

Esperance

The town of Esperance is located 725 kilometres south-east of Perth. It is the centre of the Esperance education district, which covers about 162 000 square kilometres and extends from the Southern Ocean in the south to the South Australian border in the east, Ongerup in the west and Norseman in the north.

Twenty government schools (15 primary, three district high, one senior high and one education support centre), which enrol 3 400 students, including 272 Aboriginal students, are widely dispersed throughout the district.

Major industries include mining, agriculture, tourism and, more recently, aquaculture. Communities support a wide variety of service, sporting and issues-based clubs and groups.

Pristine environments, many of which are unique, provide opportunities for student exploration: the Fitzgerald Biosphere (one of the most diverse in the world), the Recherché Archipelago, and the Lake Warden and Lake Gore wetlands, which are listed in the Ramsar Convention on Wetlands.

Cull Island from Dempster Headland, Esperance

Some 330 teachers are employed, with approximately 20 new graduates entering district schools each year. Providing support for new administrators is a priority for district office staff and experienced principals.



Andy Maccan of Esperance Senior High School was awarded a 'Recognition of Outstanding Contribution' by CALM for his contribution to its Bushranger Cadet program.

During 2002, Esperance students were recognised for a range of achievements. Bradley Smith of Esperance Senior High School was awarded a Curriculum Council Certificate of Distinction in Geography, students from Esperance Senior High School won State and national finals in the social sciences division of the Tournament of Minds, agriculture students at the school were runners up for the Schools Secondary Trophy at the Perth Royal Show, Mickey Schultz of Norseman District High School was a finalist for the Youth Minister's Positive Image Award, and Jerramungup District High School students won the Electric Car Challenge, beating senior high school, university and corporate entries from across the State.

Dedication and enthusiasm in schools resulted in significant progress with the Curriculum Improvement Program. The district curriculum team supported the program through the

development of software to assist teachers with classroom planning. Teachers throughout Western Australia are now using this program.

Schools continued to look at innovative ways of catering for diversity and engaging and retaining students. Esperance Community College is the result of a successful partnership between the Department of Education and Training, Esperance Senior High School, the Esperance campus of Curtin University and the Shire of Esperance. These agencies are now planning a new educational precinct in which resources and facilities will be shared. Linking of the campuses has already resulted in improved educational opportunities and retention rates for 15-19 year olds in the district.

Most schools completed the Our Story modules, which are designed to improve staff understanding of and ability to provide for Aboriginal learning styles, and Esperance Senior High School has become part of the Creating the Dream program, which seeks to improve outcomes for Aboriginal students.

Local area education planning commenced in the Ravensthorpe, Jerdacuttup and Hopetoun areas as a result of the proposed Ravensthorpe nickel mining operations, while Varley Primary School was closed due to falling student numbers.

District priorities included continuing with the Curriculum Improvement Program, building the capacity of schools to prevent and manage disruptive behaviours, promoting inclusive practices in schools, developing effective partnerships with other agencies to provide for students, and working with schools to enhance school self assessment, school improvement planning and school reporting.

Fremantle-Peel

The Fremantle-Peel district was formed by the amalgamation of the two coastal districts in January 2003 and stretches from Rottnest Island to Dwellingup in the south-east, Waroona in the south-west and North Fremantle in the north. It is administered from Beaconsfield and Mandurah.



Rockingham Lakes Primary School

The 133 government schools, which enrol 57 000 students (of whom 1 900 are Aboriginal), include 93 primary schools, 15 senior high schools, 14 education support centres, three high schools, three education support schools, two language development centres, one district high school, a senior

college (Mandurah) and a senior campus (North Lake). There are a further 20 000 students at 44 non-government schools.

The district is characterised by wide social, economic, cultural and geographic diversity. There is a strong sense of Aboriginal culture and heritage. Population growth in the south has been strong for many years and the Kwinana area is subject to additional pressures arising from freeway extensions and the proposed Mandurah railway line.

Schools are engaging in innovative practices to enable teaching staff to plan for curriculum improvement, including adjusting their timetables and the length of the school day to allow for collaboration. Some schools have chosen to appoint staff through local merit selection processes to ensure that they match the schools' values and beliefs. Areas of notable progress in schools include greater use of ICT in curriculum development, implementation of the School Information System, reporting that reflects outcomes-based education, and behaviour management, particularly in relation to bullying.

District priorities include Aboriginal studies, co-location of educational providers (schools, universities, and TAFE colleges), inclusive education, Curriculum Framework implementation, catering for students at educational risk, and evidence-based decision making. Collaborative drug and alcohol programs involving the Health Department, Police Service and local groups have been run, as have Positive Parenting, and Values and Virtues programs. Combined school and TAFE programs have been initiated, Work Ready transition program for year 10 students and partnerships with HMAS Stirling to re-engage students in learning programs have been implemented, and mentoring sports programs for Aboriginal students have used AFL players as role models. A memorandum of understanding with Murdoch University for sharing of expertise and resources has resulted in courses in chemistry and physics delivered by the university to years 6 and 7 students.

District schools have been successful in National Environmental Excellence Awards, National Ministers' Awards for Outstanding Contributions to Literacy and Numeracy, National Teaching Awards and Innovation in Teaching Awards.

Goldfields

The Goldfields education district covers approximately a million square kilometres and stretches from Southern Cross in the south to Wiluna in the west, Wingellina in the east and Kiwirrkurra in the north. The regional centre is the city of Kalgoorlie-Boulder.

The diverse economic base is dominated by the mining, pastoral and tourism industries and a buoyant mining sector has led to an increase in the population of the city.

The district contains 38 government school facilities, including a dual-campus senior high school in Kalgoorlie, three district high schools, 12 primary schools, 13 remote community schools (10 of them in the Ngaanyatjarra Education Area) and three annexes, two education support centres, a camp school and a School of the Air.

These schools service some 7 000 students, including 1 300 pre-compulsory, 3 857 primary and 1 800 secondary students. There are 1 583 Aboriginal students, who make up about 23 per cent of enrolments.

The district's priorities include implementing the Curriculum Improvement Program; Aboriginal education, with particular attention to participation, attendance and Secondary Graduation; addressing the needs of students at educational risk; improved health and well-being; and implementing the School Information System, with the Administration module being introduced to all city and north country schools and three remote schools.

In conjunction with the Ngaanyatjarra Education Area (NEA) Council, the district office is reviewing secondary education in the NEA and developing a curriculum initiative based around language and culture.

Wiluna Remote Community School

Kiwirrkurra Remote Community School (RCS) reopened with upgraded facilities, following the 2001 floods. Patjarr annexe, located 200 km north-west of Warburton, opened with two teachers.



Evonne Brown of Wingellina Remote Community School was named outstanding non-Aboriginal teacher and the Mount Margaret RCS committee outstanding ASSPA Committee in the Aboriginal Education Awards of Achievement.

Yintarri RCS received an Enterprise and Education award from the Minister for Education and Training for a project to make and market macadamia nut jewellery nationally and internationally.

The Goldfields Leadership Program has addressed the professional development of school administrators. This is of particular importance to those in their first promotional positions who are supporting beginning teachers, as many graduates are appointed to the district.

Eastern Goldfields Senior High School continued to experience a steady improvement in student performance, due in part to the middle schooling and split campus models now in place. In 2002, 97.4 per cent of students achieved Secondary Graduation, compared with 87.8

per cent in 2000. The number of students applying for university entrance increased from 22 to 57 between 2000 and 2002, with two-thirds being offered places in 2002.

Kimberley

The Kimberley occupies an area of more than 400 000 square kilometres in the far north of Western Australia. Most of the 28 000 inhabitants (including 12 000 Aboriginal and Torres Strait Islanders) live in six towns and more than 20 large remote Aboriginal communities. The district education office is located in Broome, which lies some 2 200 kilometres from Perth. It is the region's largest centre and is famous for its pearling industry.

The 4 500 students (784 pre-compulsory, 2 541 primary and 1 199 secondary) are served by 24 schools, comprising 11 remote community, eight district high (including those at Cocos and Christmas Islands), three primary and one senior high school, eight district high schools, three primary schools, one senior high school, a camp school and a School of the Air managed by SIDE. Fourteen students receive home schooling.

Many schools are affected by extreme climatic conditions and are not accessible by road for long periods between November and April. However, no major flooding occurred during the 2002-2003 wet season.

Recent capital works have included a replacement School of the Air, a new post-compulsory building at Kununurra District High School and a covered assembly area at La Grange Remote Community School.

Almost 60 per cent of students are Aboriginal and the incidence of speakers of English as a second language (ESL) or second dialect varies from 30 per cent of enrolments at the primary schools to 36 per cent at Broome Senior High School, 61 per cent at the district high schools and 96 per cent at the remote community schools.



Kalumburu Remote Community School

The district is committed to a two-way learning philosophy that acknowledges and builds on the diverse cultures and strong community links of the Kimberley. Communities expect students to achieve learning outcomes in Standard Australian English (SAE),

irrespective of their home languages or cultural backgrounds. Accordingly, resources and support strategies are directed toward enabling all students to use SAE as their language of learning.

The district office supports schools in addressing the many cultural, social, emotional, psychological and physical factors that affect teaching and learning, some of which demand sensitive intervention. For example, the effect of health factors on children's learning is acknowledged. In particular, otitis media and conductive hearing loss diminish the ability to learn language and achieve acceptable literacy levels. Interagency partnerships have been established to deal with these and other factors that place children's health, well-being and learning at risk. Many schools have totally reshaped their approaches to curriculum delivery and there is now a much more rigorous approach to student performance, school accountability and compliance with systemic and government priorities.

The attendance, retention and participation of Aboriginal students remain major challenges. For example, in 2002 their attendance rates were, on average, about 20 percentage points below those for non-Aboriginal students. However, standard student performance data such as the WALNA, the ESL Bandscales and the Tertiary Entrance Examinations now indicate slow but marked improvement in achievement levels, particularly among Aboriginal students.

In the 2002 WALNA assessment, for example, improvements in the proportion of students reaching or exceeding the benchmark were noted in year 3 writing and spelling, year 5 reading and year 7 writing.

All eligible students at Broome Senior High School achieved Secondary Graduation in 2002 and Georgia Weichart and William Chin were placed in the top two per cent of Tertiary Entrance Rankings and received Certificates of Excellence.

Intensive induction, training and support are vital to the significant number of administrators who are new to the district. Leadership is important as these people start out, particularly in the extremely isolated schools.

Midlands

Midlands, which covers an area of 78 000 square kilometres, is centred on Northam and contains the major regional centres of Northam, Moora and Merredin. It extends from Wundowie in the west to Moorine Rock in the east, Buntine in the north and Mount Walker in the south. The economy is based largely on agriculture.

The 50 government schools, which enrol 6 700 students, include 33 primary, 12 district high and three senior high schools, one campus of the WA College of Agriculture and one

education support centre. A further 900 Midlands students attend six non-government schools. Almost 10 per cent of government school students are Aboriginal.

Much of the district has been affected by drought and this has caused a decline in school enrolments, especially in the north-east, with a consequent reduction in staffing.

Attracting and maintaining staff in rural communities is an issue of concern. Many schools have difficulty in filling part-time teaching positions and attracting relief teachers, making the provision of professional development difficult. On the other hand, a formalised mentoring



program, mainly for new Level 3 principals and run in partnership with the Leadership Centre, has proved successful.

About 45 graduates and 13 new principals were appointed to Midlands schools for 2003. Several of the principals were chosen under the Rural Principalship program.

Goomalling Primary School

Toodyay District High School was awarded the ACHPER Healthy Active Lifestyle Awards Certificate of Outstanding Achievement for Innovation.

Significant capital works included air cooling at the Western Australian College of Agriculture, Cunderdin and Cunderdin District High School; administration and design and technology upgrading at Cunderdin District High; administration upgrading at Dandaragan Primary and Dowerin District High School; and Rural Integration Program upgrading at the Moorine Rock, Westonia and Koorda primary schools. Bodallin Primary School closed on 31 December 2002 because, with declining enrolments, parents sought wider curriculum choice for their children. Eight Bodallin students now attend Moorine Rock Primary School.

The main objective of the district is to deliver quality services to schools so that student outcomes are enhanced, with particular emphasis on Aboriginal education; rural middle schooling by supporting the district high schools in a process aimed at better meeting the needs of 15-19 year olds in isolated rural communities; building the capacity of current and aspiring school leaders to meet the challenges of the new century; guiding schools as they move into Phase 2 of the implementation of the Curriculum Improvement Plan, with a particular emphasis on professional judgement and moderation; helping schools to respond to the demands of challenging behaviours; and improving their ability to provide for all students.

Mid West

The Mid West education district extends from Cervantes in the south to Carnarvon and Burringurrah in the north and Sandstone in the east. It covers an area of more than 500 000 square kilometres and serves communities as diverse as the city of Geraldton – where the district education office is located – wheatbelt areas, fishing centres, mining communities and remote towns and settlements.

Of the more than 50 000 people living in the district, 8 700 (including 2 100 Aboriginal students) attend government schools, and 3 500 attend non-government. Forty-six government schools serve the Mid West: two senior high schools (Geraldton and Carnarvon), nine district high schools, 27 primary schools, three remote community schools, two Schools of the Air, one campus of the WA College of Agriculture, one education support school and one camp school. From March to June, a school operates on four sites on the Abrolhos Islands.



WA College of Agriculture, Morawa

Aboriginal education is a district priority, and teachers are encouraged to recognise the importance of cultural sensitivity in providing for Aboriginal students and implementing Aboriginal studies. Curriculum improvement is another priority: approaches to teaching that will make outcomes-based education a reality are being introduced, and senior teachers and school administrators are being supported in developing their own understanding of curriculum and conveying it to school staff. Other priorities include inclusive education, and health and welfare.

Efforts are being made to attract teachers to the Mid West district. Extra support is provided to inexperienced and isolated school administrators, and standards of staff housing are being improved by the creation of working partnerships with the Department of Housing and Works, local government authorities and school housing committees.

Robyn Willey, principal of Binu Primary School, was awarded the WA Primary Principals Association Level 3 Principal: Innovation Award at the PPA State conference in June 2003. Jeff Melkert, a teacher at Carnamah District High School, made the Australian final of the

2002 National Excellence in Teaching Awards. Mullewa District High School received the Aboriginal Education Award of Achievement for Outstanding School 2003.

Capital works improvements were provided to the Bluff Point, Binu, Chapman Valley, Cue and Geraldton primary schools; Dongara, Meekatharra and Mount Magnet district high schools; Burringurrah Remote Community School; and Geraldton Secondary College.

Narrogin

The Narrogin district covers the central and upper Great Southern region, an area of about 50 000 square kilometres. The major industries are based on grains, sheep and mining. The major centres of Katanning and Narrogin provide services for smaller towns and medium- to large-scale farms. About 4 800 students attend government schools, including 526 Aboriginal students.

Schools range from the very small (for example, Tincurrin Primary with nine students) through a number of mid-sized primary schools to senior high schools at Katanning and Narrogin. They vary from being more than a century old to state-of-the-art, such as the new Boddington District High School.

The thirty government schools include two senior high, nine district high and 18 primary schools and one campus of the WA College of Agriculture. Schools are staffed by a mixture of teachers with long experience and graduates (33 in 2002) who are new to the profession. Despite a third consecutive year of drought in much of the district, school communities continued to support their schools through fund-raising, voluntary support and advocacy for rural education.

Wickepin Primary School



Schools were recognised for outstanding work, with Broomehill Primary School receiving a Society for the Provision of Education in Rural Australia award for its Smart Start program; Narrogin Senior High School, an Innovations award; East Narrogin Primary School, a Literacy award for its early intervention project; and Narrogin Primary School was runner-up for the Norm Hyde Pastoral Care award. The district received a Health and Wellbeing Award for Partnerships and Services.

Heather Mahar, the teaching principal of the small and relatively isolated Yealering Primary School, received a National Excellence in Teaching State award for leadership and achievement in technology use in primary schools.

District priorities include the Leadership Development Strategy, which supports curriculum change in schools; implementation of the Creating the Vision document's key focus areas to improve Aboriginal Education; and the Health and Well-being Strategy, which addresses the areas of promotion and prevention in particular.

Pilbara

The Pilbara is a remote area in north-western Australia that encompasses 510 000 square kilometres, or a fifth of the State. It has a population of approximately 45 000 people, with most living in Karratha, Port Hedland/South Hedland, Newman, Exmouth or Dampier/Wickham. The economy depends primarily on minerals extraction and pastoralism.



East Munjina Gorge

The district has 30 schools with over 8 000 students, including 20 primary schools, four senior high schools, two education support centres, two remote community schools, one district high school and a School of the Air administered by SIDE. About 24 per cent of students are Aboriginal. There are almost a thousand Department staff in the district, about half of whom are teachers.

The district has a number of priorities designed to help schools improve the education of their students including the Pilbara Schools Leadership Strategy which is intended to help school leaders to manage change processes; initiatives to improve the attendance and retention to year 12 of Aboriginal students; measures to ensure the recruitment and retention of quality staff, include mentoring and internship programs; and the dispersed nature of the district's schools makes the effective use of information and communications technologies essential.

Michelle Saw of Dampier Primary School received a National Excellence in Teaching Award for excellence in creative and innovative primary teaching. Michelle teaches a year 2-3 class where she has spent the past three years of her 24-year career.

Weather in the Pilbara can be unpredictable. When torrential rain isolated Yandeyarra RCS on Australia Day 2003, the 11 staff had to be transported by helicopter from Port Hedland.

Use of videoconferencing as a highly effective mode of communication has continued to expand, with all government schools having access to equipment on-site or in their communities. It enables the widely-dispersed schools to come together for professional development, professional interaction and action learning.

Swan

The Swan education district (1 600 square kilometres) serves the north-east metropolitan area. There are 122 government schools and eight community kindergartens with Department teachers. Swan schools provide for more than 45 000 students with approximately 4 500 teaching and non-teaching staff. There are about 2 500 Aboriginal students.

The demographics of the district are changing rapidly, with extensive housing development around Ellenbrook and Landsdale. Mean family incomes in the district are relatively low, and the ethnic composition of the population is diverse. There is a significant degree of transience among students in some areas, with implications for curriculum provision and student achievement. Other features are the high numbers of Aboriginal and education support (1 100) students. The latter are enrolled in the district's 41 education support facilities, 30 of which are units within primary and secondary schools.



Upper Swan Primary School

During 2002, the staff and students of the East Beechboro and Woodbridge primary schools were relocated because of asbestos risk and ground contamination, respectively. Students from East Beechboro attended neighbouring schools for 10 days in May 2002; and Woodbridge students were moved to temporary accommodation at Midland Primary, where they will remain until a new school on the Woodbridge site is ready for the start of Term 1, 2004.

School upgrading, designed to support best practice in teaching, included major redevelopments at the Mount Lawley, Girrawheen, Hampton and Kalamunda senior high schools. Planning was undertaken for the construction of new primary schools at Midvale, Coolamon, Woodbridge, East Marangaroo and Ashdale Gardens; and the amalgamation of the

Koongamia and Bellevue primary schools, East Maylands and Maylands primary schools, and Woodlupine Early Childhood Education Centre and Woodlupine Primary School.

District priorities included Aboriginal education, improved retention, literacy, numeracy, information and communications technology, and enhanced school environments.

Warren-Blackwood

Warren-Blackwood extends from Busselton in the north to Northcliffe in the south, the Indian Ocean in the west and Boyup Brook in the east. The economy of the district depends largely on dairying, viticulture, timber milling and tourism, and deregulation of the milk industry and protection of old growth forests are causing concern in some communities. Teacher numbers in those schools affected by the Regional Forest Agreement have been guaranteed until the end of 2004.

There are 27 government schools, including 15 primary schools, four district high schools, one high and three senior high schools, two education support centres and two camp schools. The 270 Aboriginal students account for 3.4 per cent of the government school population of 7 900. Thirteen non-government schools provide for a further 2 400 students.

Geographe Primary School



Population increases in Busselton are leading to rapid growth in enrolments at the senior high school. Increases in the Aboriginal population of Manjimup necessitate

extra provisions being made for Aboriginal students.

The Bali terrorist attack in October 2002 had a personal and direct effect on the Busselton community when Busselton Senior High School teacher, Carol Johnstone, was killed and her friend, Connie Watson, also a teacher at the school, was injured.

The district priorities are focused on helping schools to develop constructive relationships with their communities and motivating staff to concentrate on their own improvement through

professional development and reflection. The standards and teacher judgements trial commenced in 16 schools.

Geographe Primary School opened in February 2002 to accommodate additional primary students in the Busselton area. The final stage of Dunsborough Primary School, consisting of pre-primary and specialist classrooms, was completed. A \$1.5m refurbishment program commenced at Busselton Senior High School, and new administration blocks were announced for the Karridale, Greenbushes and Balingup primary schools.

West Coast

With 121 schools catering for some 47 000 government school students, the West Coast education district stretches from Mosman Park in the south to Lancelin in the north and Gingin in the east. It takes in the cities of Perth, Subiaco, Nedlands, Stirling, Joondalup and Wanneroo; the towns of Vincent, Cambridge, Claremont, Cottesloe and Mosman Park; and the shires of Peppermint Grove, Gingin and Chittering and competes strongly with some of the State's leading non-government schools for students.

From the long-established western suburbs to the rapidly expanding north-western corridor to outlying rural areas, the district caters for students from a diverse range of social, economic and geographic backgrounds.

Kinross College, an innovative 6-10 school, enrolled its first students and Shenton College celebrated its official opening.



A major priority in 2002 was the building of inclusive schools and curriculum reform agendas.

Collaborative partnerships were established with West Coast College of TAFE, Central TAFE and Youth Headquarters in an effort to re-engage alienated students; Warwick Senior High School effectively reduced boys' suspension rates by half through the introduction of a

highly successful initiative, Saturday Morning School; and pre-primary-aged triplets were fully integrated at Glendale Primary School despite intensive health care needs that had kept them in hospital for much of the first five years of their lives.

Recognising that administrators have a crucial role in facilitating curriculum change, the district implemented a comprehensive personal development program for principals that featured interactive learning, collegial tasks and the sharing of effective practice blended with peer and self-reflection.

Natasha Pierce of Clarkson Community High School won the 2002 Beazley Medal for VET; Ashleigh Mesch of Duncraig Senior High School was the State's outstanding Aboriginal male year 12 student; Sarah Duyvestyn of Wanneroo Primary School was the first WA national winner in the Nestlé Write Around Australia competition; Churchlands Senior High School year 11 student Archana Haria earned the senior State title in the Rostrum Voice of Youth Speaking Competition; and Balcatta Senior High School won the inaugural Institute of Chartered Accountants Award in Australia's Great Student Debate.

In recognition of his outstanding leadership, Graeme Smith (Duncraig Senior High School) was named Principal of the Year by the Rotary Club of Heirrisson, and Belridge Senior High School English teacher, Donna Gardiner, won a National Excellence in Teaching award.

School support services

Learning and teaching

Curriculum Improvement Program

Implementation of the Curriculum Improvement Program (CIP) encompasses the entire process of introducing outcomes-based education, establishing standards for government schools, ensuring the comparability of results achieved by different classes and schools, devising methods for collecting and analysing student data for school improvement purposes and reporting students' results.

The Curriculum Framework describes essential outcomes for all students and these are of two types: those that all students are expected to achieve (Overarching Outcomes) and those that are more or less specific to one of eight key learning areas (Learning Area Outcomes).

The Outcomes and Standards Framework (OSF) is used by teachers to plan, monitor and report student progress toward the achievement of outcomes.

In 2002-2003, the Department continued with the process of implementing the CIP. It is expected that this process will be completed in government schools by 2005-2006.

District curriculum improvement teams continued to provide a wide range of professional development activities to schools, including network meetings, in-school workshops, whole-school programs on school development days, and seminars and workshops on curriculum improvement.

Up to 2002, the CIP had been concerned mainly with developing teachers' understandings of outcomes-based education. Phase 2, which is now under way, involves promoting teaching methods that are more appropriate to outcomes-based education, developing standards at years 3, 5, 7 and 9, establishing common reporting formats and introducing a systemic approach to professional learning for teachers.

Essential to the success of outcomes-based education is the ability of teachers to make reasoned judgements about student progress and achievement and for these judgements to be comparable among schools.

Another critical factor in the introduction of outcomes-based education is defining the educational standards that all students in government schools are expected to achieve at the different phases of schooling, as described in the Curriculum Framework. All interested groups have been consulted about standards and feedback provided through district forums.

The Standards and Teacher Judgements Trial was conducted in 30 government schools between August 2002 and June 2003. Its purpose was to investigate best practice in making well-moderated and consistent judgements using the OSF and draft standards in English and Mathematics, with a view to its replication across the system.

The Reporting to Parents Project (2002-2003) 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. Seventeen schools participated in the project, which involved interviews with school administrators, teachers and parents; and focus groups of administrators, teachers, parents, and central and district office staff.

Literacy and numeracy

Literacy and numeracy continue to be priority areas for the government school system. Their importance is reflected in the Overarching Learning Outcomes and literacy and numeracy skills are acknowledged as key to the successful achievement of outcomes across the eight learning areas.

Overarching Outcomes 1 and 2 of the Curriculum Framework relate to literacy and numeracy:

- 1. Students use language to understand, develop and communicate ideas and information and interact with others.*
- 2. Students select, integrate and apply numerical and spatial concepts and techniques.*

Getting it Right

The Robson report reaffirmed the view that high standards of literacy and numeracy must be a continuing priority for the government school system and the Getting it Right literacy and numeracy strategy, which involves a State government commitment of \$26m over four years, trains and places specialist teachers in selected primary and district high schools. They support classroom teachers in diagnosing the needs of students who are struggling and provide programs that meet their needs. Getting it Right is also expected to improve the quality of literacy and numeracy teaching in general.

The districts use school performance data and local knowledge to rank all the interested schools according to need, and allocate the Getting it Right teachers accordingly.

While it concentrates on the early years of schooling, the strategy also assists certain groups of older students whose literacy and numeracy levels are lagging behind those of the general

population, including boys, students with language backgrounds other than English, students in rural and remote areas, and Aboriginal students.

A group of 47 literacy specialist and 43 numeracy specialist teachers, representing 50 FTE, is working in 80 primary and eight district high schools during 2002-2003. The next group, representing 70 FTE, will be in schools during 2003-2004, and further additions in 2004-2005 and 2005-2006 will result in a total of 200 FTE in schools by 2005.

Getting it Right teachers receive 21 days of professional development over two years and continuing support from central office curriculum staff. Principals of the schools involved participate in two-day seminars before the specialists arrive to give them a clear understanding of the role of these teachers and what they, as principals, need to do to get the maximum value from the program.

All schools with Getting it Right teachers have to set challenging but realistic targets for improvement and report progress to their Directors, Schools at the end of each year.

An external evaluation of Getting it Right, by the Australian Council For Educational Research, will guide improvements in its effectiveness. The evaluation began in 2002 and a final report will be delivered in June 2005.

Commonwealth Literacy and Numeracy Program

The Commonwealth Literacy and Numeracy Program (CLNP) operates in schools that serve communities with the largest proportions of students at risk of not achieving successful outcomes in literacy and numeracy. The aim is to improve these outcomes measurably and to support the national literacy and numeracy plan.

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

In 2002, funds totalling \$7.4m were allocated directly to 360 government schools under a formula based on their index of socioeconomic disadvantage and P-10 enrolments. A weighting of 1.5 applied to years 1-3 enrolments to reflect the Commonwealth requirement that greater emphasis be placed on the early years of schooling.

Schools that received CLNP funding were accountable to their Director, Schools for improvements in literacy and numeracy performance achieved as a result of the programs they had put in place.

Commonwealth funds (\$4m) were also used by central office to provide in-school support for mainstream teachers with significant numbers of students from language backgrounds other than English, including Aboriginal students speaking non-standard dialects of English.

Other systemic initiatives, funded at least partly through CLNP, included Literacy Net and Numeracy Net, Reading Recovery, and the Retention and Participation Project (RAPP).

In all cases, Aboriginal students, ESL students, students with learning difficulties and low socioeconomic status students received particular attention.

Tenders were called for an evaluation of CLNP to determine how effective schools had been in their use of Commonwealth funds to improve literacy and numeracy achievement.

Literacy Net

The P-10 Literacy Net program was developed to help teachers identify and support students who were not meeting the national literacy benchmarks. The Net was developed in two phases, P-3 and 4-7, with professional development support being provided by district staff during 2000 and 2001. Responses from teachers led to the development of a single K-7 Net in 2002, with links to the English learning area strands and sub-strands.

During 2003-2004, the K-7 Net is being introduced. This supports continuous monitoring of students' progress in critical aspects of reading, writing, speaking and listening, and specifies expectations for each year level so that teachers can make their judgements against known and agreed standards. It is also used to assess literacy progress among Aboriginal students, supported under the National Indigenous English Literacy and Numeracy Strategy.

Numeracy across the Curriculum

The numeracy requirements of schooling extend beyond mathematics: students cannot achieve acceptable outcomes in any of the other learning areas without being able to think mathematically in a world composed of patterns, numbers, shapes and dimensions. A Commonwealth-funded research study into the numeracy demands of the primary curriculum was conducted by the Murdoch University Centre for Learning Change and Development in 18 government and non-government schools during 2002.

Being numerate involves more than knowing the rules of mathematics: students must also have the confidence and willingness to use numbers with ease. The Robson report support for teachers in diagnosing and remediating numeracy problems and two resources that enhance teachers' ability to ensure that all students learn mathematics well have been under development by the Department for some years: First Steps in Mathematics and Numeracy Net.

First Steps in Mathematics

First Steps In Mathematics (FSIM) provides the professional knowledge and resources teachers need to make better decisions in the classroom. It develops their understanding of mathematics, how best to teach it and how to determine whether students have learned what has been taught. An introduction to FSIM and number materials will be published in January 2004.

Getting it Right numeracy specialist teachers, using draft FSIM materials, reported that the materials enhanced their ability to diagnose and address students' difficulties significantly.

Numeracy Net

Numeracy Net is used to identify students who need help with specific aspects of mathematics. An introduction to the K-7 Net was piloted in the Swan, Goldfields and Kimberley education districts during 2002 and enabled teachers to understand the relationships among the Outcomes and Standards Framework, FSIM and the K-7 Numeracy Net.

Implementation of the Numeracy Net was delayed until it was clear that it would not be affected by changes to the Literacy Net, so it is not yet widely available. However, schools with Getting it Right specialist teachers used it to set targets for improvement; and Early Literacy and Numeracy (ELAN) teachers, who work in schools to improve the literacy and numeracy outcomes of Aboriginal students in the early years of schooling, reported progress in relation to Commonwealth government targets with the Numeracy Net.

Parent information

With Murdoch University, the Department won a Department of Education, Science and Training contract in October 2001 to produce brochures and posters for parents about the importance of numeracy. They will be distributed to schools throughout Australia in second semester 2003.

English

In K-10, the English learning area is taught as an entity, while in years 11 and 12, students may choose English, General English, English Literature or English as a Second Language to meet the literacy requirements for Secondary Graduation.

However, whether it is considered as an entity or one of several specialisations, the purpose of the learning area remains the same: to develop students' *functional* (ability to use English to communicate) and *critical* (ability to examine the effectiveness of English in communicating)

literacy skills. They learn to understand and comply with those conventions of Standard Australian English that are valued and rewarded by society, and to reflect on and analyse their own use of language and that of others.

Our Youth, Our Future confirmed the compulsory nature of English studies in years 11 and 12, and a new course of study has been drafted and is undergoing a six-month consultation process.

Draft standards for English at years 3, 5, 7, and 9, referenced to existing frameworks, were prepared and common assessment tasks and annotated student work samples supporting the draft standards were validated by experienced teachers. The standards describe what the students should know and be able to do by the end of particular phases of schooling, and indicate what the Department believes is sufficiently good performance for progress to the next phase of schooling. They are derived from and expand upon the National Literacy Benchmarks.

Trialling of the standards was completed in June 2003 and is expected to assist the development of Department policy on student achievement.

Mathematics

The Mathematics learning area, which is composed of Number, Space, Chance and Data, Measurement and Algebra strands, is taught as an entity to year 10. TEE students may study specialisations – Calculus, Discrete Mathematics and Applicable Mathematics – while less-challenging options are available in the form of wholly-school-assessed subjects (WSA).

The trial of draft standards in mathematics operated in 13 schools in the Perth and Pilbara districts and Estill and Associates, in conjunction with Murdoch University, has been contracted to evaluate the Perth district trial: a report is expected to be released in August 2003.

The new mathematics courses of study for years 11 and 12 will be ready for initial consultation in 2004.

Science

The Science learning area, which is composed of Investigating Scientifically, Life and Living, Earth and Beyond, Energy and Change, and Natural and Processed Materials strands, is taught as an entity to year 10. TEE students may study specialisations – General Science, Biology, Human Biology, Physics and Chemistry – while less-challenging options are available in the form of WSA subjects.

In primary schools, science concentrates on inquiry processes and conceptual understandings that are important for developing scientific literacy, stimulating students' curiosity by engaging them in activities relating to their daily lives. As students move through the year levels they are guided by teachers in investigations that lead them to, recognise patterns in the changes they observe and to make generalisations.

The Curriculum Council has developed progress maps for science outcomes based on the OSF. In late 2003, the MCEETYA Primary Science Assessment Project, which will measure the level of scientific literacy of year 6 students across Australia, also draws on the progression of outcomes described in the Framework.

During 2002, teachers of primary science continued to explore the potential for information and communications technologies to support student learning, and professional development was provided for over 100 teachers in eight primary schools who were involved in the Fremantle Application Server Provider (ASP) trial.

Science in years 8-10 emphasised scientific literacy, building on children's learning in primary schools to establish understandings of the concepts and models needed to explain observations, patterns and generalisations.

The Department was heavily involved in the development by the Curriculum Council of new courses of study for years 11 and 12 - Chemistry in 2002, and Physics, Biology and Human Biology in 2003.

In terms of partnerships with external organisations, the Department:

- strengthened its relationship with Scitech Discovery Centre in West Perth and increased the number of teachers seconded to the Centre to improve its capacity to stimulate student interest in science and support primary teachers;
- formed a partnership with the [Gravity Discovery Centre](#) at Gingin, which is to be opened in November 2003. A professional development session was held at the site in June 2003 and a Department teacher will begin to design educational programs and provide professional development from the beginning of Term 3, 2003;
- in conjunction with the Centre for Learning Technologies, a multimedia company associated with the University of Western Australia, bid successfully for a contract to develop interactive science learning objects for the Le@rning Federation. Work on this initiative began early in 2003; and
- began to collaborate with the Malaysian Ministry of Education in supporting the delivery of science education in primary and secondary schools in WA and Malaysia. A delegation

of science educators from the Malaysia visited the State in May 2002. This led to a linking of individual schools so teachers could plan collaborative science projects, and students could interact as they conducted joint scientific investigations. A Memorandum of Understanding is being negotiated to strengthen the partnership.

A professional development program, trialled by the Department in 2001, was reviewed by Edith Cowan University. The program integrated the use of curriculum materials and participatory inquiry processes by teachers to engage year 9 students in meaningful and challenging science learning experiences related to the Working Scientifically and Energy and Change outcomes. In its report, the university commended the way in which the program had helped teachers to adapt to outcomes-based education.

During 2002, five government schools participated in the trial of a DEST-funded pilot science professional development program based on this initiative. The Collaborative Australian Secondary Science Program was managed by the Curriculum Corporation and, in May 2003, a report on its outcomes was prepared for DEST by the Corporation.

Society and Environment

The Society and Environment learning area provides students with the knowledge, skills and values to participate effectively as informed citizens in a rapidly changing world. Knowledge is developed that enables them to understand their world through its geography, cultures, use of resources, and political and legal systems in the past, present and future. Students also learn skills of social inquiry to assist them to become more constructive members of society. The values of social justice, democratic process and ecological sustainability are explored and practised, enabling students to better exercise personal judgement on moral and ethical issues.

Society and Environment is studied as an entity in K-10, but in years 11 and 12 individual social sciences – Economics, Geography, History, Ancient History and Political and Legal Studies – are offered as Curriculum Council-accredited subjects, and Australian Studies and Practical Geography are available as WSA courses.

The number of students selecting Society and Environment TEE courses in 2002 remained relatively stable, but WSA course enrolments fell.

As a result of the post-compulsory review, work began on the development of the new year 11-12 course in Geography in 2002, and History and Economics in 2003.

One of the National Goals for Schooling in the Twenty-first Century is that students 'be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life'. Government schools continued to participate in the second round

(2001-2004) of the nationally-funded Discovering Democracy project, which is intended to improve political literacy among primary and secondary students.

Fifteen government schools are being provided with up to \$7 500 each to develop whole-school approaches to civics and citizenship education between 2001 and 2004. These projects develop structures for informed and participatory decision making by students and foster students' interaction with local community service groups.

In 2004, MCEETYA plans to begin a national program of sample testing of civic and citizenship understandings among students in years 6 and 10. Trialling of the test instruments is to be undertaken late in 2003.

The Department participated in the development of the draft State Sustainability Strategy; reviewing, refining and redrafting those sections that referred specifically to sustainability education in the formal school curriculum context and to school gardens, facilities and design. It is also a member of Environment Australia's National Environment Education Network, which is examining a proposal to fund the extension of the Sustainable Schools Project from NSW and Victoria to WA.

It also worked with other government agencies, such as the Department of the Environment and CALM, to produce a draft environmental education strategy. Following its involvement in 2001 in the mapping of the place of environmental and sustainability issues in curriculum, the Department, through the National Environment Education Council, is now involved in the development of a national policy on environmental education.

Partnerships between the Department and other agencies promote and support environmental education programs and materials development. For example, the Water Authority's Waterwise Schools; the Chamber of Minerals and Energy's extensive education program; the Department of the Environment's Waste Wise, Air Watch and Captain Cleanup; and the Waters and Rivers Commission's Ribbons of Blue and Water Watch. Outcomes have included enriched learning opportunities for thousands of students at more than 300 government schools.

The [Access Asia](#) initiative continued to assist teaching and learning about the cultures that make up the Asian region. The State network expanded to include 387 government schools in 2002. Over 1 100 teachers received associated professional development, including those in isolated areas who were reached through Westlink transmissions.

Four teachers received Teacher In-country Fellowships and spent three weeks in India, Japan and China teaching in schools and engaging in cultural studies. In partnership with Discovering Democracy, a two-day teacher conference in November 2002 explored the theme of global citizenship.

Languages other than English

Apart from education support schools and centres, in which Languages other than English (LOTE) studies are optional, all government schools offer one or more of what are designated as 'priority' languages (Aboriginal languages, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Thai and Vietnamese). In 2002, Indonesian and Italian were the most widely studied, followed by Japanese and French. There were programs in 28 Aboriginal languages, but no government school offered Korean or Thai.

In primary schools, over 90 per cent of years 3-7 students studied a language other than English. Continued growth was evident in secondary schools, where LOTE was delivered to 8 per cent more year 9 students compared with 2001.

Teacher education programs have been a significant part of the LOTE 2000 implementation process since 1995. The last intensive language course for teachers wishing to re-train to teach a language was conducted in 2002 for 49 teachers of Indonesian, Italian and Japanese. Unlike previous groups, the majority of these teachers had no background in the languages they undertook to study over a period of up to four years. A further 17 teachers, who had completed the intensive courses or who were already proficient in their chosen languages, were provided with LOTE methodology training using the new [on-line course](#) developed under the National Asian Languages and Studies in Australian Schools (NALSAS) strategy.

Opportunities were provided for students and teachers to visit and study in the countries whose languages they were studying or teaching. Scholarships were awarded to 19 year 11 students to travel to China, France, Germany, Indonesia, Italy or Japan, while five teachers completed a language and culture course in Japan and 22 a similar course in Italy. Seven teachers designed and completed their own in-country professional development activities. Unfortunately, security concerns prevented three students and 22 teachers from travelling to Indonesia. Asia-related professional development courses involved 1 100 teachers and in-country fellowships were awarded to four teachers under the Access Asia program.

Scholarships were awarded to seven final-year Diploma or Bachelor of Education students majoring in LOTE. Selection criteria included high levels of proficiency in the languages to be taught and availability for appointment to non-metropolitan schools.

The use of videoconferencing for primary LOTE programs in rural and remote schools was trialled successfully by SIDE and is being extended in 2003.

TABLE 16: GOVERNMENT SCHOOL STUDENTS' PARTICIPATION IN LOTE STUDIES, 2002 ^(a)

Year level	Aboriginal Studies	Chinese	French	German	Indonesian	Italian	Japanese	Auslan	Spanish	Vietnamese	Totals	% of cohort
K	131		14		3	101	42		14		311	1.8
P	129		29	8	119	145	75		4		518	2.6
1	221		97	52	923	1 073	324	9	6		2 716	13.2
2	366		339	102	1 444	1 646	774	15	112		4 798	23.3
3	567	287	2 286	466	5 139	5 279	3 758	8	302		18 102	87.3
4	539	295	2 444	422	5 312	5 344	3 983	17	258		18 635	91.8
5	645	320	2 594	480	5 416	5 249	3 987	21	285		19 017	90.8
6	514	296	2 575	518	5 240	5 074	3 958	24	264		18 476	90.0
7	459	348	2 645	575	5 348	5 360	4 113	20	297		19 190	94.7
8	255	242	2 721	527	3 534	3 936	3 625		89	33	14 978	84.8
9	174	244	2 316	372	2 838	2 760	3 032		92		11 852	64.6
10	89	147	876	300	727	1 352	1 041		27		4 572	25.2
11	28	38	180	65	99	200	205				815	5.4
12	5	69	153	49	99	108	165				649	5.4
Totals	4 122	2 286	19 269	3 936	36 241	37 627	29 082	114	1 750	33	134 629	

(a) Second semester census.

Source: Information Services

Health and physical education

The purpose of health and physical education studies is to improve students' physical fitness and instill habits that will lead them to follow healthy lifestyles during and after their schooling.

Strands in the Health and Physical Education learning area include Concepts for a Healthy Lifestyle, Self-management Skills, Skills for Physical Activity and Interpersonal Skills.

In June 2001, the Premier launched the Physical Activity Taskforce, with the aim of increasing the proportion of the WA population undertaking sufficient physical activity to benefit their health (from 58 to 63 per cent over 10 years). This followed research by the Departments of Sport and Recreation, and Health, in collaboration with the University of Western Australia.

The Department has developed a four-year timeline for implementation of the targets set by the Taskforce.

The Fundamental Movement Skills (FMS) teacher support package supports teachers in planning, teaching and assessing skills such as throwing and catching among K-3 students, and helps teachers to understand the importance of these skills.

The FMS package was developed by the Department and is marketed by Edith Cowan Resources for Learning.

In 2001, the Department and the Department of Health finalised a K-10 teacher resource, *Growing and Developing Healthy Relationships* and, in 2002, an associated professional development course was trialled in the Swan and Cannington districts before being implemented more widely in 2003.

A review of the policy on excursions was conducted and a related review of the health and physical education organisational guidelines is under way to ensure that the information they contain is up to date and complies with industry guidelines: completion is due at the end of 2003.

In collaboration with the Department of Health, the Department operated the Aussie Optimism Program, which aims to prevent children and adolescents from internalising problems such as anxiety and depression.

In 2002-2003, the Department conducted in-term and vacation swimming and water safety classes. The State government pays the costs of instruction at in-term classes for all government primary school students and for non-government primary students in rural and remote areas. Most metropolitan non-government schools also participate on a user pays basis.

During 2002, 144 500 primary students (147 000 in 2001) participated in the in-term program, including 22 500 from non-government schools.

In the metropolitan area, the Department swimming and water safety section organised and operated in-term classes, while at country centres it provided guidelines and support to about 100 principals who coordinated and managed the local classes.

In Term 4, the 12 water safety and survival stages in the in-term program were extended to include a stage for those students who had progressed beyond the Senior Swim and Survive level. The vacation swimming program (Vacswim) continued to operate with 16 stages that included an additional rescue and resuscitation strand.

Vacswim is the largest program of its kind in Australia. The 2002-2003 enrolment of 50 500 was 3.4 per cent below 2001-2002, but the rate of decline has slowed. Fewer enrolments through schools and the emergence of competing programs over the past three years continue to affect Vacswim. Vacswim is funded by an enrolment fee of \$25 per person and \$69 per family.

In 2002-2003, the Department, the Catholic Education Office and the Association of Independent Schools continued to cooperate in the School Drug Education Project (SDEP), which is part of the State Together Against Drugs strategy.

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

The SDEP has initiated action in the following areas:

- Sixteen Regional Organising Committees (ROCs) have been established and funded to address the drug education training needs of teachers and develop regional school drug education networks, which provide local forums for teachers, other school-based staff (including school-based police officers) and groups such as Community Drug Service Teams and Local Drug Action Groups.
- A whole-school approach to drug education in which SDEP provides leadership, planning and implementation training for coordinators; health/drug education professional development for teachers and school health committees (including parents). It also aims to encourage strong links between SDEP schools and regional school drug education networks.
- In Touch – Managing Drug Use Issues in Schools is an early intervention program developed by SDEP in association with Next Step Specialist Drug and Alcohol Services to help school staff manage alcohol and other drug use issues. For 2003, \$120 000 in Commonwealth funding was provided to conduct the program and by December 2003, about 90 government and non-government schools will have received In Touch training.
- In 2001, the Leavers Live project supported communities at Rottneest Island and Margaret River in conducting successful intervention programs for school leavers that included drug-free activities, safe havens and after-hours food supplies. In 2002, it assisted the Kalbarri community. The Leavers Live handbook was circulated to all schools, ROCs, the Police Service and other stakeholders.
- The School Community Grant Scheme (SCGS) was established to allow schools to obtain funds for local school community projects. SCGS is funded by the National School Drug Education Strategy and complements current State initiatives. Up to December 2002, 249 schools in all sectors representing 82 000 students received over \$688 000 to implement drug education programs that were specific to their needs.

In 2000, the Office of Road Safety examined SDEP and recognised the value of the implementation model for road safety education. Acquisition of the skills to walk, ride or drive on WA streets in safety has been a priority in school education for many years and the State's Road Aware program, which seeks to develop *road aware parents* (children aged

under four years); *road aware kids* (children aged from four to 14 years); and *road aware drivers* (youth aged from 15 to 20 years) provides K-9 curriculum resources.

In January 2003, SDEP became aligned strategically with Road Aware, which has enabled road safety education to be introduced into school communities through existing ROC networks. The two projects also share the same management group.

Technology and Enterprise

In essence, this learning area develops students' ability to plan, design, implement and market goods or services and, in doing so, to learn skills and values that they can take with them when they leave school and begin to participate in the market economy that operates in the real world. The Technology and Enterprise learning area comprises Technology Process, Materials, Information and Systems strands K-10. In years 11 and 12, specific subjects, most of which are WSA, are studied.

In 2002, primary schools showed a growing understanding of the integrative nature of technology and enterprise and its ability to allow students to demonstrate literacy and numeracy skills and the importance of adding value in enhancing students' capacity to be innovative, enterprising and creative. For example, the development of a nutritious breakfast cereal by years 2-3 students at Badgingarra, and the making of jarrah products by year 2 East Manjimup students with the help of a local timber mill.

Technology and enterprise learning included exploration of the use of information and communications technologies to improve student outcomes. Principals and teachers at seven primary schools received associated professional development.

In 2002, based on the results of MSE testing in 2000, the Student Outcome Statements were revised to include adjustments to outcome levels.

Secondary schools continued to develop students' capacity to apply the technology process to designing solutions to tasks that involve real human needs.

The Value Adding Quest, which is funded by the State government, attracted much greater support from secondary schools than in the past. One year 9 student designed a garment for the Apex Fashion Award, then used the theme of recycling when submitting the same evening gown to the Value Adding Quest and later became the only school student invited to enter the Gown of the Year Award in Melbourne.

Three of the first 11 new courses of study for years 11 and 12 were associated directly or indirectly with Technology and Enterprise: Applied Information Technology, Aeronautics and

Engineering Studies (which includes Technology and Enterprise learning outcomes) and Media Studies (which includes Technology and Enterprise, the Arts and English outcomes).

The Arts

The Arts learning area involves the creative forms of Dance, Drama, Media, Music and Visual Arts. It is taught as an entity in K-10. In years 11-12, TEE students may choose among Art, Drama Studies and Music, while Art and Design, Drama, Dance, Media, and Music in Society are available as WSA subjects. Students are expected to express themselves creatively in their chosen arts forms, to develop and present analyses of arts works from historical and cultural perspectives, and to develop a critical appreciation of their own arts works and those of others.

Many primary schools employ specialist arts teachers, although generalist teachers may also be involved. Curriculum planning, assessment, reporting and comparability are the most common areas of teacher need and are being met through professional development activities.

Some secondary schools have restructured the individual arts disciplines into integrated arts learning areas or faculties.

As a result of the Post Compulsory Review, two new courses of study, Media and Drama, have been developed for years 11-12. Visual Arts will follow in 2003-2004 and Dance and Music in 2004-2005.

The Department and the Department of Culture and the Arts (DCA) are developing a joint *Arts Access and Education* policy that supports the State government's commitment to developing creative talent and promoting excellence and access in arts learning. ArtsEdge is the strategic program that supports the policy and in 2002-2003 it continued to provide teacher professional development and facilitate the development by arts organisations of resources and support materials directly linked to the Curriculum Framework. The Department appointed an ArtsEdge officer again for 2003.

In 2002, the Department, DCA and the University of Western Australia obtained a \$60 000 Australia Council research grant to examine the effect of artists-in-schools programs on students at educational risk. One of a number of projects that will provide baseline data on Aboriginal students, low SES students and students 'at risk' is expected to be finished by December 2003.

An Australian Research Council linkage project with the University of Western Australia Graduate School of Education is in its second year. It is examining the extent to which the creative thinking and learning skills used by K-10 students in the Arts are domain specific and

how they help students to achieve the Overarching Learning Outcomes of the Curriculum Framework.

Information and communications technology

The massive investment by the Department in computers and communications networks over the past five years has been accompanied by parallel efforts to improve teachers' information and communications technology (ICT) skills, and their ability to use ICT to improve student learning.

The 100 Schools Project is intended to upgrade ICT provisions and teachers' use of ICT in teaching and learning in one hundred government schools considered to have priority because of disadvantage, as defined by the index of socioeconomic disadvantage. *Teaching and Learning with ICT: A Self-evaluation Guide* was distributed on line and in hard copy to help the schools identify improvement targets. The 35 schools in Phase I of the project were supported by central office in developing strategies to improve teachers' professional knowledge. This approach will continue until the end of 2004, when support will be taken over by district offices.

Between May 2001 and December 2002, 12 primary schools in the Fremantle education district participated in a trial to test the suitability of an Internet-based delivery mechanism for applications and information. Each school appointed an e-learning coordinator to manage staff professional development needs.

The results of an external evaluation of the effectiveness of staff development initiatives became available in mid-2003. Sixty per cent of respondents stated that they were 'reasonably confident' about using ICT in their teaching and only eight per cent described themselves as 'beginners'. Almost three-quarters believed they had improved their ICT skills.

Students generally were positive about the use of computers in their learning. They felt that computers were quite important to their learning, but complained that their learning was interrupted when computers broke down. Most agreed that the Internet gave them ideas for their schoolwork, that they were interested in what they were learning when using computers, that they could produce better work using computers and that there were not enough computers in classrooms.

Lessons learned from the trial, including the importance of appointing school-based coordinators and providing a range of professional learning options, are being taken into account in the management of other ICT projects, in particular the 100 Schools Project.

On-line curriculum resources are allowing more flexibility in curriculum delivery. The Department has committed more than \$3m over 2001-2006 to the Le@rning Federation

Schools On-line Curriculum Content Initiative. This project, which involves all Australian States and Territories and New Zealand, aims to deliver new on-line content to teachers and students in schools.

The first on-line content has been produced in the strands of science P-10 and is being used for trialling and testing through the Basic eLearning System (BELTS), which the Le@rning Federation has developed to enable teachers to search for and retrieve resources for student learning programs.

Department Curriculum Materials Information Services supports all WA schools in the selection, purchase and application of curriculum resources for outcomes-based education. Professional reviews are published on-line and in three print journals: *Technology Focus*, *Fiction Focus* and *Primary Focus*.

Vocational Education and Training in Schools

Since its introduction in 1997, [Vocational Education and Training in Schools](#) (VETIS) has developed from being a marginal activity for 683 students at 36 government schools to an established part of mainstream education throughout the State. In 2002, 14 542 students commenced VETIS programs in 133 government schools, representing 45.9 per cent of the year 11 and 12 student cohort.

As well as attracting almost half of all post-compulsory students, VETIS has now become much broader in scope. In 2001, State and Commonwealth Ministers agreed to a New Framework for Vocational Education that committed them to introducing enterprise and vocational learning into programs K-12 and to improving career education.

FIGURE 7: VETIS HIGHLIGHTS, GOVERNMENT SCHOOLS, 2002

- There was an 11 per cent increase in the number of students commencing VETIS programs, from 13,093 (42.5 per cent of the years 11-12 cohort) in 2001 to 14 542 (45.9 per cent of the cohort) in 2002.
- In 2001 (the most recent figures available), 86.5 per cent of students who completed a Unit of Competency were from the government school sector, compared with 85.4 per cent in 2000.
- In 2001, Western Australian government schools enrolled 10.2 per cent of all Australian VETIS students in government schools, compared with 3.2 per cent and 6 per cent of their respective cohorts for the Catholic schools and independent schools.
- Government schools were responsible for 88.6 per cent of the Structured Workplace Learning (SWL) hours delivered in Western Australia (1.7m) and provided a quarter of all SWL in Australia.
- The number of government school students undertaking full certificate courses increased by 40 per cent, from 3 398 in 2001 to 4 766 in 2002 and included 2 072 Certificate I, 2 514 Certificate II and 180 Certificate III.
- The number of school-based traineeships increased from 273 in 2001 to 304 in 2002, of which Aboriginal school-based traineeships accounted for 22 per cent in 2001 and 35 per cent in 2002. There were 11 education districts with Aboriginal School-based Traineeships in 2001 and 13 in 2002.
- The number of Aboriginal students participating in VETIS increased from 579 (59.4 per cent of the cohort) in 2001 to 674 (63.4 per cent of the years 11-12 cohort) in 2002.
- The number of education support students undertaking VETIS studies rose from 387 in 2001 to 568 in 2002.

Source: Vocational Education and Training in Schools

The analysis of performance in 2002 has, however, revealed aspects of VETIS that need more attention if student retention is to improve:

- There need to be more opportunities for students to undertake school-based traineeships.
- Participation across the industry groups still follows the historical patterns of school delivery before VETIS. For example, Hospitality and Tourism, Engineering, and Mining benefit from the foundations of earlier home economics and manual arts programs, while the Business and Clerical industry area has built on excellent programs that have existed in schools for some years.

The industry group, General Education and Training, has undergone considerable growth as the more general competencies in this category accommodate the needs of students who want to explore the area of training before making a more industry-specific commitment. Also, this category is a useful starting point for students who are at risk of leaving school early, as the more generic competencies provide a useful basis for other studies.

The industry area that warrants expansion is computing: Western Australian enrolments are only about a third of the national participation rate of 16 per cent.

- In small rural communities, retention rates remain unacceptably low. The Tannock Review recommended that district high schools serving these communities should deliver VETIS, and this is a priority in 2003.

FIGURE 8: VETIS INTENDED AND ACTUAL OUTCOMES, GOVERNMENT SCHOOLS, 2002

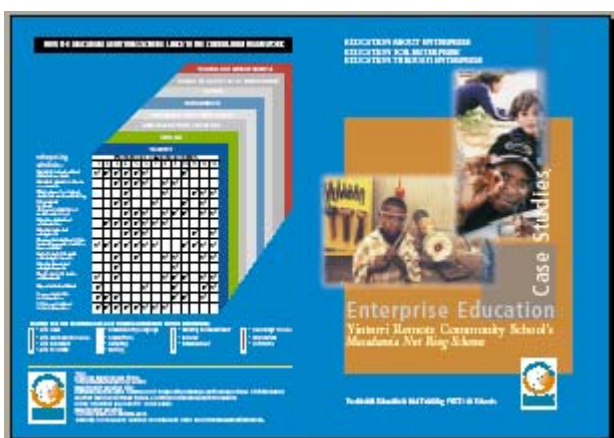
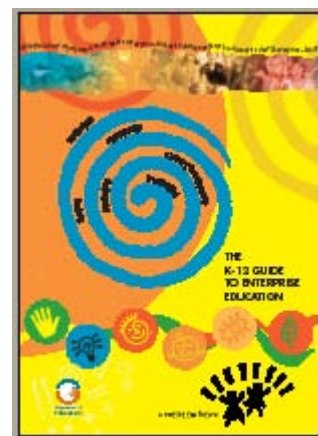
Intended outcomes	Actual outcomes
<ul style="list-style-type: none"> • The number of VETIS students will be increased 	<ul style="list-style-type: none"> • There was an 11 per cent increase in student participation.
<ul style="list-style-type: none"> • Enterprise programs will be extended to all education districts 	<ul style="list-style-type: none"> • Enterprise education is now present in all school districts.
<ul style="list-style-type: none"> • Additional support will be provided for student transition from school 	<ul style="list-style-type: none"> • Statewide professional development was provided on the Work Readiness Kit
<ul style="list-style-type: none"> • The Department of Education will present its position effectively to the Ministerial Review of the Interface between Education and Training and commenced to implement the recommendations of the Review 	<ul style="list-style-type: none"> • The Review presented its report, which acknowledged the importance of VETIS in improving opportunities for 15-19 year olds
<ul style="list-style-type: none"> • A whole-of-system retention rates strategy will be implemented. 	<ul style="list-style-type: none"> • The retention strategy was developed and incorporated into the draft <i>Plan for Western Australian Government Schools 2004-2007</i>
<ul style="list-style-type: none"> • The Curriculum Council will be supported during the first year of the new arrangements for the delivery of VETIS. 	<ul style="list-style-type: none"> • VETIS was built into the 11 courses of study being trialed in 2003
<ul style="list-style-type: none"> • VETIS resourcing arrangements will be improved 	<ul style="list-style-type: none"> • Schools have access to user-choice funds to deliver school-based traineeships. They can outsource programs to TAFE without additional cost.

Source: *Vocational Education and Training in Schools*

Enterprise and vocational education

The New Framework for Vocational Education adds enterprise and career education to the VETIS program. However, while VETIS is designed for senior students, enterprise and vocational education covers K-12. During 2002, all education districts were provided with funding to implement those aspects of the New Framework, including enterprise and vocational learning, that they considered most relevant to them.

A *K-12 Guide to Enterprise Education* was developed for primary and secondary teachers planning to introduce enterprise activities or to enhance the enterprising nature of learning experiences in their



classrooms.

It is also used to give community organisations and universities a general understanding of enterprise education in schools.

By the end of 2002, six case studies had been developed to describe good practice – each dealt with a different aspect of enterprise education: for example, partnership development or links to the Curriculum

Framework.

Some progress was made in providing students, teachers and others with indicators of students' achievement of enterprise attributes.

The instruments that are being developed connect these attributes to the Curriculum Framework. This work is continuing in 2003.

Twenty-eight government schools (10 senior high, 10 primary, three district high, three education support, one agricultural and one high) were selected in 2000 to participate in an action research project to identify innovative approaches to and best practice in enterprise education. The project was commissioned by the Australian National Training Authority (ANTA) and managed by Erebus Consulting Partners.

The aim of the project is to support these schools in recording and analysing the processes and practices they use to implement enterprise education.

By the end of 2003, the project is expected to lead to:

- the development of successful approaches to enterprise education in the Western Australian schools;
- two national reports on innovation and best practice in enterprise education;
- research monographs that expand on themes identified in the project;
- practical guidelines to assist schools in following good practice in enterprise education;
- and
- the production of teaching and assessment resources by schools to support enterprise education.

However, there have been many significant achievements already in enterprise education, and some are described in Figure 9.

FIGURE 9: NOTABLE ACHIEVEMENTS IN ENTERPRISE EDUCATION, GOVERNMENT SCHOOLS 2002

Cluster	Initiative
Cannington	<ul style="list-style-type: none"> • A VET website developed by Fire Up students at Armadale Senior High School, who were given the design brief by the EVE coordinator. They then contacted individual schools to gather information on courses.
Esperance	<ul style="list-style-type: none"> • Ongerup Primary School students organised and ran their own 'day' to raise funds for the town skate park. • Norseman District High School students, unable to access community-based SWL, developed their own business to produce, market and sell barbeques. They organised their own trip to the Royal Show and were successful in selling all their products. • Ravensthorpe District High School's Young Achievers Australia project involved producing stationery packages for the community. Their project was highly successful and its managing director was runner-up as 'Businessperson of the Year'. • Grass Patch Primary School was funded through the Erebus project for the feeding and growing of yabbies. This is associated with the main school and community fundraiser, the Yabby Classic, held in April 2003.
Fremantle	<ul style="list-style-type: none"> • Fremantle and Beaconsfield primary schools responded to an enterprising opportunity offered by Fremantle City Rotary to create, produce and mount an art exhibition depicting Rotary International's community challenge theme – polio eradication in the world – for the club's State conference in March 2003.
Kimberley	<ul style="list-style-type: none"> • One Arm Point Remote Community School secondary students were involved in making trochus shell jewellery and displaying it at the Kooljamon resort at Cape Leveque. • Kalumburu Remote Community School conducted an enterprise education program linked to the school's tourism priority. Each Friday during the tourist season, students conducted tours for groups as big as 20, many of them from overseas and interstate. The tourists were greeted and guided around the school's art gallery, which displays student and community artwork, printed shirts, individually designed photo frames and student-designed drink coolers. Students prepared cups of tea and damper before heading out on a bush tucker and rock art tour at a local site. Stories were shared and bush fruits tasted as the students engaged in one of their best assets – making friends. The students' expanded their enterprising activities to include filming, starring in and co-editing a documentary about life in Kalumburu. This proved to be popular with tourists as it gave them a lasting memory of their trip to Kalumburu.
Narrogin	<ul style="list-style-type: none"> • Narrogin Primary School has adopted a product-driven approach that links to the school Market Days to develop enterprise through an inquiry approach. Each class decides and prepares products to sell and develops partnerships between the school, community, parents and teachers.
Peel	<ul style="list-style-type: none"> • Mandurah Senior College has opened a shop front for MSC Online. The MSC Online Centre provides website services to local community groups and will provide SWL opportunities for students and administer Peel Direct (a local information website) in 2003.

Cluster	Initiative
Swan	<ul style="list-style-type: none"> The Noranda Primary School Bush Wardens program was established following feedback from parents that greater use needed to be made of the bushland adjacent to the school. Bush Wardens was set up to provide any interested children with the opportunity to work in the bush and pursue their interest in environmental learning. The initial intake of 15 boys and girls has grown over three years to 72 years 1-7 students.
South-West (Bunbury and Warren- Blackwood)	<ul style="list-style-type: none"> Year 5 students at Bunbury Primary School grow basil in their school garden under the supervision of the gardener, in consultation with a local reticulation company and AgWest. Students form teams that grow, manufacture and manage finances as a small company, then sell the product, with recipes attached that demonstrate how it can be used in the kitchen.

Source: Vocational Education and Training in Schools

Student support services

Government schools are expected to reflect the diversity of society and to respond to community needs.

The Department is responsible for ensuring that all students in government schools develop, to the extent appropriate to their abilities, the knowledge, skills and confidence to contribute effectively to society. It therefore provides additional services to those who might not otherwise achieve the same outcomes of schooling as most students because of disabilities, learning and/or speaking difficulties, language background, remoteness, transience, economic circumstances or alienation. The Department also provides additional opportunities for those students who display giftedness or talent.

Students with disabilities

Three per cent of all government school students have some form of disability - intellectual, physical or sensory impairments. In February 2003, there were 7 658 students with disabilities.

Almost 3 500 (3 345 FTE) students attended education support schools or centres, hospital schools or language development centres, and 4 191 were in mainstream schooling. Eighty-seven per cent of placements in education support schools and centres were in the metropolitan area, compared with 68 per cent of mainstream placements.

Some students have multiple disabilities and 9 206 disabilities were identified in total (intellectual, 4 852; language, 1 279; physical, 1 121; autism spectrum disorders, 842; hearing, 671; and visual, 441).

Of those with intellectual disabilities, it is estimated that about 600 were being educated in mainstream provisions, 1 200 in 105 education support units, 2 200 in education support centres and 800 in education support schools.

Support provisions for students with intellectual disabilities include supplementary resources to support mainstream integration, education support centres and units, education support schools, specialist central and district based teams that service all education districts, language development centres and a hospital schools service.

TABLE 17: STUDENTS WITH DISABILITIES, GOVERNMENT SCHOOLS, BY YEAR LEVEL, 2003 ^(a)

Level of schooling	K	P	1	2	3	4	5	6	7	8	9	10	11	12	(b)	(c)
District																
<i>Metropolitan</i>																
Canning	44	88	62	100	119	112	96	105	105	77	68	72	69	73		3.9
Fremantle-Peel	89	126	99	164	193	153	123	137	129	147	130	114	117	111		6.1
Swan	70	103	81	133	207	99	120	125	126	121	128	121	88	114		3.6
West Coast	108	128	90	111	105	98	85	91	79	63	62	56	72	38	5	2.5
Totals	311	445	332	508	624	462	424	458	439	408	388	363	346	336	5	3.25
<i>Rural and remote</i>																
Albany	2	7	5	21	21	22	22	23	20	22	22	17	15	7		3.0
Bunbury	5	14	13	22	23	23	34	38	33	25	24	16	21	15		2.4
Esperance	1	4	3	5	2	3	8	9	3	5	8	3	8	6		2.0
Goldfields	4	10	9	22	28	31	15	26	18	18	16	7	9	8		3.2
Kimberley	3	5	2	10	12	17	14	12	11	6	10	8	14	1		2.8
Midlands	7	11	7	5	20	23	19	12	15	10	17	17	7	5		2.6
Mid West	10	7	9	10	15	12	19	16	20	23	23	20	9	14		2.3
Narrogin	2	8	5	11	6	16	11	7	10	10	10	9	3	7		2.4
Pilbara	5	7	6	26	19	17	17	31	24	17	13	12	10	6		2.5
Warren-Blackwood	2	5	2	9	3	11	19	19	17	11	15	18	10	15		2.0
Totals	41	78	61	141	149	175	178	193	171	147	158	127	106	84		2.52
Grand totals	352	523	393	649	773	637	602	651	610	555	546	490	452	420	5	3.05

(a) First semester census.

(b) Ungraded secondary students.

(c) Students with disabilities as percentages of all students.

Source: Information Services

Education support facilities

A range of provision is available for students with intellectual disabilities between the ages of five and 18 years.

Ebony Rousetty uses intelligipics at Burbridge School



Education support schools provide for students with severe intellectual and/or multiple disabilities with high support needs.

Education support centres are located on

mainstream school campuses with student participation in activities wherever possible.

Education support units are classes located in mainstream primary and secondary schools.

Supported education was provided to 187 students who attend their local school. Support may include Education Assistants and additional teacher time.

Centre for Inclusive Schooling teams

Mainstream and education support schools throughout the State are supported by the Centre for Inclusive Schooling (CIS) in West Perth. Its four disability teams assist with building modifications for students with disabilities; offer strategies for behaviour management; advise on curriculum adaptation and the development of IEPs; provide information about resources, teaching strategies and professional development; liaise with other providers and obtain access to funds.

CIS teams work with district education offices, principals, teachers, school communities, health services and other organisations involved with individual students.

Each team is allocated a number of education districts and is responsible for meeting the needs of those districts. In addition, there are autism intervention, speech and language, and learning difficulties teams that work across the State, allocating team members according to the needs of particular districts.

Language development centres

Five language development centres enrol 809 (742 FTE) students with significant communication, speech and language impairments and provide intensive programs to develop their communication skills and functional literacy.

In 2003, additional funding was provided to support district planning, research and development. Language development centres received increased resources to concentrate on early intervention and effective transition, and more staff were appointed to the Statewide team that supports students with speech and language impairments in mainstream classrooms.

Hospital School Service

This service includes schools at the Princess Margaret and Royal Perth Rehabilitation hospitals and the Stubbs Terrace, Bentley Hospital and Grevillea House psychiatric units, as well as the Andrew Relph School and a visiting teacher service. It caters for the needs of more than 260 hospitalised students and secondary-aged students with significant psychiatric or behavioural disorders.

Autism

There are currently 842 government school students K-12 with autism spectrum disorders (ASD).

Total State funding for ASD education in 2002-2003 was increased to \$0.978m and a third pre-compulsory autism unit was opened at Beckenham Primary School.

In 2003, a four-day training program on ASD was provided for 57 school psychologists.

Students with ASD may be educated in mainstream schooling or, where ASD is associated with intellectual disability, in education support schools or centres.

The disassociation from others that characterises ASD (autism, Asperger's Syndrome and Rett's Syndrome, Childhood Disintegrative Disorder and pervasive development disorders that are not otherwise specified) poses special problems in the management of these students.

The autism intervention team works across all education districts to support mainstream schools enrolling ASD students.

The very significant increase in their number, from 150 in 1995, is due to a number of factors, including the broadening of the diagnostic criteria and greater community and parental awareness.

The future: Building inclusive schools

In April 2001, the incoming Minister for Education announced that the Department would undertake a comprehensive review of educational services for students with disabilities to reflect changing trends in delivery. Various initiatives would be introduced during the review process to improve the Department's ability to provide for all student groups.

Acceptance of the need to change the culture and pedagogy of schools to bring about genuinely inclusive school communities resulted in the implementation of a major strategy, Building Inclusive Schools, which seeks to acknowledge the diversity of students, staff, parents and caregivers, and members of the community, in environments that are free of discrimination, abuse or exploitation. A training package has been prepared to support teachers and schools as they develop these environments.

The strategy aims to raise awareness, at all levels of the public education system, of the issues associated with the education of various groups of students, including those with disabilities and special educational needs.

Stage 1 of this strategy involved a two-day workshop for 200 senior central office staff, while Stage 2 began in August 2002 with the training of 60 school-based leaders and is continuing during 2003-2004. These school-based leaders, supported by district staff and CIS, will provide training for principals and other school leaders, on developing inclusive school cultures. They, in turn, will facilitate the professional learning of staff.

The review report envisages a phased implementation strategy (Stage 3) to improve teachers' skills in providing for students with disabilities and students with special educational needs.

Students at educational risk

While three per cent of government school students have disabilities of some kind, 20 per cent of students are, at some time in their schooling, at educational risk – that is, for one reason or another there is a possibility that they will not be achieving the outcomes considered necessary to fulfil their potential in life.

The Students at Educational Risk (SAER) strategy, *Making the Difference*, was launched in 1998 and remains central to initiatives to improve outcomes for all students, because it provides a broad description of what it means to be 'at educational risk' and identifies the factors that contribute to that risk.

At the system level, *Making the Difference* ensures a coordinated approach and promotes partnerships with parents and other agencies. At the school level, it emphasises identification, appropriate educational programs and accountability.

Half way through the implementation process, *The Students at Educational Risk Formative Study (2001)* was undertaken by the Graduate School of Education at the University of Western Australia, to determine the extent to which schools had taken up the SAER strategy. The Study found that it was well received in the schools surveyed and was a priority for most of them.

Behaviour management

The *Behaviour Management in Schools (BMIS)* policy is a major component of the *Making the Difference* strategy.

All government schools have behaviour management plans that include codes of conduct formulated in partnership with school councils, details of the rights and responsibilities of staff and students, and mechanisms for achieving a supportive school culture and a positive learning environment, as well as strategies for encouraging diversity and individual differences in the school community. The policy requires schools to act positively to prevent violence, bullying and harassment.

BMIS was revised in February 2003 to reflect an amendment to Regulation 44 of the *School Education Regulations 2000* relating to the suspension of students that provides fairer processes for dealing with student behaviour.

In August 2001, the Behaviour Management and Discipline (BMD) strategy was launched as a result of an ALP election commitment to improve the management of student behaviour in the lower-secondary years. Elements of BMD include reducing class sizes in years 8 and 9, addressing issues related to challenging student behaviour and providing an intensive training program for teachers in classroom management skills.

During 2002-2003, an extra 60 FTE teachers were appointed to 35 schools to reduce class sizes in years 8 and 9 (\$3m); 30 schools were funded to implement programs, services and strategies to meet the needs of students with challenging behaviours in years 8 and 9 (\$2.5m); and a teacher consultant program for 40 metropolitan and 41 rural and remote teachers began (\$1m). BMD provides training in peer mentoring, peer coaching and effective classroom management that can then be passed on to other teachers in the same and nearby schools.

Training for rural and remote teachers involves a combination of face-to-face learning and videoconferencing and the first videoconference was delivered simultaneously to 10 country locations on 20 June 2003. The final stage will be a four-day program in Perth for all consultants at which they will work in district teams to deliver training to postgraduate student teachers. Funding was allotted to district education offices to support schools with behaviour management initiatives (\$0.5m).

Suspensions and exclusions

In 2002, there were 14 485 suspensions (14 964 in 2001) involving 7 909 students (8 692 in 2001).

Suspension involves the removal of students from the school environment for between one and 10 days, depending on the nature of the offence and the context in which it occurred.

The most common reasons for suspension include breaking class or school rules, physically assaulting or intimidating other students, and abusing staff. The average period of suspension in 2002 was 2.3 days.

Exclusion orders may involve students being: prohibited completely from attending school; directed to attend a specified school or educational program; excluded from normal attendance at a school but required to attend the school for a specific purpose or program; or some combination of these options.

Exclusion requires there to have been a serious breach of school discipline. In each case, a School Discipline Advisory Panel is convened to examine the situation, interview appropriate people and make recommendations to the Director General on how the matter should be dealt with. In the case of students with disabilities, they may be the subject of either a Discipline Advisory or a Disabilities Advisory Panel, depending on the nature of a breach and the extent to which disability was considered a significant factor.

In 2002, there were 55 recommendations for exclusion (of which the Director General accepted 51), compared with 59 in 2001. The largest proportion of recommendations referred to students in years 8 or 9.

TABLE 18: STUDENT SUSPENSION RATES ^(a), GOVERNMENT SCHOOLS, 1999-2002

District	1999	2000	2001	2002
<i>Metropolitan</i>				
Cannington	6.0	6.0	5.8	4.8
Fremantle	2.8	3.0	2.0	2.0
Perth	2.6	2.3	2.0	2.1
Swan	4.4	4.5	5.4	4.4
Totals	3.9	4.0	4.0	3.3
<i>Outer-metropolitan</i>				
Joondalup	3.4	4.3	3.7	3.6
Peel	4.2	4.3	3.1	3.6
Totals	3.8	4.3	3.4	3.6
<i>Rural and remote</i>				
Albany	3.9	3.8	3.7	3.8
Bunbury	4.5	4.0	3.2	3.0
Esperance	4.3	3.5	3.2	5.5
Goldfields	4.7	4.1	4.7	5.3
Kimberley	4.5	3.1	5.0	2.5
Mid West	5.8	5.9	4.7	5.0
Midlands	4.5	4.4	4.1	3.9
Narrogin	5.3	5.5	4.4	4.5
Pilbara	3.7	3.1	3.6	4.0
Warren-Blackwood	2.3	2.5	2.3	2.3
Totals	4.4	4.0	3.9	4.0
All districts totals	4.0	4.0	3.8	3.7

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

Source: Student Services

Alienated students

Student alienation from schooling is often characterised by poor attendance, a lack of engagement in learning and a desire to leave school. Factors that contribute to alienation include low levels of family support, poor school performance, behavioural problems, substance abuse and homelessness.

Each district education office has a Retention and Participation Plan for students at risk of not completing their education. RAPP incorporates prevention, early identification and intervention strategies. Funding of \$1.9m per year allows each district to develop programs and projects that match the needs of individual schools and students.

Geographically isolated students

There are 83 000 government school students and 349 government schools in the rural and remote areas of the State, as well as almost 18 000 non-government students at 96 schools. For all of these students, isolation is, to a greater or lesser extent, a fact of life and many experience real disadvantage because their schools and communities have limited access to social, cultural and educational opportunities.

The Priority Country Areas Program (PCAP) is funded by the Commonwealth to 'improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated primary and secondary school students'.

In 2002, \$2.9m was allocated to 180 government schools, including the Schools of Isolated and Distance Education (SIDE), to introduce specialist programs, organise excursions, camps and school visits, and buy resources. How schools used this funding was monitored by the Directors, Schools.

In 2002, PCAP was evaluated by the Department of Education, Science and Training (DEST). Five schools in Western Australia were visited as part of a process to identify and share best practice across jurisdictions. The DEST [report](#) was released in June 2003 for the consideration of the [States and Territories](#).

SIDE provides distance learning for students in rural and remote areas.

Isolated and remote students with learning difficulties

Support Officers, Learning Difficulties are appointed to the four districts in which Schools of the Air (SOTA) are located: Goldfields, Kimberley, Mid West and Pilbara. They provide professional development for SOTA staff, home tutors and district office personnel, and assist with the identification, program planning, monitoring and evaluation of students who are experiencing difficulties with distance learning.

Students from language backgrounds other than English

About one-fifth of government school students are from language backgrounds other than English: this proportion includes children born in Australia who live in homes in which a language other than English is spoken, children born in non-English speaking countries whose

families have been naturalised or have permanent resident status, and Aboriginal children for whom Standard Australian English is a second language or second dialect.

There is also a growing number of students from non-English speaking countries on temporary visas, including asylum seekers.

For each of these groups, reaching the standards of literacy needed to achieve specified student outcomes requires the provision of extra services.

English as a Second Language (ESL) programs operate in 180 government schools and are funded through Commonwealth New Arrivals and Strategic Assistance for Improving Student Outcomes programs.

ESL students are classified as being at either Stage 1 or Stage 2 of English language development. Stage 1 students have been in Australia for less than a year and have enrolled within six months of arrival, or have begun formal schooling with little or no English language skills. These students are eligible for four terms of full-time ESL tuition at Intensive Language Centres (ILC). Those who cannot attend an ILC are supported by the ESL visiting teacher service or the Country New Arrivals program. In 2002, most new arrivals were from Somalia, Sudan, Ethiopia, Eritrea, Afghanistan or Iraq.

Some 700 students (including 285 in the Swan education district, 251 in Perth and 124 in Fremantle) were assisted through eight ILCs and 35 were offered support in rural and remote schools. Three hundred and seventy-two were primary students. Approximately 60 specialist ESL teachers and 26 bilingual education assistants delivered these services.

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

Approximately 2 800 eligible Stage 2 students attended ESL [support or cell programs](#) within mainstream schooling provisions, including 1 395 in Swan, 725 in Fremantle, 411 in Perth and 49 in Peel. Two-thirds were in primary schooling.

Translators and interpreters are used extensively to enhance communication between schools and members of the community with language backgrounds other than English. Bilingual education assistants in ESL programs generally provide interpreting and translating services within their schools. In 2002, private contractors undertook an additional 1 100 interpretation and translation sessions.

Over 6 200 students in the Goldfields, Pilbara and Kimberley districts for whom Standard Australian English was a second language or second dialect were assisted under the

Commonwealth's Strategic Assistance for Improving Student Outcomes Program. The Indigenous Language Speaking Student Program supported more than 400 students in the Goldfields, Mid West, Pilbara and Kimberley districts.

The curriculum and teaching and learning methods that children encounter at school should reflect and respect their cultural and linguistic strengths, needs and perspectives. In recent years, the Department has been involved in the development of a range of curriculum support materials for Aboriginal students that draw on research conducted jointly with Edith Cowan University. Under the ABC of Two-Way Literacy and Learning program, *Solid English* and *Two-Way English* were published in 1998, followed by the *Deadly Ways to Learn* package and, in 2002, the *Ways of Being, Ways of Talk* video package was released.

The ABC of Two-Way Literacy and Learning program is available in all districts.

Gifted and talented students

The Department provides for exceptional students through school-based and supplementary programs and approximately 60 FTE teachers are involved directly in providing for the special learning needs of these students.

Primary Extension and Challenge (PEAC) is offered to government school students in years 5-7. It caters for the top 2.5 to three per cent by academic ability of students in their age groups. Programs emphasise the development of higher-order process skills, in-depth investigations of real-world problems, open-ended activities that encourage choice and negotiation, and opportunities to interact with practising experts.

Student identification, selection, and program provision are determined and managed through district education offices. Funding for PEAC is allocated on the proportion of the State population of years 5-7 located in the district.

At the secondary level, the Special Secondary Placement Program (SSPP) caters for students in years 8-10 and comprises the Academic Talent Program (ATP) in humanities and mathematics and/or science (six metropolitan schools); Languages other than English (two metropolitan schools); ATP On-line, delivered by SIDE; and Dance, Drama, Music and Visual Arts (10 metropolitan schools), taught by practitioners with specialist expertise. In 2002, year 10 SSPP students were tested and further testing in 2003 will enable baseline data on student achievements and progress to be established.

Education of boys

In the most general terms, boys perform less well academically than girls, are more disruptive of teaching and learning in schools, and are more anxious to quit school before the end of year 12. However, more information is necessary to determine the effects of location, socioeconomic status and cultural and linguistic background on boys' performance and retention.

The Department recognises that it is not possible to address the problems associated with the education of boys with a 'one size fits all' approach. It does not propose to give boys particular attention at the expense of girls, but to pursue strategies that work with specific groups of students in specific local contexts.

Getting it Right addresses literacy and numeracy needs among boys and girls in the early years of schooling, especially Aboriginal students, students with language backgrounds other than English, and students in rural and remote areas. Boys in these groups are often more in need of early literacy intervention than are girls and Getting it Right provides additional support for them.

Other strategies include increasing teachers' effectiveness in providing for the varying needs of boys and girls through the professional learning component of the Curriculum Improvement Program; and attracting quality male applicants into teaching, particularly in primary schools, where the proportion of male to female teaching staff is small.

Education of Aboriginal students

In first semester 2003, government schools enrolled 18 039 Aboriginal students (2 743 pre-compulsory, 10 180 primary and 5 116 secondary), who accounted for 7.2 per cent of all government school enrolments: the proportion ranged from 59 per cent in the Kimberley to 1.4 per cent in West Coast.

Thirty-six per cent of Aboriginal students attended metropolitan government schools (3.8 per cent of enrolments) and 64 per cent attended rural and remote government schools (14 per cent of enrolments). Approximately half were concentrated in four education districts – Kimberley (2 669), Swan (2 426), Mid West (2 079) and Pilbara (1 979).

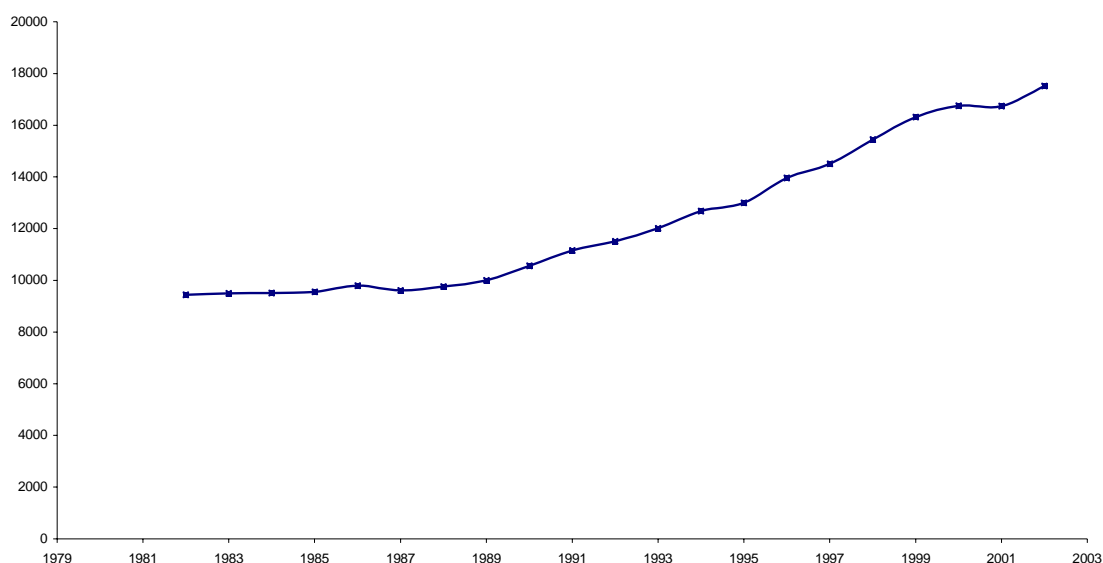
TABLE 19: ABORIGINAL STUDENT ENROLMENTS BY LEVEL OF SCHOOLING, GOVERNMENT SCHOOLS 2003^(a)

Level of schooling	Aboriginal enrolments	Non-Aboriginal enrolments	All enrolments	Aboriginal enrolments as % of all enrolments
Pre-compulsory	2 743	33 210	35 953	7.6
Year 1	930	9 965	10 895	8.5
Year 2	1 549	18 019	19 568	7.9
Year 3	1 549	18 765	20 314	7.6
Year 4	1 577	18 587	20 164	7.8
Year 5	1 546	18 734	20 280	7.6
Year 6	1 560	18 844	20 404	7.6
Year 7	1 469	18 232	19 701	7.5
All primary	10 180	121 146	131 326	7.8
Year 8	1 359	16 546	17 905	7.6
Year 9	1 316	16 405	17 721	7.4
Year 10	1 276	16 560	17 836	7.2
Year 11	810	16 255	17 065	4.7
Year 12	338	12 855	13 193	2.6
Ungraded secondary	17	447	464	3.7
All secondary	5 116	79 068	84 184	6.1
All levels	18 039	233 424	251 463	7.2

(a) First semester census.

Source: Information Services

FIGURE 10: FULL-TIME ENROLMENTS OF ABORIGINAL STUDENTS AT GOVERNMENT SCHOOLS, 1982-2002^(a)



(a) Second semester census.

Source: Information Services

In the last decade, influenced by national movements for land rights and reconciliation, the recommendations of the Royal Commission into Aboriginal Deaths in Custody and the Daube social justice inquiry, significant advances have been made by the Department in the provision of services to Aboriginal students and in the understanding of Aboriginal culture.

Perhaps the most important outcome is the realisation that if Aboriginal students are to be both proud of their Aboriginality and able to deal effectively with non-Indigenous society, then the profound differences between the outcomes of their schooling and those of non-Aboriginal students have to be reduced.

However, all measures of their participation in schooling, retention and achievement reflect the continuing relative disadvantage of Aboriginal students.

In 2002, average primary school attendance rates for Aboriginal students were 84 per cent, compared with 95 per cent for non-Aboriginal students, and, in the lower secondary years, the gap was considerably greater (74 per cent, compared with 91 per cent).

The retention rates of Aboriginal students continue to be rather low. While 85 per cent of Aboriginal students stayed at school until the end of year 10, only 45 per cent continued into year 11 and 20 per cent into year 12.

Little improvement was shown in the number of Aboriginal students (89) enrolled in TEE studies in 2002, compared with 2001 (86). Fewer than 23 per cent of Aboriginal students who commenced year 11 in 2001 achieved Secondary Graduation in 2002, compared with 58 per cent of non-Aboriginal students. In 2002, 7.5 per cent of Aboriginal students achieved at or above the Tertiary Entrance Rank required for entry to a WA public university compared to 34 per cent for non-Aboriginal students.

In 2002, 224 students received the WA Certificate of Education, over 43 per cent more than in 2000.

National literacy and numeracy test data suggest that, while some improvements are being made, much remains to be done.

TABLE 20: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 3 ABORIGINAL STUDENTS AND ALL STUDENTS ACHIEVING NATIONAL LITERACY AND NUMERACY BENCHMARKS, 1999-2002

Reading	1999	2000	2001	2002
Aboriginal students	57.8	87.6	76.5	78.9
All students	87.9	96.2	92.5	93.6
Writing				
Aboriginal students	48.6	54.7	51.8	53.3
All students	80.2	84.3	82.0	84.0
Spelling				
Aboriginal students	61.4	51.2	48.2	52.2
All students	87.3	80.4	80.2	83.2
Numeracy				
Aboriginal students	60.3	52.7	70.0	57.8
All students	85.6	80.6	90.0	85.1

Source: Western Australian Literacy and Numeracy Assessment

TABLE 21: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 5 ABORIGINAL STUDENTS AND ALL STUDENTS ACHIEVING NATIONAL LITERACY AND NUMERACY BENCHMARKS, 1999-2002

Reading	1999	2000	2001	2002
Aboriginal students	47.3	72.6	71.5	73.0
All students	82.5	92.7	92.5	93.4
Writing				
Aboriginal students	48.4	49.2	50.1	57.6
All students	81.1	81.7	80.6	86.0
Spelling				
Aboriginal students	58.3	53.1	50.2	47.9
All students	85.5	83.0	79.7	78.2
Numeracy				
Aboriginal students	53.2	52.8	57.5	48.4
All students	85.6	84.8	86.4	84.0

Source: Western Australian Literacy and Numeracy Assessment

TABLE 22: PERCENTAGES OF GOVERNMENT SCHOOL YEAR 7 ABORIGINAL STUDENTS AND ALL STUDENTS ACHIEVING NATIONAL LITERACY AND NUMERACY BENCHMARKS, 2001-2002

Reading	2001	2002
Aboriginal students	39.9	43.0
All students	81.8	83.0
Writing		
Aboriginal students	38.6	38.7
All students	75.5	75.3
Spelling		
Aboriginal students	46.9	40.8
All students	77.7	74.5
Numeracy		
Aboriginal students	35.6	38.2
All students	75.8	78.6

Source: Western Australian Literacy and Numeracy Assessment

Creating the Vision

It is clear that most Aboriginal students attend less, leave earlier and do less well at school than non-Aboriginal students. These problems and the reasons for them have been known to educators for a long time, but their solutions are less obvious.

The contemporary approach to improving educational outcomes for Aboriginal students involves establishing relatively long-term plans containing a number of specific priority areas.

The Department's 2001-2004 operational plan, *Creating the Vision*, gives particular attention to literacy, numeracy and retention. The plan also seeks to reduce the incidence of otitis media and the resultant conductive hearing loss among students and to use cross-portfolio

cooperation as a means of tackling the underlying issues that affect the schooling of Aboriginal students.

Retention

TABLE 23: APPARENT RETENTION RATES FROM YEAR 8 TO YEAR 12 (PERCENTAGES AND NUMBERS), ABORIGINAL STUDENTS, GOVERNMENT SCHOOLS, 1998-2002 ^(a)

	1998		1999		2000		2001		2002	
	%	Number	%	Number	%	Number	%	Number	%	Number
Female	19.2	91	22.6	104	24.0	121	19.3	107	25.9	150
Male	16.3	83	16.2	80	20.6	109	16.6	94	15.1	90
All	17.7	174	19.2	184	22.3	230	18.0	201	20.4	240

(a) Second semester census. Excludes senior college students and mature-aged students at senior campuses.

Source: Information Services

Follow The Dream, the Tertiary Aspirations Strategy, combines significant industry and cross-agency collaboration is an initiative that will be operating in 14 government secondary schools by the end of 2003.

Its aim is to improve Aboriginal student retention rates and. By 2008, it is expected to involve up to a thousand secondary students across the State, with about 10 per cent completing year 12 with Tertiary Entrance Ranks qualifying them for offers of university places.

Follow the Dream concentrates on Aboriginal students who have achieved at or above national literacy and numeracy benchmarks in year 7 and want to go on to year 12 to obtain Secondary Graduation and, in some cases, a Tertiary Entrance Rank. From year 8 onward, they are offered the opportunity to participate in the program which involves their receiving constant cross-agency personal development support.

It is based on well-established aspirations strategies such as the Polly Farmer Foundation's Gumala Mirnuwarni Program in Roebourne and Karratha. Follow the Dream involves the Foundation, The Smith Family, the Department and other community agencies.

The Swan Nyungar Sports Education Project (SNSEP) at Balga Senior High School; supported by the Department (which provided a \$0.14m seeding grant in 2002), Oral and John McGuire (Gundi Ltd), the Smith Family and the private sector; utilises sport and Aboriginal identity as a means of improving the life choices of young Aboriginal people through increased participation in education.

By concentrating on their strengths and successes rather than their deficiencies, SNSEP provides students with motivation and a reason to stay in schooling.

In 2002, SNSEP concentrated on Australian Rules football for boys and, at the end of the year, an independent review found very significant improvements in the students' literacy and numeracy levels, behaviour, attendance, cultural knowledge, fitness and personal health, skills in and knowledge of the game.

On the basis of the program's review, it was decided to replicate the football project for females, in order to address the Nyungar community's concerns about its children (particularly girls), and some of the findings of the Gordon inquiry. The project will begin with a group of year 8 girls and use netball as the motivator,

In 2003, SNSEP includes the original group of boys as year 9 students, a further 22 male students in year 8 and 22 females in year 8. The aim is to have 200 students from years 8-12 in the project by 2007. The project seeks students from families with the desire and commitment to be part of it and involves a rigorous selection process.

Students are taught in 'home rooms' by a small number of staff using flexible timetabling. They study the academic curriculum with a very strong emphasis on literacy and numeracy; a Nyungar cultural curriculum; and their chosen sport, which occupies about one-fifth of their time and includes fitness, skill development and tactics. In year 10, the curriculum will add formal qualifications in coaching and umpiring. Students are encouraged to participate in their sport with local clubs at weekends.

Tutoring is provided in school for students with specific weaknesses in literacy or numeracy. In 2003, tutoring is being extended outside school hours and the process of establishing mentors, Aboriginal people in the community with whom the students can connect in times of need, is under way.

At the beginning of 2003, SNSEP was providing full-time employment or traineeships for three Aboriginal men and three Aboriginal women: it has also employed a further four Aboriginal consultants in the areas of language, music and art, and has four Aboriginal people on its steering committee and two in its management group.

Culturally-appropriate schooling

Three government schools offer programs that give special attention to Aboriginal studies and culture, history and languages: Moorditj Noongar Community College at Midland (126 students K-5), Djidi Djidi Aboriginal School at Bunbury (119 students K-7) and the Manguri annex (about 30 students K-3) at Queens Park Primary School.

Aboriginal children who attend these schools are able to achieve success without compromising their cultural values.

Conductive hearing loss

The inability of a child to hear properly can have a significant impact on his or her language, literacy and emotional development. Research has shown that as many as 30 per cent of children in Australian classrooms have impaired hearing. However, in the case of Aboriginal children, up to 80 per cent may be experiencing conductive hearing loss (CHL).

In 2002, an Aboriginal education consultant was engaged to deal specifically with health issues affecting the learning outcomes of Aboriginal students, including otitis media and resultant conductive hearing loss.

A trial of professional development programs and teacher resources was undertaken during 2002-2003 at Hedland, Kalgoorlie, and in the Kimberley and Swan education districts. The program will be extended to the remaining districts during 2003-2004.

Attendance

A new attendance strategy is being introduced and the first phase, for which \$325 000 was allocated in 2002-2003, concentrates on identifying best practice. A guide for schools, describing proven ways of increasing attendance, will be produced by Edith Cowan University. In the second phase, 30 schools will seek to improve attendance by utilising community support.

Literacy and numeracy

In 2002, the Early Literacy and Numeracy program (ELAN) was expanded to 36 schools. This program seeks to improve Aboriginal student outcomes in supportive, inclusive and culturally appropriate school environments.

For many Aboriginal students in remote districts, Standard Australian English is a second language or second dialect. A partnership between the Department and Edith Cowan University, established in 1998, has resulted in considerable research and a range of resource materials being developed for use by these students.

In 2002, the English as a Second Language/ Indigenous Language Speaking Students program provided intensive English language instruction for some 300 Aboriginal students in the Goldfields, Kimberley, Mid West and Pilbara districts who were starting formal schooling in English for the first time, and who lived in communities and homes in which Aboriginal and Torres Strait Islander languages were heard and spoken. Of the 275 students who completed the program, 261 achieved Level 1 or higher on the ESL Bandscales in speaking.

The program provides professional development for classroom teachers and Aboriginal and Islander Education Officers implementing two-way language programs, and involves extensive community consultation and visits by specialist teachers.

Culturally-inclusive curriculum

All government schools are expected to ensure that curriculum incorporates Aboriginal perspectives and is inclusive of all cultures represented in the community, in particular, the Indigenous culture.

Two-thirds of government schools offered Aboriginal studies or Aboriginal perspectives across the curriculum during 2002.

The Department trains its own teachers of Aboriginal languages, and in 2002, 76 schools had language programs involving 4 122 students K-11, almost 70 per cent of whom were Aboriginal.

Department employees continued to be provided with cross-cultural awareness training, using the Our Story package, to enable them to better understand Aboriginal people and their context, including their history and the contemporary issues that affect them.

Aboriginal employment and professional development

While Aboriginal students account for seven per cent of government school enrolments, the number of Aboriginal people employed throughout the Department is about 3 per cent. The long-term objective is the employment of Aboriginal people at all levels in the Department as teachers, leaders, administrators and support staff in numbers that more closely relate to Aboriginal enrolments.

In 2002, Managers of Aboriginal Education were appointed to all education districts except Albany, Esperance and Narrogin, with one manager servicing the Bunbury and Warren-Blackwood districts.

Parent and community involvement

The objective is to increase the participation of Aboriginal people in the public education of their children. A support package to be used with parents and community members by Aboriginal Liaison Officers or Aboriginal and Islander Education Officers is being developed.

Intersectoral collaboration

Initiatives under the Commonwealth-funded National Indigenous English Literacy and Numeracy Strategy (NIELNS) were implemented in government, Catholic and independent

Aboriginal community schools in the Kimberley and Swan districts, as well as at Hedland and Kalgoorlie/Coolgardie.

NIELNS involved building more effective partnerships between schools, families and parents to develop and implement school attendance action plans. The Department managed an associated program for dealing with otitis media and resultant conductive hearing loss on behalf of all school sectors.

Ngaanyatjarra Education Area (NEA)

Warburton, the regional centre for the Ngaanyatjarra Lands, is located about 1 550 km from Perth. Eight other Aboriginal communities are located in the Shire of Nggaanyatjarraku: Tjukurla, Warakurna, Wanarn, Irrunytji (Wingellina), Papulankutja (Blackstone), Mantamaru (Jameson), Tjirrkarli and Kanpa.

The Ngaanyatjarra Council is an umbrella organisation that provides services and represents the needs and aspirations of the Aboriginal people living in the Ngaanyatjarra Lands. A memorandum of understanding between the Council and the Minister for Education designates the Lands as a discrete education area with the purpose of providing more relevant education.

Two area directors, Daisy Ward and Jim Heslop, work from Warakurna in cooperation with an education council made up of parents, community members, Aboriginal and Islander education officers, teachers and a principal.

Ms Lizzie Ellis, an Aboriginal person from the local community, has been appointed as a project officer to develop a curriculum around Ngaanyatjarra language and culture for use in the NEA.

Gordon inquiry

In December 2001, with strong support from Aboriginal people, the Premier announced an inquiry into the physical and sexual abuse of children in certain WA Aboriginal communities. The [inquiry](#) was undertaken by a Perth Children's Court magistrate (Sue Gordon), a psychologist and manager of the Yorgum Aboriginal Counselling Service (Darryl Henry) and a former Minister for Community Services (Kay Hallahan),

The government's [response](#) to the recommendations of the inquiry was published in November 2002 and outlines initiatives the Department will take in response to the recommendations.

Home-schooled students

Under the *School Education Act 1999*, the Department is responsible for registering providers of home education and monitoring the educational programs they provide to the children in their care through moderators employed at the district level. The Act permits special evaluations to be conducted if moderators are not satisfied with home-schooled students' progress. If the decision is taken to withdraw a home educator's registration, he or she may have the matter reviewed by a Home Education Advisory Panel. After receiving the report of the Panel, the Minister can confirm, vary or reverse the decision. One panel was convened (in the Bunbury education district) during 2002-2003.

There is no budget allocated for home education, as the demand for assessment cannot be predicted exactly. However, the cost to the Department is usually of the order of \$0.3m per year. In addition, home-schooled students can participate in school swimming lessons and receive dental and health services and State government book and clothing allowances, if eligible.

The number of home-schooled students has not increased markedly since the Act came into force. It is growing by perhaps 100 per year (around 7 per cent). There were 1 079 home students in 1999 but the numbers are subject to variation from year to year.

TABLE 24: HOME EDUCATION STUDENTS REGISTERED WITH THE DEPARTMENT OF EDUCATION AND TRAINING, 2002-2003 ^(a)

District	2002	2003	District	2002	2003
<i>Metropolitan</i>			<i>Rural and remote</i>		
Cannington/Canning	161	165	Albany	140	143
Fremantle	98	NA	Bunbury	84	67
Fremantle-Peel	NA	195	Esperance	40	38
Perth	89	NA	Goldfields	29	22
Swan	137	206	Kimberley	12	12
West Coast	NA	205	Mid West	37	37
Totals	485	771	Midlands	123	131
<i>Outer-metropolitan</i>			Narrogin	25	44
Joondalup	118	NA	Pilbara	17	42
Peel	125	NA	Warren-Blackwood	65	106
Totals	243	NA	Totals	572	642
			Grand totals	1 300	1 413

(a) First semester data.

Source: District Education Offices

Other support services, systems and procedures

School Chaplains

Since 1983, the Churches Commission on Education has provided a chaplaincy service in some government schools. In 2002, 103 chaplains attached to 109 primary and secondary schools, developed students' leadership and citizenship skills; supported individuals and groups in situations involving loss or grief; and linked schools with welfare and community services. The Department contribution to this service was increased from \$0.2m to \$0.3m for 2002-2003.

Student Tracking System

The Student Tracking System (STS) was introduced in 1999 as a cross-sectoral program funded by the Commonwealth and was intended to locate transient and mobile students in the Mid West and Goldfields education districts and ensure the continuity of their schooling. Although it was developed initially for Aboriginal students, STS has proven valuable in tracking all student movements in the trial districts.

STS operates a central database of every student enrolled at every government and non-government school in a district. When he or she leaves one school and enrolls at another, STS identifies the new enrolment and supplies an electronic confirmation of enrolment at the new school and a transfer notice at the old school.

STS was recognised by DEST as an example of best practice and received supplementary funding to expand into the Kimberley district in 2000-2001. Given its success in locating over 3 800 students since its introduction, it was decided in September 2001 to expand STS Statewide by 2005. It was introduced to the Pilbara, Canning, Swan and Narrogin districts in 2002, with further extension in 2003. The Department is involved in developing proposals for a national student transfer note system.

Pathways to Social and Emotional Development

Child development underpins the learning process and is therefore integral to all levels of schooling and forms of education. At various ages and stages, it directly affects the individual's ability to achieve the expected outcomes of the Curriculum Framework.

Pathways to Social and Emotional Development, formerly the Social and Emotional Development Continuum, is the result of work commissioned by the Department to support introduction of the Curriculum Framework. The TVW Telethon Institute for Child Health Research developed the first draft of the resource, drawing on current research into child development.

Pathways will be distributed in Term 3, 2003 and a professional development program will accompany this resource.

Advisory panels

The *School Education Act 1999* requires the Department to establish advisory panels with community participation to review decisions made by schools and district education offices regarding placement or educational planning for students with disabilities, school discipline, school attendance, the registration of home educators and the registration of community kindergartens. In 2002-2003, 67 panels were convened, compared with 51 in 2001-2002.

TABLE 25: ADVISORY PANELS CONVENED UNDER THE SCHOOL EDUCATION ACT, 2001-2002/2002-2003

District	Panels							
	School discipline		Disabilities		School attendance		Home education	
	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003	2001-2002	2002-2003
Albany								1
Bunbury					4	5		
Canning	7	12			4	2		
Esperance						1		
Fremantle	7	8						
Joondalup	2	1						
Kimberley		1	1					
Midlands	3						1	
Mid West		2						
Narrogin		2						
Peel	1	3				2		
Perth	1	4						
Pilbara		2						
Swan	15	6			6	14		
Totals	36	41	1	0	14	25	0	1

Source: Student Services

System support services

The former Departments of Education and Training amalgamated on 3 February 2003. Where possible, system support services are reported in an integrated way. However, many are reported separately.

Human resources

Amalgamation

The human resources activities of the Department of Training for the period from 1 July 2002 to 2 February 2003 are reported separately from those of the Department of Education, which refer to the full 2002-2003 financial year.

A transitional management team was established to facilitate introduction of a new organisational structure for the Department, and to achieve the government's target reduction of 200 positions and an annual savings of \$30m from the 2004-2005 financial year onwards. This will occur through combining corporate services and streamlining central office functions.

The team is managing the placement of staff in the new structure, including those whose previous positions have been abolished. A policy, guidelines and business rules to guide the organisational changes were developed in consultation with staff and the Community and Public Sector Union/Civil Service Association (CPSU/CSA).

Education

Workforce profile

During 2002-2003, an average of 26 222 full-time equivalent staff were employed, of whom 17 855, or 68 per cent, were teachers. The overall ratio of students to teachers is about 13.2. The remainder of the workforce comprised 5 775 support staff (22 per cent), 1 536 administrative and clerical staff (6 per cent) and 1 056 cleaners and gardeners (4 per cent).

TABLE 26: STUDENT-TEACHER RATIOS^(a), GOVERNMENT SCHOOLS, 1998-2002

Level of schooling	1998	1999	2000	2001	2002
Pre-primary FTE ^(b)	22.3	20.4	20.2	19.6	17.6
Primary	18.1	18.0	17.7	17.5	17.6
Secondary	12.7	12.7	12.7	12.6	12.2
Education support schools and centres	5.3	5.0	5.1	5.4	5.5

(a) The calculation uses active in-school teachers, including principals and deputy principals, expressed as full-time equivalents (FTE). Excludes Schools of Isolated and Distance Education and senior colleges.

(b) Pre-primary FTEs are based on the number of sessions attended by individual students.

Source: Information Services

TABLE 27: FULL-TIME EQUIVALENT EMPLOYEES BY CATEGORY, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 1997-1998/2002-2003

Employment category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Administrative and clerical	1 243	1 390	1 421	1 411	1 498	1 536
Teaching	17 014	17 140	17 577	17 478	17 613	17 855
Support	4 282	4 435	4 742	4 993	5 263	5 775
Cleaning and gardening	1 689	1 517	1 248	1 004	975	1 056
Totals	24 228	24 482	24 988	24 886	25 349	26 222

Source: Budgeting and Financial Management

TABLE 28: FULL-TIME EQUIVALENT SCHOOL-RELATED EMPLOYEES BY CATEGORY, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002-2003

Operational area	Category				Totals 2002-2003	Variations from 2001- 2002	% variations from 2001- 2002
	Administrative and clerical	Teaching	Support	Cleaning and gardening			
Community kindergartens		44	45		89	+4	+4.7%
Pre-compulsory/primary schools	11	8 810	3 434	551	12 806	+401	+3.2%
District high schools	9	1 291	480	110	1 890	+32	+1.7%
Secondary schools	214	6 128	1 016	358	7 716	+192	+2.6%
Education support schools and centres	11	681	652	13	1 357	+206	+17.9%
Other schools ^(a)	209	667	148	22	1 046	+9	0.9%
Totals	454	17 621	5 775	1 054	24 904	+844	+3.5%

(a) Includes camp schools, senior colleges, Schools of Isolated and Distance Education, Hearing Assessment Centre, swimming teachers and teachers of instrumental music.

Source: Budgeting and Financial Management

TABLE 29: SCHOOL-BASED TEACHING STAFF BY TYPE OF EMPLOYMENT, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002 ^(a)

Level of schooling	Female full-time	Male full-time	Total full-time	Female part-time	Male part-time	Total part-time	Grand totals
<i>Pre-compulsory</i>							
Teacher, pre-compulsory	745	14	759	209	1	210	969
Teacher, community kindergarten	25		25	16		16	41
Teacher, education support	6	1	7	1		1	8
Totals	776	15	791	226	1	227	1 018
<i>Primary</i>							
Principal	152	393	545	2	1	3	548
Deputy principal	321	333	654	22	8	30	684
Program coordinator		1	1				1
Senior assistant		1	1				1
Teacher	3 959	1 066	5 025	1 470	104	1 574	6 599
Education support teacher	61	6	67	18	1	19	86
Totals	4 493	1 800	6 293	1 512	114	1 626	7 919
<i>Secondary</i>							
Principal	50	108	158				158
Other senior administration		3	3				3
Deputy principal	102	157	259	1	2	3	262
Head of department/program coordinator	232	572	804	9	5	14	818
Teacher	2 311	2 259	4 570	572	137	709	5 279
Education support teacher	46	14	60	12	1	13	73
Guidance/counselling	1	2	3	1		1	4
Totals	2 742	3 115	5 857	595	145	740	6 597
<i>Education support</i>							
Principal	50	17	67	2		2	69
Deputy principal	13	3	16				16
Head of department/program coordinator	2	1	3				3
Teacher	357	55	412	114	6	120	532
Guidance/counselling	1		1				1
Totals	423	76	499	116	6	122	621
Grand totals	8 434	5 006	13 440	2 449	266	2 715	16 155

(a) Second semester census.

Source: Information Services

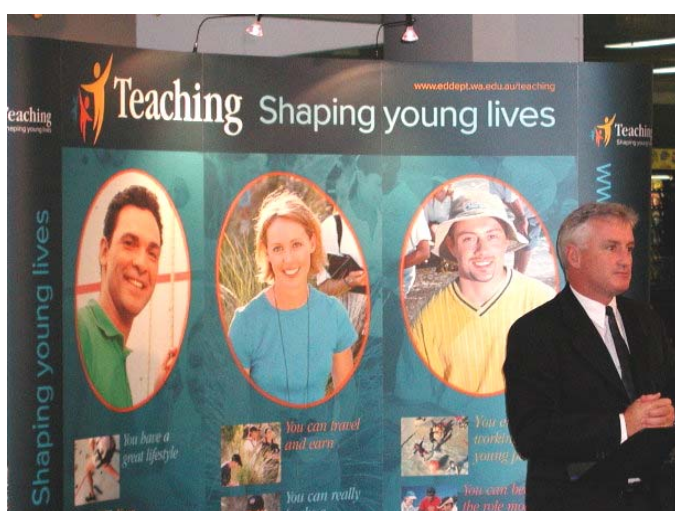
An updated version of the *Age Profile Issues Paper* (2000) was published in April 2002. The paper indicated that, as a result of the large proportion of the teaching force aged between 45 and 55 years and the growing number of teachers opting for early retirement, some shortages of teachers might be experienced in some learning areas within the next five years. The information provided in the paper will be revised and published during 2003-2004.

Recruitment

During 2002 – 2003, about 550 permanent teachers left the service: just under half were aged over 55 years. While the Department is confident that it will be able to manage the projected loss of some hundreds of teachers per year through retirement later in this decade, it does

acknowledge that it is necessary to mount aggressive recruitment campaigns to ensure that its professional workforce is maintained at an adequate level and that enough quality graduates can be found despite the attractions of other careers.

The Teaching - Shaping Young Lives campaign was launched in government schools in June 2002. It involves press, radio and Internet publicity; visits and a direct mail campaign targeting students in secondary schools and universities. Its purpose is to promote teaching with the Department as a career among years 10-12 students and university undergraduates, and to recruit graduates with a particular emphasis on staffing rural and remote schools and increased participation of males in K-7 schooling. It also seeks to raise community awareness of and respect for teaching.



The Minister for Education and Training congratulates winners of 2003 Final Year Teaching Scholarships

Teaching - Shaping Young Lives emphasises the variety, diversity, size, range of opportunities, and security of the government school system. It offers those it seeks to recruit the opportunity to make a difference to the lives of young people, while receiving a competitive salary.

In 2003, WA universities made 2 726 offers of places in undergraduate and graduate diploma courses in teacher education, compared with 2 547 in 2002.

Graduate appointments

An average of 510 graduates have been appointed to government schools each year since 1997-1998 and, as a result of initiatives to reduce class sizes in years 1-3, the Getting it Right literacy and numeracy strategy and the Behaviour Management in Schools strategy, more positions than usual became available for new graduates in 2003.

TABLE 30: GRADUATE APPOINTMENTS, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 1997-1998/2001-2002

Category	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Early childhood	59	68	42	50	59	83
Primary	219	195	136	221	215	275
Secondary	248	251	188	203	189	245
Education support	12	5	13	19	8	5
Psychology/guidance	11	4	19	10	9	2
Totals	549	523	398	503	480	610

Source: People and Organisational Development

Teaching scholarships and traineeships

The policy of supporting students beginning or participating in university teacher education courses is a valuable means of attracting teachers to rural and remote schools and into learning areas in which specific needs exist, such as mathematics, physical sciences, LOTE, technology and enterprise, and education support.

Scholarships and traineeships offered for 2003 included:

- Final Year Teaching Scholarships (\$10 000) which were awarded to 62 fourth-year teacher education students to help overcome the shortage of male primary teachers, and teachers in specific learning areas such as mathematics.
- LOTE Teaching Scholarships (\$12 000) were offered to 12 fourth-year teacher education students to meet staffing needs in Italian, Indonesian and Japanese.
- WA Government Teaching (HECS) Scholarships (\$3 000) which are renewable throughout the four-year teacher education course of high-achieving students. Ninety students across all course years were supported.
- Aboriginal People Scholarships (\$3 000), which provide renewable assistance throughout teacher education courses, were awarded to 11 Indigenous people undertaking teacher education programs in the areas of early childhood, primary or education support.

Housing

The provision of adequate housing at an acceptable cost to both the agency and its employees is essential to ensuring that staff are willing to serve in rural and remote areas. Therefore, the Department pays about three-quarters of the rent of the 2 050 properties occupied by its staff and owned or leased by the Government Employees Housing Authority (GEHA). In 2002-2003 there were subsidies totalling \$19.4m, compared with rental payments of \$6.8m.

TABLE 31: GEHA PROPERTIES USED BY THE DEPARTMENT OF EDUCATION AND TRAINING BY EDUCATION DISTRICT, 2002 ^(a)

District	N	District	N
Pilbara	466	Warren-Blackwood	70
Goldfields	340	Albany	45
Kimberley	300	Bunbury	37
Mid West	266	Joondalup	10
Midlands	221	Peel	10
Narrogin	174	Fremantle	2
Esperance	109		
		Total	2 050

(a) Education staff only. Responsibility for the housing of TAFEWA staff lies with the individual colleges.

Source: People and Organisational Development

Additional housing continued to be provided in areas demonstrating need and about 50 extra properties were made available during the year. A GEHA program to replace ageing properties continued through a combination of leases and new constructions.

Student Teacher Rural Experience Program

Under the Student Teacher Rural Experience Program (STREP), \$75 000 was provided in 2002 to support 80 student teachers undertaking extended teaching practicum in rural schools. This program is jointly funded by the Chamber of Minerals and Energy (\$20 000 per year) and the Department (\$55 000).

Orientation program for overseas teachers

In April and September 2002, the Department and Murdoch University offered two orientation programs for overseas-trained teachers. Forty-three people from 13 nations including India, the Russian Federation, South Africa, Switzerland, China, Malaysia and Egypt participated in ten-day teaching practicums in government schools and on-campus components of 20 three-hour interactive workshops conducted over 10 Saturdays. All of the participants had completed the Department recruitment processes and were eligible to work as teachers in government schools.

Transfer and placement of school administrators

Recruitment and selection procedures were reviewed to improve their effectiveness in selecting future leaders and to better match the needs of specific schools with applicants' competencies.

Applicants who, through the selection process, have been determined to be competitive or highly competitive are placed in selection pools. There are no rankings within these pools and placement in them does not guarantee appointment, because this depends on the number and location of available positions, and organisational needs that may require consideration of diversity factors. Appointments from selection pools to Levels 5 and 6 school administrator positions are made as vacancies arise during 2003 and the first half of 2004.

Leadership Framework

A draft Leadership Framework is being developed jointly by the Department and the Leadership Centre, with significant involvement by school administrators. It describes the skills, knowledge, understandings and qualities needed in school leaders to achieve the best outcomes for students.

The competency component of the Framework was completed in December 2002 and distributed to administrators for consultation, and to assist them in reflecting upon their own

practices. Standards, aligned to the competencies, are being developed cooperatively by the Department, the Leadership Centre, and Murdoch and Edith Cowan universities.

Competency Framework for Teachers

In 2001, the Department and the Australian Education Union cooperated in producing a draft Competency Framework for Teachers. It was circulated for consultation in 2002 and will be revised later in 2003. It incorporates parallel descriptors to the Leadership Framework and is intended to help teachers reflect on their own practices and their professional development needs.

Level 3 teachers

The purpose of the Level 3 Classroom Teacher career structure is to support the retention of excellent teachers in the classroom. It offers an additional salary of \$6 647 per year. To qualify for Level 3 status, teachers must participate in a rigorous two-stage selection process that involves presenting portfolios and participating in reflective reviews.

The third round of selection for Level 3 was completed in December 2002, and 112 teachers (64 primary, 40 secondary, four education support and four others whose duties could not be classified by teaching area) were appointed from 1 January 2003, bringing the total number of active Level 3 teachers to 332.

Level 3 teachers are expected to maintain the high level of classroom practice for which they have been recognised, as well as provide leadership by developing and supporting initiatives to improve teacher and school effectiveness.

Temporary teachers who establish their competence at this level are now awarded permanent status.

Equal employment opportunity and diversity

The Department released its [Equity and Diversity Management Plan 2002-2005](#) in November 2002. The plan is aligned with State government priorities for developing a public sector workforce that, at all levels, is representative of the community and enables employees to combine work and family responsibilities. Performance objectives have been identified.

The [Aboriginal Employment and Career Action Plan 2002-2004](#) aims to increase the representation and distribution of Aboriginal people in the agency's workforce. Progress includes approval of six applications for Recognition of Prior Learning, enabling credit toward a university qualification; the provision of four additional internships; continuation of the Aboriginal mentoring program; financial support for nine employees undertaking full-time undergraduate studies through the Aboriginal cadetship program; and the achievement by 25

employees of teaching qualifications through the Curtin University on-line Bachelor of Education conversion course.

In 2002 there were 638 Indigenous people employed by the Department: 520 Aboriginal and Islander Education officers, 86 teachers, 16 administrative and clerical staff, 12 specialist support staff and four executive staff.

Amendments to the State's *Equal Opportunity Act 1984* that made it unlawful to discriminate on the grounds of gender history (December 2001) and sexual orientation (September 2002) necessitated a review of policies in relation to equal employment opportunity and diversity, and the provision of information to all staff. Associated training was provided to the 216 equal opportunity contact officers in schools and the central and district offices and an electronic bulletin board established to support them.

Industrial relations

For the majority of staff, wages and conditions are determined by one of 11 industrial agreements negotiated periodically between the Department and each of the four unions with coverage for the particular categories of workers to which they belong.

Following implementation of the State government's wages parity policy, general industrial agreements were concluded to cover employees who were or were eligible to be members of the CPSU/CSA or the Australian Liquor, Hospitality and Miscellaneous Workers Union (ALHWMU). In addition, in order to ensure that flexibility in employment conditions was maintained, the Department concluded negotiations and registered agency-specific agreements for public service officers, government officers and Ministerial staff.

Negotiations with the Australian Education Union are well advanced for a new teachers and school administrators' agreement: the existing agreement is due to expire on 31 July 2003. As part of the existing agreement, a general pay increase of 3 per cent will become effective on that date. The Department commenced discussions with the ALHWMU to introduce a single enterprise bargaining agreement and an award for miscellaneous wages employees.

Occupational safety and health

As part of the Department's *Occupational Safety and Health (OSH)* policy, every government school is encouraged to have at least one occupational health and safety representative to assist school administrators in ensuring that safe environments are provided for students, staff and visitors. As the mean age of employees increases and the costs of work-related injuries and illnesses rise, minimising risk across some 800 worksites is now an issue of systemic concern. In 2002-2003, over 100 OSH representatives in metropolitan and country districts

were trained at a cost of \$0.15m, and approximately 150 school administrators attended workshops in identifying and managing OSH risks at a cost of \$0.09m.

At a cost of \$26 000, eighty-five staff, required to drive in remote locations, attended two-day defensive 4WD training courses to give them the skills and knowledge to travel safely.

Staff who use computers for more than an hour at a time each day are entitled to an optical aids subsidy. The cost of the subsidy rose from \$16 000 in 2001-2002 to over \$40 000 in 2002-2003. It is expected to continue to increase because of the growing use of computers in schools and the ageing workforce.

On 28 April 2003, the Minister ruled that students and teachers at government schools who had visited SARS-infected areas during the school vacation could not re-enter schools for 10 days following the date of departure from these areas. He also placed a temporary ban on travel by Department officers to China, Hong Kong, Singapore and Taiwan, and the cities of Hanoi and Toronto.

Workers compensation

Workers compensation claims totalled 1 137, compared with 1 097 for 2001-2002, with a premium reduction from \$10.6m to \$10.4m. The overall number of claims rose slightly and the number of stress-related claims increased for the first time since 1998-1999, rising by about 30 per cent after a fall of 30 per cent in 2001-2002.

The average time lost for all claims also increased, a trend that has been noted in relation to workers compensation in other jurisdictions. The reasons have not yet been identified.

TABLE 32: EMPLOYERS INDEMNITY INSURANCE, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 1998-1999/2002-2003

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Estimated cost of claims incurred per \$100 wageroll (\$)	1.19	0.91	0.807	0.79	0.81
Premium rate (%)	1.320	1.240	1.100	0.969	0.840
Rehabilitation success rate (%)	82	96	93	94	93

Source: Insurance Commission of Western Australia and Employee Support Services

Mediation and counselling

The mediation service Nipping it in the Bud, which is provided by the OSA Group, commenced in May 2002 and resulted in 104 mediation interventions being facilitated up to June 2003. The service aims to empower school administrators and line managers to manage conflict at the local level by providing guidance, support and telephone coaching. Mediation training sessions were conducted by the OSA Group in 13 education districts, with some 500

staff (mainly principals and other line managers) attending. The service, provided at a cost of \$0.15m, resulted in many internal conflicts being resolved at the local level and it is expected that this will reduce the number of workers compensation claims and applications for extended sick leave.

Prime Employee Assistance Services continued to provide a free, independent and confidential counselling service to all employees and their immediate families. The cost was \$0.27m in 2002-2003.

Environmental Health and Safety

Department staff and students, and members of the community visiting Department worksites must be protected against harm arising from various forms of environmental contamination. In July 2002, a coordinator was appointed to address environmental health and safety concerns, including the management of products containing asbestos and air and ground contamination.

During 2002-2003, 51 environmental concerns were dealt with by the Department and were distributed as follows:

TABLE 33: ENVIRONMENTAL CONCERNS AFFECTING DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), WORKSITES, 2002-2003

Type	Cases
Asbestos cement	27
Site contamination	10
Localised contamination	5
Air pollution	2
Electromagnetic energy	4
Other	3
Total	51

Source: Facilities and Services

Concerns relating to asbestos cement were by far the most prevalent and ranged from simple issues associated with storm damage or maintenance matters to those that had the potential to affect whole school communities. Department procedures for the management of asbestos in the workplace are being reviewed and updated and will be circulated among all interested groups for comment.

Site contamination was the second most prevalent concern. The most serious and complex case was that of Forrestdale Primary School and the Brookdale waste treatment facility. While matters affecting the school have largely been resolved, there are continuing concerns in the local community about the future of the treatment facility.

Preliminary discussions took place with the Department of Housing and Works to improve techniques for the identification of potentially contaminated sites with the aim of establishing a comprehensive register that will assist compliance with contaminated sites legislation.

Department policy and procedures on the use of pesticides in schools are being reviewed to ensure compliance with the *Environmental Protection (Swan and Canning Rivers) Policy Approval Order 1998* and the complementary environmental management framework, Riverplan, which addresses the issues of pesticide and nutrient contamination in the Swan and Canning rivers.

Screening

There was agreement among all Australian Ministers for Education that a common strategy was necessary to prevent paedophilia and other forms of child abuse in schools. For government schools, this involves the nationwide screening of all potential employees for criminal convictions and, for applicants for teaching positions from interstate or from other WA education sectors, 'MCEETYA category' checks which are intended to reveal whether they have ever been dismissed, warned or subjected to unresolved allegations of child sexual abuse.

As part of continuing efforts to screen all those who are already employed by the Department and who were not required to be screened in 1997, teachers who are promoted or transferred within each sector are now also subject to screening, as are Department staff moving from public sector positions to teaching positions.

Criminal history screening is undertaken through the CrimTrac Agency, which was established in the Commonwealth Attorney-General's portfolio in July 2000.

During 2002-2003, 1 275 'MCEETYA category' checks were exchanged by the Department with interstate and non-government education authorities on applicants for employment as teachers. In June 2003, 51 people were recorded by the Department as being subject to 'MCEETYA categories'.

Voluntary severance

The Department is required by government to identify recurrent budget savings of \$30m, and voluntary severance is one means of achieving the necessary reduction in the number of clerical and administrative positions in central office. In March 2003, the Department called for expressions of interest and 126 were received by 30 May 2003 from central office permanent public service officers and 230 for substituted severance from school-based non-teaching staff. No offers had been made by 30 June 2003, but it is expected that a limited number will be made during 2003-2004.

Public Sector Standards

The Public Sector Standards in Human Resource Management, which were introduced in 1996, outline minimum good practice standards for government agencies.

During 2002-2003, the Commissioner for Public Sector Standards found that Education had committed one breach of the recruitment, selection and appointment standard.

Four complaints about breaches of the standards process (selection and appointment [1], temporary deployment [1] and grievance resolution [2]) were withdrawn following examination and clarification by the Complaints Management Unit (CMU) on behalf of the Director General.

Table 34 shows the outcomes of the resolution process in relation to the 28 claims of breaches of standards received by the Department in 2002-2003.

TABLE 34: PUBLIC SECTOR STANDARDS CLAIMS, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002-2003

Standard	Recruitment, Selection and Appointment	Transfer	Temporary Deployment (Acting)	Grievance Resolution	Totals
Status of claim					
Ineligible	2				2
Withdrawn, issue resolved	1		1	2	4
Found on examination to lack substance	14	1	3	1	19
Found on review to lack substance		2			2
Found on review to have substance	1				1
Totals	18	3	4	3	28

Source: Complaints Management Unit

Twenty-two claims were examined by the Office of the Public Sector Standards Commissioner under section 24 of the *Public Sector Management Act 1994*. Three claims were subsequently investigated as part of the review phase. Two in respect of the transfer standard were found to lack substance, and in one case (relating to the recruitment, selection and appointment standard) an adverse finding was made.

During 2002, the CMU assumed a quality assurance role on behalf of the Director General in ensuring compliance with the *Public Sector Management (Examination and Review) Regulations 2001*. This change reduced the number of claims proceeding to the examination phase and, in relation to claims reaching that phase, improved documentation ensured that all cases except one were found to lack substance.

Human Resource Management Information System

The Human Resources Management Payroll System (HRMIS), which is based on PeopleSoft® applications software, supports on-line school-based processing of many personnel and payroll transactions carried out previously by the central office. The system enables principals and managers at the school, district and central levels to manage personnel issues locally. In addition, it enables the Department to report to government on a number of operational matters about which information was previously unavailable.

During 2002-2003, there were approximately 7 700 HRMIS users, slightly more than in 2001-2002. The pattern of transactions through the year reflected the work volume associated with various pay cycles, terms and vacation periods.

An improved, web-based version of PeopleSoft will be introduced in late 2003. Preparations included half-day workshops for 1 276 staff in schools, district offices and central office, and presentations to 433 individuals from various groups.

Personnel and payroll

The \$1.28b annual Education payroll involves approximately 55 000 records. In addition to the routine processing of all salary payments, manual processing of matters such as leave, resignations, retirements and overpayments is undertaken, involving up to 4 000 telephone queries per week. During 2002-2003, approximately 250 000 forms and 150 000 telephone calls were processed.

The Department uses a dual payroll system: the permanent/fixed-term contract employee (EDW) system (\$1.22b) pays fortnightly and the casual (CAS) system (\$58m), weekly. In the 2002-2003 financial year, overpayments of approximately \$1.1m were detected, a significant improvement due to continuous monitoring of the integrity of HRMIS data.

Merging of the payrolls of Education and Training is expected to be completed by November 2003. The latter comprises about 500 records and involves an annual expenditure of \$28m.

Training

Staffing

Separate human resource information systems were operated by Education and Training and data will not be combined until 2003-2004, when Training data are transferred to the PeopleSoft system.

TABLE 35: FULL-TIME-EQUIVALENT EMPLOYEES, DEPARTMENT OF EDUCATION AND TRAINING (TRAINING), 2000-2001/2002-2003

	2000-2001	2001-2002	2002-2003
Training	328	360	375
TAFE international WA	31	34	39
WestOne Services	52	66	69
Totals	411	460	483

Source: Human Resources

Employee relations

Under Ministerial direction, the then Department of Training coordinated industrial and workplace relations policies on issues with implications across the TAFEWA college network. Labour relations consultancy and advisory services provided in 2002-2003 included:

- achievement of an ‘in principle’ agreement with the Australian Education Union regarding registration of a new multiple-employer certified agreement to cover TAFEWA college lecturers, including those at Pilbara TAFE;
- coordination of the AEU’s TAFE Employee Relations Committee (ATERC), which is the peak union/employer consultative body for TAFE academic staff, and bipartisan working groups set up by ATERC;
- negotiation and registration of agency-specific agreements with the CPSU/CSA for public service and government officers at the Department of Training and each of the TAFEWA colleges;
- representation of the Department and TAFEWA colleges before State and Federal industrial relations tribunals, including a minimum rates adjustment and simplification of the TAFE lecturers award; and
- coordination of the implementation of new labour relations policies across the public VET system, including the conversion of fixed-term contract public servants, government officers and TAFE lecturers to permanent employment status.

Workforce management

Following the realignment and amalgamation of some TAFEWA colleges in 2002, expert advice on human resource matters was provided to implementation committees in the metropolitan area and the Pilbara. A moratorium on the filling of vacancies came into effect and the clearing of vacancies and placements across the TAFE sector was managed.

Other initiatives included the provision of information and the development of human resources strategies for the shared corporate services project, upgrading of the HR Empower human resources management information system, the provision of information and advice to line managers and the agency executive in relation to achieving Functional Review staffing level reductions, trialling of the recruitment of casual staff through the Joblink agencies funded by the department, review of the status of contract staff under the *Modes of Employment* policy and the government circular relating to conversion to permanency, and coordination of workforce data collection for the National Centre for Vocational Education Research.

Following the amalgamation, the human resources activities of Education and Training were surveyed to prepare for the consolidation of human resources functions, and issues relating to staff deployment, redeployment and severance were managed.

Public Sector Standards

One allegation of a breach of the Recruitment and Selection Standard was made, compared with three in 2001-2002, and was found to be without substance.

Occupational health, safety and welfare

A comprehensive safety management framework provided the basis for the management of Occupational Health Safety and Welfare (OHSW) programs and activities, with all policies being available on the agency's intranet. OHSW employee representatives conducted regular safety inspections of worksites and worked with management to address safety issues and risks.

Health awareness and wellness programs encourage staff to maintain healthy lifestyles and involved use of the central office gymnasium, annual exercise programs and corporate games. A stop smoking program and free influenza immunisations were made available to staff.

An employee assistance program provided counselling to staff and their immediate families, and comprehensive grievance procedures and resolution guidelines assisted staff in dealing with conflict and equity issues.

Workers compensation and rehabilitation

In 2002-2003 there were a total of four workers compensation claims, involving 230 days lost time were received. No injuries required the intervention of rehabilitation providers or return-to-work programs. Four claims were received in each of 2000-2001 and 2001-2002.

TABLE 36: EMPLOYERS INDEMNITY INSURANCE, DEPARTMENT OF EDUCATION AND TRAINING (TRAINING), 2002-2003

	2002-2003
Estimated cost of claims incurred per \$100 wageroll (\$)	0.116
Premium rate (%)	0.32
Rehabilitation success rate (%)	NA ^a

(a) Not applicable as no injuries required the intervention of rehabilitation providers or return-to-work programs.

Source: Insurance Commission of Western Australia and Employee Support Services

Employee training and development

Investor in People (IiP) principles continued to underpin professional learning. IiP is a quality standard that sets a level of good practice for improving an organisation's performance through its people. Following the amalgamation, reassessment of IiP for 2003 was deferred.

Development opportunities for staff were provided through a program of blended learning, comprising group training, one-on-one training and on-line learning. Greater use was made of the intranet as a cost-effective training alternative. An on-line induction program was available to all staff, as was training in desktop technology applications. A program combining facilitated and on-line learning was provided to improve computer literacy, productivity and electronic record-keeping practices, to comply with the *State Records Act 2000*.

Personal orientations for new staff were conducted within a few days of their commencing with the agency, followed by New Starters Forums that enabled them to meet the executive and better understand its directions and priorities. An advisory service and a database of training providers and learning events on the intranet enabled staff to identify external learning options that addressed their individual needs; while specialised workshops, such as those for human resources staff, emphasised international best practice.

Line managers were encouraged to take greater responsibility for developing their staff through structured performance planning and development discussions. Workshops were conducted for each directorate, the training being customised to suit their roles and functions.

Access and equity

During 2002-2003, the Department produced the publication *Building Diversity and the AQTF* to assist Registered Training Organisations to integrate access and equity obligations into their processes and procedures, and to meet the compliance requirements of the Australian Quality Training Framework (ACTF).

Customer focus

Education

Complaints management

The Complaints Management Unit (CMU), which is managed by senior officers with extensive experience in school, district and human resources management; coordinates the recording, management and monitoring of all complaints and investigations to ensure compliance with the Australian Standard on Complaints Handling (AS4269).

The Unit also plays a quality assurance role with regard to alleged breaches of Public Sector Standards and manages matters referred from the Equal Opportunity Commission and Tribunal to ensure that the Department meets statutory compliance and reporting requirements.

A systemic database is being developed for the recording of all complaints and will be introduced throughout the government school system by the end of Term 1, 2005. A pilot program will be trialled in Term 1, 2004. Until the database is fully operational, complaints will continue to be recorded and managed at the local level.

Currently, complaints registered formally with the Office of the Director General are grouped into five categories and recorded for analysis and systemic improvement purposes:

- Director General – matters relating to the provision of education generally, which are directed back to schools and education districts for local management.
- Discipline – matters relating to the discipline provisions of *the Public Sector Management Act 1994* are managed centrally by the CMU on behalf of the Director General.
- Statutory compliance – matters relating to allegations of discrimination raised with the Office of the Equal Opportunity Commissioner are managed centrally by the CMU on behalf of the Director General.
- Public Sector Standards – the Department's responses to allegations of breaches of Standards referred to the Office of the Public Sector Standards Commissioner are coordinated centrally by the CMU on behalf of the Director General.

- Sub-standard performance – allegations of sub-standard performance by employees are dealt with under the provisions of the *Public Sector Management Act 1994* and are coordinated centrally by the CMU on behalf of the Director General.

TABLE 37: COMPLAINTS REGISTERED WITH THE OFFICE OF THE DIRECTOR GENERAL OF EDUCATION AND TRAINING, 2002-2003

Category	Registered	Percentage of all complaints registered	Closed
Director General	145	43	139
Discipline	142	42	75
Public Sector Standard	30	9	28
Statutory compliance	14	4	7
Sub-standard performance	7	2	6
Totals	338	100	255

Source: Complaints Management Unit

Of the 145 complaints made to the Director General, 61 (42 per cent) related to staff conduct. The 142 discipline complaints included 59 (42 per cent) associated with the alleged physical assault of students; the main category of complaints concerning the Public Sector Standards involved the Recruitment, Selection and Appointment Standard (20, or 67 per cent); and of the 14 statutory compliance complaints, half were lodged on the grounds of alleged failures to provide equal employment opportunity on the grounds of impairment.

Language services policy

The Department operates an extensive range of programs, services and strategies that contribute to the maintenance and development of a culturally and linguistically diverse society in Western Australia. There is a strong focus on multiculturalism in both general management and classroom practice.

Action: a State Government Plan for Young People 2000-2003

‘Action’ addresses the needs of people aged between 12 and 25 years and the Department plays a major role in the achievement of each of these goals. The actions in relation to Education are listed in Figure 11.

FIGURE 11: RESPONSE TO ACTION: A STATE GOVERNMENT PLAN FOR YOUNG PEOPLE 2000-2003, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002-2003

Goals	Typical activities
Promoting a positive image of young people	School assemblies and open days, shopping centre displays, community service work, participation in competitions in various learning areas
Promoting the broad social health, safety and well-being of young people	Health and Physical Education learning area, drug education programs
Preparing young people better for work and adult life	Technology and Enterprise learning area, Enterprise and Vocational Education in Schools
Encouraging employment opportunities for young people	Enterprise and Vocational Education in Schools
Promoting the development of personal and leadership skills	Health and Physical Education learning area – sport and outdoor education
Encouraging young people to take on roles and responsibilities that lead to active adult citizenship	Society and Environment learning area, participation in class parliaments and school governance, community service work

Disability service plan

The final report of the review of educational services for students with disabilities will provide a framework for updating the 1995 disabilities service plan, intended to improve access to Department facilities and services for people with disabilities.

Community relations

The Department's public relations unit supports schools and districts with community relations advice and promotional materials. It also mounts a number of corporate events to highlight the achievements of students, teachers and staff in government schools.

The Public Affairs Program (\$37 000) included the ANZAC schools commemorative service, which in 2003 featured the Governor, Lieutenant-General John Sanderson, as guest speaker; and two Aspire breakfast forums, at which broadcaster Tina Altieri and former Perth Wildcats coach Alan Black addressed senior secondary students. The public affairs program also fostered public sector best practice by sponsoring an education and skills category in the Premier's Awards.

The Promotions and Awards Program (\$55 000) recognised student excellence through the Young Originals exhibition, Quest for Excellence awards and various other competitions. Outstanding achievements of school and district staff were recognised through the Education Innovation awards, the Principal of the Year award and the presentation of silver medallions to recently retired principals and senior officers.

Education Week (\$50 000) took public education to the wider community through school open days and other events, shopping and community centre displays and performances, and

district award ceremonies for students, teachers, staff and community members. A media campaign helped to promote more than 600 events throughout the State.

Corporate promotional activities (\$65 000) were highlighted by participation at the 2002 Perth Royal Show, where the education pavilion featured the diversity of twenty-first century schooling. The popular *Guide for Parents* was reprinted in a more user-friendly format. Other activities included school musical performances and art displays at central office, public relations planning at the district level and the acquisition of student artworks for the Department's collection.

Communication with and among staff was maintained through the publication and distribution of more than 30 000 copies of each issue of the fortnightly tabloid *School Matters* and two special parent issues (60 000 and 66 000 copies respectively).

Training

Regions

VET and employment services play a vital role in regional development in Western Australia.

Of the State's regions, some depend heavily on natural resources, while others have substantial manufacturing industries; some are predominantly agricultural or pastoral, while others are important centres of tourism and hospitality. Because of these dissimilar characteristics, globalisation and structural economic change affect them in different ways.

As a result of the findings of the Employment Directions review, the Department's regional employment function was changed from assisting job seekers, industry and the community with short-term programs and services to emphasising the development of individuals and their capacity to direct and manage their future career.

Thirteen regional employment coordinators in eight rural and five metropolitan regions worked with more than 150 regional committees in exploiting local knowledge to increase employment opportunities. Their role is to improve community access to employment and training-related information and create links between employers and training organisations.

Small business

Small businesses (those with fewer than 20 employees) make up 97 per cent of all business enterprises in WA. They are estimated to account for half of the State's private sector workforce and to involve some 364 000 people. Eighty-six per cent employ fewer than five people and two-thirds are home based.

During 2002-2003, the Department delivered a range of programs and services to small business, including Small Business - Smart Business. Under Small Business - Smart Business, 6 700 redeemable vouchers valued up to \$200 were allocated, through the Small Business Development Corporation and 37 community-owned business enterprise centres, to small businesses to spend on training to improve their management skills and productivity.

Shell LiveWIRE, a youth enterprise competition, is designed to increase the number of new businesses established and managed by young people by assisting them to explore the option of self-employment as a viable alternative to paid employment. Competition participants are supported in the research and development of their business ideas through access to a series of business planning workshops sponsored by the Department. Rotary International offers participants access to business mentor support in the writing of their business plans. Since the introduction of the competition in 1986, more than 1 150 participants have gone on to establish viable business ventures.

Aboriginal and Torres Strait Islander people

Indigenous people represent about three per cent of this State's population. They are dispersed throughout WA and demonstrate wide linguistic, cultural and socioeconomic diversity.

Vocational education and training provides the skills and qualifications that help to break entrenched cycles of disadvantage. The rate of participation of Aboriginal and Torres Strait Islander (ATSI) people in VET has increased markedly over the past decade and is now twice that of the general community.

In 2002, about six per cent of all VET students identified themselves as being of Aboriginal or Torres Strait Islander descent. They participated in a wide range of courses, including 'second-chance' entry-level courses (such as New Opportunities for Indigenous Women and the General Certificate of Education for Adults); job-related courses specifically for Indigenous people in fields such as linguistics, tourism, mining, beef cattle production and health care; mainstream courses in, for example, hospitality and child care; and school- and employment-based traineeships.

Training was delivered in classrooms and workplaces as well as on-site for remote communities. Delivery was flexible (in terms of venue, entry and exit, and pace) and supported, in some instances, by computer-assisted learning.

While Indigenous participation in VET was much greater proportionately than for the community as a whole, the outcomes were achieved at lower levels than those of other students. Indigenous students were concentrated in a narrower range of fields of study, over-represented at the lower end of the qualifications spectrum and demonstrated lower

completion rates than other VET students. These outcomes are not necessarily an indication of either client or system failure: they reflect the fact that many Indigenous students enter VET with lower levels of general education and literacy and numeracy skills than do non-Indigenous students.

The Department supports Aboriginal and Torres Strait Islander people in their efforts to achieve the same outcomes in VET as other groups in the community and find meaningful employment by, for example:

- funding public and private training organisations, including Indigenous community-based providers, to deliver courses that meet needs identified by Indigenous communities;
- encouraging Aboriginal and Torres Strait Islander students to stay at school to years 11 and 12 and offering an easier transition from school to work through initiatives such as the Aboriginal School-based Traineeship Program and the Making a Difference safety net program for years 9 and 10 students showing signs of at-risk behaviour;
- facilitating social and economic development, particularly in regional areas, through Aboriginal Economic and Employment Officers who help to develop local training and employment initiatives;
- contributing vigorously to the development of public policy on Indigenous training and employment at the State and national levels; and
- building strong and effective partnerships with and between Indigenous communities and other major stakeholders in the training and employment sectors.

Specific initiatives during 2002-2003 included:

- launching Working Together: Indigenous Employment and Career Development Strategy for the Government Vocational Education and Training Sector 2003-2005. Developed by the Department and TAFEWA colleges after extensive Statewide consultations with Aboriginal and Torres Strait Islander people involved in VET and employment, it is intended to ensure that, over time, they are represented more equitably at all levels and across all kinds of work in the VET sector;
- partnering C. Y. O'Connor College of TAFE in a pilot program to recognise the prior learning of Aboriginal and Torres Strait Islander staff in TAFEWA colleges and facilitate their enrolment in the Certificate III in Community Services (Community Work). The first part of the pilot (personal skill recognition, evidence of skills and gathering evidence for personal portfolios) was completed at the end of 2002. The second (assessment for recognition of prior learning, identification of skill gaps and course enrolment) was finalised early in 2003;
- developing a culturally-appropriate intranet site, Billabong, that provides a 'virtual community' of Aboriginal and Torres Strait Islander staff in TAFEWA colleges. The site

contains information on professional development, training and employment, as well as a chat line and hot links. The Department has been funded by ANTA to adapt the site for use by other States and Territories;

- negotiating with the Ngarluma Yindijbarndi, Wong-goo-tt-oo and Yaburara Mardudhunera native title claimant groups on the Burrup Peninsula on the provision of training and employment services;
- consulting with Indigenous stakeholders, Registered Training Organisations and government agencies on the development of Statewide training strategies in community governance, health work and housing; and
- managing and funding of the Remote Area Essential Services Program, which gives local people the skills to manage their own water and power services, and involves 31 traineeships in the Kimberley, Pilbara and Goldfields districts.

Youth

In 2002-2003 the Department implemented a range of initiatives for addressing the needs of young people, including enhancements to the School Leaver Program, which identifies the intentions of years 10, 11 and 12 students in government schools, and provides support to those identified as at risk of not making a successful transition to further education, training or employment. After a successful trial last year, an extended version of the School Leaver Survey, which now includes aspects of satisfaction with schooling, was used in all government schools. Data collection for the Survey was centralised, releasing resources that allowed assistance to students to be increased.

[GetAccess](#), a dynamic and interactive careers information website, provided information for young people on a wide range of careers and the training and education required to enter them.

Other opportunities for young people were provided through Aboriginal School-based Traineeships, the Safety Net Program and EDN centres. Five EDN projects have been funded specifically to assist youth through career development. Under the Building Diversity program, four projects for students at risk of leaving school and not gaining employment were funded. Innovative methods involving training providers and community organisations assisted the development of literacy and vocational skills. A website will promote good practice in sport and recreation programs for students at risk, and a system of skills recognition for those attending youth centres.

A Cabinet decision of October 2000 required agencies to undertake a range of initiatives and report on their achievements against Action: A State Government Plan for Young People 2000-2003.

FIGURE 12: RESPONSE TO ACTION: A STATE GOVERNMENT PLAN FOR YOUNG PEOPLE 2000-2003, BY DEPARTMENT OF EDUCATION AND TRAINING (TRAINING), 2002-2003

Objective	Initiative
Continue to ensure there are opportunities for young people in training and employment in Western Australia	<p>The School Leaver Program included all government schools and a model for the non-government sector was trialled.</p> <p>The Aboriginal School-based Traineeship pilots achieved a retention rate of 85 per cent and additional funding was secured for the expansion of this program to 300 placements per year.</p>
Provide interactive and innovative access for young people in employment and training	<p>GetAccess provided comprehensive careers and employment information, while Regional Access provided on-line services for young people in rural and remote areas and the Apprenticeship and Traineeship website improved information dissemination and increased marketing opportunities for prospective apprentices and trainees.</p>
Increase the employability of young people	<p>The State Youth Training and Employment Pathways Strategy was introduced, providing greater opportunities in traineeships for young people, particularly those aged under 19: training was designed to meet their needs in moving from school to work.</p> <p>In 2002, all suitably qualified school leavers who applied for a position with TAFE received an offer.</p> <p>Midland College of TAFE, in collaboration with Swan City Youth Centre, piloted innovative delivery methods to deliver the Certificate I in General Education for Adults (CGEA), combining art and design skills development and literacy and numeracy skills support.</p> <p>Central TAFE established a system for skills recognition for young people attending Youth Headquarters in Leederville. The program helps students through the skills recognition process for computing and other generic skills to facilitate entry to mainstream TAFE courses.</p> <p>The WA Arts, Sport and Recreation Industry Training Council used a Building Diversity 2000 project to develop a database of sport and recreation programs targeting young people at risk, documented case studies of 'best practice' programs and updated its <i>Making Arts Work</i> website to include new research on relevant programs.</p>

Older people

By 2010, the number of Western Australians aged between 45 and 64 is expected to reach 567 000. As the number of younger people available for work declines due to the ageing of the population, older people will be an important source of skills and expertise. It is necessary to provide re-skilling and up-skilling opportunities for mature-aged workers to enable them to remain productive and in the workforce. Among Departmental initiatives intended for this purpose is Profit from Experience; an early intervention initiative to assist those aged over 45 years, who have been unemployed for less than 12 months, back into work.

It involves a network of support officers who give personal advice and provide assistance in getting people back into the workforce (including identifying and exploring work options that suit each individual) and provides formal recognition for current skills. More than 4 200 job seekers were assisted in 2002-2003.

The Department coordinated the Profit From Experience Week in September 2002, in partnership with the Positive Ageing Foundation, TMP.Worldwide and DOME (Joblink); developed a publication of case studies; and participated in the Maturity Matters international conference on ageing in October 2002.

Research commissioned by the Department in 2001 showed that two-thirds of Western Australians were, to varying degrees, computer literate. However, while a further 20 per cent used computers, the latter were not competent in using the Internet or electronic mail. The research also identified specific groups with significantly lower levels of computer literacy, including low-SES families, women aged 40-54 years who were not in the workforce, the unemployed, seniors, people with disabilities and Aboriginal and Torres Strait Islander people.

In 2001, the First Click fund was established to provide \$1m annually for free learning resource packages and training associated with computer literacy. In 2002-2003, 77 community projects, involving 6 300 people, many of them seniors, were funded up to \$20 000.

Women

There continue to be barriers to the participation of some women in training and employment. The Department supports initiatives that improve access by, in particular, young mothers, women from culturally and linguistically diverse backgrounds (CaLD), and women in transition and returning to study and the workforce.

Projects in 2002-2003 included a general education course for young mothers, Get On Board Girls, which was funded through the Building Diversity program; a short course, Life Experience Counts, for CaLD women, which was funded through Adult Community Education (ACE) projects; and professional development support for lecturers delivering women's access courses.

The Department also contributed to the development of the ANTA national strategy for women in vocational education and training.

People with disabilities

As a result of the amalgamation of the Departments of Education and Training, the Disability Service Plan is being revised. This plan reflects the requirements of State and Federal legislation, the Building Diversity program and the national VET strategy, Bridging Pathways. The Plan is intended to broaden access to VET by people with disabilities, improve their learning experiences, help them into employment and the achievement of

lifelong learning outcomes, and create a system that provides equitable outcomes and is accountable for these outcomes.

Under Building Diversity, funding was made available to training providers for the development of innovative projects and programs, including Web-based Support For Students With Disabilities in Transition to Work, and Tracking Success of People With Disabilities.

A mentoring program assisted apprentices and trainees with disabilities.

Projects were also funded under the ACE program to enhance opportunities for people with psychiatric disabilities to participate more fully in the community.

In accordance with the requirements of the *Disability Services Act 1993* and the national VET strategy, a reference group of VET staff and representatives of disability advocacy groups was established to ensure that the experience and skills of people with disabilities was utilised fully by the Department.

Under Australians Working Together – Moving People Forward, the Department was contracted to place 520 people with disabilities in VET. Several projects involving a range of disabilities, locations and organisations were recommended for funding.

The Department coordinated a response to the mid-term review of Bridging Pathways and feedback was provided to the Australian Disability Advisory Council in December 2002. The final recommendations are to be made shortly.

Culturally and linguistically diverse people

The Department is committed to improving training and employment opportunities for people from CaLD backgrounds under a collaborative, inclusive approach involving other agencies and organisations serving these people.

In October 2002, collaborative efforts by the Department and community organisations to enable people holding temporary protection visas obtain easier access to mainstream training courses and qualifications resulted in changes to the State Vocational Education and Training Regulations, allowing them to undertake publicly-funded training at local student rates.

Among other providers, the Department liaised with the Department of Immigration and Multicultural and Indigenous Affairs in relation to the Community Settlement Services Scheme, South-east Multicultural Reference Group, Centrelink and Curriculum Advisory Groups. It also contributed to the review of DIMIA's Translating and Interpreting Service and the Premier's draft of the Western Australian Charter of Multiculturalism.

The Department funded four Building Diversity projects to encourage people from CaLD backgrounds into training and employment. One was undertaken in collaboration with local Vietnamese, Thai and Filipino communities. A second aimed to determine the skills needed by bilingual community workers, with a view to establishing a traineeship. Others included training deaf adults to teach the Auslan sign language to hearing adults.

Career development assistance is provided through the EDN and three projects are funded specifically to assist CaLD clients.

Adult community education

In Western Australia, adult community education (ACE) is generally understood to comprise short, non-accredited courses at many different levels and locations and to involve diversity, flexibility and responsiveness.

While ACE is largely independent of government funding and intervention, the Department is aiming to develop an identity for the ACE sector; promote its characteristics; and assist in building its capacity by developing collaborative relationships with government, non-government and community organisations and pathways between education sectors.

Its strategies to encourage ACE in 2002-2003 included encouraging innovative and collaborative programs, particularly those for CaLD people and people with disabilities, through small grants to providers; developing and promoting skills recognition pathways to raise students' awareness of further educational opportunities after ACE; coordinating Adult Learners Week, which is the major showcase for ACE; and allocating public funds to First Click.

Community relations

A range of community matters was managed, including the Department's involvement in the *Cole Royal Commission into the Building Industry*, the *Review of the Interface between Education and Training (Tannock Report)* and the establishment of the Margaret River Wine Centre and education campus.

The Department's Training Info Centre continued to provide expert information and advice on careers, career development, training options and referral to specialist job assistance programs. In 2002-2003, the Centre handled almost 50 000 enquiries. The majority were phone enquiries with 3 335 e-mail enquiries and 7 175 face-to-face enquiries.

The Centre updated its resource manual to assist other practitioners and organisations in the training, education and welfare sectors. It produced a *Returning to Learning* guide for

mature-aged students wanting to get back into study or to further develop their skills and opportunities. This was distributed to TAFEWA colleges and Western Australian libraries.

In accordance with a new commitment to shared services, in June 2003, the Centre was co-located with the Career Information Centre (which is funded through Centrelink) and the Central Metropolitan Employment Directions Network above the Murray Street Mall in central Perth. The result is a one-stop service for training, careers and employment information.

Information and communications technologies

Education

A range of projects of the late 1990s established a Statewide network of computers in government schools that was sufficient to give students and staff reasonable on-line access to one another: the Department Intranet and the Internet.

Telecommunications infrastructure

The widely dispersed nature of the government school system makes the unity of that system heavily dependent on effective and efficient telecommunications. Historically, many telecommunications links in rural and remote areas have been slow, expensive and unreliable and when government objectives relating to the supply of computers to schools had been largely achieved, the Department turned its attention to improving these links.

By June 2003, over 600 Department sites had received broadband services and a further 200 are to be connected by September 2003. Telstra delivers services by terrestrial means and Optus uses satellite technology to link remote schools and Schools of the Air students.

Computers for learning and teaching

In 1997, there were 16 300 computers being used for learning and teaching in government schools: approximately one for every 16 students. By 2002, the number had almost tripled to 44 800.

Projects in 1998 and 1999 were intended to provide one computer for every 10 primary-aged students and five secondary-aged students. In November 2001, achievement by schools of specified ratios ceased to be mandatory, to allow them greater flexibility in planning for the first stages of the Education to Community (e2c) initiative. However, by 2002, ratios of seven and five respectively had been achieved.

These ratios are based on computers of at least a minimum standard, that is, less than four years old or functionally equivalent. Almost 39 000 computers, or one for every six primary- and secondary-aged students, were at the minimum standard.

TABLE 38: MEAN RATIOS OF STUDENTS PER COMPUTER USED FOR LEARNING AND TEACHING, GOVERNMENT SCHOOLS, 1999-2002 ^{(a) (b)}

	1999	2000	2001	2002
<i>Primary</i>	12	9	8	7
<i>Secondary</i>	7	5	5	5

(a) December census. (b) Subject to variation by individual school.

Source: Information and Communications Technologies

TABLE 39: COMPUTER CONNECTIVITY IN GOVERNMENT SCHOOLS, 1999-2002 ^(a)

Percentages of:	1999	2000	2001	2002
Classrooms connected to school-wide curriculum networks	43	68	77	80
Schools with administration and curriculum networks connected	10	17	35	46
Schools with at least one computer with Internet access	100	100	100	100
Computers connected to the Internet	61	76	83	88
Computers connected to networks	65	77	84	89

(a) December census.

Source: Information and Communications Technologies

TABLE 40: FORMS OF TECHNICAL SUPPORT USED BY GOVERNMENT SCHOOLS, 2002 ^(a)

Support model	Number of schools by % of use			
	<24	25-49	50-74	>75
Rely on volunteer staff/parent	191	60	63	75
Use staff member providing release time	166	75	97	120
Individual staff do own technical support	260	22	17	17
Share technical support on cluster basis	33	10	7	16
Contract specialist technical support as required	310	88	105	192
On-site technical support available	35	32	22	37

(a) December census.

Source: Information and Communications Technologies

Notebooks for Teachers

Developing teachers' skills in the use of information and communications technologies (ICT) is essential if they are to gain maximum effect from ICT to improve student learning. Since December 2001, the Department has delivered more than 12 600 notebook computers to teachers, who lease them for \$380 per year, before tax, under the enterprise bargaining agreement between the Department and the Australian Education Union.

In 2002, Data Analysis Australia (DAA) was engaged to establish baseline data on teachers'

ICT skills and attitudes before receiving the notebooks and, in May 2003, reported that three-quarters of respondents to its survey considered themselves to have at least some skills, and that most were leasing the computers to improve their skills. A follow-up survey, to determine whether the lessees consider they have improved their ICT confidence and skills as a result of the program, is to be undertaken by DAA in August 2003.

Technical support

A customer service centre supports almost 10 000 computers used for administrative purposes in Departmental schools and offices and 13 000 notebook computers supplied under the Notebooks for Teachers program. Independent advice on ICT matters is provided to schools, as is access to panel contracts for hardware, software, peripherals and technical services.

To reduce costs, the Department is introducing a standard operating environment for cabling, networks, servers and desktop computers. It will transfer responsibility for the management of ICT from schools to the central office, freeing teachers to apply technology in the key learning areas.

Education to Community

During 2002-2003, the Department continued to implement the Education to Community (e2c) initiative, which is intended to create an on-line learning community comprising all teachers and students in government schools, by exploiting new information and communication technologies (ICT) and new approaches to their use.

The most significant e2c initiative was the Application Service Provider Infrastructure Trial (ASP), which involved 12 primary schools, 332 teachers and 3 500 students in the Fremantle education district. The ASP Trial began in May 2001 and ended in schools at the end of Term 4, 2002. The final reports for the project, including independent evaluations, have recently been completed and are being presented to schools.

The four-year, \$20m, 100 Schools Project is intended to provide new or upgraded ICT facilities (\$11m for schools and \$3m for on-line services) and an extensive professional development program for teachers (\$6m) in 100 of the most disadvantaged government schools by 2006.

The 100 Schools Project, which was announced in November 2002, is intended to improve teacher competencies in the use of ICT and enhance student learning opportunities across a range of government schools. The Phase I schools were chosen from the 200 most disadvantaged schools. Thirty-five schools are engaged in the first phase of the project with the remaining 65 schools yet to be selected.

The project's approach is based, in part, on the lessons learnt from the ASP trial and seeks to address concerns raised in the report of the Office of Auditor General, *Online and Length*; and the Robson review, and to support the government's five priority areas for education.

An important feature is the development and delivery of professional learning approaches and models that are sustainable, from a funding and support perspective, across the system.

Networks have already been upgraded in 20 schools and the remaining 15 schools in Phase I will be completed by August 2003. The introduction of upgraded desktop computers, network equipment and servers is planned for October-December 2003.

New models for supporting these upgraded technologies are being developed in consultation with schools: they aim to take advantage of the new broadband Internet connections.

School Information System

Good corporate, district and school-level decision making depends on having access to reliable and valid information, and the School Information System (SIS) is an information management system that supports government schools, district offices and the Department's central office in improving learning, teaching and school administration.

The introduction of SIS began in 1999-2000, with a pilot program in 69 schools. By mid-2003, it was being used in 693 schools and initial primary school implementation should be completed early in 2004.

SIS is the preferred, but non-mandatory software suite for all government schools. With support for non-SIS products to be phased out early in 2004, almost all schools have implemented SIS. The implementation schedule is driven by school demand. Schools must agree to implement all of the relevant modules, select a module pathway (combination of particular streams and modules), and pay for installation, data migration (if required) and training. Subsidies are available for small, rural and remote schools.

SIS comprises four streams: Curriculum, Finance, Administration, and Timetabling, and each stream contains at least one module.

The Curriculum stream includes Curriculum Manager, Assessment Manager, Transitional Reporting, Curriculum Council Reporting, and Vocational Education and Training in Schools modules. Curriculum Manager assists teachers to plan, monitor, evaluate and report on the progress of individual students. It was designed specifically to reinforce the principles and philosophy of outcomes-based education and supports implementation of the Curriculum Framework and the Outcomes and Standards Framework.

Assessment Manager enables schools to analyse curriculum data to determine trends and set priorities, while Transitional Reporting allows for non-outcomes-based reporting in years 11 and 12. Trialling of the VETIS module is continuing.

The Finance stream comprises Cash Accounts, Asset Manager and Billing modules.

The Administration stream includes Administration Manager, Attendance Manager and Census modules: the Behaviour Management module is being tested before being introduced toward the end of 2003.

A timetabling module, which is designed for use in secondary schools, is being developed further to meet the needs of larger secondary schools. It is already in use in 132 schools with secondary students, including 37 of the bigger senior high schools.

SIS has been well received by schools, with independent surveys indicating that over 90 per cent of respondents are at least 'satisfied' with the software quality, IT support, implementation support and communication strategies. Overall, most schools are making sound progress with the implementation of all modules.

The cost of implementing SIS (to February 2003) is \$24m.

TABLE 41: SIS IMPLEMENTATION, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION) 1999-2004 ^(a)

	Pilot	2000	2001		2002				2003				2004	
			Sem 1	Sem 2	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2
Primary	8	46	99	97	65	65	60	37	47	36	35	20		
Cumulative No:	8	54	153	250	315	380	440	477	524	560	595	615		
Cumulative %	1	9	25	41	51	62	72	78	85	91	97	100		
Secondary	4	11	17	13	12	11	12	16	20	17	9	12	12	10
Cumulative No:	4	15	32	45	57	68	80	96	116	133	142	154	166	176
Cumulative %	2	9	18	26	32	39	45	55	66	76	81	88	94	100
All schools	12	57	116	110	77	76	72	53	67	53	44	32	12	10
Cumulative No:	12	69	185	295	372	448	520	573	640	693	737	769	781	791
Cumulative %	2	9	23	37	47	57	66	72	81	88	93	97	99	100

(a) Data for Terms 3 and 4, 2003 and Terms 1 and 2, 2004, are estimates. Totals include 779 schools and 12 ancillary sites.

Source: Information and Communications Technologies

Training

Training made use of the Intranet as a cost-effective alternative to face-to-face training and information dissemination among staff. An on-line induction program was developed and e-learning in desktop technology applications was available as required.

Facilitated and on-line learning were provided to improve computer literacy, productivity and use of electronic record-keeping practices to comply with the *State Records Act 2000*.

WestOne

WestOne Services was established in August 1999, as an institution under the *Vocational Education and Training Act 1996*, to support the VET sector in developing flexible learning options through the innovative application of ICT to teaching and learning. WestOne produces teaching and learning resources in a variety of e-learning, television and print formats.

By the end of 2002, around 42 per cent of publicly funded VET modules were delivered by strategies other than face-to-face classroom teaching. The number of active on-line accounts for student and teacher access to e-learning resources reached 15 000 in June 2003, compared with about 10 000 in December 2002.

Both young and mature-aged job seekers were assisted through a variety of career and employment information and services. GetAccess features comprehensive on-line careers and employment information, while TAFEWA JobNet is an on-line employment service that brings together TAFEWA graduates and employers. Choices and Try It for Five are video/television resources profiling careers and learning options.

The use of electronic business processes at TAFEWA colleges enabled students to apply for admission, review the outcomes of their applications, get course information, enrol, pay, complete courses of study and access their results on line. In 2002, WestOne was recognised by the National Office of the Information Economy as an exemplary VET organisation for its achievements in this area.

The Department made significant contributions to a number of national projects in 2002, including:

- [*Access and Equity in Online Learning*](#), which concentrated on ensuring a genuine choice to access e-learning;
- [*Access to Bandwidth*](#), which supported a national approach to obtaining access to advanced ICT infrastructure through high-bandwidth technologies;

- [*Toolbox Champions*](#), a service designed to assist in the successful implementation of ‘flexible learning toolboxes’;
- [*Series 4 ANTA Toolboxes*](#): WestOne worked collaboratively with TAFEWA colleges to develop six such toolboxes. In all, TAFEWA tendered successfully for about 40 per cent of national funds for the development of on-line VET content;
- [*Flexible Learning Innovations*](#): WestOne developed a computer-based assessment generator that will provide VET training providers with a tool to store, search, edit and generate assessment plans and tools; and
- [*VET Policy Advice*](#): a WestOne review of the WA *Flexible Learning Strategy* policy and planning framework demonstrated that excellent progress had been made in relation to major goals and outcomes achieved by learners, VET staff and TAFEWA colleges.

In 2003, WestOne is managing a number of [national projects](#), including New Practices (a grant program supporting innovative flexible delivery initiatives) and the VET Learning Object Repository (which aims to identify progress with digital learning technologies).

Following the amalgamation of the Departments of Education and Training, WestOne and the Schools of Isolated and Distance Education identified the potential benefits of bringing together certain functions (curriculum design, learning technologies and corporate services). Merging of these functions will begin in the second half of 2003.

Asset services

Capital works

As a government agency maintaining some 850 widely dispersed sites, the Department must apportion its capital works budget between meeting new demands in areas of emerging population pressure and replacing obsolete capital stocks. In recent years, the Department has completed works to the value of more than \$167m annually while its expenditure on works in progress has been as high as \$274m.

The estimated cost of schools works completed during 2002-2003 was \$169.5m, compared with a budget estimate of \$159.2m. At 30 June 2003, the estimated cost of schools works in progress was \$214.8m, compared with a budget estimate of \$211m. Capital works carried out for TAFE was \$31m for the 2002-2003 financial year.

A replacement South Coogee Primary School was completed at Stanford Gardens and opened in April 2003. Construction of replacement primary schools at Bunbury (Djidi Djidi Aboriginal School), East Maylands, Koongamia, Midvale and Midland (Woodbridge) began, and new primary schools were started at Butler (Brighton), Dalyellup, Ellenbrook and South

Atwell. All schools except Dalyellup and Woodbridge (April 2004) will be open for the beginning of the 2004 school year.

'Sustainability' is a major factor in the design of South Atwell, which is intended to minimise resource use by being built with materials created by low energy-consumption processes, and reducing heating and water demand.

Djidi Djidi started in 1996 as an Aboriginal kindergarten and, in 2003, enrolls 106 FTE students K-7 on a site leased from the City of Bunbury that expires in December 2003. The replacement school is being built following extensive consultation with Noongar elders and the school community. Aboriginal culture is reflected in the design of the school.

Under the Smarter Schools program, 160 primary schools were upgraded in 2002-2003 in various ways, including air cooling, security alarms, security perimeter fencing and improved administration facilities.

Expenditure under the program for four-year-old children (\$8.4m) involved the provision of 35 transportables and modifications to 25 existing buildings.

Eaton Community College (years 7-9) and Mindarie Senior College (years 11-12) were opened for the 2003 school year and construction of Canning Vale College began. Major additions and improvements were completed at Cunderdin District High School, while similar work is in progress at John Curtin College of the Arts, Mandurah Senior College, the Mount Lawley and Tom Price senior high schools and the Dunsborough, Roebuck and Upper Swan primary schools.

Following the sale of AlintaGas, \$40m was allocated over four years commencing in 2001-2002 to renovate secondary schools recognised as having significant deficiencies and, in 2002-2003, the Secondary Schools Refurbishment Program involved John Curtin College of the Arts and the Busselton, Hamilton, Harvey, Katanning and Rossmoyne senior high schools.

A further \$10.9m was expended to complete the \$80m Computers in Schools project.

In 2002-2003, the Department began to place a greater emphasis on obtaining further efficiencies and upgrading TAFE properties in the metropolitan area. This followed the previous five years investment focus on TAFE in rural and regional areas.

TABLE 42: COMPLETED MAJOR ^(a) CAPITAL WORKS, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002-2003

Project	Year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5% ^(c)
<i>Additions and improvements to secondary schools</i>					
Halls Head Community College classroom block	2002	1 276	1 292	+ 1.25	
Sub-totals		1 276	1 292	+ 1.25	
<i>Additions and improvements to district high schools</i>					
Cunderdin District High School upgrade	2002	1 100	1 047	- 4.82	
Sub-totals		1 100	1 047	- 4.82	
<i>New primary schools</i>					
Rockingham Lakes Primary School	2002	5 975	6 006	+ 0.52	
Geographe Primary School	2002	6 181	6 195	+ 0.23	
Sub-totals		12 156	12 201	+ 0.37	
<i>Additions and improvements to primary schools</i>					
Serpentine Primary School	2002	1 722	1 797	+ 4.36	
Sub-totals		1 722	1 797	+ 4.36	
<i>Other school facilities</i>					
Administration upgrades 2001-2002	2003	2 000	2 931	+ 46.55	Increased scope of works
Early childhood program 2002-2003	2003	6 950	8 393	+ 20.76	Increased scope of works
Ground developments 2002-2003	2003	1 300	1 733	+ 33.31	Increased scope of works funded by third parties
Library resource centres 2001-2002	2003	2 000	2 030	+ 1.50	
Toilet replacements 2001-2002	2003	1 400	1 575	+ 12.50	Revised ETC
Sub-totals		13 650	16 662	+ 22.06	
<i>Miscellaneous</i>					
Computers in Schools 1998-1999	2003	80 000	80 000	± 0.00	
Land acquisitions 2002-2003	2003	5 500	10 307	+ 87.40	Increased scope of works
Transportable relocations 2002-2003	2003	5 100	6 791	+ 33.16	Increased scope of works
Sub-totals		90 600	97 098	+ 7.17	
<i>Local area education planning</i>					
Albany Primary School replacement	2002	6 095	6 149	+ 0.89	
Shenton College	2002	24 770	24 795	+ 0.10	
Sub-totals		30 865	30 944	+ 0.25	
<i>Secondary school refurbishment program</i>					
Bunbury Senior High School	2002	1 812	1 807	- 0.28	
Exmouth District High School	2002	1 026	1 025	- 0.10	
Gosnells Senior High School	2002	2 000	2 362	+ 18.10	Higher tender result and increased scope of works (fire compliance)
Kwinana Senior High School	2002	1 000	1 043	+ 4.30	
Morley Senior High School	2002	1 019	1 145	+ 12.37	Higher tender result
Swan View Senior High School	2002	1 000	1 050	+ 5.00	
Sub-totals		7 857	8 432	+ 7.31	
Total completed works		159 226	169 473	+ 6.43	

(a) 'Major' is defined as a project with a current approved ETC of \$1m or more.

(b) Estimated total cost.

(c) 'Significant' cost variations are defined as those exceeding 5 per cent.

Source: Facilities and Services

TABLE 43: MAJOR^(a) CAPITAL WORKS IN PROGRESS, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 2002-2003

Project	Expected year of completion	Budget ETC (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5%
<i>New secondary schools</i>					
Canning Vale College	2004	17 000	15 814	- 6.98	Lower tender result
Eaton Community College	2003	17 000	18 089	+ 6.41	Includes contribution to recreation centre
Kinross College	2003	15 043	15 046	+ 0.02	
Mindarie Senior Campus	2003	14 715	14 848	+ 0.90	
Sub-totals		63 758	63 797	+ 0.06	
<i>Additions and improvements to secondary schools</i>					
Albany Senior High School	2003	6 521	6 635	+ 1.75	
John Curtin College of the Arts	2004	2 500	2 500	± 0.00	
Mandurah Senior College	2004	3 000	3 000	± 0.00	
Mount Lawley Senior High School sports hall and performing arts facilities	2004	2 000	9 522	+ 376.10	Soil remediation work and joint facilities funded by third parties
Mount Lawley Senior High School Stage 2	2005	10 000	10 900	+ 9.00	Revised ETC
Tom Price Senior High School sports hall	2004	2 180	4 131	+ 89.50	Joint facilities funded by third parties
Sub-totals		26 201	36 688	+ 40.02	
<i>New primary schools</i>					
Brighton Primary School	2004	5 000	5 295	+ 5.90	Increased site costs
Dalyellup Primary School	2004	5 000	5 302	+ 6.04	Revised ETC
Djidi Djidi Aboriginal School replacement	2004	5 000	4 661	- 6.78	Reduced scope of works
East Maylands Primary School replacement	2004	5 000	5 000	± 0.00	
Ellenbrook Village 5 Primary School	2004	5 000	5 230	+ 4.60	
Koongamia Primary School replacement	2004	3 000	4 877	+ 62.57	Increased scope of works
Midvale Primary School replacement	2004	3 000	4 505	+ 50.17	Increased scope of works
South Atwell Primary School	2004	5 000	6 569	+ 31.38	Incorporation of ecologically-sustainable design principles.
South Coogee Primary School replacement	2003	5 000	5 339	+ 6.78	Increased site costs
Woodbridge Primary School	2004	3 000	5 000	+ 66.67	Soil remediation work and increased scope of works
Sub-totals		44 000	51 778	+ 17.67	
<i>Additions and improvements to primary schools</i>					
Dunsborough Primary School	2003	1 200	1 439	+ 19.92	Increased scope of works
Roebuck Primary School	2004	3 500	3 500	± 0.00	
Upper Swan Primary School	2004	1 500	1 536	+ 2.40	
Upgrade program (election commitment)	2004	24 000	12 100	- 49.58	Funds used to build new primary schools in 2003-2004
Sub-totals		30 200	18 575	- 38.50	
<i>Other school facilities</i>					
Administration upgrades 2002-2003	2004	2 000	1 000	- 50.00	Reduced scope of works
Covered assembly areas 2001-2002	2004	8 000	8 000	± 0.00	
Library resource centres 2002-2003	2004	2 000	1 408	- 29.60	Reduced scope of works
Student services improvements 2002-2003	2004	1 100	1 557	+ 41.55	Increased scope of works offset against savings in 2001-2002 project
Toilet replacements 2002-2003	2004	1 400	1 061	- 24.21	Reduced scope of works
Sub-totals		14 500	13 026	- 10.17	
<i>Miscellaneous</i>					
Air cooling 2001-2002	2004	7 400	5 467	- 26.12	Reduced scope of works
Automatic reticulation 2002-2003	2004	5 000	5 000	± 0.00	
Traffic management 2002-2003	2004	1 000	1 000	± 0.00	
Transportable classrooms 2002-2003	2003	3 200	3 423	+ 6.97	Increased scope of works and higher tender price
Sub-totals		16 600	14 890	- 10.30	

Project	Expected year of completion	Budget ETC (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5%
Secondary school refurbishment program					
Busselton Senior High School	2003	1 500	1 612	+ 7.47	Revised ETC
Geraldton Secondary College	2004	2 500	2 500	± 0.00	
Hamilton Senior High School	2003	1 250	1 171	- 6.32	Revised ETC
John Curtin College of the Arts	2004	2 500	2 500	± 0.00	
Katanning Senior High School	2003	1 000	1 036	+ 3.60	
Mount Lawley Senior High School	2005	5 000	5 000	± 0.00	
Rossmoyne Senior High School	2004	2 000	2 222	+ 11.10	Increased scope of works funded by school
Sub-totals		15 750	16 041	+ 1.85	
Total works in progress		211 009	214 795	+ 1.79	
Total capital works 2002-2003		370 235	384 268	+ 3.79	

Source: Facilities and Services

TABLE 44: COMPLETED CAPITAL WORKS AND CAPITAL WORKS IN PROGRESS, DEPARTMENT OF EDUCATION AND TRAINING (EDUCATION), 1997-1998/2002-2003

Financial year	Completed works		Works in progress	
	Budget ETC ^(a) (\$'000)	Revised ETC (\$'000)	Budget ETC (\$'000)	Revised ETC (\$'000)
1997-1998	74 500	84 945	159 640	164 209
1998-1999	92 192	95 120	272 000	270 558
1999-2000	86 311	85 314	249 112	258 277
2000-2001	97 354	98 650	264 291	281 281
2001-2002	165 372	169 134	257 239	259 936
2002-2003	159 226	169 473	211 009	214 795

(a) Estimated total cost.

Source: Facilities and Services

TABLE 45: COMPLETED MAJOR CAPITAL WORKS, DEPARTMENT OF EDUCATION AND TRAINING (TRAINING), 2002-2003

	Year of completion	Budget ETC ^(b) (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5%
Academy of Performing Arts (Stage 2)					
New facilities at Edith Cowan University (Mount Lawley campus) housing the Western Australian Academy of Performing Arts were completed. They accommodate the dance, production, lighting and design programs and will provide essential performing, studio and staff space for VET programs funded by the Department.	2002	7 900	7 900		
Capital Infrastructure Technology Fund					
The Fund was established under the Department 10-year capital works program.					
Backbone infrastructure (switches, cabling, etc.)	2002	4 800	4 800		
New technology and infrastructure to support training delivery	Ongoing	1 100	1 100		
Totals		13 800	13 800		

Source: Facilities and Services

TABLE 46: MAJOR CAPITAL WORKS IN PROGRESS, DEPARTMENT OF EDUCATION AND TRAINING (TRAINING), 2002-2003

	Expected year of completion	Budget ETC (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5%
Capital Infrastructure Technology Fund					
Additional funding provided for new technology and infrastructure to support training delivery.	2003	5 483	5 483		
Central TAFE, Northbridge – Redevelopment Stage 1					
The Central TAFE building portfolio is to be refurbished and refreshed to upgrade the customer service facilities at the Central, e-Central and Leederville campuses and to align access and equity programs. The Central library is to be relocated.	2005	4 550	4 550		
Central TAFE, East Perth – New Centre, Stage 1					
A new facility is to be constructed to accommodate nursing, community services, complementary therapies and child care, all of which are fundamental to the long-term restructuring of Central TAFE.	2006	5 650	5 650		
Central West College Geraldton – Batavia Coast Marine					
The project will provide training and research to support current and future needs in the Mid West/Gascoyne fishing and aquaculture industries.	2005	5 200	5 200		
Central West College of TAFE, Geraldton – Training					
A new training vessel was procured to replace the <i>Lady TAFE</i> for Central West College. The vessel will support the crayfishing, long- line tuna fishing and aquaculture industries. It will also act as a dive platform, sea search and rescue vessel and has been designed to provide universal access. The project will be completed by September 2003.	2003	1 300	1 410	+8.5	Higher than expected costs
Challenger TAFE – Marine Industry Training Centre					
Preliminary planning costing \$0.25m will be undertaken for the relocation of the Marine Industry Training Centre from a leased property in Egmont Road, Henderson to a facility provided by the Department of Industry and Resources in the proposed Jervoise Bay Marine Technology Park.	2006	4 100	4 100		
Challenger TAFE – WA Centre for Maritime Studies					
The current facilities in Fremantle will be extended and upgraded.	2005	5 906	5 906		
Esperance Vocational Training and Education Centre (VTEC) Planning Study					
A planning study will be initiated to examine the potential for a cross-sectoral campus involving Esperance Senior High School and Curtin University VTEC at Esperance.	2004	1 600	1 600		
Great Southern College of TAFE, Albany					
Facilities are to be upgraded to support emerging agricultural and landcare initiatives throughout the Great Southern region.	2003	750	750		
Student services at the Albany campus are to be refurbished	2004	800	800		

	Expected year of completion	Budget ETC (\$'000)	Revised ETC (\$'000)	Variation (%)	Reason for variation over 5%
<i>Pilbara College of TAFE – Pundulmurra Facilities Upgrade and Construction of Roebourne Workshops</i>					
The horticulture and land care facilities, associated trade workshops and learning areas at Pundulmurra are to be redeveloped.	2004	610	610		
The existing Roebourne workshops will be refurbished and extended for community use.	2004	400	400		
<i>South West Regional College of TAFE - Margaret River Wine Centre</i>					
The Department of Education and Training is working with the Curtin and Edith Cowan universities to establish a Centre for Wine Excellence at Margaret River for VET, higher education and research to support the wine industry. The total project contributions are \$5m from the Department and \$4.5m from the universities. Work began on the site in 2003. It is expected that the Centre will be operational for second semester 2004.	2004	5 000	5 000		
<i>Universal Access Audit</i>					
The Universal Access Audit involves a physical audit of all TAFEWA campuses with a specific emphasis on the needs of people with disabilities. The audit to date has covered most colleges, with Central TAFE, WestOne and West Coast College still to be audited. Remedial work has been completed at the Leederville campus and is in progress at Bentley and Midland. The Department will complete the audit of the balance of the portfolio and perform remedial works to Challenger TAFE. All new works at design stage are audited to meet universal access needs.	2004	1 775	1 775		
<i>West Coast College of TAFE - Hospitality Training</i>					
A new world-class hospitality centre at Joondalup will offer a seamless pathway from school to vocational education and training to replace the Carine facilities. Construction is to begin early in 2004.	2005	5 500	5 500		
<i>West Coast College of TAFE – Joondalup Site</i>					
Campus security, visibility and traffic flow are to be improved by realigning the campus entry and reconfiguring the site master plan (following the sale of land to the Police Service for the Police Academy) to encompass the new Hospitality Training Institute.	2004	1 200	1 200		

Source: Facilities and Services

School maintenance

The Department school facilities portfolio has a replacement value of some \$3.2b. The ageing of much of this infrastructure leads to high levels of maintenance.

In 2002-2003, maintenance expenditure of \$60.5m (\$52.3m in 2001-2002) included \$27.5m on breakdown repairs, \$11.4m on preventive maintenance and \$8.9m on minor works.

A further \$6m, funded from Department budget savings, was spent under the Operation Refresh program for external painting (\$3.2m) and replacement of floor coverings (\$2.8m) at 85 secondary schools.

Maintenance and minor works services in metropolitan schools were delivered through a new framework managed by Western Property, a business entity within the Department of Housing and Works. Under this framework, schools reported breakdown repairs to a call centre and repair work was managed directly by Western Property. Planned maintenance and minor works continued to be delivered through private sector arrangers and new contracts for providing these services will commence on 1 July 2003, under the management of Western Property.

Security fences were installed at 14 schools (12 in the metropolitan area) at a total cost of \$0.9m.

Automatic irrigation for schools

The automatic irrigation program continued during 2003-2003. Its objectives are to improve the standards of school grounds, utilise water resources more efficiently, lower the cost of grounds maintenance and reduce the risks and costs of injuries to gardening staff.

Stages 1, 2 and 3 have been completed at a cost of \$4.15m. Annual savings of more than \$0.75m have been realised from staffing reductions at 52 schools. Stage 4, which involves 54 schools, has been completed in 42 metropolitan schools and is under way in 12 rural schools. Total expenditure on this stage is expected to be \$5.7m, with corresponding savings in excess of \$0.9m per year.

Stage 5 was announced by the Minister in December 2002 and involves 44 schools, including 10 in the south-west, being converted to automatic irrigation at an estimated cost of \$5m: annual savings of about \$0.5m are expected.

When the program is completed late in 2004, manual and obsolete irrigation systems at 150 schools will have been replaced at a cost of some \$14.9m and recurrent annual savings of the order of \$2.2m will be realised.

Cleaning of schools

In March 2001, the incoming Minister For Education announced that school communities, through their school principals, would have a choice of day labour or contract services to meet their cleaning requirements. Since then, the Choice in School Cleaning program has involved 223 schools: 116 have chosen to revert to day labour and 107 to stay with contracted cleaning, bringing the total number reverting to day labour to 248.

Where schools have chosen this option, the Department has introduced a more efficient and productive staffing formula, resulting in the employment of over 400 new cleaners. Their training, and the stocking of schools with new cleaning equipment and materials has been undertaken by Department officers.

Where schools have chosen to stay with contract cleaning, the Department has introduced contracts that are shorter, more efficient and better reflect the services required by schools. They give schools greater ownership of and flexibility in the service delivered, and contain stronger penalties for poor performance.

As their current contracts expire over the next three years, some 400 schools will be able to choose the type of cleaning service that best meets the needs of their school communities.

School security

Protection of some 800 worksites and their contents against theft, wilful damage and arson is a major concern for the Department, and continuous attention is given to improving the effectiveness of warning and detection systems, and patrols by security services contracted to the agency. Some local government security services also cooperate with the Department in monitoring sites.

In June 2003, 603 government school sites were protected by electronic security systems, compared with 570 in June 2002. Although TAFEWA colleges manage their own security, alarms systems at 48 TAFEWA sites are now monitored by Department security services.

During 2002-2003, break-ins reported to the Department totalled 4 517. There were 6 586 instances of wilful damage and 33 acts of arson. Just over 550 people were apprehended while committing various offences against Department sites after having been detected by intruder alarms or security staff. However, compared with 2001-2002, the total number of offences fell by 42.5 per cent and the cost of repairs and replacement by 39 per cent to \$8.75m.

Six guards employed by a security service contracted to the Department were charged with various offences relating to the theft of equipment from schools. In order to maintain continuity, the Department decided not to terminate the contract with the service by which they were employed, but that service assigned its contractual obligations to another provider.

During 2002-2003, intruder detection systems were installed at 12 schools and upgraded at a further 48.

Security audits were undertaken at eight high-risk schools in the Canning, Fremantle-Peel, Swan and West Coast education districts, bringing the number of such examined since 2000

to 19. The security measures adopted following the audits were customised to deal with the specific risks at each school, but included security patrols, electronic security, landscaping, lighting, procedural changes and education programs.

Minor security improvements were undertaken at 71 schools, and financial assistance and advice were provided to the 100 Schools program on managing risks associated with notebook computers.

School Watch encourages community awareness of threats to the security of local schools, and involves the use of a freecall number to report suspicious after-hours activity to the Department. Since the introduction of the program in 1988, some 32 000 calls have been made to the Department's security section by members of the community, resulting in over 13 000 people being found loitering on, or committing acts of vandalism against, Department sites. During 2002, 4 182 calls were received (two per cent fewer than in 2001) and 2 739 people were apprehended (21 per cent more).

In February 2003, the Department and the WA Police Service established an alliance between School Watch and Neighbourhood Watch, placing the responsibility for promoting School Watch with local police districts, improving coordination between the two programs and giving School Watch a higher public profile.

Environmental initiatives

The Water Corporation conducts a Waterwise schools program that involves 217 schools, 172 of them in the public sector. Of this number, 115 are recognised Waterwise schools (95 government) while 102 schools (77 government) are working toward recognition, which involves arranging initial in-service courses, devising and implementing water education policies and water-related activities across various learning areas, participating in National Water Week and encouraging students to educate their parents about Waterwise principles.

In October 2002, the former buildings of the Denmark Agricultural College were leased on a five-year renewable term to the Denmark Education and Innovation Centre to develop sustainable living practices, involving, for example, energy-efficient building construction, organic horticulture, bush regeneration, and wetlands monitoring and management.

'Sustainability' is a major factor in the design of South Atwell Primary School, which is intended to minimise resource use by being built with materials created by low energy-consumption processes, and features innovations intended to reduce heating and water demand.

Paper Recycling Industries collected 48.39t of paper from the Department's central office in East Perth during 2002-2003, compared with 54.81t in 2001-2002.