

Local Area Education Planning

The Local Area Education Planning (LAEP) process is used to review the delivery of government schooling throughout the State and to plan for improvement. The process is designed to involve all stakeholders in determining, at the local level, how to deliver better schooling while making more efficient use of resources.

Since 1997, the 86 plans that have been or are being implemented represent over \$326m in capital expenditure, and annual recurrent savings of \$15m on staffing, maintenance, utilities and school grants.

There are four potential scenarios for change associated with the application of the LAEP process to existing school structures: *amalgamation, closure, relocation and redevelopment*.

Amalgamation

In some communities, falling enrolments can make it difficult for the local government schools to provide the appropriate level of resources and choice. In such circumstances, it can be more effective and efficient to amalgamate two or more neighbouring schools, and either renovate extensively one of the existing schools or build a new school to serve in their place.

For example, in the Swan education district, the Maylands and East Maylands primary schools will re-open as the Maylands Peninsula Primary School for the start of 2004 in new facilities on the East Maylands site. Koongamia Primary School and Bellevue Primary School will amalgamate and relocate to a new school being built on the Koongamia site for 2004. Woodlupine Primary School and Woodlupine Early Childhood Education Centre will amalgamate on the same site for 2004.

In the Fremantle-Peel district, the Carawatha and Willagee primary schools and the Carawatha Language Development Centre will relocate to a replacement school on the Willagee site for 2005.

In the West Coast district, Wanneroo Primary School and Wanneroo Junior Primary School will amalgamate in new facilities on the site of the latter for 2005.

Closure

In the face of falling enrolments, it may not be possible for some schools to amalgamate and, after consultation, a community may propose to the Minister that the best option is to close the school and relocate the students to more viable neighbouring schools where they will have access to better educational opportunities. If schools in rural areas close, student bus services to the host schools are negotiated with the Public Transport Authority.

In the Midlands district, Bodallin Primary School closed in December 2002 and students transferred to Moorine Rock Primary, while Varley Primary closed in April 2003 when the remaining student left.

In the Fremantle-Peel district, Langford Primary School closed in December 2002 and most students relocated to Brookman Primary.

Buckland Hill School closed in December 2002, the students relocating to the Kim Beazley and Castlereagh Schools.

Craigie Senior High School will close in December 2003 and most of the students are expected to move to the Belridge or Padbury Senior High Schools. The Academic Talent Program will be relocated to Duncraig Senior High School and combine with the existing program at that school.

Hope Valley Primary School will also close at the end of the 2003 school year: uncertainty about the future zoning of the area has affected enrolments.

Relocation

In 2003, the Graylands Intensive Language Centre moved to Parkwood in the south-east metropolitan corridor because research showed that this region had become the primary destination of many immigrants. When Langford Primary School closed, its Education Support Unit (ESU) was relocated to Riverton Primary School to join the existing ESU to form an education support centre to cater for increased enrolments.

The South Coogee Primary School was relocated to a new school in Beeliar in 2003 and, in 2004, the Djidi Djidi Aboriginal Primary School will move to a new site in the Bunbury suburb of Glen Iris.

Redevelopment

The redevelopment of Mount Lawley Senior High School is providing opportunities to develop physical and curriculum links with the nearby campus of Edith Cowan University. A Memorandum of Understanding between the Department and the university was signed to formalise cooperative initiatives in the areas of digital technology, professional development, biotechnology, performing arts and media.

The building program was delayed because of contamination to the site but, following a successful clean-up over the 2002-2003 summer vacation and a very extensive community information program, work resumed and the middle school will be completed for the opening

of the 2004 school year. A joint \$7.4m recreation centre, for which three-quarters of the funding is being provided by the university, will be completed in March 2004.

Primary schools being redeveloped include Midvale, Woodbridge, Melville and Onslow.

Primary school asset planning

The provision of school sites in new residential subdivisions and overall school site planning is controlled by the Department of Planning and Infrastructure (DPI). In 2000-2001, the Department assessed its own primary school asset planning policies and referred the findings to DPI. The DPI, in turn, commissioned an external review by consultants Taylor Burrell that used the Department review as a baseline.

The consultants' draft recommendations, which are being considered by the Department and DPI, follow those of the Department review. Possible outcomes include:

- a reduction in the size of government primary-school catchments to 1 500 lots per school and the application of more flexible criteria in rural and remote areas, and in special circumstances;
- the development of detailed guidelines for the planning of school sites in three main contexts: the school in the neighbourhood centre, the school at the edge of the neighbourhood centre, and the school on a neighbourhood connector;
- more flexibility in overall site area requirements, but more stringent provisions relating to topography and useable site areas; and
- greater use of interim schools in houses, shops and other forms of temporary accommodation to manage peak student numbers.

The resulting changes to the DPI policy on school sites are expected to improve primary school asset planning significantly.

Contract services

During 2002-2003, the Department (Education) awarded 114 major contracts, worth about \$45m, for goods and services, including the production, distribution and management of test materials and reports for WALNA assessments; virus detection and removal software; transport and storage of furniture and effects for employees; and cleaning services.

In April 2003, the quality assurance system was upgraded to ISO 9001:2000 and audited by NATA Certification Services.

During the same period, the Department (Training) awarded major contracts worth approximately \$6m for LAN infrastructure in TAFEWA colleges, the Department and Learning Resource Systems. Additionally, grants of over \$25m were allocated to registered training providers and community groups for the funding of employment and training initiatives.

School grant

The school grant is central to the Department's policy of devolving financial management and encouraging self-determination among government schools: it is the major source of income for most and is intended to encourage them to manage their resources prudently and utilise them to put their development plans into practice.

The grant is paid to schools in two instalments: one at the beginning of each semester. Most of the grant comprises a base payment according to the category of the school and a per capita payment according to the year levels of the students. Other factors that are taken into account include unique site management costs, location, the nature of student enrolments and special programs.

In 2002, the amount distributed to schools was \$69m, compared with \$67m in 2001.

In addition, special-purpose payments of \$110m (\$107.6m in 2001) were transferred to schools through the school grant gateways and included specific funding for Aboriginal education, the Curriculum Improvement Program and utilities. Special-purpose payments are distributed using various formulas relating to socioeconomic status, isolation, ethnicity and disability.

In 1996, the School Salary Pool was established to hold funds centrally to pay for relief or temporary staff needed by schools to achieve specific goals, or to support activities such as camps and excursions. The Pool reached \$41.3m in 2002-2003, compared with \$36m in 2001-2002.

Utilities management

Since 1991, the Department has operated a utilities management program in government schools that provides devolved funding (\$31.2m in 2002-2003) to meet the cost of each school's electricity, water, gas and rubbish removal.

The program encourages schools to reduce consumption to achieve monetary savings and develop positive attitudes among students to the use of non-renewable and recyclable resources, and conservation of the environment.

Consumption is monitored centrally and adjustments are made annually to funding baselines to take account of changes in schools' circumstances. As energy costs are substantial, the Utilman system was designed specifically to allow monitoring of consumption at each site. Data are downloaded monthly from Western Power systems.

Energy Smart Government Policy

The Department has committed to a reduction target of 12% in energy use over five years (5% in 2002-2003). As a result of the savings already achieved in schools, a credit has been allowed by the Sustainable Energy Development Office (SEDO) in relation to the schools participating in Utilities Management. The adjusted baseline is reported in Table 47. The Department has achieved the designated 5% reduction in energy consumption in 2002-2003. The Office of Country High School Hostels Authority is reported in Table 48.

TABLE 47: ENERGY CONSUMPTION FOR DEPARTMENT OF EDUCATION AND TRAINING

	2001-02 Energy Baseline	Target 2002-03	2002-03 Consumption
Energy consumption	491 593 GJ	467 013 GJ	459 235 GJ

Source: Schools Resourcing

TABLE 48: ENERGY CONSUMPTION FOR OFFICE OF COUNTRY HIGH SCHOOL HOSTELS AUTHORITY

	2001-02 Energy Baseline	Target 2002-03	2002-03 Consumption
Energy consumption	11 126 GJ	10 570 GJ	10 067 GJ

Source: Schools Resourcing

Student allowances

Secondary Assistance Scheme

The Secondary Assistance Scheme helps low-income families to pay school contributions and charges and buy school uniforms. It is available to parents who hold appropriate family health care or pensioner concession cards. Assistance is available up to and including the year in which students turn 16, when they become eligible for the Centrelink Youth Allowance.

The Scheme provides a clothing allowance of \$115, and an education program allowance of \$135 for Government Schools, which is paid directly to schools and is used to offset the costs of voluntary contributions in years 8–10 and charges in years 11-12.

In the calendar year 2003, 20 666 applications amounting to \$2.78m were processed for government schools compared to 22 611 applications amounting to \$4.8m in 2002; and 5 023 applications amounting to \$1.18m were processed for non-government schools, compared to 4 695 applications amounting to \$1.01m in 2002. The difference in funding levels for government schools from 2002 to 2003 was caused by an adjustment to the Education Program Allowance, due to the introduction of the \$100 Government Secondary Subsidy.

In 2003, the State Government provided a subsidy to government secondary schools of \$100 per student in years 8–12 through the school grant. The Education Program Allowance component of the Secondary Assistance Scheme is set at \$135. In years 8–10, where a voluntary contribution of up to a maximum of \$235 applies, eligible students will have the voluntary contribution fully funded (i.e. \$135 Education Program Allowance + \$100 Government Secondary Subsidy = \$235).

Boarding Away From Home Allowances

The Boarding Away From Home Allowance for Isolated Children (\$695) supplements the Centrelink Allowance for Isolated Children (AIC) and assists parents in remote areas whose children do not have access to local primary or secondary schools. In the financial year 2002-2003, 2 220 applications were processed (\$1.34m), compared with 1 337 applications (\$0.8m) in 2001-2002.

The increase is a direct response to an agreement drawn up between Centrelink and the Department. This agreement states 'Centrelink will distribute Department application forms for the Boarding Away From Home Allowance to those eligible for the Assistance for Isolated Children Boarding & Second Home Allowances and will keep a record of those customers who have been sent an application form'.

A Boarding Away From Home Allowance Special Subsidy assists parents with students attending campuses of the WA College of Agriculture. To be eligible for the \$1 000 subsidy, a parent must not be in receipt of either the Allowance for Isolated Children (AIC) from Centrelink or the Youth Allowance at the away rate. In 2002, 171 applications amounting to \$161 000 were processed, compared with 198 amounting to \$170 000 in 2001.

Travel and Accommodation Allowance

The Travel and Accommodation Allowance assists apprentices and trainees to meet additional travel and accommodation costs incurred while travelling from their normal place of

residence to the training venue of the closest contracted RTO delivering their training. The amount provided depends on the location of the normal place of residence and on the distance travelled: details are available in the [Travel and Accommodation Allowance Policy](#). A total of \$1.35m was expended in 2002-2003.

International education

In July 2002, the Premier launched a new WA education export strategy. He referred to the immediate and direct benefits of education exports and overseas fee-paying students: their living expenses and support services accounted for as much as what they paid in fees. Tourism was also a major beneficiary, because overseas families visited students while they studied in WA and students themselves often toured the State.

International education is the State's eighth largest export earner, generating almost \$640m a year: \$410m in fees and \$226m from the sale of student support services. Directly and indirectly, it creates some 2 600 permanent jobs.

Onshore services delivered by government, Catholic and independent schools, private colleges and training organisations, TAFEWA colleges, universities and major companies now include primary and secondary education, university preparation, vocational education and training, undergraduate and postgraduate university studies, and management training.

Offshore services of the Department and universities include teacher placements, exchange visits, consultancies, twinning with market country institutions and the marketing of locally developed hard and soft educational ware.

International students

Full fee paying students in government schools

Since 1998, the Department has offered full-fee-paying places in selected government schools, with surplus capacity, to enrol overseas students. In 2002, 15 schools enrolled 34 students; in 2003, 32 schools (23 secondary and, for the first time, nine primary) and 91 students from China, Indonesia, Taiwan, Hong Kong, Japan, Korea, Malaysia, Thailand, Vietnam, Singapore, Italy, Kenya, India and the UK were involved. Enrolments for two years or more are preferred, although one-year placements are accepted in special circumstances.

Until the end of 2002, the Department relied on word of mouth to promote the program but, in January 2003, it began to appoint the first of 14 overseas agents in Hong Kong, Korea, China and Japan, and will do so in Thailand and Vietnam.

Each agent receives a 'one-off' commission of 12.5 per cent for the first 15 secondary students and 15 per cent thereafter. For primary students, the commission is a flat 15 per cent. Agents provide orientation programs, general counselling and support while students are in WA, liaise with the parents, and monitor students' attendance and performance. Agents have recruited 19 students so far in 2003.

Government schools have also continued to engage in short-term study tours and international student exchange programs.

The Senior Colleges Overseas Project Education

The Senior Colleges Overseas Project Education (SCOPE) has been operated by the Canning and Tuart colleges since the mid-1980s, and prepares fee-paying international students for entry to universities. Over the years, enrolments have ranged between 325 and 512, and are currently around 500.

Of the 498 students enrolled in 2002, the main source was Hong Kong (114), followed by East Malaysia (76), China (70), West Malaysia (39), Indonesia (29), Kenya (26) and Singapore (23). A further 108 were recruited locally.

Course fees for 2002 ranged from \$1 450 for a four-week bridging course to \$9 700 for the Tertiary Entrance Examinations and WA Universities Foundation Programs (WAUFP): the WAUFP is an alternative to the TEE, which is becoming increasingly popular with students.

Tuart College students



Responsibility for marketing SCOPE overseas, which is undertaken by a combination of college staff and local agents, is divided between Canning (Brunei, Malaysia, Singapore, south-east Africa and Japan) and Tuart (China, Hong Kong, Macau, Indonesia and Vietnam).

A growth of 5.3 per cent in enrolments was attributable to the development of new markets and improvements in traditional markets such as Hong Kong; continuing growth in enrolments in the 40-week year 11 equivalence program; and the quality of the teaching and support staff in the colleges, which bolstered their reputation among potential students.

During 2002, the colleges collected \$3.96m net in student fees, retained \$1m for amenities and remitted \$2.96m to Education. Major expenditures included staff salaries (\$1.37m),

amenities (\$1m), commissions (\$0.42m) and marketing expenses (\$0.39m), leaving a surplus of \$0.34m, or 8.5 per cent of fees. These data exclude \$0.25m in bond monies, which are refunded at the end of students' courses.

TAFEWA students

TAFE International WA (TIWA) operates as an institution under section 57 of the *Vocational Education and Training Act 1996* to oversee the international activities of the State VET system.

During 2002-2003, TIWA achieved a 12 per cent increase in the number of international students undertaking English language courses, with Japan remaining the primary market. Enrolments in certificate and diploma courses from the traditional markets of Indonesia, Korea and Taiwan slowed due to factors such as the threat of terrorism, SARS and more stringent controls of student visa applications by the Department of Immigration, Multicultural and Indigenous Affairs.

Nevertheless, increased enrolments from new markets such as western Europe, Africa, Reunion Island and Mauritius enabled TIWA to record an overall growth rate of five per cent. Continued growth is expected in these markets, where TIWA is a leader in student recruitment.

TIWA continued to evaluate its services through regular surveys conducted among international students undertaking TAFE award courses at metropolitan TAFEWA colleges. Following analysis of the responses to the student survey conducted in October 2002, TIWA introduced strategies to respond more effectively to client needs, such as the provision of more student facilities and activities and new procedures to improve relationships and awareness of the needs of international students.

Aid and consultancy services offshore

During 2002-2003, under a Memorandum of Understanding with the Mozambican Ministry of Education, technical and vocational education services were provided to support the Ministry's application to the World Bank for funding to undertake pilot programs in tourism and hospitality. No further involvement is planned unless consultancy services, to be funded by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), are required.

The Department and Challenger College of TAFE were commissioned by the Kenyan government and industry to prepare a report on the infrastructure and support mechanisms needed to upgrade technical and vocational education in the Rift Valley Province of western Kenya. Private and public sector funding is being sought by Kenya to proceed with certain initiatives such as applied engineering.

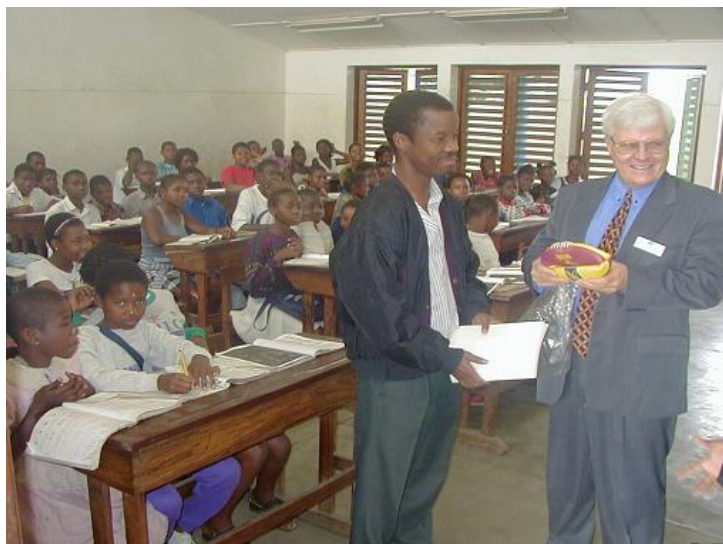
A project was initiated with the Malaysian Ministry of Education whereby WA and Malaysian primary and secondary schools are paired to collaboratively plan and implement science investigations.

At the request of the Vice Governor of Zhejiang province in the People's Republic of China, the Department undertook a preliminary investigation of the needs of provincial and municipal education authorities. Consultancy services were provided in relation to a proposal by Amnet Ltd to set up an international annex to attract fee-paying expatriate students to its Chongqing Hailian University. Two Department teachers on approved leave were linked with Chinese schools to deliver English language courses in Shanghai. These teachers worked under local conditions of employment.

The Department coordinated a partnership between Ernst and Young and a consortium of educators from Mandurah Senior College, Challenger College of TAFE and Murdoch University to undertake an initial needs survey of the public education system of Vietnam.

At the invitation of the Deputy Prime Minister of Cambodia, senior Department officers visited that country to investigate the potential for partnerships and to promote the Western Australian public education system.

In conjunction with ACIL Australia Pty Ltd, the Department won a contract in April 2003 to deliver an AusAID program for the Fiji public education system.



International education senior project manager Peter Short in Mozambique

The program will run for three years and, besides generating revenue, it will increase significantly the number of Department staff with experience in development education.

Following interest from provincial education departments and schools in China in having their students study the English language, the

Department developed an English enrichment course for delivery in the country by WA teachers. And, as a result of Chinese requests for leadership and management courses, a program suitable for both delivery in the international market and use by aspiring principals in WA was prepared.

With the SARS virus no longer a threat, the Department expects that visits by overseas principals and teachers to study the public education system in WA will resume shortly.

In relation to international projects, TIWA activities included identifying and developing business opportunities, monitoring contracts between TAFEWA colleges, TIWA and external clients, and providing advice on strategic matters such as risk management.

Qatar Petroleum

In August 2002, TIWA won a contract to assist the Qatar Petroleum Corporation Training Centre to recruit high-level technical training instructors to deliver training to QP students and employers from a field that included education and training institutions in Australia, Germany and Canada.

The contract requires TIWA to recruit up to 60 instructors per year in the fields of mechanical engineering, electrical engineering, process engineering, instrumentation, mathematics and science, security, office practice and English.

TIWA is also providing a range of other services including curriculum development; certification; modification of existing QP materials and improvement of training delivery; and overall capacity building in terms of management, academic standards and administration of the QP Training Centre. The ultimate goal, as expressed by the client, is to have an internationally recognised and industry-validated training system.

By June 2003, TIWA had placed 60 instructors and had commenced curriculum development and certification processes.

Australian-American Alliance

In March 2003, the Minister for Education and Training launched the Australian-American Education Alliance (AAEA). This is a unique system of higher education that features the best of the Australian VET and American two-year community college systems. It also incorporates university-level e-learning and distance education strategies.

AAEA programs enable students to complete education pathways through the certificate, diploma, and degree levels, while gaining access to a range of educational institutions in Australia and the United States.

Overseas Qualifications

The TIWA Overseas Qualifications Unit provided educational comparison, counselling, advocacy, and information services to more than 2 000 immigrants during 2002-2003. It delivered over a thousand written assessments and, in terms of referring to the National Office

of Overseas Skills Recognition assessments that it was unable to complete, was the most effective such unit in Australia.

TIWA's Independent Assessment Service provided English language assessments of newly-arrived immigrants and referrals to TAFEWA colleges for those who were eligible for the Commonwealth's Adult Migrant English Program. However, from July 2003 to June 2008, the service will be operated by Central TAFE and the West Coast College of TAFE Adult Migrant Education Service.

In April 2003, the Overseas Qualifications Unit secured funding from the Department for Community Development to develop and deliver, in consultation with major industry stakeholders, an assessment process for immigrants with suitable overseas training who wished to enter the childcare industry.

Ministerial services

Support for the Minister for Education is an important aspect of the work of the Department's central office, and includes the drafting of letters for the signature of the Minister and the provision of briefing notes on specific matters relating to the Minister's portfolio.

TABLE 49: MINISTERIAL CORRESPONDENCE, 2001-2002/2002-2003

Type	2001-2002		2002-2003		Combined from 1 Feb 2003
	Education	Training	Education	Training	
Letters	1 986	547	1 311	367	931
Briefing notes	298	245	144	108	128
Answers to Parliamentary Questions	197	44	108	43	145
Totals	2 481	836	1 563	518	1 204
Percentages on time	85	36	84	43	73

Source: Ministerial Services

Risk Management

As a result of the merger of the Departments of Education and Training in February 2003, the Audit and Review Branch has worked with the Department's Corporate Executive to identify the strategic risks facing the new organisation. That exercise has been completed and the next stage of involving senior and middle management has commenced. It is envisaged that a comprehensive identification of the management of risk throughout Central Office will be completed early in 2004.

From an operational risk perspective, a number of initiatives occurred and they were:

- the circulation of Risk Management Guidelines to all staff;
- the establishment of a Risk Management Contact Officers network;
- the development of a Risk Management website; and
- continued consultancy services in risk management to all levels of the Department.

The primary objective is to establish an assurance framework in which senior management can place confidence in the fact that organisational activities are cognisant of risk and are clearly linked to the Strategic Risk Profile and defined Department outcomes.

Legal services

The Department retains in-house counsel and obtains additional advice from the Crown Solicitor and private practitioners as necessary.

Legal matters dealt with range across the law of contracts, torts, family law, real and intellectual property, administrative law, criminal law, commercial law, insurance and liability issues, subpoenas and statutory interpretation, as well as policy development and implementation.

Advice was sought in relation to the *School Education Act 1999*, the *Industrial Training Act 1975*, the *Vocational Education and Training Act 1996* and the *Building and Construction Industry Training Fund and Levy Collection Act 1990*. Preliminary advice was also given on other legislation such as the *Public Sector Management Act*, *Freedom of Information Act*, *Equal Opportunity Act* and *Industrial Relations Act* that affect the functions of the Department.

Briefs were prepared for prosecutions under the *School Education Act and Regulations*.

A regular column in the *School Matters* tabloid and professional development seminars are designed to help staff to understand legal issues that affect them on a day-to-day basis.

TAFEWA Colleges report directly to the Minister and Parliament and they are able to obtain their own legal advice, but on matters of common concern, including industrial relations, and in commercial negotiations, they usually refer to the Department's legal services for advice. Additional advice may be sought from the Crown Solicitor.

Regulation of private providers is undertaken by the Training Accreditation Council: an independent but non-statutory body, staffed by public servants, that also reports directly to the Minister and Parliament. Legal advice is provided to those officers and to the Council on issues such as the registration and monitoring of training providers.

The State Training Board, which is an independent body established under the *Vocational Education and Training Act* for the coordination of advice to the Minister on the delivery of training and the training needs of industry, is also tendered legal advice as required.

Intellectual property

Grants from the State government's Science and Technology Innovation Fund totalling almost \$0.8m were made in relation to seven projects aimed at improving the research and development capacity of the public VET sector. The projects, involving e-Central, Central TAFE, Challenger TAFE and Great Southern TAFE, were in diverse areas such as fish farming, metal spraying technology, weather monitoring, the application of ultrasonics to gold processing and virtual training for remotely-operated vehicle technicians.

Freedom of information

The *Freedom of Information (FOI) Act 1992* provides the general public with a right of access to documents held by government agencies, and a right to apply for the amendment of personal information that is out of date, misleading or inaccurate.

Following the amalgamation of the Departments of Education and Training in February 2003, the processing of FOI applications was integrated. TAFEWA colleges continued to handle their own applications and to report the outcomes individually to the Minister for Training.

In 2002-2003, the Department received 80 applications (Education 75, Training 5) for access to information. Four applications were transferred in full to other agencies.

Fifty-one applications were requests for personal information and 28 for non-personal information. One request for the amendment of personal information (two in 2001-2002) was refused after consultation with the district education office and the school involved. Twelve applicants withdrew their applications following negotiations for the release of information outside the FOI process.

Full access to documents was granted to 21 applicants and edited access to 26, while access was refused to 15 applicants. Eight were under consideration at 30 June 2003.

Two applications were received from the media, compared with none in 2001-2002; and three from Members of Parliament, compared with four in 2001-2002.

The average time to process FOI applications for access to information increased from 24 days in 2001-2002 to 31 days in 2002-2003.

There were 14 requests for internal review: five in 2001-2002. The original decisions were confirmed in 11 cases and varied in two: one decision was reversed.

The Department continued to pursue ways of providing more information without the need for formal application under the *Freedom of Information Act*. The *FOI Procedures Manual* was amended to encourage openness and accountability.

The State government is expected to introduce privacy legislation to Parliament in the near future and the Department is preparing to handle the additional requests for advice it is likely to generate.

Quality assurance

Internal audit

The primary objective of internal audit is to provide management with expert, impartial advice on operations and performance.

The period under review was characterised by continuing improvements to the school auditing program, extension of the performance audit program, enhanced ICT audit strategies and, following the amalgamation of the former Departments of Education and Training, the merging of the internal audit functions of both.

As a result of the merger, internal audit took on portfolio-wide responsibility for strategic risk management and fraud prevention and detection. New methodologies and tools for dealing with these issues will be developed and made available through a substantial educational program to be conducted during 2003-2004.

In addition, under the shared corporate services model that is integral to the success of the merger, an offer to provide audit services was accepted by three of the metropolitan TAFEWA colleges and the fourth is considering its options.

For 2002, the procedure for school audits was changed from one using external contractors, to a model that combined annual audits of 15 per cent of government schools by in-house auditors with annual self-assessments by administrators at the remaining 85 per cent of schools.

The benefits included support for schools by auditors with a sound knowledge of the systems and issues that affect them; more timely reporting to schools and the Director General on the effectiveness of systems in schools; and an educative, rather than punitive, approach designed to raise awareness of control, risk and corporate governance issues among school leaders and district office staff.

For audits for which specialised skills were required, such as those of information systems, external contractors continued to be used.

During 2002-2003, Department staff audited 119 government schools in Fremantle-Peel (21), West Coast (20), Swan (16), Canning (11), Midlands (nine), Bunbury, Narrogin and Mid West (six each), Albany and Pilbara (five each), Esperance and Goldfields (four each), and Kimberley and Warren-Blackwood (three each). The remaining schools were required to complete self-assessment questionnaires. In addition, 15 district education offices were audited.

Other audit activity included 10 information systems audits, nine compliance audits, seven performance audits and five special investigation audits.

Education

Reporting student performance at a national level

In March 1997, the Commonwealth, State and Territory Education Ministers agreed to a national literacy and numeracy goal:

- *that every child leaving primary school should be numerate, and be able to read, write and spell at an appropriate level.*

The Ministers also adopted a sub-goal:

- *that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.*

These goals are to be achieved through a national literacy and numeracy plan, containing a range of initiatives to improve student performance.

Performance is measured annually at certain levels of schooling against nationally-agreed benchmark standards. Assessment procedures are designed and implemented in each jurisdiction and the information gained is provided at various levels of complexity to teachers, schools, parents and the community at large.

The national standards, or *benchmarks*, have been introduced progressively. National testing began in WA in 1998 and by 2002 involved virtually all students in years 3, 5 and 7. The Western Australian Literacy and Numeracy Assessment (WALNA) was administered to nearly 55 700 government school students.

For detailed information on student performance as measured by WALNA, see *Key Performance Indicators* data from page 227 onwards.

Details of the performance of the WA government school system against a range of national indicators are available in both the [National Report on Schooling in Australia](#) and the Productivity Commission's [Report on Government Services](#).

System-level educational quality assurance

System-wide student performance information is provided by Curriculum Council data about the WA Certificate of Education, the Monitoring Standards in Education (MSE) program and WALNA.

Monitoring Standards in Education assesses random samples of students from the full range of government schools to generate information about the achievements of girls, boys, students with language backgrounds other than English, and Aboriginal students. It began in 1990 with tests in reading and writing, and by 2003 had involved all eight key learning areas (see Figure 13).

Student performance is described in terms of the knowledge, skills and processes defined in the Outcomes and Standards Framework for the learning area being tested.

The manner in which test instruments are prepared and analysed allows the Department to compare results between successive tests and across age groups. In addition, the Department supports schools by producing assessment materials that enable them to monitor their students' performance and make Statewide comparisons within the public school system.

FIGURE 13: MONITORING STANDARDS IN EDUCATION, 1990-2003

Learning area	Year levels	Tested
English		
Reading, Writing	3, 7, 10	1990
Reading; Writing	3, 7, 10	1992
Reading; Writing; Speaking and Listening; Viewing	3, 7, 10	1995
Reading; Writing (narrative, recount and letter)	3, 7, 10	1997
Reading; Writing (narrative)	7, 10	1999
Speaking and Listening	3, 7, 10	1999
Reading; Writing (narrative and essay)	10	2001
Viewing	3, 7, 10	2001
Speaking and Listening	3, 7, 10	2003
Mathematics		
Algebra; Space; Measurement; Chance and Data; Number	3, 7, 10	1992
Space; Measurement; Chance and Data; Number	3, 7, 10	1996
Space; Measurement; Chance and Data; Number	3, 5, 7, 10	1998
Space; Measurement; Chance and Data; Number; Algebra	10	2000, 2002
Working Mathematically	3, 7, 10	2000, 2002
Science		
Working Scientifically; Energy and Change; Life and Living; Earth and Beyond; Natural and Processed Materials	3, 7, 10	1993
Investigating Scientifically; Energy and Change; Life and Living; Earth and Beyond; Natural and Processed Materials	3, 7, 10	1997
Society and Environment		
Place and Space; Resources; Culture; Time, Continuity and Change; Natural and Social Systems	3, 7, 10	1994
Investigation, Communication and Participation; Place and Space; Resources; Culture; Time, Continuity and Change; Natural and Social Systems; Active Citizenship (pilot study only)	3, 7, 10	1999
Languages other than English		
Indonesian and Italian (Writing; Reading; Listening; Speaking)	7	1997
Japanese and French (Writing; Viewing, Reading and Responding; Listening and Responding, and Speaking; Listening and Responding)	7, 10	2001
Technology and Enterprise		
Pilot study	3, 7, 10	1995
Design and Technology; Home Economics; Information Technology (in Technology Process, Materials, Information and Systems strands)	3, 7, 10	2000
Health and Physical Education		
Physical Skills and Fitness Levels; Conceptual Understandings of and Attitudes to Health and Physical Education	3, 7, 10	1994
Concepts for a Healthy Lifestyle; Self-management Skills; Skills for Physical Activity; Interpersonal Skills; Fitness Testing; Surveys on Self-efficacy and Attitudes to Physical Activity	3, 7, 10	1998
The Arts		
Dance; Drama; Media; Music; Visual Arts	3, 7, 10	1996
Media, Visual Arts	3, 7, 10	2003
Social Outcomes of Schooling		
Interpersonal Skills; Social, Moral and Ethical Development	3, 7, 10	2001
Autonomy, Independence and Enterprise	3, 7, 10	2002

Source: Performance and Accountability

School Accountability

The School Accountability Framework requires each government school to undertake a continuous cycle of planning, self-assessment and reporting with reviews undertaken by the Directors of Schools.

The School Review Framework introduced in 2003 provides Directors with both a degree of consistency for the school review processes and the flexibility to take account of the different circumstances of schools across the state. The full review cycle for each school must be completed within two years with a summary report provided by the Director each year.

The reviews provide schools with valuable feedback about their performance and directions for improvement. They provide assurance that schools have undertaken rigorous assessments of performance, reported the required outcomes in their School Reports and responded with appropriate improvement plans.

For the 2003 school year onwards, all government schools are required to produce School Reports on an annual basis.

Data Club

The Data Club supports school leaders in making performance judgements based on their school's WALNA data. The Data Club provides additional analyses of the years 3, 5 and 7 testing program results and an associated professional development program for school leaders.

As a key component of the support for schools' self-assessment processes, the Department assumed full responsibility for the Data Club at the commencement of 2003. Prior to 2003, the Institute for Service Professions at Edith Cowan University had been contracted to develop and manage the Data Club.

The analyses include comparative ('like-school', district and State-government schools), longitudinal (1999, 2000, 2001 and 2002), 'value-added' and student growth perspectives for Reading, Writing, Spelling and Numeracy.

School leaders are encouraged to consider the information provided by the analyses in association with their understandings of the individual school context and teachers' professional judgements of student performance. In 2003, more than 50 professional development sessions were conducted with school leaders throughout the State.

Major evaluations

The Department maintains a small internal evaluation unit, which carries out or manages evaluations relating to the government school system. The unit is also involved in supporting the development of an evaluation culture throughout the Department, and developing procedures and tools to enable the central and district offices and schools to improve their accountability to the community and government.

In 2001-2002, a preliminary investigation of the cost and effectiveness of existing provisions for students with intellectual disabilities began. The first stage of the investigation was completed in October 2002: it reported on provisions for these students; policies and practices in the allocation of resources and comparative costs; and recommended the allocation of additional resources and the maintenance of databases upon which decisions about resource allocations would be made. The investigation has contributed significantly to the review of services for students with disabilities.

A review of evaluation activity within the former Department of Education was undertaken as a first step in a process of developing a systemic evaluation plan; and encouraging a culture in which all staff would take responsibility for monitoring and evaluating performance, and using the results in decision making and improvement planning.

The first phase of the review involved canvassing the views of all eleven central office directors, the Director of the Schools of Isolated and Distance Education and a random selection of five Directors, Schools about 'systematic ongoing monitoring and evaluation', the elements of an evaluation plan, and obtaining a general overview of the extent of monitoring and evaluation activity across central and district offices.

Some of the findings of this phase included:

- the experience of and level of involvement in monitoring and evaluation activities varied greatly among directors;
- most directors identified as being strongly influenced by those reviews or evaluations of major initiatives that related directly to their work; and
- all directors thought they had a significant role to play in promoting an evaluation culture, primarily at their own level, but also at the broader system level.

The responses from directors form the basis for a useful evaluation framework comprising the following elements:

- articulation of the type of evaluation culture wanted;
- a policy position that outlines responsibilities with respect to monitoring and evaluation and their relationship with accountability processes;
- a systematic process that enables the Department to determine what to monitor and evaluate;
- improved data collection processes;
- better use of information and data in decision making and planning for improvement; and
- support and guidelines for staff in monitoring, reviewing and evaluation processes.

This phase was completed before the merger of the Departments of Education and Training. Although the aims and planned phases of the review are, as a result, being reconsidered, the findings of the first phase are of importance to those in the Department providing support to government schools.

The State government is committed to significantly improving retention rates to year 12, and the evaluation unit began an investigation of factors affecting retention. The first stage involves a literature review of factors influencing students' decisions to stay on to year 12 or its equivalent, and a follow-up case study of students who were enrolled in year 8 at Clarkson Community High School in 1999.

The purpose of the case study is to determine where the students are in 2003 and what is required to track them; how well family, school or individual factors, identified in 1999, predict students' locations in 2003; and the reasons students give for leaving school. Information from the case study and the literature review will be used to develop a proposal for a longitudinal study of factors affecting retention rates.

An associated Department initiative, the School Leaver Program, has operated in all government secondary schools since 1998. Its main purpose is to provide guidance and advice to years 10-12 students about post-school options and support to unplaced school leavers. It also involves students identifying their intended post-school destinations. Following a successful trial in eight education districts in 2002, all years 10-12 students now complete an extended version of the survey that includes questions about their satisfaction with different aspects of their schooling. It is anticipated that the results will assist the Department in meeting the educational and training needs of 15-19 year olds.

TABLE 50: SURVEY OF INTENDED POST-SCHOOL DESTINATIONS, GOVERNMENT SCHOOL STUDENTS, YEARS 10-12, 2002

Intention	Year 10		Year 11		Year 12		All	
	N	%	N	%	N	%	N	%
Go back to school	12 127	85	10 409	82	107	1	22 643	61
Study at university					3 522	35	3 522	9
Study at TAFE	612	4	757	6	2 836	29	4 205	11
Seek employment	399	3	380	3	1 742	18	2 521	7
Seek a traineeship	151	1	115	1	181	2	447	1
Seek an apprenticeship	711	5	663	5	616	6	1 990	5
Undertake other training	72	1	80	1	192	2	344	1
Other	246	2	235	2	705	7	1 186	3
Totals ^(a)	14 318	101	12 639	100	9 901	100	36 858	98

(a) Percentages may not sum due to rounding.

Source: School Leaver Survey

TABLE 51: SURVEY OF ACTUAL POST-SCHOOL DESTINATIONS, GOVERNMENT SCHOOL STUDENTS, YEARS 10-12, 2003

Situation	Year 10		Year 11		Year 12		All	
	N	%	N	%	N	%	N	%
Returned to school	14 024	83	12 290	78	204	2	26 518	60
Studying at university	4	NA	11	NA	2 663	23	2 678	6
Studying at TAFE	303	2	504	3	2 945	26	3 752	8
Studying at other	60	NA	76	NA	313	3	449	1
In apprenticeship	172	1	266	2	282	2	720	2
In traineeship	41	NA	120	NA	317	3	478	1
In employment	407	2	724	5	2 415	21	3 546	8
Receiving employment assistance	696	4	831	5	942	8	2 469	6
Not contactable ^(a)	1 224	7	887	6	1 366	12	3 477	8
No participation ^(b)	18	NA	29	NA	77	NA	124	NA
Totals^(c)	16 949	99	15 738	99	11 524	100	44 211	100

(a) Project lost contact with students.

(b) Students did not participate in surveys in accordance with their parents' requests.

(c) Percentages may not sum due to rounding.

Source: School Leaver Survey

The evaluation unit is also supporting the Well-being Project (police officers, teachers and nurses), which is being conducted by the Institute for the Service Professions at Edith Cowan University. Its aim is to develop an 'index of well-being' that will enable benchmarking and monitoring of the 'health' of these professions to assist strategic planning and policy development. The concept of 'well-being' covers a broad range of issues such as stress, organisational commitment and job image. One of the objectives of the draft Plan for Government Schools 2004-2007 is 'a motivated and capable workforce that feels supported and valued'. The project will provide baseline information about the well-being of Department staff at the school, district and central office levels.

Training

Quality assurance procedures and outcomes are reported by the [Training Accreditation Council](#). There are 1 069 Registered Training Organisations (RTOs) currently registered to deliver training in Western Australia. A total of 484 RTOs are registered with the Council and a further 585 RTOs are registered to deliver in Western Australia under mutual recognition arrangements. The 484 RTOs registered with the Council are periodically monitored against standards specified in the Australian Quality Training Framework.

Appendixes

1: Charges and contributions

Parents of students attending government schools have always supplemented the funds provided by government for the education of their children. The provision of public education is regarded as a partnership between the state and the community: on one hand, the State accepts its responsibility to provide access to quality schooling anywhere in Western Australia, and, on the other, the community accepts that parents and caregivers should, if they are able, make a modest contribution to meeting the costs of providing that access.

The *School Education Act 1999* provides that only certain adult and overseas students can be required to pay for being taught the standard curriculum by government school teachers, and that no student of compulsory school age can be denied access to the standard curriculum because of an unwillingness or inability to pay charges or contributions.

All charges and contributions, and lists of personal items must be approved by school councils and made known to parents at least two months before the school year begins.

Primary schooling

Contributions from parents are voluntary. The maximum that can be requested is \$60 for the provision of an education program that satisfies the requirements of the Curriculum Framework.

Lower-secondary schooling

Before 2002, all course charges were compulsory, with a maximum of \$225. The new policy provides for schools to request voluntary contributions of up to \$235 for standard courses that satisfy the requirements of the Curriculum Framework.

Schools also offer extra-cost optional components, for which compulsory charges apply: high-cost programs such as outdoor education and specialised design and technology courses; high-cost activities such as excursions, camps and visiting performances; and high-cost school-based activities such as graduation dinners and balls.

Post-compulsory schooling

Courses in years 11 and 12 are considered extra-cost optional components and course charges remain compulsory.

Assistance to schools

The Education Assistance Fund was established in 2002 to help schools to meet shortfalls in the collection of voluntary contributions in years 8-10. This followed a recommendation of the Gifford committee, which had recognised that shortfalls could occur. An amount of \$1m was distributed to schools according to a formula designed to assist parents in greatest need of assistance.

In February 2003, the Minister announced that only two of 156 government schools with students in years 8-10 had required further support from the Fund after the initial distribution.

For 2003, the Fund was replaced with a \$100 subsidy for all government secondary students, at a cost of \$8.4m per year, with the objective of making schooling more affordable for parents and improving retention rates in the post-compulsory years. The initiative has had the effect of improving schools' revenue streams and the relationship between schools and parents.

Other schools

Each student boarding at a campus of the WA College of Agriculture pays a fee for accommodation, meals and other services: \$6 530 per year in 2003. The State government offers an annual boarding-away-from-home allowance of \$1 000 without means testing. For eligible students, further assistance is available through the State's Secondary Assistance Scheme or Centrelink's Isolated Children's Allowance or Youth Allowance.

Overseas students at government schools pay up to \$7 200 (primary) and \$8 000 (secondary) per year for tuition, excursions and sport; and at senior colleges, tuition costs up to \$9 700 per year, depending on the course. Senior colleges also charge modest course fees to local students.

Publicly-funded VET providers

Fees and charges differ according to the courses being studied. There are three types of courses for which fees may apply: vocational courses and qualifications, entry and bridging courses, and adult community education courses.

Vocational courses and qualifications

Students pay tuition, enrolment and resource fees. The tuition fee is calculated on the basis of nominal student curriculum hours (SCH), irrespective of the number of hours of off-the-job training actually attended. The tuition fee was increased between 2002 and 2003 to reflect the

movement in the Consumer Price Index. The tuition fee is charged per SCH, up to a semester maximum.

The enrolment charge in 2002 was \$20.50 per semester. It was increased by 2.6 per cent, to \$21.00, in 2003.

A resource fee applies to most courses and varies according to their content. In cases of severe financial hardship, the accountable officer of a TAFEWA college may waive all fees and charges.

TABLE 52: CHARGES FOR VOCATIONAL COURSES AND QUALIFICATIONS, DEPARTMENT OF EDUCATION AND TRAINING, 2002-2003

Year	Fee per SCH (\$)	Semester maximum (\$)	Fee per SCH (concession) (\$)	Semester maximum (Concession) (\$)
2002	1.18	430.50	0.62	215.25
2003	1.21	441.70	0.64	220.85

Source: Department of Education and Training

Students entitled to concession rates on tuition fees include holders of a Pensioner Concession Card, Repatriation Health Benefits Card issued by the Department of Veterans Affairs or Health Care Card, and their dependants; those receiving Austudy or Abstudy and their dependants; those receiving the Youth Allowance and their dependants; and inmates of custodial institutions.

Entry and bridging courses

Students are exempt from tuition fees but are liable for the enrolment fee of \$21.00 per semester and the resource fee. In cases of severe financial hardship, the accountable officer of a TAFEWA college may waive all fees and charges.

Adult community education courses

The structure of fees was changed in 2003. In 2002, students enrolled in an ACE course paid an hourly tuition fee of \$7.00 (\$3.50 concession), an enrolment fee of \$10.25 per term and a resource fee.

From 2003, ACE students pay course and resource fees. Course fees are set by each TAFEWA college and cover the direct and indirect costs (excluding consumables) associated with ACE delivery. Resource fees cover materials purchased by colleges to be consumed or transformed by students during courses.

Students and their dependants are entitled to concession rates on tuition fees if they are holders of a Pensioner Concession Card, a Repatriation Health Benefits Card issued by the Department of Veterans Affairs, or a Health Care Card. Holders of a Seniors Card, issued by the Western Australian Office for Seniors Interests, are also eligible for concessions.

2: Support for other educational institutions and non-government organisations

This function comprises payments by way of grants to certain national organisations (including the Ministerial Council on Education, Employment, Training and Youth Affairs and the Australian Council for Educational Research) and Western Australian organisations that provide support to school-level education.

Expenditure is reported in Table 53 for the entire 2002-2003 financial year for Education (total expenditure was \$7.2m, compared with \$7.4m in 2001-2002), and February to June 2003 for Training (total expenditure was \$18.7m). Total expenditure for the Department for 2002-03 was \$25.95m.

TABLE 53: GRANTS ^(a) TO EDUCATIONAL INSTITUTIONS AND NON-GOVERNMENT ORGANISATIONS, DEPARTMENT OF EDUCATION AND TRAINING 2002-2003, (\$'000)

Organisation	2002-2003
Association of Independent Schools of WA	90
Australian Council for Educational Research	99
Australian Education Union (WA Branch)	158
Australian Red Cross	121
Autism Association of WA Inc.	140
Cerebral Palsy Association of WA	144
Churches Commission on Education	300
Dyslexia-SPELD Foundation WA (Inc.)	74
Edith Cowan University Resources for Learning Ltd	150
Edith Cowan University	210
Fremantle Children's Literacy Centre	90
Languages Other Than English – Ethnic Grants	1 079
Government Schools Leadership Centre	174
Ministerial Council on Education, Employment, Training and Youth Affairs	178
Parkerville Children's Home	175
Reconciliation WA Inc.	81
Safety Houses Association of WA	107
School Sport WA	208
Speech and Hearing Centre	291
Sports Challenge	143
The Graham (Polly) Farmer Foundation Inc.	219
The Learning Federation	682
The Smith Family	150
The WA Foundation for Deaf Children Inc.	107
Therapy Focus Inc.	81
WA Council of State School Organisations	162
WA professional associations: primary, secondary, etc.	170
	Feb-June 2003
ABMusic	414
AISWA	196
Albany Business Centre	66
Albany Worklink Inc	77
AMA Services (WA) Pty Ltd	260
Anglicare WA	281
AQIS Training Services	123
Australian School of Tourism and Hotel Management	274
Automotive Training and Technology Centre	69
Avon Catchment Council	139
Balga Joblink	364
Bega Gambirringu Health Services Aboriginal Corporation	106
Northern Suburbs Career Options	77
Catholic Education Office WA	221

Organisation	2002-2003
The Caterpillar Institute (WA) Pty Ltd	143
CCI Training Services	694
Central Area Regional Training Scheme Inc	237
Clontarf Aboriginal Football	70
Coastal & Rural Training	159
College of Electrical Training Inc (C.E.T.)	379
Craftwest	129
DADAA WA Inc	76
Dental Nursing Australia	239
Dillon Whitelaw & Associates Pty Ltd	140
Dome Training Services	100
Electrical Group Training Ltd	120
Esperance Group Training Scheme Inc	133
Extra Edge Services Inc	97
Fletcher International WA	66
Food and Beverage ITC	66
Forest Heritage Centre Inc	157
Great Southern Group Training Inc	142
Harvey Meat Exports - E G Green & Sons Pty Ltd	81
Headquarters Inc - Youth Recreation, Culture And Arts Centre	100
Health Training Australia	168
Hospitality Group Training WA Inc	225
Industry I Pty Ltd - Customised Training Centre	118
Joblink Enterprises	311
Jobs South West	104
Jobs West - Stirling Skills Training	103
Karrayili Adult Education Centre	448
Kensington Police and Citizens' Youth Club	89
Kimberley Personnel	116
The Leschenault BEC	67
Light Manufacturing ITC	68
Mandurah Youth Commitment	150
Marr Mooditj Aboriginal Health College	187
M ^c Donalds Australia Ltd	78
Metals Manufacturing & Services ITC	133
Joblink Midwest	75
Midland Job Link Inc	108
Motor Industry Training Association Of Western Australia	607
MPA Skills	589
Ngaanyatjarra Council (Corp) Ngaanyatjarra College	140
Northern Agricultural Catchments Council Inc	154
Northern Group Training Ltd t/as NGT Perth	124
Outcare Inc	79
PEP Employment Services (Inc) (PEP)	350
Regional Training Services	71
Serco Services	143
Small Business Development Corporation Western Australia	100
South Metropolitan Youth Link	1 305
The Midwest Apprenticeship and Traineeship Company	97
The South West Apprenticeship and Traineeship Company	122
Taylor Weir School of Hairdressing	230
The Training and Skills Co	214
The University Of Notre Dame	154
Wooden Boat Works	273
Workplace Employment and Training Services (Inc)	152
XLT Industrial Training Pty Ltd	274

(a) Only grants/subsidies of \$65 000 or more in 2002-2003 are listed.

Source: Budgeting and Financial Management, Resource Analysis and Statutory Reporting

3: Compliance with the Electoral Act 1907

Section 175ZE of the Electoral Act 1907 requires that government agencies report expenditure on market research, polling, direct mail and media advertising organisations, and on advertising agencies.

Only total expenditures per category of over \$1 600 are to be reported.

Expenditure for 2002-2003 on advertising agencies and media advertising organisations is reported in Table 54. There was no expenditure on direct mail, market research or polling.

TABLE 54: ADVERTISING AGENCIES, DIRECT MAIL & MEDIA ADVERTISING EXPENDITURE, 2002-2003

Category	Provider	Total Category Amount
Media advertising organisations	Marketforce Productions Media Decisions	\$598 568
Advertising agencies	Vinten Browning	\$58 425
Total		\$656 993

Source: Budgeting and Financial Management, Resource Analysis and Statutory Reporting

4: Publications

Education

Print production services were provided in relation to 103 orders: 1.9m items were printed at a cost to clients of \$0.91m, excluding GST.

Aboriginal Education Awards invitation
Aboriginal Employment and Career Action Plan
Annual Financial Reporting Requirements for Schools 2002
Aspire 2002 Senior Secondary Girls Breakfast
Aspire 2003 Senior Secondary Boys Breakfast

Behaviour Management and Discipline Strategy Report
Boarding Away from Home Allowance forms
Building Inclusive Schools Leadership Training

Calendar Year Planner 2003
Conductor newsletter
Creating the Vision-Aboriginal Education Strategy

Deadly Ways reprint
Do You Hear What I Hear - Otitis Media

Early Childhood promotional materials
Easing the Transition
EdMail
Enterprise Education Guide reprint
Equal Employment Opportunity Contact Office Training Manual
Equity and Diversity Awards
Equity and Diversity Awards brochure
Events Calendar 2003

Fiction Focus, Vol. 16, Nos 2-3

Gifted and Talented: Information for Parents
Guide for Parents 2003

ILSS magazine
Innovations 2002
International Education Fee Paying Students program
International Education School Profiles-English
International Education School Profiles-Indonesian
International Education School Profiles-Mandarin
Itinerant Wages payment book

Kids Talk reprint

Languages Through Themes reprint

Level 3 Classroom Teacher Information

Monitoring Standards in Education-Assessing Students' Reading Skills
Monitoring Standards in Education-Health and Physical Education Test Papers
Monitoring Standards in Education-IT Teachers Manual
Monitoring Standards in Education-LOTE Italian video/audio
Monitoring Standards in Education-LOTE Teachers Manuals
Monitoring Standards in Education-Mathematics Report
Monitoring Standards in Education-Mathematics Teachers Guide
Monitoring Standards in Education-Mathematics Trial
Monitoring Standards in Education-Mathematics Test Papers
Monitoring Standards in Education-Reading and Numeracy
Monitoring Standards in Education-Reading Report
Monitoring Standards in Education-Science
Monitoring Standards in Education-Science Test Papers
Monitoring Standards in Education-Social Outcomes Pilot Study
Monitoring Standards in Education-Society and Environment
Monitoring Standards in Education-Technology and Enterprise
Monitoring Standards in Education-Viewing Report
Monitoring Standards in Education-Visual Arts

*Narrative Writing**Opening a New School*

People and Organisational Development Strategic Plan
Plan for Government Schools 2004-2007
Primary Focus-Fiction and Non-fiction
Principal Training Reference Materials
Promotional materials - bookmarks, bumper stickers, notepads

Quest for Excellence 2002

Record Keeping Information brochure
Rejuvenation and Retention Surveys
Review of Ageing Trends
Review of Education Services for Students with Disabilities
Review of Vocational Education and Training in Schools 2002
School Accountability Framework
School Alpha Telephone Lists
School-based Traineeships
School Watch materials
Security Alarm Logbooks
Security Attendance Report Books
Security Occurrence Register
Semester 1 Student Census Forms
SIS Implementation Guide
SLP and VET Destination Surveys
Solid English reprint
Student Outcome Statements-English reprint

Student Outcome Statements-English Work Samples reprint
Student Outcome Statement-Health and Physical Education reprint
Student Outcome Statements-LOTE reprint
Student Outcome Statements-LOTE Work Samples reprint
Student Outcome Statements-Mathematics reprint
Student Outcome Statements-Physical Education Work Samples reprint
Student Outcome Statements-Science Work Samples reprint
Student Outcome Statements-Society and Enterprise work samples reprint
Student Outcome Statements-the Arts reprint
Supply Requisition books

Teach WA Welcome Manual
Teacher Exit Survey Report
Teaching and Learning with ICT: A Self-evaluation Guide
Technology Focus

Vacswim Continuums
Vacswim Enrolment Notification
Vacswim Late Enrolment Forms
Vacswim Teachers Handbook and Guidelines
Vocational Education and Training brochures
Vocational Education and Training Enterprise Education Guide
Vocational Education and Training Information About Implementation

Ways of Being, Ways of Talk posters
Western Australian Literacy and Numeracy Assessment
Working Together
Workplace Safety posters

Young Originals 2002

Training

Apprenticeships and Traineeships Policy And Delivery Guidelines
Indigenous School-based Traineeships folders, posters and flyers
Access Career
ACE Conference
Act Now postcards
Apprenticeships and Traineeships Guide

Building Skills Policy

Competency-based Assessment

Employment Directions

Fees and Charges Policy Guidelines
Full-time Studies 2003

Getaccess

Getaccess Newsletter
Graded Performance Assessment
Guide to Apprenticeships and Traineeships for Jobseekers
Guide to Certification
How to Survive Quality Assurance Monitoring

Integrated Monitoring Report 2000-2001 TAC
Invest In WA Future Newsletter

Job Search Guide

Making Connections 2003
Mature Age People Getting Back to Work
Moderation of Assessment Strategies Guide

Outcomes Brochure - A Framework for Assessing Student Outcomes
Outcomes Brochure - Understanding the Enterprise
Outcomes Brochure - Understanding VET Student Market
Outcomes Brochure - Student Progression

People Move
Priority Access
Profit from Experience
Project Management Guidelines
Prospectus 2003 Futures4U

Resources Manual 2003
Returning to Learning
Risk Management

Science and Technology Innovation Fund
Shaping the VET Practitioner For The Future
Skilling WA- Aged Care Workers
Skills Recognition Framework
Small Business Smart Business
Small Business Taskforce Report
Student Guide to Training
State Training Board Framework

TAC Update Newsletter Dec. 2002
TAC Update Newsletter May/June 2002
TAFEWA Courses and Careers
Teens, Teachers conference
Training Info Centre postcards
Training Excellence Awards 2003
Training Forum 2002 Program
Training Forum 2003 Program
Training Info Centre
Training Skills Jobs Magazine July 2002
Training Skills Jobs Magazine September 2002

Training Skills Jobs Magazine December 2002

Training Matters Magazine May 2003

WA Training Sector Strategy 2004-2010

Working Together - Indigenous Employment and Career Development Strategy for the Government Vocational Education and Training Sector 2003-2005

Youth Skills Invest

5: Contacting the Department of Education and Training

Education

<i>Metropolitan</i>	
Central Office	151 Royal Street, East Perth WA 6004 Tel 08 9264 4111 Fax 08 9264 5005 E-mail websupport@det.wa.edu.au Web www.eddept.wa.edu.au/
Canning	1480 Albany Highway, Cannington WA 6107 Tel 08 9311 0500 Fax 08 9356 2561 E-mail cannington.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/cannington
Fremantle-Peel	184 Hampton Road, Beaconsfield WA 6162 (PO Box 63, South Fremantle WA 6162) Tel 08 9336 9563 Fax 08 9430 8028 E-mail fremantle.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/fremantle
Swan	18 Blackboy Way, Beechboro WA 6063 (PO Box 95, Beechboro WA 6063) Tel 08 9442 6666 Fax 08 9442 6600 E-mail swan.deo@det.wa.edu.au Web www.swandeo.wa.edu.au/
West Coast	Level 4, The Garden Office Park, Brightwater House, 355 Scarborough Beach Road, Osborne Park WA 6017 (PO Box 832, Hillarys WA 6923) Tel 08 9202 7333 Fax 08 9202 7399 E-mail perth.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/westcoast
<i>Rural and remote</i>	
Albany	85 Serpentine Road, Albany WA 6330 Tel 08 9841 0333 Fax 08 9841 7542 E-mail albany.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/albany
Bunbury	5th Floor, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel 08 9791 0300 Fax 08 9791 2228 E-mail bunbury.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/bunbury
Esperance	86 Windich Street, Esperance WA 6450 (PO Box 738, Esperance WA 6450) Tel 08 9071 4144 Fax 08 9071 2796 E-mail esperance.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/esperance/
Goldfields	Federal Road, Kalgoorlie WA 6430 (PO Box 385, Kalgoorlie WA 6430) Tel 08 9093 5600 Fax 08 9093 5656 E-mail goldfields.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/goldfields
Kimberley	10 Coghlan Street, Broome WA 6725 (PO Box 2142, Broome WA 6725) Tel 08 9193 6488 Fax 08 9193 6718 E-mail kimberley.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/kimberley/

Mid West	Level 2, SGIO Building, 45 Cathedral Avenue, Geraldton WA 6530 (PO Box 63, Geraldton WA 6530) Tel 08 9921 0777 Fax 08 9964 1391 E-mail midwest.deo@det.wa.edu.au Web www.midwestdeo.wa.edu.au/
Midlands	McIver House, 297 Fitzgerald Street, Northam WA 6401 (PO Box 394, Northam WA 6401) Tel 08 9622 0200 Fax 08 9622 3996 E-mail midlands.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/midlands
Narrogin	Homer Street, Narrogin WA 6312 (PO Box 535, Narrogin WA 6312) Tel 08 9881 1533 Fax 08 9881 3178 E-mail narrogin.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/narrogin
Pilbara	Cnr Searipple and Welcome Roads, Karratha WA 6714 (PO Box 384, Karratha WA 6714) Tel 08 9185 0111 Fax 08 9185 0137 E-mail pilbara.deo@det.wa.edu.au Web www.kisser.net.au/pdeo/
Warren-Blackwood	49 Rose Street, Manjimup WA 6258 Tel 08 9771 7100 Fax 08 9771 2474 E-mail warrenblackwood.deo@det.wa.edu.au Web www.eddept.wa.edu.au/deo/warrenblackwood

Training

Central Office	Level 2, 151 Royal Street, East Perth WA 6004 Tel 08 9264 4111 Fax 08 9264 5005
Community Relations	Level 2, 151 Royal Street, Eat Perth WA 6004 Tel 08 9264 4859 Fax 08 9264 4894
Overseas Qualifications Unit	Level 7, 190 St Georges Tce, Perth WA 6000 Tel 08 9320 3747 Fax 08 9320 3766 E-mail skill@tiwa.com.au
TAFE Admissions Centre	Level 5, 190 St Georges Tce, Perth WA 6000 Tel 08 9235 8888 Fax 08 9235 8881
TAFE International Western Australia	Level 7, 190 St Georges Tce, Perth WA 6000 Tel 08 9320 3777 Fax 08 9320 3700 E-mail study@tiwa.com.au
Western Australian Training Info Centre	Ground Floor, Albert Facey House, 469-489 Wellington Street, Perth WA 6000 Tel 08 9325 9322 or 1800 999 167 Fax 08 9321 1422 E-mail information@afh.training.wa.gov.au
WestOne Services	1 Prospect Place, West Perth WA 6005 Tel 08 9229 5200 Fax 08 9227 8393 E-mail infodesk@westone.wa.gov.au

Metropolitan employment offices

Central Metropolitan Region	First Floor, Albert Facey House, 469-489 Wellington Street, Perth WA 6000 Tel 08 9322 5933 Fax 08 9322 5611
East Metropolitan Region	3 Brockman Road, Midland WA 6056 Tel 08 9250 2761 Fax 08 9250 4981
North Metropolitan Region	Second Floor, 52 Davidson Terrace, Joondalup WA 6027 Tel 08 9300 2133 Fax 08 9300 2331
South East Metropolitan Region	Suite 7, 1919 Albany Highway, Maddington WA 6109 Tel 08 9493 6881 Fax 08 9493 6884
South West Metropolitan Region	Suite 3, Kwinana Professional Centre, Challenger Drive, Kwinana WA 6167 Tel 08 9439 5417 Fax 08 9439 5419

Rural and remote employment offices

Goldfields Region	47 MacDonald Street, Kalgoorlie WA 6430 Tel 08 9091 3560 Fax 08 9021 3405
Great Southern Region	First Floor, Frederick House, 70-74 Frederick Street Albany WA 6330 Tel 08 9841 7233 Fax 08 9841 8739
Kimberley Region	Shop 18, Kununurra Shopping Centre, Konkerberry Drive, Kununurra WA 6743 Tel 08 9168 3235 Fax 08 9168 3235
Mid-West Region	Margaret House, Bill Sewell Complex, Chapman Road, Geraldton WA 6530 Tel 08 9921 8002 Fax 08 9921 3842
Pilbara Region	Unit 12, Lotteries House, South Hedland WA 6722 Tel 08 9140 2697 Fax 08 9140 1753
South West Region	Podium Level, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel 08 9791 1966 Fax 08 9791 1448
Wheatbelt Region	125 Fitzgerald Street, Northam WA 6401 Tel 08 9622 5208 Fax 08 9622 5217

Apprenticeship and traineeship support network

Metropolitan	Metropolitan officers are located at Tower Level 3, Prospect Place, West Perth WA 6005, and may be contacted on: Central Metropolitan Region 08 9229 5465 or 08 9229 5463 North Metropolitan Region 08 9229 5460 or 08 9229 5459 North East Metropolitan Region 08 9229 5462 or 08 9229 5461 South East Metropolitan Region 08 9229 5473 or 08 9229 5474 South Metropolitan Region 08 9229 5471 or 08 9229 5472
Goldfields Region	29 Cheetham Street, Kalgoorlie WA 6430 Tel 08 9091 3560 Fax 08 9021 3405
Great Southern Region	First Floor, Frederick House, 70-74 Frederick Street, Albany WA 6330 Tel 08 9841 7233 Fax 08 9841 8739
Kimberley Region	Cable Beach Road, Broome WA 6725 Tel 08 9192 1029 Fax 08 9193 6253

Mid-West Region	Margaret House, Bill Sewell Complex, Chapman Road, Geraldton WA 6530 Tel 08 9921 1022 Fax 08 9921 3842
Peel Region	32 Sutton Street, Mandurah WA 6210 Tel 08 9581 1154 Fax 08 9535 7109
Pilbara Region	Unit 3, 3 Warambie Road, Karratha WA 6714 Tel 08 9185 1946 Fax 08 9143 1433
South West Region	Podium Level, Bunbury Tower, 61 Victoria Street, Bunbury WA 6230 Tel 08 9791 1966 Fax 08 9791 1448
Wheatbelt Region	90 Fitzgerald Street, Northam WA 6401 Tel 08 9622 7910 Fax 08 9622 5217

6: Glossary

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
Accreditation	Process by which specific courses are approved by State and Territory training authorities to ensure they meet specified quality requirements.
ACHPER	Australian Council of Health, Physical Education and Recreation
Adjusted annual curriculum hours	Annual curriculum hours adjusted to account for module enrolments reported with an outcome of recognition of prior learning and invalid module enrolments.
Adjusted module load completion rate	Module load completions adjusted to account for module enrolments reported with an outcome of recognition of prior learning and invalid module enrolments.
AEU	Australian Education Union
AIEO	Aboriginal and Islander Education Officer
AISWA	Association of Independent Schools of Western Australia
AMEP	Adult Migrant English Program
AEEDO	Aboriginal Economic and Employment Development Officer
Annual curriculum hours	Anticipated hours of supervised learning or training deemed necessary to present instructional material adequately. These hours are generally specified in the curriculum documentation and do not include hours associated with fieldwork or work experience. Changed in 1999 to <i>Nominal hours - supervised</i> .
ANTA	Australian National Training Authority. The Commonwealth statutory authority that oversees the vocational education and training system.
AQF	Australian Qualifications Framework: a national framework for all qualifications in post-compulsory education and training.
AQTF	Australian Quality Training Framework: formerly the Australian Recognition Framework. The quality assurance and recognition arrangements underpinning the National Training Framework. The main elements include nationally-recognised competency standards, qualifications and training organisations.
ARF	Australian Recognition Framework. Superseded by the AQTF.
Articulation	Formal linkages between different levels of qualifications. Articulation arrangements allow for horizontal and vertical movement between courses and training programs.
Assessment	Process of gathering evidence and making judgments about whether competency has been achieved.
ASSPA	Aboriginal Student Support and Parent Awareness
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard. This is a specification of information standards for recording and reporting VET inputs (resource module) and activity and outputs (business module). This standard was observed in the collection and preparation of data for this report.
BEC	Business Enterprise Centres Network
CALD	Culturally and linguistically diverse
CBT	Competency-based training. Training that develops the skills, knowledge and attitudes necessary to achieve competency standards.
CC	Curriculum Council of Western Australia
CEOWA	Catholic Education Office of Western Australia
CESCEO	Conference of Education Systems Chief Executive Officers

CLNP	Commonwealth Literacy and Numeracy Program
COAG	Council of Australian Governments
Competency	Describes a person's ability in a range of areas, including task, task management, contingency management and job or environment skills.
Community education providers	Community education training organisations that provide information to the NCVER data collection.
Competency standard	Reflects knowledge and skills and their application to the standard of performance required in employment.
Completion	Fulfilment of all of the requirements of a course or module enrolment.
Contract of training	Contractual agreement between an employer and employee (apprentice or trainee) specifying the competencies to be developed over the period of the contract and the rights and obligations of each party.
Cost per curriculum hour (average)	Total government recurrent expenditure per total adjusted annual curriculum hours.
Course	Structured sequence of education or training, generally resulting in assessment against a range of specific learning outcomes and usually associated with institutional delivery. Includes assessment leading to a qualification or statement of attainment.
Credit	Progress toward a qualification granted to an individual on the basis of achievement of relevant competencies or learning outcomes. Credit can be based on prior agreement between organisations about the credit value of specific courses and programs.
DEST	Department of Education, Science and Training (Commonwealth)
DET	Department of Education and Training (Western Australia)
ELICOS	English Language Intensive Courses for Overseas Students
Enrolment	Registration of a student with an education or training provider for the purpose of undertaking a course or module. An enrolment is considered valid only if all fee obligations have been met and the student has attended at least one lesson or submitted at least one piece of work.
e2c	Education to Community
Fee-for-service activity	Activity funded by fees received from individuals and organisations, other than regular student fees, including Commonwealth and State-specific funded programs (such as labour market programs and Adult Migrant English Services).
Flexible delivery/learning	Approach to education and training that enables students to learn and demonstrate competence in a variety of ways. Students can choose what, where and how they learn and are provided with education or training that meets their individual learning needs and styles.
FTE	Full-time equivalent
Full-time equivalent student	The full-time equivalent of a full-time student is 1.0. The conversion of part-time student numbers to full-time equivalents is usually based on the students' workloads compared with the workloads undertaken by full-time students.
Full-time student	Person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full-time student varies across Australian jurisdictions.
Geographic region	Classification (based on statistical local areas) devised by the former Department of Primary Industry and Energy and the Department of Employment, Education, Training and Youth Affairs. <i>Remote</i> : regions that contain urban centres with populations of fewer than 5 000 and are more than 150 kilometres from an urban centre with a population of 10 000 or more. <i>Rural</i> : regions that consist of statistical local areas associated with urban centres that have populations of 5 000 to 100 000 and are not classified as 'remote'.
Government cost of capital per hour of successful publicly-funded module load completions	Cost to government of using capital (physical non-current assets) per adjusted publicly-funded successful module load completion.
Government costs of capital per adjusted annual curriculum hours	Cost to government of using capital (physical non-current assets) for delivering VET services.

Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of full-time equivalent students. Expenditure is based on the National School Statistics Collection, with adjustments for capital charges and payroll tax. Capital charges are excluded and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of two years.
Graduate	Person who has completed an educational or vocational program.
Government funding to private and adult and community providers	Government recurrent expenditure to private and adult and community providers for the delivery of VET services. Expenditure includes payments to secondary schools, other government providers, enterprises, private Registered Training Organisations, ACE providers, industry and local government providers.
GST	Goods and services tax
Hours delivered per campus	Ratio of unadjusted VET hours delivered to the number of TAFE campuses in each Australian jurisdiction.
HR	Human resources
IAS	Independent Assessment Service
ICT	Information and communications technologies
IESIP	Indigenous Education Strategic Initiatives Program
Indigenous student	Student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or as being from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across Australian jurisdictions.
Industry	Organisations that represent industry, including peak business associations and unions, as well as Industry Training Advisory Bodies (ITABs), which were formerly known as Industry Training Councils (ITCs).
ITAB	Industry Training Advisory Body (or Board). Organisation recognised as representing a particular industry that provides advice to government on the vocational education and training needs of that industry.
KPI	Key performance indicator
Language background other than English (LBOTE) student	Status determined by administrative processes that vary across Australian jurisdictions. Usually refers to birth in a country in which English is not the national language and/or domicile in a household in which a language other than English is spoken most of the time.
LDC	Language development centre
Learning outcome	Action or outcome of learning that can be demonstrated and/or assessed.
Load pass rate	Ratio of students who pass assessment in an assessable module or Unit of Competency to all students who are assessed and pass, fail or withdraw. The calculation is based on the nominal hours supervised for each assessable module or Unit of Competency.
LLEP	Local Learning and Employment Partnership
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs. Body comprising State, Territory, Commonwealth and New Zealand ministers responsible for the portfolios of education, employment, training and youth affairs.
MINCO	ANTA Ministerial Council. Comprises State, Territory and Commonwealth ministers responsible for vocational education and training and decides national policies, objectives and priorities.
Module	Unit of training in which a student can enrol and be assessed.
Module completer	Student who completes at least one module in a vocational program of study successfully.
MSE	Monitoring Standards in Education

Mutual recognition	Recognition by other Australian State and Territory training authorities of training organisations registered by one State or Territory.
National Training Framework	Comprises the Australian Quality Training Framework and Training Packages. Identifies the main components of the vocational education and training system at the national level, the relationships between those components and the quality assurance and recognition arrangements that enable individuals to gain national recognition.
NCVER	National Centre for Vocational Education Research
NIELNS	National Indigenous English Literacy and Numeracy Strategy
Nominal hours - supervised	Anticipated hours of learning or training deemed necessary to present adequately the educational material associated with the delivery of a training program in standard classroom delivery mode. These hours are generally specified in the curriculum documentation and do not include hours associated with work experience, industry placement, or field placement. See also <i>annual curriculum hours</i> .
Non-English speaking background (by country of birth)	Refers to people born in countries other than the main English-speaking countries of Australia, New Zealand, England, Scotland, Wales, Northern Ireland, the Channel Islands, the Isle of Man, Ireland, Canada, the United States and South Africa.
Non-vocational program of study	Recreation, leisure and personal enrichment course directed toward the encouragement and development of creative, social and personal pursuits and skills that enable people to make more effective use of leisure time.
Occupational group	Refers to occupations linked to particular Australian Bureau of Statistics Standard Occupational Classification (ASCO) groups. Category A courses have direct links to individual ASCOs, Category B courses have multiple links to ASCOs and Category C courses have the potential to link across all ASCO areas.
Occupational level	Classified as 'general/unspecified', 'operative/clerical', 'trades/skilled' and 'para-professional/professional'. Also linked to Australian Bureau of Statistics ASCO groups.
Participation rate	Number of full-time students of a particular age, expressed as a proportion of the estimated resident population of the same age at June.
Part-time student	Student undertaking a workload that is less than that specified as being a full-time workload in his or her jurisdiction.
PC	(1), Productivity Commission; (2), Personal computer
PISA	Program for International Student Assessment
Potential year 12 population	Estimate of a single-year age group that could have participated in year 12 in a given year: defined as the estimated resident population aged 15-19 years divided by 5.
Pre-compulsory education	Education delivered before the statutory age of entry to formal school education.
Post-compulsory education	Education delivered beyond the statutory age of entry to formal school education.
Post-secondary education	Education delivered beyond the end of the period of formal school education.
Private provider	Commercial organisation that provides training to individuals and industry.
RCC	Recognition of Current Competencies: acknowledgement of competencies acquired through training, work or life experiences. More widely known as <i>Recognition of Prior Learning</i> .
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments are made using the non-farm GDP price deflator and expressed in terms of final-year prices.
Recurrent funding	Funding provided by the Commonwealth and State and Territory governments to cover operating costs, salaries and rent.
Registration	Formal process of assuring the quality of a training provider.
RPL	Recognition of Prior Learning: acknowledges competencies acquired through training, work or life experiences that may be used to grant status or credit in a subject or module.

RTO	Registered Training Organisation: training organisation registered by State/Territory training authorities as being recognised nationally for the provision of training products and services. Meets AQTF standards and delivers, assesses and issues AQF qualifications and statements of attainment.
Short course	Sequence of education or training that stands alone and does not lead to a credential.
SIDE	Schools of Isolated and Distance Education
SIS	School Information System
Socioeconomic status	Generally associated with access to income and/or wealth. Administrative processes for determining socioeconomic status vary across Australian jurisdictions.
SSPP	Special Secondary Placement Program
STS	Student Tracking System
State VET plan	Annual publication of State training authority that outlines planned training in terms of annual hours, by occupational groupings, for the year ahead (with indicative estimates for the next two years). Also outlines initiatives to meet State and national objectives.
Student	Person who is formally enrolled or registered at an institution that provides education or training and who is active in an education or training program at that institution.
Student, primary	Student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania and the ACT; pre-year 1 to year 7 in SA and the NT; and year 1 to year 7 in Queensland and WA.
Student, secondary	Student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania and the ACT, and at year 8 in Queensland, SA, WA and the NT.
Student-to-staff ratio	Full-time equivalent students per full-time equivalent teacher or non-teaching staff member.
Student with disabilities	Usually refers to a person with physical, intellectual or multiple disabilities that are likely to be permanent and require special provisions to be made to ensure that the person is able to achieve prescribed outcomes for courses of education or training to the extent commensurate with his or her disabilities. Definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
TAC	Training Accreditation Council
TAFE	Technical and further education colleges and institutes, which are the primary providers of publicly-funded VET.
TAFEWA	Technical and further education colleges in Western Australia
TIWA	TAFE International Western Australia
Training Package	Set of national training resources, consisting of national competency standards, assessment guidelines and national qualifications. These components are endorsed by the National Training Framework Committee. A package can also include non-endorsed components: assessment materials, learning strategies and professional development materials.
Training provider	Individual or organisation in the private or public sectors registered with a State training authority to deliver training courses.
VET	Vocational education and training delivered by technical and further education colleges and institutes or private providers
VETIS	Vocational education and training delivered by schools
VET program	Course or module offered by a training organisation in which people may enrol.
Vocational program of study	Program of study intended to develop competency in skills relevant to the workplace or entry to further education. Typically associated with preparatory, operative, trades/skilled and paraprofessional education and training.
WACE	Western Australian Certificate of Education
WALNA	Western Australian Literacy and Numeracy Assessment

KEY PERFORMANCE INDICATORS

Certification

I hereby certify that the following key performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the performance of the Department of Education and Training, and fairly represent the performance of the Department for the year ended 30 June 2003.



PAUL ALBERT
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)

15 September 2003



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION AND TRAINING PERFORMANCE INDICATORS FOR THE YEAR ENDED JUNE 30, 2003

Audit Opinion

In my opinion, the key effectiveness and efficiency performance indicators of the Department of Education and Training are relevant and appropriate to help users assess the Department's performance and fairly represent the indicated performance for the year ended June 30, 2003.

Scope

The Director General's Role

The Director General is responsible for developing and maintaining proper records and systems for preparing performance indicators.

The performance indicators consist of key indicators of effectiveness and efficiency.

Summary of my Role

As required by the Financial Administration and Audit Act 1985, I have independently audited the performance indicators to express an opinion on them. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the performance indicators is error free, nor does it examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the performance indicators.

A handwritten signature in black ink, appearing to read 'D D R Pearson'.

D D R PEARSON
AUDITOR GENERAL
November 14, 2003

Key Performance Indicators 2002-2003

The output structure of the Department of Education and Training consists of the outcomes and outputs from the budgets of the two former departments, as follows:

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

Output 1 Primary education

Output 2 Secondary education

Outcome: To maximise training and employment opportunities for Western Australians

Output 3 Vocational education and training services

Output 4 Employment programs

The effectiveness key performance indicators for the outcome relating to government school education are presented first, followed by the efficiency key performance indicators for Outputs 1 and 2 which relate to that outcome. The effectiveness key performance indicators for the outcome relating to training and employment are presented next, followed by the efficiency key performance indicators for Outputs 3 and 4 which relate to that outcome. The key performance indicators provide measures of effectiveness and efficiency at the State level.

The Department has developed key performance indicators (KPIs) to enable management to assess and monitor the achievement of government desired outcomes and to enhance public accountability for performance. The Financial Administration and Audit Act 1985 also requires accountable agencies to prepare and submit KPIs to Parliament. The indicators presented are audited to ensure they are relevant, appropriate and fairly represent performance.

Effectiveness (Education)

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

Measurement of the extent to which a *Quality education for all Western Australians who choose government schooling* has been achieved occurs within a framework that sets out the specific outcomes toward which all students are expected to work.

Known as the Outcomes and Standards Framework, the student outcome statements were developed to be consistent with the Curriculum Framework laid down by the Curriculum Council and provide a basis for curriculum planning and assessment.

Through the provision of learning experiences addressing these student outcome statements, the Department strives to ensure that students develop the kinds of knowledge, skills and confidence that are most likely to lead to their achieving their individual potential and contributing to society. The extent to which this occurs is indicative of the quality of the education provided.

Agency performance in this area is measured predominantly in terms of student achievement against the outcomes described in the Outcomes and Standards Framework.

Two other requirements are implicit in the government-desired outcome:

- the Department of Education and Training must attempt to ensure that *all* government school students achieve the outcomes described in the Outcomes and Standards Framework; and
- it must provide all potential students in Western Australia with access to the education provided by the government schools system, whether that provision is taken up or not.

The effectiveness key performance indicators for government school education are presented in three sections.

The first set of performance information concerns the extent to which the agency has provided access to educational programs throughout the State. Age-participation rates demonstrate the extent to which potential students receive an education.

The second major set of performance information concerns the extent to which students' learning is relevant. The overall determinant of what should be learned is the Curriculum Framework laid down by the Curriculum Council. This is further elaborated for government schools by the Outcomes and Standards Framework.

Data relating to the eight key learning areas of the Curriculum Framework are expected to be available when it has been fully implemented in schools.

In addition, apparent retention rates provide an indication of the extent to which students continue in government schools to the end of year 12, given that actual participation in the post-compulsory years depends on both external factors (such as national policies) and factors affecting access to government schools, such as location or curriculum provision.

The third and most important set of performance information concerns the extent to which students are achieving quality learning outcomes. The Outcomes and Standards Framework sets out expected student outcomes in eight learning areas along developmental continua that consist of eight levels of outcome.

Cyclic testing of student achievement has been undertaken since 1990, with performance being measured at three key stages of schooling:

- year 3, the earliest stage at which system-level measurement is possible;
- year 7, the final year of primary schooling; and
- year 10, the end of compulsory schooling.

In addition, as a result of national agreements, testing of literacy and numeracy is also undertaken at year 5.

Year 12 performance is measured in terms of the criterion for overall success in schooling - Secondary Graduation - as upper-secondary students select their courses to suit their own interests, needs and intended post-school destinations.

In order to measure the extent to which *all* government school students achieve against standards described in the Outcomes and Standards Framework, where possible, performance information is examined in terms of identifiable specific sub-groups: females, males, Aboriginal students and students from language backgrounds other than English.

Access

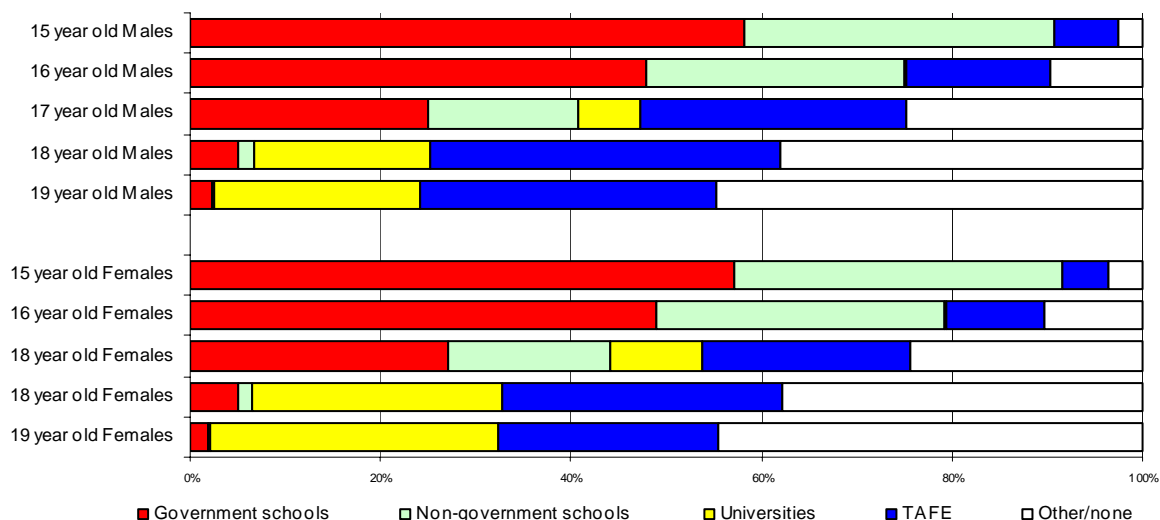
Unless exempted under section 11 of the School Education Act 1999, from the beginning of the year in which they turn six and a half to the end of the year in which they turn 15, all children in Western Australia are required to attend a government school or non-government school, receive distance education services from the Schools of Isolated and Distance Education or undertake approved home education.

Government schools must provide access to an appropriate education for persons aged generally 4 and a half to 17 years.

The extent to which government school education in the post-compulsory years is taken up by 15 to 17 year olds may be ascertained from the age-participation rates presented in Figure 14, Figure 15, and Figure 16.

Age-participation rates indicate the number of students of a particular age who are engaged in some form of education as a percentage of the estimated resident population of persons of that age. Figure 14 and Figure 15 provide information on the participation of 15 to 19 year olds.

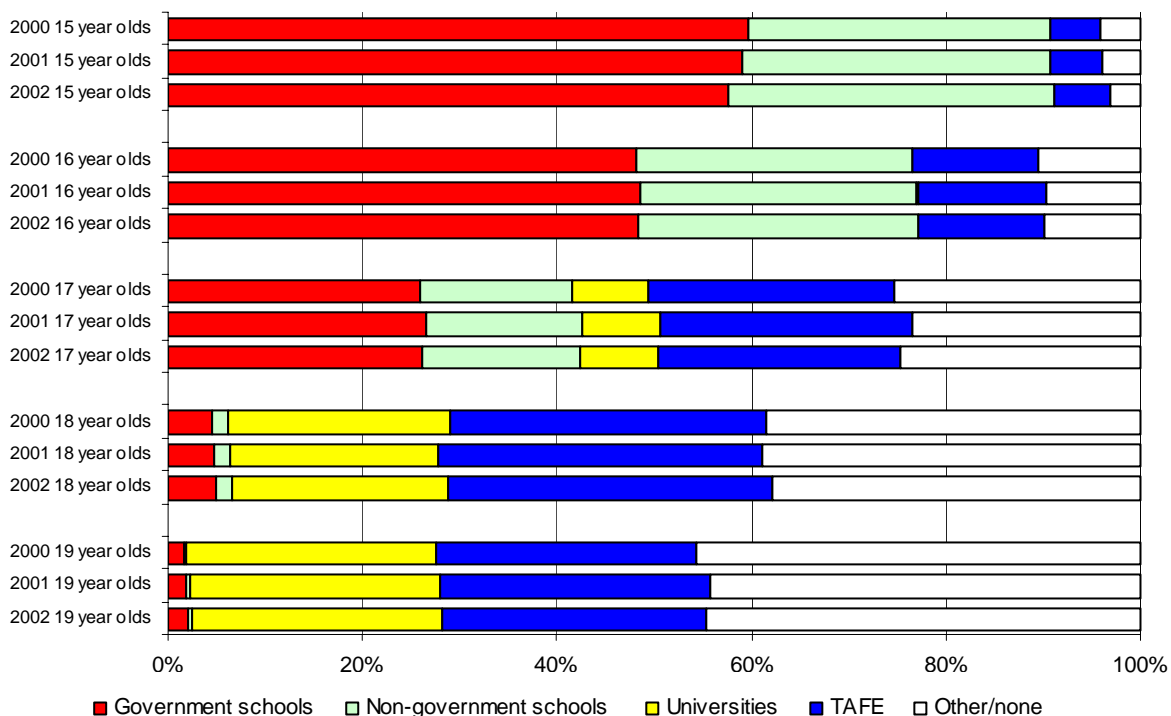
FIGURE 14: PARTICIPATION RATES OF PERSONS AGED 15 TO 19 YEARS ENGAGED IN SOME FORM OF EDUCATION, BY AGE GROUP AND GENDER, 2002^(a)



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

Source: Information Services

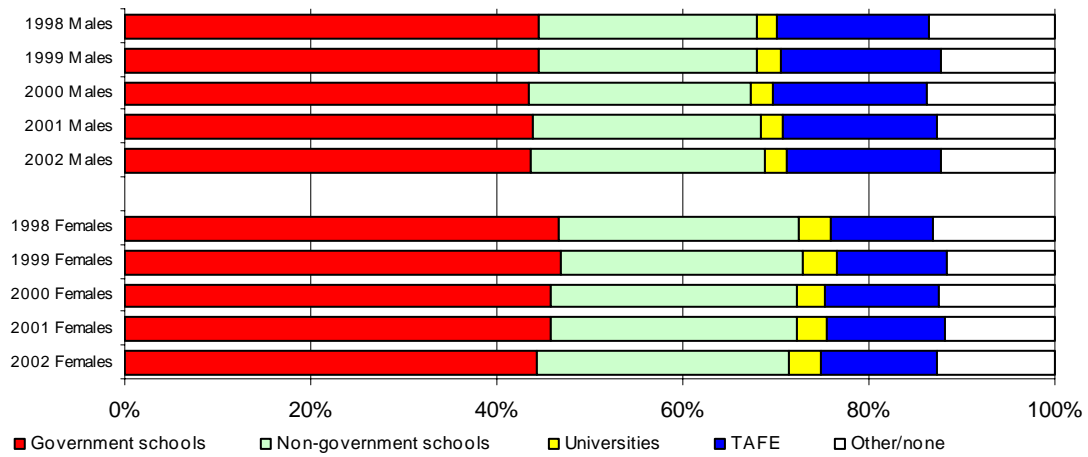
FIGURE 15: PARTICIPATION RATES OF PERSONS AGED 15 TO 19 YEARS ENGAGED IN SOME FORM OF EDUCATION, BY AGE GROUP, 2000-2002^(a)



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

Source: Information Services

FIGURE 16: PARTICIPATION RATES OF PERSONS AGED 15 TO 17 YEARS ENGAGED IN SOME FORM OF EDUCATION, BY GENDER, 1998-2002 ^(a)



(a) The participation rates are based on Australian Bureau of Statistics preliminary estimates of the resident population (age at 30 June) and data collected from government and non-government schools, universities and TAFE (age at 1 July). Regional college data reported in previous annual reports are included in the TAFE category. As the data are available only for ages at midyear, they do not represent cohort groups that will attain a specific age by the end of the year.

Source: Information Services

Relevance

All government schools strive to provide a relevant education for the development of students' knowledge, skills and understandings.

The concept of relevance is applicable at all levels of schooling and most particularly at the secondary level, where it relates directly to students' achievement of their intended post-school destinations and entry into society.

An important aspect of their continued participation in schooling is a perception among post-compulsory students that the education being delivered is relevant to their needs and interests.

The extent to which students continue to participate in government school education is indicated by the apparent year 8 to year 12 retention rate, which is the number of full-time students in year 12 in a given calendar year as a percentage of the number of full-time students who enrolled in year 8 four years earlier.

TABLE 55: APPARENT RETENTION RATES (PERCENTAGES), GOVERNMENT SCHOOL STUDENTS ^(a), YEAR 8 TO YEAR 12, BY LOCATION, GENDER, AND ABORIGINALITY, 1998-2002 ^(b)

Student category	1998	1999	2000	2001	2002
Metropolitan female ^(c)	72.8	73.5	73.6	72.2	74.6
Country female ^(c)	49.2	51.2	52.5	52.2	53.5
Metropolitan male	59.7	60.1	60.9	61.1	64.1
Country male	43.7	42.3	42.3	43.4	46.2
All metropolitan	65.9	66.6	66.9	66.4	69.2
All country	46.4	46.6	47.2	47.7	49.7
Aboriginal female	19.2	22.6	24.0	19.3	25.9
Aboriginal male	16.3	16.2	20.6	16.6	15.1
All Aboriginal	17.7	19.2	22.3	18.0	20.4
All female	65.0	66.1	66.6	65.5	67.5
All male	54.6	54.2	54.9	55.2	58.0
All	59.6	60.0	60.4	60.1	62.6

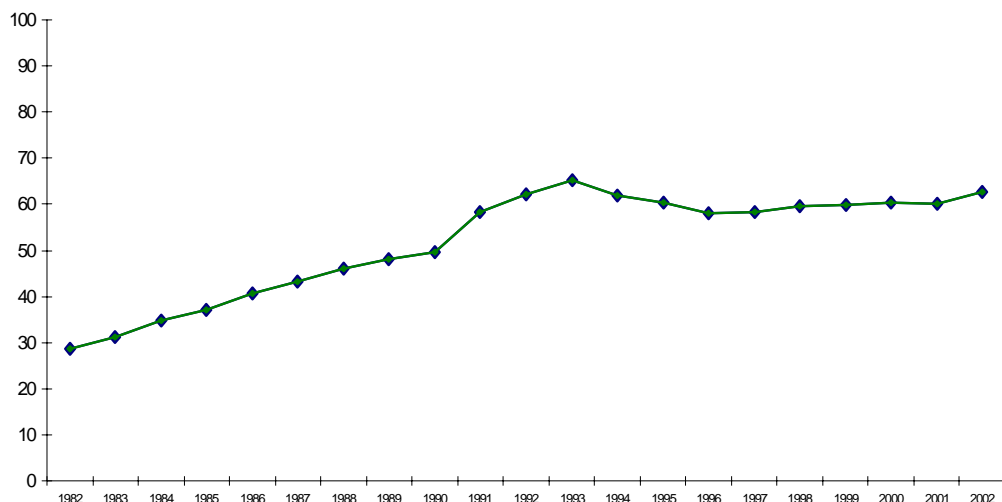
(a) Excludes senior college, part-time and international students and mature-aged students at senior campuses.

(b) Second semester census.

(c) "Metropolitan" is defined as the Perth Statistical Division and "country" as the rest of the State. The apparent retention rates shown make no allowance for student mobility.

Source: Information Services

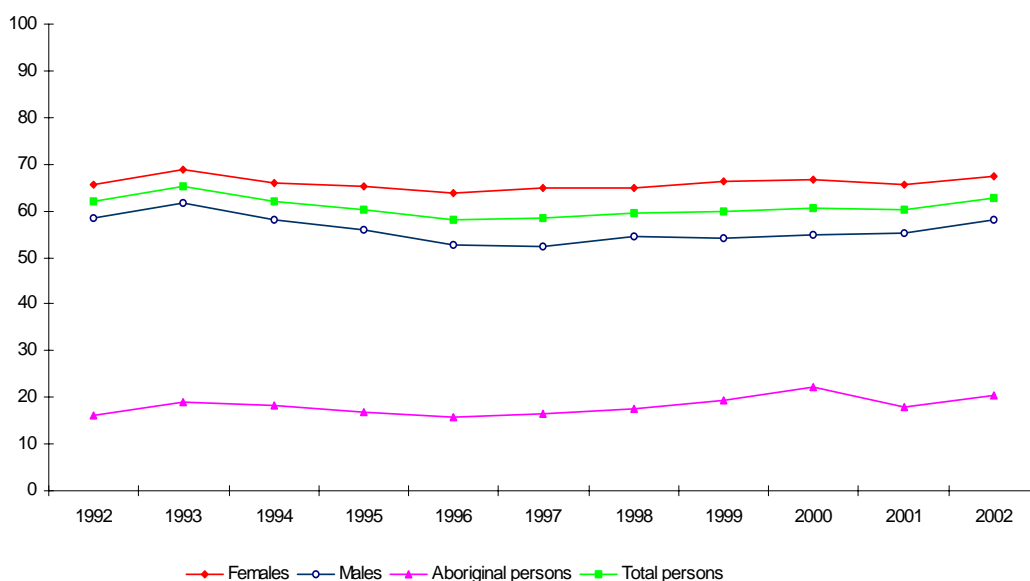
FIGURE 17: APPARENT RETENTION RATES, GOVERNMENT SCHOOLS ^(a), YEAR 8 TO YEAR 12, 1982-2002



(a) Excludes senior college, part-time and international students and, from 1996, mature-aged students at senior campuses.

Source: Information Services

FIGURE 18: APPARENT RETENTION RATES, GOVERNMENT SCHOOLS ^(a), YEAR 8 TO YEAR 12, BY GENDER AND ABORIGINALITY, 1992-2002



(a) Excludes senior college, part-time and international students and, from 1996, mature-aged students at senior campuses.

Source: Information Services

For students intending to seek university entry, course requirements are defined by the Curriculum Council, while school-based curriculum innovation is permissible if compliance with Department of Education and Training policies is demonstrated.

Government schools offer a wide range of accredited and wholly-school-assessed subjects.

Students are able to specialise in areas of particular personal interest and many choose courses that maximise the likelihood of their gaining entry to various university, training or work destinations.

Relevance is a dynamic concept that changes as the demands and needs of society change.

For example, for many years, there have been concerted efforts to improve the participation of males in the humanities and social sciences and females in mathematics and the physical sciences.

The extent to which gender imbalances continue to exist in certain subjects can be demonstrated by means of an “imbalance index”, calculated according to the formula

$$1 - \frac{|a-b|}{a+b}$$

where “a” = male participation rates and “b” = female participation rates.

The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

The imbalance index is significant because it reflects the extent to which initiatives in support of gender equity in the curriculum are manifested in student choice.

It is also particularly important in relation to mathematics and the physical sciences, because students’ failure to choose the appropriate combinations in these subject areas will prevent them from enrolling in certain university courses.

TABLE 56: IMBALANCE INDICES ^(a), MATHEMATICS AND PHYSICAL SCIENCES, GOVERNMENT SCHOOL YEAR 12 STUDENTS, 1998-2002

Subject	1998	1999	2000	2001	2002
Applicable Mathematics	0.79	0.77	0.76	0.78	0.78
Calculus	0.50	0.47	0.45	0.44	0.48
Chemistry	0.85	0.82	0.83	0.89	0.92
Discrete Mathematics	0.92	0.90	0.92	0.91	0.93
Physics	0.49	0.52	0.52	0.53	0.50

(a) The closer to unity the index, the more even the distribution of participation. The closer to zero the index, the more uneven the distribution.

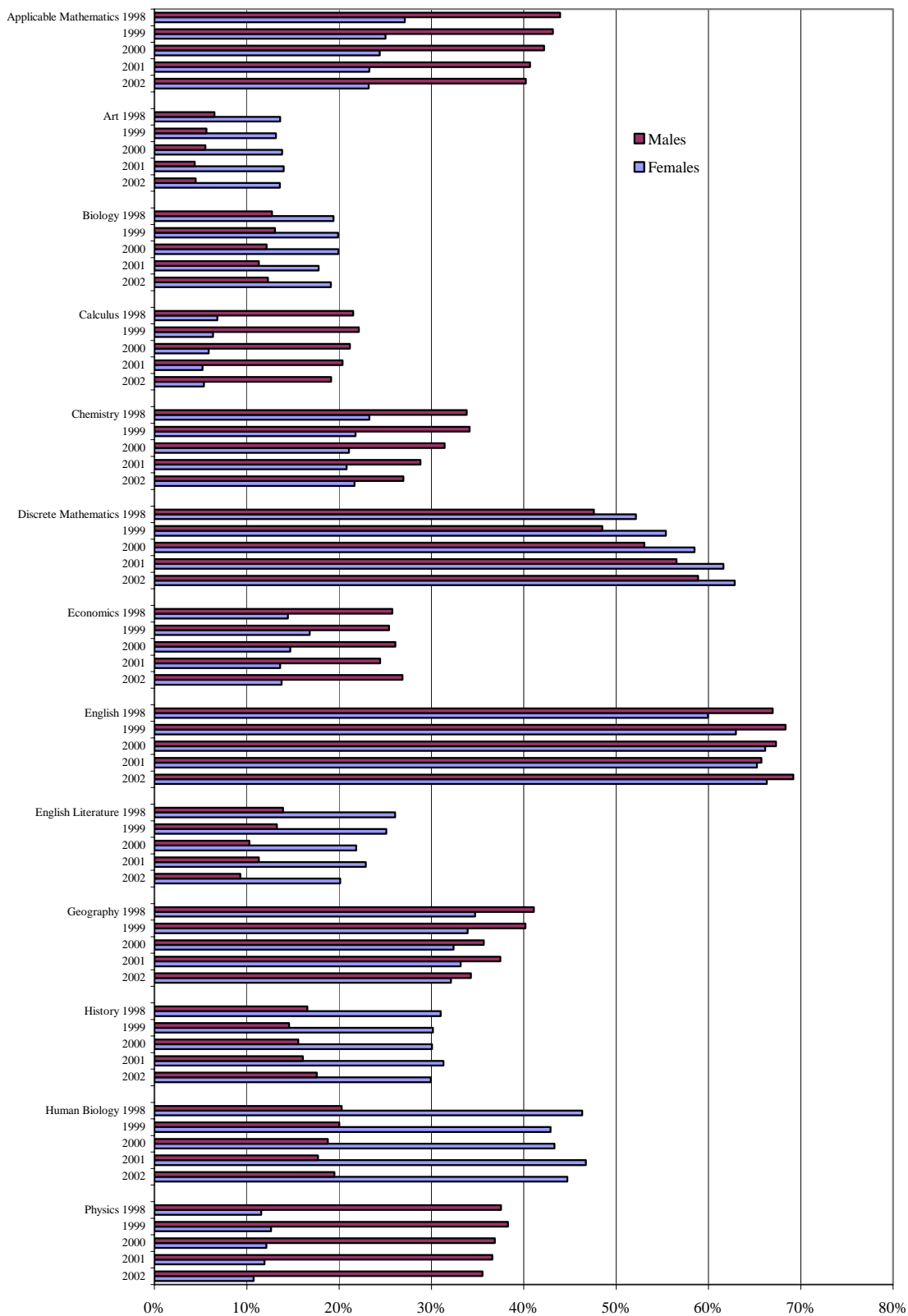
Source: Information Services from Curriculum Council data

The proportions of female and male students enrolled in selected major subjects in year 12 for the Tertiary Entrance Examinations are shown in Figure 19.

These subjects each enrol at least 10 per cent of TEE candidates. All other subjects enrol fewer than five per cent of candidates. Students who studied no accredited subjects or left school before the end of year 12 are excluded from the analysis.

The imbalance indices in Table 56 do not indicate whether female or male students are in the majority. Although there is a higher participation rate of male students in these subjects in most cases, this is not always the case. For example, in Discrete Mathematics, the participation rate of female students is higher than that for male students. The index shows the extent, not the direction, of the imbalance. Figure 19 provides an indication of the direction of imbalance for TEE candidates.

FIGURE 19: PARTICIPATION BY ACCREDITED TERTIARY ENTRANCE EXAMINATIONS SUBJECT ^(a), GOVERNMENT SCHOOL ^(b) YEAR 12 STUDENTS, BY GENDER, 1998-2002



(a) Subjects in which at least 10% of TEE candidates are enrolled.
 (b) Data exclude senior college, international, TAFE and private students.

Source: Information Services from Curriculum Council data

Student learning outcomes

Achievement of these outcomes is measured in part by analysis of students' performance in external assessments and in part by Monitoring Standards in Education (MSE) sample testing and Western Australian Literacy and Numeracy Assessment (WALNA) full-cohort testing. Analysis of Secondary Graduation data provides information on overall success, while MSE sample testing and WALNA full-cohort testing provide information about success in specific learning areas.

Secondary Graduation

A key external indicator of overall student performance is the apparent Secondary Graduation rate, which is the percentage of the year 8 cohort that satisfies the requirements for Secondary Graduation by year 12, and is an indicator of the extent to which the entire population of that age cohort actually reaches a high level of education.

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

To achieve Secondary Graduation, students must complete at least 10 full-year (or equivalent) subjects, with an average grade of "C" or better in eight subjects. Four or more of these subjects must be at year 12 level. In addition, they must satisfy the Curriculum Council's English language competence requirement by achieving a "C" or better in English, English Literature, English for ESL Students, Senior English or Vocational English or, alternatively, passing the Curriculum Council's English language competence test.

TABLE 57: SECONDARY GRADUATION RATES (PERCENTAGES), GOVERNMENT SCHOOL ^(a) YEAR 12 STUDENTS, BY GENDER, 1998-2002

Student category	1998	1999	2000	2001	2002
All female	58.0	59.0	58.2	57.7	59.2
All male	43.7	43.8	44.0	44.4	47.5
All students	50.5	51.1	50.8	50.8	53.1

(a) Data exclude senior college, international, TAFE and private students. Repeating students are included, but only new instances of persons meeting the requirements for Secondary Graduation are counted.

Source: Information Services from Curriculum Council data

System-level testing of student achievement

The main methods of measuring system-level student achievement are the random sample testing conducted by the Monitoring Standards in Education (MSE) program, which each year assesses student performance at years 3, 7 and 10, and the Western Australian Literacy and Numeracy Assessment (WALNA) program, which assesses the literacy and numeracy performance of all students in years 3, 5 and 7.

In 2002, MSE testing was undertaken in Mathematics.

Random sample testing is undertaken at year 3, because it represents the first opportunity to gather reliable, consistent and comparable data on young students; at year 7, because it marks the end of primary schooling; and at year 10 because it is the final year of compulsory schooling.

Performance data are reported according to gender, Aboriginality and language background other than English.

The Outcomes and Standards Framework, which includes student outcome statements for each learning area, provides the framework for measuring and reporting student achievement in Western Australia. For six of the learning areas, this is the only framework, but for the English and Mathematics learning areas, two frameworks are used.

In addition to the Western Australian framework, a set of national benchmarks has been endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) for use in reporting state-level student achievement in literacy and numeracy in a form which is comparable across the States and Territories. The benchmarks represent levels of literacy and numeracy without which a student would have difficulty making sufficient progress at school.

Where possible, data on student achievement in literacy and numeracy are reported against both the Outcomes and Standards Framework and the national benchmarks.

Student achievement in Mathematics

The measurement of system-level student performance in Mathematics is based on a combination of the Monitoring Standards in Education (MSE) random sample testing program at years 3, 7 and 10, and Western Australian Literacy and Numeracy Assessment (WALNA) testing of the full years 3, 5 and 7 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested who achieved at or above a specified level in the test. The levels for each learning area are set out in the Outcomes and Standards Framework.

The WALNA results are presented in terms of the proportion of students who achieved the national benchmark in numeracy at year 3, year 5, or year 7.

Random sample testing in Mathematics was undertaken in September 2002. About 5 000 years 3, 5 and 7 students were included in the random sample. The program had two distinct components:

- It assessed year 10 student performance in the *Space, Measurement, Chance and Data, Number, and Algebra* strands of Mathematics.
- It assessed year 3, 7 and 10 student performance in the *Working Mathematically* strand.

Student performance in the content strands had previously been assessed in 1992, 1996, 1998 and 2000. Working Mathematically had been assessed for the first time in 2000.

In August 2002, full-cohort WALNA testing of the year 3, 5 and 7 students in government schools was undertaken, with about 55 000 students being assessed in numeracy.

The Curriculum Framework, Outcomes and Standards Framework and national benchmarks were used to define what year 3, 5 and 7 students were expected to know and be able to do in relation to numeracy. The data reported for years 3 and 5 numeracy are based on the nationally-agreed location of the national benchmarks. The data for year 7 numeracy are based on the provisional location of the national benchmark because national agreement has not been reached on its location on the measuring scales.

The tables below report the overall student achievement in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English (LBOTE).

TABLE 58: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL NUMERACY BENCHMARK, 1999-2002^(a)

Year 3	1999	2000	2001	2002
Female	87.2	81.3	90.2	84.8
Male	84.1	80.0	89.7	85.5
Aboriginal	60.3	52.7	70.0	57.8
LBOTE	80.7	77.7	88.3	81.6
All students	85.6	80.6	90.0	85.1

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 59: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL NUMERACY BENCHMARK, 1999-2002^(a)

Year 5	1999	2000	2001	2002
Female	85.9	85.1	87.1	84.5
Male	85.3	84.6	85.8	83.6
Aboriginal	53.2	52.8	57.5	48.4
LBOTE	78.9	80.3	82.7	78.4
All students	85.6	84.8	86.4	84.0

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 60: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 7 STUDENTS ACHIEVING THE NATIONAL NUMERACY BENCHMARK, 2001-2002^(a)

Year 7	2001	2002
Female	75.5	78.3
Male	76.0	78.8
Aboriginal	35.6	38.2
LBOTE	69.9	71.8
All students	75.8	78.6

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 61: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 5, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MATHEMATICS, BY SUBGROUP, 2002 ^{(a) (b)}

Year level	3	5	7	10
Outcome level	≥2	≥2	≥3	≥4
Female	80	97	93	82
Male	82	96	92	77
Aboriginal	52	81	68	43
LBOTE	78	93	87	74
All students	81	96	92	79

(a) Years 3, 5 and 7 derived from Western Australian Literacy and Numeracy Assessment.
(b) Year 10 derived from Monitoring Standards in Education sample testing.

TABLE 62: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 5, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MATHEMATICS, BY SUBGROUP, 2000 ^{(a) (b)}

Year level	3	5	7	10
Outcome level	≥2	≥2	≥3	≥4
Female	84	98	92	70
Male	84	98	92	68
Aboriginal	56	84	63	31
LBOTE	80	94	76	51
All students	84	98	92	70

(a) Years 3 and 5 derived from Western Australian Literacy and Numeracy Assessment.
(b) Years 7 and 10 derived from Monitoring Standards in Education sample testing.

TABLE 63: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MATHEMATICS, BY SUBGROUP, 1998 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Female	91	93	87
Male	88	95	85
Aboriginal	61	79	65
LBOTE	79	85	80
All students	89	94	86

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 64: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN NUMBER, BY SUBGROUP, 2002 ^(a)

Year level	10
Outcome level	≥4
Female	86
Male	84
Aboriginal	47
LBOTE	86
All students	85

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 65: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN NUMBER, 1992, 1996, 1998, 2000 AND 2002 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	89	89	82
All students 1996	90	93	91
All students 1998	89	92	87
All students 2000	NA ^(b)	88	72
All students 2002	NA ^(b)	NA ^(b)	85

(a) Derived from Monitoring Standards in Education sample testing.

(b) Data on year 3 students are not available for separate strands for 2000 and 2002, nor for year 7 students for 2002.

TABLE 66: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SPACE, BY SUBGROUP, 2002 ^(a)

Year level	10
Outcome level	≥4
Female	54
Male	51
Aboriginal	30
LBOTE	46
All students	53

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 67: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SPACE, 1992, 1996, 1998, 2000 AND 2002 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	74	77	52
All students 1996	76	78	62
All students 1998	79	74	59
All students 2000	NA ^(b)	72	50
All students 2002	NA ^(b)	NA ^(b)	53

(a) Derived from Monitoring Standards in Education sample testing.

(b) Data on year 3 students are not available for separate strands for 2000 and 2002, nor for year 7 students for 2002.

TABLE 68: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN CHANCE AND DATA, BY SUBGROUP, 2002 ^(a)

Year level	10
Outcome level	≥4
Female	85
Male	82
Aboriginal	62
LBOTE	88
All students	84

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 69: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN CHANCE AND DATA, 1992, 1996, 1998, 2000 AND 2002 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	98	96	73
All students 1996	96	97	81
All students 1998	89	94	83
All students 2000	NA ^(b)	89	67
All students 2002	NA ^(b)	NA ^(b)	84

(a) Derived from Monitoring Standards in Education sample testing.

(b) Data on year 3 students are not available for separate strands for 2000 and 2002, nor for year 7 students for 2002.

TABLE 70: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MEASUREMENT, BY SUBGROUP, 2002 ^(a)

Year level	10
Outcome level	≥4
Female	81
Male	81
Aboriginal	54
LBOTE	73
All students	81

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 71: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN MEASUREMENT, 1992, 1996, 1998, 2000 AND 2002 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	84	88	75
All students 1996	84	95	75
All students 1998	77	93	82
All students 2000	NA ^(b)	85	64
All students 2002	NA ^(b)	NA ^(b)	81

(a) Derived from Monitoring Standards in Education sample testing.

(b) Data on year 3 students are not available for separate strands for 2000 and 2002, nor for year 7 students for 2002.

TABLE 72: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN WORKING MATHEMATICALLY, BY SUBGROUP, 2000 ^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Female	85	91	71
Male	88	92	77
Aboriginal	57	63	42
LBOTE	76	78	69
All students	86	92	73

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 73: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN WORKING MATHEMATICALLY, BY SUBGROUP, 2002^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Female	83	92	81
Male	80	91	75
Aboriginal	58	73	41
LBOTE	70	86	67
All students	86	92	78

(a) Derived from Monitoring Standards in Education sample testing.

TABLE 74: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEAR 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN ALGEBRA, BY SUBGROUP, 2000 AND 2002^(a)

Year	2000	2002
Outcome level	≥5 ^(b)	≥5 ^(b)
Female	68	76
Male	69	74
Aboriginal	43	45
LBOTE	54	72
All students	69	75

(a) Derived from Monitoring Standards in Education sample testing.

(b) Algebra outcomes begin at Level 5 - therefore student performance is reported against level 5.

Student achievement in English

Measurement of system-level student performance in English is undertaken using a combination of Monitoring Standards in Education (MSE) random sample testing at years 3, 7 and 10, and Western Australian Literacy and Numeracy Assessment (WALNA) testing of the full year 3, 5 and 7 cohorts.

The MSE results are presented in terms of the proportion of the sample of students tested who achieved at or above a specified level in the test. The levels for each learning area are set out in the Outcomes and Standards Framework.

The WALNA results are presented in terms of the proportion of students who achieved the national benchmark in literacy (or numeracy) at year 3, year 5 or year 7. In addition, the results of the WALNA for the year 3 and year 7 cohorts can also be presented in terms of the proportion of students who achieved at or above a specified level, so that these results can be compared with the MSE results over time.

Random sample testing in English was last undertaken in September 2001 and was reported in the 2001-2002 Annual Report. A summary of previously reported data for Reading and Writing is presented below.

In August 2002, full-cohort WALNA testing of the years 3, 5 and 7 students in government schools was undertaken, with about 55 000 students being assessed in reading, writing and spelling.

The Curriculum Framework, Outcomes and Standards Framework and national benchmarks were used to define what years 3, 5 and 7 students were expected to know and be able to do in relation to reading, writing and spelling.

The data reported for years 3 and 5 reading and writing are based on the nationally-agreed location of the national benchmarks. The data for spelling for years 3 and 5 and all year 7 data are based on the provisional location of the national benchmarks because national agreement has not been reached on their locations on the measuring scales.

The tables below report the overall student performance in government schools as well as the performance of sub-groups identified on the basis of gender, Aboriginality and language background other than English (LBOTE).

TABLE 75: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL READING BENCHMARKS, 1999-2002 ^(a)

Year 3 Reading	1999	2000	2001	2002
Female	90.6	96.9	94.0	94.7
Male	85.3	95.5	91.1	92.6
Aboriginal	57.8	87.6	76.5	78.9
LBOTE	84.9	95.7	92.3	92.6
All students	87.9	96.2	92.5	93.6

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 76: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL WRITING BENCHMARKS, 1999-2002 ^(a)

Year 3 Writing	1999	2000	2001	2002
Female	85.0	89.3	87.0	88.6
Male	75.4	79.9	77.3	79.7
Aboriginal	48.6	54.7	51.8	53.3
LBOTE	77.8	82.2	81.7	83.5
All students	80.2	84.3	82.0	84.0

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 77: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 3 STUDENTS ACHIEVING THE NATIONAL SPELLING BENCHMARKS, 1999-2002 ^(a)

Year 3 Spelling	1999	2000	2001	2002
Female	90.7	85.2	84.1	87.2
Male	84.0	76.1	76.6	79.5
Aboriginal	61.4	51.2	48.2	52.2
LBOTE	84.2	79.7	80.4	82.2
All students	87.3	80.4	80.2	83.2

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 78: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL READING BENCHMARKS, 1999-2002 ^(a)

Year 5 Reading	1999	2000	2001	2002
Female	86.5	94.4	94.7	95.3
Male	78.7	91.2	90.4	91.6
Aboriginal	47.3	72.6	71.5	73
LBOTE	74.5	89.5	89.0	90.1
All students	82.5	92.7	92.5	93.4

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 79: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL WRITING BENCHMARKS, 1999-2002 ^(a)

Year 5 Writing	1999	2000	2001	2002
Female	87.2	88.1	87.3	91.2
Male	75.3	75.7	74.0	81.1
Aboriginal	48.4	49.2	50.1	57.6
LBOTE	76.0	78.9	76.9	82.2
All students	81.1	81.7	80.6	86.0

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 80: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 5 STUDENTS ACHIEVING THE NATIONAL SPELLING BENCHMARKS, 1999-2002 ^(a)

Year 5 Spelling	1999	2000	2001	2002
Female	90.1	87.2	85.3	83.9
Male	81.1	79.1	74.3	72.8
Aboriginal	58.3	53.1	50.2	47.9
LBOTE	82.3	81.3	76.8	74.8
All students	85.5	83.0	79.7	78.2

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 81: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 7 STUDENTS ACHIEVING THE NATIONAL READING BENCHMARKS, 2002 ^(a)

Year 7 Reading	2001	2002
Female	86.2	86.4
Male	77.7	79.8
Aboriginal	39.9	43.0
LBOTE	74.0	74.5
All students	81.8	83.0

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 82: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 7 STUDENTS ACHIEVING THE NATIONAL WRITING BENCHMARKS, 2002 ^(a)

Year 7 Writing	2001	2002
Female	83.3	83.0
Male	68.1	67.9
Aboriginal	38.6	38.7
LBOTE	73.4	72.5
All students	75.5	75.3

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 83: PERCENTAGE OF GOVERNMENT SCHOOL YEAR 7 STUDENTS ACHIEVING THE NATIONAL SPELLING BENCHMARKS, 2002 ^(a)

Year 7 Spelling	2001	2002
Female	83.4	80.3
Male	72.3	69.0
Aboriginal	46.9	40.8
LBOTE	75.3	73.2
All students	77.7	74.5

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

TABLE 84: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN READING, 1992, 1995, 1997, 1999 AND 2001

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	94 ^(b)	94 ^(b)	92 ^(b)
All students 1995	91 ^(b)	95 ^(b)	88 ^(b)
All students 1997	92 ^(b)	95 ^(b)	90 ^(b)
All students 1999	95 ^(a)	93 ^(b)	87 ^(b)
All students 2001	99 ^(a)	97 ^(a)	88 ^(b)

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

(b) Derived from Monitoring Standards in Education sample testing.

TABLE 85: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN WRITING, 1992, 1995, 1997, 1999 AND 2001

Year level	3	7	10
Outcome level	≥2	≥3	≥4
All students 1992	99 ^(b)	99 ^(b)	91 ^(b)
All students 1995	97 ^(b)	99 ^(b)	93 ^(b)
All students 1997	98 ^(b)	98 ^(b)	97 ^(b)
All students 1999	97 ^(a)	89 ^(b)	93 ^(b)
All students 2001	92 ^(a)	92 ^(a)	87 ^{(b)(c)}

(a) Derived from Western Australian Literacy and Numeracy Assessment full cohort testing.

(b) Derived from Monitoring Standards in Education sample testing.

(c) Derived from Essay Writing testing. Essay is the predominant form of writing in year 10.

The following tables summarise Monitoring Standards in Education data relating to Languages other than English, Technology and Enterprise, Society and Environment, Health and Physical Education, Science, and The Arts published in previous Annual Reports.

Student achievement in Languages other than English

TABLE 86: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN LANGUAGES OTHER THAN ENGLISH, 2001 ^(a)

Year level		7	10
Outcome level		≥2	≥3
Strand			
<i>French</i>	Listening and Responding	70	71
	Listening and Responding, and Speaking	77	65
	Viewing, Reading and Responding	85	86
	Writing	66	49
<i>Japanese</i>	Listening and Responding	96	65
	Listening and Responding, and Speaking	68	33
	Viewing, Reading and Responding	85	62
	Writing	63	41

(a) Derived from Monitoring Standards in Education sample testing.

Student achievement in Technology and Enterprise

TABLE 87: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE A SPECIFIED LEVEL IN TECHNOLOGY AND ENTERPRISE, 2000 ^(a)

Year level	3	7	10		
			Design and Technology	Home Economics	Information Technology
Outcome level	≥2	≥3	≥3	≥3	≥3
Strand					
Technology Process	94	80	84	88	91
Materials	87	61	78	85	
Information Systems	89	85	88	92	93
Systems	95	84	85	95	92

(a) Derived from Monitoring Standards in Education sample testing.

Student achievement in Society and Environment

TABLE 88: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE A SPECIFIED LEVEL IN SOCIETY AND ENVIRONMENT, 1999^(a)

Year level	3	7	10
Outcome level	≥2	≥3	≥4
Strand			
Investigation, Communication and Participation	84	95	83
Place and Space	71	89	77
Resources	76	73	71
Culture	71	89	94
Time, Continuity and Change	83	92	90
Natural and Social Systems	72	70	80

(a) Derived from Monitoring Standards in Education sample testing.

Student achievement in Health and Physical Education

TABLE 89: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS^(a), YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN HEALTH AND PHYSICAL EDUCATION, 1994^(b) AND 1998

Year level	3		7		10	
Outcome level	≥2		≥3		≥4 ^(c)	
Strand	1994	1998	1994	1998	1994	1998
Concepts for a healthy lifestyle	64	82	65	79	75	43
			1998			
Self-management skills - decision making		94		93		81
Skills for physical activity		88		68		43
Skills for physical activity - movement skills sub-strand		87		71		44
Skills for physical activity - fundamental movement skills		87		68		77 ^(c)
Skills for physical activity - movement skills in the context of games		NA ^(d)		62		51
Skills for physical activity - activity and games strategies		53		65		48
Interpersonal skills		80		89		47
Positive attitude toward physical activity		NA ^(d)		93		89

(a) Derived from Monitoring Standards in Education sample testing.

(b) Concepts for a healthy lifestyle only.

(c) Except Fundamental Movement Skills, for which the maximum level of achievement possible was in Level 3.

(d) Not tested.

Student achievement in Science

TABLE 90: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE SPECIFIED LEVELS IN SCIENCE, 1993 AND 1997^(a)

Year level	3		7		10	
Outcome level	≥2		≥3		≥4	
Strand	1993	1997	1993	1997	1993	1997
Investigating Scientifically	99	99	97	94	51	56
Life and Living	99	85	77	76	44	55
Earth and Beyond	NA	78	78	71	42	48
Energy and Change	97	88	76	81	39	54
Natural and Processed Materials	97	84	68	77	46	50
All conceptual strands	98	89	73	80	43	54

(a) Derived from Monitoring Standards in Education sample testing.

Student achievement in The Arts

TABLE 91: PERCENTAGES OF GOVERNMENT SCHOOL STUDENTS, YEARS 3, 7 AND 10, ACHIEVING AT OR ABOVE A SPECIFIED LEVEL IN THE ARTS, 1996^(a)

Year level	3	7	10^(b)
Outcome level	≥2	≥3	≥4
Strand			
Dance	82	63	73
Drama	96	88	74
Media	97	90	58
Music	80	57	81
Visual Arts	96	78	57

(a) Derived from Monitoring Standards in Education sample testing.

(b) Year 10 data are not on the same scale as the Year 3 and 7 data.

Efficiency (Education)

Output 1: Primary education

Output Description: The provision of access to education in government schools for eligible persons aged generally from 4 to 12 years.

Efficiency Indicator:

- Cost per student FTE

Output 2: Secondary education

Output Description: The provision of access to education in government schools for eligible persons aged generally 12 years and over.

Efficiency Indicator:

- Cost per student FTE

The quantity of each output of government school education is measured in terms of student FTEs provided with that service.

Efficiency is indicated by the total cost per student FTE of each output.

TABLE 92: COST PER FULL-TIME EQUIVALENT STUDENT, BY OUTPUT, GOVERNMENT SCHOOL EDUCATION, 2001-2002/2002-2003

Output	2001-2002 (\$)	2002-2003 (\$)
1. Primary education	7 965	8 756
2. Secondary education	10 366	11 255

Source: Budgeting and Financial Management Branch

The 2001-2002 value for Output 2, Secondary Education, has been adjusted from the value reported in the 2001-2002 Annual Report to be comparable with the 2002-2003 data, which reflect the transfer of certain senior college activities from Output 2 to Output 3.

Effectiveness (Training)

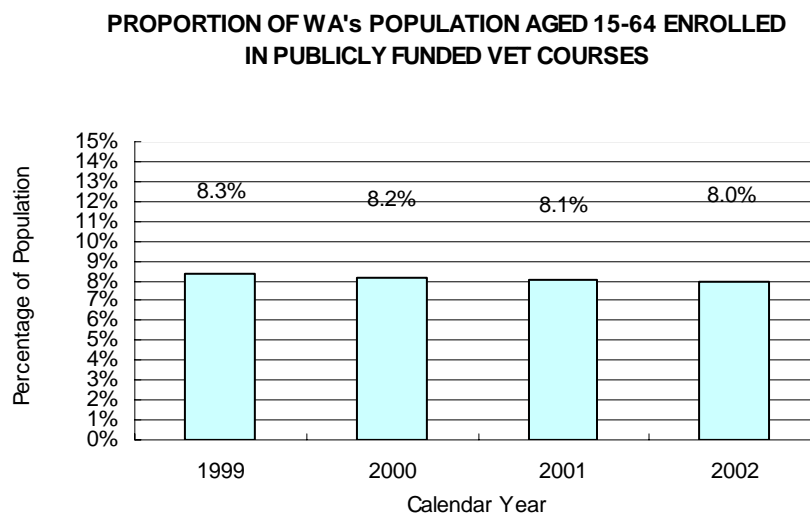
Outcome: To maximise training and employment opportunities for Western Australians

- Effectiveness Indicators:*
- Proportion of the Western Australian population aged 15 to 64 enrolled in publicly funded VET through the Western Australian Department of Education and Training
 - State Module Load Completion Rate
 - Employer satisfaction with the overall performance of vocational education and training services
 - Student overall satisfaction levels
 - Graduate achievement of reason for undertaking their course
 - Graduate employment outcomes before and after study

Note

The vocational education and training courses are provided by all TAFE colleges and private providers in receipt of public funding from the Department. Indicators for international students were introduced in 2000-2001, as TAFE International WA is an institution under Section 57 of the Vocational Education and Training Act 1996.

FIGURE 20: PROPORTION OF THE WESTERN AUSTRALIAN POPULATION AGED 15 TO 64 ENROLLED IN PUBLICLY FUNDED VET THROUGH THE WESTERN AUSTRALIAN DEPARTMENT OF EDUCATION AND TRAINING



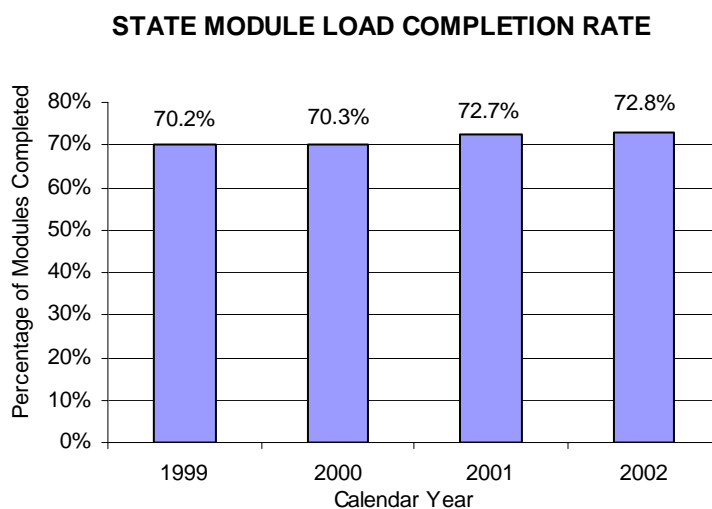
Source: Western Australian Department of Education and Training (Enrolment Statistics Unit - AVETMISS student data system); Australian Bureau of Statistics (ABS), (Population by Age and Sex: Australian States and Territories cat. 3201.0)

Derivation: Student enrolments (client count aged between 15 and 64 years) publicly funded by the Department, adjusted by the Student Enrolment No Participation (SENP) rate, expressed as a percentage of the Australian Bureau of Statistics population statistics for Western Australians aged 15 to 64 years.

The proportion of the Western Australian population aged 15 to 64 years enrolled in VET courses is a measure of the Department's responsiveness in meeting industry and community needs for a highly skilled workforce as well as improving the employment and further education prospects of individuals. It also demonstrates the accessibility and relevance of vocational education and training programs to the population. In 2002, the estimated population of 15 to 64 year olds increased by 0.4 per cent. Publicly funded clients aged 15 to 64 years in 2002 decreased marginally compared to the previous year (104 864 compared to 105 356 in 2001).

Note: The SENP rate in 2002 was 0.00 compared to a SENP rate of 0.0160 in 2001

FIGURE 21: STATE MODULE LOAD COMPLETION RATE



Source: Western Australian Department of Education and Training, Enrolment Statistics Unit - AVETMISS student data system.

Derivation: The State Module Load Completion Rate (MLCR), is the sum of Student Curriculum Hours (SCH) for successfully completed modules expressed as a proportion of the total SCH across all module enrolments, publicly funded by the Department, for which a definite outcome could be expected. The successfully completed modules are assessed as 'passed' or 'no assessment, satisfactory completion of class hours' and 'status (or credit) granted through Recognition of Prior Learning'.

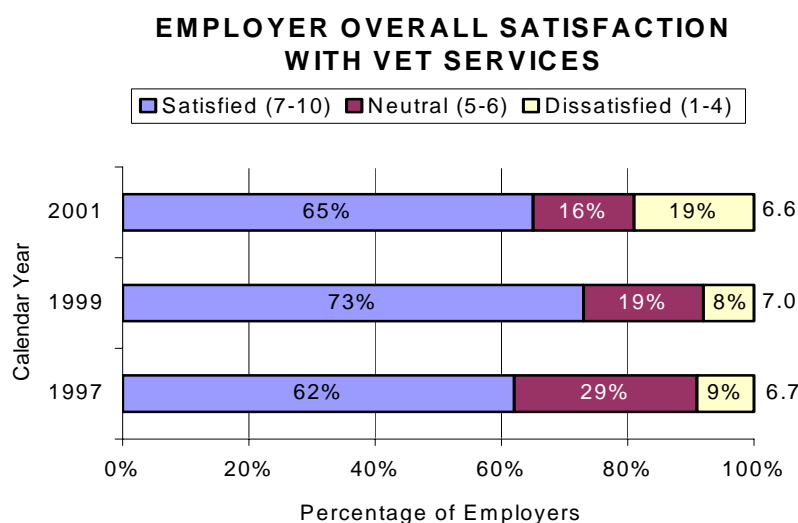
State Level

The module load completion rate is used to examine the use of hours associated with modules leading to a satisfactory completion or output. Although there are other factors that contribute, the module load completion rate is an indication of the effectiveness of the vocational education and training system.

TAFE International

The module load completion rate for overseas students (full-fee paying) was 90.2 per cent in 2002 compared to 85.1 per cent and 86.6 per cent in 2001 and 2000, respectively.

Note: A module is not a standard unit. Modules vary in duration from one hour to 960 hours, therefore Student Curriculum Hours are used in the above calculation in place of module enrolments when calculating the State MLCR.

FIGURE 22: EMPLOYER SATISFACTION WITH THE OVERALL PERFORMANCE OF VOCATIONAL EDUCATION AND TRAINING SERVICES

Source: 2001 Survey of Employer Views on Vocational Education and Training; 1999 Survey of Employer Views on Vocational Education and Training; Employer Satisfaction with Vocational Education and Training 1997, Australian National Training Authority (ANTA) and National Centre for Vocational Education Research (NCVER)

Derivation: Satisfaction is assessed by calculating the ratio of positive responses to total responses, expressed as a percentage. Also included in the graph above is the average or mean response. The scale used was a 10 point Likert Scale where 1 is very dissatisfied and 10 is very satisfied.

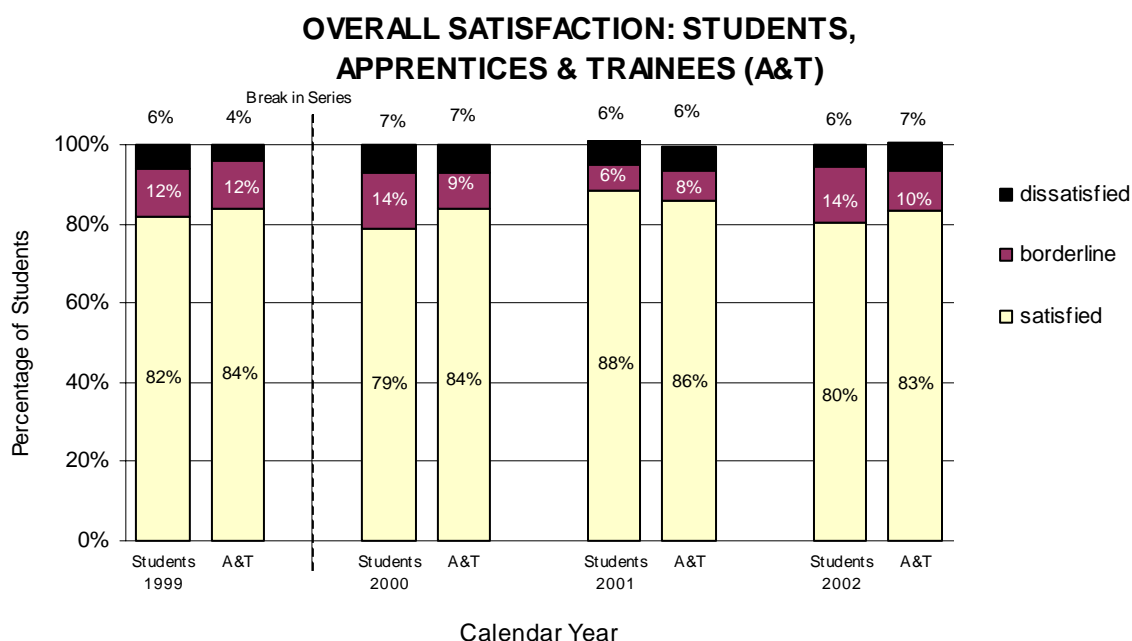
Employer satisfaction with the quality of VET training is a key objective of the Department to ensure that training meets the needs of industry. A number of factors contribute to satisfaction with overall performance including providing appropriate skills, job readiness of employees, value for money, the content and flexibility of curriculum, the use of appropriate equipment, convenient service delivery and consultation with industry.

A national survey of 3 271 employers by ANTA/NCVER was conducted in 2001. In Western Australia views were obtained from 409 employers whose employees had a vocational training qualification attained in the previous two years. Employers on average rated their level of satisfaction with the overall performance of VET services as 6.6 on the ten-point scale compared to 7 in 1999 and 6.7 during the 1997 survey (sample sizes of 451 and 369, respectively).

Notes:

- [1] The 2001 data for WA: estimated in scope population 9 935 employers; 409 interviews conducted; and the Standard Error for 2001 data = 2.1 percentage points at 95 per cent confidence level. The sample was derived by an initial telephone contact to establish whether an employer was within the scope of the survey. The scope from which the above graph for 2001 data is derived included: a recent graduate (within the previous two years) of a course of at least 200 hours, size of business, type of industry and state/territory. The final data was weighted to reflect the population. Employers that did not fit within this scope (for example who did not have a VET graduate) were also interviewed on a range of other questions.
- [2] The figures for 1997, 1999 and 2001 have been proportionately adjusted to total 100 per cent.
- [3] The National Survey of Employer Views on Vocational Education and Training was conducted biannually until 2001. The next survey will be conducted in 2004.

FIGURE 23: STUDENT OVERALL SATISFACTION LEVELS



Source: 2002 Student Satisfaction Survey, Market Equity Pty Ltd., 2001 Student Satisfaction Survey, Market Equity Pty Ltd, 2000 Student Satisfaction State Report and 1999 Student Satisfaction Survey.

Derivation: Satisfaction is assessed by calculating the ratio of positive responses to total responses, expressed as a percentage (students who expressed no opinion were excluded from the calculation). The scale used was a five point scale where satisfied/very satisfied were rated by the students as 1 to 2, borderline 3, dissatisfied/very dissatisfied 4 to 5.

State Level

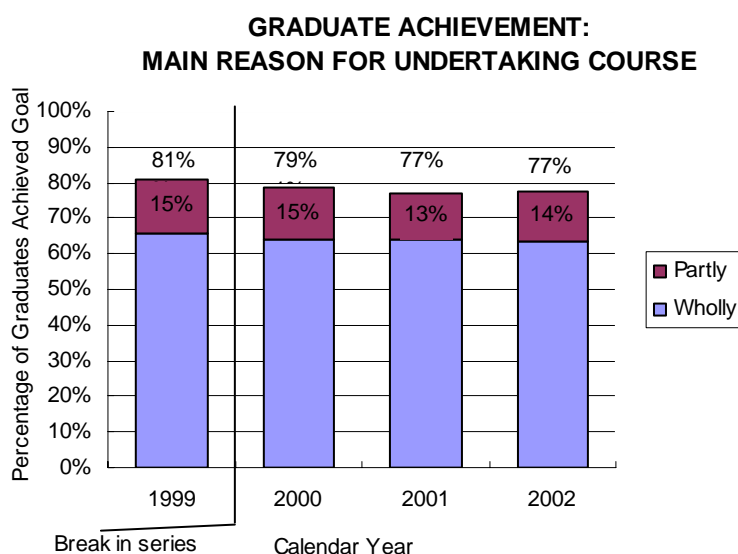
In the year 2002, full-time and part-time students who were enrolled in TAFE award courses, at TAFE Colleges, or with private providers, in receipt of public funds from the Department, were surveyed. Both apprentices/trainees (6 773 clients; 14 per cent response rate) and other students (45 359 students; 22 per cent response rate) were surveyed, using slightly different survey instruments. In 2002, as with 1999 and 2001, all students, including apprentices/trainees, were asked to rate 'overall, how satisfied were you with your course'. In the 2000 survey, apprentices and trainees were asked 'taking all aspects of your apprenticeship/traineeship into consideration, how satisfied would you say you are overall with your apprenticeship/traineeship'.

The above graph provides an important benchmark to determine the performance of the VET system. Feedback from customers from the total range of questions aims to identify areas for quality assurance improvements.

Note:

2002 data for apprentices/trainees: mail out 6 773; returns 966; response rate 14 per cent; standard error for overall satisfaction +/-2.4 per cent at 95 per cent confidence level. Other students: mail out 45 359; returns 9 880; response rate 22 per cent; standard error for overall satisfaction +/-0.7 per cent at 95 per cent confidence level. The required number of addresses were selected at random from current students, taking into account required sample sizes by college and industry grouping. Responses were weighted to reflect population benchmarks.

FIGURE 24: GRADUATE ACHIEVEMENT OF REASON FOR UNDERTAKING THEIR COURSE



Source: 2002 Student Outcomes Survey, 2001 Student Outcomes Survey, 2000 Student Outcomes Survey, Student Outcomes Survey 1999.

Derivation: Graduates who indicated they had ‘wholly’ or ‘partly’ achieved their main reason for undertaking the course expressed as a percentage of the total number of graduates who responded to the question.

State Level

The Department aims to contribute to the development of individuals through the provision of initial and advanced level educational and training courses, which gives them skills and knowledge relevant to their employment and personal development needs.

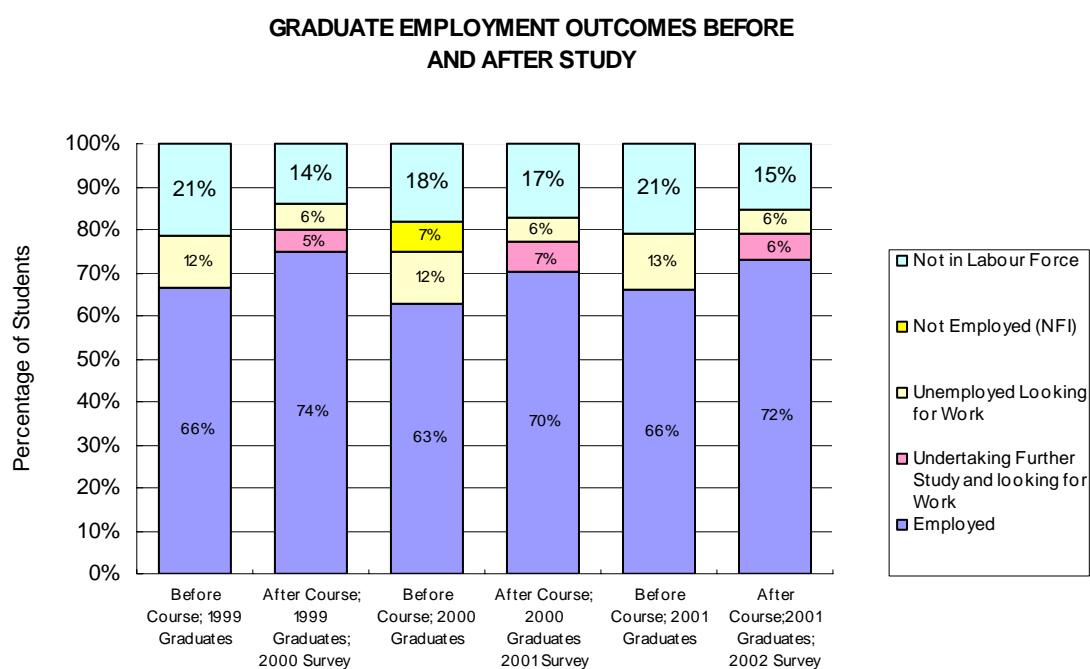
In the year 2002, ANTA and NCVER conducted a national survey of TAFE graduates who had completed their studies during the previous year.

The survey can be used to identify the success of the vocational education and training system in meeting the training needs of students and their employment and personal development aspirations. The graph above shows 77 per cent of WA graduates achieved, either wholly (63 per cent) or partly (14 per cent), their main reason for undertaking their course. Of the remaining respondents, 11 per cent responded in the negative and 12 per cent did not know at the time of the survey. Nationally 78 per cent of graduates indicated they either wholly or partly achieved their main reason for study (63 per cent wholly and 15 per cent partly).

Notes:

- [1] The 2002 data for WA: population 12 213, returns 6 213, response rate 50.9 per cent, standard error = +/- 0.9 percent at 95 percent confidence level. All graduates with a known mailing address within Australia were sent a questionnaire.
- [2] There has been a break in the time series by ANTA and NCVER for the 2000 survey: a widening of the definition of graduates who undertook a course from “at least 200 hours or one semester in duration”, to “all graduates irrespective of the length of their course”. There was also weighting of responses to population benchmarks.

FIGURE 25: GRADUATE EMPLOYMENT OUTCOMES BEFORE AND AFTER STUDY



Source: 2002 Student Outcomes Survey; 2001 Student Outcomes Survey, 2000 Student Outcomes Survey and Student Outcomes Survey 1999.

Derivation: Employment status is assessed by calculating the ratio of graduates in employment to total responses, expressed as a percentage. ‘Not in the labour force’ indicates graduates who were not actively looking for work at the time of the survey. It should be noted that the surveys were taken at least five months after graduates completed their course.

State Level

Giving graduates the skills to gain employment is a major goal of the Department. Results from the surveys of VET graduates can be used to identify the success of the VET system in meeting student training needs and employment aims.

The above graph for the year 2002 shows 72 per cent of graduates were employed on 26 May 2002 compared to 66 per cent employed before training.

Notes:

- [1] The 2002 data for WA: population 12213, returns 6213, response rate 50.9 per cent, standard error = +/- 0.9 percent at 95 per cent confidence level. All graduates with a known mailing address within Australia were sent a questionnaire.
- [2] There has been a break in the time series by ANTA and NCVER for the 2000 survey: a widening of the definition of graduates who undertook a course from “at least 200 hours or one semester in duration”, to “all graduates irrespective of the length of their course”. There was also weighting of responses to population benchmarks.
- [3] Each year, a small percentage of respondents indicate that they are not employed but fail to indicate whether or not they are seeking employment. This has previously had no effect on the percentages shown in the graph. However in the 2001 survey this was unusually large at 7.2% of respondents and has therefore been included to maintain accuracy of estimates.

Efficiency (Training)

Output 3: Vocational education and training services

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

Efficiency Indicators:

- Cost per student curriculum hour
- Cost per successful student curriculum hour

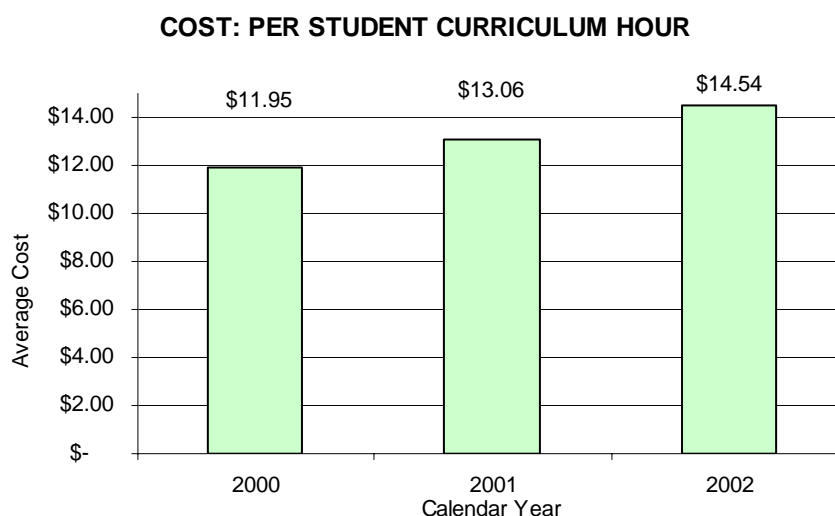
Output 4: Employment programs

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

Efficiency Indicators:

- Cost per apprenticeship or traineeship
- Cost per person assisted through Employment Strategies
- Cost per person assisted through the Workers' Assistance Program

FIGURE 26: COST PER STUDENT CURRICULUM HOUR



Source: Western Australian Department of Education and Training, Enrolment Statistics Unit - AVETMISS student data system and Financial Management and Analysis Directorate

Derivation: The average cost per Student Curriculum Hour (SCH) is calculated by dividing the total expenditure for providing publicly funded VET, excluding fee-for-service, by the total SCH. Course mix weightings have been applied to provide meaningful comparison between years.

State Level

This indicator provides an indication of the efficiency with which the Department strategically manages the investment of government resources in the State VET system. A weighting of the course mix between the two years assists in assessing performance over time by taking into account increases or decreases in delivery in the more costly areas such as Automotive, Engineering and Mining, Electrical, Gas and Water.

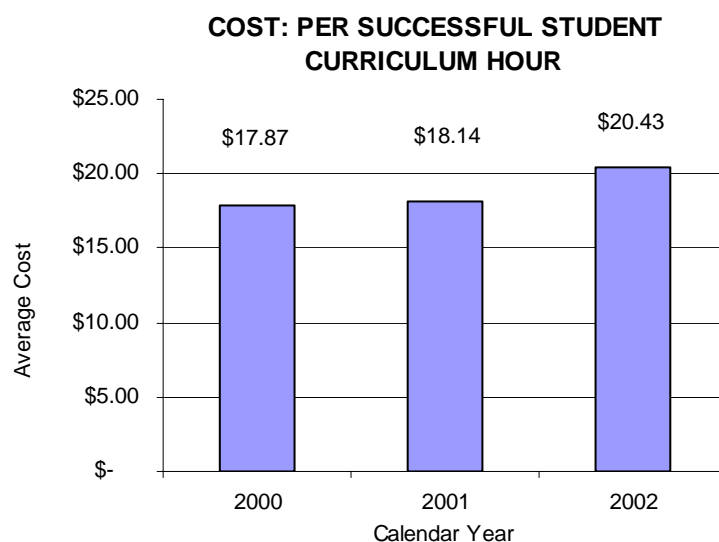
TAFE International WA

The average cost for all fee-for-service Student Curriculum Hours (1 011 183 SCH) for 2002 was \$11.95, compared to \$13.09 in the previous year (836 952 SCH) and \$11.72 in 2000 (864 770 SCH).

Notes:

- [1] No adjustments for inflation have been incorporated into the above figures. Figures for 2000 and 2001 have been adjusted to be comparable with calendar year 2002.
- [2] Care should be taken in comparing Cost Per Student Curriculum Hour with those shown in College Annual Reports, as the costs shown in the above graph exclude expenditure funded by student fees and charges, commercial fee-for-service activities not funded by the Department, and capital depreciation and superannuation for the colleges that are statutory authorities.
- [3] The introduction of the Capital User Charge and superannuation funding to Colleges from July 1, 2001 has significantly increased total expenditure and accounts for a large proportion of the increase in the cost per Student Curriculum Hour from \$13.06 in 2001 to \$14.54 in 2002 during which the full year effects of the expenditure increase have impacted for the first time.

FIGURE 27: COST PER SUCCESSFUL STUDENT CURRICULUM HOUR



Source: Western Australian Department of Education and Training, Enrolment Statistics Unit - AVETMISS student data system and Financial Management and Analysis Directorate

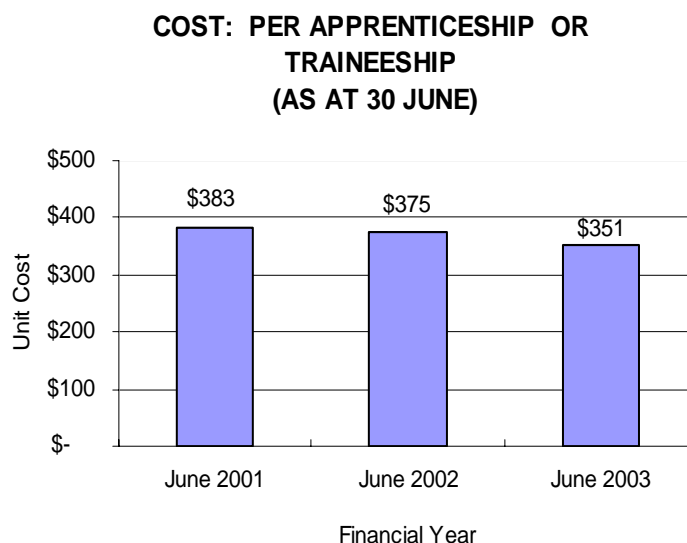
Derivation: Cost per Successful Student Curriculum Hour is calculated by dividing the Department's expenditure for providing publicly funded VET, excluding fee-for-service, by the number of Student Curriculum Hours completed where students were assessed as having completed a module (ie 'passed', 'no assessment - satisfactory completion of class hours' or 'credit granted through Recognition of Prior Learning'). Course mix weightings have been applied to provide meaningful comparison between years.

The cost per Successful Student Curriculum Hour is an indication of the overall efficiency of the vocational education and training system. The indicator adds yet another perspective to that of the cost per SCH as outlined in the previous Key Performance Indicator (Figure 26), as it reflects the cost of providing vocational education and training to students who have actually completed and passed a module of study. The above graph indicates a 14.3% per cent cost increase over the three years from 2000 to 2002. The number of successful SCH increased by 8.6 per cent over the same period (18 274 611 SCH in 2002).

Notes:

- [1] No adjustments for inflation have been incorporated into the above figures.
- [2] The introduction of the Capital User Charge and superannuation funding to Colleges from July 1, 2001 has significantly increased total expenditure and accounts for a large proportion of the increase in the cost per successful Student Curriculum Hour from \$18.14 in 2001 to \$20.43 in 2002 during which the full year effects of the expenditure increase have impacted for the first time.

FIGURE 28: COST PER APPRENTICESHIP OR TRAINEESHIP



Source: Department of Education and Training, Apprenticeships and Traineeships Directorate

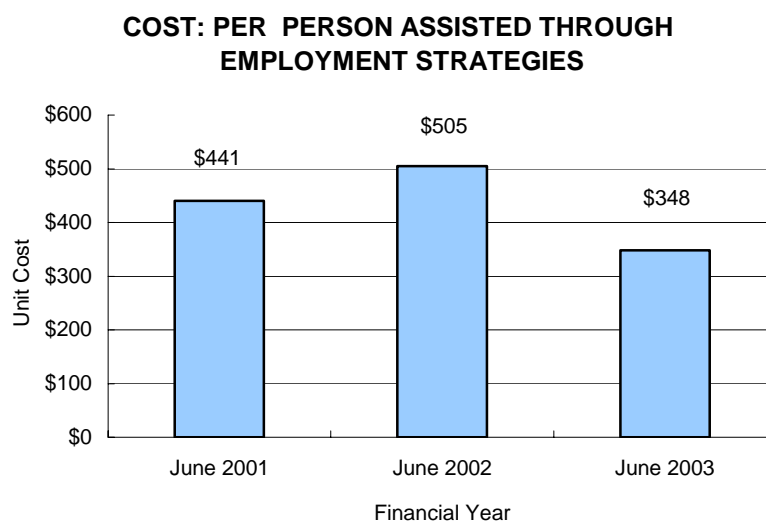
Derivation: Department expenditure on an accrual basis for employment-based training divided by the number of apprentices and trainees in training.

The cost per person in an apprenticeship or traineeship relates to the administration of the apprenticeship and traineeship system. The Department is responsible for coordinating the promotion and marketing of apprenticeships and traineeships, supporting and monitoring, and providing a Statewide information service. The total number of apprentices and trainees as at 30 June 2003 was a record 23 773 (12 520 apprentices and 11 253 trainees). This represented a 10.8 per cent increase on 30 June 2002 (21 462 – 11 887 apprentices and 9 575 trainees). In the financial year to 30 June 2001, 18 588 apprentices and trainees were in training.

The cost per person in an apprenticeship or traineeship in 2002-2003 was \$351. This cost excludes expenditure for the training of apprentices and trainees at public and private providers as this is reported in Figure 26 and Figure 27.

Note: The number of persons supported in apprenticeships and traineeships now includes those on suspension to be consistent with national data standards. Data for previous years has been adjusted to reflect this reporting change.

FIGURE 29: COST PER PERSON ASSISTED THROUGH EMPLOYMENT STRATEGIES



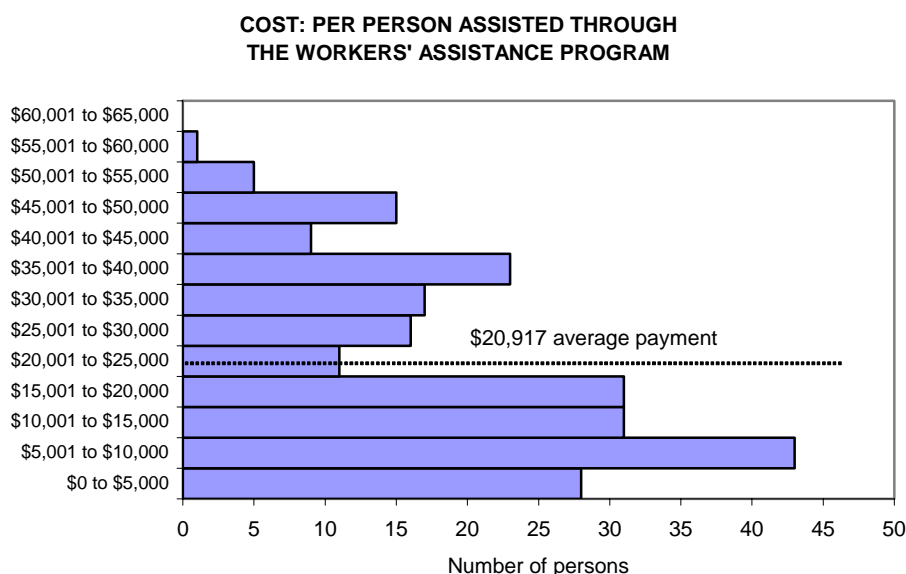
Source: Department of Education and Training, Employment Services

Derivation: Departmental expenditure on an accrual basis for employment assistance initiatives divided by the number of individuals assisted through employment strategies, including the Employment Directions Network, School Leaver Program, Small Business Smart Business, Mature Employment Program and Landcare Training Initiative.

The Department contributes to the growth of the Western Australian economy through a range of employment assistance and initiatives, directed at ensuring Western Australian jobseekers have the skills and knowledge necessary to both gain and retain employment. During the period 2002-2003, a total of 46 847 people were assisted with a range of employment-based services that included employment counselling, interview preparation, job search techniques, referrals and apprenticeship and traineeship information. This compares with 35 576 people in the previous year.

The cost for this assistance per person in 2002-2003 was \$348.

FIGURE 30: COST PER PERSON ASSISTED THROUGH THE WORKERS' ASSISTANCE PROGRAM



Source: Department of Education and Training, Employment Services

Derivation: Payments to those qualifying for a redundancy package under the Workers' Assistance Program.

The Workers' Assistance Program is part of an integrated package provided by the Department of the Minister for the Environment, the Department of Industry and Technology, CALM, the Forest Products Commission, Community Development, the South West Development Commission and the Department of Education and Training, to assist timber workers affected by the implementation of the State government's policy '*Protecting Our Old Growth Forests*'.

The average top-up redundancy payment in the 2002-2003 financial year was \$20 917 paid to 230 workers (compared with \$20 768 paid to 251 workers in 2001-2002). In addition, 339 workers also accessed support services at an average cost of \$3 406. Workers are eligible for assistance over a two-year period from the date of their redundancy.

Since the program commenced, July 2001, 677 clients had registered for assistance through the Program, as at June 30th, 2003. Of these, 481 were eligible and have been paid top-up redundancy payments and have accessed the full financial support package. As at June 30th 2003, of those looking for work, 183 displaced workers had accessed full-time employment, 33 part-time employment, 72 are self-employed, 88 were in casual or temporary work and 60 were in the process of seeking employment. In addition, 13 were undertaking full-time training, 35 had retired or were receiving disability pensions, and 38 indicated they were not seeking employment due to illness, home duties/childcare or holidaying.

Note: At the direction of a Sub-Committee of Cabinet, other funds have been paid (\$1.9 million), but not directly to individual workers.

FINANCIAL STATEMENTS

Certification

The accompanying financial statements of the Department of Education and Training have been prepared in compliance with the provisions of the *Financial Administration and Audit Act 1985* from proper accounts and records to present fairly the financial transactions for the financial year ending 30 June 2003 and the financial position as at 30 June 2003.

At the date of signing we are not aware of any circumstances which would render any particulars included in the financial statements misleading or inaccurate.



PAUL ALBERT
DIRECTOR GENERAL
(ACCOUNTABLE OFFICER)



PETER McCAFFREY
A/CHIEF FINANCE OFFICER
(PRINCIPAL ACCOUNTING OFFICER)

15 September 2003



AUDITOR GENERAL

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

DEPARTMENT OF EDUCATION AND TRAINING FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2003

Audit Opinion

In my opinion,

- (i) the controls exercised by the Department of Education and Training provide reasonable assurance that the receipt, expenditure and investment of moneys, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (ii) the financial statements are based on proper accounts and present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia and the Treasurer's Instructions, the financial position of the Department at June 30, 2003 and its financial performance and cash flows for the year ended on that date.

Scope

The Director General's Role

The Director General is responsible for keeping proper accounts and maintaining adequate systems of internal control, preparing the financial statements, and complying with the Financial Administration and Audit Act 1985 (the Act) and other relevant written law.

The financial statements consist of the Statement of Financial Performance, Statement of Financial Position, Statement of Cash Flows, Output Schedule of Expenses and Revenues, Summary of Consolidated Fund Appropriations and Revenue Estimates, and the Notes to the Financial Statements.

Summary of my Role

As required by the Act, I have independently audited the accounts and financial statements to express an opinion on the controls and financial statements. This was done by looking at a sample of the evidence.

An audit does not guarantee that every amount and disclosure in the financial statements is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions significant enough to adversely affect the decisions of users of the financial statements.

D D R PEARSON
AUDITOR GENERAL
November 14, 2003

Statement of Financial Performance for the year ended 30 June 2003

	Notes	2002-2003 (\$'000)	2001-2002 (\$'000)
COST OF SERVICES			
Expenses from Ordinary Activities			
Employee expenses	4	1 478 311	1 373 638
Other supplies and services	5	171 327	117 326
Depreciation	6	74 070	69 701
Training and employment grants and subsidies	7	147 299	0
School supplies and services	8	327 230	292 525
Capital user charge	9	300 973	298 172
Other expenses from ordinary activities	10	1 450	921
Total Cost of Services		<u>2 500 660</u>	<u>2 152 283</u>
Revenues from Ordinary Activities			
Revenues from Operating Activities			
User contributions and charges and fees	11	48 940	44 393
Schools other revenues	12	37 318	42 004
Other revenues from ordinary activities	13	15 680	13 400
Grants and contributions	14	266 693	208 611
Revenue from Non Operating Activities			
Interest revenue		4 893	3 758
Proceeds from disposal of non-current assets		233	278
Total Revenues from Ordinary Activities		<u>373 757</u>	<u>312 444</u>
NET COST OF SERVICES		<u>2 126 903</u>	<u>1 839 839</u>
REVENUES FROM STATE GOVERNMENT			
Output appropriations	15	2 119 886	1 885 165
Liabilities assumed by the Treasurer	15	11 477	3 966
Resources received free of charge	15	392	389
Initial recognition of Assets not previously included	15	7493	0
Assets assumed/(transferred)	15	0	(20 813)
Total Revenues from State Government		<u>2 139 248</u>	<u>1 868 707</u>
CHANGE IN NET ASSETS		<u>12 345</u>	<u>28 868</u>
Total changes in equity other than those resulting from transactions with WA State Government as owners		<u>12 345</u>	<u>28 868</u>

The Statement of Financial Performance should be read in conjunction with the accompanying notes.

Statement of Financial Position as at 30 June 2003

	Notes	2002-2003 (\$'000)	2001-2002 (\$'000)
CURRENT ASSETS			
Cash assets	17	221 430	190 027
Amounts receivable for outputs	19	18 156	16 329
Receivables	20	21 672	15 311
Inventories	21	3 241	1 838
Other assets	24	8 922	6 397
Total Current Assets		273 421	229 902
NON-CURRENT ASSETS			
Restricted cash assets	18	47 773	37 870
Amounts receivable for outputs	19	126 478	58 763
Land and buildings	22	3 714 104	3 672 146
Plant, equipment and vehicles	23	71 182	63 823
Other assets	24	34 951	48 534
Total Non-Current Assets		3 994 488	3 881 136
TOTAL ASSETS			
		4 267 909	4 111 038
CURRENT LIABILITIES			
Provisions	25	192 638	169 409
Payables	26	12 111	8 854
Other liabilities	27	58 171	51 276
Total Current Liabilities		262 920	229 539
NON-CURRENT LIABILITIES			
Provisions	25	164 931	147 946
Total Non-Current Liabilities		164 931	147 946
Total Liabilities			
		427 851	377 485
EQUITY			
Contributed equity	28	183 121	88 961
Asset revaluation reserve		3 270 876	3 270 876
Accumulated surplus		386 061	373 716
Total Equity		3 840 058	3 733 553
TOTAL LIABILITIES AND EQUITY			
		4 267 909	4 111 038

The Statement of Financial Position should be read in conjunction with the accompanying notes.

Statement of Cash Flows for the year ended 30 June 2003

	Notes	2002-2003 Inflows/ (Outflows) (\$'000)	2001-2002 Inflows/ (Outflows) (\$'000)
CASH FLOWS FROM STATE GOVERNMENT			
Output appropriations		2 038 430	1 810 073
Capital contributions		86 036	88 961
Holding account drawdowns		16 329	0
Net cash provided by State Government		<u>2 140 795</u>	<u>1 899 034</u>
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee costs		(1 433 560)	(1 306 484)
Other supplies and services		(139 289)	(139 154)
Capital user charge		(300 872)	(298 172)
GST payments on purchases		(35 041)	(45 412)
Training and employment grants and subsidies		(151 497)	0
School supplies and services		(334 472)	(298 468)
Receipts			
User contributions and charges and fees		48 297	35 107
Grants & contributions		265 085	208 611
School other receipts		43 491	40 214
GST receipts		33 270	44 830
Other		15 245	16 251
Net cash used in operating activities	29 b	<u>(1 989 343)</u>	<u>(1 742 677)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(140 595)	(130 432)
Proceeds from sale of non-current physical assets		211	275
Net cash used in investing activities		<u>(140 384)</u>	<u>(130 157)</u>
Net increase in cash held		11 068	26 200
Cash assets at the beginning of the financial year		227 897	201 697
Cash assets transferred from Department of Training		30 238	0
Cash assets at the end of the financial year	29 a	<u>269 203</u>	<u>227 897</u>

The Statement of Cash Flows should be read in conjunction with the accompanying notes.

Summary of Consolidated Fund appropriations and revenue estimates for the year ended 30 June 2003

	2002-2003 Estimate (\$'000)	2002-2003 Actual (\$'000)	Variance (\$'000)	2002-2003 Actual (\$'000)	2001-2002 Actual (\$'000)	Variance (\$'000)
SUMMARY OF CONSOLIDATED FUND APPROPRIATIONS AND REVENUE ESTIMATES						
PURCHASE OF OUTPUTS						
Item 93 net amount appropriated to purchase outputs	1 990 725	2 119 527	128 802	2 119 527	1 884 953	234 574
Amount authorised by other statutes	212	359	147	359	212	147
- Salaries and Allowances Act 1975						
Total appropriations provided to purchase outputs	1 990 937	2 119 886	128 949	2 119 886	1 885 165	234 721
CAPITAL						
Item 168 Capital Contribution	86 036	86 036	0	86 036	88 961	(2 925)
GRAND TOTAL OF APPROPRIATIONS	2 076 973	2 205 922	128 949	2 205 922	1 974 126	231 796
Details of Expenses by Outputs						
Primary education	1 341 024	1 382 346	41 322	1 382 346	1 281 362	100 984
Secondary education	916 436	934 625	18 189	934 625	870 921	63 704
Vocational education & training services	0	170 112	170 112	170 112	0	170 112
Employment programs	0	13 577	13 577	13 577	0	13 577
Total Cost of Outputs	2 257 460	2 500 660	243 200	2 500 660	2 152 283	348 377
Less total revenues from ordinary activities	272 550	373 757	101 207	373 757	312 444	61 313
Net Cost of Outputs	1 984 910	2 126 903	141 993	2 126 903	1 839 839	287 064
Adjustment for movement in cash balances and other accrual items	6 027	(7 017)	(13 044)	(7 017)	45 326	(52 343)
Total appropriations provided to purchase outputs	1 990 937	2 119 886	128 949	2 119 886	1 885 165	234 721
Capital expenditure						
Purchase of non-current physical assets	130 900	124 514	(6 386)	124 514	129 492	(4 978)
Adjustments for movement in cash balances and other funding sources	(44 864)	(38 478)	6 386	(38 478)	(40 531)	2 053
Capital Contribution (appropriation)	86 036	86 036	0	86 036	88 961	(2 925)
GRAND TOTAL OF APPROPRIATIONS	2 076 973	2 205 922	128 949	2 205 922	1 974 126	231 796

The Summary of Consolidated Fund Appropriations, Variance to Budget and Actual should be read in conjunction with the accompanying notes.

The 2002-2003 Estimate represents the estimates for the former Department of Education only.

This Summary provides the basis for the Explanatory Statement information requirements of TI 945, set out in Note 37.

Output Schedule of Expenses and Revenues

	Primary Education		Secondary Education		Vocational Education & Training Services	Employment Programs	Total	
	2002-2003 \$'000	2001-2002 \$'000	2002-2003 \$'000	2001-2002 \$'000	2002-2003 \$'000	2002-2003 \$'000	2002-2003 \$'000	2001-2002 \$'000
Expenses from Ordinary Activities								
Employee expenses	893 979	833 539	564 295	540 099	16 897	3 140	1 478 311	1 373 638
Other supplies and services	89 578	66 861	68 422	50 465	11 334	1 993	171 327	117 326
Depreciation	43 142	39 781	29 904	29 920	889	135	74 070	69 701
Training and employment grants and subsidies					139 291	8 008	147 299	0
School supplies and services	178 166	159 637	149 064	132 888			327 230	292 525
Capital user charge	176 582	181 063	122 394	117 109	1 697	300	300 973	298 172
Other expenses from ordinary activities	899	429	546	492	4	1	1 450	921
Total Cost of Services	1 382 346	1 281 310	934 625	870 973	170 112	13 577	2 500 660	2 152 283
Revenues from Ordinary Activities								
User contributions and charges and fees	17 400	11 459	25 538	32 934	6 002		48 940	44 393
School other revenue	18 261	20 242	19 057	21 762			37 318	42 004
Other revenue from ordinary activities	7 364	6 287	7 658	7 113	658		15 680	13 400
Grants and contributions	132 984	137 548	82 107	71 063	50 260	1 342	266 693	208 611
Interest revenue	1 826	1 810	2 790	1 948	277		4 893	3 758
Proceeds from disposal of non-current Assets	125	129	87	149	18	3	233	278
Total Revenues from Ordinary Activities	177 960	177 475	137 237	134 969	57 215	1 345	373 757	312 444
Net Cost of Services	1 204 386	1 103 835	797 388	736 004	112 897	12 232	2 126 903	1 839 839
Revenues from State Government								
Output appropriations	1 187 464	1 143 940	802 861	741 225	116 435	13 126	2 119 886	1 885 165
Liabilities assumed by the Treasurer (superannuation)	7 032	2 407	4 439	1 559	5	1	11 477	3 966
Resources received free of charge	225	242	152	147	13	2	392	389
Initial recognition of Assets not previously recognised	4 426		3 067				7 493	
Assets transferred/(assumed)		(13 214)		(7 599)				(20 813)
Total Revenues from State Government	1 199 147	1 133 375	810 519	735 332	116 453	13 129	2 139 248	1 868 707
Change in Net Assets	(5 239)	29 540	13 131	(672)	3 556	897	12 345	28 868

The Output Schedule of Expenses and Revenues should be read in conjunction with the accompanying notes.

Notes to the financial statements

1. DEPARTMENTAL MISSION AND FUNDING

The Department of Education and Training's mission is to ensure that all government school students and all adults have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia.

The Department of Education and Training is predominantly funded by parliamentary appropriations. A determination by the Treasurer, pursuant to Section 23A of the *Financial Administration and Audit Act*, provides for the retention of moneys received by the Department.

To assist in the delivery of education, students may be levied a voluntary amenity charge. In addition, parents of secondary students are levied for school charges to fund textbook purchase and hire, along with all subject resource costs. Charges set by each school are monitored by the principal and school-based decision-making group. Institutions within the Department deliver some training courses on a fee-for-service basis determined by prevailing market forces.

The financial statements encompass all funds through which the Department controls resources to carry on its functions. In the process of reporting on the Department as a single entity, all intra-entity transactions and balances have been eliminated in the consolidations (refer to Note 2(p)).

2. SIGNIFICANT ACCOUNTING POLICIES

The following accounting policies have been adopted in the preparation of the financial statements. Unless otherwise stated these policies are consistent with those adopted in the previous year.

General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and Urgent Issues Group (UIG) Consensus Views as applied by the *Treasurer's Instructions*. Several of these are modified by the *Treasurer's Instructions* to vary application, disclosure, format and wording.

The *Financial Administration and Audit Act* and the *Treasurer's Instructions* are legislative provisions governing the preparation of financial statements and take precedence over Accounting Standards, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board, and UIG Consensus Views.

The modifications are intended to fulfil the requirements of general application to the public sector, together with the need for greater disclosure and also to satisfy accountability requirements.

If any such modification has a material or significant financial effect upon the reported results, details of that modification and where practicable, the resulting financial effect, are disclosed in individual notes to these financial statements.

Notes to the financial statements

Basis of Accounting

The financial statements have been prepared in accordance with Accounting Standard AAS 29 *Financial Reporting by Government Departments*.

The statements have been prepared on the accrual basis of accounting using the historical cost convention, except for certain assets and liabilities which, as noted, are measured at fair value. Land and buildings are currently carried at valuation as allowed in the transitional provisions of Treasurer's Instruction 954, pending completion of valuation in 2004-2005 in accordance with Australian accounting standards (AAS 38, AASB1041). Additions to non-current physical assets since valuation are stated at cost.

(a) Output Appropriations

Appropriations for purchase of outputs comprise two components – amounts to meet the immediate cash needs of the Department and amounts set aside in a suspense (Holding) account in Treasury to meet relevant commitments in relation to depreciation (asset replacement) and leave liabilities when they emerge.

Output Appropriations are recognised as revenues in the period in which the Department gains control of the appropriated funds. The Department gains control of appropriated funds at the time those funds are deposited into the Department's bank account or credited to the holding account held at the Department of Treasury and Finance. Refer to note 15 for further commentary on output appropriations.

(b) Contributed Equity

Under UIG 38 "Contributions by Owners Made to Wholly-Owned Public Sector Entities" transfers in the nature of equity contributions must be designated by the Government (owners) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions in the financial statements. Capital contributions (appropriations) have been designated as contributions by owners and have been credited directly to Contributed Equity in the Statement of Financial Position.

(c) Net Appropriation Determination

Pursuant to section 23A of the *Financial Administration and Audit Act*, the net appropriation determination by the Treasurer provides for retention of the following moneys received by the Department:

- User contributions and charges and fees (excluding schools);
- Commonwealth specific purposes grants and contributions; and
- Other departmental revenue.

(d) Grants and Contributions

Grants, donations, gifts and other non-reciprocal contributions are recognised as revenue when the Department obtains control over the assets comprising the contributions. Control is normally obtained upon their receipt.

Contributions are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

Where contributions recognised as revenues during the reporting period were obtained on the condition they be expended in a particular manner or used over a particular period, and those conditions were undischarged as at the reporting date, the nature of, and amounts pertaining to, those undischarged conditions are required to be disclosed in the notes to the financial statements.

(e) Revenue Recognition

Revenue from the sale of goods and disposal of other assets and the rendering of services is recognised when the Department has passed control of the goods or other assets or delivery of the service to the customer.

(f) Capitalisation and Depreciation of non-current assets

In accordance with Treasurer's Instruction 410, property with an individual purchase price of \$1 000 or greater and a useful life of more than two years are recorded as assets. All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner which reflects the consumption of their future economic benefits.

Depreciation is provided for on the straight line basis, using rates which are reviewed annually. Estimated useful lives of each class of depreciable asset are:

<i>Buildings</i>	<i>80 years</i>
<i>Transportables</i>	<i>8 years</i>
<i>Plant and equipment</i>	<i>8 years</i>
<i>Furniture and fittings</i>	<i>10 years</i>
<i>Communication equipment</i>	<i>5 years</i>
<i>Computer equipment</i>	<i>4 years</i>
<i>Office equipment</i>	<i>8 years</i>
<i>Motor vehicles</i>	<i>5 years</i>
<i>Musical instruments</i>	<i>12.5 years</i>

The Department of Education and Training owns works of art which are anticipated to have very long and indeterminate useful lives. Their service potential has not, in any material sense, been consumed during the reporting period. As such, no amount for depreciation has been recognised in respect of them.

(g) Software costs and Website development

There have been no significant costs that are associated with the acquisition or development of computer software that have been capitalised, excepting that which forms part of the operational system of personal computers, where it is then capitalised with the full cost of the asset and depreciated on a straight line basis over four years.

Costs in relation to websites controlled by the Department of Education and Training are charged as expenses in the period in which they are incurred.

(h) Revaluation of Land and Buildings

The Department has a policy of valuing land and buildings at fair value. The valuations of the Department's land and buildings undertaken previously by the Valuer General's Office are recognised in the financial statements. Land and buildings are being progressively revalued to fair value for 2004-2005 under the transitional provisions in AASB 1041 (8.12)(b).

Notes to the financial statements

(i) Disposal of Land and Buildings / Distribution to Owners

Land and buildings are transferred to the Department of Land Administration (DOLA) for disposal. The carrying value of these properties is treated as a distribution to owners in the Statement of Financial Position. DOLA accounts for the proceeds and profit or loss on sale.

(j) Resources Received Free of Charge or For Nominal Value

Resources received free of charge or for nominal value which can be reliably measured are recognised as revenues and as assets or expenses as appropriate at fair value.

(k) Employee Benefits

Annual Leave

This benefit is recognised at the reporting date in respect to employees' services up to that date and is measured at the nominal amounts expected to be paid when the liabilities are settled.

Long Service Leave

The liability for long service leave expected to be settled within 12 months of the reporting date is recognised in the provisions for employee benefits and is measured at the nominal amounts expected to be paid when the liability is settled. The liability for long service leave expected to be settled more than 12 months from the reporting date is recognised in the provisions for employee benefits and is measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date. Consideration is given, when assessing expected future payments, to expected future wage and salary levels including relevant on costs, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

Superannuation

Staff may contribute to the Pension Scheme, a defined benefits pension scheme now closed to new members, or to the Gold State Superannuation Scheme, a defined benefit lump sum scheme now also closed to new members. All staff who do not contribute to either of these schemes become non-contributory members of the West State Superannuation Scheme, an accumulation fund complying with the *Commonwealth Government's Superannuation Guarantee (Administration) Act 1992*. All of these schemes are administered by the Government Employees Superannuation Board (GESB).

The superannuation expense comprises the following elements:

- (i) Change in the unfunded employer's liability in respect of current employees who are members of the Pension Scheme and current employees who accrued a benefit on transfer from that Scheme to the Gold State Superannuation Scheme; and
- (ii) Employer contributions paid to the Gold State Superannuation Scheme and the West State Superannuation Scheme.

The superannuation expense does not include payment of pensions to retirees, as this does not constitute part of the cost of services provided by the Department in the current year.

Notes to the financial statements

A revenue "Liabilities assumed by the Treasurer" equivalent to (i) is recognised under Revenues from State Government in the Statement of Financial Performance as the unfunded liability is assumed by the Treasurer. The GESB makes the benefit payments and is recouped by the Treasurer.

The Department is funded for employer contributions in respect of the Gold State Superannuation Scheme and the West State Superannuation Scheme. These contributions were paid to the GESB during the year. The GESB subsequently paid the employer contributions in respect of the Gold State Superannuation Scheme to the Consolidated Fund.

Employee benefit on-costs

Employee benefit on-costs are recognised and included in employee benefit liabilities and costs when the employee benefits to which they relate are recognised as liabilities and expenses. (See notes 4 and 25).

(l) Leases

The Department has entered into a number of operating lease arrangements for buildings, motor vehicles and office equipment where the lessor effectively retains all of the risks and benefits incident to ownership of the items held under the operating leases. Equal instalments of the lease payments are charged to the Statement of Financial Performance over the lease term as this is representative of the pattern of benefits to be derived from the leased property.

(m) Cash

For the purpose of the Statement of Cash Flows, cash includes cash assets and restricted cash assets. These include short-term deposits that are readily convertible to cash on hand and are subject to insignificant risk of changes in value.

(n) Receivables, Payables and Accrued Salaries

Receivables are recognised as the amounts receivable as they are due for settlement no more than 30 days from the date of recognition. Collectibility of accounts receivable is reviewed on an ongoing basis. Debts which are known to be uncollectable are written off. A provision for doubtful debts is raised where some doubts as to collection exist.

Payables, including accruals not yet billed, are recognised when the Department becomes obliged to make future payments as a result of the purchase of assets or services. Accounts payable are generally settled within 30 days.

Accrued salaries (refer to Note 27) represents the amount due to staff but unpaid at the end of the financial year. Amounts have also been remitted to the Treasury Accrued Salaries Suspense Account annually to meet the additional cash outflows in those years when 27 pay days occur instead of the normal 26. No interest is received on this account. Note 18 shows the amount currently set aside to fund the 27th Pay, due in the Financial Year 2004-2005.

Notes to the financial statements

(o) Inventories

Inventories are valued at the lower of cost and net realisable value. Costs are assigned by the method most appropriate to each particular class of inventory, with the majority being valued on a first in first out basis.

(p) Consolidation of School Accounts

Financial information from 797 schools and other educational sites has been consolidated into the financial statements. The information provided by schools is generally drawn from accounts prepared on a cash basis, however with appropriate accrual information provided for the consolidated financial statements.

(q) Change in Accounting Policy – Schools Reporting Period

A change in accounting policy for 2002-2003 provides schools financial data reported to 30th June 2003, whereas the reporting date for previous reporting periods was 12 months data to 31st May. Schools data for 2002-2003, therefore, comprises 13 months information from 1 June 2002 to 30 June 2003 to effect this alignment to the financial year. The incorporation of 13 months information for 2002-2003 does not have a material effect on the statements.

(r) Acquisition of Assets

The cost method of accounting is used for all acquisitions of assets. Cost is measured as the fair value of the assets given up or liabilities undertaken at the date of acquisition plus incidental costs directly attributable to the acquisition.

Assets acquired at no cost or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(s) Comparative figures

Comparative figures are, where appropriate, reclassified so as to be comparable with the figures presented in the current financial year.

(t) Rounding of Amounts

Amounts in the financial statements have been rounded to the nearest thousand dollars, or in certain cases, to the nearest dollar.

(u) Restructuring of Administrative Arrangements

During 2003 the Department of Education and Training was formed due to the integration of the Department of Education with the Department of Training. The Department of Training was abolished pursuant to Section 35 (1) (c) of the *Public Sector Management Act 1994*.

As a result of the merger, effective 3 February 2003, the transfer of assets and liabilities from the Department of Training to the Department of Education and Training was treated as a contribution by owner (see Note 28).

The comparative figures provided in these Financial Statements reflect those of the former Department of Education and do not include the former Department of Training.

Notes to the financial statements

3. OUTPUTS OF THE DEPARTMENT

The Department of Education and Training has two outcomes: Quality education for all Western Australians who choose government schooling, and maximise training and employment opportunities for Western Australians. The Department's mission is to ensure that all government school students and all adults have an ongoing opportunity to develop the skills, knowledge and confidence to achieve their individual potential and contribute to the social and economic development of Western Australia. The outputs and their description are:

Output 1: Primary education

The provision of access to education in government schools for eligible persons aged generally from 4 to 12 years.

Output 2: Secondary education

The provision of access to education in government schools for eligible persons aged generally 12 years and over.

Output 3: Vocational education and training services

The strategic management of the investment of government resources in the State VET system including the planning, purchasing and monitoring of VET services

Output 4: Employment programs

The development, promotion and strategic management of employment services.

Information about the expenses and revenues, which are reliably attributable to these outputs, are set out in the Output Schedule of Expenses and Revenues.

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
4. EMPLOYEE EXPENSES		
Salaries and allowances	1 283 749	1 212 269
Net increase/(decrease) in annual leave and other entitlements	11 922	2 602
Net increase/(decrease) in long service leave	18 876	17 602
Superannuation expense	132 521	109 165
Superannuation on-costs on accrued leave	3 583	2 735
Workers compensation	5 408	8 547
Staff accommodation and other subsidies	19 432	18 796
Fringe Benefits Tax	2 820	1 922
Total	1 478 311	1 373 638
5. OTHER SUPPLIES AND SERVICES		
Travel expenses	8 239	5 024
Communication expenses	20 001	9 290
Insurance	634	595
Computer software and system support	11 371	7 539
Repairs, maintenance and minor works	29 182	14 342
Contract staff and consulting	33 929	18 626
Scholarships and allowances	21 067	18 557
Electricity and water expenses	759	515
Operating leases	16 494	9 442
Other	29 651	33 396
Total	171 327	117 326
6. DEPRECIATION		
Buildings	44 998	49 840
Plant and equipment	2 943	1 998
Motor vehicles	690	520
Computers and communication equipment	21 706	14 466
Office equipment	3 333	2 545
Miscellaneous	400	332
Total	74 070	69 701
7. TRAINING AND EMPLOYMENT GRANTS AND SUBSIDIES		
This expenditure item reflects grants, subsidies and contract service payments for the delivery of training and employment initiatives made by the Department to private training providers and the autonomous public providers.		
.		
Mainstream delivery of training and education services	135 294	0
Other operating grants and subsidies	2 159	0
Capital grants (a)	9 846	0
Total	147 299	0

(a) Capital grants are moneys granted to public and private providers and capital works expenditure incurred by the Department on behalf of the autonomous public providers.

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
8. SCHOOL SUPPLIES AND SERVICES		
These are expenses paid by central office to or on behalf of schools.		
Insurance	25 707	23 945
Maintenance, minor upgrades and other expenses	55 911	55 291
Contract cleaning and gardening	37 849	36 273
Sub-Total	119 467	115 509
These expenses are met by schools from their own funds.		
Administration	64 482	58 655
Maintenance and repairs	19 180	17 149
Electricity and water expenses	28 682	24 565
Teaching and learning expenses	64 734	44 304
Education programs	30 685	32 343
Sub-Total	207 763	177 016
Total	327 230	292 525
9. CAPITAL USER CHARGE		
A capital user charge rate of 8% has been set by the Government and represents the opportunity cost of capital invested in the net assets of the Department used in the provision of outputs. The charge is calculated on the net assets adjusted to take account of exempt assets. Payments are made to the Department of Treasury and Finance on a quarterly basis.		
Total	300 973	298 172
10. OTHER EXPENSES FROM ORDINARY ACTIVITIES		
Carrying amount of non current assets disposed	1 450	921
Total	1 450	921
For the Net Gain/Loss on Disposal of Non-Current Assets refer to Note 16		
11. USER CONTRIBUTIONS, CHARGES AND FEES		
School		
Contributions, charges and fees collected by schools	34 390	35 796
Sub-Total of School collections	34 390	35 796
Central		
Student fees collected by TAFE International	5 781	0
Senior college fees collected by central office	3 108	3 199
Agricultural schools fees collected by central office	2 205	2 461
Other fees and charges	3 456	2 937
Sub-Total of Central collections	14 550	8 597
Total	48 940	44 393

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
12. SCHOOLS OTHER REVENUES		
Hire of facilities	2 066	1 767
Donations to schools	8 929	6 910
Bookshops and canteens	5 547	4 752
Direct grants from the commonwealth	2 973	1 451
Other revenue	17 803	27 124
Total	37 318	42 004
13. OTHER REVENUES FROM ORDINARY ACTIVITIES		
Recoveries and refunds	8 706	6 562
Sale of goods and services	6 096	5 739
State development grant	375	972
Trading Profit (I)	363	0
Other miscellaneous revenue	140	127
Total	15 680	13 400
(I) Trading Profit		
Sales	446	0
Cost of sales:		
Opening inventory	167	0
Purchases	78	0
Less closing inventory	(162)	0
Cost of goods sold	83	0
Trading profit	363	0
14. GRANTS AND CONTRIBUTIONS		
Commonwealth Grants – recurrent	238 126	185 486
Commonwealth Grants – capital	28 567	23 125
Total	266 693	208 611

Undischarged grants

The Department of Education and Training receives grants on the condition that the moneys shall be expended in a particular manner. Grants which are yet to be discharged in part or in full as at the reporting date do not constitute a liability but do require disclosure. Grants yet to be fully discharged at 30 June 2003 total \$24.410m, comprising the following:

- Government schools' capital grants \$1.260m;
- Government schools' recurrent grants \$7.345m;
- Special project grants \$3.302m;
- Indian Ocean Territories education program \$1.508m;
- Australian National Training Authority capital \$2.959m;
- Commonwealth specific purpose grant \$8.036m.

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
15. REVENUES FROM STATE GOVERNMENT		
Appropriation revenue received during the year:		
(i) Output appropriations	2 119 886	1 885 165
(ii) The superannuation liability has been assumed by the Treasurer during the financial year	11 477	3 966
(iii) Resources received free of charge Determined on the basis of the following estimates provided by the agencies:		
Office of the Auditor General, providing audit services	205	160
Department of Land Administration, for property dealings, information services and valuation services (previously performed by VGO)	170	119
Department of Housing and Works – providing accounting services	10	9
Department of Local Government & Regional Development, providing satellite transmission services (previously performed by DI&T)	0	101
Crown Solicitor's Office – legal services	7	0
	<u>392</u>	<u>389</u>
(iv) Initial recognition of assets (see also note 30)	7 493	0
(v) Assets assumed/(transferred)	0	(20 813)
Total	<u>2 139 248</u>	<u>1 868 707</u>

(i) Output appropriations are accrual amounts reflecting the full cost of outputs delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year (see Notes 2(a) and 19).

(ii) Where a liability has been assumed by the Treasurer or other entity, the Department recognises revenues equivalent to the amount of the liability assumed and an expense relating to the nature of the event or events that initially gave rise to the liability.

(iii) Where assets or services have been received free of charge or for nominal consideration, the Department recognises revenues (except where the contributions of assets or services are in the nature of contributions by owners in which case the Department shall make a direct adjustment to equity) equivalent to the fair value of the assets and/or the fair value of those services that can be reliably determined and which would have been purchased if not donated, and those fair values shall be recognised as assets or expenses, as applicable.

(iv) Where assets have been discovered or have not been previously recognised in the financial statements, the Department recognises the corresponding credit as revenue. This includes North Scarborough Primary School building (\$525K) and schools non-current assets \$8 018K. See also note 30 for detail.

(v) In 2001-2002 discretionary transfer of assets between State Government agencies are reported in Assets assumed/(transferred) under Revenues from State Government. For 2002-2003, Assets assumed/(transferred) are shown as distribution to owners (see note 28).

16. NET GAIN / (LOSS) ON DISPOSAL OF NON-CURRENT ASSETS

Loss on disposal of non-current assets		
Plant and equipment	(101)	(32)
Motor vehicles	(18)	(53)
Computers and communication equipment	(632)	(380)
Office equipment	(425)	(130)
Other assets	(42)	(49)
	<u>(1 218)</u>	<u>(644)</u>
Net Loss	(1 218)	(644)

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
17. CASH ASSETS		
Schools		
School bank and investment accounts	104 031	112 225
Cash on hand at Schools	102	92
Sub-Total of cash at schools	104 133	112 317
Central		
Departmental operating trust account		
Operating bank account	91 733	66 266
Cash held in district office bank accounts	722	1 187
Commonwealth grants trust accounts (<i>see Notes 2(d), 14</i>)	24 410	9 873
Cash on hand and advances	432	384
Sub-Total of cash centrally controlled	117 297	77 710
Total	221 430	190 027
18. RESTRICTED CASH ASSETS		
Non-current		
Cash held in Treasury suspense account (27 th Pay) (i)	47 773	37 870
Total	47 773	37 870
(i) The amount held in the suspense account is only to be used for the purpose of meeting the 27 th pay in a financial year that occurs every 11 years (<i>see also Note 2(n)</i>).		
19. AMOUNTS RECEIVABLE FOR OUTPUTS		
Current	18 156	16 329
Non-Current	126 478	58 763
Total	144 634	75 092
The asset represents the non-cash component of output appropriations. It is restricted in that it can only be used for asset replacement or payment of leave liability.		
20. RECEIVABLES		
Goods and services tax receivable	9 424	5 859
Accounts receivable	12 631	9 694
Less provision for doubtful debts	(383)	(242)
Total	21 672	15 311
21. INVENTORIES		
Non-trading inventory - equipment	1 064	0
School canteens, publications and bookshops stocks	1 419	1 157
Livestock and farm produce	758	681
Total	3 241	1 838

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
22. LAND AND BUILDINGS		
Land		
At fair value	3 570	0
At valuation (1999-2000)	833 311	841 348
At cost	22 080	15 022
Sub-Total land (see also Note 30)	858 961	856 370
Buildings		
At fair value	15 000	0
At valuation (1996-1997)	2 510 011	2 545 441
At cost	581 594	468 769
Less accumulated depreciation	(251 462)	(198 434)
Written-down values of buildings (see also Note 30)	2 855 143	2 815 776
Total, land and buildings	3 714 104	3 672 146
23. PLANT, EQUIPMENT AND VEHICLES		
Plant and equipment		
At cost – Central	626	123
At cost – Schools	39 132	34 093
Less accumulated depreciation	(25 893)	(22 885)
Written-down values (see also Note 30)	13 865	11 331
Motor vehicles		
At cost – Schools	6 461	6 116
Less accumulated depreciation	(4 967)	(4 674)
Written-down values (see also Note 30)	1 494	1 442
Computers and communication equipment		
At cost – Central	16 427	11 087
At cost – Schools	112 063	102 013
Less accumulated depreciation	(85 572)	(73 221)
Written-down values (see also Note 30)	42 918	39 879
Office equipment		
At cost – Central	2 542	1 815
At cost – Schools	22 045	21 011
Less accumulated depreciation	(15 486)	(14 465)
Written-down values (see also Note 30)	9 101	8 361
Miscellaneous Assets		
At cost – Central	1 308	805
At cost - Schools	5 080	4 275
Less accumulated depreciation	(2 584)	(2 270)
Written-down values (see also Note 30)	3 804	2 810
Total plant, equipment and vehicles	71 182	63 823

Land and buildings are carried at a mixture of cost and valuation. Recent valuations are equivalent to fair value. The revaluation of land was performed in accordance with an independent valuation of the Valuer General's Office, on the current existing use basis or current market valuation basis. The buildings were revalued on the basis of depreciated replacement value.

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
24. OTHER ASSETS		
Current Assets		
Prepayments	6 025	6 397
Accrued income	2 897	
	<u>8 922</u>	<u>6 397</u>
Non-Current Assets		
Capital works in progress (at cost)		
New primary schools	7 855	616
New secondary schools	6 508	19 224
Additions and improvements to schools	20 588	28 694
	<u>34 951</u>	<u>48 534</u>
Sub-Total capital works in progress (see also Note 30)	34 951	48 534
Total other assets	43 796	54 931
25. PROVISIONS		
Current liabilities		
Annual leave	79 870	67 442
Long service leave	96 079	87 685
Superannuation on-cost liability on accrued leave	16 689	14 282
Total	192 638	169 409
Non-current liabilities		
Long service leave	138 747	124 039
Deferred salary scheme	10 510	10 095
Remote Teaching Service	2 281	1 979
Superannuation on-cost liability on accrued leave	13 174	11 656
Superannuation on-cost liability on accrued remote teaching service leave	219	177
Total	164 931	147 946
The Department considers the carrying amount of employee benefits to approximate the net fair value.		
26. PAYABLES		
Current		
Central	3 578	1 422
Schools	8 533	7 432
Total	12 111	8 854

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
27. OTHER LIABILITIES		
Current		
Accrued expenses	12 170	16 127
Accrued salaries	36 444	28 576
Income received in advance	3 573	0
Amounts held in schools trust & suspense accounts	4 464	4 504
Other	1 520	2 069
Total	58 171	51 276
28. EQUITY		
Equity represents the residual interest in the net assets of the Department of Education and Training. The Government holds the equity interest in the Department of Education and Training on behalf of the community. The asset revaluation reserve represents that portion of equity resulting from the revaluation of non-current assets.		
Contributed Equity		
Opening balance	88 961	88 961
Capital contributions (i)	86 036	0
Contributions by owners (ii)	41 838	0
Distribution to owner (iii)	(33 714)	0
Closing balance	183 121	88 961
(i) Capital contributions have been designated as contributions by owners and are credited directly to equity in the Statement of Financial Position.		
(ii) Reflects net assets transferred from the Department of Health and the former Department of Training on 03 February 2003.		
(iii) Assets transferred to DOLA for disposal.		
Asset Revaluation Reserve	3 270 876	3 270 876
Closing balance	3 270 876	3 270 876
The Asset Revaluation Reserve is used to record increments and decrements in the revaluation of non-current assets, as described in Accounting Policy Note 2(g).		
Accumulated surplus		
Opening balance	373 716	344 848
Change in net assets resulting from operations	12 345	28 868
Closing balance	386 061	373 716
Total	3 840 058	3 733 553

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
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29. NOTES TO THE STATEMENT OF CASH FLOWS

(a) Reconciliation of cash

Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the Related items in the Statement of Financial Position as follows:

Cash assets	221 430	190 027
Restricted cash assets	47 773	37 870
	<u>269 203</u>	<u>227 897</u>

(b) Reconciliation of net cost of services to net cash flows used in operating activities

Net cost of services	2 126 903	1 839 839
Non-cash items:		
Superannuation expense	(14 845)	(6 702)
Depreciation expense	(74 069)	(69 701)
Net gain/(loss) on disposal of non-current assets	(1 218)	(644)
(Increase)/decrease in assets:		
Current receivables	770	3 128
Other current assets	414	2 665
Inventories	(2516)	0
Increase/(decrease) in liabilities:		
Payables and other liabilities	(10 480)	(1 606)
Provisions	(37 479)	(31 188)
Provision for doubtful debts	7	(30)
Increase/(decrease) other assets from reconciliations	1 771	(2 372)
(Increase)/decrease in trust funds	85	9 288
Net cash provided by/(used in) operating activities	<u>1 989 343</u>	<u>1 742 677</u>

30. RECONCILIATION OF PROPERTY, PLANT, EQUIPMENT, VEHICLES AND OTHER NON-CURRENT ASSETS

Reconciliations of the carrying amounts of property, plant, equipment, vehicles and other non-current assets at the beginning and end of the current financial year are set out below.

	Land	Buildings	Plant & Equipment	Motor Vehicles	Computers & Communi- cations	Office Equip- ment	Misc. Assets	Works in Progress	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Carrying amount at start of year	856 370	2 815 776	11 331	1 442	39 879	8 361	2 810	48 534	3 784 503
Take up of Training Assets (Note 2 (r) Adjustment school assets	3 570	5 781	404	0	3 526	574	276	0	14 131
Additions	10 292	101 551	3 487	521	17 162	3 277	1 212	137 355	275 452
Disposals/transfers	(11 271)	(22 442)	(111)	(84)	(1 702)	(17)	(112)	(150 938)	(187 272)
Revaluation	0	0	0	0	0	0	0	0	0
Depreciation	0	(44 998)	(2 943)	(690)	(21 706)	(3 333)	(400)	0	(74 070)
Carrying amount at end of year	<u>858 961</u>	<u>2 855 143</u>	<u>13 865</u>	<u>1 494</u>	<u>42 918</u>	<u>9 101</u>	<u>3 804</u>	<u>34 951</u>	<u>3 820 237</u>

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
31. COMMITMENTS FOR EXPENDITURE		
(a) Capital expenditure commitments		
Capital expenditure commitments, being contracted capital expenditure additional to amounts reported in the Financial Statements, are payable as follows:		
Within one year	110 218	88 879
Later than one year and not later than five years	14 390	26 500
Later than five years	0	0
	<u>124 608</u>	<u>115 379</u>
The capital commitments include amounts for the following:		
New High Schools	9 823	28 817
Additions and improvements to High Schools	21 718	3 497
Additions and improvements to District High Schools	0	346
New Primary Schools	37 726	30 927
Additional stages to Primary Schools	0	0
Additions and improvements to Primary Schools	12 905	4 171
Other school facilities	8 655	11 565
School development and improvement projects	0	0
Computers in schools	0	10 857
Local area education planning projects	0	149
Secondary Schools Refurbishment Program	9 364	19 315
TAFE colleges	17 178	0
Miscellaneous projects	7 239	5 735
	<u>124 608</u>	<u>115 379</u>
(b) Lease commitments		
Operating leases		
Commitments in relation to non-cancellable operating leases contracted for at the reporting date but not recognised as liabilities are payable:		
Within one year	27 519	17 548
Later than one year and not later than five years	39 173	29 367
Later than five years	12 760	12 424
	<u>79 452</u>	<u>59 339</u>
Representing:		
Cancellable operating leases	17	0
Non-cancellable operating leases	79 435	59 339
Future finance charges on finance leases	0	0
	<u>79 452</u>	<u>59 339</u>

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
32. RESOURCES PROVIDED FREE OF CHARGE		
The following types of services are provided to other Government Agencies free of charge for functions outside the normal operations of the Department:		
<ul style="list-style-type: none"> - Marketing and publications - Delivery support systems – wide area network - College management information systems support - Accounting services - Asset and building management services - Industrial relations support - Secondments - Lease costs - Outgoings - School address Information 		
Department of Housing & Works	0	19
Department of Industry & Technology	48	0
Family and Children's Services	0	1
Health Department of Western Australia	1 285	1 238
Department for Culture & The Arts	46	38
Waters & Rivers	0	95
Department of Training	0	2
Department of Education Services	112	0
Department of Premier and Cabinet	113	0
	1 604	1 393
The estimated value of these services provided to the following TAFE Colleges are:		
Central Metropolitan College	785	0
Central West College	175	0
Challenger TAFE	539	0
CY O'Connor College	121	0
Great Southern Regional College	196	0
Kalgoorlie Campus of Curtin University	1	0
Kimberley College	104	0
Pilbara TAFE	189	0
South West Regional College	268	0
Swan TAFE	723	0
West Coast College	430	0
	3 532	0
Total	5 136	1 393

Notes to the financial statements

	2002-2003 (\$'000)	2001-2002 (\$'000)
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33. REMUNERATION OF SENIOR OFFICERS

Remuneration

The number of senior officers, whose total of fees, salaries, superannuation and other benefits for the financial year, fall within the following bands are:

Salary Ranges

\$ 60 001 - \$ 70 000	(i)	1	0
\$ 70 001 - \$ 80 000	(i)	1	0
\$110 001 - \$120 000	(i)	2	2
\$120 001 - \$130 000		0	4
\$130 001 - \$140 000		3	0
\$180 001 - \$190 000		0	1
\$270 001 - \$280 000		1	0
		8	7

The total remuneration of senior officers for 2002-2003 amounted to \$0.989m and for the period 2001-2002 the amount was \$0.914m.

The superannuation included here represents the superannuation expense incurred by the Department of Education and Training in respect of senior officers.

(i) Includes Senior Officers where periods of service is less than twelve months.

34. LOSSES AND WRITE-OFFS

Public debts (\$'000) written off by:

(i) Accountable Officer	31	42
(ii) Minister for Education	29	0
Sub-Total of public debts written off	60	42

Equipment lost/stolen (\$'000) written off by:

(i) Accountable Officer	0	84
Sub-Total of equipment lost/stolen written off	0	84

Total	60	126
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35. FUNDING NON GOVERNMENT BODIES

Training and employment	18 731	0
Other	7 219	7 369
Total	25 950	7 369

In accordance with Treasurer's Instruction 951, this note reflects the Department's funding to non-government bodies.

Notes to the financial statements

36. ADDITIONAL FINANCIAL INSTRUMENTS DISCLOSURES

Interest risk exposure

The Department of Education and Training's exposure to interest rate risk and the effective interest rates on financial instruments are:

30 June 2003	Weighted average effective Interest rate (%)	Variable interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non-interest- bearing (\$'000)	Totals (\$'000)
Financial Assets					
School operating accounts	2.63	60 106			60 106
Cash resources	5.00	12 707		80 282	92 989
Restricted cash assets				47 773	47 773
Commonwealth grants trust accounts				24 410	24 410
Receivables				21 672	21 672
Term deposits	4.16		43 925		43 925
Total financial assets		72 813	43 925	174 137	290 875
Financial Liabilities					
Payables				12 111	12 111
Deferred salaries scheme				10 510	10 510
Accrued salaries				36 444	36 444
Employee provisions				347 059	347 059
Other liabilities				21 727	21 727
Total financial liabilities				427 851	427 851
Net financial assets/(liabilities)		72 813	43 925	(253 714)	(136 976)

Credit risk exposure

All financial assets are unsecured. In respect of accounts receivable, the carrying amounts represent the Department of Education and Training's maximum exposure to credit risk.

Net fair Values

The carrying values of the financial instruments approximate net fair values.

Comparative figures 2001-2002

30 June 2002	Weighted average effective Interest rate (%)	Floating interest rate (\$'000)	Fixed interest rate maturities: 1 year or less (\$'000)	Non-interest- bearing (\$'000)	Totals (\$'000)
Financial Assets					
School operating accounts	2.48	64 596			64 596
Cash resources				67 929	67 929
Restricted cash assets				37 870	37 870
Commonwealth grants trust accounts				9 873	9 873
Receivables				15 311	15 311
Term deposits	4.00		47 629		47 629
Total financial assets		64 596	47 629	130 983	243 208
Financial Liabilities					
Payables				8 854	8 854
Deferred salaries scheme				10 095	10 095
Accrued salaries				28 576	28 576
Employee provisions				307 260	307 260
Other liabilities				22 700	22 700
Total financial liabilities				377 485	377 485
Net financial assets/(liabilities)		64 596	47 629	(246 502)	(134 277)

Notes to the financial statements

37. EXPLANATORY STATEMENT

It is inappropriate to comment on the variations between 2001-2002 and 2002-2003 as the actuals are not comparable due to the part year effect as a consequence of the merger of the Department of Education and the Department of Training, which occurred on 3 February 2003.

38. CONTINGENT LIABILITIES

The Department of Education and Training is involved in legal proceedings with a number of claimants. The outcomes are not expected to result in any significant future payments.

39. EVENTS SUBSEQUENT TO REPORTING DATE

There are no events subsequent to reporting date having a material effect on reported statements of financial position.

Notes to the financial statements

40. RESTRICTED TRUST FUNDS

The Department of Education and Training administers the following trust accounts in a trustee capacity. The funds are restricted in that they can only be used in accordance with the conditions of the trusts. These are not included in the financial statements.

Trust account	2002-2003				2001-2002			
	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)	Opening balance (\$)	Receipts (\$)	Payments (\$)	Closing balance (\$)
1. Olive A. Lewis Scholarship	3 736	31 000	31 000	3 736	3 736	34 000	34 000	3 736
2. Scholarship – Council of War Service Land Settlers Association	2 556	131	0	2 687	2 433	123	0	2 556
3. R.S. Sampson Scholarships	253	0	0	253	253	0	0	253
4. John Henry Kendall	2 221	112	47	2 286	2 166	107	52	2 221
5. J.A. Wood Country Scholarship	0	0	0	0	490	6 329	6 819	0
6. Margueretta Wilson Scholarship	2 651	131	200	2 582	2 524	127	0	2 651
7. Perth Girls' Memorial Scholarship	61 863	3 151	1 000	64 014	60 358	3 005	1 500	61 863
8. Sir Thomas Coombe Scholarship	62 104	3 191	0	65 295	60 103	3 001	1 000	62 104
9. Margery Bennett Prize	690	35	0	725	657	33	0	690
10. W.J. Reid Memorial Prize	5 651	290	0	5 941	5 862	289	500	5 651
11. James and Rose Coombe Scholarship	5 351	20 750	20 750	5 351	5 351	22 300	22 300	5 351
12. Perth Boys' Memorial Scholarship	15 450	781	500	15 731	15 684	766	1 000	15 450
13. Roy Grace English Scholarship	6 296	317	500	6 113	6 959	337	1 000	6 296
14. James A. Heron Memorial Prize	8 985	436	1 000	8 421	9 529	456	1 000	8 985
15. Ernest Smith Memorial Prize for English	1 380	71	0	1 451	1 314	66	0	1 380
16. Bentley Senior High School	13 954	717	0	14 671	13 286	838	170	13 954
17. Elaine Nora Walker Scholarship	65 605	3 331	1 500	67 436	63 923	3 182	1 500	65 605
18. William Samuel Bequest	2 326	115	95	2 346	2 391	68	133	2 326
19. Howard Porter Memorial Prize for Good Citizenship	2 644	134	60	2 718	2 577	127	60	2 644
20. Ian Bremner Memorial Scholarship	27 049	1 466	1 500	27 015	27 163	1 438	1 552	27 049
21. Ernest & Catherine Bennett Memorial Scholarship	0	25 933	1 000	24 933	0	0	0	0
Totals	290 765	92 092	59 152	323 705	286 759	76 592	72 586	290 765

Notes to the financial statements

PURPOSE OF TRUST ACCOUNTS

1. Olive A. Lewis Scholarship Trust Account

To be used as a clearing account for the receipt of moneys from the Trustees and the cash payment of prizes.

2. Scholarship-Council of War Service Land Settlers Association

To hold funds for the purpose of providing an annual prize and runner-up award for the students of residential agricultural schools.

3. R.S. Sampson Scholarships Trust Account

To receive money from the Trustees of the R.S. Sampson Scholarship Trust for the purpose of paying cash prizes.

4. John Henry Kendall Trust Account

To hold and invest moneys bequeathed for the purpose of providing funds for the purchase and supply of books to the North Merredin Primary School library.

5. J.A. Wood Country Scholarship Trust Account

To receive money from the trustees of the J.A. Wood Country Scholarship Trust for the purpose of paying cash prizes to country school students.

6. Margueretta Wilson Scholarship Trust Account

To hold the foundation money for the purpose of making available an annual scholarship to a year 9 student at the Collie Senior High School.

7. Perth Girls' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a girl or girls attending a government secondary school in the metropolitan area.

8. Sir Thomas Coombe Scholarship Trust Account

To hold the money bequeathed for the purpose of awarding scholarships to male students of ability who for financial reasons would otherwise be unable to carry on to the Certificate of Secondary Education.

9. Margery Bennett Prize Trust Account

To hold moneys for the purpose of awarding a cash prize on a biennial rotation basis to an Aboriginal tertiary student in a teacher education program or an Aboriginal Education Worker in Western Australia.

10. W. J. Reid Memorial Prize Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to a student from Carine Senior High School who displays social maturity, confidence, poise, involvement in student and/or community affairs, and above-average scholastic development.

Notes to the financial statements

11. James and Rose Coombe Scholarship Trust Account

To hold and invest money bequeathed for the purpose of awarding cash prizes for government country school students who are in need of financial assistance to complete a high school education.

12. Perth Boys' Memorial Scholarship Trust Account

To hold moneys for the purpose of awarding scholarships to a boy or boys attending a government secondary school in the metropolitan area.

13. Roy Grace English Scholarship Trust Account

To hold the foundation money for the purpose of making an annual cash award available to a student at the end of both years 10 and 11 who is attending a government secondary school and who demonstrates exceptional ability in the area of English.

14. James A. Heron Memorial Prize Trust Account

To hold the foundation money for the purpose of awarding a cash prize to a student residing in the Fremantle district who is proceeding to take a Certificate of Secondary Education course at any recognised high school.

15. Ernest Smith Memorial Prize for English Trust Account

To hold and invest moneys donated for the purpose of awarding an annual prize to the best student in English at the North Perth Primary School.

16. Bentley Senior High School Trust Account

To hold and invest moneys provided by the Bentley Senior High School and Parents and Citizens' Association for the purpose of awarding two annual scholarships based on academic merit to students of Kent Street Senior High School, Como Senior High School or Cannington Senior High School.

17. Elaine Nora Walker Scholarship Trust Fund

To hold and invest moneys bequeathed for the purpose of providing annual scholarships to assist one male and one female student to continue their education in an institution governed by the Department of Education.

18. William Samuel Bequest Trust Account

To hold and invest the bequest money for the purpose of awarding a boy from the White Gum Valley Primary School a cash prize based on all-round efficiency in sport and school work.

19. Howard Porter Memorial Prize for Good Citizenship Trust Account

To hold the bequest money for the purpose of awarding an annual prize for "good citizenship" to a female student at the White Gum Valley Primary School.

20. Ian Bremner Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful student at the Cowaramup Primary School.

21. Ernest and Catherine Bennett Memorial Scholarship Trust Account

To hold moneys for the purpose of providing an annual scholarship to the successful Year 10 student who is continuing on with Year 11 studies at Lake Grace High School.

Notes to the financial statements

NEW TRUST ACCOUNTS

The following trust was established during the financial year 2002-2003:

TRUST STATEMENT NO. 70

NAME	An account called the Ernest and Catherine Bennett Memorial Scholarship Trust shall be maintained as a private trust account at the Department of Treasury and Finance under section 9(2)(c)(i) of the <i>Financial Administration and Audit Act 1985</i> .
PURPOSE	To hold moneys received for the purpose of an annual scholarship to be awarded to the successful Year 10 student at Lake Grace District High School who is continuing on with Year 11 studies.
RECEIPTS	Such moneys as are received for the purpose of the account being: <ul style="list-style-type: none"> (i) Moneys bequeathed by Mrs Ivy Gwynne-Thomas; and (ii) Interest earned on the investment of funds held in the account shall be paid into and placed to the credit of the account.
PAYMENTS	The income earned from the investment of the moneys in the Account shall be applied to the payment of an annual scholarship in accordance with the Trustees' selection process.
ADMINISTRATION OF ACCOUNT	The Director General, Department of Education shall administer the Account in accordance with the <i>Financial Administration and Audit Act</i> , <i>Financial Administration Regulations</i> and the <i>Treasurer's Instructions</i> .
ACCOUNTING RECORDS	There shall be maintained by the Director General a detailed record of transactions processed through the Account, together with such other accounting records and procedures as are prescribed on the accounting manual.
FINANCIAL STATEMENTS	Financial statements together with the other supplementary information as is required to be prepared by departments in accordance with the requirements of the <i>Financial Administration and Audit Act</i> and the <i>Treasurer's Instructions</i> .
INVESTMENT OF FUNDS	Moneys standing to the credit of the Account may be invested in accordance with section 38 of the <i>Financial Administration and Audit Act</i> .
DISPOSAL OF FUNDS ON CESSATION	The Trustees shall decide on the most appropriate use of any balances standing to the credit of the Account upon the closure or amalgamation of the Lake Grace District High School, subject to the approval of the Director General.

I have examined and agree to the provisions of this Trust Statement

Approved



DIRECTOR GENERAL

DATE 07.03.02



ASSISTANT DIRECTOR
ACCOUNTING POLICY & LEGISLATION

DATE 26.03.02