

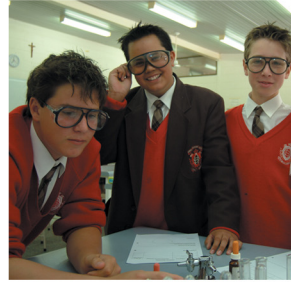
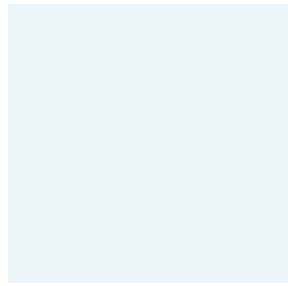
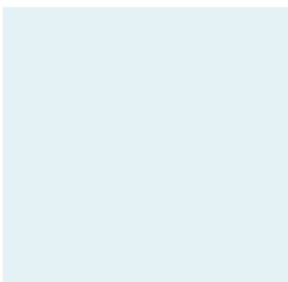
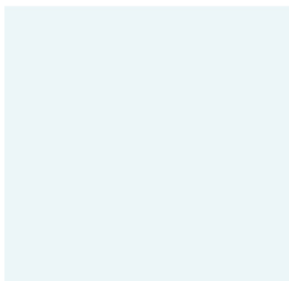


Curriculum Council
Government of Western Australia

Annual Report



2007 - 2008



CURRICULUM COUNCIL

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Table of contents	Page
Statement of compliance with the Financial Management Act	1
Overview	2
Executive summary	2
Chairman's report	4
Chief executive officer's report	5
Operational structure	6
Enabling legislation	6
Responsible Minister	6
Mission	6
Organisational structure	7
Secretariat structure	7
Board membership	8
Administered legislation	9
Other key legislation	9
Performance management framework	10
Significant issues & trends	11
Agency performance – report on operations	12
Financial targets	12
Ministerial directives	12
Other financial disclosures	12
Capital works	12
Employment & industrial relations	12
Staff development	12
Contracts with senior officers	13
Governance disclosures & other legal requirements	13
Corporate Services	14
Information services	14
Financial services	14
Human resources	14
Government policy requirements	16
Curriculum implementation and maintenance (Service 1)	18
Course development and approval (Service 2)	21
Overseas program	30
Student assessment and certification	32
Assessment & certification	40
Conduct of the TEE	47

Appendices	
Appendix 1: Aboriginal Advisory Committee	54
Appendix 2: Curriculum Framework Committee	56
Appendix 3: Senior Secondary Education Committee	57
Glossary of terms	58
Auditor General's opinion	59
Certification of key performance indicators	61
Agency level government-desired outcomes, services and performance information	62
Certification of financial statements	66
Income statement	67
Balance sheet	68
Statement of changes in equity	69
Cash flow statement	70
Notes to the financial statements	71
Tables	
1. Record-keeping plans	17
2. Numbers and percentages of respondents (Curriculum Framework)	19
3. Implementation of the Curriculum Framework	20
4. Implementation of the Curriculum Framework – mean responses	20
5. ARM panel and reference group activity	22
6. Overseas schools offering WACE subjects 2007-08	30
7. Relevance and comparability: 2007 survey results	34
8. Accredited subjects/courses 2007	35
9. Assessment seminars 2007	36
10. Consensus meetings 2007	37
11. School moderation visits 2007	37
12. Coverage through moderation activities	38
13. Moderation problems: major adjustments 2007	38
14. Participation of 1990 birth-year students in school and non-school programs	41
15. Year 12 Aboriginal/Torres Strait Islander student enrolments	42
16. Examination enrolments (one examination or more)	43
17. Examination enrolments (four or more examinations)	43
18. Change in the number of students who sat the TEE/WACE examinations	45
19. Units of competency studied by Year 12 students	45
20. Distribution of special examination arrangements applications	46
21. Special examination arrangements by disability category	46
22. Sickness/misadventure applications by sector and gender	49
23. Outcome of sickness/misadventure applications	49
24. Number of exhibitions and awards	52
Figures	
I. Curriculum Council moderation strategies	32
II. Number of Year 10 students who enrolled in subject/course units	42
III. Number of students enrolled for a specific number of examinations	44

Statement of Compliance with the Financial Management Act

HON DR ELIZABETH CONSTABLE MLA
MINISTER FOR EDUCATION: TOURISM; WOMEN'S INTERESTS

In accordance with section 61 of the Financial Management Act 2006, we hereby submit for your information and presentation to Parliament, the Annual Report of the Curriculum Council for the financial year ended 30 June 2008.

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



PROFESSOR W. LOUDEN
CHAIR
Date: 27 August 2008



D.A. WOOD
CHIEF EXECUTIVE OFFICER
Date: 27 August 2008

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Overview

Executive summary

K-10 syllabus

A K-10 syllabus was developed by the Department of Education and Training and is now on the Curriculum Council website to support teachers in all schools as they implement the *Curriculum Framework*.

National curriculum

The national curriculum will set core content and achievement standards that are expected of students at each year level, from kindergarten to Year 12. English, mathematics, the sciences and history will be the first areas developed.

During the year, the Curriculum Council provided “best practice” curriculum documents to the National Curriculum Board. The Curriculum Council will provide input into the national developments.

All courses now developed

All 52 WACE courses have been accredited and include contemporary content and skills. These new courses build on content of the previous subjects and provide pathways to university, training organisations and employment. All stage 2 and stage 3 units count towards university entrance.

The new courses are now consolidated into a single structure with consistent assessment and reporting requirements. This has brought together tertiary entrance examination subjects, wholly school-assessed subjects and vocational subjects. Vocational education and training can be stand-alone or integrated into the new courses.

Teacher jury process to re-establish teacher confidence in the reform

In the second half of 2007, courses due for implementation in 2008 and 2009 were revised to incorporate recommendations from the teacher jury process. Consultation took place with all teachers in October and further refinements were made. Twenty-eight courses were accredited in December 2007 for implementation in 2009. As a result of jury feedback, additional units were developed for some courses at the Stage 1 level.

Professional development

Professional development is an important part of the service provided by Council. On 15 October 2007, approximately 5500 teachers attended a range of professional development activities across the state. While the professional development approach differed between courses, each agenda included a policy update and clarification of courses, assessment, examinations and grading.

On 28 April 2008, more than 6,500 teachers participated in professional development for 49 courses. Feedback from teachers involved was generally positive.

A significant development this year was the provision of online professional development modules for all courses. This approach to professional development caters to different learning needs, goals and styles of teachers and means they can access support when they need it.

Additional Preliminary and Stage 1 units

With the introduction of preliminary units in 19 courses, students with special needs (eg. from Education Support Centres) can gain recognition of their studies towards the WACE. Also, the development of 1C and 1D units in 25 courses means students who have not developed to a point where they can be successful in Stage 2 units will be able to complete the WACE.

VET

Vocational education and training (VET) continues to be an important aspect of the WACE. These programs can be delivered in schools or by a registered training organisation. Students can attain full and partial qualifications through VET stand-alone or VET integrated in a course or subject. Units of competency have been identified for integration in 33 new courses, however schools have the flexibility to integrate any unit of competency in any subject or course where it is deemed relevant and useful. All successfully completed units of competency and qualifications were recorded on students' statement of results.

Endorsed programs

The endorsed programs policy was further refined this year as more programs were endorsed and made available for schools to include in their offerings. The refined policy has been incorporated into the *WACE Manual: general information for senior secondary schooling 2008* and is also available on the Curriculum Council website.

Community service

Council is working with the school sector/systems to address concerns about how students are completing the requirement for 20 hours of community service. Models of best practice are being developed to help schools implement their community service program.

Assessment policies

Issues around assessment were resolved this year. Student work assessed using numerical marking and marking keys enables detailed diagnostic feedback to be provided to students about their performance. Reporting performances for each unit in grades will also assist parents and students, as they are familiar with this approach. All courses will be assessed using the same approach.

Grade descriptors

Grade descriptors describe the standard of achievement needed for a student to be awarded a grade of A, B, C, D or E for each unit. For preliminary stage units, student progress will be recorded as having completed or not completed the unit requirements.

Moderation

The moderation process continues to support the development of a shared understanding between teachers about the standards, what is being assessed and how different assessment performances should be identified and described. The Council continues to provide support to schools in comparability through assessment seminars, consensus moderation meetings and school visits.

Exams

Council experienced some challenges with two of the external WACE examinations in 2007. A series of policies have been put in place to improve quality control of the 2008 external examinations.

Raising of the School Leaving Age

Under the *Higher School Leaving Age and Related Provisions Act 2005*, students are required to either remain at school or participate in other approved programs, including apprenticeships/traineeships, public and private training courses or employment, until the end of the year they turn 16. In accordance with the Act, 141,054 students from years eight to 12 were registered with the Curriculum Council in 2007. Only 2.5 per cent (747) of students were not participating in a program in 2007, compared to 3.4 per cent (997) in 2006.

Chairman's report

In the conclusion of my report last year, I signalled that we had a lot more work to do to restore teacher confidence in the senior school reform.

The teacher jury process went a long way to helping us achieve that goal and all courses were refined in response to jury feedback. To a large extent, this was effective in helping re-establish teachers' confidence in the Council and senior school reform. Increased teacher confidence has also helped to restore public confidence.

All WACE courses have been updated to include contemporary content and skills. Furthermore, courses have been consolidated into a single, unified system. Fifty-two courses are now contained within a single structure. This brings together tertiary entrance examination subjects, wholly school-assessed subjects and vocational subjects. Vocational education and training can stand alone or be integrated into these courses.

In his report to the Curriculum Council in 2005, Professor David Andrich highlighted the need to develop teachers' and principals' understanding about assessment. The remaining challenge for Council is to work with schools to help them develop assessment expertise and to set high quality exams. Exams must strongly complement and support what teachers do in their classroom and not narrow or restrict the curriculum, particularly in more practically-based subjects.

Council supports the adoption of a national curriculum for a number of reasons including greater consistency for students and teachers to move between states and territories, the provision of a common and agreed basis for national testing and the national monitoring of standards for whole populations and sub-groups.

The national curriculum will set core content and achievement standards that are expected of students at each year level, from kindergarten to Year 12. It will be underpinned by a renewed focus on literacy and numeracy.

In July 2007, the Minister for Education and Training signalled amendments to the current Curriculum Council Act to establish the Education Standards Authority. The new Authority will provide a clearer line between the Council's regulatory and provider functions and enable a sharper focus on standards from kindergarten to Year 12.

Our major challenge for the coming year is to ensure the new Authority is established in a manner that supports schools.

Prof Bill Loudon
Chair

Chief executive officer's report

The new Western Australian Certificate of Education

I am pleased that the Council has finalised the Western Australian Certificate of Education (WACE) requirements.

With the introduction of preliminary units in 19 courses, students with special needs (e.g. students at education support centres) can gain recognition of their studies towards the WACE. Also, the development of 1C and 1D units in 25 courses means courses are now available for all students, irrespective of their academic ability.

Council-endorsed programs mean students can include a wide range of studies in their program. In addition, students have the flexibility to include part-time study, extra-curricula activities and performances and specific on-the-job and off-the-job training in programs like school-based traineeships or apprenticeships. Inclusion of community and work-based learning is also possible.

Professional development

Professional development of teachers continues to be an important service delivered by Council's secretariat. Approximately 5500 teachers participated in professional development on 15 October 2007 and approximately 6500 teachers attended sessions on 28 April 2008.

There was strong interest in course updates, support materials, grading packages and examination information. A significant development is the provision by the Council of online professional development modules for all courses. This form of professional development caters to different learning needs, goals and styles.

Assessment policies

New assessment policies and procedures were finalised during the year and published in the WACE manual and online. The approach to assessment now ensures that all students are assessed using a common, straight-forward approach that has wide teacher and community support.

Exams

It is fair to say that Council experienced some challenges with two of the new WACE examinations in 2007, but we learned from that process. A report commissioned to examine the processes involved in the production of the Engineering Studies and Media Production and Analysis examinations recommended several improvements that have been adopted for 2008. These included instituting a new method of selecting examination panels and reviewing quality control processes.

Acknowledgements

I would like to thank all of the teachers who served on teacher juries throughout the year. They provided valuable advice and direction which was used to refine all courses and adjust implementation timelines.

Professor Bill Loudon and his fellow Council members have provided outstanding leadership. I also appreciate the work of Council's committee members, working parties and reference groups, who have generously given their time throughout the year.

I also acknowledge the Council secretariat and our school sector/system colleagues, with whom we work closely to support teachers.

David Wood
Chief Executive Officer

Operational structure

Enabling legislation

The Council was established on 1 August 1997 and operates under the Curriculum Council Act 1997. The Council was established with statutory responsibility to develop a Curriculum Framework for all Western Australian schools, government and non-government, covering Kindergarten to Year 12. The Council also assumed responsibility for the functions performed previously by the Secondary Education Authority.

Responsible Minister

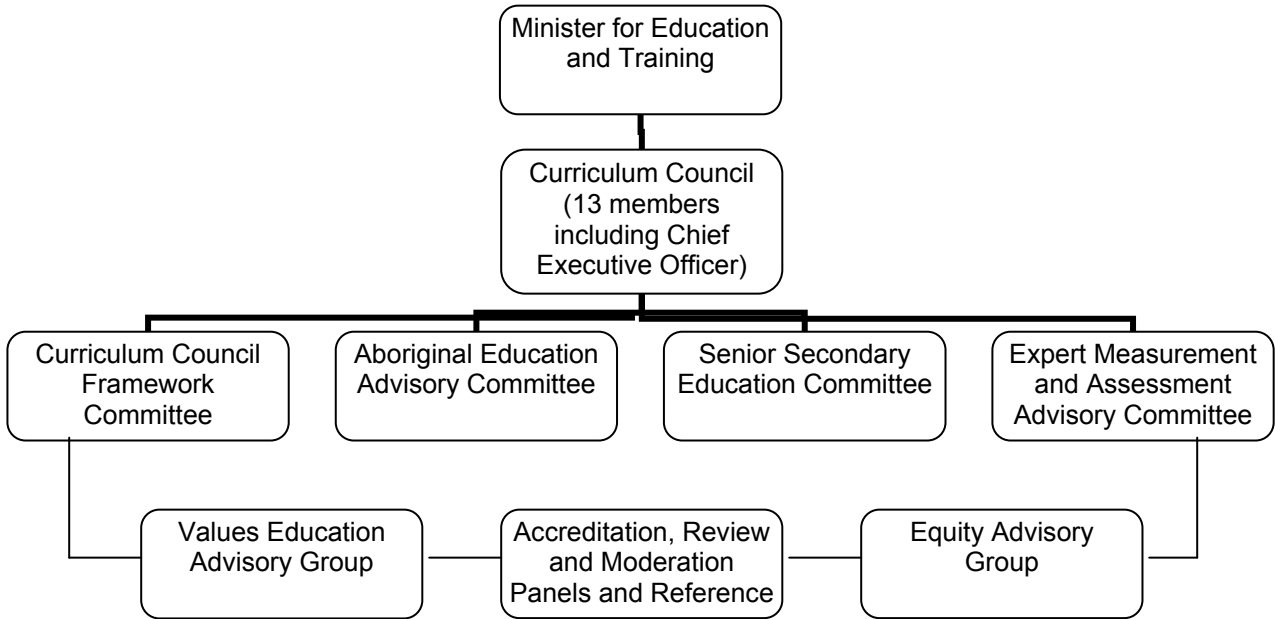
Hon Mark McGowan MLA (as at 30 June 2008)

Mission

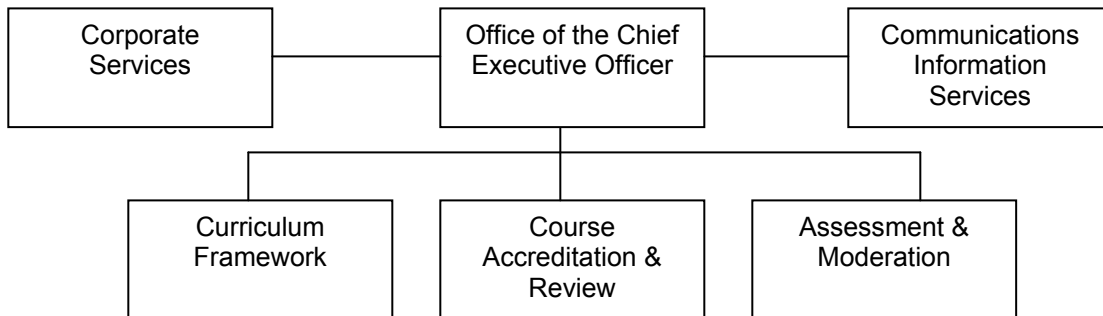
To set curriculum policy directions for Kindergarten to Year 12 schooling in Western Australia. This is identified in the budget papers as two outcomes:

- Continuous development of student learning and curriculum for Western Australian schools
- An equitable student assessment system to ensure confidence is maintained in Western Australian education standards.

Organisational structure



Curriculum Council Secretariat structure



Board of the Curriculum Council

Each member of the board is appointed by the Minister for Education and Training, to serve for a period of up to three years. The board members are appointed according to their experience in areas relevant to the Curriculum Council Act.

Board member profiles

Prof Bill Loudon Chair

Prof Loudon is currently the Dean of Education at The University of Western Australia. His former role was Pro Vice Chancellor (Research) and Executive Dean at Edith Cowan University.

Mr Ron Dullard Deputy Chair

Mr Dullard is the Director, Catholic Education in Western Australia and was nominated by the Catholic Education Commission of Western Australia

Mr David Axworthy Department of Education and Training

Mr Axworthy was nominated for Council by the Department of Education and Training. He is the Executive Director of School Support Programs.

Ms Christine Cook Department of Education and Training (until February 2008)

While a member of Council, Ms Cook was Executive Director of Curriculum Standards at the Department of Education and Training.

Mr David Wood Chief Executive Officer

Prior to his appointment to CEO of the Council, Mr Wood was the foundation principal of Sevenoaks Senior College. Between 1989 and 1999 he held senior positions in the former Secondary Education Authority (prior to it becoming the Curriculum Council) and the Department of Education and Training.

Mr Sean Wrigley Industry (from May 2008)

Mr Wrigley is the Director of Education and Training at the Chamber of Commerce and Industry of Western Australia (CCIWA). Mr Wrigley was appointed by the Minister of Education and Training for his experience and expertise in industry.

Ms Carol Garlett Aboriginal Education

Ms Garlett is the Chair of the Aboriginal Education and Training Council and has been involved in education since 1973. Ms Garlett's previous roles include district director of the Kimberley Education Office. She was appointed by the Minister for Education and Training for her experience and expertise in education.

Mr John Langoulant Industry (until February 2008)

Mr Langoulant is CEO of Australian Capital Equity and was previously Chief Executive Officer of the Chamber of Commerce and Industry of Western Australia. He also served as the Western Australian Under Treasurer. Mr Langoulant was appointed by the Minister of Education and Training for his experience and expertise in industry.

Ms Kaye Butler Industry

Ms Butler holds the position of Human Resource Manager at Chevron Australia Pty Ltd. Prior to her current position, Ms Butler was the Organisation Development Strategy Manager at Alcoa World Alumina – Australia.

Ms Sharyn O'Neill Department of Education and Training

Ms O'Neill is the Director General of the Department of Education and Training. Prior to this appointment, she held a number of senior positions within the Department, where she was responsible for strategic management, policy development and executive management.

Mr Robert Player (VET) Department of Education and Training

Mr Player is the Deputy General, Training at the Department of Education and Training and has extensive experience in the training industry.

Mrs Audrey Jackson Association of Independent Schools of WA

In September 2006 Mrs Jackson was appointed to the Council for a three-year term. Mrs Jackson, who is Executive Director of the Association of Independent Schools of Western Australia (AISWA), was nominated by the AISWA Board.

A/Professor Ken Harrison Universities

Since April 2005 Associate Professor Harrison has represented the university sector. He is Associate Professor of Mathematics, Division of Science and Engineering at Murdoch University.

Ms Anne Gisborne Teacher interests, Representative of State School Teachers' Union of WA (from February 2008)

President of the State School Teachers' Union of WA, Ms Gisborne has more than 20 years experience in government schools. She was a member of the inaugural WACOT board.

Mr Mike Keely Teacher interests, Representative of the State School Teachers' Union of WA and Independent School, Salaried Officers Association (until February 2008)

Mr Keely represented the State School Teachers' Union of WA when he served as President.

Mrs Shelley Hill Representative of WA Council of State, School Organisations and Parents and Friends Federation of WA

Mrs Hill is appointed to represent the interests of parents of children attending school as nominated by the Parents and Friends' Federation of Western Australia Inc. Mrs Hill is currently the President of the St Pius Parents & Friends Association and an executive member of the Leeming Senior High School, Parents and Citizens Association.

Administered legislation

The Minister for Education and Training also administers the following related acts:

Education Service Providers (Full-Fee Overseas Students) Registration Act 1991

School Education Act 1999

Vocational Education and Training Act 1996

Other key legislation impacting on the Curriculum Council's activities

In the performance of its functions, the Council complies with the following legislation:

Auditor General Act 2006

Disability Services Act 1993

Financial Management Act 2006

Industrial Relations Act 1979

Occupational Safety and Health Act 1984

Salaries and Allowances Act 1975

State Supply Commission Act 1991

Contaminated Sites Act 2003

Equal Opportunity Act 1984

Freedom of Information Act 1992

Minimum Conditions of Employment Act 1993

Public Sector Management Act 1994

State Records Act 2000

The Curriculum Council's has complied with the requirements of the Financial Management Act 2006 and every other relevant written law. It has exercised controls which provide reasonable assurance that the receipt and expenditure of moneys, the acquisition and disposal of public property and incurring of liabilities have been in accordance with legislative provisions.

At the date of signing, the Council is not aware of any circumstances which would render the particulars included in this statement misleading or inaccurate.

Performance management framework

Outcome based management framework

The Council has identified the following major outcomes as flowing from its legislative responsibilities and the trends and constraints identified in the context:

1. An agreed Kindergarten to Year 12 *Curriculum Framework* is developed. [Service 1]
2. The *Curriculum Framework* is implemented for students from Kindergarten to Year 12. [Services 1 & 2]
3. Priorities are identified and relevant support documentation is developed in a timely manner to facilitate the implementation of the *Curriculum Framework*. [Services 1 & 2]
4. Professional development plans and guidelines to support implementation of the *Curriculum Framework* are developed. [Service 1]
5. Senior secondary courses are developed and accredited to meet identified student needs. [Service 2]
6. Assessments of student achievement are valid and credible in the senior secondary years. [Service 3]
7. Accurate information on student achievement is provided to inform the community and to facilitate post-school choice. [Service 3]
8. The Council is recognised as a consultative and collaborative form/organisation. [All services]
9. The secretariat is structured, resourced and managed so that the Council is able to fulfil its Kindergarten to Year 12 statutory functions and responsibilities in an efficient and effective manner. [All services]

Changes to outcome based management framework

The Council's outcome based management framework did not change during 2007-08.

Significant issues and trends

- The implementation of the senior secondary school reform continues to be a key focus for the Curriculum Council.
- The emergence of the national curriculum and the role of the Curriculum Council in contributing to national syllabus development for Western Australia.
- Our commitment to continue to build community and teacher trust and confidence in the senior secondary school reform, particularly in relation to assessment and reporting.
- Implementation of compulsory examinations in all courses, except Workplace Learning. This includes practical examinations in 28 of the 52 courses.
- Responsibility for assessment and curriculum for all government and non-government schools, from Kindergarten to Year 12, will transfer to the Curriculum Council in response to the proposed amendments to Council's legislation.
- Contingent upon the passing of the Curriculum Council Amendment Bill, Council will assume responsibility for national Year 3, 5, 7 and 9 tests, as well as other statewide tests.
- Provision of education opportunities for children in the early years is part of a national and State focus on the development of children from zero to eight years.

Likely developments

Government has signalled its intention to replace the Council with a body that has a regulatory focus, to be known as the Education Standards Authority. The Authority will be assisted by a statutory curriculum and assessment committee and a standards committee. The secretariat will support the work of the new Education Standards Authority and its committees.

Key priorities for the year ahead include the development of the national curriculum, including collaborating with the Department of Education and Training, Catholic Education Office, Association of Independent Schools of WA, industry and the community.

The Council has finalised its senior school assessment policy and will need to focus on providing training for staff, school administrators and teachers related to these.

Another challenge is the monitoring of the implementation of new courses and responding to issues that arise during implementation. The monitoring phase will coincide with the implementation of compulsory exams.

Agency performance – report on operations
Financial targets

	2007-08 Target⁽¹⁾	2007-08 Actual	Variation⁽²⁾
	\$000	\$000	\$000
Total cost of services	25,287	25,401	114
Net cost of services	24,476	24,258	218
Total equity	6,115	8,326	2,211
Net increase/(decrease) in cash held	(16)	(1,258)	(1,242)
	No.	No.	No.
Approved full time equivalent (FTE) staff level	152	164	12

(1) As specified in the 2007-08 State Budget.

(2) Details of variation are explained in Note 36 of the Notes to the Financial Statements.

Ministerial directives

No ministerial directives were received during the financial year.

Other financial disclosures

Pricing policies of services provided

The Council charges for goods and services rendered on a full or partial cost recovery basis. These fees and charges were determined in accordance with the *Costing and Pricing of Government – Outputs – Guidelines for Use by Agencies* published by the Department of Treasury and Finance.

The current fees and charges were implemented on 1 January 2006, as published in the Gazette on 18 & 20 October, 2006.

Capital works

The Council has no incomplete or complete capital projects.

Employment and industrial relations

<u>Staff profile</u>	<u>2007-08</u>
Full-time permanent	78
Full-time contract	75
Part-time permanent	10
Part-time contract	17
Secondments	23
Total FTE	203

Staff development

Staff performance management plays an important role in identifying development needs for staff. All staff are encouraged to be pro-active in identifying and developing skill sets which will enhance their career options. As well as undertaking specialised training as required throughout the year, all staff were trained in the recently implemented records management system, Tower Records & information management (TRIM).

Several staff are also supported in their undergraduate and postgraduate studies.

Contracts with senior officers

At the date of reporting, other than normal contracts of employment of service, no senior officers had any beneficial interests in existing or proposed contracts with the Council and senior officers.

Governance disclosures and other legal requirements**Electoral Act 1907 section 175ZE**

In compliance with section 175ZE of the Electoral Act 1907, the Council is required to report on expenditure incurred during the financial year in relation to advertising agencies, market research organisations, polling organisations, direct mail organisations and media advertising organisations.

Details are as follows:

Expenditure with Advertising Agencies

<i>Marketforce</i>	<i>\$3,131</i>
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Expenditure with Market Research Agencies

<i>Easymark Pty Ltd</i>	<i>\$4,336</i>
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<i>Media Monitors Australia Pty Ltd</i>	<i>\$5,414</i>
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TOTAL EXPENDITURE	\$12,881
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Corporate Services

Information Services

The main application and focus for the year was continuing to build and support the new Student Information Records System (SIRS), with additional modules developed to process examination scores and certification. Another major technology update was the installation of TRIM Context, an electronic document and records management system. This will aid the Council to meet its obligations under the WA State Records Act.

Other achievements throughout the year included:

- use of the scanning technology, Teleform, for electronic collection of multiple-choice answers and examination marks from markers
- installation of Voice Over Internet Provider (VOIP) handsets and network for additional staff
- further training of Information Services staff by the contractors developing SIRS
- provision of Information and Communication Technology (ICT) advice, procurement, support and web development to the Department of Education Services
- duplicate servers to ensure that network communication for both the Curriculum Council and the Department of Education Services is not compromised
- replacement of the uninterruptible power supply unit to regulate the power supply to our computer room
- improved staff communication through the introduction of Blackberry handsets for use by senior staff.

Financial Services

In addition to meeting our external and internal reporting requirements, Corporate Services worked closely with Education and Training Shared Services Centre staff to effect a smooth transition of 'in-scope' financial services functions to the Centre, effective from 5 November 2007. These services cover the provision of a finance business system with system support that includes processing of payables, receivables, general ledger, fixed assets and taxation. Financial reporting remains with the Council.

Human Resources

Transition of 'in-scope' functions to the Education and Training Shared Service Centre

A major achievement during the year was the effective transition of 'in-scope' human resource management services to the Education and Training Shared Services Centre, effective from 5 November 2007. Staff worked closely with Shared Service Centre staff to achieve a smooth transition. 'In-scope' services include permanent payroll, parts of the selection and recruitment processes and some reporting obligations.

Occupational Safety & Health

An indication of Council's commitment to staff safety and health is the decision by the Chief Executive Officer to chair the Occupation Safety and Health Committee. This committee represents all levels and sections of the organisation. Members, including occupational safety and health representatives, are accessible by both management and employees in the discussion and resolution of OSH issues. Staff can address any issues of concern to their committee representative.

The Council has a documented injury management system in place in accordance with the requirements of the Workers' Compensation and Injury Management Act 1981, which is on the agency's intranet. Return to work programs have been developed in accordance with the Act.

The Council's injury management policy was endorsed by RiskCover on 14 May 2008.

2007-08 Report on performance

Indicator	Target
Number of fatalities	0
Lost time injury/disease (LTI/D) incidence rate	2
Lost time injury severity rate	50%

Compliance with Public Sector Standards and ethical codes

An independent internal audit of human resource management transactions was conducted for this reporting period and found that the Council had complied with section 31 (1) of the Public Sector Management Act 1994.

Compliance trends and performance	Significant action taken to monitor and ensure compliance.
Public Sector Standards Nil Breach claims	Information about standards is included on the Council's intranet.
WA Code of Ethics Nil reports of non-compliance with WA Code of ethics	WA Code of Ethics is made available to all staff on the Council's intranet.
Code of Conduct Nil reports of non-compliance with Council's Code of Conduct.	Code of Conduct is accessible on the intranet and hard copies are available on request.

Disability Access and Inclusion Plan

A committee with wide representation across the agency and chaired by a senior member of staff was established during the year. The following is a summary of Council's progress in implementing the plan.

No	DAIP Outcomes	Initiatives undertaken
1	People with disabilities have the same opportunities as other people to access the services of, and any events organised by, a public authority.	<ul style="list-style-type: none"> • Establishment of a Disability Access and Inclusion Committee. • Publicised the DAIP in the Curriculum Council's e-Circular, <i>West Australian</i> and the agency's intranet and website, together with a statement regarding the availability of information in different formats. • A checklist has been developed to help ensure our planning processes cover the needs of people with disabilities.
2	People with disabilities have the same opportunities as other people to access the buildings and other facilities of the public authority.	<ul style="list-style-type: none"> • The reception area was re-designed to make it more accessible to people with disabilities. • Additional facilities were placed on the ground floor for people with disabilities.
3	People with disabilities receive information from a public authority in a format that will enable them to access the information as readily as other people are able to access it.	<ul style="list-style-type: none"> • A statement has been placed on the website regarding the availability of information in different formats.
4	People with disabilities receive the same level and quality of services from the staff of a public authority as other people receive from the staff of that public authority.	<ul style="list-style-type: none"> • A special launch of the plan raised staff awareness. • Customer service officers have been trained to ensure that the needs of people with disabilities are met.
5	People with disabilities have the same opportunities as other people to make complaints to a public authority.	<ul style="list-style-type: none"> • The complaints process is available through the info@ email facility on Council's website. • Customer service officers have been trained to ensure that the needs of people with disabilities are met.
6	People with disabilities have the same opportunities as other people to participate in any public consultation by a public authority.	<ul style="list-style-type: none"> • Initiatives placed on the website, together with better planning resulting from the newly created checklist, will ensure people with disabilities are better placed to participate in consultation.

Government policy requirements

Record-keeping Plan

Throughout the year, Council was committed to the implementation of and compliance with the joint record-keeping plan for the Council, the Department of Education and Training (DET), the Department of Education Services (DES), TAFEWA colleges and the Public Education Endowment Trust (PEET).

Table 1: State Records Commission Standard 2 Principal 6 – Record-keeping Plans

<p><i>The efficiency and effectiveness of the organisation's record-keeping system is evaluated not less than once every 5 years.</i></p>	<p>In 2006 a records management "baseline" audit was conducted to evaluate the efficiency and effectiveness of the agency's record-keeping system. To meet the recommendations from the audit, a new electronic document management and record management system (EDRMS) was purchased. The selected product, Tower Records and Information Management (TRIM) also has a web content management (WCM) module, providing the Council with a platform for record-keeping and business process integration, allowing for seamless management of all enterprise documents and records. Work continues on improving record-keeping practices to meet State Records Commission standards.</p>
<p><i>The organisation conducts a record-keeping training program.</i></p>	<p>The records and key information technology and administrative staff were trained in the set-up, administration and use of the systems. In addition, a group of power users was established to support their peers during the transition period. Before and during the implementation phase all Council staff attended intensive training relating to the application and use of the EDRMS in their work environment. Records staff training included attendance at records management seminars and training courses.</p>
<p><i>The efficiency and effectiveness of the record-keeping training program is reviewed from time to time.</i></p>	<p>Due to the system changeover, a new set of training materials and training programs for TRIM users was developed to support the EDRMS implementation and to enhance users' record-keeping awareness and skills. The TRIM users training program will be evaluated and refined over next six months to December 2008.</p>
<p><i>The organisation's induction program addresses employees' roles and responsibilities with regards to their compliance with the organisation's record-keeping plan.</i></p>	<p>Staff are informed about their responsibilities for compliance with the Council record-keeping plan through the records management induction and training sessions supported by a range of guidelines available to staff via the intranet. The current induction program is under review to support the EDRMS implementation.</p>

Corruption Prevention

The risk management process includes examining specific areas of potential risk. Fail-safe procedures are in place for high-risk areas. During the year, staff were reminded that the procedures and strategies aimed at ensuring the anonymity of anyone making a disclosure are included on our intranet.

Sustainability

An indication of the Council's commitment to sustainability is highlighted by the acceptance of a member of the executive to chair the Sustainability Committee. The committee embarked on a major review of all 13 commitments and 40 actions set out in the 2005-07 Sustainability Action Plan and noted almost all had been completed. The Council continues to practice these actions in its day-to-day operations, with a special emphasis on accountability, consulting with citizens, minimising waste, diversity, capacity building and procurement.

Complaints Management

There were two formal complaints received during the year. Both were satisfactorily resolved. The average resolution time per complaint was two days.

Curriculum implementation and maintenance (Service 1)

Curriculum implementation and maintenance

The *Curriculum Framework* for Kindergarten to Year 12 education in Western Australia describes the agreed outcomes of schooling for all students to achieve in all WA schools. It provides the vision and focus for curriculum implementation and maintenance in WA.

The Council endorsed the *Curriculum Framework* in June 1998, in accordance with the requirements of section 9(b) of the *Curriculum Council Act 1997*. Final approval for the Council to direct education providers to start implementation of the *Curriculum Framework* was given by the Minister for Education in July 1998, in accordance with section 10(2) of the *Curriculum Council Act 1997*. From 2004, schools have been required to formally report on their implementation of the *Curriculum Framework*.

Development of an agreed *Curriculum Framework*

<i>Outcome 1: An agreed Kindergarten to Year 12 Curriculum Framework is developed.</i>
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Review of the *Curriculum Framework* is a continual part of the Council's activities to ensure it meets community expectations of what students should achieve as a result of their learning from Kindergarten to Year 12. It is also informed by research undertaken within the State and elsewhere in Australia, particularly through national curriculum forums such as MCEETYA. Throughout the year, discussions about the national curriculum as well as the review of the Curriculum Council Act, highlighted curriculum issues which have implications that may require review and updating of the *Curriculum Framework*.

In 2007-08 Council finalised the integration of national statements of learning in English, mathematics, science, civics and citizenship and ICT into the curriculum guides provided to teachers in WA schools. Integration of these statements into State curriculum materials (both the Council's curriculum guides and the K-10 syllabuses developed by the Department of Education and Training) was completed by the beginning of 2008.

This year, Council implemented the agreed accountability reporting requirements for implementation of the *Curriculum Framework*. This process has provided the Council and school system/sectors with data that informs annual review and reflection on the ongoing development of the *Curriculum Framework*. It is anticipated that, as a result of proposed legislative amendments, changes will be made to key performance indicators and to the processes for measuring achievement when reporting in future years.

Implementation of the *Curriculum Framework*

Outcome 2: The Curriculum Framework is implemented for students from Kindergarten to Year 12.

As required in the *Curriculum Council Act 1997*, all schools were required to report on their implementation of the *Curriculum Framework* using a process for reporting negotiated with the school sector/systems and endorsed by the Council.

This reporting is provided in relation to the key performance indicator: that schools are monitoring students' progressive achievement of the outcomes of the *Curriculum Framework*.

Achievement of this indicator is determined by the extent to which schools have:

- implemented the *Curriculum Framework* supported by whole-school planning
- mechanisms in place to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis, and
- monitored students' progressive achievement of the outcomes in the *Curriculum Framework*.

Table 2 indicates the total number of schools that reported on their implementation of the *Curriculum Framework*.

Table 2: Numbers and percentages of respondents

School sector/systems	Number			% reporting		
	2005	2006	2007	2005	2006	2007
Government system	763	795	812	71.3	72.2	72.8
Catholic system	158	158	158	14.8	14.4	14.2
AISWA sector	149	141	146	13.9	12.8	13.0
Other		7	0		0.6	0.0
TOTAL	1070	1101	1116	100	100	100

Data on the extent to which schools were implementing the *Curriculum Framework* was gathered in relation to the three questions below. Schools responded to each question using one of the four response categories. For each question, explanatory notes were provided to assist schools in making their on-balance judgements. The data for each school was validated according to school system/sector accountability processes. The accuracy of the data for each school system/sector was certified by the Director General of the Department of Education and Training, the Director of the Catholic Education Office and the person responsible to the board of governors of each independent school.

Table 3 provides the aggregated data (in percentages) for the total number of schools surveyed and their responses in each category for the three questions.

The responses provided by schools on the extent to which they have implemented the *Curriculum Framework* reflect the circumstances in which they operate. In some schools, as a result of annual staff turnover or where there is a new leadership team, it is not possible to indicate that the *Curriculum Framework* is being fully implemented. For many secondary schools, full implementation will only be achieved when the changes have been made to years 11 and 12 and this will not occur until 2010. Kindergartens and education support schools and centres have a specific student focus that impacts on the extent to which they are able to report full implementation.

Table 3: Implementation of the Curriculum Framework

	Year	Under consideration but processes have not yet commenced	Under development by individuals or groups within the school	Under development across the school	Fully integrated across the school
<i>Is the implementation of the Curriculum Framework supported by whole-school planning?</i>	2005	0.1%	6.7%	56.1%	37.1%
	2006	0.1%	1.2%	44.7%	54.0%
	2007	0.0%	0.9%	35.7%	63.4%
<i>Are the mechanisms in place to monitor and review the effectiveness of implementation of the Curriculum Framework on an ongoing basis?</i>	2005	0.3%	13.6%	65.5%	20.6%
	2006	0.5%	2.8%	56.9%	39.8%
	2007	0.2%	1.3%	48.7%	49.8%
<i>Is the students' progressive achievement of the outcomes in the Curriculum Framework being monitored?</i>	2005	0.3%	13.2%	61.6%	25.0%
	2006	0.2%	2.0%	50.3%	47.5%
	2007	0.0%	1.2%	38.8%	60.0%

Table 4 provides the mean scores for all schools for the above three questions, based on the following rating:

- Ratings :** 4 = Fully integrated across the school 3 = Under development across the school
 2 = Under development by individuals or groups within the school 1 = Under consideration but processes have not yet commenced

Table 4: Implementation of the Curriculum Framework – mean responses

Mean responses to each question	<i>Is the implementation of the Curriculum Framework supported by whole-school planning?</i>			<i>Are the mechanisms in place to monitor and review the effectiveness of implementation of the Curriculum Framework on an ongoing basis?</i>			<i>Is the students' progressive achievement of the outcomes in the Curriculum Framework being monitored?</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
	3.3	3.5	3.6	3.1	3.3	3.5	3.1	3.5	3.6

These data indicate that progress in schools' implementation of the *Curriculum Framework* has occurred since last year.

Systems to implement the *Curriculum Framework* as part of whole-school planning are now reported to be fully integrated in 63.4 per cent of schools. This is an increase of 9.4 per cent from last year. The mean response has increased from 3.5 in 2006 to 3.6 in 2007.

Mechanisms to monitor and review the effectiveness of implementation of the *Curriculum Framework* on an ongoing basis are reported to be under development in 50.0 per cent of all schools, while 49.8

per cent of schools have reported that these mechanisms are fully integrated, which represents a 10.0 per cent increase from the previous year. The mean response has increased from 3.3 in 2006 to 3.5 in 2007.

Monitoring of the students' progressive achievement of the outcomes in the *Curriculum Framework* is reported to be under development across 40.0 per cent of all schools, while 60 per cent of schools reported that they are fully integrated. This represents a 12.5 per cent increase across all schools. The mean response has increased from 3.5 in 2006 to 3.6 in 2007. Support materials.

Outcome 3: Priorities are identified and relevant support documentation is developed in a timely manner to facilitate the implementation of the Curriculum Framework.

Outcome 4: Professional development plans and guidelines to support implementation of the Curriculum Framework are developed.

The Council has continued to support the implementation of the Framework through the provision of curriculum materials. These materials are produced for use in professional development for teachers from school sector/systems and teacher-training institutions. During 2007–08, Council undertook further work on the *Curriculum Framework Curriculum Guides*, by incorporating the *National Statements of Learning* in the Mathematics, English, T&E, S&E and Science Curriculum Guides. Newly formatted versions are included on the Council's website.

Council provided feedback via the Curriculum Framework Committee on the K-10 syllabuses being developed by the Department of Education and Training. The syllabuses were transferred to the Council and placed on our website early in 2008.

Course development and approval (Service 2)

Outcome 5: Senior secondary courses are developed and accredited to meet identified student needs

Syllabuses are the basis of the course development and approval (accreditation) process conducted by the Council. The Council's accreditation process involves representatives of all major stakeholders and focuses on the negotiation of standards for content and assessment in each course. Assessment, Review and Moderation (ARM) panels for all 52 new courses were initially established to take the place of syllabus committees and provide advice to Council on the development and implementation of the courses. Randomly selected 'teacher juries' were convened to provide advice on amendments needed to courses before they would be ready for implementation, the quality of teacher support materials and the implementation timeline. Following jury deliberations in 2007, nine courses had their ARM panels expanded and larger reference groups were formed. A larger reference group encompassing both the mathematics courses was also maintained. An advisory group was established for the development of VET industry specific courses and an advisory panel established for Endorsed Programs.

Table 5 : ARM panel and reference group activity from July 2007 to June 08

Curriculum area	Number of ARM panels/reference groups	Number of meetings
The Arts	6	36
English	3	18
Health and Physical Education	4	24
Science	9	54
Languages Other Than English	7	42
Society and Environment	8	48
Mathematics	1	9
Technology and Enterprise	13	78
VET and Endorsed Programs	2	8
Total	53	317

New course review and accreditation

In February 2007, eight courses were implemented in schools and in February 2008 a further 13 courses were introduced. WACE examinations were prepared for the eight courses being examined in November 2008 and further sample exams are being prepared for the 13 courses that will have their first external exam in 2009.

At the end of July 2007, teacher juries were convened for the two Mathematics courses. During August 2007, juries for Aviation, Engineering Studies, Applied Information Technology, Physical Education Studies, Media Production and Analysis, English as an Additional Language or Dialect and Earth and Environmental Science were convened. The English jury was convened on 27 August and 17 September. In the end, juries deliberated on 48 courses.

In the second half of 2007, courses due for implementation in 2009 were revised to incorporate recommendations from the jury process. Consultation took place with all teachers in October and further refinements were made. Twenty-eight courses were accredited in December 2007 for implementation in 2009*. (*Some additional work was required on the Accounting and Finance course which was re-accredited early in 2008).

Accreditation of courses

Consultation on the two mathematics courses was completed and both courses were accredited in November 2007. As a result of teacher requests to meet student needs, a new course - Workplace Learning - was developed during 2007 and accredited in December for implementation in 2009.

Equity and curriculum access

The role of the Equity Advisory Group is to provide advice on matters related to curriculum access for students with disabilities, learning difficulties or who are disengaged from schooling. The group provided advice on:

- standards
- the support materials and professional development requirements for teachers
- the development and review of additional preliminary and State 1 units for identified courses.

Membership of Equity Advisory Group

Department of Education and Training

Lyn Johnson	(to February 2007)	Senior School Academic Standards and Support Directorate
Shirley Parer	(from February 2007)	Senior School Academic Standards and Support Directorate
Hilary Palmer	(to February 2007)	Inclusive Education Standards Directorate
Jacqueline Burns	(from February 2007)	Inclusive Education Standards Directorate
Linda Moore	(to December 2006)	Participation Directorate
Antoinette Morris	(to February 2007)	Participation Directorate
Jeff Macnish	(from February 2007)	Participation Directorate
Elinor Dawson		School representative
Stephanie McDonald	(to February 2007)	School representative
Gary Hickling	(from February 2007)	School representative
Andrew Wilson		School representative

Catholic Education Office

Trish Jackson		Students with Disabilities K – 12 team
Valerie Martin		School representative

Association of Independent Schools of WA

Mandy Corkill	(to February 2007)	Education Consultant Special Education
Kylie Bice	(to February 2007)	School representative
Kylie Bice	(from February 2007)	Education Consultant Special Education
Lisa Broxton	(from February 2007)	School representative

Tertiary sector

Heather Jenkins	(to February 2007)	University School of Education
Dr John O'Rourke	(from February 2007)	University School of Education
Michelle Dodd	(from February 2007)	TAFE representative

WA Education Support Principals and Administrators Association

Jenny Cole		President and Principal Burbridge Education Support School
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Curriculum Council

John Gougoulis		Curriculum Director – Chairperson
Rosemary Naughton	(Nov 2006 to Feb 2007)	Manager Strategic Initiatives and Office of CEO
Jeanette Dalla-Costa	(from Feb 2007)	Manager Curriculum
Aileen Hawkes		Inclusivity Advisory Committee
Leanne Meldrum		Endorsed Programs Coordinator – Executive Officer

In response to feedback from the advisory group and from some teacher juries, Council agreed that a more inclusive curriculum was required for those students not able to access stage one units or requiring further opportunities at stage one. Preliminary (P) units provide opportunities for practical and well-scaffolded learning to help students develop the skills required for them to be successful upon leaving school or in the transition to stage one units. Additional stage 1 units will provide more pathways for students wishing to continue in a course and who may require more time to develop the skills required for stage two units. Additional preliminary and stage one units are being developed for the courses listed below.

Courses	Implement date	Preliminary units	Additional Stage 1 units
Animal Production Systems	2009	PA/B	1A/B/C/D
Applied Information Technology	2007	PA/B	1A/B/C/D
Automotive Engineering and Technology	2009		1A/B/C/D
Building and Construction	2009	PA/B	1A/B/C/D
Business Management and Enterprise	2009	PA/B	1A/B/C/D
Career and Enterprise	2008	PA/B	1A/B/C/D
Children, Family and the Community	2009	PA/B	1A/B/C/D
Design	2009	PA/B	1A/B/C/D
English	2006	PA/B	1A/B/C/D
English as an Additional Language/Dialect	2007		1A/B/C/D
Food Science and Technology	2009	PA/B	1A/B/C/D
Health Studies	2009	PA/B	1A/B/C/D
Integrated Science	2009	PA/B	1A/B/C/D
Materials Design and Technology	2008	PA/B	1A/B/C/D
Mathematics	2009	PA	1A/B/C/D/E/F
Music	2009	PA/B	1A/B/C/D
Outdoor Education	2008	PA/B	1A/B/C/D
Physical Education Studies	2007	PA/B	1A/B/C/D
Plant Production Systems	2009	PA/B	1A/B/C/D
Religion and Life	2009	PA/B	1A/B/C/D
Visual Arts	2009	PA/B	1A/B/C/D

The advisory group has provided access to an extensive network of people involved in a range of programs, encompassing education support and engagement contexts. These people have offered valuable assistance in the development of standards and course units as writers and critical readers. The advisory group provided feedback to the Curriculum Council Awards Committee on the proposal to create an award of excellence for students with special needs.

In addition, the advisory group recommended the provision of specific professional development and support for teachers of students in both education support contexts and engagement programs. These teachers had not previously attended Council professional development nor engaged with Council developed courses but are doing so with the introduction of Preliminary and additional Stage 1 units. Both education support and engagement working parties were established to guide the development of specific professional development and support materials. PD was conducted over two days at the end of 2007 and the beginning of 2008.

Professional development

The Council continued to work with the school sector/systems to deliver professional development that supports teachers implementing the new courses. Feedback on the professional development activities and materials is increasingly positive.

Professional development for the new courses

There have been two state-wide days of professional development for teachers of the new courses that followed a centralised model of delivery.

On 15 October 2007 approximately 5500 teachers attended a range of professional development activities across the state. While the professional development element of the day differed across the courses, each agenda included a policy update and clarifications about courses, assessment, examinations and grading.

The nature of the day included:

- professional development for the 13 courses being implemented in 2008 and 18 courses being implemented in 2009
- consultation and validation for 12 courses being implemented in 2009, as part of the completion of the teacher jury process, and
- conference style program for teachers of the Physical Education Studies course.

On 28 April 2008, more than 6500 teachers attended professional development across the state for 49 courses:

- Five courses implemented before 2008
- Thirteen courses being implemented in 2008, and
- Thirty-one courses to be implemented in 2009.

The customised programs for the day were developed in response to feedback received from teachers. All sessions presented consistent messages about WACE, VET and assessment.

Additionally, the agendas for the majority of courses included materials and workshops on:

- teacher support materials (sample teaching programs, assessment outlines, assessment outlines, tasks and marking keys)
- draft sample examinations and marking keys, and
- grade descriptors with annotated work samples (where available).

WACE awareness sessions

The Council provided a number of sessions to teachers with minimal experience of the new courses and the WACE. Full day awareness sessions were held on 30 November 2007 and 1 February 2008. On 30 May 2008 a number of half-day WACE awareness sessions were held in Perth as well as Bunbury, Kalgoorlie and Geraldton.

The agenda for the awareness sessions introduced teachers to the Western Australian Certificate of Education and presented a range of curriculum options for senior secondary students. The focus of the agenda was tailored to meet the needs of particular groups of teachers, such as those with students in education support settings or with disengaged and at-risk students.

30 May 2008

A range of professional development activities was offered by the school sector/systems across the state on 30 May 2008. The Council supported the sector/systems in the coordination of the day.

Online professional development

The Council has started a trial of an online professional development program. The delivery of online professional development will be integral to our provision of services in the future.

The online professional development will:

- be more flexible for schools
- provide ongoing support for individuals and departments/faculties
- minimise travel and time away from school/home for country teachers, and
- support teachers who have not previously accessed Council PD.

Vocational education and training (VET) in schools

The inclusion of vocational education and training (VET) in school programs provides opportunities for students to gain work skills and experience. General education with a vocational focus is a proven strategy for increasing curriculum relevance for students and, with the increase in the school leaving age to 17 in 2007, it continued to provide a broad range of post-school options and pathways.

VET in the WACE

Throughout 2007, students attained full and partial qualifications through VET stand alone or VET integrated in a course or subject. Units of competency have been identified for integration in 33 new courses, however schools have the flexibility to integrate any unit of competency in any subject or course where it is deemed relevant and useful.

Completed units of competency and qualifications were recorded on students' statements of results. There was continued growth in the number of senior secondary students involved in vocational education during 2007 through VET integrated in subjects/courses and units of competency recognised through the Australian Qualifications Framework. Many Year 11 vocational subjects were delivered for the last time in 2007, as schools move to implement the new courses. Year 12 vocational subjects were offered for the last time in 2008 and Council's VET officer is working with schools to provide advice on appropriate alternatives.

School-based traineeships (SBTs), school-based apprenticeships (SBAs) and school apprenticeship link (SAL) programs also provided opportunities for students to meet their WACE requirements and complete a full qualification.

Workplace Learning

Workplace Learning continued to play an important role for many students in 2007. In addition to the introductory and industry specific structured workplace learning (SWL) subjects available to year 11 and 12 students, two new workplace learning programs, Mode 1 Workplace Learning: On-the-job Training and Mode 2 Workplace Learning: Employability Skills and a personal development program, WorkSkills, were available for students as endorsed programs. The present structured workplace learning subjects will be available to students for the last time in 2008.

A new Workplace Learning course was developed during 2007 and professional development was provided for teachers of this new course in April 2008. From 2009 there will be four different ways students can get recognition for learning in the workplace. The different options have been developed to provide flexibility and choice for a broad range of students and situations.

VET industry specific courses

In 2007 plans to develop 12 industry specific VET courses, based on completion of a training package qualification with the option of sitting an examination based on the underpinning knowledge and skills of compulsory competencies, were finalized. Two VET industry specific courses, Automotive and Construction, were developed in close consultation with training, schools and industry and a model was agreed to for the development of another 10 courses: Another four of these courses — Business Services, Information Technology, Primary Industries and Community Services — have now been drafted. The courses will count as Council developed courses and are seen as a positive way to include vocational education and training in key industry areas in the WACE.

Small, targeted working parties will be established for all the proposed courses. Membership of these working parties includes a Council project officer, teachers presently working with the training packages, an industry representative and other parties with specific interest in the course.

An advisory group was established to oversee the development of the VET industry specific courses.
Membership as at 1 June 2008

Ms Shirley Parer	Dept of Education and Training (Schools)
Mr Gary Mayfield	Dept of Education and Training (Schools) - Teacher
Ms Teresa Stoncius	Dept of Education and Training (Schools) - EVE Coordinator
Dr Peter Carey	Catholic Education Office
Mr Rob Norgrove	Catholic Education Office - Teacher
Mrs Frances van Riessen	Association of Independent Schools of WA
Ms Sheevaun Darby	Association of Independent Schools of WA - Teacher
Ms Louise Morrison	Dept of Education and Training (Training)
Mrs Eileen Hull	Dept of Education and Training (Training)
Mr Murray Warren	VET: Curriculum Support Services Network (CSSN)
Ms Dorothy Sinclair	VET: Curriculum Support Services Network (CSSN)
Mrs Cathy Sutherland	Australian Council for Private Education and Training (ACEPT)
Mr Sean Wrigley	Chamber of Commerce and Industry (CCI)
Mr Mike Eastman	University (ECU)
Mrs Jeanette Dalla-Costa	Curriculum Council - Chair
Mrs Gail Manton	Curriculum Council – Executive Officer

National agenda

The manager of VET attended the national Australian Curriculum, Assessment and Certification Authorities (ACACA) VET sub-group meetings to explore ways of achieving national consistency in VET for school students. Major areas of work for the group this year included examining the role of VET in the Australian Certificate of Education; the purpose of VET in schools (including re-thinking the VET in schools initiative); Trade Training Centres and curriculum frameworks for these institutions, and how the federal targets of 90 per cent completion rates (specifically the certificate III requirement) by 2020 might effect responsibilities to Performance Measurement and Reporting Taskforce (PMRT)

Data collection

In 2007 the Council collected all relevant Australian Vocational Education and Training Management Information System Standards (AVETMISS) data. To help with the reporting of units of competency and qualifications, the codes and names of qualifications and units of competency are published on the Curriculum Council website. Integrity checks were completed on the qualification file for AVETMISS and anomalies addressed.

Registration and reporting of VET

To streamline both the registration and reporting of VET student information, the responsibility for both registration and reporting of students' information in relation to VET data is now managed by the Certification and Examinations group within the Council. This has improved operations within the Council and communication with schools as the responsibility for registration and reporting of VET now rests with the same Council staff.

WACE manual

The VET section of the WACE manual 2008 (revised edition) was reviewed and updated. Section 4 outlines the policy and regulations for delivery of VET in schools and a part of Section 3 provides details of VET stand alone, which is considered a category of endorsed programs.

Endorsed Programs

Endorsed programs encompass significant learning not covered by courses or subjects developed by the Council. A program is defined as a series of lessons, classes or activities for the achievement of a common goal or set of learning outcomes. They are programs that are endorsed by Council and can contribute up to 50% of the WACE unit completion requirement.

Policy development

The endorsed programs policy was further refined this year as more programs were endorsed and made available for schools to include in their offerings from 2007. The five categories of endorsed programs are workplace learning, VET stand alone and nationally accredited courses, university studies, community organisation and personal development programs. The refined policy has been incorporated into the WACE Manual: General information for senior secondary schooling 2008 is also available on the Curriculum Council website.

Endorsement

Workplace learning, nominated university units and nationally recognised VET are endorsed automatically and available for all students. Private providers and schools can apply to the Council for endorsement of a community organisation or personal development program.

Generic personal development programs

A suite of generic personal development programs have been developed by the Council. They enable recognition of significant learning programs offered by many schools but not previously formally acknowledged or afforded WACE credit. These include community sports performance, community arts performance, recreational pursuits, school trip, music performance (ensemble), whole school production (performance); whole school production (production and design), work skills and administration and management.

Business Processes

Systems and business processes were established and refined for all aspects of endorsed programs. The processes and guidelines for endorsement have evolved since the policy was endorsed by Council in May 2006 and business rules have been implemented to assist the endorsed programs panel to make recommendations consistently in relation to the criteria for endorsement. The application process and templates were refined to elicit more detailed information on which to base a recommendation. Data transfer processes have been developed and instructions for enrolling students and submitting achievement data to Council are included in the 2008 WACE Procedures Manual.

Communication

Communicating with schools and community organisations about endorsed programs has continued to be a focus throughout 2007/2008. Council officers have run a series of administrators' information sessions across the state, presented at seminars, conferences, professional associations, education forums and sector/systems meetings. Articles have been included in the Curriculum Council Circular and other publications.

Endorsed programs officers have also facilitated individual and collaborative application writing sessions for providers. Two officers from the endorsed programs secretariat have undertaken training in video conferencing and are using this technology to communicate with remote schools. An information brochure was developed and distributed to all schools with students in Years 10 – 12 to inform parents and the wider community that endorsed programs may provide more WACE options for senior secondary students.

Bank of endorsed programs

The bank of endorsed programs on the Curriculum Council website has continued to grow with new programs added quarterly as they are endorsed. Several endorsed programs were submitted for re-endorsement in 2008.

Implementation

For the first time in 2007, students could enrol in endorsed programs and have their achievements reported to the Curriculum Council. The data transfer processes were effective and few problems were reported. In the first year of implementation there were a total of 3,612 enrolments from 95 schools, representing 268 different programs from 31 organisations. Achievement data was received from across all sector/systems, including district high schools and education support centres.

Endorsed programs panel

The endorsed programs panel continues to meet quarterly to examine the applications for endorsement of community organisation and personal development programs. The panel makes recommendations to the Council through the Senior Secondary Education Committee (SSEC) for the endorsement of programs that meet the Council-approved guidelines.

The endorsed programs panel has the delegated authority to:

- examine applications for endorsement to determine that the criteria for endorsement have been met
- determine a unit equivalent value for the program
- determine that the program has quality assurance procedures or protocols to ensure the delivery of a quality program
- ensure consideration is given to occupational safety and health and duty of care responsibilities
- determine the period of endorsement, and
- determine the number of times a program can be achieved in one year and in an overall student program.

Membership

The panel, which meets quarterly, is chaired by an independent person appointed by the panel. Membership has been expanded to include all school sector/systems which has provided a breadth of expertise across the curriculum. Individuals with specific knowledge, expertise or understanding, and appropriate members of the secretariat, have been invited by the chairperson to attend meetings when necessary.

Membership as of 30 June

Mr Robert Nairn (Chair)	President of the WA Senior Secondary Executives Association
Ms Mandy Corkill	Association of Independent Schools of WA
Dr Peter Carey	Catholic Education Office
Mr Peter Jones	Department of Education and Training (Participation Directorate)
Ms Shirley Parer	Department of Education and Training(SSASS)
Ms Eileen Hull	Department of Education and Training(VET in Schools)

Overseas program (Service 1: curriculum implementation & maintenance, Service 3: student assessment & certification)

Consistent with the State Government's Education Exports Strategy, the Council provides its expertise and programs overseas. The Overseas Program aims to market the Western Australian curriculum products and services that are developed, maintained and delivered by the Council. The products range from the tertiary entrance examinations (TEE), WACE examinations and certification of student achievement in years 11 and 12 to the sale of books and materials. All expenses incurred in the delivery of the program are fully funded from income received from overseas schools.

The program's aims and objectives are to:

- develop strategic relationships with foreign and Australian government departments, companies, schools and universities that enable students from foreign countries to obtain sponsorship to study in WA schools and to enable the expansion of the WA curriculum program into other countries
- promote the Western Australian Certificate of Education (WACE) and the assessment of courses in overseas countries as an appropriate option for the final year or two years of secondary school, and
- promote the *Curriculum Framework* and support documentation in overseas schools.

Services

The moderation, examination and certification processes mirror procedures followed in Western Australia as much as possible. Due to the distances involved, regular visits to all schools are not sustainable, so alternative moderation strategies have been designed to ensure comparability of school assessments. Examination centres were set up in all schools for all subjects in which schools had candidates.

Schools

Table 6: Overseas schools offering WACE subjects 2007 and 2008*

School	Number of students in Year 11		Number of students in Year 12	
	2007	2008	2007	2008
Bina Nusantara High School (Indonesia)	0	0	75	0
China Australia College Zhengzhou	42	42	0	18
KBU International (Malaysia)	0	0	32	105
Methodist College Kuala Lumpur (Malaysia)	0	0	14	16
National Institute of Technology Beijing	110	200	60	80
Saigon International College HCM City	40	75	24	30
St Francis Methodist School (Singapore)	0	0	65	35
Sunway College (Johor Bahru Malaysia)	0	0	30	35
Sunway University College (Kuala Lumpur)	0	0	190	315

* Year 11 numbers are estimates at the time of the production of the report.

The future

- The growth in Year 12 programs increased by nearly 50 per cent in 2008, despite one school withdrawing from the program. Percentage growth in 2009 is expected to be slightly less, but still significant.

- The NIT Division of Shude School in Chengdu, China was delayed and a full Year 12 program will be implemented in 2009.
- The NIT Education Group in Beijing, China has elected to delay implementation of the WACE program in a number of schools in China. The delay has been caused by a number of factors, including delays in the implementation of new WACE courses in Western Australia.
- A college in Penang Malaysia has indicated that it wishes to join the program in 2009.
- Agreements have been signed with the Lomonoxov School in Hanoi, Vietnam. The school will start a Year 10 program in 2008, followed by a Year 11 program in 2009.
- Markets in Vietnam, Bangladesh and the Gulf region are being evaluated.
- Schools in Singapore, Bangladesh, Vietnam and China have expressed interest in offering K-10 programs. Negotiations with these institutions are continuing.
- The overseas program operates in a highly competitive market. Many institutions in China offer aggressively marketed, government-accredited programs from Canada, the UK and the USA.
- All expenses incurred by the Council in conducting the Overseas Program are covered by fees obtained from the overseas schools and colleges. If the program grows significantly over the next few years, a more appropriate model for accounting for income, expenditure and profit will need to be negotiated with Treasury.

Student assessment and Certification (Service 3)

Outcome 6: Assessments of student achievement are valid and credible in the senior secondary years.

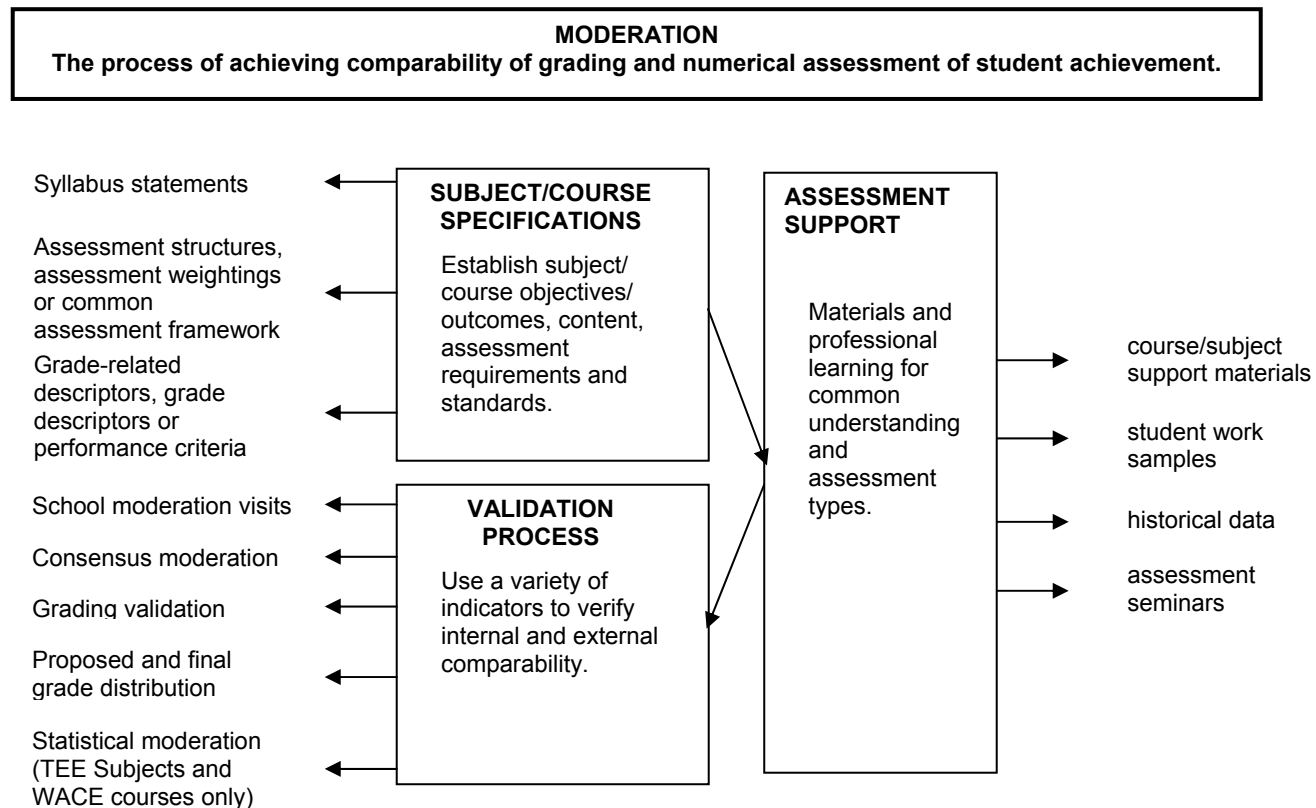
The Curriculum Council Act (1997) includes the following functions (para 3 Section 12); the first describes the accreditation function and the second the moderation function:

It is a function of the Council to:

- ◆ *accredit and evaluate courses prepared by the Council, or prepared in accordance with guidelines approved by the Council*
- ◆ *after consultation with such persons and bodies having functions relating to secondary education, vocational education and training, and university education as the Council thinks fit, establish and carry out procedures for –*
 - *assessment of achievement of students undertaking post-compulsory schooling, and the proper conduct of that assessment, including school and external assessment for the purposes of certification, and*
 - *ensuring the comparability of assessments of student achievement.*

The diagram below shows the moderation strategies used by the Council for Year 11 and Year 12 subjects/courses.

Figure 1: Curriculum Council moderation strategies



The purpose of the accreditation process is the development of subjects/courses relevant to student learning needs. The purpose of moderation is the achievement of comparable school assessment and grading of student achievement in all subjects/courses. Perceptions of relevance of subjects/courses and comparability of school assessments are therefore performance indicators for the accreditation and moderation functions respectively.

Survey data

Perceptions of these performance indicators were surveyed through ARM panels, and a sample of teachers and students. The survey instruments use a Likert scale and were developed through consultation with the Auditor-General's office (see Appendices 1, 2 and 3). The instrument was open-ended in that it provided an unstructured opportunity for comment by respondents. Survey results are summarised in Table 1.

ARM panel survey

With the phased introduction of courses, the syllabus committees have been replaced by the Assessment, Review and Moderation (ARM) panels. One role of the ARM panels is to review the degree to which subjects/courses are meeting the needs of students and to monitor the comparability of assessment processes and grade allocation in these subjects/courses. Where possible, ARM panel members' perceptions of the relevance and comparability of subjects/courses were surveyed. The perceptions of ARM panels remained fairly stable and slightly more positive than the perceptions of both students and teachers.

Teacher perception survey

Teachers were surveyed about their perceptions of relevance and comparability using an instrument similar to that used for ARM panels. Teachers accessed the survey mainly through consensus meetings and assessment seminars. This collection procedure resulted in the majority of responses provided by teachers of WACE courses. Teachers' ratings for relevance and comparability decreased compared to 2006. The number of teachers responding to these surveys continues to be very low.

Student perception survey

A survey of student perception was also conducted. A sample of 20% of student enrolments was stratified to represent city and country, government and non-government schools. Survey forms were distributed with enrolment forms. The response for 19,026 student/subject/course combinations on relevance and comparability represents a return rate of slightly more than 40% of the sampled population. Student perceptions of both relevance and comparability remained stable.

Table 7: Relevance and comparability: 2007 survey results (2006 figures in brackets)

	Teachers		Students		ARM panels	
	Number responding	Rating	Number responding	Rating	Number responding	Rating
Year 11 Relevance	175	4.8 (5.14)	8 044	4.8 (4.86)	17	5.4 (4.6)
Year 11 Comparability	170	4.9 (4.89)	8 042	4.6 (4.69)	24	4.9 (5.4)
Year 12 Relevance	179	4.4 (5.48)	10 982	4.9 (5.06)	17	5.2 (6.5)
Year 12 Comparability	166	4.3 (5.53)	10 983	4.8 (4.80)	17	5.0 (4.8)

Specification of subject/course standards (accreditation)

The Curriculum Council accreditation process involves representatives of all major stakeholders. Accreditation focuses on the negotiation of standards for content, assessment and student performance for each subject/course. ARM panels provide advice to the Council on these matters.

Student performance standards

School assessment in senior secondary school is described as standards-referenced. Grade-related descriptors for each assessment structure subject and grade descriptors for each WACE course describe the performance expected of students for each grade. For common assessment framework subjects performance criteria describe the level of student achievement of subject outcomes.

Grade-related descriptors and grade descriptors

Grade-related descriptors and grade descriptors are typically applied by teachers to the profile of student performance on completion of a subject/course in order to allocate grades.

- This approach applies mainly to Year 12 TEE subjects (and to their Year 11 linked subjects) and WACE courses for which school assessment requirements are defined in each syllabus.
- The external examination is a key reference point influencing teacher interpretation of the subject/course standards, particularly in Year 12 subjects/courses.
- The statistical moderation process encourages teachers to implement the performance standards contained in the TEE/WACE examination papers, marking keys and sample answers in their school assessment.

Performance criteria

Performance criteria are based on the subject outcomes and describe the levels to which an outcome is demonstrated (Satisfactory, High and Very High).

- This approach applies to all common assessment framework (CAF) subjects.
- The performance criteria describe the levels at which a subject outcome has been demonstrated. Teachers design assessment tasks within broadly defined guidelines to provide opportunities for students to demonstrate selected subject outcomes.

- There is no external statistical validation process for the grades awarded in CAF subjects (other than TEE Drama Studies).

Accredited subjects/courses

A total of 312 accredited subjects/courses were available to schools in 2007. Reductions in the number of subjects/courses available reflect the removal of subjects from the accredited list due to implementation of WACE courses and in the case of vocational subjects, removing subjects no longer delivered in schools. The apparent increase in the number of accredited subjects/courses in some curriculum areas is due to the assumption in 2006 that various subjects were to be discontinued which did not actually occur.

Table 8: Accredited subjects/courses 2007 (2006 figures in brackets)

Curriculum area	Year 11 subjects*	Year 12 subjects	WACE courses
The Arts	11 (11)	8 (9)	1 (1)
English	3 (3)	2 (5)	2 (1)
Health and Physical Education	16 (15)	6 (5)	1 (0)
Languages (LOTE)	27 (27)	16 (16)	0 (0)
Mathematics	9 (9)	4 (4)	0 (0)
Science	11 (12)	7 (7)	1 (0)
Society and Environment	18 (18)	9 (9)	0 (0)
Technology and Enterprise (including Vocational subjects)	98 (61)	69 (51)	3 (2)
Total	193 (156)	111 (106)	8 (4)

* Year 11 subject totals include each semesterised version of full-year subjects

Note: Languages (LOTE) figures do not include small candidature languages accredited under CCAFL arrangements.

Overseas equivalence

The high level of demand for advice in the recognition of achievement of students from interstate or overseas continued. Equivalence statements were prepared for 408 applicants in 2007 (compared with 434 applicants in 2006).

Accreditation of WA providers of WACE

The Council does not have a legislative responsibility to register providers. However, there is increasing demand from Western Australian training organisations (both private providers and TAFE Colleges), rural schools (K–10) and Education Support Centres to deliver the WACE. The demand for registration of non-school/RTO providers is increasing with the implementation of endorsed programs and raising of the school leaving age.

There is continuing concern about the risks for achieving comparability with state-wide standards associated with the growth in the number of organisations that may not be acquainted with the specialised requirements for senior secondary programs.

Accreditation of overseas providers of WACE

The Council accredits the programs of overseas providers (Curriculum Council subjects/courses). In 2007, nine overseas schools offered Council subjects/courses (four in Malaysia, two in China, one in

Singapore, one in Indonesia and one in Vietnam). Council fees cover all costs associated with accreditation, moderation, certification and external assessments.

Negotiations continued with a number of other overseas schools interested in offering the program.

Assessment support

During Term 1, assessment seminars providing teachers with opportunities to focus on the assessment and grading of student achievement were conducted for all implemented WACE courses and for new or inexperienced teachers of selected subjects. This sample was negotiated in the previous year with representatives of the education systems. Attendance was optional but highly recommended. A total of 73 seminars were conducted in the metropolitan area and in the regional centres of Bunbury, Albany, Geraldton and Kalgoorlie. Alternative arrangements were provided for more remote schools.

Table 9: Assessment seminars 2007 (2006 figures in brackets)

The Arts	11	(14)
English	26	(25)
Health and Physical Education	7	(5)
Languages (LOTE)	2	(1)
Mathematics	2	(3)
Science	5	(3)
Society and Environment	2	(1)
Technology and Enterprise	15	(7)
Vocational Subjects	3	(5)
Total	73	(64)

The Assessment and Grading Support Materials catalogue provides information about support materials for subjects. Materials include sample subject outlines, assessment programs, assessment tasks and annotated student work.

In addition, the Council website provides comprehensive teacher support materials for each of the implemented WACE courses.

Validation (moderation)

The curriculum officer responsible for each subject/course implemented a moderation strategy developed in accordance with the perceived risks and the resources available. This strategy involved the conduct of consensus meetings in all WACE courses, school moderation visits, the approval of proposed grades (in Year 12 subjects/courses only) and the acceptance of final grades (in all subjects/courses).

In 2007, a total of 127 consensus meetings were conducted for WACE courses. It is compulsory for each school offering a subject/course to send a representative to the consensus meeting in that subject/course, except in cases where the school is further than 200 kilometres from the venue. In these cases, alternative arrangements such as using mail, fax, teleconferences or videoconferences were implemented.

Table 10: Consensus meetings 2007

	2007	2006
The Arts	20	(9)
English	65	(23)
Health and Physical Education	19	(8)
Languages (LOTE)	0	(1)
Mathematics	0	(11)
Science	1	(2)
Society and Environment	0	(0)
Technology and Enterprise	22	(11)
Vocational Subjects	0	(10)
Total	127	(75)

Teacher feedback indicated that consensus meetings were important in establishing a common interpretation of the standards.

School moderation visits were conducted for TEE and WSA subjects. Schools were selected on a risk basis and from the country schools visit plan. Typically, school moderation visits were not conducted in the courses where consensus meetings were conducted. In 2007, a total of 1,360 school moderation visits were conducted.

Table 11: School moderation visits 2007 *

	2007	2006
The Arts	34	(133)
English	18	(111)
Health and Physical Education	33	(110)
Languages (LOTE)	31	(86)
Mathematics	191	(244)
Science	193	(230)
Society and Environment	123	(207)
Technology and Enterprise	485	(365)
Vocational subjects	252	(334)
Total	1360	(1820)

This number of moderation visits represents a sampling rate of 12.6% of the estimated 11,272 school/subject/course combinations and a decrease on the visitation rate in 2006 (14.8%). This does not include the large scale document validation strategy conducted in Term 1 for schools delivering a subject for the first time. These document validations provided early feedback and, where necessary, were followed by a grading validation later in the year.

Consensus meeting rates have been calculated by adding the number of schools offering the subjects/courses included in the consensus meeting lists, dividing by the total school/subject/course combinations and converting to a percentage. Consensus meetings targeted assessment and comparability in WACE courses. As a result of this focus and the implementation of four more WACE courses in 2007 the consensus meeting rate increased to 12.4% (7.0% in 2006).

Some WACE courses that were implemented in 2006/07 replaced multiple subjects resulting in a decrease in the total number of school/subject/course combinations. The number of combinations is an estimate based on the assumption that the number of courses can be determined by dividing the number of units offered by two.

The overall coverage of school/subject/course combinations (i.e. school moderation visit rate + consensus meeting rate) for 2007 was 25.0% (up from 21.8% in 2006).

Table 12: Coverage through moderation activities

Year	School/subject/ course combinations	School moderation visits (rate)	Consensus meetings (rate)	Overall coverage
1998	10 298	1 577 (15.3%)	2 459 (23.9%)	39.2%
1999	10 716	1 561 (14.6%)	2 251 (21.0%)	35.6%
2000	11 340	1 819 (16.0%)	1 807 (15.9%)	31.9%
2001	11 868	1 684 (14.2%)	2 331 (19.6%)	33.8%
2002	12 400	1 792 (14.5%)	2 706 (21.8%)	36.3%
2003	12 789	1 615 (12.6%)	2 083 (16.2%)	28.8%
2004	12 659	1 881 (14.9%)	2 224 (17.6%)	32.5%
2005	12 689	2 304 (18.2%)	2 542 (20.0%)	38.2%
2006	12 273	1 820 (14.8%)	856 (7.0%)	21.8%
2007	11 272	1360 (12.6%)	1395 (12.4%)	25.0%

As more WACE courses are implemented in 2008 and 2009, the school moderation visit rate will continue to fall while the consensus meeting rate will continue to rise.

The number of major non-compliance issues (i.e. issues that presented a risk to comparability) identified in school moderation visits and requiring the school to make a major adjustment fell by 25% in 2007.

Table 14 represents the total number of major adjustments required by learning area. The data includes separate counting of issues with course outlines, assessment programs, assessment tasks, assessment records, grade distributions as recorded in school moderation reports.

Table 13: Moderation problems: Major adjustments 2007

Curriculum area	Major adjustments	
	2007	2006
The Arts	19	(53)
English	23	(52)
Health and Physical Education	3	(10)
Languages (LOTE)	10	(23)
Mathematics	48	(21)
Science	75	(46)
Society and Environment	0	(42)
Technology and Enterprise: Business and Computing	14	(53)
Technology and Enterprise: Design and Technology	39	(7)
Vocational Education	22	(35)
Total	253	(342)

Curriculum officers monitor patterns of major moderation problems requiring follow up in their learning areas. Major non-compliance issues occurred where:

- Schools did not provide some of the materials requested for the moderation visit (see Appendix 4)
- Teachers were not aware of the requirements
- The teachers were new to the subject/course (often new to WA), and/or located in rural areas, with limited access to support
- There was a lack of in-school quality assurance and support.

Student appeals against school assessment

Students are made aware of their right to appeal against school assessment and grading through the Council Students' Information Kit. The number of student appeals against school assessment is one indicator of the degree to which students perceive fairness in the school's assessment of their achievement.

During 2007, curriculum officers handled a number of inquiries from parents and students expressing dissatisfaction with assessment processes in a subject/course in their school. Officers provided advice to these callers to explain the assessment requirements. They also explained that before lodging an appeal with the Council, it is necessary to provide documentary evidence of their attempts to resolve the issue with the school. The majority of these inquiries are anonymous. In those cases in which officers assist in the negotiation process, the majority are resolved to the satisfaction of the school and the student or parent. Data has not been gathered for these cases.

In 2007, there were three cases in which negotiations described above did not lead to a resolution satisfactory to students or parents (compared to one case in 2006). Each case was investigated by Council officers and considered by the Appeals Committee (which includes two school and two parent representatives). The appeals all related to implementation of the school's assessment policy. The Appeals Committee dismissed each of the appeals.

Assessment and Certification

Outcome 6: Assessments of student achievement are valid and credible in the post-compulsory years.

Outcome 7: Accurate information on student achievement is provided to inform the community and to facilitate post-school choice.

In 2007, the Council was responsible for the assessment and certification of 45,020 senior secondary students in WA. Of these, 11,765 sat at least one examination, 2,344 students achieved a VET qualification, 9,591 students completed structured workplace learning (SWL) subjects, 9,744 students completed at least one unit of VET stand-alone competency, and 4,029 students completed at least one integrated VET unit of competency.

Staff responsible for outcomes 6 and 7 were supported by:

- examining panels—one for each examination (34 panels)
- a special examination arrangements committee
- a sickness/misadventure committee
- a breaches of examination rules committee, and
- an awards and exhibitions committee

Raising the school leaving age

In 2007, the student information record system (SIRS) became the Council's main database for the collection, storage and reporting of student data. This database was designed and built by independent companies in consultation with the Council.

In accordance with the Acts Amendment (higher School Leaving Age and Related Provisions) Act 2005, 141,054 students (85,246 from government schools, 54,779 from non-government schools and 1,029 from other than government and non-government schools), from years 8 to 12, were registered with the Curriculum Council in 2007.

Under the Act, students are required to either remain at school or participate in other approved programs, including apprenticeships/traineeships, TAFE/RTO courses or employment, until the end of the year they turn 16 years of age. The age for participation in approved programs increases to 17 in 2008. Data on the participation of students in programs during 2007 is summarised in the following table:

Table 14: Participation of 1990 birth-year students in school and in non-school programs, 2007

	School	TAFE/ RTO	Apprenticeship/ traineeship	Employment	No program	Total
Full year participation ⁽¹⁾						
School ⁽²⁾	24,666					24,666
TAFE/RTO	556	347				903
Apprenticeship/ traineeship	494	16	495			1,005
Employment	476	74	32	225		807
<i>Sub-total</i>	26,192	437	527	225		27,381
Part year or no participation ⁽³⁾						
School	21					21
TAFE/RTO	8	20				28
Apprenticeship/ traineeship	1	5	11			17
Employment	2	1	0	56		59
No program	1,195 ⁽⁴⁾	0	0	0	747	1,942
<i>Sub-total</i>	1,227	26	11	56	747	2,067
Total	27,419	463	538	281	747	29,448

1. Includes students who have participated in a program or programs for more than nine months.
2. Includes 14,713 students at government schools, 9,893 students at non-government schools and 60 students in home education programs.
3. Students whose record shows they left their provider/left secondary education or were not re-registered at all in 2007 are included in these categories.
4. Includes three deceased students, two students who have left Western Australia and 1,190 students who have left school with no other provider recorded.

When comparing these statistics with the 2006 data, the level of participation in the various programs is similar. It is worth noting that only 2.5% (747) of children were not participating in a program in 2007 compared to 3.4% (997) in 2006.

Enrolment trends

There has been an upward trend in the number of students completing the Western Australian Certificate of Education. In 2007, there were 216 Year 12 students who achieved a WACE over three consecutive years (from their studies in Year 11 and Year 12).

Year 10 student enrolments

Figure 2 below shows the number of Year 10 students who enrolled in Year 11 (D code) Curriculum Council subjects from 2001 to 2006 and in Year 11 (D code) subjects and at least two WACE course units in 2007. There were 28 Year 10 students who were enrolled in E code subjects in 2007. Of these, 13 students were enrolled in at least one TEE subject as an examination candidate.

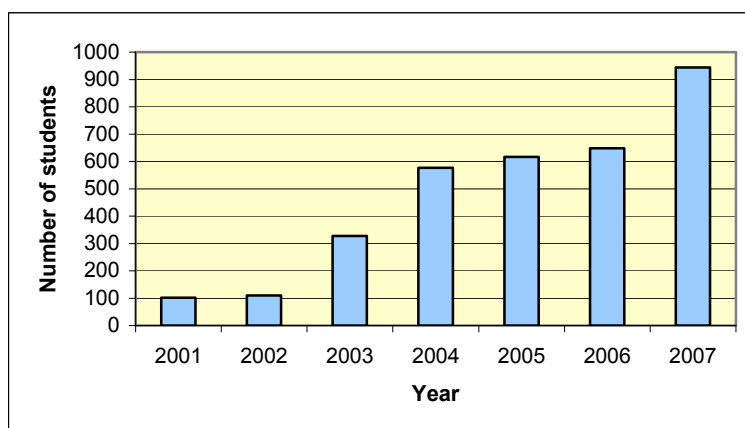


Figure 2: Number of Year 10 students who enrolled in subject/course units, 2001–2007

Year 12 Aboriginal/Torres Strait Islander student enrolments

Table 16 below indicates the number of Year 12 Aboriginal and Torres Strait Islander students who enrolled with the Council in 2007. The number of enrolments continued to increase each year until 2006, when there was a decrease. This may be a reflection of the change in the method of collecting data relating to Aboriginal and Torres Strait Islander students. In 2007, the number of enrolments increased. This may be attributed to the communication with schools explaining the importance of data provided to the Council.

Table 15: Year 12 Aboriginal/Torres Strait Islander enrolments, 2003–2007

Ethnicity	Number of students				
	2003	2004	2005	2006	2007
Aboriginal	321	351	382	337	384
Torres Strait Islander	22	25	30	10	5
Both Aboriginal and Torres Strait Islander	5	13	10	7	8
Total	348	389	422	354	397

External examinations enrolments

The number of students enrolled to sit for one or more TEE subject/WACE course examinations increased (by 9.4%) from 12,663 in 2006 to 13,855 in 2007. Of the 13,855 students – 6,436 (2006: 5,881) were male and 7,419 (2006: 6,782) were female; 61 (2006: 65) were Aboriginals/Torres Strait Islanders, 6,485 (2006: 5,988) attended a government school and 6,938 (2006: 6,616) attended a non-government school, 11,517 (2006: 10,254) attended schools in the metropolitan area, 1,906 (2006: 1,895) attended country schools and 419 (2006: 492) students studied overseas.

Table 16: Examination enrolments, as at October, 2003–2007 (one examination or more)

Enrolments	2003	2004	2005	2006	2007
<i>Gender</i>					
Male	6,439	6,353	6,322	5,881	6,436
Female	7,498	7,393	7,085	6,782	7,419
<i>System/Sector</i>					
Government	7,654	7,282	6,725	5,988	6,485
Non-government	5,932	6,046	6,261	6,161	6,938
Overseas	293	339	391	492	419
Private candidates	58	79	30	22	13
<i>Location</i>					
Metropolitan	11,476	11,378	11,012	10,254	11,517
Country	2,110	1,950	1,974	1,895	1,906
Overseas	293	339	391	492	419
Private candidates	58	79	30	22	13

Table 18 provides details of the students who enrolled to sit at least four TEE subject/WACE course examinations in the years 2005 to 2007.

Table 17: Examination enrolments, as at October, 2005–2007 (four or more examinations)*

Enrolments	2005	2006	2007
<i>Gender</i>			
Male	5,167	4,694	5,183
Female	5,895	6,782	6,015
<i>System/sector</i>			
Government	5,127	4,581	4,824
Non-government	5,534	5,397	5,952
Overseas	391	492	419
Private candidates	10	8	3
<i>Location</i>			
Metropolitan	9,028	8,407	9,313
Country	1,633	1,571	1,463
Overseas	391	492	419
Private candidates	10	8	3

*Data was analysed in this way from 2005.

The figures in tables 17 and 18 show:

- a small percentage change in the number of male and female students enrolled to sit the examination
- more females sat the examinations than males
- a decrease in the percentage of students attending government schools and an increase in the percentage of non-government students enrolled to sit the examinations
- a decrease in the number of students enrolling to sit the examinations from overseas schools in 2007. Prior to this, the number of these students had been increasing, and
- eighty per cent of the students who enrolled in an examination enrolled to sit four or more exams.

As indicated in figure 3, the most popular number of TEE subject/WACE course examinations enrolled in over the last five years was five subjects/courses.

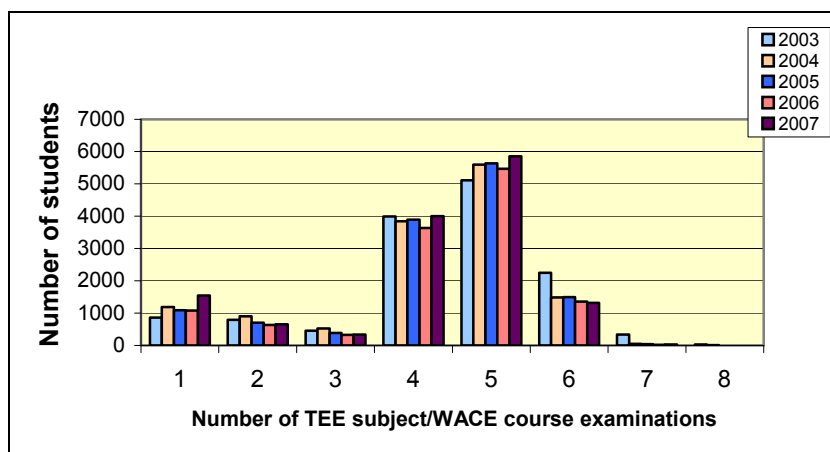


Figure 3: Number of students enrolled for a specific number of examinations, 2003–2007

Of the 38 examinations, English had the highest number of enrolments with 10,489 (2006: 8,457). Discrete Mathematics had the next highest with 7,739 (2006: 7,425). Hebrew had the lowest number of enrolments with four students. Previously, the lowest enrolments had occurred in Japanese: Advanced and Modern Greek.

In 2007, WACE course examinations were held for the first time in English, Engineering Studies and Media Production and Analysis. The number of students enrolled to sit each of the course examinations was 10,489, 168 and 1,055 respectively.

Applications were also received from 13 people who enrolled to sit subject/s and WACE courses in the external examinations as private candidates. That is, they had no school assessment included in their combined mark.

External examination attendance

In 2007, the number of students who sat at least one TEE subject/WACE course examination (11,765) increased when compared with 2006 and 2005 (2006: 10,953, 2005: 11,610). Although a corresponding increase may be expected in the number who sat for each examination, this increase was not distributed equally across subjects. Increases were recorded in 15 of the 38 examinations with conspicuous increases (more than 15%) being recorded in the following examinations: Chinese: Second Language (29.6%), English (24.0%); Geology (31.0%) and Modern Greek (83.3%).

There was a decrease in the percentage of students sitting for 18 of the 38 examinations. There were large decreases in the proportion of candidates who sat the examinations in Ancient History (29.5%), Chinese: Advanced (22.6%), Indonesian: Advanced (28.3%) and Malay: Advanced (34.9%). The number who sat the Indonesian: Advanced TEE has decreased for eight successive years.

Table 19 shows the change in the number of candidates who sat the TEE/WACE course examinations from 2003 to 2007.

Table 18: Change in the number of students who sat the TEE/WACE examinations, 2003–2007

	2003	2004	2005	2006	2007
Candidates who sat at least 1 TEE subject	12,426	11,652	11,610	10,953	11,765
Percentage change from previous year	1.3	-6.2	-0.4	-5.7	7.4
Candidates who sat at least 4 TEE subjects	10,998	10,273	10,437	9,989	10,757
Percentage change from previous year	1.3	-6.6	1.6	-4.3	7.7
Candidates for TEE/WACE examinations	56,490	51,537	51,897	49,273	52,625

These figures show that:

- There has been a gradual decrease in the number of candidates who sat at least one TEE subject/WACE course examination each year between 2003 and 2006. This pattern changed between 2006 and 2007 when the number of candidates who sat at least one TEE subject increased (by 812) to 11,765.
- There have been fluctuations in the number of students who sat at least four TEE subject/WACE course examinations between 2003 and 2007. The fluctuations appear to have been cyclic, with an overall decrease of 2.2% of candidates sitting four or more examinations for these years.
- Of the 13,855 candidates who were enrolled to sit one or more TEE subject/WACE course examinations, only 11,765 of these actually sat these examinations. This represents a 15.1% absentee rate compared to 13.5% for 2006, 13% for 2005, 15% for 2004 and 11% for 2003.
- Of the 11,198 candidates who were enrolled to sit four or more TEE subject/WACE course examinations, 10,757 of these actually sat these examinations. This represents a four per cent absentee rate, which is approximately the same as the figures for 2006 (5%), and 2005, 2004 and 2003 (6%).
- Of the 57,353 candidate/subject enrolments there were only 52,625 candidates/subjects present. This represents an absentee rate of 8.2% compared to 8.2% for 2006 and 8.4% for 2005.

Enrolments in units of competency are represented in the table below. In addition, in 2007, 139 students (226 in 2006) were given recognition of prior learning (RPL) in 812 competencies (1242 in 2006). Students given RPL are not included in the statistics in the following tables.

Table 19: Units of competency studied by Year 12 students, 2003–2007

	2003	2004	2005	2006	2007
Number of units of competency in which students were enrolled	53,310	61,643	59,713	61,822	68,479
Number and percentage of units of competency in which students studied	46,426 (87.1%)	50,082 (81.2%)	56,235 (94.2%)	59,976 (97.0%)	65,202 (95.2%)
Number and percentage of units of competency in which students withdrew	6,884 (12.9%)	4,648 (7.5%)	3,478 (5.8%)	1,846 (3.0%)	3,277 (4.8%)
Number and percentage of units of competency in which students achieved competency	38,334 (71.9%)	39,668 (64.4%)	46,975 (78.7%)	57,574 (93.1%)	56,706 (82.8%)

*Percentage is calculated of the number of units of competency in which students were enrolled.

Seven per cent of the students who studied four or more TEE subject/WACE course examinations also completed at least one VET unit of competency. This compares to 6%, 7% and 8% of students who studied at least four TEE subject/WACE course examinations and completed competencies in 2004, 2005 and 2006 respectively.

Examinations

The examination papers were valid and fair tests that provided balanced coverage of the various syllabuses, with adequate opportunities for candidates to demonstrate their achievement. Challenging questions in the papers served as good discriminators between candidates, allowing candidates to demonstrate their achievement fairly.

Access for candidates with disabilities

Candidates who could not adequately demonstrate the full extent of their academic achievement under standard examination conditions were allowed to take their examinations under special conditions.

Table 20: Distribution of special examination arrangements applications, 2006–2007

School System	2006				2007			
	Applications	%	Enrolments	%	Applications	%	Enrolments	%
Government	103	27.8	5,988	47.3	88	26.9	6,415	46.6
Catholic	82	22.2	2,821	22.3	85	26.0	3,214	23.3
Independent	183	49.5	3,340	26.4	154	47.1	3,716	27.0
Overseas	0	0.0	492	3.9	0	0.0	409	3.0
Private	2	0.5	22	0.1	0	0.0	13	0.1
Total	370	100	12,663	100	327	100	13,767	100

Twenty-seven applications (8.2%) were not supported (17 in 2006 – 4.6%). While this represents a higher proportion of applications not approved than last year, it is consistent with the historical rate (11.2% in 2003 and 8.5 % in 2002). Applications were received from 86 schools. There were 20 schools that submitted five or more applications and eight schools that submitted 10 or more applications.

The 276 successful applications for special examination arrangements covered a total of 1,189 examinations, an average of 4.3 examinations per candidate.

Table 21: Special examination arrangements by disability category, 2007

Category	Government			Non-government			Approved	Not approved	Withdrawn	Total
	Male	Female	Total	Male	Female	Total				
ADD/ADHD	3	1	4	19	8	27	27	0	4	31
Hearing	1	2	3	4	3	7	10	0	0	10
Illness	6	14	20	15	26	41	54	3	4	61
Fine Motor	6	6	12	7	8	15	22	3	2	27
Physical	3	3	6	5	5	10	14	0	2	16
Psychological	9	10	19	6	11	17	28	2	6	36
SLD*	10	5	15	67	49	116	107	19	5	131
Vision	3	6	9	3	3	6	14	0	1	15
Total	41	47	88	126	113	239	276	27	24	327

Note: ADD/ADHD = attention deficit disorder/attention deficit hyperactivity disorder; SLD = specific learning difficulty.

Conduct of the TEE

Practical examinations

Practical examinations were conducted in 11 subjects for about 2300 candidates and more than 800 Art visual diaries were submitted for marking. In 2007 for the first time, practical examinations in Aviation were conducted using a flight simulator.

Written examinations

The written components of examinations were held over 15 days with at least two subjects examined on each day, except the final day (when only one subject was examined). There were 589 people employed as supervisors (129 chief supervisors and 460 supervisors) at 134 examination centres throughout the State, interstate (three centres) and overseas (eight centres).

Metropolitan and some country chief supervisors attended a three-hour training workshop that dealt with examination protocol, conduct and specific duties. A focus of the meeting was an explanation of the new-style forms, designed to be optically scanned. It also addressed the reporting of suspected breach of examination rules.

During the written examinations, Council staff made 111 examination centre visits to 60 examination centres. Generally, staff reported that examination accommodation was satisfactory, supervisors were proactive within the examination room, and centres were well organised.

Breaches of examinations rules

During the 2007 examinations, 15 candidates were reported to the breaches of examination rules committee as having breached the examination rules. Fourteen of the candidates were found to have breached the examination rules. Thirteen had a mobile telephone in their possession and one had an iPod during an examination.

English language competence test

The English Language Competence Test is designed to give students who do not achieve a C grade in a Year 12 English subject (English, English Literature or English as a Second Language) the opportunity to demonstrate their capacity to fulfil the language competence component of the Western Australian Certificate of Education.

A total of 101 schools (106 in 2006) administered the test to 358 students. Seventy-five per cent of these students (268) passed this test. There were four more participants in 2007 than in 2006.

Marking of the examinations

More than 670 teachers and university lecturers were engaged to mark the written examination scripts in 2007. The practical component for 13 subjects was assessed by 166 teachers and university lecturers. Three subjects — Modern Greek, Arabic and Hebrew — were assessed by markers appointed through the South Australian and Victorian boards of study.

The total cost of marking the 2007 external examinations was \$1,580,561, an increase of 49.5 per cent on 2006. The cost increase was due to the increase in the number of scripts marked (6.7 %) and the increase in payment rates awarded to markers and chief markers.

Written papers

There were 52,551 written scripts marked (49,273 in 2006) by 672 markers. Pre-marking meetings between marking teams and chief markers established agreed marking guidelines through sample marking and discussion of the examination papers, a process overseen by Council subject moderators. A number of subjects experienced difficulties caused by markers withdrawing from the marking team very late in the process (for reasons not related to the marking process), and replacement markers were difficult to find at short notice. In every case, a suitable replacement was found.

In 2007, online marking was introduced for one course, Media Production and Analysis. The use of teleform technology for marks collection was extended to all subjects and courses, except Information Systems.

An independent review of the online marking process was undertaken. This review provided useful advice which will be followed when more subjects/courses are marked online in 2008.

Checking of marks

A total of 342 candidates requested checks of their examination scripts in 632 examinations, to determine if computational errors were made. This represented 1.2 per cent of the 52,551 examinations undertaken. Eight errors were detected. One-hundred and fifty-two candidates sought a breakdown of their examination scores in a total of 389 examinations (117 candidates in 288 examinations for 2006).

Requests for scripts

Candidates who sat the external examinations in 2007 were given the opportunity to purchase copies of their examination scripts. Scripts were made available to candidates when all the processes connected with the examinations had been completed. Three-hundred and-four scripts were requested by 99 candidates, which raised revenue of \$3,157 (\$3,071 in 2006 from 102 candidates).

Special considerations for candidates

One of the strengths of the Council's internal–external assessment system is that it is possible to make accurate assessments of students' academic achievements if they are absent or handicapped by sickness or misadventure immediately before, or on the day of, the TEE/WACE examinations.

Table 22: Sickness/misadventure applications by sector and gender, 2007

School type	Female		Male		Total		Enrolments*
Government	105	47.5%	47	38.9%	152	44.4%	6,415 (46.6%)
Non-government	112	50.7%	73	60.3%	185	54.1%	6,930 (50.4%)
Overseas**	4	1.8%	1	0.9%	5	1.5%	409 (3.0%)
Total	221		121		342		13,754

* Number of school candidates enrolled to sit TEE/WACE (as of 4/12/07) – excludes totally private candidates.

** Overseas schools

Note: The proportion of female applicants has decreased slightly in 2007. Ratio of females to males is 1.8:1 (2.2 in 2006).

In 2007, the number of applications received was 342, which represented a slight decrease (6%) on the number of applications received in 2006.

Table 23: Outcome of sickness/misadventure applications, 2004-2007

	2004		2005		2006		2007	
All subjects accepted	369	87.6%	413	88.1%	317	86.6%	292	85.4%
No subjects accepted	29	6.9%	39	8.5%	35	9.6%	31	9.0%
Some subjects accepted	23	5.5%	17	3.6%	14	3.8%	19	5.6%
Total	421		469		366		342	

Evaluation of the examination papers

The 2007 examination papers have been evaluated statistically and in terms of public comments on them. In 2007, new examinations were introduced for English, Engineering Studies and Media Production and Analysis.

Full use of the marking scale

Examiners are expected to make full use of the marking scale. A restricted range of marks increases the risk of mis-ranking candidates. In nine subjects/courses, the marks spanned 90 or more percentage points, and in a further 15 subjects/courses, the range was 80–89.

Level of difficulty

Examiners were asked to set examinations that would result in mean raw marks of 55–60 per cent. Nineteen examining panels (15 in 2006) achieved the desired level of difficulty. Aviation, Discrete Mathematics, Information Systems, Media Production and Analysis and Engineering Studies had comparatively difficult papers. As Media Production and Analysis and Engineering Studies were examined for the first time in 2007, a number of factors were considered for explanation of the low mean mark. The 2008 examining panel will be asked to consider the possibility that the examination items were too difficult.

Three subjects had comparatively easy papers with mean marks above 65 — English as a Second Language (69.37), Geology (67.02) and German (65.51). In 2008 English as a Second Language and Geology will be replaced by new WACE courses.

Reliability

The reliability indicates how internally consistent the examination is. A high reliability is needed for candidates to be ranked accurately. A perfectly reliable examination would be completely free of errors of measurement and would produce the same candidate scores each time it was set and marked. A perfectly reliable examination would have all items measuring in the same dimension and would result in a reliability of 1.0.

Overall, the reliabilities of all of the examinations were high in 2006, considering that they were untried tests; they averaged 0.82. Fifteen subjects had a higher reliability in 2007 than in 2006, while 12 had lower reliabilities.

Concurrent evidence for validity

The Pearson correlation coefficient between the standardised examination marks and the standardised moderated school assessments provides the concurrent evidence for validity of the paper. A perfectly linear relationship between candidates' standardised examination marks and standardised moderated school assessments would result in a correlation of 1.0 and would be evidence that the examination measured the same achievements as were assessed in class by teachers.

The correlations between school-based marks and the examinations were generally high, averaging 0.85 (the same as in 2006), implying that, to a considerable extent, the examinations assessed the same achievements as school-based assessments.

Public comment

Forty-four online comments on the content of the examination papers were received and were sent to the appropriate syllabus committees for discussion. The majority of these comments related to Engineering Studies. The Engineering Studies examination was problematic mostly because of different interpretations of the syllabus.

Following this feedback an independent review was conducted on the examination setting procedures and processes.

Endorsement of examination papers

Statistical evidence from the 2006 examination papers indicates that the overall quality of the examinations remains high. The high reliability statistics would not be possible without a high level of comparability in the marking process. Strong evidence for validity comes from:

- the methodology of test construction and quality control
- high internal consistency as evidenced by high reliability statistics
- statistical evidence for concurrent validity, and
- overall public acceptance of the examinations.

Stakeholders, through their representation on syllabus committees and the Senior Schooling Education Committee, concluded that the 2007 examination papers provided valid and credible assessment of the appropriate Year 12 subjects/WACE courses.

Comparability of achievement in TER subjects

The marks-adjusting programs of statistical moderation, standardisation and scaling were executed without error. This was confirmed by manual integrity checks and an absence of errors reported by the public.

Comparability of achievement in WACE courses — the GAT

In June 2007, the general achievement test (GAT) was conducted for all Year 12 students enrolled in at least one unit of the following WACE courses:

- Aviation
- Engineering Studies
- English
- Media Production and Analysis

The test was set by the Australian Council for Educational Research (ACER) for the Victorian Curriculum and Assessment Authority (VCAA). A total of 14,659 students sat the test.

The course-based reports were discussed with teachers at consensus meetings held during August. A CD-ROM and the student reports were sent to principals during the first week of September. Students, through their schools, were provided with a report stating their achievement in the three components of the test.

In 2007, state-wide outcome achievements in the courses Aviation, Engineering Studies, English and Media Production and Analysis were modelled through use of a multiple-regression analysis of GAT sub-scale data. The model was used to predict outcome achievements in these courses and identify schools with reported assessments which differed significantly from model predictions.

The results of the 2007 study were inconclusive due to continuing suspicions that the test was not taken seriously by a large number of students, and the suggestion that a more sophisticated analysis was required than the initially recommended regression analysis.

Following an independent review of the GAT it was decided to discontinue the test. The GAT was originally introduced to assist schools with the assessment of student's work using level and band ratings. The renewed primacy of 'marks' in the production of scaled scores for tertiary entrance meant the original purpose for the GAT no longer existed.

Certification of student achievement

In 2007, 18,357 Year 12 students achieved a Western Australian Certificate of Education (WACE). In 2007, 286 Aboriginal and Torres Strait Islander students were eligible for a WACE. Of these, 251 (87.8 per cent) achieved a WACE. There were 20,339 (20,018 in 2006) statements of results produced for the cohort of Year 12 students. There were 24,681 (24,410 in 2006) statements of results issued to Year 11 students who completed either one upper-school Curriculum Council subject or a unit of competency or a course unit or an endorsed program in 2007. In 2007, the Council recorded 3,337 VET qualifications on 2,401 Year 12 students' statements of results.

Acknowledging excellence

This year, 997 exhibitions and awards (1086 in 2006) were granted to senior secondary students in recognition of educational excellence.

Table 24: Number of exhibitions and awards, 2007

<i>Award</i>	<i>Number awarded</i>
Beazley Medal: TEE	1
Beazley Medal: VET	1
General Exhibitions	40
Subject Exhibitions	54
TEE subjects/WACE courses	29
WSA subjects	25
Special Subject Awards	4
TEE subjects/WACE courses	3
WSA subject	1
Certificate of Distinction	369
TEE subjects/WACE courses	259
WSA subjects	110
Special Certificate of Distinction	15
TEE subjects/WACE courses	13
WSA subjects	2
Certificate of Excellence	513
<i>Total</i>	997

Awards presentation

More than 2000 people attended the Curriculum Council Exhibitions and Awards presentation ceremony on 12 February 2008 at the University of Notre Dame. During the evening, students provided music and entertainment. Sponsorship worth \$41,000 was raised from 15 organisations to assist with the ceremony. In-kind sponsorship was received from a further two organisations.

Public relations

Media coverage of the 2007 external examinations began in August with the *West Australian's* TEE Extra feature, which included frequently asked questions and study tips from subject experts and former high-achieving students. Media coverage of the examinations and results extended from November 2007 to February 2008.

Media enquiries throughout the exam period primarily focused on the new courses being examined for the first time – Engineering Studies, English and Media Production & Analysis.

This year's awards and exhibitions feature was coordinated by *The Sunday Times* and featured an eight-page liftout. Articles featured the two Beazley medallists, as well as Christ Church Grammar School's dominance in the list of the general exhibition award winners.

Following the wider distribution of the awards results, local and regional papers eagerly publicised their local winners. By February, more than 50 stories had appeared in local and regional newspapers.

School statistics

During the year, over eighty requests were made from a wide range of sources for data, including performance of schools, subject enrolments and trends in student achievement. For the first time, schools were able to produce reports, via the internet (SIRS), that related to their students' current registration, enrolments, examination arrangements and results. Previously, schools received some of this information in large computer printouts. This information was accurate only at the time of printing, whereas schools are now able to generate accurate reports when required.

The Year 12 performance data was released at a media conference on Tuesday 8 January 2008. The heads of the school sector/systems were represented on the panel and provided comments to the media. This collective approach ensured the media had access to balanced information and comment.

The data was also published on the Council's website. The tables were accompanied by comments cautioning the reader about making assumptions about the information.

Appendices

Appendix 1: Aboriginal Advisory Committee

Role

The Aboriginal Advisory Committee meets quarterly to advise the Council on action required to ensure that:

- the curriculum is inclusive of Aboriginal students across all phases of schooling
- Aboriginal perspectives are embedded across learning areas to support student achievement of outcomes in the ongoing development and implementation of the curriculum
- processes for consultation and for communication of information about Council matters are conducted appropriately
- flexible approaches and specific strategies are introduced to accelerate the rate of achievement of Aboriginal students, and
- Aboriginal students' achievement of the Western Australian Certificate of Education (WACE) is enhanced with open pathways to university studies, vocational education and training or employment.

Membership

The membership of this committee has been expanded to ensure the representation of a diverse range of expertise in relation to the education of Aboriginal students. Membership as of 30 June 2008:

Ms Carol Garlett (Chair)	Aboriginal Education and Training Council Curriculum Council
Ms Donna Bridge	Department of Education and Training
Ms Robyn Collard	Catholic Education Office
Mr David Cusack	Catholic Education Office
Mr Daryl Eades	Association of Independent Schools of WA
Ms Gina Hill	Department of Education and Training (VET)
Ms Mary-Ellen Passmore-Edwards	Aboriginal Education and Training Council
Mr Bruce Roper	Department of Education and Training
Dr Ann Galloway	Edith Cowan University
Ms Madeline Bray	Aboriginal Education West Coast DEO
Ms Collene Castle	Aboriginal Services Swan TAFE
Ms Sue Beath	Aboriginal Education Swan DEO
Ms Barbara Clayton	Community Engagement DET
Ms Christine Reich	Winterfold Primary School
Ms Ellen Tomsett	Aboriginal Education Fremantle/Peel DEO

Achievements 2007-08

The committee has:

- recommended that a survey be conducted by the Council to identify those elements that impact on the achievement and wellbeing of Aboriginal students at senior secondary level
- provided useful advice on the development of an integrated program demonstrating one way of ensuring the WACE is accessible to Aboriginal students in remote schools
- ensured that Aboriginal perspectives are embedded across learning areas to support student achievement of outcomes in the ongoing development and implementation of the *Curriculum Framework*
- monitored and advised on the implementation of the Aboriginal Languages of WA and the Aboriginal and Intercultural Studies courses

- reviewed the development of policy pertaining to the education of Aboriginal students and the embedding of Aboriginal perspectives across the curriculum in other states and considered how this may impact on policy development as it relates to the Council, and
- advised and supported the Council as to the professional development of staff in relation to events such as the Government apology to Aboriginal people and NAIDOC week.

Appendix 2: Curriculum Framework Committee

Terms of Reference

The Curriculum Framework Committee has delegated authority to:

- a) Provide a forum for consultation with and collaboration between school sector/systems, the academic community, professional associations and community representatives on curriculum from Kindergarten to Year 10.
- b) Provide advice to the Council on:
 - jurisdictional responses required in relation to developments in national curriculum and assessment;
 - the potential impact and implications of developments in national curriculum and assessment; and
 - identification of priorities for the development of related support documentation and professional development plans.
- c) Maintain a coordinating role in relation to the implementation of the *Curriculum Framework*, namely in relation to:
 - support documents and professional development plans required for implementation of the *Curriculum Framework*;
 - any reporting requirements approved by the Council; and
 - the process of exemptions from the *Curriculum Framework*.
- d) Consider any matter referred to the Committee by the Council.

Chair

Mrs Audrey Jackson Association of Independent Schools of WA (Inc)

Members

Ms Chrissy Gamble	All Saints' College
Mr Louis Zeid	Joondalup Primary School
Mr Steve Gibson	Currambine Catholic Primary School
Prof Bruce Shortland-Jones	Curtin University
Mr Andrew Thompson	Department of Education and Training
Dr Lennie Barblett	Edith Cowan University
Ms Robyn Collard	Catholic Education Office
Mr Shaun Mayne	Catholic Education Office
Ms Jayne Johnston	Department of Education and Training
Ms Valerie Gould	Association of Independent Schools of WA (Inc)
Ms Jenny Firth	Safety Bay Senior High School

Appendix 3: Senior Secondary Education Committee

Role

To advise the Council and act within the authority delegated by the Council on the accreditation and assessment of Year 11 and Year 12 courses, including subjects to be assessed for tertiary entrance and VET in schools.

Terms of Reference

- Develop and accredit senior secondary courses/endorsed programs that are relevant to the needs of students, including admission to vocational education and training, university education and employment.
- Coordinate assessment of achievement of students undertaking senior secondary schooling, including the conduct, method, and comparability of those assessments.
- Oversee matters related to vocational education and training in schools.
- Provide a forum for consultation with and collaboration between secondary education sector/systems, senior secondary education sectors and community representatives on senior secondary schooling.
- Refer any matter arising from terms of reference 1, 2 or 3 that the committee considers should be considered or resolved by the Council.
- Consider and draw to the attention of the Council the likely impact on schools, financial or otherwise, of any changes to the development and accreditation of senior secondary subjects or assessment of student achievement or admission requirements of senior-secondary institutions.
- Consider matters referred to the committee by the Council.

Chair

Robert Player Department of Education and Training

Members

Mr Iain McDougall	Hospitality Group Training (WA) Inc
Assoc. Prof David Macey	Murdoch University
Ms Brenda Micale	Department of Education and Training
Mr Mark Newhouse	Association of Independent Schools of WA (Inc)
Assoc. Prof Jane Long	University of Western Australia
Mr Rob Nairn	WASSEA
Ms Anne Griffiths	Chamber of Commerce & Industry
Mr Paul Shanahan	Independent Education Union of WA
Mrs Shelley Hill	Community representative
Ms Andrea Vinciullo	Central TAFE
Mr Stephen Hoath	Tertiary Institutions Service Centre
Mr John Nelson	Catholic Education Office
Ms Lois Joll	Department of Education and Training
Prof Michael O'Neill	University of Notre Dame
Dr Tony Fetherston	Edith Cowan University
Dr Chris Brook	Curtin University

Glossary of terms

Acronyms used in this report

AETC	Aboriginal Education and Training Council
AISWA	Association of Independent Schools of Western Australia
ANTA	Australian National Training Authority
ARM	Assessment, Review and Moderation panel
CAF	Common Assessment Framework
CFC	Curriculum Framework Committee
CEO	Catholic Education Office
DES	Department of Education Services
DET	Department of Education and Training
ECU	Edith Cowan University
ESL	English as a Second Language
FOI	Freedom of information
GAT	General achievement test
GESB	Government Employees Superannuation Board
GSS	Gold State Superannuation
LOTE	Languages other than English
NTF	National Training Framework
PD	Professional development
RTO	Registered training provider
SAL	School apprenticeship link
SBA	School-based apprenticeship
SBT	School-based traineeship
SIRS	Student information record system
SIS	Student information system
SSEC	Senior Secondary Education Committee
SSTUWA	State School Teachers' Union of WA
SWL	Structured workplace learning
TAC	Training Accreditation Council
TAFE	Technical and Further Education
TEE	Tertiary entrance examination
TER	Tertiary entrance rank
TISC	Tertiary Institutions Service Centre
TRIM	Tower records information management
UWA	The University of Western Australia
VET	Vocational education and training
WA	Western Australia
WACE	Western Australian Certificate of Education
WACSSO	Western Australian Council of State School Organisations
WASSEA	Western Australian Secondary School Executives Association
WATC	Western Australian Treasury Corporation (WATC)
WSA	Wholly school-assessed
WSS	West State Superannuation

Nb. The Curriculum Council is referred to as the Council throughout the report.



Auditor General

INDEPENDENT AUDIT OPINION

To the Parliament of Western Australia

CURRICULUM COUNCIL FINANCIAL STATEMENTS AND KEY PERFORMANCE INDICATORS FOR THE YEAR ENDED 30 JUNE 2008

I have audited the accounts, financial statements, controls and key performance indicators of the Curriculum Council.

The financial statements comprise the Balance Sheet as at 30 June 2008, and the Income Statement, Statement of Changes in Equity and Cash Flow Statement for the year then ended, a summary of significant accounting policies and other explanatory Notes.

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

Council's Responsibility for the Financial Statements and Key Performance Indicators
The Council is responsible for keeping proper accounts, and the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions, and the key performance indicators. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial statements and key performance indicators that are free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; making accounting estimates that are reasonable in the circumstances; and complying with the Financial Management Act 2006 and other relevant written law.

Summary of my Role

As required by the Auditor General Act 2006, my responsibility is to express an opinion on the financial statements, controls and key performance indicators based on my audit. This was done by testing selected samples of the audit evidence. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion. Further information on my audit approach is provided in my audit practice statement. Refer "<http://www.audit.wa.gov.au/pubs/Audit-Practice-Statement.pdf>".

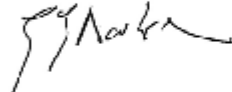
An audit does not guarantee that every amount and disclosure in the financial statements and key performance indicators is error free. The term "reasonable assurance" recognises that an audit does not examine all evidence and every transaction. However, my audit procedures should identify errors or omissions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

Curriculum Council
Financial Statements and Key Performance Indicators for the year ended 30 June 2008

Audit Opinion

In my opinion,

- (i) the financial statements are based on proper accounts and present fairly the financial position of the Curriculum Council at 30 June 2008 and its financial performance and cash flows for the year ended on that date. They are in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the Treasurer's Instructions;
- (ii) the controls exercised by the Council provide reasonable assurance that the receipt, expenditure and investment of money, the acquisition and disposal of property, and the incurring of liabilities have been in accordance with legislative provisions; and
- (iii) the key performance indicators of the Council are relevant and appropriate to help users assess the Council's performance and fairly represent the indicated performance for the year ended 30 June 2008.

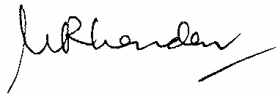


GLEN CLARKE
ACTING AUDITOR GENERAL
26 September 2008

**Curriculum Council
Key Performance Indicators**

Certification of Key Performance Indicators

We hereby certify that the performance indicators are based on proper records, are relevant and appropriate for assisting users to assess the Curriculum Council's performance, and fairly represent the performance of the Curriculum Council for the financial year ended 30 June 2008.



**W.R. LOUDEN
CHAIRPERSON**



**D.A. WOOD
CHIEF EXECUTIVE OFFICER**

Date: 9 September 2008

Agency level government desired outcomes, services and performance information

Relationship to government goal

Government goal	Desired outcomes	Services
Enhancing the quality of life and wellbeing of all people throughout Western Australia by providing high quality, assessable services.	Continuous development of student learning and curriculum for Western Australian schools	1. Curriculum implementation and maintenance
		2. Course development and approval
	An equitable student assessment system to ensure confidence is maintained in Western Australian education standards	3. Student assessment and certification

Outcome: Continuous development of student learning and curriculum for Western Australian schools.

Key effectiveness indicator

The progress with implementation of the *Curriculum Framework* was determined in a formal *Curriculum Framework* implementation survey sent to all schools in Western Australia.

	2008 target	2008 ^(a) actual	2007 ^(a) actual	2006 actual	2005 ^(b) actual
Schools that are monitoring students' progressive achievement of the <i>Curriculum Framework</i> comprising the achievements below (either under development or fully integrated across the school):					
• implemented the <i>Curriculum Framework</i> supported by whole-school planning	100%	99%	99%	93%	76%
• mechanisms in place to monitor and review the effectiveness of implementation of the <i>Curriculum Framework</i> on an ongoing basis	100%	99%	97%	86%	73%
• monitored students' progressive achievement of the outcomes in the <i>Curriculum Framework</i>	100%	99%	98%	87%	65%

(a) Details of survey:

Population and sample size: 1116 (2007:1109) schools

Response size: 1116 (2007:1101) schools

Response rate: 100 % (2007:99%)

Sample selection (2008 and 2007): all schools in Western Australia were surveyed

(b) Financial year 2004-05 was the first year of these measurements.

Key effectiveness indicator

	Students				
	2008		2007 ^(a)		
	Number of responses ^(b,c)	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^(b,c)	Courses relevance (scale 1 to 7) ^(d)	
Acceptance by stakeholders that the courses developed or reviewed and approved were relevant to student learning needs.	Year 11	8,044	4.8	16,975	4.9
	Year 12	10,983	4.9	9,683	5.0
	Teachers				
	Number of responses ^(b,e)	Courses relevance (scale 1 to 7) ^(d)	Number of responses ^(b)	Courses relevance (scale 1 to 7) ^(d)	
	Year 11	175	4.8	697	5.0
	Year 12	179	4.4	135	5.3

- (a) Financial year 2006-07 was the first year of these measurements.
- (b) Performance against the indicator was determined from the results of a survey of teachers and students conducted during the financial year 2007-08 (2007:2006-07).
- (c) Student response rate was approximately 40% (2007:48%) of a stratified sample of 20% of the total student enrolments. Sample was stratified on city and country and government and non government schools.
- (d) Scale range is from 1 (low) to 7 (high).
- (e) The collection method for the next financial year ending 30 June 2009 has been modified to significantly increase the teacher response rate.

Service 1: Curriculum implementation and maintenance

Service description

The development and support provided for implementation of the *Curriculum Framework* for schooling which, taking into account of the needs of the students, sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire.

Key efficiency indicator

	2008 target	2008 actual	2007 actual	2006 actual	2005 actual	2004 actual
Average cost per teacher ^(a) for documents, advice, information, consultation and monitoring	\$124	\$10 ^(b)	\$121	\$114	\$159	\$112

(a) The number of teachers was based on a census conducted by the Department of Education and Training, the Catholic Education Office and the Association of Independent Schools of Western Australia.

(b) Service 1 ceased in early 2008 with the transfer of the implementation of the *Curriculum Framework* to Service 2. The average cost was based on cost incurred prior to the transfer.

Service 2: Course development and approval

Service description

Course development facilitates the adjustment of courses to ensure they are relevant to the continuously changing requirements of student learning needs.

Key efficiency indicator

	2008 target	2008 actual ^(a)	2007 actual ^(a)	2006 actual ^(b)	2005 actual ^(c)	2004 actual ^(c)
Average cost per course developed or reviewed and approved	\$217,468	\$299,327	\$179,800	\$17,872	\$6,520	\$5,044

(a) A new course approval process was put in place at the end of 2006-07. Additional costs involved with re-writing new courses, professional training and consultation with teachers resulted in the variation of costs between the 2008 actual with the 2008 target and 2007 actual.

(b) Financial year 2005-06 was the final year for calculating the average cost based on a combination of a number of subjects and courses. The average cost from the financial year 2006-07 was based only on the number of courses. One of the main outcomes of the senior school reform was the rationalising of a very large number of subjects and courses down to 50 in 2006-07. This number was raised to 52 during 2007-08.

(c) These indicators were based on number of subjects.

Outcome: An equitable student assessment system to ensure confidence is maintained in Western Australian education standards.

Key effectiveness indicator

	2008 target	2008 actual ^(a)	2007 actual	2006 actual ^(b)	2005 actual ^(b)	2004 actual ^(b)
Acceptance by stakeholders that the measures of student achievement were valid and credible	100%	100%	100%	100%	100%	100%

(a) 2008 actual indicator was based on unanimous acceptance of the 2007 accreditation and moderation report and 2007 certification and examination report by stakeholders represented on the Senior Secondary Education Committee (SSEC). The role and membership of the SSEC is provided in the appendix to the Annual Report. Acceptance by SSEC was based on reports on the moderation of school assessment and the external assessment and certification of Year 12 students. Amongst these reports is the report on result checks requested by students.

(b) Prior to financial year 2006-07, the committee responsible for the process was called the Post-Compulsory Education Committee.

Service 3: Student assessment and certification

Service description

To ensure that valid and credible information on student achievement of schooling in their post-compulsory courses is provided to facilitate their post-school choice and to inform the community.

Key efficiency indicator

	2008 target	2008 actual	2007 actual	2006 actual	2005 actual	2004 actual
Average cost of school/subject combinations awarding numerical assessment and/or grades	\$433 ^(a)	\$235 ^(a,b)	\$164	\$159	\$133	\$109
Average cost per student receiving a statement of results	\$128	\$161 ^(b)	\$117	\$118	\$100	\$84

(a) The budget target was based on apportionment of costs for new approved courses to be implemented in 2007-08. Implementation of the new courses was delayed due to a new course approval process put in place at the end of 2006-07.

(b) Higher costs for assessment and conduct of the 2007 external examinations due to new examinations for three courses and higher rates paid to the exam contractors (examiners, supervisors and markers).

**Curriculum Council
Financial Statements**

Certification of Financial Statements

The accompanying financial statements of the Curriculum Council have been prepared in compliance with the provisions of the Financial Management Act 2006 from proper accounts and records to present fairly the financial transactions for the financial year ending 30 June 2008 and the financial position as at 30 June 2008.

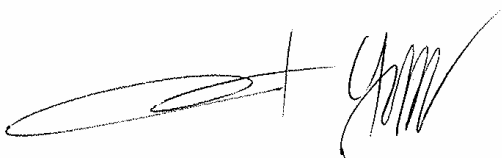
At the date of signing we are not aware of any circumstances which would render the particulars included in the financial statements misleading or inaccurate.



**W.R.LOUDEN
CHAIRPERSON**



**D.A.WOOD
CHIEF EXECUTIVE OFFICER**



**Y.H.SEETOH
ACTING CHIEF FINANCE OFFICER**

Date: 9 September 2008

Curriculum Council

Income Statement for the year ended 30 June 2008

	Note	2008 \$000	2007 \$000
COST OF SERVICES			
Expenses			
Employee benefits expense	4	15,470	11,838
Supplies and services	5	8,051	5,412
Accommodation expenses	6	1,037	980
Depreciation and amortisation expenses	7	465	203
Finance costs	8	2	5
Grants and awards	9	324	270
Capital user charge	10	-	396
Other expenses	11	363	167
Total cost of services		25,712	19,271
Income			
Revenue			
Sales and fees	12	887	1,102
Grants and contributions	13	39	38
Other revenue and recoveries	14	212	47
Total income other than income from State Government		1,138	1,187
NET COST OF SERVICES		24,574	18,084
INCOME FROM STATE GOVERNMENT			
	15		
Service appropriations		24,169	20,027
Resources received free of charge		152	239
Total income from State Government		24,321	20,266
SURPLUS/(DEFICIT) FOR THE YEAR		(253)	2,182

The Income Statement should be read in conjunction with the accompanying notes.

Curriculum Council

Balance Sheet as at 30 June 2008

	Note	2008 \$000	2007 \$000
ASSETS			
Current Assets			
Cash and cash equivalents	16	4,125	5,583
Inventories	17	517	252
Receivables	18	261	97
Amount receivable for services	19	210	190
Pre-payments		38	39
Total current assets		<u>5,151</u>	<u>6,161</u>
Non-Current Assets			
Restricted cash and cash equivalents	16	511	311
Amount receivable for services	19	1,108	177
Plant and equipment	20	205	293
Intangible assets	21	2,266	30
Project-in-progress	22	1,222	2,771
Total non-current assets		<u>5,312</u>	<u>3,582</u>
Total assets		<u>10,463</u>	<u>9,743</u>
LIABILITIES			
Current Liabilities			
Payables	23	162	42
Borrowings	24	-	97
Provisions	25	1,548	1,202
Other liabilities	26	207	158
Total current liabilities		<u>1,917</u>	<u>1,499</u>
Non-Current Liabilities			
Provisions	25	536	210
Total non-current liabilities		<u>536</u>	<u>210</u>
Total liabilities		<u>2,453</u>	<u>1,709</u>
NET ASSETS		<u>8,010</u>	<u>8,034</u>
EQUITY			
	27		
Contributed equity		5,532	5,303
Accumulated surplus		2,478	2,731
TOTAL EQUITY		<u>8,010</u>	<u>8,034</u>

The Balance Sheet should be read in conjunction with the accompanying notes.

Curriculum Council

Statement of Changes in Equity for the year ended 30 June 2008

	Note	2008 \$000	2007 \$000
Balance of equity at start of period	27	<u>8,034</u>	<u>4,218</u>
CONTRIBUTED EQUITY			
Balance at start of period		5,303	3,669
Capital contribution		<u>229</u>	<u>1,634</u>
Balance at end of period		<u>5,532</u>	<u>5,303</u>
ACCUMULATED SURPLUS			
Balance at start of period		2,731	549
Surplus/(deficit) for the period		<u>(253)</u>	<u>2,182</u>
Balance at end of period		<u>2,478</u>	<u>2,731</u>
Balance of equity at end of period		<u>8,010</u>	<u>8,034</u>
Total income and expense for the period ^(a)		<u>(253)</u>	<u>2,182</u>

(a) The aggregate net amount attributable to each category of equity is:
Deficit \$253,000 (2007: surplus \$2,182,000)

The Statement of Changes in Equity should be read in conjunction with the accompanying notes.

Curriculum Council

Cash Flow Statement for the year ended 30 June 2008

	Note	2008 \$000	2007 \$000
CASH FLOWS FROM STATE GOVERNMENT			
Service appropriation		23,028	19,839
Capital contributions		229	1,634
Holding account drawdowns		190	147
Net cash provided by State Government		<u>23,447</u>	<u>21,620</u>
Utilised as follows:			
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee benefits		(14,996)	(11,370)
Supplies and services		(8,453)	(5,130)
Accommodation expenses		(1,037)	(980)
Finance costs		(2)	(6)
Capital user charge		-	(396)
Grants and awards		(325)	(271)
GST payments on purchases		(749)	(552)
Receipts			
Sale of goods and services		1,009	1,037
Grants from state agencies		13	33
Grants from non-government sources		26	5
Other receipts		215	46
GST receipts on sales		97	122
GST receipts from taxation authority		665	434
Net cash used in operating activities	28	<u>(23,537)</u>	<u>(17,028)</u>
CASH FLOWS FROM INVESTING ACTIVITIES			
Purchase of non-current physical assets		(1,071)	(991)
Net cash used in investing activities		<u>(1,071)</u>	<u>(991)</u>
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings from the WA Treasury Corporation		(97)	(10)
Net cash used in financing activities		<u>(97)</u>	<u>(10)</u>
Net (decrease)/increase in cash		(1,258)	3,591
Cash and cash equivalents at the beginning of period		5,894	2,303
CASH AND CASH EQUIVALENTS AT THE END OF THE PERIOD	28	<u>4,636</u>	<u>5,894</u>

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

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

1. Australian equivalents to International Financial Reporting Standards

General

The Curriculum Council's financial statements for the year ended 30 June 2008 have been prepared in accordance with Australian equivalents to International Financial Reporting Standards (AIFRS), which comprise a Framework for the Preparation and Presentation of Financial Statements (the Framework) and Australian Accounting Standards (including the Australian Accounting Interpretations).

In preparing these financial statements the Curriculum Council has adopted, where relevant to its operations, new and revised Standards and Interpretations from their operative dates as issued by the Australian Accounting Standards Board and formerly the Urgent Issues Group (UIG).

Early adoption of standards

The Curriculum Council cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. No Standards and Interpretations that have been issued or amended but are not yet effective have been early adopted by the Curriculum Council for the annual reporting period ended 30 June 2008.

2. Summary of significant accounting policies

(a) General Statement

The financial statements constitute a general purpose financial report which has been prepared in accordance with the Australian Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board as applied by the Treasurer's instructions. Several of these are modified by the Treasurer's instructions to vary application, disclosure, format and wording.

The Financial Management Act 2006 and the Treasurer's Instructions are legislative provisions governing the preparation of financial statements and take precedence over the Accounting Standards, the Framework, Statements of Accounting Concepts and other authoritative pronouncements of the Australian Accounting Standards Board.

Where modification is required and has a material or significant financial effect upon the reported results, details of that modification and the resulting financial effect are disclosed in the notes to the financial statements.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(b) Basis of Preparation

The financial statements have been prepared on the accrual basis of accounting using the historical cost convention.

The accounting policies adopted in the preparation of the financial statements have been consistently applied throughout all periods presented unless otherwise stated.

The financial statements are presented in Australian dollars rounded to the nearest thousand dollars (\$'000).

(c) Reporting Entity

The reporting entity is the Curriculum Council and has no related bodies.

(d) Contributed Equity

UIG Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities' requires transfers in the nature of equity contributions to be designated by the Government (the owner) as contributions by owners (at the time of, or prior to transfer) before such transfers can be recognised as equity contributions. Capital contributions (appropriations) have been designated as contributions by owners by TI 955 'Contributions by Owners made to Wholly Owned Public Sector Entities' and have been credited directly to Contributed Equity.

Transfer of net assets to/from other agencies are designated as contributions by owners where the transfers are non-discretionary and non-reciprocal.

(e) Income

Revenue recognition

Revenue is measured at the fair value of consideration received or receivable. Revenue is recognised for the major business activities as follows:

Sale of goods

Revenue is recognised from the sale of goods and disposal of other assets when the significant risks and rewards of ownership control transfer to the purchaser and can be measured reliably.

Rendering of services

Revenue is recognised on delivery of the service to the client or by reference to the stage of completion.

Service Appropriations

Service appropriations are recognised as revenues at nominal value in the period in which the Curriculum Council gains control of the appropriated funds. The Curriculum Council gains control of appropriated funds at the time those funds are deposited to the bank account or credited to the holding account held at the Department of Treasury and Finance.

Grants, donations, gifts and other non-reciprocal contributions

Revenue is recognised at fair value when the Curriculum Council obtains control over the assets comprising the contributions, usually when cash is received.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Other non-reciprocal contributions that are not contributions by owners are recognised at their fair value. Contributions of services are only recognised when a fair value can be reliably determined and the services would be purchased if not donated.

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

Gains

Gains may be realised or unrealised and are usually recognised on a net basis. These include gains arising on the disposal of non-current assets.

(f) Plant and Equipment

Capitalisation/Expensing of assets

Items of plant and equipment costing over \$5,000 are recognised as assets and the cost of utilising assets is expensed (depreciated) over their useful lives. Items of plant and equipment costing less than \$5,000 and fitouts for office premises on short-term leases are immediately expensed direct to the Income Statement (other than where they form part of a group of similar items which are significant in total).

Initial recognition and measurement

All items of plant and equipment are initially recognised at cost.

For items of plant and equipment acquired at no cost or for nominal cost, the cost is their fair value at the date of acquisition.

Subsequent measurement

All other items of plant and equipment are stated at historical cost less accumulated depreciation and accumulated impairment losses.

Depreciation

All non-current assets having a limited useful life are systematically depreciated over their estimated useful lives in a manner that reflects the consumption of their future economic benefits.

Project-in-progress is not depreciated. Depreciation on other assets is calculated using the straight line method, using rates which are reviewed annually. Estimated useful lives for each class of depreciable asset are:

Computer hardware	3 years
Communication and audiovisual equipment	3 years
Other equipment and fittings	5–10 years

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2007

(g) Intangible Assets

Capitalisation/Expensing of assets

Acquisitions of intangible assets costing over \$5,000 are capitalised except when the periodic payments under the threshold relate to major contracts for the development of a system. The cost of utilising the assets is expensed (amortised) over their useful life. Costs incurred below these thresholds are immediately expensed directly to the Income Statement.

All acquired and internally developed intangible assets are initially recognised at cost.

Amortisation for intangible assets with finite useful lives is calculated for the period of the expected benefit (estimated useful life) on the straight line basis using rates which are reviewed annually. All intangible assets controlled by the Curriculum Council have a finite useful life and zero residual value. The expected useful lives for each class of intangible asset are:

Software ^(a)	3 years
Student Information and Records System	10 years

(a) Software that is not integral to the operation of any related hardware.

Website costs

Website costs are charged as expenses when they are incurred unless they relate to the acquisition or development of an asset when they may be capitalised and amortised. Generally, costs in relation to feasibility studies during the planning phase of a website, and ongoing costs of maintenance during the operating phase are expensed.

(h) Impairment of Assets

Plant and equipment and intangible assets are tested for any indication of impairment at each balance sheet date. Where there is an indication of impairment, the recoverable amount is estimated. Where the recoverable amount is less than the carrying amount, the asset is considered impaired and is written down to the recoverable amount and an impairment loss is recognised. As the Curriculum Council is a not-for-profit entity, unless an asset has been identified as a surplus asset, the recoverable amount is the higher of an asset's fair value less costs to sell and depreciated replacement cost.

The risk of impairment is generally limited to circumstances where an asset's depreciation is materially understated, where the replacement cost is falling or where there is a significant change in useful life. Each relevant class of assets is reviewed annually to verify that the accumulated depreciation/amortisation reflects the level of consumption or expiration of asset's future economic benefits and to evaluate any impairment risk from falling replacement costs.

Intangible assets with an indefinite useful life and intangible assets not yet available for use are tested for impairment at each balance sheet date irrespective of whether there is any indication of impairment.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

The recoverable amount of assets identified as surplus assets is the higher of fair value less costs to sell and the present value of future cash flows expected to be derived from the asset. Surplus assets carried at fair value have no risk of material impairment where fair value is determined by reference to market-based evidence. Where fair value is determined by reference to depreciated replacement cost, surplus assets are at risk of impairment and the recoverable amount is measured. Surplus assets at cost are tested for indications of impairment at each balance sheet date.

(i) Leases

The Curriculum Council holds operating leases for its office premises, vehicles and some office equipment. Lease payments are expensed on a straight line basis over the lease term as this represents the pattern of benefits derived from the leased properties.

(j) Financial Instruments

In addition to cash, the Curriculum Council has two categories of financial instrument:

- Loans and receivables; and
- Financial liabilities measured at amortised cost.

These have been disaggregated into the following classes:

Financial Assets

- Cash and cash equivalents
- Restricted cash and cash equivalents
- Receivables
- Amounts receivable for services

Financial Liabilities

- Payables
- Borrowings

Initial recognition and measurement of financial instruments is at fair value which normally equates to the transaction cost or the face value. Subsequent measurement is at amortised cost using the effective interest method.

The fair value of short-term receivables and payables is the transaction cost or the face value because there is no interest rate applicable and subsequent measurement is not required as the effect of discounting is not material.

(k) Cash and Cash Equivalents

For the purpose of the Cash Flow Statement, cash and cash equivalent (and restricted cash and cash equivalent) assets comprise cash on hand and short-term deposits with original maturities of three months or less that are readily convertible to a known amount of cash and which are subject to insignificant risk of changes in value.

(l) Accrued Salaries

The accrued salaries suspense account (see Note 16 'Restricted cash and cash equivalents') consists of amounts paid annually into a suspense account over a period of 10 financial years to largely meet the additional cash outflow in each eleventh year when 27 pay days occur in that year instead of the normal 26. No interest is received on this account.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Accrued salaries (see Note 23 'Other liabilities') represent the amount due to staff but unpaid at the end of the financial year, as the pay date for the last pay period for that financial year does not coincide with the end of the financial year. Accrued salaries are settled within a fortnight of the financial year end. The Curriculum Council considers the carrying amount of accrued salaries to be equivalent to its net fair value.

(m) Amounts Receivable for Services (Holding Account)

The Curriculum Council receives funding on an accrual basis that recognises the full annual cash and non-cash cost of services. The appropriations are paid partly in cash and partly as an asset (holding account receivable) that is accessible on the emergence of the cash funding requirement to cover items such as leave entitlements and asset replacement.

(n) Inventories

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

(o) Receivables

Receivables are recognised and carried at original invoice amount less an allowance for any uncollectible amounts (i.e. impairment). The collectability of receivables is reviewed on an ongoing basis and any receivables identified as uncollectible are written-off. The allowance for uncollectible amounts (doubtful debts) is raised when there is objective evidence that the Curriculum Council will not be able to collect the debts. The carrying amount is equivalent to fair value as it is due for settlement within 30 days.

(p) Payables

Payables are recognised at the amounts payable when the Curriculum Council becomes obliged to make future payments as a result of a purchase of assets or services. The carrying amount is equivalent to fair value, as they are generally settled within 30 days.

(q) Borrowings

All loans are initially recognised at cost, being the fair value of the net proceeds received. Subsequent measurement is at amortised cost using the effective interest rate method.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(r) Provisions

Provisions are liabilities of uncertain timing and amount and are recognised where there is a present legal, equitable or constructive obligation as a result of a past event and when the outflow of resources embodying economic benefits is probable and a reliable estimate can be made of the amount of the obligation. Provisions are reviewed at each balance sheet date.

(i) Provisions – Employee Benefits

Annual Leave and Long Service Leave

The liability for annual and long service leave expected to be settled within 12 months after the end of the balance sheet date is recognised and measured at the undiscounted amounts expected to be paid when the liabilities are settled. Annual and long service leave expected to be settled more than 12 months after the end of the balance sheet date is measured at the present value of amounts expected to be paid when the liabilities are settled. Leave liabilities are in respect of services provided by employees up to the balance sheet date.

When assessing expected future payments, consideration is given to expected future wage and salary levels including non-salary components such as employer superannuation contributions. In addition, the long service leave liability also considers the experience of employee departures and periods of service.

The expected future payments are discounted using market yields at the balance sheet date on national government bonds with terms to maturity that match, as closely as possible, the estimated future cash outflows.

All annual leave and unconditional long service leave provisions are classified as current liabilities as the Curriculum Council does not have an unconditional right to defer settlement of the liability for at least 12 months after the balance sheet date.

Superannuation

The Government Employees Superannuation Board (GESB) administers the following superannuation schemes.

Employees may contribute to the Pension Scheme, a defined benefit pension scheme now closed to new members or the Gold State Superannuation Scheme (GSS), a defined benefit lump sum scheme also closed to new members.

The Curriculum Council has no liabilities under the Pension or the GSS Schemes. The liabilities for the unfunded Pension Scheme and the unfunded GSS Scheme transfer benefits due to members who transferred from the Pension Scheme, are assumed by the Treasurer. All other GSS Scheme obligations are funded by concurrent contributions made by the Curriculum Council to the GESB. The concurrently funded part of the GSS Scheme is a defined contribution scheme as these contributions extinguish all liabilities in respect of the concurrently funded GSS Scheme obligations.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Employees commencing employment prior to 16 April 2007 who are not members of either the Pension or the GSS Schemes become non-contributory members of the West State Superannuation Scheme (WSS). Employees commencing employment on or after 16 April 2007 became members of the GESB Super Scheme (GESBS). Both schemes are accumulation schemes. The Curriculum Council makes concurrent contributions to GESB on behalf of employees in compliance with the Commonwealth Government's *Superannuation Guarantee (Administration) Act 1992*. These contributions extinguish the liability for superannuation charges in respect of the WSS and GESBS Schemes.

The GESB makes all benefit payments in respect of the Pension and GSS Schemes, and is recouped by the Treasurer for the employer's share.

(ii) Provisions - Other

Employment On-Costs

Employment on-costs, including workers' compensation insurance, are not employee benefits and are recognised separately as liabilities and expenses when the employment to which they relate has occurred. Employment on-costs are included as part of 'Other expenses' and are not included as part of the Curriculum Council's 'Employee benefits expense'. The related liability is included in 'Employment on-costs provision'.

(s) Superannuation Expense

The following elements are included in calculating the superannuation expense in the Income Statement:

- (a) Defined benefit plans — Change in the unfunded employer's liability (i.e. current service cost and, actuarial gains and losses) assumed by the Treasurer 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 (GSS); and
- (b) Defined contribution plans — Employer contributions paid to the GSS, the West State Superannuation Scheme (WSS) and the GESB Super Scheme (GESBS).

Defined benefit plans — in order to reflect the true cost of services, the movements (i.e. current service cost and, actuarial gains and losses) in the liabilities in respect of the Pension Scheme and the GSS transfer benefits are recognised as expenses. As these liabilities are assumed by the Treasurer, a revenue titled 'Liabilities assumed by the Treasurer' equivalent to the expense is recognised under Income from State Government in the Income Statement.

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

The GSS Scheme is a defined benefit scheme for the purposes of employees and whole-of-government reporting. However, apart from the transfer benefit, it is a defined contribution plan for agency purposes because the concurrent contributions (defined contributions) made by the Curriculum Council to GESB extinguishes Curriculum Council's obligations to the related superannuation liability.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(t) Resources Received Free of Charge

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

(u) Comparative Figures

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

3. Disclosure of changes in accounting policy and estimates

Initial application of an Australian Accounting Standard

The Curriculum Council has applied the following Australian Accounting Standard and Australian Accounting Interpretations effective for annual reporting periods beginning on or after 1 July 2007 that impacted on the Council:

AASB 7 'Financial Instruments: Disclosures' (including consequential amendments in AASB 2005-10 'Amendments to Australian Accounting Standards [AASB 132, AASB 101, AASB 114, AASB 117, AASB 133, AASB 139, AASB 1, AASB 4, AASB 1023 & AASB 1038]'). This Standard requires new disclosures in relation to financial instruments and while there is no financial impact, the changes have resulted in increased disclosures, both quantitative and qualitative, of the Curriculum Council's exposure to risks, including enhanced disclosure regarding components of the authority's financial position and performance, and changes to the way of presenting certain items in the notes to the financial statements.

Voluntary changes in Accounting Policy

The Curriculum Council rolled into the Education and Training Shared Services Centre (ETSSC) on 5 November 2007. In line with ETSSC's policy, the Curriculum Council voluntarily raised its asset capitalisation threshold from \$1,000 to \$5,000 for property, plant and equipment acquired after 1 July 2007.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Future impact of Australian Accounting Standards not yet operative

The Curriculum Council cannot early adopt an Australian Accounting Standard or Australian Accounting Interpretation unless specifically permitted by TI 1101 'Application of Australian Accounting Standards and Other Pronouncements'. Consequently, the Curriculum Council has not applied the following Australian Accounting Standards and Australian Accounting Interpretations that have been issued and which may impact the Curriculum Council but are not yet effective. Where applicable, the Curriculum Council plans to apply these Standards and Interpretations from their application date:

Title and Operative for reporting periods beginning on/after:	
AASB 101 'Presentation of Financial Statements' (September 2007). This Standard has been revised and will change the structure of the financial statements. These changes will require that owner changes in equity are presented separately from non-owner changes in equity. The Authority does not expect any financial impact when the Standard is first applied.	1 January 2009
Review of AAS 27 'Financial Reporting by Local Governments', 29 'Financial Reporting by Government Departments' and 31 'Financial Reporting by Governments'. The AASB has made the following pronouncements from its short term review of AAS 27, AAS 29 and AAS 31:	
AASB 1004 'Contributions' (December 2007).	1 July 2008
AASB 1050 'Administered Items' (December 2007).	1 July 2008
AASB 1051 'Land Under Roads' (December 2007).	1 July 2008
AASB 1052 'Disaggregated Disclosures' (December 2007).	1 July 2008
AASB 2007-9 'Amendments to Australian Accounting Standards arising from the review of AASs 27, 29 and 31 [AASB 3, AASB 5, AASB 8, AASB 101, AASB 114, AASB 116, AASB 127 & AASB 137] (December 2007).	1 July 2008
Interpretation 1038 'Contributions by Owners Made to Wholly-Owned Public Sector Entities (revised) (December 2007).	1 July 2008

The existing requirements in AAS 27, AAS 29 and AAS 31 have been transferred to the above new and existing topic-based Standards and Interpretation. These requirements remain substantively unchanged. AASB 1050, AASB 1051 and AASB 1052 only apply to government departments. The other Standards and Interpretation make some modifications to disclosures and provide additional guidance, otherwise, there will be no financial impact.

Changes in Accounting Estimates

There were no changes in accounting estimates that will have an effect on the current reporting period.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
4. Employee benefits expense		
Salaries and allowances	13,195	10,048
Superannuation – defined contribution plans ^(a)	1,442	1,118
Long service leave ^(b)	326	179
Annual leave ^(b)	59	235
Other related expenses ^(c)	448	258
	<u>15,470</u>	<u>11,838</u>

(a) Defined contribution plans include West State, Gold State and GESB Super Scheme (contributions paid).

(b) Includes a superannuation contribution component.

(c) Includes the value of fringe benefits to employees plus the fringe benefit tax component.

Employment on-costs such as workers' compensation insurance are included at Note 11 'Other expenses'. The employment on-costs liability is included at Note 25 'Provisions'.

5. Supplies and services

Consultants and contractors	6,879	4,262
Communications	272	234
Consumable supplies	900	916
	<u>8,051</u>	<u>5,412</u>

6. Accommodation expenses

Lease rentals	792	727
Repairs, maintenance and fit-outs	175	203
Cleaning	70	50
	<u>1,037</u>	<u>980</u>

7. Depreciation and amortisation expenses

Plant and equipment	175	177
Intangible assets	290	26
	<u>465</u>	<u>203</u>

8. Finance costs

Interest paid to WA Treasury Corporation	<u>2</u>	<u>5</u>
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Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
9. Grants and awards		
Refund of grants provided by a Commonwealth funded agency ^(a)	-	25
Grants for implementation of the senior secondary school reform ^(b)	310	228
Grants for Year 12 Art Exhibition and Celebrates WA ^(b)	5	7
Awards for tertiary entrance and WACE examinations	9	10
	<u>324</u>	<u>270</u>

(a) This was the balance of grants provided in prior years for carrying out a project. The agency requested the refund to enable it to draw up new funding agreement with the Curriculum Council for completion of the project.

(b) The grants and awards were provided for ordinary activities.

10. Capital user charge	<u>-</u>	<u>396</u>
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The charge was a levy applied by the State Government for the use of its capital. The final charge was levied in 2006-07.

11. Other expenses

Employment on-costs ^(a)	2	4
Repairs and maintenance	310	135
Audit fees ^(b)	26	26
Losses due to theft, fraud and misuse of corporate purchase card ^(c)	25	2
	<u>363</u>	<u>167</u>

(a) These relate to workers' compensation insurance associated with the recognition of annual and long service leave liabilities shown in Note 25 'Provisions'.

(b) See also Note 35 'Remuneration of auditor'.

(c) See Note 37 'Supplementary financial information' for details.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
12. Sales and fees		
Sale of TEE materials, other publications and fees from TEE related services	616	793
Fees from overseas full fee paying students ^(a)	271	309
	<u>887</u>	<u>1,102</u>

(a) These fees are based on cost recovery for the services provided.

13. Grants and contributions

From state agencies and non-government sources for the Curriculum Council exhibitions and awards ceremony

39	38
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14. Other revenues and recoveries

Fees for corporate services performed for another State Government department
Insurance and other compensation ^(a)
Government Vehicle Scheme contributions
Sundry revenues and recoupment of expenses

75	-
22	2
17	13
98	32
<u>212</u>	<u>47</u>

(a) See Note 37 'Supplementary financial information' for details.

15. Income from State Government

Appropriation revenue received during the year - Service appropriations ^(a)

24,169	20,027
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Resources received free of charge ^(b):
Determined on the basis of the following estimates provided by agencies:

Department of Education and Training - system support, and secondment costs
Department of Education Services - executive services
State Solicitor's Office – legal services

77	47
57	190
18	2
<u>152</u>	<u>239</u>

(a) Service appropriations are accrual amounts reflecting the net cost of services delivered. The appropriation revenue comprises a cash component and a receivable (asset). The receivable (holding account) comprises the depreciation expense for the year and any agreed increase in leave liability during the year.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(b) Where assets or services have been received free of charge or for nominal consideration, the Curriculum Council recognises revenues (except where the contribution of assets or services is in the nature of contributions by owners, in which case the Curriculum Council shall make a direct adjustment to equity) equivalent to the fair value of the assets and/or the 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.

	2008	2007
	\$000	\$000
16 Cash and cash equivalents		
Current assets:		
Cash at bank	4,124	5,582
Petty cash and till floats	1	1
	<u>4,125</u>	<u>5,583</u>
Non-Current assets:		
Restricted cash and cash equivalents comprising:		
-Lump sums transferred from other state agencies for accrued long service leave ^(a)	227	177
- Accrued salaries suspense account ^(b)	284	134
	<u>511</u>	<u>311</u>

(a) The lump sums for unconsumed leave are restricted in that the unexpired portions have to be on-transferred if the staff members are transferred to other state agencies or returned to their home agencies.

(b) The amount is held for the purpose of meeting the 27th fortnight payroll in a financial year that occurs every 11 years.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
17. Inventories		
Inventories held for sale:		
TEE materials, <i>Curriculum Framework</i> materials and other Curriculum Council publications, at cost	517	252

18. Receivables		
Trade debtors	173	24
GST receivable	88	73
	<u>261</u>	<u>97</u>

Credit Risk:

Ageing of receivables past due but not impaired based on the information provided to senior management, at the balance sheet date:

Not more than 3 months	17	1
More than 3 months but less than 6 months	-	2
	<u>17</u>	<u>3</u>

The Curriculum Council does not hold any collateral as security or other credit enhancements relating to receivables.

19. Amount receivable for services		
Current	210	190
Non-Current	1,108	177
	<u>1,318</u>	<u>367</u>

Represents the non-cash component of service appropriations. It is restricted in that it can only be used for asset replacement or payment of annual and long service leave liabilities.

20. Plant and equipment		
At cost	1,139	1,078
Accumulated depreciation	(934)	(785)
	<u>205</u>	<u>293</u>

Reconciliation of carrying amount at the beginning and end of the current and previous financial year is set out below.

Carrying amount at start of the year	293	273
Additions	94	199
Disposals at cost (Note 37)	(33)	(45)
Accumulated depreciation on disposals (Note 37)	26	43
Depreciation for the year	(175)	(177)
Carrying amount at end of year	<u>205</u>	<u>293</u>

There were no indications of impairment to plant and equipment. As at 30 June 2008, there were no assets identified as surplus.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
21. Intangible assets		
Computer software:		
At cost	2,670	145
Accumulated amortisation	(404)	(115)
	<u>2,266</u>	<u>30</u>

Reconciliation of carrying amount at the beginning and end of the current and previous financial year is set out below.

Carrying amount at start of the year	30	47
Additions:		
- transfer from project-in-progress	2,500	-
- acquisitions	26	9
Amortisation for the year	(290)	(26)
Carrying amount at end of year	<u>2,266</u>	<u>30</u>

There were no indications of impairment to intangible assets. As at 30 June 2008, there were no intangible assets identified as surplus.

22. Project-in-progress

Replacement of student records information system, at cost	<u>2,771</u>	<u>2,771</u>
Carrying amount at start of the year	2,771	1,989
Additions	951	782
Transferred to intangibles - completed modules	(2,500)	-
Carrying amount at end of year	<u>1,222</u>	<u>2,771</u>

No amortisation is provided until the completion of the project.

23. Payables

Trade payables	72	2
Accrued salaries: Amount owing for two working days (2007: one working day)	90	40
	<u>162</u>	<u>42</u>

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
24. Borrowings		
Current:		
WA Treasury Corporation loans	-	97

The original final repayment date was 15 October 2017. However, the State Government provided funding to the Curriculum Council in its 2007/08 Budget for the redemption of the loan balances as at 30 June 2007. The loan was fully repaid in July 2007.

25. Provisions

Current:		
Employee benefits provision		
Annual leave ^(a)	773	657
Long service leave ^(b)	773	541
	<u>1,546</u>	<u>1,198</u>
Other provision		
Employment on-costs ^(c)	2	4
	<u>1,548</u>	<u>1,202</u>
Non-Current:		
Employee benefits provision		
Long service leave	536	210

(a) Annual leave liabilities have been classified as current as there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	750	640
More than 12 months after balance sheet date	23	17
	<u>773</u>	<u>657</u>

(b) Long service leave liabilities have been classified as current where there is no unconditional right to defer settlement for at least 12 months after balance sheet date. Assessments indicate that actual settlement of the liabilities will occur as follows:

Within 12 months of balance sheet date	750	525
More than 12 months after balance sheet date	559	226
	<u>1,309</u>	<u>751</u>

(c) The settlement of annual and long service leave liabilities gives rise to the payment of employment on-costs for workers' compensation insurance. The provision is the present value of expected future payments. The associated expense is included in 'Other expenses' in the Income Statement.

Curriculum Council
Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
26. Other liabilities		
Income in advance: TEE fees from overseas full fee paying students	207	158
<p>TEE enrolment fees are payable prior to the end of the financial year while the examinations are conducted during the first half of the following financial year.</p>		
27. Equity		
<p>Equity represents the residual interest in the net assets of the Curriculum Council. The Government holds the equity interest in the Curriculum Council on behalf of the community.</p>		
Contributed equity		
Balance at start of year	5,303	3,669
Contributions by owners		
Capital contributions ^(a)	229	1,634
Total contributions by owners	<u>229</u>	<u>1,634</u>
Balance at end of year	<u>5,532</u>	<u>5,303</u>
Accumulated surplus		
Balance at start of year	2,731	549
Surplus/(deficit) for the year	<u>(253)</u>	<u>2,182</u>
Balance at end of year	<u>2,478</u>	<u>2,731</u>

(a) Capital contributions have been designated as contributions by owners and are credited directly to equity.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	2008	2007
	\$000	\$000
28. Notes to the Cash Flow Statement		
(a) Reconciliation of cash		
Cash at the end of the financial year as shown in the Cash Flow Statement is reconciled to the related items in the Balance Sheet as follows:		
Cash and cash equivalents (Note 16)	4,125	5,583
Restricted cash and cash equivalents (Note 16)	511	311
	<u>4,636</u>	<u>5,894</u>
(b) Reconciliation of net cost of services to net cash flows provided by/(used in) operating activities		
Net cost of services	(24,574)	(18,084)
Non-cash items:		
Resources received free of charge	152	239
Depreciation and amortisation expense	465	203
Non-current assets stolen and other losses	24	2
(Increase)/decrease in assets:		
Current receivables	(164)	(21)
Current Inventories	(265)	224
Current prepayments	1	20
Increase/(decrease) in liabilities:		
Current payables	120	(16)
Current provisions	346	399
Other current liabilities	49	(68)
Non-current provisions	326	33
Net GST receipts/(payments)	13	4
Change in GST in receivables/payables	(30)	37
Net cash used in operating activities	<u>(23,537)</u>	<u>(17,028)</u>

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(c) Non-cash financing and investing activities

During the financial year, there were no assets/liabilities transferred/assumed from other government agencies not reflected in the Cash Flow Statement.

(d) At the balance sheet date, the Curriculum Council had fully drawn on all financing facilities, details of which are disclosed in the financial statements.

	2008	2007
	\$000	\$000

29. Lease commitments

Non-cancellable operating lease commitments for building, vehicles and equipment are as follows:

Within 1 year	1,131	825
Later than 1 year and not later than 5 years	365	993
	<u>1,496</u>	<u>1,818</u>

30. Capital commitments

There were no capital expenditure commitments as at 30 June 2008.

31. Contingent liabilities and contingent assets

As at 30 June 2008, there were no contingent liabilities and contingent assets.

32. Events occurring after balance sheet date

In early July 2007, the Minister announced the abolition of the Curriculum Council. It will be replaced by the Education Standards Authority. The Curriculum Council will continue to operate as a going concern until the abolition date and other details are known.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

33. Financial instruments

(a) Financial Risk Management Objectives and Policies

Financial instruments held by the Curriculum Council are cash, receivables, borrowings and payables. The Curriculum Council has limited exposure to financial risks. The Curriculum Council's overall risk management program focuses on managing the risks identified below.

Credit risk

Credit risk arises when there is the possibility of the Curriculum Council's receivables defaulting on their contractual obligations resulting in financial loss to the Curriculum Council. The Curriculum Council measures credit risk on a fair value basis and monitors risk on a regular basis.

The maximum exposure to credit risk at balance sheet date in relation to each class of recognised financial assets is the gross carrying amount of those assets inclusive of any provisions for impairment as shown in the table at Note (c) below.

The Curriculum Council trades only with recognised, creditworthy third parties. The Curriculum Council has policies in place to ensure that sales of products and services are made to customers with appropriate credit history. In addition, receivable balances are monitored on an ongoing basis with the result that the Curriculum Council's exposure to bad debts is minimal. There are no significant concentrations of credit risk.

Provision for impairment of financial assets, if any, is calculated based on past experience, and current and expected changes in client credit ratings. For financial assets that are either past due or impaired, refer to the note on 'Receivables' above.

Liquidity risk

The Curriculum Council is exposed to liquidity risk through its trading in the normal course of business. Liquidity risk arises when the Curriculum Council is unable to meet its financial obligations as they fall due.

The Curriculum Council has appropriate procedures to manage cash flows including drawdowns of appropriations by monitoring forecast cash flows to ensure that sufficient funds are available to meet its commitments.

Market risk

The Curriculum Council does not trade in foreign currency, is not materially exposed to other price risks and changes in interest rates.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

(b) Categories of Financial Instruments

	2008	2007
	\$000	\$000
In addition to cash, the carrying amounts of each of the following categories of financial assets and financial liabilities at the balance sheet date are as follows:		
Financial assets:		
Cash	4,125	5,583
Restricted cash	511	311
Receivables ^(a)	383	214
Financial liabilities:		
Financial liabilities measured at amortised cost	369	297

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(c) Financial Instruments Disclosure

Credit Risk, Liquidity Risk and Interest Rate Risk Exposures

The following table details the exposure to liquidity risk and interest rate risk as at the balance sheet date. The Curriculum Council's maximum exposure to credit risk at the balance sheet date is the carrying amount of the financial assets as shown on the following table.

The Curriculum Council does not hold any collateral as security or other credit enhancements relating to the financial assets it holds.

The Curriculum Council does not hold any financial assets that had to have their terms renegotiated that would have otherwise resulted in them being past due or impaired.

	Non-Interest Bearing	Carrying Amount
2008	\$000	\$000
Financial assets:		
Cash	4,125	4,125
Restricted cash	511	511
Receivables ^(a)	383	383
Financial liabilities^(b):		
Payables	162	162
Other liabilities	207	207

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(b) The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

2007	Non-Interest Bearing \$000	Carrying Amount \$000
Financial assets:		
Cash	5,583	5,583
Restricted cash	311	311
Receivables ^(a)	214	214
Financial liabilities:		
Payables	42	42
Borrowings	97	97
Other liabilities	158	158

(a) The amount of receivables excludes GST recoverable from the ATO (statutory receivable).

(b) The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities.

Fair values

All financial assets and liabilities recognised in the balance sheet, whether they are carried at cost or fair value, are recognised at amounts that represent a reasonable approximation of fair value unless otherwise stated in the applicable notes.

34. Remuneration of members of the Council and senior officers

Remuneration of the members of the Council

The number of members of the Council, whose total of fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

	2008	2007
\$0 - \$10,000	12	11
\$10,001 - \$20,000	-	1
\$20,001 - \$30,000	-	1
\$120,001 - \$130,000 ^(a)	-	1
\$190,001 - \$200,000 ^(a)	1	-
	\$000	\$000

The total remuneration of the members of the Council is: 197 172

The total remuneration includes the superannuation expense incurred by the Curriculum Council in respect of members of the Curriculum Council.

No members of the Council are members of the Pension Scheme.

(a) The remuneration of the Chief Executive Officer (CEO) appointed in 2006-07 is in this band. Under the Curriculum Council Act 1997, the CEO is a member of the Council.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Remuneration of senior officers

The number of senior officers, other than senior officers reported as members of the Council, whose total fees, salaries, superannuation, non-monetary benefits and other benefits for the financial year, fall within the following bands are:

	2008	2007
\$60,001 - \$70,000	-	1
\$70,001 - \$80,000	-	1
\$90,001 - \$100,000	-	1
\$120,001 - \$130,000	1	1
\$130,001 - \$140,000	1	1
	<u>\$000</u>	<u>\$000</u>

The total remuneration of senior officers is: 262 411

The superannuation included here represents the superannuation expense incurred by the Curriculum Council in respect of senior officers other than senior officers reported as members of the Council.

No senior officers are members of the Pension Scheme.

35. Remuneration of Auditor

Auditing the accounts, financial statements and performance indicators	<u>26</u>	<u>26</u>
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The expense is included at note 11 'Other expenses'.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

36. Explanatory Statement for comparison of actual results with those of the preceding period

Details and reasons for significant variations between actual expenses and revenues and the corresponding items of the immediate preceding period are detailed below. Significant variations are considered to be those greater than 10% and \$100,000.

	Note	Actual 2008 \$000	Actual 2007 \$000	Variance \$000
<u>Expenses</u>				
Employee benefits expense	(a)	15,470	11,838	3,632
Supplies and services	(b)	8,051	5,412	2,639
Depreciation and amortisation	(c)	465	203	262
Other expenses	(a)	363	167	196
<u>Income</u>				
Sales and fees	(d)	887	1,102	(215)
Other revenue and recoveries	(e)	212	47	165

Explanatory notes

(a) Employee benefits expenses and other expenses

Higher staffing level to implement senior secondary school reform accounted for the increase in employee benefit expenses. The additional staffing had flow-on impact on other expenses that included fit-out costs for office premises leased on short-term basis.

(b) Supplies and services

The variation was mainly due to the following expenses:

- Higher costs for conducting the 2007 external examinations due to new examinations for three courses and higher rates paid to the exam contractors (examiners, supervisors and markers).
- Costs involved in re-writing courses and conducting professional training for teachers following new approval processes put in place at the end of 2006/07.
- Employment costs paid to the Education and Training Shared Services Centre for the performance of finance and human resources functions from 5 November 2007.

(c) Depreciation and amortisation

Capitalisation of the cost of \$2.5 million for the completed modules of the student records information system (Notes 21 and 22) resulted in higher amortisation for 2007/08.

(d) Sales and fees

The variation was mainly caused by a non-recurring substantial amount of \$0.17 million of copyright fees from a copyright agency received in 2006/07.

(e) Other revenue and recoveries

The remuneration received from a State department for the provision of information system support and records management accounted mainly for the increase.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

Explanatory statement for comparison of annual estimates and actual results for the financial year

Treasurer's Instruction 945 requires an explanation of the significant variations between the actual income and expenses for the financial year and the estimate for each class of income and expense identified in the annual estimates published in the State Government's budget papers. Significant variations are considered to be those greater than 10% and \$100,000.

	Note	Actual 2008 \$000	Budget 2008 \$000	Variance \$000
<u>Expenses</u>				
Employee benefits expense	(a)	15,470	10,304	5,166
Supplies and services	(b)	8,051	12,837	(4,786)
Accommodation expenses	(a)	1,037	665	372
Depreciation and amortisation	(c)	465	1,141	(676)
Other expenses	(a)	363	25	338
<u>Income</u>				
Sales and fees	(d)	887	771	116
Other revenues and recoveries	(d)	212	-	212

Explanatory notes

(a) Employee benefits expense and accommodation expenses

The variance was due to the under-estimation of the increase in the staff strength to carry out the implementation of the senior secondary school reform. Additional office premises, fit-outs, furniture and equipment were purchased for the additional staff.

(b) Supplies and services

The budget assumed that the senior secondary reform implementation involved outsourced services. Instead, staff were hired to perform the activities resulting in the additional costs mention in (a) above.

(c) Depreciation and amortisation

At the time of the preparation of the budget, the estimated full cost of approximately \$4.2 million for the student information records system (Notes 21 and 22) was supposed to be capitalised. The project was delayed and only completed modules costing \$2.5 million was capitalised, resulting in lower amortisation expense.

(d) Sales and fees and Other revenue and recoveries

Unanticipated revenue such as fees charged for system support and records management services provided to another State government department accounted for the variance.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

37. Supplementary financial information

	2008	2007
	\$000	\$000
Losses through theft, fraud and misuse of credit card^(a)		
Net book value of plant and equipment stolen (Notes 11 and 20)	7	2
Cost of minor value computer and office equipment stolen	13	-
Petty cash, fraudulent payroll and credit card misused ^(b)	5	-
Total losses	<u>25</u>	<u>2</u>
Less:		
Compensation by credit card holder ^(a)	2	-
Insurance compensation based on replacement values included in Other revenue in the Income Statement ^(c)	<u>20</u>	<u>2</u>
Total compensation	<u>22</u>	<u>2</u>
Net compensation	<u>3</u>	<u>-</u>

- (a) Council as the Accountable Authority approved the write-off of the losses.
- (b) The card was cancelled immediately on discovery of the misuse and the cardholder compensated in full for the identified transactions.
- (c) The insurance compensation for some of the equipment items have not been settled at 30 June 2008.

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

38. Schedule of Income and Expenses by Service

	Service 1		Service 2		Service 3		Total	
	2008 \$000	2007 \$000	2008 \$000	2007 \$000	2008 \$000	2007 \$000	2008 \$000	2007 \$000
COST OF SERVICES								
<u>Expenses</u>								
Employee benefits expense	155	1,904	9,389	5,523	5,926	4,411	15,470	11,838
Grants and awards	-	-	157	253	167	17	324	270
Other expenses	99	1,190	6,019	3,225	3,800	2,748	9,918	7,163
Total expenses	254	3,094	15,565	9,001	9,893	7,176	25,712	19,271
<u>Income</u>								
Sales and fees	101	135	-	2	786	965	887	1,102
Grants and contributions	-	-	-	-	39	38	39	38
Other revenue and recoveries	-	16	106	16	106	15	212	47
Total income other than income from State Government	101	151	106	18	931	1,018	1,138	1,187
Net cost of services	153	2,943	15,459	8,983	8,962	6,158	24,574	18,084

Curriculum Council

Notes to the Financial Statements for the year ended 30 June 2008

	Service 1		Service 2		Service 3		Total	
	2008 \$000	2007 \$000	2008 \$000	2007 \$000	2008 \$000	2007 \$000	2008 \$000	2007 \$000
<u>Income from State Government</u>								
Service appropriations	242	2,979	14,668	10,145	9,259	6,903	24,169	20,027
Resources received free of charge	25	80	64	80	63	79	152	239
Total income from State Government	267	3,059	14,732	10,225	9,322	6,982	24,321	20,266
Surplus/(Deficit) for the year	114	116	(727)	1,242	360	824	(253)	2,182

The service titles and the outcomes of the services are provided below. Description of the services and their key performance indicators are provided in the Performance Indicators section of the annual report.

Outcome: Continuous development of student learning and curriculum for Western Australian schools –

Service 1: Curriculum implementation and maintenance

Service 2: Course development and approval

Outcome: An equitable student assessment system to ensure confidence is maintained in Western Australian education system –

Service 3: Student assessment and certification.

