



Department of Education and Training  
**annual report 2002–2003**





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## Statement of compliance

Hon. Alan Carpenter MLA  
Minister for Education and Training

In accordance with section 62 of the *Financial Administration and Audit Act 1985*, I hereby submit for your information and presentation to Parliament the report of the Department of Education and Training for the year ending 30 June 2003.

The Departments of Education and Training were merged on 3 February 2003. The report on operations and the key performance indicators cover the entire 2002-2003 financial year for Education and Training; and the financial statements cover the entire year for Education, and the February to June period for Training. The former Department of Training submitted a final annual report on 29 April 2003 containing financial statements covering the period from 1 July 2002 to 2 February 2003. Each TAFEWA college submits a separate annual report.

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

Your approval was sought and received under section 65(2) for an extension of time in which to comply with the provisions of sections 62 and 63 of the Act.

As Accountable Officer, I warrant that:

- to the best of my knowledge, information and belief, at the date of signing this statement, all relevant written laws of the Parliament of Western Australia having a significant influence on the operations of the Department of Education and Training have been complied with and I am aware of no fact or circumstance apparent or existing at the date of signing that would lead me to conclude otherwise;
- in the administration of the Department of Education and Training I have complied with the *Public Sector Standards in Human Resource Management*, the *Western Australian Public Sector Code of Ethics* and the Department's *Codes of Conduct*.
- I have put in place procedures designed to ensure such compliance and conducted appropriate internal assessments to satisfy myself that this statement is correct; and
- I have satisfied myself that during the year ending 30 June 2003, no officer classified at Level 9 or above possessed a personal interest of any kind in a contract or contracts existing or proposed to exist between the Department of Education and Training and a business entity external to the Department.



PAUL ALBERT  
DIRECTOR GENERAL  
(ACCOUNTABLE OFFICER)

30 September 2003



## Director General's message



*Paul Albert, Director General*

Our schools and training institutions provide a high quality education to the students of Western Australia. Government schools are staffed by highly committed teachers, are capable of responding to changing societal pressures and student needs and aspirations, and cater for students all over the State. The vocational education and training sector provides quality training services which support life-long learning and are responsive to industry and community needs. However, there are some young people who are missing out on an adequate education.

National and international research is clear on the value of a completed school education. Those young people who leave school early risk unemployment and social disadvantage. In 2002, a review chaired by Professor Peter Tannock, [\*Report of the Committee Appointed to Review the Interface between Education and Training in Western Australia\*](#) (November 2002), examined how the needs of 15-19 year olds could better be met, and concluded that although Western Australia is well served by its public education and training systems, each having distinctive roles, the goal of increased retention should be pursued in the context of full-time education or training or, for many, a meaningful combination of full-time or part-time work and part-time education or training.

On 3 January 2003, the Premier announced the Government's decision to amalgamate the Departments of Education and Training to be effective from 3 February 2003. The consolidation of the delivery of education and training into one Department under one Minister is a key strategy in providing a more flexible, coherent and integrated approach to the education and training needs of young people. The highly complementary nature of education and training and the greater flexibility in schools, TAFE colleges and universities will enable learners to move more easily between institutions and pursue richer and more varied pathways. Efficiencies flowing from reductions in central office staff levels are expected to free up resources for initiatives to improve retention in education and training and to increase the number of apprenticeships and traineeships.

Improving the retention of 15-19 year olds in education or training is one of the features of the forthcoming *Plan for Government Schools 2004-2007*. The new plan has been influenced by

the Robson report, *Putting Children First* (July 2001), and in particular by its strong emphasis on the agency's core business of teaching and learning; the post-compulsory review report *Our Youth, Our Future* (March 2002); the report of the Tannock committee; and the merger of the Departments of Education and Training.

A significant aspect of the process of developing the plan was the emphasis on consultation, collaboration and communication. There has been widespread participation in the development process and drafts of the plan were published progressively on the agency's website late in 2002. Response was generally positive, particularly in relation to the emphasis on the importance of teaching and learning and change management, and a further draft was released for consultation at the beginning of June 2003. The plan will be distributed early in fourth term.

An important theme of the 2004-2007 plan is that of high standards of student achievement: all students in government schools are to achieve the highest standards of learning possible so that they are equipped to deal effectively with the opportunities and challenges they encounter in a changing world, and to be enthusiastic about learning in safe and supportive learning environments. The Department intends to introduce moderated standards for English and Mathematics for year 3; English, Mathematics and Science for year 5; English, Mathematics, Science, and Society and Environment for year 7; and all learning areas for year 9. Western Australian Literacy and Numeracy Assessment (WALNA) results and enhanced Monitoring Standards in Education (MSE) testing will be available to assist the moderation process.

Allied to this theme is that of motivated and capable teachers and school leaders who feel valued and supported in their work. Scholarships for further study, targeted professional development and an enhanced induction program will be features.

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



PAUL ALBERT



## Education and Training in brief

### Responsible Minister

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

### Accountable Officer

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

Paul Albert was appointed Director General on 3 February 2003.

### Relevant legislation

#### *Enabling legislation*

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

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

- *Public Education Endowment Act 1909*
- *School Education Act 1999*
- *Vocational Education and Training Act 1996*

#### *Legislation affecting the activities of the Department*

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

- *Anti-Corruption Commission Act 1988*
- *Building and Construction Industry Levy Fund Act 1990*
- *Building and Construction Industry Training Fund and Levy College Act 1990*
- *Country High School Hostels Authority Act 1960*
- *Curriculum Council Act 1997*
- *Disability Services Act 1993*
- *Education Service Providers (Full Fee Overseas Students) Registration Act 1991*
- *Equal Opportunity Act 1984*
- *Financial Administration and Audit Act 1985*
- *Freedom of Information Act 1992*

- *Government Employees Superannuation Act 1987*
- *Government Financial Responsibility Act 2000*
- *Industrial Relations Act 1979*
- *Industrial Training Act 1975*
- *Labour Relations Reform Act 2002*
- *Library Board of Western Australia Act 1951*
- *Minimum Conditions of Employment Act 1993*
- *Occupational Safety and Health Act 1984*
- *Public and Bank Holidays Act 1972*
- *Public Sector Management Act 1994*
- *Salaries and Allowances Act 1975*
- *State Records Act 2000*
- *State Supply Commission Act 1991*
- *Western Australian Electoral Act 1907*
- *Workers Compensation and Rehabilitation Act 1981*
- *Workplace Agreements Act 1993*

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

- *Aboriginal and Torres Strait Islander Commission Act 1989*
- *Australian National Training Authority Act 1992*
- *Copyright Act 1968*
- *Disability Discrimination Act 1992*
- *Education Services for Overseas Students Act 2000*
- *Education Services for Overseas Students (Registration Charges) Act 1997*
- *Education Services for Overseas Students (Registration of Providers and Financial Regulation) Act 1991*
- *Employment, Education and Training Act 1988*
- *Fringe Benefits Tax Act 1986*
- *Human Rights and Equal Opportunity Commission Act 1986*
- *Immigration (Education) Act 1971*
- *Immigration (Education) Charge Act 1992*
- *Indigenous Education (Targeted Assistance) Act 2000*
- *Industrial Relations Reform Act 1993*
- *Overseas Students Tuition Assurance Levy Act 1993*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *States Grants (Primary and Secondary Education Assistance) Act 2000*
- *State Grants (Technical and Further Education Assistance) Act 1989*
- *Superannuation Guarantee (Administration) Act 1992*
- *Superannuation Guarantee Charge Act 1992*
- *Trade Practices Act 1974*
- *Vocational Education and Training Funding Act 1992*

## Corporate Structure

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

Director General: *Paul Albert*

Deputy Director General, Schools: *Margaret Banks (Acting)*

Deputy Director General, Training: *Malcolm Goff (Acting)*

Executive Director, Teaching and Learning – Aboriginal Education, Training and Services:  
*Kevin O’Keefe*

Executive Director, Teaching and Learning – Student Services and Community Support:  
*Margaret Banks*

Executive Director, Teaching and Learning – Curriculum Policy and Support: *Greg Robson*

Executive Director, Vocational Education and Training: *Robert Player (Acting)*

Executive Director, Employment, Apprenticeships and Industry: *Neil Fernandes (Acting)*

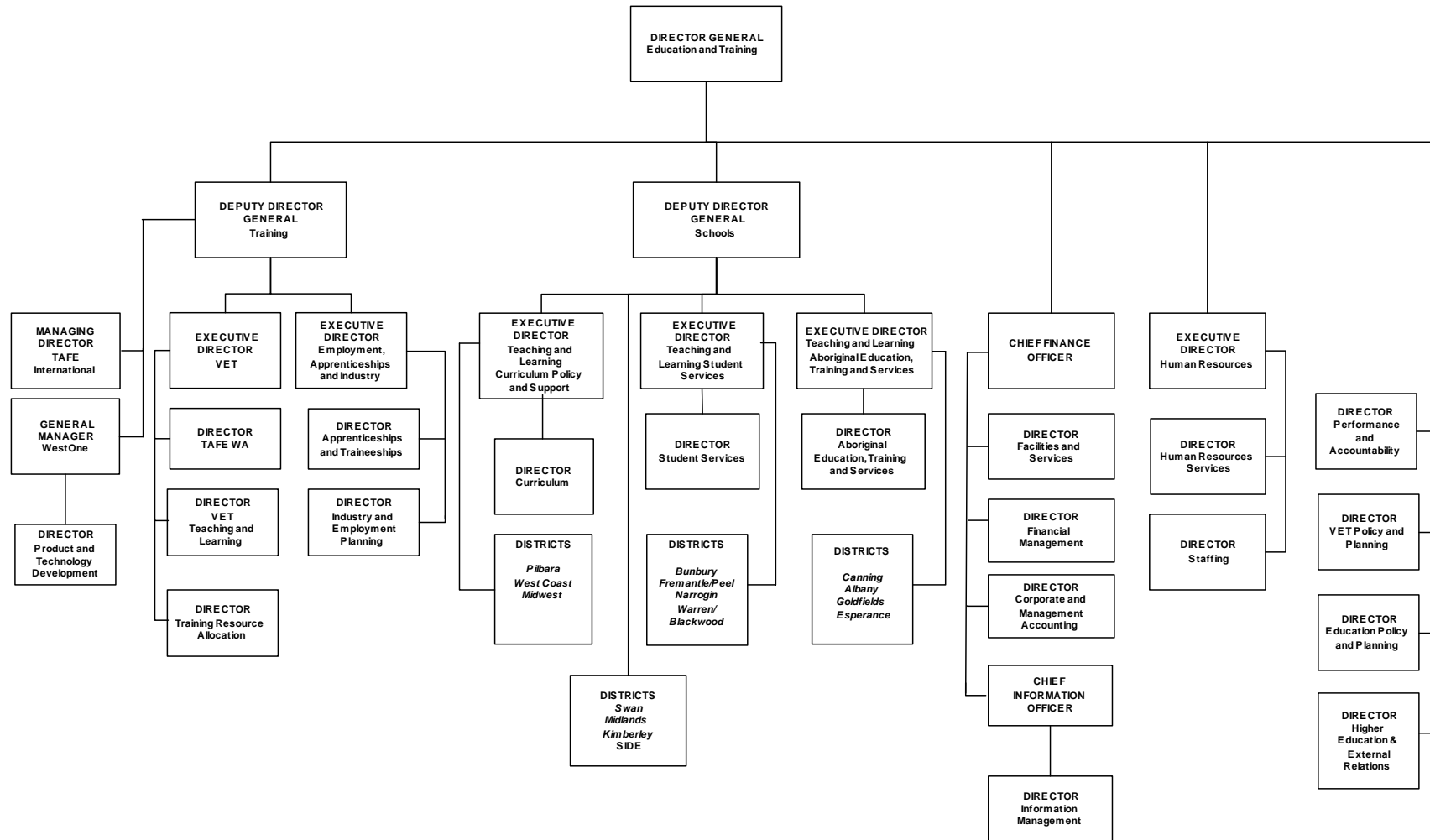
Chief Finance Officer: *Peter McCaffrey (Acting)*

Executive Director, Human Resources: *Alby Huts (Acting)*

The Department’s Corporate Structure, represented diagrammatically overleaf, shows only those positions from Director General to the level of Director.

This structure refers to the current district organisation which was put into place at the beginning of 2003. The former Perth and Joondalup districts were combined into West Coast, Fremantle and Peel were combined into Fremantle-Peel, and Cannington was renamed as Canning. This report refers to current or former districts as appropriate.

FIGURE 1: CORPORATE STRUCTURE, DEPARTMENT OF EDUCATION AND TRAINING



## Mission statement

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

The Department is the key agency in achieving the State Government's strategic objective of developing 'an educated and skilled future for all Western Australians'.

The Department is funded to achieve the following outcome for school education:

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

And for training:

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

The Department of Education and Training operates through four outputs:

- Primary (K-7) education;
- Secondary (8-12) education;
- Vocational education and training services; and
- Employment programs.

The table below shows the relationship between the agency level desired outcomes and their outputs.

Desired Outcomes	Outputs
Quality education for all Western Australians who choose government schooling.	1. Primary education 2. Secondary education
Maximise training and employment opportunities for Western Australians.	3. Vocational education and training services 4. Employment programs

## Schooling in Western Australia

*The School Education Act 1999* requires every person from the beginning of the year in which they turn six and a half until the end of the year in which they turn 15 years of age, and who is living permanently in WA, be enrolled at a government school or a non-government school or receive approved home tuition, unless exempted by the Minister for Education and Training under section 11 of the Act.

The curriculum delivered by government and non-government schools in Western Australia must be directed toward achievement of the student outcomes in the Curriculum Framework (1998) as specified by the Curriculum Council.

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

In February 2003, there were 1 132 schools in the State, enrolling 364 206 students, compared with 1 123 schools and 365 571 students in February 2002. Sixty per cent of schools and 71 per cent of students were located in the Perth metropolitan area.

About 1 400 students received schooling from parents or other caregivers.

As well as 779 government schools (251 463 students, representing 69 per cent of all enrolments) and 298 non-government schools (110 617 students, or 30 per cent), there were 42 community kindergartens (1 563 students) staffed by the Department and 14 independent pre-schools (563 students).

Over 94 per cent of students in the non-government school sector attended schools that were affiliated in some way with religious denominations. Catholic schools predominated (157 schools and 58.5 per cent of non-government school students), followed by those with Anglican affiliations (14 schools and 13.2 per cent), the Uniting Church (seven schools and 7.3 per cent), Baptist (12 schools and 4.2 per cent) and Seventh Day Adventist (seven schools and 0.7 per cent). Other denominations, with 42 schools, accounted for 10.4 per cent of enrolments. Fifty-nine schools had no religious affiliation.

As Table 1 shows, enrolments, excluding community kindergartens and independent pre-schools, have risen by 29 per cent since 1982. Government school enrolments have increased by 11.8 per cent, while non-government enrolments have more than doubled.

TABLE 1: ENROLMENTS AT WESTERN AUSTRALIAN SCHOOLS, 1982-2002 <sup>(a)</sup>

Year	Government schools	Non-government schools	Totals	Community kindergartens	Independent pre-schools	Grand Totals
1982	223 676	53 227	276 903	7 896	930	285 729
1983	225 426	55 773	281 199	7 615	1 022	289 836
1984	226 547	57 681	284 228	7 754	1 056	293 038
1985	225 543	59 709	285 282	7 666	1 013	293 931
1986	226 856	62 619	289 475	7 549	1 000	298 024
1987	229 501	65 022	294 523	6 985	1 136	302 644
1988	233 789	68 092	301 881	6 859	1 312	310 052
1989	237 659	70 799	308 458	6 835	1 251	316 544
1990	241 493	73 658	315 151	6 281	1 126	322 558
1991	245 122	75 860	320 982	6 167	1 204	328 353
1992	247 000	77 754	324 754	5 921	1 169	331 844
1993	246 538	80 028	326 566	5 712	1 018	332 296
1994	247 091	82 345	329 436	5 539	960	335 935
1995	247 229	84 596	331 825	5 104	997	337 926
1996	249 289	89 276	338 565	4 557	853	343 975
1997	253 226	93 643	346 869	3 868	750	351 487
1998	258 101	97 234	355 335	3 227	624	359 186
1999	262 752	100 125	362 877	3 073	612	366 562
2000	261 286	103 726	365 012	2 540	545	368 097
2001 <sup>(b)</sup>	252 784	105 194	357 978	1 229	693	359 900
2002 <sup>(b)</sup>	250 096	107 944	358 040	1 485	685	360 210

(a) Second semester census. (b) Includes half cohort.

Source: Information Services

## **The government school system**

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

It is responsible for the education of 250 000 pre-compulsory, primary and secondary students at 779 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.

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

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

The government school system provides schooling during the period of compulsory attendance and, in addition, optional schooling is available for four and five year olds and people aged over 15.

Kindergarten (K) and pre-primary (P) schooling provide a foundation for compulsory education and is delivered through primary, district high and remote community schools, and offsite facilities managed by local schools.

Primary, district high and remote community schools, education support schools and centres, and SIDE provide primary (years 1-7) education.

Primary education integrates knowledge, skills and understandings from the key learning areas of the Curriculum Framework (including, in most schools, languages other than English [LOTE]) in relevant, comprehensive and challenging learning programs. Each school has a specialist teacher allocation in music, drama, art or physical education, the entitlement varying according to the size of the school.

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



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

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

Government schools play a major role in the education of:

- Aboriginal students: 83 per cent attend government schools and account for 3.8 per cent of metropolitan and 14 per cent of rural and remote enrolments (7.2 per cent of all enrolments, compared with 3.4 per cent for non-government schools). The level of Aboriginal participation ranges from 59 per cent in the Kimberley to 1.4 per cent in West Coast.
- Students with disabilities: the incidence ranges from 6.1 per cent in Fremantle-Peel to 2 per cent in Esperance and Warren-Blackwood. These students comprise 3.25 per cent of metropolitan and 2.5 per cent of rural and remote enrolments.
- Rural and remote students: government schools enrol 82 per cent of these students. The Department maintains a presence in many locations that is costly to maintain because of the role schools play in maintaining community cohesion.

TABLE 2: GOVERNMENT SCHOOLS BY TYPE AND SIZE <sup>(a) (b)</sup>, 2003

School type	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	
Early childhood education centres					2								2
Junior primary schools				1	1	1							3
Primary schools <sup>(c)</sup>	11	23	65	82	104	87	72	32	33	6			515
Remote community schools	7	6	12	6									31
District high schools <sup>(d)</sup>				24	15	6	7	4	2	1		1	60
High schools <sup>(e)</sup>				2	3			2	1				8
Senior high schools <sup>(f)</sup>					3	6	1	2	19	20	8	17	76
Senior colleges and senior campuses <sup>(g)</sup>				2		1		3		1			7
Agricultural schools and colleges <sup>(h)</sup>			4	2									6
Schools of Isolated and Distance Education							1						1
Education support schools and centres	9	28	27	4	1								69
Other education support <sup>(i)</sup>			1										1
<b>Totals</b>	<b>27</b>	<b>57</b>	<b>109</b>	<b>123</b>	<b>129</b>	<b>101</b>	<b>81</b>	<b>43</b>	<b>55</b>	<b>28</b>	<b>8</b>	<b>18</b>	<b>779</b>

(a) Actual students. Pre-compulsory students are counted as full-time equivalent enrolments, irrespective of the number of sessions attended. Excludes community kindergarten and part-time secondary students.

(b) First semester census.

(c) Includes Schools of the Air at Carnarvon, Derby, Kalgoorlie, Meekatharra and Port Hedland and Moorditj Noongar Community College.

(d) Includes Kinross College and Ballajura, Cannington and Eaton community colleges.

(e) Includes Yule Brook College and Coodanup and Halls Head community colleges.

(f) Includes Clarkson and Warnbro community high schools, Como and Geraldton secondary colleges, and Belmont City and Shenton colleges.

(g) Canning, Mandurah, Mindarie, Sevenoaks and Tuart senior colleges; Cyril Jackson and North Lake senior campuses.

(h) Includes five campuses of the WA College of Agriculture and Gnowangerup Agricultural School.

(i) WA Institute for Deaf Education Hearing Assessment Centre.

Source: Information Services

TABLE 3: GOVERNMENT SCHOOLS AND ENROLMENTS BY EDUCATION DISTRICT, 2003 <sup>(a)</sup>

District	Schools	Enrolments	District	Schools	Enrolments
<b>Metropolitan</b>			Fremantle-Peel <sup>(b)</sup>	23	9 555
			Goldfields	33	6 957
Canning	82	30 107	Kimberley	22	4 524
Fremantle-Peel <sup>(b)</sup>	110	47 350	Midlands	50	6 718
Swan <sup>(b)</sup>	120	45 156	Mid West	45	8 762
West Coast <sup>(b)</sup>	118	46 166	Narrogin	30	4 780
<b>Totals</b>	<b>430</b>	<b>168 779</b>	Pilbara	30	8 273
			Swan <sup>(b)</sup>	2	544
<b>Rural and remote</b>			Warren-Blackwood	25	7 931
			West Coast <sup>(b)</sup>	3	901
Albany	28	7 528	<b>Totals</b>	<b>349</b>	<b>82 684</b>
Bunbury	37	12 818			
Esperance	21	3 393	<b>All districts totals</b>	<b>779</b>	<b>251 463</b>

(a) First semester census. Excludes community kindergartens. (b) Metropolitan districts with rural schools.

Source: Information Services

TABLE 4: GOVERNMENT SCHOOL ENROLMENTS BY SCHOOL TYPE, 2003 <sup>(a)</sup>

School type	Pre-compulsory	Primary	Secondary	Totals	Number of sites	Mean enrolments per site
Early childhood education centres	272	228		500	2	250.00
Junior primary schools	340	482		822	3	274.00
Primary schools	32 026	118 057	197	150 280	515	291.81
Remote community schools	349	1 064	402	1 815	31	58.55
District high schools	2 492	9 500	6 669	18 661	60	311.01
High schools			2 853	2 853	8	356.62
Senior high schools			68 872	68 872	76	906.21
Senior colleges and senior campuses			3 293	3 293	7	470.43
Agricultural schools and colleges			496	496	6	82.67
Schools of Isolated and Distance Education	20	134	259	413	1	413.00
Education support schools and centres	405	1 861	1 143	3 409	69	49.41
Other education support	49			49	1	49.00
<b>Totals</b>	<b>35 953</b>	<b>131 326</b>	<b>84 184</b>	<b>251 463</b>	<b>779</b>	<b>322.80</b>

(a) First semester census. Excludes community kindergartens.

Source: Information Services

TABLE 5: GOVERNMENT SCHOOL ENROLMENTS <sup>(a)</sup> BY YEAR LEVEL, 2003

Year level	Enrolments
Kindergarten	16 777
Pre-primary	19 176
Year 1	10 895
Year 2	19 568
Year 3	20 314
Year 4	20 164
Year 5	20 280
Year 6	20 404
Year 7	19 701
Year 8	17 905
Year 9	17 721
Year 10	17 836
Year 11	17 065
Year 12	13 193
Ungraded secondary	464
<b>Total</b>	<b>251 463</b>

(a) First semester census. Excludes community kindergartens.

Source: Information Services

**TABLE 6: GOVERNMENT SCHOOL STUDENTS BY AGE AND LEVEL OF SCHOOLING, 2002 <sup>(a)</sup>**

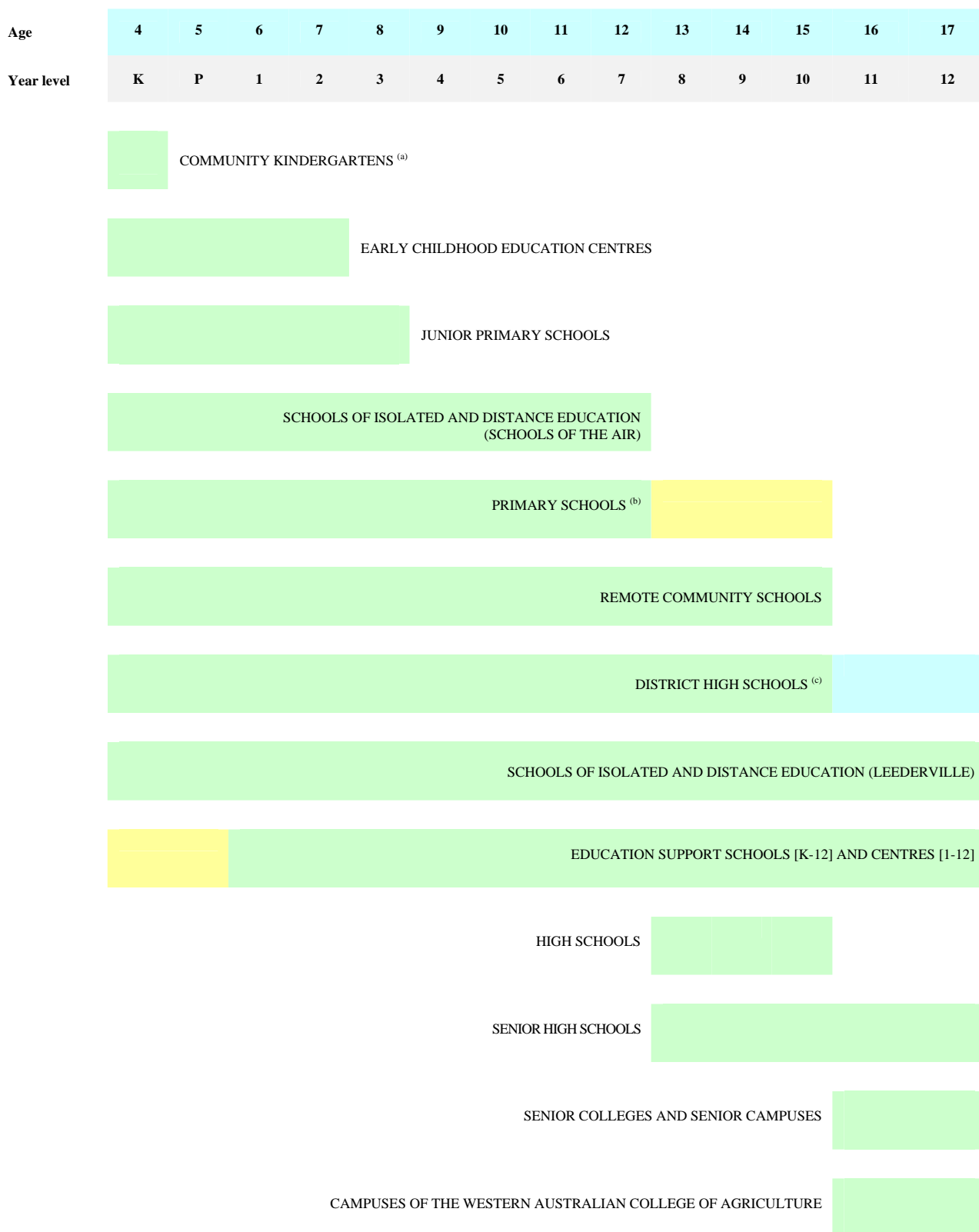
Age in years	Pre-compulsory	Primary	Secondary	All
2	25			25
3	305			305
4	16 204	2		16 206
5	10 705	8 552		19 257
6	105	19 546		19 651
7	1	20 195		20 196
8		20 060		20 060
9		20 209		20 209
10		19 954		19 954
11		20 444	9	20 453
12		11 730	7 341	19 071
13		311	17 469	17 780
14		2	17 626	17 628
15		1	16 293	16 294
16			13 756	13 756
17			7 226	7 226
18			1 082	1 082
19			336	336
20			160	160
21 and over			447	447
<b>Totals</b>	<b>27 345</b>	<b>141 006</b>	<b>81 745</b>	<b>250 096</b>

(a) Second semester census. Excludes community kindergarten and part-time secondary students.

Source: Information Services

The various kinds of schools operated by the Department of Education and Training are shown in Figure 2 overleaf:

**FIGURE 2: GOVERNMENT SCHOOLS BY TYPE, 2002-2003**



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

## Training in Western Australia

Vocational education and training (VET) in Western Australia originated in the nineteenth century with the establishment of mechanics and working men's institutes, the Perth Technical College in 1900, the Kalgoorlie School of Mines in 1902 and Muresk Agricultural College in 1926.

For much of the twentieth century, the function of what was known as 'technical education' was to skill and up-skill mostly male apprentices and industrial and agricultural workers. Technical schools and colleges diversified gradually into post-compulsory schooling. Perth Technical College's post-secondary programs provided the basis for the establishment of the WA Institute of Technology, later Curtin University of Technology, in 1966.

Until the late 1980s, technical education (which by then had become known as 'technical and further education', or 'TAFE') was delivered by a division of the Education Department. However, there was growing agreement on the need for a reformed and coordinated national training system that would concentrate on determining the training needs of industry and meeting those needs, rather than duplicating what was being offered by other education providers.

The Department of Technical and Further Education was established in November 1989 and in 1992 was merged with the Department of Employment and Training to form the Department of Employment, Vocational Education and Training (DEVET). Managerial responsibilities had already been devolved to the individual TAFE colleges, with the central office being responsible only for policy development, strategic planning, resource allocation and monitoring. In 1990, the *State Employment and Skills Development Authority Act* introduced a development and planning framework based on the skill needs of industry.

In 1993, the Vickery report recommended the establishment of 'autonomous' colleges and a department of training: outcomes that followed the passage of the *Vocational Education and Training Act 1996*.

The publicly-funded training system now comprises 10 colleges, each with a governing council, and reporting to the Minister for Training; the State Training Board, which provides advice to the Minister on strategic directions and priorities; the Department of Education and Training, which assists the Minister with the administration of the VET Act and the setting of strategic directions for the system and undertakes the funding, servicing and management of training and associated services; the Training Accreditation Council, which administers the registration of training providers, accreditation of training, recognition of skills and regulation of trainees and apprentices; and other Registered Training Organisations (RTOs). Some private training providers also receive public funding under User Choice arrangements and competitive tendering arrangements.

The colleges are [C Y O'Connor College of TAFE](#), centred on Northam; [Central TAFE](#) (Perth); [Central West College of TAFE](#) (Geraldton); [Challenger TAFE](#) (Fremantle); [Kimberley College of TAFE](#) (Kununurra); [Pilbara TAFE](#) (Karratha); [South West Regional College of TAFE](#) (Bunbury); [Great Southern TAFE](#) (Albany); [Swan TAFE](#) (Bentley); and [West Coast College of TAFE](#) (Joondalup).

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

Vocational education and training must respond to a much wider range of clients and interest groups than school education:

**FIGURE 3: STAKEHOLDERS IN VOCATIONAL EDUCATION AND TRAINING IN WESTERN AUSTRALIA**

<b>Industry</b>	Industry training advisory bodies; unions; peak industry associations; employers; employees; community based and not-for-profit organisations; small, medium and large businesses.
<b>Community</b>	Rural and remote communities; the unemployed; Aboriginal people; young people; the mature aged; people with disabilities; immigrants, women returning to the workforce; the educationally disadvantaged; inmates of custodial institutions.
<b>Students</b>	Apprentices and trainees; labour market entrants, including school leavers; career changers or people re-skilling; people in employment who are up-skilling; the self-employed; and those training for a wide range of reasons from personal interest to improving their literacy and or computer skills.
<b>Government</b>	State: Minister for Training; State and regional development agencies; school and higher education sectors; agencies representing equity target groups, such as Community Development and Indigenous Affairs.  Commonwealth: Australian National Training Authority; Department of Education, Science and Training; Department of Employment and Workplace Relations; Department of Industry, Tourism and Resources Office of Small Business; Productivity Commission
<b>System</b>	College governing councils, State Training Board, Training Accreditation Council, TAFEWA colleges, private Registered Training Organisations.

*Source: Based on McRae Report (2001)*

### ***Competition in publicly-funded VET***

For the past nine years, publicly-funded training has included private training organisations and since the introduction of User Choice for traineeships and apprenticeships in 1998, about one-fifth of all VET training has been funded on a contestable basis.

**FIGURE 4: TAFEWA CAMPUSES AND OTHER FACILITIES, 2003****Central TAFE**

Perth Campus	Aberdeen Street Perth WA 6000
Leederville Campus	Richmond Street Leederville WA 6007
Mount Lawley Campus	Cnr Harold and Lord Streets Mount Lawley WA 6050
eCentral East Perth Campus	140 Royal Street East Perth WA 6004
Subiaco Campus Advanced Manufacturing Technologies Centre	33 Salvado Road Subiaco WA 6008
Fremantle Art and Design Campus	The Terrace Fremantle WA 6160
Wembley Printing Annexe	9 Salvado Road Wembley WA 6014
Oral Health Centre of WA	17 Monash Avenue Nedlands WA 6009
Centre for Business Solutions eCentral East Perth Campus	140 Royal Street East Perth WA 6004

**Central West College of TAFE**

Geraldton Campus	Fitzgerald Street Geraldton WA 6530
Carnarvon Campus	6 Camel Lane Carnarvon WA 6701
Exmouth Campus	12 Learmonth Street Exmouth WA 6707
Other locations	Burringurrah, Cue, Coorow, Dongara, Kalbarri, Mount Magnet, Mullewa, Northampton, Shark Bay, Yalgoo
Telecentres	Leeman, Meekatharra, Mingenew, Morawa, Perenjori

**Challenger TAFE**

Fremantle Campus	15 Grosvenor Street Beaconsfield WA 6162
Henderson Campus	12 Egmont Road Henderson WA 6166
Murdoch Campus	Murdoch Drive Murdoch WA 6150
Peel Campus	Carleton Place Mandurah WA 6210
Rockingham Campus	Simpson Avenue Rockingham WA 6168
WA Centre for Leadership and Community Development	Murray House, Heathcote, Duncraig Road Applecross WA 6153
WA Maritime Training Centre	1 Fleet Street Fremantle WA 6160
Boddington Centre	Boddington District High School Bannister Road Boddington WA 6390
John Curtin Centre	John Curtin College of the Arts Ellen Street Fremantle WA 6160
Kwinana Centre	Lot 22 Hutchins Cove Kwinana WA 6167
Pinjarra Centre	Pinjarra Senior High School Pinjarra WA 6208
Rossmoyne Centre	Rossmoyne Senior High School Keith Road Rossmoyne WA 6148
Waroona Centre	Waroona District High School Millar Street Waroona WA 6215
Business Development Directorate	Level 3 Fremantle Port Authority Building 1 Cliff Street Fremantle WA 6160

**C. Y. O'Connor College of TAFE**

Northam Campus and Regional Administration	Lot 1 Hutt Street Northam WA 6401
Merredin Campus	42 Throssell Road Merredin WA 6145
Moora Campus	242 Berkshire Valley Road Moora WA 6510
Narrogin Campus	59 Fortune Street Narrogin WA 6312
Other locations	Brookton, Juriin, Kondinin Pingelly Quairading
Telecentres	Beacon, Bencubbin, Beverley, Bruce Rock, Corrigin, Cunderdin, Dalwallinu, Dowerin, Gingin, Goomalling, Hyden, Juriin Bay, Kalannie, Kellerberrin, Kondinin, Koorda, Kulin, Lake Grace, Lancelin, Merredin, Moora, Mukinbudin, Naremben, Newdegate, Nungarin, Pingelly, Quairading, Southern Avon, Southern Cross, Toodyay, Varley, Wagin, Wandering, Westonia, Wickepin, Williams, Wongan Hills, West Arthur (Darkan), Wyalcatchem, York

**Great Southern TAFE**

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

**Kimberley College of TAFE**

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



**Pilbara TAFE**

Karratha Campus  
 South Hedland Campus  
 Tom Price Campus  
 Newman Campus  
 Pundulmurra Campus  
 Minurmarghali Mia Campus  
 Port Hedland Training and Business Centre  
 Other locations  
 Telecentre

Millstream Road Karratha WA 6714  
 Hamilton Road South Hedland WA 6722  
 Stadium Road Tom Price WA 6751  
 Kalgan Drive Newman WA 6753  
 Parker Street South Hedland WA 6722  
 Fraser Street Roebourne WA 6718  
 Dempster House Wedge Street Port Hedland WA 6721  
 Jigalong, Pannawonica, Paraburdoo  
 Onslow

**South West Regional College of TAFE**

Bunbury Campus  
 Busselton Campus  
 Collie Campus  
 Harvey Campus  
 Manjimup Campus  
 Margaret River Campus  
 Other locations

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

**Swan TAFE**

Balga Campus  
 Midland Campus

Bentley Campus  
 Carlisle Campus  
 Thornlie Campus  
 Equine Training Centre  
 TAFEworks - Training for Business  
 Other locations

18 Loxwood Road Balga WA 6061  
 Lloyd Street Lloyd Street Midland WA 6056, Yelverton Drive  
 Midland WA 6056, Aviation Training Centre Jandakot Airport 23  
 Eagle Drive Jandakot WA 6164  
 Hayman Road Bentley WA 6102  
 Cnr Oats and Bank Street Carlisle WA 6101  
 Burslem Drive Thornlie WA 6108  
 Lot 6 Westfield Road Armadale WA 6112  
 Cannington Centre 9/1468 Albany Highway Cannington WA 6107  
 Armadale

**West Coast College of TAFE**

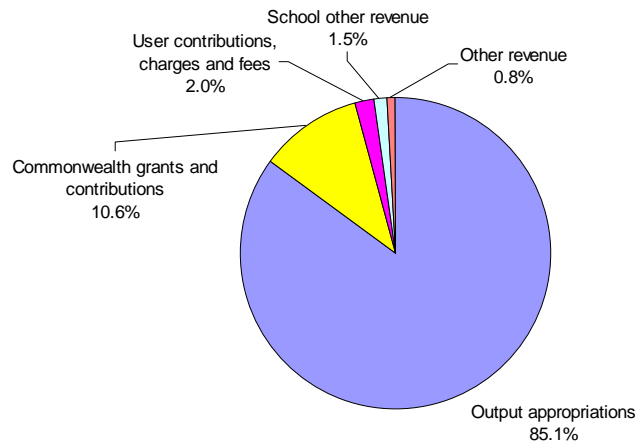
Carine Campus  
 Joondalup Campus  
 West Coast Training Solutions  
 West Coast Adult Migrant Education Service (AMES)  
 Other locations

Almadine Drive Carine WA 6020  
 35 Kendrew Crescent Joondalup WA 6027  
 Level 5 251 Adelaide Terrace Perth WA 6000  
 14-16 Victoria Avenue Perth WA 6000  
 Ballajura, Carine, Churchlands, Clarkson, Craigie, Duncraig,  
 Girrawheen, Malaga, Maylands, Morley, Mount Lawley, Nedlands,  
 Subiaco, Wanneroo, Warwick

## 2002 – 2003 in summary

For full details of the financial performance of the Department of Education and Training during 2002-2003, see *Financial Statements*. The following graphs provide a summary of the various sources of revenue and the costs of services.

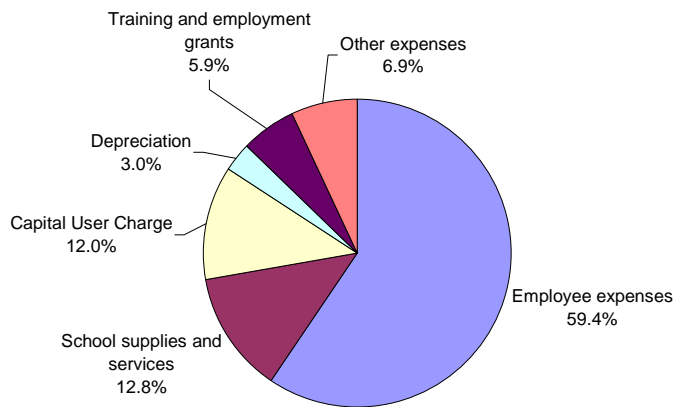
**FIGURE 5: DEPARTMENT OF EDUCATION AND TRAINING REVENUE SOURCES, 2002-2003**



Notes: (a) Output Appropriations includes Liabilities Assumed by the Treasurer and Resources received free of charge.

Source: *Financial Statements*

**FIGURE 6: DEPARTMENT OF EDUCATION AND TRAINING COSTS, 2002-2003**



Source: *Financial Statements*

- In February 2003, there were 779 government schools (251 463 students, representing 69 per cent of all enrolments) and 42 community kindergartens (1 563 students) staffed by the Department. The 515 government primary schools enrolled 150 280 students (mean enrolment 292); eight high schools, 2 853 students (357); 76 senior high schools, 68 872 students (906); 60 district high schools, 18 661 students (311); 70 education support schools and centres, 3 458 students (49); seven senior colleges and senior campuses, 3 293 full-time students (470); 31 remote community schools (59), 1 815 students; and six agricultural schools and colleges, 496 students (83).
- Well over half of all government schools (430) were in the metropolitan area (defined as the Perth Statistical Division) and enrolled 168 779 students, which is 67 per cent of all government school students. The mean school size was 392 students.
- The 349 government schools in rural and remote areas enrolled 82 684 students, an average of 237 students per school. 'Rural and remote' is defined as comprising the South-West, Lower Great Southern, Upper Great Southern, Midlands, South-Eastern, Central, Pilbara and Kimberley Statistical Divisions.
- Seventy per cent of government schools enrolled fewer than 500 students and 40 per cent enrolled fewer than 200 students. At the other extreme, 18 schools had more than 1 200 students.
- All primary years except year 1 (due to the progression of the half cohort) attracted enrolments of about 20 000 students in 2003. Enrolments in years 8, 9 and 10 were around 18 000 in each year, falling to 17 000 in year 11 and 13 000 in year 12.
- Government schools were distributed among 16 districts (reduced to 14 in 2003), ranging in size from Fremantle-Peel (57 000 students at 133 schools), West Coast (formed by the amalgamation of Perth and Joondalup) with 47 000 students and 121 schools, and Swan with 46 000 students and 122 schools, to Kimberley with 22 schools and 4 500 students, and Esperance with 21 schools and 3 000 students.
- The review of the interface between education and training, chaired by Professor Peter Tannock, was completed.
- A draft strategic plan for government schools for 2004-2007 was published for comment.
- The Home School Links strategy was developed to improve the relationship between families and schools, with a particular emphasis on families whose own experiences of schooling had been neither enjoyable nor successful.

- Seventeen schools participated in the Reporting to Parents project, which was intended to develop greater understanding of and consistency in outcomes-based reporting in primary and secondary schools, assist a review of the curriculum assessment and reporting policy and develop effective formats for outcomes-based reporting.
- Under the Getting it Right strategy, 47 literacy and 43 numeracy specialist teachers worked in 80 primary and eight district high schools.
- Building Inclusive Schools, an initiative that seeks to acknowledge the diversity of students, staff, parents and caregivers and members of the community in school environments that are free of discrimination, abuse or exploitation, was introduced.
- The Behaviour Management in Schools project involved an extra 60 full-time equivalent (FTE) teachers being appointed to 35 schools to reduce class sizes in years 8 and 9. Thirty schools were funded to implement programs, services and strategies to meet the needs of students with challenging behaviours in years 8 and 9 and a teacher consultant program for 40 metropolitan and 41 rural and remote teachers began.
- The Student Tracking System was extended to the Pilbara, Canning, Swan and Narrogin districts in 2002, with further extension in 2003.
- Managers of Aboriginal Education were appointed to 10 education districts.
- Exceptional results were achieved by the Swan Nyungar Sports Education Project at Balga Senior High School, which aims to improve the life choices of young Aboriginal people through their increased participation in education, using sport as a catalyst.
- Funding for the Churches Commission on Education chaplaincy service in 109 government schools was increased significantly.
- While an average of 510 graduates has been appointed to government schools each year since 1997-1998, as a result of initiatives to reduce class sizes in years 1-3, Getting it Right and Behaviour Management in Schools, somewhat more positions than usual (610) became available in 2003.
- The estimated cost of capital works completed during 2002-2003 was \$169.5m: the estimated cost of works in progress was \$214.8m. Maintenance expenditure of \$60.5m included \$27.5m on breakdown repairs, \$11.4m on preventive maintenance and \$8.9m on minor works.

- The Choice in School Cleaning program involved 223 schools: 116 reverted to day labour and 107 stayed with contracted cleaning, bringing the total number using day labour to 248.
- Significant Information and Communications Technologies (ICT) initiatives relating to the Education to Community (e2c) initiative included the Application Service Provider Infrastructure Trial which involved 12 primary schools, 332 teachers and 3 500 students in the Fremantle education district; and the 100 Schools project. This latter is a four-year \$20m project to provide new or upgraded ICT facilities and an extensive professional development program for teachers in one hundred of the most disadvantaged government schools.
- By June 2003, over 600 Department sites had received broadband services and a further 200 are to be connected by September 2003.
- Almost 14 000 teachers were leasing notebook computers from the Department.
- The School Information System was in use in 693 government schools.
- Replacement of the unsatisfactory high-frequency radio network that linked remote students with a satellite-based service began.
- Lower secondary course charges became voluntary and a maximum charge of \$235 was set for standard courses that satisfied the requirements of the Curriculum Framework. A \$100 subsidy was introduced, at a cost of \$8.4m per year, with the objective of making schooling more affordable for parents and improving retention rates in the post-compulsory years.
- In conjunction with ACIL Australia Pty Ltd, the Department won a contract to deliver a major AusAID program for the Fiji public education system.
- Thirty-two government schools (23 secondary and, for the first time, nine primary) enrolled 91 fee-paying overseas students.
- There were 122 000 course enrolments of publicly funded VET in 2002, which equated to 26.5m student curriculum hours, compared with 26.0m in 2001.
- The First Click program provided 77 organisations with more than \$1m to deliver basic computer literacy courses to some 6 300 people throughout the State.
- Initiatives to improve retention rates for 15-19 year olds included Return to Learn, greater access to school-based traineeships and piloting of Local Learning and Employment Partnerships (LLEPs), which allow stakeholders to take an active role in assisting young

people in the transition from school to work. Piloting of LLEPs began in the Fremantle-Peel, Mid West, Albany and West Coast education districts.

- The graded-performance initiative, which enhances the reporting of competency-based assessment, progressed to staged implementation in TAFEWA colleges.
- TAFE International WA signed a contract with the Qatar Petroleum Corporation to provide technical instructors for training programs in Qatar over the period 2003-2006: the potential gross turnover is likely to be of the order of \$40m-\$50m.
- The Overseas Qualifications Unit, which assesses the skills and qualifications of immigrants, developed a register of skills assessors to provide cost, timeframe and contact information to clients and training providers.
- As part of the expansion in e-learning, over 200 on-line modules in VET subject areas were provided. Some 10 000 active on-line accounts for students and teachers allowed access to these modules, and the number of accounts is increasing by an estimated average of 500 per month.
- More than 230 Registered Training Organisations were audited for compliance with the Australian Recognition Framework/Australian Quality Training Framework and Department contractual requirements.
- An internal review of labour market programs was used to develop the Employment Directions Strategy (EDS), which involves a significant shift from employment placement programs to increasing the employability of individuals through career development. The EDS replaced the State Employment Assistance Strategy in January 2003. Some 40 000 job seekers were supported by both initiatives during 2002-2003.
- The Employment Directions Network was established as a major component of the EDS. It consists of a central resource in each region and a number of other access points that provide expert advice and technical assistance.
- A total of 23 773 people were supported in apprenticeships or traineeships, including 668 school-based trainees.
- The Priority Access initiative utilised government contracting and procurement requirements to increase the number of apprenticeships and traineeships by 92.
- The School Leaver Program identified the post-school intentions of years 10-12 students at government schools and provided support to those identified as being at risk of not making a successful transition to further education, training or employment.

- The Workers Assistance Package assisted 677 workers affected by the State government's *Old Growth Forests* policy through redundancy top-ups, retraining, relocation and mortgage and rent assistance.
- A 12-part television series entitled Choices TV, which provided information on employment and vocational education programs for both mature-aged career changers and school leavers, was completed.
- Working Together, a strategy to increase the number of Aboriginal people in the public vocational education and training sector, was launched in December 2002.

## **Student and staff achievement**

### ***Students***

- The proportion of year 12 students achieving Secondary Graduation was 53.1 per cent, compared with 50.8 per cent in 2001.
- In 2002 national literacy and numeracy testing, 93.6 per cent of government schools' year 3 students met or exceeded the reading benchmark, 83.2 per cent the provisional spelling benchmark and 84.0 per cent the provisional writing benchmark. The comparable figures for year 5 were 93.4 per cent, 78.2 per cent and 86.0 per cent, and for year 7, which was tested for the first time, 83.0 per cent, 74.5 per cent and 75.3 per cent. In numeracy, 85.1 per cent of year 3 students, 84.0 per cent of year 5 students and 78.6 per cent of year 7 students met or exceeded the benchmarks.

Many students were recognised for their achievement of excellence:

### **Beazley Medal: Vocational Education and Training**

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

- Natasha Pierce, Clarkson Community High School

### **Curriculum Council General Exhibition**

- Gillian French, Shenton College
- Ming-Hui Ho, Rossmoyne Senior High School
- Rahul Khubchandani, Morley Senior High School
- Melicia Mah, Lynwood Senior High School

- Rhujuta Mehta, Rossmoyne Senior High School
- Patrick Wong, Churchlands Senior High School
- Jasmine Singh, Shenton College
- Jennifer Tauber, Rossmoyne Senior High School
- Nina Yiannopoulos, Shenton College
- Michael Ma, Shenton College
- Jing Xiao, Rossmoyne Senior High School

### **Curriculum Council Subject Exhibition**

#### *Tertiary Entrance Rank Subjects*

- Accounting: Bao-Ying Wong, Duncraig Senior High School
- Applicable Mathematics: Jennifer Tauber, Rossmoyne Senior High School
- Calculus: Rahul Khubchandani, Morley Senior High School
- Chemistry: Rahul Khubchandani, Morley Senior High School
- Chinese Advanced: Zhijing Xing, Rossmoyne Senior High School
- English as a Second Language: Zhijing Xing, Rossmoyne Senior High School
- Human Biology: Jennifer Tauber, Rossmoyne Senior High School
- Japanese Second Language: Asagi Murayama, Shenton College
- Music: Christina Chao, Churchlands Senior High School
- Physical Science: Not For Publication, Cyril Jackson Senior Campus
- Political and Legal Studies: Rahul Khubchandani, Morley Senior High School

#### *Wholly-school-assessed subjects*

- Business Financial Management: Natasha Pierce, Clarkson Community High School
- Business Information Technology: Benjamin Roberts, Cecil Andrews Senior High School
- Computer Fundamentals: Lisa Kotschner, Ocean Reef Senior High School
- Dance Studies: Not For Publication, John Curtin College of the Arts
- Early Childhood Studies: Not For Publication, John Forrest Senior High School
- Independent Living: Jessica Croft, Governor Stirling Senior High School
- Interactive Media: Natalia Wojtowicz, Rossmoyne Senior High School
- Senior English: Kallan Henderson, Collie Senior High School
- Structured Workplace Learning - Automotive: Amanda Howard, Pinjarra Senior High School
- Structured Workplace Learning - Business and Clerical: Shawn Martin, Ballajura Community College
- Structured Workplace Learning - Community Services: Not For Publication, Rossmoyne Senior High School
- Structured Workplace Learning - Sales and Personal Service: Mark Grogan, Kelmscott Senior High School
- Work Studies: Not For Publication, Girrawheen Senior High School



**Aboriginal Education Awards of Achievement**

- Outstanding female Aboriginal year 12 student: Kristal Kickett, Swan View Senior High School
- Outstanding male Aboriginal year 12 student: Ashley Mesch, Duncraig Senior High School

**WorldSkills Australia Perth Region Gold Awards**

- Automotive Mechanical: Jarad Loos
- Beauty Care: Jackie Smith
- Bricklaying: Jason Glover
- Cabinetmaking: John de Vos
- Construction Carpentry: Nathan Watson
- Cookery: Steve Momsen
- Electrical Installation Systems: John Davies
- Hairdressing: Kate Jezierski
- Heavy Vehicle Mechanics: Trevor Williams
- Jewellery: Andrew Hurst
- Landscape Construction: Nina Hunter
- Meat Retailing: Joe Federico
- Painting and Decorating: Levi Agostino
- Plastering Fibrous: Graeme Scorer
- Plastering Solid: Justin Martin
- Plumbing and Gas Fitting: Marius Crisan
- Refrigeration: Jordan Griffiths
- Restaurant Services: Kent Mincherton
- Retail Baking – Breadmaking: Gregory Childs
- Retail Baking – Pastry Cooking: Melissa Reitsema
- Turning/Machining: Rafael Price
- Wall and Floor Tiling: John Alabakis
- Welding: Glenn Tapper

**WorldSkills Australia Awards**

- Cookery: Steve Momsen (bronze)
- Metal and Engineering: Jason Harding (bronze)
- Moulding (Australian Foundry Institute): Sean McLaughlin (bronze)
- Plastering (Fibrous): Michael Kelly and Graeme Scorer (bronze)
- Retail Baking (Bread): Gregory Childs (silver)
- Retail Baking – Pastry: Melissa Reitsema (gold)
- Wall and Floor Tiling: John Alebakis (silver)

**Training Excellence Awards**

- WesTrac Equipment Apprentice of the Year Award: Ben Moran

- Hamersley Iron Aboriginal/Torres Strait Islander Student of the Year Award: Hamid Bin Saad
- McDonald's Trainee of the Year Award: Nicole Barron
- Department of Training Vocational Student of the Year Award: Leanne Edwards
- Arrix Integrated Trainer of the Year Award: Lynne Butler
- Australian Institute of Management Award to Small Business of the Year: Bunbury Florist
- Large Employer of the Year: Fremantle Hospital and Health Service
- Market Equity Small Training Provider of the Year: Dental Nursing Australia
- West Australian Newspapers Large Training Provider of the Year: Central West College of TAFE
- Pretzel Logic Access and Equity Award: West Pilbara College of TAFE
- CDM Australia VET in Schools Award: Hamilton Senior High School

### **Adult Learners Week Awards**

- Outstanding Learner: David Grimes
- Outstanding Learner - individual over 60 years: Herbert Squires
- Outstanding Learner - new migrant: Goce Nedanoski
- Outstanding Community Provider: Mature Adult Learning Association (MALA) and Rainbow Coast Family Services
- Outstanding Volunteer Tutor: Sonia Townson
- Outstanding Program: Mundaring Sharing
- Outstanding Partnership: South West Community Builders
- Service Contribution: Ellen-May Eaton
- Outstanding Group of Learners: Westfield Writers

### ***Staff***

#### **Aboriginal Education Awards of Achievement**

- Aboriginal Education Hall of Fame Inductee: Len Hayward
- Aboriginal Education and Training Council Award: Lucina Cross and Shane Cumming
- Barry Hayward Award: Erica McGuire, Narrogin District Education Office
- Outstanding Aboriginal educator: Olive Bennell, Brookton District High School
- Outstanding non-Aboriginal educator: Josephine Stephens, Gwynne Park Primary School
- Outstanding non-Aboriginal teacher: Evonne Browne, Wingellina Remote Community School

#### **Defence Reserves Support Council Reservist of the Year**

- Mark Lynch, Mount Lawley Senior High School (joint)

#### **Dyslexia SPELD Foundation WA (Inc.) Prize**

- Desmond Carruthers, Lynwood Primary School

**National Excellence In Teaching Regional Award**

- Christine Arnold, Narembeen District High School
- Kylie Bice and Lynne Ivcevic, John Curtin College of the Arts
- Jodie Fitzsimmons, Warnbro Community High School Education Support Centre
- Donna Gardiner, Belridge Senior High School
- Christina Gray, Applecross Senior High School
- Emma Herbert, Beechboro Primary School
- Valerie House, Hamilton Senior High School
- Lorraine Inglis, Spearwood Alternative School
- William Johnstone, Thornlie Primary School
- Heather Mahar, Yealering Primary School
- Jeff Melkert, Carnamah District High School
- Alison Ramm, Cranbrook Primary School
- Michelle Saw, Dampier Primary School
- Claire Smoker, Kununurra District High School
- Anne Stingemore, Como Secondary College
- Gail Thomason, East Carnarvon Primary School
- Debra Tindale, Kinlock Primary School

**National Excellence In Teaching National Award**

- Donna Gardiner, Belridge Senior High School
- William Johnstone, Thornlie Primary School
- Jeff Melkert, Carnamah District High School
- Michelle Saw, Dampier Primary School
- Claire Smoker, Kununurra District High School

**Order of Australia General Division**

- Bob Somerville, Aboriginal Education Directorate (Member)

**Rotary Club of Heirisson Principal of the Year**

- Graeme Smith, Duncraig Senior High School

**Public Service Medal**

- Mervyn Hammond, Balga Senior High School

**WA Young Person of the Year**

- David Faulkner, Marvel Loch Primary School

**Western Australian Excellence in Teaching Award**

- Keith Brown, Coogee Primary School

- Wayne G'Froerer, South Fremantle Senior High School

**Westfield Premier's Education Scholarship**

- Grant Armstrong and Jeffery Lewis, Kelmscott Senior High School
- James Lillywhite, Denmark High School

**Public Relations Institute of Australia WA Awards for Excellence**

- Winner, Marketing Communications category: *Introducing the 'School of Life'*
- Highly Commended, Community Communications category: *First Click: Getting Started with Computers*
- Commended, Issues and Crisis Communications category: *Investing in WA's Future: Apprenticeships and Traineeships*

# **OPERATIONS**

## Output 1: Primary education

The purpose of Output 1 is the provision of access to education in government schools for eligible persons aged generally from 4 to 12 years.

TABLE 7: OUTPUT 1: PRIMARY EDUCATION, 2002-2003

	2002-2003 Target	2002-2003 Actual
<b>Quantity</b>	159 912	157 868
Student FTE <sup>(a)</sup>		
<b>Quality</b>		
Percentages of Year 3 students achieving national benchmarks:		
Reading	92	94
Writing	82	84
Spelling <sup>(b)</sup>	80	83
Numeracy	90	85
Percentages of Year 5 students achieving national benchmarks:		
Reading	93	93
Writing	81	86
Spelling <sup>(b)</sup>	80	78
Numeracy	86	84
Percentages of Year 7 students achieving national benchmarks:		
Reading <sup>(b)</sup>	82	83
Writing <sup>(b)</sup>	76	75
Spelling <sup>(b)</sup>	78	75
Numeracy <sup>(b)</sup>	76	79
<b>Timeliness</b>		
Primary education is delivered during the four terms comprising the designated government schools year.		
<b>Cost</b>		
Average cost (\$) per student FTE	8 386	8 756

(a) The student FTEs value for 2002-03 is the average of semester 2, 2002 and semester 1, 2003.

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

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

Primary education is structured in terms of primary, district high and remote community schools, as well as the Schools of Isolated and Distance Education, and education support centres and schools.

Although the majority of primary schools cater for students until the end of year 7, middle schooling provisions at a few schools provide for students to progress to a 'secondary'

environment at the end of year 5 or year 6. Conversely, some primary schools in rural and remote areas enrol lower-secondary students.



**ENDEAVOUR PRIMARY SCHOOL, PORT KENNEDY**

The primary school years aim to build on the foundation for learning that is laid down in the pre-compulsory years. The intellectual, moral, social and physical development of students is encouraged in inclusive, safe and stimulating learning environments. Students will learn to draw on a wider range of sources of information in answering questions and they consider phenomena more widely. Introducing them to experiences beyond their immediate environment including those of people from other times, places and cultures, both directly and vicariously, may enhance this ability.

Activities in the primary years are integrated across the eight learning areas with the students generally taught by one teacher for most of the school day, although specialists may be required in areas such as LOTE. However, there is considerable cooperation between teachers, who often teach in teams or teach their particular specialities throughout the school.

Schools have the capacity to offer specialist programs to cater for the needs of a diverse range of students including students with disabilities, students from language backgrounds other than English, and gifted and talented students.

## **Enrolment**

Primary education is provided through 515 primary schools, 60 district high schools, 53 education support schools and centres, and 31 remote community schools, as well as five Schools of the Air, the Primary School of SIDE and two early childhood education centres.

In January 2003, there were 35 953 pre-compulsory (16 777 K and 19 176 P) and 131 326 primary students. All years 1-7 contain approximately 20 000 students, except year 1 in 2003, which is affected by the passage of the half cohort and enrolls under 11 000 students in 2003. The same effect will apply in year 2 in 2004 and so on.

Of the pre-compulsory students, 32 026 attended primary schools, 2 492 district high schools, 405 education support schools and centres, 349 remote community schools, 340 junior primary schools and 272 early childhood education centres.

Of the primary students, 118 057 were enrolled at primary schools, 9 500 at district high schools, 1 861 at education support schools and centres, 1 064 at remote community schools, 482 at junior primary schools and 228 at early childhood education centres.

SIDE accounted for 20 pre-compulsory and 134 primary enrolments. There were 197 secondary students at primary schools.

There were 2 743 Aboriginal enrolments in pre-compulsory (7.6 per cent of all pre-compulsory enrolments) and 10 180 in primary (7.8 per cent of all primary enrolments).

## **K and P education**

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

In 2002, only children who turned four years on or before 30 June were eligible to enter kindergarten programs provided over four half or two full days per week in government schools. Children whose fifth birthday fell on or before 30 June could enter pre-primary programs.

Western Australia is the only Australian jurisdiction that provides universal access to government-funded educational programs to children two years before they enter compulsory schooling, and the recent changes enable them to receive an extra 40 days of schooling per year.

The early years have a profound influence on children's development, and their participation in pre-compulsory education helps to equip them with the social, physical and emotional skills they need to cope effectively with life and learning. Quality programs improve long-term educational outcomes for children and [early childhood education](#) concentrates on the development of the young child in the context of the family, community and school.



Research shows that quality programs of at least 11 hours per week have positive, long-term advantages for children and the community in general, including enabling students to make better transitions from school to community as socially-responsible adults; helping children to learn to learn – they are more beneficial than remedial programs in later school life; influencing brain development, which has a profound effect on learning, behaviour and health; establishing and strengthening language development and thinking, creative and social skills; and developing initiative, responsibility and the ability to analyse, question, make decisions and solve problems. Children learn how to be friendly, share and cooperate with others and to act with confidence as they gain independence. K and P learning outcomes are planned within the context of the eight learning areas of the Curriculum Framework and achieved through interactive, play-based programs.

In February 2003, there were 35 953 government K-P students, of whom 2 743 were Aboriginal (7.6 per cent). There were 16 777 children enrolled in kindergarten programs, compared with 16 458 in first semester 2002, and a further 1 563 attended community kindergartens staffed by Department teachers.

Pre-primary programs were extended to five full days per week for the first time in 2002 but only 10 776 students were enrolled at government schools because of the passage of the half-cohort from K to P. In 2003, enrolments were 19 176.

TABLE 8: PRE-COMPULSORY ENROLMENTS (SESSIONS) BY SEMESTER, GOVERNMENT SCHOOLS, 1998-2003

Semester	1/1998	2/1998	1/1999	2/1999	1/2000	2/2000	1/2001	2/2001	1/2002	2/2002	1/2003
<i>Sessions</i>											
2 (K)	10 049	10 510	13 574	14 440	14 392	14 444					
4 (K)	485	589	972	667	731	925	8 568	8 678	16 458	16 752	16 777
8 (P)	20 087	20 419	20 178	20 413	20 207	20 150	19 859	19 810			
10 (P)									10 776	10 593	19 176
<b>Totals</b>	<b>30 621</b>	<b>31 518</b>	<b>34 724</b>	<b>35 520</b>	<b>35 330</b>	<b>35 519</b>	<b>28 427</b>	<b>28 488</b>	<b>27 234</b>	<b>27 345</b>	<b>35 953</b>

Source: Information Services

The extension of pre-compulsory schooling has required a significant capital works program: since 1997, the Department has provided 422 additional transportable classrooms and 181 modified classrooms, including 35 of the former and 25 of the latter for the beginning of 2003.

### *Community kindergartens*

The 42 community kindergartens, which form a relatively small component of the overall K program and operate under the *School Education Act 1999*, enrolled 1 563 students in February 2003.

All have parent committees that are responsible for financial management and day-to-day operations, and can request voluntary contributions and conduct fund-raising activities.

The kindergartens are linked to local government schools, whose principals manage the teachers and education assistants (who are employees of the Department) and oversee the educational programs.

### ***Aboriginal kindergartens***

There are 26 Aboriginal kindergartens under the direct management of local government schools. 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.

The change to the kindergarten 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 reached between the Department and the Department for Community Development that allows ineligible children to continue to attend the 26 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* has allowed them to continue the practice of enrolling three year old Aboriginal children in a child care program during kindergarten sessions even though they would not turn four before 30 June.

Changes to the Act are proposed to allow this access to continue.

### ***Class sizes***

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

### ***Home School Links***

Families form lasting impressions during the first few years of their children's contact with schools. These impressions are likely to be positive if a school is welcoming, flexible and shows that it values the diversity of its students. In 2003, the Home School Links strategy was developed to improve the relationship between families and schools, with a particular emphasis on families whose own experiences of schooling had been neither enjoyable nor successful.

Funding of \$180 000 in 2002-2003 allowed one teacher from each of 50 schools to undertake Family Partnership Training, which is an Australian adaptation of the Early Years Training Model developed in the United Kingdom. Participating schools conduct activities that welcome parents and caregivers and inform them about school life.

## **Years 1-7 education**

In primary schooling, learning is integrated across the eight key learning areas specified in the Curriculum Framework (English/literacy, Mathematics/numeracy, Science, Society and Environment, Languages Other than English (LOTE), Health and Physical Education, Technology and Enterprise, and The Arts). However, there is more of a focus, particularly in the early years, on literacy and numeracy because it is generally accepted that without adequate literacy and numeracy skills, students have difficulty progressing in all learning areas. This focus is reflected in the national testing program which, at this stage, assesses only literacy and numeracy skills.

The importance of children acquiring a sense of the values and attitudes that underpin Australian society is underlined by the commitment of government schools to the 'core shared values' of the Curriculum Framework. This is encouraged through partnership between the school and home.

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

Although children are generally promoted from one year level to the next on the basis of age, it is possible that, as they move through the year levels with their peers, they achieve learning area outcomes at different levels to their classmates: levels of achievement as described in the Outcomes and Standards Framework (OSF).

### **Performance**

The overall performance in reading and writing in years 3 and 7 from 1992 is presented in Table 84 and Table 85 in the Key Performance Indicators section. Performance from 1992 in mathematics is presented in Table 65 and subsequent tables on pages 230 and 231.

Performance of students in years 3, 5 and 7 against the national benchmarks is also presented in the Key Performance Indicators section. Year 3 literacy performance for whole year and subgroups of students is presented on page 233, year 5 on page 234, and year 7 on pages 234

and 235. Numeracy performance for whole year and subgroups of students is presented on page 228.

## Isolated and distance education K-7

Since 1918, thousands of young Western Australians who, because of remoteness, absence from home or some other reason have been unable to attend regular schools, have received a quality public education through what is now known as **SIDE** (Schools of Isolated and Distance Education).

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

The K-7 population of SIDE includes home-based full-time students who cannot attend regular schools because of geographic isolation, students with long-term illnesses or injuries that prevent them from attending regular schools, students who are unable to adjust to the normal school situation, and students who are living temporarily overseas or interstate.

TABLE 9: K-7 ENROLMENTS, SCHOOLS OF ISOLATED AND DISTANCE EDUCATION, 2003 <sup>(a) (b)</sup>

Year levels	K	P	1	2	3	4	5	6	7	Totals
<b>School</b>										
Carnarvon SOTA	8	3	6	6	7	9	5	8	3	55
Kalgoorlie SOTA	4	5	1	4	7	2	4	13	1	41
Kimberley SOTA	4	6	9	9	9	8	5	7	12	69
Leederville SIDE	10	10	13	22	22	20	21	15	21	154
Meekatharra SOTA	4	3	7	2	6	2	6	8	5	43 <sup>(c)</sup>
Port Hedland SOTA	3	5	3	3	5	5	4	5	3	36
<b>Totals</b>	<b>33</b>	<b>32</b>	<b>39</b>	<b>46</b>	<b>56</b>	<b>46</b>	<b>45</b>	<b>56</b>	<b>45</b>	<b>398</b>

(a) First semester census.

(b) Home-based students only.

(c) The fall in Meekatharra SOTA enrolments from 77 to 43 is due to the establishment of the Yulga Jinna and Pia Wadjarri remote community schools.

Source: Information Services

The SIDE Primary School at Leederville provides for students in the south-west of Western Australia who are unable to use the Schools of the Air and students who are travelling interstate and overseas. SOTA students use the same learning materials, with some variations to suit local needs. Face-to-face contact with students is maintained through teacher visits, camps, seminars and student visits to SOTAs or SIDE.

Home-based primary students study a full or partial workload under the direction of a tutor, usually a family member or governess.

There have been a number of significant developments in SIDE primary schooling during 2002-2003, the most important of which were preparations for the introduction of a new communications system.

### **Satellite communications**

High-frequency radio has been used for 40 years as the main means of teaching and communicating with SOTA students. However, reception is often very poor and the network, which is provided by the Royal Flying Doctor Service, is being phased out, probably by mid-2004.

In April 2003, the Minister for Education and Training announced that HF radio would be replaced by a computer-based two-way satellite system under a \$10m contract with Optus (see page 156), as part of the e2c initiative. The satellite dishes required are to be installed free for all home-based students of the SOTAs and SIDE schools.

The new system will allow SIDE and the SOTAs to deliver 24-hour access, twenty simultaneous classes for up to 200 students, high-quality voice communications, interactive web-based lessons using streaming video and graphics files, Internet and personal e-mail access, collaborative learning, including discussion forums and chat facilities, and document sharing - lessons in which students and staff work together on a single document.

Trials of the new system were undertaken successfully at the Kalgoorlie School of the Air and the remote Yindi and Cowarna Downs homesteads in the Goldfields education district. Installation of dishes will begin in July 2003, with some students being able to use the improved services in August. It is expected that the roll-out will be completed toward the end of 2004.

### **Languages other than English (LOTE)**

In 2002, the SIDE primary LOTE program allowed a thousand students at 42 small rural and remote primary and district high schools to study high-quality courses in Italian, Japanese, Indonesian and, for the first time, French, with guaranteed continuity of access.

These programs were delivered through a combination of 'telematics' (which provides for audio and basic computer/graphical interaction in real time), on-line 'meetings', videoconferencing, teleconferencing and interactive television using an 1800 number.

The small 'classes' (a maximum of 16 students per teacher) and student-centred activities encouraged their active participation. Schools and students that were unable to receive the program live were sent videotapes.

Real-time interactive video and audio, which allow discussion, instant feedback and the sharing of work samples, have been extended to the Pannawonica, Dumbleyung, Shark Bay and Goomalling primary schools and the Wongan Hills, Mount Magnet, Leonora, York, Pemberton and Darkan district high schools.

Videoconferencing enables quite large classes to receive LOTE. A team teaching format is used, involving a SIDE teacher and a teacher at the receiving site, enabling groups of up to 26 students to participate.

### **Home tutor seminars**

Home tutor seminars are conducted annually by the Schools of the Air at their regional centre and at the SIDE Primary School in Leederville.

They provide home tutors with professional development and training to assist them in performing their role of linking SIDE with its students, and to improve their understandings of current directions in education. In 2002, the year 6 mathematics program was trialled in preparation for implementation in 2003, so home tutors received training to familiarise them with the new learning materials.

In 2003, additional support for home tutors with K-3 students is being provided.

### **Support Officers Learning Difficulties**

Since 1998, Support Officers Learning Difficulties (SOLD) have been appointed to the Schools of the Air and have proved very successful in assisting SOTA teachers and parents to meet the learning needs of individual students. The SOLDs have improved teachers' ability to provide for students with learning difficulties and increased the teachers' skills and knowledge through professional development. Unfortunately, there have been some recent difficulties in making appointments to SOLD positions in Carnarvon and Derby.

### **National distance education K-3 project**

SIDE is participating in a project to improve support for K-3 distance education students. The project, which began in 2002 and is expected to finish in 2004, is funded by the Commonwealth Department of Education, Science and Training and coordinated by the Royal Melbourne Institute of Technology.

Of particular interest is the use of technologies to improve students' literacy and numeracy outcomes. The SOTAs and the SIDE Primary School are participating in surveys and arranging visits by the researchers to remote students and their tutors.

**Learning materials**

Year 5 integrated learning materials are developed to help students to achieve fundamental understandings in the Curriculum Framework outcomes in English, mathematics, science, society and environment, technology and enterprise and health. These materials, which encourage independent, autonomous problem solving, successful learning at a wide range of levels of achievement and support for home tutors, will be piloted in Term 3, 2003.

As part of the process of building up digital learning resources, the SIDE Curriculum Design Centre is developing a two-week on-line mathematics course for years 6 and 7 that will be trialled in Term 4, 2003.

**Performance**

Most SIDE students who participated in the 2002 WA Literacy and Numeracy Assessment achieved above national benchmarks.

**Students with disabilities K-7**

There are some 5 200 students with disabilities receiving K-7 education in government schools. Of these, 4 000, or 77 per cent, are located in metropolitan districts. More than half of K-7 students enrolled in education support are in years K-3.

There is a range of services to support the diverse needs of students with disabilities.

Most students with physical disabilities and some with intellectual disabilities participate in mainstream schooling, while approximately 2 000 students attend the 53 education support schools and centres in Perth and larger regional centres. For students with intellectual disabilities there is a focus on the achievement of outcomes in literacy, numeracy, socialisation, and health and well-being.

Education support schools generally cater for those whose levels of disability are such that their needs can only be met through intensive medical and therapy support. Education support centres are located on mainstream school campuses and are intended for students with moderate to severe intellectual disabilities. Partner schools provide opportunities for the integration of their students into mainstream classes wherever appropriate. Other specialised provisions include services to those who have vision or hearing impairments, are confined to hospitals or have language deficits.

The provision of schooling for students with disabilities requires additional services and equipment, and therefore higher per capita expenditures, than that for students without disabilities.

Since the mid-1990s, substantial progress has been made in including students with intellectual disabilities in mainstream classes instead of education support schools or centres. In those rural and remote education districts without education support schools or centres, these students have always been included in mainstream classes.

Applications for supported education in local schools are a measure of the desire of parents of students with intellectual disabilities that their children be educated in mainstream schools. In 2002, there were 87 students in the inclusion program and, in 2003, there are 187 students in supported education.

### **Performance**

The learning achievements of students with disabilities may vary across learning areas depending upon the nature and severity of the disability. The majority of students with disabilities have an individual education plan (IEP) to describe desired learning outcomes and educational targets.

Students with disabilities participate in educational programs that ensure they achieve the outcomes specified in the Curriculum Framework. The large majority of students with disabilities demonstrate progress and achievements that are described in the Student Outcome Statements (SOSs) of the OSF. For some students with severe or multiple disabilities, learning progress is assessed against the Foundation Outcome Statements (FOSs).



## Output 2: Secondary education

The purpose of Output 2 is the provision of access to education in government schools for eligible persons aged generally 12 years and over.

TABLE 10: OUTPUT 2: SECONDARY EDUCATION, 2002-2003

	2002-2003 Target	2002-2003 Actual
<b>Quantity</b>		
Student FTE <sup>(a)</sup>	85 223	83 041
<b>Quality</b>		
Percentages of Year 10 students tested by Monitoring Standards in Education achieving at or above Level 4 <sup>(b)</sup> in:		
Reading	NA <sup>(c)</sup>	88%
Essay writing	NA <sup>(c)</sup>	87%
Viewing	NA <sup>(c)</sup>	66%
Apparent retention rate (proportion of Year 8 cohort studying in Year 12)	60%	63%
<b>Timeliness</b>		
Secondary education is delivered during the four terms comprising the designated government schools year.		
<b>Cost</b>		
Average cost (\$) per student FTE <sup>(c)</sup>	10 896	11 255

(a) The student FTEs value for 2002-03 is the average of semester 2, 2002 and semester 1, 2003. These data have been adjusted for comparability purposes to reflect the transfer of Senior Colleges between Output 2 and Output 3.

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

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

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

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

In the middle years, the aim is to provide students with greater opportunities to learn and grow and the emphasis is on collaboration between teachers and students. The educational focus is on the development of learning process skills such as investigating, planning, producing, evaluating and communicating.

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



*Halls Head Community College, Mandurah*

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

Since the 1980s, however, a range of different forms of secondary school has appeared, beginning with the original senior colleges, Tuart and Canning, which provided students with a 'second-chance' opportunity to complete lower secondary or upper secondary schooling; courses leading to university entrance for full fee-paying overseas students; and Adult Community Education short courses. Additional senior colleges, which provide for years 11 and 12 students only, have been established more recently at Mindarie, Cannington (Sevenoaks) and Mandurah.

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

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

Traditional senior high schools have also undergone change, with many introducing middle schooling policies and practices.

## **Enrolment**

In 2003, secondary education is mainly provided through 76 senior high schools, 60 government district high schools, seven senior colleges and senior campuses, eight high schools, 30 education support schools and centres, six agricultural schools and colleges, and two schools of isolated and distance education.

Senior high schools enrol 68 872 students: 17 schools have more than 1 200 students. There are 6 669 secondary students at district high schools, 3 293 at senior colleges and senior campuses, 2 853 at high schools, 1 143 at education support schools and centres, 496 at agricultural schools and colleges, 402 at remote community schools and 259 at SIDE. There are about 18 000 students in each of years 8, 9 and 10; 17 000 in year 11; and 13 000 in year 12. Aboriginal students (5 116) account 6.1 per cent of all secondary enrolments

## **Education for years 8-10**

Years 8-10 education is delivered through district high schools, remote community schools, high schools, middle schools, community colleges, secondary colleges and senior high schools, as well as a small number of primary schools, the Schools of Isolated and Distance Education, and education support schools and centres.

Introduction of the Curriculum Framework helps to ensure that compulsory secondary education maintains continuity of learning with primary education. Educational programs cover the eight learning areas and usually consist of a general program followed by all students with some electives. Student choice widens as they progress through this phase of their schooling.

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

## ***Middle schooling***

In 2002-2003, while many government schools continued to address the needs of young adolescents by introducing or consolidating middle schooling strategies, in April 2003, the Commonwealth Department of Education, Science and Training released details of research into the effects of middle schooling on literacy and numeracy achievements of specific student groups.

The study, entitled [\*Beyond the Middle: a Report about Literacy and Numeracy Development of Target Group Students in the Middle Years of Schooling\*](#), involved 23 government and non-government schools (including Yule Brook College in WA) and emphasised the need for continuing studies of teaching and learning practices, school leadership and professional development, if real improvements in student outcomes are to be achieved.

## **Post-compulsory education**

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

Most of the 30 000 students enrolled in years 11 and 12 in government schools are aged 15-17 years, although 2 000 are aged 18 years and above.

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 in Schools (VETIS) programs are available in virtually all government secondary schools and are becoming increasingly popular.

Research evidence suggests the value in students completing the equivalent of 12 years of education. However, for some students, traditional secondary school structures and courses prove unsuitable to their needs. More flexible learning environments for these students are available through a number of different senior campus and senior college arrangements.

## ***Review of Post-compulsory education***

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

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

During 2002-2003, Department officers were involved in the drafting by the Curriculum Council of the first 11 of an intended 50 courses of study, and these are currently available for public comment.

### ***Local Learning and Employment Partnerships***

Four pilot projects were launched in March 2003 to help 15-19 year olds make the transition from school to further education and employment. Local Learning and Employment Partnerships (LLEP) were funded in the Perth-Joondalup (where Balga Job Link is hosting the LLEP), Fremantle-Peel, Mid West and Albany districts. Each received about \$0.3m in funding.

LLEPs provide a framework that enables local communities to develop local solutions to the long-term education, training and employment needs of young people and are managed by committees representing schools, TAFEWA, industry, unions, regional development authorities, and State and local government.

## **Agricultural education**

Agricultural education provides an alternative form of post-compulsory education.

Despite the serious problems that face agriculture in Western Australia, including the drought, salinity, international competition, and the loss of many rural services, it remains a cornerstone of the State economy.

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

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

One of the most enduring aspects of agricultural education has been the support provided by industry bodies, the advisory committees at schools with farms and the Department of Agriculture.

There are four main areas of agricultural education:

- Agricultural awareness: this is provided in a cross-curriculum context for some 10 000 K-7 students each year by the Lockridge and Kelmscott senior high schools. In support of this program, a new Primary Agricultural Education Resource Centre was opened in June 2003 at Kelmscott Senior High School in a joint initiative of the Departments of Agriculture, and Education and Training;
- Agricultural subjects: about 17 government secondary schools offer optional units of study in years 8-10 and wholly-school-assessed (WSA) subjects in years 11-12. Significant VET in Schools agricultural programs are offered at the Kelmscott, Lockridge, Manjimup, Merredin, Mount Barker, Margaret River, Northam and Pinjarra senior high schools;

*Students at the WA College of Agriculture's Denmark campus, Natascha Weil of Denmark and Brad McDonnell of Bunbury, prepare cattle for the Perth Royal Show*

- Agricultural studies for students with special needs: Gnowangerup Agricultural School provides practical courses in a residential environment for boys alienated from mainstream schooling; Landsdale Farm School caters for education support students, with live-in accommodation; Hillside Farm Education Centre (Gosnells) is used by some 20 metropolitan schools for students at educational risk, work experience, Fast Track programs and education support. A new initiative at the Salmon Gums Research Station provides short-term practical courses for students 'at risk' who attend Esperance Senior High School; and
- Agriculture-related vocational training: the residential campuses of the WA College of Agriculture at Cunderdin, Denmark, Harvey, Morawa and Narrogin provide two-year full-time courses leading to Secondary Graduation. All campuses are Registered Training Organisations and Certificate II programs are available from a range of National Training Packages. The College assists the Esperance Senior High School Farm Education Centre with full-time agricultural education courses, including Certificate II, for about 35 students in years 10-12.



The WA College of Agriculture also provides strategic leadership for agricultural education in government schools through curriculum development, research and innovation. Each campus offers specialised programs so students have access to a wide range of courses, such as

viticulture at Denmark or Harvey, horticulture at Harvey, pastoral and broadacre farming at Morawa and equine management at Narrogin.

The College draws students from around the State and, in 2003, enrolled almost 460 students. Its five fee-paying residential campuses operate commercial-sized farms and have extensive educational and training resources. In 2003, full-time enrolments increased significantly. Twenty-one per cent of enrolments are female (26 per cent at Harvey) and are increasing each year. Courses are tailored to meet the demand, and residential facilities have been modified to accommodate more female students. One in five students comes from the metropolitan area and more than a quarter from non-government schools.

About 98 per cent of students live in and all campuses are close to or over their designated capacity. Classroom, trades, workshop and farm instruction is provided for 34 hours per week over a 38-week year.

The success rate of the College is outstanding. More than 99 per cent of exiting year 12 students enter directly into employment, traineeships or higher education at university or TAFE.

During 2002-2003, \$0.845m was provided to schools with farms to support farm operations linked to agricultural education programs. The five campuses of the WA College of Agriculture and Gnowangerup Agricultural School received \$0.843m for residential operations. Boarding fees totalling \$2.6m were received from students at the residential facilities, compared with \$2.46m in 2001-2002.

Since the mid-1980s, a Combined Agricultural Advisory Committee (CAAC), responsible to the Minister for Education and made up of members appointed by the Minister from all sectors of agricultural education, has managed the Agricultural Education Trust, which is funded from income derived from farm revenue and enterprises. For 2002-2003, some \$3.2m was paid into the Trust for distribution to schools to support agricultural education.

## **Isolated and distance education 8-12**

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

The years 8-12 population at SIDE includes full-time home-based students who are unable to attend regular schools because of geographic isolation, students whose local schools do not offer the subjects they want to study or who are prevented by timetabling from joining particular classes, students with long-term illnesses or injuries that keep them from attending school, students who are unable to adjust to the normal school situation, students who are living temporarily overseas or interstate, and adults who are undertaking part-time courses to

improve their education and employment options. These students include inmates of correctional institutions and Australian Defence Force (ADF) personnel.

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

In first semester 2003, SIDE Leederville enrolled 1 256 years 8-12 students, of whom 385 were full-time and 871 part-time, compared with 1 024 (350 full-time and 674 part-time) in 2002.

**TABLE 11: YEARS 8-12 ENROLMENTS, SCHOOLS OF ISOLATED AND DISTANCE EDUCATION, LEEDERVILLE, 2003 <sup>(a)</sup>**

Year level	8	9	10	11 <sup>(b)</sup>	12 <sup>(b)</sup>	Totals
<b>Type of enrolment</b>						
Full-time actual	56	74	83	116	56	<b>385</b>
Part-time actual <sup>(c)</sup>	100	106	114	269	282	<b>871</b>
<b>Total students</b>	<b>156</b>	<b>180</b>	<b>197</b>	<b>385</b>	<b>338</b>	<b>1 256</b>
FTE of part-time actual	20	21	23	77	74	<b>215</b>
<b>Total FTE</b>	<b>76</b>	<b>95</b>	<b>106</b>	<b>193</b>	<b>130</b>	<b>600</b>

(a) First semester census.

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

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

*Source: Schools of Isolated and Distance Education*

## Middle School

Over half of the Middle School students are enrolled on a part-time basis from rural or remote schools. Most of the remainder are studying at home in remote areas or travelling outside the State.

The Middle School delivers a wide range of courses in all eight key learning areas, including the prerequisites for post-compulsory studies, and provides learning materials for years 8-10 students at about 50 rural or remote primary schools.

A middle schooling structure is used which incorporates separate vertical learning community teams; a student services team and a specialist learning team of psychologists; and learning support teachers and education assistants to address the needs of all students with less than full study loads who are at educational risk.

An emphasis on pastoral care and learning technologies is achieving some success in reducing student alienation and improving year 10-11 transition, although, when they reach year 11,



many students move from SIDE to campuses of the WA College of Agriculture or senior high schools in larger centres.

*Videoconference lesson in Japanese with Dumbleyung District High School students*

### **Languages other than English (8-10)**

There has been a very significant increase in LOTE enrolments (1 500 in 2003, compared with 1 000 in 2002), due to the difficulty of attracting LOTE specialists to rural and remote schools while SIDE programs have special features including a wide range of teaching strategies, one-on-one daily instruction and the integration of 'cultural' content from the Internet into courses. For example, an additional 150 Indonesian LOTE students from Narrogin Senior High School and an extra 25 French LOTE students from Darkan District High School were enrolled for 2003.



Since 1999, the Middle School has been trialling new e-learning courses in Society and Environment, LOTE, English and The Arts. The process involves students, SIDE teachers, tutors, parents and school-based supervisors. Further developments are expected with the introduction of the satellite-based communications network in 2003-2004.

### **Post-compulsory School**

The Post-compulsory School offers the same years 11-12 subject choices as most other secondary schools including 17 tertiary entrance, 18 wholly-school-assessed (WSA) and three VET courses, and supports years 11-12 students at 21 district high schools. In 2003, the School has 220 home-based students and 36 travellers enrolled. The remainder (475) are school based and are studying between one and four subjects through SIDE.

### **VET in Schools**

Each year, up to 50 SIDE students participate in VETIS programs in the Business and Clerical, Hospitality and Tourism and Automotive industry areas. To be counted as part of total VET enrolments, students must enrol in at least one Unit of Competency or a Unit of Competency and Structured Workplace Learning (SWL).

All students enrolled in year 11 SWL undertake a Unit of Competency relating to occupational health and safety. Year 12 SWL is available in the Automotive, Building and Construction, Business and Clerical, Hospitality and Metals and Engineering areas. Students can enrol in one of the three vocational programs and work toward Certificates I or II.

A partnership arrangement with four district high schools enables SIDE to deliver Units of

Competency from training packages in Business and Clerical, Hospitality and Tourism, and Automotive, and school or district clusters provide SWL in their local areas. SIDE is auspiced with C. Y. O'Connor College of TAFE for registration of the Units of Competency.

### Post-compulsory Education Review

SIDE is preparing for the introduction of the new years 11-12 courses of study recommended in *Our Youth, Our Future*. It has established a consultative partnership between the Department and the Curriculum Council and begun to explore the issues associated with the development of the new post-compulsory courses of study

### Special arrangements for years 11-12 students

As well as students unable to attend regular schools, in 2002, SIDE also provided education to 391 metropolitan and 360 rural or remote years 11 and 12 students who would not otherwise have been able to study certain subjects, because specialist teachers were unavailable at their schools or because low numbers prevented the formation of classes. Most students achieve equivalent or better results in the subjects they study through SIDE than those they complete at their parent schools.

TABLE 12: PARTICIPATION BY SIDE YEAR 12 STUDENTS IN SELECTED ACCREDITED TERTIARY ENTRANCE EXAMINATIONS SUBJECTS, BY GENDER, 2002

Subject	Female		Male		Totals	
	N	%	N	%	N	%
Accounting	27	10.6	7	7.1	34	9.7
Applicable Mathematics	15	6	7	7.2	22	6.2
Art	12	4.7	0	0	12	3.4
Biology	25	9.9	4	4	29	8.2
Calculus	2	0.8	9	9.2	11	3.1
Chemistry	11	4.3	4	4.1	15	4.3
Discrete Mathematics	21	8.3	15	15.3	36	10.2
Economics	5	1.9	0	0	5	1.4
English	33	13	11	11.2	44	12.5
English Literature	3	1.2	1	1.0	4	1.1
French	11	4.3	2	2.04	13	3.7
Geography	22	8.6	11	11.2	33	9.4
History	16	6.3	8	8.1	24	6.8
Human Biology	24	9.5	3	3.1	27	7.7
Indonesian	14	5.5	3	3.06	17	4.8
Italian	7	2.7	3	3.1	10	2.8
Physics	6	2.4	10	10.2	16	4.6
<b>Totals</b>	<b>254</b>	<b>100</b>	<b>98</b>	<b>99.9</b>	<b>352</b>	<b>99.9</b>

Source: Schools of Isolated and Distance Education

### Languages other than English (11-12)

In 2002, 171 years 11 and 12 students used telematics to study French, Italian and Indonesian. A year 11 LOTE Indonesian on-line course was developed and is being piloted and refined.

SIDE will negotiate with other members of the National Materials Development Network interested in sharing resources.

### **e-learning**

As it moved toward an e-learning environment, SIDE provided 80 of its teachers with professional development to assist them in delivering digital learning materials and developed and piloted *Culture of the Dreaming*, an on-line middle school Society and Environment course that incorporates interviews with students, short stories, videos and opportunities for interactive learning.

*Storylines*, a middle school on-line English course, won the *Australian* newspaper award for excellence in educational publishing.

### **Merger of SIDE and WestOne elements**

Following the amalgamation of the Departments of Education and Training in February 2003, the director of isolated and distance education and the general manager of WestOne were requested to identify the improvements in effectiveness and efficiency that could be achieved by bringing together some of the functions performed by SIDE and WestOne. The Leederville schools and SOTAs were excluded from the process.

Special note was taken of the unique role of SIDE in supporting isolated students and the strong relationship that exists between it and the parents and tutors of these students.

Some changes to the structure of SIDE were recommended and work has now commenced on merging the Curriculum Design Centre, Education Technology Unit and some corporate services with WestOne.

### **Performance**

In 2002, 135 SIDE students sat the Tertiary Entrance Examinations (TEE) and obtained Tertiary Entrance Ranks (TER), compared with 129 in 2001. Thirty-one applied for university entrance, 19 received an offer and 17 enrolled. A somewhat higher proportion of students (90 per cent) achieved Secondary Graduation than in 2001 (81.6 per cent).

### **Students with disabilities 8 - 12**

There are some 2 500 students with disabilities receiving years 8-12 education in government schools. Of these, 1 800, or 75 per cent, are located in the metropolitan districts. About 1 100 students are in years 8-10.

There is a range of services to support the diverse needs of students with disabilities.

The majority of students with intellectual disabilities participate in mainstream schooling. Forty four per cent attend the 30 education support schools and centres in Perth and large non-metropolitan centres that enrol secondary students. For students with intellectual disabilities there is a focus on outcomes in literacy, numeracy, socialisation, vocational education and independent living.

Other specialised provisions include services to those who have vision or hearing impairments, are confined to hospitals or have psychiatric disorders.

### **Performance**

The learning achievements of students with disabilities may vary across learning areas depending upon the nature and severity of the disability. The majority of students with disabilities have an individual education plan (IEP) to describe desired learning outcomes and educational targets.

Students with disabilities participate in educational programs that ensure they achieve the outcomes specified in the Curriculum Framework. The large majority of students with disabilities demonstrate progress and achievements that are described in the Student Outcomes Statements. For some students with severe or multiple disabilities, learning progress is assessed against the Foundation Outcome Statements (FOSs).

## Output 3: Vocational education and training services

The purpose of Output 3 is the strategic management of the investment of government resources in the State VET system including the planning, purchasing, and monitoring of VET services. The objective of the Department is to identify and meet industry, regional and community training needs and priorities.

TABLE 13: OUTPUT 3 VOCATIONAL EDUCATION AND TRAINING SERVICES, 2002-2003

	2002-2003 Target	2002-2003 Actual
<b>Quantity</b>		
Student Curriculum Hours (SCH) delivered – apprentices and trainees <sup>(a)</sup> <sup>(b)</sup>	5 000 000	4 600 000
SCH delivered – other students <sup>(a)</sup>	21 700 000	22 100 000
Participation rates (percentages) 15-64 year olds <sup>(c)</sup>	9.6	9.8
<b>Quality</b>		
Successful training completions (percentages) – Module Load Completion Rate (MLCR) – apprentices and trainees <sup>(d)</sup>	80	82
Successful training completions (percentages) – (MLCR) – other students <sup>(d)</sup>	69	70
Employers' feedback on relevance of skills and knowledge (percentages) – apprentices and trainees <sup>(e)</sup>	NA	56
Employers' feedback on relevance of skills and knowledge (percentages) – other students <sup>(e)</sup>	71	65
Student satisfaction (percentages) – apprentices and trainees <sup>(f)</sup>	84	81
Student satisfaction (percentages) – other students <sup>(f)</sup>	80	78
<b>Timeliness</b>		
College delivery and performance agreements issued	November	December
<b>Cost</b>		
Average cost (\$) per SCH – apprentices and trainees <sup>(g)</sup>	16.75	15.73
Average cost (\$) per SCH – other students <sup>(h)</sup>	15.18	15.59

- (a) These performance measures are adjusted for Invalid Module Enrolments (IME) and calculated from calendar year data. The target for 2002-2003 assumes an IME rate of 3 per cent. The SCH values reflect the transfer of certain senior college activities from Output 2 to Output 3.
- (b) It is estimated that between 19 000 and 22 700 apprentices/trainees will have been in training at any point in time during the course of the 2002 year.
- (c) The participation rate is the proportion of Western Australians aged 15-64 years enrolled in VET courses funded by the Department of Education and Training. It is a measure of the Department's responsiveness in meeting industry and community needs for a highly skilled workforce.
- (d) Successful training completions, or MLCR, is the sum of SCH for successfully-completed modules expressed as a proportion of total SCH across all module enrolments for which a definite outcome could be expected. Students undertaking apprenticeships or traineeships, in which their studies are linked to employment contracts, usually have higher MLCR than other award-course students.
- (e) The percentage is based on those employers responding 'agree/strongly agree' to the statement 'The vocational education and training system is providing graduates with skills appropriate to employers needs' in the national Survey of Employer Views.
- (f) An annual student satisfaction survey is undertaken across the State and includes apprentices and trainees. There were 10 846 respondents in 2002 from a population of over 50 000 students. The percentages represent those apprentices/trainees or other students responding 'satisfied' or 'very satisfied' to the question 'How satisfied are you overall with your course of study?' Further information on survey results is presented in the Key Performance Indicators. Caution should be exercised in comparing information across the survey years due to changes in survey methodologies and populations.
- (g) The average cost per SCH is calculated by dividing the total expenditure for publicly funded VET by the total SCH. The total expenditure includes costs associated with labour market, regional and community analyses; policy research and development; and delivery profiling and contracts purchasing, quality monitoring and support services.
- (h) The average cost per SCH (apprentices and trainees) is similar to the formula outlined in (g) above. However, there are an additional number services/costs for apprentices/trainees including: the training records system (which involves the collection, monitoring and central administration of reporting of employment contracts) and travel costs.

The Department funds VET delivered by Registered Training Organisations (RTOs), including TAFEWA colleges and private providers, which are monitored for quality, compliance and agreed outcomes.

In accordance with the strategic directions and policies of the State and Commonwealth governments, and through extensive consultative processes and targeted research studies, an annual State Training Strategy is developed to ensure that the needs of WA employers and students are met.

During 2002, \$240.6m was allocated to public and private training providers, including \$220.2m distributed through TAFEWA, \$8.7m to private providers under User Choice arrangements and \$11.7m through competitive tendering arrangements. Of the total, \$38.4m related to the provision of training to apprentices and trainees.

Some 26.7m student curriculum hours of publicly-funded VET were delivered in 2002, equating to 122 000 course enrolments. Of these enrolments, 30 per cent were by people aged 19 years or under, 16 per cent were part of apprenticeship or traineeship arrangements, 6 per cent were by Aboriginal and Torres Strait Islander people and 30 per cent were from regional and remote areas. An additional 30 000 people were either fee-for-service or full-fee-paying international students.

The proportion of publicly-funded training delivered through Training Packages increased from 35 per cent to 52 per cent as a result of new Packages being adopted and revisions to funding arrangements.

## **Amalgamation**

Most VET systems are subject to continuing review to ensure that they can respond effectively to the skills requirements of the knowledge economy and emerging industries, and the amalgamation of the former Departments of Education and Training in February 2003 has provided an opportunity to transform the delivery of post-compulsory education and training in Western Australia.

The new agency is working with TAFEWA colleges, schools and universities to develop a system that is more flexible, relevant and accessible and will provide all Western Australians with the learning opportunities they need to participate in the knowledge economy.

## **Priorities**

In April 2003, the Minister for Education and Training released *Creating the Future*, which outlined VET priorities for 2003-2004: lifting retention rates, improving and making easier the process of transferring between TAFEWA colleges and universities, increasing the

number of apprenticeships and traineeships, strengthening the TAFEWA network, supporting jobs growth, and providing better career guidance and preparation for employment.

Among the strategies to lift retention rates for 15-19 year olds are Local Learning and Employment Partnerships (LLEPs). Four pilot programs are operating in the Fremantle-Peel, West Coast, Mid West and Albany education districts at a cost of some \$1.2m in State and Commonwealth funds in 2003.

LLEPs are intended to assist young people during their school-to-work transition by involving local communities in developing local solutions to retention and transition issues. Each LLEP has a committee of management representing the community and is responsible for identifying priorities, particularly for those young people who are no longer in education or training, or have not made a successful transition to employment.

## **Industry needs**

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

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

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

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

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

Registered Training Organisations also have input into planning processes at both the industry and regional levels.

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

The State Training Profile is the major output of the State Training Strategy, which the Department produces on behalf of the State Training Board for endorsement by the Minister for Education and Training. The Profile includes an environmental scan, analysing macroeconomic, social, cultural and demographic changes, as well as a series of regional and industry fact sheets utilising an extensive range of quantitative and qualitative information.

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

In response to the skill needs identified in the State Training Profile, in 2002-2003 the Department provided funding for accredited training through delivery and performance agreements with the 10 TAFEWA colleges, and Edith Cowan and Curtin universities; User Choice arrangements for apprentices and trainees, by which employers select their own training providers; the Skilling WA program; and the Competitive Allocation of Training (CAT) program.

## **Community relations**

In 2002-2003, a range of strategies was used to increase awareness of the study options available through TAFEWA colleges and to generate enrolments in courses, including a campaign to promote full-time studies in 2003, which was conducted in August-September 2002 with the theme 'TAFEWA graduates get a lot of job offers'. Second semester 2003 full-time courses were promoted in May 2003.

In consultation with TAFEWA colleges, the Curriculum Council and the Tertiary Institutions Service Centre, the Department implemented its annual Access Career strategy to assist school leavers receiving their year 12 results in December/January 2003.

The strategy provided comprehensive career information to all students and services were advertised widely.

In July 2002, the annual Career Choices Expo presented career and education options to 15-19 years old and their parents as well as others interested in up-skilling.



It incorporated the Perth regional WorldSkills competition. WorldSkills competitions are held every two years to provide young people with the opportunity to compete against others in their trade areas, gain new skills and become more motivated about their chosen careers. In July 2002, 85 medals were presented to entrants in WorldSkills competitions for the Perth and southern regions. Twenty-seven gold medal winners from the Perth region and seven from the southern region attended the national competitions in October 2002, at which they were awarded one gold, three silver and five bronze medals. In June 2003, the gold medal winner, Melissa Reitsema, was invited by WorldSkills Australia to compete in the confectionery category at the international WorldSkills competition in Switzerland, where she performed commendably.

Career Choices Expo attracted 14 000 visitors (16 per cent more than in 2001), 47 exhibitors and 80 schools. Schools and exhibitors were highly satisfied and indicated they would attend again in the future.

Adult Learners Week 2002 was celebrated from 2-8 September, and emphasised the themes 'Share the value of learning' and 'Never stop learning'. It was funded jointly by the Commonwealth and State governments. Particular emphasis was given to adults who were already involved in community education programs, those who had never participated in adult learning, and men aged 45 years and over.

Events included a Statewide awards program and shopping centre displays. In addition, grants were made to 29 community organisations, including telecentres, for associated activities.

## Output 4: Employment programs

The purpose of Output 4 is the development, promotion and strategic management of employment services. The role of the Department is to improve the employment environment in Western Australia through initiatives that assist job seekers, industry and the community.

TABLE 14: OUTPUT 4: EMPLOYMENT PROGRAMS, 2002-2003

	2002-2003 Target	2002-2003 Actual
<b>Quantity</b>		
People assisted through employment strategies <sup>(a)</sup>	45 000	46 847
People supported in apprenticeships and traineeships <sup>(b)</sup>	19 000	23 773
People assisted through Regional Forest Agreement Workers Assistance Package <sup>(c)</sup>	600	677
<b>Quality <sup>(d)</sup></b>		
Under review		
<b>Timeliness</b>		
Labour market programs are funded annually at commencement of financial year	Yes	Yes
<b>Cost</b>		
Average cost (\$) per person assisted through employment strategies	336	348
Average cost (\$) per person supported in apprenticeships and traineeships	352	351
Average cost (\$) per person assisted through Regional Forest Workers Assistance Package <sup>(e)</sup>	26 667	20 917

(a) This figure is a combined count from all employment programs and activities and may include people who receive assistance from more than one of the services offered. The aim of Employment Services is to maximise employment opportunities for Western Australians by creating more employment opportunities for clients and assisting them to become more employable. Those who are not placed directly into employment, education, and training continue to be provided with assistance to minimise the likelihood of their becoming long-term unemployed.

(b) This is an estimated point in time figure for 30 June 2003. The number of people supported in apprenticeships and traineeships includes those on suspension on that day, in order to achieve consistency with national data collection standards.

(c) The Department will manage the Regional Forest Agreement Workers Assistance Package from 2001-2002 to 2004-2005, with a total budget of \$30.6m. The package assists workers in the native forest hardwood timber industry who are affected directly by the government's *Old Growth Forest* Policy and includes redundancy payments, relocation allowances, re-skilling and retraining initiatives.

(d) An appropriate quality measure is to be developed in this output. For information on quality measures associated with apprenticeship and traineeship training, see Output 3.

(e) 677 workers have received some form of assistance through the program. An average top-up redundancy payment of \$20 917 was made to 230 workers in 2002-2003.

Employment services are provided by the Department and private providers.

Eligibility for access to employment services funded by the Commonwealth is, in general, restricted to job-seekers who are receiving income support. The service providers are paid mainly for securing job placements and this reinforces the role of the Commonwealth in providing short-term solutions to the issue of unemployment. In this State, the consistently low unemployment rates and the need to ensure that economic growth is not hindered by skills shortages mean that the Department concentrates on improving the employability of all Western Australians rather than providing employment placement solely for the unemployed.

A number of features distinguish the WA labour market from the national market, including:

- an unemployment rate that is usually below the national mean. In May 2003, the State's unemployment rate of 5.7 per cent was the lowest in Australia;
- a high labour force participation rate: the 2002 rate of 66.5 per cent was 2.8 percentage points above the national mean;
- a consistently lower proportion of long-term unemployed. In 2002, 20 per cent of unemployed Western Australians were classified as being 'long-term' unemployed, compared with the national proportion of 25 per cent; and
- a lower-than-average full-time youth unemployment rate. The State's annual mean youth unemployment rate was 20.7 per cent in 2002, compared with the national mean of 22.5 per cent.

The Western Australian labour market performed relatively well in 2002-2003, despite a number of domestic and international factors that weighed heavily on the broader Australian economy, including the drought, the decline in international travel associated with the Iraq war and SARS, and the downturn in the United States economy. Unemployment rates were consistently below 6 per cent and record employment levels (particularly in terms of full-time jobs) were achieved.

Consistent with international trends, the major challenges facing the local labour market include:

- meeting the demand for new skills driven by technological advances, industry restructuring and changing employer requirements;
- assisting the most marginalised workers in a rapidly changing world of employment;
- responding to underemployment, unemployment and long-term unemployment, particularly in the context of disadvantaged groups;
- maximising employment opportunities in a globally competitive economic environment; and
- managing an ageing workforce and tightening labour market.

## **Employment Directions Strategy**

In response to an ALP election commitment to reassess government labour market programs, an internal review by the Department led to the development of the Employment Directions Strategy, which represents the most significant change to the State's employment services in nearly 20 years and provides the policy framework for the Department's employment initiatives. It involves a change from delivering employment placement programs to

providing regionally-based services to help people and communities to determine their own futures by enhancing their employability and supporting entrepreneurship.

‘Employability’ refers not only to the skills needed to get a job but also to an individual’s long-term capacity to build a career and succeed in a dynamic labour market. It implies qualities of resourcefulness, adaptability and flexibility.

The Employment Directions Strategy replaced the State Employment Assistance Strategy in January 2003. More than 40 000 job-seekers were assisted by both initiatives during 2002-2003.

The Employment Directions Network is a major component of the strategy and provides a single point of communication in each region for all employment-related matters, including programs to develop employability and enterprise skills, support for the development of new and emerging industries, and local area initiatives to improve the identification of employment opportunities.

Forty such projects were funded through the Network in partnership with the community. Services were provided to a range of clients including young people, immigrants, Aboriginal and Torres Strait Islander people and ex-offenders.

Ninety-seven community-owned and managed telecentres were linked to the Network, enabling people in rural and remote areas to get advice and referrals on employment and training.

## **Apprenticeships and traineeships**

Apprenticeships and traineeships, like other forms of employment-based training, are a priority for training systems, as they provide people with skills that are consolidated in the workplace, as well as valuable employment experience.

The Department administers 56 different kinds of apprenticeship and over 330 traineeships across many industry areas through its Apprenticeship and Traineeship Support Network.

There were a record 23 773 apprentices and trainees in June 2003, compared with 21 468 in June 2002. An estimated 43 per cent, including 668 school-based trainees, were 19 or less years of age.

TABLE 15: APPRENTICES AND TRAINEES BY JURISDICTION ('000), AUSTRALIA, DECEMBER 2002

	WA	NSW	Vic	Qld	SA	Tas	Act	NT	Aust
In training	22.7	109.8	128.4	62.7	30.1	13.0	4.2	2.4	373.3
Commencements	16.7	73.8	90.7	47.4	20.6	9.0	3.6	2.0	263.8
Completions	7.2	31.8	30.3	23.9	12.3	5.4	1.9	1.1	113.9
Cancellations/withdrawals	5.4	29.0	30.7	18.6	6.3	2.4	1.9	1.1	95.4

Source: National Centre for Vocational Education Research, Annual Apprentice and Trainee Statistics (2003)

While WA accounted for only 6.4 per cent of all apprentices and trainees in December 2002, the number in training at that time (22 700) already represented a very significant improvement over the 1996-2001 mean of 18 400.

In accordance with an ALP election commitment to increase apprenticeships and traineeships by 800 places between 2001-2002 and 2004-2005, a third of them in regional areas; the Department achieved an additional 1 001 apprentice and 5 633 trainee commencements compared with the base year of 2000-2001, with almost a third of them in regional areas. The target increase in public sector traineeships was 500 over four years: 445 were established in two years.

The Aboriginal School-based Traineeship program is a joint school-to-work transition initiative of the Department, the Commonwealth Department of Employment and Workplace Relations and the Aboriginal and Torres Strait Islander Commission. It began in 1998 and in 2002-2003 supported 1 295 apprentices and trainees; including 438 school-based trainees, who attend school for three days each week to complete year 12 and obtain a WA Certificate of Education.

The *Building Skills* policy was introduced in October 2002. It requires 10 per cent of labour hours on government-funded construction projects valued at \$2m or more to be allocated to the employment of apprentices or trainees. It was applied to 21 projects, with 146 apprentices and two trainees being nominated to meet the training hours obligation.

The *Priority Access* policy requires contractors to the State government to demonstrate, through an assessment process, that they are committed to training their employees. During 2002-2003, an estimated 92 apprenticeships and traineeships were created as a direct result of this policy.

## Workers Assistance Program

The Workers Assistance Program is part of the State government's *Old Growth Forests* policy for restructuring the native hardwood industry. Over the period 2001-2005, the Department is assisting eligible workers with post-redundancy support, top-up redundancy payments, mortgage and rent assistance, training, wage subsidies and relocation allowances.

Since the program commenced in July 2001, 677 clients have registered for assistance through the Program, as at 30 June 2003. Of these, 481 were eligible and have been paid top-up redundancy payments and have accessed the full financial support package. As at 30 June 2003, of those looking for work, 183 displaced workers had accessed full-time employment, 33 were in part-time employment, 72 were self-employed, 88 were in casual or temporary work and 60 were in the process of seeking employment. In addition, 13 were undertaking full-time training, 35 had retired or were receiving disability pensions, and 38 indicated they were not seeking employment due to illness, home duties/child care or holidaying. The average top-up redundancy payment in the 2002-2003 financial year was \$20 917 paid to 230 workers. In addition, 339 workers also accessed support services at an average cost of \$3 406.

Workers are eligible for assistance over a two-year period from the date of their redundancy.

## **Career Restart**

The Career Restart program provides specialised counselling and job placement services for workers involved in large-scale redundancies and provides a model for local intervention strategies when redundancies and retrenchments occur. Since 2001, the program has assisted employees of Ansett, James Hardie, Harris Scarfe and Sons of Gwalia.

## **Community relations**

A major communications strategy was implemented in 2002-2003 to increase the number of apprenticeships and traineeships. Its central messages were:

- apprentices and trainees are vital to secure the future skills base of industry: *Investing in Western Australia's future — employ an apprentice or trainee.*
- good corporate citizens employ apprentices and trainees: *Give a young person a start in a worthwhile career.*

Materials were developed to target employers who had never employed or had ceased to employ apprentices or trainees, jobseekers, students and teachers. A small press campaign was conducted in October 2002, encouraging employers to take on apprentices and trainees.

The Apprenticeship and Traineeship Support Network was promoted heavily.

The establishment of the EDN centres was supported by a branding and marketing campaign to ensure that a wide range of customers was aware of the new services. The campaign included support materials for each of the centres, specialist projects and Job Network

projects; workshops on networking in local areas; and advertising and media releases in community and regional newspapers to coincide with the opening of the centres.

Distribution of promotional materials to libraries was commenced.

In cooperation with the Small Business Development Corporation, the Department's Small Business Smart Business strategy was marketed directly to home-based businesses, using local government, the Department of Consumer and Employment Protection, Business Enterprise Centres and telecentres. It was supported by a small press campaign in April 2003, when a new funding round was announced.

A new brochure on Profit from Experience was produced and distributed to all EDN centres for use by their major stakeholders and telecentres. A small press campaign in suburban and regional newspapers supported distribution of the brochure.

## Education around the districts

This section provides information on government schooling in the education districts.

### Albany

The Albany district contains 28 government schools: three senior high and one high school; two district high schools; a campus of the WA College of Agriculture and an agricultural school; 18 primary schools; and two education support centres. There are 10 pre-primary centres. Of the 7 500 government school students, 6.4 per cent are Aboriginal. Ten independent schools enrol some 1 500 students.

The district's mostly long-established schools are supported from the city of Albany, which is the main administrative centre of the Great Southern region. The northern schools in the district cater for well-established farming communities, with Kojonup and Gnowangerup as major centres. Closer to the south coast are the schools around Mount Barker, the centre of one of Australia's fastest-growing premium wine industries. In the west is the Walpole-Denmark area, which lies between the coast and large tracts of natural forest, while in the east the Stirling Ranges and a rugged coastline inhibit settlement.

Albany students reach consistently high standards in external assessments, including the Tertiary Entrance Examinations, and in the 2002, 97 per cent of students at North Albany Senior High School achieved Secondary Graduation, while 91 per cent of students at the Albany and Mount Barker senior high schools did so. In national literacy and numeracy testing, the district's year 7 boys equalled – and the girls exceeded – State means. Other students and teachers have also performed well at the national level. For example, Ben Fitzpatrick, a year 12 student at North Albany, won the physics gold medal at the 2002 Rio Tinto Australian Science Olympiads – after winning the gold for biology in 2001.

Gnowangerup District High School, with some 150 students, showed that schools in the more remote parts of the district were well served by their teachers: in 2002, a year 6-7 teacher, Joanna Hull, was awarded a \$5 000 Sangora scholarship for excellence in teaching; a secondary teacher, Fiona Nicholas, was chosen to represent WA at the National Democracy Conference in Canberra and, with a colleague, Michelle Houston, was asked to present at the National Conference in Melbourne in 2003; and a senior teacher, Andrew Moore, is managing the WA schoolboys' water polo team and the Australian schoolboys' team that will travel to New Zealand and South Africa during 2003.

Major priorities included Aboriginal education and information technology, with six schools joining the 100 Schools ICT project.



The Curriculum Improvement Program (CIP) and outcomes-based assessment and reporting continued to expand and are being given particular attention by district support staff during 2003. The district's student and staff health and well-being project is being replicated in other education districts.

On Monday, 16 April 2002, 400 students and their parents marched from the old (1915) primary school to a new, state-of-the-art school co-located with Albany Senior High School. The building of the new primary school, shown at right, coincided with major renovations, construction and site works at the senior high school.



The combined cost of \$11.5m was the largest expenditure in the district for many years.

## Bunbury

The Bunbury district consists of 26 primary schools, five senior high schools, three education support facilities, a district high school, a years 7-9 community college (Eaton) and a campus of the WA College of Agriculture at Harvey. Government schools enrol almost 13 000 students (1 722 pre-compulsory, 6 455 primary and 4 641 secondary), of whom 672 (5.2 per cent) are Aboriginal.



*Eaton Community College*

While enrolments at most schools are relatively stable, areas to the immediate north and south of Bunbury city are undergoing rapid population growth, leading the district to review existing provisions.

In 2002 WALNA testing, year 7 students achieved better-than-expected results in reading, writing, spelling and mathematics and demonstrated marked improvement over their year 3 performance in 1998. In 2002, 96 per cent of year 12 students achieved Secondary Graduation.

One measure of schools' ability to engage students with challenging behaviours is to examine trends in suspension data. In 1999, there were 740 suspension incidents in district secondary schools, and this was reduced to 199 in 2002. A similar pattern has emerged in primary schools and this trend can be attributed in part to whole-of-district strategies that include collaborative problem-solving workshops and individualised support strategies.

While the retention rates from years 8-12 are improving (57 per cent in 2002, compared with 53 per cent in 1996), further improvement is expected.

Capital works activity included completion of Eaton Community College, which opened with over 350 students in February 2003, and upgrading of administration to Newton Moore Senior High School and the Capel and Allanson primary schools, a technology and enterprise centre at Bunbury Senior High School and library improvements at Collie Senior High School.

## **Canning**

In 2003, the Cannington education district was renamed 'Canning' to reflect a regional rather than a suburban identity. No changes were made to the boundaries of the district, which takes in much of the south-east metropolitan area, from the Swan River to the Serpentine.

Canning is characterised by a high proportion of rental accommodation and relatively low mean family incomes. One-third of the residents were born outside Australia. There are 6 800 Aboriginal people, including 1 800 of school age.

Eighty-two government schools enrol over 30 000 students and employ 2 500 teachers.

The population of newer suburbs is growing rapidly: for example, Campbell Primary School at Canning Vale, which opened in February 2002 with 250 students, now has more than 650 and another primary school will be opened in Shreeve Road, Canning Vale in 2005. An 8-12 school at Canning Vale will open in 2004 with an estimated 500 years 8 and 9 students, and it is expected to provide for 1 500 students in permanent accommodation across all years by 2008.

Current improvement priorities include Aboriginal education and the performance of Aboriginal students, inclusive schooling, pathways for 15-19 year olds, student and staff health and well-being, and school performance information.

Four schools are participating in a national trial, funded by the Commonwealth Department of Education, Science and Training (DEST), of the Innovative Designs for Enhancing Achievements in Schools (IDEAS) program. They are undertaking an 18-month process of revitalisation, involving workshops, on-site consultation and special resources. The trial will be evaluated by DEST in October 2003 to determine whether the program should be expanded to take in all jurisdictions.

Since 2001, K-3 teachers and principals at seven schools have been involved in a Quality Teacher Program project aimed at promoting best practice in early childhood education using a team approach.

Teachers in the district were recognised for their fine work, including the outstanding non-Aboriginal educator awarded to Jo Stephens, Gwynne Park Primary School, at the 2002 Aboriginal Education Awards of Achievement, and a National Excellence in Teaching Award to Bill Johnstone, Thornlie Primary School, in 2003. Forest Crescent Primary School won a National Literacy and Numeracy Award, and Dorothy Ruben, Gwynne Park Primary School, received a Centennial Medal.

*Sevenoaks Senior College*

In January 2003, air quality monitoring showed elevated levels of lead at Forrestdale Primary School as a result of emissions from a nearby waste treatment plant. The district acted in consultation with the local community to ensure that no students would be placed 'at risk' or their schooling disrupted by the temporary relocation of the school elsewhere. With the support of the community, staff and students, the school was able to open for the 2003 school year.



In May 2003, the district education office relocated from Albany Highway, Cannington to the Sevenoaks Business Centre (formerly the Australian Taxation Office). This change will accommodate growth in the district office and enable it to offer better programs and support services to schools.