and comprehensive approach, inclusive of cultural and individual differences, for all students at educational risk.

In late 1999, the Education Department, the Department of Education Services, the Association of Independent Schools and the Catholic Education Office completed a mapping exercise to establish the extent of student disaffection and alienation and the effectiveness of current programs. This identified the need for significant additional resources to address the most severely-alienated students and approximately \$1.8m in annual funding has been allocated to each education district to support programs for alienated and disaffected students.

A review of provisions was conducted during first semester 2001 by representatives of the central and district offices, professional associations, the State School Teachers' Union, principals and the tertiary sector. The terms of reference included the distribution of resources, policies and

procedures, presence of inequities and program accountability. The review committee is developing recommendations to be presented to the department's corporate executive.

Students experiencing difficulty with speech and language

Implementation of the Curriculum Improvement Program and *Making the Difference* is leading to considerable progress in schools in the identification of and intervention with students experiencing difficulties with learning. An important objective of *Making the Difference* is the development of a plan for students with speech and language difficulties and impairments.

In 1999, a professional consultative group was convened to develop a discussion document and planning framework for the provision of support in mainstream classes as well as specialised services. Consultation with all stakeholders was undertaken and a draft plan prepared which outlined four strategies for implementation over the period 2001-2004:

- additional places in the four existing language development centres and the establishment of two new language development centres;
- introduction of a Statewide outreach service;
- professional development; and
- research and resource development.

Under *Making the Difference*, work on developing the Social-emotional Developmental Continuum continued during 2000. This tool will assist schools and education districts to monitor and promote the mental health of all students through the provision of supportive learning environments and appropriate evidence-based curriculum strategies and programs. It will include strategies for prevention, early identification and intervention, and address the range of delivery options, from provision in mainstream classrooms to the specialised services delivered through the LDCs.

Student tracking

The pilot Student Tracking System project was introduced in Term 1, 1999 as a cooperative initiative of the Education Department, Catholic Education Office and Association of Independent Schools. The project aims to locate students who are not attending school on a regular basis, assist schools to develop strategies for students to re-enter education and identify students moving between the school sectors.

The project has had considerable success in reducing the number of missing students in the pilot districts (Mid West, Goldfields and, in 2000, Kimberley) as well as in achieving some reductions in the numbers of students reported as being persistent non-attendees.

Importantly, it has led to a much greater awareness of attendance and retention issues in the trial districts, which it is hoped will translate into improved participation rates.

Suspensions and exclusions

In 2000, there were 16 940 suspensions (17 541 in 1999) involving 9 358 students (9 353 in 1999), or about 4 per cent of all students 1-12. The average period of suspension was between two and three days. Almost two-thirds of those suspended were suspended only once. Recommendations for exclusion (71) represented 0.03 per cent of the school population and were slightly fewer than in 1999 (74).

TABLE 29: STUDENT SUSPENSION RATES^(a), 1999-2000

District	1999		2000	
	Total number of students	Student suspension rate	Total number of students	Student suspension rate
Metropolitan				
Cannington	28 257	6.0	27 987	6.0
Fremantle	33 129	2.8	33 103	3.0
Perth	28 354	2.6	27 757	2.3
Swan	36 529	4.4	36 186	4.5
Totals	126 269	3.9	125 033	4.0
Outer-metropolitan				
Joondalup	18 197	3.4	18 556	4.3
Peel	17 998	4.2	18 315	4.3
Totals	36 195	3.8	36 871	4.3
Rural and remote				
Albany	6 961	3.9	7 123	3.8
Bunbury	11 224	4.5	11 419	4.0
Esperance	3 225	4.3	3 195	3.5
Goldfields	6 045	4.7	6 121	4.1
Kimberley	4 472	4.5	4 590	3.1
Mid West	8 344	5.8	8 176	5.9
Midlands	9 401	4.5	9 396	4.4
Narrogin	4 815	5.3	4 741	5.5
Pilbara	7 754	3.7	7 365	3.1
Warren-Blackwood	6 617	2.3	6 811	2.5
Totals	68 858	4.4	68 937	4.0
All districts totals	231 322	4.0	230 841	4.0

(a). Number of students suspended per 100 students. Excludes kindergarten and pre-primary students.

Source: Schools Division

Behaviour management

The Behaviour Management in Schools (BMIS) policy was launched in June 1998 as a major component of *Making the Difference*. Each education district was allocated funds to support implementation of the policy.

An implementation package detailed how schools were expected to address violence, bullying and harassment as part of their behaviour management plans and provided bullying prevention strategies, elements of a bullying prevention program and instructions on dealing with students with a history of violence.

The BMIS policy operates in all government schools and districts continue to receive funding to enable training needs to be met. It has been revised in 2001 to reflect changes in the School Education Act and Regulations and is being evaluated during the year.

Students with disabilities

The Education Department pursues a policy of maximising the inclusion of students with disabilities in mainstream schools and at the same time providing support facilities that respond to individual students' particular needs and offer opportunities for students to integrate into activities of mainstream schools and the wider community.

Disabilities include autism, intellectual disability, physical disability, sensory impairment and serious language disorders.

The majority of students with disabilities are provided with support to attend their local schools.

For students with physical and sensory disabilities, the outcomes sought are generally the same as those for other students, with modifications depending on the nature of individual students' disabilities.

For students with intellectual or multiple disabilities, intended outcomes focus on literacy, numeracy, socialisation, vocational education and independent living.

Support services, advice and resources are provided through the [Centre for Inclusive Schooling](#), Vision Impairment Service, WA Institute for Deaf Education, Hospital School Service and district education offices. Specialised Statewide services for students with hearing impairment are coordinated by the WA Institute for Deaf Education. The Hospital School Service includes schools at the Princess Margaret and Royal Perth Rehabilitation hospitals and the Stubbs Terrace, Bentley Hospital and Grevillea House psychiatric units, as well as the Andrew Relph School and a visiting teacher service. It caters for the needs of hospitalised students and secondary-aged students with significant psychiatric and behavioural disorders.

Four language development centres enrol children of above-average intelligence whose academic and social performance is seriously limited by language deficits. They provide specialised intervention to develop communication skills, comprehension strategies and functional literacy.

In 2000, thirteen education support schools and 54 education support centres provided educational services to 3 025 students. Students in the metropolitan area and larger country towns who have intellectual disabilities enrol at education support schools, centres or units. Those with intellectual disabilities in remote and small rural localities where there are no education support facilities within reasonable travelling distance attend their local mainstream schools, with support from district education offices and the Centre for Inclusive Schooling.

Education support schools generally cater for students whose levels of disability are such that their needs can only be met with intensive medical and therapy support.

Education support centres are located on mainstream school campuses and generally cater for students with moderate to severe intellectual disabilities. Partner schools provide opportunities for the integration of their students into mainstream classes wherever appropriate (see Output 6).

Education support units are classes located in mainstream primary and secondary schools and generally cater for students with mild to moderate intellectual disabilities.

Most parents of students with intellectual disabilities who are offered enrolment in education support facilities accept. However, during the 1990s, a significant number challenged the Education Department's placement policy and sought to have their children enrolled at their local schools. In 1995, the Education Department and the Disability Services Commission established an inclusion pilot program. The pilot was successful and in 1997 \$3.6m was committed to the continuation of the program. The aim was to support 50 students with intellectual disabilities enrolled at their local schools by the end of 2001.

Professional support and additional teacher and education assistant time was provided to each school participating in the program.

The target has been met, with 54 students participating in 2001 at a current cost of \$1.08m.

Feedback from parents of students in the program has been very positive and participating principals and teachers have indicated that they favour inclusion if support is provided.

The number of requests for inclusion continues to exceed the number of places available and the Department is seeking a means of allowing all students with intellectual disabilities the option of being supported in their local schools.

An evaluation of services to students with disabilities is being undertaken during 2001 and the inclusion program will be reviewed as part of that process.

Developments during 2000 have included:

- an intensive educational program for pre-primary students with autism; and
- provision of education assistants for a small number of students with psychological health or health care requirements.

In 2000, there were 7 926 students with intellectual, physical or multiple disabilities, autism or sensory impairments enrolled in government schools, including 4 432 with intellectual disabilities, 1 021 with physical disabilities, 821 with language disorders, 759 with hearing impairment, 457 with vision impairment and 436 with autism.

Socioeconomically-disadvantaged students

The Secondary Assistance Scheme has been operating since 1983 to enable low-income families to pay school charges and purchase school clothing. It is available to parents of children attending government or non-government schools who are eligible to receive a Family Health Care Card, Pensioners Concession Card or Veterans Affairs Pensioner Concession Card.

Secondary Assistance is available up to and including the year in which students turn 16 and become eligible for the Commonwealth Government Youth Allowance Scheme.

In 2001, assistance totalling \$8.2m is being provided to some 26 000 students.

Commonwealth Disadvantaged Schools Programme funding includes the Commonwealth Literacy and Numeracy Programme, which focuses on those government schools in which the students experience educational disadvantage as a result of low socioeconomic backgrounds. As a result, in 2001, additional teachers and resources are being provided to help almost 110 000 students in 357 schools, at a total cost of \$7.3m.

Index of Socioeconomic Disadvantage (Ross H Index)

The Ross H index is used by the Department in determining school staffing, CLNP funding and other allocations to schools. It is currently under review by a working party representing the

Department, the State School Teachers' Union and the Psychosocial Research Division of the TVW Telethon Institute for Child Health. A range of possible indices is being considered, including variations on the H index, other indices based on ABS census data, and indices based on student-level data.

Geographically-isolated students

For individual isolated students and students attending remote schools, the provision of equal access to curriculum is an essential element of Education Department policy. Alternative learning experiences and/or additional support are provided, because these students do not have the same opportunities to participate in extracurricular experiences as metropolitan students or to interact with large populations of peers.

One hundred and seventy-three conventional schools and the Schools of Isolated and Distance Education, with a total enrolment of 21 870 students, are participating in the Priority Country Areas Program in 2001: funding totals \$2.6m.

Students from language backgrounds other than English

An estimated 22 per cent of government school students are from language backgrounds other than English.

Specialist English as a Second Language (ESL) tuition is provided for students at two different stages of English language development:

- Stage 1 students have been in Australia for less than a year and have enrolled within six months of arrival or have begun formal schooling with little or no English language skills. They are eligible for four terms of full-time ESL tuition at an intensive language centre.

Those who cannot attend an ILC are supported by the visiting teacher or country new arrivals programs.

- Stage 2 students have had no more than two years of primary or three years of secondary education in an Australian school, or, if they are from a limited or disrupted background, no more than four years of secondary schooling in Australia.

In 2000-2001, 573 students were assisted through eight ILCs and 2 960 through seventy support programs. About 113 FTE teachers and 30 FTE education assistants delivered these services, which were funded by the Commonwealth New Arrivals and Literacy and Numeracy programs (\$5.9m).

Cultural and linguistic support was provided to some 5 000 Aboriginal students for whom English was a second language or second dialect. In four education districts, 420 students were assisted under the Commonwealth ESL Indigenous Language Speaking Students program.

The Commonwealth provides funding for holders of over 60 categories of visa to attend government schools and to access ILCs. However, there are at least another 27 visa categories that allow entry into government schools but not ILCs. As a consequence, children with little or no English are enrolling in schools and the Department's corporate executive has approved students with Temporary Protective Visas (class 785), who were so-called 'illegal immigrants', and holders of Spouse Applications Visas (classes 309, 310, 445, 820 and 826) having access to ILC services in 2001 on the basis of available space once eligible students have been accommodated.

Where possible, priority for class 785 visa holders is given to:

- unaccompanied minors, as they are the most vulnerable group in this population of children; and
- older children, who need to fast-track their education in order to catch up on schooling they have missed because of their experiences in their countries of origin or as refugees.

A review of support provided to students with English as a second language has commenced, with the object of determining whether it is possible to extend ESL services to a wider range of visa holders.

Gifted and talented students

There are two components to the gifted and talented program: PEAC and SSPP.

- Primary Extension and Challenge (PEAC) is offered to government school students in years 5 to 7.

Student identification and selection and program provision is determined and managed through district education offices. Funding is allocated according to the proportion of the State population in years 5 to 7 in a district.

- Special Secondary Placement Program (SSPP) for students in years 8 to 10 includes the Academic Talent Program (ATP) in humanities and mathematics/science (six metropolitan schools), languages other than English (two metropolitan schools), dance, drama, music and visual arts (10 metropolitan schools), and the ATP Online for rural and isolated students (through the Schools of Isolated and Distance Education).

All year 7 students are invited to apply for SSPP positions in Terms 1 and 2. The assessment of applications, selection and placement are coordinated by the central office.

Making the Difference recognises the potential for some gifted and talented students to be at educational risk and funding has been used to develop resources for students, teachers and parents. As a result of research into the movement of some gifted students from government schools at the end of year 7, initiatives have been taken to improve parent and community perceptions of the SSPP.

A review of programs for gifted and talented students began in second semester 2000.

Education of boys

During the 1990s, this issue became the subject of major studies in a number of countries, including Australia. The focus has been on boys' under-performance in literacy, lower retention rates and lower participation rates in humanities subjects.

Education Department policies, curriculum development and delivery incorporate the principles of gender equity outlined in *Gender Equity: A Framework for Australian Schools*, which acknowledges that girls and boys should not be seen as homogeneous groups. It recognises differences based on socioeconomic status, cultural background, disability, sexual preference and urban/rural location.

The DETYA-initiated *Project to Investigate the Literacy Development of Boys* will establish what is known about educationally-disadvantaged boys and their literacy development.

The Department intends to use the outcomes of this research project to guide policy review and professional development.

There is conflicting evidence in the research findings and public debate about successful practice in relation to the education of boys. MSE data indicate that girls outperform boys at years 3, 7 and 10 in reading and writing but that there was no significant decline in the performance of boys in English, Mathematics, the Arts, Health and Physical Education or Society and Environment during the 1990s.

Professional development for administrators and teachers has been provided through seminars and workshops based on the research of Ian Lillico, principal of City Beach High School, and others.

Some schools are responding to the issues in boys education by experimenting with single-sex classrooms and investigating the social and educational outcomes of such groupings.

A discussion paper, *Making Things Work for Boys in Schools*, which is based on local research, has been recently released. It raises awareness about the issue, and explains that needs and approaches may vary significantly between schools.

Aboriginal students

The Aboriginal Education Directorate is responsible for ensuring the development and dissemination of strategies for improving learning outcomes for Aboriginal students.

The focus is on improving students' access to, and participation in, all levels of schooling, with a particular emphasis on early childhood education.

A major objective is the implementation, monitoring and evaluation of the Aboriginal Education Operational Plan (AEOP). The 2001-2004 Plan, *Creating the Vision*, gives a high priority to reducing the incidence of otitis media and the resultant conductive hearing loss and to a cross-portfolio strategy to address underlying issues that affect the schooling of Aboriginal students.

Restructuring of the Directorate followed a review by Mr Mick Gooda (Aboriginal Affairs Department) and Dr Shirley Grundy in July 1999.

Two directors were appointed, one managing a team that focuses on policy, programs and strategic planning and the other overseeing the implementation and delivery aspects of Aboriginal education. Both directors are Aboriginal people.

Participation and retention

In second semester 2000, there were 16 745 Aboriginal students enrolled in government schools.

TABLE 30: ABORIGINAL STUDENTS ENROLMENTS BY EDUCATION DISTRICT, 2000^(a)

District	K-3	4-7	8-10	11-12	Ungraded secondary	Totals	% of total district enrolment s	% of total Aboriginal enrolment s
Metropolitan and outer-metropolitan								
Cannington	764	577	356	70	1	1 768	5.99	10.56
Fremantle	464	385	222	66		1 137	3.66	6.79
Joondalup	116	114	55	15		300	1.59	1.79
Peel	246	204	132	40		622	2.97	3.71
Perth	118	121	59	18		316	1.31	1.89
Swan	889	702	436	100	6	2 133	5.74	12.74
Totals	2 597	2 103	1 260	309	7	6 276	3.88	37.48
Rural and remote								
Albany	224	150	84	10		468	6.40	2.79
Bunbury	252	204	88	21		565	4.47	3.37
Esperance	107	62	47	6		222	7.48	1.33
Goldfields	625	540	270	45		1 480	21.05	8.84
Kimberley	1 129	915	552	104		2 700	57.14	16.12
Midlands	262	213	151	32		658	7.23	3.93
Mid West	824	638	353	69		1 884	20.77	11.25
Narrogin	206	156	99	8		469	10.26	2.80
Pilbara	769	618	362	82		1 831	21.48	10.93
Warren-Blackwood	91	47	42	12		192	2.59	1.15
Totals	4 489	3 543	2 048	389	0	10 469	14.27	62.52

(a). Second semester enrolments.

Source: Information Services Directorate

Their participation, retention and achievement continued to be matters for concern in 2000: while 84 per cent of Aboriginal students were retained to year 10 in government schools, the apparent retention rates to years 11 and 12 were 42 per cent and 22 per cent respectively.

Their apparent retention rate from year 8 to year 12 was 22.3 per cent, compared with 63.3 per cent for non-Aboriginal students, an increase of 3.1 percentage points over 1999 for Aboriginal students.

TABLE 31: APPARENT RETENTION RATES FROM YEAR 8 (PERCENTAGES), BY SCHOOL SECTOR, FOR ABORIGINAL STUDENTS AND ALL STUDENTS, 2000^(a)

Sector	Government			Catholic			Other non-government		
Year	10	11	12	10	11	12	10	11	12
Aboriginal students									
Female	87.6	45.0	24.0	98.5	91.4	32.9	103.0	124.2	10.4
Male	80.7	38.8	20.6	85.2	82.1	36.7	95.2	142.3	14.6
All	84.1	41.9	22.3	92.1	86.4	34.6	98.7	132.2	12.4
All students									
Female	99.0	83.8	66.6	98.2	90.3	79.9	106.2	102.7	92.5
Male	97.9	76.9	54.9	95.8	83.3	69.4	100.3	97.0	81.1
All	98.4	80.2	60.5	97.0	86.5	74.5	103.2	99.9	86.8

(a). Excludes senior college students, mature-aged students at senior campuses, repeating year 12 students and fee-paying international students.

Source: Information Services Directorate

TABLE 32: APPARENT RETENTION RATES FROM YEAR 8 (PERCENTAGES AND NUMBERS), ABORIGINAL STUDENTS, GOVERNMENT SCHOOLS, 1996-2000^(a)

	1996		1997		1998		1999		2000	
Female	16.8	72	21.0	89	19.2	91	22.6	104	24.0	121
Male	14.8	65	12.4	59	16.3	83	16.2	80	20.6	109
All	15.8	137	16.4	148	17.7	174	19.2	184	22.3	230

(a). Second semester census.

Source: Information Services Directorate

Community college for Aboriginal education

The establishment of a government school primarily but not exclusively for Aboriginal children in the Perth metropolitan area has resulted from persistent concerns expressed by the Aboriginal community that the failure of many of its children to achieve adequate outcomes in mainstream schooling was due in part to the absence of culturally-inclusive learning environments.

During 1998 and 1999, the Education Department undertook extensive consultation with the Aboriginal community and site exploration for the establishment of such a community college and construction was completed in time for the school, located in Eddie Barron Drive, Midland, to open for the 2001 school year at a cost of \$4.2m.

The Moorditj Noongar Community College is a unique construction that reflects Aboriginal cultural needs as well as providing an environment that supports Aboriginal learning. Both the principal and deputy principal are Aboriginal people.

Moorditj Noongar enrolls K-3 students. It will expand each year until it reaches year 10. Years 11 and 12 will be implemented if student numbers warrant. In addition to classrooms, the school has a cultural resource centre, covered assembly area and canteen, art/craft room, music room, administration and staff facilities.

Cultural-awareness training

In 1997, the Aboriginal cultural-awareness training package *Our Story* was produced under the direction of the Education Department, Catholic Education Office, Association of Independent Schools and Aboriginal Education and Training Council. The purpose was to better equip staff to teach Aboriginal students and interact with Aboriginal communities so that they would find schools more hospitable and welcoming and in turn become more involved in educational decision making.

Staff from 410 government schools have so far undertaken the voluntary program and Coordinators of Aboriginal Education and Aboriginal Liaison Officers have continued to provide training for schools and district-based staff in 2000-2001.

Student health

The inability of a child to hear properly can have a significant impact on his or her language development, literacy development and emotional development. Research has shown that as many as 30 per cent of children in Australian classrooms have impaired hearing, and in the case of Aboriginal children, 70-80 per cent may be experiencing otitis media at any one time.

Addressing this significant health problem is a major priority for 2001-2004 in the Education Department's Aboriginal Education Operational Plan as well as the Commonwealth's IESIP and the National Indigenous English Literacy and Numeracy Strategy. The Department has been allocated \$1.5m for combating otitis media and resultant conductive hearing loss in government and non-government schools.

During 2000, the Western Australian Aboriginal Child Health Survey was developed in response to continued community and government concern at the lack of information available about the health and well-being of Aboriginal children and adolescents. The previous child health survey (Zubrick and others, 1997) had not specifically described the situation in the Aboriginal community.

The survey was conducted between July and December 2000 by the TVW Telethon Institute for Child Health in conjunction with the Australian Bureau of Statistics. Funding and support were provided by several key State and Commonwealth agencies, including the Education Department.

It involved a Statewide representative sample of some 3 000 Aboriginal children and their families and focused on the sources of mental health, physical health and behaviour problems, as well as adverse health behaviours (drug, alcohol and tobacco use) in children and youth. Extensive information was collected from parents and/or caregivers and permission will be sought to gather related information from schools.

National Indigenous English Literacy and Numeracy Strategy

Western Australia signed an agreement with the Commonwealth to implement the Strategy in March 2000. The objective is to ensure continuous improvements to achieve outcomes for Aboriginal students similar to non-Aboriginal students in terms of literacy, numeracy, attendance, access and participation and the remediation of conductive hearing loss.

Key elements include:

- getting students to school and gaining the support and involvement of parents, families and communities;
- addressing education-related health needs;
- applying early-intervention strategies;
- striving for excellence in teachers and teaching methods; and
- improving accountability and targeting.

The Education Department, Catholic Education Office and Association of Independent Schools jointly received \$3.271m under the Strategy for 2000-2001, as the first instalment of the \$6.82m allocated to this State. The Western Australian implementation plan is a comprehensive set of initiatives intended to bring about sustained improvement in Aboriginal educational outcomes.

One initiative focuses on building more effective partnerships between schools, families and communities to ensure that students attend regularly and experience a positive, supportive learning environment at school.

The Catholic Education Commission is coordinating this initiative in the Kimberley region, Kalgoorlie/Coolgardie, Port Hedland and Perth on behalf of the three school sectors.

A second initiative extends the student tracking system into the Kimberley to locate students across all sectors who are missing from enrolment lists. This joint venture is coordinated by the Education Department.

A third, coordinated by the Association of Independent Schools in association with the Chamber of Commerce and Industry, encourages Aboriginal students to stay at school through improved education and training opportunities linked to quality structured workplace learning for 9-12 students.

Creating the Vision

For the Education Department, *Creating the Vision* identifies nine key focus areas that will assist in making schooling more relevant and appropriate for Aboriginal students.

CREATING THE VISION 2001-2004

Key focus area	Success indicator
1 Access and Participation	All Aboriginal students through enrolments have access to, and participate in, all levels of schooling and education related programs including from kindergarten through the compulsory and post-compulsory school years.
2 Conductive Hearing Loss	Aboriginal students experiencing episodes of conductive hearing loss are identified, and schools implement appropriate programs to ensure access to improved learning.
3 Attendance	Aboriginal students receive student support services at school and district level, to address absenteeism, truancy, and alienation from school and to improve and maintain regular school attendance. Aboriginal students, through regular and improved attendance, progress through compulsory schooling, attain grade progression levels through to Year 10, and complete at least Year 10 and attain school to VET and school to work pathways. Aboriginal students, through regular and improved attendance, progress from compulsory to post compulsory schooling, attain grade progression levels through to Year 12, and attain Year 12 Certificates.
4 Literacy	Aboriginal students demonstrate literacy awareness and understanding in the kindergarten and pre-school years, and demonstrate comparable performance and achieve equitable outcomes as non-Aboriginal students in literacy in the primary and secondary years.
5 Numeracy	Aboriginal students demonstrate numeracy awareness and understanding in the kindergarten and pre-school years, and demonstrate comparable performance and achieve equitable outcomes as non-Aboriginal students in numeracy in the primary and secondary years.
6 Culturally-inclusive Curriculum	Aboriginal students retain and build upon their Aboriginal cultural capital through engagement in an ongoing, structured Aboriginal students and language program in the kindergarten and pre-school years, and engagement in activities to address Aboriginal perspectives across the curriculum, in Aboriginal Studies within the curriculum, and for learning an Aboriginal language, in the primary and secondary years.
7 Aboriginal Employment and Professional Development	The total number and full-time equivalents (FTEs) of Aboriginal staff employed on a permanent or continuing basis and in categories of positions including mainstream and designated under Clause 50D of the Equal Opportunity Act is increased. Aboriginal employees have increased access and participation in professional development or training specifically related to their role regarding the education of Aboriginal students, delivery of Aboriginal Studies and cross cultural awareness programs, and dealing with Aboriginal issues within the schooling and educational context.
8 Involvement of Aboriginal Parents and Community in Educational Decision Making	There is an increase in the total number of Aboriginal people, including parents, caregivers, community members, employees, and students, involved in advisory, reference and management committees that deal specifically with Aboriginal issues and with issues relating to all students within the schooling and educational context at local, district, regional and state levels.
9 Cross-portfolio Initiatives and Intersectoral Collaboration	The development, establishment and implementation of a new cross-portfolio partnership model between education systems, State and Commonwealth Governments agencies, Aboriginal communities and organisations to address the need for new and better approaches to improving educational outcomes for Aboriginal people, and to deliver models for "education for all" within the diverse geographic locations of WA such as urban, rural, remote and isolated settings.

Source: Aboriginal Education Directorate

The strategy follows from an agreement between the Commonwealth Department of Education, Training and Youth Affairs and the Education Department based on targets and performance indicators linked to priority areas endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

The priority areas are:

- improving literacy;
- improving numeracy;
- increasing the employment of Aboriginal people in education and training;
- improving educational outcomes for Aboriginal students;
- increasing Aboriginal enrolments;
- increasing the involvement of Aboriginal parents/community members in educational decision making;
- increasing professional development for staff involved in Aboriginal education; and
- expanding culturally-inclusive curriculum.

In addition, the Education Department is addressing key issues that include conductive hearing loss and cross-portfolio initiatives and intersectoral collaboration.

Student tracking

In 1998, the Education Department received \$0.38m in funding through IESIP Strategic Results Projects to develop and establish an effective tracking system that would contribute to increased participation by Aboriginal students. Trialling began in the Goldfields and Mid-West education districts and was extended to the Kimberley in 2000-2001.

Some 1 400 students have been located since the start of the project in March 1999.

Although the number of students being referred to the project has increased, this is seen as a result of heightened community and school awareness. It is expected that the process of tracking students in the pilot districts will be improved with the full implementation of a software package that interacts with school administration systems and allows transfer notes to be issued on behalf of schools, and the whereabouts of itinerant students to be more readily ascertained.

An independent review has recommended continuation of the project beyond 2001 and its expansion throughout the State.

Aboriginal studies

The Aboriginal studies K-10 curriculum was developed to enable all students to gain a knowledge, understanding and appreciation of Aboriginal histories and cultures. In the past, the study of Aboriginal people and issues was often 'tacked on' to a study of the development of Australia which usually failed to explore issues from other than a distinctly European point of view of the importance or relevance of people, events or places.

A key objective during the development of the curriculum materials was the construction of a program of study that would provide students with an avenue for understanding and appreciating Aboriginal histories, cultures and values and reflect an Aboriginal perspective.

Included in the curriculum are themes such as Australian history from an Aboriginal perspective and the influence of contact on Aboriginal societies.

The Education Department has continued to conduct workshops in Aboriginal Studies in all districts and by December 2001 all districts will have had two 'train the trainer' sessions, enabling participants to work with people in their own schools to implement Aboriginal Studies.

At the end of the 2000 school year, 456 schools were offering Aboriginal Studies.

Camp schools

The Education Department operates camp schools at Bridgetown, Broome, Dampier, Geraldton, Kalgoorlie, Pemberton and Point Peron. Their purpose is to assist students to achieve educational outcomes through experiential learning activities and observation outside the classroom.

Programs offered include environmental education; outdoor education; curriculum support; and personal and social development courses (trust, self esteem, self confidence, problem solving and cooperation activities). Each camp school has a particular focus arising from its location.

Kalgoorlie, for example, offers the unique environment of the Goldfields, while Broome, Dampier, Geraldton and Point Peron take advantage of their coastal locations to provide a range of marine studies opportunities.

Technology in schools

The opportunities presented by globalisation and the information economy are key drivers for the use of information and communications technologies. Parent and community groups have an

expectation that schools will reflect this position and equip students to both manage and benefit from these opportunities.

In 1997, there were 16 300 computers in government schools, or roughly one for every 16 students.

The government of the day established the Computers in Classrooms project, with \$11m being allocated over 1998-2001 for the purchase of hardware. **Computers in Classrooms** was complemented in 1999 by the **Learning Technologies** project, which was intended to achieve computer-student ratios of 1:10 (primary-age students) and 1: 5 (secondary-age students) by providing an additional \$80m over 1999-2002 to further improve computer-student ratios.

However, once schools demonstrate a capacity to achieve the target ratios, they have the flexibility to direct the balance of funding to:

- integrating technology into teaching and learning;
- developing teacher competencies;
- assessing and acquiring electronic educational resources for students; and
- developing local area networks and Internet access.

Schools have been well supported throughout the Learning Technologies Project and the initiatives that preceded it:

- all schools and district offices have been provided with project frameworks and overviews, guidelines, information sheets, a substantial learning technologies planning guide and an *Internet in the Curriculum* professional development guide, as well as information about organisation, financing and asset acquisition and management information that is routinely provided to all principals;
- advisory support has been moved from a centrally-based project team to specialist Curriculum Improvement Officers in district offices. The need for these staff in district offices is determined annually by the schools in each district;
- panel contracts have been established to give schools with a convenient and reliable capacity for obtaining advice on information technology and communication planning, network integration, cabling and installation services, telecommunications hardware, technical administration training and the acquisition of desktop and laptop computers; and

- Websites have been developed to present information about hardware acquisition and the many aspects of the use of learning technologies in schools.

Associated with the provision of additional computers is the need to improve teachers' skills in the use of technology in the classroom. A wide range of training is available for the development of these skills. Universities provide formal, accredited and fee-for-service professional development courses and are developing learning technology programs as part of pre-service teacher education. In addition, numerous private providers are used by schools for training and development.

Surveys of teachers' skills in 2000 and 2001 involved a random sample of 1 500 respondents and indicated that teachers had reached a reasonable level of proficiency and were beginning to use these skills to good effect in the classroom, with further small improvements in skill levels and the use of learning technologies in classrooms being apparent in the 2001 survey.

TABLE 33: COMPUTERS IN GOVERNMENT SCHOOLS, 1998-2000

	1998		1999		2000	
	All computers	Computers at 1998 standard	All computers	Computers at 1998 standard	All computers	Computers at 2000 standard ^(a)
Primary schools - total number of computers	11 600	9 800	15 800	13 100	19 200	16 600
Primary schools - student-computer ratios	1:14	1:17	1:10	1:12	1:8	1:9
Secondary schools – total number of computers	9 200	8 000	13 300	11 500	15 100	13 600
Secondary schools - student-computer ratios	1:8	1:9	1:6	1:7	1:5	1:5
All schools - total number of computers	20 800	17 800	29 100	24 600	34 300	30 200
All schools – desktop computers	20 100		27 900		32 900	
All schools - laptop computers	700		1 200		1 400	
All schools - owned computers	15 100		19 800		24 400	
All schools - leased computers	4 000		7 200		7 500	
All schools – donated computers	1 700		2 100		2 400	
All schools - computers at 2002 standard	NA		12 200		20 600	
All schools - computers below 2002 standard	NA		16 900		13 700	
All schools - percentages of classrooms connected to school-wide curriculum networks	19		43		68	
All schools - percentages with administration and curriculum networks connected	3		10		17	
All schools - percentages with at least one computer with Internet access	98		100		100	
All schools - percentages of computers connected to the Internet	42		61		76	
All schools - percentages of computers connected to networks	45		65		77	

Note: all census data are rounded to the nearest 100. (a). At each census up to 2002, there will be a progressive upgrading of the standard of equipment contributing to the student-computer ratio. For the

2000 census, the minimum acceptable standard for educational computers was defined as those acquired in 1996 or functionally equivalent: Intel Pentium 133; Apple PowerMac 5400, or PowerBook 150/190/1400/5300; and Acorn A4000/A7000 or RISC PC600. By December 2002, only those computers acquired in 1998 or functionally equivalent will meet the minimum standard.

Source: School Computers and Connectivity Census reports

Operations

System support services



Human resources

Workforce profile

During 2000-2001, the Education Department employed an average of 24 886 full-time equivalent staff, of whom 17 478, or 70.2 per cent, were teachers. Teachers in schools made up more than one-sixth of the total public sector workforce and, over all, there were about 16 students per teacher. Teaching staff were classified either as school administrators (who were employed as principals, deputy principals, heads of department and program coordinators) or classroom teachers, who made up about 84 per cent of the teaching force.

About three-quarters of teachers had permanent status and the remainder were mostly employed on contracts of up to a year's duration.

TABLE 34: STUDENT-TEACHER RATIOS^(a), GOVERNMENT SCHOOLS, 1996-2000

Level of schooling	1996	1997	1998	1999	2000
Pre-primary FTE ^(b)	18.9	18.7	22.3	20.4	20.2
Primary	18.8	18.5	18.1	18.0	17.7
Secondary	12.9	13.0	12.7	12.7	12.7
Education support schools and centres	5.1	5.2	5.3	5.0	5.1

(a). The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time-equivalents (FTE). Excludes Schools of Isolated and Distance Education and senior colleges. (b). Pre-primary FTEs are based on the number of sessions attended by individual students.

Source: Information Services Directorate

While enrolments in school education as a whole are increasing, the proportion of students at non-government schools is growing at a faster rate than that for government schools. In first semester 2001, government schools enrolled three-quarters of all primary students and two-thirds of all secondary students.

Women accounted for 59 per cent of the teacher workforce in 1987 and 70 per cent in 2001. The average age of teachers has risen from 37 in 1990 to 42 in 2001.

The proportion of new graduates making themselves available for appointments anywhere in the State fell from 79 per cent in 1992 to 22 per cent in 2000. There has been an increase in the number of mature female graduates who are part of two-income families with restricted mobility outside the metropolitan area.

TABLE 35: SCHOOL-BASED TEACHING STAFF^(a) BY LEVEL OF SCHOOLING AT WHICH EMPLOYED AND GENDER, 2000

Level of schooling	Female		Male		Totals
	N	%	N	%	N
Pre-school ^(b)	43	100			43
Pre-primary	983	99	8	1	991
Primary	6 035	75	1 979	25	8 014
Secondary	3 226	50	3 237	50	6 463
Education support	507	84	96	16	603
Totals	10 794	67	5 320	33	16 114

(a). Full-time equivalents (FTE) rounded to the nearest whole number, second semester census. (b). Education Department teaching staff at community kindergartens.

Source: Information Services Directorate

There is no overall shortage of qualified teachers but for some learning areas there are insufficient teachers with the necessary skills, competencies and mobility to meet demand.

TABLE 36: EDUCATION DEPARTMENT EMPLOYEES^(a) BY CATEGORY, 1996-1997/1999-2000

Employment category	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Teaching	16 999	17 014	17 140	17 577	17 478
Support	4 031	4 282	4 435	4 742	4 993
Administrative and clerical	1 145	1 243	1 390	1 421	1 411
Cleaning and gardening	1 718	1 689	1 517	1 248	1 004
Totals	23 893	24 228	24 482	24 988	24 886

(a). Average full-time-equivalent staffing levels.

Source: Budgeting and Financial Management Branch

TABLE 37: EDUCATION DEPARTMENT EMPLOYEES^(a) BY DIVISION AND CATEGORY, 2000-2001

Division	Schools ^(b)	Business and Resource Management	Education Programs ^(c)	Human Resources	Policy and Planning	Office of the Director General	Totals
Teaching	17 406		72				17 478
Support ^(d)	4 983		10				4 993
Administrative and clerical ^(e)	765	223	131	216	40	36	1 411
Cleaning and gardening	1 004						1 004
Totals	24 158	223	213	216			24 886
Variations from 1999-2000	-99	-4	-2	+2	-1	+2	-102
% variations from 1999-2000	-0.41	-1.76	-0.93	+0.93	-2.43	+5.88	-0.41

(a). Average full-time-equivalent staffing levels. (b). See Table 38. (c). Includes Hearing Assessment Centre and District Service Centres. (d). Includes school Ministerial staff and education assistants (teacher aides). (e). Comprises Public Sector Management Act positions and School Education Act staff in administrative positions.

Source: Budgeting and Financial Management Branch

TABLE 38: SCHOOLS DIVISION EMPLOYEES^(a) BY CATEGORY, 2000-2001

Operational area	Pre-schools	Pre-primary/primary schools	District high schools	Secondary schools	Education support schools and centres	Other schools ^(b)	District education offices	Divisional executive	Totals
Teaching	43	8 727	1 304	6 004	566	555	207		17 406
Support ^(c)	48	3 002	434	894	469	132	4		4 983
Administrative and clerical		7	9	194	7	171	356	21	765
Cleaning and gardening		537	123	307	12	21	4		1 004
Totals	91	12 273	1 870	7 399	1 054	879	571	21	24 158
Variations from 1999-2000	-17	+21	-54	-112	+71	+10	-22	+4	-99
% variations from 1999-2000	-15.74	+0.17	-2.80	-1.49	+7.22	+1.15	-3.70	+23.53	-0.41

(a). Average full-time-equivalent staffing levels. (b). Includes camp schools, senior colleges, Schools of Isolated and Distance Education, swimming teachers and teachers of instrumental music. (c). Includes school psychologists, guidance officers, counselling assistants and school development officers.

Source: Budgeting and Financial Management Branch

TABLE 39: SCHOOL-BASED TEACHING STAFF BY TYPE OF EMPLOYMENT, 2000^(a)

Level of schooling	Female full-time	Male full-time	Total full-time	Female part-time ^(b)	Male part-time ^(b)	Total part-time ^(b)	Grand totals
Pre-primary/pre-school							
Teacher pre-primary	806	7	813	175	1	176	989
Teacher pre-school ^(c)	21		21	22		22	43
Education support teacher	2		2				2
Totals	829	7	834	197	1	198	1 034
Primary							
Principal	136	409	545	1		1	546
Deputy principal	319	343	662	9	2	11	673
Program coordinator	2		2				2
Senior assistant		2	2				2
Teacher ^(b)	4 105	1 122	5 227	1 368	94	1 462	6 689
Education support teacher	81	6	87	14	1	15	102
Totals	4 643	1 882	6 525	1 392	97	1 489	8 014
Secondary							
Principal	45	109	154				154
Other senior administration		5	5				5
Deputy principal	106	158	264	1	1	2	266
Head of department/program coordinator	225	585	810	7	1	8	818
Teacher ^(b)	2 272	2 245	4 517	515	117	632	5 149
Education support teacher	39	14	53	12	1	13	66
Guidance/counselling	2	1	3	2			5
Totals	2 689	3 117	5 806	537	120	657	6 463
Education support							
Principal	49	17	66		1	1	67
Deputy principal	11	4	15				15
Head of department/program coordinator	3		3				3
Teacher ^(b)	330	63	393	111	10	121	514
Guidance/counselling	3	1	4				4
Totals	396	85	481	111	11	122	603
Grand totals	8 557	5 091	13 648	2 237	229	2 466	16 114

(a). Second semester census. Excludes staff on long service and other forms of leave. (b). Numbers shown for part-time teachers are full-time-equivalents, rounded to the nearest whole numbers. (c). Community kindergartens.

Source: Information Services Directorate

Merit selection

All non-teaching staff are appointed through a process of merit selection. Merit selection of teaching staff has been available in about 150 schools for some years but most teachers are still placed in the remaining schools by a centralised transfer and placement process.

Occupational safety and health

In 1998, the Department committed extra resources to reducing the incidence and severity of workplace injuries: the workers compensation premium had doubled over the previous five years and reached a peak of \$13.6m in 1999-2000. The following strategies were implemented:

- injury management with an emphasis on early intervention;
- allocation to districts of workers compensation officers to facilitate closer working relationships with district offices and schools;
- training and seminars on workers compensation and rehabilitation;
- the trialling in the Swan education district of new approaches to injury prevention and management;
- service agreements with RiskCover and rehabilitation providers; and
- data analysis to identify high-risk occupations.

Workers' compensation claims in 2000-2001 totalled 1 083. Forty-six per cent (493) involved lost time. Comparable figures for 1999-2000 were 1 175 and 44 per cent (523) respectively.

**TABLE 40: EMPLOYERS' INDEMNITY INSURANCE, EDUCATION DEPARTMENT,
1996-1997/2000-2001**

	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001
Estimated cost of claims incurred per \$100 wageroll (\$)	1.02	1.41	1.19	0.91	0.807
Premium rate (%)	1.253	1.290	1.320	1.240	1.10
Rehabilitation success rate (%)	90	76	82	96	93

Source: State Government Insurance Commission and Employee Support Services Branch

In 2001, the Injury Management and Workers Compensation policy was introduced, which assists principals and line managers in managing work-related injuries or illnesses.

Trialling of the district management of workers compensation and rehabilitation has continued in the Swan and Midlands education districts and has been extended to the Fremantle and Perth districts.

Over 180 workplace safety representatives have been trained in country and metropolitan districts, while manual handling training for education support staff and mainstream staff working with students with disabilities has been provided to over 300 staff, leading to a reduction in the incidence of body-stressing injuries.

Piloting of a new approach to the management of interpersonal conflict and the development of more effective conflict resolution processes commenced in the Fremantle district in 2000.

In the 1990s, the Department experienced a significant increase in stress-related workers compensation claims, rising from 41 in 1994 to a high of 140 in 1998. These claims accounted for 10 per cent of all claims but 30 per cent of total costs. In 2000, claims fell by 20 per cent, to 101, as a result of:

- training in stress awareness and management for line managers;
- trialling in the Fremantle education district of techniques for the early resolution of workplace conflict;
- the provision of resources in the Swan education district to implement preventative strategies and to facilitate early return to work;
- a staff support program in the Cannington education district, under which training was provided to facilitate assistance to colleagues at risk; and
- promotion of the Employee Assistance Program (EAP), which provides free counselling to staff and their immediate family members on work-related and non-work related issues.

Professional development

In January 2001, a regional professional development centre was established on a trial basis at Narrogin to respond to teachers' concerns about access to professional development. It services the Narrogin, Esperance, Albany and Warren-Blackwood districts and Merredin town schools. Its purpose is to initiate and broker professional development opportunities for teachers and administrators, support graduate teachers and complement the services provided by district offices.

In conjunction with the Centre for Excellence in Teaching at Fremantle, the Department has developed a Graduate Support Program to attract and retain graduates in country locations.

The Leadership Centre at SIDE Leederville is an incorporated organisation managed cooperatively by the Department and the associations representing school administrators. It was formed so that school leaders could take more responsibility for issues of quality and improvements in standards of school leadership.

In collaboration with Edith Cowan University, the Centre is researching leadership competencies and tools for judging the performance of school leaders and organising workshops focusing on the qualities needed for effective leaders.

Quality Teacher Program (QTP)

The QTP is part of the Commonwealth's *Teachers for the 21st Century* initiative and in 2001 has provided more than 2 200 teachers in 360 government schools in all districts with about \$1m in funding to improve their skills and understandings and enhance the status of teaching. School-based action research projects provide opportunities for schools to identify and obtain professional support to meet their needs.

Formative evaluation of the progress and achievement of QTP outcomes has demonstrated that schools are focusing on action research projects involving partnerships with other schools and universities; teachers are engaging in professional development activities that are relevant to their needs; and understandings of outcomes-focused education are being enhanced.

Competency Framework for Teachers

As part of the Department's commitment to strengthening professional excellence in schools, it has negotiated with the Australian Education Union to develop a Competency Framework for Teachers. This is intended to enable classroom teachers to reflect on their professional effectiveness, identify and prioritise areas for professional growth and professional development, and assist their personal and career planning.

The Framework will be of significance in supporting the government's commitment to raising the status and standards of the teaching profession.

Its development has involved analysis of national and international teacher competency frameworks and extensive discussions with teachers. Further consultation and negotiation will be undertaken with key stakeholders before it is implemented.

Equal employment opportunity and diversity

The *Aboriginal Employment and Career Action Plan 1997-2000* established a target of 3 per cent of the workforce being composed of Aboriginal employees and focused on increased recruitment and retention of Aboriginal staff and the provision of a supportive and welcoming work environment.

The proportion of Aboriginal employees in the workforce increased from 1.6 per cent in 1997 to 2.12 per cent in 2001.

A significant aspect of the AECAP was the provision of cultural-awareness training programs for non-Aboriginal staff.

In 2000, a number of initiatives were undertaken in support of the AECAP outcomes:

- an Aboriginal Career Opportunities Working Party was established;
- the Aboriginal Internship trial program was implemented and enabled six Aboriginal employees with appropriate experience to commence work as teachers while completing their teaching qualifications on a part-time basis;
- a Recognition for Prior Learning (RPL) process was introduced in conjunction with Murdoch University to assess and accord academic credit to workplace professional learning and skill development;
- the Aboriginal Mentoring Program was consolidated, with 80 mentoring partnerships in operation. The Program, which links metropolitan and rural Aboriginal staff with appropriate mentors to provide support and guidance for career and personal growth, was a finalist in the 2000 Premier's Awards;
- there were ten new commencements in the Aboriginal Cadetships program for Aboriginal employees to train as teachers and 49 Aboriginal teachers were appointed to schools with permanent-on-probation status;
- a review of Coordinator of Aboriginal Education and Aboriginal Liaison Officer job descriptions was completed and changes included the identification of generic competencies and the trialling of innovative recruitment and selection processes that took account of cultural differences and local contexts; and

- development of an on-line teacher education program in partnership with Curtin University of Technology began: it will utilise advanced technology to provide Aboriginal staff in rural and remote areas with access to teaching qualifications.

Equal Employment Opportunity (EEO)/Diversity Management Plan 1999-2001

An interim survey of education districts and central office worksites was conducted to monitor the Department's progress in achieving the outcomes of the *Plan*. Results indicated an increased awareness of EEO/diversity issues and policies, and implementation of strategies to support Aboriginal people in the workplace, although support for staff in other diversity target groups requires further development.

Government Two-year Plan for Women 1999-2001

In 2000, the Department maintained its commitments to the *Plan for Women*:

- A six-month trial was undertaken of a family room for central office employees, to enable them to meet family care needs. On average, the room was used twice per month, which was comparable with levels of utilisation of similar facilities in other public sector agencies.
- The annual Equal Opportunity and Diversity awards were expanded to include innovative student programs that promoted equality and diversity as well as those that recognised exemplary employee practice.

Public Sector Standards

The Public Sector Standards in Human Resource Management outline minimum standards for implementing good practice.

In 2000, departmental policies, procedures and guidelines were reviewed for internal consistency and to ensure their conformity with the Standards.

During 2000-2001, 49 applications for reviews of human resources practices were lodged. Breaches of the Standards were established in nine cases (18 per cent), 14 applications (29 per cent) were withdrawn or resolved internally and no material breaches were found in 16 cases. Four cases were found to have no basis for review and two were outside the scope of the Standards and were addressed through a grievance process. The reviews of four cases were continuing at 30 June 2001.

Public Sector Standards inquiry into discipline and related processes

In August 1999, the Commissioner for Public Sector Standards reported on the extent to which the Department had complied with the Public Sector Code of Ethics, the Department's Code of Conduct and the Discipline Standard. In addition, procedural issues relating to the application of the Public Sector Management Act 1994, methods used to ensure procedural fairness and the time taken to complete inquiries were examined.

Analysis of the report's findings led to a review of the management of discipline and related issues and the identification of improvements in internal review policies and processes. Extensive consultation and policy development followed.

Improvements to the internal review process, supported by the publication *Managing an Allegation of a Breach of PSS: An Information Guide*, resulted in fewer allegations (49) proceeding to independent review in 2000-2001 than in 1999-2000 (54).

A new category of 'non-material breach' has now been introduced to provide for cases in which an independent reviewer requires a change in a protocol that has no effect on the outcome of the process.

Workforce planning and development

Performance management processes have been fully implemented since 1998. In 2000, as part of the continuing review of performance management, a survey of central and district-based staff indicated that 83 per cent were familiar with the PM policy and 70 per cent understood the process.

Level 3 teachers

The second Level 3 Classroom Teacher selection trial was completed and 94 new Level 3 teachers were appointed from 1 January 2001. A formal evaluation and review process is being undertaken.

Teacher registration

During 2000-2001, the Department contributed to debate about the establishment of the College of Teaching, focusing on the functions and powers of the College in registering and de-registering teachers. A major aspect of registration is the requirement to demonstrate ongoing competence and participation in professional development.

Technology and Enterprise teacher education course

The Department, in association with Edith Cowan University, has established a course in Technology and Enterprise teaching to attract qualified, industry-experienced people to meet the projected increase in demand over the next decade.

Sixteen cadets commenced in 2001 and will qualify with a Graduate Diploma in Education at the completion of the one-year course. Many are experienced professionals who have previously been employed in a range of careers, with some having honours, masters or doctoral degrees.

Participants receive a training wage in 2001 and the use of a laptop computer for three years. After successfully completing the course, the cadets will be appointed to country schools for two years.

Orientation program for overseas teachers

During 2000, the Department, in a joint initiative with the Overseas Qualification Unit of the Department of Training and Employment and Murdoch University, developed and delivered an orientation program for overseas-trained teachers. Thirty-four participants from 23 nations successfully completed the first program, which included an 'off-campus' component in government schools of a one-day observation period and a five-day practicum, and an 'on-campus' component of twenty three-hour interactive workshops conducted over ten Saturdays. In 2001, thirty-seven participants completed the program.

The program won the EEO and Diversity category in the Premier's Awards for 2000.

Good practice benchmarking project

In 2001, the Overseas Qualifications Unit of the Department of Training and Employment was commissioned to undertake a benchmarking project to identify good practice in the recruitment of a culturally-diverse workforce. Key elements of the research include detailed feedback from stakeholder groups in the central office and schools, and comparisons with recruitment policies and practices in Queensland and New South Wales.

Retraining

The provision of retraining programs for experienced teachers in areas of need has continued.

Nineteen teachers participated in lower secondary mathematics retraining during 2000 and will complete their course in 2001. The program, delivered externally by Murdoch University, enables teachers to undertake their studies on a part-time basis.

To support the placement of deaf education teachers in country and Difficult to Staff locations, teaching practicums were arranged for four staff.

Human Resource Management Information System

The Human Resource Management Information System (HRMIS) was introduced in September 1998 in response to the demand from schools for greater control and flexibility and increased government accountability requirements.

HRMIS has enabled the Department to make improvements to the management of personnel and payroll operations. It has also been a key factor in advancing school-based management of staff. The benefits include local management of personnel issues, local access to personal data, more accurate and current data, and better access to Departmental information.

The system is now stable and functioning well and during 2001 the Department is looking to consolidate its acceptance and use. It is also investigating upgrading to take advantage of improvements in more recent versions of the PeopleSoft software and to align with the **e2c** strategy.

There are some 8 100 HRMIS users and the number of transactions ranges from 2.4 million per month during school vacation periods to over 13 million per month toward the end of school terms.

During 2000-2001, HRMIS development, support and training activities have included responding to 56 requests for system changes, of which 32 were system enhancements; the identification and reporting of 133 system problems; the redirection of 1 360 support queries to external partners and providers (Unisys); 349 callouts associated with overnight processes; the provision of three days of initial HRMIS training to 400 staff and one day of training for 210 staff in the use of HRMIS as a management tool; and training for 236 staff in the use of specific HRMIS modules.

Staffing processes

Ensuring that all schools are staffed with suitable teachers is a complex process, involving up to an estimated 20 000 transactions per staffing season. Over 3 000 teaching positions were listed as vacant and filled with appropriately-qualified teachers during 2000-2001. At the start of the 2001 school year, all teaching positions were filled.

The programs, systems and initiatives that support the provision of effective and efficient staffing include:

- **housing:** in 2000-2001, over 2 000 properties were rented from the Government Employees Housing Authority (GEHA) to accommodate employees in rural and remote locations.

Rental subsidies totalling \$16.5m were paid to GEHA in addition to \$6.26m in employee rent. Tenants benefited from a new rental framework implemented in September 2000, which established a fairer basis for determining rents, taking into account both housing quality and location;

- **Teacher Establishment System:** an automated teacher placement system, the TES was introduced to assist with transfers, vacancy management and FTE management, as well as being a valuable tool for the analysis of statistical data;
- **Remote Teaching Service incentive program:** this was successful in attracting and retaining teachers to positions in 35 schools in four rural and remote districts. Seventy-nine teaching vacancies for 2001 were filled;
- **local merit selection:** 154 schools (about 20 per cent) were able to select all or most of their teaching staff on the basis of merit;
- **permanency:** from 1995 to 1998, the Education Department did not offer permanency to primary teachers as the number of permanent teachers far exceeded the number of permanent teaching vacancies. There were not sufficient temporary positions available in the metropolitan area to guarantee continued employment to any additional permanent teachers.

By 1999, the imbalance between permanent primary teachers and permanent positions had been redressed and both primary and secondary teachers were given access to permanency on the completion of three consecutive years of satisfactory service in designated Difficult to Staff and Remote Teaching Service schools.

In 2000, opportunities for permanency were extended to include fixed-term teachers appointed to clear vacancies on the completion of three years of continuous satisfactory service.

Vacancies are considered clear if they remain unfilled at the completion of the transfer process for permanent teachers. The service requirement for permanency in Difficult to Staff schools was reduced to two years.

Access to permanency for fixed-term teachers on the completion of three consecutive years of satisfactory service, or two years in a Difficult to Staff school, is continuing.

Conditions for teachers appointed through merit selection processes have been reviewed and it is proposed that these teachers have the same access to permanency as teachers appointed through central processes.

Aboriginal teachers and graduates who win major university prizes in each category of teacher education are offered contracts leading to permanency after a year's satisfactory service.

The Department is committed to maximising opportunities for teachers to be appointed on a permanent basis and limiting fixed-term teaching positions to defined and limited programs of work or to replace teachers taking leave. A working party of the Department and the State School Teachers' Union has agreed to work toward reducing the total number (FTE) of fixed-term teachers to 15 per cent of the School Education Act workforce. Access to permanency will continue to be through appointment to the Remote Teaching Service, to a designated Difficult to Staff school or to a clear vacancy.

From the beginning of 2002, teachers appointed through local merit selection to clear vacancies will also be eligible for permanency. In 2000-2001, 183 teachers gained permanency;

- **recruitment:** initiatives included establishment of a travelling advocate team in April 2001 to promote teaching as a career to school leavers and the Education Department as the employer of choice for graduating student teachers.

Student Teacher Scholarships (Country Practicum) were offered to encourage more beginning teachers to work in rural areas. The scheme is a joint initiative of the Education Department, the Chamber of Minerals and Energy and the Department of Commerce and Trade. Forty-one scholarships were awarded in 2000.

Graduate Diploma in Education Scholarships were made available to students in mathematics, science and technology and enterprise. Twenty scholarships, covering the cost of the Higher Education Contribution Scheme, were awarded in 2000. Scholarship winners must be available for Statewide appointment on graduation.

A scheme was introduced to appoint highly-ranked graduates directly to schools in districts of their choice; and

- **review of the formulas for the allocation of non-teaching staff:** a review of the 14 separate formulas was initiated with the aim of developing a single formula based on a uniform approach, while providing differential resourcing to ensure maximum flexibility to meet individual school and staff needs.

TABLE 41: GRADUATE APPOINTMENTS, 1997-1998/2000-2001

Category	1997-1998	1998-1999	1999-2000	2000-2001
Early childhood	59	68	42	50
Primary	219	195	136	221
Secondary	248	251	188	203
Education support	12	5	13	19
Psychology/guidance	11	4	19	10
Totals	549	523	398	503

Source: Human Resources Division

Promotions

In 2000, there were 1 830 applications for 197 promotional vacancies, as well as 137 Employer-Initiated Placements for promotional positions.

The Rural Principalship Scheme was introduced to address the turnover of administrators in small rural schools. Quality teachers who have expressed interest in participating in the scheme may be appointed to principals' positions that remain vacant after the substantive promotion round. They are appointed for two years with the title of 'principal'.

District directors have the option of making appointments substantive during the two years if appointees demonstrate satisfactory performance. These positions are marketed as career opportunities. Fourteen teachers, from a pool of 104 applicants, were appointed principals of rural schools during 2000-2001.

Screening

In March 1997, MCEETYA adopted a national strategy to prevent paedophilia and other forms of child abuse in schools and this has been implemented fully by the Education Department.

Its key elements include provision of Australian Federal Police Clearance Certificates by all new applicants for school-based employment; a *National Check of Employment Status* for unresolved allegations of child abuse against teacher applicants who have served interstate; a review of the personal files of all existing teachers to ensure that all investigations into allegations of child abuse have been satisfactorily concluded; and maintenance of a screening database with specific

'categories' allotted to people who have been the subject of investigations relating to paedophilia and other forms of child abuse.

During 2000-2001, checks were undertaken on 860 applicants for school-based positions using the MCEETYA *National Check of Employment Status* procedure. Checks were also undertaken on 570 former WA teachers on behalf of other jurisdictions. Forty-seven people subject to the national strategy 'categories' are currently entered on the screening database.

Over 5 000 *National Check of Employment Status* checks on teachers have been made with interstate and other educational authorities since 1997.

A database listing the names of companies and individuals cleared by the central office to visit schools - such as drama companies and musical troupes - will be released during 2001 to streamline the screening of visitors to schools.

Police clearances currently take up to four weeks to be processed. However, from 1 July 2001 the Department will use the new Crimtrac system to provide clearances within 48 hours at reduced cost.

Revision of the Department's Child Abuse and Neglect kit, outlining procedures for dealing with child abuse, is nearing completion.

Personnel and payroll

The \$1.12b annual payroll involves 55 000 records. In addition to the routine processing of all salary payments, manual processing of non-standard salary issues such as leave, resignations, retirements and over-payments, is undertaken, involving between 2 500 and 5 000 telephone queries per week. During 2000-2001, some 250 000 forms and 180 000 telephone calls were processed.

A data cleansing program has been used to ensure that all employee pay records are accurate and up to date. The Department uses a dual payroll system - the permanent/fixed-term contract employee (EDW) system, paying fortnightly and the casual (CAS) system, paying weekly. In the 2000-2001 financial year, over-payments of approximately \$0.872m were detected. Of this amount, \$0.623m was paid in the current financial year and the remainder in previous financial years but detected in 2000-2001.

The current rate of overpayments is comparable with industry standards. However, the Department has introduced a range of strategies to reduce payment inaccuracies.

Industrial relations

Negotiations have been completed for finalisation of the following industrial agreements:

- Government School Administrators' Workplace Agreement 2000;
- Government School Teachers' and School Administrators' Certified Agreement 2000;
- Miscellaneous Employees Enterprise Bargaining Agreement 2000; and
- Public Service, Government and Ministerial Officers Enterprise Bargaining Agreement 2000.

Customer focus

The Customer Service Charter is under review.

Following successful trialling in three education districts, a new complaints management policy and guidelines have been introduced which encourage resolution at the school level as far as possible. While there has been no requirement for schools and districts to record data in relation to complaints, as part of the implementation of the policy schools will be provided with assistance to do so.

The Service Improvement Tool Kit developed in 1999 has continued to attract interest and during 2000 workshops were held for about 70 schools and at school administrator conferences.

All policies and procedures are being reviewed to ensure their consistency with the School Education Act and the Regulatory Framework are open to public access on the Internet.

Devolved decision making

The Education Department has been progressively devolving decision making to the local level to allow schools to be more responsive to their communities and the *Plan for Government School Education 1998-2000* focuses on improving flexibility, diversity and choice.

In July 1999, the then Minister for Education announced that 21 government school communities around the State would participate in a trial program to determine whether local management was likely to achieve three key outcomes in schools: increased flexibility, freedom and authority to better manage structures, processes and resources; enhanced capacity to cater for needs of students; and greater responsiveness and accountability to the school community. It concluded at the end of 2000.

Language services policy

The Department operates an extensive range of programs, services and strategies that contribute to the maintenance and development of a culturally- and linguistically-diverse society in Western Australia. It focuses strongly on multiculturalism in both general management and classroom practice, in the sense that:

- its equal employment opportunity policies prohibit discrimination on the basis of, *inter alia*, race, religion, culture or language;
- the school curriculum contains specific multicultural elements: languages other than English, Aboriginal studies and Aboriginal languages, units of work intended to develop wider understandings of other societies and cultures in Society and Environment and the Arts, and the development of cross-cultural perspectives in other learning areas;
- there are specific social justice policies and forms of schooling to meet the needs of students from language backgrounds other than English and Aboriginal students;
- support is provided for the teaching of ethnic languages outside the school curriculum; and
- in communicating with parents, caregivers and the general community, most schools ensure that linguistic and cultural differences are taken into account.

Action: a State government plan for young people 2000-2003

Action, which focuses on young people aged between 12 and 25 years, is based on four guiding principles:

- young people should have access to a range of opportunities, services and resources that will assist them in reaching their full potential;
- young people should be encouraged to participate actively in positive and meaningful ways, especially in relation to decision making on issues that are significant to them;

- young people are valued and respected as individuals who should be treated fairly and with integrity, and given the opportunity to further develop their potential to contribute to society in a responsible way; and
- better coordination of services for young people throughout the community must be encouraged.

These principles underpin the six goals of the plan:

1. promoting a positive image of young people;
2. promoting the broad social health, safety and well-being of young people;
3. preparing young people better for work and adult life;
4. encouraging employment opportunities for young people;
5. promoting the development of personal and leadership skills; and
6. encouraging young people to take on roles and responsibilities that lead to active adult citizenship.

The Education Department plays a major role in the achievement of each of these goals:

Goal	Typical activities
Promoting a positive image of young people	School assemblies and open days, shopping centre displays, community service work, participation in competitions in various learning areas
Promoting the broad social health, safety and well-being of young people	Health and physical education learning area, drug education programs
Preparing young people better for work and adult life	Technology and Enterprise learning area, VET in Schools
Encouraging employment opportunities for young people	VET in Schools
Promoting the development of personal and leadership skills	Health and physical education learning area – sport and outdoor education
Encouraging young people to take on roles and responsibilities that lead to active adult citizenship	Society and Environment learning area, participation in class parliaments and school governance, community service work

While the Department intends to describe its performance in relation to each of these goals in some detail in the 2001-2002 *Annual Report*, it points to the following initiatives that have achieved considerable success during the year under review and which are described elsewhere in this report:

- *School Drug Education Project*: a joint initiative of the Education Department, Association of Independent Schools and Catholic Education Office that provides drug education curriculum materials and teacher professional development and promotes drug policies and strategies to parents and local communities in supporting staff in all primary and secondary schools in providing effective drug education;
- *Vocational Education and Training in Schools*: VET aims to broaden the potential pathways of young people from school to post-school destinations;
- *Making the Difference* and supporting initiatives, including the Behaviour Management in Schools policy, retention and participation program, school and district profiling and the mental health and well-being plan, that provide for students at educational risk;
- the Commonwealth Literacy and Numeracy Programme, which is implemented in schools serving those communities with the largest proportion of students at risk of not achieving successful outcomes in literacy and numeracy;
- the Society and Environment learning area, which provides students with the knowledge, skills and values to become better thinkers and decision makers, able to take action for the public good. Discovering Democracy materials are used by schools to develop active citizenship among students;
- School Sport WA, which offers 37 separate competitive interschool sporting opportunities to students attending recognised schools; and
- innovations in school organisation, in particular middle schools and senior campuses.

Initiatives that are likely to contribute to improved outcomes for young people in the future include:

- Education To Community (**e2c**), which addresses the critically-important concept of the information economy;
- further widening of young people's access to upper-school pathways, following the completion of the Post-compulsory Review; and
- an increased emphasis on enterprise in the New Framework for Vocational Education.

Disability services

The effectiveness of the Department's disabilities services plan has been evaluated in terms of the following intended key outcomes:

- existing services are adapted to ensure they meet the needs of people with disabilities;
- access to buildings and facilities is improved;
- information about services is provided in formats that meet the communication requirements of people with disabilities;
- advice and services are delivered by staff who are aware of and understand the needs of people with disabilities; and
- opportunities are provided for people with disabilities to participate in public consultations, grievance mechanisms and decision-making processes.

Satisfactory progress was found to have been made in relation to each of the outcomes. The plan will form part of the review of educational services for students with disabilities in government schools, which is due for completion in November 2001.

Freedom of information

During 2000-2001, activities have focused on the release of information without the need for applications under the Freedom of Information Act 1992, in order to become more transparent and accountable to the public and reduce the number of FOI applications.

Decisions have been made in relation to 62 valid applications (compared with 81 during 1999-2000), of which 53 were requests for personal information. Seven applications were withdrawn after negotiations regarding access. The average time for the processing of applications for access to information was 30 days (31 in 1999-2000).

Community relations

Regular community activities have included:

- *Schools Commemorative Anzac Service*, which was held on 11 April 2001 at Kings Park and attended by 1 200 students from 25 schools, an increase of 50 per cent in numbers over 2000. The guest speaker was Mr Jack Kyros, a former prisoner-of-war of the Japanese;

- *Aspire Breakfast Forum* series, which allows senior students to network with business and professional leaders when they are making decisions about their future career paths. A senior girls breakfast forum on 25 August 2000 attracted 267 students and 219 leaders, while a senior boys forum on 11 May 2001 was attended by 200 students and 155 leaders;
- *Young Originals Exhibition*, a non-competitive visual arts exhibition for senior secondary students at government and non-government schools was held at the WA Museum from 1 October to 31 October 2000 and featured 77 works in ceramics, furniture, graphic design, jewellery, textiles, creative photography, painting, sculpture, print making and other media;
- *the Royal Show*, which in 2000 featured early childhood education, with teachers demonstrating to visiting children and parents learning activities in a classroom setting. The interactive theme attracted widespread interest and earned the RAS award for the best non-commercial exhibit. The display also featured performing arts demonstrations by metropolitan and country schools;
- *Quest for Excellence Awards*, which are open to government senior secondary students in the categories of art and design, writing, performing arts and citizenship. Awards were presented by the Minister for Education on 18 October 2000 at an event attended by 450 finalist students, family guests and teachers;
- *Education Innovation Awards*, which aim to strengthen ties between schools and the communities they serve by recognising and rewarding educators and school communities who have introduced best practice and innovation: the 2000 awards were presented on 3 November 2000;
- *Education Week*, which runs in the second week of Term 4 each year. Schools and education district offices hold public events, displays and conferences to showcase student talent and development and teacher endeavour. More than 2 000 events across the State were mounted during Education Week 2000;
- *The Principal of the Year Award*, which was organised by the Rotary Club of Heirisson in conjunction with the Education Department and sponsored by the Home Building Society and held on 30 November 2000. Nominations were invited from school staff and communities.

COMMUNITY EVENTS 2000-2001			
Event	Cost \$	Sponsorship \$	Sponsor
Aspire Breakfast forum series	13 500		
Education Innovation Awards	20 000	6 000	ANZ Edubank
Education Week	45 000		
Principal of the Year	1 000		
Quest for Excellence Awards	23 000	6 700	Chamber of Minerals and Energy of WA
Royal Show	30 000		
Schools Commemorative Anzac Service	6 000		
Young Originals	19 500	8 000	ANZ Edubank

Source: Communications and Public Relations Branch

Communication with and among staff has been maintained through the publication and distribution of more than 30 000 copies of each issue of the fortnightly tabloid *School Matters*: the annual printing cost was \$192 244. Print production services have been provided in relation to 192 publications; 1 225 589 items have been printed at a cost to clients of \$1.006m exclusive of GST. A complete list of titles published during 2000-2001 is provided as Appendix 4.

Many publications may be purchased from Supply West (151 Esther Street, Belmont) or borrowed from government schools.

Sponsorship

The School Education Act and Regulations permit advertising and sponsorship consistent with the generally-accepted values, purposes and goals of government school education. There has previously been no legislative provision for schools to seek or accept advertising or sponsorship opportunities.

The Act requires that all proposals for advertising or sponsorship be approved in advance by school councils. The value at which advertising or sponsorship requires approval from the Director General or the Minister is prescribed by the Regulations. Individual schools choose whether to take up advertising and sponsorship opportunities. Revenue raised in this way is supplementary to school grant or other funding provided by the central office.

Building services

Capital works

The estimated total cost of works completed during 2000-2001 was \$98.6m, compared with a budget estimate of \$97.3m, and for works in progress at 30 June 2001 the estimated total cost was \$281.3m and the budget estimate \$264.3m. See Tables 42 and 43 for details.

Primary schools have been built at Carey Park (replacement), Glen Huon (Eaton/Bunbury) Florida (Mandurah) and North Quinns. Construction has begun of a replacement primary school on the lower oval of Swanbourne Senior High School (now closed). The present school is located on a small (1.45 ha) site and its buildings do not meet contemporary standards, while the new school will be built on a standard 4 ha site. The new site was registered for Aboriginal heritage purposes and a Deed of Agreement has been established with Noongar elders recognising its significance. The Moorditj Noongar Community College opened in February 2001 with K-3 students. It has been designed in close consultation with Aboriginal people.

Major extensions and improvements have been completed at Ballajura Community College, the Denmark campus of the WA College of Agriculture and Eastern Goldfields Senior High School. At Eastern Goldfields, years 11 and 12 students have been co-located with the Kalgoorlie campus of Curtin University of Technology at a cost of \$3.2m. This has resulted in higher than expected retention rates and improved educational outcomes for students. The original senior high school has been transformed into an attractive and welcoming middle school at a cost of \$9.9m. All teaching areas have been refurbished and exterior areas landscaped to produce a new school environment.

The development of facilities associated with the early childhood initiative (\$9.6m) has continued, together with programs for administration upgrades, library resource centres and toilet replacements in schools (\$5.8m).

New facilities and/or major additions have been provided at Sevenoaks Senior College, Halls Head Community College, Mandurah Senior College, Shenton College, Yule Brook College and Cannington Community College.

All of these projects are Local Area Education Planning (LAEP) initiatives.

A further \$4.3m has been spent for the asbestos-cement roof replacement program, ensuring the removal of all such roofs before July 2002.

School maintenance costs have amounted to \$52.2m, of which \$22.5m has been expended on breakdown repairs and \$15.2m on preventative maintenance.

As part of the \$80m Computers in Schools initiative, \$20m has been provided in 2000-2001. In addition to almost \$38m already provided for technology, this will improve the minimum ratio for students to at least one for every five students in secondary schools and one for every ten students in primary schools in 2002.

TABLE 42: COMPLETED MAJOR^(a) CAPITAL WORKS, 2000-2001

	Year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5% ^(c)
Additions and improvements to high schools					
Ballajura Community College	2000	5 000	4 893	-2.14	
Denmark Campus, WA College of Agriculture	2000	5 193	5 118	-1.45	
North Albany Senior High School	2001	3 000	3 068	+2.27	
Sub-totals		13 193	13 079	-0.87	
Additions and improvements to district high schools					
Boddington District High School replacements	2000	4 890	4 784	-2.17	
Denmark District High School new secondary facilities	1999	7 593	7 671	+1.03	
Sub-totals		12 483	12 455	-0.22	
New primary schools					
Carey Park Primary School replacement	2001	5 501	5 699	+3.60	
East Eaton Primary School	2000	4 487	4 661	+3.88	
Mindarie Primary School	2000	4 552	4 557	+0.11	
North Quinns Primary School	2001	4 500	5 433	+20.73	Higher tender result
South Port Kennedy Primary School	2000	4 548	4 691	+3.14	
Sub-totals		23 588	25 041	+6.16	
Additional stages at primary schools					
Beeliar Primary School administration and classroom block	n.a.	2 000	0	-100.0	Did not proceed
Parkerville Primary School additions and upgrade	2000	1 149	1 152	+0.26	
Wembley Primary School upgrade	2000	988	1 013	+2.53	
Sub-totals		4 137	2 165	-47.66	
Other school facilities					
Administration upgrades 1998-1999	1999	2 832	3 018	+6.57	Increased scope of works
Administration upgrades 1999-2000	2000	2 005	2 668	+18.10	Increased scope of works
Early childhood program	2000	10 000	9 624	-3.76	
Education support centres 1999-2000	2000	1 000	1 264	+26.40	Increased scope of works
Library resource centres 1998-1999	1999	1 559	1 523	-2.31	
Library resource centres 1999-2000	2000	1 400	2 009	+43.50	Increased scope of works
Schools in Houses	2000	0	1 030	n.a.	Lease payment for houses
Toilet replacements 1998-1999	1999	1 574	1 505	-4.39	
Sub-totals		20 574	22 641	+11.11	

	Year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5% ^(c)
Local Area Education Planning					
Carine Senior High School	2000	2 003	2 013	+0.50	
Churchlands Senior High School	2000	5 080	5 032	-0.94	
Maddington Senior High School	2000	1 000	1 011	+1.10	
Sub-totals		8 083	8 056	-0.33	
Miscellaneous					
Asbestos program	2000	4 000	4 314	+7.85	Increased scope of works
Land acquisition	2000	4 000	4 199	+4.98	
Maintenance	n.a.	1 000	0	n.a.	Funds used for lease payments on houses
Transportable classrooms	2000	1 200	1 448	+20.67	Increased scope of works
Transportable classrooms relocation	2000	4 000	4 045	+1.12	
Sub-totals		14 200	14 006	-1.36	
Miscellaneous other					
Rural Integration Program 1997-1998	2000	1 300	1 207	-7.15	Revised ETC
Sub-totals		1 300	1 207	-7.15	
Totals, completed works		97 354	98 650	+1.33	

(a). 'Major' is defined as a project with a current approved ETC of \$1m or more. (b). Estimated total cost. (c). 'Significant' cost variations are defined as those exceeding 5 per cent.

Source: Client Services

TABLE 43: MAJOR^(a) CAPITAL WORKS IN PROGRESS, 2000-2001

	Expected year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5% ^(c)
New high schools					
Kinross Middle School	2002	15 000	15 399	+2.66	
Sub-totals		15 000	15 399	+2.66	
Additions and improvements to high schools					
Albany Senior High School additions	2002	4 000	5 571	+39.27	Increased scope of works Project delay
Eastern Goldfields Senior High School additions	2001	12 000	13 038	+8.65	
Halls Head Middle School classroom block	2002	1 200	1 254	+4.50	
Mount Lawley Senior High School sports hall and performing arts facilities	2002	2 000	2 000	±0.00	
Tom Price Senior High School	2003	2 000	2 180	+9.00	Shared facilities included
Sub-totals		21 200	24 043	+11.52	
Additions and improvements to district high schools					
Cunderdin District High School upgrade	2002	1 000	977	-2.30	
Norseman District High School fire damage restoration	2001	0	2 152	n.a.	
Sub-totals		1 000	1 329	n.a.	
New primary schools					
Moorditj Noongar Community College	2001	4 800	4 059	+15.44	Revised ETC
Canning Vale East Primary School	2002	5 000	5 281	+5.62	Revised ETC
Florida Primary School	2001	4 840	5 602	+15.74	Higher tender result
Port Kennedy East (St Michel) Primary School	2002	5 000	6 650	+33.00	Increased scope of works
Secret Harbour Primary School	2002	4 800	4 900	+2.08	Revised budget
South Busselton Primary School	2002	750	5 780	+770.66	
Sub-totals		25 190	32 272	+28.11	
Additional stages at primary schools					
Marri Grove Primary School classroom block, including pre-primary	2002	1 000	1 000	±0.00	
Sub-totals		1 000	1 000	±0.00	
Additions and improvements to primary schools					
Serpentine Primary School classroom block and library resource centre	2002	1 600	1 600	±0.00	
Sub-totals		1 600	1 600	±0.00	

	Expected year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5% ^(c)
Other school facilities					
Administration upgrades	2001	2 000	1 700	-15.00	Revised ETC
Covered assembly areas 1995-1996	2001	25 000	25 770	+3.08	
Education support centres	2001	1 000	940	-6.00	Revised ETC
Kimberley School of the Air replacement	2002	1 300	1 300	±0.00	
Library resource centres	2001	1 400	1 400	±0.00	Increased scope of work
Toilet replacements 2000-2001	2001	1 000	1 105	+10.50	
Toilet replacements 1999-2000	2000	1 000	1 235	+23.50	
Sub-totals		32 700	33 450	+2.29	
School development and improvement projects					
Swanbourne Primary School replacement	2001	4 110	5 172	+25.84	Project delays
Sub-totals		4 110	5 172	+25.84	
Miscellaneous					
Computers in Schools 1998-1999	2003	80 000	80 000	±0.00	
Land acquisition	2001	4 000	3 800	-0.50	
Sub-totals		84 000	83 800	-0.24	
Local Area Education Planning					
Albany Primary School replacement, including oval	2002	7 000	6 100	-12.86	Revised ETC
Cannington Senior Campus/Middle School	2001	16 903	16 817	-0.51	
Halls Head Middle School	2001	14 405	16 677	+15.77	Project includes shire contribution
Mandurah Senior College	2001	16 683	17 094	+2.46	
Shenton College	2001	23 500	24 728	+5.22	Higher tender result
Sub-totals		78 491	81 416	+3.73	
Totals, works in progress		264 291	281 281	+6.43	

(a). 'Major' is defined as a project with a current approved ETC of \$1m or more. (b). Estimated total cost. (c). 'Significant' cost variations are defined as those exceeding 5 per cent.

Source: Client Services

Local Area Education Planning

The change agenda of the Education Department is designed to create a public education system that is able to ensure that all government school students develop the knowledge, skills and confidence to achieve their individual potential and contribute effectively to society. An important part of the reform process is Local Area Education Planning (LAEP), which is intended to determine what changes are needed to school organisation, location and design to improve the quality of educational provision and delivery and to bring about those changes.

The LAEP model has drafting, consultation and implementation phases, with a focus on widespread consultation. In this phase, many stakeholders involved in education are brought

together in structured stages to discuss, consider, implement and review the provision of educational services best suited to the needs of specific localities and communities.

As well as focusing on each school as a separate entity, LAEP encourages clusters of schools to work together to consider and plan how better to address the needs of local students and provide them with access to wider curriculum choice, more specialist programs, better-quality facilities and a range of school types, while making more efficient use of resources. In most areas there is a four-year planning cycle.

Outcomes from the LAEP process vary considerably:

- Some communities choose to retain their current educational facilities without change following consultation and community agreement that the choice is the best educational option for that particular locality: for example, Bunbury, Padbury/Duncraig/Craigie and secondary schooling in the Fremantle education district.
- In the Perth, Cannington and Peel education districts there has been major restructuring of secondary schooling provisions.
- In some regional centres, secondary education has been restructured better to meet students' needs: for example, the Eastern Goldfields middle school and senior campus, and planning for the development of a senior campus in Albany when population growth warrants the establishment of a new secondary school.
- Communities in the Cannington (Canning Vale secondary), Swan/Perth (Maylands/East Maylands primary schools) and Warren-Blackwood (Manjimup primary schools) education districts are completing the consultation process to determine the best educational options for their local areas.
- Mount Lawley Senior High School has commenced the implementation phase of the LAEP process for the establishment of an 8-10 school and a senior campus co-located with Edith Cowan University.
- New schools have been established to cater for population growth in the Bunbury, Joondalup, Peel, Cannington, Pilbara and Kimberley education districts.
- Some school communities have found that, because of declining enrolments, it is difficult for them to provide the widest-possible range of learning environments and educational

opportunities. As a result, the Burracoppin, Bindi Bindi, Ejanding and Gabbin primary schools were closed at the end of the 2000 school year and the students relocated to nearby larger schools where they have increased curriculum choice, access to specialist staff and additional resources.

School site disposals

As part of the LAEP process, a number of school sites will be disposed of and the proceeds used to fund replacement, redevelopment and new building across the State.

Sites currently intended for disposal include Scarborough Senior High School and Junior Primary School; Hollywood Senior High School; Swanbourne Primary School and part of the Swanbourne Senior High School site; Albany Primary School; the former Mount Melville Special School; and Cannington Senior High School.

NEW AND RECLASSIFIED SCHOOLS, 2000-2001

Name and location	Classification	Year levels in 2001
Cannington Community College	District High School Class 6B	P-10
Carey Park Primary School (<i>replacement school</i>)	Primary School Class 5	K-7
Coolamon Primary School	Primary School Class 4A	K-7
Dalyellup Primary School (<i>School in Shops</i>)	Primary School Class 4B	K-7
Halls Head Community College	High School Class 6	8-9
Halls Head Community College Education Support Centre	Education Support Centre Class 3	8-9
Kalbarri District High School (<i>reclassified from primary school</i>)	District High School Class 5D	K-8
Mandurah Senior College	Senior Campus Class 6	11-12
Moorditj Noongar Community College	Primary School Class 5	K-3
Ocean Road Primary School, Dawesville	Primary School Class 5	K-7
Paraburdoo Primary School (<i>reclassified from district high school</i>)	Primary School Class 4A	K-7
Quinns Beach Primary School	Primary School Class 5	K-7
Sevenoaks Senior College, Cannington	Senior Campus Class 6	11-12
Shenton College, Shenton Park	Senior High School Class 6	8-12
Shenton College Deaf Education Centre, Shenton Park	Education Support Centre Class 3	8-12

Source: Information Services Directorate

School maintenance

The Education Department's building portfolio has a replacement value of approximately \$2.7b. Following the introduction of a more efficient and consistent inspection regime by Symonds Pty Ltd, which provides building condition assessment (BCA) services to government agencies, the current level of outstanding maintenance has been estimated at about \$35m.

A KPMG report in June 1998 recommended that outstanding maintenance should be kept in the range of 1.5 to 2.2 per cent of portfolio value in the long run and the estimate of \$35m represents approximately 1.3 per cent of the asset base. This estimate does not include expenditure during 2000-2001 on breakdown maintenance.

Air cooling in schools

The Education Department's policy with respect to air cooling is based on an assessment of the stress imposed by climatic conditions on students and staff.

The Bureau of Meteorology provides data to determine priority zones for the provision of air cooling. These include the Kimberley, Pilbara, Goldfields and Mid West education districts, in which extremely hot days extend over a long period.

Following a review of the policy in 1997, an additional 80 schools, located mainly in the Midlands district, were included in the priority zone, and in October 2000, the Bureau provided more accurate information which has resulted in an additional 61 schools being included in the zone.

In the remainder of the State, the number of school days on which extremely high temperatures are experienced tends to occur over a limited portion of the year. Schools close to the coast experience sea breezes on most afternoons and the provision of air cooling in permanent classrooms to cater for this short period cannot be justified, given other competing demands on available financial resources. Demountable classrooms are air cooled as a matter of policy.

Automatic irrigation

In 1996, \$9.9m was made available to provide automatic irrigation in up to 150 government schools across the State. However, the final number depends on the actual cost per school and variations in the cost of labour and materials. The program's objectives are to:

- improve the standard of school grounds where automatic irrigation is installed;
- reduce water consumption and operating costs through the responsible use of scheme and bore water and, where possible, the use of recycled effluent;
- reduce the high cost of work-related injuries resulting from manual watering;
- reduce the cost of school gardening by between 47 and 70 FTE and generate possible savings in excess of \$2m per year; and
- develop and install a monitoring system in the central office to ensure that plant failures are detected promptly and remedial action is taken.

Stage 3 of the project, with a budget of \$2.4m, was completed in June 2001 and included 33 schools, seven of them in rural and remote areas. Stage 4, consisting of 43 metropolitan and 12 country schools, is scheduled for completion in December 2002. Stage 4 is expected to produce annual savings of more than \$0.8m from staffing reductions of 28 FTE.

Cleaning of schools

In 1997, the Department began to expand contract cleaning in metropolitan government schools and those government schools in rural areas where contracting was viable. All metropolitan schools and about half of those elsewhere have changed from day labour to contract cleaning.

In 2000, implementation of contract cleaning in some schools was postponed for twelve months to allow for a re-evaluation of the social and economic impact on the local community. Contracting in a further four schools was also postponed to allow cleaners who had expressed interest in employee buyouts to become competitive tenderers.

It is intended that in future school communities will have more choice in the way in which their schools are cleaned. They will have the opportunity to revert to day labour cleaning or may wish to retain contract cleaning but have greater involvement in the selection of contractors.

School security

The Education Department's security operation is based at the central office in East Perth. It provides security management for schools while they are unoccupied by the monitoring of electronic alarms and intruder and smoke detectors, mobile surveillance, the employment of guards, risk management advice, school watch programs and coordination of the design, installation and maintenance of electronic systems.

Further improvements have been made to the security network, with some 20 facilities receiving upgraded or new installations. Six schools were surveyed as part of a joint risk management initiative with RiskCover and CAMS. Thefts of electronic equipment and damage at these schools had cost \$1.8m over the preceding three years. At each school, a security audit was conducted and fencing, additional lighting, window screens, revegetation or other measures applied at an estimated cost of \$0.5m. The effects will be evaluated.

While the incidence of crime against schools was generally unchanged during 2000-2001, costs have risen significantly, due mainly to several major incidents of arson, including four instances of roof-mounted air conditioning units being set alight and causing structural damage to buildings.

Fires at eight schools caused major damage but the effects were reduced considerably because of monitored intruder and fire detection systems.

The School Watch program has continued to encourage public awareness of, and participation in, school security: since its introduction in 1988, some 24 000 calls have been made by members of

the community, one-third of them resulting in the issuing of warnings for vandalism or other unauthorised activities.

The appointment of a police officer as School Watch Coordinator has had a positive influence in promoting community awareness and the reporting of suspicious activity around schools.

A total of 4 096 calls was received from members of the community in 2000 (up 7.6 per cent) and 1 781 people were warned or arrested on school premises. A total of 627 persons were apprehended committing various crimes against schools after being detected by alarm systems or security staff.

In December 2000, 578 school premises were protected by electronic security systems, compared with 532 at the end of 1999, an increase of 8.6 per cent.

Secondary schools refurbishment program

Fifteen government secondary schools have been built in Western Australia since 1980. Of the remainder, while a number have received some upgrading, others have not been refurbished and are finding it difficult to meet the expectations of parents that their children will be educated for the future, using the latest educational technology in stimulating and up-to-date learning environments.

New secondary schools, such as Shenton College, Sevenoaks Senior College, Mandurah Senior College and Halls Head Community College, are among the most technologically advanced in Australia and have been designed with the flexibility to cope with continuing changes in curriculum delivery, teaching methodology, learning technologies and school organisation. But many existing schools need to adapt their facilities to cope with changes in educational provisions, such as the new courses emerging in the Technology and Enterprise and Arts learning areas, and in school organisation, notably middle schooling.

Following the sale of AlintaGas, an amount of \$40m has been allocated over four years, commencing in 2001-2002, to refurbish 32 secondary schools recognised as having clearly-identified deficiencies. The secondary schools refurbishment program is supplementary to normal annual capital works planning, which includes upgrading of older school facilities.

Primary asset planning

In an effort to ensure that the development of excessively large primary schools is avoided in future, the Department's corporate executive has approved a number of recommendations that include:

- identifying a target peak enrolment of 800 to 850 students (including K and P);
- changing the criteria for lots per school catchment. In first home owner/low-cost sub-divisions in major urban centres, a maximum of 1 500 lots per school is suggested and in middle and upper range/medium to high cost sub-divisions in major urban centres, 1 500 to 1 700. The ability to recognise the special circumstances of small country centres and urban infill developments is essential;
- making greater use of Schools in Houses;
- increasing the number of permanent classrooms in new primary schools in first home owner/low-cost sub-divisions to between 13 and 16;
- developing guidelines to ensure that site planning is carried out to accommodate peak requirements for transportable accommodation and adequate space for future development is allowed; and
- reviewing the relationship between the current staffing formula and the practice of using the Primary Staffing Table 1993 for determining the number of primary classrooms.

Utilities management

In 1991, the then Ministry of Education began to implement a utilities management program (UMP) that would contribute to the conservation of the environment and benefit the government school system. The UMP involves the devolution of adequate funding to meet the cost of each school's consumption of water, electricity, gas and telecommunications services. All schools participate in the UMP except those opening for the first time, and they are included when historical data are available for baselines to be negotiated.

An incentive is offered to schools to generate efficiencies in utilities consumption - savings are shared, with 35 per cent going to the individual school, 15 per cent to meeting equity requirements and 50 per cent to the Education Department.

Each school is provided with significant support in the form of workshops for registrars and administrators, energy audits, telecommunications audits and a manual to assist with the establishment of sound management practices. Retrofit programs, environmental education support and technical assistance are funded from the 50 per cent of savings generated.

The overall utilities budget can now be kept at predictable and manageable levels, provided tariff increases for the education sector are minimised. Utilities costs for 2000-2001 are estimated at \$30m.

In January 2001, funding for waste removal was transferred to schools as part of the UMP.

Information, communications and learning technologies

The Information and Technology Directorate has been renamed the 'Information Services Directorate' and restructured to align more closely with the Department's strategic objectives. The three existing branches have been replaced by program managers and a team-based environment with four program units: eLearning, eBusiness and Customer Services, Information Management and Technology Infrastructure. Staff now work in these units depending on project requirements. This structure is designed to optimise resource usage and improve customer service levels.

The *Education to Community (e2c)* strategy outlines the directions in ICLT services, infrastructure and management over the next five years. The vision of **e2c** is delivery of a world-class education system, bringing the Western Australian education community together on line. This vision is designed to facilitate the movement of that community into the new information and knowledge age, in accordance with the government's vision for public schools.

The strategic outcomes of **e2c** involve four major themes:

- eLearning
- eBusiness
- enabling infrastructure
- access to information.

eLearning

eLearning supports the achievement of improved outcomes for students by assisting teachers to meet the key outcomes of the Curriculum Improvement Program. It provides breadth and depth to the teaching and learning best practice articulated in the Curriculum Framework and, as such, builds on the critically-important role of the teacher. The eLearning strategy encompasses everything the Department does electronically to support the learning of students and staff in accordance with the National Goals For Schooling - in particular, Goal 1.6:

When students leave school they should be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.

Pilot projects are already under way in many primary and secondary schools to obtain information about systemic needs for support in implementing eLearning technologies and practices.

At the national level, Education Network Australia (EdNA) and the Conference of Education System Chief Executive Officers (CESCEO) have developed the Schools Online Curriculum Content Initiative (SOCCI), which aims to develop and disseminate a continuing supply of quality digital educational content for Australian learners. A budget of up to \$68.2m over five years is anticipated, based on the States and the Commonwealth sharing the cost equally between them, for the development of on-line curriculum resources, services and applications for Australian schools and standardised frameworks to support both joint development and distributed access to school systems across Australia, with the final delivery to schools being a matter for individual jurisdictions. SOCCI focuses on the development of a body of Australian digital curriculum content; the provision of a framework to encourage further contributions to the pool of on-line material; and the sharing of on-line resources between education systems.

eBusiness

To harness the opportunities emerging in the new digital economy, a comprehensive eBusiness strategy has been developed to guide the development of a range of services and capabilities for students, teachers, administrators, suppliers, parents and commercial partners. The following on-line services will gradually be introduced via **e2c**:

- | | |
|-------------------------------------------|-------------------------------------|
| • Assessment and reporting | • Training and support |
| • Procurement | • Billing and fee collection |
| • Personalised services to parents | • Personalised services to students |
| • Human resources and payroll information | • Financial transactions |
| • Career information and counselling | • School profiling and marketing |
| • Contract services | • Collaborative services |
| • Professional development | • Staff employment |

e2c infrastructure

The infrastructure component of **e2c** is a key element of the entire strategy: the current environment does not allow for equality of access or services to schools throughout the State. The project contains several critical hardware and service elements for which a Request for Proposal (RFP) was issued to the CAMS Basic Telecommunication (BTS) and Statewide Telecommunications Enhancement Program (STEP) panels. Use of the panels is mandatory. The RFP sought technology solutions and pricing for:

- | | |
|-------------------------------------|------------------------------|
| • Carrier services for data | • Remote access for teachers |
| • Carrier services for voice | • Videoconferencing |
| • A solution for Schools of the Air | |

The Education Department's data/voice network is likely to be one of the largest in Australia. To make the service reliable and manageable at least cost, single preferred suppliers for critical components, including information service provision, network hardware and telecommunications equipment have been established.

Telecommunications strategy

During 1999, the Department developed a telecommunications strategy to meet current and anticipated school needs. The strategy takes advantage of emerging technologies and the effects of increased competition and deregulation in the telecommunications industry. The strategy emphasises improving service delivery, especially for those rural and remote schools that are presently under-serviced; managing the costs of delivering telecommunications services more efficiently; taking advantage of new whole-of-government initiatives such as STEP, which aims to encourage competition to improve access to telecommunications services in rural and remote areas; and ensuring equity of access for students and more effective teaching and learning.

In June 2001, the Minister for Education announced the preferred suppliers for telecommunications services.

For metropolitan schools, the proposal is based on the latest technology wideband Internet Protocol (IP) switched network solution. This is a new service provided by Telstra and will

therefore be tested to ensure its reliability. The technology comprises fibre cabling connecting 405 schools in areas with telephone prefixes of 92XX to 94XX inclusive as well as the new 62XX numbers. Three hundred schools will be on line by mid-2002. Features include 10 mb/s bandwidth to all schools, which is 156 times greater than current services; a meshed network, allowing school-to-school communication such as videoconferencing; and secure and safe Internet access at no cost to schools.

The regional solution is also based on the latest services available from Telstra. The Telstra Private Internet Protocol (TPIP) is based on the Frame Relay service as opposed to the existing ISDN service. The Department will obtain a maximum bandwidth of 2 mb/s per second (currently 64 kb/s) to a significant number of schools in regional areas. Primary schools will be connected at 512 kb/s. Both bandwidths can deliver videoconferencing to schools. Features include 90 mb/s connection to the metropolitan wideband IP network.

The solution for remote schools will be delivered by Optus. Currently there are 31 schools to which terrestrial services cannot be delivered because the necessary infrastructure is not available. Under this proposal, communications will be carried by a two-way satellite link delivering 5.9mb/s shared to all schools and 256kb/s going from each school. The central office will be linked to the Optus satellite hub at Lockridge via a Frame Relay service. Remote schools will not be meshed, as all traffic will be delivered via the central office. Internet services - and possibly voice traffic - can be delivered at no cost to the schools.

Telstra has been awarded preferred supplier status for all voice services, except mobile telephones. At this stage there will be no change in the telephone infrastructure. The PABX technology in schools will be reviewed and testing of alternative methods of delivering voice services will commence later.

EdNet

Nine remote sites are not yet linked to EdNet, the Department's intranet, because of poor telecommunications infrastructure. This problem will be resolved as part of the new telecommunications initiative, under which EdNet will be phased out.

School Information System

SIS is the preferred but not prescribed integrated software suite for all government schools. It assists schools to manage student data and financial information.

SIS will be introduced progressively, with 300 schools using the software in 2001, over 600 in 2003 and 700 in 2004.

The SIS Curriculum stream includes Curriculum Manager, Assessment Manager and Transitional Reporting modules. Curriculum Manager assists teachers to plan, monitor, evaluate and report on the progress of individual students: it is specifically designed to reinforce the principles and philosophy of outcomes-focused education and supports implementation of the Curriculum Framework and Outcomes and Standards Framework. Assessment Manager enables schools to analyse curriculum data to determine trends and set priorities, while Transitional Reporting allows for non-outcomes reporting in years 11 and 12. A VET module is being developed.

The Finance stream comprises Cash Accounts, Asset Manager and Billing modules, while the Administration stream includes Administration Manager and Attendance modules: specialised reports dealing with, for example, attendance, census and student tracking, can be generated.

The Timetabling module, which is of particular importance to secondary schools, is being trialled during second semester 2001, prior to full implementation in 2002.

Library automation

Under the Technology 2000 School Library Automation Program (1997-2000), grants totalling \$1.6m were made to over 700 schools to assist with library automation: smaller schools received approximately \$450 and larger schools about \$600. These funds assisted with initial purchase of software, program upgrades, maintenance and support charges associated with automation.

Maintenance and support charges range from \$156 in smaller schools to over \$1 000 per year in larger schools.

As a result of expressions of interest called in 1997 and 1999 and evaluations of the systems presented, there are now eight software programs on the list of preferred suppliers for school library automation. However, developments with the **e2c** strategy may change the way library automation programs are delivered and used in schools in future.

School grant

Before 1985, all government funds for school use were allocated, administered and maintained by the central office. In that year, the devolution of financial management to schools began, in the form of a general-purpose grant. In 1996, with many of the major components devolved to school site management, a new school grant framework was introduced, consisting of a core grant - a base payment according to the category of the school - and a per capita payment linked to the year level of the students.

The school grant is paid in two instalments. The first is at the beginning of first semester and the second, at the beginning of second semester, includes all remaining allocations based on adjustments made on the basis of staffing and enrolment figures provided in the February school census. The school grant system has become the single resourcing point for schools. In addition to the \$63m distributed by this means, in 2000 special-purpose payments amounting to \$95m were transferred to schools through various gateways. It is anticipated that \$65.2m will be allocated through the school grant in 2001. As part of the school grant, a school development grant of \$7.1m was provided in 2000 (rising to nearly \$7.3m in 2001) to resource school planning processes and the professional development of staff.

In 1996, the school salary pool was established to provide for schools to access funds for teacher relief, the appointment of temporary staff to achieve specific goals and the support of school-based activities such as excursions, including camps. This fund is held centrally and accessed using a fund code system. The current level of the pool is almost \$31m.

Contract services

During 2000- 2001, 163 contracts for goods and services were awarded, with a total value of \$76.46m. They included:

- cleaning services;
- local area, wide area and desktop support services;
- security services;
- consultancy services;
- lawn-mowing services;
- lease finance facilities;
- training services; and
- transport and storage of employees' vehicles.

In February 2001, the quality assurance system of the contract services branch was audited by NATA Certification Services to ensure compliance with AS/NZS ISO 9001. In recognition of continued excellent audit results, the audit cycle was extended from six to 12 months.

Paper recycling

Paper Recycling Industries holds a government contract to remove and recycle waste paper. In 2000-2001, 46.6 tonnes of waste paper were removed from the Department's central office and included secure waste and coloured and gloss paper.

Management of intellectual property

In 1997, State Cabinet approved the Public Sector Intellectual Property Management Policy, which was revised and released in October 2000 as the Government Intellectual Property Policy 2000.

The objective of the policy is to ensure the effective management of intellectual property in the public sector and to support the use and commercialisation of public sector intellectual property for the benefit of the State. Chief executive officers are responsible through their performance agreements for the appropriate management of intellectual property assets.

The Education Department is committed to the maximisation of its intellectual property, staff skills and expertise in order to develop a knowledge-based organisation, enhance career paths for staff and increase revenue.

There are many curriculum support programs, assessment tools, specialised curriculum products, processes and programs developed by the Department that could be exploited nationally and internationally. These include curriculum design, generic educational briefs for the design of school facilities, risk management processes and educational project management.

Government schools perform particularly strongly in Mathematics, Science, the Arts and Technology and Enterprise. The Schools of Isolated and Distance Education are among the most advanced in the world. In addition, the Department has among its staff some very experienced personnel with broad-ranging organisational, human resource and project management skills. It has been pursuing opportunities for the commercialisation of its products and services where appropriate and it is receiving increasing numbers of requests to provide expertise as part of capacity-building and aid projects overseas.

The Department is a foundation member of the World Education Solutions consortium (WES), a virtual organisation comprising public sector agencies and private companies. WES has had some success in identifying opportunities for providing Western Australian products and services overseas. The benefits from this activity include the promotion of the State and enhancement of the knowledge, skills and experience of public officers.

Through WES, the Department is negotiating the provision of curriculum, short-term teacher placements and student exchange programs in China. WES members are also pursuing opportunities for teacher training, intensive English language programs and the provision of pre-university courses. The Department is involved in a bid to provide a consultancy on school design evaluation in the United Arab Emirates and a needs analysis project in Mozambique.

Both of these projects would help to build the capacity of the Department and provide the experience necessary for leading aid project work that would promote Western Australian expertise, provide professional development and career enhancement benefits for staff and return considerable revenue to the Department.

First Steps

The First Steps program was developed for use in Western Australian schools to provide support for children experiencing literacy difficulties. It is recognised as a comprehensive resource of international standing and the State receives royalties from licensing agreements for the publishing and sale of books and the delivery of professional development .

The demand for First Steps from interstate and overseas educators is met by a consultancy unit. Following a review in 1997 in the context of the Education Department's core business, the decision was taken to outsource the management of the unit to enable it to operate in a commercial environment and respond to market opportunities while undertaking product research and development. The four Western Australian public universities were invited to tender for the management of the unit. Edith Cowan was successful and in 1998, the Education Department entered into a profit-sharing management agreement with the University. The University established a business entity - Edith Cowan University Resources for Learning (ECURL) - for the purpose of managing the unit.

A new combined contract is being negotiated with Reed Educational and Professional Publishing for the UK and US. Reed Books International (Australia) continues to hold the publication licence.

A new product, the Stepping Out literacy program developed by the Education Department, is expected to achieve significant market penetration, while the release of a revised version of First Steps in Literacy and First Steps in Mathematics will provide a suite of market-ready products which will be managed by ECURL.

The School Education Act provides legislative support for commercialisation of intellectual property, where appropriate. Section 216 enables the Minister to:

- turn to account any resource or intellectual property that is vested in the Minister; and
- apply for, hold, exploit and dispose of any patent, patent rights, design rights, copyright, trademark or similar rights.

In order to ensure that the Education Department manages effectively the intellectual property assets created by the central office, district offices and schools, policy and guidelines will be in place by the end of 2001.

Copyright

The Education Department, in conjunction with other State and Territory education authorities and non-government school associations, is a party to licensing agreements with various copyright agencies under the Statutory Licence Scheme provided for in the Copyright Act 1968. The licensing agreements enable schools to perform works in public and produce limited multiple copies of various media. The Department also participates actively in the MCEETYA Taskforce on Copyright Law, which negotiates collectively with copyright agencies on licensing agreements.

A remuneration fee per full-time student is charged each year. These fees are then distributed in the form of royalties to the owners of copyright to compensate them for the copying of their works in schools. The amount of royalties distributed is determined through a sampling process, which requires randomly-selected schools to record all of their copying for one term.

Western Australian schools were sampled in 2000, and will be sampled again in 2002. Next year, digital copying, i.e. downloading and printing or storing of information on CD-ROM, as well as analogue (photo) copying, will be recorded.

TABLE 44: EDUCATION DEPARTMENT COPYRIGHT LICENCE COSTS 2000

Licensing agency	\$
Copyright Agency Ltd (CAL)	642 545
Audio Visual Copyright Society Ltd (Screenrights)	624 569
Australasian Mechanical Copyright Owners Society (AMCOS)	82 240
Australian Record Industry Association (ARIA)	26 441
AMCOS/ARIA	72 866
Australasian Performing Right Association Ltd (APRA)	14 646
Total	1 463 307

Source: Budgeting and Financial Management Branch

The most significant current concerns for the Education Department in relation to copyright are:

- the Copyright Amendment (Digital Agenda) Act 2000, which may require the Department to purchase additional licences. The extra sampling may be a workload issue for the schools involved; and
- the continuing negotiations between the MCEETYA Taskforce and Copyright Agency Ltd in the Copyright Tribunal to determine a new rate of payment for the copying of works under the CAL

copyright licence.

The Education Department must meet its obligations under the Copyright Act but it will continue to work with other educational authorities to ensure that copying costs are kept to a minimum.

Quality assurance

Internal audit

A total of 409 audits were carried out, 380 of them in schools in the Bunbury (35), Cannington (81), Esperance (21), Joondalup (42), Midland (63), Perth (85), Pilbara (30) and Warren-Blackwood (23) education districts under the contract audit scheme. In addition, Departmental auditors undertook 16 audits and eleven information system and two performance audits were contracted out.

TABLE 45: AUDITS CONDUCTED BY TYPE AND NUMBER, 2000-2001

Type	Number
School contract	380
Information system	11
Management request	11
Performance	3
Special investigation	3
System-based	1
Total	409

Source: Audit and Review Branch

National benchmarking

In March 1997, Commonwealth, State and Territory Education Ministers agreed to a national literacy and numeracy goal: *that every child leaving primary school should be numerate, and be able to read, write and spell at an appropriate level*. The Ministers also adopted a sub-goal: *that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years*. These goals are to be achieved through the national literacy and numeracy plan.

An important part of the plan is the measurement of students' performance against nationally-agreed benchmark standards using rigorous State-based assessment procedures and the dissemination of comparative information to parents and the community. This is achieved in Western Australia through the Western Australian Literacy and Numeracy Assessment (WALNA). For WALNA data, see *Key Performance Indicators*. Western Australia is managing the development and implementation of methodologies to ensure that results are nationally comparable.

Systemic performance against a range of indicators is compared in both the annual [National Report on Schooling in Australia](#) and the Productivity Commission's annual [Report on Government Services](#).

System-level educational quality assurance

It is essential that the quality of educational outcomes achieved by government school students be monitored and evaluated. Systemwide student performance information is provided by MSE cyclic testing in years 3, 7 and 10, annual literacy and numeracy population testing (WALNA) in years 3 and 5 and analysis of WA Certificate of Education and Tertiary Entrance Examinations data for year 12. Assessing a random sample of students, MSE has provided information on the achievements of the general population, boys, girls, students with a language background other than English and Aboriginal students in reading and writing (1990, 1992, 1995, 1997 and 1999), speaking and listening (1995 and 1999), viewing (1995), mathematics (1990, 1992, 1996, 1998 and 2000), science (1993 and 1997), health and physical education (1994 and 1998), society and environment (1994 and 1999), the arts (1996) and technology and enterprise (2000).

The data, which are collected from the full range of government schools, are subjected to Rasch analysis and student performance is then described in terms of the knowledge, skills and processes defined in the Student Outcome Statements relevant to the learning area. The assessment design and analysis allows linking from year to year and across age groups.

In addition, MSE supports schools through the production of school assessment material that enables them to monitor the performance of their students and make Statewide comparisons. MSE provides the Education Department's corporate executive with most of its outcomes-based performance information and, while the data are used by schools for making judgements about their performance, they are also being used increasingly to evaluate the performance of the Department.

School-level educational quality assurance

School reviews are undertaken by district directors, based on the schools' own assessments of their performance. The district directors interrogate the quality of the information used, the analysis of the information, the judgements that result and the improvement planning that flows from it. In 2000, a trial was proposed to strengthen school reviews through a more independent process. Two district directors were appointed to form the School Improvement by Review (SIBR) team, with the intention of trialling an alternative process in a group of volunteer schools. The SIBR trial did not proceed and the focus for strengthening school accountability will continue to be on self-assessment.

School accountability

Over the past two years there has been considerable consultation and debate in relation to a draft school accountability framework that sets out requirements for schools in terms of development plans, annual reports, self-assessment and district director reviews. The framework, which will be agreed to by all professional associations, the State School Teachers' Union and the Council of State School Organisations, is to be distributed later in 2001.

The Department is committed to strengthening the accountability of schools and they will be required to gather quality information about their progress and share it with their local communities each year in the form of annual school reports, beginning in 2002.

Simplistic 'league tables' that compare one school directly with another are not useful, as they imply that the relative effectiveness of schools can be measured by single one-off indicators. However, parents need to have as much information as possible about the progress their schools are making, particularly in relation to priority areas. It is also useful for the Department to be able to link and analyse a range of indicators of academic performance with measures of social performance.

School bank account balances

Before 1985, all government funds for school use were allocated, administered and maintained by the central office. The devolution of financial management to schools then began, in the form of a general-purpose grant. Since then, financial resources have been transferred progressively to schools through the school grant. As schools have assumed greater control of their resources, school bank account balances have increased. In recent years, the level of balances has been the subject of Parliamentary questions and has attracted the attention of the media.

While there has been a perception that schools might be accumulating too much cash, the growing balances should be seen in context of a changing environment in which schools are expected to be more self-managing, including maintaining provisions for equipment replacement.

Between December 1995 and December 2000, school bank closing balances grew by about 58 per cent, from \$48m to \$75.7m, due mainly to a 147 per cent increase in asset replacement reserves, from \$17m to \$42m. Despite the increase in total cash balances, the actual cash surpluses (uncommitted funds) for the period declined from \$25m to \$20m. Again, this is an indication of improved financial management in schools.

Treasury has expressed concern about the apparently large cash balances in school bank accounts and schools are being advised through District Finance and Administration Officers about their responsibilities to expend funds, as far as possible, in the year in which they are raised.

Major evaluations

Curriculum Improvement Program

Just under a third of the way through the intended five-year implementation period, the [Curriculum Improvement Program](#) was evaluated to provide user feedback on, *inter alia*, the extent of implementation in schools, current issues affecting the CIP and teacher needs, to inform decision making. Semi-structured interviews were conducted with 206 school-based and 65 district- and central-office staff at 35 sites in six education districts. The findings of the [evaluation](#) are being reviewed by key stakeholder groups and are published in full on the Internet. They will be used to establish strategies to improve the effectiveness of the implementation process in schools and individual classrooms.

Local management of schools

A [final report](#) on the local management of schools (LMS) trial, funded by the Department of Employment, Training and Youth Affairs and prepared by Estill and Associates Pty Ltd and Murdoch University Learning Centre, was completed in November 2000. It includes data collected from all 20 participating pilot schools and feedback from 17 of the schools through School Profiles, supported by data collected during visits to 15 schools and surveys completed by the five remaining schools. The report provides findings on the six evaluation questions (see this agency's [Annual Report 1999-2000](#), pages 133-135) which show that participation provided schools with an opportunity to better focus their improvement efforts to meet local needs: the majority reported that they had strengthened their working relationships and partnerships with their communities.

In addition, schools demonstrated they were establishing processes to ensure community input to decision making, in particular through the establishment of school councils. Progress included the use of local merit selection processes, local determination of staff profiles, development and modification of job descriptions and local management of faults and utilities. The application of information technology contributed to better use of staff expertise, more effective internal and external communications and the introduction of new pedagogy.

Schools and community members provided many examples of how students' learning environments had been improved through the empowerment of staff, community and students; the effective articulation of students' needs, reflecting community views; and greater communication between parents and teachers. Although it was premature to assume that these improvements

were reflected in improved educational outcomes, staff and parents reported a high level of satisfaction with the positive experiences of students and were enthusiastic about increased local management.

Local management will be reviewed in the light of recommendations of the Robson Taskforce.

Staffing of schools

In October 2000, the State Auditor General reported to Parliament on teacher placements in government schools and, in a generally-favourable report, recommended that the Education Department build on its achievements in staffing by:

- defining objectives and indicators to measure how the staffing of schools, districts and the whole government schools system is moving compared with preferred directions;
- articulating the objectives of all changes to staffing practices and evaluating their outcomes more rigorously; and
- establishing a structured program of review and action, covering fine-tuning adjustments and more radical options, for staffing policies and procedures.

Computers in schools

In May 2001, the Auditor General issued a report on the use of computers in government schools. The report recommended that the Department:

- revise its project planning by placing greater emphasis on applying learning technologies to the school curriculum rather than simply achieving a target computer-to-student ratio;
- periodically assess the implementation of the project and the wider learning technologies program, evaluating them against critical success factors;
- consider limitations of existing school infrastructure on the installation of computers and computing networks in schools and take account of them in project planning and funding;
- promote more cost effective implementation in schools through monitoring of asset management practices to ensure compliance with the Department's policies and Treasurer's Instructions, including those designed to achieve value for money in purchasing;
- provide more effective technical support in schools to reduce computer down-time and

increase the confidence of teachers in using the technologies with their classes;

- include in reported ratios only computers that are operating and accessible to students; promote effective integration into the curriculum by focusing professional development opportunities on this process; and promote access to a shared knowledge base of learning technology resources; and
- pursue strategies to accelerate the integration of learning technologies into the curriculum.

Risk management

The Education Department initiated its risk management program in 1997, in accordance with Treasurer's Instruction 109. The program complies with AS/NZS4360:1995.

Awareness raising and risk management training have been provided for all schools via video, workshops and a risk management procedures manual. Schools have begun reporting their risk data electronically. From these data, school and district risk profiles are developed and provided for the information of schools. Reporting by this means allows schools to keep electronic records of progress toward the elimination of serious risks and reduces the amount of work required to update their risk information.

Major risks associated with workers compensation and school security have received special attention during 2000-2001. A security assessment CD-ROM has been developed to assist schools to reduce vandalism: an emerging trend in the data provided from schools was a marked increase in the level of damage to property and thefts of electronic equipment, up from \$2m in 1999 to \$6.5m in 2000.

A security audit can be conducted by schools using the CD-ROM or with the assistance of personnel from the central office.

A pilot program involving the installation of a range of security devices has been established at six of the most seriously-affected schools and will be evaluated over the next two years.

The death of a student while on a school camp and the drowning of two students during water-based excursions led the Department to review immediately its policies and guidelines in relation to water excursions, crisis management and critical incidents.

Work also began on reviewing the risk management plans of schools located in areas of high fire

hazard, following a fire at Forrestdale Primary School early in 2000.

An independent audit in August 2000 has confirmed that a risk management culture is firmly embedded in government schools.

Ministerial liaison

In Table 46, the category 'Ministerial letters' includes all letters prepared in the Department for the Minister's signature. The figures include those delegated to the Director General. The category 'Briefing notes' includes all briefing notes prepared in the Department at the request of the Minister. The due date for 'on-time' purposes is the date a draft response is required by the Ministerial Liaison Unit for transmission to the Minister. There is minor duplication if a draft response requires input from more than one division.

TABLE 46: MINISTERIAL CORRESPONDENCE, 2000-2001

	On time	Late	Totals	% on time
Ministerial letters	1 748	469	2 217	79
Ministerial briefing notes	437	124	561	78
Totals	2 185	593	2 778	79

Source: Ministerial Liaison Unit

Legal services

These are provided by a Departmental solicitor and a policy officer.

Legal queries from schools, central and district office staff and the public include matters associated with administrative law, family law, duty of care, contract law, the School Education Act and court attendance by staff. Other services include accepting and checking subpoenas and liaising with schools in relation to location or apprehension orders.

Many requests are received from teachers, school administrators and central and district office staff for professional development on legal issues and about fifty sessions were delivered throughout the State during 2000-2001.

As a result of the commencement of the School Education Act and the School Education Regulations, revised policy and procedures documents have been prepared, including those relating to family law in schools, visitors on school premises and duty of care.

Attention has also been given to the drafting of instructions for Parliamentary Counsel in the preparation of legislative amendments arising from early experience with the School Education Act and changes to Commonwealth legislation.

Appendix



1: Charges and contributions

Primary and secondary schools

Under the Education Act 1928 (the provisions of which applied during 2000), no charges were payable for children attending government primary schools or pre-primary centres. However, an annual voluntary contribution of \$9.00 was requested. Kindergartens were able to seek voluntary contributions of \$1.00 per week. There was a compulsory charge of up to \$225.00 per year for facilities, materials and services used by years 8-10 students in their educational programs. Years 11 and 12 students paid a compulsory charge per subject. These rates continued to apply during 2001.

During 2001, schools can seek contributions and require payment of charges above these amounts for optional items, but principals are required to keep these to a minimum and to be able to justify them. If parents are having difficulties in meeting school charges, schools can offer payment by instalments, deferred payment or discounts. Financial assistance is available to low-income parents who hold Centrelink Healthcare cards.

In 2000-2001, four kinds of costs affect parents of students at government schools:

- *The voluntary contribution in years K-7 and compulsory charge in years 8-10*

These assist schools to meet the cost of materials, services and facilities for educational programs that satisfy the requirements of the Curriculum Framework.

- *Charges for optional materials, services and facilities*

In years K-10, schools may offer additional or different activities to students for which the costs are high and beyond what the normal budget of the school can provide. In primary schools, these activities include excursions such as camps and visits by performance groups. In years 8-10, options such as outdoor education or international cooking, and special interest programs in art and crafts, sport and performing arts may be subject to additional charges.

- *Items for students' personal use, such as stationery, calculators, art equipment and school diaries*

While schools provide lists of items that students require, these items may be obtained from any supplier.

- *Charges for extracurricular activities, such as graduations, social events or school balls*

These are separate from and additional to costs associated with the educational program.

Under the School Education Act 1999, a voluntary contribution of up to \$60.00 for K-7 students and a compulsory charge of up to \$235.00 for 8-10 students were to come into effect in 2002.

In March 2001, the Minister for Education announced that the charge for 8-10 students would be voluntary from 2002, although parents would be expected to make a contribution to their children's education.

The Act provides that only certain adult and overseas students can be required to pay for being taught the standard curriculum by government school teachers and that no student of compulsory school age can be denied access to the standard curriculum because of an unwillingness or inability to pay charges or contributions.

All contributions and charges and lists of personal items must be approved by school councils and made known to parents at least two months before the school year begins.

Other institutions

Students boarding at campuses of the WA College of Agriculture pay a residential fee for accommodation, meals and other services of \$6 100 per year. The State government offers an annual boarding-away-from-home allowance of \$1 000 without means testing. For eligible students, further assistance is available under the Secondary Assistance Scheme, Isolated Children's Allowance or Youth Allowance.

Overseas students at senior high schools pay \$8 000 per year for tuition, excursions and sport, and at senior colleges tuition costs up to \$9 200 per year, depending on the course.

Senior colleges also charge course fees to local students.

2: Support for other educational institutions and non-government organisations

This function comprises payments by way of grants to certain national organisations (including the Ministerial Council on Education, Employment, Training and Youth Affairs and the Australian Council for Educational Research) and Western Australian organisations that provide support to school-level education. Total expenditure in 2000-2001 was \$4.9m, compared with \$3m in 1999-2000.

TABLE 47: EDUCATION DEPARTMENT GRANTS^(a) TO EDUCATIONAL INSTITUTIONS AND NON-GOVERNMENT ORGANISATIONS, 1996-1997/2000-2001 (\$'000)

Organisations	1997-1998	1998-1999	1999- 2000	2000- 2001
Association of Independent Schools of WA				40
Australian Council for Educational Research	82	102	89	114
Australian Red Cross				36
Cerebral Palsy Association of WA				127
Centre for Excellence in Teaching			325	342
Churches Commission on Education	90	100	150	200
Curriculum Corporation	84	100	93	131
Dyslexia-SPELD Foundation WA (Inc.)	40	52	52	72
Edith Cowan University				270
Hostel subsidies		46	29	50
Lake Jasper Project				42
Languages other than English - ethnic grants			889	743
Leadership Centre				84
Ministerial Council on Education, Employment, Training and Youth Affairs	64	57	99	58
Polly Farmer Foundation				200
Reading Recovery Network				77
Reconciliation WA Inc.				90
Safety Houses Association	87	91	90	99
School Sport WA				208
Speech and Hearing Centre	554	567	369	79
Sports Challenge				73
TVW Telethon Institute for Child Health Research				90
WA Council of State School Organisations Inc.	158	182	166	139
WA Deaf Society				43
WA professional associations: primary, secondary, etc.	137	140	131	131

(a). Only grants/subsidies of \$30 000 or more are listed.

Source: Budgeting and Financial Management Branch

3: Compliance with the Electoral Act 1907

Section 175ZE of the Electoral Act 1907 requires that government agencies report expenditure on market research, polling, direct mail and advertising. Only total expenditures per individual business entity of over \$1 500 are to be reported.

During 2000-2001, total expenditure on market research and polling was \$21 533.

In common usage, 'direct mail' means the delivery via the postal service of circular communications (whether addressed individually or not) to members of a specific population for the purpose of influencing their opinions, often in relation to their voting intentions in an election. While the Education Department incurs substantial expenditure on mailouts of curriculum and administrative materials, they do not fit this definition. Therefore, there was no reportable expenditure on 'direct mail' in 2000-2001.

In relation to media advertising, expenditure under the whole-of-government contract for non-campaign advertising was \$200 877 and under a similar contract for campaign advertising \$214 120, a total of \$414 997.

4: Publications

The following titles were published by the Education Department during 2000-2001:

2001 Calendar Year Planner

ABC of Two-way Learning video

Aboriginal Education Awards

Aboriginal Mentoring Program Staff Survey

Accident Prevention posters

A Focus on Outcomes in a Mathematics Classroom - One Teacher's Story video

Annual Report 1999-2000

Aspire 2000 brochure

Building Resiliency brochure

Camp School poster

Camp School Strategic Plan

Central Library Update

CMIS - A Core Collection - Fiction and Non-Fiction

Competency Framework for Teachers

Conducting an Investigation or Inquiry into a Suspected Breach of Discipline

Creating Thinkers brochure

Crisis Management Guidelines

Curriculum Assessment and Reporting reprint

Deadly Ideas

Deadly Ways to Learn video

Deadly Yarns

Discipline Policy, Procedures and Guidelines

Disputes and Complaints Policy and Procedures

e2c Newsletter

EdFest

EdMail July-December 2000, February-April 2001

Education Week 2000

Employee Portfolio

Employment of People with Disabilities Policy and Guidelines

Fiction Focus Vols 2 and 3

First Semester Census 2001

Focusing on Outcomes reprint folders, information sheets

Freedom of Information Statement reprint

Graduate Supply Trends

GST Manual

Guide for Parents 2001

Handbook for Parents and Caregivers of Students at Educational Risk

Handling Complaints wall chart

Information for Employees Transferring to and from Country Areas

Injury Management and Workers Compensation Policy, Procedures and Guidelines

Innovations Awards 2000

International Fee Paying Students brochure, folder, information document

International Year of the Volunteer

Legislative Responsibilities and Information for Principals, Line Managers and Employees
Local Management of Schools Pilot Project
LOTE Beyond 2000

Making the Difference by Making the Links

Making the Difference topic sheets

Making the Difference topic sheets translations

Making the Difference: a Collaborative Problem-solving Approach for Secondary Teachers of Students at Educational Risk

Making the Difference: Building Resiliency in Young People K-12

Making the Difference: Bully Beware video

Making the Difference: Case Management

Making the Difference: Challenging Behaviour Files A and B

Making the Difference: EAGER - Encouraging Achievement: Gifted Education Resources

Making the Difference: Information Literacy

Making the Difference: Kid's Talk

Making the Difference: Parent Handbook

Making the Difference: Sharing the Schooling video

Making the Difference: Staff-Student Mentoring Program

Making the Difference: Jinda's Not so Very Good Day at School

Making the Difference: Teachers Handbook for Jinda's Not so Very Good Day at School

Managing Change

Managing Unsatisfactory and Sub-standard Performance of Teaching Staff and School Administrators

MAZE General Ledger System

Monitoring Standards in Education Health and Physical Education Report

Monitoring Standards in Education Health and Physical Education School Release Materials

Monitoring Standards in Education LOTE School Release Materials

Monitoring Standards in Education LOTE School Release Materials French and Japanese

Monitoring Standards in Education Mathematics Administration Guidelines

Monitoring Standards in Education Mathematics Random Sample Guidelines

Monitoring Standards in Education Mathematics Test Materials

Monitoring Standards in Education Mathematics Trial 2000 Test Materials

Monitoring Standards in Education Reading/Viewing Test Materials

Monitoring Standards in Education Reading/Writing School Release Materials

Monitoring Standards in Education Science School Materials

Monitoring Standards in Education Society and Environment School Release Materials

Monitoring Standards in Education Speaking and Listening Test Materials

Monitoring Standards in Education Technology and Enterprise Test Materials

Monitoring Standards in Education WALNA 2001 Administration Guidelines

Monitoring Standards in Education WALNA 2001 Information for Parents brochure

Monitoring Standards in Education WALNA 2001 Marking Guide

Monitoring Standards in Education WALNA 2001 Student Report Shells

Opening a New School

Premier's Awards video

Primary Focus Fiction and Non-fiction

Quality Teaching Program

Quality Teaching Program Implementation Strategy and Funding Guidelines 2000-2001

Quest for Excellence 2000

Reporting Requirement for Schools in 2001

Review of Vocational Education and Training in Schools 2000

Royal Show 2000 leaflets

School Computer Connectivity Census

School Improvement

Schoolwatch materials

Secondary School Facilities Planning Guide

Sharing Ideas that Support Aboriginal Children's Learning

SIS Newsletter

Solid English reprint

Special Secondary Placement Program - Information for Parents brochure

Starting out as a Teaching Professional

Student Second Semester Census forms 2000

Student Outcome Statements Book 1 English reprint

Student Outcome Statements Book 1 Society and Environment reprint

Student Outcome Statements Mathematics Book 1 reprint

Supporting Literacy Development video

Swimming and Water Safety

T2000 Summary of Results Teacher Survey

Talking to Your School brochure

Teach WA poster

Teaching Reading Practice video and handbook

Technology Focus Vols 2 and 3

Two-way English reprint

Vocational Education and Training Case Study 1

Vocational Education and Training Information about Implementation

Water-based Excursions Policy and Procedures

What About Boys?

Young Originals 2000

5: Contacting the central and district offices

District	Address	Telephone	Fax	E-mail	Website
Metropolitan and outer-metropolitan education districts					
Central	151 Royal Street, East Perth WA 6004	08 9264 4111	08 9264 5005	websupport@eddept.wa.edu.au	http://www.eddept.wa.edu.au/
Cannington	1480 Albany Highway, Cannington WA 6107	08 9311 0500	08 9356 2561	cannington.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/cannington
Fremantle	184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162)	08 9336 9563	08 9430 8028	fremantle.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/fremantle
Perth	Level 4, The Garden Office Park, Brightwater House, 355 Scarborough Beach Road, Osborne Park WA 6017	08 9202 7333	08 9202 7399	perth.deo@eddept.wa.edu.au	
Swan	18 Blackboy Way, Beechboro WA 6063 (PO Box 95, Beechboro WA 6063)	08 9442 6666	08 9442 6600	swan.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/swan
Joondalup	Level 2, 52 Davidson Terrace, Joondalup WA 6027 (PO Box 741, Joondalup WA 6919)	08 9301 3000	08 9301 3050	joondalup.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/joondalup
Peel	24 Sutton Street, Mandurah WA 6210 (PO Box 1050, Mandurah WA 6210)	08 9550 2555	08 9550 2500	peel.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/peel
Rural and remote education districts					
Albany	85 Serpentine Road, Albany WA 6330	08 9841 0333	08 9841 7542	albany.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/albany
Bunbury	Bunbury Tower, 61 Victoria Street, Bunbury WA 6230	08 9791 0300	08 9791 2528	bunbury.deo@eddept.wa.edu.au	
Esperance	Esperance Business Centre, Dempster Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450)	08 9071 4144	08 9071 2796	esperance.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/esperance
Goldfields	Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6430)	08 9093 5600	08 9091 2719	goldfields.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/goldfields
Kimberley	10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725)	08 9193 6488	08 9193 6718	kimberley.deo@eddept.wa.edu.au	
Mid West	Level 2, SGIO Building, 42 Cathedral Avenue, Geraldton WA 6530 (PO Box 63, Geraldton WA 6530)	08 9921 0777	08 9964 1391	midwest.deo@eddept.wa.edu.au	http://www.midwestdeo.wa.edu.au/
Midlands	McIver House, 297 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401)	08 9622 0200	08 9622 3996	midlands.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/midlands
Narrogin	Homer Street, Narrogin WA 6312 (PO Box 535, Narrogin WA 6312)	08 9881 1533	08 9881 3178	narrogin.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/narrogin
Pilbara	Cnr Searipple and Welcome Roads, Karratha WA 6714 (PO Box 384, Karratha WA 6714)	08 9185 0111	08 9185 0137	pilbara.deo@eddept.wa.edu.au	http://www.kisser.net.au/pdeo
Warren-Blackwood	49 Rose Street, Manjimup WA 6258	08 9771 7100	08 9771 2474	warrenblackwood.deo@eddept.wa.edu.au	http://www.eddept.wa.edu.au/deo/warrenblackwood

Key performance indicators



Opinion of the Auditor General

To the Parliament of Western Australia

Education Department of Western Australia Performance Indicators for the year ended June 30, 2001

Scope

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

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

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

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

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Education Department of Western Australia are relevant and appropriate for assisting users to assess the

Department's performance and fairly represent the indicated performance for the year ended June 30, 2001.

A handwritten signature in black ink, appearing to read 'K O O'NEIL', is written over a light blue grid background.

K O O'NEIL
ACTING AUDITOR GENERAL

OCTOBER 15, 2001

Certification

I hereby certify that the following key performance indicators are based on proper records and fairly represent the performance of the Education Department for the year ended 30 June 2001.

A handwritten signature in black ink, appearing to read 'Ron Mance', with a long, sweeping horizontal line extending to the right.

**RON MANCE
ACTING DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)**

14 AUGUST 2001

Effectiveness

The outcome desired by the State government is a quality education for all Western Australians who choose government schooling.

The Education Department's key effectiveness performance indicators relate to this outcome, and measurement of the extent to which it has been achieved occurs within a framework that sets out the specific outcomes toward which all students are expected to work.

Known as the Outcomes and Standards Framework, the student outcome statements were developed to be consistent with the Curriculum Framework laid down by the Curriculum Council and provide a basis for curriculum planning and assessment.

Through the provision of learning experiences addressing these student outcome statements, the Department strives to ensure that students develop the kinds of knowledge, skills and confidence that are most likely to lead to their achieving their individual potential and contributing to society. The extent to which this occurs is indicative of the quality of the education provided.

Agency performance is measured predominantly in terms of student achievement against the outcomes described in the Outcomes and Standards Framework.

Two other requirements are implicit in the government-desired outcome:

- the Education Department must attempt to ensure that **all** government school students achieve the outcomes described in the Outcomes and Standards Framework; and
- it must provide all potential students in Western Australia with access to the education provided by the government schools system, whether that provision is taken up or not.

The effectiveness key performance indicators are presented in three sections.

The first set of performance information concerns the extent to which the agency has provided access to educational programs throughout the State. Age-participation rates demonstrate the extent to which potential students receive an education.

The second major set of performance information concerns the extent to which students' learning is relevant. The overall determinant of what should be learned is the Curriculum Framework laid

down by the Curriculum Council. This is further elaborated for government schools by the Outcomes and Standards Framework.

Data relating to the eight key learning areas of the Curriculum Framework are expected to be available when it has been fully implemented in schools.

In addition, apparent retention rates provide an indication of the extent to which students continue in government schools to the end of year 12, given that actual participation in the post-compulsory years depends on both external factors (such as national policies) and factors affecting access to government schools, such as location or curriculum provision.

The third and most important set of performance information concerns the extent to which students are achieving quality learning outcomes. The Outcomes and Standards Framework sets out expected student outcomes in eight learning areas along developmental continua that consist of eight levels of outcome.

Cyclic testing of student achievement has been undertaken since 1990, with performance being measured at three key stages of schooling:

- year 3, the earliest stage at which system-level measurement is possible;
- year 7, the final year of primary schooling; and
- year 10, the end of compulsory schooling.

In addition, as a result of national agreements, testing of literacy and numeracy is also undertaken at year 5.

Year 12 performance is measured in terms of the criterion for overall success in schooling - Secondary Graduation - as upper-secondary students select their courses to suit their own interests, needs and intended post-school destinations.

In order to measure the extent to which all government school students achieve against standards described in the Outcomes and Standards Framework, where possible, performance information is examined in terms of identifiable specific sub-groups: females, males, Aboriginal students and students from language backgrounds other than English.

Access

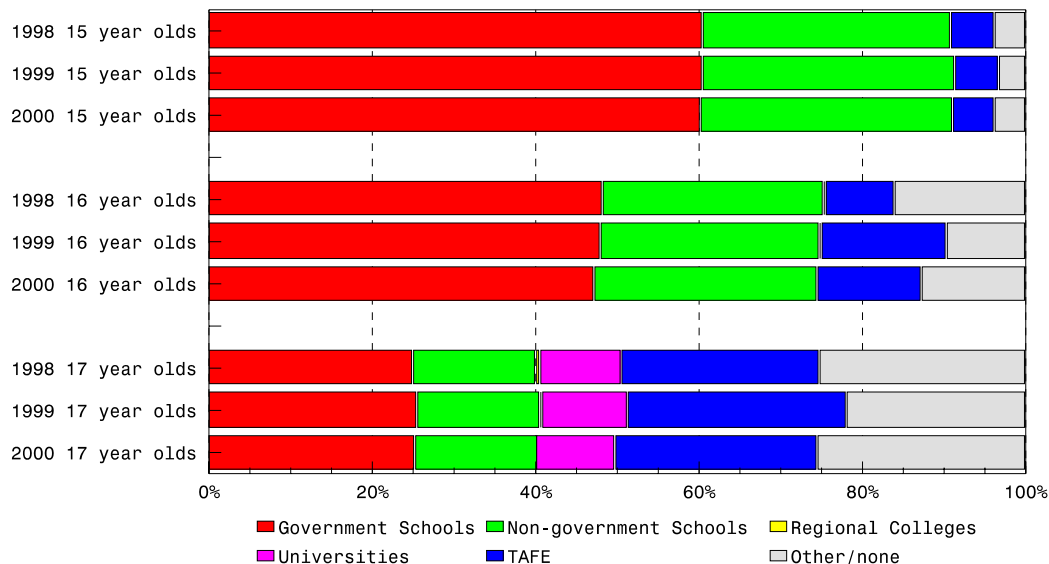
Unless exempted under section 11 of the School Education Act 1999, from the beginning of the year in which they turn six to the end of the year in which they turn 15, all children in Western Australia are required to attend a government school or non-government school, receive distance education services from the Schools of Isolated and Distance Education or undertake approved home education.

Government schools must provide access to an appropriate education for persons aged generally 4 to 17 years.

The extent to which government school education in the post-compulsory years is taken up by 15 to 17 year olds may be ascertained from the age-participation rates presented in Figures 1 and 2.

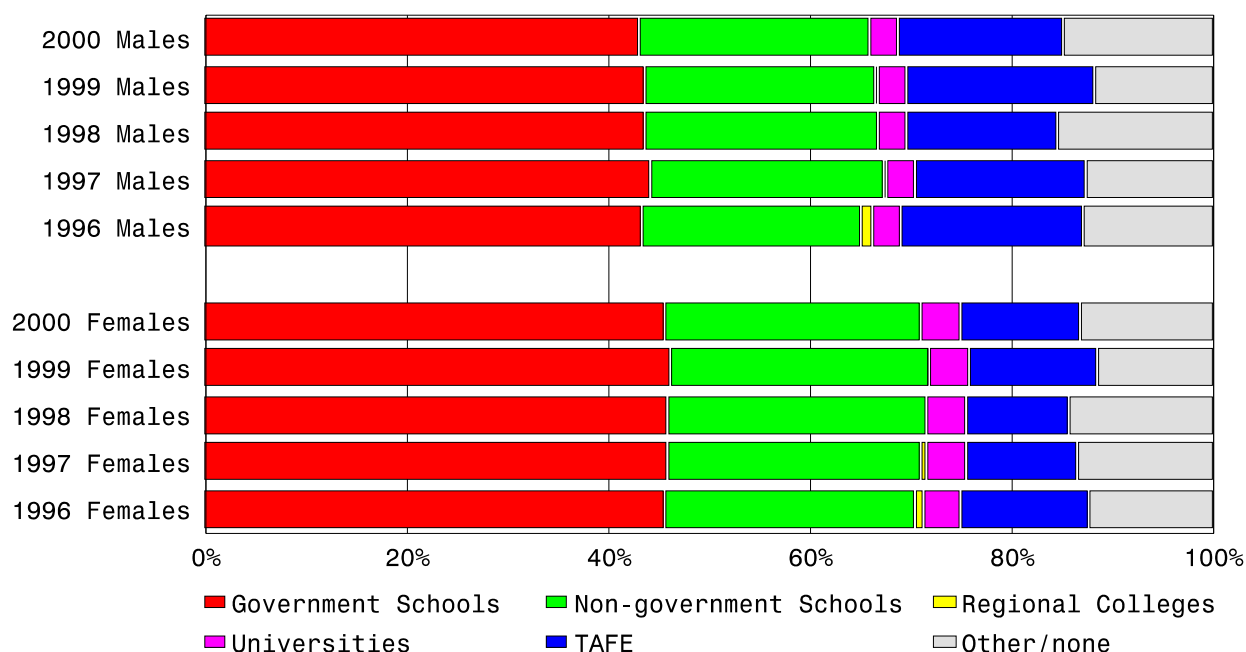
Age-participation rates indicate the number of students of a particular age who are engaged in some form of education as a percentage of the estimated resident population of persons of that age.

FIGURE 1: PARTICIPATION RATES OF PERSONS AGED 15 TO 17 YEARS ENGAGED IN SOME FORM OF EDUCATION, BY AGE GROUP, 1998-2000^(a)



(a). The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, regional colleges until 1999, universities and TAFE (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services Directorate

FIGURE 2: PARTICIPATION RATES OF PERSONS AGED 15 TO 17 YEARS ENGAGED IN SOME FORM OF EDUCATION, BY GENDER, 1996-2000^(a)

(a). The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, regional colleges until 1999, universities and TAFE (age at 1 July). As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services Directorate

Relevance

All government schools strive to provide a relevant education for the development of students' knowledge, skills and understandings.

The concept of relevance is applicable at all levels of schooling and most particularly at the secondary level, where it relates directly to students' achievement of their intended post-school destinations and entry into society.

An important aspect of their continued participation in schooling is a perception among post-compulsory students that the education being delivered is relevant to their needs and interests.

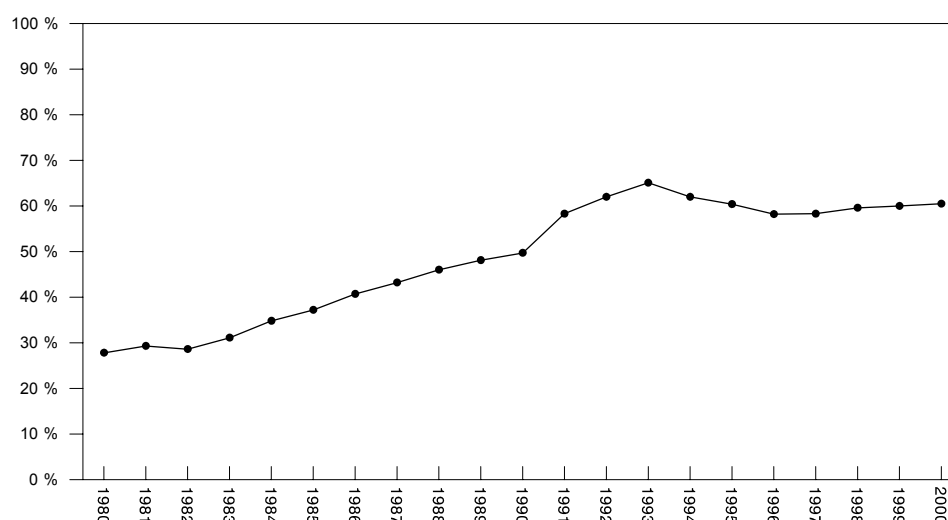
The extent to which students continue to participate in government school education is indicated by the apparent year 8 to year 12 retention rate, which is the number of full-time students in year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in year 8 four years earlier.

TABLE 1: APPARENT RETENTION RATES (PERCENTAGES), GOVERNMENT SCHOOL STUDENTS^(a), YEAR 8 TO YEAR 12, BY LOCATION, GENDER AND ABORIGINALITY, 1996-2000^(b)

Student category	1996	1997	1998	1999	2000
Metropolitan ^(c) female	71.1	72.4	72.8	73.5	73.6
Country ^(c) female	48.6	48.5	49.2	51.2	52.5
Metropolitan male	58.9	58.5	59.7	60.1	60.9
Country male	39.9	39.5	43.7	42.3	42.3
All metropolitan	64.8	65.3	65.9	66.6	67.0
All country	44.2	43.8	46.4	46.6	47.2
Aboriginal female	16.8	21.0	19.2	22.6	24.0
Aboriginal male	14.8	12.4	16.3	16.2	20.6
All Aboriginal	15.8	16.4	17.7	19.2	22.3
All female	63.8	64.7	65.0	66.1	66.6
All male	52.7	52.2	54.6	54.2	54.9
All	58.2	58.3	59.6	60.0	60.5

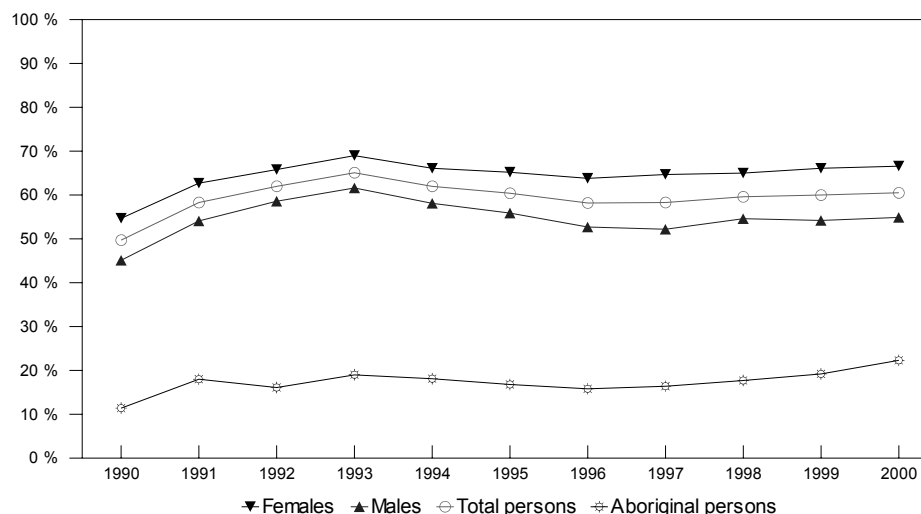
(a). Excludes senior college, part-time and international students and, from 1996, mature-aged students at senior campuses. (b). Second semester census. (c). 'Metropolitan' is defined as the Perth Statistical Division and 'country' as the rest of the State. The apparent retention rates shown in Table 1 make no allowance for student mobility.

Source: Information Services Directorate

FIGURE 3: APPARENT RETENTION RATES, GOVERNMENT SCHOOLS^(a), YEAR 8 TO YEAR 12, 1980-2000

(a). Excludes senior college, part-time and international students and, from 1996, mature-aged students at senior campuses.

Source: Information Services Directorate

FIGURE 4: APPARENT RETENTION RATES, GOVERNMENT SCHOOLS^(a), YEAR 8 TO YEAR 12, BY GENDER AND ABORIGINALITY, 1990-2000

(a). Excludes senior college, part-time and international students and, from 1996, mature-aged students at senior campuses.

Source: Information Services Directorate

For students intending to seek university entry, course requirements are defined by the Curriculum Council, while school-based curriculum innovation is permissible if compliance with Education Department policies is demonstrated.

Government schools offer a wide range of accredited and wholly-school-assessed subjects.

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.

Relevance is a dynamic concept that changes as the demands and needs of society change.

For example, for many years, there have been concerted efforts to improve the participation of males in the humanities and social sciences and females in mathematics and the physical sciences.

The extent to which gender imbalances continue to exist in certain subjects can be demonstrated by means of an 'imbalance index', calculated according to the formula $1 - |a - b| / a + b$, where 'a' = male participation rates and 'b' = female participation rates.

The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

The imbalance index is significant because it reflects the extent to which initiatives in support of gender equity in the curriculum are manifested in student choice.

It is also particularly important in relation to mathematics and the physical sciences, because students' failure to choose the appropriate combinations in these subject areas will prevent them from enrolling in certain university courses.

TABLE 2: IMBALANCE INDICES^(a), MATHEMATICS AND PHYSICAL SCIENCES, GOVERNMENT SCHOOL YEAR 12 STUDENTS, 1996-2000

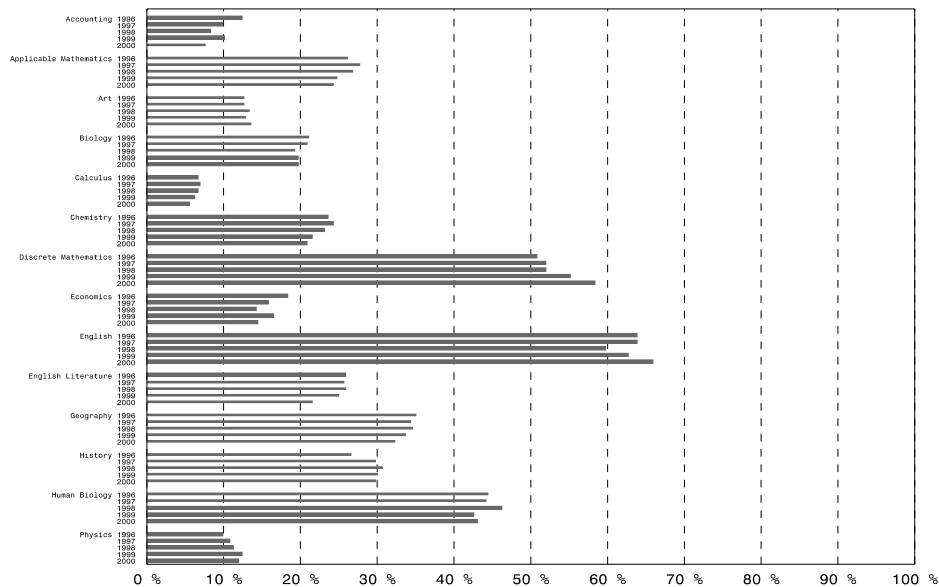
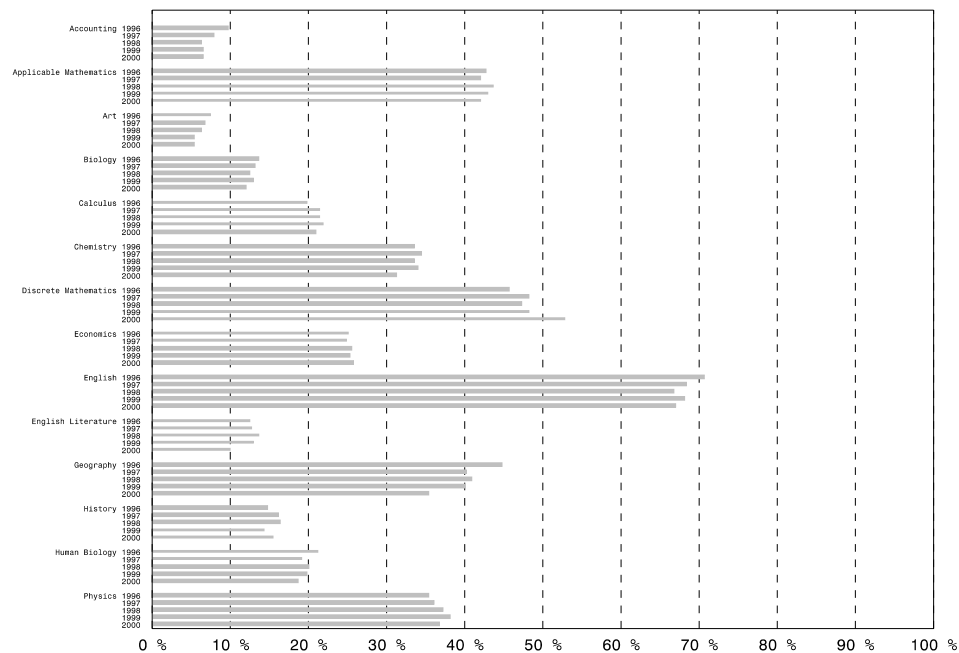
Subject	1996	1997	1998	1999	2000
Applicable Mathematics	0.79	0.83	0.79	0.77	0.76
Calculus	0.54	0.52	0.50	0.47	0.45
Chemistry	0.86	0.86	0.85	0.82	0.83
Discrete Mathematics	0.91	0.93	0.92	0.90	0.92
Physics	0.47	0.49	0.49	0.52	0.52

(a). The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

Source: Information Services Directorate from Curriculum Council data

The proportions of female and male students enrolled in selected major subjects in year 12 for the Tertiary Entrance Examinations are shown in Figure 5.

These subjects each enrol at least 10 per cent of TEE candidates. All other subjects enrol fewer than five per cent of candidates. Students who studied no accredited subjects or left school before the end of year 12 are excluded from the analysis.

FIGURE 5: PARTICIPATION BY ACCREDITED TERTIARY ENTRANCE EXAMINATIONS SUBJECT, GOVERNMENT SCHOOL^(a) YEAR 12 STUDENTS, BY GENDER, 1996-2000**Females****Males**

(a). Data exclude senior college, international, TAFE and private students.

Source: Information Services Directorate from Curriculum Council data

Student learning outcomes

Achievement of these outcomes is measured in part by analysis of students' performance in external assessments and in part by Monitoring Standards in Education (MSE) sample testing and literacy and numeracy full-cohort testing. Analysis of Secondary Graduation data provides information on overall success, while MSE sample testing and literacy and numeracy full-cohort testing provide information about success in specific learning areas.

Secondary Graduation

A key external indicator of overall student performance is the apparent Secondary Graduation rate, which is the percentage of the year 8 cohort that satisfies the requirements for Secondary Graduation by year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education.

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

To achieve Secondary Graduation, students must complete at least ten full-year (or equivalent) subjects, with an average grade of 'C' or better in eight subjects. Four or more of these subjects must be at year 12 level. In addition, they must satisfy the Curriculum Council's English language competence requirement by achieving a 'C' or better in English, English Literature, English for ESL Students, Senior English or Vocational English or, alternatively, passing the Curriculum Council's English language competence test.

TABLE 3: SECONDARY GRADUATION RATES (PERCENTAGES), GOVERNMENT SCHOOL^(a) YEAR 12 STUDENTS, BY GENDER, 1996-2000

Student category	1996	1997	1998	1999	2000
All female	57.2	56.6	58.0	59.0	58.2
All male	44.7	40.8	43.7	43.8	44.0
All students	50.8	48.5	50.5	51.1	50.8

(a). Data exclude senior college, international, TAFE and private students. Repeating students are included, but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Information Services Directorate from Curriculum Council data

System-level testing of student achievement

The main method of measuring system-level student achievement is the random sample testing conducted by the Monitoring Standards in Education program, which each year assesses student performance in either English or Mathematics plus one of the other six learning areas, at years 3, 7 and 10.

In 2000, testing was undertaken in Mathematics and in Technology and Enterprise.

Random sample testing is undertaken at year 3, because it represents the first opportunity to gather reliable, consistent and comparable data on young students; at year 7, because it marks the end of primary schooling; and at year 10 because it is the final year of compulsory schooling.

Performance data are reported according to gender, Aboriginality and language background other than English.

The Outcomes and Standards Framework provides the framework for measuring and reporting student achievement in Western Australia. For six of the learning areas, this is the only framework, but for the English and Mathematics learning areas, two frameworks are used.

In addition to the Western Australian framework, a set of national benchmarks has been endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) for use in reporting state-level student achievement in literacy and numeracy in a form which is comparable across the States and Territories. The benchmarks represent levels of literacy and numeracy without which a student would have difficulty in making sufficient progress at school.

Where possible, data on student achievement in literacy and numeracy are reported against both the Outcomes and Standards Framework and the national benchmarks.

Student achievement in Mathematics

The measurement of system-level student performance in Mathematics is based on a combination of MSE random-sample testing program at years 3, 7 and 10, and Western Australian Literacy and Numeracy Assessment (WALNA) testing of the full years 3 and 5 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested who achieved at or above a specified level in the test. The levels for each learning area are set out in the Outcomes and Standards Framework. Small adjustments were made to the level cut-off points for 2000 to reflect the nature of the questions in the tests.

The WALNA results are presented in terms of the proportion of students who achieved the national benchmark in numeracy at year 3 or year 5.

In September 2000, random sample testing in Mathematics was undertaken for the fifth time, information on students' knowledge and skills having previously been collected in 1990, 1992, 1996 and 1998. The sample consisted of approximately 1 600 students in each of years 3, 7 and 10. This represented about ten per cent of the student cohort.

In addition to the content and context test, the assessment materials included a process test based on the Working Mathematically strand. Students were tested using a range of questions in multiple-choice, answer and open-response format. The test materials were designed by

specialists from the Educational Testing Centre at the University of New South Wales, Murdoch University and the Education Department.

In August 2000, full-cohort WALNA testing of the year 3 and year 5 students in government schools was undertaken, with about 38 000 students being assessed in numeracy.

The Curriculum Framework, Outcomes and Standards Framework and national benchmarks were used to define what year 3 and year 5 students were expected to know and be able to do in relation to numeracy. As national agreement has not yet been reached on the locations of the benchmarks on the measuring scale, student achievement is described in relation to the provisional location of the national benchmarks.

The tables below report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English (LBOTE).

TABLE 4: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL NUMERACY BENCHMARK, BY SUB-GROUP, 1999-2000

	1999	2000
Female	87.2	81.3
Male	84.1	80.0
Aboriginal	60.3	52.7
LBOTE	80.7	77.7
All students	85.6	80.6

Source: Western Australian Literacy and Numeracy Assessment, 1999, 2000

TABLE 5: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL NUMERACY BENCHMARK, BY SUB-GROUP, 1999-2000

	1999	2000
Female	85.9	85.1
Male	85.3	84.6
Aboriginal	53.2	52.8
LBOTE	78.9	80.3
All students	85.6	84.8

Source: Western Australian Literacy and Numeracy Assessment, 1999, 2000

TABLE 6: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN NUMBER, BY SUB-GROUP, 2000

Year level	7	10
Outcome level	≥3	≥4
Female	87	73
Male	88	70
Aboriginal	56	35
LBOTE	74	52
All students	88	72

Source: *Monitoring Standards in Education, 2000*

TABLE 7: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN NUMBER, 1992, 1996, 1998 AND 2000

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	89	89	82
All students 1996	90	93	91
All students 1998	89	92	87
All students 2000	NA ^(a)	88	72

(a). Data on year 3 students are not available for separate strands for 2000.

Source: *Monitoring Standards in Education, 1992, 1996, 1998 and 2000*

TABLE 8: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SPACE, BY SUB-GROUP, 2000

Year level	7	10
Outcome level	≥3	≥4
Female	71	50
Male	73	50
Aboriginal	38	20
LBOTE	53	38
All students	72	50

Source: *Monitoring Standards in Education, 2000*

TABLE 9: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SPACE, 1992, 1996, 1998 AND 2000

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	74	77	52
All students 1996	76	78	62
All students 1998	79	74	59
All students 2000	NA ^(a)	72	50

(a). Data on year 3 students are not available for separate strands for 2000.

Source: *Monitoring Standards in Education, 1992, 1996, 1998 and 2000*

TABLE 10: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN CHANCE AND DATA, BY SUB-GROUP, 2000

Year level	7	10
Outcome level	≥3	≥4
Female	89	68
Male	89	66
Aboriginal	62	36
LBOTE	74	47
All students	89	67

Source: *Monitoring Standards in Education, 2000*

TABLE 11: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN CHANCE AND DATA, 1992, 1996, 1998 AND 2000

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	98	96	73
All students 1996	96	97	81
All students 1998	89	94	83
All students 2000	NA ^(a)	89	67

(a). Data on year 3 students are not available for separate strands for 2000.

Source: *Monitoring Standards in Education, 1992, 1996, 1998 and 2000*

TABLE 12: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MEASUREMENT, BY SUB-GROUP, 2000

Year level	7	10
Outcome level	≥3	≥4
Female	86	63
Male	84	65
Aboriginal	54	36
LBOTE	71	56
All students	85	64

Source: *Monitoring Standards in Education, 2000*

TABLE 13: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MEASUREMENT, 1992, 1996, 1998 AND 2000

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	84	88	75
All students 1996	84	95	75
All students 1998	77	93	82
All students 2000	NA ^(a)	85	64

(a). Data on year 3 students are not available for separate strands for 2000.

Source: *Monitoring Standards in Education, 1992, 1996, 1998 and 2000*

TABLE 14: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN WORKING MATHEMATICALLY, BY SUB-GROUP, 2000

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Female	85	91	71
Male	88	92	77
Aboriginal	57	63	42
LBOTE	76	78	69
All students	86	91	73

Source: *Monitoring Standards in Education, 2000*

TABLE 15: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN ALGEBRA, BY SUB-GROUP, 2000

Year level	10
Outcome level	≥5 ^(a)
Female	68
Male	69
Aboriginal	43
LBOTE	54
All students	69

(a). The Algebra outcomes begin at Level 5 - therefore student performance is reported against Level 5.

Source: *Monitoring Standards in Education, 2000*

Student achievement in English

Measurement of system-level student performance in English is undertaken using a combination of MSE random-sample testing at years 3, 7 and 10, and WALNA testing of the full year 3 and year 5 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested who achieved at or above a specified level in the test. The levels for each learning area are set out in the Outcomes and Standards Framework.

The WALNA results are presented in terms of the proportion of students who achieved the national benchmark in literacy at year 3 or year 5. In addition, the results of the WALNA for the year 3 cohort can also be presented in terms of the proportion of students who achieved at or above a specified level, so that these results can be compared with the MSE results over time.

In August 2000, full-cohort WALNA testing of the year 3 and year 5 students in government schools was undertaken, with about 39 000 students being assessed in reading, writing and spelling.

The Curriculum Framework, Outcomes and Standards Framework and national benchmarks were used to define what year 3 and year 5 students were expected to know and be able to do in relation to reading, writing and spelling.

As national agreement has not yet been reached on the locations of the benchmarks on the measuring scale, student achievement is described in relation to the provisional location of the national benchmarks.

The tables below report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English.

TABLE 16: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL READING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	90.6	96.9
Male	85.3	95.5
Aboriginal	57.8	87.6
LBOTE	84.9	95.7
All students	87.9	96.2

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 17: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL WRITING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	85.0	89.3
Male	75.4	79.9
Aboriginal	48.6	54.7
LBOTE	77.8	82.2
All students	80.2	84.3

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 18: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL SPELLING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	90.7	85.2
Male	84.0	76.1
Aboriginal	61.4	51.2
LBOTE	84.2	79.7
All students	87.3	80.4

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 19: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL READING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	86.5	94.4
Male	78.7	91.2
Aboriginal	47.3	72.6
LBOTE	74.5	89.5
All students	82.5	92.7

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 20: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL WRITING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	87.2	88.1
Male	75.3	75.7
Aboriginal	48.4	49.2
LBOTE	76.0	78.9
All students	81.1	81.7

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 21: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL SPELLING BENCHMARKS, BY SUB-GROUP, 1999-2000

	1999	2000
Female	90.1	87.2
Male	81.1	79.1
Aboriginal	58.3	53.1
LBOTE	82.3	81.3
All students	85.5	83.0

Source: Western Australian Literacy and Numeracy Assessment 1999, 2000

TABLE 22: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN READING, 1992, 1995, 1997 AND 1999

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	94 ^(b)	94 ^(b)	92 ^(b)
All students 1995	91 ^(b)	95 ^(b)	88 ^(b)
All students 1997	92 ^(b)	95 ^(b)	90 ^(b)
All students 1999	95 ^(a)	93 ^(b)	87 ^(b)

Sources: (a). Western Australian Literacy and Numeracy Assessment, 1999. (b). Monitoring Standards in Education, 1992, 1995, 1997 and 1999

TABLE 23: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN WRITING, 1992, 1995, 1997 AND 1999

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	99 ^(b)	99 ^(b)	91 ^(b)
All students 1995	97 ^(b)	99 ^(b)	93 ^(b)
All students 1997	98 ^(b)	98 ^(b)	97 ^(b)
All students 1999	97 ^(a)	89 ^(b)	93 ^(b)

Sources: (a). *Western Australian Literacy and Numeracy Assessment, 1999*. (b). *Monitoring Standards in Education, 1992, 1995, 1997 and 1999*

Student achievement in Technology and Enterprise

In September 2000, random sample testing in Technology and Enterprise was undertaken for the first time. Test materials were developed by the Australian Council for Educational Research in conjunction with the Education Department after extensive consultation with representatives from across the learning area.

Student achievement was assessed in the Technology Process, Materials, Information and Systems strands of the Technology and Enterprise Student Outcome Statements.

The sample consisted of approximately 3 000 students in year 3, 4 000 students in year 7 and 1 000 students in each of the year 10 subject contexts of Design and Technology, Home Economics, Information Technology and Business (targeting information technology).

In year 10, the sample was drawn only from students completing Technology and Enterprise courses in wood or metal, food and information technology in the year 10 subject contexts in second semester 2000.

The test materials comprised a written test to link student achievement across years 3, 7 and 10 and a range of performance tasks which required students to use the technology process and apply knowledge, understandings and skills to make a product.

The Materials strand was assessed through a performance task at year 3 using fabric and at year 7 using rigid materials and food.

At year 7, approximately 1 000 students completed a performance task using information technologies to assess the Information and Systems strand.

At year 10, the performance tasks used wood or metal, food or information technologies, depending on the subject context.

Student achievement is reported against Level 2 for year 3 and Level 3 for year 7. In the year 10 subject contexts of Design and Technology, Home Economics, Information Technology and Business, student achievement is reported against Level 3.

The Technology and Enterprise learning area in secondary schools is in a transitional phase as schools examine the Curriculum Framework and Outcomes and Standards Framework and implement changes in the subject contexts.

Technology and Enterprise in secondary schools is usually optional beyond year 8; curriculum units within subject contexts vary between schools and are often non-progressive in nature. Students do not necessarily have continuity of study within the learning area.

The tables below report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English.

TABLE 24: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN TECHNOLOGY PROCESS, BY SUB-GROUP, 2000

Year level	3	7	10
			Design and Technology Home Economics Information Technology
Outcome level	≥2	≥3	≥3
Female	95	85	85
Male	93	75	84
Aboriginal	78	40	NA ^(a)
LBOTE	89	68	80
All students	94	80	84

(a). The sample of Aboriginal students was too small to provide reliable information.

Source: Monitoring Standards in Education, 2000

TABLE 25: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MATERIALS, BY SUB-GROUP, 2000

Year level	3	7	10
			Design and Technology Home Economics
Outcome level	≥2	≥3	≥3
Female	92	67	72
Male	84	54	78
Aboriginal	81	34	NA ^(a)
LBOTE	85	49	80
All students	87	61	78

(a). The sample of Aboriginal students was too small to provide reliable information.

Source: Monitoring Standards in Education, 2000

TABLE 26: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN INFORMATION, BY SUB-GROUP, 2000

Year level	3	7	10
			Design and Technology Home Economics Information Technology
Outcome level	≥2	≥3	≥3
Female	91	88	89
Male	87	82	88
Aboriginal	68	61	NA ^(a)
LBOTE	83	78	NA ^(a)
All students	89	85	88

(a). The sample of Aboriginal students was too small to provide reliable information.

*Source: Monitoring Standards in Education, 2000***TABLE 27: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SYSTEMS, BY SUB-GROUP, 2000**

Year level	3	7	10
			Design and Technology Home Economics Information Technology
Outcome level	≥2	≥3	≥3
Female	96	87	90
Male	95	80	84
Aboriginal	82	44	NA ^(a)
LBOTE	91	73	79
All students	95	84	85

(a). The sample of Aboriginal students was too small to provide reliable information.

Source: Monitoring Standards in Education, 2000

The following tables summarise Monitoring Standards in Education data relating to Society and Environment, Health and Physical Education, Science and The Arts published in previous Annual Reports.

Student achievement in Society and Environment

TABLE 28: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE A SPECIFIED LEVEL IN SOCIETY AND ENVIRONMENT, 1999

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Strand			
Investigation, Communication and Participation	84	95	83
Place and Space	71	89	77
Resources	76	73	71
Culture	71	89	94
Time, Continuity and Change	83	92	90
Natural and Social Systems	72	70	80

Source: Monitoring Standards in Education, 1999

Student achievement in Health and Physical Education

TABLE 29: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN HEALTH AND PHYSICAL EDUCATION, 1994^(a) AND 1998

Year level	3		7		10	
Outcome level	≥2		≥3		≥4 ^(b)	
Strand	1994	1998	1994	1998	1994	1998
Concepts for a Healthy Lifestyle	64	82	65	79	75	43
	1998					
Self-management Skills - Decision Making	94		93		81	
Skills for Physical Activity	88		68		43	
Skills for Physical Activity - Movement Skills Sub-strand	87		71		44	
Skills for Physical Activity - Fundamental Movement Skills	87		68		77 ^(b)	
Skills for Physical Activity - Movement Skills in the Context of Games	NA ^(c)		62		51	
Skills for Physical Activity - Activity and Games Strategies	53		65		48	
Interpersonal Skills	80		89		47	
Positive Attitude Toward Physical Activity	NA ^(c)		93		89	

(a). Concepts for a Healthy Lifestyle only. (b). Except Fundamental Movement Skills, for which the maximum level of achievement possible was in Level 3. (c). Not tested.

Source: *Monitoring Standards in Education, 1994 and 1998*

Student achievement in Science

TABLE 30: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SCIENCE, 1993 AND 1997

Year level	3		7		10	
Outcome level	≥2		≥3		≥4	
Strand	1993	1997	1993	1997	1993	1997
Investigating Scientifically	99	99	97	94	51	56
Life and Living	99	85	77	76	44	55
Earth and Beyond	NA	78	78	71	42	48
Energy and Change	97	88	76	81	39	54
Natural and Processed Materials	97	84	68	77	46	50
All conceptual strands	98	89	73	80	43	54

Source: *Monitoring Standards in Education, 1993 and 1997*

Student achievement in The Arts

TABLE 31: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE A SPECIFIED LEVEL IN THE ARTS, 1996

Year level	3	7	10 ^(a)
Outcome level	≥2	≥3	≥4
Strand			
Dance	82	63	73
Drama	96	88	74
Media	97	90	58
Music	80	57	81
Visual Arts	96	78	57

(a). Year 10 data are not on the same scale as the years 3 and 7 data.

Source: Monitoring Standards in Education, 1996

Efficiency

During the 2000-2001 financial year, the Education Department delivered the following outputs:

1. Pre-primary education
2. Primary education
3. Secondary education
4. Residential agricultural education
5. Isolated and distance education services for students who cannot attend a school in person
6. Educational services for students who require a non-integrated education support program
7. Senior college education

The quantity of each output of government school education is measured in terms of student FTEs provided with that service.

Efficiency is indicated by the total cost per student FTE of each output.

TABLE 32: COST PER FULL-TIME EQUIVALENT STUDENT, BY OUTPUT, GOVERNMENT SCHOOL EDUCATION, 1997-1998/2000-2001

Output	1997-1998 (\$)	1998-1999 (\$)	1999-2000 (\$)	2000-2001 (\$)
1. Pre-primary education	5 790	5 697	6 220	6 288
2. Primary education	5 050	5 279	5 821	6 092
3. Secondary education	7 149	7 406	7 819	8 170
4. Residential agricultural education	33 772	36 774	37 600	41 820
5. Isolated and distance education services for students who cannot attend a school in person	14 922	15 583	18 288	19 224
6. Educational services for students who require a non-integrated education support program	21 990	20 955	23 520	22 238
7. Senior college education	8 480	9 788	9 613	10 442

Source: Budgeting and Financial Management Branch

Financial statements



Opinion of the Auditor General

To the Parliament of Western Australia

Education Department of Western Australia Financial Statements for the year ended June 30, 2001

Scope

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

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

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

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

Qualifications

Comparative Figures

Leave records

Due to errors in leave records, I was unable to state whether the amounts for Current and Non-current Employee Entitlements and the related Salaries and Allowances expense recognised in the financial statements for the year ended June 30, 2000 were fairly presented.

Accordingly, I am unable to state whether the comparative figures for Current and Non-current provisions of \$157 455 000 and \$128 876 000 respectively recognised in the Statement of

Financial Position and the related charge to the Employee Expenses expenditure item recognised in the Statement of Financial Position are fairly presented.

School Financial Transactions and Balances

As disclosed in Note 2(k) to the financial statements, current records of financial transactions and balances relating to a number of schools were not available for financial reporting purposes for the year ended June 30, 2000. Consequently, the Department included in its financial statements for that reporting period, financial information for those schools that was comprised of estimated amounts and other financial information that was out of date or incomplete. As the reliability of that financial information could not be assured, I am unable to state whether that information, included in the financial statements for the year ended June 30, 2000, was fairly presented.

Accordingly, I am unable to state whether this comparative information, included in the Statement of Financial Position and the Statement of Financial Performance, is fairly presented.

Qualified Audit Opinion

In my opinion,

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



K O O'NEIL
ACTING AUDITOR GENERAL
OCTOBER 15, 2001

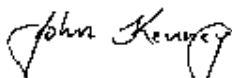
Certification

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

At the date of signing we are not aware of any circumstances which would render the particulars included in the financial statements misleading or inaccurate.



RON MANCE
ACTING DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)



JOHN KENNEY
MANAGER, FINANCIAL POLICY AND SERVICES
(PRINCIPAL ACCOUNTING OFFICER)

15 AUGUST 2001

Statement of Financial Performance for the year ended 30 June 2001

	Notes	2000-2001 (\$'000)	1999-2000 (\$'000)
COST OF SERVICES			
Expenses from ordinary activities			
Employee expenses	4	1 274 845	1 198 895
School support services	5	106 780	128 572
School expenses	6	186 322	168 118
Depreciation	7	67 760	50 125
Net loss on disposal of non-current assets	8	16 479	49 280
Other	9	120 381	113 636
Total cost of services		1 772 567	1 708 626
Revenues from ordinary activities			
User charges and fees	10	7 162	7 375
Commonwealth grants and contributions	11	197 491	197 102
School charges and fees	12	26 132	25 654
School other revenue	12	44 680	24 961
Other	13	13 599	8 952
Total revenues from ordinary activities		289 064	264 044
Net cost of services	25	1 483 503	1 444 582
REVENUES FROM GOVERNMENT			
Appropriations	14	1 469 078	1 400 191
Liabilities assumed by the Treasurer (superannuation)	4	96 253	95 601
Total revenues from government		1 565 331	1 495 792
Change in net assets resulting from operations		81 828	51 210
Net increase in Asset Revaluation Reserve		0	203 548
Asset adjustments under the transitional provisions of Australian Accounting Standard AAS29	24	0	(27 513)
Total revenues, expenses and valuation adjustments recognised directly in equity		0	176 035
Total changes in equity other than those resulting from transactions with owners as owners		81 828	227 245

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

Statement of Financial Position as at 30 June 2001

	Notes	2000-2001 (\$'000)	1999-2000 (\$'000)
CURRENT ASSETS			
Cash assets	16	169 951	113 810
Restricted cash assets	16	31 746	26 361
Receivables	17	16 872	9 301
Inventories	18	1 800	1 504
Prepayments		3 770	3 989
Total current assets		224 139	154 965
NON-CURRENT ASSETS			
Land and buildings	19	3 657 719	3 539 357
Plant, equipment and vehicles	20	56 214	42 823
Other non-current assets	21	25 737	105 183
Total non-current assets		3 739 670	3 687 363
Total assets		3 963 809	3 842 328
CURRENT LIABILITIES			
Provisions	22	178 362	157 455
Payables	23	28 147	21 367
Other liabilities		0	734
Total current liabilities		206 509	179 556
NON-CURRENT LIABILITIES			
Provisions	22	141 576	128 876
Total non-current liabilities		141 576	128 876
Total liabilities		348 085	308 432
EQUITY	24		
Accumulated surplus		344 848	263 020
Asset revaluation reserve		3 270 876	3 270 876
Total equity		3 615 724	3 533 896
Total liabilities and equity		3 963 809	3 842 328

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

Statement of Cash Flows for the year ended 30 June 2001

	Notes	2000-2001 Inflows/ (Outflows) (\$'000)	1999-2000 Inflows/ (Outflows) (\$'000)
CASH FLOWS FROM GOVERNMENT			
Receipts from recurrent appropriations		1 378 055	1 287 623
Receipts from capital appropriations		91 023	112 568
Net cash provided by government		1 469 078	1 400 191
CASH FLOWS FROM / USED IN OPERATING ACTIVITIES			
Payments			
Salaries and related costs		(1 144 796)	(1 106 304)
School support services		(110 832)	(117 442)
School expenses		(175 970)	(168 183)
GST payable on purchases		(33 954)	0
Other		(113 649)	(108 314)
Receipts			
User charges and fees		6 590	6 538
Grants and subsidies		197 491	182 727
School charges and fees		26 132	25 654
School other revenues		33 328	24 961
GST receipts on sales		967	0
GST receipts from taxation authority		27 656	0
Other		13 524	8 890
Net cash used in operating activities	25	(1 273 513)	(1 251 473)
CASH FLOWS FROM / USED IN INVESTING ACTIVITIES			
Payments for purchase of non-current assets		(134 279)	(146 597)
Receipts from the sale of non-current assets		240	546
Net cash used in investing activities		(134 039)	(146 051)
Net increase in cash held		61 526	2 667
Cash assets at the beginning of the reporting period		140 171	137 504
Cash assets at the end of the reporting period	16	201 697	140 171

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

Summary of Consolidated Fund appropriations and revenue estimates for the year ended 30 June 2001

	2000-2001			1999-2000		
	Estimate (\$'000)	Actual (\$'000)	Variation (\$'000)	Estimate (\$'000)	Actual (\$'000)	Variation (\$'000)
RECURRENT						
Amount required to fund outputs for the year	1 558 045	1 570 208	12 163	1 439 918	1 458 267	18 349
Less retained revenue – section 23A of the Financial Administration and Audit Act	180 202	192 365	12 163	164 315	170 852	6 537
Item 44 amount provided to fund outputs for the year	1 377 843	1 377 843	0	1 275 603	1 287 415	11 812
Amount authorised by other statutes Salaries and Allowances Act 1975	212	212	0	220	208	(12)
Total recurrent services	1 378 055	1 378 055	0	1 275 823	1 287 623	11 800
CAPITAL						
Amount required for capital services for the year	113 605	116 263	2 658	134 659	136 569	1 910
Less retained revenue – section 23A of the Financial Administration and Audit Act	22 582	25 240	2 658	22 091	24 001	1 910
Item 145 amount provided for capital services for the year	91 023	91 023	0	112 568	112 568	0
GRAND TOTAL	1 469 078	1 469 078	0	1 388 391	1 400 191	11 800

Summary of Consolidated Fund appropriations and revenue estimates for the year ended 30 June 2001

	2000-2001			1999-2000		
	Estimate (\$'000)	Actual (\$'000)	Variation (\$'000)	Estimate (\$'000)	Actual (\$'000)	Variation (\$'000)
DETAILS OF EXPENDITURE						
RECURRENT						
Outputs						
Pre-primary education	121 664	107 540	(14 124)	109 815	110 970	1 155
Primary education	763 447	748 483	(14 964)	688 202	704 529	16 327
Secondary education	565 091	573 237	8 146	523 074	528 153	5 079
Residential agricultural education	14 558	15 961	1 403	13 385	13 413	28
Isolated and distance education services for students who cannot attend a school in person	17 466	17 343	(123)	14 929	16 637	1 708
Educational services for students who require a non-integrated education support program	65 289	62 081	(3 208)	50 221	54 790	4 569
Senior college education	14 583	20 602	6 019	13 512	12 983	(529)
Recurrent expenditure	1 562 098	1 545 247	(16 851)	1 413 138	1 441 475	28 337
Less retained revenue – section 23A of the Financial Administration and Audit Act	(180 202)	(192 365)	(12 163)	(164 315)	(170 852)	(6 537)
Net cash used in operating activities	1 381 896	1 352 882	(29 014)	1 248 823	1 270 623	21 800
Schools revenue	(58 690)	(59 460)	(770)	0	0	0
Adjustment for cash balances and funding sources	54 849	84 633	29 784	27 000	17 000	(10 000)
Total net cost of outputs	1 378 055	1 378 055	0	1 275 823	1 287 623	11 800
CAPITAL						
Capital investment						
Asset replacement/maintenance	66 747	67 678	931	61 924	107 092	45 168
Asset expansion	63 968	66 601	2 633	90 240	63 381	(26 859)
Sub-total	130 715	134 279	3 564	152 164	170 473	18 309
Less retained revenue – section 23A of the Financial Administration and Audit Act	(22 582)	(25 240)	(2 658)	(22 091)	(24 001)	(1 910)
Adjustment for cash balances and funding sources	(17 110)	(18 016)	(906)	(17 505)	(33 904)	(16 399)
Consolidated Fund capital investment	91 023	91 023	0	112 568	112 568	0
Grand total of appropriations	1 469 078	1 469 078	0	1 388 391	1 400 191	11 800

The Summary of Consolidated Fund Appropriations and Revenue Estimates should be read in conjunction with the accompanying notes. See Note 33 for explanation of significant variations.

Output Schedule of Expenses and Revenues

	Pre-primary		Primary		Secondary		Residential agricultural	
	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)
Expenses from ordinary activities								
Employee expenses	93 491	87 922	639 862	601 739	453 247	426 246	9 682	9 105
School support services	11 294	13 599	50 354	60 629	39 710	47 815	109	131
School expenses	427	385	72 152	65 103	86 092	77 682	7 574	6 834
Depreciation	813	602	36 666	27 124	27 463	20 315	742	549
Net loss on disposal of assets	1 662	4 969	7 755	23 193	6 337	18 949	0	0
Other	12 139	11 459	56 655	53 481	46 289	43 696	0	0
Total cost of services	119 826	118 936	863 444	831 269	659 138	634 703	18 107	16 619
Revenues from ordinary activities								
User charges and fees	3	3	715	736	988	1 018	2 549	2 625
Grants and subsidies	11 852	11 829	113 721	113 497	65 248	65 119	0	0
School charges and fees	12	12	1 554	1 525	19 630	19 271	258	253
School other revenue	66	37	14 032	7 839	19 384	10 829	5 708	3 189
Other	486	320	6 206	4 087	4 653	3 062	1 538	1 013
Total revenues from ordinary activities	12 419	12 201	136 228	127 684	109 903	99 299	10 053	7 080
Net cost of services	107 407	106 735	727 216	703 585	549 235	535 404	8 054	9 539
Revenues from government								
Appropriations	102 153	95 781	740 918	707 188	526 833	503 414	11 463	11 011
Liabilities assumed by the Treasurer (superannuation)	7 059	7 011	48 311	47 983	34 221	33 990	731	726
Total revenues from government	109 212	102 792	789 229	755 171	561 054	537 404	12 194	11 737
Net change in assets resulting from operations	1 805	(3 943)	62 013	51 586	11 819	2 000	4 140	2 198

See Note 3.

Output Schedule of Expenses and Revenues

	Distance education		Education support		Senior colleges		Total	
	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)	2000-2001 (\$'000)	1999-2000 (\$'000)
Expenses from ordinary activities								
Employee expenses	14 999	14 105	52 109	49 005	11 454	10 773	1 274 845	1 198 895
School support services	17	20	5 188	6 248	108	130	106 780	128 572
School expenses	4 084	3 685	5 191	4 684	10 802	9 745	186 322	168 118
Depreciation	374	277	1 011	748	691	510	67 760	50 125
Net loss on disposal of assets	0	0	725	2 169	0	0	16 479	49 280
Other	0	0	5 298	5 000	0	0	120 381	113 636
Total cost of services	19 474	18 087	69 522	67 854	23 055	21 158	1 772 567	1 708 626
Revenues from ordinary activities								
User charges and fees	31	32	46	47	2 830	2 914	7 162	7 375
Grants and subsidies	0	0	6 670	6 657	0	0	197 491	197 102
School charges and fees	135	133	276	271	4 267	4 189	26 132	25 654
School other revenue	618	346	903	504	3 969	2 217	44 680	24 961
Other	241	159	307	202	168	109	13 599	8 952
Total revenues from ordinary activities	1 025	670	8 202	7 681	11 234	9 429	289 064	264 044
Net cost of services	18 449	17 417	61 320	60 173	11 821	11 729	1 483 503	1 444 582
Revenues from government								
Appropriations	16 716	15 771	57 685	54 310	13 310	12 716	1 469 078	1 400 191
Liabilities assumed by the Treasurer (superannuation)	1 132	1 124	3 934	3 908	865	859	96 253	95 601
Total revenues from government	17 848	16 895	61 619	58 218	14 175	13 575	1 565 331	1 495 792
Net change in assets resulting from operations	(601)	(522)	299	(1 955)	2 354	1 846	81 828	51 210

See Note 3. The Output Schedule of Expenses and Revenues should be read in conjunction with the accompanying notes.

Notes to the financial statements

1. DEPARTMENTAL MISSION AND FUNDING

The Department's mission is to ensure that its students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society.

The Department is predominantly funded by parliamentary appropriations. A determination by the Treasurer, pursuant to section 23A of the Financial Administration and Audit Act, provides for the retention of moneys received by the Department. To assist in the delivery of education, students may be levied a voluntary amenity charge. In addition, parents of secondary students are levied for school charges to fund textbook purchase and hire, along with all subject resource costs. Charges set by each school are monitored by the principal and school-based decision-making group.

The financial statements encompass all funds through which the Department controls resources to carry on its functions. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated in the consolidations (refer to Note 2[k]).

2. SIGNIFICANT ACCOUNTING POLICIES

(a) General statement

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

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

(b) Basis of accounting

The financial statements have been prepared in accordance with Australian Accounting Standard (AAS) 29. The statements have been prepared on the accrual basis of accounting using the historical cost convention with the exception that land and buildings are revalued on a regular basis in accordance with AAS 38. Additions to non-current physical assets since valuation are stated at cost.

(c) Appropriations

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

(d) Grants and other contributions

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

(e) Capitalisation, depreciation and amortisation of non-current assets

In accordance with Treasurer's Instruction 410, property with an individual purchase price of \$1 000 or greater and a useful life of more than two years are recorded as assets. All non-current assets having a limited useful life are systematically depreciated over their useful lives in a manner that reflects the consumption of their service potential.

Notes to the financial statements

Depreciation is provided for on the straight line basis, using rates which are reviewed annually. Useful lives of each class of depreciable asset are:

<i>Buildings</i>	<i>80 years</i>
<i>Transportables</i>	<i>8 years</i>
<i>Plant and equipment</i>	<i>8 years</i>
<i>Furniture and fittings</i>	<i>10 years</i>
<i>Communication equipment</i>	<i>5 years</i>
<i>Computer equipment</i>	<i>4 years</i>
<i>Office equipment</i>	<i>8 years</i>
<i>Motor vehicles</i>	<i>5 years</i>
<i>Musical instruments</i>	<i>12.5 years</i>

The Department owns works of art which are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(f) Revaluation of land and buildings

Land and buildings are initially recorded at cost which is not in excess of the recoverable amount.

In the valuation of land, a fair market value is used for land that is not currently being used for education purposes and for land that is currently being used for education purposes a current use value is used. For buildings, the valuation is based on the depreciated replacement cost method. Valuations undertaken are endorsed by the Valuer Generals' Office for Western Australia.

If land and buildings are revalued upwards, the revaluation increment is credited directly to the Asset Revaluation Reserve. A downwards revaluation will only be undertaken if the asset's recoverable amount is less than its carrying amount. Where a revaluation decrement reverses a revaluation increment previously credited to and still included in the balance of the Asset Revaluation Reserve, the decrement is debited directly to that reserve. Otherwise, the decrement is recognised as an expense in the Statement of Financial Performance.

The previous valuation for buildings was during 1996-1997. A revaluation of land was performed in 1999-2000. The next valuation for land is due in 2002-2003.

(g) Disposal of land and buildings

The carrying value of land and buildings which have been disposed of, as arranged by Department of Land Administration (DOLA), has been expensed in the Statement of Financial Performance (refer to Note 8). DOLA accounts for the proceeds and profit or loss on sale.

(h) Employee entitlements

Annual and long service leave

Annual leave entitlements are calculated at current remuneration rates as at 30 June 2001 on the basis on data stored on the Department's Human Resources Management Information System (HRMIS).

Long service leave entitlements have been presented on the basis of an actuarial assessment.

The method of measurement of the employee entitlements liability is consistent with the requirements of AAS30, *Accounting for Employee Entitlements*.

Notes to the financial statements

Superannuation

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

The superannuation expense comprises the following elements:

- I. *Change in the unfunded employer's liability in respect of current employees who are members of the Superannuation and Family Benefits Act Scheme and current employees who accrued a benefit on transfer from that Scheme to the Government Employees Superannuation Act Scheme; and*
- II. *Notional employer contributions which would have been paid to the Gold State Superannuation Scheme and the West State Superannuation Scheme if the Department had made concurrent employer contributions to those Schemes.*

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

(i) Leases

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

(j) Receivables, payables and accrued salaries

Accounts receivable are recognised as the amounts receivable if they are due for settlement no more than 30 days from the date of recognition. Collectibility of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised where some doubts as to collection exist.

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

Accrued salaries represents the amount due to staff but unpaid at the end of the financial year. Amounts have also been remitted to the Treasury Suspense Account annually to meet the additional cash outflows in those years when 27 pay days occur instead of the normal 26. No interest is received on this account. Note 16 shows the amount currently set aside to fund the 27th pay due in the financial year 2004-2005.

(k) Consolidation of school accounts

Financial information from 790 schools and other educational sites has been consolidated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis. The appropriate accrual information has also been provided for the consolidated financial statements. Accounts from schools are based on the period from 1 June 2000 to 31 May 2001.

1999-2000 comparative data for School Expenses (see Note 6) and Schools' Other Revenue (see Note 12) and Schools' Cash Assets (see Note 16) are complete with the exception that 80 schools did not submit expenditure, revenue and bank account data for the month of May 2000, 101 schools did not submit asset balances as at 31 May 2000 and 184 schools did not submit accrual data, i.e. Payables, Receivables, Prepayments, as at 31 May 2000.

In the absence of this information, financial data for School Expenses, School Charges and Fees, School Other Revenues and Inventories and the school component of Depreciation, Cash Assets, Receivables,

Notes to the financial statements

Prepayments, Plant, Equipment and Vehicles, Other Non Current Assets and Payables for those schools have been incorporated into the financial statements on the basis of the last known information as at prior months (mainly April 2000) or by way of estimates in the case of accrual data.

(l) Cash

For the purpose of the Statement of Cash Flows, cash includes cash on hand and in bank deposits, and money held in Treasury trust and suspense accounts.

(m) Comparative figures

Where necessary, comparative information has been restated to obtain consistency in disclosure with current financial year amounts and other disclosures.

3. OUTPUTS OF THE DEPARTMENT

The Department has one outcome: quality education for all Western Australians who choose government schooling. The Department's mission is to ensure that government school students develop the knowledge, skills and confidence to achieve their individual potential and contribute to society.

The outcome is delivered through the Government Schools Education program. As the budget for 2000-2001 was framed in terms of outputs, financial reporting of this outcome is also analysed in terms of the seven educational outputs. The outputs and their descriptions are:

Output 1: Pre-primary education

The provision of access to optional part or full-time schooling in government schools for children aged 4 and 5 years.

Output 2: Primary education

The provision of access to full-time primary schooling in government schools for persons aged generally from 6 to 12 years.

Output 3: Secondary education

The provision of access to full-time or part-time secondary schooling in government schools for persons aged generally 12 years and over.

Output 4: Residential agricultural education

The provision of access to residential agricultural education in government agricultural schools and colleges for persons aged generally 16 or 17 years who meet appropriate selection criteria.

Output 5: Isolated and distant education services for students who cannot attend school in person

The provision of access to isolated and distance education by the School of Isolated and Distance Education for persons normally resident in Western Australia who meet appropriate selection criteria.

Output 6: Educational services for students who require a non-integrated education support program

The provision of access to non-integrated education support in government education support schools and centres for persons aged generally 6 to 17 years who meet appropriate selection criteria.

Output 7: Senior college education

The provision of access in government senior colleges to academic, vocational and personal and career education courses for Australian and international post-compulsory students wishing to continue or re-enter education.

Information about the expenses and revenues which are reliably attributable to these outputs are set out in the Output Schedule of Expenses and Revenues.

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
4. EMPLOYEE EXPENSES		
Salaries and allowances	1 145 783	1 115 153
Net increase/(decrease) in annual leave and other entitlements	10 005	(8 602)
Net increase/(decrease) in long service leave	(576)	(3 257)
Superannuation expense	96 253	95 601
Superannuation on-costs on accrued leave	23 380	0
Total	1 274 845	1 198 895
5. SCHOOL SUPPORT SERVICES		
Insurance	19 028	18 998
Maintenance, minor upgrades and other expenses	50 147	80 997
Contract cleaning and gardening	37 605	28 577
Total	106 780	128 572
6. SCHOOL EXPENSES		
Administration	70 458	63 756
Gas, electricity and water expenses	27 097	20 695
Faculty and subject area expenses	88 767	83 667
Total	186 322	168 118
7. DEPRECIATION		
Buildings	48 699	32 823
Computers and communication equipment	13 678	11 354
Plant and equipment	1 938	2 659
Office equipment	2 538	2 470
Miscellaneous	907	819
Total	67 760	50 125
8. DISPOSAL OF NON-CURRENT ASSETS		
Land and buildings disposed (see Notes 2[(g), 26])		
Buildings disposed (<i>at valuation</i>)	6 248	32 833
Less accumulated depreciation	(313)	(820)
Written-down value of buildings disposed	5 935	32 013
Disposal of land (<i>at valuation</i>)	9 550	16 102
Proceeds on disposal of land and buildings (see Note 2[g])	0	0
Sub-total of land and buildings disposed	15 485	48 115
Other non-current assets disposed (see Note 26)		
Central non-current assets	1 210	937
Schools non-current assets	4 871	3 808
Less accumulated depreciation	(4 847)	(3 039)
Written-down value of other non-current assets disposed	1 234	1 706
Proceeds on disposal of other non-current assets	240	541
Sub-total of other non-current assets disposed	994	1 165
Total loss on disposal of assets	16 479	49 280

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
9. OTHER		
Administration – central	107 796	102 374
Gas, electricity and water expenses	512	575
Operating leases	12 073	10 687
Total	120 381	113 636
10. USER CHARGES AND FEES		
The following fees were collected at central office:		
School fees and charges	1 707	1 682
Agricultural schools fees	2 258	2 404
Senior college fees	2 628	2 452
Resources received free of charge (see Note 15)	569	837
Total	7 162	7 375
11. COMMONWEALTH GRANTS AND CONTRIBUTIONS		
Commonwealth grants – recurrent	174 903	174 620
Commonwealth grants – capital	22 588	22 482
Total	197 491	197 102
Undischarged grants		
The Department receives grants on the condition that the moneys shall be expended in a particular manner. Grants which are yet to be discharged in part or in full as at the reporting date do not constitute a liability but do require disclosure. Grants yet to be fully discharged at 30 June 2001 total \$30.998m, comprising the following: government schools capital grants \$0.945m; government schools' recurrent grants \$25.223m; special project grants \$3.589m; Indian Ocean Territories education program \$0.827m; Indigenous Education Strategic Initiatives Program \$0.414m (see also Note 16).		
12. SCHOOL REVENUES		
Charges and fees collected by schools	26 132	25 654
Total	26 132	25 654
School other revenue		
Interest received from school bank accounts	4 871	3 484
Hire of facilities	1 612	1 268
Donations to schools	5 758	4 049
Bookshops and canteens	4 794	5 203
Agricultural revenue	259	129
Direct grants from the Commonwealth	1 104	1 190
Amount recognised from reconciliation of school non-current assets (see Note 26)	10 050	0
Other miscellaneous revenue	16 232	9 638
Total	44 680	24 961
13. OTHER REVENUES		
Interest received from central and district office bank accounts	4	4
Recoveries and refunds	2 462	2 956
Sale of goods and services	7 594	3 146
State development grant	2 456	1 530
Other miscellaneous revenue	1 064	1 316
Amount recognised from reconciliation of district office bank accounts	19	0
Total	13 599	8 952

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
14. APPROPRIATIONS		
Consolidated Fund – recurrent	1 378 055	1 287 623
Consolidated Fund – capital	91 023	112 568
Total	1 469 078	1 400 191
15. RESOURCES RECEIVED AND PROVIDED FREE OF CHARGE		
Resources received free of charge		
Resources received free of charge have been determined on the basis of the following estimates provided by the agencies:		
Treasury, providing property management services	8	8
Office of the Auditor General, providing audit services	170	165
Department of Land Administration, for property dealings and information services	25	13
Health Department of Western Australia, providing health services to schools	58	387
Valuer General 's Office, providing valuation services	119	115
Contract and Management Services, providing satellite transmission services	189	149
Total of resources received free of charge	569	837
Resources provided free of charge		
Resources provided by the Education Department to other agencies were determined as:		
Conservation and Land Management, for school address information	0	2
Contract and Management Services, for monitoring of after-hours faults	18	0
Department of Transport, for accommodation and school address information	0	1
Family and Children's Services, for school address information	0	2
Health Department of Western Australia, for lease costs and outgoings	1 157	1 064
Ministry for Culture and the Arts	60	0
Office of Energy, for school address information	0	1
Ministry of Sport and Recreation, for school address information	0	1
WA Drug Abuse Strategy Office, for project accommodation	0	20
Western Australian Museum, for school address information	0	1
Western Australian Department of Training, for programming services	1	17
Sub-total of resources provided (not included in Statement of Financial Performance)	1 236	1 109
Net effect of resources provided against those received (not included in Statement of Financial Performance)	667	272
16. CASH ASSETS		
Schools		
School bank and investment accounts	97 382	91 123
Cash on hand at Schools	75	71
Sub-total of cash at schools	97 457	91 194
Central		
Departmental operating trust account	40 038	3 686
Cash held in district office bank accounts	854	811
Commonwealth grants trust accounts (see Notes 2[d] and 11)	30 998	17 452
Cash on hand and advances	604	667
Sub-total of cash centrally controlled	72 494	22 616
Total of cash assets	169 951	113 810

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
<i>(Note 16 continued)</i>		
Restricted cash assets		
Cash held in Treasury suspense account (27th pay)	31 746	26 361
Sub-total of restricted cash assets	31 746	26 361
Total of cash at end of reporting period	201 697	140 171
17. RECEIVABLES		
Goods and services tax recoverable	6 235	0
Accounts receivable	10 909	9 593
Less provision for doubtful debts	(272)	(292)
Total	16 872	9 301
18. INVENTORIES		
School canteens and bookshops stocks	1 056	1 022
Livestock and farm produce	744	482
Total	1 800	1 504
19. LAND AND BUILDINGS		
Land		
At market value (<i>at valuation</i>)	41 771	41 771
At current use value (<i>at valuation</i>)	810 358	819 908
At cost	3 234	0
Sub-total land (See also Note 26)	855 363	861 679
Buildings		
At valuation	2 556 001	2 562 248
At cost	395 476	216 165
Less accumulated depreciation	(149 121)	(100 735)
Written-down values of buildings (see also Note 26)	2 802 356	2 677 678
Total, land and buildings	3 657 719	3 539 357
20. PLANT, EQUIPMENT AND VEHICLES		
Plant and equipment		
At cost – central	209	242
At cost – schools	30 227	30 136
Less accumulated depreciation	(21 077)	(19 718)
Written-down values (see also Note 26)	9 359	10 660
Motor vehicles		
At cost – schools	5 597	6 174
Less accumulated depreciation	(4 098)	(4 359)
Written-down values (See also Note 26)	1 499	1 815

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
<i>(Note 20 continued)</i>		
Computers and communication equipment		
At cost – central	10 419	8 862
At cost – schools	91 748	73 314
Less accumulated depreciation	(64 820)	(59 133)
Written-down values (see also Note 26)	37 347	23 043
Office equipment		
At cost – central	1 883	1 863
At cost – schools	19 419	17 756
Less accumulated depreciation	(13 293)	(12 314)
Written-down values (see also Note 26)	8 009	7 305
Total plant, equipment and vehicles	56 214	42 823
21. OTHER NON-CURRENT ASSETS		
Capital works in progress		
New primary schools	1 928	11 817
Additions and improvements to schools	21 285	91 086
Sub-total capital works in progress (at cost)	23 213	102 903
Miscellaneous non-current assets		
At cost – central	708	624
At cost – schools	3 740	3 337
Less accumulated depreciation	(1 924)	(1 681)
Written-down values (see also Note 26)	2 524	2 280
Total other non-current assets	25 737	105 183
22. PROVISIONS		
Current liabilities		
Accrued salaries	27 299	25 624
Liability for annual leave	64 838	54 833
Liability for long service leave	73 751	76 998
Superannuation liability on accrued leave	12 474	0
Total	178 362	157 455
Non-current liabilities		
Liability for long service leave	120 371	117 700
Deferred salary scheme	9 488	10 105
Remote Teaching Service	811	1 071
Superannuation liability on accrued leave	10 833	0
Superannuation liability on accrued Remote Teaching Service leave	73	0
Total	141 576	128 876

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
23. PAYABLES		
Central	6 339	10 981
Schools	21 808	10 386
Total	28 147	21 367
24. EQUITY		
Equity represents the residual interest in the net assets of the Education Department. The government holds the equity interest in the Education Department on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.		
Accumulated surplus		
Opening balance	263 020	239 323
Amount transferred to school improvement and development trust	0	(694)
Amount adjusted due to reconciliation of school-based non-current assets	0	3 786
Amount adjusted due to reconciliation of buildings register	0	(30 605)
Change in net assets resulting from operations	81 828	51 210
Closing balances	344 848	263 020
Asset Revaluation Reserve		
Land	860 149	860 149
Buildings	2 410 727	2 410 727
Total	3 270 876	3 270 876
25. RECONCILIATION OF NET CASH (USED IN)/FROM OPERATING ACTIVITIES TO NET COST OF SERVICES		
Net cash (used in)/from operating activities	(1 273 513)	(1 251 473)
Superannuation	(119 633)	(95 601)
Depreciation	(67 760)	(50 125)
Resources received free of charge	569	(837)
Gain/(loss) on disposal of non-current assets	(16 479)	(49 052)
(Increase)/decrease in provisions	(10 416)	11 859
(Increase)/decrease in payables	(13 031)	(9 248)
(Increase)/decrease in other liabilities	(819)	(2 220)
(Increase)/decrease in cash and trust funds	734	(2 116)
(Increase)/decrease in provision for doubtful debts	21	(18)
Increase/(decrease) in receivables	1 345	701
Increase/(decrease) in other current assets	78	3 548
Increase/(decrease) in GST receipts and payments	5 332	0
Increase/(decrease) other assets from reconciliations	10 069	0
Net costs of services per Statement of Financial Performance	(1 483 503)	(1 444 582)

Notes to the financial statements

						2000-2001 (\$'000)	1999-2000 (\$'000)
26. RECONCILIATION OF PROPERTY, PLANT, EQUIPMENT, VEHICLES AND MISCELLANEOUS ASSETS							
	Land	Buildings	Plant and equip- ment	Motor vehicles	Com- puters/ communi- cations	Office equip- ment	Misc. assets
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Opening written-down value	861 679	2 677 678	10 660	1 815	23 043	7 305	2 280
Adjustment due to reconciliation of school non-current assets (see Note 12)	0	0	(1 430)	(10)	10 696	731	63
Additions	3 234	179 312	2 412	391	17 966	2 619	490
Disposals	(9 550)	(5 935)	(345)	(95)	(680)	(108)	(4)
Closing balance	855 363	2 851 055	11 297	2 101	51 025	10 547	2 829
Depreciation (see Note 7)	0	(48 699)	(1 938)	(602)	(13 678)	(2 538)	(305)
Carrying amount at end of year	855 363	2 802 356	9 359	1 499	37 347	8 009	2 524

27. CAPITAL COMMITMENTS

At 30 June 2001, expenditure commitments, being contracted capital expenditure additional to amounts reported in the financial statements, are payable as follows:

Within one year	80 661	94 854
Later than one year and not later than five years	19 119	31 089
	99 780	125 943

The capital commitments include amounts for the following:

New high schools	14 354	0
Additions and improvements to high schools	10 238	15 298
Additions and improvements to district high schools	1 543	231
New primary schools	21 183	13 286
Additional stages to primary schools	988	0
Additions and improvements to primary schools	1 588	621
Other school facilities	6 581	9 341
School development and improvement projects	3 795	4 145
Computers in schools	31 364	50 843
Local Area Education Planning projects	6 521	30 709
Miscellaneous projects	1 625	1 469
Total	99 780	125 943

Capital commitment has decreased by \$26.16m from the previous year. This is mainly due to the large number of Local Area Education Planning projects (Shenton College, Halls Head HS, Peel SC, Cannington CC and Sevenoaks SC) being completed in 1999-2000 and reduced commitment in the Computers in Schools (\$80m over four years) project, which will be completed in 2002-2003.

Notes to the financial statements

	2000-2001 (\$'000)	1999-2000 (\$'000)
28. LEASE COMMITMENTS		
Operating leases		
At the reporting date, the Department had the following obligations under operating leases (these obligations are not recognised as liabilities):		
Not later than one year	15 589	16 029
Later than one year and not later than two years	11 189	13 223
Later than two years and not later than five years	12 775	11 253
Later than five years	11 131	3 222
Total	50 684	43 727
29. REMUNERATION AND RETIREMENT BENEFITS OF SENIOR OFFICERS		
The number of senior officers whose total of fees, salaries and other benefits received or due and receivable for the financial year fall within the following bands:		
Salary ranges		
\$90 001 - \$100 000	0	1
\$100 001 - \$110 000	1	0
\$110 001 - \$120 000	1	2
\$120 001 - \$130 000	3	2
\$130 001 - \$140 000	0	1
\$180 001 - \$190 000	0	1
\$210 001 - \$220 000	1	0
The total remuneration (\$'000) of senior officers is:	812	882
Retirement benefits		
The following amounts (\$'000) in respect of retirement or redundancy benefits for senior officers were paid or became payable for the financial year	169	0
Notional contributions (\$'000) to Government Employees Superannuation Act Scheme	90	128
30. REMUNERATION OF AUDITORS		
It is not a requirement for the Department to pay audit fees to the Auditor General. However, the notional value of audit services provided by the Office of the Auditor General to the Department was estimated at \$170 000. This amount is included in Resources received free of charge (see Note 15).		
31. LOSSES AND WRITE-OFFS		
Public debts (\$'000) written off by:		
(i) Accountable Officer	32	25
(ii) Minister for Education	13	11
Total	45	36

Notes to the financial statements

32. ADDITIONAL FINANCIAL INSTRUMENTS DISCLOSURES

Interest risk exposure

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

30 June 2001	Weighted average effective interest rate (%)	Floating interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non- interest- bearing (\$'000)	Totals (\$'000)
Cash operating accounts	2.73	55 287		73 317	128 604
Commonwealth grants trust accounts	2.73			30 998	30 998
Receivables				16 872	16 872
Term deposits	4.38		42 095		42 095
Total financial assets		55 287	42 095	121 187	218 569
Payables				28 147	28 147
Deferred salaries scheme				9 488	9 488
Accrued salaries				27 299	27 299
Employee provisions				283 151	283 151
Other liabilities				0	0
Total financial liabilities				348 085	348 085
Net financial assets/(liabilities)		55 287	42 095	(226 898)	(129 516)

Credit risk exposure

All financial assets are unsecured. In respect of accounts receivable, the carrying amounts represent the Department's maximum exposure to credit risk.

Net fair values

The carrying values of the financial instruments approximate net fair values.

Comparative figures 1999-2000

30 June 2000	Weighted average effective interest rate (%)	Floating interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non- interest- bearing (\$'000)	Totals (\$'000)
Cash operating accounts	3.2	47 594		31 596	79 190
Commonwealth grants trust accounts	3.2			17 452	17 452
Accounts receivable				9 301	9 301
Term deposits	5.2		43 529		43 529
Total financial assets		47 594	43 529	58 349	149 472
Accounts payable				21 367	21 367
Deferred salaries scheme				10 105	10 105
Accrued salaries				25 624	25 624
Employee entitlements				250 602	250 602
Other liabilities				734	734
Total financial liabilities				308 432	308 432
Net financial assets/(liabilities)		47 594	43 529	(250 083)	(158 960)

Notes to the financial statements

33. EXPLANATORY STATEMENT FOR THE VARIATION OF CONSOLIDATED FUND APPROPRIATIONS AND REVENUE ESTIMATES

(a) Significant variations between actual recurrent expenses for the financial year 2000-2001 and the actual recurrent expenses for the year 1999-2000:

Comparison between estimate and actual for financial years 2000-2001 and 1999-2000 is not practicable. Current-year figures include central office and direct schools expenditure, whereas previous years' figures comprise central office expenditure, including school grants, and exclude expenditure from schools.

(b) Significant variations between actual retained revenue for the financial year 2000-2001 and the actual retained revenue for the financial year 1999-2000:

Increase of \$21.5m due mainly to change in accounting treatment: Commonwealth grants revenue (\$13.6m) recognised as revenue in the financial year in accordance with Australian Accounting Standard AAS 15. Increase in Commonwealth recurrent grants (\$5.1m) and other revenue (\$2.8m).

(c) Significant variations between estimate and actual retained revenue for financial year 2000-2001:

Increase of \$12.1m due mainly due to change in accounting treatment of Commonwealth grants revenue: all grants received recognised as revenue in financial year in accordance with Australian Accounting Standard AAS 15.

34. CONTINGENT LIABILITIES

The Department is involved in legal proceedings with a number of claimants. The outcomes are not expected to result in any significant future payments.

35. EVENTS SUBSEQUENT TO REPORTING DATE

There are no events subsequent to reporting date having a material effect on reported statements of financial position.

Notes to the financial statements

36. RESTRICTED TRUST FUNDS

The Department administers the following trust accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the trusts. These are not included in the financial statements.

Trust account	2000-2001				1999-2000			
	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)
1. Olive A. Lewis Scholarship	3 736	11 500	11 500	3 736	3 736	8 500	8 500	3 736
2. Scholarship – Council of War Service Land Settlers Association	2 768	165	500	2 433	2 620	148	0	2 768
3. R.S. Sampson Scholarships	253	500	500	253	253	500	500	253
4. John Henry Kendall	2 079	133	46	2 166	2 020	112	53	2 079
5. J.A. Wood Country Scholarship	490	4 000	4 000	490	490	4 000	4 000	490
6. John Forrest Senior High School Prize	9 299	0	9 299	0	8 802	497	0	9 299
7. Margueretta Wilson Scholarship	2 655	169	300	2 524	2 513	142	0	2 655
8. Perth Girls' Memorial Scholarship	58 105	3 753	1 500	60 358	56 465	3 140	1 500	58 105
9. Sir Thomas Coombe Scholarship	57 865	3 738	1 500	60 103	55 263	3 102	500	57 865
10. Margery Bennett Prize	617	40	0	657	584	33	0	617
11. W.J. Reid Memorial Prize	5 502	360	0	5 862	5 208	294	0	5 502
12. James and Rose Coombe Scholarship	5 351	22 000	22 000	5 351	5 501	21 950	22 100	5 351
13. Perth Boys' Memorial Scholarship	15 205	979	500	15 684	15 368	837	1 000	15 205
14. Roy Grace English Scholarship	7 008	451	500	6 959	7 270	388	650	7 008
15. James A. Heron Memorial Prize	8 944	585	0	9 529	8 467	477	0	8 944
16. Ernest Smith Memorial Prize for English	1 233	81	0	1 314	1 167	66	0	1 233
17. Bentley Senior High School	12 470	816	0	13 286	11 804	666	0	12 470
18. Elaine Nora Walker Scholarship	61 451	3 972	1 500	63 923	59 632	3 319	1 500	61 451
19. William Samuel Bequest	2 444	9	62	2 391	2 499	5	60	2 444
20. Howard Porter Memorial Prize for Good Citizenship	2 478	159	60	2 577	2 405	133	60	2 478
21. Senior Colleges/Asia Student Bond	0	0	0	0	188 867	312 960	501 827	0
22. Ian Bremner Memorial Scholarship	26 878	1 785	1 500	27 163	27 104	1 774	2 000	26 878
Totals	286 831	55 195	55 267	286 759	468 038	363 043	544 250	286 831

Notes to the financial statements

PURPOSE OF TRUST ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To be used as a clearing account for the receipt of moneys from the Trustees and the cash payment of prizes.

2. Scholarship-Council of War Service Land Settlers Association

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. J.A. Wood Country Scholarship Trust Account

To receive money from the trustees of the J.A. Wood Country Scholarship Trust for the purpose of paying cash prizes to country school students.

6. John Forrest Senior High School Prize Trust Account

To hold the foundation money for the purpose of awarding annual prizes to students from John Forrest Senior High School.

7. 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.

8. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a government secondary school in the metropolitan area.

9. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Certificate of Secondary Education.

10. 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.

11. 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.

12. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for government country school students who are in need of financial assistance to complete a high school education.

13. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a government secondary school in the metropolitan area.

Notes to the financial statements

14. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both years 10 and 11 who is attending a government secondary school and who demonstrates exceptional ability in the area of English.

15. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Certificate of Secondary Education course at any recognised high school.

16. 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.

17. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School, Como Senior High School or Cannington Senior High School.

18. 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 Education Department.

19. 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.

20. 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.

21. Senior Colleges/Asia Student Bond Trust Account

To hold moneys collected from overseas students for the purpose of meeting any outstanding liabilities and/or penalties owed to the senior colleges.

22. 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.